



# Effect of Strategic Training on Employees' Performance in Corporate Sector of India

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### Abstract

The objective of the present study is to examine the effect of strategic training on employees' performance. Descriptive cum exploratory research design has been used in the present study. Simple random sampling has been employed to ensure a balanced representation from various industries and functional areas. Total 100 respondents have been included in the present study. For data collection a self-administered questionnaire were used. Statistical tools like descriptive statistics, exploratory factor analysis and regression analysis have been used in the present study to analyze data. The findings of this research indicate that there is a positive relationship between the strategic training provided to employees and the performance of such employees. According to the findings, strategic training alone accounts for 34 % of employees' performance, while the remaining 76 % is affected by other factors. Therefore, targeted employee training approaches have the potential to improve employees' overall performance. The research highlights the significance of strategic training programs with the pre planned goals of the organization. The findings support the idea of allocating resources towards comprehensive training programs that go beyond mere formalities and are specifically tailored to enhance employee skills and knowledge to a significant degree. This investment in strategic training has been demonstrated to be advantageous in improving employees' performance.

**Keywords** Strategic training, employees' performance, organizational strategy, training programs.

### Introduction

#### Strategic Training

Strategic human resource management is a managerial approach that makes sure to utilize human capital in such a way that they provide advantage to the organisation by achieving organizational goals. This approach evolved in 1990s including an enhanced visibility on value driven and proactive approach to human resource management (Gituma & Beyene, 2018). Organization needs to design its human capital so that it will make them to accomplish organizational goals and objectives (Nassazi, 2013). Management needs to do lot of hard work to manage employees on continuous basis. Organization will gain benefits when they recognize their employees for what they are and what they are able to achieve. Being able to plan in advance can help the organization to have more skilled employees (Eneh *et al.*, 2016). Nowadays employees were facing high competition due to changing in technology due to globalization, political and environmental changes. Therefore, organizations need to train their employees to prepare them to face competition and to increase their performance. Training also helps to develop their behaviors towards their work (Arucy & Juma, 2019). Employee training programs are a common way to do this (Adams, 2017). Training process has several steps like knowing the needs of employees and employer, plan assessment based training, execute the plan, and evaluate the training (Giday & Elantheriayan, 2023). Training is of two types, one is off-the-job training and other is on-the-job training. Off-the-job training includes training courses, workshops, group discussions and lectures. In this kind of training trainees learn new skills and knowledge to work more safely. On the other hand on-the-job training is also known as sit-by-me training or direct instruction training. In this type of training instructor shows how to do task to trainees face to face. As trainer teaches face to face, it allows them to get instant feedback (Keren, 2019). In COVID-19 pandemic, there was a huge impact on demand and supply sector in world economy. In post pandemic period, companies are largely focusing on

strengthening important elements that helps to increase recovery and innovation. It also helps to improve employee innovation behavior to adapt the continuously changing external environment. Employee's innovation behavior leads to enhance organization's innovation capability, which is important for survival of an organization (Li *et al.*, 2021). Training has significant effect on employee innovation behavior. A systematic training program helps to boost employee innovation behavior (Jalil *et al.*, 2021).

### Employee Performance

A number of criteria are used to assess employees' performance. Employees' performance can be assessed in terms of his outcome, his behavior, personality, skill, knowledge, experience and abilities (Makhamara, 2017). Evaluation of employee's performance is more important for an organization. It helps to analyze if an organization is deteriorating, improving or stagnant (Gberevbie, 2010). Employee performance is benchmarked against the already set organization's standards. These could be quality, productivity, profitability and customer feedback. Performance is the attainment of specified objectives measured against the pre-determined standards of cost, speed, accuracy and completeness. Employees also have expectations of appraisal as per their performance. Their performance are recognized by others within the organization and rewarded by financial and non-financial benefits. Better performers get easily promoted and have better career opportunities (Makhamara, 2017).

### Review of Literature

Employee training and their performance are challenging topics. Different hypotheses and models have arisen over the last several decades, but a coherent understanding remains difficult. This seemingly simple association may have subtleties that researchers are still trying to understand. The Four-Level Model (Kirkpatrick & Kirkpatrick, 2006) pioneered systematic training evaluation. This model reaction, learning, behavior, and results have guided training program evaluation. It neglects long-term performance indicators and intangibles like organisational culture and work happiness in favour of quick and quantitative results (Bersin, 2008). Kirkpatrick's approach is groundbreaking, but critics often point out its inability to distinguish between training modalities and performance (Alliger *et al.*, 1997). Pedagogical academics like Bandura (1977) with his Social Cognitive Theory argued that learning and training should not be judged by immediate outcomes. Bandura proposes a multidimensional approach that links environmental, psychological, and behavioral aspects to performance. Despite broadening the scope, this approach has been underutilized in business (Cherian & Jacob, 2013).

Grossman and Salas (2011) and others have studied 'training transfer' another key notion in training effects research. Poor 'transfer' to the workplace reduces the effectiveness of training programs, they say. Baldwin and Ford (1988) also found that workplace atmosphere affects training skill application. Both theories emphasize the need of a supportive work environment for training effectiveness, but actual research on how to create one are limited. Technology's influence on training is developing. Salas *et al.* (2012) explore training modules using VR and AI. Although technology offers promise, research tying its successful adoption to performance improvement is early. Thus, despite significant research, the literature lacks knowledge of how skill-based, management, and emotional intelligence training affect employee performance in numerous ways. A comprehensive, multidimensional analysis is insufficient, requiring additional study. Training is a hot subject in the academic discussion over employee performance. The following literature review combines empirical and theoretical ideas from many angles. Noe and Tews (2013) distinguished between hard-skill training, leadership development, and emotional intelligence development, rejecting broad categorizations. Their study suggested that each category had different effects on employee performance, requiring more specialist assessments. However, a full investigation of how various training modalities affect performance results is lacking.

Aguinis and Kraiger (2009) focused on long-term performance improvements rather than rapid training results. Their meta-analysis found that training programs typically improved performance, but without reinforcement, these gains were short-lived. This calls into doubt the durability of training benefits, which needs further research. Recent research examines staff training's cost-benefit ratio. Pfeffer and Sutton (2006) argued that lengthy training programs were typically uneconomical, particularly in dynamic sectors. Given this financial aspect, additional study is required to determine if training is a wise investment or an expensive one with low ROI. Social and cultural issues can affect training efficacy. An organization's cultural and social environment affects training effectiveness, according to Cox (1994). Becker's 1964 Human Capital Theory adds economic perspective. Training is seen as an investment, and higher performance and productivity increase ROI. This idea has been widely utilized, but training program ROI has to be experimentally validated (Salas *et al.*, 2012). A meta-analysis found that skill-based training improves task performance and skill development. They proved that training's effects could be measured and linked to performance (Arthur *et al.*, 2003). Aguinis and Kraiger (2009) found that different skill sets had different effects, underlining the need to match training to employment needs.

Soft skills and emotional intelligence are now seen as important job talents (Goleman, 1998). Few empirical researches have examined how soft-skills training improve performance (Joseph & Newman, 2010). Goleman's approach has been criticised for being ambiguous and hard to relate to performance objectives (Matthews *et al.*, 2002).

Management and leadership training may improve performance (Avolio *et al.*, 2009). Long-term benefits of leadership training are mainly apparent at the management level, making it unsuitable for non-managerial workers (Dvir *et al.*, 2002). Lack of longitudinal data and overreliance on self-reported metrics plague many studies (Tannenbaum *et al.*, 2010). Conclusions are additionally complicated by study design variability (Blume *et al.*, 2010). Several studies have examined skill-based training. A thorough research by Salas *et al.* (2012) shows that training improves technical abilities. The study fails to link these abilities to employee success, leaving potential for more research. Leadership training is another popular subgroup. Leadership development programs improve management performance and organizational success (Day *et al.*, 2009). Emotional intelligence (EI) training is new yet growing. Clarke (2010) found that EI training improves job and interpersonal skills. The research tends to ignore how relationship enhancements affect performance measures.

Important study addresses contextual elements that modify the training-performance link. Noe and Tews (2013) argue that working environment also affects training program efficacy. According to the authors, management support and learning culture may boost or reduce training's performance effects. Despite substantial research, gaps remain. Few researches compare various training methods to determine their performance effects (Grossman & Salas, 2011). Most research ignores the negative effects of training, such as time and resources wasted that might outweigh performance benefits (Sitzmann *et al.*, 2008). Smith (2019), Lambert *et al.* (2021), and Brown and Patel (2023) have shown that strategic training programs increase employees' competences, skills, and performance. These results demonstrate the importance of strategic employee training in workforce development and corporate performance. Lee and Kim (2017) and Chen *et al.* (2020) found that employee motivation mediates strategic training interventions and performance improvement. Strategic training programs boost employee enthusiasm and performance by creating a learning environment and offering skill development. Training, motivation, and performance are linked, demonstrating the complex influence of intentional staff training on organizational success. To enhance employee performance, recent studies have stressed the necessity of connecting training programs with company goals and strategic objectives. Wilson (2018) and Alalawin *et al.* (2022) stressed the need of integrating training efforts within the organization's strategy framework to guarantee relevance, applicability, and effectiveness. Organizations may increase performance by aligning training material with objectives, values, and performance indicators to boost learning transfer and workplace application. Strategic employee training improves individual performance and corporate productivity, creativity, and competitiveness. Thompson (2016) and Santhanam *et al.* (2021) found that strategic training helps employees adapt to changing market dynamics, technological advances, and competitive pressures, improving organizational performance and adaptability.

Despite the overwhelming evidence that strategic training for employees improves performance, experts have found various problems and research gaps. Wang and Li (2019) and Gupta *et al.* (2024) have recommended studying the efficacy of various training methods, modalities, and delivery systems in different organizational situations. Training programs may not be applicable across organizations. In conclusion, despite many studies on employee training and performance, a thorough knowledge is lacking. Thus, our study work illuminates these complicated linkages to provide a more comprehensive approach to this academic discussion. The effects of employee training on performance have been studied in organizational psychology, human resource management, and business administration. Different conceptual frameworks and models have been used to understand this complex connection, each with its own level of detail.

Finally, although literature discusses employee training and performance, a thorough, multidimensional study is lacking. This work seeks to close this scholarly gap by examining how training affects employee performance across several dimensions.

### Research Objective

To analyse the effect of strategic training on employees' performance in corporate sector of India.

### Research Methodology

To bridge the existing gaps in the scholarly understanding of the relationship between strategic training and performance outcomes, this study selects for a comprehensive, mixed-methodological approach. Here, quantitative metrics harmonize with qualitative insights to form a robust, multi-layered exploration. Descriptive cum exploratory research design have been used in the present study. Simple random sampling has been employed to ensure a balanced representation from various industries and functional areas. Total 100 employees from upper and middle level positions of various organizations have been included in the present study as respondents. A self-structured questionnaire has been used to collect the data. This questionnaire was divided into three sections; section A is about demographic profile, section B consist of 12 statements on strategic training and section C consists of 29 statements on employees' performance.

### Data analysis

To achieve the said objective different statistical methods like descriptive statistics, exploratory factor analysis and regression have been used to analyze the effect of strategic training on employees' performance.

**Table 1: Demographic Profile of the respondents**

Measure	Group	Frequency	Percentage
Hierarchy Level	Upper	46	46%
	Middle	54	54%
	Total	100	100%
Gender	Male	74	74%
	Female	26	26%
	Total	100	100%
Age	Below 30 Years	28	28%
	30-40 Years	54	54%

	40-50 Years	17	17%
	Above 50 Years	1	1%
	Total	100	100%
Educational Qualification	Graduate	38	38%
	Post Graduate	62	62%
	Total	100	100%
Educational Type	Technical	58	58%
	Non-Technical	2	2%
	Professional	33	33%
	Main Stream	7	7%
	Total	100	100%
Total Working Experience (in Years)	Up to 5 Years	38	38%
	6-10 Years	33	33%
	11-15 Years	14	14%
	More than 15 Years	15	15%
	Total	100	100%
Income	50000-75000	6	6%
	75001-100000	30	30%
	100001-125000	21	21%
	Above 125000	43	43%
	Total	100	100%
Type of sector	Private	81	81%
	Public	19	19%
	Total	100	100%

Source: Primary Data

**Table 2: Sampling Adequacy- Strategic Training**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	667.200
	Df	21
	Sig.	.000

Source: Primary Data

The outcomes of the KMO and Bartlett's Tests, which are used to evaluate the appropriateness of the sample size, are shown in the Table 2. The KMO value is .898, which is much higher than the minimum permissible value. Chi-Square value is 667.200 with the degree of freedom 21. Bartlett's test is found to be significant at 5 per cent of significance level. The results of KMO's and Bartlett's tests indicate that the sample may be used for further analysis without any problems.

**Table 3: Exploratory Factor analysis of Strategic Training**

Item Code	Item	Factor Loading	Eigen Value	Variance Explained	Cronbach Alpha
ST3	Well planned training programs are organized for employees	.943	5.145	73.498	.935
ST6	Training programs are held on regular basis	.941			
ST11	Employees' assessment is done to determine the training module	.906			
ST10	Training improves the performance of the employees	.872			
ST2	Organization offered a formal training program to employees	.840			
ST7	Various techniques are used in employee's training	.827			
ST9	Organization spends sufficient time on employee's training	.631			

Source: Primary Data

### Strategic Training

The exploratory factor analysis is used for data reduction. Principle component varimax has been used with Rotated varimax component matrix. Table 3 explains the exploratory factor analysis data of strategic training. The total number of items are 12, five items namely, ST1, ST 4, ST5, ST8, ST12 were eliminated because of low factor loading (less than 0.50). Strategic training is the only factor extracted which includes 7 items i.e. *Well planned training programs are organized for employees, Training programs are held on regular basis, Employees' assessment is done to determine the training module, Training improves the performance of the employees, Organization offered a formal training program to employees, Various techniques are used in employee's training and Organization spends sufficient time on employee's training.* The factor loading for items range from .943 to .631. 5.145 is eigen value for this factor and 73.498 is total explained variance. The value of Cronbach is .935 which shows the internal consistency and reliability of the data. The assessed value is much higher than minimum acceptable value of .70 and thus the reported scale is reliable.

**Table 4: Sampling Adequacy- Employees' Performance**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.840
Bartlett's Test of Sphericity	Approx. Chi-Square	1744.707
	Df	147
	Sig.	.000

Source: Primary Survey

The outcomes of the KMO and Bartlett's Tests, which are used to evaluate the appropriateness of the sample size, are shown in the Table 4. The KMO value is .840, which is much higher than the minimum permissible value of .70. Chi-Square value is 1744.707 with the degree of freedom 147. Bartlett's test is found to be significant at 5 per cent of significance level. The results of KMO's and Bartlett's tests indicate that the sample may be used for further analysis without any problems.

### Exploratory Factor Analysis of Employees' performance

The exploratory factor analysis was also used on employees' performance scale. Out of 29 items, the five items namely, EP3, EP6, EP8, EP10, EP20 and EP23 are not considered because of low factor loading (less than 0.50). Three factors were assessed from 24 items i.e., task performance, contextual performance, and adaptive performance. 76.062 is total variance explained of these factors and .843 is Cronbach alpha value. (Table 5)

Table 5: Exploratory Factor Analysis of Employees' performance

Item Code	Items	Factor loading	Eigen Value	Variance Explained	Cronbach Alpha
<b>Factor 1 Task Performance</b>					
EP13	Authorities are satisfied with my work	.875	12.599	26.890	.930
EP4	Training helps me to achieve work target in time	.875			
EP1	The output of the selected employees equals to the input	.875			
EP5	My performance and productivity have increased significantly after attending training sessions.	.875			
EP14	Appraisal based on my performance awarded by the manager is satisfactory.	.875			
EP29	Opportunities of promotion helps to increase employees' performance	.777			
EP2	My job description is according to my qualifications which makes me better performer.	.620			
EP28	Quantity of employees' work output has increased due career development opportunities.	.578			
EP17	Performance appraisal helps to motivate excellent performers.	.558			
<b>Factor 2 Contextual Performance</b>					
EP25	Employees career plans promotes employees' performance.	.959	3.529	24.782	.923
EP15	Employees' freedom for decision making improves their satisfaction in the organization.	.959			
EP11	Training promotes the successful succession planning.	.959			
EP24	Succession planning promotes employee performance.	.959			
EP16	Performance appraisal promotes communication between superiors and their subordinates.	.789			
EP22	A progressive career path leads to better employee performance.	.725			
EP18	Performance appraisal helps for setting goals for employees.	.620			
<b>Factor 3 Adaptive Performance</b>					
EP27	Colleagues in my organization work hard to treat the customer well.	.877	2.127	24.390	.943

EP19	Performance appraisal helps to analyzes the success of relationship among superiors and their subordinates.	.877		
EP9	Satisfaction level for my work has increased after getting training.	.877		
EP30	Recognition from superiors leads to better employees' performance.	.877		
EP7	Absenteeism rate has reduced remarkably since training has started in organization.	.728		
EP26	Career development plans helps to retain better employees.	.655		
EP21	Liberty to arrange their job duties to employees as per their comfort gives more output.	.616		
EP12	I have productive conversations with my manager on my performance in the organization.	.561		
			Total	.843

Source: Primary Survey

### Factor 1: Task Performance

Task Performance is the first assessed factor which includes nine items i.e., "Authorities are satisfied with my work, Training helps me to achieve work target in time, The output of the selected employees equals to the input, My performance and productivity have increased significantly after attending training sessions, Appraisal based on my performance awarded by the manager is satisfactory, Opportunities of promotion helps to increase employees' performance, My job description is according to my qualifications which makes me better performer, Quantity of employees' work output has increased due career development opportunities and Performance appraisal helps to motivate excellent performers". The factor loading for items range from .875 to .558. 12.599 is eigen value for this factor and 26.890 is explained variance. The value of Cronbach is .930 which shows the internal consistency or reliability of the data. The assessed value of cronbach is much higher than minimum acceptable value of .70 and thus the reported scale is reliable. (Table 5)

### Factor 2: Contextual Performance

Contextual Performance is the second assessed factor which includes seven items i.e. "Employees career plans promotes employees' performance, Employees' freedom for decision making improves their satisfaction in the organization, Training promotes the successful succession planning, Succession planning promotes employee performance, Performance appraisal promotes communication between superiors and their subordinates, A progressive career path leads to better employee performance and Performance appraisal helps for setting goals for employees". The factor loading for items range from .959 to .620. Eigen value for this factor is 3.529 is eigen value for this factor and 24.782 is variance explained. The value of Cronbach is .923 which shows the internal consistency or reliability of the data. The assessed value of cronbach is much higher than minimum acceptable value of .70 and thus the reported scale is reliable. (Table 5)

### Factor 3: Adaptive Performance

Adaptive Performance is the third and last assessed factor which includes eight items i.e. "Colleagues in my organization work hard to treat the customer well, Performance appraisal helps to analyzes the success of relationship among superiors and their subordinates, Satisfaction level for my work has increased after getting training, Recognition from superiors leads to better employees' performance, Absenteeism rate has reduced remarkably since training has started in organization, Career development plans helps to retain better employees, Liberty to arrange their job duties to employees as per their comfort gives more output and I have productive conversations with my manager on my performance in the organization". The factor loading for items range from .877 to .561. 2.127 is eigen value for this factor and 24.390 is explained variance. The value of Cronbach is .943 which shows the internal consistency or reliability of the data. The assessed value of cronbach is much higher than minimum acceptable value of .70 and thus the reported scale is reliable. (Table 5)

**Table 6: Effect of Strategic Training on Employees' Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 <sup>a</sup>	.344	.340	.40762
a. Predictors: (Constant), strategic employee training				

Source: Primary Data

The findings in Table 6 demonstrate that strategic training has a significant effect on the performance of employees. The value of the R Square reflects the proportion of the overall variance that can be attributed to the independent variable. 0.344 is the value of R square, which indicates that strategic training (the independent variable) explains 34% of the variance in employees' performance (the dependent variable). The standard error of estimate is the distance that is estimated to exist between the actual value and the estimated value. In this research, the standard error of estimate is 0.40. The fact that the standard error of estimate is just 0.40 percent demonstrates how much more accurate the forecast is.

**Table 7: F-Statistics**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.819	1	12.819	77.151	.000 <sup>b</sup>
	Residual	24.425	147	.166		
	Total	37.244	148			
a. Dependent Variable: employee performance						
b. Independent Variable: strategic training						

Source: Primary Data

The F statistic was shown to be significant (p less than .05), which demonstrates that there is significant effect of strategic training on employees' performance (Table 7).

**Table 8: Beta Coefficients**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.644	.181		14.609	.000		
	Strategic Training	.366	.042	.587	8.784	.000	1.000	1.000
a. Dependent Variable: employee performance								

Source: Primary Data

The value of the Beta Coefficient is 0.366, which indicates that a change of one unit in the strategic training outcomes will result in a change of 0.36 units in employees' performance. In nutshell, there is an immense effect on employees' performance that can be explained by strategic training. (Table 8)

## Conclusion

Human resource management (HRM) is a discipline that is prevalent and essential in any business. HRM focuses on the performance of employees as well as the strategic training of employees. Following the completion of the first stage of an employee's training for a job in a company, which is the strategic employees' training stage, all HRM practices will then begin. The performance of employees is a significant challenge for management; in order to improve employees' performance, there is a need for certain appealing procedures, and this requirement begins with the recruiting process. The findings of this research indicate that there is a positive relationship between the strategic training provided to employees and the performance of such employees. According to the findings of this research, strategic training alone accounts for 34 percentage of employees' performance, and the remaining 76 % is affected by other factors. Therefore, targeted strategic training approaches have the potential to improve employees' overall performance.

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