

Impact of Training Design on Work Performance of Employees in a Telecom Company in India

Kunika Arora

Research Scholar, School of Leadership and Management, MRIIRS, Faridabad

write2kunika@gmail.com

Dr. Anjali Singh

Associate Professor, School of Leadership and Management, MRIIRS, Faridabad

anjali.slm@mriu.edu.in

ABSTRACT

The goal of the study is to analyze the impact of training design (duration, content and quality) of the training programs on the work performance of employees. The data was collected from 152 respondents of a leading telecom company in NCR, India. Literature review was done and the current literature was reviewed to identify the gap. Data analysis was done using the analytical tool IBM SPSS 25. An online questionnaire survey, based on 5-point Likert scale was used to collect data from the respondents. The researcher adopted content validity; internal consistency was attained using Cronbach's Alpha coefficient, which gave an overall alpha of 0.945, suggesting the validity of the instrument. Regression analysis is conducted on the data and the results revealed that the model was statistically significant, which suggested that there is a strong positive correlation between independent variable (training design) and dependent variable (work performance of the employees).

Keywords: Training, Employee Performance, Training Design, Training Duration, Content and Quality of the Training

1. Introduction:

Employee knowledge, abilities, and attitudes can be updated and improved through training. A well-trained workforce can help a business accomplish its objectives. However, employees' maximal competencies remain untapped in the absence of effective training. Training is the process of improving a person's exposure, knowledge, skills, and talents (Afsana et al., 2016). Organizations must constantly prioritize employee learning and development (Holton et al., 2000), due to the ongoing expansion of the global economy, as well as the rapidly evolving fields of technology and innovation. A company can only establish a long-term competitive advantage if its operations generate value in a distinctive manner that is difficult for rivals to imitate (Lambert, 2000). Given their significant influence on the organization's performance and financial success, employees rank as a company's most valuable asset (Afsana et al., 2016). Employee development and training initiatives show that organizations are leveraging not only highly skilled workers but also those who are willing to take on more responsibility. Once human capital has acquired the requisite competence, abilities, and knowledge in their line of work, it becomes difficult for the competitors to replicate. Companies looking to outperform their rivals are placing an increasing emphasis on training.

The consensus among experts is that employee training is an intricate human resource procedure that has a substantial influence on an organization's achievement (Alvarez et al., 2004). Employee training and development is essential (Grossman & Salas, 2011); but simply providing training and

expecting for the best results from staff members is insufficient. It is essential to provide training depending on the needs of the employees, particularly in developing countries with limited resources (Gaspard & Yang, 2016). In the modern workplace, professional training is expensive (Grossman & Salas, 2011). More than \$126 billion is spent annually by firms on employee training and development, enabling employees to have a positive impact on corporate outcomes (Bashir, 2013). The Association for Talent Development's State of the Industry report states that for the previous three years, there has been an increase in the direct cost per employee for training and development. That being said, scholars and industry professionals concur that these expenditures are essential for recruiting in and retaining competent employees, staying up to date with contemporary technology demands, and establishing a competitive edge (Aguinis & Kraiger, 2009), (Martin, 2010).

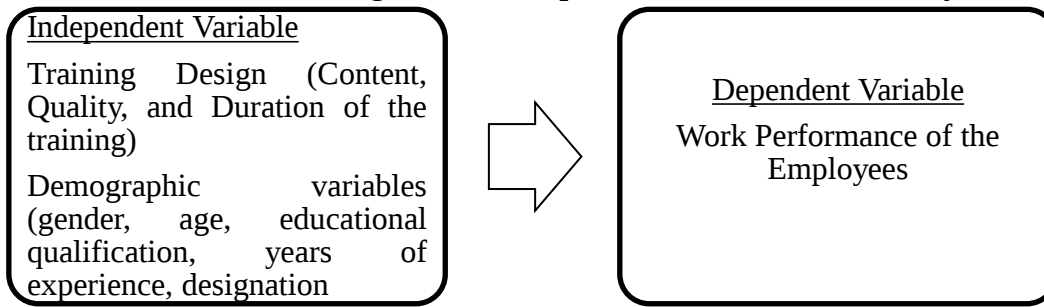
Training should be linked to the objectives of the company. It is also important for the businesses to understand if the costs of training are justified, and that the employees can apply what they have learnt in training to their jobs or retain what they have learned (Kauffeld *et al.*, 2008). Indeed, the fundamentals of well-designed training have been understood for over forty years.

There is a significant discrepancy in the degree of training transfer, or the application of training contents to practice, and learning outcomes (Aguinis & Kraiger, 2009); (Grossman & Salas, 2011). Training objectives delineate the skills and tasks that need to be learned. So, a specific training method must be chosen to impart a particular skill (Aguinis & Kraiger, 2009). As all training delivery methods are capable of and designed to convey particular skills, knowledge and attitudes to the trainees, some methods may be more effective than others. It is a necessity to create a training program that considers the scientific and practical methods used in businesses and selecting the appropriate training duration. Interventions can be included in a training program's curriculum specifically to help with the transfer of training (Haccoun, 1997). The money and time invested in organizing, preparing, and carrying out the organization's training programs can be made up for by the improvements in employees' performance that result from them. The management of the organization selects trainers who possess the necessary expertise and qualifications, chooses training programs that are appropriate for the type of work being done there, and decides on a training duration that aligns with the program's content.

The quality of training programs is reflected in the improvement in employees' abilities, skills, and knowledge, that results in understanding of their task and enhanced performance.

Essentially, the goal of this research is to identify a cognitive aspect that helps in the explanation of the concept of training, its design (contents, quality and duration), and its impact on the work performance of the employees in telecom industry in India.

Figure 1: Conceptual framework of the study



Source: Prepared by the researcher

Figure 1 illustrates our hypothesis that training design and demographic variables influence work performance of the employees. The literature on the impact of training design on work performance is briefly reviewed in the following section, and provides theoretically justification to the correlations that will be examined in this investigation.

2. Literature Review:

Literature related to training design and work performance of the employees has been collected and reviewed. Online resources were consulted to compile previously published studies and articles about content, quality and duration of the training, and work performance of the employees. Mendeley software has been used to cite these articles.

The primary objective of training and development in human resources management is to bridge the performance gaps between actual and desired performance (Elnaga & Imran, 2013), (Nassazi, 2013). Training consists of organized, methodical actions with the goal of raising proficiency levels in knowledge, skills, and competencies (Nassazi, 2013). Training increases the effectiveness of individuals, groups, and organizations (Bashir, 2013), as it focuses on enhancing the abilities required to achieve organizational goals (Elnaga & Imran, 2013). Any organization that wants to accomplish its goals and gain competitive advantage, must invest in training and development (Byrnes & Cascio, 1984). Numerous studies have been conducted in this field to comprehend the significance of training and development. According to the study of (Abbas & Yaqoob, 2009), Training and development were found to have a statistically significant positive correlation with employee performance and effectiveness. Several studies have been carried out regarding this topic. Employees view HRM initiatives as dynamic that contribute to upskilling of employees, and training is one of them (Sultana, 2013).

Employee development is crucial for the growth of businesses, as some employees lack the necessary knowledge, skills, and competences to complete tasks on time. For this reason, training is quite important. In addition, training is an educational process meant to equip individuals with the particular information and abilities needed for a particular job or task (Zemburuka & Dangarembizi, 2020). Employee training and development needs can arise at any organizational level, including strategic, tactical, and operational levels. (Nassazi, 2013) mentioned that in order to achieve the desired individual performance and organizational results, leaders at all levels of management are accountable for not only determining the needs for training and development, but also for choosing the best techniques, approaches, strategies, programs, and venue of training, its implementation and evaluation tools.

Employee performance is mostly within the purview of the training and development function (Asim, 2012). Productivity gains, the ease with which new technology may be used, or a person's high level of motivation are examples of performance (Nassazi, 2013). (Sothy, 2013) in their research paper entitled "The impact of training and development on employee performance: A case study of selected private secondary schools in Phnom Penh Cambodia" found that training helped the school keep its edge over competitors, enhances job satisfaction, and minimize employee turnover rate in schools. Training and development programs impart new skills, raise productivity and encouraged effective succession planning that supports academic goals. Moreover, it provided workers with the opportunity to recognize areas in which they could improve. The research confirmed that training and development programs have a positive influence on employee performance.

Transfer design is defined as the degree to which training has been planned and executed in a way that enables learners to apply what they have learned back on the job (Holton et al., 2000). When participants believe their training program was created and administered in a way that optimizes their capacity to apply the knowledge gained, they are more likely to apply the training material to their workplace. Considering the significance of training, it is not surprising that there are a number of methods for identifying an effective training pattern. As an instance, certain research (Arthur *et al.*, 2003), (Burke *et al.*, 2006) emphasizes the significance of instructional strategies and training materials. Primarily among the practitioners, the Kirkpatrick model (Kirkpatrick, 1988) has a major impact on the discussion of significance, quality and evaluation of training programs (Giangreco et al., 2010).

(Odigwe *et al.*, 2018) posited that the duration of the training has a significant effect on the performance of the employees of baking business enterprises and computer business enterprises. In the study conducted by (Otuko & Musiega, 2013), it was concluded that there is significant positive influence of Training Needs Analysis, training contents, and evaluation of training on employees' performance in Mumias Sugar Company. It was studied that training programs organized after analyzing training needs have a positive influence on employees' performance. It is also asserted that the evaluation of contents and methods of training gives positive results.

(Mahadevan & Yap, 2019) Any organization's effectiveness is strongly correlated with the quality of the training programs conducted. Consequently, as new hires require some training prior to starting work, all employees in the organization are obliged to complete certain training programs. In addition, older professionals may need to undergo refresher training programs to upskill themselves, and keep abreast with the latest technology.

Certain features must be present in the training program in order for it to meet its goals and be able to assess its own quality. This include having expert instructors, access to scientific training materials, audio and visual training methods, and a training atmosphere that inspires employees to attend training sessions with zeal and desire. It is crucial to create a suitable training environment with the required resources and equipment to support the success of training initiatives (Deep & Khawaldeh, 2023). The duration of the training period is another important factor that affects how well training programs work. The duration of the training is determined by the kind of program, the goals, the subject matter, and the venue. It may last for a few days, weeks or a full year (Yimam, 2022).

Job performance is centered on an employee's ability to carry out the responsibilities and tasks of the position effectively and competently in a way that satisfies clients, his supervisors at work, and accomplishes the objectives of the company. It shows the extent to which the person has accomplished and finished the duties that define their job (Martins *et al.*, 2019). Additionally, it can be described as the degree to which employees complete the tasks allocated to them, the degree to which they meet productivity targets, and the degree to which they can grow and seize possibilities for pay raises and promotions (Idris *et al.*, 2017)

Past studies examined the effect of training and how it is related to workers' performance. (Bafaneli & Setibi, 2015) demonstrated that all aspects of training (training programs, training instruments and techniques, trainers) have beneficial effect on enhancing workers' performance. They also concluded that there is a positive correlation between employee performance and the identification of training needs, training duration, and training content.

(Elish Kelly, Seamus McGuinness, 2014) in their study concluded that training has a favorable impact on employee performance, and training content also has a beneficial impact on employee performance. They also confirmed that the productivity of employees in Saudi Arabia's private enterprises is positively correlated with the training type, training duration, and trainer selection.

3. Objective of the study:

The primary goal of this study was to examine the influence of duration, content and quality of the training program on the work performance of the employees of a telecom company in India.

Thus, the purpose of this study was to accomplish the following objectives:

1. Do the variables have any statistically significant effects on how training design (content, quality and duration of training) improves employees' job performance in the company?
2. Do the demographic characteristics have any statistically significant effects on how training design improves workers' job performance?

4. Hypothesis:

The following research hypothesis is formulated in order to meet the study's objectives. It is based on the findings of the literature review on the effects of training design (content, duration and quality) on employee performance.

H₁: Training design (content, duration and quality) has a significant effect on the work performance of the employees.

H₂: There is a significant effect of training design (content, duration and quality) on improving job performance due to the demographic variables (gender, age, qualification, years of experience, and designation).

5. Research Methodology:

The current study uses descriptive research design. Quantitative approach was used in this study. cross-sectional research design was used in this study. This indicates that data collection was done just once. The data were collected from a sample of respondents from a telecom company in India. The size of the sample was 152. An online questionnaire survey was used to collect the data. It was ensured that the questions were simple, unambiguous and concise.

The data were collected anonymously to stimulate the employees to respond honestly. The survey did not collect any personal information. A cover message was sent along the questionnaire that defined the objective of the study and to ensure the discretionary participation in the study and the anonymity of the survey.

The analysis of the data is performed on IBM SPSS 25.

Table 1: The Study Sample's Distribution based on demographic variables (gender, age, educational qualification, years of experience, and designation)

<u>Variable</u>	<u>Variable Level</u>	<u>Number</u>	<u>Total</u>
Gender	<i>Male</i>	128	152
	<i>Female</i>	24	
Age	<i>20-25 Years</i>	10	152
	<i>25-30 Years</i>	88	
	<i>30-35 Years</i>	20	
	<i>35-40 Years</i>	16	
	<i>40-45 Years</i>	14	
	<i>45-50 Years</i>	3	
	<i>Above 50 Years</i>	1	
Educational Qualification	<i>Graduate</i>	65	152
	<i>Post Graduate</i>	77	
	<i>Doctorate</i>	2	
	<i>Professional Course</i>	8	
Years of Experience	<i>0-3 Years</i>	31	152
	<i>3-6 Years</i>	46	
	<i>6-10 Years</i>	34	
	<i>10-15 Years</i>	17	
	<i>More than 15 Years</i>	24	
Designation	<i>Executive</i>	35	152
	<i>Senior Executive</i>	39	
	<i>Manager</i>	62	
	<i>Senior Manager</i>	10	
	<i>Deputy General Manager</i>	6	

Source: Primary data collected by the researcher

The results in table 1 shows that among the respondents, 128 respondents representing (84.2%) were male, and 24 respondents representing (15.8%) were female, majority of the respondents (57.9%) belong to the age group of (25-30 years), (13.2%) belong to the age group of (30-35 years), (10.5%) belong to the age group of (35-40 years), (9.2%) belong to the age group of (40-45 years), (6.6%) belong to the age group of (20-25 years), and only (2.7%) of the respondents were above 45 years of age. Among the respondents, 65 respondents representing (42.8%) were graduates and 77 respondents representing (50.7%) post graduates, 2 respondents representing (1.3%) were

doctorates. Majority of the respondents were at managerial level (40.8%), (6.6%) were at senior manager level, (3.9%) were at DGM level, (23%) were executives, and (25.7%) were senior executives. Majority of the respondents (30.3%) had a total experience of (3-6 years), (22.4%) had an experience of (6-10 years), (20.4%) had an experience of (0-3 years), (15.8%) had an experience of more than 15 years, (11.2%) had a total experience of (10-15 years).

6. Analysis:

The questionnaire had two sections, the first section included items on training design (content, duration and quality of training), and it had 5 items. Sample items include “The methods used enabled us to take an active part in training”, “The length of the course was adequate for the content”, “The training was realistic and practical”. The second section had items based on the work performance of employees, it had 11 items. Sample items include “My performance at work has improved because of the job knowledge I acquired during training”, “Training makes it easier for me to comprehend the general job requirements and the skills needed for each job function”, “The preference for new assignments/projects is given to employees who have received training”, “Training increases my capacity to accomplish both organizational and personal objectives”. The questionnaire had total 21 items including demographic variables – gender, age, educational qualification, total years of experience, and designation.

A weight was assigned to each tool item based on the five-point Likert scale, to evaluate the impact of training design on the work performance of employees. The rating given was strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

The validity of the tool was examined using:

Content validity – Content validity relies on the opinions of subject matter experts. The panel members' selection is crucial since they must demonstrate a sufficient degree of training, experience, and qualification in the field. The study instrument was given in its original form to four academicians and experts in the telecom industries to confirm its face validity. This is done to ensure the degree of suitability for the study's objectives, the accuracy of the data, and the integrity of the language formulation. The necessary revisions were made in compliance with the statements that the majority of the academicians and professionals unanimously agreed upon to convey their views regarding the dimensions, the items' clarity, and the language formulation's soundness.

Cronbach's Alpha Reliability Statistics - It was done through SPSS. According to the study of (Tavakol & Dennick, 2011), Cronbach's Alpha suggests very good reliability if its value is greater than 0.9. It exhibits good reliability if the value falls between 0.7 and 0.9. Any value between 0.6 and 0.5 is still considered acceptable; however, any value below 0.5 denotes non-reliability, while any value falling between 0.5 and 0.5 indicates poor reliability. In the present research, the values of Cronbach's Alpha are depicted in table 2. The value of Cronbach's Alpha for training design is (0.961), and the value of Cronbach's Alpha for work performance is (0.929). The overall reliability was (0.945). The score proves that the instrument is reliable and further testing can be performed.

Table 2: Reliability Test

Reliability Statistics		
Variable	No. of Items	Cronbach's Alpha
Training Design	5	0.961

Work performance of the Employees	11	0.929
Overall	16	0.945

Source: Primary data collected by the researcher

Hypothesis Testing

H₁: Training design have no significant effect on the work performance of the employees.

Coefficient of correlation (0.811) shows that there is a strong positive correlation between the two variables i.e. training design (content, quality and duration of training), and work performance of the employees, and it is statistically significant at ($\alpha \leq 0.05$).

Table 3: Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811^a	.658	.655	.43210

a. Predictors: (Constant), CDQ

Source: Analysis on primary data by the researcher

The value of R square depicts the percentage of outcome explained by the predictors. The value of R square is (0.658), which means that (65.8%) of variance in dependent variable (motivation) is explained by the predictor variable (training). The adjusted R² value provides insight into how well the model generalises the variation (0.658-0.655) or (0.3%). Due to this shrinkage, the model would be able to predict the outcome with a (0.3%) likelihood of accuracy if it were drawn from the population as opposed to a sample. (Table 3)

Table 4: ANOVA table

ANOVA^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.796	1	53.796	288.125	.000^b
	Residual	28.007	150	.187		
	Total	81.803	151			

a. Dependent Variable: Performance

b. Predictors: (Constant), CDQ

Source: Analysis on primary data by the researcher

The values given by ANOVA table (table 4) are $F(1, 150) = 288.125$, $p = 0.000$. As the value of $p < 0.05$, the ANOVA table depicts that the model is statistically significant at 5% level of significance. Therefore, it can be said that the regression model yields a significantly better prediction of the changes in work performance level of the employees through the training design. As a result, we fail to reject the hypothesis 1 (H₁: Training design has a significant effect on the work performance of the employees).

Table 5: Model Summary

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	1.254	.187		6.713	.000
	CDQ	.727	.043	.811	16.974	.000

a. Dependent Variable: Work Performance

Source: Analysis on primary data by the researcher

The details of the model parameters, or beta values, and their relevance, are shown in table 5. The beta-value is ($\beta_0=0.727$) interprets that in the absence of predictor ($X=0$), the model interprets that work performance will be (0.727). Regression line is given by $Y= 1.254 + 0.727X$, where Y is the dependent variable (work performance of the employees) and X is the independent variable i.e. training design (content, quality and duration).

H₂: There is a significant effect of training design on improving job performance due to the demographic variables (gender, age, qualification, years of experience, and designation).

Table 6: Results of t-test to evaluate the difference between the responses on the basis of gender

Variable	Gender	No.	Mean	Standard Deviation	t-value	Degree of Freedom	Sig. level
Performance	Male	128	4.39	0.73	1.148	150	0.297
	Female	24	4.21	0.76			

Source: Analysis on primary data by the researcher

Table 6 shows the t-value (1.148), sig. level (0.297) which is not statistically significant at ($\alpha \leq 0.05$). So, we reject the hypothesis. This implies that there is no significant effect of training design on improving job performance due to the gender of the employees. The results indicate that irrespective of the gender, carefully drafted training design helps to improve work performance of the employees.

Table 7: Analysis of variance

Variable	Sum of squares	Degree of freedom	Mean of squares	F-value	Sig. level
Age	2.805	6	0.468	0.858	0.527
Qualification	0.659	4	0.165	0.298	0.879
Years of experience	0.524	4	0.131	0.237	0.917
Designation	2.478	4	0.619	1.148	0.336

Source: Analysis on primary data by the researcher

Table 7 shows the F-value for the variables age, qualification, years of experience and designation are (0.858, 0.298, 0.237, 1.148) with sig. level (0.527, 0.879, 0.917, 0.336). This implies that that

there is no significant effect of training design on improving job performance due to the age, qualification, years of experience and designation at ($\alpha \leq 0.05$). The results indicate that irrespective of their age, qualification, years of experience and designation, the employees affirm that carefully drafted training design helps to improve work performance of the employees.

7. Discussion of the findings:

The objective of this research was to examine the impact of training design (content, quality and duration) on the work performance of employees in a telecom company in India. This involves an emphasis on variables of training design that are associated with work performance of the employees. Our most notable finding is that training design significantly enhances the work performance. Therefore, the hypothesis which states that training design have no significant effect on the work performance of the employees was rejected at ($p < 0.05$). Findings suggest that training design have a significant ($p < 0.05$) and positive impact on work performance of employees ($b = 0.811$, $t = 16.974$, $p < 0.05$). Our interpretation of this would be that the training's contents, duration and quality lead to improved employee performance at the workplace.

Our results are consistent with the past research showing that training design fosters performance at work (Elish Kelly, Seamus McGuinness, 2014). In our study, there are three components to training design: content of the training program, duration of the training program, and quality of the training programs being conducted by the organization. Results suggest that 130 respondents representing 79% believed that the effectiveness of trainer leads to the effectiveness of the training program, 124 respondents representing 77% believe that the content of the training program leads to effective training program, followed by 79 respondents (45%) who said duration of the training program is also an important factor leading to an effective training program, and 66 respondents (36.4%) believe that physical setting of the training program is a contributing factor to the effectiveness of the training program.

8. Theoretical and Practical Implications:

The study's findings have a variety of practical implications for enhancing the transfer of training to performance, particularly in view of organizations' growing need to justify the return on training investments by pointing to increased organizational performance (Alvarez et al., 2004). To start with, firms must make sure that their training programs transfer if they are worried about how their training initiatives will affect overall performance. The findings of this research indicate that 46% of the respondents are able to put the training into practice from the first week itself, 58% of the respondents are able to transfer the training within a month, and 16% of the respondents takes more than a month to put the training into practice.

The money and effort invested in training are just squandered if it is not successfully transferred from the training setting to the organizational environment. Organizations must assess if training transfer to performance is taking longer than expected, then corrective measures should be taken. Literature suggest that (Holton et al., 2000) have created a tool called to measure the transfer system called Learning Transfer System inventory (LTSI). According to this, conducting an evaluation of the transfer system would be beneficial in identifying potential barriers to transfer and the best ways to eliminate them and enhance transfer.

The findings also provide empirical support to the previously discussed theoretical models of (Timothy & Kevin, 1988), (Holton et al., 1997) indicating that the training design, the trainee's qualities, and contextual elements like feedback on post-training work performance have an impact on the transfer of training.

More precisely, this study adds weight to the theoretical literature (Holton et al., 1997), and emphasizes the significance of a transfer design that optimizes trainees' transferability to improve training transfer. The current study builds on the research of (Timothy & Kevin, 1988) by providing empirical evidence that training content needs to be retained over time in order for it to be transferred. We may contend from the findings of this study that in order for the organizations to optimize their return on investment related to training and development, they must concentrate on all the three factors that influence the transfer of training: content, quality and duration of the training program. Organizations must make sure that the training program is tailored to the proficiency level of the participants.

A comparison with earlier research (Timothy & Kevin, 1988), (Lance et al., 2002) is one intriguing feature of the study's findings that the participants are outside of United States. The majority of training transfer research that has been highlighted has employed pre-post designs with samples from the United States; in contrast, this study used a post-test design with sample from India. The outcomes that are identical between this study and those conducted in the US, however, are more significant.

9. Limitations and Future Scope of the Study:

The study has a few limitations that open doors for further research opportunities. First, the study was conducted on a small scale in a single organization in telecom industry, which restricts the generalizability of the results. Future studies can be replicated in other organizations and industries. Second, a small sample size of 152 respondents was taken. A bigger sample size can be taken to refine the findings. Third, the present study used cross-sectional research design where the variables were studied at a single time. Though a causal association between training design and work performance is suggested, but the cross-sectional data might not support this claim. Future research should investigate pre-training attributes also, in order to determine if integrating them could enhance work performance prediction. So, in order to verify the causal relationships suggested by this study, longitudinal data is needed. Finally, the present study focused on a single variable (training design), further studies can include other dimensions like training needs analysis, evaluation of training program etc. and its impact of work performance of the employees.

10. Conclusion:

This study has attempted to investigate the impact of training design on the work performance of the employees. Training design include the content, quality and duration of the training programs being conducted by the organization. The study concluded that the training design positively influences the work performance of the employees. This implies that the organizations must take utmost care in designing the training programs, keeping in view the training needs of the employees. Furthermore, the study found that demographic variables viz. age, qualification, years of experience and designation of the employees have no significant impact on the performance. This indicate that a well-designed training program will have a positive influence in improving the work performance of the employees. The study will be beneficial to the organizations in designing

the training programs that meet the needs of the employees, and in turn helpful in improving their work performance.

Declaration of Conflicting Interest:

The authors declare that there is no conflict of interest to research, authorship and/or publication of this article.

Funding:

The authors received no financial support for the research, authorship and/or publication of this article.

References:

- [1] Abbas, Q., & Yaqoob, S. (2009). Effect of Leadership Development on Employee Performance in Pakistan. *Pakistan*, 47(2), 269–292.
- [2] Afsana, J., Afrin, F., & Tarannum, T. (2016). Effect of Training on Employee Performance: An Empirical Study on Telecommunication Industry in Bangladesh. *Journal of Business and Technology (Dhaka)*, 10(2), 67–80. <https://doi.org/10.3329/jbt.v10i2.29468>
- [3] Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- [4] Alvarez, K., Salas, E., & Garofano, C. M. (2004). An Integrated Model of Training Evaluation and Effectiveness. *Human Resource Development Review*, 3(4), 385–416. <https://doi.org/10.1177/1534484304270820>
- [5] Arthur, W., Bennett, W., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2), 234–245. <https://doi.org/10.1037/0021-9010.88.2.234>
- [6] Bafaneli, S., & Setibi, G. (2015). The Impact of on-the-Job Training on Employee Performance: The Case of Riley's Hotel. *Journal of Business Theory and Practice*, 3(2), 239. <https://doi.org/10.22158/jbtp.v3n2p239>
- [7] Bashir, K. J. D. N. A. (2013). Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study. *European Journal of Business and Management*, 5(2).
- [8] Burke, M. J., Sarpy, S. A., Smith-Crowe, K., Chan-Serafin, S., Salvador, R. O., & Islam, G. (2006). Relative effectiveness of worker safety and health training methods. *American Journal of Public Health*, 96(2), 315–324. <https://doi.org/10.2105/AJPH.2004.059840>
- [9] Byrnes, J. F., & Cascio, W. F. (1984). Costing Human Resources: The Financial Impact of Behavior in Organizations. *The Academy of Management Review*, 9(2), 370. <https://doi.org/10.2307/258455>
- [10] Deep, E., & Khawaldeh, A. (2023). *THE IMPACT OF TRAINING ON IMPROVING EMPLOYEE PERFORMANCE: A CASE STUDY ON EMPLOYEES IN THE DIRECTORATE OF EDUCATION OF MA ' AN DISTRICT* Article history : Keywords : Training ; Employee Performance ; Directorate of Education ; The Impact of Training on Im. 1–24.
- [11] Elish Kelly, Seamus McGuinness, P. J. O. (2014). The Impact of Training Programme Type and Duration on the Employment Chances of the Unemployed in Ireland. *The Economic and Social Review*, 45, 425–450.

- [12] Elnaga, A., & Imran, A. (2013). The Effect of Training on Employee Performance. *International Journal of Recent Technology and Engineering*, 5(4), 137–147. <https://core.ac.uk/download/pdf/234624593.pdf>
- [13] Gaspard, J., & Yang, C. M. (2016). Training needs assessment of health care professionals in a developing country: The example of Saint Lucia. *BMC Medical Education*, 16(1), 1–6. <https://doi.org/10.1186/s12909-016-0638-9>
- [14] Giangreco, A., Carugati, A., & Sebastiano, A. (2010). Are we doing the right thing?: Food for thought on training evaluation and its context. *Personnel Review*, 39(2), 162–177. <https://doi.org/10.1108/00483481011017390>
- [15] Grossman, R., & Salas, E. (2011). The transfer of training: What really matters. *International Journal of Training and Development*, 15(2), 103–120. <https://doi.org/10.1111/j.1468-2419.2011.00373.x>
- [16] Haccoun, R. R. (1997). Transfer and Retention: Let's Do Both and Avoid Dilemmas. *Applied Psychology*, 46(4), 340–344. <https://doi.org/10.1111/j.1464-0597.1997.tb01235.x>
- [17] Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333–360. [https://doi.org/10.1002/1532-1096\(200024\)11:4<333::AID-HRDQ2>3.0.CO;2-P](https://doi.org/10.1002/1532-1096(200024)11:4<333::AID-HRDQ2>3.0.CO;2-P)
- [18] Holton, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 8(2), 95–113. <https://doi.org/10.1002/hrdq.3920080203>
- [19] Lambert, S. J. (2000). Added Benefits: The Link Between Work-Life Benefits and Organizational Citizenship Behavior. *Academy of Management Journal*, 43(5), 801–815. <https://doi.org/10.5465/1556411>
- [20] Lance, C. E., Kavanagh, M. J., & Brink, K. E. (2002). Retraining climate as a predictor of retraining success and as a moderator of the relationship between cross-job retraining time estimates and time to proficiency in the new job. *Group and Organization Management*, 27(2), 294–317. <https://doi.org/10.1177/10501102027002007>
- [21] Mahadevan, A., & Yap, M. H. Y. (2019). Impact of training methods on employee performance. *IOSR Journal of Business and Management (IOSR-JBM)*, 21(10), 7–14. <https://doi.org/10.9790/487X-2110010714>
- [22] Martin, H. J. (2010). Workplace climate and peer support as determinants of training transfer. *Human Resource Development Quarterly*, 21(1), 87–104. <https://doi.org/10.1002/hrdq.20038>
- [23] Martins, L. B., Zerbini, T., & Medina, F. J. (2019). Journal of Work and Organizational Psychology Impact of Online Training on Behavioral Transfer and Job Performance in a Large Organization. *Journal of Work and Organisation Performance*, 34(1), 27–37.
- [24] Masood Asim. (2012). Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector of Pakistan. *International Journal of Scientific and Research Publications*, 3(9), 774–782.
- [25] Nassazi, A. (2013). EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE . Evidence from Uganda. *Business Economics and Tourism*, 57. <http://theseus32-kk.lib.helsinki.fi/bitstream/handle/10024/67401/THESIS.pdf?sequence=1>
- [26] Odigwe, Francisca, N. Offem, Odim Otu, Owan, V. J. (2018). VOCATIONAL TRAINING DURATION AND UNIVERSITY GRADUATES' JOB PERFORMANCE IN CROSS RIVER STATE, NIGERIA. *International Journal of Current Research*, 10(7), 72024–72028.

- [27] Otuko, H. A., & Musiega, D. (2013). Effect Of Training Dimensions On Employee's Work Performance: A Case Of Mumias Sugar Company In Kakamega County. *International Journal of Business and Management Invention* ISSN, 2(9), 138–149. www.ijbmi.org/138%7C
- [28] Sofyan Idris, T.Roli Ilhamsyah Putra, Muslim A Djalil, D. R. C. (2017). The Analysis of Effectiveness of Education, Training and Motivation on Work Productivity and Its Impact on the Performance of Civil Service of Personel, Education and Training Agency, (BKPP), The Province of Aceh, Indonesia. *Journal of Resources Development and Management*, 29.
- [29] Sothy, C. (2013). THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF SELECTED PRIVATE SECONDARY SCHOOLS IN PHNOM PENH CAMBODIA. *NBER Working Papers*, 7(3), 89. <http://www.nber.org/papers/w16019>
- [30] Sultana, M. (2013). Impact of Training in Pharmaceutical Industry: An Assessment on Square Pharmaceuticals Limited, Bangladesh. *International Journal of Science and Research*, 2(2), 2319–7064. www.ijsr.net
- [31] Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- [32] Timothy, T. B., & Kevin, J. F. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105.
- [33] Yimam, M. H. (2022). Impact of training on employees performance: A case study of Bahir Dar university, Ethiopia. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2107301>
- [34] Zemburuka, I., & Dangarembizi, F. (2020). An Assessment on the Impact of Training and Development on Employees' Performance in the Namibian Defence Force at Okahandja. *International Journal of Human Resource Studies*, 10(3), 153. <https://doi.org/10.5296/ijhrs.v10i3.17496>