

## Impact of Training on Employee's Perception of Development: A Case Study of Accountant General Office, Khyber Pakhtunkhwa, Pakistan



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Pages: 70 – 78

DOI: 10.31703/gsr.2023(VIII-II).09

URL: [http://dx.doi.org/10.31703/gsr.2023\(VIII-II\).09](http://dx.doi.org/10.31703/gsr.2023(VIII-II).09)

**Abstract:** *The study examines the impact of training on employees' development perceptions, as well as the impact of those beliefs on employees' job-related attitudes and behaviour in public sector organizations by looking at the case of the Accountant General Office in Khyber Pakhtunkhwa, Pakistan. The study investigates the mediating role of employee development through training interventions between training and job satisfaction. The study model was evaluated using Confirmatory Factor Analysis and Structural Equation Modeling (SEM) statistical technique. An attempt is being made to highlight the value of training and its impact on boosting employee development perspectives inside public sector organizations and state-owned enterprises (SOEs) in Khyber Pakhtunkhwa in particular, and in Pakistan in general. The study's findings show that employee development perceptions directly and positively impact job satisfaction. Similarly, the study model and its constructs have shown the suggested interconnectedness. The study assists policymakers in rethinking their policies by incorporating ways that promote the promotion of employee development perspectives and their productive effects on organizational growth.*

**Key Words:** Training, Development, Job Satisfaction, Public Sector, Perception

### Introduction

Training and development are vital to building up and equipping any business with current patterns, instruments, and procedures. Training improves authority to increase the capacity and skills of human resources and so contributes to increased profitability and decreases worker dissatisfaction, which influences their turnover rates (Alipour & Karimi, 2018; Mbithi, Mbau, Muthama, Inyega, & Kalai, 2021; Younas, Farooq, Khalil-Ur-Rehman, & Zreen, 2018). Training interventions improve organizational competency to boost staff skills, which then increases productivity and reduces employee unhappiness that affects employee turnover (Younas et al., 2018). Training and development exercises aimed at increasing the workforce enable an organization to reduce the expense and risk of recruitment from the open labour market while at the same time adding to the

profitability, appropriateness, and lower turnover of personnel (Karman, 2020). Training enables companies to instil a feeling of belonging in employees who can offer an ascent in a specific form of correspondence, for example, by understanding that employability builds more in one place than in different organizations, a company that contributes resources towards the improvement of employees enjoy success in short as well as long run. This improves the presentation, and accountability and reduces the turnover of employees. Businesses can also help with workforce career planning while also encouraging employees to take on more significant responsibility for their self-improvement, such as developing business-related aptitudes, information, and abilities that are valued by other organizations (Lartey, 2021). Employee improvement is the sole reason for a training program that not only increases employees' information, capacities, and skills but also their overall

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productivity. Training is more extensive when interceded in somewhat complex organizations, for example, educational facilities consisting primarily of human beings, which are more unexpected in nature (Nanwani, 2021). It should be emphasized that, in our educational facilities, a huge number of our senior teachers have graduated from a long and quite outdated curriculum and method of teaching and have not got the chance to retrain scholastics today (Valcik, Sabharwal, & Benavides, 2021). Such educators should be encouraged to choose in-service training that will enlighten their thoughts, broaden their frame of reference for understanding and information, and enable them to be acquainted with more noteworthy explicitness about the ongoing advances in their course territory (Hamman, 2018). In this regard, for optimal adequacy and benefit of a firm, regular training and re-training of the entire workforce in the form of conferences, seminars, and workshops are required (Nwali & Adekunle, 2021; Olaniyan & Ojo, 2008).

The study compared the relative achievement and viability of fast-development firms to those of moderate development firms and discovered that the relative achievement and viability of fast-development firms were expected to be high for their employees to maintain their growth-oriented pieces of training (Barringer, Jones, & Neubaum, 2005; Gunawardana & Bandara, 2021). The fast-growing firms gave their employees training to achieve their goals and put greater emphasis on the employee's progress at an optimum level in comparison to their moderate development firms. Similarly, it was discovered that the comparative success and effectiveness of fast-growing organizations were related to the skill and effort of their employees in maintaining their growth-oriented strategies. The rapidly growing companies provided their employees with training activities to achieve their goals and focused more on the development of their employees at an optimal level compared to the slow-growth enterprises. Training and staff development programs in fast-growing organizations were undertaken more frequently than in their slow-growth counterparts (Amertha, Asmara, & Djohar, 2021).

According to another study, a corporation needs to acknowledge the operational strategy for analysis and maintain sufficient funding for training programs so that employees have ample opportunities for training in the appropriate topics (Ford, Baldwin, & Prasad, 2018; Taylor, Russ-Eft, & Chan, 2005). It was observed that regular training of employees enables

the organization to develop organic structural characteristics, i.e. freedom for employees to participate in decision-making, a cordial working environment and teamwork, stimulating creativity and innovation, prioritizing efficiency and competence instead of administrative rules and controls and red tapping (Singh & Gosain, 2021). Man, during his whole life, has a dynamic nature that requires a constant effort to be up-to-date, relevant, and applicable at all times and makes the development of personnel a must for the organization. The literature emphasizes the role and the incalculable importance of both employee and employer training and development (ALSAFADI & ALTAHAT, 2021; Sugiono, Efendi, & Afrina, 2021; Wandabwa & Makokha). In contemporary times, intellectuals, scientists, professionals and experts, social scientists, and company administrators are fully conscious that training, as a unit to enable and promote all employees' productivity, is essential not only for the development of their personnel in individual abilities. According to the literature, "Training does not coax or convince people to do what is wanted, but rather to establish organizational conditions that make employees strive for greater performance" (Ahmad & Manzoor, 2017; Desta, 2021; Olaniyan & Ojo, 2008).

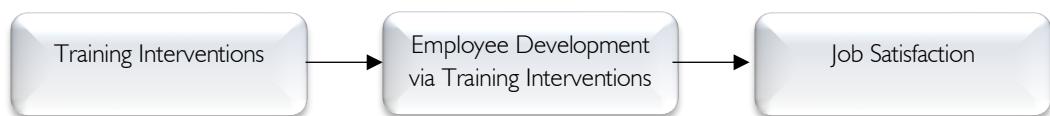
The impact of training programs can be boosted when employees relate the training and their capacity to contribute to the business goals and objectives of the firm. The integration of the corporate strategy with the training goals and career demands of employees is a pre-condition for a successful training program (Mohammad, 2020). In Pakistan, individuals and associations, especially in public sector organizations, rarely realize the necessity of workforce enhancement training to get a competitive advantage with limited available resources. However, certain public sector organizations including the health sector in Khyber Pakhtunkhwa have shown that the top administration attaches more priority to development training, but cannot define approaches to presenting training programs for their workers (Khan & Baloch, 2017; Wahab, Hussain, Zadeh, Shah, & Hussain, 2014). Public sector organizations in Pakistan have a tight bureaucratic system without encouraging innovative ideas; have less efficiency, fewer opportunities for professional success, and little reward for job achievement and better performance. This sector thus generally complies with its normal work and tires of taking on new burdens without remuneration by moving the learned skills to employment. Overall, the public sector administrators regard training as a custom

and an unreasonable task and think it to be the obligation of the government to achieve a particular shift in administration and to improve public sector organizations. However, thoughts and concepts about public sector administration are taking root in affluent countries. Additionally, progress in administration requires adapting the organizational requirements of training to the demands of workers. This methodology has a threefold view, e.g. distinguishing, promoting, and using productively the skills and skills of the administrative personnel; recognizing and preparing the planned administrative capacity and helping supervisors grow their capacity and skills (Farnham & Horton, 1996; Gastearena-Balda, Ollo-López, & Larraza-Kintana, 2021; Shepherd, 2018).

The study focuses on breaking down the effects of training on employee perception of development in the context of a public sector organization namely Accountant General Office, Khyber Pakhtunkhwa as its impact is less evident in terms of both staff development and the organizational performance of public sector firms in Pakistan.

### Objectives of the Study

1. To study the direct impact of training intervention on staff development in the Accountant General Office, Khyber Pakhtunkhwa, Pakistan.
2. To examine the influence of training on job satisfaction and behavioural outcomes of employees.
3. Emphasize the inevitability of staff development training in the Accountant General Office, Khyber Pakhtunkhwa, Pakistan.



### Methodology

#### Target Population

The target population for the current study is public officials/officers of the Accountant General Office, Khyber Pakhtunkhwa including Junior Auditors, Senior Auditors, and Assistant Accounting Officers and Assistant Accountant General working throughout Khyber Pakhtunkhwa province.

4. To study the mediating effect of employee perception of development on job satisfaction.

### Hypotheses of Research Study

- H1:** The more the frequency of the training interventions, the more the development of employees is ensured.
- H2:** Employee development through training interventions is positively related to the job satisfaction of employees.
- H3:** Perceptions of employee development mediate the association between training interventions and employee job satisfaction.

### Theoretical Framework

With the assistance of the Master Trainers of Accounts & Audits Training Institute (AATI), Peshawar, the theoretical foundation for the current study has been constructed and contemporary literature and research works have been reviewed. The dependent variable for research is the changing behaviour of employees measured in the form of job satisfaction, while the mediating variable is employee development through training interventions and training interventions are considered as an independent variable (Bharadwaj, Khan, & Yameen, 2021). The theoretical model also displays the manifestations in job satisfaction of employee growth. Employee development, therefore, performs the role of a training variable that indirectly impacts employee satisfaction. This would examine the expected direct association between training and development while indirectly assessing the influence of training on work satisfaction via mediating employee development.

### Sampling Strategy

No researcher can study and observe the entire target population since expensive financial and time resources are needed; it is, therefore, vital to look for ways and means of lowering the number of research respondents without biasing findings and sampling. One of the key goals of the sampling process is to ensure that the results are representative of the target population or a designated section of the target population (Fox, Hunn, & Mathers, 2009). The research study follows the same approach to

determine the sample size. For the current subject, 500 public employees of the Accountant General Office, Khyber Pakhtunkhwa are picked as sample size who have received at least one training during their service.

### Research Instrument

The self-constructed questionnaire is composed of two main elements. The first portion is to provide demographic information about respondents, including employees' age, gender, and appointment or employment titles; while the second half contains 15 questions on the three variables of the research. The questions were first prepared and applied to the actual circumstance. The participants received a 5-point Likert rating (1= Strongly Disagreement, 2= Disagreement, 2= Neutral, 4 = Accord, 5 = Strong Agreement).

### Statistical Techniques

Descriptive statistics and structural equation modelling (SEM) are employed in the current research study as statistical tools for carrying out statistical analysis of the research data.

### Pilot Study

A pilot study was conducted to determine the internal reliability of the measures and to assess the clarity and simplicity of the questionnaire. 70 questionnaires have been circulated among the public employees of the Accountant General Office, Khyber Pakhtunkhwa to achieve this purpose. Fifty-two questionnaires have been returned that a 74% response rate that research analysts deem superior answers (Neuendorf & Skalski, 2009). The measurements that were assessed in the questionnaire showed substantial internally consistent reliability, i.e. Cronbach's alpha. Internal reliability of such measures ranged from 0.871 for training, 0.845 for employee development perception, and 0.856 for work satisfaction.

**Table 1**

*Descriptive Statistics and Reliability Estimates (Pilot Study, N=52)*

Variable	Mean	SD	Alpha
Training Interventions	3.956	0.769	0.871
Employee Development via Training Interventions	3.918	0.6744	0.825
Job Satisfaction	4.152	0.7244	0.856

### Data Collection

After the testing in the pilot project, the questionnaire was sent to public employees of the Accountant General Office throughout the province of Khyber Pakhtunkhwa who had attended training sessions at least once during their tenure. Of the 500 surveys distributed, 322 questionnaires were received; including a response rate of 64 percent. As can be shown from the sample size (n= 171), young and new employees are a valid percentage of 53%. Whereas the sample size was of middle age (n= 128), i.e. 40% and the sample size was of old age (n=23), i.e. 7%. Most of the staff were male (n=264), with 82%. In contrast, the female responders (n=58) accounted for 18 per cent. The response rate for junior auditors (n=58), consists of 18 per cent. The Senior Auditor represented the response rate of 20% (n=66), the Assistant Accountant Officer (n=91) represented 28%, and the Assistant Accountant Officer (n= 107), represented the valid percentage of 33%.

### Results and Discussions

Detailed information about the structures of the research is provided in the table below. The data shows that the associated constructs have a moderate mean score on the level of Standard Deviations and significant-close values on the specified scale. This reaction shows the tendency that the respondents are not fully satisfied with their institutions, but are not willing to take the risk of leaving their particular organizations.

**Table 2**

*Descriptive Statistics of the Study*

Variable	Mean	SD	Alpha
Training Interventions	4.122	0.708	0.860
Employee Development via Training Interventions	4.022	0.6326	0.790
Job Satisfaction	4.240	0.6324	0.792

**Table 3**

*Cumulative Means and Standard Deviations for the Constructs (N=322)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Training Interventions Employee Development via Training Interventions Job Satisfaction	1	5	4.122	0.7081
	1	5	4.022	0.6326
	1	5	4.240	0.6324

### Measurement Model

The notions of humanity in the sphere of social sciences are abstract and theoretical; consequently, there is always a potential for measurement errors. These conceptions and their measures, because of the unpredictable character of human beings themselves, are prone to such errors. To minimize these measurement errors, the researcher must check the hypothetical linkages between the constructs before testing the model (Altikriti & Anderson, 2021). In the overall path model, measuring roles and structural models are distinct (Grahek, Schaller, & Tackett, 2021). Therefore, Confirmatory Factor Analysis (CFA) is necessary for the separate measurement of the model. The main aim of the confirmatory factor analysis is to assess the adequacy of the measurement model for each particular structure. Several parameter estimates, including Chi-square ( $\chi^2$ ), Comparative Fit Index (CFI), Goodness-of-Fit index (GFI), Root Means Square Residual (RMR), and Root Mean Square Error of Approximation (RMSEA), have also been used in this context. The Chi-square test is performed to check the closeness of fit that "determines whether the investigated sample is derived from a population following a defined distribution" (Lugo-Armenta, Pino-Fan, & Hernandez, 2021). An insignificant chi-square discrepancy between the empirical data and the research model thus shows that the above model is well-suited to the sample data. An additional parameter estimate is the Comparative Fit Index (CFI) which provides for a complete co-variation in the data where the value of  $>.90$  means that the data is acceptable. Another estimating metric is the Goodness of Fit Index (GFI), which gives an overall fitness. GFI values range from 0 (poor fit) to 1 (perfect fit). RMR is the fourth estimate parameter. RMR is the fourth estimate parameter. Hair et al. (2006) indicate that the RMR is "the square root of the average squared

residuals – an average of residuals between observed and estimated input matrices" (p. 688). The RMR values vary from 0 to 1.00, whereas the values below 0.05 indicate a fit.

The following guidelines are used to evaluate the fitness of the model by employing the following measures:

Goodness-of-fit Measure Value Recommended  
GFI 0.95 or higher, CFI 0.95 or higher, RMSEA .06 or higher, and SRMR .08 or less

### Confirmatory Factor Analysis (CFA) for Training Interventions

Table 4 presents the measuring model for a single factor of training interventions with five indications. The analytical evaluation of the construct, as shown, reveals that this model fits well when the statistical values are taken into account. At  $p < 0.008$ , the chi-square value of 15.58 with 5 degrees of freedom is statistically significant, indicating a lack of fitness. However, the accompanying fit statistics imply an adequate model (RMSEA=0.081; Standard RMR=0.011; GFI=0.98; CFI=0.99).

**Table 4**

*Confirmatory Factor Analysis for Training*

Indicators	Completely Standardized Loadings*	Indicator Reliability	Error Variance
Trg1	0.81	0.81	0.26
Trg2	0.84	0.81	0.22
Trg3	0.56	0.91	0.21
Trg4	0.81	0.82	0.37
Trg5	0.79	0.81	0.34

### Fit Statistics

Chi-square = 15.58 ( $df = 5, p = 0.008$ ), Standardized RMR = 0.011, RMSEA = 0.081

GFI = 0.981, CFI = 0.986

Note: \*All t-values were significant at  $p < .05$

### Confirmatory Factor Analysis (CFA) for Employee Development

Table 5 presents a single-factor measuring approach for employee development through training interventions with four indicators. The analytical estimation of the construct as shown below shows that

this model fits well with the statistical values. The Chi-square score of 125.71 is statistically significant at  $p < 0.021$ , indicating a lack of fitness. The accompanying fit statistics show, however, that the model is reasonable (RMSEA=0.045; Standardized RMR=0.023; GFI=0.98; CFI=0.96).

**Table 5**

Confirmatory Factor Analysis for Employee Development

Indicators	Completely Standardized Loadings*	Indicator Reliability	Error Variance
EmpDev-1	0.67	0.68	0.24
EmpDev-2	0.56	0.77	0.32
EmpDev-3	0.78	0.66	0.19
EmpDev-4	0.51	0.71	0.25

### Fit Statistics

Chi-square= 125.71 ( $df= 5, p = 0.021$ ), Standardized RMR = 0.023

RMSEA = 0.045

GFI = 0.976, CFI = 0.958

Note: \*All t-values were significant at  $p < .05$

### Confirmatory Factor Analysis (CFA) for Job Satisfaction

The job satisfaction measurement model with a single component with four indicators is shown in Table 6. The study of the construct measurement estimate, as shown below, reveals that this model fits well with the statistical results. The chi-square value of 4.835 with 2 degrees of freedom is statistically significant at  $p < 0.048$  indicating a fitness deficiency. The related fit results however show an appropriate model (RMSEA=0.066; RMR standard =0.006; GFI=0.99; CFI=0.99).

**Table 6**

Confirmatory Factor Analysis for Job Satisfaction

Indicators	Completely Standardized Loadings*	Indicator Reliability	Error Variance
JobSat-1	0.86	0.754	0.12
JobSat-2	0.92	0.732	0.15
JobSat-3	0.66	0.837	0.32
JobSat-5	0.63	0.833	0.26

### Fit Statistics

Chi-square = 4.835 ( $df= 2, p = 0.048$ ) Standardized RMR= 0.006

RMSEA= 0.066 GFI = 0.993. CFI = 0.995

Note: \*All t-values were significant at  $p < .05$

### Testing of Research Hypotheses

The study's hypotheses were examined using the statistical technique of structural equation modelling (SEM). In addition, path analysis was conducted to determine the direct and indirect effects of the exogenous variable. Training intervention is the exogenous variable, while the endogenous variable is job satisfaction. The links between different variables were hypothesized and then investigated in two ways: individual tests and the test of the overall path model.

**H1:** The more the frequency of the training interventions, the more the development of employees is ensured Hypothesis 1 explored the link between training and employee development perceptions. The hypothesis was judged sufficiently supported in the observation of the values of the standardized path coefficient of 0.50 and the t-value of 11.349.

**H2:** Employee development through training interventions is positively related to the job satisfaction of employees The relationship between employee development perceptions through training interventions and job satisfaction was studied in hypothesis 2. The findings supported the hypothesis by examining the values of the standardized path coefficient of 0.66 and the t-value of 9.000.

**H3:** Perceptions of employee development mediate the association between training interventions and employee job satisfaction Hypothesis 3 was designed to test the mediating effect of employee development on the linked components in the model. The test of the hypothesis was undertaken by comparing the two models; firstly, the model with the mediating effect; and secondly, testing the model without mediating effect in the following figure. The comparison between the two models was conducted by calculating and eventually comparing their chi-square difference test. The value of chi-square for the model with mediating effect was 2096.021 with 538 degrees of freedom (RMSEA= 0.078; Standardized RMR= 0.052; GFI= 0.89; CFI= 0.90). On the other hand, the chi-square



value for the model without mediating effect was 2186.334 with 522 degrees of freedom (RMSEA=0.080; Standardized RMR=0.109; GFI=0.852; CFI=0.887). The difference in the chi-square value of the two models was 90.313 with 16 degrees of freedom; which was a large difference. By observing this considerable difference between the two models, it can be fairly concluded that the original model that bears the indicator of mediating effects of employee development is significantly better applicable than its counterpart (model without indicator of mediating effect) (model without indicator of mediating effect). Therefore, it may be stated that training influences employee job satisfaction through its impact on employee development. Hence, the hypothesis is supported.

**Table 7**

*Summary of Hypotheses Testing*

Hypotheses	Results
H1 The more the frequency of the training interventions, the more the development of employees is ensured.	Supported
H2 Employee development through training interventions is positively related to the job satisfaction of employees.	Supported
H3 Perceptions of employee development mediate the association between training interventions and employee job satisfaction.	Supported

## Conclusion

In the present study training interventions, a positive predictor of employee development was hypothesized. The results obtained through analysis of survey data confirmed this hypothesis positively. Descriptive statistics based on responses from the target audience demonstrated that employees who have perceptions of the highest level of quality in the delivery of training in a company would then perceive a higher level of growth and development for their employees. The current study endeavour shows that public sector personnel in Pakistan, generally, and

Khyber Pakhtunkhwa in particular believe in the ability to keep themselves up to date with the ever-changing and growing management scenario by providing quality training programs. Through such training interventions, governments concerned can benefit from the learned and trained personnel in the form of higher dedication, higher performance, higher productivity, lower turnover intentions, less absenteeism, greater customer satisfaction, and satisfied management, etc. From now on the majority of respondents agreed on and supported the premise that employees' perceptions of training had a favourable predictor of their perception of employee growth and development. Empirical data also supported the premise that employee development and work happiness are linked. The notion of staff development has a favourable impact on the satisfaction of staff, which several research studies have endorsed. Employees feel upset and respond by changing their employment behaviour if they are unfairly treated specially in relation to personal satisfaction elements. Public sector staffs in nations such as Pakistan feel tired of the static pattern of work and the monotony of the nature of labour. In such situations, training interventions not only help them to boost but also to generate sentiments of contentment in the workplace. Therefore, the premise is supported that providing employees with enough possibilities for development through training interventions to enhance their job performance would ultimately increase the satisfaction of their employees inside that organization. The major purpose of taking into account and understanding the impact of training as the exogenous variable in the study is to predict specific results. The perceptions of employee development and growth as an endogenous variable, however, directly or indirectly affect employee behaviour. The empirical findings confirmed the prediction that training interventions as an exogenous variable will affect other endogenous variables such as job satisfaction in an affirmative but indirect way. It may therefore be concluded from this discussion that employees of Accountant General of Pakistan, Khyber Pakhtunkhwa see quality training and development intervention as having a positive effect on their sense of job satisfaction.

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