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## **“TRAINING AND LEARNING ACTIVITIES AND THEIR IMPACT ON EMPLOYEE’S PRODUCTIVITY”**

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### **Abstracts**

In current days employee training and learning is a consider as important element in enhancing employee productivity within associations. Training refers to the methodical process of conducting knowledge, chops, and capabilities to workers, enabling them to perform their job places effectively. The objective of the study is to identify the association among the constructs. The study employed random sampling to select 150 respondent, with data measured on a Likert scale. The researchers used SPSS for statistical analysis to ensure the accuracy and robustness of the study's results. Hence, the study's provided positive insights among the constructs and it is fruitful for organizations

**Key words:** training & learning, productivity

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### **1.1 Conceptual Framework**

Employee training is a pivotal element in enhancing hand productivity within associations. Training refers to the methodical process of conducting knowledge, chops, and capabilities to workers, enabling them to perform their job places effectively( Blanchard & Thacker, 2020). Structured training programs and conditioning are designed to address specific learning requirements and ameliorate hand capabilities. These programs can take colorful forms, including classroom sessions, shops, online courses, on- the- job training, mentoring, and coaching. According to exploration by Noe( 2017), well- designed and effectively enforced training programs appreciatively impact hand performance and productivity. likewise, they also contribute to advanced job satisfaction and provocation, leading to increased organizational commitment( Blanchard & Thacker, 2020). therefore, hand training plays a critical part in fostering nonstop literacy and skill development among workers, eventually perfecting their productivity and organizational performance. Also, Employee training is a multifaceted process that involves equipping workers with the knowledge, chops, and capabilities needed to perform



their job places effectively and efficiently (Blanchard & Thacker, 2020). It begins with a thorough requirements analysis to identify the specific training conditions of workers grounded on their job liabilities and organizational pretensions. This analysis helps in determining the content, styles, and duration of the training programs. Training programs can take colorful forms. Classroom sessions and shops give a structured literacy terrain where workers can admit instruction, share in conversations, and engage in hands-on conditioning. Online courses offer inflexibility and availability, allowing workers to learn at their own pace and convenience. On-the-job training enables workers to acquire chops and knowledge while performing their factual job tasks, easing immediate operation and skill transfer( Tracey et al., 2019). Mentoring and coaching give substantiated guidance and support to workers, promoting skill development and nonstop literacy.

Effective training programs have a direct impact on employee productivity. They enhance job-related knowledge, task proficiency, and technical skills, enabling employees to perform their duties with confidence and competence (Noe, 2017). As employees become more skilled and knowledgeable, they can complete tasks more efficiently, leading to increased productivity levels. Additionally, training programs contribute to employee motivation and job satisfaction. When employees feel supported and empowered through training initiatives, they are more likely to be engaged, committed, and motivated in their work (Blanchard & Thacker, 2020). This positive attitude and engagement further enhance productivity and overall performance.

As a result, employee training is a comprehensive process that incorporates a variety of learning strategies, structured programs, and needs assessments. It upgrades representative efficiency by further developing position related information, abilities, and inspiration. Compelling preparation programs furnish representatives with the fundamental capacities as well as add to higher work fulfillment and responsibility, eventually prompting expanded efficiency and authoritative achievement.

Employee productivity is directly impacted by learning activities, which are essential for fostering ongoing learning and skill development. These exercises go past conventional preparation programs and include a more extensive scope of approaches that advance information securing and expertise upgrade.

Self-directed learning, attending workshops or seminars, working as a job shadow, participating in cross-functional projects, participating in mentoring programs, and working together to solve problems are all examples of learning activities. These exercises furnish workers with potential chances to gain new information, gain from friends and coaches, and apply their learning in reasonable settings.



At the point when workers participate in learning exercises, they extend their insight base, gain new viewpoints, and foster basic abilities that can emphatically affect their work execution. According to Hase & Kenyon (2013), self-directed learning, for instance, enables employees to take control of their own learning journey and pursue topics that are relevant to their professional development. Employees are exposed to a variety of aspects of the organization through cross-functional projects and job shadowing, fostering a deeper comprehension of business procedures and teamwork (Colquitt et al., 2019).

Participating in learning activities also encourages innovation and ongoing improvement within the organization. Employees become more efficient and effective in their roles as they acquire new knowledge and skills. According to Davenport (2013), they are better equipped to identify and implement process enhancements, creatively resolve issues, and contribute to the organization's overall productivity and competitiveness.

In addition, employee engagement and job satisfaction are aided by learning activities. According to Latham & Pinder (2005), employees are more motivated and committed when they are provided with opportunities for growth and development. This makes them feel appreciated and supported by the organization. Engaged workers are more likely to put in time and effort for their jobs, which leads to increased output.

In conclusion, employees can engage in ongoing learning, skill development, and learning through learning activities. By growing their insight and upgrading their abilities, representatives are better prepared to play out their work liabilities really, add to handle enhancements, and drive authoritative efficiency and development.

The level of output and efficiency with which employees carry out their duties within an organization is referred to as employee productivity. It is an essential figure deciding the general execution and progress of an organization. Productivity among employees can be influenced by a number of factors:

**Competencies and abilities:** Productivity is more likely among employees who possess the necessary competencies, knowledge, and skills. Employees can learn and improve the skills they need to do their jobs well through effective training and development programs (Noe, 2017). Consistent mastering drives and open doors for ability improvement add to further developing efficiency by staying up with the latest with industry patterns and best practices.

**Engagement and drive:** Propelled and drawn in representatives are bound to be useful. Factors like acknowledgment, testing work, profession learning experiences, and a positive workplace can improve representative inspiration (Deci and Ryan, 2000). Productivity can also be increased by providing employees with a sense of purpose and autonomy in their work (Pink, 2009).

Drawing in workers through customary criticism, objective setting, and including them in dynamic cycles can cultivate a feeling of pride and responsibility.

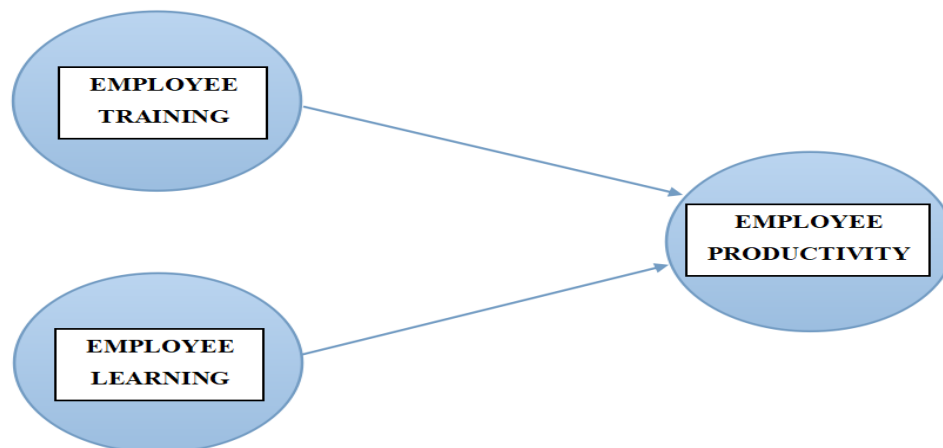
**Workplace:** The physical and mental workplace fundamentally impacts representative efficiency. Effective work processes are made possible by a well-designed workspace, the appropriate tools, and equipment (Richardson, 2019). By creating a supportive and conducive work environment, a positive organizational culture that encourages collaboration, communication, and teamwork can also boost productivity.

**Balance between fun and serious activities:** For long-term employee productivity to be maintained, it is essential to maintain a healthy work-life balance. Employee productivity tends to be higher at companies that prioritize employee well-being by supporting employee wellness programs, promoting work-life balance initiatives, and offering flexible work schedules (OECD, 2019).

**Effective Leadership:** Strong leadership is critical to increasing staff productivity. Effective leaders provide clear goals, provide advice, and support to employees, and ensure they have the resources they need to do their jobs effectively (Avolio & Yammarino, 2013). They foster a healthy work environment, motivate their team members, and set a good example.

As a result, a variety of factors influence employee productivity, including skills and competences, motivation and engagement, work environment, work-life balance, and successful leadership. Organisations can improve employee productivity and overall performance by addressing these variables and providing an atmosphere that promotes employee development and well-being.

### **Conceptual Model**





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## **1.2 Review of literature**

### **Employee Training and Employee Productivity**

Employee training is an important component of organisational development, with several studies demonstrating its positive impact on employee productivity. Numerous studies have shown significant evidence to demonstrate the positive association between employee training and productivity. According to Saks and Belcourt (2006), effective training programmes considerably improve employee skills, knowledge, and job-related competences, ultimately leading to higher levels of productivity. Employees who obtain job-specific training are better equipped to complete their responsibilities efficiently and effectively (DeSimone et al., 2015). A meta-analysis undertaken by Colquitt et al. (2000) discovered a high positive association between training efficacy and employee performance.

Training has an impact on productivity that is not confined to specific sorts of talents. Blume et al. (2010) did a thorough analysis of training interventions and concluded that both technical and soft skills training help to boost employee productivity. Technical skills training focuses on improving job-specific competencies, such as operating machinery or using software systems, whereas soft skills training, such as communication and leadership development, focuses on improving interpersonal abilities, which are essential for effective collaboration and teamwork.

Additionally, training programs that incorporate opportunities for practice and feedback enhance the training's positive impact on productivity. DeSimone et al. (2015) emphasize the significance of providing employees with practical experiences and helpful feedback to reinforce their learning and skill development. Employees who are able to put their newly acquired knowledge to use in real-world situations are more competent and productive as a result of such training programs. It is important to keep in mind that the relevance of training content, the quality of instruction, and the transfer of knowledge to the workplace all play a role in how effective training programs are. Consequently, associations need to guarantee that preparing drives are very much planned, lined up with work prerequisites, and upheld by a favorable learning climate to expand their effect on efficiency. In synopsis, a solid group of writing upholds the positive connection between representative preparation and efficiency. Employee productivity is increased when training programs address job-specific skills, incorporate practice and feedback, and offer opportunities to develop both technical and soft skills. Companies can give their employees the knowledge and skills they need to do their jobs well by investing in comprehensive and well-designed training programs. This will ultimately increase productivity and help the company succeed.



Chen et al. (2019) investigated the effect of training on staff productivity in the hospitality business. The findings demonstrated a link between training programmes and increased employee productivity. Employees that got extensive training in customer service skills and job-specific competences, in particular, displayed higher levels of productivity in their work positions.

Hsu et al. (2018) evaluated the effects of training on employee productivity in the manufacturing sector in their study. Training programmes concentrating on technical skills, problem-solving ability, and teamwork considerably boosted staff productivity, according to the findings. The study also emphasised the need of offering ongoing training opportunities in order to maintain productivity increases over time. Chiaburu and Harrison (2008) investigated the function of training in enhancing employee task competency and its impact on productivity. Employees that received intensive training not only displayed higher task competency but also boosted productivity levels, according to the data. To maximise productivity gains, the study emphasised the necessity of specialised training programmes that correspond with specific job requirements.

Kirkpatrick and Kirkpatrick (2006) developed the well-known Kirkpatrick's model of training assessment, which defines four levels of training evaluation: reaction, learning, behaviour, and results. The model emphasises the significance of evaluating training outcomes at each level, particularly the effect on employee productivity (results level). Organisations can acquire insights into the direct relationship between training and productivity by measuring training effectiveness using this model. Jehanzeb et al. (2017), on the other hand, studied the effect of motivation as a moderator in the relationship between training and employee productivity. The findings demonstrated that training programmes improved employee motivation, which in turn increased production. This study focuses on the indirect effect of training on productivity via motivational factors.

These studies support the premise that staff training improves productivity by improving skills, knowledge, task proficiency, and motivation. They emphasise the importance of tailored, ongoing training programmes that are matched with employment requirements in order to maximise productivity improvements. Furthermore, assessing training results and comprehending mediating factors such as motivation provide vital insights into the mechanisms through which training influences productivity.

### **Employee Learning and Employee Productivity**

Grant and Ashford (2008) conducted a study to investigate the impact of staff learning on job performance. Employees that participate in continuous learning activities have higher levels of task performance and job productivity, according to the research. According to the report, it is



critical to create a learning-oriented work atmosphere that encourages people to seek out and participate in learning opportunities. Marescaux et al. (2019) investigated the influence of learning agility in increasing employee productivity in a study. The ability to learn fast, adapt to new settings, and apply knowledge successfully is referred to as learning agility. The findings revealed a favourable association between learning agility and employee productivity, emphasising the significance of instilling a learning attitude in employees.

As indicated by Jiang and Probst (2016) investigated the effect of independent learning on representative efficiency. Individuals who engage in self-directed learning seek out opportunities to acquire new knowledge and skills and take ownership of their learning process. Employees who actively participate in self-directed learning activities are more likely to demonstrate higher levels of productivity, as the findings demonstrated a positive relationship between self-directed learning and employee productivity. DeRue et al.'s research (2012) looked into the effect of job-related experiences on productivity and performance of employees. The review uncovered that workers who take part in testing tasks, various work jobs, and experiential learning valuable open doors show more elevated levels of errand execution and generally speaking efficiency. In order to boost productivity, the authors emphasized the significance of providing employees with diverse and challenging learning opportunities. Wang et al.'s investigation (2017) looked at how employee learning satisfaction acts as a mediator between productivity and employee learning. The discoveries exhibited that learning fulfillment somewhat intercedes the positive connection among learning and efficiency, recommending that workers who see their opportunities for growth as fulfilling are bound to make an interpretation of their learning into further developed efficiency. These investigations feature the critical effect of representative learning on efficiency. In order to increase employee productivity, they emphasize the significance of fostering learning agility, encouraging self-directed learning, providing challenging work experiences, and ensuring learning satisfaction. A meta-analysis of the effects of training and development on individual and team performance was carried out in 2002 by Bell and Kozlowski. The outcomes of employee productivity were found to have a positive correlation with learning interventions. The review featured the significance of giving representatives preparing potential open doors that upgrade their insight, abilities, and capacities to work on generally speaking efficiency.

In a study by Tannenbaum et al. (2010), the researchers investigated the impact of formal training and informal learning on employee performance and productivity. The results demonstrated that both formal training programs and informal learning experiences contribute significantly to employee productivity. The study emphasized the need to consider a combination of structured training initiatives and informal learning opportunities to maximize productivity outcomes. Research by Allen and Mayfield (2016) explored the relationship between continuous learning and employee productivity in a technology-driven work environment. The study found that employees who engage in continuous learning activities, such as attending conferences,



participating in online courses, and seeking new knowledge, demonstrate higher levels of productivity. The authors highlighted the importance of creating a learning culture that supports continuous learning initiatives to enhance employee productivity. A study by van Woerkom and Croon (2016) examined the relationship between self-directed learning, employee engagement, and job performance. The findings indicated that employees who actively engage in self-directed learning activities demonstrate higher levels of engagement and subsequent job performance. The study emphasized the role of self-directed learning in fostering employee productivity.

Gong et al. (2019) explored the impacts of team learning on team performance and productivity in their study. The study discovered a link between team learning behaviours like information sharing, reflective discussion, and collective sensemaking and team productivity. The study emphasised the need of fostering a learning-oriented team atmosphere in order to increase collective output. These studies emphasise the significance of employee learning in driving productivity. They emphasise the positive influence on employee productivity of training interventions, formal and informal learning opportunities, continuous learning efforts, self-directed learning, and team learning behaviours. Organisations can effectively boost employee productivity by promoting a learning culture and providing opportunities for continual skill development.

### **1.3 Rational of study**

The In today's fast changing and competitive business scene, organisations recognise the important role of employee training and development in increasing staff productivity. Training programmes and learning activities have the ability to provide employees with the information, skills, and competences they need to do their jobs more successfully and efficiently. Identifying the connection between employee training, learning, and productivity is critical for organisations to make educated choices and make investments in their human resource development initiatives. Employee training and learning in relation to productivity research can help organisations understand the efficiency of their training programmes. Organisations can evaluate the return on investment in training programmes and find areas for improvement by examining the impact of training interventions on employee productivity. This intelligence can assist organisations in designing and delivering training programmes that are tailored to specific skill gaps and performance needs, hence increasing staff productivity.

Finally, doing research on employee training, learning, and its impact on employee productivity is critical for organisations looking to optimise their human resource development plans. The insights can help to guide decision-making, improve training programme design, foster a learning culture, and contribute to organisational success.





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## 1.4 Objectives of study

- The objective of the study to identify the relation among employee training and employee productivity
- The objective of the study to identify the relation among employee learning and employee productivity

## 1.5 Hypothesis of study

H0: There is no positive relationship between employee training and employee productivity.

H1: There is a positive relationship between employee training and employee productivity.

H0: There is no positive relationship between employee learning and employee productivity.

H2: There is a positive relationship between employee learning and employee productivity.

## 2. Research Methodology

**2.1 The Study:** The purpose of this study is to look into the effect of employees training and learning on employees productivity. It collects and analyses data from a sample of employees in diverse organisations using a method known as quantitative research.

### 2.2 Sample Design:

**2.2.1 Population:** Employees in the IT industries are the target population for this study. Employees from various employment levels and departments may be included.

**2.2.2 Sample Frame:** The sample frame is a list of all the organisations and employees who may be included in the study. It is available from a variety of sources, including professional networks, industry groups, and personnel databases.

**2.2.3 Sampling Technique:** A suitable random sampling technique, will be employed to ensure the Representative of the sample.

**2.2.4 Sampling Size:** 150 sample size was determined based on statistical considerations, such as the desired level of precision and confidence level.

**2.4 Tools used for Data Collection:** A structured questionnaire will be created to collect data for this investigation. The questionnaire will include questions about training for employees, learning activities, and productivity. It is possible that the questionnaire will include demographic data in order to collect relevant human and organisational factors. Blanchard, P. N., and J. W. Thacker (2020), Noe, R. A. (2017), Colquitt, J. A., LePine, J. A., and Wesson, M. J.



**2.4 Tool used for Data Analysis:** The collected data will be analysed using SPSS and relevant statistical techniques. To summarise the data, descriptive statistics such as frequencies and percentages were employed. A reliability analysis evaluates a measurement scale's consistency and stability. The relationship between two or more variables is investigated using correlation analysis. Regression analysis, on the other hand, determines the relationship between one or more independent variables and a dependent variable.

### 3.1 Result and Discussion

#### Descriptive statistics

The process of summarising and evaluating data in order to gain insights and define the major characteristics of a data collection is referred to as descriptive analysis. It entails organising, presenting, and analysing data in an understandable and useful manner. The goal of descriptive analysis is to produce a clear and simple description of the data, helping researchers, analysts, and decision-makers to grasp the important patterns, trends, and distributions within the data set.

**Table 1: Descriptive Statistics Measurement**

S.NO	VARIABLES	CLASSIFICATIONS	FREQUENCY	PERCENTAGE
1	Gender	Male	78	52
		Female	72	48
		<b>Total</b>	150	100
2	Age	20 - 35	43	28
		36 - 55	56	37
		56 above	51	34
		<b>Total</b>	150	100
4	Experience	Below 10 years	39	26
		11 - 25 years	50	33
		Above 25 years	61	41
		<b>Total</b>	150	100



Information on the distribution of respondents according to gender, age, and experience is provided in table 1. Out of the total 150 respondents, 78 (52 percent) identified as male and 72 (48 percent) as female. Moving on to the respondents' ages, 43 (28%) were between the ages of 20 and 35, 56 (37%) were between the ages of 36 and 55, and 51 (34%) were at least 56 years old. When looking at the distribution of experience, 39 respondents (26 percent) said they had less than 10 years of experience, 50 respondents (33 percent) had 11 to 25 years of experience, and 61 respondents (41 percent) had more than 25 years of experience. The proportions and classifications within each category of gender, age, and experience are highlighted in these tables, which provide insights into the demographic characteristics of the individuals who were surveyed.

It is essential to measure the reliability of a tool's or questionnaire's results when conducting research or evaluation. The reliability and consistency of these results can be assessed using reliability statistics. One such measurement is Cronbach's Alpha, which surveys interior consistency, while test-retest dependability evaluates the steadiness of estimations after some time. These actions guarantee that the information acquired from such devices can be relied upon to give exact and predictable outcomes. To increase the accuracy and reliability of your data, think about incorporating reliability statistics into your research methods.

**Table 2: Reliability Statistics Measurement**

<b>Constructs</b>	<b>Cronbach's Alpha</b>	<b>No of items</b>
Employee Productivity	0.944	7
Employee Training	0.924	4
Employee Learning	0.908	4

The values of Cronbach's Alpha as well as the number of items for three distinct constructs are shown in table 2. worker efficiency, representative preparation, and representative learning.

Right off the bat, the develop of worker efficiency exhibits an elevated degree of interior consistency with a Cronbach's Alpha worth of 0.944. This suggests that the seven items in this construct, which are all closely related to one another, provide accurate measurements of employee productivity. Second, the construct of employee training has a Cronbach's Alpha value of 0.924, which indicates that it is highly consistent internally. The high Cronbach's Alpha value of these four items suggests that they are closely related and provide accurate measurements of



employee training. Last but not least, the construct of employee learning has a Cronbach's Alpha value of 0.908, which indicates that there is a significant amount of internal consistency. This develop incorporates 4 things that are interrelated and give solid estimations of representative learning.

Scales and questionnaires' internal consistency and reliability are frequently evaluated using Cronbach's Alpha. Higher Cronbach's Alpha values mean that the items in the constructs are consistently measuring the intended constructs. This indicates that the internal consistency of the constructs is higher. Thusly, in light of the gave Cronbach's Alpha qualities, each of the three builds of worker efficiency, representative preparation, and worker learning areas of strength for exhibit consistency and dependability.

Correlation analysis, which measures how changes in one variable are connected to changes in another, is another valuable statistic for analysing the relationship between variables. The correlation coefficient, which ranges from -1 to +1, represents the strength and direction of the link. A positive correlation indicates that both variables rise concurrently, a negative correlation indicates that one variable increases while the other drops, and a correlation of 0 indicates that there is no relationship. Correlation analysis is frequently utilised in several fields to understand correlations and patterns between variables. To improve the dependability and correctness of your data, consider incorporating reliability statistics, such as correlation analysis, into your research procedures.

**Table 3: Correlation Analysis in relation among Employee Training and Employee Productivity**

		Employee Training	Employee Productivity
Employee Training	Pearson Correlation	1	.730**
	Sig. (2-tailed)		.000
	N	150	150
Employee Productivity	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.000	
	N	150	150
** Correlation is significant at the 0.01 level (2-tailed).			



Employee training and employee productivity have a significant and strong positive link, according to the correlation analysis table, with a Pearson correlation coefficient of 0.730. This indicates that there is a significant relationship between both variables, and higher levels of employee training can be connected to improved productivity within an organisation. The significance level of 0.000 shows that this connection is statistically significant at the 0.01 level, implying that the relationship observed was not caused by chance exclusively. Finally, it can be concluded that staff training is a critical aspect in increasing employee productivity.

**Table 4: Correlation Analysis in relation among Employee Learning and Employee Productivity**

		Employee Learning	Employee Productivity
Employee Learning	Pearson Correlation	1	.708**
	Sig. (2-tailed)		.000
	N	150	150
Employee Productivity	Pearson Correlation	.708**	1
	Sig. (2-tailed)	.000	
	N	150	150
** Correlation is significant at the 0.01 level (2-tailed).			

The Pearson correlation coefficient of 0.708 indicates a high positive link between employee learning and employee productivity in the correlation study table 4. This implies that the two variables have a significant association, which is corroborated by the statistically significant Sig. value of 0.000 at the 0.01 level. This means that as employee learning improves, employee productivity improves as well. Thus, investing in employee development programmes might have a favourable impact on overall productivity. For both variables, this data is based on a sample size of 150 data points. In conclusion, the outcomes of this correlation research highlight the importance of organisations prioritising staff learning programmes in order to increase workplace productivity.

**Regression Analysis**

Regression analysis is a powerful statistical tool for determining the relationship between dependent and independent variables. It enables us to forecast and assess the effect of changes in independent factors on the dependent variable. Regression analysis is widely used in many domains for modelling and predicting. It also aids in comprehending the relationships between



various variables. Based on the data acquired, we can make accurate choices and observations using regression analysis.

**Table 5: Regression Analysis on Employee Training and its impact on Employee Productivity**

Model Summary				Anova		Coefficient		Null Status
Model Summary	Dependent Variable	R	R Square	F	Sig.	t	Sig.	
1	Employee Productivity	0.730	0.532	102.453	0	10.122	0	Rejected

The regression model summary shows a somewhat favourable association between the independent variables and employee productivity, with a multiple correlation coefficient (R) of 0.730 and a coefficient of determination (R Square) of 0.532. According to the ANOVA analysis, the model is statistically significant, indicating that at least one independent variable influences employee productivity. The regression coefficient is statistically significant, showing that it affects employee productivity significantly. As a result, the null hypothesis of no positive association between employee training and employee productivity is rejected, whereas the alternative hypothesis of a positive relationship between employee training and employee productivity is supported. Based on this data, the model shows potential in forecasting employee productivity based on the independent variables provided.

**Table 6: Regression Analysis on Employee Learning and its impact on Employee Productivity**

Model Summary				Anova		Coefficient		Null Status
Model Summary	Dependent Variable	R	R Square	F	S	t	Sig.	
1	Employee productivity	0.708	0.501	90.455	0	9.511	0	Rejected



The regression model summary demonstrates a somewhat favourable link between employee learning and employee productivity, with a multiple correlation coefficient (R) of 0.708 and a coefficient of determination (R Square) of 0.501. According to the ANOVA analysis, the model is statistically significant, indicating that at least one independent variable influences employee productivity. The regression coefficient is statistically significant, showing that it affects employee productivity significantly. As a result, the null hypothesis of no positive association between employee learning and employee productivity is rejected, whereas the alternative hypothesis of a positive relationship between employee learning and employee productivity is accepted. Based on this data, the model shows potential in forecasting employee productivity based on the independent variables provided.

#### **4.1: Implications of Study**

- **Increased efficiency:** The study's findings can help businesses better understand the potential advantages of investing in employee education and training. By planning and executing compelling preparation programs, associations can further develop worker efficiency and add to generally authoritative achievement.
- **Key direction:** The review can illuminate hierarchical dynamic cycles connected with human asset improvement. It can direct associations in recognizing ability holes, planning designated preparing mediations, and dispensing assets to amplify the effect of preparing and learning on efficiency.
- **Learning society:** The study emphasizes the significance of cultivating a culture of learning within organizations. By advancing persistent learning and giving open doors to representative turn of events, associations can establish a climate that upholds efficiency improvement and empowers advancement.
- **Employee satisfaction and engagement:** Successful preparation and learning valuable open doors can add to expanded representative commitment and occupation fulfillment. Employees who are happy and engaged are more likely to be productive and perform at their best, which is good for the company as well as the employees.

#### **4.2: Limitations of the Study:**

It is important to acknowledge the potential limitations of the study on the impact of employee training and learning on employee productivity:



- **Relevant variables:** Specific organizational contexts, industry sectors, or cultural factors may have an impact on the study's findings. The generalizability of the discoveries to different settings might be restricted.
- **Causality:** Although the study may demonstrate connections between productivity, learning, and training, it may be challenging to demonstrate a causal relationship. Productivity outcomes may also be influenced by additional variables and factors that the study did not take into account.
- **Measurement difficulties:** The study relies on precise measurements of employee productivity, learning activities, and training. The utilization of self-report measures or emotional execution assessments might present predispositions and limits in catching genuine efficiency levels.
- **Timeframe:** It's possible that the study's ability to capture the long-term effects of education and training on productivity is limited. The study's time frame may not reflect all of these dynamics, and productivity outcomes may change over time.
- **External influences:** It's possible that the study doesn't take into account external factors like changes in organizations, market conditions, and economic conditions, all of which have the potential to affect productivity levels independently of training and learning interventions.

Despite these limitations, the study provides valuable insights into the relationship between employee training, learning, and productivity. Future research can build upon these findings and address the limitations to further enhance our understanding of this important relationship.





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## **Conclusion of study**

In the study, there is compelling evidence of a favourable association between employee productivity and staff training and learning. According to the findings, investing in thorough and focused training programmes, developing a learning culture, and giving chances for continuous learning can greatly enhance staff productivity. Organisations can provide their employees with the information and skills they require to accomplish their jobs well by developing training programmes that target specific skill gaps and performance requirements. As a result, organisational performance and productivity improve.

Furthermore, the review emphasises the importance of creating a learning-focused environment that encourages employees to engage in continuous learning and improvement. Associations that promote a learning culture and provide opportunities for autonomous study engage representatives to acquire new information, develop new skills, and improve their presentation and efficiency. The positive outcome of this study implies that organisations that prioritise employee education and training are more likely to achieve higher levels of productivity and a competitive edge. Recognising the considerable impact of training and education on productivity allows organisations to strategically manage resources and make educated decisions to increase staff performance.

The findings of this study, which emphasise the significance of staff learning and training in boosting productivity, add to the growing body of information on the subject. The study's favourable result emphasises the importance of continual investment in employee development for sustaining organisational performance and productivity.

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