

# **The impact of Employee training and development on organizational performance: A case study on PRAN RFL Group, Bangladesh**

**National College of Ireland**

## **Project Submission Sheet**

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## ABSTRACT

This study investigates the impact of Employee Training and Development (T&D) on Organizational Performance (OP) at PRAN RFL Group, Bangladesh. The purpose of the study is to evaluate the influence of key T&D components—training effectiveness (TE), skill enhancement and career development (SECD), employee engagement (EE), and workplace learning culture (WLC)—on OP. The study employs a quantitative research design, collecting data through an online survey questionnaire administered to 183 employees of PRAN RFL. The data were analysed using descriptive statistics, correlation analysis, regression analysis, and mediation analysis.

The findings reveal that TE, SECD, and EE positively influence organizational performance, with EE serving as a significant mediator in the relationship between T&D components and performance outcomes. However, the study also identifies an unexpected negative relationship between WLC and organizational performance, suggesting that its impact may depend on factors such as alignment with practical applications and leadership support.

Based on these findings, the study recommends that PRAN RFL refine its training programs, invest in career development initiatives, foster EE, and strategically integrate learning initiatives with operational needs. The study's implications highlight the importance of continuous investment in T&D practices to drive productivity and competitiveness.

Despite its contributions, the study has limitations, including a single organizational context and cross-sectional design, which limits causal inference. Future research could explore the long-term impact of T&D, expand the sample to diverse sectors, and investigate the role of leadership and organizational culture in mediating the T&D-performance relationship.

**Keywords:** *Employee Training and Development, Organizational Performance, Employee Engagement, Workplace Learning Culture, Career Development.*

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## ABBREVIATIONS

Abbreviation	Full Form
<b>EE</b>	Employee Engagement
<b>GDP</b>	Gross Domestic Product
<b>HR</b>	Human Resources
<b>HRD</b>	Human Resource Development
<b>HCT</b>	Human Capital Theory
<b>OLT</b>	Organizational Learning Theory
<b>OP</b>	Organizational Performance
<b>PPP</b>	Purchasing Power Parity
<b>RFL</b>	Rubber and Food Limited (part of PRAN RFL Group)
<b>SECD</b>	Skill Enhancement and Career Development
<b>SET</b>	Social Exchange Theory
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TE</b>	Training Effectiveness
<b>T&amp;D</b>	Employee Training and Development
<b>WLC</b>	Workplace Learning Culture

## **CHAPTER ONE: INTRODUCTION**

### **1.1 CHAPTER OVERVIEW**

Chapter One serves as the foundation for this study by providing essential context and framing the research topic, focusing on the impact of Employee Training and Development (T&D) on Organizational Performance (OP) at PRAN-RFL Group, Bangladesh. It introduces the significance of T&D in the contemporary business environment, emphasizing its role in fostering productivity, innovation, and employee retention. The chapter highlights how the rapid pace of technological change and market demands necessitate effective T&D strategies for organizations to maintain competitive advantage.

This chapter also sets the economic context, specifically for Bangladesh, where the growing importance of skill development aligns with the country's ongoing economic transition, especially in manufacturing and service sectors. Within this context, PRAN-RFL Group's role as a major player in Bangladesh's corporate landscape is examined, with a particular focus on how T&D initiatives can enhance organizational performance.

The rationale for the study is discussed, addressing the gap in existing research regarding the direct impact of T&D on OP within Bangladesh, particularly in the case of large conglomerates like PRAN-RFL Group. The research aim, objectives, and key research questions are presented to guide the study, ensuring a structured approach to understanding how various aspects of T&D—such as training Effectiveness, skill enhancement, employee engagement, and workplace learning culture—affect OP.

### **1.2 BACKGROUND AND CONTEXT**

Employee T&D lead to the increased OP and act as a catalyst for productivity, innovation and employee retention (Imran et al., 2023). T&D involves activities designed to enhance employees' skills, knowledge, and capabilities, ensuring that they can meet organizational goals effectively (Mustafa & Lleshi, 2024). In today's fast-paced business environment, where

technological advancements and market demands are ever-changing, T&D programs are critical for companies to stay competitive. Without proper training initiatives, organizations face the risks of stagnation, reduced innovation, and increased employee turnover. In addition, often organisations, for example PRAN-RFL Group has instituted several training initiatives, including managerial development as well as on-the-job instruction, but the relationship between these programs and performance metrics like productivity, efficiency, and employee retention has not yet been explored directly (Roxy & Rahman, 2023). Implementing effective T&D strategies not only boosts productivity but also contributes to the long-term success of the organization (Mustafa & Lleshi, 2024).

In the case of Bangladesh, the importance of employee development has gained considerable attention as industries modernize and adapt to new global standards (Ahmed et al., 2023). Bangladesh's economy, which has grown significantly over the past few decades, continues to shift toward more skill-intensive sectors. According to the World Economics (2025), Bangladesh's GDP is projected at \$2.089 trillion in Purchasing Power Parity (PPP) terms for 2024, with an expected increase to \$2.183 trillion by 2025. Bangladesh's share of global GDP was 1.0% in 2024, and it is projected to rise to 1.2% by 2030 (World Economics, 2025a). This growth has been driven largely by the country's manufacturing and service sectors, which contribute 41.7% and 49.2%, respectively, to GDP (CPD, 2024). The growing importance of these sectors [highlight](#)[highlights](#) the need for a skilled workforce capable of supporting continued growth and innovation.

PRAN-RFL Group, one of the largest and successful conglomerates in Bangladesh, significantly contributes to this transition (Shahed, 2022). Founded in 1981 by Amjad Khan Chowdhury, PRAN-RFL Group is now one of the key players in agro-based industry, plastics, and consumer goods (Pran, 2025). The company has over 145,000 direct staff, and around 1.5 million people are dependent on the group by means of a large value chain which includes

suppliers and dealers (Pran, 2025a). Additionally, PRAN-RFL has reached in more than 145 ~~countries~~countries, and it has a target to earn \$1 billion through exporting by 2025, and \$ 2 billion by 2030 (Financial Express, 2022). Despite its widespread success and global access, PRAN-RFL still encounters difficulties in the maximization of its T&D efforts for human resources developments. The company has made progressive steps in rolling out several T&D programmes, however the direct impact of these programs on productivity, efficiency, and employee retention has not been fully explored (Roxy & Rahman, 2023; Shahed, 2022).

This research seeks to evaluate how PRAN-RFL's T&D initiatives influence its OP. By examining the relationship between training programs and key performance metrics, the study aims to provide actionable insights that can help PRAN-RFL optimize its training programs, ultimately leading to improved OP and sustainable growth.

### **1.3 RATIONALE FOR THE STUDY**

The importance of studying the impact of Employee T&D on OP cannot be overstated in the modern corporate environment. With rapid pace of technology and markets changes, companies feel the pressure to equip ~~–~~their employees with skills and knowledge to keep up with the constant changing business environment. ~~A~~A large number of empirical studies have found T&D as a ~~strategically~~ tool used to enhance productivity, encourage innovation and retain the human resource in an organization (Imran et al., 2023; Mustafa & Lleshi, 2024). As the struggle for survival in business continues to intensify, the significance of good training programs to optimize OP has never been more critical to achieving an organisation's goals. Without proper investment in employee development, companies risk stagnation, diminished innovation, and higher employee turnover (Urme, 2023).

This research is particularly relevant for large conglomerates like PRAN-RFL Group. PRAN-RFL is one of the biggest corporate houses in Bangladesh which has made a number of investments in its T&D program, but the precise impact of them in terms of productivity,

efficiency and retention is not transparent up till now (Shahed, 2022). Given the large number of employees and variety of businesses (such as agribusiness, plastics, and consumer goods), it is crucial for the organization to find T&D programs that are flexible and suit the different skill needs of various sectors. However, the challenges of optimizing these initiatives are substantial, particularly ~~in light of~~considering high competition, skill gaps, and employee turnover (Roxy & Rahman, 2023).

The gap in existing literature, especially in the context of Bangladesh, underscores the necessity of comprehensive investigation of the linkage between T&D, and OP. Although, considerable amount of work has been done in developed countries, but not many empirical studies are being done on Bangladesh. This study will bridge this gap by assessing the impact of T&D in PRAN-RFL and providing actionable recommendations for the improvement of training programs. By doing so, this study seeks to make a theoretical contribution to current understanding of T&D's effect on OC performance and provide practical suggestions for PRAN-RFL Group and other organizations looking for sustainable development.

#### **1.4 RESEARCH AIM AND OBJECTIVES**

The primary aim of this study is to investigate the impact of Employee T&D on OP at PRAN RFL Group. The specific objectives of this study are:

- To evaluate the influence of training effectiveness (TE) on OP.
- To evaluate the impact of skill enhancement and career development (SECD) on OP.
- To assess the influence of employee engagement (EE) on OP.
- To evaluate the role of workplace learning culture (WLC) in enhancing OP.
- To propose recommendations for improving T&D practices to enhance OP.

#### **1.5 RESEARCH QUESTIONS**

The central research question for this study is **how does T&D impact OP at PRAN RFL Group?** This overarching question will be addressed through the following sub-questions:

### **1. How does training effectiveness impact OP at PRAN RFL Group?**

This question will explore how well-structured and executed training programs contribute to employees' skills, capabilities, and job performance, which are critical to improving OP. It will be achieved by analysing survey responses regarding training methods, their content, and their perceived effectiveness.

### **2. How does skill enhancement and career development impact OP at PRAN RFL Group?**

This question will assess how T&D programs focusing on SECD contribute to employee job satisfaction, productivity, and retention. It will be investigated through employee feedback on skill development initiatives and career growth opportunities.

### **3. How does employee engagement impact OP at PRAN RFL Group?**

EE is crucial for motivation and productivity. This question will examine how T&D programs that focus on fostering EE led to improved job performance and organizational outcomes. It will be achieved through evaluating employee commitment, involvement, and motivation in their roles.

### **4. How does workplace learning culture impact OP at PRAN RFL Group?**

This question will investigate how a continuous WLC, mentorship, and knowledge-sharing within the organization enhances employees' ability to perform and contribute to organizational growth. The analysis will focus on the perceived importance of learning culture in driving innovation and performance.

### **5. How can PRAN RFL Group enhance its T&D strategies to improve overall performance?**

Based on the findings of the previous questions, this research will propose recommendations for improving PRAN RFL Group's T&D strategies. The study will identify key areas for improvement and offer practical suggestions for optimizing employee development to drive



better performance outcomes. Each of these questions will be answered by analysing data collected from employees of PRAN-RFL Group through structured questionnaires, focusing on the relationship between T&D practices and OP. The study will utilize both descriptive and inferential statistical methods to test the hypotheses and draw conclusions.

## **1.5. DISSERTATION OUTLINE**

The Introduction chapter sets the stage for the study by providing the necessary background information, outlining the rationale for the research, and defining the research aims, objectives, and key questions that guide the investigation. The Literature Review in Chapter 2 critically examines existing research on T&D and its link to OP, highlighting key theories such as Human Capital Theory (HCT) Social Exchange Theory (SET), and Organizational Learning Theory (OLT), and comparing the perspectives of different authors. Chapter 3, Research Methodology, discusses the chosen research approach, explaining the positivist paradigm, the quantitative methods employed, and the data collection techniques, along with ethical considerations. Chapter 4, Findings and Analysis, presents the results from the data analysis and interprets the findings in relation to the research questions. In Chapter 5, Discussion of Findings, the results are discussed ~~in light of~~ considering the existing literature, testing the hypothesis and emphasizing the relationships between T&D and OP. Finally, Chapter 6, Conclusions and Recommendations, provides a summary of the study's key findings, presents actionable recommendations for improving PRAN RFL Group's T&D strategies, and offers suggestions for future research, along with the implications and limitations of the study.

## **1.6 CHAPTER SUMMARY**

Chapter One introduces the study on the impact of Employee T&D on OP at PRAN RFL Group, Bangladesh. The chapter begins by providing essential background information on T&D, economic context of Bangladesh, with a growing emphasis on skill development in its manufacturing and service sectors, and introduces PRAN RFL Group as a key player in this

transformation. The rationale for the study emphasizes the need for research into the direct impact of T&D on OP at PRAN RFL Group, particularly given the challenges the company faces, such as employee turnover, competition, and skill gaps. It identifies the gap in existing literature, especially within Bangladesh, where empirical studies on this subject remain scarce. The chapter further defines the research aims and objectives, along with the main research question and sub-questions that guide the investigation. The next chapter will provide an extensive literature review for the study.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 CHAPTER OVERVIEW

This chapter provides a comprehensive and critical review of the literature related to organizational performance (OP) and employee training and development (T&D). It establishes a theoretical and empirical foundation to explore how T&D influences OP through its key components— training effectiveness (TE), skill enhancement and career development (SECD), employee engagement (EE), and workplace learning culture (WLC). The review synthesizes definitions and multidimensional perspectives of OP, highlighting its financial, behavioural, and sustainability dimensions. It also analyses how OP is influenced by internal and external factors, focusing particularly on the role of human resource practices and organizational culture. This chapter also addresses the barriers and implications of the implementation of T&D, which is also relevant in the context of the developing country like Bangladesh, and within sector-specific contexts relevant to large conglomerates such as PRAN-RFL Group. The theoretical underpinnings section provides an in-depth discussion on the relevant theories including Human Capital Theory, Social Exchange Theory, and Organizational Learning Theory that could help to understand the relationship between T&D and the OP. ~~Following this, the~~ ~~After that~~ the chapter provides an empirical investigation on the impact of T&D on the OP based on the prior literature and points out the existing research gaps and justification for the present study. Finally, the study underpins the conceptual framework and propose hypotheses to test based on the empirical findings for the study.

### 2.2 UNDERSTANDING ORGANIZATIONAL PERFORMANCE (OP)

#### 2.2.1 DEFINITIONS AND DIMENSIONS OF OP

OP is a -complex, multidimensional concept that reflects the organization's capability to reach strategic goals effectively. According to as Akpa et al. (2021) OP includes tangible outcomes such as productivity, profitability and operational efficiency, as well as intangible resources,

for instance employee retention and customer satisfaction. Contemporary studies are adopting a holistic approach regarding OP, recognizing OP as a broader indicator of organizational health beyond financial metrics (Arifin et al., 2019; Alshammari, 2020; Akpa et al., 2021).

A key theoretical advancement distinguishes task performance—employees’ technical and job-specific duties—from contextual performance, which encompasses behaviours supporting the organizational environment (e.g., cooperation, organizational citizenship) (Al-Hammadi et al., 2020; Riyanto et al., 2021). This distinction suggests that social and cultural employee resources are crucial for OP. Hence, employee performance is considered as an important input for OP such as behaviours that are consistent with organization purpose and decrease of counterproductive behaviours (Arifin et al., 2019). Collectively, literature provides three key facets which constitute the core of OP; efficiency (doing things right), effectiveness (doing the right things) or adaptations to change (Akpa et al., 2021; Imran et al., 2023, and Shahed 2022). This three-pronged model reflects the demands of dynamic markets where operational excellence must be paired with innovation and responsiveness. This assertion is supported by various authors, such as Ahmed et al. (2020), Upadhyay (2018), and Aina & Atan (2022), who argue that market dynamics require organizations to balance efficiency, innovation, and responsiveness in order to stay competitive.

Other research provides additional evidence in support of there being a multidimensional framing with EE, knowledge sharing, and motivation as the leading forces of OP (Ahmed et al., 2020, Ismael et al., 2021). From the behavioural and sustainability viewpoints, OP goes beyond quantifiable outputs to encompass innovation, safety compliance, and leadership capabilities that support long-term survival (Adaobi & Snr, 2022; Upadhyay, 2018). Also, sustainable OP models encompass financial, social, and environmental and talent management factors taking into account that good learning and career development practices are key to the longevity of the organization (Aina & Atan, 2022; Leitão et al., 2019).

In the public and private sectors, effective human capital utilization with HRD practices (T&D) is the key to enhance employee competencies, commitment and ultimately OP (Kareem & Hussein, 2019; Hosen et al., 2024). Psychological, cultural factors, including motivation, and organizational culture also have a great impact on OP outcomes (Iis et al., 2022).

### 2.2.2 FACTORS INFLUENCING ORGANISATIONAL PERFORMANCE

Human resources management practices—that is, employee T&D—are established to be at the heart of the most important internal factors influencing OP (Alshammari, 2020; Riyanto et al., 2021). Through improving employee knowledge, skill, and motivation, effective HRD will increase individual and organizational performance (Kareem & Hussein, 2019). Organisational culture is another important contextual factor in this association by influencing employee attitudes and behaviour, which in turn enhances OP (Akpa et al., 2021). Innovation, communicating the best practices, and flexibility of cultures tend to provide an environment where T&D initiatives can channel through to improved performance (Alshammari, 2020; Ismael et al., 2021). Innovation, communicating the best practices, and flexibility of cultures tend to provide an environment where T&D initiatives can channel through to improved performance. There is empirical evidence that workplace learning, either formal or informal, is moderated by culture when it comes to increasing OP, as innovative cultures magnify the effect of learning on OP (Al-Hammadi et al., 2020).

The level of involvement an employee has in ~~the workplace~~ the workplace is an important psychological factor that affects both HRD and OP. Job satisfaction and motivation can lead to better performance through engagement, which is being emotionally and cognitively involved with work and the organisation (Arifin et al., 2019; Riyanto et al., 2021). Engagement and sharing information also encourage cooperation, creativity, and productivity, all of which make OP stronger. (Ahmed et al., 2020; Ismael et al., 2021).

For T&D to be successful in improving OP, other factors including the quality of leadership, the strength of resources, and the strategic focus are just as crucial. (Upadhyay, 2018; Aina & Atan, 2022). Employees' impressions of how they contribute can also be affected by psychosocial aspects including having a supportive boss, working in a respectful workplace, and having [the opportunity chances](#) to grow (Leitão et al., 2019). Motivation and commitment to the organisation are important factors in the relationship between HRD and performance. These factors show the psychological processes that are necessary for success (Hosen et al., 2024; Iis et al., 2022).

Overall, [it is evident from](#) the literature ~~says~~ that effective T&D works in a complicated network of organisational culture, leadership, motivation, and resources that all work together to make it successful in improving OP (Hosen et al., 2024; Akpa et al., 2021; and Aina & Atan, 2022).

### 2.2.3 [ORGANISATIONAL PERFORMANCE](#) ~~P~~ IN DEVELOPING ECONOMIES

Emerging economies face unique factors influencing OP. Labour diversity, skills deficits and resources limitations make it difficult to maximise OP, nevertheless the T&D investment is fundamental to maintain the competitive advantage and the sustainability dimension (Alshammari, 2020; Al-Hammadi et al., 2020).

Studies from the perspective of developing countries (e.g., Saudi Arabia, UAE and Iraq) have indicated that organizational learning and culture are significantly associated with T&D effectiveness, a perspective applicable to the growing industrial environment and LGs in a country like Bangladesh (Alshammari, 2020; Al-Hammadi et al., 2020). In addition, constraints of resources, skill shortages and infrastructural deficit make T&D models to fit the local contents, and not the wholesale export or importation of Western models (Adaobi & Snr, 2022;

Aina & Atan, 2022; Kareem & Hussein, 2019). In the Bangladesh's hotel, readymade garment and banking sectors, OP is also positively affected by conducive workplace environment and continuous skill development despite systemic limitations (Hosen et al., 2024; Mamy et al., 2024; Shakib, 2024).

Collectively, the literature portrays OP as a multifaceted, multi-dimensional concept (viz., financial, behavioural and sustainability issues), with T&D as a key driver. However, its impact is moderated by culture, leadership, motivation and institutional specific challenges associated with developing economies, which suggests the necessity of adapting the strategies in the context under consideration and to integrate not only psychological but also social dimension in OP evaluation (Alshammari, 2020; Al-Hammadi et al., 2020; Aina & Atan, 2022; Kareem & Hussein, 2019; Shakib, 2024).

## **2.3 EMPLOYEE TRAINING AND DEVELOPMENT (T&D): CONCEPTS AND IMPORTANCE**

### *2.3.1 DEFINING EMPLOYEE T&D*

Employee T&D is widely recognized as a systematic process aimed at enhancing employees' skills, knowledge, attitudes, and competencies to improve performance in both current and future roles. It includes formal interventions (e.g., workshops, seminars, mentoring, career planning) and informal learning from on-the-job experiences, and peer interactions (Alshammari, 2020; Al-Hammadi et al., 2020; Ahmed et al., 2020). This all-encompassing perception considers the development of a learning culture based on a mix of formal and informal means (Leitão et al., 2019).

In the literature, training is referred to as context-specific short-term and in relation to job skills, whereas development is more generalized and long-term and aims to prepare employees for future organizational roles and leadership (Al-Hammadi et al., 2020; Ismael et al., 2021).

Adaobi and Snr (2022) emphasize the complementarity nature of on-the-job (practical) and off-the-job (classroom-based) training with orientation program as core requirement for new staff insertion into the organizational value system.

At a strategic level, T&D synchronizes workforces' skills with business goals, making it an important source of productivity, novelty and flexibility (Alshammari, 2020; Ismael et al., 2021). It is viewed less as a discrete event and more as an ongoing, adaptive process responding to dynamic business environments (Upadhyay, 2018; Aina & Atan, 2022). This shift reflects the transformation of T&D into a proactive, strategic investment integral to talent management and sustainable OP.

### *2.3.2 THE ROLE OF T&D IN ENHANCING EMPLOYEE CAPABILITIES AND PERFORMANCE*

Extensive research supports the positive impact of T&D on employee productivity, efficiency, job satisfaction, and retention (Arifin et al., 2019; Riyanto et al., 2021). Beyond skill acquisition, T&D fosters EE, which mediates the link between job satisfaction, motivation, and enhanced performance outcomes (Ahmed et al., 2020). Engaged employees, motivated by growth opportunities, exhibit higher commitment, resilience, and discretionary effort that collectively benefit organizational success.

Al-Hammadi et al. (2020) suggest that formal learning is more effective for improving task-related skills, whereas informal learning is more effective for enhancing contextual performance (such as teamwork, citizenship behaviour). This more subtle definition emphasizes that both technical skills and behavioural elements need to be in place if employees are to contribute fully.



Knowledge management is another important benefit of successful T&D, driving organisational innovation and competitive advantage through stimulating knowledge-sharing cultures (Alshammari, 2020). Empirical works recommend that T&D programs should be consistent with the firm's strategic objectives to improve its performance (Ismael et al., 2021). Adaobi and Snr (2022) demonstrate that T&D enriches leadership skills, technical knowledge, procedural compliance, and innovation, all of which is vital to the continued success of an organization.

Moreover, T&D leads to creating a positive organizational culture and the readying of employees for future positions via career development, building organizational legacy and succession planning (Upadhyay, 2018; Aina & Atan, 2022). Empirical evidence in a variety of segments, such as Bangladesh's garments and banking sectors, continually assert that T&D enhances competence, increases motivation and affects organizational results (Kareem & Hussein, 2019; Hosen et al., 2024; Mamy et al., 2024; Shakib, 2024).

Collectively, the evidence positions T&D as a catalyst for adaptability, innovation, and competitive advantage amid rapidly changing market conditions (Huq, 2024; Karim, 2019).

### *2.3.3 TRENDS AND CHALLENGES IN EMPLOYEE T&D*

Contemporary T&D trends focus on the evolution of constant, flexible learning models that integrate formal instruction with informal workplace-based learning in order to inculcate lifelong learning cultures and broaden access (Al Hammadi et al., 2020). The COVID-19 situation expedited this transition with many virtual learning platforms being embraced, requiring inventive HR strategies to maintain engagement and transfer of knowledge (Ahmed et al., 2020).

Despite the progress, there are also remaining challenges. A disconnect from the training and the strategic goals, issues with effectiveness measurement, and meeting various workforce

requirements threaten the impact of T&D intervention (Alshammari, 2020). The impact of such transfers on the subsequent learning outcomes (i.e., performance) is also moderated significantly by the nature of organizational culture; in the absence of a supportive, innovative culture, a well-designed initiative may not positively influence performance (Al-Hammadi et al., 2020).

In developing countries, like Bangladesh, constraints such as budget constraint, manpower constraint, infrastructure constraint and transport constraint are going against adopting T&D (Adaobi & Snr, 2022; Alshammari, 2020). Opposition to learning from work load issues, perceived lack of relevance and weak management support also impact on uptake and learning results (Ismael et al., 2021). There are inadequate systems for monitoring and evaluation; and absence of positive attitudes towards the programs often limit their effectiveness because of the poor leadership commitment (Upadhyay, 2018). Further, there is the call for culture-specific solutions to prevent the mere transplanting of functional alien models (Aina & Atan, 2022). Other challenges included lack of support from supervisors and integration of psycho-social factors (e.g., emotional engagement and career counselling) in training model to improve efficiency and performance (Kareem and Hussein, 2019; Hosen et al., 2024; Leitão et al., 2019). Ultimately, the literature suggests that the success of T&D is contingent upon overcoming resource constraints, providing relevant content, shaping cultures of continuous learning, and the support of leadership for sustainable organizational gain (Mamy et al., 2024; Karim et al., 2019; Huq, 2024).

Overall, the literature highlights employee T&D as a key antecedent of OP through improved capacities, motivation and commitment (Kareem and Hussein, 2019). Although formal training continues to be of importance, the increasing awareness of informal learning, psychological influence, and organizational learning climate extend the understanding of T&D (Aina &

Atan, 2022). Contemporary trends toward flexible, continuous learning must be balanced against persistent challenges, particularly in developing economies, where contextualized and strategically supported T&D initiatives are critical for sustaining competitiveness and innovation (Mamy et al., 2024; Karim et al., 2019; Huq, 2024).

## **2.4 THEORETICAL UNDERPINNING**

The basis for this study is based on three interrelated theoretical underpinnings, which are; Human Capital Theory (HCT), Social Exchange Theory (SET) and Organizational Learning Theory (OLT). Those theories collectively predict how employee T&D leads to increased OP.

### *2.4.1 HUMAN CAPITAL THEORY (HCT)*

According to HCT, which was developed by Becker (1964), investments in skills, knowledge, and qualifications of employees are forms of capital that contribute to and increase productivity and competitive advantage (Alshammari, 2020; Ismael et al., 2021). From this point of view, T&D programmes constitute strategic resources, which contribute to increasing the workforce's capacity and to the organisation's effectiveness (Kareem & Hussein, 2019; Mamy et al., 2024).

Empirical evidence affirms the salience of HCT across sectors with the focus on the development of human capital as important to continued advantage especially in knowledge-based sectors (Karim et al., 2019; Alshammari, 2020). Yet, HCT sees employees as factory capital goods, ignoring social and psychological influences affecting the performance and HCT performance model has been criticised because it is mechanistic and reductionist (Al-Hammadi et al., 2020). It also centres on how skills are developed but not on skill use within organizational settings, diminishing explanatory value with respect to ultimate outcomes.

#### 2.4.2 SOCIAL EXCHANGE THEORY (SET)

SRT provides a psychological and relational lens, highlighting the reciprocal dynamics between employees and organizations (Hosen et al., 2024; Shakib, 2024). Investing in ~~that~~ employee's development leads to a commitment the employee makes with the employer that's a strategic fit, the organization and relationship which increase motivation and loyalty in the organization. SET also highlights on perceived organizational support and trust as triggers that transform training investment into favourable behavioural consequences.

Empirical studies show organizational commitment mediates T&D's impact on performance (Hosen et al., 2024), while EE, aligned with SET's reciprocity concepts a key mechanism linking T&D and OP (Arifin et al., 2019; Riyanto et al., 2021). Psychological contracts fostered by effective training enhance motivation and loyalty (Shakib, 2024).

However, SET's emphasis on reciprocity exchange, may downplay the impact of structural impingement (e.g., conditions of scarcity or institutional culture) on T&D success (Akpa et al., 2021; Al-Hammadi et al., 2020). Further, it implies rational reciprocity, which could overlook power relations and inconsistent managerial support, particularly in developing countries.

#### 2.4.3 ORGANIZATIONAL LEARNING THEORY (OLT)

Organizational Learning Theory conceptualizes organizations as learning systems where individual knowledge acquisition and sharing translate into collective capabilities that drive innovation, adaptability, and competitive advantage (Upadhyay, 2018; Alshammari, 2020). Formal, informal, and incidental learning modes all contribute to enhancing task and contextual performance, with organizational culture serving as a critical enabler (Al-Hammadi et al., 2020).

OLT aligns with sustainable HRD perspectives, emphasizing continuous learning and talent development as foundations for long-term resilience and success (Huq, 2024; Aina & Atan,

2022). By fostering knowledge sharing and innovation, OLT-based T&D strengthens organizational adaptability in volatile environments.

Challenges in operationalizing OLT include measuring learning at organizational levels, especially where learning cultures or leadership supports are weak (Alshammari, 2020; Akpa et al., 2021). Without supportive contexts, T&D's potential to generate collective knowledge and sustained OP remains limited.

#### *2.4.4 INTEGRATIVE CRITIQUE AND SYNTHESIS*

While HCT offers a strong economic rationale for T&D investments, integrating SET and OLT provides a more comprehensive understanding of how T&D affects OP (Al-Hammadi et al., 2020). SET focuses on the psychological and relational factors that encourage employees to apply and transfer skills, whereas OLT places T&D in the context of larger knowledge flows and cultural settings (Shakib, 2024; Aina & Atan, 2022).

Organizational culture is found to be an important moderator whereby a learning culture is important to convert the human capital investments into performance (Akpa et al., 2021; Al-Hammadi et al., 2020). Grounded in SET, engagement plays a critical mediating role between T&D and OP, highlighting the significance of employees' attitudes (Arifin et al., 2019).

The applicability of these theories depends on the context. Human capital development is hampered by structural constraints in emerging economies (Alshammari, 2020), social exchanges are difficult because of weak institutional support (Ismael et al., 2021), and learning cultures are at odds with hierarchical norms that discourage knowledge sharing (Leitão et al., 2019).

As such, this study conceptualises an integrative theoretical perspective that draws on HCT's concern with skills on the one hand, but also SET's focus on psychological reciprocity and engagement, alongside OLT's emphasis on knowledge integration and culture, on the other.

This multi-level perspective supports a subtle investigation into T&D effects on OP in complicated organizations like PRAN-RFL Group.

## **2.5 IMPACT OF TRAINING AND DEVELOPMENT ON ORGANISATIONAL PERFORMANCE**

The association between employee T&D and OP has received a substantial amount of empirical attention globally and there is consensus that effective T&D programs play a crucial role in improving OP. Nonetheless, the effect of T&D on OP is still complex, frequently involving the mediation of psychological, cultural and organizational factors. More specifically, this section critically reviews the literature on this relationship, drawing parallels and differences between findings along different contexts, paying particular interest in developing countries.

### *2.5.1 EMPIRICAL EVIDENCE FROM GLOBAL STUDIES*

Empirical research constantly indicates that T&D positively impacts on employee performance dimensions, hence fostering overall OP. Arifin et al. (2019) find that EE fully mediates the relationship between job satisfaction and job performance, which means that T&D activities by themselves are not a guarantee of improved OP unless they can stimulate EE. This mediating effect of engagement process is also supported by Riyanto et al. (2021) who demonstrate that motivation and job satisfaction impacts on employee performance are mediated by engagement rather than solely work through direct effects. These findings highlight the need to integrate engagement strategies in T&D interventions to reach the intended performance results.

Al-Hammadi et al. (2020) offer nuanced insights by demonstrating that formal, informal and incidental learning significantly enhance both task-related (technical skills) and contextual (teamwork, citizenship) performance. Crucially their study from the UAE demonstrates that

organizational culture moderates this relationship, with culture seen as a key driver or impediment in the translation of learning into performance. Similarly, Akpa et al. (2021) emphasize that organizational culture determines employee commitment and shared values, the latter which results in productivity and overall performance of an organization. This convergence suggests that T&D effectiveness may be contingent not only on program content, but also on the cultural context in which the program is implemented.

Reinforcing the systemic nature of the relationship, Alshammari (2020) connects both HRM practices, such as training, as well as knowledge management capability, and organizational learning to impact on OP in service organizations of Saudi Arab. These results are consistent with the Organizational Learning Theory viewpoint, that T&D stimulates OP through supporting an organizational knowledge base and learning capability.

Ismael et al. (2021) find that there exists a statistically significant positive relationship between T&D and organizational effectiveness in Iraqi higher education. In their research, they have learned that development programs improve job performance, motivation, and organizational commitment, variables that have been widely recognized as important intermediaries in the T&D–OP relationship. Adaobi and Snr (2022) also note that T&D enhances employee productivity, leadership qualities, safety compliance, and innovation, and these are the bedrock of a corporation's competitive capacities.

Upadhyay (2018) synthesizes these results highlighting that T&D programmes are about the enhancement of knowledge, skill and job-satisfaction together that leads to better productivity and less of turnover. And this overall impact leads to long-term success for the organization. Aina and Atan (2022), strongly support this perspective when they found evidence that talent management factors like learning and development and career management substantially foster sustainable OP in the UAE real estate industry. Ahmed et al. (2020) further prove this

by showing that EE and knowledge sharing mediate the process through which T&D leads to OP, the latter again corroborating that without creating a culture of togetherness training is not enough.

Public sector and developing country contexts provide further support. Kareem and Hussein (2019) reveal significant positive relationship between HRD practices and employee performance in Iraqi universities which underscore the importance of continuing HRD to guarantee the continuity of OP enhancements. Hosen et al. (2024) observe that while training, career development and organizational commitment have a significant effect on the work performance of Bangladesh's hospitality industry, commitment has been found as a mediating variable for the impact of HRD. Iis et al. (2022) further discussed that career development and supportive climate affect motivation and performance in Indonesian public organizations, and it enhances OP. Leitão et al. (2019) emphasize the role of Quality of Work Life (QWL) factors such as supervisor support and job significance in shaping employees' perceptions of productivity contribution, indirectly affecting OP.

Sector-specific research highlights similar positive outcomes. Mamy et al. (2024) confirm strong correlations between training programs and improved productivity, innovation, and retention in Bangladesh's garments sector. Shakib (2024) observes that banking employees engaged in comprehensive T&D programs report higher job performance, motivation, and career progression, positively influencing OP. Karim et al. (2019) emphasize foundation, on-the-job, and career development training as significantly improving employee competencies, boosting organizational efficiency and effectiveness. Huq (2024) and Karim (2019) underscore that sustainable and effective training reduces operational errors, enhances job satisfaction, and increases profitability.



### *2.5.2 EVIDENCE FROM DEVELOPING COUNTRIES AND BANGLADESH CONTEXT*

Despite the volume of global evidence, direct empirical studies on T&D impact in Bangladesh remain sparse, underscoring the importance of case studies such as PRAN-RFL Group. Studies from Saudi Arabia and the UAE (Alshammari, 2020; Al-Hammadi et al., 2020) are highly relevant, indicating that for T&D to succeed, programs must be culturally aligned and embedded within supportive organizational learning environments. These studies consistently emphasize that investment in T&D alone is insufficient; mediating factors such as EE, culture, and learning climate critically shape the translation of training into OP gains.

In Bangladesh and similar developing economies, common challenges persist: resource constraints, lack of managerial buy-in, and inadequate program evaluation mechanisms. These constraints impact the successful execution and impact of T&D (Karim et al., 2019; Hosen et al., 2024). According to Mamy et al. (2024) and Shakib (2024), who conducted study on the impact of T&D on the OP from the perspective of textiles and banking industries of Bangladesh found that both industries are mainstays of the economy and they are sensitive to skill improvement in the workforce, and as important loci for understanding cross-contextual process, these industries relate to how T&D transforms into tangible performance outcomes such as productivity, error minimization, customer satisfaction, and employee turnover (Mamy et al., 2024; Shakib, 2024).

The findings illuminate the challenges faced in working in a large conglomerate such as PRAN-RFL - scheduling challenges, lack of incentives, employee resistance and mismatch between training content and career path (Adaobi & Snr, 2022). Addressing these systemic concerns is important if the potential of T&D to sustain a competitive advantage and OP is to be realized.

### 2.5.3 CHALLENGES IN MEASURING T&D IMPACT ON OP

A general limitation in the literature is the challenge of identifying a specific and direct effect of T&D on OP, ~~as a result of~~because of the existence of numerous mediating and moderating factors. Studies by Arifin et al. (2019), Riyanto et al. (2021), and Al-Hammadi et al. (2020) highlight the role of engagement, organisational culture and leadership support in mediating the T&D and OP relationship, further attenuating progression toward establishing causal pathways.

~~Several studies including Arifin et al. (2019), Riyanto et al. (2021), and Al-Hammadi et al. (2020) have investigated the~~

~~Problem of the direct effect to OP from T&D, along with the different, besides from the mediation mechanism and the moderator effect (such as; employee engagement, organisation culture and leadership support) in the relationship, is widely available in the literature: Studies by Arifin et al. (2019), Riyanto et al. (2021), and Al-Hammadi et al. (2020) highlighted that engagement, the culture of the organisation and leadership support. They intervened in the relationship between T&D-OP, making it complex to establish causal relationships. Methodological challenges include self-reported data is subjected to reporting bias, an absence of longitudinal study designs to highlight long-term effects, and organizational diversity that makes it difficult to generalize (Alshammari, 2020). Longitudinal and multi-level research are recommended by the literature to better understand dynamic and contextual effects on the T&D-OP relationship.~~

There could also be acknowledgment of multiple dimensions to measure OP, while numerous methods, for example, productivity, have been suggested besides only financial or output measurement (Ismael et al., 2021; Upadhyay, 2018). Training resistance ~~as a result of~~because of workload, perceptions of irrelevance and weak managerial support also undermine an accurate assessment of the outcomes of T&D (Adaobi & Snr, 2022; Ahmed et al., 2020).

Hence, it is important to have strong evaluation systems and measurement instruments in place to guarantee that T&D investments will contribute to concrete OP improvements (Kareem & Hussein, 2019). Hosen et al. (2024) suggest that not ~~taking into account~~considering psychological mediators, such as organizational commitment, leads to an underestimation of the actual training effect. Leitão et al. (2019) note that although subjective measures of performance are hard to obtain, it is through them that the contribution of behaviour for which quantitative metrics do not account in its entirety can be understood.

## 2.6 RESEARCH GAP AND JUSTIFICATION FOR THE STUDY

The literature provides consistent evidence about the importance of T&D in improving the effectiveness of OP in different industries and settings. Several empirical works have confirmed positive relationships between T&D and important OP constructs such as productivity, efficiency, innovation, retention, and job satisfaction (Arifin et al., 2019; Al-Hammadi et al., 2020; Karim et al., 2019). Furthermore, T&D has gained strategic importance for enhancing human capital, EE, and fostering WLC\_(Alshammari, 2020; Aina & Atan, 2022).

Notwithstanding these general observations, there are important gaps in the research arena, especially in the case of a developing country like Bangladesh and in ~~large diversified~~large, diversified conglomerates like PRAN-RFL Group. Firstly, while many studies emphasize the overall positive impact of T&D on OP, few have comprehensively examined the distinct sub-components of T&D—specifically, TE, SECD, EE, WLC—and how these collectively or independently influence organizational outcomes. Existing research tends to treat T&D as a monolithic construct rather than disentangling these critical dimensions, leading to limited understanding of the unique contribution and interaction of each component (Ismael et al., 2021; Adaobi & Snr, 2022).

Secondly, empirical studies in Bangladesh remain sparse, with most existing evidence drawn from other developing countries like Saudi Arabia, UAE, Iraq, and Indonesia (Alshammari, 2020; Al-Hammadi et al., 2020; Hosen et al., 2024). This geographic and contextual gap is significant because factors such as organizational culture, resource constraints, employee demographics, and sectoral characteristics can markedly influence how T&D translates into OP. The garments and banking sectors have received some focus, but there is a dearth of comprehensive studies within large Bangladeshi conglomerates that operate across multiple industries—PRAN-RFL being a notable example.

In addition to this, the literature frequently lacks a comprehensive model that integrates T&D sub-components with different OPs outcomes such as productivity, efficiency, innovation or retention. While a few studies admit the mediators such as EE and moderators such as organizational culture, they do not provide an empirical model through which these could be tested to investigate their relative importance and interaction effects —(Arifin et al., 2019; Riyanto et al., 2021; Akpa et al., 2021). This constrains the HR professional's ability to take action and make the most of T&D investments in terms of achieving clear performance gains.

In the face of these voids, this study becomes pertinent in the sense that there has not been in the literature an integrated empirical investigation of how the different dimensions of T&D influence OP, within the context of PRAN-RFL Group. In considering TE, SECD, EE, WLC, this research intends to disentangle the complex roads along which T&D has influence on organizational success. Such an approach is aligned with the emerging literature calling for more 'contingent research' which moves beyond theory-practice dialectical divides (Kareem & Hussein, 2019; Mamy et al., 2024).

Therefore, this study makes a direct contribution by filling the identified knowledge gaps through development and testing of a conceptual model that links T&D sub

~~components~~subcomponents to some key OP outcomes and examining the mediating role of EE. Hence, the research questions and purposes of this study are aimed at comprehensively investigating these connections and underlying factors ~~in order to~~to present evidence-based suggestions for enhancing T&D strategies at PRAN-RFL and potentially in other large groups in Bangladesh, and other developing economies.

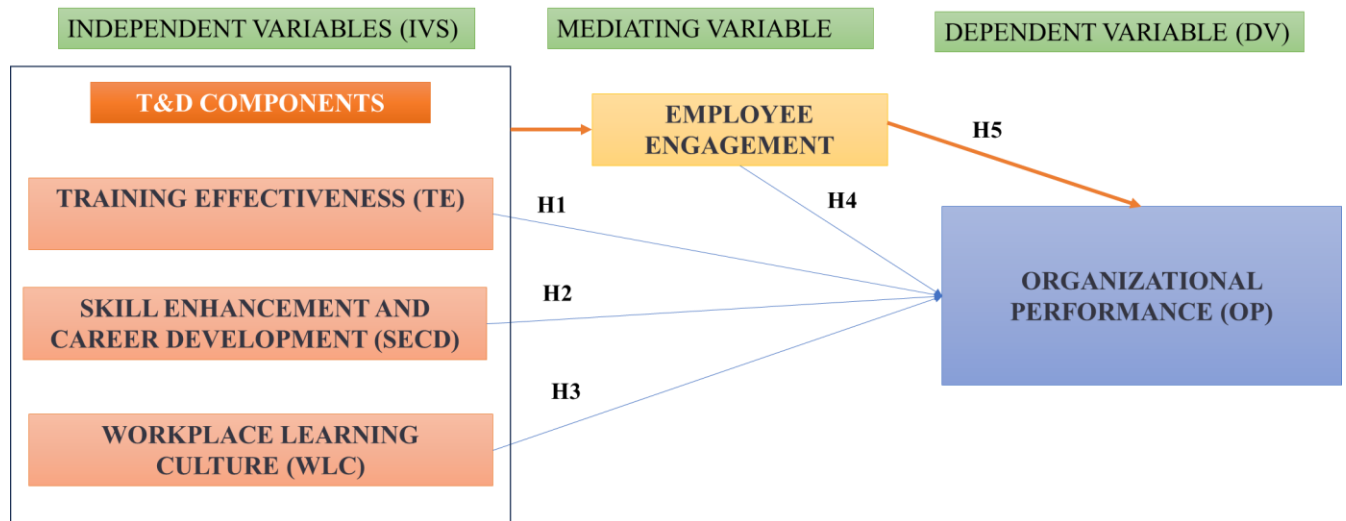
## 2.7 CONCEPTUAL FRAMEWORK

Building on the Human Capital Theory (HCT), Social Exchange Theory (SET), and Organizational Learning Theory (OLT), this research considers T&D as a multidimensional initiative that increases OP. HCT conceptualizes T&D as strategic investments in employees' ability, SET focuses on the bidirectional psychological and motivational processes between employees and the workplace, and OLT emphasizes the importance of learning culture and knowledge sharing to maintain performance. Based on these theories, the study conceptualizes five key constructs:

- **Training Effectiveness (TE):** Reflects how well training programs meet learning objectives, including relevance, content quality, and trainee satisfaction. Effective training should increase knowledge and skills applicable to job roles (Karim et al., 2019; Shakib, 2024).
- **Skill Enhancement and Career Development (SECD):** Encompasses initiatives aimed at improving employees' competencies and providing growth pathways. These foster both immediate job performance and longer-term employee retention and progression (Aina & Atan, 2022; Hosen et al., 2024).
- **Employee Engagement (EE):** Represents the psychological and emotional involvement of employees with their work and organization. Engagement acts as a

critical mechanism through which T&D influences motivation and performance (Arifin et al., 2019; Riyanto et al., 2021).

- **Workplace Learning Culture (WLC):** Denotes the organizational environment's support for continuous learning, knowledge sharing, and mentorship, which enhances the sustainability of training impacts (Akpa et al., 2021; Al-Hammadi et al., 2020).
- **Organizational Performance (OP):** Measured through productivity, efficiency, innovation, employee retention, and other strategic outcomes (Ahmed et al., 2020; Karim, 2019).



**FIGURE 2.1: CONCEPTUAL FRAMEWORK**

The conceptual framework as provided in Figure 2.1, that posits direct positive relationships between IVs (TE, SECD, EE, WLC), and DV (OP), with EE acting as a mediator between these T&D components and organizational outcomes. This mediation hypothesis is grounded in extensive evidence that engagement enhances the application of learned skills and motivates employees to contribute beyond basic job requirements (Ahmed et al., 2020; Kareem & Hussein, 2019).

The hypothesized relationships are articulated as:

- **H1:** Training effectiveness positively and significantly impacts OP.
- **H2:** Skill enhancement and career development positively and significantly impact OP.

- **H3:** Employee engagement positively influences OP.
- **H4:** Workplace learning culture positively influences OP.
- **H5:** Employee engagement mediates the relationship between T&D components (TE, SECD, EE, WLC) and OP.

## **2.8 CHAPTER SUMMARY**

This literature review critically examined the multifaceted concept of OP, emphasizing its financial, behavioural, and sustainable aspects shaped significantly by employee capabilities and organizational context. It underscored the essential role of employee T&D in enhancing productivity, motivation, and engagement, thus driving improved organizational outcomes. The review highlighted the importance of aligning T&D initiatives with strategic goals, supportive culture, and leadership to maximize effectiveness. Furthermore, it identified the dynamic challenges and trends in T&D implementation, particularly in developing economies, where resource constraints and contextual factors necessitate tailored approaches. The integration of HCT, Social Exchange Theory, and Organizational Learning Theory provided a comprehensive theoretical foundation to understand how T&D influences OP through skill development, psychological reciprocity, and knowledge sharing. Recognizing gaps in empirical studies on T&D sub-components and their combined effects within the Bangladeshi context, the chapter justified the study's focus on PRAN-RFL Group. The next chapter will detail the research methodology designed to empirically investigate these relationships.

## CHAPTER 3: RESEARCH METHODOLOGY

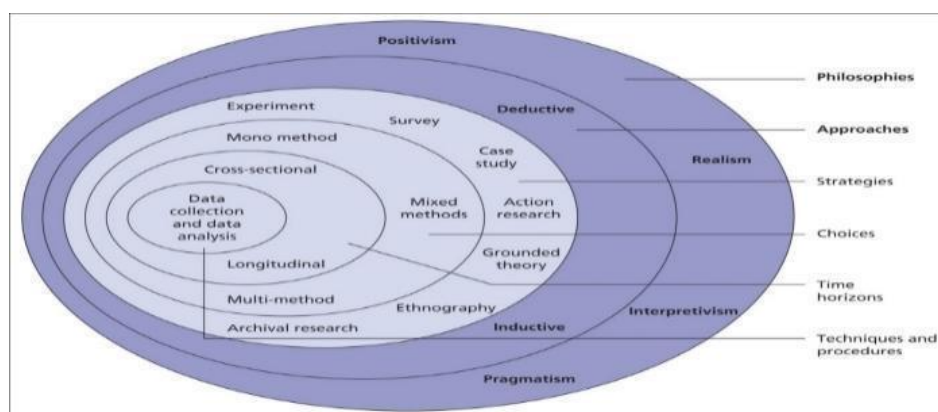
### 3.1 CHAPTER OVERVIEW

This chapter outlines the research methodology that will be used to study the effect of the employee T&D on the OP of PRAN-RFL Group. This chapter uses [the](#) Research Onion framework developed by Saunders et al. (2019) to provide a systematic step by step discussion on the research methodology adopted for the study ~~to include with the study~~[the](#) theoretical underpinning and research aim and objectives. It provides a detailed description of the philosophical assumptions underpinning the study, the research approach, strategy, and methods chosen to collect and analyse data. ~~Particular emphasis~~[Emphasis](#) is placed on the quantitative research design employing a structured survey within a case study framework. The chapter further provides [s](#) discussion on ethical considerations and limitations about the study design and data collection to increase transparency and rigor. Through the explanation of the methodological choices and processes, this chapter presents the empirical study's rationale and increases the validity and trustworthiness of the results.

### 3.2 RESEARCH ONION FRAMEWORK

The importance of methodological rigor for credible research cannot be overstated, as it influences choices from general philosophical assumptions to specific strategies of data collection (Saunders, Lewis, & Thornhill, 2019). ~~In order to~~[To](#) organise the study methodologically, Saunders et al.'s (2019) Research Onion model was used (Figure 3.1). This model sequentially [assists](#) research decisions – from philosophy of research (ontology and epistemology), ~~through to~~ [include](#) ~~approach to~~ research [approach](#) (deductive or inductive), strategy of research (case study, survey, experiment), choice of method (quantitative, qualitative, mixed), time frame (cross-sectional, longitudinal) and technique and procedure for collecting and analysing data.





**FIGURE 3.1 RESEARCH ONION**

(SOURCE: SAUNDERS ET AL., 2019)

The application of [the](#) Research Onion framework leads to cohesive alignment among research objectives, theoretical underpinnings and the selection of methodologies, thereby promoting rigor and coherence. Using this perspective, a positivist view of philosophy, a deductive approach, case study method and quantitative survey method were used to take a [snapshotsnapshot](#) of the PRAN-RFL Group employees' perceptions. The layers of the Onion with further description of each layer in context of this paper are discussed below.

### 3.3 RESEARCH PHILOSOPHY

Research philosophy defines the worldview guiding how reality is understood and knowledge acquired (Bryman, 2016). This research is based on a positivist philosophy that posits that a social reality is objectively out there that can be observed and measured (Saunders et al., 2019). Positivism is based on natural scientific traditions, focusing on quantification, hypothesis testing, and generalisation.

The positivist approach is appropriate as the current research seeks to test developed relationships from well-founded theories such as Human Capital Theory (HCT) (Becker, 1964) and Social Exchange Theory (SET), and Organizational Learning Theory (OLT). The theories also provide quantifiable relationships between T&D elements and OP, allowing an organized process where hypotheses can be tested using statistical methods. This use of standardized

measures and quantitative analysis supports objectivity and replicability that positivism is associated with, which is essential for evidence-based HRM in the studies already conducted (Saunders et al., 2019).

However, positivism is criticised as it may oversimplify complex social phenomenon by reducing it to numbers and not considering the contextual interpretation of setting the (Saunders et al., 2019). Another type of methodology, interpretivism for example, may provide a more in depth understanding of the subjective experiences and perspectives of employees, but perhaps will not hold with a similar generalizability and objectivity for this ~~particular study~~ study (Saunders et al., 2019). Reasons for selecting the positivist approach were that it is highly applicable to the objective of the study in which hypothesis testing is conducted, referring to theories such as HCT, SET, and OLT. Such theories demand an approach that privileges measurable links while permitting the systematic testing of hypotheses (Saunders et al., 2019). Thus, the positivist approach ~~is considered to be~~ is the most appropriate for discussion of the research questions with desired objectivity and replicability for evidence-based recommendation.

### **3.4 RESEARCH APPROACH**

The research approach defines the interaction between theory and data in generating knowledge (Creswell, 2014). This research adopts a deductive approach, starting with formulating theoretical propositions and hypotheses ~~on the basis of~~ based on the literature which will be tested in ~~the~~ context of PRAN-RFL Group. The deductive approach is suitable for this study, as the review of literature integrated components from HCT, SET and OLT Model into study variables – TE, skill development, EE, WLC and OP (Saunders et al., 2019).

Based on the literature reviews these variables were also assumed to be positively related and the hypotheses proposed about the relationship among these variables were tested based on quantitative data (Karim et al., 2019; Shakib, 2024; Aina & Atan, 2022; Hosen et al., 2024;

Riyanto et al., 2021 and Akpa et al., 2021). By means of a structured questionnaire, this direction is viewed as rigorous statements regarding the testing of statistical hypotheses through correlations and regression analyses, aligning with Creswell's (2014) portrayal of deductive research. Furthermore, the deductive nature of the study enables a follow-on from theory to empirical evidence, which contributes to the implications about the generalization of the findings, as it relates to HR practices at PRAN-RFL and similar companies in emerging economies (Bryman, 2016).

While deductive research may risk overlooking emergent insights not anticipated by existing theories (Saunders et al., 2019), the questionnaire allowed for comprehensive views on multiple facets, therefore not precluding wide measurements within the confirmatory approach. Overall, the deductive approach emphasises theoretical soundness but not at the expense of empirical study, ensuring contributions to theory validation and practical application in employee development research.

### **3.5 RESEARCH STRATEGY**

The research strategy determines the methodological path to data collection (Saunders et al., 2019). With the aim of analysing the relational dynamics between T&D sub-elements and OP in a specific context, this research follows a single case study strategy for PRAN-RFL Group. Case studies allow for an exploration of complex occurrences in real life settings, where the line between the phenomenon (what is being studied) and the context is often hazy (Yin, 2018). Given PRAN-RFL's diversified operations, extensive workforce, and its changing training programmes, this large company setting is well-suited for examining the impact of training interventions on organisational outcomes within the developing economy of Bangladesh.

The focus on one organization provides a nuanced understanding of local influences, that is, contextual factors – including organizational culture, resource constraint, and employee

makeup – that influence the effectiveness of T&D and related performance (Ismael et al., 2021). The case study contributes to the positivist and deductive approach by enabling the targeted, organized retrieval of data through questionnaires to a clearly defined group of individuals, as well as in the practical aspect (Saunders et al., 2019).

~~The case study adds to the positivist and deductive approach in that it allows a targeted, organized retrieval of data through questionnaires to a clearly defined group of people and also when it comes to the practical aspect (Saunders et al., 2019).~~

Although the lack of generalizability of single case studies has been criticized (Yin, 2018), this study takes up external validity by visiting theoretically driven, measurable constructs that are transferable to other major conglomerates of Bangladesh and other contexts like there. This approach acts as a pragmatic compromise between depth of understanding and methodological control, appropriate for investigation of the complexity of employee development and performance at PRAN-RFL.

### **3.6 RESEARCH METHOD CHOICE**

The research method governs how data is gathered and analysed to address research questions effectively (Saunders et al., 2019). While qualitative research focuses on understanding phenomena through in-depth exploration and context-specific insights, this research uses a quantitative approach, which aligns with its positivist and deductive paradigm (Omodan, 2024). Quantitative research puts more emphasis on the collection of numeric data and statistical analysis to identify patterns, verify hypotheses, and produce findings that are generalizable (Creswell, 2014).

Quantitative methodology is fitting due to the nature of the research questions, as it measures the strength and the nature of the relationship between variables which are the TE, SECD, EE, WLC and OP. These constructs are then operationally defined and measured by structured

survey tools to generate aggregated responses conducive for a rigid statistical investigation (Bryman, 2016).

In addition, because of the use of quantitative techniques, data collection is more economical, especially given PRAN-RFL's wide variations of staff across departments and hierarchies. It is more feasible and inexpensive to carry out large numbers of surveys than it is to conduct qualitative interviews and ethnographic studies, which are resource- and time intensive (Sreekanthaswamy et al., 2025).

However, quantitative approaches have their shortcomings, especially when it comes to ignoring the subjectivity and context sensitivity of the topic (Koirala et al., 2024). The quantitative method doesn't always ~~take into account~~consider the personal experiences and little differences in environment that shape employees' attitudes and the culture of the company (Leitão et al., 2019). To deal with this, the survey was made using ideas and scales that have been proven to work in earlier research. This is a way to turn complicated ideas like engagement and WLC into numbers (Riyanto et al., 2021). This study focusses on breadth and statistical soundness, but future research may add value to the findings by using qualitative methods that improve understanding of the context.

### **3.7 RESEARCH TIME HORIZON**

Research time horizon is the duration for which data is collected and ~~analyzed~~analysed (Saunders et al., 2019). The present study has a cross-sectional design and was conducted among employees of PRAN-RFL Group. This strategy gives a meaningful snapshot on how training correlates to the OP, in the context of given time and resources (Creswell, 2014).

Cross-sectional studies allow hypotheses to be tested in a timely manner, but ~~are not able to~~cannot provide causal evidence nor to record changes in employees' attitudes and the firm's performance over time (Saunders et al., 2019). Further, when all data is collected at the same time, from the same source (respondents), common method variance is thought to be introduced

which may artificially inflate correlations (Baumgartner et al., 2021). This was addressed by including assurance of anonymity and different question formats in the design of the questionnaire.

### **3.8 RESEARCH TECHNIQUES AND PROCEDURES**

#### *3.8.1 DATA COLLECTION INSTRUMENT*

A structured questionnaire was used as the tool for data gathering in this study to quantitatively measure the constructs derived from the conceptual framework (See Section 2.7). The questionnaire includes questions regarding the independent variables (TE, SECD, EE, and WLC) and dependent variable (OP). Each construct is assessed with multiple items using a Likert-scaled approach to provide evidence of reliability and construct validity.

Using a structured questionnaire fits with the positivist research methodology that governs this study. It also makes it possible to gather data in a consistent way, which helps with rigorous statistical analysis (Sreekanthaswamy et al., 2025). ~~We constructed~~ The survey instrument was constructed by changing validated scales and items from past studies on human resource development and organisational behaviour (Karim et al., 2019; Riyanto et al., 2021). To keep things consistent and cover all the bases, each variable is measured by five items. The questionnaire includes demographic questions including age, gender, education, department, employment level, years of service, and how often they participate in training. These questions are used to profile respondents and to compensate for confounding variables in data analysis. Demographic information also shows that PRAN-RFL staff members have different opinions.

For the face and content validity and reliability of the questionnaire, a pilot study was carried out with 15 employees of PRAN-RFL Group who works at different departments and levels. Responses during the pilot phase influenced question clarity, length and relevance, leading to revised phrasing and the structure so that ambiguity and response errors were minimised. This

piloting is important to establish the suitability of the questionnaire in the specific organizational and respondent population context (Wadood et al., 2021).

For administration, the survey was distributed primarily via an online platform, supplemented by printed copies to accommodate employees with limited digital access. Such a hybrid mode strategy is designed to achieve the highest levels of coverage and response rates across quasi-representative segments of the working population, increasing inclusivity and reducing self-selection bias.

### *3.8.2 SURVEY DESIGN*

The survey question includes three major sections. Section A provides Demographic questions to ease participants into the survey process. Section B provides questions on the independent variables and section C provides questions for the dependent variable for the study. For section B and C, the Likert scale, from 1 (Strongly Disagree) to 5 (Strongly Agree), is used in this survey. This scale represents a good compromise between granularity and respondent burden, which would measure the degree of agreement or the perception, which is fundamental for the measurement of constructs such as EE and perceived TE (Bryman, 2016).

Measures to minimize response bias are strongly integrated. Neutral language no leading or loaded questions or double-barrelled questions that combine two questions into one that leave respondents confused about what to answer (DeCarlo et al., 2021). Confidentiality and anonymity are guaranteed, in the instructions and in ethical procedures designed to solicit the truth; thereby minimizing the tendency to socially- desirable responding, a concern even in work settings where employees may worry about retribution or judgment (Hyatt and Gruenglas, 2023). The estimated time to fill in the survey is about 15-20min which falls in line with best practices for employee surveys, which are at risk for low response rates and careless responding with surveys that are overly long (Ward & Meade, 2023). To ensure transparency and reproducibility, the full survey questionnaire is provided in the Appendix A, which

demonstrates the relevance to the research questions and to allow possible further studies or meta-analyses.

### 3.8.3 STUDY PARTICIPANTS

The study population includes staff members of PRAN-RFL Group, across operational level to the senior officials, which represents the hierarchical and functional diversity of the organization. Stratified random sampling is used for representativeness and to cover as frequently as possible the variability of experiences and the perceptions. Workers are also segmented ~~on the basis of~~based on the department and the level of the job they are performing, and the participants are randomly chosen inside these strata in proportion to their size and this reduces sampling bias (Saunders et al., 2019).

An expected sample size of ~~180-2003~~ workers provideds a balance between statistical power and logistical feasibility, which is in line with recommendations for quantitative organizational research- (Best, 2024). This size is adequate for reliability, and correlation and regression analysis, while maintaining diversity of participants.

Contact with respondents ~~is ensured~~was through official collaboration with PRAN-RFL's Human Resources (HR) department. The HR section ~~has~~ agreed to publicise survey invites and reminders through internal email and intranet, and on notice boards to ensure these are reaching a wide audience. This ~~approach guarantees~~ensures that in practice a representative employee cross-section can have timely and practicable access (Sreekanthaswamy et al., 2025). In addition, follow-up correspondence to enhance response and minimise non-response bias ~~will be~~was used, and respondents ~~were~~will be provided~~were provided~~ with a summary of the main results as a token of appreciation. Non-response bias ~~was~~is be tracked by examining demographic characteristics between respondents and non-respondents to identify any systematic differences that could affect the validity of the study (Vest & Mazurenko, 2023).



### 3.8.4 DATA ANALYSIS

Data analysis comprises a combination of descriptive and inferential statistical techniques tailored to address the study's research questions and hypotheses comprehensively.

Descriptive statistics—means, standard deviations, and frequency distributions—~~was used to~~ ~~will~~ profile respondents and summarize the distribution of responses across key variables, providing foundational insights into central tendencies and variability (Field, 2013).

To assess the internal consistency reliability of multi-item scales, Cronbach's alpha coefficients ~~was~~ ~~will be~~ computed, with thresholds above 0.70 considered acceptable, ensuring the scales reliably measure underlying constructs (Saeed et al., 2022).

Correlation analysis ~~will~~ ~~explored~~ ~~be~~ bivariate associations between independent variables (TE, SECD, EE, WLC) and the dependent variable (OP). This identifies the direction, strength, and significance of relationships, informing subsequent multivariate modelling (Field, 2013).

To test the formulated hypotheses and evaluate the predictive power of independent variables on OP, multiple regression analysis ~~will be~~ ~~was~~ employed. The regression model's assumptions—normality, linearity, homoscedasticity, and absence of multicollinearity—~~was~~ ~~will~~ be rigorously assessed through diagnostic plots and statistical tests to ensure validity of inference (Best, 2024).

Given the hypothesized mediating role of EE between training components and OP, mediation analysis ~~was~~ ~~will be~~ conducted using established procedures such as Baron and Kenny's causal steps approach and modern bootstrapping techniques to test indirect effects with greater statistical power and fewer assumptions (Hayes, 2013).

Data ~~will be~~ ~~was~~ analysed using statistical software packages SPSS, which provide robust tools for computation, visualization, and diagnostic testing, facilitating transparent and replicable analyses (Field, 2013).

Finally, statistical findings ~~will be~~were interpreted within the organizational context of PRAN-RFL and framed against the theoretical foundation, enabling critical insights into how T&D initiatives translate into performance outcomes.

### 3.9 ETHICAL CONSIDERATIONS

Ethical considerations are fundamental in research involving human participants to ensure their rights, dignity, and privacy are fully protected (Moriña, 2021). This study followeds strict ethical protocols by obtaining informed consent from all participants prior to survey administration. The study's purpose, the voluntary nature of participation and withdrawal rights at any time without penalty, are all stated explicitly (Saunders et al., 2019). All responses will be kept confidential and no names or other identifying information ~~will was be~~ recorded; the responses ~~were~~will be stored~~kept~~ in password-protected files that only the researcher ~~will~~havehas access to. The data privacy as well as the proper data management (including deletion) are protected by the European General Data Protection Regulation (GDPR).

Additionally, the relevant institutional review board approved the ethical aspects to ensure observance of formal research ethic regulations. Special precaution has been made to minimize the possibility of coercion or undue influence, especially because we are in a work place where there is likely to be power issues when considering participation (Moriña, 2021). It was ensured that no one will be held responsible for his/her response and would not make any difference about his/her employment and relation with PRAN-RFL Group. In addition, the study also pledgeds to report findings with transparency and honesty, no fabrication or plagiarism wasis involved, both keeping with the standards of pursuit of scholarship and enhancing the healthy body of organizational knowledge.

### **3.10 LIMITATIONS OF THE METHODOLOGY**

While the present study strives to enhance our understanding of employee T&D and OP, it is not without limitations. First, the cross-sectional design limits testing for causality or changes over time so that the impact of training programs on performance outcomes in longitudinal terms is ignored as a potential confounder (Saunders et al., 2019). Second, the use of self-reported data may result in response biases, such as social desirability and recall bias, that can constrain the precision of participants' responses in relation to their beliefs about the training activity and the overall performance of the organization (Quinio & Lam, 2021). Third, because it concentrates only on PRAN-RFL Group, the results might not be applicable beyond this single case, as organizational culture, industry characteristics, and context could be quite different between firms and industries (Yin, 2018). Finally, the questionnaire was designed with validated scales from constructs of which the inherent complexity of for example engagement and learning culture is probably limited to measurement with itself only. Future research could address these limitations through longitudinal, multi-method designs and by including multiple organizations for broader comparative analysis.

### **3.11 CHAPTER SUMMARY**

This chapter has comprehensively described the research methodology used in examining the effect of T&D on PRAN-RFL Group's performance. Employing Saunders et al.'s (2019) RO model, the chapter rationalized the choice of a positivist research philosophy along with a deductive strategy to validate theory-driven hypotheses on the empirical basis. The single case study approach was recommended as suitable for deep investigation in context and quantitative survey method was recommended to allow for the collection of systematic data across a stratified random selection of the employees. Ethical aspects such as confidential treatment of subjects, obtaining informed consent, and data protection were thoroughly controlled according to the requirements of the institution and legal standards. Limitations

related to design, data collection, and scope were openly addressed to frame the study's contributions and boundaries. Together, these methodological choices provide a strong basis for examining the complex interrelationships between T&D elements and OP. The next chapter reveals the empirical findings base on survey data provides deeper understanding of the effectiveness of the T&D practices on OP at PRAN-RFL Group.

## CHAPTER 4: FINDINGS AND DISCUSSION

### 4.1 CHAPTER OVERVIEW

This chapter presents the findings of the study, providing a detailed analysis of the data collected from PRAN RFL Group employees. The purpose of this chapter is to evaluate the relationships between the key variables— Training Effectiveness- (TE), Skill Enhancement and Career Development (SECD), Employee Engagement (EE), Workplace Learning Culture (WLC), and Organizational Performance (OP)—based on the survey responses. Descriptive statistics, reliability analysis, correlation analysis, regression analysis, and mediation analysis are all used to ~~look-observe~~ the data. The study utilises descriptive statistics to get a full picture of the demographic distribution and to learn more about the people who answered the survey. Also, reliability analysis makes sure that the study's measuring tools are always the same. Correlation and regression analyses reveal the strength and direction of relationships between the study variables, while mediation analysis examines how EE mediates the relationship between T&D components and OP. The results of these analyses are discussed in the subsequent sections of this chapter.

### 4.2 DESCRIPTIVE ANALYSIS

This section presents a detailed profile of the respondents based on the demographic variables outlined in Table 4.1. The data is further illustrated using corresponding figures (Figures 1 to 8), which include the mean and standard deviation for each variable, allowing for better interpretation of central tendency and dispersion.

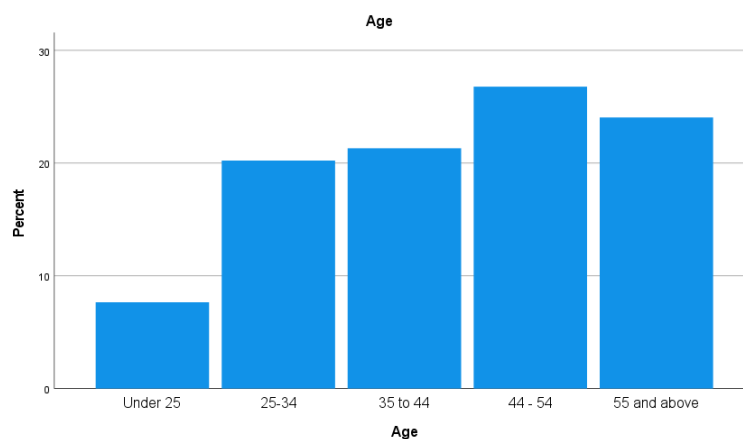
**TABLE 4.1: DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

Variable	Category	Frequency	Percent
Age	Under 25	14	7.7%
	25-34	37	20.2%
	35 to 44	39	21.3%
	44 - 54	49	26.8%
	55 and above	44	24.0%
Gender	Male	98	53.6%
	Female	85	46.4%
Highest Level of Education	High school or below	37	20.2%

	Diploma	46	25.1%
	Bachelor's degree	61	33.3%
	Master's degree	34	18.6%
	Doctorate	5	2.7%
Department	Production	7	3.8%
	HR	30	16.4%
	Marketing	36	19.7%
	Finance	50	27.3%
	Sales	53	29.0%
	Other	7	3.8%
Job Level	Entry-Level	48	26.2%
	Mid-Level	38	20.8%
	Senior-Level	19	10.4%
	Managerial	16	8.7%
	Executive	62	33.9%
Years of Service in PRAN-RFL	Less than 1 year	28	15.3
	1–3 years	27	14.8
	4–6 years	78	42.6
	7–10 years	15	8.2
	More than 10 years	35	19.1
Frequently of participation in training programs	Never	8	4.4
	Rarely	30	16.4
	Sometimes	36	19.7
	Often	54	29.5
	Very Frequently	55	30.1
Attended Career Development Program (12 mo.)	Yes	75	41.0%
	No	108	59.0%

#### 4.2.1 AGE DISTRIBUTION

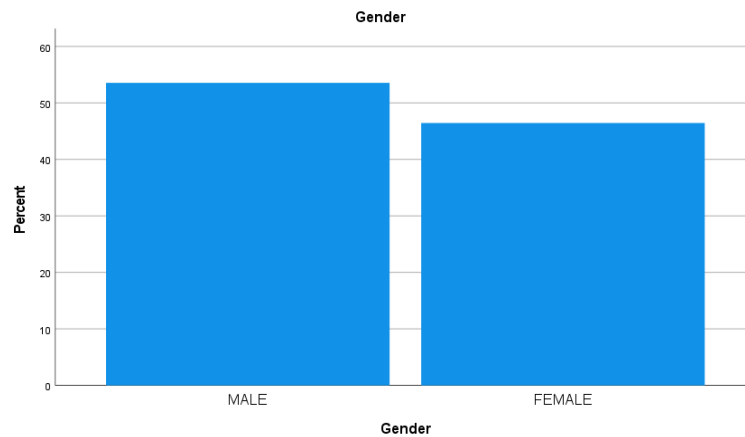
Figure 1 presents the age distribution. ~~The majority of~~Most respondents were in the 44–54 age group (26.8%), followed by those aged 55 and above (24.0%) and 35–44 (21.3%). The mean age score of 3.39 (SD = 1.262) indicates that most respondents fall in the middle to upper age categories, suggesting a mature workforce with potentially substantial work experience.



**FIGURE 4.1: AGE DISTRIBUTION**

#### 4.2.2 GENDER DISTRIBUTION

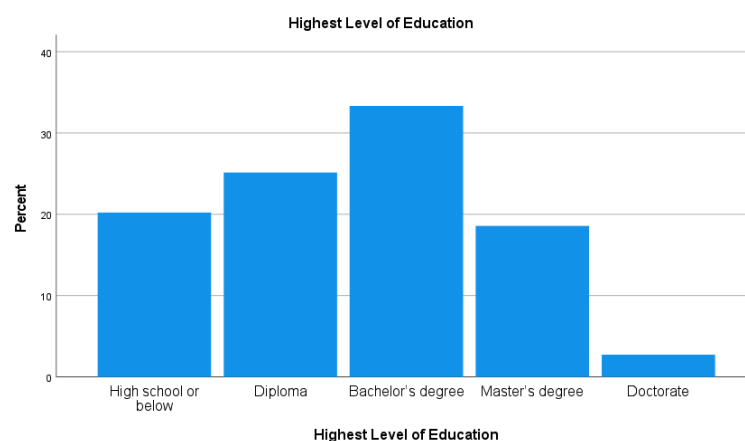
Figure 2 shows gender distribution, where 53.6% were male and 46.4% female. The mean score of 1.46 (SD = 0.50) confirms near gender parity, indicating balanced representation in the sample.



**FIGURE 4.2: GENDER DISTRIBUTION**

#### 4.2.3 EDUCATIONAL QUALIFICATIONS

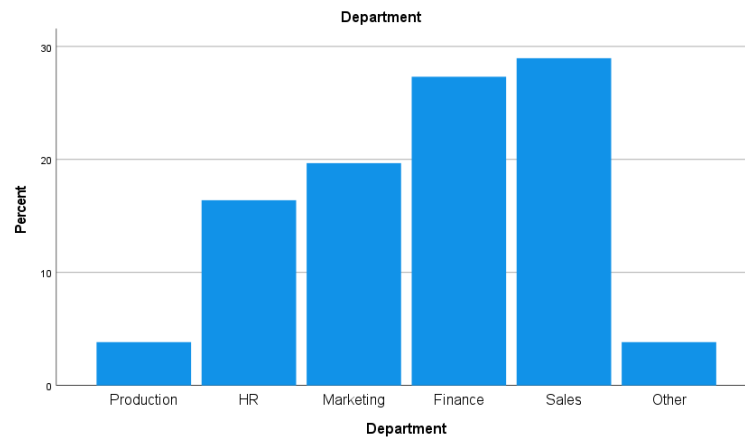
Figure 3 illustrates the educational qualifications of participants. Most held a bachelor's degree (33.3%), followed by diploma (25.1%) and high school or below (20.2%). The mean education level was 2.58 (SD = 1.091), suggesting that respondents had moderate to high educational backgrounds, which is relevant for understanding training receptiveness.



**FIGURE 4.3: EDUCATIONAL QUALIFICATIONS**

#### 4.2.4 DEPARTMENTAL ANALYSIS

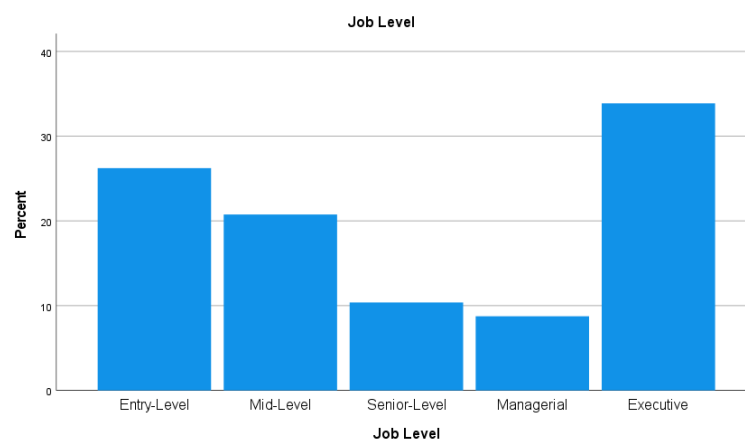
As shown in Figure 4, employees were mainly from Sales (29.0%) and Finance (27.3%) departments. The department variable had a mean of 3.73 (SD = 1.254), reflecting diverse departmental representation with a skew towards customer-facing and financial roles.



**FIGURE 4.4: DEPARTMENTS**

#### 4.2.5 EMPLOYEE JOB LEVELS

In Figure 5, participants were primarily executive-level employees (33.9%) and entry-level staff (26.2%), with fewer from managerial (8.7%) and senior roles (10.4%). The mean job level score was 3.03 (SD = 1.647), suggesting a concentration of responses from frontline and operational roles, who are typically direct beneficiaries of training programs.

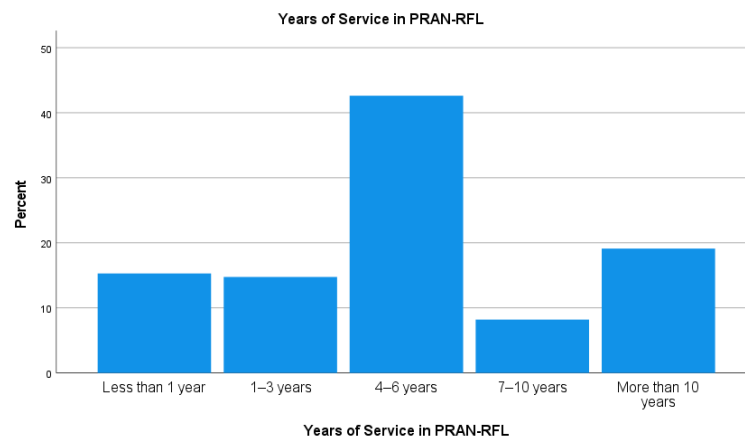


**FIGURE 4.5: JOB LEVEL**



#### 4.2.6 EMPLOYMENT DURATION

Figure 6 indicates that respondents had had varied tenures, with a mean service duration of 3.01 (SD = 1.271). This reflects a mix of new and experienced employees, offering balanced insights into the long-term impact of T&D practices.



**FIGURE 4.6: EMPLOYMENT DURATION**

#### 4.2.7 TRAINING PARTICIPATION

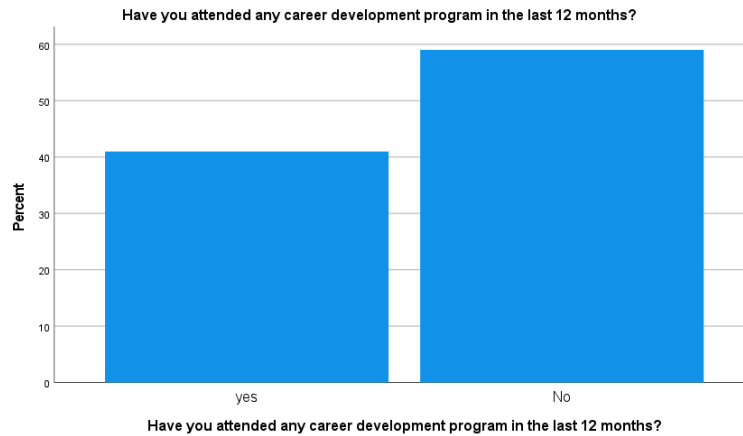
As per Figure 7, the training participation mean of 3.64 (SD = 1.195) suggests that most respondents had moderate to high exposure to training programs.



**FIGURE 4.7: TRAINING PARTICIPATION**

#### 4.2.8 CAREER DEVELOPMENT

Lastly, Figure 8 reveals that Only 41.0% of employees had attended a career development program in the past 12 months, while 59.0% had not. The mean score of 1.59 (SD = 0.493) reflects relatively limited access or engagement with structured career advancement initiatives.



**FIGURE 4.8: CAREER DEVELOPMENT PROGRAM PARTICIPATION**

The demographic data indicates a mature, gender-balanced, and moderately educated workforce with wide departmental representation. Most employees have participated in training programs, though fewer have accessed structured career development opportunities. This profile sets a strong foundation for analysing how T&D initiatives influence OP within PRAN-RFL Group.

#### 4.3 RELIABILITY ANALYSIS

Reliability analysis assesses the internal consistency of the constructs measured in the survey, ensuring that the items within each variable are consistent and adequately capture the underlying constructs (Bryman, 2016). Typically, a value of Cronbach Alpha above 0.7 is deemed acceptable, implying that all items that constitute each variable are consistently measuring the same construct (Sürücü & Maslakci, 2020). Table 4.2 presents the reliability analysis of the study variables.

**TABLE 4.2: RELIABILITY STATISTICS**

Variable Name	Cronbach's Alpha	Number of Items
Training Effectiveness (TE)	0.68	5
Skill Enhancement and Career Development (SECD)	0.799	5
Workplace Learning Culture (WLC)	0.859	5
Employee Engagement (EE)	0.862	5
Organizational Performance (OP)	0.786	5

From the findings, we see that the TE has a Cronbach's alpha of 0.68. While this is slightly below the generally accepted threshold of 0.70 (Nunnally, 1978), it is still considered an

acceptable value in exploratory research, especially when the construct is complex and the number of items is limited (George & Mallery, 2016). Furthermore, previous research suggests that an alpha value between 0.65 and 0.70 can be acceptable in social sciences when used for initial investigations (Hair et al., 2010). Therefore, the variable of TE is deemed reliable for further analysis in this study.

Other variables, SECD has a Cronbach's alpha of 0.799, WLC shows a Cronbach's alpha of 0.859, EE also has a Cronbach's alpha of 0.862 and OP has a Cronbach's alpha of 0.786, indicating good reliability. Hence, we see that all the variables show high internal consistency. This suggests that the items adequately measure the selected variables for the study and are reliable for further analysis (Sekaran & Bougie, 2016).

In summary, all of the study's variables are reliable, with Cronbach's alpha values between 0.68 and 0.86. These numbers show that the study's constructs are reliable enough for more statistical analysis and may be utilised with confidence to learn more about how T&D affects OP (Hair et al., 2010; Sekaran & Bougie, 2016).

#### **4.4 CORRELATION ANALYSIS**

Field (2013) says that correlation analysis is a statistical tool that may be used to show how strong and in what direction correlations are between two or more variables. This study employed Spearman's rank correlation coefficient to look at how the variables were related to each other. The data was obtained using a five-point Likert scale, which is why Spearman's correlation was used. The Likert scale data is ordinal, which means that the scale shows ordered groups, but the spaces between the points don't have to be the same (Roni & Djajadikerta, 2021). Field (2013) says that Spearman's correlation is a good way to measure the strength and direction of the monotonic correlations between these ordinal variables.

The findings of the correlation study show that there are strong positive links between TE, WLC, EE, and OP. In particular, TE and OP have a strong positive correlation ( $r = 0.546$ ,  $p <$

0.01), which means that effective training programs have a big impact on organisational outcomes. This supports the idea that well-structured training programs improve employee performance and overall company productivity (Karim et al., 2019).

**TABLE 4.3: CORRELATION ANALYSIS**

			Training Effectiveness	Workplace Learning Culture	Employee Engagement	Skill Enhancement and Career Development	Organizational Performance
Spearman's rho	Training Effectiveness	Correlation Coefficient	1.000	.751**	.556**	.057	.546**
		Sig. (2-tailed)		<.001	<.001	.440	<.001
		N	183	183	183	183	183
	Workplace Learning Culture	Correlation Coefficient	.751**	1.000	.761**	-.048	.372**
		Sig. (2-tailed)	<.001		<.001	.518	<.001
		N	183	183	183	183	183
	Employee Engagement	Correlation Coefficient	.556**	.761**	1.000	.061	.557**
		Sig. (2-tailed)	<.001	<.001		.414	<.001
		N	183	183	183	183	183
	Skill Enhancement and Career Development	Correlation Coefficient	.057	-.048	.061	1.000	.458**
		Sig. (2-tailed)	.440	.518	.414		<.001
		N	183	183	183	183	183
	Organizational Performance	Correlation Coefficient	.546**	.372**	.557**	.458**	1.000
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	
		N	183	183	183	183	183

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the same way, WLC has a moderate positive connection with OP ( $r = 0.372$ ,  $p < 0.01$ ). This means that having a culture of continual learning, sharing information, and mentoring in the workplace is good for OP, which is in line with Organisational Learning Theory (Kirkpatrick & Kirkpatrick, 2006).

EE also has a strong positive relationship with OP ( $r = 0.557$ ,  $p < 0.01$ ), which means that employees who are more engaged are likely to be more productive and help the organisation succeed more. This conclusion is in keeping with Social Exchange Theory, which says that employees and the organisation may both gain from each other. When people are motivated and dedicated, they do better work (Hosen et al., 2024; Shakib, 2024).

On the other hand, SECD has a weaker link to OP ( $r = 0.458$ ,  $p < 0.01$ ). This means that while skill development programs are important, their direct effect on performance may be affected

by other things, like how well skills match up with job roles or how easy it is to move up in the company.

In conclusion, the relationships between the independent variables and OP are in line with what other research and theories say, which backs up the TE, EE, and WLC as factors that lead to organisational success.

#### 4.6 REGRESSION ANALYSIS

Regression analysis is a way to use statistics to look at the link between one dependent variable and one or more independent variables. This study used regression analysis to find out how TE, EE, WLC, and SECD may be used to predict OP. This analysis helps identify the strength and nature of these relationships and their contribution to explaining variance in OP (Field, 2013).

The Model Summary table (Table 4.4) indicates a very strong relationship between the independent variables and OP. The R value of 0.843 suggests a strong correlation, and the R Square value of 0.710 means that approximately 71% of the variance in OP is explained by the predictors in the model. The Adjusted R Square of 0.704 is close to the R Square value, confirming that the model fits well and that the independent variables are significantly contributing to explaining OP. The Standard Error of the Estimate of 0.24057 is relatively low, indicating that the model's predictions are accurate and the data is closely fitting the regression line.

**TABLE 4.4: MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 <sup>a</sup>	.710	.704	.24057

a. Predictors: (Constant), Skill Enhancement and Career Development, Training Effectiveness, Employee Engagement, Workplace Learning Culture

The ANOVA table (Table 4.5) assesses whether the model is statistically significant. The F-value of 109.130 with a p-value of 0.000 indicates that the overall regression model is significant at the 0.01 level. This implies that the set of independent variables collectively has

a significant impact on OP, and the likelihood that the observed relationship is due to chance is extremely low (Field, 2013). Therefore, the model is a reliable predictor of OP.

**TABLE 5: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.262	4	6.316	109.130	.000 <sup>b</sup>
	Residual	10.301	178	.058		
	Total	35.563	182			

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Skill Enhancement and Career Development, Training Effectiveness, Employee Engagement , Workplace Learning Culture

The Coefficients table (Table 4.6) provides detailed information on the individual predictors' contributions. The constant value ( $B = 1.296$ ) represents the baseline OP when all predictors are zero. Among the independent variables, EE has the highest standardized beta coefficient of 0.850, suggesting that it has the strongest impact on OP. This is consistent with the literature, which emphasizes the role of EE in enhancing job performance and organizational success (Arifin et al., 2019).

**TABLE 4.6: COEFFICIENTS**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.296	.164		7.880	.000
	Training Effectiveness	.439	.046	.620	9.518	.000
	Workplace Learning Culture	-.442	.054	-.825	-8.251	.000
	Employee Engagement	.419	.038	.850	10.981	.000
	Skill Enhancement and Career Development	.292	.034	.375	8.614	.000

a. Dependent Variable: Organizational Performance

TE also has a significant positive effect on OP with a beta of 0.620. This indicates that effective training programs significantly contribute to improving performance, which aligns with the findings of previous studies (Karim et al., 2019; Karim et al., 2019; Shakib, 2024). However, WLC shows a negative relationship with OP ( $B = -0.442$ ), with a beta of -0.825. Although this result may seem counterintuitive, it suggests that in this context, a strong learning culture may not necessarily lead to better performance outcomes, potentially due to overemphasis on

learning rather than implementation (Hosen et al., 2024). Finally, SECD positively impacts performance ( $B = 0.292$ ,  $\beta = 0.375$ ), indicating that providing skill development opportunities is also beneficial for enhancing organizational outcomes (Aina & Atan, 2022 and Hosen et al. 2024).

In summary, the regression analysis confirms that TE, EE, and SECD positively predict OP, while WLC presents a negative impact in this particular study (Shakib, 2024; Hosen et al., 2024; Arifin et al., 2019; Akpa et al., 2021; Arifin et al., 2019). This model explains a large portion of the variance in OP, highlighting the importance of training and engagement initiatives in improving company outcomes.

#### **4.6 MEDIATION ANALYSIS**

This section looks at how EE mediates the relationship between the three T&D components (TE, SECD, and WLC) and OP. We used the PROCESS macro for SPSS, Model 4, to do this mediation study. This lets us look at both direct and indirect effects in a simple mediation model.

The Model Summary shows that there is a significant link between the combined T&D components (called TDA) and EE, with a  $R^2$  value of 0.5559. This means that the T&D components can explain around 56% of the differences in EE. The model is very important since the F-statistic is 226.5928 ( $p < 0.0001$ ). This means that the T&D components are strong predictors of EE. The TDA coefficient is 1.3779, which is very significant ( $p < 0.0001$ ). This means that higher T&D components are closely linked to higher EE (Arifin et al., 2019; Riyanto et al., 2021).

Run MATRIX procedure:

```
***** PROCESS Procedure for SPSS Version 4.2 *****

      Written by Andrew F. Hayes, Ph.D.      www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

*****
Model   : 4
  Y     : OP
  X     : TDA
  M     : EE

Sample
Size:   183

*****
OUTCOME VARIABLE:
  EE

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      .7456      .5559      .3582     226.5928      1.0000     181.0000      .0000

Model
      coeff      se      t      p      LLCI      ULCI
constant    -1.5713      .3554     -4.4215      .0000     -2.2726     -.8701
TDA          1.3779      .0915     15.0530      .0000      1.1973      1.5586

*****
OUTCOME VARIABLE:
  OP

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      .6190      .3831      .1219     55.8914      2.0000     180.0000      .0000

Model
      coeff      se      t      p      LLCI      ULCI
constant     2.1068      .2182      9.6543      .0000      1.6762      2.5374
TDA          .3889      .0801      4.8537      .0000      .2308      .5471
EE           .1145      .0434      2.6402      .0090      .0289      .2000

***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****

Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI
      .3889      .0801      4.8537      .0000      .2308      .5471

Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
EE          .1577      .0671      .0168      .2820

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

----- END MATRIX -----
```

### FIGURE 4.9: MEDIATION ANALYSIS

The Model Summary for OP also reveals a moderate relationship, with an  $R^2$  value of 0.3831.

This means that about 38% of the variance in OP can be explained by the independent variables in the model. The F-statistic of 55.8914 ( $p < 0.0001$ ) again confirms the significance of the model. Both TDA and EE are significant predictors of OP. Specifically, the direct effect of



TDA on OP is 0.3889, with a t-value of 4.8537 ( $p < 0.0001$ ), indicating that T&D components positively influence OP (Riyanto et al. (2021).

The mediation effect of EE is evaluated through the indirect effect analysis. The indirect effect of TDA on OP through EE is 0.1577 (BootSE = 0.0671), with the bootstrapped 95% confidence interval ranging from 0.0168 to 0.2820. Since the confidence interval does not contain zero, we can confidently conclude that EE significantly mediates the relationship between T&D components and OP (Arifin et al. 2019 and Riyanto et al., 2021).

In summary, the results from the mediation analysis shows that EE partially mediates affects how T&D components affect OP. This means that better T&D programs lead to greater EE, which in turn makes the organisation better (Arifin et al., 2019). These results show how important it is to create a strong learning environment to boost both engagement and performance.

#### **4.7 CHAPTER SUMMARY**

This chapter goes into great detail on the data that was gathered through the PRAN RFL Group survey. It starts with a demographic profile of the respondents, which includes their age, gender, education, department, work level, and whether or not they took part in training. The reliability analysis shows that the research variables are consistent and valid. Correlation study shows that TE, WLC, EE, and OP are all strongly related to each other in a favourable way. This means that these elements are very important for enhancing the results of an organisation. Regression study backs up the idea that TE, EE, and Skill Enhancement are good for OP, whereas WLC is bad for it. Finally, the mediation analysis shows that EE is a partial mediator between the components of T&D and OP. These results give us important information about how staff training and development affects OP at PRAN RFL Group.

## CHAPTER FIVE: DISCUSSION OF FINDINGS

### 5.1 CHAPTER OVERVIEW

This chapter offers a comprehensive analysis of the findings presented in Chapter 4 ~~in light of~~considering the literature and theoretical contexts. It emphasizes the linkages among these constructs namely Training Effectiveness (TE), Skill Enhancement and Career Development (SECD), Employee Engagement (EE), Workplace Learning Culture (WLC), and Organizational Performance (OP). The results are also discussed in relation to the impact of these variables on OP within PRAN-RFL Group. Finally, the discussion considers acceptance or rejection of the hypotheses in question, as informed by the statistical findings, identifying the impact of the EE as a mediator. The chapter situates the empirical results in theoretical frameworks, including Human Capital Theory (HCT), Social Exchange Theory (SET), and Organizational Learning Theory (OLT), thereby offering a holistic explanation about why and how T&D "works" on organizational outcomes. In addition, the chapter provides implications for PRAN-RFL's organizational activities based on these results are described.

### 5.2 INTERPRETATION OF KEY FINDINGS

#### 5.2.1 TRAINING EFFECTIVENESS AND OP

The analysis in Chapter 4 reveals a moderate positive relationship between TE and OP ( $r = 0.546$ ,  $p < 0.01$ ), as presented in table 4.1. It shows that more rigorous training programs have a strong effect on the improvement in OP. Indeed, the relationship is verified also by the regression analysis, - B of 0.439, indicating that a one unit increase in TE = 0.439, (Table 6). This result verifies H1 (TE has a positive and significant effect on OP), which is accepted. The standardized beta value of 0.620 and t-value of 9.518 ( $p < 0.01$ ) clearly indicate the critical impact of training on OP. These findings are consistent with the report of Karim et al. (2019) and Shakib (2024), who emphasize the need for training as a factor contributing to more productivity, innovation, and efficiency.

This moderate correlation substantiates the literature review of Ahmed et al. (2020) and Alshammari (2020), they suggest that with an effective training there could be better employee retention, improved organizational efficiency as well as enhanced performance in the organization. From the perspective of Human Capital Theory (HCT) (Becker, 1964), the investment in human capital (e.g. through training) leads to increased productivity and competitiveness, which are critical factors for organizational survival. This theory supports the beneficial effects of TE on OP which were observed in the present study.

As for PRAN-RFL, these results indicate that it is likely that a company should keep updating team training programs. Curriculum should be in line with the direction of the organization and the changing needs of the business. Periodic reviews of the results of training, in combination with employee feedback, could serve as a useful safeguard to make certain that the programs are on target and responsible. In addition, a culture of learning, a culture of getting better, would then naturally extend into training, and boost the quality of these programs across the board, so that the company keeps up with its own competitive advantage.

#### *5.2.2 SKILL ENHANCEMENT AND CAREER DEVELOPMENT AND OP*

The data analysis reveals a moderate positive correlation ( $r = 0.458$ ,  $p < 0.01$ ) between SECD and OP. This indicates that SECD programs are positively associated with improved performance outcomes within the organization. The regression analysis strengthens this finding, with an unstandardized coefficient (B) of 0.292, implying that a one-unit increase in SECD corresponds to a 0.292 increase in OP. The standardized beta value of 0.375 further suggests that skill development and career advancement opportunities have a moderate yet significant impact on performance, with a t-value of 8.614 ( $p < 0.01$ ). These results confirm that Hypothesis 2 (H2) (Skill enhancement and career development positively and significantly impact OP) is accepted.

This moderate correlation between SECD and OP is consistent with the findings in the literature review, where Aina & Atan (2022) and Hosen et al. (2024) argue that skill development and career progression are essential for improving employee motivation, job satisfaction, and organizational success. Alshammari (2020) also suggests that career development initiatives are instrumental in increasing employee commitment, which, in turn, enhances performance. However, the moderate strength of the correlation suggests that skill enhancement alone may not have an immediate, significant impact on performance, particularly in contexts where career progression opportunities are limited or less structured, as noted by Upadhyay (2018) and Kareem & Hussein (2019).

For PRAN-RFL, these findings suggest that investing in structured career development programs, such as leadership training, mentorship, and clearer career progression pathways, is crucial for fostering employee satisfaction, motivation, and long-term commitment. This will not only aid in the retention of top talent, but also advance OP by connecting career development programs with company objectives and trends that are shaping the industry.

### *5.2.3 EMPLOYEE ENGAGEMENT AND OP*

The correlation analysis reported a significantly positive relationship between EE and OP ( $r = 0.557$ ,  $p < 0.01$ ), meaning that ~~the~~ higher levels of EE ~~leads~~lead to better OP. The association is further corroborated by the regression analysis showing a 0.419 for the unstandardized coefficient (B), which indicates that for every one-unit increase in EE, there will be an increase of 0.419 in OP. Here we have a t-value of 10.981,  $p < 0.01$  and  $\beta = 0.850$ , indicating the very significant effect of engagement on performance, which confirms H3 (EE positively influence on OP).

High correlation and regression coefficients values are consistent with the results of Arifin et al. (2019) and Riyanto et al. (2021), who stress that EE directly affects OPP. EE is identified as an important mechanism that job satisfaction and motivation get converted into increased

performance (Shakib, 2024). The social exchange theory (SET) (Hosen, et al., 2024) further validates the results by suggesting the interplay among EE and OP. When employees perceive that the organization invests in their development and well-being, they reciprocate by demonstrating higher engagement and contributing to organizational success.

For PRAN-RFL, the findings underscore the need to prioritize EE within their T&D programs. By fostering a work environment that encourages continuous learning, recognizes employee achievements, and provides opportunities for personal and professional growth, PRAN-RFL can further enhance engagement levels, which will, in turn, positively affect OP.

#### *5.2.4 WORKPLACE LEARNING CULTURE AND OP*

The analysis in Chapter 4 reveals a moderate positive correlation ( $r = 0.372$ ,  $p < 0.01$ ) between WLC and OP. However, the regression analysis presents an unexpected result, with the unstandardized coefficient (B) of -0.442 and the negative standardized beta value of -0.825 indicating that an increase in WLC is associated with a decrease in OP. Based on these findings H4 is rejected. Although moderate positive correlation initially suggesting that learning culture will improve OP, the regression analysis shows that it might be the opposite of that in the model. This is a difficult result that deserves some additional line of investigation, probably by identifying some other mediating, moderate variable that has not included in the model.

This result contradicts the belief that strong learning culture equals better performance, which is consistent with OLT (Upadhyay, 2018; Al-Hammadi et al., 2020). Earlier research has been undertaken including that of Akpa et al. (2021), have stressed that learning culture is conducive to affecting organizational results through the creation of a common set of knowledge that contributes to innovation and effectiveness. But the findings of this study seem to indicate that the efficacy of WLC may depend on other things, like learning with practice, organizational context, and strategic environment of the learning initiatives.

Notably, situational and cultural dimension of the LCA in a developing country context, like Bangladesh, could have an influential role in achieving the benefits of a learning culture. Hosen et al. (2024) and Shakib (2024) posit that in these environments, the knowledge gained from learning interventions fails to diffuse to OP due to factors that include misfit between training content and operational requirements, resource scarcity and change resistance.

If employees feel that the knowledge they gain isn't backed up by chances to use it in real life, clear career paths, or leaders who are committed to using new skills, then a strong learning culture may not lead to better performance in organisations like PRAN-RFL (Adaobi & Snr, 2022; Al-Hammadi et al., 2020).

For PRAN-RFL, this finding suggests that PRAN-RFL should carefully look at its learning culture and see how well it fits with its practical, results-oriented aims. It could be required to improve learning programs so that they don't just teach people new things, but also how to use what they learn in real-life situations. Moreover, leadership support is crucial for embedding a learning culture that leads to tangible improvements in performance.

#### *5.2.5 EMPLOYEE ENGAGEMENT AS A MEDIATOR BETWEEN T&D COMPONENTS AND OP*

The mediation analysis reveals that EE significantly mediates the relationship between the combined T&D components—TE, SECD, and WLC—and OP. The results show that approximately 56% of the variance in EE can be explained by the T&D components ( $R^2 = 0.5559$ ), and the relationship is highly significant (F-statistic = 226.5928,  $p < 0.0001$ ). The indirect effect of T&D on OP through EE is significant (indirect effect = 0.1577,  $p < 0.05$ ), supporting Hypothesis 5 (H5) (EE mediates the relationship between T&D components and OP), which is accepted.

These findings align with Arifin et al. (2019) and Riyanto et al. (2021), who emphasize the role of EE in translating training initiatives into organizational success. Engaged employees are

more likely to apply their newly acquired skills and contribute positively to OP. The results underscore the importance of integrating engagement strategies within T&D programs to maximize their impact on performance outcomes. Additionally, Social Exchange Theory (SET) supports these results by highlighting the reciprocal nature of the relationship between employees and organizations, where investments in T&D lead to higher engagement, and in turn, enhance performance (Hosen et al., 2024; Shakib, 2024).

**TABLE 5.1: SUMMARY OF HYPOTHESES TESTING**

Hypothesis	Relevant Variables and Data	Accepted or Not
<b>H1: Training effectiveness positively and significantly impacts OP.</b>	<b>Training Effectiveness and Organizational Performance:</b> <ul style="list-style-type: none"> <li>- Correlation: <math>r = 0.546</math>, <math>p &lt; 0.01</math></li> <li>- Regression: <math>B = 0.439</math>, <math>\beta = 0.620</math>, <math>t = 9.518</math> (<math>p &lt; 0.01</math>)</li> </ul>	Accepted
<b>H2: Skill enhancement and career development positively and significantly impact OP.</b>	<b>Skill Enhancement and Career Development and Organizational Performance:</b> <ul style="list-style-type: none"> <li>- Correlation: <math>r = 0.458</math>, <math>p &lt; 0.01</math></li> <li>- Regression: <math>B = 0.292</math>, <math>\beta = 0.375</math>, <math>t = 8.614</math> (<math>p &lt; 0.01</math>)</li> </ul>	Accepted
<b>H3: Employee engagement positively influences organizational performance.</b>	<b>Employee Engagement and Organizational Performance:</b> <ul style="list-style-type: none"> <li>- Correlation: <math>r = 0.557</math>, <math>p &lt; 0.01</math></li> <li>- Regression: <math>B = 0.419</math>, <math>\beta = 0.850</math>, <math>t = 10.981</math> (<math>p &lt; 0.01</math>)</li> </ul>	Accepted
<b>H4: Workplace learning culture positively influences organizational performance.</b>	<b>Workplace Learning Culture and Organizational Performance:</b> <ul style="list-style-type: none"> <li>- Correlation: <math>r = 0.372</math>, <math>p &lt; 0.01</math></li> <li>- Regression: <math>B = -0.442</math>, <math>\beta = -0.825</math>, <math>t = -8.251</math> (<math>p &lt; 0.01</math>)</li> </ul>	Rejected
<b>H5: Employee engagement mediates the relationship between T&amp;D components and organizational performance.</b>	<b>Employee Engagement as mediator between T&amp;D and Organizational Performance:</b> <ul style="list-style-type: none"> <li>- Mediation analysis: Indirect effect = <math>0.1577</math>, <math>p &lt; 0.05</math></li> <li>- <math>R^2 = 0.5559</math>, <math>F\text{-statistic} = 226.5928</math> (<math>p &lt; 0.0001</math>)</li> </ul>	Accepted

### 5.3 IMPLICATIONS OF THE STUDY

This study offers valuable insights into the relationship between T&D and OP, with practical implications for PRAN-RFL and theoretical implications for the broader field of organizational development. From a practical perspective, the findings underscore the importance of ensuring

that training programs are not only effective but also strategically aligned with the organization's goals and market demands. PRAN-RFL should prioritize training initiatives that are relevant and impactful, incorporating employee feedback to continually refine these programs. This would ensure that training investments lead to measurable improvements in productivity, efficiency, and employee retention, ultimately enhancing OP.

This study gives us valuable insights on how T&D and OP are related, with real-world applications for PRAN-RFL and theoretical applications for the whole area of organisational development. From a practical point of view, the results show how important it is to make sure that training programs are not only useful but also in line with the organization's goals and the needs of the market. PRAN-RFL should put the most important and useful training programs at the top of their list and use feedback from employees to make them better over time. This would make sure that money spent on training leads to clear increases in productivity, efficiency, and staff retention, which would boost OP in the long run.

The study also shows how important career development and skill improvement are for the success of an organisation. Because of this, PRAN-RFL should work on making more professional advancement possibilities available inside the company, such as leadership training and mentorship programs. These kinds of programs would not only increase employee engagement and happiness, but they would also help keep good employees, creating a motivated and dedicated team. Aligning these professional development programs with PRAN-RFL's long-term strategic goals would make sure that employees feel supported and able to make a real difference in the organization's aims.

The study's findings about the important link between EE and OP show even more how important it is for PRAN-RFL to create a work climate that values involvement. You may do this by acknowledging the work of your employees, giving them chances to learn new things all the time, and letting them help make decisions. These kinds of engagement tactics will not



only improve the performance of each person, but they will also help the organisation ~~as-a whole-succeed~~succeed. Moreover, the study challenges the assumption that a WLC automatically leads to improved performance, suggesting that PRAN-RFL needs to ensure that its learning initiatives are effectively integrated into operational activities. In this context, the company must provide opportunities for employees to apply their learning in real-world scenarios, supported by strong leadership and adequate resources.

Theoretically, this study extends the Human Capital Theory (HCT) by highlighting the importance of engagement and psychosocial factors in linking T&D to organizational outcomes. It also supports Social Exchange Theory (SET) by emphasizing the reciprocal relationship between employees and organizations, where investments in T&D lead to higher engagement, which in turn improves performance. Additionally, the study challenges certain assumptions of Organizational Learning Theory (OLT), particularly in terms of the direct impact of learning cultures on performance, calling for a deeper exploration of contextual factors that shape learning outcomes in diverse organizational settings.

## **5.4 CHAPTER SUMMARY**

This chapter has provided an in-depth discussion of the study's findings. The results confirmed that TE, SECD, and EE positively influence OP, aligning with existing literature on the importance of these factors in driving productivity and innovation. However, the unexpected negative result regarding WLC suggests that its impact on performance is more complex and may depend on contextual factors such as organizational structure and culture. The mediation analysis further highlighted the critical role of EE in translating training initiatives into enhanced organizational outcomes. These findings emphasize the need for PRAN-RFL to align training programs with organizational goals, ensure career development opportunities, and foster a culture of EE. In conclusion, the next chapter will provide the final conclusion and actionable recommendations based on the study's insights.

## CHAPTER 6: CONCLUSIONS & RECOMMENDATIONS

### 6.1 CHAPTER OVERVIEW

In this chapter, the study on how Employee T&D had influences on OP in PRAN RFL Group is ended by the summarization, and concluded with suggestions or recommendations which are based on the analysis. The chapter reviews each research objective and the conclusions drawn from findings are discussed with a focus on the central role of TE, SECD, EE and WLC in the T&D processes. It also reflects upon the surprising outcomes and, in particular, regarding the ambiguous relationship between WLC and OP. In addition, at the end of the chapter, practical suggestions related to the T&D activities have made that may act as an impetus to tailor such activities in PRAN RFL in order to meet the objectives of the organization and to serve as a design tool for the employees. Lastly, it draws the boundaries and directions for future research to consider longitudinal research, different companies' contexts, and to introduce the right integration of leadership and organisational culture in the T&D strategies. Finally, the chapter ends with a final reflection on the research and its role in the field.

### 6.2 CONCLUSIONS

This study managed to meet the objectives of the research and guided to the specific understanding how Employee T&D influence OP at PRAN RFL Group. By examining collected data in a systematic way and applying theoretical lenses, this study has contributed to the understanding of the importance of key elements in determining T&D including TE, SECD, EE, and WLC. Below, we present the major findings for each research objective, and explain in what ways they help to address the research questions.

#### *6.2.1 OBJECTIVE 1: TO EVALUATE THE INFLUENCE OF TRAINING EFFECTIVENESS ON OP.*

The first objective was to investigate the effects of TE on OP at the PRAN RFL. In the analysis, TE found positively and significantly correlated with OP ( $r: 0.546, p < 0.01$ ). This relationship

is further supported by the regression analysis ( $\beta = 0.620$ ) as an effective training programs increased the employee performance which in turn was positively associated with better OP. These results answer the primary research question relating to the impact of T&D on OP: that T&D when done well can improve productivity and performance. The findings are consistent with Human Capital Theory (HCT) which assumes that investment in the development of employees; such as training can contribute positively towards organisation productivity and competitiveness (Becker, 1964). Based on this finding, PRAN RFL should still consider how to improve their training strategies such that they are not merely well designed, but also consistent with the organization's overall strategy.

#### *6.2.2 OBJECTIVE 2: TO EVALUATE THE IMPACT OF SKILL ENHANCEMENT AND CAREER DEVELOPMENT ON OP.*

The second objective was to examine the enhancement of OP by SECD. The analysis indicated a moderate positive association between SECD and OP ( $r = 0.458$ ,  $p < 0.01$ ), which was confirmed with the regression analysis ( $B = 0.292$ ,  $\beta = 0.375$ ). While the association is moderate, the results suggest that offering opportunities to develop a skill and to advance in a career is beneficial to performance. This discovery addresses the other RQ2 by showing that SECD workers are the leading factor for better employee job satisfaction, retention, and organizational performance. These results support prior studies, including Alshammari (2020), that stressed the significance of career development as a way to increase employee commitment and performance. Therefore, PRAN RFL should consider structured career development programs particularly those which include personal mentorship and leadership training as a priority so that employee satisfaction and retention can be increased, ultimately benefiting OP.

### *6.2.3 OBJECTIVE 3: TO ASSESS THE INFLUENCE OF EMPLOYEE ENGAGEMENT ON OP.*

EE emerged as a significant predictor of OP. The analysis revealed a strong positive correlation ( $r = 0.557$ ,  $p < 0.01$ ) between EE and OP, and the regression analysis further confirmed this relationship ( $B = 0.419$ ,  $\beta = 0.850$ ). This suggests that higher levels of EE are associated with improved organizational outcomes. The study answers the third research question, highlighting the critical role that EE plays in translating job satisfaction and motivation into better performance. The results align with Social Exchange Theory (SET), which asserts that when employees feel valued and supported by their organization, they are more likely to reciprocate with higher engagement and contribute positively to organizational success (Hosen et al., 2024; Shakib, 2024). For PRAN RFL, these findings underline the importance of fostering a work environment that prioritizes engagement through recognition, opportunities for growth, and inclusive leadership. Enhancing EE can significantly improve productivity, job satisfaction, and OP.

EE emerged as a major predictor of OP, as the interrelationship between EE and OP A significant positive correlation ( $r = 0.557$ ,  $p < 0.01$ ) and the regression results also confirmed the correlation ( $B = 0.419$ ,  $\beta = 0.850$ ). This indicates that greater levels of EE are related to enhanced organizational results. The third research question is addressed in the study, and it reveals the mediating effect role of EE between job satisfaction and motivation on performance. The observations are consistent with 'Social Exchange Theory (SET) principle claiming that whenever employee perceives blockchain as valuable technology and their organization recognizes, supports and appreciate its value, they are more likely to reciprocate with higher engagement and contribute positively to the sustainability of the organization (Hosen et al., 2024; Shakib, 2024). These results have important implications for PRAN RFL in terms of creating a workplace culture that values engagement through recognition,

opportunity to progress and inclusive leadership. Improving EE may effectively increase productivity, job satisfaction, and OP.

#### *6.2.4 OBJECTIVE 4: TO EVALUATE THE ROLE OF WORKPLACE LEARNING CULTURE IN ENHANCING OP.*

The relationship between WLC and OP was more complex than anticipated. At first, there was a moderate positive association ( $r = 0.372$ ,  $p < 0.01$ ), but the regression analysis showed a negative link ( $B = -0.442$ ). This suggests that a strong learning culture may not always lead to better performance results. This surprising outcome goes against the idea that a strong learning culture immediately improves OP, which is what Organisational Learning Theory (OLT) says (Upadhyay, 2018). The study suggests that the effectiveness of a learning culture may be contingent on other factors, such as the alignment of learning content with operational needs and the practical application of newly acquired knowledge. This finding answers the fourth research question by highlighting that merely promoting a learning culture is not sufficient to improve performance; it must be strategically integrated with the organization's operational goals and supported by leadership. For PRAN RFL, this means that while learning culture is important, the company should ensure that learning initiatives are closely linked to practical, real-world applications to maximize their effectiveness.

#### *6.2.5 OBJECTIVE 5: TO PROPOSE RECOMMENDATIONS FOR IMPROVING T&D PRACTICES TO ENHANCE OP.*

The final objective was to propose recommendations for enhancing T&D practices at PRAN RFL. Based on the findings from the previous objectives, several key recommendations have been formulated. These include improving the effectiveness of training programs by aligning them with organizational goals, investing in structured career development and leadership training, fostering EE through recognition and career growth opportunities, and refining the

WLC to ensure that learning initiatives are practically applicable and supported by leadership. These recommendations aim to optimize T&D practices and, ultimately, improve OP. This objective was fully achieved, as the study provided actionable insights and strategies to enhance PRAN RFL's T&D initiatives, based on the empirical findings.

Therefore, throughout the discussion, this study has answered the central research question and sub-questions regarding how T&D impacts OP at PRAN RFL. The findings consistently show that TE, EE, and SECD are key contributors to improved OP, while WLC requires a more nuanced approach. The study's results provide clear evidence that investing in well-structured T&D programs and fostering a supportive, engaging work environment can lead to significant improvements in organizational outcomes.

### 6.3 RECOMMENDATIONS

Some key recommendations resulted from this study that aimed to improve T&D practices at PRAN RFL Group, and thus, better OP.

1. **Enhance Training Effectiveness:** TE has a substantial effect on OP. PRAN RFL needs to develop consistent training programs based on organizational objectives and employee's requirement. Trainee reactions and responses to various experiences provide feedback on whether training is appropriate (Becker, 1964).
2. **Invest in Career Development Programs:** ~~In order to~~ To enhance employee satisfaction and retention, PRAN RFL need to invest in structured career development programs including mentorship and leadership training (Alshammari, 2020). In addition, it will promote EE by allowing evident opportunities for development (Aina & Atan, 2022).
3. **Foster Employee Engagement:** EE is a foundation of success. PRAN RFL needs to establish a work climate of effective leadership, continuous recognition, inclusive leader, train and development facilities (Hosen et al., 2024; Shakib, 2024). While engaged

employees add more value to organizational results and are more likely to stay with the company.

4. **Refine Workplace Learning Culture:** The study showed that simply having a robust learning culture does not directly translate into better results. Hence, training activities of PRAN RFL should be compatible with pragmatic implications and organizational objectives driven by leadership (Upadhyay, 2018). Such efficiency will assist in translating what is learned into meaningful performance (Al-Hammadi et al., 2020).
5. **Integrate Engagement Strategies into T&D:** Considering EE's mediating influence on T&D outcomes, PRAN RFL needs to infuse engagement strategies in the T&D activities. This could involve providing training that increases both skill level and the motivation of employees, leading to a more engaged and higher performing ~~work force~~[workforce](#) (Riyanto et al., 2021).

By adopting these recommendations, PRAN RFL can optimize its T&D efforts, leading to higher EE, satisfaction, and ultimately, improved OP.

## 6.4 LIMITATIONS OF THE STUDY

This study has significant limitations. Firstly, the research was carried out only on PRAN RFL Group which reduces the generalizability of the results to other organizations or industries and to those with different geographical settings and organizational ~~cultures in particular~~[cultures](#). Moreover, the cross-sectional nature of the study makes it difficult to infer causality and temporal trends between T&D and OP. Since data were self-reported, social desirability bias could be introduced as participants may choose to give socially desirable answers about T&D program participation. Last, but not least, this study concentrated on critical T&D elements and did not examine other possible drivers in the process, such as the leadership style or the organizational context, which could also impact upon the organizational results.

## **6.5 SUGGESTIONS FOR FUTURE RESEARCH**

Future research should address these gaps by conducting longitudinal studies to assess the long-term impact of T&D on OP. Expanding the study to include a diverse sample across various industries would enhance the generalizability of the findings and identify sector-specific trends. A mixed-methods approach, combining qualitative and quantitative data, could offer deeper insights into employee perceptions of T&D and career development. Additionally, exploring the role of leadership and organizational culture as mediators or moderators in the relationship between T&D and performance would provide a more comprehensive understanding of organizational dynamics. Finally, research into the effectiveness of digital or virtual learning platforms in enhancing T&D outcomes in modern workplaces would be valuable, given the growing trend toward remote and digital learning environments.

## **6.7 FINAL REFLECTION**

Reflecting on the journey of this study, it has provided valuable insights into the complex relationship between Employee T&D and OP at PRAN RFL Group. The research process has deepened my understanding of how T&D practices—such as TE, EE, and SECD—can be strategically leveraged to improve organizational outcomes. One of the most enlightening aspects of this study was the finding that EE plays a pivotal role in mediating the relationship between T&D and performance, which underscores the importance of creating a supportive and motivating work environment. This study also challenged some assumptions, particularly regarding the direct link between WLC and OP. The results have prompted me to reconsider the role of learning cultures in organizational contexts, especially when their alignment with practical applications is not adequately addressed. Through the course of this research, I have developed a more nuanced perspective on T&D and its role in enhancing organizational success. This study has not only contributed to academic knowledge but also provided



actionable recommendations for PRAN RFL, which can be directly applied to enhance their T&D practices and, ultimately, their OP.

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## APPENDIX – A

### QUESTIONNAIRE SECTION - A DEMOGRAPHIC INFORMATION

Please provide some background information to help us categorize your responses.

1. **Age:**
  - ☐ Below 25
  - ☐ 25-34
  - ☐ 35-44
  - ☐ 45-54
  - ☐ 55 and above
2. **Gender:**
  - ☐ Male
  - ☐ Female
  - ☐ Other
  - ☐ Prefer not to say
3. **Highest Level of Education:**
  - ☐ High school or below
  - ☐ Diploma
  - ☐ Bachelor's degree
  - ☐ Master's degree
  - ☐ Doctorate
  - ☐ Other (please specify)
4. **Department**
  - ☐ Production
  - ☐ HR
  - ☐ Marketing
  - ☐ Finance
  - ☐ Sales
  - ☐ Other: \_\_\_\_\_
5. **Job Level**
  - ☐ Entry-Level
  - ☐ Mid-Level
  - ☐ Senior-Level
  - ☐ Managerial
  - ☐ Executive
  - ☐ Other: \_\_\_\_\_
6. **Years of Service in PRAN-RFL**
  - ☐ Less than 1 year
  - ☐ 1–3 years
  - ☐ 4–6 years
  - ☐ 7–10 years
  - ☐ More than 10 years
7. **How frequently do you participate in training programs?**
  - ☐ Never
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Often
  - ☐ Very Frequently
8. **Have you attended any career development program in the last 12 months?**
  - ☐ Never
  - ☐ Rarely
  - ☐ Sometimes
  - ☐ Often
  - ☐ Very Frequently

## **SECTION B: INDEPENDENT VARIABLES**

Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree.

<b>Training Effectiveness (IV1)</b>						
1	The training sessions I attend are relevant to my job responsibilities.	1	2	3	4	5
2	The content delivered in training is clear, updated, and of high quality.	1	2	3	4	5
3	Training at PRAN-RFL improves my ability to perform better at work.	1	2	3	4	5
4	I am satisfied with the overall quality of the training programs provided.	1	2	3	4	5
5	Training outcomes are evaluated and applied to improve future sessions.	1	2	3	4	5
<b>Skill Enhancement and Career Development (IV2)</b>						
1	Training programs help me develop new skills needed for my job.	1	2	3	4	5
2	I see clear opportunities for career advancement at PRAN-RFL.	1	2	3	4	5
3	Skill enhancement programs are aligned with my personal development goals.	1	2	3	4	5
4	I have been encouraged to take on new responsibilities after training.	1	2	3	4	5
5	PRAN-RFL provides clear paths for professional growth.	1	2	3	4	5
<b>Employee Engagement (IV3)</b>						
1	I feel emotionally connected to my work and organization.	1	2	3	4	5
2	Training programs increase my enthusiasm for contributing to the company.	1	2	3	4	5
3	I take pride in being part of PRAN-RFL.	1	2	3	4	5
4	I am motivated to perform beyond my formal job responsibilities.	1	2	3	4	5
5	My opinions and contributions are valued at work.	1	2	3	4	5
<b>Workplace Learning Culture (IV4)</b>						
1	PRAN-RFL encourages continuous learning and self-improvement.	1	2	3	4	5
2	Knowledge sharing is a common practice among employees here.	1	2	3	4	5
3	Senior staff actively mentor and guide junior employees.	1	2	3	4	5
4	I feel supported by the organization to pursue learning opportunities.	1	2	3	4	5
5	Mistakes are treated as learning opportunities, not failures.	1	2	3	4	5

## **SECTION : DEPENDENT VARIABLE**

Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree.

<b>Organizational Performance (DV)</b>						
1	My department's productivity has improved due to employee training.	1	2	3	4	5
2	I believe training programs have enhanced overall organizational efficiency.	1	2	3	4	5
3	Innovation at PRAN-RFL has increased as a result of skill development.	1	2	3	4	5
4	The company's employee retention has improved due to development programs.	1	2	3	4	5
5	I believe training contributes significantly to the company's strategic goals.	1	2	3	4	5

\*\*\* Thank you for participating in this survey. Your input is valuable to us\*\*\*

## APPENDIX – B

### Data File (SPSS)

	Sex4Q1 AGE	Sex4Q2 GENDER	Sex4Q3 Education	Sex4Q4 Disability	Sex4Q5 Job Level	Sex4Q6 Years Sp	Sex4Q7 Frequency	Sex4Q8 equipment	TE1	TE2	TE3	TE4	TE5	WLC1	WLC2	WLC3	WLC4	WLC5	EE1	EE2	EI
112	300	100	300	500	100	500	500	100	400	4	400	400	400	400	400	300	400	400	400	400	300
113	300	200	100	500	300	500	500	200	400	4	400	400	400	400	400	400	400	400	400	400	400
114	300	200	300	500	500	500	500	200	500	4	400	400	500	500	500	500	500	500	500	500	500
115	200	200	200	200	500	200	200	100	400	4	400	400	400	500	400	100	400	400	400	100	100
116	100	200	200	200	500	500	200	100	300	2	300	300	200	400	200	200	200	200	200	200	200
117	200	200	100	200	500	500	200	100	400	3	400	400	100	200	100	200	200	200	100	200	200
118	200	100	300	300	500	300	300	200	400	4	400	400	100	200	100	100	200	200	100	100	100
119	500	200	400	500	400	300	500	200	400	4	400	400	400	400	400	400	400	400	400	400	400
120	500	100	400	400	100	300	400	200	500	4	400	500	300	400	300	400	400	400	300	400	400
121	500	200	400	300	100	300	300	200	500	4	400	400	500	500	500	500	500	500	500	500	500
122	300	200	400	300	400	300	300	200	500	5	400	400	400	400	400	400	400	500	400	400	400
123	400	100	400	400	300	300	400	200	500	4	400	200	400	400	400	400	400	400	400	400	400
124	400	100	300	500	300	100	500	200	500	5	400	400	400	400	400	400	500	400	400	400	400
125	400	100	100	400	100	200	400	100	500	5	400	400	400	400	400	500	500	400	400	500	500
126	400	200	300	500	100	300	500	100	400	4	300	300	500	400	500	500	500	500	500	500	500
127	400	100	300	500	100	400	500	200	400	4	400	400	400	400	400	300	400	400	400	300	300
128	300	200	100	400	100	400	500	200	400	4	400	400	400	400	400	400	400	400	400	400	400
129	300	200	300	500	500	500	500	200	500	4	400	400	500	500	500	500	500	500	500	500	500
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132	400	200	100	400	500	200	400	200	400	3	400	400	100	200	100	200	200	200	100	200	200
133	400	100	300	400	500	300	400	100	400	4	400	400	100	200	100	100	200	200	100	100	100
134	400	200	200	500	400	300	500	200	400	4	400	400	400	400	400	400	400	400	400	400	400
135	300	100	300	400	100	300	400	100	400	4	400	400	500	400	500	400	500	500	500	500	500
136	300	100	300	500	100	500	500	100	100	3	300	400	400	400	400	300	400	400	400	400	400
137	300	100	400	500	100	500	500	100	500	2	200	500	500	400	500	400	400	400	500	500	500
138	300	100	400	500	200	500	500	100	500	2	400	500	400	400	500	500	400	400	400	400	400
139	100	200	300	500	400	200	500	100	200	2	200	100	100	300	100	300	300	300	100	300	300
140	500	100	200	200	300	500	200	100	200	3	300	300	400	300	400	200	400	400	400	200	200
141	500	200	300	200	100	500	200	200	400	5	400	500	500	400	500	400	400	400	500	500	500
142	500	100	300	200	500	300	200	100	500	5	500	400	400	400	400	400	400	500	400	400	400
143	500	100	200	200	200	300	200	200	500	4	400	500	400	400	400	400	400	400	400	400	400
144	500	200	300	400	200	300	400	100	400	5	400	400	400	400	400	400	400	300	400	400	400
145	500	200	300	400	200	300	400	200	400	4	500	500	400	400	400	400	400	400	400	400	400
146	500	200	400	400	200	300	400	200	500	5	400	400	400	400	400	200	400	400	400	400	400

## APPENDIX – C

### Data Analys

```
FREQUENCIES VARIABLES=SecAQ1_AGE SecAQ2_GENDER SecAQ3_Education SecAQ4_Department SecAQ5_Job_Level
SecAQ6_Years_Service SecAQ7_frequently SecAQ8_career_development
/HISTOGRAM NORMAL
/ORDER=ANALYSIS.
```

#### Frequencies

		Statistics					
		Age	Gender	Highest Level of Education	Department	Job Level	Years of Service in PRAN-RFL
N	Valid	183	183	183	183	183	183
	Missing	0	0	0	0	0	0

		Statistics	
		How frequently do you participate in training programs?	Have you attended any career development program in the last 12 months?
N	Valid	183	183
	Missing	0	0

#### Frequency Table

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	14	7.7	7.7	7.7
	25-34	37	20.2	20.2	27.9
	35 to 44	39	21.3	21.3	49.2
	44 - 54	49	26.8	26.8	76.0
	55 and above	44	24.0	24.0	100.0
	Total	183	100.0	100.0	

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	98	53.6	53.6	53.6
	FEMALE	85	46.4	46.4	100.0
	Total	183	100.0	100.0	

### Highest Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school or below	37	20.2	20.2	20.2
	Diploma	46	25.1	25.1	45.4
	Bachelor's degree	61	33.3	33.3	78.7
	Master's degree	34	18.6	18.6	97.3
	Doctorate	5	2.7	2.7	100.0
	Total	183	100.0	100.0	

### Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Production	7	3.8	3.8	3.8
	HR	30	16.4	16.4	20.2
	Marketing	36	19.7	19.7	39.9
	Finance	50	27.3	27.3	67.2
	Sales	53	29.0	29.0	96.2
	Other	7	3.8	3.8	100.0
	Total	183	100.0	100.0	

### Job Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entry-Level	48	26.2	26.2	26.2
	Mid-Level	38	20.8	20.8	47.0
	Senior-Level	19	10.4	10.4	57.4
	Managerial	16	8.7	8.7	66.1
	Executive	62	33.9	33.9	100.0
	Total	183	100.0	100.0	

### Years of Service in PRAN-RFL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	28	15.3	15.3	15.3
	1–3 years	27	14.8	14.8	30.1
	4–6 years	78	42.6	42.6	72.7
	7–10 years	15	8.2	8.2	80.9
	More than 10 years	35	19.1	19.1	100.0
	Total	183	100.0	100.0	

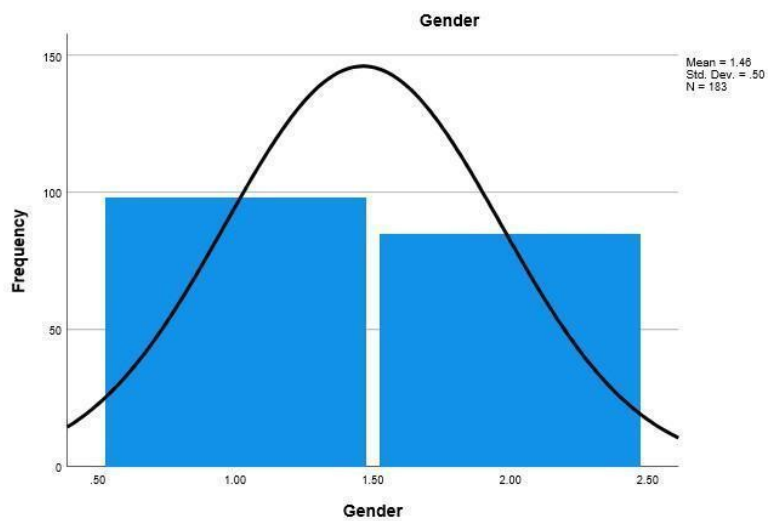
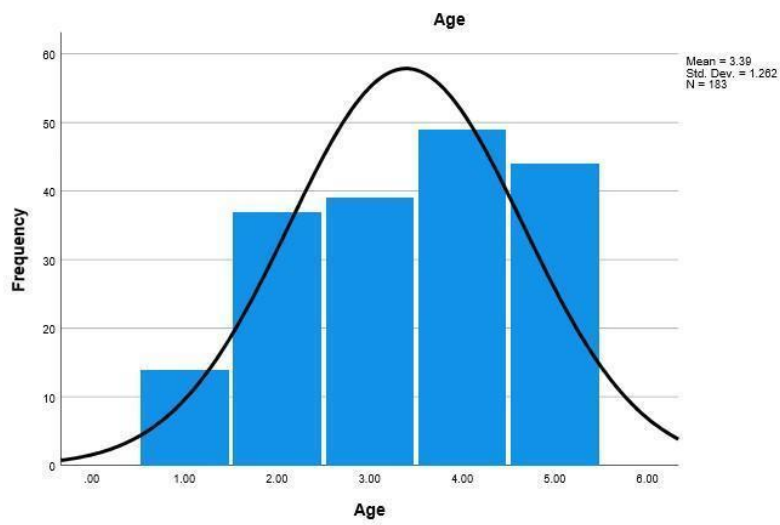
### How frequently do you participate in training programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	4.4	4.4	4.4
	Rarely	30	16.4	16.4	20.8
	Sometimes	36	19.7	19.7	40.4
	Often	54	29.5	29.5	69.9
	Very Frequently	55	30.1	30.1	100.0
	Total	183	100.0	100.0	

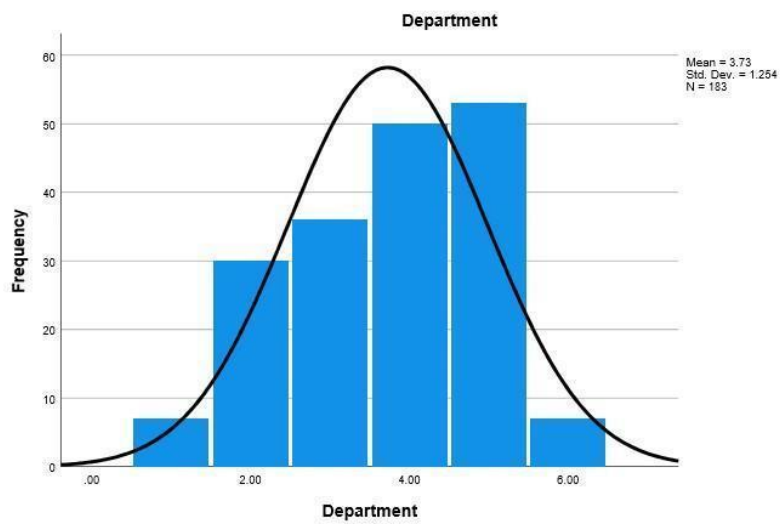
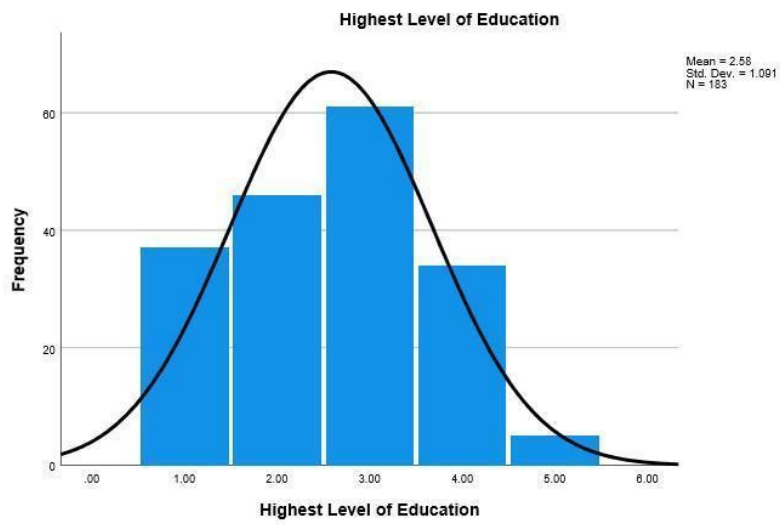
### Have you attended any career development program in the last 12 months?

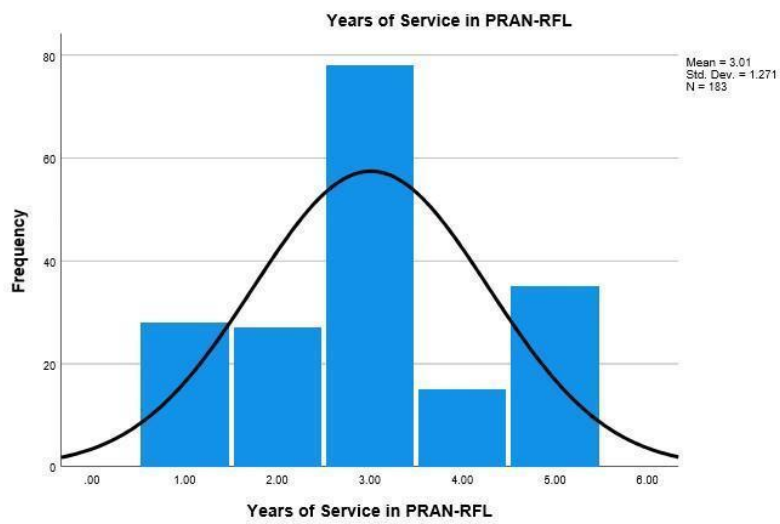
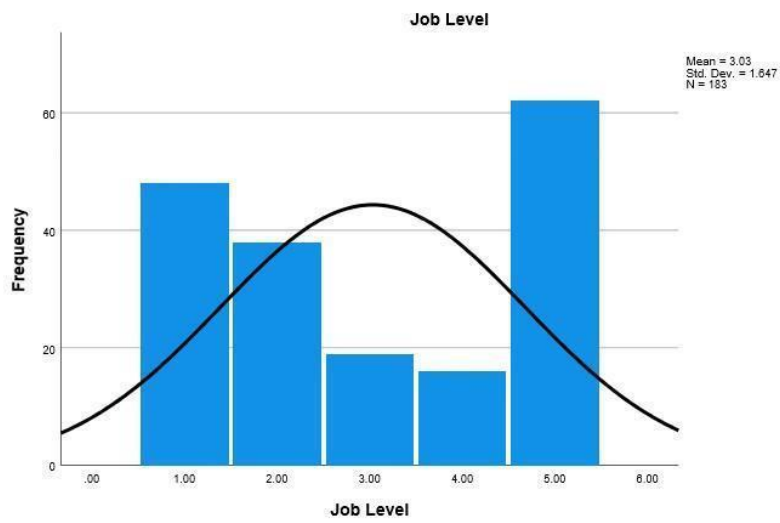
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	75	41.0	41.0	41.0
	No	108	59.0	59.0	100.0
	Total	183	100.0	100.0	

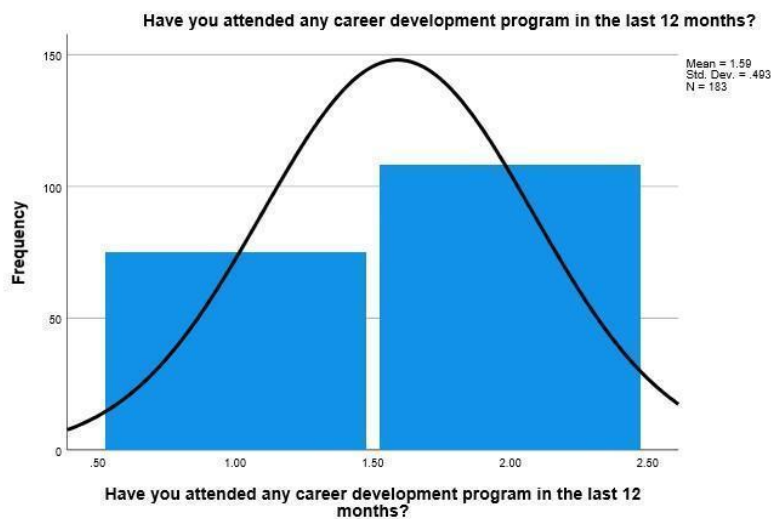
### Histogram











```
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/PRINT=SPEARMAN TWOTAIL NOSIG FULL
/MISSING=PAIRWISE.
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### Nonparametric Correlations

### Correlations

			TE	WLC	EE	SECD
Spearman's rho	TE	Correlation Coefficient	1.000	.751**	.556**	.057
		Sig. (2-tailed)		.000	.000	.440
		N	183	183	183	183
	WLC	Correlation Coefficient	.751**	1.000	.761**	-.048
		Sig. (2-tailed)	.000		.000	.518
		N	183	183	183	183
	EE	Correlation Coefficient	.556**	.761**	1.000	.061
		Sig. (2-tailed)	.000	.000		.414
		N	183	183	183	183
	SECD	Correlation Coefficient	.057	-.048	.061	1.000
		Sig. (2-tailed)	.440	.518	.414	
		N	183	183	183	183
	OP	Correlation Coefficient	.546**	.372**	.557**	.458**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	183	183	183	183

### Correlations

			OP
Spearman's rho	TE	Correlation Coefficient	.546**
		Sig. (2-tailed)	.000
		N	183
	WLC	Correlation Coefficient	.372**
		Sig. (2-tailed)	.000
		N	183
	EE	Correlation Coefficient	.557**
		Sig. (2-tailed)	.000
		N	183
	SECD	Correlation Coefficient	.458**
		Sig. (2-tailed)	.000
		N	183
	OP	Correlation Coefficient	1.000
		Sig. (2-tailed)	
		N	183

\*\* . Correlation is significant at the 0.01 level (2-tailed).

```
REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
```

```

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/NOORIGIN
/DEPENDENT OP
/METHOD=ENTER TE WLC EE SECD.

```

## Regression

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	SECD, TE, EE, WLC <sup>b</sup>	.	Enter

a. Dependent Variable: OP

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 <sup>a</sup>	.710	.704	.24057

a. Predictors: (Constant), SECD, TE, EE, WLC

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.262	4	6.316	109.130	.000 <sup>b</sup>
	Residual	10.301	178	.058		
	Total	35.563	182			

a. Dependent Variable: OP

b. Predictors: (Constant), SECD, TE, EE, WLC

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.296	.164		7.880	.000
	TE	.439	.046	.620	9.518	.000
	WLC	-.442	.054	-.825	-8.251	.000
	EE	.419	.038	.850	10.981	.000
	SECD	.292	.034	.375	8.614	.000

a. Dependent Variable: OP

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