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RESEARCH ARTICLE

THE IMPACT OF TRAINING AND DEVELOPMENT PROGRAMS ON EMPLOYEES' PRODUCTIVITY AND ORGANIZATIONAL PERFORMANCE AT THE RESULTS COMPANIES IN LIPA CITY, PHILIPPINES

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ABSTRACT

Training serves as a powerful instrument to enhance employees' efficiency and competency as well as organizational development. This study focuses on creating an action plan for the improvement of the training and development programs at the Results Companies in Lipa, City. Specifically, the problem dealt with the perceptions of the employees on the factors that affect the implementation of training programs and the effectiveness of the training and development programs in employees' performance. The study aimed to determine the impact of the training and development program on employees' performance. The study employed the quantitative research method. Weighted mean and ANOVA were used. The findings indicated that emotional intelligence, managerial support, facilities and material resources, training content, as well as financial factors, significantly influence the implementation of the training programs. Additionally, the findings show that overall training and development are positively correlated with the overall employees' performance in terms of productivity, growth, satisfaction, engagement, and morale. The research affirmed the proposition that training and development have a positive impact on employees' performance. To test the hypotheses, an online survey was conducted to the employees of Results Companies Lipa, City, which was selected through simple random sampling. A total of fifty (50) respondents participated in the survey. The data gathered from the respondents was analyzed using the ANOVA test. The results revealed that there are no significant differences in the effectiveness of the training and development programs as perceived by the employees in terms of productivity, growth, satisfaction, engagement, and morale. Therefore, the null hypothesis was accepted. While it shows that there is a significant difference in the factors that affect the implementation of the training and development programs as perceived by the employee. Therefore, the null hypothesis was rejected. It is recommended that management should consider and accept the proposed action plan for the better improvement of the training and development programs at the organization.

KEYWORDS

Training Programs, Development, Employees, Action Plan

1. INTRODUCTION


In the ever-evolving landscape of global finance, the banking sector stands Each company and organization in every part of the world provides training for their employees to improve their skills, knowledge, ability, and overall performance to achieve organizational goals and gain a competitive advantage. It serves as a powerful instrument to enhance employees' efficiency and competency as well as the organizational development. Training really helps in honing new skills and retaining old ones. Through systematic and planned efforts, employees are becoming more capable since knowledge, skills, and behaviors are being developed. Modern businesses must address training demands aligned with changing and increasing industry globalization, multiple national views, and a diverse workforce. It also shows that investing more in training results in increased production (Niazi, 2011).

Recognizing the importance of training has been significantly influenced by the level of competition and the relative success of the organizations involved in the employee's development (McDowall and Saunders, 2010). Development programs, according to Noe, often focus on training individuals for managerial responsibilities (Caligiuri et al., 2011). This

development entails acquiring knowledge, skills, and behaviors that would increase employees' capability to handle the difficulties of a wide range of new or existing jobs, including customers' needs.

Every organization sees human resources as the core asset and lifeblood of every organization in which they must invest to ensure its long-term sustainability and growth. Training as a fundamental part of human resources is referred to as a course exercise for the development of individuals' affective and cognitive skills to assist organizations in establishing a suitable approach for developing employees to improve productivity (Salome and Rotimi, 2013). Thus, giving training opportunities is an investment in your employees' future. Furthermore, Devi and Shaik underline the importance of training in unlocking potential employee's growth and development opportunities to gain a competitive edge (Devi and Shaik, 2012).

Nowadays, businesses face an economic crisis, which is widely known to be the most challenging situation. Human resources, particularly training and development, are vital to the nation's economic growth. As a result of the intense global competition and rapid change, managing the resources and retaining them became the biggest challenge that an organization faces. Das and Baruah stated that securing and keeping talented

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individuals is crucial for every organization since an individual's knowledge and skills are the keys to a company's ability to compete economically (Das and Baruah, 2013). Moreover, Opulencia states that the readiness of human capital in diverse sectors prepares the workforce to adapt to change and innovation (Opulencia et al., 2015).

Training prepares employees to use new technologies, function in new work systems such as virtual teams, and communicate and cooperate with peers or customers who may be from different cultural backgrounds. Human resource management is one of several important functions in most companies (Kumar, 2009). The overall goal of training and development is learning. Learning refers to employees acquiring knowledge, skills, competencies, attitudes, or behaviors. But the focus of training and development is not just on employees' learning. Today, merely offering training programs is not enough to get support and funding from executives and to establish the credibility of the training and development function to managers and employees. Learning needs to demonstrate how it contributes to the company's competitive advantage. This could be shown through improving employee's performance, supporting business strategies such as growing the business and contributing positively to business outcomes such as quality, productivity, developing new products, and retaining employees.

Through training, the employees will understand the responsibilities and duties to be performed and the knowledge and skills required to perform the job. Employees will not only be developing their skills, but they can also gain an additional skill through undergoing several trainings because training does not only mean enhancing the possessed knowledge and skills but also it is more of acquisition and learning new skills. This study brings together the perspectives of different scholars to analyze the future research agenda on the influence of training and development programs on employees' productivity and organizational performance at various stages. As a result, the purpose of this research is to look at how training and development programs impact the employee's performance at The Result Companies. Furthermore, numerous intervening factors were employed in this study to measure the degree of the relationship between training and employees' performance.

2. LITERATURE REVIEW

Authors have characterized training and development in many ways. The enhancement of worker capacities was the central topic that each of them addressed in their studies. The process of obtaining the information, abilities, and attitude required to accomplish work activities is known as training. Training is a short-term process that uses a systematic and planned method to address non-managerial employees to learn technical knowledge and skills for a specific objective (Samson and Timothy, 2014). Kum, Cowden, and Karodia suggest that development may be characterized as an endeavor to teach people how to move and perform the duties of an organization following the development, growth, and change of an entity (Kum et al., 2014). Development is a practical study and development activity in which managerial personnel gain and use information, skills, attitudes, and insights to conduct their tasks efficiently and successfully (Lamba and Choudhary, 2013). As a result, it essentially refers to the type and direction of change in employee abilities and the educational and training programs that follow to prepare employees for future environmental changes and adaptability.

Several studies have indicated training and development to enhance work performance (Okechukwe, 2017). Training and development are quick indications of staff efficiency and effectiveness (Tahir et al., 2014). However, many businesses are resistant to training and development activities, according to Kum, Cowden, and Karodia, since they think that teaching individuals to be employees is the school system, not businesses, bears some responsibility (Kum et al., 2014). Furthermore, they believe that persuading shareholders to finance such training is difficult.

Training consists of systematic ways for getting across technical know-how to employees to increase their knowledge and capacity to do specific jobs efficiently. Employees must understand and use the knowledge, skills, and attitudes emphasized in training in their day-to-day operations. In other words, learners develop technical knowledge, talents, and problem-solving skills by participating in the training program. Adults undergo training to enhance their work performance by addressing knowledge, skill, or attitude deficiencies.

Lambert, Vero, and Zimmermann emphasized that development may improve employees' self-fulfillment, allowing them to feel refreshed at work and more prepared to absorb and prepare for new challenges (Lambert et al., 2012). As a result, training and development are continuous endeavors to ensure that their employees improve. According

to Kulkarni staff development programs help enhance individual and organizational performance in pursuing a goal (Kulkarni, 2013). Assessing an organization's objectives, establishing individual requirements, and examining its present management resources are all part of this process. Managers in various industries are interested in contributing to organizational success and determining how training programs affect job performance.

2.1 Factors Affecting the Implementation of Training and Development Programs as Perceived by the Employees

A study by Punia and Kant observed that a lack of management support or an unpleasant departmental atmosphere might restrict the influence of creativity training on the execution (Punia and Kant, 2013). According to them, activity will deteriorate if the department gives less support or an unfavorable training atmosphere. Driskell revealed that the type of training provided, the substance of the training, and the experience of the trainers all had an impact on the training's effectiveness (Driskell, 2011). Beigi and Shirmohammadi, on the other hand, stated that emotional training has a significant influence on service quality (Mina and Melika, 2011). Furthermore, Quesada explored the significance of emotional intelligence training for executives in assuring the organization's success (Quesada et al., 2011). Leaders must be emotionally strong to make the right decision. To deploy proper training methods, organizations must be knowledgeable about the training methods and their effectiveness.

2.2 Emotional Intelligence

According to Shooshtarian, Ameli, and Amini [19], emotional intelligence is the capability to monitor one's own and other people's thoughts and feelings, distinguish between them, and use that knowledge to influence one's thinking and actions (Shooshtarian et al., 2013). Emotional Intelligence is essential in motivating people to commit to a job. It is concerned with overall great productivity through a person's attitude while performing the job. Gunu and Oladepo's study revealed a relationship between employees' emotional intelligence and performance (Gunu and Oladepo, 2014). The researchers mentioned that empowering and harnessing employees' intellect may boost performance. Employees who are empowered and engaged in innovation are satisfied in their employment and hence, resulting to be more productive. Managing people in an innovative organization entail providing opportunities for employees to grow and contribute to strategic goals.

2.3 Managerial Support

According to Birdi, top management support for training efforts is the most important factor influencing training effectiveness (Punia and Kant, 2013). Managers should prioritize the learning environment. Further, they should encourage training initiatives. Failure of management support may result in a lack of funds allocated for the training function. For training effectiveness, managers should aspire to accord the necessary support to training activities. The success and effectiveness of a training program are primarily dependent on the trainer's experience and facilitation.

Ellström revealed the importance of management assistance for employees learning at work in recognizing the role of managers and supervisors in training (Nilsson and Ellstrom, 2012). She identifies comparable managerial characteristics and themes, such as encouraging risk-taking and knowledge sharing, providing feedback, establishing an environment for learning, and becoming role models for learners (Punia and Kant, 2013). Furthermore, managers must be involved at all levels of the training process and must actively establish training requirements. Observing employees, the manager recognizes and discovers the defects, or the required skills employees lack to perform the tasks.

2.4 Facilities and Material Resources

Training facilities include auditoriums, generally large rooms, multi-purpose medium-sized teaching rooms, audio/visual-equipped rooms, and computer training rooms (wbdg.org, 2016). An excellent training center must provide a flexible and technologically sophisticated learning environment; this means that the surroundings must be secure, pleasant, and accessible to adjust to new situations. Training materials provided by trainers are another aspect that may influence training efficacy. The primary goal of employing training materials is to engage the trainees in the activity, create active interaction, encourage faster learning, and improve their comprehension (Reference.com, 2016). These training resources are usually video clips, audio, and hands-on tools designed to enhance employees' learning experiences. Indoor environments in training facilities must be high-quality to positively affect trainee task performance and attention spans (Reference.com, 2016).

2.5 Training Content

The training content plays a vital role in training efficacy. It is very important to choose training activities that will improve the teaching and learning process, such as computer-based training, instructor-led seminars, web-based training, independent or collaborative training, or multimedia-based classes (Hajar and Alkhanazi, 2018). Trainees can enhance their skills, knowledge, and attitude on the training program by utilizing the most appropriate media forms and resources. Training design must be directed throughout the creative process of the development stage to ensure that the content is understandable and relevant to the learners.

2.6 Financial

Training and development programs are directly related to financial expenditures, employee time given to training, training planning, and managers' time availability. Many researchers agreed in the 1990s that most investments in training were wasted (Broad and John, 2012). According to Ozioma, Anike, and Ekwe, mere investment in training programs is not enough; it is necessary to manage training programs more effectively to ensure the highest possible return (Obi-Anike and Ekwe, 2014). Given the cost of employee training is not minimal, organizational management must progressively demonstrate the impact of employee training and development on the overall success of the organization's performance and employee productivity (Alfes et al., 2013). Therefore, it is crucial to analyze the performance of training and development in an organization as their results are usually intangible or cannot be measured.

2.7 Effectiveness of the Training and Development Programs

A successful employees' training leads to more excellent quality services due to employees potentially minimal errors. Kum, Cowden, and Karodia believe that an intelligent and well-trained employee is necessary to the organizational productivity and success (Kum et al., 2014). Employees' performance is influenced by job satisfaction, job knowledge, and management. Thus, there is a connection between training and performance (Amisano, 2010).

Training can take place, either within or outside of the organization. Moreover, an organization should utilize a systematic training approach to deliver the training process to enhance job performance, such as employees' knowledge, skills, and attitudes. As a result, employees' productivity and efficiency levels may be maximized through training and development.

2.8 Employees' Productivity

Business Dictionary defines employees' productivity as the quantity of work (or output) generated by an individual in a given period. It is an individual's output in process, outcomes, relevance, and success (Nassazi, 2013). According to Zehra, good Human Resource Management allows employees to be involved effectively and productively in the overall business direction towards achieving the organization's goals and objectives (Zehra, 2014). As a result, the employees' performance will eventually impact organizational effectiveness (Hameed and Waheed, 2011).

Training is a method of improving human resource overall performance. Training assists the organization in fulfilling its purposes and goals while contributing to its employees' overall growth and development. Setting performance criteria and plans for individuals and organizations will aid in the fulfillment of organizational goals. Training may benefit both the employee and the organization by improving the employee's performance through developing knowledge, skills, abilities, competencies, and behavior (Divya and Gomathi, 2015).

The article of Benedicta and Appiah regarding the "Identification of Factors and their Impact on Employees' Training and Organizational Performance in Pakistan" mentioned a positive relationship between organizational performance and employee performance (Appiah, 2010). Similarly, Afsana also revealed in his study a positive and statistically significant relationship between training and employee job knowledge, training and employee skills, training and employee attitudes, training and job satisfaction, and training and employee commitment (Kumar, 2009). Training approaches for developing skills, concepts, or perspectives may increase employee productivity Divya and Gomathi (Divya and Gomathi, 2015). Training and development are methods that assist in the discovery and development of human capital.

2.9 Employees' Growth

Training programs increase an employee's job knowledge. Increased job knowledge implies that the employee will feel more comfortable performing their duties, performing better, and completing the tasks more efficiently. Human Resource Management is responsible for developing a training program that bridges the gap between actual and desired performance (Divya and Gomathi, 2015; Nassazi, 2013). According to Business Dictionary, training is a structured activity aiming to transfer information and instructions to improve the employees' performance or assist them in attaining a necessary level of knowledge or competence. Training is described as organized and systematic activities that enhance skills, knowledge, and competency (Nassazi, 2013).

It is the process of conveying essential skills, programmed behavior, so individuals become aware of rules and procedures to guide their attitude in performing their job effectively (What is Human Resources.com, n.d.). Training focuses on improving the skills needed to attain organizational goals since it improves the performance of individuals, groups, and organizations (Elnaga and Imran, 2013).

2.10 Employees' Satisfaction

Employees' satisfaction is a collection of feelings and thoughts about one's current job. Employees' knowledge, skills, and attitudes are improved through training and development. On the other hand, people are more confident in their jobs, boosting their self-esteem and satisfaction. Employees exhibit a greater sense of corporate citizenship as a result of their overall happiness. They work harder because they feel like a part of the company, and their performance improves when they feel appreciated. Employee motivation drives performance because motivated people work harder, and as a result, their performance improves (Azar and Shafiqhi, 2013).

2.11 Employees' Engagement

Employees' engagement is defined as an employee's commitment and participation in their organization and its principles. When an employee is engaged, he becomes aware of his role in the organization's goals and motivates his colleagues to assist the organization in accomplishing its objectives. Several studies demonstrate that encouraging employee's engagement is a critical way to improve employee's performance (Christian et al., 2011). Moreover also suggests that high levels of employee's engagement enhance job performance, task performance, employee's productivity, continuance commitment, and employee 's loyalty (Leiter and Bakker, 2010).

Employees who are well-trained improve their overall performance, and the organization grows financially. In addition, HR practices such as training and development, which stimulate the growth of creative problem-solving skills, can enhance workers' ability to generate alternative solutions, product knowledge, and customer service skills crucial to creativity in the organization. (Ismail 2018).

2.12 Employees' Morale

According to Business Dictionary, employees' morale represents emotions, contentment, and overall attitude toward their organization (Business Dictionary, 2013). A study by Howitt, as cited in Sania, Kalpina, Javed, noted that the importance of employee morale on performance is highly recognized (Howitt, 2002; Sania et al., 2015). There is still no consensus on a specific theory or set of factors associated with employee morale. Various studies have identified employee and organizational characteristics that influence morale, but different people have measured morale differently; therefore, comparisons across studies are difficult. Hence, establishing an effective and acceptable strategy to boost employee morale is challenging. Employees with high morale are satisfied with their jobs, put effort into their careers, are creative, take the initiative, commit to the organization, and focus on reaching an organizational goal rather than personal goals. Low morale leads to high absenteeism, high turnover, unsolved complaints, and strikes, thereby burdening the company's performance. Furthermore, morale is a feeling, not a consequence of action. Thus, it is not easy to quantify it.

According to Sania, Kalpina, and Javed, using the terms job satisfaction, job frustration, job motivation, job attitudes, and group dynamics affects one's understanding of morale (Sania et al., 2015). Productivity is directly related to morale. Employees who are contented and satisfied have high morale, whereas unsatisfied and unhappy employees have low morale.

3. METHODS

This study engaged the quantitative research method. Quantitative research involves collecting and gathering data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claims (Apuke, 2017). The nature of the study is both descriptive and explanatory. Descriptive research is the research design in which data is collected qualitatively and analysed using quantitative procedures (Nassaji, 2015). Descriptive research seeks to characterize a population, circumstance, or phenomenon accurately and systematically. It answers what, where, when, and how questions, but not why.

This study covered the employees at The Results Companies—Lipa City, Ground/2nd Floor, Fiesta World Mall IT Center, Brgy. Maraouy, 4217, Lipa City, Philippines. Results Companies has been a premier customer experience partner to Fortune 100 and 500 companies. They design, build and deliver digitally influenced customer journeys. Results Companies’ track record for reimagining the customer experience has driven growth for over 20,000 people worldwide. The company’s core expertise is in core analytics, contact center as a service (CCaaS), process automation, and its digital engagement software as a service (SaaS). Results Companies – Lipa City believes that their employees’ journey is every bit as important as their clients’ satisfaction and success. Their strength lies in exceptional individuals working together in a high-performing, fun culture to deliver next-generation customer experiences on behalf of their clients.

The participants of the study were the employees of The Results

Companies in Lipa City. They were selected to be the respondents for the survey since they could provide the necessary and valid information. This study consisted of fifty (50) respondents from Results Companies-Lipa City. The researchers surveyed to draw the sample from the target population. The researchers conducted a survey questionnaire to know the impact of training and development on employees’ productivity and organizational performance at the Results Companies – Lipa, City. The researchers asked for permission to conduct a survey. After being granted, the researchers explained the purpose of the research and assured that the data collected would be kept private. Instructions were presented to the respondents before giving the link. The respondents answered the survey through a Google form.

4. THE DATA ANALYSIS

For problems 1 and 2, the weighted mean is used and for problems 3 and 4, ANOVA was used. This part presents the answers to the research problems raised in the study.

4.1 Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee

This section includes the factors that affect the implementation of training and development programs as perceived by the employee in terms of emotional intelligence, managerial support, facilities and material resources, training content, and financial which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 1: Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Emotional Intelligence | | | | | |
|--|---|------|------|-----------------------|------|
| Code | Emotional Intelligence | WM | SD | Verbal Interpretation | Rank |
| E11 | Aligned in utilizing employees’ communication skills. | 3.56 | 0.50 | Strongly Agree | 1 |
| E12 | Develop capacity for sympathy and empathy for other people’s emotions | 3.50 | 0.51 | Strongly Agree | 4 |
| E13 | Designed to develop employees’ emotional self-efficacy | 3.54 | 0.50 | Strongly Agree | 2 |
| E14 | Develop the capability to adapt and use coping strategies. | 3.52 | 0.50 | Strongly Agree | 3 |
| AVERAGE WEIGHTED MEAN | | 3.53 | 0.47 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 1 shows that the highest weighted mean score is (WM = 3.56 and SD = 0.50). This indicates that training is aligned in utilizing employees’ communication skills. The study of Beigi supported this result where it was discovered that emotional training has a significant influence on service quality and communication skills (Mina and Malika, 2011). It was also confirmed that employees strongly agreed that the training is designed to develop employees’ emotional self-efficacy and develop capability to adapt and use coping strategies with (WM = 3.52 and SD= 0.50). The lowest weighted mean score of 3.50 indicates that training does not develop their capacity for sympathy and empathy for other’s people emotions. As an outcome, the employees from The Results Company in Lipa, City sufficiently agreed that emotional intelligence is one of the factors that affects the implementation of the training and development programs with an overall (WM = 3.53 and SD = 0.47).

It was supported by the study of Gunu and Oladepo that capacity to understand individuals on a profound level is applicable for foreseeing hierarchical responsibility and representatives’ work execution in light of the fact that most positions require the capacity to deal with feelings (Gunu and Oladepo, 2014). Hence, empowering and harnessing employees’ intellect may boost performance.

4.2 Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Managerial Support

The table shows the factors that affect the implementation of training and development programs as perceived by the employee in terms of managerial support which indicates the mean, standard deviation, verbal interpretation and rank.

| Table 2: Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Managerial Support | | | | | |
|--|---|------|------|-----------------------|------|
| Code | Managerial Support | WM | SD | Verbal Interpretation | Rank |
| MS1 | Top management is committed to facilitating training for the employees at the organization. | 3.32 | 0.59 | Strongly Agree | 2 |
| MS2 | Supervisors are involved at every stage of the training process. | 3.32 | 0.62 | Strongly Agree | 2 |
| MS3 | There is good communication between employees and managers in the company. | 3.30 | 0.58 | Strongly Agree | 4.5 |
| MS4 | The supervisors and manager are approachable and supportive. | 3.30 | 0.46 | Strongly Agree | 4.5 |
| MS5 | The implementation of a training and development program at the company is influenced by top management support | 3.32 | 0.47 | Strongly Agree | 2 |
| AVERAGE WEIGHTED MEAN | | 3.31 | 0.50 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 2 shows that top management is committed to facilitate the training for the employees in the organization. This is indicated by the highest (WM= 3.32 and SD= 0.59). Supervisors are involved in every stage of the training process (WM= 3.32 and SD= 0.62), and the implementation of the training and development program in the company is influenced by top management support with (WM= 3.32 and SD= 0.47).

The lowest (WM = 3.30 and SD = 0.46) indicates that the supervisors and managers are approachable and supportive, and the (WM = 3.30 and SD = 0.58) shows that there is good communication between employees and managers in the company. The employees from The Results Company in Lipa, City agreed that managerial support is one of the factors that affects the implementation of the training and development programs. This is indicated by the overall (WM = 3.31 and SD = 0.50).

This was supported by the study of Ellstrom that states that managers

must be involved at all levels of the training process and must actively establish training requirements (Nilson and Ellstrom, 2012). Managers must encourage risk-taking and knowledge sharing, provide feedback and become role models for learners. Observing employees, the manager can recognize and discovers the defects or required skills necessary for the job.

4.3 Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Facilities and Material Resources

The table shows the factors that affect the implementation of training and development programs as perceived by the employee in terms of material resources which indicates the mean, standard deviation, verbal interpretation, and rank.

Table 3: Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Facilities and Material Resources

| Code | Facilities and Material Resources | WM | SD | Verbal Interpretation | Rank |
|-----------------------|--|------|------|-----------------------|------|
| FMR1 | The organization has available resources for training and development. | 3.40 | 0.49 | Strongly Agree | 1.5 |
| FMR2 | Training used up-to-date equipment, facilities, and materials. | 3.02 | 0.80 | Agree | 4 |
| FMR3 | Training resources were appropriate for learner needs. | 3.40 | 0.49 | Strongly Agree | 1.5 |
| FMR4 | Training resources and equipment were in good condition. | 3.14 | 0.64 | Agree | 3 |
| FMR5 | The meeting room and facilities were adequate and comfortable. | 3.00 | 0.78 | Agree | 5 |
| AVERAGE WEIGHTED MEAN | | 3.19 | 0.52 | Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

As shown in table 3, the highest (WM = 3.40 and SD = 0.49) indicates that the organization has available resources for training and development and that training resources were appropriate for learners need. The lowest weighted mean score 3.00 indicates that the meeting room and facilities were adequate and comfortable. In general, as seen in the overall (WM = 3.19 and SD = 0.52), the employees from The Results Company in Lipa, City agreed that facilities and material resources is one of the factors that affects the implementation of the training and development programs.

This is supported in the study of Hajjar and Alkhanaizir that good facilities and materials will affect positively the training effectiveness (Hajjar and Alkhanaizir, 2018). Moreover, the use of facilities and materials involve

the trainees during the activity, promote active interaction among them, and encourage faster learning and help improve their comprehension (Reference.com, 2016).

4.4 Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Training Content

The table shows the factors that affect the implementation of training and development programs as perceived by the employee in terms of training content which indicates the mean, standard deviation, verbal interpretation, and rank.

Table 4: Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Training Content

| Code | Training Content | WM | SD | Verbal Interpretation | Rank |
|-----------------------|--|------|------|-----------------------|------|
| TC1 | Program includes instructor-led sessions, computer-based training, and web-based training. | 3.50 | 0.51 | Strongly Agree | 1 |
| TC2 | The objectives of the training and development programs were clearly defined. | 3.48 | 0.50 | Strongly Agree | 2 |
| TC3 | The topics covered in training attended were relevant to the improvement of their skills. | 3.44 | 0.50 | Strongly Agree | 3.5 |
| TC4 | The training program is organized and easy to follow. | 3.40 | 0.53 | Strongly Agree | 5 |
| TC55 | Method of training used by the organization is relevant to the training objectives. | 3.44 | 0.50 | Strongly Agree | 3.5 |
| AVERAGE WEIGHTED MEAN | | 3.45 | 0.47 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 4 shows that the employees agreed that training programs provided by the Results Company includes instructor-led sessions, computer-based training, and web-based training as indicated by the highest (WM= 3.50 and SD= 0.51). The employees agreed that the objectives of the training and development programs were clearly defined as indicated by the (WM= 3.48 and SD= 0.50). The topics covered in training attended were relevant to the improvement as seen in the average (WM= 3.44 and SD= 0.50) and that the methods of training used by the organization is relevant to the training objectives as seen in the average (WM= 3.44 and SD= 0.50). The lowest weighted mean score 3.40 indicates that the training program is not sufficiently organized and easy to follow. The overall weighted mean

score of 3.45 and a standard deviation of 0.47 indicate that the employees strongly agree that training content is one of the factors that affect the implementation of training and development programs.

4.5 Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Financial

The table shows the factors that affect the implementation of training and development programs as perceived by the employee in terms of financial which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 5: Factors that Affect the Implementation of Training and Development Programs as Perceived by the Employee in terms of Financial | | | | | |
|---|---|------|------|-----------------------|------|
| Code | Financial | WM | SD | Verbal Interpretation | Rank |
| F1 | Cost of implementing training programs is expensive. | 2.34 | 0.80 | Disagree | 3.5 |
| F2 | The organization assigns enough budgets for the training and development program. | 3.10 | 0.51 | Agree | 1 |
| F3 | Paying training personnel is high | 2.80 | 0.67 | Agree | 2 |
| F4 | Continuous implementation of training program cost too much for the organization. | 2.34 | 0.77 | Disagree | 3.5 |
| AVERAGE WEIGHTED MEAN | | 2.65 | 0.60 | Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 5 shows that with the highest (WM = 3.10 and SD = 0.51), organization assigns enough budget for the training and development programs. Consequently, employees agreed that paying training personnel is high as seen in average (WM = 2.80 and SD = 0.67). Employees do not agree that the cost of implementing training programs is expensive has a (WM = 2.34 and SD = 0.80), and that the continuous implementation of the training program can cost too much for the organization has a (WM= 2.34 and SD = 0.77). In general, this implies that the organization has enough budget for the training of the employees.

With an average (WM = 2.65 and SD = .60), employees agreed that financial factors affect the implementation of training and development programs.

The result is supported by the study of Ozioma, Anike, and Ekwe which reveal that a mere investment in training programs is not enough; it is necessary to manage training programs more effectively to ensure the highest possible return (Obianike and Ekwe, 2014). Given the cost of employee training is not minimal, organizational management must progressively demonstrate the impact of employee training and

development on the overall success of the organization’s performance and employee productivity (Alfes et al., 2013).

4.6 Effects of the Training and Development Program on the Employees’ Performance based on Productivity

Table 6 shows that training programs implemented by the company enhance employees’ level of skills as indicated by the highest weighted mean (WM = 3.72 and SD = 0.45). Consequently, an average (WM = 3.70 and SD = 0.46) reveals that the training implemented by Results Companies helps employees carry out their work efficiently. As perceived by the employees, training implemented by the company helps enhance employee productivity in the organization as indicated by an average (WM = 3.68). Training increases productivity both quality and quantity as shown by the lowest average (WM = 3.64 and SD = 0.48). As a result, with an average weighted mean of 3.69 and a standard deviation of 0.44, employees from the Results Companies strongly agree that training and development programs affects employee performance based on its productivity.

| Table 6: Effects of the Training and Development Program on the Employees’ Performance based on Productivity | | | | | |
|--|---|------|------|-----------------------|------|
| Code | Employee Growth | WM | SD | Verbal Interpretation | Rank |
| EG1 | the training equipped the employee with the necessary knowledge to perform the task expected of them. | 3.54 | 0.50 | Strongly Agree | 1.5 |
| EG2 | the training programs helped employees to have confidence in executing their tasks. | 3.52 | 0.50 | Strongly Agree | 3 |
| EG3 | The implication of training programs is fully understood on employees’ job performance. | 3.54 | 0.50 | Strongly Agree | 1.5 |
| EG4 | Navigating the knowledge and skills allows employees to execute the task efficiently. | 3.50 | 0.51 | Strongly Agree | 4 |
| EG5 | Training helped the employees identify how to build on their current knowledge and skills. | 3.48 | 0.50 | Strongly Agree | 5 |
| AVERAGE WEIGHTED MEAN | | 3.52 | 0.48 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

The result is supported in the study of Elnaga and Imran which concluded that a training program is a stimulant that workers require to improve their performance and capabilities, which increases organizational productivity (Elnaga and Imran, 2013). Therefore, training should be designed based on an organization’ specific needs and objectives. Practical training is the thoughtful intervention designed to attain the learning necessary for upgraded employee performance. The research affirmed the proposition that training positively impacts employee performance.

4.7 Effects of the Training and Development Program on the Employees’ Performance based on Growth

This table shows the effects of the Training and Development Program on the Employees’ Performance based on Growth which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 7: Effects of the Training and Development Program on the Employees’ Performance based on Growth | | | | | |
|--|--|------|------|-----------------------|------|
| Code | Employee Productivity | WM | SD | Verbal Interpretation | Rank |
| EP1 | increase productivity, both quality, and quantity; | 3.64 | 0.48 | Strongly Agree | 4 |
| EP2 | enhance employee productivity in the organization; | 3.68 | 0.47 | Strongly Agree | 3 |
| EP3 | enhance employees’ levels of skill; | 3.72 | 0.45 | Strongly Agree | 1 |
| EP4 | to carry out your work efficiently; | 3.70 | 0.46 | Strongly Agree | 2 |
| AVERAGE WEIGHTED MEAN | | 3.69 | 0.44 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 7 shows that training programs implemented by the company equipped the employee with the necessary knowledge to perform the task expected of them, and the implication of the training programs is fully understood on employees’ job performance as indicated by the highest

average (WM = 3.54). Consequently, with a weighted mean of (WM = 3.52), training programs helped employees to have confidence in executing their tasks, and that navigating the knowledge and skills allows employees to execute the task efficiently as shown by the average (WM = 3.50).

The lowest weighted mean score of 3.48 indicates that the training helped employees identify how to build on their current knowledge and skills. Therefore, employee from the Results Companies strongly agree that training and development programs affects employee performance based on its growth as indicated by the average weighted mean of 3.52 and a standard deviation of 0.48.

The result is supported by the study of saying that training creates benefits for the employee as well as the organization by positively influencing

employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Sri Divya and Gomathi, 2015).

4.8 Effects of the Training and Development Program on the Employees' Performance based on Satisfaction

The table shows the effects of the training and development program on the employees' performance based on satisfaction which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 8: Effects of the Training and Development Program on the Employees' Performance based on Satisfaction | | | | | |
|--|---|------|------|-----------------------|---|
| Code | Employee Satisfaction | WM | SD | Verbal Interpretation | Rank |
| ES1 | There is a clear understanding of the strategic objectives of the organization. | 3.56 | 0.50 | Strongly Agree | 1 |
| ES2 | The team support is reliable whenever assistance is needed. | 3.52 | 0.50 | Strongly Agree | 3 |
| ES3 | Employee training has been satisfactory and has enabled the employee to perform their work tasks very well. | 3.54 | 0.50 | Strongly Agree | 2 |
| ES4 | The opinions presented by the employee are valued and respected by supervisors. | 3.48 | 0.50 | Strongly Agree | The opinions presented by the employee are valued and respected by supervisors. |
| ES5 | Constructive feedback from managers motivates employees to do well. | 3.48 | 0.50 | Strongly Agree | Constructive feedback from managers motivates employees to do well. |
| AVERAGE WEIGHTED MEAN | | 3.52 | 0.45 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

Table 8 shows that the training implemented by the company provides a clear understanding of the strategic objectives of the organization as indicated by the highest average weighted mean (WM= 3.56). Thus, employee training has been satisfactory and has enabled the employee to perform their tasks well as seen in the average (WM= 3.54). Also, team support is reliable whenever assistance is needed (WM= 3.52). The lowest (WM= 3.48) indicates that the opinions presented by the employee are valued and respected by supervisors, and that constructive feedback from managers motivates employees to do well. Therefore, employee from the Results Companies strongly agree that training and development

programs affects employee performance based on its satisfaction as evidently seen in the average weighted mean of 3.52 and a standard deviation of 0.45.

4.9 Effects of the Training and Development Program on the Employees' Performance based on Engagement

The table shows the effects of the training and development program on the employees' performance based on engagement which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 9: Effects of the Training and Development Program on the Employees' Performance based on Engagement | | | | | |
|--|---|------|------|-----------------------|------|
| Code | Employee Engagement | WM | SD | Verbal Interpretation | Rank |
| EE1 | an increase in employee's confidence; | 3.66 | 0.48 | Strongly Agree | 1 |
| EE2 | a strong sense of employees' belongingness; | 3.64 | 0.53 | Strongly Agree | 2 |
| EE3 | employee's emotional attachment to the company; | 3.58 | 0.61 | Strongly Agree | 3 |
| AVERAGE WEIGHTED MEAN | | 3.63 | 0.52 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

In table 9, the highest (WM= 3.66) indicates that the training programs implemented by the company resulted to an increase in employees' confidence. Additionally, training resulted to a strong sense of employee belongingness as indicated by the weighted mean average (WM=3.64). The lowest (WM= 3.58) indicates that employees are emotionally attached to the company. As a result, the training implemented by the company affects and boosts employee engagement.

organization's goals and motivates his colleagues to assist the organization in accomplishing its objectives (Christian et al., 2011).

4.10 Effects of the Training and Development Program on the Employees' Performance based on Morale

The table shows the effects of the training and development program on the employees' performance based on morale which indicates the mean, standard deviation, verbal interpretation, and rank.

| Table 10: Effects of the Training and Development Program on the Employees' Performance based on Morale | | | | | |
|---|---|------|------|-----------------------|------|
| Code | Employee Morale | WM | SD | Verbal Interpretation | Rank |
| EM1 | develop their personalities; | 3.72 | 0.45 | Strongly Agree | 1.5 |
| EM2 | perform jobs better; | 3.72 | 0.45 | Strongly Agree | 1.5 |
| EM3 | increase your chances of getting promoted; | 3.68 | 0.59 | Strongly Agree | 4 |
| EM4 | get along better with employees' immediate supervisors and peers. | 3.70 | 0.58 | Strongly Agree | 3 |
| AVERAGE WEIGHTED MEAN | | 3.71 | 0.47 | Strongly Agree | |

Legends: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree);1.00-1.75 (Strongly Disagree)

In Table 10, the highest (WM= 3.72) indicates that the training implemented by the company help the employees to develop their personalities and perform jobs better. Thus, employee training helps

employees get along better with immediate supervisors and peers as shown by the (WM= 3.70 and SD= 0.58). While the lowest (WM= 3.68) indicates that the training implemented help the employees to increase

the of getting promoted. Therefore, employees from the Results Companies strongly agree that training and development programs affect employee performance based on its morale as indicated by the average weighted mean of 3.71 and a standard deviation of 0.47.

This supports the study of Divya and Gomathi stating that training approaches for developing skills, concepts, or perspectives may increase employee productivity (Divya and Gomathi, 2015).

4.11 Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees

The table shows the Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees which is statistically treated using Analysis of Variance (ANOVA).

Table 11: Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees in Terms of Productivity.

| ANOVA | | | | | | |
|---------------------|--------|-----|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.175 | 3 | 0.058333 | 0.266015 | 0.849837 | 2.650677 |
| Within Groups | 42.98 | 196 | 0.219286 | | | |
| Total | 43.155 | 199 | | | | |

It shows on Table 11 that the computed f-value of (0.266015) is less than the critical f-value of (2.650677) with p-value of (0.849837) at 0.05 level of significance. In this case, the p-value of 0.849837 is greater than 0.05 ($p > 0.05$). This leads to the acceptance of the null hypothesis, and it is interpreted as *Not Significant*. Therefore, there is no significant difference on the effectiveness of the training and development programs

implemented by the Results Companies as perceived by the employees in terms of productivity.

This supports the study of Divya and Gomathi stating that training approaches for developing skills, concepts, or perspectives may increase employee productivity (Divya and Gomathi, 2015).

Table 12: Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees in Terms of Growth

| ANOVA | | | | | | |
|---------------------|--------|-----|----------|----------|---------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.136 | 4 | 0.034 | 0.133708 | 0.96986 | 2.408488 |
| Within Groups | 62.3 | 245 | 0.254286 | | | |
| Total | 62.436 | 249 | | | | |

Table 12 shows that the computed f-value of (0.133708) is less than the critical f-value of (2.408488) with p-value of (0.96986) at 0.05 level of significance. In this case, the p-value of 0.96986 is greater than 0.05 ($p > 0.05$). This leads to the acceptance of the null hypothesis, and it is interpreted as *Not Significant*. Therefore, there is no significant difference on the effectiveness of the training and development programs implemented by the Results Companies as perceived by the employees in terms of growth.

This result is supported by the study of saying that training programs increase an employee's job knowledge (Elnaga and Imran, 2013; Nassazi, 2013). Increased job knowledge implies that the employee will feel more comfortable performing their duties, performing better, and completing the tasks more efficiently. Human Resource Management is responsible for developing a training program that bridges the gap between actual and desired performance.

Table 13: Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees in Terms of Satisfaction

| ANOVA | | | | | | |
|---------------------|--------|-----|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.256 | 4 | 0.064 | 0.252171 | 0.908167 | 2.408488 |
| Within Groups | 62.18 | 245 | 0.253796 | | | |
| Total | 62.436 | 249 | | | | |

Table 13 shows that the computed f-value of (0.252171) is less than the critical f-value of (2.408488) with p-value of (0.908167) at 0.05 level of significance. In this case, the p-value of 0.908167 is greater than 0.05 ($p > 0.05$). This leads to the acceptance of the null hypothesis, and it is

interpreted as *Not Significant*. Therefore, there is no significant difference on the effectiveness of the training and development programs implemented by the Results Companies as perceived by the employees in terms of satisfaction.

Table 14: Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees in Terms of Engagement

| ANOVA | | | | | | |
|---------------------|----------|-----|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.173333 | 2 | 0.086667 | 0.296831 | 0.743614 | 3.057621 |
| Within Groups | 42.92 | 147 | 0.291973 | | | |
| Total | 43.09333 | 149 | | | | |

Table 14 shows that the computed f-value of (0.296831) is less than the critical f-value of (3.057621) with p-value of (0.743614) at 0.05 level of

significance. The p-value of 0.743614 is greater than 0.05 ($p > 0.05$). This leads to the acceptance of the null hypotheses, and it is interpreted as *Not*

Significant. Therefore, there is no significant difference on the effectiveness of the training and development programs implemented by the Results Companies as perceived by the employees in terms of engagement.

The result is supported by the study of Leiter and Bakker where it is suggested that high levels of employee's engagement enhance job performance, task performance, employee's productivity, continuance commitment, and employee's loyalty (Leiter and Bakker, 2010).

Table 15: Significant Differences on the Effectiveness of the Training and Development Programs Implemented by Results Companies-Lipa City as Perceived by the Employees in Terms of Morale

| ANOVA | | | | | | |
|---------------------|--------|-----|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 0.055 | 3 | 0.018333 | 0.067115 | 0.977306 | 2.650677 |
| Within Groups | 53.54 | 196 | 0.273163 | | | |
| Total | 53.595 | 199 | | | | |

Table 15 shows that the computed f-value of (0.067115) is less than the critical f-value of (2.650677) with p-value of (0.977306) at 0.05 level of significance. This shows that the p-value of 0.977306 is greater than 0.05 ($p > 0.05$) leading to the acceptance of the null hypothesis, and it is interpreted as *Not Significant*. Therefore, there is no significant difference on the effectiveness of the training and development programs implemented by the Results Companies as perceived by the employees in terms of morale.

This result was supported by the study of Howitt, as cited in (Howitt 2002; Sania et al., 2015). Here, the importance of employee morale on performance is highly recognized. There is still no consensus on a specific theory or set of factors associated with employee morale. Various studies

have identified employee and organizational characteristics that influence morale, but different people have measured morale differently; therefore, comparisons across studies are difficult. Hence, establishing an effective and acceptable strategy to boost employee morale is challenging.

4.12 Differences on the Factors Affecting the Implementation of the Training and Development Program as Perceived by the Employees

The table shows the Differences in the Factors that Affect the Implementation of the Training and Development Program as Perceived by the Employees which is statistically treated using Analysis of Variance (ANOVA).

Table 16: Differences in the Factors that affects the Implementation of the Training and Development Program by Results Companies-Lipa City as perceived by the Employees

| ANOVA | | | | | | |
|---------------------|----------|------|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 129.7965 | 22 | 5.899842 | 17.18475 | 1.67E-56 | 1.551547 |
| Within Groups | 386.92 | 1127 | 0.343319 | | | |
| Total | 516.7165 | 1149 | | | | |

Table 16 shows that the computed f-value of (17.18475) is greater than the critical f-value of (1.551547) with p-value of (1.67E-56) at 0.05 level of significance. In this case, the p-value of 1.67E-56 is less than 0.05 ($p < 0.05$). This leads to the rejection of the null hypothesis, and it is interpreted as *Significant*. Therefore, there is a significant difference on the factors that affects the implementation of the training and development programs as perceived by the employees.

5. CONCLUSION

Based on the forgoing findings the following conclusions were made:

1. It is found that the majority of the responses of the employees of the Results Companies in Lipa City, in their perception towards the factors that affect the training programs are very much agreed. The employees' believed that emotional intelligence, managerial support, facilities and material resources, training content, and financial impact the implementation of the training and development programs.
2. In the effectiveness of the training and development programs, most respondents believe that training motivates employees to enhance their job performance. They agreed that training programs improve employees' skills and equip them with the necessary knowledge to perform their expected tasks. The training has a clear understanding of the organization's strategic objectives. It has been revealed that training programs implemented by the company increase employee engagement. While on employee morale, it has been shown that training helps the employees develop their personalities and perform jobs better.
3. Perceptions of the employee regarding the factors affecting the implementation of the training programs revealed a significant difference in the factors that affect the performance of the training and development programs.

4. Perceptions of the employee in the effectiveness of the company's training programs revealed no significant differences in the effectiveness of the training and development programs based on the employee's performance.

5. Use an Action Plan for Training and Development Programs. The action plan tries to plan the future training and development programs of the Results Companies - Lipa City. The company must focus on different training and development methods that significantly influence the impact of training and development programs. The following techniques should be addressed.

- Provide Coaching and Mentoring Program. Coaching and mentoring are used to cut costs associated with formalized training that also need time to implement skills learned through the training process. Coaching and mentoring offered employees a wide range of advantages, including developing their capacity and capability to handle their day-to-day work-related functions.
- Customer Service Training Program. Since Results Companies is a BPO company that focuses on customer experiences, employees should receive and complete an advanced customer service training program and implement skills to raise customer satisfaction ratings.
- Orientations. Ensuring the success of new workers cannot be overstated. An efficient employee orientation may help minimize start-up costs, reduce employee anxiety and attrition, save time for the supervisor and co-workers, and establish expectations and attitudes. Employee orientation's goal is to welcome new employees into an organization.
- Apprenticeship Training. Results Companies should provide an apprenticeship training program that combines on-the-job training and classroom training, wherein the workers earn while learning the skills required for performing the specialized job.

- Job Rotation. Sort of experience-based training, in which employees rotate thru a succession of tasks to get a broad grasp of each one's requirements. Job rotation can be especially beneficial in small enterprises, where position specialization is less common than in prestigious organizations.

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