

Training and Development Practices and their Influence on Workers' Job Performance

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Abstract. Training is the most crucial variable in each area, as it increases workers' and the organization's competency and viability. It enhances employees' skills because, without training, workers fall short of the abilities anticipated for their responsibilities. Therefore, the researcher has investigated the present study to provide recommendations either to find a permanent solution to the existing problem or to decrease the existence of the present condition. The present study employed a descriptive research design, utilizing a questionnaire as the primary tool for data collection. The respondents for this study were employees at an international ministry. The researcher used a validated survey questionnaire to gather data from 60 respondents. The results revealed the substantial impact of training and development on job performance, highlighting its pivotal role in achieving excellence and competencies across various dimensions. The identified strong positive relationship between training/development and job performance emphasizes the integral role played by these initiatives in enhancing the capabilities and overall performance of the Ministry's workforce. Based on the study's findings, recommendations for the Ministry include the continuation of needs-based program design, aligning training initiatives with organizational goals, and maintaining a sufficient budget allocation for ongoing workforce development.

Keywords: Training and development practices; Job performance; Workforce development; Organizational competency.

1.0 Introduction

Employee training and development are vital in the workplace, with a constant demand for improving performance and acquiring new skills (Armstrong, 2001). Organizations recognize the significance of managing human resources since employees are crucial for productivity and success (Elnaga & Imran, 2013). Without a skilled labor force, no equipment or resources can fulfill organizational objectives. Training is the intentional effort to develop employees' skills and knowledge for their roles, an investment in their abilities (Elnaga & Imran, 2013).

Training is not just about current job skills but also about building a foundation for career growth (Elnaga & Imran, 2013). It sets employees up for success in an organization and helps overcome career-related limitations. Ezeani & Oladele (2013) describe training as nourishment and exercise for employees' cognitive, emotional, and physical abilities, crucial for enhancing productivity. Devi and Shaik (2012) stress that training unlocks potential development and improvement, a key strategy for organizational success through capable employees.

Investing in training is a strategic decision for any organization, requiring significant resources but resulting in improved employee performance (Devi & Shaik, 2012). It is an ongoing process that helps employees integrate new skills into their daily work, bridging the gap between current and ideal abilities (Ezeani & Oladele, 2013).

Reskilling and upskilling employees ensure they meet future demands and align with the organization's vision (Devi & Shaik, 2012).

In this context, the current study aims to address organizational gaps hindering effective training and learning capacity (Devi & Shaik, 2012). Overcoming challenges during training, actively listening, and modeling desired behaviors are crucial steps for successful implementation (Ezeani & Oladele, 2013). Training is pivotal for organizational competence and efficiency, recognized even by international ministries (Devi & Shaik, 2012). The study seeks to offer recommendations to permanently resolve existing issues or mitigate their impact, aligning training efforts with organizational goals and success.

2.0 Methodology

2.1 Research Design

The study employed a quantitative research design specifically the descriptive-correlation type. It is descriptive because it will describe the current practices of Banner International. It is also correlation since it also focuses on the conditions of relationships, prevailing practices, ongoing beliefs, and processes, felt effects, or developing trends (Calderon, 1993)

2.2 Research Participants

The respondents for this study were employees at an international ministry in Dumaguete City. Among the 60 workers surveyed, 60% were aged between 21 to 44 years. The majority of respondents were female, making up 70% of the sample, while males accounted for 30%. In terms of education, 60% of the workers had attained at least tertiary-level education. Regarding tenure at the ministry, 83.33% of respondents had been with the ministry for one to five years. Additionally, 61.67% of the workers were voluntary workers. Given the total number of workers being surveyed (60), no sampling was necessary for this study.

2.3 Research Instrument

The researcher employed a survey questionnaire to gather data from the workers of an international ministry in Dumaguete City, aimed at assessing Training and Development's impact on job performance. To ensure the questionnaire's validity and reliability, a panel of experts reviewed it for relevance and substance. After this review, the researcher used Mega Stat software to validate the questions, resulting in a coefficient alpha score of 0.89, indicating high validity.

Following validation, the questionnaire underwent pilot testing in Dumaguete City with 20 respondents. The Cronbach Alpha test was utilized to evaluate the items' consistency in the research instrument. The obtained alpha coefficient was 0.89, which Zikmund et al. (2009) consider highly acceptable, indicating excellent reliability. Consequently, the instrument used in this study is deemed both valid and reliable for assessing the impact of Training and Development on job performance among workers.

2.4 Data Gathering Procedure

In the initial phase of the research activity, the researcher sought information relevant to the population under study. With the go-signal from the panel/thesis committee and upon the approval of the formal request for administering the questionnaire, the researcher proceeded to gather data by scheduling a specific date and time for orienting the respondents on the study's objectives and importance before the actual administration of the questionnaires. After collecting the necessary data, the researcher examined the raw data and prepared tables for various analyses with the assistance of a statistician. The distribution of the instruments was personally conducted by the researcher to minimize non-responses. The retrieval of the completed questionnaires took place on the agreed-upon date between the researcher and the respondents.

2.5 Data Analysis Procedure

For the data analysis, relevant statistical techniques were applied using statistical software. The frequency distribution was used to analyze the numerical profiles of the respondents and their performance ratings. This method provides a clear overview of the distribution of responses across different categories. In addition to the frequency distribution, simple Pearson correlation was employed to test relationships between variables. This

technique helps to determine if there is a statistical relationship between two variables, such as the relationship between training participation and job performance.

Furthermore, the research questions addressing the extent of agreement with statements in the questionnaire were analyzed using the weighted mean. The weighted mean allows for a more nuanced analysis by considering the importance or weight of each response. This provides insight into how strongly respondents agree or disagree with specific statements related to Training and Development and its impact on job performance. By utilizing these statistical techniques, the study was able to comprehensively analyze the data collected from the survey questionnaire. The frequency distribution provided a descriptive summary, correlation analysis tested for relationships, and the weighted mean allowed for a nuanced understanding of respondents' agreement with questionnaire statements.

2.6 Ethical Considerations

The researcher carefully considered ethical considerations in conducting the research, ensuring transparency, informed consent, voluntary participation, confidentiality, and the well-being of the participants.

3.0 Results and Discussion

3.1 Demographic Profile of the Respondents

The first part of the questionnaire includes five items about the profile of the respondents, such as age, sex, educational attainment work experience in the ministry, and current position. The data are presented in Table 1.

Table 1. Profile of the respondents		
Profile	Frequency	Percentage
Age		
15-20	8	13.33
21-26	17	28.33
27-32	9	15.00
33-38	5	8.33
39-44	4	6.67
45-50	7	11.67
51-56	5	8.33
57 and above	5	8.33
Sex		
Male	18	30.00
Female	42	70.00
Educational Attainment		
Elementary	3	5.00
Secondary	21	35.00
Tertiary	14	23.33
College Graduate	22	36.67
Work Experience		
1-5	50	83.33
6-10	10	16.67
Current Position		
Ministers	23	38.33
Voluntary Workers	37	61.67

In Table 1, 60% of respondents fall within the age range of 21 to 44, indicating a predominantly youthful and trainable workforce. The gender distribution shows a higher representation of females, constituting 70% of the respondents. In terms of education, the majority have at least a college-level qualification, emphasizing the value placed on higher education for skill enhancement. Work experience reveals that 83.33% of respondents have 1-5 years of experience, with a mix of relatively experienced and inexperienced individuals, emphasizing the need for periodic refresher training. Occupationally, 38.33% are ministers, while 61.67% belong to the category of voluntary workers, highlighting a diverse workforce with a significant presence of rank-and-file employees.

3.2 Training Needs Assessment

Training Needs Assessments are a popular and helpful tool for human resource development professionals in identifying an organization's employees' skills, knowledge, and talents. At the same time, it provides

information on areas where training programs may be most successfully deployed (Dahiya & Jha, 2011). Before establishing a training program in the ministry, a needs assessment should be performed.

As shown in Table 2, statement (a) "training needs assessments are conducted properly" shows that 42 respondents chose strongly to agree, 13 respondents chose agree, three respondents chose neutral, three respondents chose disagree, and zero respondents disagreed. The data suggest that the respondents believe that training needs assessments are conducted properly to identify training needs. The weighted mean of 4.55 (strongly agree) indicates that the respondents strongly agreed with the said statement because training assessment measures if a training need exists and, if it does, it identifies the specific training that needs to be conducted to fill the gap.

Table 2. The extent of the training and development practices in terms of needs assessment

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1.	Training needs assessments are conducted properly	42	12	3	3	0	4.55	Strongly Agree
2.	Training selection is based on the result of needs	40	13	7	0	0	4.55	Strongly Agree
3.	The ministry assesses the trainees' knowledge before selecting the training	39	16	3	1	1	4.52	Strongly Agree
4.	The workers attend the training that are appropriate to the needs of the Ministry and in line with its goals and objectives	47	9	4	0	0	4.72	Strongly Agree
	Composite Mean						4.58	Strongly Agree

Also, for statement (b) regarding "training selection is based on the result of needs assessment," 40 respondents strongly agreed, 13 respondents agreed, seven respondents chose neutral, and none disagreed or strongly disagreed. As a result of the remarks, it can be concluded that the overwhelming majority of 53 out of 60 respondents agreed with the said statement. This finding is also strengthened by the weighted mean of 4.55 (strongly agree), which implies that the organization's training selection is based on an assessment of training needs geared toward equipping the organization's members with knowledge and skills and encouraging them to build and enhance their capabilities.

The statement (c) "The Ministry assesses the trainee's knowledge before selecting the training program," 39 respondents strongly agreed, 16 respondents agreed, three respondents chose neutral, one respondent chose disagree, and another one chose strongly disagree. As a result of the aforesaid replies, a conclusion is reached that most of the respondents, 55 out of 60, agreed. In this regard, the Ministry did examine the workers' skill gaps during the assessment of training needs. This is also supported by the weighted mean of 4.52 (strongly agree).

For statement (d) about "The workers attend the trainings that are appropriate to the needs of the Ministry and in line with its goals and objectives," 47 respondents chose strongly agree, nine chose agree, four chose neutral, and no one disagreed or strongly disagreed. Consequently, most of the respondents felt that the workers who attended the training meet the needs of the departments and have shown alignment with the organization's objectives, as can be gleaned from the weighted mean of 4.72 (strongly agree).

The aggregate mean for the Training and Development Practices in terms of Needs Assessment is 4.58 (strongly agree), implying that training needs assessments are fully implemented in the ministry.

3.3 Program Design

Employee Training and Development Programs are developed to accomplish certain objectives that benefit both employees and corporate effectiveness. Reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing, and implementing development programs, evaluating the effectiveness of these programs, and measuring the impact of training on the participants' quality of work life are all part of this. Training must be developed to meet the needs that have

been identified. Effective training design considers learning ideas, legal concerns, and various training methodologies (Dahiya & Jha, 2011).

The response of the respondents in Table 3 for statement (a), "Training and development programs are designed based on need assessments," indicates that 38 respondents chose strongly agree, 20 respondents answered agree, and two respondents strongly disagreed. According to the respondents' response rate, the great majority of 58 out of 60 respondents agreed with the said statement.

Table 3. The extent of the training and development practices in terms of program design

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1. Training and development programs are designed based on need assessment.	38	20	0	0	2	4.53	Strongly Agree
2. Training objectives are conformity with the worker's training needs.	38	14	5	0	3	4.40	Strongly Agree
3. Training programs are designed with due consideration of the level of abilities and educational attainment of the workers.	39	18	3	0	0	4.60	Strongly Agree
4. An opportunity for training and development exists in the ministry.	44	15	0	1	0	4.70	Strongly Agree
Composite Mean						4.56	Strongly Agree

For statement (b), "Training objectives conform with the workers' training needs," 38 respondents chose strongly agree, 14 agreed, five respondents chose neutral, and three strongly disagreed. Based on the rate of the responses, 52 out of 60 respondents agreed regarding the goal of training that is consistent with the workers' training needs. This finding suggests that the organization's training objectives are compatible with the needs of the personnel. Also, for statement (c), "Training programs are designed with due consideration of the level of abilities and educational attainment of the workers," 39 respondents strongly agreed, while 18 chose to agree. Three picked indifferently, and no one disagreed with the said statement. Based on the rate of the responses, the majority of 57 out of 60 respondents opted to agree. This means that the design of training programs was focused on the employees' abilities and educational levels. For statement (d), "An opportunity for training and development exists in the Ministry," 44 respondents picked strongly agree, 15 chose to agree, and only one opted to disagree. As a result, the overwhelming majority of 59 out of 60 respondents agreed with the said statement. This could be taken to mean that the Ministry has suitable training opportunities for the workers. Furthermore, Table 3 reveals that the overall training and development practices in terms of program design score have a weighted mean of 4.56, which means that the respondents strongly agreed with all the statements. A closer look at each item reveals that the highest score belongs to the statement "An opportunity for training and development exists in the Ministry" with a weighted mean of 4.70, followed by the statement "Training programs are designed with due consideration of the level of the abilities and educational attainment of the workers" with a weighted mean of 4.60. This is, in turn, followed by the statement "Training programs are designed with due consideration of the level of abilities and educational attainment of the workers" with a weighted mean of 4.53. Finally, with a mean of 4.40, is the statement "Training objectives conform with the workers' training needs." Based on this, it can be said that the ministry is properly implementing training and development design and provides appropriate training opportunities for workers.

3.4 Effectiveness

Elnaga and Imran (2013) posit that a training program serves as a stimulus for workers to enhance their performance and skills, thereby increasing corporate productivity. Consequently, training should be developed to meet the unique demands and objectives of the organization. Effective training is viewed as a deliberate intervention aimed at achieving the learning required for improved employee performance.

As depicted in Table 4 on the preceding page, the statement (a) "The training is relevant to the job" reveals 40 respondents choosing strongly agree, 12 respondents choosing agree, four respondents choosing neutral, and four respondents choosing strongly disagree. According to these responses, 52 of those polled agreed. It can be implied that most respondents agreed, noting that there are small skill gaps, if any, to consider when assessing their relevance.

For statement (b), “The training method is coherent with its objectives,” 40 respondents chose strongly agree, 13 chose to agree, four chose neutral, and three chose strongly disagree. These responses indicate that 53 respondents agreed with the said statement, implying that there are also small skill gaps when assessing the relevance of the training technique with the training purpose. For statement (c), “The criteria for training and development are well defined,” 42 respondents confirmed strongly agree, 16 respondents agreed, two chose neutral, and no respondents disagreed with the statement. This indicates that there are defined criteria that have to be followed for training and development in the organization. For statement (d), “In-service trainings help improve the workers’ job performance,” 46 respondents strongly agreed, 12 agreed, 2 confirmed neutral, and no respondent disagreed with the statement. Accordingly, 58 (45.3%) opted to agree.

Table 4. The extent of the training and development practices in terms of effectiveness

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1.	The training is relevant to the job performance.	40	12	4	0	4	4.40	Strongly Agree
2.	The training method is coherent with its objectives.	40	13	4	0	3	4.45	Strongly Agree
3.	The criteria for training and development are well.	42	12	2	0	0	4.73	Strongly Agree
4.	In-service training helps improve the worker’s job performance	46	12	2	0	0	4.75	Strongly Agree
5.	The effectiveness of training is properly evaluated in terms of improvement.	47	12	0	1	0	4.75	Strongly Agree
	Composite Mean						4.56	Strongly Agree

For statement (e), “The effectiveness of training programs is properly evaluated in terms of improvements in employees’ performance,” 47 respondents strongly agreed, and 12 agreed with the statement. With only one respondent choosing to disagree, 59 out of 60 respondents are in the affirmative concerning the given statement. This is because it has to be meticulously done, as effectively measuring employee performance anchored on effective training programs contributes positively to the achievement of organizational goals. Furthermore, Table 4 shows that the mean of the overall efficacy of training and development design is 4.56, indicating strong agreement with the statement. An examination of each item reveals that the highest score is 4.75 for the statement “The effectiveness of training programs is properly evaluated in terms of improvements in employees’ performance,” followed by 4.73 for the statement “In-service trainings help improve the workers’ job performance.” Coming in third with a weighted mean of 4.67 is the statement “The criteria for training and development are well defined,” followed by the statement “The training method is coherent with its objectives” with a weighted mean of 4.45. The lowest weighted mean belongs to the statement “The training is relevant to the job.” However, all weighted means have a verbal description of strongly agree. This result suggests that there are defined criteria that need to be followed for training and development in the organization and that there should be a clear training and development policy to govern how to administer during and after the training specifically.

3.5 Overall Factor

The provided table illustrates the elements influencing the implementation of a training and development program. Table 9 indicates that for statement (a), “Directions are clearly provided during training,” 46 respondents chose strongly agree, 12 respondents chose to agree, two chose neutral, and no one disagreed. According to the respondents' response rate, the majority, 58 out of 60, agreed with the statement.

In Table 5, for statement (b) “The training and development conform to the Ministry’s objectives,” 44 respondents strongly agreed, 14 agreed, 2 were neutral, and zero disagreed. Based on the response rate of the respondents, 58 respondents affirmed agreement on the alignment of training with the organization's objectives. For statement (c) “There are opportunities for career development advancement after receiving training,” 39 respondents strongly agreed, 14 agreed, four respondents were neutral, and three strongly disagreed. As a result, according to the answer rate, 53 out of 60 respondents agreed with the chance for professional advancement after receiving training.

Table 5 illustrates that the weighted mean of the Overall Factors of Training and Development Implementation score is 4.62. For each item, the highest score belongs to the statement “Directions are clearly provided during training” with a weighted mean of 4.62, followed by the statement “The training and development conform to the Ministry’s objectives” with a weighted mean of 4.70, and finally, the statement “There are opportunities for career development advancement after receiving training” with a weighted mean of 4.43. It can be implied from the findings that there are clear norms and regulations regarding the chance for career growth for employees following training.

Table 5. The overall factor of training and development implementation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1. Directions are provided during training based on need assessment.	46	12	2	0	0	4.73	Strongly Agree
2. The training and development conform to the ministry objectives.	44	14	2	0	0	4.70	Strongly Agree
3. There are opportunities for career development advancement after receiving training.	39	14	4	0	3	4.43	Strongly Agree
Composite Mean						4.62	Strongly Agree

3.6 Extent of the Contributions of the Training and Development to Job Performance

Table 6. Extent of the contributions of training and development to job performance

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1. Training provides workers with skills, knowledge, attitudes, and creativity.	48	9	2	0	1	4.72	Strongly Agree
2. Training will help make the workers feel satisfied with their jobs.	43	14	2	0	1	4.63	Strongly Agree
3. Workers are satisfied with the overall aspect of the training programs.	41	15	3	0	1	4.58	Strongly Agree
4. Training is crucial for improving individual and organizational performance.	47	10	3	0	0	4.73	Strongly Agree
5. Workers become more committed to their jobs after receiving training.	39	17	1	0	3	4.48	Strongly Agree
6. Training increases employee confidence when performing health-related tasks.	50	10	0	0	0	4.83	Strongly Agree
7. Training motivates employees to enhance their job performance.	47	10	0	0	3	4.62	Strongly Agree
8. Workers become more responsible after receiving training.	31	8	0	0	1	4.80	Strongly Agree
Composite Mean						4.64	Strongly Agree

Furthermore, Table 6 illustrates that the aggregate mean for the extent of the contribution of training and development to job performance is 4.64. An examination of each item reveals that the statement “Training increases employee confidence when performing work-related tasks” has the highest weighted mean of 4.83, followed by the statement “Workers become more responsible after receiving training.” The statement “Training is crucial for improving individuals and organizational performance” comes in third with a weighted mean of 4.73. In fourth place is the statement “Training provides workers with skills, knowledge, attitude, and creativity” with a weighted mean of 4.72. Tied for fifth are the statements “Training will help make the workers feel satisfied with their jobs” and “Training motivates employees to enhance their job performance.” Both statements have a weighted mean of 4.63. Ranked sixth with a weighted mean of 4.58 is the statement “Workers are satisfied with the overall aspect of the training programs.” Bringing up the rear with a weighted mean of 4.48 is the statement “Workers become more committed toward their jobs after receiving training.” It is worth mentioning that all of the statements in Table 10 have a verbal description of “strongly agree.” This could be taken to mean that the respondents are in unison about the significant contributions of training and development to the job performance of the workers in the Ministry.

3.7 Degree of the Relationship between Training/Development and Job Performance

Table 7. Distribution of the respondents by performance rating

Performance Rating (%)	Frequency	Percentage
70-76	11	18.3
76-82	13	21.7
82-88	22	36.7
88-94	13	21.7
94-100	1	1.70

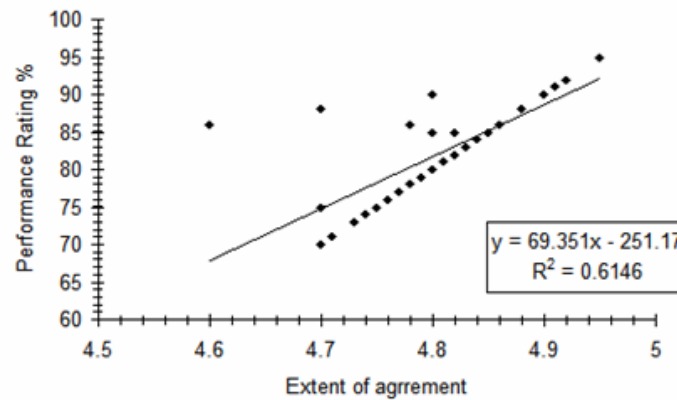


Figure 1. Test for the relationship between Job Performance and Training and Development

To confirm the extent of the contributions of training and development to job performance, the researcher obtained the performance ratings of each respondent, presented in Table 7. The table reveals that 58.4 percent of the respondents received performance ratings within the range of 82 percent to 94 percent. The result indicates a coefficient of determination of 0.6146, displaying a positive correlation coefficient of 0.784. This suggests a high degree of relationship between the variables. The regression equation, $y = 69.351x - 251.17$, with a positive slope of 69.351, further suggests that the higher the respondent's perception of the contributions of training and development to job performance, the higher their performance rating. This finding aligns with the literature, indicating that training and development positively influence worker performance.

According to Mathis and Jackson (1997), training is an organized and deliberate effort to change or foster information, expertise, and mentality through learning and experience, aiming for effective performance in an action or range of activities. In the work context, its purpose is to enable an individual to acquire skills so that they can perform a given task or job effectively and realize their true potential. On the other hand, Buckley and Caple (2009) argue that training is the process through which skills are developed, information is provided, and attributes are nurtured, helping individuals working in organizations become more effective and efficient in their roles.

Furthermore, training aids the organization in achieving its purposes and objectives while contributing to the overall development of employees in the organization. There is a positive correlation between training and development and employee performance. Training not only benefits the employee but also positively impacts employee performance through the development of knowledge, skills, capabilities, expertise, and behavior (Sri Divya and Gomathi, 2015). Moreover, employee performance is a crucial building block of an organization, and factors laying the groundwork for superior performance need to be analyzed by organizations. As every organization cannot progress with the work of a few individuals, it is the collective effort of all members of the organization. Performance is a complex construct essential to achieving results and is critical to the key goals of an organization (Mwita, 2000). According to Amisano (2009), employee performance may be associated with various factors within the workplace, such as overall job satisfaction, knowledge, and management. However, there is a positive connection between training and performance, as training programs can address various issues related to lackluster performance.

4.0 Conclusion

Based on the study's findings, it is evident that the majority of respondents, predominantly females in the prime of their lives, possess at least tertiary-level education, and bring significant voluntary service experience. The Ministry's commitment to conducting needs assessments serves as a strategic foundation for designing and implementing effective training and development programs, supported by continuous evaluations to ensure ongoing efficacy. Clear directions aligning training initiatives with organizational objectives, coupled with opportunities for career development, contribute positively to the overall training and development of the workers. The study underscores the substantial impact of training and development on job performance, highlighting its pivotal role in achieving excellence and competencies across various dimensions. The identified strong positive relationship between training/development and job performance emphasizes the integral role played by these initiatives in enhancing the capabilities and overall performance of the Ministry's workforce.

Based on the study's findings, recommendations for the Ministry include the continuation of needs-based program design, aligning training initiatives with organizational goals, and maintaining sufficient budget allocation for ongoing workforce development. Regular reviews of training practices, along with the formulation of a clear training and development policy and documentation criteria, are crucial for measuring and adapting the program's success over time.

In conclusion, the study's findings and recommendations provide valuable insights for the international ministry in Dumaguete City to enhance its training and development efforts. By strategically aligning training initiatives with organizational objectives, understanding employee profiles, and maintaining a commitment to continuous evaluation and improvement, the ministry can foster a highly skilled and motivated workforce capable of achieving its mission and goals effectively.

5.0 Contributions of Authors

This is single-author research.

6.0 Funding

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7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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