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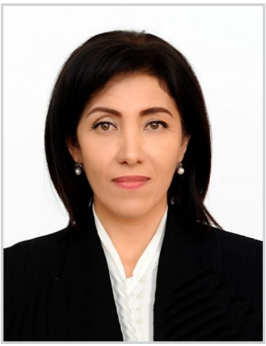
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# The impact of employee training on performance of financial companies in Uzbekistan

**Abstract.** One of the key factors for the survival of organizations is learning. Organizational learning, in addition to widely emphasizing the use of knowledge to improve the competitiveness and performance of organizations, is also effective in measuring performance. The present study was conducted to investigate the effect of organizational training on performance among employees of financial companies in Uzbekistan. This study is based on an applied purpose and is descriptive and correlational in nature. The statistical population included employees of financial companies working in Tashkent, which were 140 people during the research period (2023-2024), of which 60 were selected by simple random sampling. Two questionnaires on training and organizational performance were used to collect data. Pearson correlation coefficient and SPSS software were used to analyze the data. The results showed that there is a significant and direct relationship between organizational training and organizational performance of financial employees. Therefore, with the efforts of all employees towards modern knowledge management and organizational training, the organization's performance improves in the areas of empowerment, competence, freedom of action, effectiveness, meaningfulness, trust, and employee environment.

The results of the research findings supported the research hypotheses and were in line with related research. It was also suggested that organizational training should be improved to increase the quality of organizational performance of financial affairs employees.
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## 1. Introduction and Brief Literature Review

The role of human resources in an organization and the type of perspective towards human resources will have a significant contribution to achieving the organization's goals. At the beginning of the third millennium, the role of human resources has become more prominent every day, and today, human resources are considered the factor for achieving success and sustainable competitive advantage in an organization. However, organizations in this field face different challenges such as lack of skilled and committed human resources, lack of attention to employee needs, insufficient human resource productivity, lack of motivation, lack of employee participation, and long-term employee turnover (Gulamjanovna, 2025). Organizations can play an important role in employee self-actualization and job satisfaction by increasing job security and organizational learning of their personnel, and can promote Maslow's classification of personal needs to higher levels of job satisfaction, and as a result, increase personnel motivation to cooperate with the organization (Odilovich et al., 2021). Despite the importance of training and organizational learning, unfortunately, today in our country, due to different reasons such as lack of proper definition of work and personal relationships, lack of appropriate system for performance evaluation, and failure to define appropriate criteria for measuring human resource productivity, organizations do not have appropriate mechanisms for learning and empowering their human resources. Or, if they exist, these mechanisms are not taken very seriously (Akimov, & Dollery, 2009).

Maintaining the competitive advantage of organizations in the business arena depends on maintaining the empowerment and exploitation of employees' capabilities. An organization that cannot develop the skills, knowledge, and abilities of its employees and use them to increase productivity is unable to use any of its resources in a desirable manner (Trirahayu, 2023). When we change our view of humans and consider them as capital, we must pay attention to the empowerment of employees, which is based on effective training. Human resource training enables employees to effectively achieve their goals in line with changes within and outside the organization and create a competitive advantage for themselves. Training is a planned and organized effort that helps employees learn the knowledge, attitude, and skills related to the job (Eluwa et al., 2025). In other words, employee training is a set of targeted and systematic actions and activities in order to create the necessary changes in the cognitive, emotional, and psychomotor structures that take place between the teaching agent and the learner in the form of interaction to improve and improve job performance (Elnaga & Imran, 2013).

Human resource empowerment is the creation of a set of necessary capacities in employees to enable them to create added value in the organization and fulfill their role and responsibility in the organization with efficiency and effectiveness (Dasgupta & Gupta, 2009). Work along with effectiveness creates productivity in the organization. In other words, productivity is obtaining the maximum possible profit by utilizing and optimally using the labor force, talent, and skills of human resources to achieve the goals of the organization.

Empowerment is the process of empowering individuals. In this process, we help our employees to improve their sense of self-confidence and overcome their feelings of helplessness and helplessness. Empowerment in this sense leads to the mobilization of the internal motivations of individuals. Training and empowering employees is one of the goals of organizations and is always based on the belief and propaganda that productivity depends on educated and capable employees, and on this important matter, every short-term and long-term training is in line with organizational goals through individual and group abilities of individuals. After years of world experience, it has been concluded that if an organization wants to be a leader in its economy and not lag behind in the competition, it must have a specialized, creative and highly motivated human resource. Human resources form the basis of an organization, and in other words, empowerment is a strategy for organizational development and prosperity (Jo & Park, 2016).

Al-Oda et al. (2024) believe that the category of talent management is of great importance in organizations as a process for identifying, employing, nurturing, developing, and retaining talented individuals, with the aim of optimizing the ability and value creation within the organization in order to achieve job results. Another factor affecting the performance of organizations is organizational learning. The world around us and the environment in which various organizations are located are becoming more complex than in the past. Increasing and widespread changes have affected our lifestyle and values, and organizations have been forced to adapt to the ever-increasing advances in knowledge and technology and take principled and rational actions to continue living in this changing environment (Volti & Croissant, 2024). Organizations are trying to improve not only their lives through learning and training their employees, but also they are not only persistent, but also try to effectively influence the turbulent environment around them. Increasing the learning capabilities of organizational members can be the best way to survive and succeed in the long term, as well as respond to threats, exploit opportunities, and achieve organizational goals (Migdadi, 2021). The necessity of transforming industrial organizations into learning organizations arises from the fact that with the increase in complexity and speed of environmental changes, uncertainty in the organizational environment has also increased, and for stabilizing the situation and continuing life, organizational learning in line with technology, knowledge-based economy, and innovation is becoming more important than ever.

## 2. Method

The data collection method is descriptive survey during 2023-2024. The statistical population of the present study includes 60 employees of financial companies in Tashkent, Uzbekistan. The statistical sample was selected among 140 people through census. In this study, the standard employee training questionnaire and the Spritzer empowerment questionnaire were used to collect information and discover the opinions of the study subjects. After that, to examine the reliability of the questionnaire using SPSS 16 software, Cronbach's alpha for organizational learning was 0.904, knowledge management was 0.824, and organizational performance was 0.946, and overall it was 0.970. Considering the fluctuations of Cronbach's alpha (more than 0.7) and the results obtained regarding the questionnaire, it can be said that the questionnaire has good and acceptable reliability. In this research, SPSS 16 (statistical analysis) and smart PLS3 structural equations were used.

### 2.1 Research hypotheses

H1: Employee training plays an effective role in empowering employees of Tashkent financial companies.

H2: Employee training plays an effective role in the competence of employees of Tashkent financial companies.

H3: Employee training plays an effective role in the freedom of action of employees of Tashkent financial companies.

H4: Employee training plays an effective role in the effectiveness of employees of Tashkent financial companies.

H5: Employee training plays an effective role in the meaningfulness of employees of Tashkent financial companies.

H6: Employee training plays an effective role in increasing the trust of employees of Tashkent financial companies.

H7: Employee training plays an effective role in improving the environment of employees of Tashkent financial companies.

## 3. Results

The results of the descriptive analysis related to the research variables and their dimensions are presented in Table 1. The average response to the variable questions is 3.73 with a standard deviation of 0.56. Also, the minimum response to the variables was 1.50 and the maximum response was 5.13.

Table 1:
**Descriptive results of research variables**

| Variable | Mean | SD | Min | Max |
|---|---|---|---|---|
| Learning | 3.85 | 0.51 | 1.80 | 4.92 |
| Performance | 3.92 | 0.61 | 1.55 | 5.11 |
| Empowerment | 3.71 | 0.56 | 1.99 | 5.13 |
| Competence | 3.66 | 0.63 | 1.50 | 4.82 |
| Freedom to act | 3.71 | 0.56 | 1.62 | 4.93 |
| Effectiveness | 3.59 | 0.65 | 1.60 | 4.80 |
| Meaningfulness | 3.61 | 0.49 | 1.51 | 4.92 |
| Trust | 3.88 | 0.51 | 1.82 | 4.43 |
| Employee environment | 3.68 | 0.59 | 1.75 | 4.94 |

Source: Authors' own findings

In this study, the study of organizational training and learning on the performance of employees and financial companies was conducted. First, the performance of employees was evaluated, then the performance of the company was evaluated using the t-test. Therefore, in the first stage, a regression test was used to examine the research hypotheses and the effect of training on the performance of financial companies in Tashkent and the research variables, the results of which are presented in Table 2.

According to Table 2, the significance level is calculated as 0.000, which is less than 0.05, and also according to the calculated correlation coefficient, which is higher than 0.5 for all hypotheses, therefore, employee training has an effective role in the performance of financial companies and employees. Considering that employee empowerment has the highest value with a coefficient of determination of 0.685, therefore, employee training has the greatest impact on employee empowerment and 68.5% of employee empowerment is affected. On the other hand, the least impact belongs to the freedom of action variable with a correlation coefficient of 0.287, which indicates that employee training can improve employee freedom of action by up to 28.7%, which can be due to increased responsibility and performance expectations with increased employee training.

Table 2:
**Regression test of the effect of training on empowerment**

| Hypothesis | Coefficient | Determination coefficient | Correlation coefficient | Sig |
|---|---|---|---|---|
| H1 | 0.654 | 0.685 | 0.780 | 0.000 |
| H2 | 0.301 | 0.317 | 0.544 | 0.000 |
| H3 | 0.587 | 0.585 | 0.766 | 0.000 |
| H4 | 0.275 | 0.287 | 0.536 | 0.000 |
| H5 | 0.568 | 0.577 | 0.733 | 0.000 |
| H6 | 0.421 | 0.442 | 0.601 | 0.000 |
| H7 | 0.327 | 0.401 | 0.591 | 0.000 |

Source: Authors' own findings

In the second stage of the research, the impact of training through knowledge management and transfer on the company's performance was evaluated. For this purpose, $t$-test and path analysis were used, the results of which are presented in Figure 1. In this section, the partial least squares method was used in the software to examine the research hypotheses. Initially, the output of the research model in the above software is displayed in the following figures, and then the above results are analyzed. In Figure 1, the research model is shown in the case of significant coefficients. The research model is also shown in the case of standard coefficients.

As we can see in Figure 1, the results of the path analysis test showed that the direct effect of organizational learning on performance is 0.63, the direct effect of organizational learning on management and knowledge transfer is 0.53, and the direct effect of management and knowledge transfer on performance is 0.48. The $T$-value test shows that the effect of organizational learning on performance (with a significance level of 6.343), the effect of organizational learning on management and knowledge transfer (with a significance level of 4.455), and the effect of management and knowledge transfer on performance (with a significance level of 3.25) are significant.

The direct effect of organizational learning on performance was 0.63. The indirect effect of organizational learning on performance was also 0.33, increasing the total effect to over 90%, which indicates the positive effect of management and knowledge transfer as a mediating variable. The results of the path analysis test also showed that organizational learning has an effect of 53% on the management and knowledge transfer variable.

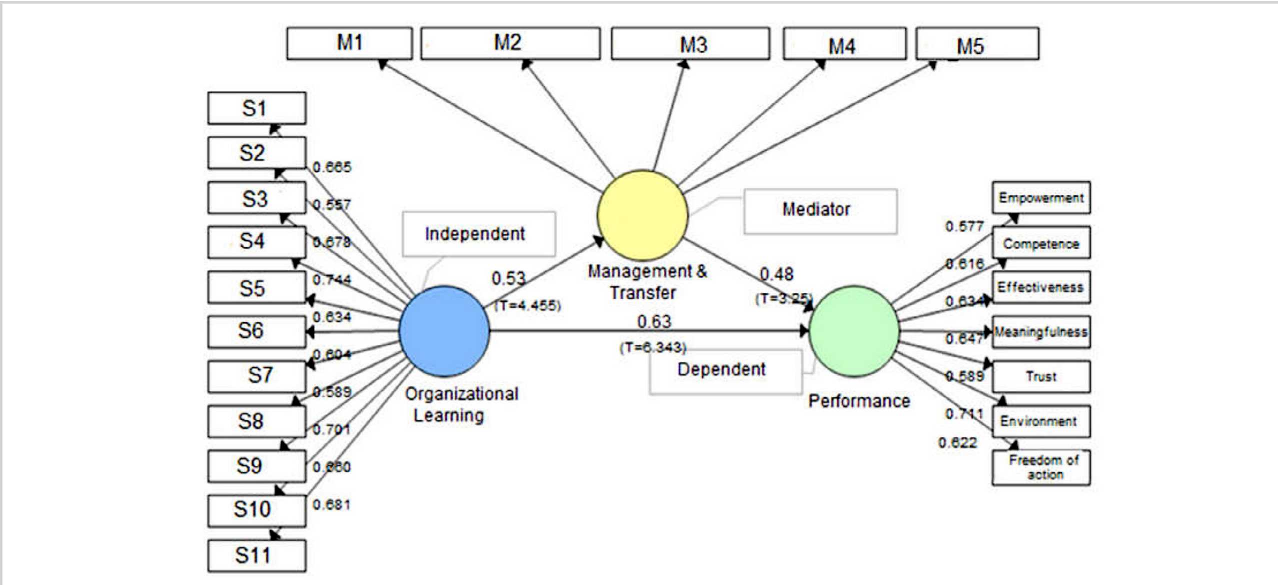


Figure 1:
**Results of the path analysis test to examine the research variables**
Source: Authors' own findings

## 4. Conclusion

The purpose of this study was to investigate the impact of organizational learning on the performance of employees and financial companies in Tashkent, Uzbekistan. The results of the tests showed that the direct and indirect effect of organizational learning on performance can be up to 90%, which is higher than the impact of the organizational learning variable on management and knowledge transfer. In order to make greater use of human resources and effective learning, it is recommended that individuals who have the necessary qualifications and who are more serious about organizational performance and institutionalize organizational performance in their units be used for the appointment of managers and recruitment of employees in financial companies. Also, the results show that organizational learning plays an important role in shaping organizational performance, for top management and improving organizational performance, by creating an appropriate environment for making decisions that promote the successful production and application of knowledge in the organization. Organizational performance requires organizational learning, which should be based on the efforts of all employees to manage new knowledge, gain experience from mistakes, and organizational learning.

The research hypotheses showed that all 6 variables examined (empowerment, competence, freedom to act, effectiveness, meaningfulness, trust, and employee environment) have a direct and positive relationship with organizational training and learning, and among these, employee empowerment showed the greatest impact. The results also show that organizational learning plays an important role in shaping organizational performance, for superior management and improving organizational performance, by creating a suitable environment for making decisions that enhance the production and successful application of knowledge in financial companies. The performance of a financial company requires organizational learning, which should be based on the collective and continuous efforts of all employees to manage new knowledge, gain experience from mistakes and organizational learning, which leads to a better understanding of the strong relationship between performance and the factors affecting knowledge management and organizational learning.

The results of this study showed that there is a significant positive relationship between organizational learning and employee performance in financial companies. According to the structural model of the main hypothesis in the case of standard estimation and significance coefficient, since the significance number between organizational learning and performance is 0.63. Therefore, the relationship between organizational learning and performance is confirmed. The examination of the research hypotheses shows that the effect of organizational learning on performance and the effect of organizational learning on knowledge management and the effect of knowledge management on performance are significant.

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