



EMPLOYEE PERCEPTIONS OF TRAINING PROGRAMS IN THE MSME SECTOR

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Abstract

This study investigates employee perceptions of training programs within the Micro, Small, and Medium Enterprises (MSME) sector, with a focus on understanding how such initiatives influence workforce development, job satisfaction, and organizational performance. Given the pivotal role MSMEs play in economic growth and employment generation, especially in emerging markets like India, the effectiveness of training programs becomes a critical determinant of operational efficiency and competitive advantage. Using a structured survey methodology, the research captures insights from employees across diverse MSME units, examining variables such as perceived relevance of training content, delivery methods, frequency, and alignment with career aspirations. The findings reveal that while employees generally acknowledge the importance of skill enhancement, gaps persist in program customization, follow-up support, and measurable outcomes. Notably, perceptions vary across sectors and firm sizes, indicating the need for context-specific training strategies. The study highlights that positive employee perceptions are strongly correlated with increased motivation, retention, and productivity. However, challenges such as limited resources, lack of formal HR structures, and inconsistent evaluation mechanisms hinder the full potential of training efforts.

Keywords- MSME Sector, Employee Perception, Training Programs, Workforce Development etc.

1. INTRODUCTION

Human resources are often called the most asset of any organization, yet only a few can

make full use of their potential. Human Resource Management (HRM) refers to the policies, practices, and systems that shape employees' behavior, attitudes, and performance. Giving proper attention to HRM is essential for the success of every organization. It involves various practices and processes that help in managing people effectively within the workplace. These practices not only improve employee motivation and satisfaction but also contribute to the overall growth and productivity of the organization. HRM is not just a supportive function; it plays a strategic role by aligning its processes with the goals and objectives of the organization. Key HRM practices such as recruitment and selection, work-life balance, training and development, compensation and benefits, performance appraisal, and industrial relations are crucial in enhancing both employee performance and organizational success. When employees develop new skills, they are more productive and satisfied with their job. Some of the training programs typically run by HR departments include team-building activities, policy and ethics education and on-the-job instruction and skills, e.g. how to run a machine or computer program.

Human resource training is an essential tool for organizations to enhance employee performance and build their skills. It is a rapidly growing area that has gained the interest of many scholars, researchers, practitioners, and consultants. Experts have studied and discussed training from different perspectives, highlighting its importance

across different times and situations. As workplace needs and expectations have changed, training methods and approaches have also evolved. Numerous studies, both national and international, have been carried out on this subject, and a vast number of books and journals have explored its significance in organizational growth and employee development.

A. Concept of Training in HRM

Training in HRM refers to the planned process of enhancing employees' competencies so that they can perform their present and future roles effectively. It is a systematic approach designed to reduce the gap between the skills employees currently possess and the skills required for organizational success. Unlike informal learning that occurs through experience, HRM techniques focus on structured training methods that are measurable, repeatable and aligned with organizational goals.

Training is a continuous process through which employees gain knowledge and improve their abilities, skills, and behaviour within an organization. It not only helps in achieving organizational goals but also supports employees in reaching their personal objectives. Training focuses on learning new concepts and upgrading existing performance for ongoing development. After orientation, training guides employees in the right direction to meet company goals while enhancing their own capacity and potential. It also helps employees grow, develop maturity in their thoughts and actions, and become more efficient in their roles. When technology is combined with the right knowledge, resources, and skills, training plays a key role in achieving organizational effectiveness. Training programs are conducted with a specific purpose to improve employee capabilities, enhance learning, and ultimately strengthen job performance.

In companies or organisation, training programs are organized whenever a need for training is identified. If employees are found to be lacking in certain skills or knowledge, the company conducts training to help them improve. Resources such as people, money, materials, and time play an important role in supporting new ideas and innovations through these programs. Training is a continuous process that never truly ends, as long as individuals have the ability to learn and explore new concepts. It involves a combination of systems, people, technology, and time, all working together to enhance employee growth and organizational development.

2. REVIEW OF LITERATURE

Gautam (2025) tried to measure the effect of training and development on employee's performance at work. In this research, employee performance is the result being measured (dependent variable), while training activities such as identifying training needs, selecting the right people for training and designing training programs were the influencing factors (independent variables). The study used surveys and questionnaires to gather data, focusing on cooperative organizations in the Surkhet District. A total of 325 employees took part by filling out questionnaires, which were distributed using convenience sampling. The collected data was analyzed using SPSS 25, applying both regression and descriptive analysis methods. Three hypotheses were tested to explore how each part of the training process affects employee performance. The results showed that properly designing training programs and selecting suitable employees for training had a clear positive effect on how employees performed. Identifying what training is actually needed also played an important role in improving job performance. The study found that effective training not only helps employees improve their skills but also increases motivation and productivity. The research emphasized that structured and goal-oriented training can lead to higher performance, job satisfaction and teamwork within the organization.

Getahun and Yohannes (2025) tried to investigate the impact of training programs on job performance by exploring the link between training and employee outcomes. A mixed-methods approach was used, combining quantitative and qualitative techniques within a sequential design. In the qualitative stage, participants were selected through purposive sampling, while the quantitative stage employed stratified sampling. A total of 405 experts and middle-level managers were surveyed using simple random sampling. Data were analyzed in SPSS using both descriptive and explanatory research designs, with correlation and regression tests applied to measure relationships between variables. The results presented that training has done significantly improve in job performance. Among the examined dimensions, behavior and results had the strongest influence, while learning and reaction showed no significant effect. The study emphasized the need to prioritize behavioral changes and performance-based outcomes

when developing training initiatives.

Sailaja and Rajaiah (2025) discussed the types, frequency and methods of training offered in micro, small and medium enterprises (MSMEs) and assesses employee perceptions of training effectiveness. It also identified barriers that limit training implementation and suggests strategies such as government-subsidized programs, digital learning platforms, in-house training and partnerships with industry to improve outcomes. The findings showed that on-the-job training and technical skills training are the most common, but there is a clear need to incorporate structured leadership, soft skills and compliance training for a more balanced skill set. Employees generally acknowledge that training contributes to skill improvement, career growth and job satisfaction; however, there are gaps in linking these programs to measurable career advancement or salary increments. The research further noted that MSMEs could benefit from financial assistance, awareness initiatives and flexible training models to address existing limitations.

Kharabe and Hazari (2025) explored the importance of training investments in improving employee skills within micro, small and medium enterprises (MSMEs). Based on Human Capital Theory and the Resource-Based View, it investigates the impact of strategic training on both individual growth and organizational performance. Using empirical evidence and global case studies, the findings revealed a strong positive link between training initiatives and skill development. On-the-job training (OJT) identified as a highly effective and cost-efficient approach for MSMEs. The research also stressed the role of training needs assessment (TNA) in ensuring that programs align with organizational goals. Furthermore, organizational culture and leadership were shown to play a key role in enhancing training effectiveness. The study concluded that structured, context-specific training strategies can significantly boost productivity and competitive advantage, offering valuable recommendations for both MSMEs and policymakers.

Ferdiansah (2024) aimed to evaluate the training and development programs affect employee productivity in the hospitality industry, especially in improving relevant skills, work efficiency, customer service and job satisfaction. A quantitative research method was used, with a survey approach. Data was gathered through questionnaires distributed to 100 hotel employees who had previously taken part in training and development programs. The data was analyzed with the help of linear regression to determine how much these programs impacted employee productivity. The results stated that training and development programs had a positive and significant impact on employee productivity. Employees who took part in these programs demonstrated better job performance, improved efficiency and higher satisfaction in their work. These findings highlighted the importance of continuous training as a key strategy to improve the quality of human resources in the hospitality industry.

Kisasilla and Mutarubukwa (2024) focused on the three main objectives: to identify the current training and development practices at the Tanzania Revenue Authority (TRA) Coast Region, to assess the impact of these programs on employee performance and to explore the challenges TRA faces in training its staff. The research was conducted at the TRA Coast Region, involving 92 participants selected from a group of 120 senior and operational employees using random and stratified sampling methods. The study was guided by the Transformative Learning Theory and used a descriptive research design. Data was collected through questionnaires and interviews and analyzed using descriptive and regression analysis. The results indicated that on-the-job training helps employees gain practical, job-specific skills in a real work environment. By performing actual tasks under the guidance of experienced supervisors or mentors, employees were able to better understand their duties and responsibilities. The findings also indicated that off-the-job training plays an important role in improving overall professional development. The study revealed that the training provided by TRA is closely related to employees' job roles and the feedback given during on-the-job training was helpful and had a positive effect on their performance. Additionally, the researchers found that induction training at TRA Coast Region effectively helped new employees understand the organization's rules and procedures. In conclusion, both on-the-job and off-the-job training programs at TRA contribute significantly to employee performance and development, making continuous and well-structured training essential.

Research Gap

Based on the review of the literature, MSMEs are pivotal for any economy's growth and development. The researcher has reviewed various researches which have been done in the field of human resource practices such as training, development, job satisfaction, employees' retention in the companies of various sectors. The review of literature highlights that numerous studies, both in India and internationally, have established a positive relationship between training and development (T&D) and employee performance. Most research confirms that well-structured training enhances skills, productivity, job satisfaction, and organizational success. While studies covered sectors such as banking, IT, hospitality, education, and public services to measure the relationship of training practice and employee performance. There is limited comparative analysis of sector-specific training needs, effectiveness, and challenges. But no comprehensive study found relating to the impact of training program on employee performance in MSMEs sector in Haryana. So, the present study examines the Impact of Training Program on Performance of Employee: A Study of MSMEs Sector in Haryana.

3. RESEARCH METHODOLOGY

In today's competitive environment, MSMEs play a crucial role in economic development and employment generation, yet they often face challenges in workforce skill development. This study investigates how training programs covering technical skills, soft skills and job-specific competencies contribute to enhancing productivity, efficiency and work quality. It further explores employee perceptions of training effectiveness, its influence on job satisfaction and its role in fostering organizational growth. By analyzing empirical data from selected MSMEs in Haryana, the research seeks to provide actionable insights for managers and policymakers to design effective training interventions that bridge skill gaps, improve employee performance and strengthen the overall competitiveness of the MSMEs sector in the region.

The scope of this study focuses on examining the impact of training programs on the performance of employees in the MSME sector of Haryana. It covers micro, small and medium enterprises across diverse industries within the state, aiming to evaluate how structured training initiatives contribute to skill enhancement, productivity improvement and overall job performance.

Objective: To examine the perception of employees towards training program in MSMEs sector.

The research methodology involves identifying the research problem, reviewing relevant literature, formulating clear objectives, setting hypotheses, designing the research, collecting data through various methods, analyzing the data and presenting findings and recommendations.

The present study adopts a descriptive cum explorative research design to examine how structured training initiatives influence the work efficiency, skill development and overall performance of employees working in Micro, Small and Medium Enterprises (MSMEs).

The explorative dimension of the research is essential because the MSME sector in Haryana is diverse, covering manufacturing, services and trade. Training practices vary considerably in terms of content, delivery mode, frequency and evaluation. Since there is limited prior research focusing specifically on this region and sector, exploratory analysis allows for identifying key training practices, performance metrics and contextual challenges. Through literature review, preliminary discussions with industry experts and pilot surveys, the study seeks to explore the nature, scope and perceived relevance of training programs from both employer and employee perspectives.

The descriptive dimension aims to systematically present facts and relationships between training programs and employee performance outcomes. It focuses on measuring variables such as skill enhancement, productivity, work quality, job satisfaction and adaptability to new technologies post-training. The design also facilitates understanding of demographic factors (age, gender, education, experience) and organizational attributes (size of firm, industry type, ownership) in influencing training effectiveness.

For this study, a non-probability sampling method was adopted, specifically purposive sampling. In purposive sampling, participants were selected based on predetermined criteria directly aligned with the research objectives.

Since the focus was on the impact of training programs on employee performance, participants were chosen from employees working in MSMEs across different industries in Haryana. Selection was based on criteria such as participation in training programs, job role, tenure and departmental function to ensure relevant and meaningful responses.

Sample Size

The study surveyed 600 employees from MSMEs in Haryana to examine how training programs influence work performance. Findings revealed that training significantly improved employees' skills, task efficiency and confidence levels. Participants reported enhanced job satisfaction and productivity when training was relevant, interactive and practically applicable. Moreover, the perceived quality and delivery method of the training played a crucial role in determining its effectiveness. Employees who engaged actively during training sessions showed higher performance improvement compared to those with passive participation.

Table 1: Sample Bifurcation

Haryana	Division	District	Sample Size
	Ambala	Ambala	100
	Karnal	Karnal	100
	Hisar	Hisar	100
	Rohtak	Rohtak	100
	Gurugram	Gurugram	100
	Faridabad	Faridabad	100
	Total		600

Source: Researcher's Data

4. DATA ANALYSIS

The demographic profile of respondents typically includes age, gender, education, income, type of employment, years of experience and the sector within MSMEs (Micro, Small and Medium Enterprises). These factors provide insights into the respondents' background, employment status and economic position, which can influence their perspectives, behaviors and decision-making within the business context.

Gender wise classification of respondents

The gender-wise classification of respondents provides an overview of the distribution of participants based on their gender. It helps in understanding the representation of male and female respondents in the study, which is essential for analyzing gender-based preferences, perceptions and behavioral patterns relevant to the research.

Table 2 Gender wise classification of respondents

Gender			
		Frequency	Percent
Valid	Male	297	49.5

	Female	303	50.5
	Total	600	100.0

Source: Researcher’s Compilation

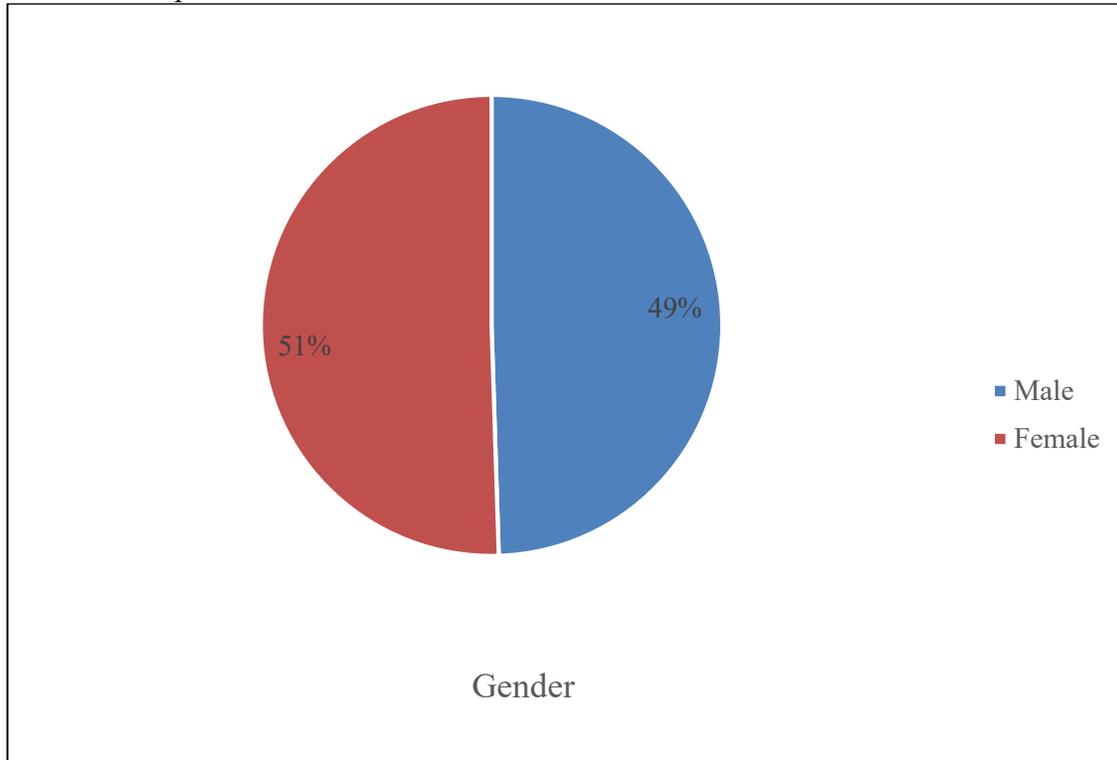


Figure 1 Gender wise classification of respondents

The table 2 gender-wise classification of respondents shows a balanced distribution between male and female participants. Out of the total 600 respondents, 297 are male, constituting 49.5% of the sample, while 303 are female, making up 50.5%. The valid percent, which represents the proportion of responses excluding any missing data, also shows that 49.5% of the respondents are male and 50.5% are female. This classification indicates that there is an equal representation of both genders in the survey, with no significant gender bias. The cumulative percentage helps understand the accumulation of male and female respondents. This gender distribution ensures that the findings are reflective of the perspectives of both male and female participants, contributing to a comprehensive understanding of the study population.

Age wise classification of respondents

The age-wise classification of respondents categorizes participants into distinct age groups, facilitating analysis of preferences and behavior across different life stages. This segmentation helps identify patterns, trends and differences in responses, enhancing the relevance and depth of the research findings.

Table 3 Age wise classification of respondents

Age			
		Frequency	Percent
Valid	Upto 25 years	107	17.8

	25-35 years	265	44.2
	35-45 years	184	30.7
	Above 45 years	44	7.3
	Total	600	100.0

Source: Researcher’s Compilation

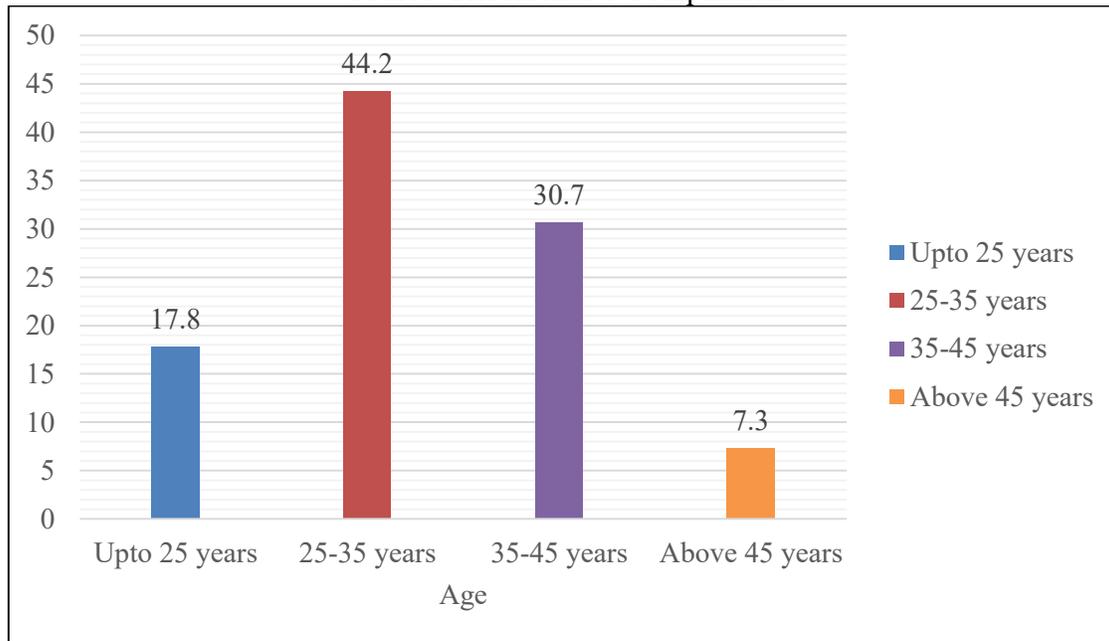


Figure 2 Age wise classification of respondents

The table 3 age-wise classification of respondents provides a detailed breakdown of the sample population. Out of the total 600 respondents, the majority (44.2%) fall within the 25-35 years age group, with 265 individuals representing this category. This group contributes the largest portion to the overall sample. Following this, 184 respondents (30.7%) are in the 35-45 years range, indicating a substantial presence of individuals in their mid-career phase. The next group, comprising 107 respondents (17.8%), is up to 25 years old. This group represents the younger segment of the population, likely to be in the early stages of their career or education. The smallest group, with 44 respondents (7.3%), is aged above 45 years. This indicates a relatively lower participation of older individuals, which may reflect trends in employment or industry-specific characteristics. The valid percent, representing the proportion of participants without missing data, mirrors the frequency distribution. This age distribution provides insights into the diverse stages of professional experience and life among the study population.

Educational level wise classification of respondents

The educational level-wise classification of respondents categorizes individuals based on their highest attained education, such as secondary, high school, graduate, postgraduate and others. This classification helps analyze variations in responses and preferences influenced by educational background across different segments of the study population.

Table 4 Educational level wise classification of respondents

Educational level		
	Frequency	Percent

Valid	School Level	93	15.5
	Graduate	221	36.8
	Post Graduate	166	27.7
	Others	120	20.0
	Total	600	100.0

Source: Researcher’s Compilation

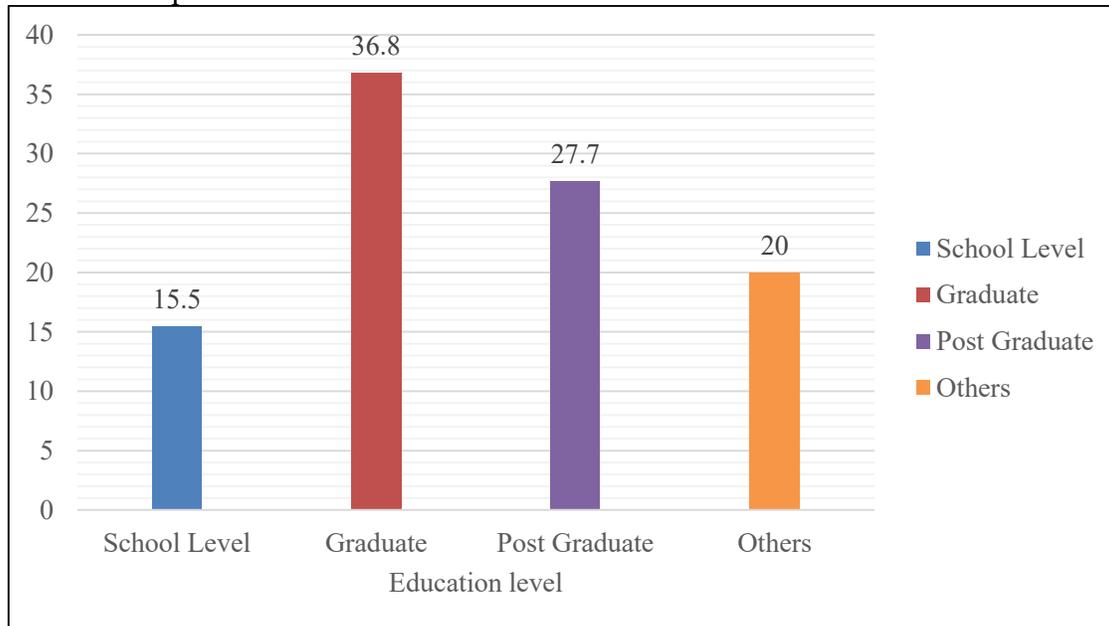


Figure 3 Educational level wise classification of respondents

The table 4 educational level-wise classification of respondents reveals a diverse distribution of qualifications within the sample population. Of the 600 respondents, 221 (36.8%) have completed their undergraduate education, making them the largest group. This suggests that a significant portion of the sample has at least a basic higher education, possibly influencing their professional and personal perspectives. Following this, 166 respondents (27.7%) have attained a postgraduate education, representing a considerable portion of the population with advanced qualifications. This group indicates a higher level of specialization or expertise among the respondents. A smaller segment, 93 respondents (15.5%), fall under the school-level education category, which may include individuals with only basic formal education or those who have not pursued higher studies. This group contributes a modest proportion to the total sample, indicating a certain degree of educational variation. Lastly, 120 respondents (20%) are classified under "Others," which may include individuals with non-traditional or vocational education. This distribution shows a mix of educational backgrounds, which could influence responses related to knowledge, attitudes and behaviors in the study.

The frequency analysis presents a detailed overview of employees’ perceptions regarding the training programs in the MSME sector. The responses are distributed across five categories: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

1. The training programs provided by my organization help improve my job performance:

A large proportion of employees (40.3% agreed, 28.7% strongly agreed) feel that the training programs enhance their job performance. Only a small percentage (8.8% strongly disagreed, 13.2% disagreed) were not satisfied, suggesting overall positive perceptions regarding training effectiveness.

2. I feel more confident in my job role after attending training sessions:

Most employees reported increased confidence, with 37% agreeing and 31.7% strongly agreeing. Very few employees (7.3% strongly disagreed, 13% disagreed) felt otherwise, confirming that training sessions largely contribute to boosting job confidence.

3. The skills I learn in training programs are directly applicable to my daily work tasks:

Training programs were perceived as highly relevant, with 37.2% agreeing and 30.7% strongly agreeing. Only a small fraction (7.3% strongly disagreed, 13.2% disagreed) felt the skills were not directly applicable, indicating good alignment between training content and work needs.

4. Training programs in my organization are well-structured and organized:

While 38.2% agreed and 26% strongly agreed, a relatively higher 13.5% strongly disagreed, suggesting that although many employees find the training structured, there is room for better organization and planning.

5. I believe that regular training is essential for career growth and development:

A significant number of employees (35.2% agreed, 30.2% strongly agreed) recognize the importance of regular training for their career growth. However, about 23.3% either strongly disagreed or disagreed, indicating some divergence in perception.

6. The training sessions are engaging and interactive, keeping me interested:

While 43.5% agreed that sessions are engaging, only 17% strongly agreed. A notable 14.3% strongly disagreed, highlighting that making sessions more interactive could further enhance engagement levels.

7. I find the training programs offered by my organization to be relevant to my job needs:

A good portion (40% agreed, 18.5% strongly agreed) found the training relevant. However, around 26.5% strongly disagreed or disagreed, indicating that the content might not meet everyone's job-specific needs.

8. My organization provides sufficient opportunities for training and development:

While 45% agreed, only 14% strongly agreed that opportunities are sufficient. Around 27.7% of employees disagreed or strongly disagreed, suggesting a need for offering more frequent or diverse training opportunities.

9. I feel that training programs help me stay updated with the latest industry trends:

A positive outlook is observed, with 36.8% agreeing and 20.2% strongly agreeing. However, a moderate percentage either disagreed or stayed neutral, reflecting a scope for better industry trend incorporation in training.

10. The training provided by my organization has improved my productivity:

About 38.3% agreed and 21.5% strongly agreed that productivity has improved post-training. Yet, 20% remained neutral, implying that while training benefits many, some employees do not observe a significant productivity impact.

Overall, the analysis reveals a predominantly positive perception towards training programs in the MSME sector, with areas such as engagement and opportunity for development needing more attention to maximize their effectiveness.

The T-test is employed to analyze employees' perceptions of training programs in the MSME sector across gender. This statistical technique helps determine whether significant differences exist between male and female employees, providing insights into how gender influences views on training effectiveness, relevance, and overall impact.

Table 5 Group Statistics: Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	297	35.9933	9.32955	.54136
Female	303	33.8482	10.15395	.58333

Source: Researcher's Compilation

The group statistics table 4.10 for gender present the mean, standard deviation, and standard error of employees' perceptions towards training programs in the MSME sector. The male group consists of 297 employees, with a mean perception score of 35.99, indicating that, on average, male employees have a moderately positive view of the training programs. The standard deviation of 9.33 suggests a moderate spread in responses, reflecting some variation in how males perceive training effectiveness. The standard error of 0.54 indicates the precision of the mean estimate, showing that the average perception score for males is fairly reliable.

The female group includes 303 employees, with a slightly lower mean score of 33.85, suggesting that female employees perceive the training programs marginally less positively than their male counterparts. The standard deviation of 10.15 reflects slightly greater variability in female responses, indicating more diverse opinions within this group. The standard error of 0.58 demonstrates a reasonable degree of precision in estimating the female mean.

Table 6 Independent Samples Test: Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.002	.046	2.693	598	.007	2.14508	.79650	.58081	3.70936
Equal variances not assumed			2.695	595.522	.007	2.14508	.79583	.58211	3.70805

Source: Researcher's Compilation

The hypothesis states that there is no significant difference in the perception of employees towards training programs across gender. To test this, an independent samples T-test was conducted as shown in table 4.11. Prior to examining the T-test results, Levene's Test for Equality of Variances was considered to assess whether the assumption of equal variances holds. The Levene's Test yielded an F-value of 4.002 with a significance level of 0.046, which is less than the 0.05 threshold. This indicates that the assumption of equal variances is slightly violated, suggesting the unequal variances row of the T-test should be considered.

The T-test for Equality of Means shows a t-value of 2.695 with 595.522 degrees of freedom and a two-tailed significance of 0.007. Since the significance value is less than 0.05, the null hypothesis is rejected at the 5% level of significance. This implies that a statistically significant difference exists between male and female employees in their perceptions of training programs in the MSME sector.

The mean difference between male (35.99) and female (33.85) employees is 2.145, indicating that, on average, male employees have a slightly more positive perception of training programs compared to females. The 95% confidence

interval for the mean difference ranges from 0.582 to 3.708, confirming that the true mean difference is likely positive and does not include zero, which strengthens the evidence for a significant difference.

In conclusion, gender appears to influence employees' perception of training programs, with males reporting slightly higher satisfaction and more favorable views than females. Organizations may consider this insight to ensure training programs are inclusive, engaging, and equally relevant for all employees regardless of gender.

5. CONCLUSION

The study underscores the critical role of employee perceptions in determining the effectiveness and impact of training programs within the MSME sector. As MSMEs continue to serve as vital engines of employment and innovation, especially in regional economies like Haryana, the alignment of training initiatives with employee expectations and workplace realities becomes essential for sustainable growth.

Findings reveal that while employees generally recognize the value of skill development, their perceptions are shaped by factors such as training relevance, delivery quality, frequency, and post-training support. Positive perceptions are closely linked to improved motivation, job satisfaction, and productivity, whereas poorly designed or inconsistently implemented programs tend to generate disengagement and skepticism.

The research highlights the need for MSME stakeholders to adopt a more structured, employee-centric approach to training—one that incorporates feedback mechanisms, contextual customization, and measurable outcomes. By doing so, MSMEs can not only enhance workforce capabilities but also foster a culture of continuous learning and innovation. In conclusion, employee perception is not merely a passive response to training but a strategic indicator of program success. Addressing these perceptions with thoughtful design and execution can transform training from a routine HR activity into a powerful lever for organizational excellence.

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