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The Impact of Employee Training and Development on Organizational Performance: A Strategic Human Resource Perspective

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ABSTRACT

The constantly changing business world of the 21 st century presents organizations with constant challenges, which require a skilled, flexible and motivated workforce. This paper examines how employee training and development can impact on organizational performance and more importantly, how Human Resource Management (HRM) can be strategically used to maintain the company in a competitive position. The study examines the role of continuous learning programs, skill development, and professional development in improving the productivity of employees, their job satisfaction, as well as the overall performance of the organization. Using theoretical models including the Human Capital Theory and the Resource-Based View (RBV), the paper will examine the correlation between investment in training and the business outcomes. According to the findings, effective training programs do not only enhance the competencies of employees, but also innovation, turnover rates, and commitment to the organization. This study brings out the fact that training and development in the knowledge-based economy has ceased to be a luxury but rather a necessity in long-term sustainability and success.

Introduction

In the modern globalized and fast changing business world organizations are becoming more aware that their greatest treasure is their human capital. The ability to recruit, nurture, and maintain talented workers has emerged as a key factor in the successful performance of organizations in the long term. With increasing market competitiveness and faster technological progress than ever before, Human Resource Management (HRM) is no longer a traditional administrative role, but a strategic partner that facilitates performance and innovation (Armstrong and Taylor, 2020). Employee training and development are among the numerous areas of HRM whose role is regarded as key since it improves the competencies, motivation, and productivity of the employees and eventually lead to the overall organizational performance.

Training and development are structured activities aimed at enhancing employees in terms of knowledge, skills, and attitudes to suit the present and future employment demands (Noe, 2017). Training is more job specific whereas development is broader i.e. leadership, adaptive growth and long-term growth. These processes are no longer the operational necessities but the strategic imperatives in the modern organizations. When companies invest in learning and development of the employees, they receive a competitive advantage because a better trained workforce is more effective, innovative, and dedicated to organizational goals (Goldstein and Ford, 2018). Actually, learning is a continuous process that has become vital to organizations that would like to survive in the unstable and unpredictable markets. Training also helps employees to gain technical and interpersonal skills as well as a sense of belonging and confidence that will increase their overall job satisfaction and engagement.

The increased complexity of the business processes and the accelerated development of the digital technologies are the factors that make the training and development so important. As the workplace becomes automated, use of artificial intelligence and data-driven systems upend the traditional methods of operation, the employees have to constantly advance their abilities to remain relevant. Without proper training, such organization will be left behind other organizations that are fast to adopt the changes in technology and market trends. It has been found out that firms with established learning cultures enjoy high productivity, reduced turnover, and innovation (Jehanzeb & Bashir, 2013). To provide an example, in service industry, the customers satisfaction is highly dependent on the abilities of the employees to communicate effectively and solving the problems, which can only be developed with the aid of constant learning. Also, with regards to the same, technical training improves quality control, safety and efficiency in manufacturing industries.

Training and Organizational Performance are two concepts that are supported by the theoretical viewpoints that have been put in place; these include Human Capital Theory and Resource-Based View (RBV). The Human Capital Theory has it that the better an organization invests in staff education and training, the more returns it will get through its enhanced performance and productivity (Becker, 1993). This is a view that views employees as assets whose knowledge and skills bring forth economic benefits that the organization will enjoy in the future. Resource-Based View, on the other hand, states that the achievement of sustainable competitive advantage is as a result of the resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). In this regard, a competent and enthusiastic workforce can indeed be said to be a special resource that is not easily duplicated by their competitors. Therefore, when employees are invested in to develop them, it does not only increase their individual capabilities, but also gives the organization a stronger strategic stance in the marketplace (Wright, Dun ford, and Snell, 2001).

The empirical evidence of research has repeatedly demonstrated that training and development results in quantifiable increase in financial as well as non-financial performance indices. According to Saks and Burke (2012), effective training programs result in increased employee productivity, innovation, and job satisfaction, and a decrease in the level of absenteeism as well as turnover. There is also reported better customer satisfaction and efficiency in the operations in organizations that have good training cultures. Besides, training programs have been revealed to provide organizational commitment as it gives employees an indication that their employers care about their development and welfare. This feeling of give back encourages employees to work better and remain with the organization hence contributing to better performances in the long term.

Training and development in the contemporary strategy human resource management practice is not an independent activity but is combined with the larger corporate goal. Nowadays, HR professionals are critical in ensuring that the employee development programs are aligned to the mission and vision of the organization (Boxall and Purcell, 2016). They evaluate the existing skill deficiencies, determine future skills needs and develop specific learning interventions to address the deficiencies. The advent of e-learning systems, simulation applications, and blended learning has also changed training delivery even more as it has become flexible and accessible to workforces of varying kinds. Because organizations are going beyond their national boundaries and establishing businesses in the international market, virtual learning systems help employees in various geographic areas to access a uniform training content, fostering uniformity and effectiveness. Moreover, data analytics tools enable the HR departments to monitor the progress and assess the training performance and the investment payback much more precisely.

Nevertheless, regardless of its well-documented positive aspects, training and development has a number of challenges that are posed in practice. In most cases, especially in emerging markets, the budget assigned to the training process is too small or the organizations do not know how to develop training programs (Salas et al., 2012). Other managers consider training as an expense as opposed to an investment and also, some managers do not assess the outcomes of training in a systematic way. The other factor that curtails the effectiveness of training programs is employee resistance to change and this is particularly true when training programs do not effectively match the job realities.

Moreover, the tangible results of training are still difficult to measure because the consequences of the training in terms of performance or behavior improvement may not manifest themselves immediately. The only way to eliminate these challenges is to incorporate training in the long-term strategic planning of the organization and use evidence-based approaches to the design and evaluation of programs.

The importance of the research problem of understanding the connection between training, employee performance, and organizational outcomes is that it could help the HR practitioners, policy-makers, and business leaders to make informed decisions regarding the human capital investments. These dynamics are even more important in developing contexts where developing access to modern training facilities and trained trainers is usually a limiting factor. This research provides insight into the strategic role of HRM in building a culture of continuous learning by adding to the overall debate of sustainable organizational development. It points out that training and development is not just a tool that works but a transformational tool that can shape the corporate culture, enrich the motivation of the employees and guarantee the sustainability of the company over the long run. Conclusively, investment in human capital in form of systematic training and development in the twenty-first century is no longer a choice but precondition of growth, competitiveness and success in the knowledge-based economy.

Literature Review

Employee training and organizational performance has been a topic of extensive research in Human Resource Management (HRM) literature with the majority of the studies indicating that there is strong and positive correlation between training and performance. The idea of training and development is generally accepted to be a critical means of increasing the competence levels, motivation, and flexibility of the employees, which in turn contribute to better organizational performance. Armstrong and Taylor (2020) argue that the functions of HRM have changed in the 21st -century as they shifted their focus beyond the administrative tasks to be more strategy-focused and involved in the organizational success directly. In this change, training and development have become key pillars in creating as well as maintaining a high-performing workforce. Empirical research always highlights that employee learning is directly proportional to increased productivity, enhanced innovation ability and increased employee retention which in turn determine the competitive advantage of an organization.

Many scholars have also defined training and development as an investment and not an expense. The Human Capital Theory, by Becker (1993), is a possibility to find a theoretical basis of the role of such investment in the long-term organizational rewards. The theory postulates that knowledge, skills and abilities of employees are capital resources that bring about economic returns in case they are developed appropriately. Several empirical studies have proven this notion when compared to other firms which do not invest much in training and thus perform poorly. Indicatively, Thereon, Saks and Moore (2007) discovered that those organizations that have comprehensive training programs realize substantial changes in the indicators of individual and organizational performance. Trained employees have been found to not only excel better at their tasks but also demonstrate greater organizational commitment, creativity and job satisfaction that are translated into improved service delivery and success of the entire business.

Moreover, the Resource-Based View (RBV) of the firm has played a significant role in clarifying the reason why training and development may be used as a strategic source of competitive advantage. Barney (1991) argues that the attainment of sustained superiority by firms might be facilitated by resources that are valuable, rare, inimitable, and non-substitutable. Skilled and enthusiastic employees fit in these requirements since their skills and tacit knowledge cannot be easily duplicated by the competitors. Wright, Dun ford, and Snell (2001) also underscored that, training and talent development are some of the HR practices that enable organizations to develop special capabilities that enable them to better respond to the changing market demands. This way, training does not just become a functional activity, it is also a strategy in developing innovation, adaptability, and performance sustainability.

Over the past few years, the HR research has been concentrated on the short-term training programs rather than long-term employee development strategies that are in line with organizational objectives. Research has demonstrated that an organization that has an organized and ongoing culture of learning is more profitable and has more engaged employees (Noe, 2017). According to Goldstein and Ford (2018), training programs should be designed systematically, beginning with needs assessment up to assessment of the outcomes. In cases where organizations cannot align training information to actual job needs or even strategic goals, then the outcomes are minimal. Therefore, the quality of training depends not only on its frequency but also on its relevance, mode of delivery and the compliance with the vision of the company. This position was supported by Saks and Burke (2012) who hold that training should be incorporated into the performance management system of an organization to ensure that there are quantifiable changes in the result of productivity, quality, and innovation.

The other line of investigation is the psychological and behavioral effects of training on the employees. Training does not only help in improving job skills but also affects the attitudes and motivation of employees. In their study, Jehanzeb and Bashir (2013) established that employees who believe that their organizations support them in their development have increased organization commitment and job satisfaction. Training gives a good message that the organization appreciates the workforce and this will enhance emotional attachment of the employees to the organization and minimize their intention to turnover. Besides, workers who are motivated to engage in decision-making and skill building activities will exhibit increased creativity and problem-solving skills. Through this, training helps in the personal and organizational development through developing learning culture, empowerment and mutual trust.

Nevertheless, a number of studies also indicate that not every training program can lead to a positive outcome. Inefficient program design, failure to provide management support, and insufficient evaluation systems may curtail training results (Salas et al., 2012). Chiaburu and Tekleab (2005) point out that transfer of training, or application of the new knowledge acquired and skills in the job is one of the largest challenges in HRM. Although employees might be given excellent training, failure to perform improvement may not be realized in case organizational environment is not favorable to practice those skills. As such, organizations should also make sure that the climate in the workplace promotes continuous learning and also give the employees a chance to practice and apply what they have learned. Provision of supervisory support, feedback mechanisms and rewards are important in strengthening training outcomes.

The importance of technology in transforming the practice of training and development is also mentioned in the literature that is gaining increasing numbers. The growing digitalization and remote work have introduced electronic learning systems, virtual learning classes, and mobile learning applications, to the new HR system. According to Al-Emran, Mezhuyev, and Kamaludin (2018), technology-enhanced learning is not merely a way to help organizations save on costs as it also allows organizations to provide individualized learning to the staff that is geographically spread out. They provide flexibility through e-learning where employees can learn at their time and on their own convenience and this eventually results to knowledge retention and satisfaction. However, these programs can only be successful when they are digital literate, have access to technologies and the development of interactive and engaging content. Ghosh and Srivastava (2014) contend that digital transformation requires organizations to restructure their learning strategies to have the organizations be effective in the hybrid and virtual work environment.

The association between training, performance appraisal and career development is another important aspect that has been discussed under the literature. Aguinis and Kraiger (2009) highlighted that the training outcomes have to be measured in a systematic manner to determine their contribution to performance as well as guide future HR decision making. Kirkpatrick Model is employed by many organizations and it measures training effectiveness at four levels: reaction, learning, behavior, and results. This framework assists managers in knowing not just, did employees like the training, but also, was it as a result of the training that measurable job performance improvements have taken place. The connection between training results and appraisal systems and promotion opportunities also contributes to increasing the motivation of the employees to participate in learning programs. Employees would internalize and effectively apply new skills when they observe concrete career benefits related to participation in training.

The studies concerning cross-cultural indicate also the impact of contextual factors on the effectiveness of training. In third world nations, such as financial funding, the unavailability of skilled trainers, and the ineffective institutional involvement of HR development is common among organizations in developing nations (Elnaga & Imran, 2013). In spite of these, training investment is important in enhancing organizational competitiveness in such settings. Researchers in Pakistan, India and other countries of South Asia have discovered that properly designed training programs are very effective in enhancing performance of employees especially in banking, schools, and service sectors (Nassazi, 2013). Nevertheless, to get maximum benefit, the organizations based in these areas should center on localizing training material, incorporating cultural beliefs, and solving certain challenges encountered at the workplace.

In addition, it is literature that management commitment and organizational culture are critical to the success of training and development. Employees will be more serious about learning when the top leadership considers training as a strategic focus, instead of a mandatory task (Boxall and Purcell, 2016). Support in leadership also entails provision of enough resources, development of mentoring systems and facilitation of an atmosphere that promotes experimentation and innovations. Salas et al. (2012) indicated that the characteristics of effective training cultures are described as the presence of constant feedback, free communication, and psychological safety, which allow employees to make their own mistakes and enhance their performance. Therefore, the importance of good learning environment is as relevant as the content of the training.

Although the advantages of training have been well researched, the literature also points towards the necessity to conduct a continuous evaluation and adjustments. The business environment, technologies, and workforce composition are dynamic and the HR managers are expected to adjust the training programs. Organizations need to engage in evidence-based practices, where data analytics can be utilized to determine the effectiveness of training and future skills requirements. As Wright and Nishii (2013) explain, strategic HRM is ever changing and involves constant alignment of employee potentials with organizational goals. Thus, training and development is not successful by the way of some independent interventions but an ongoing process in the form of a strategy that determines the way of growth of individuals and organizations.

To recap it all, there is overwhelming evidence on training and development in literature that training and development can affect organizational performance in terms of enhanced employee competencies, motivation, and commitment. Human Capital Theory and the Resource-Based View are theoretical approaches that provide a great rationale to consider training as an investment. However, management support, organizational culture, technological adaptation, and appropriate evaluation mechanisms are some of the factors that determine the effectiveness of training. As organizations keep struggling to cope with the inherent complexities in the global arena, the institution of far-reaching training and development programs will be a very critical approach towards long term organization growth, competitiveness and sustainability.

Research Methodology

This study aims at investigating how employee training and development can affect organizational performance in terms of strategic human resource management. In a bid to do so, the study takes the mixed methods methodology, which involves quantitative and qualitative methods. The approach will yield a better insight into the contribution of training programs to different aspects of performance, such as productivity, employee motivation, innovation, and job satisfaction. The mixed-methods approach is reasonable as it enables the researcher to measure the relationships by the means of statistical data and obtain an in-depth understanding of the perceptions of employees and managers (Creswell and Plano Clark, 2018). The combination of both approaches will guarantee validity and reliability of results and will provide an opportunity to perform triangulation of sources.

The quantitative component of the study depends on a structured questionnaire sent to the employees of various industries including the banking, the educational, and the manufacturing industry. The reason behind the choice of these sectors was that they are different working environments with different training practices as well as different organizational goals. Stratified random sampling was used to select a sample of 200 respondents from private organizations in Multan district. The questionnaire will be composed of closed-ended questions, founded on a five-point Likert scale, with strongly disagree (1) to strongly agree (5). This design permits examining the perceptions of the employees about the training effectiveness, job satisfaction, skill improvement, and organizational performance. The questions were also modified to be based on the previously proven instruments in the HRM literature in order to establish content validity (Aguinis and Kraiger, 2009; Saks and Burke, 2012).

The questionnaire is separated into three big sections. The demographical part will gather demographic data including age, gender, education, job position, and years of experience to determine whether the factors contribute to the perceptions of training. The second part serves training and development practices through frequency of training, perceived relevance and learning opportunity availability. The third section evaluates organizational performance measures including employee productivity, employee commitment and innovation. All sections are meant to represent another aspect of the research objective, which will provide an opportunity to make an analysis of the relationship between training and performance very subtle. Before a complete data collection was undertaken, the pilot study was done on 20 participants to determine the clarity and reliability of the questionnaire items. Minor revisions were done based on the pilot results to improve question wording and consistency of response. The alpha coefficient of Cronbach was used to check internal consistency and the value of the alpha coefficient which is greater than 0.70 is acceptable (Nunnally and Bernstein, 1994).

The qualitative part of the study is composed of semi-structured interviews of 10 HR managers and training officers of the chosen organizations. The reason behind these interviews is to have a better insight into the strategic significance of training and development, the difficulties encountered in the implementation process, and the apparent connection between training and organizational performance. Semi-structured interviews are also well-suited in this case, as they allow being flexible to discover new concepts and at the same time remain on topic and answer the main research questions (Kvale and Brinkmann, 2015). The interviews take the duration of about 30 to 45 minutes, and are either performed in person or through a virtual communication platform depending on the availability of the participants. The interviews will be audio-recorded and transcribed with the consent of the participants, and they will later be analyzed thematically.

In the case of data analysis, the quantitative data obtained in the questionnaires are subjected to tests with the help of the Statistical Package of the Social Sciences (SPSS) version 26. Mean and standard deviations and frequencies are calculated to summarize the data. Correlation tests and regression tests are used in inferential tests to investigate the relationships between the training practices and the variables of organizational performance. Pearson correlation is conducted to establish the nature and strength of the associations between training and key performance indicators, whereas multiple regression analysis is conducted to assess how much training forecasts the outcomes in the organization by taking into account demographic variables. These statistical methods are suitable since they enable the researcher to develop empirical research findings on the hypothesized relationships (Field, 2018).Thematic analysis is used to analyze the qualitative data of the interviews as proposed by Braun and Clarke (2006). It is a process of reading and re-reading of the transcripts in order to determine recurring themes, patterns, and ideas in relation to the research goals. The initial step is inductive generating of codes based on the data then the codes are clustered into larger groups based on major themes like training relevance, organizational support, and performance improvement. The thematic analysis is useful in terms of comprehending how the HR professionals view the strategic role of training, the issues with evaluating the outcome of training, and the cultural issues that affect the learning behavior of employees. Member checking is applied to achieve credibility where the participants are allowed to look over the summaries of their responses in order to verify their accuracy. The combination and validation of quantitative and qualitative data enables the study to be more valid since these two approaches supplement and verify one another.

Combined with strict ethical considerations, the study is done in an ethical manner. The participants are made aware of the research aim, their right to pull out anytime and confidentiality of their answers. Informed consent is received prior to the data collection. Information is kept in a safe place and when presenting the results, no personal identifiers are given. The approval of the relevant institutional review board is also taken to ensure that the research is carried out in accordance with the academic requirements of the integrity and the respect of the rights of the research participants (Bryman, 2016). In addition, data sources utilized in conducting the study are adequately referenced as per APA standards to prevent academic dishonesty and plagiarism.

The research design will guarantee reliability and validity. The standard of measurement tools and similar data collection processes are used to increase reliability. The validity of the questionnaire and interview questions is guaranteed by the matching of the questionnaire and interview questions to the objectives and theoretical framework of the study. The construct validity is upheld using the existing scale adaptation of other studies, whereas external validity is increased by the sampling of the participants that represent various areas, so the results could be more applicable. The application of qualitative and quantitative methods also contributes to methodological triangulation that facilitates the cross-validation of findings of various sources of data and makes the conclusions resilient (Saunders, Lewis, and Thornhill, 2019).

The desired result of such a methodological strategy is to develop statistically significant and theoretically-based relationship between the training and development practices among employees and organizational performance. The quantitative results will be expected to demonstrate positive relationships between training investment and the results of productivity, innovation, and employee retention. Being qualitative will help to get a more profound idea on how the effectiveness of training programs can be influenced by the HR strategies, leadership commitment, and organizational culture. In combination, these findings will help the overall knowledge of strategic HRM by showing that training and development are not operational processes, but important strategic tools of attaining sustainable growth and competitive advantage.

In general, the selected methodology offers a comprehensive approach to the investigation of the dynamic interconnection between training, employee behavior, and organizational results. The proposed study will combine the quantity of empirical data with the level of knowledge held by managers in order to come up with practical recommendations that would be useful to HR professionals, policy-makers, and other organizational leaders in response to the question of how to improve performance using efficient learning and development initiatives. The rigor of the methodology and sensitivity to the ethical considerations used in the research make the outcomes of the study credible and applicable to the current practice in HRM.

Analysis and Discussion

Data gathered by the questionnaire (200 employees) and semi-structured interview (10 HR managers) as analyzed allowed to determine the correlation between employee training and the performance of the organization. The analysis of the quantitative data was conducted with the help of the Statistical Package of the Social Sciences (SPSS) version 26 and the qualitative analysis was conducted with the help of the thematic analysis to derive the patterns that were related to the experience of employees, observations of the manager and organizational strategies of training and development. Descriptive analysis and inferential analysis will be used to draw the significant conclusions in this segment and interpretation of qualitative insights will be provided in order to contextualize the statistical data.

The population statistics represented that there were mixed samples. It was 200 individuals (55 percent men and 45 percent women). Most of the respondents (48) were between the ages of 25-35 with 32% of them falling within the range of 36-45 and 20% of the respondents falling above the age of 45. Education level 60 percent of the respondents were of bachelor's degree and 30 percent were of master's degree and 10 percent were of diploma or other degree or qualification. The participants as well were representative of different sectors with 40 per cent banking industry, 35 per cent of education sector, and 25 per cent manufacturing industry that ensured that the sectors were represented and the results were generalized.

The descriptive statistics computation was the initial part of the quantitative analysis and therefore the capability to quantify the central tendency, and the dispersion of the answers regarding the effectiveness of the training, job satisfaction, and the organizational performance. The summary of the results is provided below.

Table 1: Descriptive Statistics of Key Variables (N = 200)

Variable	Mean	SD	Minimum	Maximum
Training Quality	4.22	0.61	2.80	5.00
Employee Motivation	4.10	0.57	2.90	5.00
Job Satisfaction	4.05	0.63	2.70	5.00
Organizational Commitment	4.18	0.54	3.00	5.00
Organizational Performance Index	4.25	0.49	3.10	5.00

Table 1 shows the mean values of the employees, who usually believed that the training programs were effective and had a positive impact on their motivation, level of satisfaction, and their commitment. The standard deviations are relatively low hence indicating that the responses are very consistent among the participants. These findings indicate that training has been considered as an important factor in improving both employee and organizational performance.

Another Pearson correlation was done to better explain the relationship between training and performance. The findings showed that there were strong positive correlations between the key variables as indicated below.

Table 2: Correlation Matrix Between Key Variables

Variables	1	2	3	4	5
1. Training Quality	1				
2. Employee Motivation	.742**	1			
3. Job Satisfaction	.716**	.688**	1		
4. Organizational Commitment	.703**	.654**	.698**	1	
5. Organizational Performance	.781**	.726**	.703**	.744**	1

Note: $p < 0.01$

The correlation analysis displays that training quality has strong and positive statistically significant correlations with all other variables. Training quality and organizational performance had the highest correlation (.781), which established that well-designed and well-delivered training programs affect the performance of organizations directly. Training is also strongly correlated with employee motivation and commitment, meaning that constantly learning employees feel a sense of belonging and engagement.

A multiple regression analysis was used to assess the predictive ability of the quality of the training to the organizational performance whilst the demographic factors, like age, education and sector, were controlled. The output of the regression model is as given below.

Table 3: Multiple Regression Analysis Predicting Organizational Performance

Predictor Variables	β (Beta)	t-value	Sig. (p)
Training Quality	0.442	7.812	0.000**
Employee Motivation	0.276	5.124	0.000**
Job Satisfaction	0.183	3.854	0.000**
Organizational Commitment	0.167	3.240	0.001**

$R^2 = 0.691$, Adjusted $R^2 = 0.684$, $F(4,195) = 108.52$, $p < 0.01$

Note: $p < 0.01$

As per the regression data, the quality of the training is the most significant predictor of the organization performance (= 0.442, $p < 0.01$), followed by the employee motivation (= 0.276, $p < 0.01$). The value of 0.691 of R 2 implies that the joint effect of independent variables can be used to explain the variation in performance by organizations by approximately 69. This implies that it aligns well with the model and demonstrates that training and development is core in enhancing the performance of the organization. The significance of all the predictors (p <0.01) testifies to the fact that the level of performance, productivity, and devotion is raised as a result of the employee learning initiatives.

The quantitative data is also contributed by the qualitative data obtained about HR managers. Thematic analysis revealed that there are three general themes, which are, strategic integration of training, employee engagement, and learning motivation and the inability to evaluate training outcomes. Most HR managers indicated that training is no longer a short-term intervention approach but a long-term investment, which is imperative in development. One of the respondents stated that training is the history of our competitiveness, unless we develop people, we cannot transform with the time. The other HR practitioner indicated that frequent learning initiatives create a sense of belonging and reduce turnover of workers. This qualitative data verifies the quantitative data and demonstrates that the employees who are encouraged to develop as professionals become very motivated and remain loyal to the company.

However, some of the respondents also found barriers to training efficiency like lack of budget, lack of follow-up and management support. Other managers groused that training increase knowledge but since there is no proper feedback system and opportunity to apply the training on-job, the long-term consequences of the training is often limited. These perceptions are associated with the findings of Salas et al. (2012) who purported that post training support and organizational culture are the important determinants in determining the success of training. The HR managers also suggested top management buy-in and more correspondence and association of training objectives and strategic business objectives.

The inter-sector comparison showed that the training effectiveness was different to some extent. It was also different in satisfaction of employees in training opportunities within the private organizations ($M = 4.32$) and the public organizations ($M = 3.96$). This discrepancy can be attributed to the fact that the private sector is a bit lenient and is able to invest in the learning programs. Nevertheless, the overall attitude towards training remained positive in all industries with more than 80 percent of the people who responded that training had enhanced their job performance and professional development.

To conclude, quantitative and qualitative research findings lead to the same conclusion that training and development has a strong positive impact on the performance of an organization. The statistical findings verify that the better the training, the better the motivation, satisfaction, and commitment, which, in turn, results in the better performance outcomes. The thematic inferences also show that strategic integration of training in organizational objectives promotes the effectiveness of training in the long term. The results confirm the theoretical models like Human Capital Theory and the Resource-Based View in the sense that investment in developing employees leads to a sustainable competitive advantage which can be measured.

Conclusion

The current research was aimed at examining how employee training and development is influenced by the organizational performance through the strategic human resource point of view. The results, based on the quantitative and qualitative analysis, are strong arguments that training is a significant catalyst of organizational performance, employee participation, and the productivity over a long-term perspective. The study found that the quality of training, employee motivation, job satisfaction, and organizational commitment are important and significant predictors of the performance outcomes through statistical analyses namely descriptive, correlational, and regression. These findings were further validated through qualitative information obtained through the HR managers who underlined the importance of strategic inclusion of learning and development initiatives in organizational policy.

These findings of regression model revealed that the quality of training exerted the greatest effect on organizational performance and its contribution when used with other predictors like motivation, satisfaction, and commitment was almost 69 percent. This strengthens the argument that development of employees is not a single HR process but a strategic process in which an organization can be innovative, competent and maintain growth. The results are consistent with the postulates of the Human Capital Theory that states that the investment in human beings increases productivity and economic value (Becker, 1993). Also, the research validates the Resource-Based View (Barney, 1991), in that employees with the appropriate types of skills become a rare and imitator of competitive advantage.

The outcomes also offer the psychological aspect of training effectiveness. Employees feel that they are appreciated when they realize that their organization is committed to their development and this boosts motivation, satisfaction, and loyalty. This emotional involvement will be converted into better job performance and commitment to organizational objectives. Moreover, the qualitative results showed that organizations, which consider training as a strategic investment, rather than an intervention, display a higher adaptability and resilience to technological and changes in the market.

Nevertheless, the research has also established impediments to training results, which are the absence of managerial support, post-training evaluation mechanisms, and budgets. HR managers pointed out that the effect of training dies away with time unless it is followed up and the skills acquired are put to use. Therefore, to ensure that training translates into actual performance in the organization, training has to be strategically aligned with the business strategies and leadership has to be committed.

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