

Enhancing Organizational Success through Employee Training and Development: An Evaluation of their Contribution to the Achievement of Organizational Objectives

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Abstract

Successful companies understand the importance of training and developing their employees. Manufacturing environments that are increasingly competitive and volatile forces companies to use training and development to continually improve their employees' productivity and skills in order to remain competitive and improve the effectiveness of their organization. The relationship between employee training, employee development, and the accomplishment of organizational goals will be the focus of this study. This study used a quantitative cross-sectional analysis. Primary data were collected from both public and private sector employees using an online survey. From the online survey, 189 usable surveys were collected using the convenience sampling methodology. The data collected were analysed using SPSS. The analysis included descriptive analysis, reliability analysis, correlation analysis, and regression analysis. The analysis of the data collected indicated that there was a positive correlation between organizational success and employee training and development. Additionally, employee training and development plays a significant role in the accomplishment of the goals of an organization. This indicates that the companies that invest in the development of their employees are more likely to achieve their performance goals and their strategic goals. The study also offers both the human resource and organizational behaviour database knowledge with the empirical data supporting the strategic role of employee training and development in the improvement of an organization. Practically speaking, the findings suggest incorporating training and development initiatives into strategic management, undertaking periodic training needs assessments, and encouraging ongoing learning and assessment of training within a framework oriented towards the maximization of performance at the organizational level and the successful attainment of the objectives of the organization.

Keywords: Employee Training; Employee Development; Organisational Goals; Human Resource Development; Organisational Performance.

Introduction

Several factors continue to influence the development of contemporary business models including shifts in technology and consumers' perceptions and preferences. The resultant rapid changes in the environment of business and increased competition have made the workforce the focal point of sustainable success for organizations. In particular, technological advancements and digital transformations have changed the nature of work to the extent that employees require the ability to rapidly acquire new skills and knowledge. Organizations have responded to this challenge through a focus on training and development of employees. Training and development no longer constitute routine human resource functions. Organizations have come to realize that the commitment to training and developing employees has the potential to strengthen the organizational workforce and secure a competitive market advantage. Employee training involves activities undertaken by an organization to assist employees in acquiring skills to perform their job. Development, on the other hand, focuses on future job tasks and responsibilities and involves the growth of employees through learning and other activities offered by the organization on a continuous basis (Noe, 2020). Training and development enable organizations to improve the work performance of employees, enhance their ability to cope with change within the organization, and improve the overall effectiveness of the organization. In rapidly changing business environments, organizations

that focus on developing their employees' capabilities are best placed to tackle new challenges and sustain the competitiveness of the organization.

The value placed on training and development of employees is further exemplified by Human Capital Theory. The focus of this theory is on the investments that organizations make in the knowledge and skills of their employees and the resultant increase in productivity of employees coupled with long-term financially positive returns for the organizations (Becker, 1964). In the context of this theory, employees are viewed as the intangible capital of the organization and the services they offer are critical to the competitive edge of the organization.

Additionally, the Resource-Based View (RBV) posits that companies utilize unique resources, especially the knowledge and skills of their employees, to gain a long-lasting edge over their competitors (Barney, 1991). For that reason, the training and development of employees become a mechanism through which companies enhance their internal capabilities and drive the improvement of their performance. Current studies show that the training of employees yields benefits to the employees themselves, the companies, and even the society in general. Aguinis and Kraiger (2009) stated that, through the training and development of a workforce, employee skills and performance at work improve, motivation at work increases, and so does commitment to the employing organization. Furthermore, the effectiveness of an organization and its productivity improve. Additionally, Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) stated that, when properly designed and implemented, training practices based on a sound principle of evidential foundation enhance the performance of an organization. These findings substantiate the importance of training and development in an organization's human resource management.

In addition to the enhancement of technical skills, employee training and development encourage a culture of organizational flexibility and innovation. Organizations now function in an environment dominated by rapid changes in technology and novel business practices. In order to stay competitive, organizations need to create a culture of learning. For this reason, Goldstein and Ford (2002) stated that employees need to be trained in a way that not only gives them the necessary skills but also the ability to apply those skills to their work. Similarly, Baldwin and Ford (1988) stated that the successful application of training to the workplace depends on the quality of the training, motivation of employees, and the presence of an environment supportive of the application of the newly learned skills. From these viewpoints, the boundaries of training's effectiveness extend beyond the classroom and include the adjustments made on the job to aid continuous learning and the improvement of performance.

The attainment of the goals and objectives of an organization is one of the most important signs of the effectiveness of an organization. The goals and objectives of an organization give the organization a strategy. They set a target for the organization that guides the managers, organizes the workforce, and controls the resources of the organization. The goals and objectives must be supported by a number of factors in the organization such as leadership, strategy, commitment of workforce, and the ability of the workforce. Employee training and development are among these factors and are very important as they help the employees understand and be knowledgeable about the strategies of the organization. The employees help the organization in solving the problems the organization is facing, help the organization in meeting the goals and objectives, and aid the organization in being efficient in the day to day running of the organization. There are many studies that have looked at the relationship of training the employees and performance of the organization, but there are still many gaps to be filled. Most of the studies have looked at either the financial performance, the productivity of employees, the performance of the employees, or the satisfaction of the employees. Very few studies have looked at the role that training and developing employees have on the achievement of the goals and objectives of the organization. Most of the studies that have looked at this issue have focused on the same industry for example health, manufacturing, hospitality, education, and banking which makes it difficult for the findings of the studies to be used in different organizations. It is important and useful to look at this issue and study the relationship of employee training and development to the achievement of the goals and objectives of organizations. This is the focus of the current study. This study employs a quantitative research methodology to understand the ways that investing in employee capability development impacts an organisation's growth. The study findings aim to extend

the human resource management and organisational behaviour academic literature and provide managers with applicable organisational effectiveness practices via strategic investments in workplace learning and development.

Literature Review

Current human resource management perspectives acknowledge that positive business outcomes rely on a firm's human resources and that especially knowledge and skilful human resources are the primary factor for a firm's sustainable competitive advantage. In the context of knowledge-intensive economies, the competition among firms does not only arise from the financial and technological resources. Competitiveness is also influenced by the firm's human resources and their capabilities to meet and respond to dynamic business requirements and effectively utilize and apply knowledge in the workplace. It is, therefore, the contemporary view of firms that training should not be considered an administrative function to be performed routinely, but rather, training should be viewed as an investment to strengthen the capabilities of the firm and increase the firm's value in the marketplace. Noe (2020) describes training as a deliberate action on the part of the firm to assist employees in gaining skills, knowledge and behaviours to enhance their ability to effectively perform their jobs. Development, on the other hand, is the provision of a variety of learning opportunities to the employees in order to prepare them for future organizational roles and for the advancement of their careers. The foundation for the strategies to enhance employees' training and development is Human Capital Theory. This theory posits that the training and educational attainment of employees will not only increase the productivity of employees, but will also yield a significant financial return to both the employee and the firm in the long run (Becker, 1964). This theory views employees as a firm's valuable resources and an integral component of the firm's overall effectiveness. Firms that are committed to enhancing the training and development of their employees are likely to achieve a greater level of effectiveness and more sustainable competitiveness.

Furthering this argument, the Resource-Based View (RBV) posits that a source of sustainable competitive advantage is the presence of valuable, rare, and inimitable resources that are integrated within the organization. Among these resources, employee knowledge and skills are considered to be some of the most critical resources (Barney, 1991). From this perspective, training and development are systems through which organizations build and enhance their internal resources and improve their strategic capabilities. Training and development contribute to the achievement of organizational goals. With respect to training, the Adult Learning Theory (Andragogy) suggests that adults learn best when they are actively involved in the learning process, the content is relevant to them, and they are guided toward achieving the objectives, but not directed to all the details of the process (Knowles, Holton, & Swanson, 2015). Employees are perceived to be more motivated to attend training when they feel that the training will enhance their skills and is likely to contribute to their career progress. Additionally, Social Learning Theory posits that learning occurs in the workplace through observation, interaction, and modelling (Bandura, 1977). These theories demonstrate that for learning to be effective, organizations must move beyond the traditional learning environments and foster a culture of continuous learning and knowledge sharing within the organization.

The effectiveness of training also depends on how relevant the training is to the employees, and how effectively the employees are able to utilize the training within the workplace. One of the most well-known models of training transfer, proposed by Baldwin and Ford (1988), identifies the personal attributes of the employee, training design, and the work environment as the key determinants of training transfer. Their analysis illustrated that even the best training programs can fail to enhance organizational performance if employees receive inadequate managerial assistance, if employees are not given the chance to utilize newly developed skills, or if employees receive inadequate support from the organization. The most successful transfer of training remains an important criterion for the effectiveness of training, as shown in the studies that followed.

Training programs designed for employees have needed to include improvements in organizational performance. Campbell (1990) stated that the performance of an employee is the result of the combination of knowledge, skills, and, most importantly, the support of the organization. Training programs develop the skills of the employees and the confidence and ability of the employees to perform the tasks of the job. Goldstein and Ford (2002) stated that training programs help employees to perform better in their jobs. Organizations that routinely develop training

programs tailored to the needs of the organization are more likely to have employees whose productivity and performance improve the quality and efficiency of the operations of the organization.

Recent studies have extended the scope of training programs to the organization as a whole. Aguinis and Kraiger (2009) provided an in-depth analysis of the training and development literature and stated that training has beneficial outcomes at multiple levels. At the individual level, training has outcomes related to the acquisition of knowledge and improvement in the performance of a job and self-efficacy and the development of a career. At the level of the organization, training has beneficial outcomes related to improved productivity and organizational effectiveness, improved satisfaction of customers, and an enhanced competitive advantage of the organization. The authors stated that organizations should consider the funding of training programs to be a strategic investment as opposed to a funding expense, due to the program's effects on the organization's performance and its capability to be sustainable. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) also stated that the synthesis of research on training programs developed for the purpose of research and the studies that followed showed that training programs improve the performance of employees and the outcome of the organization when the programs are designed using the principles of science with the appropriate constraints.

Their review stresses the value of ongoing assessment, engagement of the trainees, commitment by the organization, and support of the leadership in ensuring optimum effectiveness of the training. These results support the theory that the successful implementation of training goes beyond the confines of imparting the necessary instruction and entails the planning of the learning support system by the organization. It has been shown that training and developing employees aid in improving an employee's level of performance and also help with the effectiveness of the organisation as a whole. An organisation that offers training and development allows the employees the opportunity to learn new skills, improve their ability when it comes to solving problems and assist them in adjusting to the demands of the organisation as they change. Due to the rapid pace of technological advancement and increased competition at a global level, training employees has become vital to ensuring that an organisation remains competitive. Training helps employees improve their technical skills as well as their soft skills, makes them better decision makers and helps them to be more creative and helps in their overall contribution to the organisation. For this reason, most organisations have started including training and developing employees within their long-term strategies of human resource management in order to improve the overall performance of the organisation and its competitive edge.

One of the most cited concepts in human resource management is the correlation between training and employee performance. Research conducted by Arthur, Bennett, Edens, and Bell (2003) showed that, following the implementation of training, job-related skills, work behaviours and performance at the organisational level are improved in a wide range of industries. It further indicated that, of the organisations that implement training, the employees perform to a higher level when compared to the organisations that offer limited training. In their review of workplace training, Tharenou, Saks, and Moore (2007) also supported the notion whereby training aids in the improvement of the performance levels of the employees and the productivity of the organisation as a whole, especially when the employees are provided with the means to reinforce their skills in the workplace. In order to achieve success, an organisation must be willing to learn and adapt. More and more, organisations are beginning to understand that learning cannot be devolved to a single event, but must be viewed as an ongoing process within an organisation that equips its members to deal with the changing business world. Garavan, Carbery and Rock (2012) posit that the strategic development of human resources builds the capacity of the organisation by the alignment of employee learning to the organisation's strategic plan, thus fostering not only the performance of the organisation, but also its sustainability in the long run. From this standpoint, the usefulness of training programmes is believed to be the extent to which they are aligned to the organisation's goals and are accompanied by the support of management. Beyond boosting the productivity of the individual employee, training holds the potential to improve the performance of the entire organisation. Increased investment in employee training is positively correlated to enhanced business processes, elevated service/ product satisfaction, and improved loyal employee retention. Kraiger (2014) noted that the contemporary field of training has begun to focus on the contribution of learning to the efficacy of the organisation through elevated employee competencies, organisational learning, and the management of knowledge within the organisation. From this perspective, training promotes the proactive

stance of the organisation in the face of changing problems and new opportunities within the business environment.

Realising the strategic intent of an organisation requires employees to possess the requisite knowledge, skills and competencies to implement the strategies of the organisation. Goals of the business provide a framework within which priorities are set and decisions of management are guided along with the performance standards of employees. Training equips employees with the requisite skills to perform the tasks of the organisation. Armstrong and Taylor (2023) postulate that the development of employees is an extension of the organisation's plans because the capabilities of the workforce bear a direct correlation to the productivity, quality, and innovativeness of the organisation and its efficacy. organisations that consider training schemes alongside their strategic priorities are more likely to achieve their goals than those who consider training mainly from a compliance or administrative perspective.

Training plays an important role in developing not only the skills of the workforce, but also increasing workforce motivation and commitment. Employees are more likely to experience job satisfaction and a stronger commitment to the organisation, and a greater willingness to assist in achieving the goals of the organisation, if they perceive the organisation invests in their training. Bartlett (2001) showed that the perception of training opportunities is positively related to commitment to the organisation, and that the provision of training is not only a means to develop the skills of the workforce, but is also a strong expression of the commitment of the organisation. This is in line with Social Exchange Theory, which posits that organisations will receive an increase in commitment, motivation, and work performance in return for the favourable treatment of employees.

The impact of training and development activities is shaped by the organisational culture and the leadership of the organisation. Leadership that is supportive of training and development activities creates an environment in which knowledge is freely shared and improvement is a goal of the organisation. Without supportive management and opportunities to use the newly acquired training, employees will not use the training, and the organisation will not experience the benefits of the investment in training. Tracey, Tannenbaum, and Kavanagh (1995) showed that a healthy organisational climate is an important factor in the transfer of training. Their research clearly illustrated that support of the organisation is a key factor in the success of the training process. Even though earlier research shows that there are many positive relationships between training and employee performance and between employee performance and organisational effectiveness and organisational learning, there is still a lack of research in many important areas.

Most studies have either analysed various aspects of employee productivity, financial results, learning results, and/or the competitiveness of the organization or have been concerned with various aspects of the aforementioned factors, and fewer studies have addressed the issue of the impact of employee training and development on the achievement of organizational goals. Besides, the majority of the existing studies have been restricted to specific sectors, such as healthcare, manufacturing, education, hospitality, and public administration, which also hampers the generalizability of the results. Additionally, most of the recent studies have used sophisticated conceptual frameworks with intervening and moderating variables, which poses even more challenges for management, as it does not provide empirical evidence of the impact of training and development on the organization.

The current study aims to fill those gaps by examining the contribution of employee training and development to the achievement of organizational goals from a general organizational perspective. Using a succinct quantitative approach, the study aims to provide empirical evidence of the importance of employee capability development to organizational success and provide some pragmatic value to the management of an organization on how to develop the most appropriate training plan. The study has following objectives:

- To explore how employee training and development influences the fulfilment of a company's goals.
- To understand the connection between employee training and development and the success of a business.
- To analyse how employee training and development helps reach the goals of an organization.

Methodology

Considering the objectives of the study, a quantitative cross-sectional research design was selected in order to measure the contribution of employee training and development to the attainment of business goals in the study area. A quantitative approach provides the means to measure and statistically analyse the relationship between employee training and development and the outcomes at the organizational level. A single measurement of responses to the survey was a method of data collection employed in this study and a structured survey was distributed to employees of the public and private sectors. Due to the lack of a comprehensive sampling frame and the relative ease of gaining access to respondents, a non-probability convenience sampling method was used. A total of 189 valid questionnaires that met the requirements of completeness and consistency were retained for analysis. The first section of the survey measured the respondents' demographics of gender, age, level of education, sector of employment, and work experience. In the second section of the survey, employee training and development, organizational success, and the attainment of the goals of the organization were measured using multi-item scales of human resource management literature. The responses to the items were recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Within the framework of the analysis, employee training and development was the independent variable, and the attainment of the goals of the organization was the dependent variable. Organizational success was used to provide the context to the perceptions of the employees regarding organizational effectiveness. The measurement scales were subjected to tests of reliability in order to provide a foundation for the proposed analyses, and scoring of Cronbach's alpha at greater than 0.7 was used as a benchmark for perceived reliability of the measurement scales.

Data were analysed using the Statistical Package for the Social Sciences (SPSS). Respondent characteristics and study variables were summarized using descriptive statistics and reported as descriptions of the frequency, percentage, mean, and standard deviation. The Pearson's correlation analysis was used to assess the relationship of training and development of employees with the success of an organization, and the simple linear regression analysis was used to assess the impact of training and development of employees on the fulfilment of the organizations' goals. A statistically significant difference was determined at the 5% ($p < .05$) level. Ethical issues were addressed by ensuring that participants had the right to voluntarily participate and withdraw at any time, informed consent was obtained, and confidentiality was maintained and anonymity guaranteed by not disclosing their identity and restricting the use of the data to only academic purposes.

Analysis

Respondent Profile

A total of 189 valid responses were included in the analysis after screening the completed questionnaires for completeness and consistency. The respondents represented both public and private sector organizations with varying demographic characteristics.

Table 1. Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	108	57.1
	Female	81	42.9
Age	21–30 years	59	31.2
	31–40 years	73	38.6
	41–50 years	39	20.6
	Above 50 years	18	9.5
Organization	Public	78	41.3
	Private	111	58.7
Experience	Less than 5 years	47	24.9
	5–10 years	81	42.9
	Above 10 years	61	32.3

The sample included individuals working in both state and private sectors. 57.1% of respondents were male and 42.9% were female. A majority of respondents were in the 31-to-40-year age bracket and had been in the employment for a period between 5 to 10 years. From this data, it can be interpreted that the also reflects the opinions of employees who are experienced and older.

Descriptive Statistics

Table 2. Descriptive Statistics of the Study Variables

Variable	Mean	Standard Deviation
Employee Training and Development	4.06	0.56
Organizational Success	3.98	0.59
Achievement of Organizational Objectives	4.01	0.54

According to the descriptive statistics for the study variables, respondents had positive perceptions of the items on the questionnaires. With a mean score ($M = 4.06$), positive perceptions of training initiatives were the most prevalent, in the Employee Training and Development variable. The mean scores for the Organizational Success and the Achievement of Organizational Objectives variables also reflected a positive perception of effectiveness of the organization.

Reliability Analysis

Table 3. Reliability Statistics

Construct	Number of Items	Cronbach's Alpha
Employee Training and Development	8	0.884
Organizational Success	6	0.851
Achievement of Organizational Objectives	7	0.869

Cronbach's alpha values ranged from 0.851 to 0.884, exceeding the recommended minimum value of 0.70. These results indicate satisfactory internal consistency and demonstrate that the measurement scales are reliable for subsequent statistical analysis.

Pearson Correlation Analysis

Pearson's correlation analysis was conducted to examine the relationship between Employee Training and Development, Organizational Success, and Achievement of Organizational Objectives.

Table 4. Pearson Correlation Matrix

Variables	1	2	3
1. Employee Training and Development	1		
2. Organizational Success	.692**	1	
3. Achievement of Organizational Objectives	.741**	.705**	1

Note. $p < .001$.

All variables exhibited statistically significant positive correlations. Employee Training and Development correlated most strongly with Organizational Success ($r = .692$, $p < .001$). Organizations that offered adequate Training and Development were likely to be viewed as more Successful. The correlation between Employee Training and Development and the Achievement of Organizational Objectives ($r = .741$, $p < .001$) was even stronger, indicating that the maintenance and development of the Employee Capability would likely lead to the Achievement of Organizational Objectives.

Regression Analysis

Simple linear regression analysis was performed to evaluate the contribution of Employee Training and Development to the Achievement of Organizational Objectives.

Model Summary

Table 5. Model Summary

R	R ²	Adjusted R ²	Std. Error of the Estimate
.741	.549	.546	0.386

The model explained 54.9% of the variance in the Achievement of Organizational Objectives ($R^2 = .549$), indicating that Employee Training and Development accounted for a substantial proportion of the variation in the dependent variable.

ANOVA

Table 6. ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	33.48	1	33.48	224.17	< .001
Residual	27.93	187	0.149		
Total	61.41	188			

The regression model was statistically significant ($F = 224.17$, $p < .001$), demonstrating that Employee Training and Development significantly predicts the Achievement of Organizational Objectives.

Regression Coefficients

Table 7. Regression Coefficients

Predictor	B	Std. Error	Beta (β)	t	Sig.
Constant	1.248	0.183	—	6.82	< .001
Employee Training and Development	0.682	0.046	.741	14.97	< .001

The advancement and training of employees have a positive, considerable, and definable effect on the achievement of an organization's goals ($\beta = .741$, $t = 14.97$, $p < .001$). The positive value of the regression coefficient suggests that the greater an organization's funding of employee training and development, the greater the organization's achievement of its goals. A company that focuses on training its staff in an effort to further develop the employees' skills and abilities has a greater chance of realizing its goals, thereby increasing the effectiveness of the company as a whole.

Based on the regression analysis, training and development of employees is a positive factor in the success of an organization and much needed in order to achieve an organization's goals. The development of the skills and capabilities of the employees is a positive factor to achieving the goals and to improving the overall performance of the company. This is of great importance from a strategic point of view.

Discussion

This study assessed employee training and development from two angles: the accomplishment of organizational goals and the impact on organizational success. The results show the training and development of employees correlates positively with organizational success and plays a vital role in fulfilling organizational goals. The results

show organizations that commit resources to the ongoing training and development of employees can expect to enhance the productivity of the workforce, improve the efficiency of operations, and better achieve the organization's goals. These results illustrate the growing understanding that the training and development of employees transcends the bounds of human resources and provides strategic organizational importance that enables the organization to be more competitive in the marketplace and economically viable in the long run.

The training and development of employees positively impacting the organization's goals is in alignment with Human Capital Theory. Human Capital Theory supports investing in employees' training and development to improve an organization's productivity and result in the organization's growing profitability in the long run (Becker, 1964). By an organization's training and development of employees, the organization increases its ability to flexibly and rapidly respond to changes in the business environment, to employ new production technologies, and to successfully carry out its business strategies (Becker, 1964). The training and development of employees is an organizational resource that, when effectively mobilized and utilized, provides a sustainable competitive advantage (Barney, 1991). The results of this study validate this perspective of the theory in that organization's goal accomplishment is a result of a focus on employee training and development. The results demonstrated the positive impacts training and development of employees has on the organization.

Aguinis and Kraiger (2009) concluded that training adds knowledge and skills to employees and improves their work behaviour. This improvement, in turn, benefits employee performance and enhances organizational effectiveness and competitive advantage. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) also noted that well-designed training programs positively influence employee and organizational learning and performance. The present findings build on this evidence by demonstrating the impact of training and development of employees on the attainment of organizational goals. Employee training positively correlates with organizational success. This positive correlation is also reflected in the work of Arthur, Bennett, Edens, and Bell (2003). In their meta-analysis, they found that in a majority of the industries studied, the performance of organizations improved as a result of systematic training interventions and the resultant behavioural changes of employees. Tharenou, Saks, and Moore (2007) also found that the productivity and performance of an organization improved as a result of workplace training, provided the organization offered an environment that made the transfer of the training possible. This evidence indicates that the effectiveness of a training program is also dependent on the organization's willingness to create a culture of learning and development.

The results of this study also support the proposition that employee training should be considered a continuous process rather than a one-time event. Baldwin and Ford (1988) noted that the transfer of training to the workplace is affected by the training design, the work environment, and the characteristics of the trainee. Managers who do not provide employees the means to use the competencies, skills, and knowledge gained through training run the risk of the organization losing the training investment.

Goldstein and Ford (2002) argued similarly that in order for training systems to produce specific outcomes for an organization, systems for training needs assessment, training program design and delivery, and evaluation must be integrated. While the specific emphasis is on training, these viewpoints add to the current research by suggesting that training must be considered in the context of the overall business strategy and performance management systems.

From a management standpoint, the research provides insights on how to design integrated learning and development strategies to develop the skills of the workforce in line with the goals of the business. Conducting training needs assessments on a regular basis, and investing in continuous professional development while also promoting and assessing the transfer of training is essential for improving the performance of the organization. Managers should also provide the means for knowledge transfer in the form of coaching and feedback. This approach helps employees to be more competent and optimize the performance of the organization in the achievement of its goals.

The importance of training employees in the context of developing employees in a way that helps organizations reach their goals. The evidence indicates that developing the workforce enhances the ability of the organization to reach its goals and improves the performance of the organization. The research emphasizes the importance of

developing employees. Aligned with Human Capital Theory and the Resource-Based View, the findings validate that the learning of employees is an investment that strengthens an organization's capabilities and that the learning of employees yields value in its potential to sustain the performance of an organization in the long run. Thus, the study strengthens the perspective of the learning of employees as a value-generating activity and as a strategic investment of the organization.

The findings present several insights that can be applied in practice. An investment in learning that is framed as an activity of the organization can be made by creating an organizational culture of continuous learning that is supported by structured training, mentoring, coaching, and digital learning. Career development and training initiatives that are framed as an activity of the organization can be aligned with the organizational strategy. Additionally, the assessment of learning gaps and the evaluation of training impact can enhance the effectiveness of initiatives and the overall success of an organization. A culture of organizational learning, innovation, and improvement is the responsibility of management. While making a contribution, there are concerns in this study. The causal relationships within the framework of this study are not established as the cross-sectional design focuses solely on one employee perception. The findings within this study may be problematic as they are derived from convenience sampling and rely on self-reported responses. It is suggested that these concerns be kept in mind during the interpretation of the findings.

The focus of future studies may be to improve the generalizability of the findings by using longitudinal and probability sampling. The inclusion of mediating and/or moderating variables such as employee engagement, organizational commitment, leadership style, learning culture, innovation capability, and knowledge sharing may provide more insight into the relation of employee training to organizational outcomes. Understanding how training and development impacts organizational effectiveness will be further enhanced by cross industry and organizational sector studies. This study indicates that training and development of employees is a key component of the success of an organization and the fulfilment of its goals. Organizations that consider the strategic value of developing their employees are more likely to enhance their organizational performance, be more adept at dealing with the ever-evolving business world, and achieve success that is sustainable for the long-term.

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