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INVESTIGATING THE IMPACT OF TRAINING AND DEVELOPMENT ACTIVITIES ON THE INVOLVEMENT OF EMPLOYEES IN THE HUMAN RESOURCES MANAGEMENT CONTEXT

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Introduction. Training and development in human resource management (HRM) are important for business companies to survive in a competitive environment. On the other hand, the contribution of training and development activities is also crucial for employees' individual development and career plans. Rapid changes in technologies, methods, tools, and working environments have increased the need for new qualifications, abilities, and knowledge bases that can be provided through training and development activities.

Aim and tasks. This study aims to conduct a quantitative research that examines the association between training and development activities and the contribution of employees to business success in the context of HRM.

Results. A relational survey model was used to determine the relationships between variables. In this survey, 105 blue-collar workers from a manufacturing company in Izmir were selected using a random sampling method. The questionnaire collected data, and the SPSS software analyzed the results. According to the results of the survey, training and development have a significant influence on employee performance. Specifically, they evaluate training as an essential tool for performing their duties, accessing up-to-date information about their activities, and considering it a supporting study for their career development. Even though employees have positive opinions about training and development activities, they still need to be given detailed information about the training programs they should participate in the future. It was observed that employees' evaluations of training and development activities were positive, and their learning motivation was relatively high. There was a positive and significant relationship between employees' views on training activities and their perceptions of performance. The findings stated that training activities positively affect employees' performance by increasing their knowledge and skill levels.

Conclusions. It has been determined that the individual benefits provided by training and development activities motivate employee performance. There was no difference between the views of the participants regarding education and development by gender, age, education level, or working time. It was determined that married people consider education and development activities more in terms of career development compared to singles.

Keywords: human resources, training, education, employee performance.

1. Introduction.

Business companies must increase their competitiveness and gain a competitive advantage against other competitors to continue their activities in the keen competitive environment that has emerged with the development initiated by globalization. Nowadays, business companies' training activities significantly impact gaining competitive advantage and achieving success. In particular, the complex organizational structures of business companies have increased the need for training and education. Training is an essential, activity-significant, and effective tool for coping with rapid development and change. It can be observed that the knowledge base and skills acquired in formal education are not sufficient under conditions of rapid change. The training activities carried out by enterprises aim to provide employees with the necessary knowledge base, skills, and behavioural features for their current and future careers. Employees must do their current jobs effectively and improve their performance to meet the expectations of their intuitions in the near future. The contribution of employee training cannot be limited by performance improvements. However, it also increases the morale and motivation of personnel, job satisfaction levels, and organizational commitment through more effective use of organizational resources.

This study aims to conduct quantitative research examining the association between training and development activities and employee involvement. The research method is a relational survey model that focuses on determining the relationship between two or more variables by assuming that conditions that existed in the past and today are not changing. In this context, a sample of 105 blue-collar personnel from a foreign company operating in the automotive industry was selected, and data collected by the questionnaire method were analyzed to investigate the research questions.

2. Literature review.

All workers in an organization at different levels of the hierarchy are the subject matter of HRM.

All kinds of organizations can be described as social systems in terms of their basic characteristics. Organizations incorporate individuals and technology and their social, technical, and environmental features as man–machine systems. Therefore, human aspects can be considered a goal and a tool for the organization (Ko & Ko, 2012).

HRM includes all managerial activities and decision-making actions that play a decisive role in the interaction between working individuals and the organization. (Armstrong, 1992). In other words, it has been proposed as a component of an organization that aims to create effective and safe harmony between employees and managers to improve organizational effectiveness (EL Hajjar & Alkhanaizi, 2018; Bodnar et al., 2019). In this context, HRM can be stated as a method that includes policy determination, organization, supervision, direction, and planning to create, develop, and employ human resources that benefit from the competitive environment within the organization (Tilottama & Snigdha, 2018).

The quality of work life and productivity can be expressed as the main goals of HRM. Employees play a decisive role in the efficiency and effectiveness of all the tasks. Therefore, many issues, such as appointing the right person to the right position, measuring his or her performance, planning his or her career, determining their needs, occupational safety and health, and the training and development process of working individuals constitute the area of interest of HRM.

In line with the employment of the personnel that the business will need, the phase of creating long-term strategies is within the scope of human resources planning (Koval et al., 2022). The human resources planning function can be expressed as the phase of dealing with a job planned to be carried out in the future in terms of quantity and quality, and determining the human resources needed (George, 2017).

Planning is a basic management function of HRM. Before starting an action, the objectives, how they will be realized, the definition of the problems, possible solution constraints, and resource requirements should be discussed.

HRM needs to answer the following question: How can HRM resources be used most effectively to achieve organizational goals? It is prudent to make rational decisions on the quantity and quality of human resources in any organization at the planning stage (Beaumont, 2020). Career management is defined as a study that enables HRM and experts in this field to prepare plans, set targets, and develop strategies to meet the needs of employees to realize their individual career goals and take necessary actions. The business company and its employees benefit from career programs that are effectively planned and executed. Thus, it increases their commitment, resulting in high motivation levels (Lakshmi & Hymavath, 2022).

Performance appraisal can be defined as a systematic measurement activity that is used as a basis for determining human resource needs in the future and is carried out by considering individual characteristics, such as work habits, abilities, attitudes, and other special qualifications (Karcıoğlu & Öztürk, 2009). Evaluating an individual's performance and rewarding achievements by eliminating faults is defined as a performance evaluation. The main principle of performance appraisal is to reward an individual for their successes rather than punish them for their failures. A periodic review of the level of individual performance by the institution and employee is necessary for successful performance appraisal (Maharvi et al., (2023).

Training is a process that starts after employment to provide the skill and knowledge needed for the job and to be equipped with new skills (Mucuk, 2005). Training and education are both measurable and systematically maintained during manageable periods of change (Dahkoul, 2018). However, education aims to raise the level of values, knowledge base, and thinking skills of the individual and it is a slightly longer process. On the other hand, training is more practice-oriented and aims to raise the level of skill and knowledge needed for a particular job. In other words, while training has a specific and professional goal, education aims to prepare the individual for life (Needle & Burns, 2019).

3. Aim and tasks.

The study aims to conduct a quantitative research that examines the association between training and development activities and the contribution of employees to business success in the context of HRM.

4. Theoretical framework.

Business companies can have a significant amount of savings in terms of time and cost since the training activities given to their existing and new employees increase their level of knowledge and skills. Various methods are used for training activities carried out by business companies for their employees (Schweizer, 2004).

The methods can be used during the implementation of Human Resources Training programs such as; On-the-Job Training Methods, Stacked Operation (under the guidance of a supervisor), Delegation of Authority, Training by Rotation, Coaching Method, Lecture Based Training, Group Discussion, Case study, Role Playing, Sensitivity Training, Simulation Method, e-Learning.

The effective evaluation of the means of production owned by the enterprise can be expressed as an efficiency approach. This production vehicle evaluation of the product effectively is possible with the human factor. Therefore, it is indispensable for people to be equipped with the required level of attitude, talent, knowledge, and skill to achieve efficiency. Here, it is mentioned to increase the quality and skill level of all human power, from the top manager to the lowest-level personnel (Bell et al., 2017).

Because of the contribution of the efforts made in education, the increase in the skill, knowledge, and ability levels of the organizational employees enables them to perform their duties more effectively, reducing the number of losses that occur during the production phase. While knowledge emerges as a stand-alone, static structure in terms of production, skill represents a stage that realizes mobility. Therefore, if static knowledge is exhibited in the form of skill, it achieves dynamism.

The necessary skills, knowledge, and abilities to work efficiently will be obtained at the end of the training process. Today, developments in technology put technology at the center of working life. Therefore, business companies provide training to their employees to have a better command of emerging technologies. Because of the contributions of technology, business companies that reduce the losses in the production phase as much as possible and save time aim to raise the productivity level of their staff in line with emerging developments (Sibson, 1991).

The increase in efficiency related to the work they are responsible for, in direct proportion to their abilities, gives them confidence and makes it possible to benefit from the resources at the optimum level. Employees also perform tasks such as assuming responsibility for product quality and being involved in some decision-making phases in the process of benefiting the advancement of the business, thanks to the new knowledge they have acquired. Thus, because of the increase in the level of communication between employees and management, the quality of products and services also increases (Nasim & Zahid Iqbal (2019).

5. Methodology.

The quantitative research method is preferred to examine the association between training & development activities and employee performance. In this research, a relational survey model was used, which aims to describe a situation in the past or today without changing it and targets to explain the relationship between the variables of the research questions. The universe of this research consisted of employees of a business company operating in Izmir. As a basic rule, the sample size in survey studies should be at least 100 (Gall et al., 2003). In this context, a sample of 105 blue-collar workers from a foreign company in the automotive industry at İzmir was selected using a random sampling method.

Data were gathered through the questionnaire method, and the Data Form, Human Resources Training and Development Activities Scale and Performance Scale were utilized (Barlett, 1999). The scale consists of 30 items across five dimensions. Because of the reliability analysis performed by Barlett (1999), Cronbach's Alpha reliability coefficient was determined as follows for the overall scale and its dimensions (Table 1).

Table 1. Cronbach Alpha reliability coefficients.

Scale/Size	Cronbach Alpha
Overall Scale	**0.895**
Perceived Educational Opportunities	0.656
Management Support	0.851
Colleagues Support	0.593
Learning Motivation	0.867
Individual Benefits	0.823
Career Prospects	0.830

Source: based on Barlett (1999).

A Likert-type scale, scoring between 1 and 5 (1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, strongly 5-Agree) was utilized. Another scale was used in the study by Kirkman and Rosen (1999) and adjusted by Çöl (2008). The Cronbach Alpha coefficient was determined as 0.82 for the overall scale.

The scale consists of six items, and according to Çöl (2008), it is reliable. After unity analysis, Cronbach's alpha reliability coefficient was 0.82 (Çöl, 2008). The indicated value is greater than the acceptable level of 0.70. The research was held between January 1, 2021, and October 1, 2021.

Within the scope of the research, the researcher filled out the questionnaires by interviewing the participants face-to-face, and the application time for each participant was approximately 15-20 minutes. Before the interview, the purpose of the research was explained, and detailed information regarding the scale forms and confidentiality was provided. Participation in the application was based on the principle of voluntariness.

Data analysis was performed using SPSS 24.0, and the significance level was set at P=0.05. The subsequent statistical tests were realized: Kolmogorov-Smirnov Normality Test was utilized to determine which of the parametric or non-parametric tests would be used in the research. The goodness of fit test indicated that the data fit a normal distribution (p=0.195). It was determined that the data were homogeneously distributed using the Levene's test. Parametric tests were used to analyze all data (Dahkoul, 2018). Descriptive statistics were used for the demographic characteristics, evaluation of training and development activities, and level of employee performance of the participants involved in the research.

Within the context of the study, Difference Tests were used to determine whether the scores acquired from the scales of the participants were different, conferring to their demographic characteristics.

The type of difference test used was determined according to the number of groups; an independent group t-test was used when the mean of two groups was to be compared, and "A One-Way Variance Analysis" (ANOVA) was used when the mean of more than two groups was compared. Tukey's test was used to assess differences between groups. In addition, Correlation Analysis was applied to define the possible relationship between training and development activities and labor performance levels. Finally, regression analysis was used to measure the level of effectiveness of the training and development scale dimensions on employee performance.

6. Results.

The obtained data were analyzed, tabulated, and interpreted. The research findings are explained in the following sections:

– Demographic characteristics of the participants.

– Findings on training and development activities and employee involvement.

– Findings on the influence of training and development activities on employee performance.

The frequency distributions regarding the demographic characteristics of the participants in the study are as follows (Table 2).

Table 2. Frequency distributions regarding the demographic characteristics.

Variable	N	%
Gender		
Female	47	46.1
Male	55	53.9
Age (Year)		
18-30	47	46.1
31-40	42	41.2
41-50	13	12.7
Marital status		
Married	57	55.9
Single	45	44.1
Education		
Primary school and below	4	3.9
High School/vocational	61	59.8
License degree	31	30.4
Master's and Doctorate	6	5.9
Experience		
0-5 years	55	53.9
6-10 years	27	26.5
11-20 years	15	14.7
21 years and over	5	4.9

The 47 female and 55 male employees participated in the study. Considering the age groups, 46.1% of the participants were between the ages of 18-30, 41.2% were between the ages of 31-40 and 12.7% were between the ages of 41-50. When marital status was examined, the rate of married people was 55.9%, while the rate of singles was 44.1%. According to their educational status, 3.9% of the participants had a primary education or below, 59.8% had a high school/associate degree, 30.4% had undergraduate education, and 5.9% had postgraduate education. Finally, looking at the working time of the participants; the majority of the participants with 53.9% have been working in their enterprises (0-5 years), 26.5% between 6-10 years, 14.7% between 11-20 years and 4.9% it is seen that ten of them have a working period of 21 years or more.

The findings of the frequency analysis regarding the Education and Development Activities Scale were summarized in the following Table 2. It was analyzed whether there were a statistically significant difference between the means of the Education and Development Activities scale dimensions and the demographic characteristics of the participants. Statistical Findings Regarding the Education and Development Activities Scale are as follows (Table 3).

Table 3. Statistical findings regarding the education and development activities scale.

Dimension	Expression	X	S
Perceived training opportunities	1. Equal training opportunities are provided to all employees in the company.	3.23	1.31
	2. I have been informed about the number and type of training programs I will take.	2.67	1.31
	3. Policies regarding the number and type of training are determined by the company.	3.39	1.29
	4. There is a good learning and communication environment in the company.	3.39	1.30
	Average	**3.16**	**1.08**
Management support	5. My supervisor passionately supports my participation in training programs.	3.89	1.31
	6. I can easily talk to my supervisor about my weaknesses.	3.80	1.21
	7. My supervisor believes that my mistakes can improve my experience level and it is effective to prevent future failures and improve performance.	3.67	1.24
	8. My supervisor helped me how to do my job effectively in the past.	3.51	1.20
	9. I believe that my supervisor will help me to improve the knowledge and skills envisaged in the education programs.	3.67	1.18
	Average	**3.70**	**1.12**
Support of Colleagues	10. I believe that colleagues will help me to improve the knowledge (skills) in the training programs.	3.87	1.05
	11 The training programs helped me to develop good friendships.	3.78	1.05
	12. I believe that my colleagues will help me to fulfill my duties and responsibilities.	3.97	1.08
	13. My experienced colleagues are unwilling to guide me.	3.41	1.37
	14. Generally, my colleagues perceive education as a waste of time.	3,63	1,24
	Average	**3.73**	**0.75**
Learning motivation	15. I try to learn as much as possible from the training programs.	4.41	0.72
	16. I tend to learn more from training programs than most people do.	4.12	0.87
	17. I am most willing to acquire the skills envisaged in the training programs.	4.24	0.85
	18. I am ready to spend the necessary effort in training programs to improve my skills.	4.38	0.79
	19. I believe that I can improve my skills by joining training programs.	4.37	0.83
	Average	**4.30**	**0.68**
Individual benefits	20. Participating in training programs contributes to my personal development.	4.47	0.82
	21. Participating in training programs helps me do my job better.	4,42	0,80
	22. Participating in training programs allows me to achieve the appreciation of my friends.	3,29	1,19
	23. Participating in training programs allows me to gain the appreciation of my supervisor.	3,45	1,19
	24. Participating in training programs helps me to improve communication with employees.	4,04	0,99
	25. Participating in training programs helps me to update my knowledge of new processes, and products.	4.42	0.66
	Average	**4.01**	**0.70**
Career Prospects	26. Participating in training programs increases my chances of being promoted.	3.39	1.37
	27. Participating in training programs helps me get a salary increase.	2.81	1.36
	28. Participating in training programs generates opportunities for different career paths.	3.93	1.04
	29. Participating in training programs contributes to my enhanced career plans.	3.99	1.03
	30. Participating in training programs helps me reach my career goals.	3.94	1.06
	Average	**3.61**	**0.93**
Overall Scale Average		**3.78**	**0.59**

The expressions with the highest average about the training and development activities are respectively: "Participating in training programs contributes to my personal development (4.47)", "Participating in training programs helps me do my job better (4.42)" and "Participating in training programs helps me to update my knowledge of new processes, methods, and products (4.42)". The interpretation of these results is that employees attach more importance to training/development activities in enterprises in terms of their individual development, and they see training programs as an important tool for doing their job better and acquiring up-to-date information.

The expressions were determined with the lowest average are as follows:

−I have been informed about the number and type of training programs I will take (2.67).

−Participating in training programs helps me to get a salary increase (2.81).

−Equal training opportunities are provided to all employees in the company (3.23).

Although employees do not believe that training will increase their wages, promotions will not be satisfactory. The overall average of training and development activities was 3.78, the highest average value goes to the dimension of learning motivation at 4.30, and the lowest average value belongs to the dimension of perceived educational opportunities at 3.16. Stern (2023).

In this part of the study, a test was conducted to determine whether there was a significant difference between the dimensions of the means of the training and development scale and the demographic characteristics of the participants. The independent Sample t-test results regarding the gender of the participants and training and development activities are as follows (Table 4).

Table 4. Independent sample t-Test results regarding the gender of the participants and training and development activities.

Variables	Female (N=47)		Male (N=55)		p
	X	S	X	S	
Perceived training opportunities	3.12	1.12	3.20	1.05	0.688
Management Support	3.63	1.20	3.77	1.03	0.538
Colleagues Support	3.76	0.72	3.70	0.78	0.708
Learning motivation	4.23	0.73	4.36	0.63	0.372
Individual benefits	3.95	0.72	4.06	0.70	0.414
Career prospects	3.45	0.94	3.74	0.92	0.126

According to p values, there was no statistically significant difference between the means of training and development activity dimensions according to the gender of the participants ($p > 0.05$). According to the t-test results, there was a statistically significant difference between the average of the education-related career expectations and marital status of the participants ($p<0.05$), and there was no statistically significant difference between the averages of the other dimensions ($p>0.05$).

Table 5. One-Way Analysis of variance results for age groups of participants and training and development activities.

Variable	Age	N	X	S	F	p
Perceived training opportunities	18-30 years old	47	3.04	1.03	0.754	0.473
	31-40 years old	42	3.22	1.06		
	41-50 years old	13	3.44	1.29		
Management Support	18-30 years old	47	3.68	1.12	0.070	0.932
	31-40 years old	42	3.70	1.18		
	41-50 years old	13	3.81	0.86		
Colleagues Support	18-30 years old	47	3.65	0.86	0.534	0.588
	31-40 years old	42	3.80	0.66		
	41-50 years old	13	3.80	0.61		
Learning motivation	18-30 years old	47	4,29	0.64	0.741	0.479
	31-40 years old	42	4.37	0.72		
	41-50 years old	13	4.10	0.68		
Individual benefits	18-30 years old	47	3.99	0.70	0.948	0.391
	31-40 years old	42	4.01	0.74		
	41-50 years old	13	4.07	0.69		
Career prospects	18-30 years old	47	3.48	1.06	0.065	0.937
	31-40 years old	42	3.70	0.79		
	41-50 years old	13	3.81	0.88		

The dimension of career expectations related to education has been determined to be higher for married people than for singles. The results of the One-Way Variance Analysis of the education level of the participants within the scope of training and development activities are presented in the following Table 7.

Table 7. Results of One-Way Analysis of variance for educational status participants and training and development activities.

Variable	Education	N	X	S	F	p
Perceived training opportunities	Primary school and below	4	3,88	1.20	2.288	0.083
	High school/ vocational	61	3.31	0.98		
	Undergraduate	31	2.93	1.09		
	Graduate	6	2.50	1.56		
Management Support	Primary school and below	4	4.00	0.83	1.794	0.443
	High school/ vocational	61	3.86	0.98		
	Undergraduate	31	3.54	1.17		
	Graduate	6	2.90	1.86		
Colleagues Support	Primary school and below	4	3.60	0.77	0.359	0.783
	High school/ vocational	61	3.73	0.80		
	Undergraduate	31	3.71	0.72		
	Graduate	6	4.03	0.60		
Learning motivation	Primary school and below	4	3.90	0.42	0.673	0.571
	High school/ vocational	61	4.35	0.71		
	Undergraduate	31	4.25	0.69		
	Graduate	6	4.40	0.54		
Individual benefits	Primary school and below	4	3.83	0.49	0.207	0.891
	High school/ vocational	61	4.03	0.74		
	Undergraduate	31	4.05	0.67		
	Graduate	6	3.81	0.83		
Career prospects	Primary school and below	4	3.60	0.67	0.295	0.829
	High school/ vocational	61	3.57	1.02		
	Undergraduate	31	3.72	0.88		
	Graduate	6	3.50	0.59		

According to the test results there is no statistically significant difference between the means of training and development activities dimensions and the educational status of the participants (p>0.05) (Table 8).

Table 8. The results of the One-Way Analysis of Variance performed regarding the working time of the participants within the scope of training and development activities.

Variable	Education	N	X	S	F	p
Perceived training opportunities	0-5 years	55	3.30	1.06	0.776	0.510
	6-10 years	27	3.04	0.99		
	11-20 years	15	3.12	1.19		
	21 years and more	5	2.65	1.52		
Management Support	0-5 years	55	3.85	1.08	1.006	0.394
	6-10 years	27	3.47	1.11		
	11-20 years	15	3.76	1.30		
	21 years and more	5	3.24	0.83		
Colleagues Support	0-5 years	55	3.80	0.76	0.496	0.686
	6-10 years	27	3.67	0.86		
	11-20 years	15	3.73	0.66		
	21 years and more	5	3.40	0.32		
Learning motivation	0-5 years	55	4.38	0.64	1.214	0.309
	6-10 years	27	4.19	0.84		
	11-20 years	15	4.37	0.39		
	21 years and more	5	3.88	0.86		
Individual benefits	0-5 years	55	4.08	0.70	0.148	0.931
	6-10 years	27	4.01	0.74		
	11-20 years	15	3.86	0.68		
	21 years and more	5	3.77	0.85		
Career prospects	0-5 years	55	3.61	0.94	0.627	0.599
	6-10 years	27	3.67	1.00		
	11-20 years	15	3.48	0.86		
	21 years and more	5	3.72	0.99		

According to the p values, difference between the means of training and development activities dimensions and the educational status of the participants is not at significant level (p>0.05) (Table 9).

Table 9. The frequency analysis findings of the answers given by the participants within the scope of the performance scale.

Expression	X	S
1. I achieve my business goals more than expected.	4.14	0.758
2. I am confident that I have exceeded the quality standards of my service.	4.16	0.805
3. I can solve the problems as soon as possible.	4.32	0.706
4. I continuously improve my job performance.	4.48	0.609
5. I finish my job completely in time.	4.51	0.625
6. The training programs affect my performance.	4.41	0.788
Overall Scale Average	4.33	0.508

The averages for all statements were greater than 4, which can be interpreted as the performance perceptions of the employees being high. In this part of the study, it was tested whether there was a statistically significant difference between the performance scale averages and the demographic characteristics of the participants. The results of the Independent Sample t-Test values regarding the gender and marital status of the participants and the scope of employee performance are presented below (Table 10).

Table 10. Independent Sample t-Test values regarding the gender and marital status of the participants and the scope of employee performance.

Variable	Group	N	X	S	p
Gender	Female	47	4,38	0,493	0.398
	Male	55	4,29	0,522	
Marital status	Married	57	4,33	0.503	0.954
	Single	45	4.33	0.521	

There were no statistically significant differences between the average performance perceptions of the participants, gender, and marital status ($p>0.05$).

The results of the One-Way Variance Analysis regarding age, educational status, and working time of the participants versus the scope of employee performance are presented below (Table 11).

Table 11. One-Way Variance Analysis regarding the age, educational status, and working time.

Variable	Group	N	X	S	F	p
Age	18-30 ages	47	4.31	0.481	0.445	0.642
	31-40 ages	42	4.32	0.452		
	41-50 ages	13	4.46	0.755		
Education	Primary school and below	4	4.08	1.30	2.826	0.149
	High school/ vocational	61	4.44	0.425		
	Undergraduate	31	4.23	0.464		
	Graduate	6	3.97	0.561		
Work experience	0-5 years	55	4.35	0.469	0.200	0.922
	6-10 years	27	4.36	0.462		
	11-20 years	15	4.26	0.466		
	21 years and more	5	4.23	1.170		

According to the p values, there is no statistically significant difference between the average performance perceptions of the participants and the age, education level, and work experience ($p>0.05$).

The results of the Pearson correlation analysis regarding the relationship between training and development activities and employee performance are presented below (Table 12).

Table 12. Pearson correlation analysis regarding the relationship between training and development activities and employee performance.

Variable	1	2	3	4	5	6	7
Perceived training opportunities (1)	1						
Management support (2)	0.661**	1					
Colleagues Support (3)	0.225*	0.313**	1				
Learning motivation (4)	0.306**	0.216*	0.280**	1			
Individual benefits (5)	0.343**	0.341**	0.222*	0.665**	1		
Career prospects (6)	0.24**	0.334**	0.135	0.409**	0.653**	1	
Performance (7)	0.256**	0.217*	0.017	0.134	0.327**	0.285**	

*** Significant at the p<0.01 level and * Significant at the p<0.05 level*

According to the correlation coefficients, the dimension in strongest relationship with the performance of employees is an individual benefit (r=0.327). Career prospects (r=0.285), perceived training opportunities (r=0.256), and management support (r=0.217) also had a positive relationship with employee performance. A regression analysis was conducted to reveal the level of influence between the subdimensions of training and development and employee performance.

The results of the regression model are shown in Table 13.

Table 13. The results of the regression model

Independent Variables	β	Std. error	t	p
Perceived training opportunities	0,077	0.061	1.268	0.208
Management support	0.011	0.060	0.182	0.856
Colleagues Support	-0.046	0.069	-0.670	0.505
Learning motivation	-0.113	0.097	-1.164	0.247
Individual benefits	0.232	0.110	2.102	**0.038***
Career prospects	0.045	0.069	0.663	0.509
F	2.909			
Adjusted R^2	0.211			
R^2	0.238			
Significance level	**0.000***			

The F-value indicated that the model was completely significant (p=0.000). The adjusted R^2 value was calculated (0.211) to determine the percentage change in the dependent variable explained by the independent variables of the model. If means that 21.1% of employees' performance is described by the independent variables. An analysis of the independent variables of the model indicated that only the individual benefits dimension was significantly effective. The individual benefits expected from training had an explanatory power of 21.1% on employee performance.

7. Discussions.

Employees believe that their participation in training programs will contribute to good relationships with managers and friends, which will help better communicate with them. Specifically, they evaluate training as an important tool in terms of performing their duties, accessing up-to-date information about their activities, and considering it as a supporting study for their career development. Even though employees have positive opinions about training and development activities, they are not given detailed information about the training programs they should participate in the future. One of the surprising issues detected in this study was that the level of information about the number and variety of training programs was insufficient.

The literature review illustrates that the training and development actions subsidize the achievement of the goals of the enterprises, the knowledge, skills, awareness, competence, and performance of the employees, and, finally, an increase in business performance.

It will be useful to compare the results of this study with the findings in the literature.

The results of the study carried out by Gilik (2015) with the participation of 324 public employees are very similar to the results of our study, and it was observed that the evaluations of the employees on training and development activities were positive and their learning motivation was quite high.

The study conducted by Özbay (2017) with the participation of the employees of a commercial bank examined the relationship between the training activities in the bank and the perceived performance of the employees. Consistent with the results of this study, it has been determined that there is a positive and significant relationship between employees' views on training activities and their perceptions of performance.

Hot's (2017) study, which was conducted with the participation of 5 HRM managers and 15 employees working in different enterprises, examined the relationship between training and development activities in enterprises and organizational and individual performance.

The findings are similar, and it has been stated that training activities have a positive effect on the performance of employees by increasing their knowledge and skill levels.

In Özyurt's (2013) study it has been investigated the effects of training & development activities on the satisfaction and performance of employees and the success of the organization. Training and development activities have been reported to have a positive effect on employee performance, similar to the results of our study.

It would be appropriate to conduct studies on employees with different demographic characteristics in different geographies and sectors to support the results in a more comprehensive framework. The results of this research are limited to employees who make up the sample and the private sector in which the company participates. Expanding the investigation to cover a variety of industries and labor segments could be a future study option for researchers in this field.

8. Conclusions.

Nowadays, companies designing and producing faster, higher-quality, customized products and services can only retrieve loyalty and ensure customer satisfaction. Although the need for human resources decreases because of the developing digital business world and technological developments, the workforce with digital knowledge and qualifications is still an indispensable source for business companies. Human assets, an invisible force for business competitiveness, are essential today in evaluating business companies as intellectual capital. Regardless of the type of enterprise in the market, the workforce is a unique factor that contributes to the success of an enterprise based on mutual benefits.

With the development and training programs, business companies ensure their competitiveness and improve organizational efficiency by increasing labour productivity. Training programs implemented in the workplace increase the trust and commitment of employees and prepare them for possible changes expected in the future.

This study examined the relationship between training and development activities and employee performance, and a field study was conducted on 105 blue-collar workers of a foreign capital company operating in the automotive industry in İzmir. Based on the study's results, it was determined that training and development have a significant effect on the involvement of employees and that the individual earnings dimension has an explanatory value of 21.1% on employee performance.

In other words, it has been determined that individual earnings expected from training and development activities affect employee performance. However, there was no difference between the participants' answers on education and development by gender, age, education level, or work experience. Likewise, it was determined that married people attach more importance to training and development activities in terms of their career development compared to singles.

Employees participating in the research are important to training and development activities in all dimensions. Employees with a high learning motivation are willing to improve their existing skills and acquire new talent by participating in training programs. They perceived they received the necessary support from managers and colleagues for training and development activities.

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