

Impact on Different Training Methods on Accountants Performance

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Abstract: *This study aims to explore the influence of different training methods on the performance of accountants in Sri Lanka. The study uses accountant's performance as the dependent variable while on-the-job training, off-the-job training, online training, mentoring and coaching and job rotation are considered the independent variables. The data was collected through questionnaires distributed online and analyzed using SPSS analysis methods such as descriptive statistics, reliability analysis, correlation analysis and regression analysis. The study concluded that on-the-job training, online training, mentoring and coaching and job rotation has a significant positive impact on the performance of accountants in Sri Lanka while off-the-job has an insignificant negative impact on performance. The study found that mentoring and coaching has the highest impact on accountants' performance followed by on-the-job training, online training and job rotation. Based on the findings, the research recommends organizations to focus more on interactive and live training methods such as on-the-job training and mentoring and coaching. The study suggests that it is best to use a complete training approach that incorporates a variety of techniques in order to accommodate different learning styles.*

Keywords: Training, Accountants, Performance, Sri Lanka

1. Introduction

As the business language used to convey a company's performance to a wide range of stakeholders, accounting stands out as a prominent profession on a global scale. Given their crucial role in promoting society as a whole, this emphasizes the urgent necessity to support the development of qualified accounting professionals. The training of accountants is essential to increasing their effectiveness since it helps to transfer knowledge, develop practical skills, hone abilities, and mould attitudes. This all-encompassing strategy strives to increase their effectiveness, improve performance, and accomplish goals with the highest level of quality and efficiency. Additionally, because it is the cornerstone of the developmental journey, training is of utmost importance and necessitates meticulous preparation, smooth execution, and thorough follow-up to assure the achievement of desired results. This deliberate emphasis on training makes sure that accountants have all they need to perform their duties effectively [1].

Training is a planned process that promotes the development of information, skills, attitudes, and technological proficiency that are necessary for a person to successfully carry out the duties of their current position. Individuals can better match themselves with the demands of their roles thanks to this process [2]. Organizations use a variety of training strategies in an effort to increase employee competence and productivity, which helps them use their current workforce to accomplish the organization's overall goals [3]. There are various training methods that can be used by organizations in order to provide the needed skills and competencies to accounting professionals. These various training methods can have different impacts on the performance of accountants. Training of employee has a significant cost to the organization and therefore, the organization should identify the training methods that impact employee performance the most while being cost effective to the organization. It is essential to identify the

impact that these training methods have on the performance of accountants in order to assess the productiveness of each training method and identify which method would add the highest value to the organization. Even though there are several studies identifying the impact of various training methods on employee performance, there is a lack of researches that focus on the performance of accountants both locally and globally. The study aims to fill the prevailing knowledge gap by providing insights on the impact of different training methods on accountant's performance in Sri Lanka. Based on this research problem, the following research objectives have been developed.

- To identify the impact of on-the-job training on accountants' performance in Sri Lanka.
- To identify the impact of off the job training on accountants' performance in Sri Lanka.
- To identify the impact of online training on accountants' performance in Sri Lanka.
- To identify the impact of on the coaching and mentoring on accountants' performance in Sri Lanka.
- To identify the impact of on-the-job rotation on accountants' performance in Sri Lanka.

2. Literature Review

There are several past studies conducted on the impact of training on employee performance that focus on different training methods and the impact they have on employee performance. The following will review the past literature in order to create a foundation for the current study.

2.1 Training

The value of training within organizations has recently received widespread acknowledgment for its role in enhancing worker performance. According to [4], training is defined as a systematic process aiming at obtaining the specialized information and abilities required for a given professional role. This emphasizes how important training is

in fostering workers' competence and success in their assigned responsibilities. Training, as defined by [5], is an educational process that tries to permanently alter a person's skills, knowledge, and even personal and interpersonal habits.

The dynamic character of technological breakthroughs, which bring both possibilities and difficulties, is now recognized by organizations. A staff with the necessary skills is required for the integration of new technologies since organisations run the danger of falling behind without one. Employees need to be up to date on information and skills in order to be prepared for the future. To properly administer training programmes, organisations must first determine their training needs. These carefully thought-out programmes aim to increase performance at different levels, including individual, group, and organisational levels [6]. As a result, gains in knowledge, skills, attitudes, and social interactions are expected to follow [7].

The cornerstone of long-term organisational effectiveness and growth is training. As defined by [7], training consists of activities designed to provide employees with the information, skills, attitudes, and capacities essential to meet the organization's needs. According to this viewpoint, training is a wise strategic investment in developing an employee's potential for long-term gains. Training provides outlets for both new and seasoned personnel to develop their skills, enabling them to successfully handle a variety of jobs. Training fills the gap between current performance levels and the intended standards in a company environment that is continually changing. It includes a variety of techniques like coaching, mentoring, peer collaboration, and subordinate involvement. Employees actively participate in their roles through collaborative efforts, which improves both individual and organisational success. Beyond personal growth, training has other advantages that are crucial to maximising human resources for competitive advantage. In order to improve employees' talents and competencies for the workplace, organisations must implement comprehensive training programmes [8].

Training fosters talents such as critical thinking, creativity, successful customer interaction, and decision-making. Training goes beyond developing skills. Additionally, training fosters self-efficacy, which leads to better job performance, and it substitutes ineffective working practices with productive ones [9].

In essence, training is a deliberate action meant to improve a variety of aspects of a person's job performance. It helps to close the skills gap between the workforce's skills and those that are needed, reducing job discontent and probable turnover. As shown by [10], training has a favourable impact on job satisfaction and aids in employees' alignment with their responsibilities. Employee performance and work satisfaction increase when they are properly trained to meet consumer expectations.

2.2 Employee Performance

Employee performance is a complex concept that has a big impact on how well an organisation can accomplish its goals

and stand out from the competition. Job happiness is a crucial element that repeatedly shows up as a motivating factor for improved employee performance. Numerous studies have highlighted the link between happy workers and their propensity to perform exceptionally on the job. Employees are more likely to be engaged, devoted, and enthusiastic about giving their best effort when they feel pleased in their jobs. Higher productivity, decreased turnover, and a more favourable work environment are the results of this [11].

It is impossible to emphasise the importance of training in influencing employee performance in addition to job satisfaction. Training programmes that are well-designed give employees the knowledge and skills they need to flourish in their jobs, boosting their confidence and competence. Training gives workers the confidence to take responsibility for their work, face issues head-on, and contribute creative solutions. It goes beyond teaching job-specific skills. Employees who feel more invested in the success of the organisation as a whole are more dedicated to its objectives as a result of this empowerment [12].

A successful performance management system serves as a blueprint for orchestrating exceptional staff performance. This approach makes sure that employees' efforts are in line with strategic objectives by incorporating steps like goal formulation, continual monitoring, skill development, evaluation, and acknowledgment. Employees can improve their performance over time with regular feedback and evaluations that give them insights into their areas of strength and need. Additionally, a thorough approach to performance management places a focus on ongoing improvement, fostering a culture of constant development [13].

Employee performance, however, goes beyond merely quantifiable results. The dynamic nature of the workplace necessitates a larger viewpoint that incorporates behavioural aspects like adaptability, creativity, and problem-solving. Employees with adaptability and imaginative thinking are better able to deal with obstacles and capture opportunities in a company environment that is changing quickly [14]. Employee performance evaluations now take into account a holistic perspective that takes into account both measurable results and the capacity for innovation and adaptation as organisations place a greater weight on these behavioural characteristics.

In conclusion, effective performance management strategies, job happiness, and training all interact dynamically to affect employee output. Companies that put a high priority on building a culture of continuous learning, investing in training, and providing a happy work environment are well-positioned to maximise the potential of their employees. Organisations can achieve their immediate goals as well as develop a resilient and adaptive workforce for future success by acknowledging the complex nature of performance and fostering both quantitative outputs and behavioural elements.

2.3 Impact of Training on Employee Performance

The development of an organization's growth, reputation, and overall success depends on a complex interaction of several aspects in the real business world's complicated and constantly changing terrain, where success is hotly disputed. One of these elements, the crucial part that staff training plays, stands out as a cornerstone. This position entails more than just developing skills; it also involves a transformative process that has a significant impact on the success and productivity of the organisation as a whole. This study of the literature looks deeply into the broad subject of how training programmes affect employee performance and how those impacts have a wide-ranging impact on the entire organisational environment.

The complex relationship between employee training and performance is at the core of our investigation. A rich body of research has consistently backed up this connection. Leading academics like [15] emphasise that training is more than just improving workers' ability to do their jobs; it also serves as a catalyst for giving workers the information, abilities, and attitudes necessary for their future responsibilities within the company. This dual-pronged effect strengthens individual competencies while also aligning with the organization's bigger strategic objectives, greatly enhancing its ability to compete and overall performance.

The idea of a virtuous cycle, as brilliantly put forth by [16], is at the heart of the discussion surrounding how training affects performance. The effectiveness of training depends not just in isolated gains but in the development of a dynamic cycle whereby improved individual performance resonates across the organisational structure, raising the standard of work as a whole. The strategic importance of training efforts, which organizations prioritise, is highlighted by this phenomenon. Organisations can promote a customer-centric strategy by developing a team of knowledgeable and driven people. This encourages positive feedback loops that result in higher profitability, significant investments, and a better reputation.

Employee training and organisational success are inextricably linked to more general human resource management techniques. Studies like those by [17], which were the result of extensive research, highlight the complex relationship between successful human resource strategies and the organization's successful performance. Initiatives for training and development become crucial components of this framework since they help personnel become more capable, which boosts both individual performance and overall organisational accomplishments. The idea that training is a strategic instrument for achieving superior organisational results is deeply ingrained in this viewpoint.

The effectiveness of training depends on a complex comprehension of the organisational fabric, nevertheless. The landscape of employee performance outcomes is shaped by a confluence of factors, including company culture, organisational structure, and job design [15]. A keen understanding of these interdependencies enables organisations to plan customised training interventions that

address specific performance gaps, reviving employee engagement and motivation.

Despite the overwhelming evidence in the literature supporting the beneficial effects of training on performance, obstacles still stand in the way. The intricacy of training's effects is highlighted by worries about return on investment and the possibility that employees will use newly gained abilities for outside purposes [18]. However, businesses that foster a culture of dedication and give employee development top priority stand to benefit greatly. Increased productivity, greater job happiness, and a staff that actively supports organisational success are the results of this.

In conclusion, research supports the extensive and complex effects of staff training on performance. Strong, strategic training programmes give employees the tools they need to take on the challenges of their jobs and significantly advance the goals of the organisation. Despite the difficulties, businesses that incorporate training into their human resource procedures can improve employee productivity, boost work satisfaction, and chart a successful course for their business.

2.3.1 On-the-Job Training and Employee Performance

On-the-job training, according to [19], is the process through which recently hired or inexperienced employees learn information and abilities by observing and emulating the behaviours of peers or managers who are skilled in the job. This kind of training has a variety of uses, including orienting newly hired staff to their positions, upskilling seasoned workers when new technology is introduced, cross-training employees within a department, and guiding newly promoted or transferred staff. There are several ways to receive on-the-job training, including through apprenticeships and self-directed learning initiatives. It is a desirable training strategy because it takes relatively little time and money investment, and it doesn't necessitate high costs for materials, trainer wages, or instructional design.

[20] emphasises the value of training and development initiatives in the context of workforce and managerial development. These initiatives are crucial in bridging the performance gap between present job performance and anticipated future performance criteria. The Human Resource Development (HRD) function, a crucial component of Human Resource Management (HRM), covers several endeavours. HRD includes a variety of tasks, such as determining the need for training, choosing the best approaches and programmes, creating implementation schedules, and ultimately assessing the results of these initiatives [21].

The discussion surrounding training's significance is continuing as the role of training is investigated. According to academics, the increasing importance of training is intimately related to increased rivalry and the success of businesses that place a high priority on staff development [22]. The emergence of new technology and organisational modifications have highlighted the critical role that staff competencies and skills play in fostering organisational success. As a result, there is a greater need for regular and significant investments in training and development.

On-the-job training has long been a focus within the organisational environment, receiving significant research attention from academics. There are many different definitions of on-the-job training as a result of this focus. Using learning events, activities, and programmes, it as a deliberate and planned process of behaviour change. The goal is to give participants the knowledge, skills, competencies, and abilities they need to successfully carry out their job tasks [23].

In conclusion, [19] argues that on-the-job training is a beneficial way for employees to learn new abilities through imitation and observation. It serves a variety of functions in organisations, from orienting new hires to adjusting to technology advancements. The field of training and development serves as a bridge to close performance differences. According to academics like [19], the increased emphasis on the value of training is inextricably tied to competition and the understanding of the critical position of employee skills. According to [23], the idea of on-the-job training, a cornerstone in workforce development, has attracted a lot of scholarly attention and given rise to a variety of definitions.

2.3.2 Off-the-Job Training and Employee Performance

Off-the-job training refers to training sessions that take place away from the typical workplace setting. [24] claims that this kind of training entails holding sessions apart from the usual work environment, offering study materials, placing an emphasis on learning over real performance, and promoting open expression. The conference, a traditional and direct teaching strategy, is one particular off-the-job training technique that is described. Delivering presentations to a big audience at conferences has the benefit of lowering training expenses because more employees can participate in the same activity at the same time and place [25]. To keep students interested, it's critical that conference speakers have extensive subject-matter knowledge and deliver interesting lectures.

Roleplaying is another method of off-the-job training that [24] recommends. In this approach, staff members have debate-oriented conversations on issues and concepts pertinent to the business. Employees with training can define different jobs, issues, priorities, duties, emotions, and more. When the training atmosphere is as stress-free as possible, the efficacy of this strategy is increased. Employees in positions like sales, customer service, management, and support personnel will find this strategy especially helpful. In roleplaying, students take on the roles of people affected by particular issues and investigate how human behaviour affects their surroundings from that person's perspective.

2.3.3 Online Training and Employee Performance

According to [26], online training, commonly referred to as E-learning, involves combining telecommunication and information technologies with learning. It is a computer-based training strategy that supports organisational and learning goals. Corporate e-learning has significantly increased thanks to the widespread use of information technologies, giving workers easy access to learning opportunities that don't require their physical presence. Online training is becoming more and more popular as

businesses promote cultures of continuous learning to increase competitiveness. This aids businesses in meeting both short-term and long-term demands for a skilled and adaptable workforce [27]

Companies have been compelled by globalisation to implement e-learning and e-training initiatives in an effort to gain a competitive edge, meet learners' demands, match employee needs with organisational objectives, and demonstrate technological advancement. [28], using online apps and distant learning reveals a company's level of development and its capacity to keep up with the demands of the cutthroat global market.

2.3.4 Mentoring & Coaching and Employee Performance

According to [29], coaching and mentoring are methods that entail one-on-one conversations with the goal of enhancing people's abilities, knowledge, and productivity. While mentoring may apply to certain types of counselling, other businesses use broader terminology like life coaching, performance coaching, business coaching, and facilitative management to describe coaching activities. There are official and informal forms of mentoring. Senior personnel serve as mentors to distinguish mentees in formal mentoring, concentrating on organisational and personal goals. The length, range, and frequency of contacts are all structured in this manner. Contrarily, informal mentoring entails a natural pairing between mentors and mentees, frequently focusing on the goals of the mentee. According to [30], the mentoring connection in this instance can be either short- or long-term, with an ad hoc frequency of interactions.

The goal of coaching is to improve performance and skills in the workplace. This includes support for helping people learn new skills, achieve goals, and deal with obstacles both personally and organizationally. Due to their high learning agility, developmental focus, and achievement orientation, millennial employees respond well to mentoring. Millennials are a good fit for mentoring programmes due to their emphasis on ongoing skill improvement and need for quick feedback that is constructive. They value training and development opportunities, including coaching and mentorship, since they place a strong focus on skill improvement to be competitive [30]

Millennials demand a tight relationship with their superiors and have high regard for their elders. Additionally, they look to their superiors for ongoing teaching and feedback. According to a Google longitudinal study, millennial employees value career development guidance that is in line with their goals. According to additional studies, millennials prefer receiving feedback based on performance to advance their careers [31].

[32] conducted research on the relationship between coaching, employee motivation, and improved performance in the banking industry in Lebanon. According to the research, coaching is extremely likely to affect employee creativity and motivation, sparking innovation and boosting employee motivation. [33] used structural equation modelling to investigate factors affecting salespeople's effectiveness in the mobile service sector. Their findings

suggested that organisational engagement, compensation, and internal and extrinsic motivation all affect salespeople's performance. In the automotive sector, a Malaysian study produced findings that were similar.

2.3.5 Job Rotation and Employee Performance

According to [34], job rotation provides employees with a learning opportunity by exposing them to a variety of tasks and evolving positions. Job rotation is regarded as a practical strategy that broadens duties associated with the workplace. This strategy is frequently included into on-the-job training to ease employees' transition from one role to another and give them the opportunity to gain broader knowledge and abilities through a variety of work situations. As a result, this improves employee effectiveness and favourably affects their general performance.

Job rotation is the practise of switching employees between responsibilities to add diversity and avoid boredom by letting them work on a variety of projects. Job rotation, when carried out conventionally, may have minimal impact and complexity, especially if it includes switching personnel between regular activities. Job rotation could not have the anticipated effects of increasing employee effectiveness and job satisfaction in situations where duties are identical and routine. However, job rotation can efficiently build a variety of staff competencies and position them for career advancement when it is incorporated into wider organisational redesign initiatives or used as a training and development approach [18].

Job rotation is viewed by employers as a way for employees to learn the skills required for advancement and gives them the chance to learn best practises from a variety of activities, thereby fostering career growth. According to employers, these practises improve workers' perspectives and capacities. Job rotation helps human resource managers create positions that are suitable for workers and determine whether or not they can be replaced. Additionally, this practise gives managers the flexibility to strategically reassign staff members and offer a variety of performance-based incentives.

On the organisational level, job rotation enables employers to learn more about how their staff members perform in various tasks, enabling a greater grasp of their skills. While work rotation has many advantages, there can also be difficulties and disadvantages for employees. While some research [35] emphasise the advantages of work rotation, others [36] emphasise its possible disadvantages. Additionally, the career prospects of employees may be hampered by these rotational practises. The variable of job rotation can be evaluated using the following criteria.

3. Methodology

3.1 Research Design

The term "research design" is used to describe the overall plan and methodology that guides the execution of a study. It explains the steps that researchers would take to gather and analyze data to answer their research questions or verify their hypotheses. The chosen research philosophy for this

study is positivism. Positivism emphasizes scientific procedures and empirical observation to quantify and comprehend the objective world. It assumes that measurable relationships can be identified through deliberate observation and testing. In this context, the study accepts prevailing theories and aims to quantify the impact of training on accountants' performance.

Furthermore, the research approach selected is deductive. This approach starts with a hypothesis, then collects and analyzes quantitative data to test the hypothesis. The study's hypothesis is that training positively affects accountants' performance. Through observations and quantitative analysis, the researchers will determine whether the hypothesis holds true.

The research choice for this study is a monomethod approach. It exclusively employs quantitative research techniques to address the research question. This approach is suitable when focusing solely on quantitative data suffices for investigating the impact of training on accountants' performance. The choice of a monomethod approach allows for a focused inquiry within a quantitative paradigm. The time horizon for this study is cross-sectional. Data is collected from a single point in time, providing a snapshot of the accountants' performance after training. This approach is suitable for assessing the current performance levels of accountants and examining potential correlations between training and performance variables.

3.2 Conceptual Framework

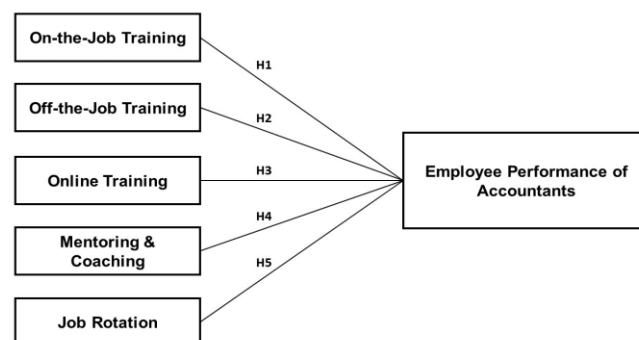


Figure 1: Conceptual Framework (Source - Researcher, 2023)

3.3 Hypothesis Development

- H1: There is a significant positive impact of on-the-job training on the performance of accountants in Sri Lanka.
 H2: There is a significant positive impact of off-the-job training on the performance of accountants in Sri Lanka.
 H3: There is a significant positive impact of online training on the performance of accountants in Sri Lanka.
 H4: There is a significant positive impact of mentoring and coaching on the performance of accountants in Sri Lanka.
 H5: There is a significant positive impact of job rotation on the performance of accountants in Sri Lanka.

3.4 Data Collection

Online surveys will be used to gather the study's necessary data. Two portions of the surveys would include questions

on demographic information and variables' measurement using Likert scales.

3.5 Population and Sample

The word "population" refers to the entire collection of subjects, objects, or units that the researcher is attempting to study. While sampling is the process of choosing a subset of people or items to reflect the total population, it is the study's more general focus and the research inquiry's intended audience. Because it is frequently not practicable or possible to study the entire population, researchers use sampling techniques to draw conclusions about a more manageable, smaller group. Numerous sampling strategies, such as convenience, random, stratified, and deliberate sampling, can be used. Accountants employed by Sri Lankan organisations make up the study's population. This demographic would be purposively sampled to select a sample of 120 respondents. Purposive sampling, sometimes referred to as judgemental or selective sampling, is a non-probability sampling strategy used in research to pick particular people or instances for inclusion in a sample. It is based on preset criteria and the researcher's professional judgement. When compared to random sampling, purposeful sampling involves deliberate selection in order to meet predetermined study objectives. Everyone in the population has an equal chance of getting selected by random sampling. Purposive sampling would aid in identifying the most qualified applicants because the respondents should meet a number of requirements.

4. Results and Discussion

4.1 Descriptive Statistics

The research firstly conducted descriptive statistics in order to analyse the demographic characteristics of the respondents used for the study. There was a reasonable amount of gender diversity in the sample, as evidenced by the 151 respondents, who identified 44% males and 56% females.

When it comes to age distribution, the majority of respondents - 39.7% of the sample as a whole - fall within the 26–35 age bracket. A significant proportion of the population, 27.8%, is between the ages of 18 and 25, and 17.2% is between the ages of 36 and 45. Of the respondents, 15.2% are 46 years of age or older; this indicates a fairly balanced distribution across age groups, with a notable concentration of professionals in the 26 to 35 age range.

The respondents' educational backgrounds are varied when it comes to their qualifications. According to 28.5% of respondents, the most prevalent qualification is a university degree. Holders of a diploma and a master's degree are equally common, accounting for 28.5% of the respondents. 12% of respondents had advanced level qualifications, and three percent have a PhD. The wide range of educational backgrounds demonstrated by these individuals highlights the diverse academic paths followed by accounting professionals. The data presents a mixed picture regarding respondents' marital status, with 39.7% claiming being single and 60.3% reporting being married. This illustrates

the fact that the surveyed sample included professionals who were both single and married. Finally, there is diversity in the specialisations of the respondents in the accounting profession. 44.4% of respondents identified as management accountants, making this the most often reported specialisation. With 33.1% of specialisations, financial accounting is the second most popular. The specialisations of tax accountant, forensic accountant, and chartered accountant are less prevalent and account for smaller portions of the sample as a whole. The survey participants exhibit a broad variety of competence in the subject of accounting, with a notable emphasis on management and financial accounting domains, as seen by the diversity of their accounting specialisations.

4.2 Reliability Analysis

Table 1: Reliability Statistics of Independent & Dependent Variables

Type of Variable	Variable	Cronbach's Alpha
Independent Variables	On-the-job Training	0.741
	Off-the-job Training	0.793
	Online Training	0.716
	Mentoring & Coaching	0.734
	Job Rotation	0.760
Dependent Variable	Accountants Performance	0.736

The internal consistency of six variables is analyzed using Cronbach's alpha. With a Cronbach's alpha of 0.793, Off-the-Job Training showed the highest degree of internal consistency and strong dependability among its related items. With a Cronbach's alpha of 0.760, indicating moderate to good internal consistency, job rotation trailed closely behind. Cronbach's alpha scores for On-the-Job Training, Mentoring and Coaching, and Accountants' Performance were 0.741, 0.734, and 0.736, respectively, indicating moderate internal consistency. With a marginally lower Cronbach's alpha of 0.716, Online Training showed considerable potential for improvement in internal consistency even though it was still deemed to be quite trustworthy. All things considered, these results provide light on the variables' dependability and emphasise the necessity of exercising caution when interpreting their measurements in study or evaluation settings.

4.3 Correlation Analysis

To investigate the preliminary relationships between the independent variables (job rotation, mentoring and coaching, online training, on-the-job training, off-job training, and mentoring and coaching) and the dependent variable (accountants' performance), correlation analysis was carried out. Strength and direction of these associations were measured using Pearson correlation coefficients.

Table 2: Summary of Correlation Analysis

Independent Variable	Dependent Variable	Pearson Correlation	Significance
On-the-job Training	Accountants Performance	0.743 = 74.3%	0.000
Off-the-job Training		0.643 = 64.3%	0.000
Online Training		0.733 = 73.3%	0.000
Mentoring & Coaching		0.818 = 81.8%	0.000
Job Rotation		0.795 = 79.5%	0.000

Based on the correlation analysis, it can be seen that On the Job Training and accountants' performance have a very high Pearson correlation coefficient (0.743), which suggests a strong positive association. This shows that the quantity of on-the-job training accountants receive has a significant positive correlation with their performance. Because of the extremely significant ($0.000 < 0.05$) significance level (p-value), it is clear that there is a statistically significant relationship. Moreover, off the job training also has a positive significant relationship with accountant's performance shown by a beta of 0.643 and a significance of 0.00. Strong statistical support exists for the idea that OJT significantly and favourably affects accountants' performance. Additionally, there is a substantial positive link, as indicated by the high Pearson correlation value (0.733) for online training. This suggests that online training and accountant performance have a strong favourable correlation. The high level of significance (p-value; $0.000 < 0.05$) indicates that there is statistical significance.

The association between accounting performance and mentoring and coaching also has a strong favourable correlation (Pearson correlation coefficient: 0.818). This implies that there is a very substantial positive correlation between the performance of accountants and mentoring and coaching. Since the p-value (significance level) is very significant ($0.000 < 0.05$), it is further supported the performance of accountants is significantly and favourably impacted by mentoring and coaching. Finally, there is a substantial positive link for job rotation, as indicated by the very high Pearson correlation coefficient of 0.795. This suggests that job rotation and accountant performance have a strong positive correlation. The high level of significance (p-value; $0.000 < 0.05$) indicates that there is a strong statistical support.

4.4 Regression Analysis

We can examine the precise effects of each independent variable on the dependent variable - accountants' performance - while accounting for the influence of other variables thanks to the regression methodology used in this study. This approach offers a more thorough comprehension of the linkages, including their strength and trajectory.

Table 3: Summary of Regression Analysis

Independent Variable	Dependent Variable	Beta Coefficient	Significance
On-the-job Training	Accountants Performance	0.225 = 22.5%	0.000
Off-the-job Training		-0.045 = -4.5%	0.000
Online Training		0.069 = 6.9%	0.000
Mentoring & Coaching		0.382 = 38.2%	0.000
Job Rotation		0.318 = 31.8%	0.000

The beta coefficient for on-the-job training (OJT) is 0.225, meaning that there is a 0.225-unit improvement in accountant performance for every unit increase in on-the-job training. Because of the extremely significant ($0.000 < 0.05$) significance level (p-value), there is no possibility that this link is the result of chance. Strong statistical support exists for the idea that OJT significantly and favourably affects accountants' performance.

Notably, the analysis displays a negative beta coefficient (-0.045) when Off the Job Training is the only independent variable, but this is not statistically significant ($p = 0.006$). When taken alone, this points to a weakly negative association between OJT and performance; nevertheless, this relationship is not significant.

The beta coefficient for online training is 0.069, meaning that there is a commensurate rise in accountant performance of 0.069 units for every unit increase in online training. The extremely significant ($0.000 < 0.05$) p-value indicates that the relationship is significant. Strong statistical support exists for the idea that online training significantly and favourably affects accountants' performance.

The beta coefficient for coaching and mentoring is 0.382, meaning that there is a significant commensurate rise in accountant performance of 0.382 units for every unit increase in these services. The p-value, or significance level, is extremely significant ($0.000 < 0.05$), suggesting that there is strong statistical evidence indicates that coaching and mentoring significantly and favourably affect accountants' performance.

The beta coefficient for job rotation is 0.318, meaning that there is a significant rise in accountant performance of 0.318 units for every unit increase in work rotation. The extremely significant ($0.000 < 0.05$) p-value indicates that there is strong statistical support exists for the idea that work rotation significantly improves accountants' performance.

5. Conclusion

According to the findings of the study, the performance of accountants is positively and statistically significantly impacted by on-the-job training. [19] explains that OJT's efficiency and practicality make it a popular choice for foundational training. It enables workers to pick up new abilities and information through practical experience, observation, and imitation. This is consistent with the body of research that shows OJT to be a useful and popular strategy. It's worth mentioning that our examination highlights the significance of on-the-job training (OJT), underscoring its effectiveness in skill development through practical experience. [6], on the other hand, serves as a reminder that when OJT is integrated with other training methods, it can enhance its effectiveness. This underscores the importance for businesses to design training programs that take a holistic approach, aiming to maximize their impact on employee performance.

The results indicate that online training has a statistically significant and positive impact on the performance of accountants. [26] emphasizes that advancements in technology have made online training, often referred to as e-learning, increasingly popular in recent times. This approach seamlessly combines learning with information and communication technology, granting employees convenient access to educational resources. This finding aligns with existing literature that recognizes the role of technology in modern training methods. The literature also emphasises the importance of online training for ongoing learning, which is vital in the fast-paced business world of today. This is

consistent with our discovery that continuous skill improvement through online training leads to a beneficial impact on employee performance.

Furthermore, the performance of accountants is positively and statistically significantly impacted by mentoring and coaching. Our examination of the importance of mentoring and coaching is consistent with the literature's focus on these individualised, one-on-one methods of skill development. According to [29], coaching and mentoring are techniques that are used to improve people's talents; their efficacy is in their ability to assist individuals in reaching both personal and organisational goals. Moreover, research indicates that coaching and mentoring are essential for giving employees continual feedback and direction, especially millennial workers who place a high priority on professional growth and continuous progress. This supports our discovery that these strategies have a beneficial effect on accountants' performance because they meet their professional development objectives and goals.

Lastly, the study found that job rotation significantly and favourably affects accountants' performance. The beneficial effects of job rotation on worker performance are consistent with the literature's acknowledgment of this tactic as a way to increase workers' skill and knowledge. [34] highlights that employees' overall effectiveness is increased through job rotation since it exposes them to a variety of tasks and roles. Additionally, research highlights that work rotation is not only a regular task swap, but also that its efficacy depends on how well it integrates into larger organisational goals. This is consistent with our discovery that, when implemented strategically as part of an all-encompassing training and development programme, job rotation enhances accountants' performance.

Based on the research findings, it was seen that mentoring and coaching has the highest impact on accountant's performance while off the job training has no significant impact. After mentoring and coaching, job rotation had the highest impact on the performance of accountants followed by on-the-job training. Online training also has a significant positive relationship, however, the impact was significantly lower than other training products in comparison to other methods,

To summarise, these elaborations provide additional support for the importance of every discovery and their consistency with pertinent research. In keeping with broader literature stressing the critical role that training plays in organisational success, it emphasises the significance of taking into account the practicality, technological advancements, personalised nature, and strategic integration of these training methods in fostering skill development and enhancing the performance of accounting professionals.

6. Implications & Recommendations

Based on the conclusions of the study, the following recommendations can be made. The study found that mentoring and coaching has the highest impact on accountant's performance. Organisations should set up official mentorship and coaching programmes in light of the

significant positive effects these practises have on accountants' performance. Organisations should also assist less seasoned professionals by assigning seasoned mentors to guide them, promoting personalised skill development and goal attainment. These initiatives are especially beneficial for millennial workers who place a high importance on professional advancement and continuous feedback. Furthermore, organisations should give on-the-job training (OJT) top priority and allocate resources towards it, as it has been shown to have a positive and statistically significant effect on the performance of accountants. [8] suggests integrating OJT with other training strategies to maximise its efficacy. Create organised on-the-job training programmes that correspond with certain job functions and goals.

Moreover, the results of the study show that accountants' performance is positively and statistically significantly affected by online training. Organisations should make investments in top-notch online training platforms and content if they want to fully benefit from technology-driven learning. Make sure that online training is simple to use, suited to the unique requirements of accounting professionals, and encourages lifelong learning and skill improvement. The study also found that job rotation has a significant impact on the performance of accountants. Organisations should strategically include job rotation in their talent development programmes because it has a favourable impact on employee performance. Create work rotation programmes that expose accountants to a range of responsibilities and functions while supporting overarching business objectives. This strategy can improve overall effectiveness and skill variety. The study also emphasises how crucial it is to implement a multi-method, comprehensive training approach. It is recommended that organisations create training programmes that include online training, mentorship, coaching, OJT, and job rotation in order to accommodate a range of learning styles and optimise skill enhancement.

Companies should use strong evaluation techniques to routinely gauge the success of training initiatives. Get participant input to pinpoint areas that need work and enhance the delivery and content of training. Ensuring that training initiatives stay current and effective requires constant development. Furthermore, companies should identify that different accounting professionals may have different goals for their careers and skill levels. Programmes can be customised to fit the unique requirements of individuals or groups, enabling the creation of individualised skill development plans.

In summary, the study's suggestions highlight the necessity of formal mentorship and coaching programmes and stress the value of mentoring and coaching in improving accountants' performance. On-the-Job Training (OJT) ought to be given high importance, have resources devoted to its advancement, and be in line with particular job tasks and goals. To properly use technology-driven learning, you need to have access to top-notch online training platforms. Integrating strategic job rotation into talent development initiatives can lead to a significant improvement in accountants' performance. It is best to use a complete

training approach that incorporates a variety of techniques in order to accommodate different learning styles. For professional development and efficacy, training programmes must be regularly evaluated and customised while taking individual needs into account.

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