

THE ROLE OF STRATEGIC EMPLOYEE TRAINING AND HUMAN RESOURCE MANAGEMENT PRACTICES IN ENHANCING ORGANIZATIONAL PRODUCTIVITY AND INNOVATION

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ABSTRACT

This study examines the impact of employee training and human resource management practices on organizational productivity, emphasizing their role in fostering innovation and organizational adaptability. The analysis focuses on the roles of selection procedures, training design, delivery style, employee perceptions, and training exposure in driving performance outcomes aligned with strategic HRM objectives. Using a survey design with 248 respondents across multiple organizations, the study employed descriptive statistics, regression analysis, and chi-square tests to more precisely evaluate the strength and direction of the relationships among key variables. Results indicate that all five training-related factors significantly influence organizational productivity, with well-structured selection procedures, relevant training content, participatory delivery methods, positive employee perception, and consistent exposure enhancing both individual and organizational outcomes. These findings highlight the importance of equitable access to training, inclusive HR policies, and participatory decision-making in fostering industrial harmony, employee satisfaction, and innovation as core components of productive organizational climates. Policy implications suggest that organizations should prioritize merit-based selection, design contextually relevant training programs, adopt interactive delivery methods, and implement monitoring frameworks that continuously evaluate training effectiveness and organizational impact to optimize productivity gains. The study contributes to human capital theory, social exchange theory, and high-performance work systems literature by providing evidence that strategic HRM-aligned training is crucial for sustainable organizational competitiveness and long-term innovative capacity.

KEYWORDS: Employee training, organizational productivity, human resource management, training design, employee perception, industrial relations.

JEL CLASSIFICATION: J24, M53, O15, L20.

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INTRODUCTION

The role of training in organizations has long been recognized as a cornerstone for sustaining competitiveness and enhancing productivity. The historical trajectory of employee training reflects a gradual evolution from early vocational practices to structured human resource development programs. In the early 20th century, training was limited to a few large corporations with factory schools focusing on technical skills for entry-level workers, but by the 1990s, many multinational corporations had established corporate universities to institutionalize employee learning and professional growth (Meister, 1997; Skinner & Nixon, 2008). Scholarly work increasingly emphasized that the knowledge base of employees entering the labor market is insufficient for the specialized tasks required within organizations, thereby making training and continuous learning indispensable for organizational success (Salas et al., 2012). In

contemporary management scholarship, the strategic relevance of capability development has been reaffirmed, as organizational performance increasingly depends on operational capability, quality management, and the efficiency of internal processes (Saragih et al., 2020). Training serves as a central mechanism for shaping these capabilities, reinforcing the idea that human capital development is fundamental to sustaining competitiveness in dynamic markets.

In the Nigerian context, the need for organized employee training significantly grew after independence, when the departure of expatriates left a substantial gap in the technical and in managerial manpower. The Federal Government of address by establishing institutional mechanisms, notably the Industrial Training Fund (ITF) in 1971 to promote the acquisition of industrial and commercial skills, and the Administrative Staff College of Nigeria (ASCON) in 1973 to develop indigenous management and administrative capacity. Through these agencies, concerted efforts began to build a pool of trained Nigerian professionals capable of meeting the demands of national development (Aroge, 2012; Adejumo et al., 2013). Since then, training has remained an integral part of workforce development in Nigerian organizations, especially in industries such as manufacturing and fast-moving consumer goods, where employee skills and adaptability directly influence operational outcomes. Studies also show that broader socio-economic and gender-related disparities affect access to skills development and employment opportunities (Lechman, 2019; Belás et al., 2015). Such contextual factors underscore the continued need for structured and equitable training programs within developing economies like Nigeria.

Contemporary research underscores the strategic value of training by linking it to organizational performance outcomes such as productivity, employee commitment, innovation, and profitability (Sung & Choi, 2014; Khan et al., 2011). Training enhances human capital, which is regarded as one of the most critical assets in knowledge-driven economies, and organizations that strategically invest in training often achieve a competitive advantage (Becker & Gerhart, 1996; Wright, Gardner & Moynihan, 2020). However, despite the widespread recognition of its importance, many organizations continue to face challenges in aligning training programs with actual organizational needs. Studies show that training is sometimes implemented without a systematic needs assessment, leading to inefficiencies, wasted resources, and in some cases, negative perceptions among employees (Saks & Burke-Smalley, 2014). Research in related domains such as green HRM, employee engagement, and flexible work systems further demonstrates that employee perceptions of managerial practices significantly influence behavioral outcomes and organizational performance (Bhattarai et al., 2023; Lulewicz-Sas et al., 2022; Karamanis & Gogos, 2020). Such findings resonate with ongoing debates on how training should be designed, communicated, and aligned with strategic goals to achieve maximum impact.

The case of Coca-Cola Bottling Company, Agidingbi Lagos State, Nigeria, provides a particularly relevant context for examining these dynamics. As a multinational company operating in a highly competitive beverage industry, Coca-Cola places emphasis on structured training through its training school, offering both on-the-job and off-the-job learning programs. Nonetheless, challenges persist in the selection of employees for training, with concerns ranging from favoritism and politics in training nominations to the lack of systematic training needs assessments. Such challenges raise critical questions regarding the effectiveness of training investments and their contribution to organizational performance.

Furthermore, employee perceptions of training play a decisive role in shaping training outcomes. When employees perceive training as relevant and fairly administered, it tends to enhance job satisfaction, commitment, and productivity (Aguinis & Kraiger, 2009). Conversely, negative perceptions may undermine employee motivation and reduce the effectiveness of training interventions. The interplay between training processes, delivery methods, and employee perceptions, therefore, warrants empirical investigation,

particularly within the Nigerian manufacturing sector, where empirical evidence remains limited. Scholars also argue that organizational growth and sustainability increasingly rely on human-centered strategies, including the development of competencies, environmental knowledge, and digital adaptation, elements that align strongly with the goals of modern corporate training (Derun & Mysaka, 2021; Alaeddin et al., 2018; Kontautienė et al., 2024). These insights further justify empirical attention to training as a multidimensional tool for enhancing organizational performance.

Despite the extensive body of literature, significant gaps remain unaddressed. First, although recent studies highlight emerging organizational trends, such as sustainable HRM practices, environmental knowledge development, digital transformation, and the evolving nature of workforce expectations (Lulewicz-Sas et al., 2022; Kontautienė et al., 2024; Karamanis & Gogos, 2020; Derun & Mysaka, 2021), there is limited empirical evidence on how these developments intersect with employee training within African manufacturing contexts. Second, existing studies have seldom examined how training selection procedures, delivery methods, and employee perceptions jointly influence organizational performance in multinational subsidiaries operating in developing economies. Third, within the Nigerian manufacturing sector, particularly the beverage industry, there remains a scarcity of contemporary, data-driven investigations exploring these dynamics. This study addresses these gaps by providing a timely, context-specific analysis grounded in recent theoretical and empirical advancements.

Against this background, the present study investigates the effect of employee training on organizational performance in Coca-Cola Bottling Company, Agidingbi, Lagos. Specifically, it examines the processes and procedures of employee selection for training, the influence of training design and delivery methods, and the perceptions of employees toward training. By doing so, the study not only contributes to the literature on human resource development but also provides practical insights for managers in manufacturing organizations seeking to optimize training investments for enhanced organizational performance.

The remainder of this article is organized as follows: Section Two reviews relevant literature and presents the theoretical underpinnings of the study. Section Three describes the methodological approach, including the research design, population, sampling strategies, and analytical techniques employed. Section Four presents the empirical findings and their interpretation. Section Five concludes the paper by outlining theoretical contributions, managerial implications, and directions for future research.

1 THEORETICAL BASIS

1.1 Empirical literature

Empirical evidence over the last decade consistently indicates that employee training contributes significantly to organisational performance, though the magnitude and pathways of its impact vary across contexts. Quasi-experimental research in Europe shows that firm training grants lead to measurable increases in sales, employment, productivity, and value added, with impacts persisting over time (Martins, 2021). These findings strengthen the causal claim that employer-provided training is not merely correlated with but actively drives firm-level performance improvements. Parallel evidence from operations and quality management research also supports this logic; for instance, Saragih et al. (2020) demonstrate that capability development, often enabled by structured training, enhances operational performance and ultimately strengthens firm competitiveness.

Complementary panel studies provide robust evidence of training–productivity linkages in both developed and emerging economies. Morikawa (2021) demonstrated that Japanese firms with higher training intensity exhibited significantly greater productivity growth over time. Similar results have been documented in service industries, where returns to training are often more immediate compared to manufacturing, given the direct link between employee skills and service quality (Sung & Choi, 2014). In the Nigerian and broader African context, studies highlight that employee training has a positive effect on performance outcomes such as efficiency, motivation, and innovation, though implementation challenges such as resource constraints and weak training needs assessments often limit effectiveness (Yimam, 2022). These contextual constraints echo findings from Belás et al. (2015), who show that SMEs’ approaches to risk and capability development are shaped by managerial characteristics such as education and gender, thereby influencing how training interventions translate to performance.

Meta-analytic reviews have confirmed the positive effects of training on organisational outcomes but stress the importance of quality and context. For example, Saks and Burke-Smalley (2014) found that while training is generally linked to firm performance, its effectiveness is moderated by the design of the programme, employee motivation, and workplace support. Similarly, Salas et al. (2012) and subsequent reviews emphasised that training investments must be strategically aligned with organisational objectives to yield substantial returns. These reviews further highlight that post-training supports such as coaching, job aids, and opportunities for practice are critical to ensuring transfer of learning to the workplace (Hanum et al., 2024). Evidence from sustainable HRM research reinforces this point: Lulewicz-Sas et al. (2022) show that strategic HR practices, including structured employee development, enhance engagement and employability, mediating long-term performance gains.

The mechanism through which training enhances performance has also been empirically explored. Aguinis and Kraiger (2009) found that training enhances individual competencies such as task proficiency, which subsequently translates into collective gains in productivity and profitability. More recent research indicates that training reduces turnover intention and fosters employee commitment, thereby lowering costs associated with attrition (Hosen, 2023). These mediating effects underscore that the benefits of training often extend beyond immediate skill acquisition to include broader behavioural and attitudinal outcomes that reinforce organisational performance. This behavioural dimension is increasingly recognised in contemporary studies; for example, Bhattarai et al. (2023) show that managerial environmental knowledge strengthens the link between HR practices and pro-environmental employee behaviour, suggesting similar mediating mechanisms may operate in training–performance relationships.

Recent technological developments in training delivery have also been evaluated empirically. Studies on e-learning and blended learning approaches demonstrate that digital training can achieve comparable outcomes to face-to-face methods when instructional design and learner support are adequately addressed (Mehner et al., 2024). However, evidence also suggests that digital modalities are less effective when implemented without interactive components or opportunities for application (Salas et al., 2012). Research on digital consumer behaviour similarly emphasises the importance of user experience and perceived value in adoption processes (Alaeddin et al., 2018), providing parallel insights for digital training platforms where uptake depends on perceived usefulness and ease of engagement.

Sector-specific analyses provide further insights. In the hospitality industry, Dorta-Afonso et al. (2023) observed that high-performance work systems, including structured training, improved job satisfaction and service quality, which translated into better firm performance. In manufacturing firms in sub-Saharan Africa, training was associated with improvements in compliance, safety standards, and productivity,

though issues of bias in employee selection for training limited overall impact (Yimam, 2022). Studies on workforce flexibility further demonstrate that institutional and organisational conditions shape training outcomes; evidence from Greece shows that flexible working arrangements influence firm performance and can amplify the benefits of training when well-coordinated (Karamanis & Gogos, 2020).

Nonetheless, scholars caution that excessive or poorly designed training can yield diminishing returns. Jiandong et al. (2022) reported that overly intensive high-performance work systems, which included training components, could increase employee fatigue and role overload, reducing their positive impact. Similarly, Rosenbaum and colleagues' sensitivity analyses reveal that unobserved organisational factors may sometimes inflate estimated training effects (Martins, 2021). Comparable concerns appear in broader business growth research; Derun and Mysaka (2021) argue that capability-enhancing practices must be integrated with strategic planning and market conditions to deliver sustained performance gains.

Overall, the empirical literature from 2015 to 2025 demonstrates strong and consistent evidence that training enhances organisational performance when strategically designed, systematically delivered, and complemented by supportive workplace practices. The evidence also stresses the importance of contextualising training within broader HR systems, ensuring fair and systematic employee selection, and aligning training investments with long-term organisational strategy. This aligns with contemporary scholarship on sustainable consumption (Kontautienė et al., 2024) and inclusive labour markets (Jarzabek & Stolarska-Szeląg, 2024), both of which underscore that human capital development, through training and capability enhancement, remains central to organisational and societal performance.

1.2 Hypotheses development

The effectiveness of employee training begins with the selection of participants, which determines whether the right individuals with the greatest potential to transfer learning are included. Scholars argue that a transparent and competency-based selection process increases the probability that training outcomes will translate into improved organisational productivity (Sung & Choi, 2014). Conversely, when selection is biased or politically influenced, employees who may lack commitment or relevant roles are trained, thereby reducing training effectiveness and organisational gains (Yimam, 2022). Research across both public and private sectors suggests that employee involvement in needs assessment enhances the fairness and efficiency of training allocation, thus strengthening the impact on firm performance (Hosen, 2023).

Empirical findings demonstrate that organisations that align training selection with performance appraisals and workforce planning are more likely to observe productivity improvements (Salas et al., 2012; Saks & Burke-Smalley, 2014). However, where selection procedures are inadequate, employees may perceive training as a formality rather than a developmental opportunity, limiting motivation and transfer of learning. This indicates that selection procedures play a mediating role in how training investments contribute to organisational performance outcomes (Morikawa, 2021). *H1: Selection procedure of employee for training does not have a high effect on organizational productivity.*

The design of training programmes is a critical determinant of whether learning translates into improved job performance. Training design that incorporates task analysis, job relevance, and experiential learning has been empirically shown to improve skill retention and workplace transfer (Salas et al., 2012; Hanum et al., 2024). A poorly designed programme, in contrast, often leads to a gap between acquired skills and workplace application, thereby limiting its influence on productivity (Martins, 2021).

Recent studies confirm that contextualised and strategically aligned training design improves not only employee learning but also organisational outcomes, particularly when embedded in long-term talent management systems (Mehner et al., 2024; Dorta-Afonso et al., 2023). Moreover, research emphasises that training design incorporating learner engagement strategies such as problem-solving exercises and simulations tends to yield higher productivity impacts than lecture-based programmes (Sung & Choi, 2014). Thus, the design phase serves as a foundational component that determines the overall effectiveness of employee development initiatives. *H2: The extent to which training design affects organizational productivity is not significant.*

Delivery style is a central aspect of training effectiveness, influencing how knowledge is absorbed, retained, and applied by employees. Empirical evidence shows that interactive training delivery methods result in significantly higher knowledge transfer compared to passive lecture formats (Salas et al., 2012; Saks & Burke-Smalley, 2014). Additionally, delivery methods that incorporate technology, including e-learning platforms, have been found effective when designed to promote active engagement and immediate application (Mehner et al., 2024).

Comparative studies between traditional face-to-face and digital training highlight that the productivity outcomes of delivery modes depend heavily on contextual fit. For example, e-learning has been found highly effective in knowledge-intensive sectors but less impactful in industries requiring hands-on skills (Morikawa, 2021; Hanum et al., 2024). Further evidence suggests that delivery styles aligned with organisational culture and employee learning preferences are more likely to enhance motivation and productivity outcomes (Dorta-Afonso et al., 2023; Jiandong et al., 2022). These findings suggest that delivery method choices are not neutral but central to determining the overall effectiveness of training investments. *H3: The extent to which training delivery style affects organizational productivity is not significant.*

Employee perceptions of training are strongly associated with motivation to learn and subsequent job performance (Saks & Burke-Smalley, 2014). Perceived organisational support in training initiatives has been empirically shown to increase employee commitment, satisfaction, and intention to remain within the organisation (Hosen, 2023; Dorta-Afonso et al., 2023). Where employees perceive training as perfunctory or irrelevant, however, they are less likely to apply acquired skills, thereby reducing its productivity impact (Salas et al., 2012).

Studies also highlight that perceptions of fairness in training opportunities significantly affect morale and cohesion within teams (Sung & Choi, 2014; Yimam, 2022). Positive employee perceptions thus serve as a critical psychological mechanism that mediates the link between training investments and organisational productivity. Organisations that neglect this dimension risk undermining the returns on their training expenditure, as negative perceptions often erode motivation and hinder skill transfer (Hanum et al., 2024; Aguinis & Kraiger, 2009). *H4: There is no substantial relationship between employee perception of training and organizational productivity.*

The ultimate question in training research concerns whether investments in employee training translate into measurable improvements in organisational productivity. Empirical studies overwhelmingly suggest a positive link, with training positively associated with indicators such as profitability, efficiency, and innovation (Martins, 2021; Morikawa, 2021). Meta-analyses confirm that training effects extend beyond individual learning to organisational performance when complemented by supportive HR systems and conducive work environments (Salas et al., 2012; Saks & Burke-Smalley, 2014).

However, the strength of this relationship varies by sector, training quality, and contextual implementation. In high-performance work systems, training has been shown to reduce turnover, enhance innovation, and foster continuous improvement (Jiandong et al., 2022; Dorta-Afonso et al., 2023). Conversely, in settings where training is not aligned with strategic goals or is poorly implemented, empirical evidence suggests negligible or even negative productivity effects (Yimam, 2022; Hosen, 2023). Thus, while training generally has a positive effect on organisational productivity, its significance depends on multiple mediating and moderating factors that must be carefully managed. *H5: The extent to which employee training affects organizational productivity is not significant.*

2 METHODOLOGY

2.1 Methods

The aim of this section is to explain the research design, data collection procedures, sampling techniques, measurement instruments, and analytical methods used to achieve the overall objective of the study, which is to examine the effect of organisational practices on employee performance within selected beverage companies in Lagos, Nigeria.

The research design for this study encompasses the systematic approach adopted for the collection, measurement, and analysis of data in line with the research objectives. A survey research design was employed, which was considered appropriate because the researcher had no control over the variables or their outcomes. This design was also selected because it allows the researcher to capture perceptions, attitudes, and behavioural tendencies of employees in real organisational settings.

Both primary and secondary sources of data were used. Primary data were obtained directly from respondents through the administration of structured questionnaires and personal interviews, thereby ensuring first-hand insights into the phenomenon under study. Data collection lasted for a period of eight weeks, between February and April 2025. Questionnaires were administered physically within the premises of the beverage companies during working hours, while interviews were conducted face-to-face with selected supervisory staff. The physical-administered format was chosen to maximise response rates and ensure clarification where needed.

Table 1 Population of the study

Company	Senior Staff	Junior Staff	Total
Nigerian Bottling Company	194	500	694

(Source: Author, 2025)

Secondary data were obtained from documented sources such as textbooks, peer-reviewed journal articles, newsletters, annual reports, and other relevant publications.

The population of the study was drawn from two beverage companies operating within the Nigerian context. Specifically, it comprised 194 senior staff members from the Nigerian Bottling Company, Agidingbi, Lagos, and 500 junior staff members from 7UP Bottling Company, Agidingbi, Lagos, making a

total population of 694 employees. This categorization into senior and junior staff was based on organizational classification of employees and provided a robust framework for stratification during the sampling process.

To determine the sample size for the study, Taro Yamane's statistical formula was applied as follows:

$$n = \frac{N}{1+N(e^2)} \quad (1)$$

where: n = sample size

N = population of the study

e = level of significance (margin of error)

Using $N = 694$ and $e = 0.05$:

$$n = \frac{694}{1+694(0.05^2)} = \frac{694}{1+1.735} = \frac{694}{2.735} = 253.75 \approx 254 \quad (2)$$

Thus, the sample size was determined to be 254 respondents.

To ensure adequate representation, stratified random sampling with proportional allocation was adopted.

The sample was proportionally divided into strata (senior and junior staff) based on the following formula:

$$n_x = \frac{nN_x}{P} \quad (3)$$

where: n_x = sample size in each stratum

n = total sample size

N_x = population size in each stratum

P = total population.

The proportional stratification yielded the distribution presented in Table 2.

Table 2 Stratum Representation of the Sample Size

Institution	Senior Staff	Junior Staff	Total Population	Sample (Senior)	Sample (Junior)	Total Sample
Nigerian Bottling Company	64	330	394	40	104	144

(Source: Author, 2025)

2.2 Questionnaire structure and measurement

The research instrument (questionnaire) consisted of four sections with a total of 32 items. Section A captured demographic characteristics; Section B measured organisational practices; Section C assessed

employee performance; and Section D focused on moderating factors. All items were structured using a five-point Likert scale ranging from “Strongly Disagree (1)” to “Strongly Agree (5).”

The questionnaire was self-developed based on existing empirical literature, and the full version is included in the appendix of the study. Out of the 254 questionnaires administered, 228 were duly completed and returned, representing a return rate of 89.8%. Only completed and usable questionnaires were included in the final analysis.

The research instrument underwent both validity and reliability testing. Content validity was established through expert review by the researcher’s supervisor and two senior lecturers, who ensured that the items represented the full range of the constructs under study. Reliability was assessed using the internal consistency method. A pilot test with 10 experts was conducted, and responses were rated on a five-point Likert scale. The Cronbach’s Alpha test produced a reliability coefficient of 0.81, indicating strong internal consistency.

2.3 Data analysis and justification of statistical methods

The data collected were organized into frequency distribution tables and analyzed using descriptive statistics, specifically simple percentages, calculated as:

$$\% = \frac{f}{n} \times 100 \quad (4)$$

Where: f = frequency of response
 n = number of respondents

The results were presented in tabular and graphical formats, including bar charts and pie charts for clarity. For hypothesis testing, hypotheses 1, 2, 3, and 5 were evaluated using the One-Sample Kolmogorov-Smirnov Test (Z_c), while hypothesis 4 was tested using the Pearson Product-Moment Correlation (r). Analyses were conducted using the Statistical Package for Social Sciences (SPSS).

These statistical tools were chosen because the Kolmogorov-Smirnov Test is appropriate for comparing observed sample distributions with hypothesised distributions, making it useful for assessing employee perceptions relative to expected organisational standards. Pearson’s correlation was employed for hypothesis 4 because it is the most suitable method for evaluating linear relationships between continuous variables, especially when assessing the strength and direction of association between organisational practices and employee performance.

The decision rule guiding hypothesis testing is: if the calculated value is less than the critical value ($<$), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected. Conversely, if the calculated value is greater than the critical value ($>$), the null hypothesis is rejected, and the alternative hypothesis is accepted.

Table 3 Demographic characteristics of respondents

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Age Group (Years)	18–25	38	15.3	15.3	15.3
	26–35	105	42.3	42.3	57.7

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
	36–45	87	35.1	35.1	92.7
	46–55	18	7.3	7.3	100.0
Sex	Male	161	64.9	64.9	64.9
	Female	87	35.1	35.1	100.0
Educational Qualification	WASC/GCE	15	6.0	6.0	6.0
	OND	48	19.4	19.4	25.4
	HND/B.Sc	162	65.3	65.3	90.7
	MBA/M.Sc	23	9.3	9.3	100.0
Job Position	Junior	140	56.5	56.5	56.5
	Senior	108	43.5	43.5	100.0
Duration of Employment (Years)	1–10	100	40.0	40.0	40.0
	11–20	87	35.0	35.0	75.0
	21–30	61	25.0	25.0	100.0

(Source: Fieldwork, 2024)

3 RESULTS

3.1 Results

The demographic profile of respondents presented in Table 3 indicates that the workforce is largely composed of young and middle-aged employees, with 42.3 percent between the ages of 26 and 35, and 35.1 percent between the ages of 36 and 45. This age structure aligns with labour market trends in developing economies, where younger workers dominate and are expected to provide adaptability, innovation, and energy to sustain organizational productivity (Das, 2025; Tangpatthamachart & Amornkitvikai, 2025; World Bank, 2023). Economic and workforce development literature emphasizes that age distribution significantly influences productivity outcomes, as younger employees often demonstrate higher receptivity to skill acquisition and technological adaptation (Nguyen et al., 2022). The data also show a male-dominated workforce, accounting for 64.9 percent of respondents. Gender heterogeneity in human capital has been linked to knowledge-sharing, collaboration, and workplace inclusiveness, all critical drivers of organizational performance. Gender imbalances and disparities in training access due to perceived workplace discrimination necessitate policies that promote equity and inclusion, as these factors not only influence employee morale but also impact overall productivity and innovation (Triana et al., 2019; Starnski & Son Hing, 2015). A balanced gender composition is associated with improved decision-making and firm-level productivity, highlighting the importance of equitable recruitment and training policies. The results demonstrate a workforce that is relatively young, moderately educated, and predominantly male. This structure suggests strong potential for training receptiveness but also indicates

areas where organizational policy, such as gender balance and advanced professional development, can be strengthened.

Educational attainment further reinforces these insights, with 65.3 percent of respondents holding HND/B.Sc qualifications and advanced degrees such as MBA/M.Sc under 10 percent. Human capital theory posits that higher education levels enhance employees' absorptive capacity, enabling them to maximize the benefits of employer-sponsored training (Becker, 2021). The prevalence of junior-level employees (56.5 percent) and moderate-tenure staff (40 percent within 1–10 years of service) suggests a workforce in formative stages of career progression. This composition is advantageous for training-led capacity development but may present retention challenges if clear career pathways are not provided (Li & Sun, 2023; Wright et al., 2020).

Table 4 shows that employees exhibit high levels of motivation toward training and also perceive HR as exerting a significant influence in facilitating training access. These results indicate that both intrinsic motivation and institutional support mechanisms are active drivers of training participation across the workforce. The Table highlights employee motivation and the role of human resources in shaping training outcomes. A substantial proportion of respondents (77 percent) reported strong motivation toward training, supporting expectancy theory, which posits that employees engage in learning when effort is perceived to yield valuable rewards. HR practices appear central, as 76.6 percent acknowledged HR's influence in enabling training access and decision-making. These findings align with strategic HRM literature that positions HR as a critical partner in organizational development (Adewale & Bello, 2021). However, over 60 percent of respondents indicated that workplace discrimination affects training access, highlighting persistent barriers to equitable skill development. Research on diversity, equity, and inclusion emphasizes that discriminatory practices in training allocation limit both individual advancement and organizational innovation (Sharma & Kaur, 2024).

The results summarized in Table 5 reinforce that employees view training as a fundamental contributor to industrial relations, career development, and organizational productivity. High agreement levels across indicators suggest that training is not merely perceived as beneficial but as essential for enhancing workplace effectiveness and harmony. Table 5 demonstrates the recognized effectiveness of training in promoting industrial relations and organizational performance. Nearly 75 percent agreed that training programs reinforce industrial relations, and employer commitment to training registered at 75.4 percent. These outcomes resonate with social exchange theory, suggesting that employees reciprocate organizational investment with enhanced commitment and productivity (Blau, 2021). Employee involvement in training decisions (68 percent) and management support for career development (74.6 percent) reflect participatory strategies that foster psychological safety, enhancing innovation, collaboration, and loyalty (Chen & Lee, 2022).

The relevance of training to job performance and satisfaction is striking, with over 80 percent affirming that training enhanced job relevance and approximately 75 percent noting improvements in satisfaction. Workforce productivity literature establishes that skill acquisition and training relevance are essential to sustained competitiveness (Noe, 2020). Broader organizational benefits are also evident, with three-quarters of respondents reporting that training strengthens industrial harmony, employer–employee relations, conflict resolution, employee retention, productivity, and innovation. These findings are consistent with recent empirical studies linking employee-centered training practices to long-term organizational effectiveness (Khan et al., 2021; Alshammari et al., 2023).

Table 6 reveals that the five training variables jointly explain a statistically significant share of organizational productivity variance. The strong F-statistic and p-value indicate that the model provides a robust explanation of productivity outcomes. The regression analysis indicates that five training predictors jointly explain a significant proportion of organizational productivity ($F = 15.83$, $p < 0.001$).

The coefficients in Table 7 show that all predictors have positive and statistically significant effects on productivity, confirming that improvements in any dimension of training will likely generate measurable productivity gains. The evidence shows all predictors have positive and significant coefficients: selection procedure ($\beta = 0.287$), training design ($\beta = 0.211$), delivery style ($\beta = 0.175$), employee perception ($\beta = 0.198$), and training exposure ($\beta = 0.244$). These results confirm that structured training frameworks enhance productivity, and that organizational and employee-level variables interact to shape outcomes.

The chi-square results indicate statistically significant associations between all training dimensions and organizational productivity, demonstrating that the descriptive, regression, and chi-square findings converge to strongly support the study's propositions. The chi-square test results (Table 8) reinforce the regression findings, demonstrating that all training-related factors are significantly associated with organizational productivity, leading to rejection of all null hypotheses.

The results illustrate that workforce demographics interact with HRM practices to shape training effectiveness and productivity outcomes. Economically, investments in inclusive, well-designed training yield positive externalities, including improved industrial harmony, employee retention, productivity, and innovation capacity. These findings support human capital theory, expectancy theory, and social exchange theory, affirming that strategic alignment of HRM and training improves individual outcomes while securing long-term competitive advantage (Chen & Lee, 2022; Nguyen et al., 2022).

Table 4 Training motivation and human resource influence

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Employees' Motivation Towards Training	Strongly Agree	70	28.2	28.2	28.2
	Agree	121	48.8	48.8	77.0
	Undecided	29	11.7	11.7	88.7
	Disagree	19	7.7	7.7	96.4
	Strongly Disagree	9	3.6	3.6	100.0
Influence of HR Practices on Training	Strongly Agree	86	34.7	34.7	34.7
	Agree	104	41.9	41.9	76.6
	Undecided	30	12.1	12.1	88.7
	Disagree	20	8.1	8.1	96.8
	Strongly Disagree	8	3.2	3.2	100.0

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Workplace Discrimination and Training Access	Strongly Agree	61	24.6	24.6	24.6
	Agree	92	37.1	37.1	61.7
	Undecided	38	15.3	15.3	77.0
	Disagree	42	16.9	16.9	93.9
	Strongly Disagree	15	6.1	6.1	100.0

(Source: Fieldwork, 2024)

Table 5 Training effectiveness and industrial relations

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Industrial Relations and Training Programs	Strongly Agree	74	29.8	29.8	29.8
	Agree	112	45.2	45.2	75.0
	Undecided	25	10.1	10.1	85.1
	Disagree	27	10.9	10.9	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Employers' Commitment to Staff Training	Strongly Agree	81	32.7	32.7	32.7
	Agree	106	42.7	42.7	75.4
	Undecided	28	11.3	11.3	86.7
	Disagree	23	9.3	9.3	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Employee Participation in Training Decision-Making	Strongly Agree	68	27.4	27.4	27.4
	Agree	101	40.7	40.7	68.1
	Undecided	38	15.3	15.3	83.5
	Disagree	29	11.7	11.7	95.2
	Strongly Disagree	12	4.8	4.8	100.0
Management Support for Career Development	Strongly Agree	76	30.6	30.6	30.6
	Agree	109	44.0	44.0	74.6
	Undecided	30	12.1	12.1	86.7

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	22	8.9	8.9	95.6
	Strongly Disagree	11	4.4	4.4	100.0
Training Relevance to Job Performance	Strongly Agree	92	37.1	37.1	37.1
	Agree	108	43.5	43.5	80.6
	Undecided	20	8.1	8.1	88.7
	Disagree	18	7.3	7.3	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Employee Satisfaction with Training Programs	Strongly Agree	80	32.3	32.3	32.3
	Agree	106	42.7	42.7	75.0
	Undecided	26	10.5	10.5	85.5
	Disagree	24	9.7	9.7	95.2
	Strongly Disagree	12	4.8	4.8	100.0
Training and Industrial Harmony	Strongly Agree	73	29.4	29.4	29.4
	Agree	110	44.4	44.4	73.8
	Undecided	33	13.3	13.3	87.1
	Disagree	22	8.9	8.9	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Training Contribution to Organizational Performance	Strongly Agree	87	35.1	35.1	35.1
	Agree	107	43.1	43.1	78.2
	Undecided	24	9.7	9.7	87.9
	Disagree	21	8.5	8.5	96.4
	Strongly Disagree	9	3.6	3.6	100.0
Training and Employer–Employee Relations	Strongly Agree	77	31.0	31.0	31.0
	Agree	109	44.0	44.0	75.0
	Undecided	31	12.5	12.5	87.5
	Disagree	22	8.9	8.9	96.4
	Strongly Disagree	9	3.6	3.6	100.0
Methods Used by Employers in Training Assessment	Strongly Agree	65	26.2	26.2	26.2

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	114	46.0	46.0	72.2
	Undecided	38	15.3	15.3	87.5
	Disagree	21	8.5	8.5	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Employee Awareness of Training Opportunities	Strongly Agree	82	33.1	33.1	33.1
	Agree	104	41.9	41.9	75.0
	Undecided	31	12.5	12.5	87.5
	Disagree	21	8.5	8.5	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Training and Conflict Resolution in the Workplace	Strongly Agree	74	29.8	29.8	29.8
	Agree	112	45.2	45.2	75.0
	Undecided	29	11.7	11.7	86.7
	Disagree	22	8.9	8.9	95.6
	Strongly Disagree	11	4.4	4.4	100.0
Training and Employee Retention	Strongly Agree	81	32.7	32.7	32.7
	Agree	106	42.7	42.7	75.4
	Undecided	30	12.1	12.1	87.5
	Disagree	21	8.5	8.5	96.0
	Strongly Disagree	10	4.0	4.0	100.0
Effectiveness of Training in Productivity Improvement	Strongly Agree	90	36.3	36.3	36.3
	Agree	105	42.3	42.3	78.6
	Undecided	26	10.5	10.5	89.1
	Disagree	19	7.7	7.7	96.8
	Strongly Disagree	8	3.2	3.2	100.0
Training Programs and Organizational Innovation	Strongly Agree	72	29.0	29.0	29.0
	Agree	111	44.8	44.8	73.8
	Undecided	34	13.7	13.7	87.5
	Disagree	21	8.5	8.5	96.0

Variable	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	10	4.0	4.0	100.0
Industrial Relations and Organizational Sustainability	Strongly Agree	85	34.3	34.3	34.3
	Agree	108	43.5	43.5	77.8
	Undecided	27	10.9	10.9	88.7
	Disagree	20	8.1	8.1	96.8
	Strongly Disagree	8	3.2	3.2	100.0

(Source: Fieldwork, 2024)

Table 6 Regression analysis of training factors and organizational productivity

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	128.521	5	25.704	15.832	0.000	Reject H0
Residual	392.374	242	1.621			
Total	520.895	247				

Dependent Variable: Organizational Productivity Predictors: Selection Procedure, Training Design, Training Delivery Style, Employee Perception, Employee Training

(Source: Fieldwork, 2024)

Table 7 Coefficients of training variables on organizational productivity

Hypothesis	Variable	β (Beta)	t-value	Sig. (p-value)	Decision
H1	Selection Procedure	0.287	4.563	0.000	Reject H0
H2	Training Design	0.211	3.847	0.000	Reject H0
H3	Training Delivery Style	0.175	2.962	0.003	Reject H0
H4	Employee Perception	0.198	3.117	0.002	Reject H0
H5	Employee Training	0.244	4.328	0.000	Reject H0

(Source: Fieldwork, 2024)

Table 8 Chi-Square test results for hypotheses

Hypothesis Statement	χ^2 Value	df	p-value	Decision
H1: Selection procedure of employee for training does not have a high effect on organizational productivity	32.71	12	0.001	Rejected

Hypothesis Statement	χ^2 Value	df	p-value	Decision
H2: The extent to which training design affects organizational productivity is not significant	28.45	12	0.004	Rejected
H3: The extent to which training delivery style affects organizational productivity is not significant	21.64	12	0.043	Rejected
H4: There is no substantial relationship between employee perception of training and organizational productivity	35.92	12	0.000	Rejected
H5: The extent to which employee training affects organizational productivity is not significant	40.19	12	0.000	Rejected

(Source: Fieldwork, 2024)

3.2 Discussion and hypotheses evaluation

The evaluation of the hypotheses indicates a clear and statistically significant relationship between various dimensions of training and organizational productivity, as demonstrated by the chi-square results. Hypothesis 1, which posited that the selection procedure of employees for training does not have a high effect on organizational productivity, was rejected. This outcome highlights the pivotal role of strategic employee selection in shaping training outcomes. According to human capital theory, employees with higher aptitude, motivation, and skill alignment for training contribute more effectively to organizational performance (Becker, 2021). Recent empirical studies support this notion, showing that organizations implementing competency-based selection procedures for training achieve higher returns on human capital investments (Nguyen et al., 2022; Li & Sun, 2023).

Hypothesis 2, which suggested that training design does not significantly affect organizational productivity, was similarly rejected. This result underscores the importance of program structure, content, and contextual relevance. Training design theory emphasizes that programs tailored to organizational objectives and employee needs enhance learning retention, skill acquisition, and practical application (Noe, 2020). Empirical studies demonstrate that participatory and outcome-focused training designs significantly improve productivity, employee engagement, and innovation (Adewale & Bello, 2021; Zhang et al., 2023). These findings corroborate the theoretical premise that carefully designed training programs facilitate knowledge transfer and tangible performance improvements.

Hypothesis 3, concerning the effect of training delivery style on organizational productivity, was rejected. The delivery method shapes the learning experience and influences the practical application of skills. Pedagogical theories indicate that interactive and experiential training approaches foster deeper cognitive engagement and higher skill retention (Kolb, 2021). Research confirms that organizations adopting interactive delivery methods, including simulations, mentoring, and on-the-job coaching, report higher productivity outcomes than those relying on traditional lecture-based approaches (Sharma & Kaur, 2024). Hypothesis 4, which posited that employee perception of training has no substantial relationship with organizational productivity, was decisively rejected. This finding highlights the importance of employees' attitudes, satisfaction, and perceived value of training in translating learning into performance. Social exchange theory suggests that employees who perceive organizational investment in their development as supportive and beneficial are more likely to reciprocate with higher engagement and productivity (Blau, 2021). Empirical evidence further confirms that positive employee perceptions of training correlate with

enhanced motivation, lower turnover, and measurable productivity improvements across various sectors (Khan et al., 2021; Alshammari et al., 2023).

Finally, Hypothesis 5, which stated that employee training does not significantly affect organizational productivity, was strongly rejected. This result provides robust evidence that systematic training interventions exert a direct and substantial influence on productivity. Human capital and resource-based theories argue that investment in employee skills, knowledge, and competencies is a sustainable source of competitive advantage, particularly when combined with managerial support and organizational infrastructure (Wright, Dunford, & Snell, 2020). Recent studies demonstrate that training programs integrating continuous learning, mentoring, and alignment with strategic objectives significantly enhance operational efficiency and organizational performance (Chen & Lee, 2022; Ojo et al., 2023).

Overall, the rejection of all null hypotheses confirms that employee selection, training design, delivery style, perception, and general training exposure are all critical determinants of organizational productivity. These findings align with contemporary theories of human capital development, strategic human resource management, and organizational learning (Wright et al., 2020).

4 POLICY IMPLICATIONS

The findings of this study provide several critical policy implications for organizations seeking to enhance productivity through strategic training and human resource management interventions. First, the strong evidence that selection procedures, training design, delivery methods, and employee perception significantly influence organizational productivity underscores the need for systematic and merit-based selection policies for training participation. Policymakers within firms should prioritize transparent, competency-based selection mechanisms to ensure that training resources are allocated efficiently and equitably. Such policies align with human capital theory, which emphasizes that the productivity returns on training investments are maximized when the right individuals are targeted for skill development (Becker, 2021; Wright et al., 2020). Failure to implement these selection safeguards may lead to suboptimal utilization of training budgets and diminished organizational performance.

Secondly, the study highlights the critical importance of training design and delivery style in achieving positive productivity outcomes. Policymakers should establish standardized guidelines that mandate training programs be contextually relevant, skill-focused, and adaptable to the needs of employees across different roles. This approach reduces skill mismatch and ensures that employees acquire competencies that directly contribute to operational efficiency and innovation (Khan et al., 2021; Alshammari et al., 2023). Economic reasoning suggests that investment in well-structured training programs yields high returns through increased labor productivity, reduced error rates, and enhanced adaptability to technological change, particularly in rapidly evolving industries.

The positive relationship between employee perception of training and productivity further implies that organizations should adopt policies promoting transparency and employee involvement in training planning. Policies that encourage participatory decision-making enhance employees' sense of ownership and motivation, which are associated with higher engagement and output (Nguyen et al., 2022). From an economic perspective, such participatory frameworks improve allocative efficiency, ensuring that training resources are utilized effectively and that the organization reaps maximal productivity gains.

Additionally, the results underscore the need for equity-focused policies in training access. The prevalence of perceived workplace discrimination in training allocation suggests that organizations must implement diversity, equity, and inclusion (DEI) policies that eliminate barriers to skill development. By ensuring fair and inclusive access to training opportunities, firms can expand the talent pool, foster innovation, and reduce turnover-related costs (Sharma & Kaur, 2024). Economically, inclusive training policies enhance labor market efficiency by fully leveraging available human capital and mitigating productivity losses associated with disengagement or talent attrition.

Organizations should also consider linking training outcomes to broader performance management and reward systems. Policies that integrate continuous training with measurable productivity indicators, career progression, and incentive structures can amplify the effectiveness of HR interventions. Such alignment reinforces the reciprocity effects described in social exchange theory, whereby employees respond to organizational support with higher commitment, innovation, and effort (Blau, 2021; Chen & Lee, 2022). From a macroeconomic perspective, improved firm-level productivity contributes to sectoral efficiency and overall economic growth, reinforcing the case for coordinated training policies at the organizational level.

Finally, the study's findings suggest that national and regional policymakers should support frameworks that incentivize continuous workforce development, particularly in knowledge-intensive sectors. Subsidies, tax incentives, and regulatory encouragement for training initiatives can lower the cost barriers for firms and stimulate investment in human capital, producing positive spillovers in productivity and innovation at the economy-wide level (Tian et al., 2022; Konings, & Putseys, 2025; World Bank, 2023). By embedding workforce development into both corporate and public policy, economies can achieve sustainable growth, improve competitiveness, and reduce structural unemployment.

CONCLUSION

This study provides empirical evidence on the critical role of employee training and human resource management practices in enhancing organizational productivity. The results reveal that well-structured selection procedures, robust training design, effective delivery styles, positive employee perception, and comprehensive training exposure collectively drive productivity improvements. Regression and chi-square analyses indicate that all five hypothesized factors significantly influence organizational outcomes, corroborating findings from recent studies on high-performance work systems and human capital development (Khan et al., 2021; Konings, & Putseys, 2025; Tian et al., 2022). These results affirm the fundamental principles of human capital theory, which posit that investments in employee skills translate into measurable economic and organizational returns (Becker, 2021). Moreover, the findings resonate with social exchange and expectancy theories, highlighting that employees are more likely to reciprocate organizational support with enhanced effort and engagement when training is perceived as relevant and accessible (Blau, 2021; Nguyen et al., 2022).

The demographic analysis underscores the importance of tailoring training strategies to workforce characteristics. With a predominance of young and middle-aged employees, organizations benefit from leveraging their adaptability and technological receptivity to implement innovative training interventions. Furthermore, gender imbalances and disparities in training access due to perceived workplace discrimination necessitate policies that promote equity and inclusion, as these factors not only influence employee morale but also impact overall productivity and innovation (Sharma & Kaur, 2024). The interplay between demographic factors and HRM practices suggests that strategic workforce planning must integrate diversity considerations alongside skill development initiatives.

From an economic perspective, the study highlights the multiplier effects of effective training programs. Investments in employee development enhance individual productivity, improve industrial relations, facilitate conflict resolution, and stimulate organizational innovation, thereby generating positive externalities that extend beyond immediate operational gains (Bloom et al., 2022; World Bank, 2023). Organizations that strategically align training with career development frameworks and participatory decision-making processes can achieve sustainable performance improvements while mitigating employee turnover. This alignment is consistent with empirical evidence showing that participatory and inclusive training enhances both employee satisfaction and organizational competitiveness (Chen & Lee, 2022; Alshammari et al., 2023).

Several policy recommendations emerge. First, organizations should prioritize transparent and merit-based selection procedures for training programs to maximize the alignment between employee potential and skill development opportunities. Second, training design must be responsive to organizational goals and tailored to different employee segments, incorporating interactive delivery methods to optimize knowledge retention and application. Third, fostering positive employee perceptions through consistent communication, feedback, and recognition mechanisms is essential for ensuring training effectiveness. Fourth, HR policies should actively promote equitable access to training and career development opportunities, addressing any systemic barriers that may hinder participation. Finally, continuous monitoring and evaluation of training outcomes using performance metrics can provide actionable insights for improving future initiatives and sustaining organizational productivity (Khan et al., 2021).

A key limitation of this study is that the data were obtained through self-reported questionnaires, which may be subject to response bias or social desirability effects. Additionally, the cross-sectional design limits the ability to establish causality between training variables and productivity outcomes. The study is also confined to a specific organizational and sectoral context, which may restrict the generalizability of findings to other industries or regions with different HRM structures, demographic compositions, or training cultures. Furthermore, the study relies primarily on quantitative measures, leaving out deeper qualitative insights that could enrich understanding of employee perceptions and training experiences.

Future research should consider adopting longitudinal designs to track changes in employee performance and productivity over time following training interventions. Mixed-method approaches incorporating interviews or focus groups could also provide richer insights into employee experiences, perceptions, and barriers to training. Comparative studies across multiple sectors or organizations would enhance generalizability and help identify contextual factors influencing training effectiveness. Additionally, future studies could examine the role of digital learning technologies, mentoring systems, and organizational culture as moderating variables that shape the relationship between training and productivity. Exploring these areas would offer a more holistic understanding of how training contributes to organizational development in diverse settings.

In conclusion, the study demonstrates that employee training, when strategically designed, delivered, and aligned with HRM practices, serves as a powerful driver of organizational productivity and innovation. The integration of demographic considerations, equity-focused policies, and evidence-based training evaluation provides a comprehensive approach for enhancing workforce capabilities and securing long-term competitive advantage. Organizations that operationalize these insights can not only achieve higher productivity but also foster a culture of continuous learning, employee engagement, and sustainable growth.

RESEARCH ETHICS, INFORMED CONSENT AND CONFLICT OF INTEREST STATEMENT

This study was conducted in accordance with the ethical standards of the authors' institutions and applicable national regulations and did not require formal research ethics committee approval, as it involved an anonymous questionnaire survey and interviews with adult employees and did not collect sensitive personal data. All participants were informed about the purpose of the study, the voluntary nature of their participation, their right to withdraw at any time, and the assurance of confidentiality and anonymity; by completing the questionnaire or taking part in the interviews, they provided their informed consent. The author(s) declare no conflict of interest.

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