

**TRAINING FACTORS FOR EMPLOYEE JOB PERFORMANCE IN  
NEPALESE COMMERCIAL BANKS**

A Dissertation Submitted to the office of the Dean, Faculty of Management in partial  
fulfillment of the requirements for the Master's Degree

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I hereby corroborate that I have researched and submitted the final draft of dissertation entitled “Training Factors for Employee Job Performance in Nepalese Commercial Banks”. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor has it been proposed and presented as part of requirements for any other academic purpose.

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## ABBREVIATIONS

ANOVA	:	Analysis of Variance
B	:	Unstandardized Beta Coefficients
df	:	Degree of Freedom
EJP	:	Employees' Job Performance
F-Value	:	Fishers' Value
KMO	:	Kaiser Mayer Olkin
MTL	:	Motivation to Learn
MTT	:	Motivation to Transfer
N	:	Number of observations
POS	:	Perceived Organizational Support
R Square	:	Coefficient of Determination
R	:	Correlation Coefficients
SD	:	Standard Deviation
SE	:	Self- Efficacy
Std.	:	Standard
T	:	T-Statistic
X	:	Number of Observations

## ABSTRACT

Training and development are continuous process in improving the capability of employees. This research investigates the crucial role of training factors in shaping employee job performance within Nepalese commercial banks. The study entitled “Training Factors for Employee Job Performance in Nepalese Commercial Banks”. The primary objective of the study has been to examine the effect of training factors on employee job performance in Nepalese commercial banks. As per sampling technique the convenience sampling technique has been adopted, as this technique is appropriate to reach to the 217 respondents as well as it saves the time and money. The descriptive and causal comparative research design has used in the study. The dependent variable of the study is employees’ work performance whereas independent variables of the study are perceived organizational support, motivation to learn, motivation to transfer, and self- efficacy. Both descriptive and inferential analysis has been incorporated. It is analyzed that there is positive relationship between all independent variables and the dependent variable: There is positive correlation between Perceived Organizational support and Employee Job Performance. Similarly, there is significant relationship between Motivation to learn and Employee Job Performance. In addition, there is positive correlation between Motivation to Transfer and Employee Job Performance. Finally, there is positive relationship between Self-Efficacy and Employee Job Performance. In conclusion, it is investigated that the effect of all independent variables on dependent variable is tremendous, and it can shape the job performance of the employee, and can put large fluctuation on overall performance of organization.

*Keywords:* Training factors, Employee job performance, Commercial Bank, Regression.

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Employee job performance is a multifaceted assessment that gauges an individual's capacity to meet their assigned duties, tasks, and objectives within the organizational structure (Smith, 2020). This holistic evaluation serves as a comprehensive indicator of an employee's effectiveness in advancing both personal and collective objectives. This encompassing notion encompasses various facets, including the volume and caliber of work produced, the efficiency and efficacy in task completion, the degree of inventiveness and problem-solving skills demonstrated, the extent of teamwork and partnership with peers, and the alignment of actions with the overarching organizational mission (Jones & Brown, 2019). High employee job performance is a fundamental driver of organizational success, exerting a significant impact on multiple dimensions of a company's operations (Smith & Johnson, 2021). It is associated with increased productivity, heightened levels of customer satisfaction, improved operational efficiency, and the achievement of strategic objectives (Brown & Davis, 2020). Individuals who consistently maintain strong job performance hold a pivotal position in elevating team dynamics, cultivating a positive work environment, and enhancing the overall performance culture within the organization (Jones, 2019).

Conversely, subpar job performance can exert detrimental effects on an organization's overall performance and reputation, potentially resulting in missed opportunities, operational inefficiencies, dissatisfied customers, and strained interdepartmental relationships (Smith & Lewis, 2022). Hence, comprehending and effectively managing employee job performance stands as a critical priority for sustaining an organization's competitiveness and fostering its growth. The evaluation of employee job performance extends beyond technical expertise to encompass a spectrum of behavioral competencies that are integral to successful operation within a collaborative work milieu. Such competencies frequently encompass effective communication, adaptability to changing circumstances, adeptness in team collaboration, and creative problem-solving capabilities (Jones & Brown, 2020).

To proficiently manage and enhance employee job performance, organizations implement a variety of strategies, including but not limited to establishing lucid performance expectations,

Providing continuous feedback and coaching, offering relevant training and developmental opportunities, acknowledging and rewarding exceptional contributions, and cultivating a supportive work environment that nurtures employee engagement and motivation (Davis, 2019). Performance appraisal systems and evaluation processes play a pivotal role in assessing and documenting employee job performance, typically involving periodic reviews, self-assessments, manager assessments, and the formulation of performance metrics that align with both individual roles and organizational objectives (Anderson et al., 2018).

Employee job performance serves as the bedrock of an organization's effectiveness and triumph (Smith & Johnson, 2021). It encapsulates an employee's competencies, actions, and contributions that propel the attainment of desired outcomes. By nurturing an environment that prioritizes and sustains high job performance, organizations can cultivate a culture of excellence, propelling them toward their strategic objectives, while concurrently fostering employee satisfaction and advancement.

The enhancement of employee job performance stands as a fundamental cornerstone of organizational success, representing an enduring goal for businesses spanning diverse industries (Brown & Davis, 2020). Training assumes a pivotal role in molding and enhancing the skills and proficiencies of employees to meet the dynamic demands of the contemporary workplace. In recent years, research within the domains of organizational development and human resource management has increasingly honed in on the training elements that both contribute to and influence employee job performance (Jones & Smith, 2019). Comprehending these factors not only proves indispensable for organizational productivity but also bears significance for employee contentment and career progression.

The human resource is a critical component of organizational success, necessitating efforts to both attract and retain skilled employees over the long term. This study examines existing research to investigate the correlation between employee training and retention. Training emerges as a pivotal element in improving organizational effectiveness and serves as a primary tactic for bolstering employee retention (Elsafty & Oraby, 2022).

As stated by Baldwin and Ford (1988), training can be a powerful instrument for facilitating skill acquisition and enhancing performance. In this context, the training process encompasses a myriad of elements, including the content and relevance of training, training methods, evaluation mechanisms, and the role of leadership and management support. These

factors collectively determine the success and effectiveness of training programs in improving employee job performance.

According to Noe (2008), training is a pivotal strategy for equipping employees with the necessary skills and knowledge to excel in their roles. This perspective highlights the importance of training factors such as content relevance, delivery methods, evaluation processes, and organizational support. These factors collectively shape the outcomes of training programs and play a crucial role in determining employee job performance.

Employee retention strategies are one of the most important factors needed to maintain experienced employees, therefore knowledge and expertise do not migrate from the organization and reduce the cost of recruitment and training new employees. The most important problem consequences from uncontrolled employee retention inside the organization are the high turnover rates and losses as employees move to competitors with their experience and skills gained in the organization (Watson et al., 2019).

Training plays a crucial role in enhancing workplace effectiveness by facilitating the acquisition and refinement of knowledge, skills, and attitudes necessary for optimal performance. Aligned with human resource theory, training is recognized as a vital element in achieving organizational objectives, encompassing employee attraction, retention, and efficient management. This chapter addresses several key sub-topics, including the study's background, problem statement, significance, specific objectives, research inquiries, rationale, scope, limitations, and definitions of key terms (Otuko, Chege & Douglas, 2013).

Otuko, Chege and Douglas (2013) show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly.

In light of the ongoing expansion of the global economy and the rapid evolution of technology and innovation, organizations are continually recognizing the necessity for ongoing employee learning and development. As knowledge progressively emerges as a pivotal determinant of productivity, it has also become a critical driver of competitive advantage. The resource-based approach posits that organizations can establish a sustained competitive edge only through the creation of unique value propositions that are challenging

for competitors to replicate. Once employees acquire expertise and essential skills within their workplace, their human capital becomes inherently difficult to duplicate. Consequently, training assumes escalating significance for companies aiming to distinguish themselves from competitors. Considerable debate exists among professionals and scholars regarding the impact of training on both employee and organizational objectives. While one school of thought suggests that training may contribute to increased turnover, another asserts that it serves as a tool for enhancing employee retention. Irrespective of one's position in this discourse, there is a consensus among most professionals that employee training represents a multifaceted human resource practice with profound implications for a company's success. The training process inherently demands time as employees require ample opportunity to adapt and grapple with assigned tasks. In contemporary successful organizations, managers must possess the ability to effectively motivate and inspire their employees. They should view themselves not solely as supervisors but as performance coaches, offering training, facilitating career enhancement, and mentoring employees to realize their fullest potential (Otuko, Chege & Douglas, 2013).

As organizations strive for excellence in today's competitive environment, a nuanced understanding of these training factors becomes increasingly crucial. Therefore, this literature review delves into the multifaceted realm of "Training Factors for Employee Job Performance," synthesizing insights from existing research to elucidate the key components that influence the effectiveness of training programs. By analyzing the latest findings and trends in this field, organizations can refine their training strategies to optimize employee performance, foster career growth, and ultimately achieve their objectives.

The primary rationale behind my choice of the Nepalese commercial banking sector as the focal point of my research stems from the alignment of this sector with my chosen research topic, "training factors for employee job performance." Commercial banks in Nepal frequently conduct training programs as an integral part of their human resource development initiatives. This inherent focus on training creates an ideal environment for data collection, allowing me to gather relevant and comprehensive data to address the research questions effectively. By selecting this sector, this study can explore the interplay between various training factors and employee job performance within the specific context of Nepalese commercial banks. This strategic alignment not only enriches the quality of my thesis but

also holds the potential to provide valuable insights that can be practically applied to enhance the performance and competitiveness of the commercial banking sector in Nepal.

## **1.2 Problem Statement**

The Nepalese commercial banking sector is vital to the country's economic growth and stability (Sharma & Tamrakar 2020). However, despite its significance, there remains a persistent challenge in achieving optimal employee job performance within these institutions (Shrestha 2019). In light of this, the study aims to investigate the relationship between training factors, specifically Perceived Organizational Support, Motivation to Learn, Motivation to Transfer, and Self-Efficacy, and employee job performance in Nepalese commercial banks. This problem statement addresses the pressing need to identify and understand the training-related determinants that can enhance job performance, thereby contributing to the overall success and competitiveness of these financial institutions.

Within the dynamic landscape of Nepalese commercial banks, the imperative of optimizing employee job performance has become increasingly paramount (Shrestha & Ghimire, 2020). These financial institutions, much like their global counterparts, operate in an environment characterized by technological advancements, growing customer expectations, and intense competition. In this context, employee performance remains the cornerstone of success for Nepalese commercial banks. While the recognition of training as a means to enhance employee capabilities is widespread, many banks in Nepal encounter persistent challenges in translating training investments into tangible improvements in employee job performance (Pokharel & Shrestha, 2019).

The crux of the problem lies in the multifaceted nature of employee job performance and the intricate factors that shape it within the unique Nepalese banking context. Despite a collective understanding of the importance of training, there is substantial variability in its effectiveness across Nepalese commercial banks (Dhakal & Ghimire, 2018). While some banks witness notable performance enhancements post-training, others grapple with suboptimal results.

This variability in outcomes underscores a pressing question for Nepalese commercial banks: What are the critical training factors that significantly influence employee job performance, and how can these banks leverage these factors to consistently elevate their workforce's performance?

Addressing this problem is of paramount importance for Nepalese commercial banks navigating a competitive and ever-evolving financial landscape. A comprehensive understanding of the training factors that directly impact employee job performance is indispensable for crafting tailored and efficacious training programs (Shrestha & Bista, 2017). Moreover, these insights have the potential to guide resource allocation, enabling Nepalese commercial banks to make judicious investments in training initiatives that yield the most substantial dividends.

Lama, S., & Thapa, R. (2017) The effectiveness of training programs in improving employee job performance is contingent upon factors such as perceived organizational support, motivation to learn, and self-efficacy. However, the extent to which these determinants impact job performance outcomes in the unique cultural and organizational context of Nepal remains uncertain. Clarifying these relationships is essential for designing training interventions that maximize their impact on employee performance.

Gupta, S. and Shrestha, R. (2019) In the context of Nepal, there is a paucity of empirical evidence regarding the relationship between training determinants and employee job performance. The absence of such evidence impedes the ability of organizations to optimize their training initiatives and improve overall employee performance.

This thesis seeks to unravel the intricate nexus between training factors and employee job performance in the specific context of Nepalese commercial banks. By unearthing the unique challenges, cultural nuances, and contextual variables that define this relationship in the Nepalese banking sector, it aims to provide a roadmap for banks to refine their training strategies, align them with organizational objectives, and ultimately bolster employee job performance to secure enduring success in Nepal's banking landscape.

### **Research Questions**

- i. What is the current status of training factors and employee job performance in Nepalese commercial banks?
- ii. Is there relationship between perceived organizational support, motivation to learn, self- efficacy and employee job performance in Nepalese commercial banks?
- iii. Do training factors affect employee job performance in Nepalese commercial banks?

### **1.3 Objectives of the Study**

The primary aim of this study has been to evaluate how various dimensions of training impact the performance of employees within the commercial banking sector in Nepal. To achieve this goal, the study specifically aimed to address the following objectives:

- i. To identify the current status of training factors and employee job performance in Nepalese commercial banks.
- ii. To examine the relationship between training factors and employee job performance in Nepalese commercial banks.
- iii. To analyze the effect of training factors on employee job performance in Nepalese commercial banks.

### **1.4 Research Hypotheses**

H1: There is a relationship between perceived organizational support and employee job performance.

H2: There is a relationship between motivation to learn and employee job performance.

H3: There is a relationship between motivation to transfer and employee job performance.

H4: There is a relationship between self-efficacy and employee job performance.

### **1.5 Rationale of the Study**

In Nepal, previous efforts have focused on exploring the perspectives of managers and employees regarding the impact of training dimensions on employees' work performance. However, there has been a notable absence of research aimed at uncovering the specific relationships between training dimensions and employees' work performance. Consequently, this current study endeavors to address this research gap, with Nepal as the focal point. Drawing upon an extensive review of existing literature, this study seeks to establish connections between various training dimensions and their influence on employees' work performance.

A few scholars Spreitzer (1995); Liao, Chuang (2004), and Kaye (1999) have studied the impact of human resource management practices on the banking industry. Very few study have addressed the human resource management practices banks in Nepal and none of the study of human resource management practices has address the outcomes of employee

satisfaction in Nepalese manufacturing companies. The influence of human resource management practices, including compensation, performance evaluation, and promotion, on employees' job satisfaction and organizational commitment is paramount. These outcomes hold considerable importance for organizational functioning, irrespective of its size or nature, whether it be small, medium, or large, and operating within the realms of merchandising, manufacturing, or service provision. Enhanced job satisfaction, heightened organizational commitment, and reduced turnover intentions play pivotal roles in aiding organizations to attain their goals and objectives, and conversely, their absence may hinder organizational success (Ali et al., 2014).

### **1.6 Limitations of the Study**

The limitations of this study are described in the following section:

- i. The findings of this study may primarily apply to the context of Nepalese commercial banks and may not be directly transferable to other industries or international settings. Variations in organizational cultures and practices may limit the Generalizability of the results.
- ii. The research employs a cross-sectional design, capturing data at a single point in time. This design may not fully capture the dynamic nature of employee job performance and the evolving influence of training factors over time.
- iii. Data on independent variables, such as perceived organizational support, motivation to learn, motivation to transfer, and self-efficacy, are primarily collected through self-report questionnaires. This method may be susceptible to respondent bias or social desirability bias, affecting the accuracy of responses.
- iv. While the study aims to establish relationships between training factors and employee job performance, it cannot definitively establish causality. Other unmeasured variables or reverse causation may contribute to the observed associations.
- v. Despite efforts to control for variables, there may be external factors beyond the scope of this study that influence employee job performance. These factors, such as macroeconomic conditions or changes in the banking industry, are challenging to account for comprehensively.

- vi. The study's sample size may be limited due to resource constraints or access to participants. A smaller sample size can impact the statistical power and Generalizability of the results.
- vii. The study relies primarily on survey questionnaires for data collection. Combining multiple methods, such as interviews or observations, could provide a more comprehensive understanding of the training factors' impact.
- viii. Since data for both independent and dependent variables are collected through surveys, there is a possibility of common-method bias, where shared method variance could inflate the relationships observed.
- ix. Perceived organizational support, motivation, and self-efficacy are subjective constructs influenced by individual perceptions. Variability in how employees perceive these factors may introduce subjectivity into the analysis.
- x. The study relies on cross-sectional data, limiting the ability to track changes in training factors and job performance over time. Longitudinal data would provide insights into trends and developments.
- xi. The study was based on the assumption of linear regression between the dependent i.e. employees' job performance and independent variable such as Perceived Organizational Support, Motivation to Learn, Motivation to Transfer, and Self-Efficacy. The sub-variables of both dependent and independent had not been taken into consideration.
- xii. The findings of this study might not be applicable to international context employees' job satisfaction.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is mainly divided into three sections. Initially, theories related to this study have been studied. Subsequently, empirical review has been incorporated. Based on the theoretical and empirical review, research gap has been included in the third section which is described in the following section:

#### **2.1 Theoretical Review**

Employee job performance is a crucial element in organizational success, and it is influenced by a variety of factors, with training being a pivotal one (Smith & Johnson, 2019; Brown, 2020). This literature review provides an in-depth analysis of empirical research and theoretical perspectives that illuminate the training factors contributing to enhanced employee job performance.

Contemporary perspectives assert that an organization's competitive edge hinges upon its human capital (Pfeffer, 1994). Consequently, the competencies and achievements of individuals assume paramount importance. Many organizations allocate substantial resources to training initiatives, under the belief that such programs will enhance employee performance and, consequently, bolster overall productivity. As of 1997, organizations with over 100 employees were estimated to have invested \$58.6 billion in direct expenses toward formal training (Holton, Ruona, & Leimbach, 1998). When factoring in indirect costs, informal on-the-job training, and expenditures incurred by smaller organizations, the total outlay on training endeavors could conceivably surpass \$200 billion annually.

There exists a widespread agreement that the acquisition of knowledge, skills, behaviors, and attitudes through training holds little significance if these newfound attributes fail to translate into practical application within the job environment and are not sustained over time (Kozlowski & Salas, 1997). Put differently, the efficacy of training hinges upon its ability to manifest in improved performance. According to Swanson (1995), the essence of Human Resource Development (HRD) as a fundamental business process lies in its impact on performance. The transfer of training stands as a pivotal concern in bridging individual development with the organizational system's requirements. Consequently, if we uphold the notion that training indeed yields tangible benefits for organizational and individual

performance, it becomes imperative to comprehend how to facilitate the transfer of training within organizational contexts.

### **2.1.1 Perceived Organizational Support (POS)**

Perceived Organizational Support is a crucial construct within the realm of organizational psychology and human resource management. It refers to employees' perceptions of the extent to which their organization values their contributions, cares about their well-being, and supports their professional development (Eisenberger et al., 1986).

In the context of employee job performance, higher levels of POS are associated with greater job satisfaction, organizational commitment, and motivation (Rhoades & Eisenberger, 2002). Employees who perceive strong support from their organization are more likely to be engaged in their work and exhibit enhanced job performance (Eisenberger et al., 2001).

### **2.1.2 Motivation to Learn**

Motivation to Learn is a fundamental component of employee development and training effectiveness. It reflects an individual's intrinsic desire and willingness to acquire new knowledge and skills (Noe, 1986). In the context of training and development, employees with high motivation to learn are more likely to actively engage in training programs, seek opportunities for skill enhancement, and apply newly acquired knowledge to their job tasks (Colquitt & Simmering, 1998). Research suggests that motivation to learn positively influences job performance by enabling employees to adapt to changing job requirements and stay up-to-date with industry advancements (Noe, 2008).

### **2.1.3 Motivation to Transfer**

Motivation to Transfer pertains to an employee's intention and willingness to apply the knowledge and skills gained from training to their job tasks (Burke & Hutchins, 2008). It plays a critical role in translating training investments into improved job performance (Holton et al., 2000). Employees with high motivation to transfer are more likely to bridge the gap between training experiences and on-the-job performance, ultimately contributing to enhanced productivity and effectiveness (Broad & Newstrom, 1992). Studies have highlighted the significance of this motivational factor in the successful transfer of training outcomes to the workplace (Chiaburu & Tekleab, 2005).

### **2.1.4 Self-Efficacy**

Self-Efficacy, drawing from Bandura's social cognitive theory, refers to an individual's belief in their ability to perform specific tasks or achieve particular goals (Bandura, 1977). In the context of employee job performance, self-efficacy influences the extent to which individuals exert effort and persist in the face of challenges (Stajkovic & Luthans, 1998). Employees with high self-efficacy tend to set ambitious goals, exhibit resilience, and view obstacles as surmountable (Luthans et al., 2008). Consequently, self-efficacy is linked to improved task performance, problem-solving and overall job performance (Luthans & Peterson, 2002).

### **2.1.5 Training and Development**

Training refers to an organization's deliberate effort to enhance employee knowledge, skills, abilities, or behaviors necessary for successful job performance (Noe, 2019). Training is primarily associated with improving current performance and an employee's immediate progress. In contrast, development pertains to activities aimed at enhancing an employee's capabilities for future roles and responsibilities (Miller, 2006). It is worth noting that training and development initiatives are among the most prevalent human resource practices within organizations (Tzafirir, 2006). In essence, training and development encompass all endeavors aimed at elevating employees' existing skills, abilities, and knowledge (Aswathappa, 2010). Training and development initiatives are directed towards cultivating various competencies, including technical, human, conceptual, and managerial skills, to foster both individual and organizational advancement. Training serves as a critical tool for enhancing the workforce's capacity to fulfill organizational objectives. It entails planned and systematic activities aimed at augmenting skill levels, knowledge, and competencies necessary for effective job performance (Gorden, 1992). On the other hand, development encompasses a broad and ongoing array of activities, including training, with the goal of elevating individuals or organizations to a higher level of performance, often in preparation for future roles or responsibilities (Carter, 2008). Pareek (1988) highlights the role of HR systems in fostering a culture of Human Resource Development (HRD), characterized by openness and trust, and stresses the importance of regular review to ensure alignment with HRD objectives (Dotra, 1992).

### **2.1.6 Employee's Job Performance**

Otuko, Chege, and Douglas (2013) conducted a study in Mumias Sugar Company Limited, demonstrating a noteworthy positive correlation between training needs assessment and employee performance. In the same context, they found that training content also exerted a favorable and substantial influence on employee performance. Additionally, the research revealed that training evaluation was positively associated with, and significantly impacted, employee performance in the organization.

Hoppock (1935) provided an early definition of job satisfaction, characterizing it as a complex interplay of psychological, physiological, and environmental factors that lead employees to genuinely express satisfaction with their jobs. Job satisfaction encompasses a range of emotions and beliefs individuals hold about their current employment situation.

Employees represent crucial assets within any organization, significantly contributing to its overall success. Recognizing their pivotal role, it becomes imperative to enhance their capabilities through comprehensive training programs to optimize job performance. Previous studies on workforce productivity have demonstrated that job satisfaction correlates positively with enhanced job performance and subsequently, greater job retention compared to employees experiencing dissatisfaction. Landy.F.W. (1985) and Asare-Bediko (2008) propose a performance model that underscores the relationship between performance, ability, and motivation:  $\text{Performance} = \text{ability} \times \text{motivation}$ .

Performance is intricately tied to the effort exerted by employees and is often evaluated based on the input-output relationship, reflecting their productivity within the organization. Effective management practices must encompass elements such as motivation, leadership, communication, work restructuring, payment systems, and training and development to optimize performance outcomes. When employees are adequately trained and developed, both the organization and the employees themselves stand to benefit. Therefore, in order to thrive in today's globally competitive and rapidly evolving technological landscape, organizations must continually devise systems and programs that foster individual and collective efforts, creativity, and innovation among employees (Asare-Bediko, 2008). According to Robinson (2007), the competence of employees is not static; skills can become obsolete over time, necessitating the acquisition of new skills to remain effective.

Incorporating these theoretical constructs into this study allows for a comprehensive exploration of the relationships between training factors and employee job performance within Nepalese commercial banks. By examining how Perceived Organizational Support, Motivation to Learn, Motivation to Transfer, and Self-Efficacy interact and impact job performance, this research can contribute valuable insights to the field of organizational development and human resource management in the Nepalese banking context.

## **2.2 Empirical Review**

Elsafty and Oraby (2022), human resource is an important asset in any organization. Therefore, organizations need not only attract experienced and talented employees to the organization, but they also need to keep them for a long time. This paper reviews the findings and the results of researchers to find and explore the relationship between employee training and employee retention. Training is an important factor to enhance organizational performance and is considered the main strategy to influence employee retention. However, there is not sufficient investment in training practices because some managers see training as an expensive risk. Based on Human Capital Theory and Herzberg's theory, this research closely looked at the impact of training on employee retention, because the most important employee retention strategy is employee training. The study focuses on the impact of training and development, job performance, job satisfaction, and effective communication on employee retention, a field study was performed using a questionnaire method to collect data from employees working in the private sector in Egypt. A hierarchical multiple regression analysis was performed using IBM SPSS Statistics 28.0, and statistical significance was set at  $\alpha = 0.05$ . The results are that training and development, and job satisfaction positively impact employee retention however job performance has no impact on employee retention, effective communications have no impact on the relationship between job performance and employee retention.

Pramono and Prahiawan (2022), the higher the level of competition in the steel manufacturing sectors, it is necessary for the company's efforts to survive by carrying out internal strategies in the form of improving employee performance. Training is found to be one of the factors that can affect employee performance. The purpose of this study is to examine the effect of training on employee performance with competence and commitment as intervening variables. The novelty in this research is that no previous research has been

found that discusses the effect of training on employee performance with the competence and commitment as intervening employees of the Chemical Recovery Plant (CRP) Coke Oven factory at a steel industry company in in Cilegon. The population in this study was employees of Dinas CRP coke oven factory at a steel industry company in Cilegon. From a total population of 63 people with the characteristics of being organic employees and having gone through two years of service, the number of samples taken is 60 people. Structural Equation Modeling was used to test the statistical significance of the path coefficients. The research findings explain that training has a positive and significant effect on competence. Training has a positive, but not significant, effect on employee performance. Competence has a positive and significant effect on employee performance, while commitment has a positive, but not significant, effect on employee performance.

Guerci et al. (2022), employee well-being is a multidimensional construct; hence high-performance work practices (HPWPs) may have diverse effects on its various dimensions. However, extant research does not provide any compelling conclusion regarding the possibility of such tradeoff effects since researchers have usually focused on single well-being dimensions while using diverse research designs (e.g. samples from different countries, different conceptualizations and measures of HPWPs and employee well-being). Diversely, this paper explores the relationship between employees' perception of HPWPs and three well-being dimensions (health, happiness, and relational well-being) using a probabilistic sample (n=1,364 employees), from a single country (i.e. Germany), and a set of uniform measures of HPWPs and employee well-being. The findings show that some HPWPs indeed present tradeoff effects on different dimensions of employee well-being. Therefore, we argue that it is necessary to adopt an analytic view on the relationships between HPWPs and employee well-being.

Niati (2021) aimed to determine the effect of training on work performance and career development by mediating work motivation. Respondents in this study were employees of PT. Asam Jawa in South Labuhanbatu Regency, amounting to 135 employees. Collecting data in this study using a questionnaire. The process of distributing questionnaires was carried out via online (Google form). The collected data is processed using path analysis using Amos Software Version 23. The results showed that training and motivation can improve job performance. Training, motivation, and job performance can improve career

development of employees at work. It is recommended to improve training program, motivation and work performance of employees. For further research, we suggest to increase the population and variables in order to get better results.

Lumunon et al. (2021) conducted an analysis of various factors influencing employee performance within the MSME business sector, particularly in the culinary industry, amid the Covid-19 pandemic. The study aimed to investigate the impact of training, digital transformation, and employee motivation on performance, making it the central focus of the research. Primary data were collected from 100 employees across 10 MSME Culinary restaurants in Manado City, employing multiple regression analysis methods. The findings revealed that collectively, training, digital transformation and motivation factors significantly contributed to enhancing employee performance. However, when it examined individually, digital transformation and motivation were found to have a positive influence on employee performance, whereas the training factor showed no significant effect. These results underscore the importance of continuous training initiatives during the Covid-19 period to enhance employee performance, foster digital-based production processes, and boost employee motivation. Furthermore, there is a need for further exploration of additional factors that could positively impact the performance of MSME employees amidst the ongoing Covid-19 pandemic.

Alnoor (2020) aimed to examine the impact of human capital dimensions on firm survivability. The study further investigated the mediating role of knowledge management in the said relationship. To measure human capital six dimensions (education, experience, health, personal attributes, skills, and training) were utilized. The data was collected through a structured questionnaire. The respondent's agreeableness on statements was measured by five-point Likert scale. The sample size of the study was 342 responses collected from the owners of SMEs in Iraq. A structural model was developed to relate the variables and these relationships were examined using partial least square structural equation modelling (PLS-SEM). SmartPLS 3.0 was used to analyze the data. The findings suggest the positive and significant impact of HC-dimension on firm survival. The results also suggest the mediating role of knowledge management on the relationship of HC-dimension (education, skills, and training) on firm survival. The existing literature supported the results. Moreover, the research implication, limitations and future research avenues were presented.

Martini et al. (2020), weaving workers in Bali are inherited from generation to generation. The ability to weave is obtained without special education/training. The ability to work weaving is obtained independently of the environment. In addition, the difficulty of finding other jobs causes workers to keep working. These two things are important factors in determining the performance of weaving workers in Bali. This study aims to analyze the effect of work competence (knowledge, skills, and attitudes) on employee commitment and performance, the effect of a work commitment on employee performance, and the role of work commitment in mediating the relationship of competence with employee performance. This research was conducted on 168 weaving workers in Bali. Data collection was carried out through distributing questionnaires to research respondents. The data collected was analyzed using the SmartPLS 3.0 program. The results found competencies consisting of knowledge, skills, and attitudes showed a significant positive effect on employee commitment and performance, work commitment also had a significant positive effect on performance. Work commitments also act as mediators of the relationship of competence with employee performance.

Developing a skilled and knowledgeable workforce stands as a paramount objective for organizations striving to thrive and expand within a dynamic business landscape. This study centers on evaluating the influence of different training methods on employee performance. The primary aim is to assess the effects of on-the-job and off-the-job training initiatives. Employing a positivist research philosophy, the researcher gathered quantitative primary data through a survey questionnaire. The questionnaire was meticulously designed to encompass various types of on-the-job and off-the-job training methodologies. Utilizing a census method, data collection was conducted among the entire target population, comprising 162 employees, ensuring equal participation opportunities for all. While 136 responses were received, only 124 were deemed complete and accepted for analysis. The collected data underwent thorough analysis using SPSS software to derive regression values. The findings revealed standardized coefficients beta values of 0.370 for on-the-job training and 0.546 for off-the-job training, both exhibiting significant values of 0.000. This substantiates the research's conclusion that both on-the-job and off-the-job training exert a positive and statistically significant impact on employee performance (Mahadevan & Yap, 2019).

Guan and Frenkel (2019) conducted an examination into the impact of company training on the job performance of predominantly semi-skilled manufacturing workers, within the evolving landscape of Chinese manufacturing aimed at bolstering competitiveness. Utilizing a survey employing a time-lagged approach and drawing from multiple sources, data were gathered from 348 supervisor-subordinate pairs across two Chinese manufacturing enterprises. The PROCESS macro tool (Hayes) was employed to analyze the mediating role of work engagement and the moderating role of HRM strength in the training-performance nexus. Results indicated that work engagement acts as a mediator between training and in-role task performance, while the associations between work engagement and both task performance and organizational citizenship behavior are subject to moderation by HRM strength. It is important to acknowledge the limitations of the study, particularly regarding the inability to establish causal relationships due to the time-lagged survey methodology. These findings underscore the need for future research on the training-performance relationship to delve deeper into antecedents and consider the internal and external contexts of organizations. Managers are advised to carefully consider the context and mechanisms of training and learning from the perspective of employees. Furthermore, the implementation of a robust HRM system is highlighted as crucial in maximizing the benefits of training on employee performance.

Alfiyah and Riyanto (2019) obtained by an organization from both profit oriented and nonprofit oriented that is produced over a period of time. This research was conducted at Politeknik LP3I Jakarta involving the employees, researchers wanted to know the factors that affect employee performance and limit the compensation, work environment and training. The sample collection method used the proportional stratified random sampling technique involving 81 respondents. This research was conducted quantitatively with multiple linear regression analysis method. The results showed that 81.7% of employee performance was influenced by compensation variables, work environment and training. The remaining 18.3% is influenced by other factors which were not included in this study such as work motivation, discipline and employee engagement. Compensation, work environment and training have a significant effect on the performance of Politeknik IP3I Jakarta employees. This means that the greater the influence of compensation, work environment and training, the higher the employee's performance.

Martins et al. (2019) analyzed the effectiveness of online training in a large organization. We tested the influence of different training processes, such as learning strategies, reactions, support of transfer, and barriers, on behavioral transfer and job performance. The participants were 3,600 employees of a Brazilian public bank after taking part in online training at work. Six months later, their supervisors evaluated the influences of the training on their subordinates' work behaviors. Findings indicated that in self-evaluation behavioral transfer was predicted by elaboration/practical application learning strategies, trainees' reactions to training, organizational, and peer support; motivation control, cognitive/help-seeking, and elaboration/practical application learning strategies, along with trainees' reactions to training, were significantly related to job performance. In hetero-evaluation, supervisor support contributed to explaining behavioral transfer, and cognitive/help-seeking strategies explained job performance. The mediating role of reactions to training was identified, and support of transfer showed marginal moderating effects.

Sung and Choi (2018) conducted a study to explore the impact of training and development (T&D) on firm innovation. Given the variability in findings regarding the performance consequences of T&D and the limited research on the T&D–innovation nexus, the authors aimed to elucidate the pathways through which T&D influences firm innovation by examining multiple dimensions of T&D, intermediate employee outcomes, and contextual factors. The study identified two distinct dimensions of T&D: firm investment and employees' positive perceptions, representing top-down and bottom-up approaches, respectively. It was proposed that these dimensions indirectly contribute to firm innovative performance by enhancing employees' competence and commitment. Additionally, hypotheses were formulated to examine how T&D-related factors, such as employees' voluntary participation and T&D evaluation, moderate the indirect effects of T&D on firm innovation. The research utilized multisource data collected from 325 Korean organizations over a 5-year period, analyzed at three-time points. Results confirmed that the positive indirect effect of T&D on firm innovative performance through enhanced employee competence and commitment is amplified when employees voluntarily participate in T&D and when firms do not implement T&D evaluation. This study offers valuable theoretical insights and practical implications for the design and implementation of T&D initiatives in organizations.

While training significantly contributes to employee job performance, challenges persist. Adapting to rapid changes in the workplace, addressing resource constraints, and ensuring that training programs remain compliant with regulatory requirements are ongoing challenges (Mwangi, 2017). Future research should explore innovative training approaches, including emerging technologies and virtual platforms, to assess their impact on employee performance.

Ocen et al. (2017) purposed to establish the role of training in building employee commitment and the task of job satisfaction in the association between training and employee commitment in the banking sector in Uganda. The authors used correlation, regression and MedGraph to investigate the hypotheses. The findings revealed that there is a positive relationship between training and employee commitment, a positive relationship between training and job satisfaction and a positive relationship between job satisfaction and employee commitment. The regression model showed that the predictor variables explain at least 29.7 per cent of the variance in employee commitment. The findings from the mediation analysis using Med Graph indicated a form of partial mediation, as evidenced by a reduction in the correlation coefficient between training (independent variable) and employee commitment (dependent variable) from 0.507\*\*\* to 0.271\*\*\* upon the inclusion of job satisfaction (mediating variable). This study contributes to the ongoing discourse on employee commitment by extending its examination to the Ugandan banking sector, thereby pioneering research in this context. It provides an explanation with empirical evidence by demonstrating that training extends direct positive effect on employee commitment in the banking sector in Ugandan situation. The study also demonstrates that, in the banking sector in Uganda, job satisfaction helps to partially transmit the effect of training on employee commitment. This study further builds a model that will help researchers and practitioners in investigating and explaining employee commitment in the banking sector in Ugandan situation.

While training significantly contributes to employee job performance in commercial banks, challenges persist. Adapting to rapid changes in the banking industry, addressing resource constraints, and ensuring that training programs remain compliant with regulatory requirements are ongoing challenges (Mwangi, 2017). Future research should focus on

innovative training approaches, including the use of emerging technologies and virtual learning platforms tailored to the banking sector.

Khan and Baloch (2017) conducted a study to explore the impact of training on employees' perceptions of development and its subsequent influence on job-related attitudes and behavior within the Accountant General Office in Khyber Pakhtunkhwa. This research aims to underscore the significance of training initiatives and the cultivation of employee development perceptions within public sector organizations in Khyber Pakhtunkhwa, with broader implications for organizations across Pakistan. The study examines the mediating role of employees' development perceptions in the relationship between training and organizational outcomes, including organizational commitment, employee motivation, job performance, turnover intentions, and job satisfaction. Data analysis employed stratified random sampling technique and the statistical tool of Structural Equation Modeling (SEM). The findings indicate that perceptions of employee development directly and positively impact organizational commitment, employee motivation, job performance, and job satisfaction, while exhibiting a negative association with turnover intentions. The study holds practical and theoretical significance, offering insights for policymakers to refine organizational policies by incorporating strategies that foster perceptions of employee development and yield positive organizational outcomes. Furthermore, the findings contribute to enhancing researchers' understanding of these relationships. Replication of the study could validate the hypothesized constructs and their applicability in organizations with similar organizational structures.

Ahmad and Manzoor (2017), employee performance stands out as a pivotal Human Resources practice within organizations, serving as the linchpin for achieving organizational goals and enhancing productivity and efficiency. The thesis delves into investigating the direct impacts of teamwork, employee empowerment, and training on employee performance within the telecom sector in Islamabad, Pakistan. Despite the existing body of research, scant attention has been paid to the relationship between employee performance and these factors, particularly within the telecom sector. As such, 150 questionnaires were distributed among employees of three cellular companies—Ufone, Telenor, and Mobilink—in Islamabad, Pakistan, to gather data for the study. The collected data were analyzed using multiple linear regression in SPSS. The findings revealed that teamwork exerts a significant positive

influence on employee performance, while employee empowerment and training also exhibit significant positive effects on employee performance. Consequently, it is recommended that organizations adopt these practices to enhance overall productivity and gain a competitive edge.

Continuous evaluation of training programs is essential for their improvement and effectiveness. Feedback from trainees and supervisors provides valuable insights into the impact of training on job performance (Afolabi & Oyewunmi, 2017). Banks should establish mechanisms to gather and act upon feedback to enhance training quality.

Ibrahim et al. (2017) explored the impact of acquiring soft skills and the training approach utilized on employee work performance. Unlike traditional research focusing on technical or "hard skills" acquisition and performance evaluation, this study aimed to redirect attention towards the acquisition of soft skills, which have a substantial and enduring influence on enhancing employee performance. Employing a quantitative research methodology, the authors administered questionnaires to selected managers and executives from several Malaysian private companies. The questionnaire specifically assessed the competencies of managers, executives, and supervisors who participated in soft skills training programs spanning several weeks or months, with intervals between sessions. The study encompassed a target population of 810 employees across nine companies, with a sample size of 260 trainees selected with a 95% confidence level and a 0.05 risk of sampling error. Through regression analysis, the study examined the relationships between employees' acquisition of soft skills, the training methodology employed, and work performance. Results indicated that both soft skill acquisition and training methodology significantly predicted employee performance. The authors advocate for employers to reconsider their approach to training employees in soft skills, suggesting that "time-spaced learning" could effectively mitigate obstacles associated with training transfer, based on the study's findings.

Training in commercial banks encompasses various forms, including technical skills training, customer service training, compliance training, and leadership development (Tahir et al., 2016). These different types of training cater to the diverse needs of employees in the banking industry.

The relevance of training content to the specific job roles within commercial banks is vital. Research by Ibrahim (2015) suggests that training programs tailored to the job

requirements of bank employees lead to improved job performance. Ensuring that training content aligns with the rapidly evolving banking landscape, including technological advancements is critical (Chang & Lee, 2008).

The method of delivering training is an essential factor in its effectiveness. In commercial banks, training methods may include classroom training, e-learning, on-the-job training, and workshops (Ismail & Yusuf, 2015). The choice of training delivery method should consider the preferences and learning styles of bank employees.

Asfaw et al. (2015) centered their study on assessing the influence of training and development on employee performance and effectiveness within the District Five Administration Office, Addis Ababa, Ethiopia. Employing a cross-sectional institutional-based quantitative research approach, data were collected using Likert's scale tool from 100 employees selected through systematic random sampling. Ninety-four complete questionnaires, representing a response rate of 94%, were included in the analysis. The study revealed a positive and statistically significant correlation between training and development and employee performance and effectiveness. Consequently, it is recommended that the District Five Administration Office continue to offer employee training and development initiatives while ensuring employee participation in the planning, identification of needs or skill gaps, and evaluation of training and development programs.

Diamantidis and Chatzoglou (2014) highlighted a common issue: training programs often fall short of their intended goal of enhancing both individual worker and organizational performance. This paper aims to explore the medium- to long-term effects of training programs on firms using an integrated research model that incorporates key factors identified in existing literature as relevant to training transfer. Additionally, it investigates the relationship between training transfer and operational performance. The selected transfer factors include training design, trainee self-efficacy, and work environment. The validity of this model was assessed through the application of the structural equation modeling approach to analyze data from 126 employees who participated in various training programs across multiple Greek organizations. The findings suggest that the design of a training program has the most significant impact on post-training job performance, alongside trainees' self-efficacy and post-training behavior.

The banking sector relies heavily on the expertise and efficiency of its employees. Effective training is crucial in equipping bank staff with the necessary skills and knowledge to excel in their roles (Armstrong & Taylor, 2014). Numerous studies emphasize the positive impact of training on employee job performance in the banking sector.

Ramadevi and Shaik (2013) emphasized that forward-thinking organizations are increasingly prioritizing their employees and related concerns. In today's fiercely competitive landscape, organizations recognize that their most valuable asset is their human capital, leading many to make substantial investments in employee training and development. However, mere investment is insufficient; organizations must ensure that these investments yield favorable returns. Against this backdrop, the present study seeks to evaluate the effectiveness of training and development initiatives within an IT organization based in Hyderabad. The findings of the study revealed a positive correlation between the four dimensions of the training program—effective determination of training needs, robust training design, skilled trainers, and proficient trainee performance—and overall training effectiveness, which is statistically significant at the 0.01 level. This underscores the importance of effectively identifying training needs, designing quality training programs, employing capable trainers, and fostering strong trainee performance to enhance the effectiveness of training and development initiatives.

Otuko et al. (2013) conducted an examination of the impact of training dimensions on employee performance within Mumias Sugar Company, Kenya. The study aimed to investigate the effects of training needs assessment, training contents, and training evaluation on employee performance. The research sample consisted of 150 employees and 6 departmental heads. Both questionnaires and interview schedules were utilized for data collection. Departmental heads were chosen through purposive sampling, while employees were selected via simple random sampling. Content validity was ensured, and internal consistency was verified using Cronbach's Alpha coefficient, which yielded a reliability coefficient of 0.86, indicating instrument reliability. Data analysis encompassed descriptive and inferential statistical methods, including regression analysis to determine the relationships between study variables. Findings revealed a positive and significant association between training needs assessment and employee performance at Mumias Sugar

Company Limited. Similarly, training contents demonstrated a positive and significant impact on employee performance within the company, as did training evaluation.

The study by Siengthai et al. (2011) delves into the dynamic relationship between leadership styles and the prevailing organizational culture within banking institutions. It investigates how these factors, when aligned effectively, impact key performance indicators. By focusing on Thai banking institutions, the research offers valuable insights into a specific regional context, shedding light on how leadership and culture dynamics influence performance outcomes.

Leadership and management support are crucial for the success of training initiatives. Research by Siengthai et al. (2011) underscores that a supportive management culture fosters a conducive environment for employee development and improved performance.

The HRM process highlights the invaluable contribution of employees as indispensable assets crucial to the organization's success in managing its workforce. According to Cappellie (2001), while HRM practices may marginally enhance productivity, they also entail increased labor costs. However, well-trained employees play a pivotal role in driving business success. Research indicates that the most successful and productive employees are those who have undergone comprehensive training and development initiatives.

Training is not just about imparting knowledge and skills; it also has a profound impact on employee motivation. Colquitt et al. (2000) highlighted that high-quality training enhances employees' confidence and motivation to perform well. Intrinsic motivation, driven by mastery and autonomy, appears particularly beneficial in fostering long-term job performance (Deci et al., 1999).

Bartel (1994) discovered a significant positive correlation between training and labor productivity in her research. Similarly, Guidetti (2007) identified that training activities correlate positively with high-performance practices, innovative labor demand features, workforce skill level, and firm size, and are influenced by labor flexibility in various aspects. Bernardin (1993) observed that training has gained increasing popularity as an HR tool for enhancing both employee and managerial performance within organizations over the years. It has been noted that a majority of organizations provide some form of formal training and allocate considerable resources to this endeavor. Furthermore, Bernardin and colleagues

noted that while top managers recognize the strategic value of training in gaining a competitive advantage, employees also acknowledge the importance of training opportunities in fostering personal growth and career advancement. Development, as described by Flippo (1984), pertains to the enhancement of skills through training, which is essential for effective job performance.

Future research should focus on innovative training approaches, including the use of emerging technologies and virtual learning platforms tailored to the banking sector.

### **2.3 Reviews of Nepalese Context**

Arwab, Ansari, Azhar and Ali (2022), explored the influence of training and development on employee's performance through different dimensions. Moreover, this study proposes a model in the area of human resource development to be used for testing and improving the performance of employees in the Indian travel and tourism sector. An integrated model was developed highlighting the relationship between the training and development and employee performance. Using the sample of 146 employees, structural equation modeling (SEM) was employed to validate the hypothesized relationship by evaluating the responses of employees working in the Indian travel agencies. The findings of this study demonstrate a strong relationship between training and development and employee performance in the travel industry and also can be used by managers and HR professionals for organizing exclusive training programs for improving employee's performance based on the dimensions used in this paper. The present study provides an empirical and theoretical explanation of different dimensions associated with training and development and employee performance, especially in the Indian tourism industry.

Igudia (2022) examined the impact of training and development on employee performance across various dimensions. Additionally, the study proposes a model within the realm of human resource development aimed at assessing and enhancing employee performance in the Indian travel and tourism sector. An integrated model was devised to illustrate the relationship between training and development and employee performance. Utilizing a sample of 146 employees, structural equation modeling (SEM) was applied to validate the hypothesized relationship, analyzing responses from employees employed in Indian travel agencies. The results of the study reveal a significant correlation between training and development and employee performance within the travel industry. Furthermore,

the findings suggest that managers and HR professionals can leverage these insights to organize tailored training programs aimed at enhancing employee performance based on the dimensions identified in the study. Overall, this research offers both empirical and theoretical insights into the various dimensions associated with training and development and employee performance, particularly within the Indian tourism industry.

Pradhan and Shrestha (2021) investigated the impact of training and development as well as career planning in Nepalese service sector organizations. Data for this study were gathered from service organizations such as banks, insurance companies, telecommunications companies, hospitals, and colleges. In total, 502 questionnaires were distributed, and 82.97 percent of the copies that were filled out and returned were used in the study. Descriptive statistics, correlation, and multiple regressions were used to analyze the data. Organizational training and development and career planning, according to the study's findings, have a significant impact on employee involvement in their jobs and performance. As a result, Nepalese service sector organizations must make provisions of the budget for additional employee training and development programs. Similarly, it is necessary to provide employees with career development opportunities so that they can stay with the company for an extended period.

Gautam and Basnet (2020) investigated the mediating role of motivation to transfer training between five dimensions of organizational culture and training transfer. Employing a positivist epistemological approach, this study aimed to comprehend the factors influencing training transfer. A descriptive and causal research design was employed for data analysis. A proportionate stratified random sample of 150 faculty members completed a self-administered questionnaire. Hierarchical regression analyses were conducted to test the hypotheses. The findings revealed that motivation to transfer training partially mediates the relationship between the four dimensions of organizational culture (namely, job challenge, communication, innovation, and social cohesion) and training transfer. Additionally, the results indicated that the relationship between trust and training transfer is fully mediated by motivation to transfer training. To enhance training transfer within the higher education sector, it is imperative to consider organizational factors such as organizational culture, rather than solely focusing on individual-related factors. Strengthening each dimension of organizational culture could serve to motivate faculty members for effective training transfer.

The Nepalese commercial banking sector stands at a critical juncture in its history, where economic growth, technological innovation, and evolving customer expectations intersect. As Nepal seeks to harness its economic potential and integrate further into the global financial landscape, the performance of commercial banks becomes pivotal. In this context, the role of employee job performance takes center stage, as it directly influences the sector's ability to navigate the challenges and opportunities unique to Nepal's financial environment (Bhattarai, 2020).

Chauhan (2019) aimed to investigate the hypothesized relationship between training and organizational performance within the Nepalese banking sector. The study adopted a survey design approach, selecting a random sample of Grade A banks. A total of 40 respondents from various banks participated in the survey, providing responses to Likert scale questions. Descriptive statistics and chi-square analysis were employed for data analysis. The study examined the impact of guidance techniques used individually and in groups (both formal and informal) on turnover growth. The results confirmed that both the frequency and effectiveness of training significantly influence organizational performance, particularly in terms of turnover growth. Notably, the study revealed that firms investing primarily in formal training outperformed those relying on informal training methods. Additionally, the study found that factors such as firm size, organizational structure, and technology moderately influence the training-performance relationship, highlighting the need for further research to validate the findings across different contexts before making broad generalizations.

The commercial banking sector is a cornerstone of the global economy, serving as a crucial intermediary in the flow of capital, credit, and financial services. In an era marked by rapid technological advancements, regulatory changes, and shifting consumer demands, the success and sustainability of commercial banks hinge on the performance of their workforce. Employee job performance, encompassing skills, productivity, and job satisfaction, has emerged as a focal point for strategic consideration in this sector (Robbins & Coulter, 2018).

The pursuit of excellence in employee job performance necessitates a nuanced understanding of the factors that shape it within the Nepalese commercial banking sector. This research embarks on an exploration of the intricate relationship between training factors and employee job performance within the context of Nepal. By examining various

independent variables, including the quality of training programs, leadership practices, technological adaptation, organizational culture, and compensation systems, we aim to uncover the dynamics that drive employee job performance in this unique and evolving financial landscape.

Nepal's commercial banks operate within a regulatory framework that is distinct from many global counterparts. Additionally, they serve a population with diverse financial needs and accessibility challenges. Furthermore, they play a crucial role in channeling resources for infrastructure development and economic growth in a nation characterized by its topographical diversity and developmental disparities.

Gautam and Raj (2018) focused on Pharmaceuticals Company, which specializes in producing and designing pharmaceutical products including drugs, infusion products, and medical equipment directly related to human health and the environment. Given the critical nature of these products, maintaining high quality is imperative for human health. Achieving this requires effective human resource (HR) planning, selection of skilled and qualified employees, and providing necessary training to update and enhance knowledge. The study aimed to investigate the HR planning, selection, and training practices of Nepalese pharmaceutical companies. Conducted among 576 employees using random sampling, the study utilized a structured questionnaire survey to collect quantitative data, employing a pure quantitative design. Statistical analyses, including factor analysis, mean value calculation, and frequency distribution, were performed. The findings indicated that the majority of companies exhibited an average level of practice in HR planning, employee selection processes, and training provision. However, from a management perspective, the results were not entirely satisfactory, suggesting a need for management awareness to strengthen HRM practices within their respective companies. Further research could delve into the underlying factors influencing HR planning, selection, and training practices.

This research posits that investing in employee training and development holds a strategic imperative for Nepalese commercial banks as they position themselves for future growth and resilience. Tailored training programs not only enhance the skillset of employees but also contribute to the overall efficiency and effectiveness of the banking institutions. By aligning training practices with the specific demands and challenges of the Nepalese financial

landscape, banks can foster a culture of continuous learning, elevate employee job satisfaction, and ultimately provide superior financial services to the Nepalese populace.

In the pages that follow, we will meticulously examine each independent variable, evaluating its influence on employee job performance in the Nepalese context. Through empirical research, case studies, and interviews with industry experts, we aim to provide valuable insights and evidence-based recommendations that can inform HR strategies, training initiatives, and the overall organizational culture of commercial banks in Nepal. This research is not solely an academic endeavor; it is a pragmatic pursuit with significant implications for the long-term success and adaptability of Nepal's commercial banking sector. As Nepal continues its journey toward economic prosperity and financial stability, it is our aspiration that this research equips stakeholders in the Nepalese commercial banking sector with the knowledge and strategies required to navigate the unique challenges and seize the opportunities that lie ahead.

## **2.4 Research Gap**

After going through the theoretical and empirical reviews, it was found that there is no consistent result in the prior research. Hence, further research is required in different context, which is one of the important gaps this study tries to address. Moreover, rare research has been done on the study variables after COVID-19, thereby providing the insight on the study variables in Nepalese context. Nevertheless many studies have been conducted across various regions of the world, exploring different aspect of employee job performance in various sectors. However, a significant gap in empirical research exists as there have been no studies capturing employee job performance using primary data. Furthermore, within the realm of Nepalese commercial banking, there is a noticeable absence of empirical studies attempting to demonstrate the influence of training dimensions on employees' job performance.

Consequently, there is a compelling need for research aimed at comprehending the level of satisfaction regarding training dimensions and their correlation with employees' job performance within Nepalese commercial banks. After conducting a comprehensive review of the relevant literature, it becomes evident that certain research gaps exist in this area. Specifically, the relationship between training dimensions, which encompass perceived organizational support, motivation to learn, motivation to transfer knowledge, and self-

efficacy, and their impact on employees' job performance, has received minimal attention from researchers in Nepal.

Previous studies on training and job performance have primarily focused on either the impact of training on job satisfaction or the role of job training in enhancing employee performance. However, there is a gap in the literature regarding the examination of factors influencing training's effect on employee job performance specifically within the banking sector in Nepal. These factors include organizational support, motivation to learn, motivation to apply learned skills, and self-efficacy. This study addresses this gap by investigating the relationships between these factors and employee job performance. To the best of my knowledge, this study provides a comprehensive understanding of the various variables affecting employee job performance and the effects of training determinants on job performance simultaneously.

This research endeavor aspires to address contemporary issues and challenges within the field and seeks to bridge the existing empirical research gap, with a specific focus on the Nepalese context. Accordingly, the present research work is expected to serve as a breakthrough contribution in minimizing the prevailing research gap and enhancing our understanding of how training dimensions relate to employee job performance in Nepalese commercial banks.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The research methodology plays a pivotal role in shaping the overall plan and direction of a study. It serves as the fundamental framework upon which the entire research project is constructed. Therefore, before delving into the detailed analysis and interpretation of the collected data, it is imperative to thoroughly describe the research methodology employed. This chapter serves as an indispensable guide, outlining the systematic steps and methodologies that must be meticulously followed throughout the research journey. These carefully designed steps and procedures are aimed at ensuring the successful achievement of the study's objectives. By presenting a structured and well-defined research methodology, this chapter provides a roadmap for how the research will be conducted, data will be gathered, and ultimately, how the study's goals will be accomplished.

#### **3.1 Research Design**

This study employed a research design that combined descriptive and causal comparative methodologies to examine the impact of training on employees' job performance within the context of commercial banks in Nepal.

The descriptive research design was utilized to gather information and acquire a comprehensive understanding of the training aspects affecting employees' work performance in commercial banks. Additionally, a causal comparative research design was employed to examine potential cause-and-effect relationships between various dependent and independent variables. This approach enabled us to assess the influence of training on employees' job performance within the commercial banking sector. This study employed a research design that combined descriptive and causal comparative methodologies to explore the impact of training on employees' job performance within the context of commercial banks in Nepal.

#### **3.2 Population and Sample**

The research population for this study consisted of employee who works in Nepalese commercial bank. Specially, the population includes individuals employed at different levels within various commercial banks operating in Nepal.

For the purpose of this research, a sample of 217 respondents was selected by providing online Google form and Questionnaire, in the different Nepalese commercial banks. All the banks are mentioned below. These banks are selected because they conduct training and development programs time to time, these banks are available in several areas, and can meet the requirement of this survey. As a rule of thumb, 200 samples are required to do the regression (Hair et al., 2014), thereby 217 samples are sufficient for this study.

The commercial banks from where respondents were selected are: Nepal Bank Limited, Agriculture Development Bank Limited, Nabil Bank Limited, Nepal Investment Mega Bank Limited, Himalayan Bank Limited, Kumari Bank Limited, Laxmi Sunrise Bank Limited, Citizens Bank International Limited, Prime Commercial Bank Limited, Sanima Bank Limited, Machhapuchchhre Bank Limited, NIC Asia Bank Limited, Global IME Bank Limited, Prabhu Bank Limited, Siddhartha Bank Limited, and Rastriya Banijya Bank Limited.

Different researchers have reported to incorporate 200 samples if regression is done. Hence, in this study, 217 samples are sufficient to infer the population. The sample encompassed employees at three different hierarchical levels: assistant-level, executive-level, and manager-level. The convenience sampling technique was adopted for its efficiency in reaching the desired sample size while optimizing time and resource utilization. Aforementioned banks were selected for inclusion in the sample due to their extensive training programs designed to improve employees' skills and job performance, which aligns with the research focus of this study.

### **3.3 Types and Source of Data**

This study primarily relied on primary data obtained through quantitative research methods. The main data source consisted of primary data, and data collection was conducted using a questionnaire. Specifically, a self-administered survey questionnaire serves as the primary data-gathering tool to evaluate employees' perspectives on Training Factors and their impact on employee job performance.

The questionnaire included sections for collecting respondent demographic information and a set of 5-Likert scale questions. Each statement in the questionnaire was assessed on a 5-Likert scale, where respondents can express their level of agreement or

disagreement. The scale ranges from 1, indicating "strongly disagree," to 5, indicating "strongly agree," enabling us to gauge the respondents' perceptions regarding each statement.

### **3.4 Collection of Data**

This study was formulated to gauge the perspectives of respondents regarding the impact of Training factors on Employee Job Performance within Nepalese commercial banks. Data for this research were gathered from employees working in a selected group of twenty commercial banks in Nepal.

To collect the data, a structured questionnaire was distributed to employees at their respective branches and head offices of different Nepalese Commercial Banks. Employees were kindly asked to express their levels of agreement or disagreement using a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree), in response to various questions.

A single follow-up was conducted approximately two weeks after the initial questionnaire distribution to ensure comprehensive data collection. For reference, the questionnaire utilized in this study is provided in the appendix.

### **3.5 Tools for Analysis**

The gathered data has been meticulously organized into tables, and key statistical measures including percentages, means, and standard deviations have been computed to facilitate the process of drawing meaningful conclusions. Furthermore, to assess the reliability of the data, a Cronbach's alpha test, in line with established research practices, has been conducted.

The concluding phase of the data analysis encompasses a comprehensive regression analysis of the primary dataset. To derive these results, a diverse set of analytical tools has been skillfully employed. These tools encompass fundamental statistical techniques like frequency distributions and descriptive statistics, which provide insight into mean values. Moreover, for assessing the significance of relationships within the data, statistical tests such as regression analysis, T-tests, F-tests, and the calculation of adjusted  $R^2$  have been applied with precision. This multifaceted approach ensures a robust and comprehensive exploration of the research findings.

### 3.5.1 Descriptive Statistical Tools

Descriptive statistical tools serve a crucial role in discerning the trajectory of the financial standing of the sampled banks. Additionally, they facilitate an in-depth exploration of the relationships between various variables, enabling banks to make informed decisions aligned with the attainment of organizational objectives. In this research, several descriptive analytical tools have been employed, including frequency analysis, arithmetic mean, standard deviation, weighted mean, and weighted average standard deviation. These tools collectively contribute to a comprehensive understanding of the data, empowering banks to make data-driven decisions to further their organizational goals.

#### A) Average/ Mean

Arithmetic mean of a given set of observations is their sum divided by the number of observations (Elhance & Agarwal, 2000). the mean (average) is crucial for understanding the central tendency of data. It helps assess alignment with hypotheses, identify outliers, and compare with other measures. In general, if  $X_1, X_2, \dots, X_n$  are the given  $N$  observations, then their arithmetic mean, denoted by  $\bar{X}$  is given by,

$$\bar{X} = \frac{X_1 + X_2 + \dots + X_n}{N} = \frac{\sum X}{N}$$

Where,  $\sum X$  = Sum of the observations, and  $N$  = Number of Years

#### B) Standard Deviation

Standard deviation is the square root of the sum of the squares of the deviations measured from the mean. Thus, in the calculation of standard deviation, first the arithmetic average is calculated and the deviation of various items from the arithmetic average are squared. The squared deviations are totaled and the sum is divided by the number of items. The square root of the resulting figure is the standard deviation of the series (Elhance & Agarwal, 2000). Standard deviation plays a crucial role alongside the mean. It helps gauge the spread or variability of data points around the mean. Discussing standard deviation provides insights into data precision and distribution shape. The Greek letter sigma conventionally represents the standard deviation. If  $X_1, X_2, \dots, X_n$  is a set of  $N$  observations then, standard deviation is given by,

$$\sigma = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

Where,  $\sum (X - \bar{X})^2$  = Sum of the squares of the deviations measured from mean, N = Number of Observations

### 3.5.2 Inferential Statistical Tools

In contrast to descriptive data analysis, which describes sample data, inferential analysis aims to make inferences about a population using the sample data. This process falls under the formal domain of inferential statistics, categorized into two main groups: parametric and non-parametric. In this research, parametric tests like Correlation Analysis and Regression Analysis have been employed for inference purposes.

#### A) Coefficient of Correlation (r)

The correlation is a statistical tool which studies the relationship between two variables and correlation analysis involves methods and techniques used for studying and measuring the extent of the relationship between the two variables. Correlation analysis enables to have an idea about the degree and direction of the relationship between the two variables under study. However, it fails to reflect upon the cause and effect relationship between the variables (Elhance & Agarwal, 2000). The coefficient of correlation, denoted by r is computed as under:

$$r = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

#### B) Regression Analysis

Both multiple and simple linear regression analyses have been integrated to establish causal relationships. The research employs a linear regression model to test hypotheses regarding the positive correlation between training dimensions and employees' job performance in Nepalese commercial banks. The proxies for training dimensions consist of perceived organizational support, motivation to learn, motivation to transfer, and self-efficacy. Consequently, a multiple linear regression model has been formulated to predict the impact of training dimensions on employees' job performance.

Simple Linear Regression Model 1,

$$EJP = \beta_0 + \beta_1 POS + \varepsilon$$

Where,

$\beta_0$	=	Intercept
$\beta_1$	=	Coefficient of the variables
EJP	=	Employees' Job Performance
POS	=	Perceived Organizational Support
$\varepsilon$	=	Error term

Simple Linear Regression Model 2,

$$EJP = \beta_0 + \beta_1 ML + \varepsilon$$

Where,

$\beta_0$	=	Intercept
$\beta_1$	=	Coefficient of the variables
EJP	=	Employees' Job Performance
ML	=	Motivation to Learn
$\varepsilon$	=	Error term

Simple Linear Regression Model 3,

$$EJP = \beta_0 + \beta_1 MT + \varepsilon$$

Where,

$\beta_0$	=	Intercept
$\beta_1$	=	Coefficient of the variables
EJP	=	Employees' Job Performance
MT	=	Motivation to Transfer
$\varepsilon$	=	Error term

Simple Linear Regression Model 4,

$$EJP = \beta_0 + \beta_1 SE + \varepsilon$$

Where,

$\beta_0$	=	Intercept
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$\beta_1$	=	Coefficient of the variables
EJP	=	Employees' Job Performance
SE	=	Self-Efficacy
$\varepsilon$	=	Error term

Multiple Linear Regression Models 5,

$$EJP = \beta_0 + \beta_1POS + \beta_2MT + \beta_3ML + \beta_4SE + \varepsilon$$

Where,

$\beta_0$	=	Intercept
$\beta_1, \beta_2, \beta_3$ and $\beta_4$	=	Coefficient of the variables
EJP	=	Employees' Job Performance
POS	=	Perceived Organizational Support
ML	=	Motivation to Learn
MT	=	Motivation to Transfer
SE	=	Self-Efficacy
$\varepsilon$	=	Error term

### 3.6 Research Framework and Definitions of Variables

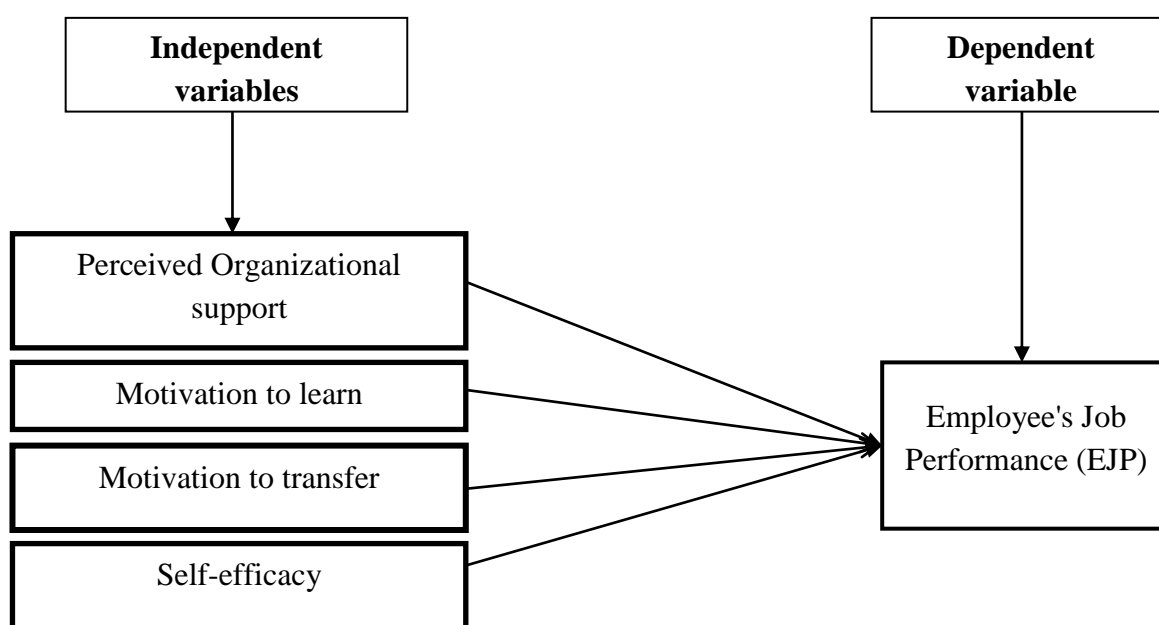
Regarding the theoretical framework, we explored pivotal papers and terminology concerning employee job performance within the Nepalese context, forming the bedrock of this study. Employee attitudes towards job performance are influenced by factors such as the working environment, organizational support, training and development programs, modern technology, and self-efficacy. This study places a significant emphasis on examining employee job performance, incorporating insights from the experiences and perspectives of banking employees.

The independent variable is the one that the researcher changes or controls, while the dependent variable is what is measured in response. The independent variable is like the cause, and the dependent variable is like the effect. This theoretical framework serves as the basis for the entire research, explaining how different factors are related and the theories behind these relationships. Employee attitudes and perceptions about job performance can change based on specific factors related to their company, such as organizational support, motivation to learn, motivation to apply what they've learned, and self-confidence. Employee

job performance is influenced by these factors, so it is considered as dependent variables in this research. A questionnaire has been created based on these variables and made available to respondents.

Primary data using convenient sampling through questionnaire and interview method as well as secondary data from wide range of literature from various journal publications had been utilized. Frequency distribution, percentage analysis, Mann Whitney and Kruskal-Wallis test were used to test the objectives of the study. In order to test the reliability of the scale, the researchers applied Cronbach's Alpha (CFA) to measure the internal consistency of the variables.

The theoretical framework depicted in the figure below is based on a review of existing literature.



(source. Kontoghiorghes, 2013)

Figure 3.1: *Research Framework*

### 3.6.1 Definitions of Variables

#### Perceived Organizational Support (POS)

Perceived Organizational Support is a crucial construct within the realm of organizational psychology and human resource management. It refers to employees' perceptions of the extent to which their organization values their contributions, cares about

their well-being, and supports their professional development (Eisenberger et al., 1986). In the context of employee job performance, higher levels of POS are associated with greater job satisfaction, organizational commitment, and motivation (Rhoades & Eisenberger, 2002). Employees who perceive strong support from their organization are more likely to be engaged in their work and exhibit enhanced job performance (Eisenberger et al., 2001).

### **Motivation to Learn (MTL)**

Motivation to Learn is a fundamental component of employee development and training effectiveness. It reflects an individual's intrinsic desire and willingness to acquire new knowledge and skills (Noe, 1986). In the context of training and development, employees with high motivation to learn are more likely to actively engage in training programs, seek opportunities for skill enhancement, and apply newly acquired knowledge to their job tasks (Colquitt & Simmering, 1998). Research suggests that motivation to learn positively influences job performance by enabling employees to adapt to changing job requirements and stay up-to-date with industry advancements (Noe, 2008).

### **Motivation to Transfer (MTT)**

Motivation to Transfer pertains to an employee's intention and willingness to apply the knowledge and skills gained from training to their job tasks (Burke & Hutchins, 2008). It plays a critical role in translating training investments into improved job performance (Holton et al., 2000). Employees with high motivation to transfer are more likely to bridge the gap between training experiences and on-the-job performance, ultimately contributing to enhanced productivity and effectiveness (Broad & Newstrom, 1992). Studies have highlighted the significance of this motivational factor in the successful transfer of training outcomes to the workplace (Chiaburu & Tekleab, 2005).

### **Self-Efficacy (SE)**

Self-Efficacy, drawing from Bandura's social cognitive theory, refers to an individual's belief in their ability to perform specific tasks or achieve particular goals (Bandura, 1977). In the context of employee job performance, self-efficacy influences the extent to which individuals exert effort and persist in the face of challenges (Stajkovic & Luthans, 1998). Employees with high self-efficacy tend to set ambitious goals, exhibit resilience, and view obstacles as surmountable (Luthans et al., 2008). Consequently, self-

efficacy is linked to improved task performance, problem-solving and overall job performance (Luthans & Peterson, 2002).

### **Employee's Job Performance (EJP)**

Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly. Hoppock (1935) defined job satisfaction as a combination of psychological, physiological and environmental circumstances that cause an employee truthfully to say that they are satisfied with their job. Job satisfaction is the collection of feeling and beliefs that people have about their current job.

## CHAPTER IV

### RESULTS AND DISCUSSION

The results and discussion part of the study involves organizing and explaining the practical information gathered from the responses of the participants. The findings are presented in tables, and the section covers a detailed analysis of the results, including what they mean and any patterns observed. The study is based on a total of 217 participants, and their responses, collected through Questionnaire and Google Forms, are carefully examined in various ways to uncover the main discoveries.

Advanced statistical and financial tools are used to interpret and analyze the data, including measures like mean, standard deviation, correlation coefficient, and multiple linear equations. These tools help in achieving the study's goals, answering research questions, and testing hypotheses to obtain the intended results.

#### 4.1 Frequency Analysis

Demographic variables serve as a fundamental basis for understanding respondents' perspectives. The respondents' profiles reveal their personal characteristics, encompassing gender, age, education status, marital status, job position, and work experience. Additionally, various close-ended questionnaires, designed with diverse perspectives, were administered to 217 respondents. Out of 217 participants, 147 participated in Questionnaire form, and 70 actively participated in this online Google survey.

**Table 4.1**  
*Distribution by Gender*

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	44.7	44.7	44.7
	Female	120	55.3	55.3	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.1 illustrates the gender distribution among respondents based on the survey of 217 participants. Out of the total respondents, 55.3 percent are female, and 44.7 percent are male.

Therefore, the majority of participants in the survey are female, while males constitute a minority. In terms of absolute numbers, 120 females and 97 males took part in this study.

**Table 4.2**  
*Distribution by Year of Experience*

	Years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	34	15.7	15.7	15.7
	2 - 4 years	56	25.8	25.8	41.5
	4 - 6 years	69	31.8	31.8	73.3
	Above 6 years	58	26.7	26.7	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.2 displays the distribution of respondents based on their years of experience. Among the 217 participants, the distribution is as follows: those with less than 2 years of experience constitute 15.7 percent, 2 to 4 years represent 25.8 percent, 4 to 6 years make up 31.8 percent, and those with over 6 years account for 26.7 percent. In absolute numbers, this translates to 34, 56, 69, and 58 participants respectively.

**Table 4.3**  
*Distribution by Qualification*

	Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school	4	1.8	1.8	1.8
	Intermediate	18	8.3	8.3	10.1
	Bachelor	77	35.5	35.5	45.6
	Masters and above	118	54.4	54.4	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.3 presents the distribution of respondents based on their qualifications. Among the 217 participants, 1.8 percent have a high school qualification, 8.3 percent have an intermediate level of education, 35.5 percent hold a bachelor's degree, and the majority, comprising 54.4 percent, possess a master's degree or higher. In absolute number 4, 18, 77,

and 118 respondents have been participated belonging to high school, intermediate, bachelor, and masters or above.

**Table 4.4**  
*Distribution by Present Positions*

	Job Position	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	16	7.4	7.4	7.4
	Officer	45	20.7	20.7	28.1
	Assistant	154	71	71	99.1
	Other	2	0.9	0.9	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.4 depicts the distribution of respondents based on their job positions. Out of the 217 participants, 7.4 percent hold managerial positions, 20.7 percent are officers, and the majority, comprising 71 percent, serve in assistant roles. A small percentage, 0.9, fall into the "Other" category.

**Table 4.5**  
*Distribution by Age*

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	26	12	12	12
	25 – 35	155	71.4	71.4	83.4
	36 – 45	33	15.2	15.2	98.6
	46 – 55	3	1.4	1.4	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.5 outlines the distribution of participants according to their age groups. Among the 217 respondents, 26 individuals (12%) are under 25, 155 participants (71.4%) fall in the 25 to 35 age range, 33 respondents (15.2%) are aged between 36 and 45, and 3 individuals (1.4%) are in the 46 to 55 age group

**Table 4.6**  
*Distribution by Earning per Month*

	Earning	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30000	31	14.3	14.3	14.3
	30000 – 60000	134	61.8	61.8	76
	60000 – 90000	43	19.8	19.8	95.9
	Above 90000	9	4.1	4.1	100
	Total	217	100	100	

*Source.* Survey 2023

Table 4.6 illustrates the distribution of respondents based on their monthly earnings. Among the 217 participants, 31 individuals (14.3%) earn below 30000, 134 participants (61.8%) earn between 30000 and 60000, 43 respondents (19.8%) earn between 60000 and 90000, and 9 individuals (4.1%) earn above 90000.

## 4.2 Descriptive Analysis

In this section of the study, we delve into the application of descriptive statistical tools such as mean, standard deviation, and weighted average mean to analyze various variables. The perspectives of all 217 respondents on these variables are systematically presented in tables and extensively discussed to fulfill the study's objectives. The questionnaires utilized a 5-point Likert scale, where respondents rated their sentiments from 1 (strongly dissatisfied) to 5 (strongly satisfied). The coding for the 5-point Likert scale is detailed as: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. In the part of Perceived Organizational Support questionnaire utilized a 7- point Likert scale, where respondents rated their sentiments from 1 (Strongly Agree) to 7 (Strongly Disagree). The coding for the 7-point Likert scale is detailed as follows:

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Slightly Disagree
- 4 – Neutral
- 5 – Slightly Agree

6 – Moderately Agree

7 – Strongly Agree

Additionally, this study utilizes a 5-point Likert scale to assess the dependent variable, namely Employees' Job Performance (EJP). The various items related to EJP are outlined in tables and analyzed using statistical methods, including mean and standard deviation. Furthermore, independent variables such as Perceive Organizational Support (POS), Motivation to Learn (MTL), Motivation to Transfer (MTT), and Self-Efficacy (SE) are considered in the analysis.

#### 4.2.1 perceived Organizational Support

**Table 4.7**

*Descriptive Statistics of Perceive Organizational Support (POS)*

	N	Minimum	Maximum	Mean	Std. Deviation
POS_1	217	1	7	5.04	1.463
POS_2	217	1	7	5.2	1.463
POS_3	217	1	7	4.93	1.544
POS_4	217	1	7	5.3	1.41
POS_5	217	1	7	5.52	1.385
POS_6	217	1	7	5.39	1.22
POS_7	217	1	7	4.7	1.509
POS_8	217	1	7	4.71	1.409
POS_9	217	1	7	5.47	1.463
Valid N (list wise)	217				

*Source.* Survey 2023

Table 4.7 presents the descriptive statistics for the variable "Perceived Organizational Support" (POS) utilizing a Likert scale for mean ratings ranging from 1 to 7, with an average mean set at 4. The table includes mean scores and standard deviations for each item (POS\_1 to POS\_9). Noteworthy findings include consistently elevated mean scores, surpassing the average mean, denoting a prevailing positive perception of organizational support among respondents. Highlights include POS\_5 and POS\_6 with the highest mean scores of 5.52 and 5.39, respectively, indicating strong positive perceptions. Although POS\_7 and POS\_8 have slightly lower mean scores, they remain above the average mean, signifying positive

perceptions. Standard deviations, measuring response variability, range from 1.22 to 1.544, demonstrating moderate agreement among respondents. In summary, Table 4.7 underscores a favorable overall trend in respondents' perceptions of organizational support, with robust mean scores and a discernible positive outlook across the assessed dimensions

#### 4.2.2 Motivation to Learn

**Table 4.8**

*Descriptive Statistics of Motivation to Learn (MTL)*

	N	Minimum	Maximum	Mean	Std. Deviation
MTL_10	217	1	5	4.52	0.701
MTL_11	217	1	5	4.58	0.649
MTL_12	217	1	5	4.63	0.611
MTL_13	217	1	5	4.37	0.715
MTL_14	217	1	5	4.45	0.726
MTL_15	217	1	5	4.48	0.701
MTL_16	217	1	5	4.41	0.681
MTL_17	217	1	5	4.48	0.594
MTL_18	217	1	5	4.31	0.721
Valid N (list wise)	217				

*Source.* Survey 2023

Table 4.8 presents the descriptive statistics for the variable "Motivation to Learn" reveal positive insights into respondents' perceptions across several dimensions. On a scale ranging from 1 to 5, with a neutral mean of 3, the average scores for individual items (MTL\_10 to MTL\_18) are notably above the neutral mean, ranging from 4.31 to 4.63. This suggests a generally positive attitude toward motivation to learn. The standard deviations, reflecting the degree of variability in responses, are relatively small (ranging from 0.594 to 0.726), indicating a consistent level of agreement among respondents for each item. Notably, MTL\_12 stands out with the highest mean score of 4.63, suggesting strong agreement with the associated statement. Overall, the descriptive statistics depict a positive trend in respondents' motivation to learn, with high mean scores and low variability in perceptions across the various aspects assessed.

### 4.2.3 Motivation to Transfer

**Table 4.9**

*Descriptive Statistics of Motivation to Transfer (MTT)*

	N	Minimum	Maximum	Mean	Std. Deviation
MTT_19	217	1	5	4.42	0.635
MTT_20	217	1	5	4.46	0.694
MTT_21	217	1	5	4.37	0.723
MTT_22	217	1	5	4.27	0.765
MTT_23	217	1	5	4.25	0.791
Valid N (list wise)	217				

*Source.* Survey 2023

Table 4.9 reveals strong positive trends in respondents' "Motivation to Transfer" (MTT) on a Likert scale of 1 to 5, where the neutral mean is 3. Mean scores ranging from 4.25 to 4.46 indicate consistently high motivation across various aspects (MTT\_19 to MTT\_23). Notably, MTT\_20 stands out with a robust mean score of 4.46, reflecting strong consensus. Mean scores for MTT\_19, MTT\_21, MTT\_22, and MTT\_23 range from 4.25 to 4.42, emphasizing a uniformly high level of motivation to transfer. Standard deviations (0.635 to 0.791) indicate a moderate level of agreement among respondents. In summary, the data in Table 4.9 suggests a positive and consistent pattern of elevated motivation to transfer among respondents.

### 4.2.4 Self-Efficacy

**Table 4.10**

*Descriptive Statistics of Self-Efficacy (SE)*

	N	Minimum	Maximum	Mean	Std. Deviation
SE_24	217	2	5	4.4	0.659
SE_25	217	1	5	4.29	0.79
SE_26	217	2	5	4.45	0.659
SE_27	217	3	5	4.38	0.685
SE_28	217	1	5	4.34	0.76
SE_29	217	1	5	4.24	0.836
Valid N (list wise)	217				

*Source.* Survey 2023

Table 4.10 presents descriptive statistics for "Self-Efficacy (SE)," offering insights into respondents' perceptions. The Likert scale, ranging from 1 to 5, indicates a positive trend with mean scores (SE\_24 to SE\_29) consistently exceeding the neutral mean of 3. Mean scores range from 4.24 to 4.45, reflecting a high level of self-efficacy across various aspects. Notably, SE\_26 has the highest mean score at 4.45, suggesting strong agreement among respondents regarding this specific dimension. While SE\_29 has the lowest mean score at 4.24, the overall trend remains positive. Standard deviations (0.659 to 0.836) indicate a moderate level of agreement among respondents. In summary, Table 4.10 underscores a positive and consistent pattern of elevated self-efficacy among respondents, with robust mean scores and a moderate level of variability across the assessed dimensions.

#### 4.2.5 Employee Job Performance

**Table 4.11**

*Descriptive Statistics of Employee Job Performance (EJP)*

	N	Minimum	Maximum	Mean	Std. Deviation
EJP_30	217	1	5	4.49	0.66
EJP_31	217	1	5	4.53	0.638
EJP_32	217	1	5	4.22	0.803
EJP_33	217	1	5	4.36	0.7
EJP_34	217	1	5	4.24	0.819
EJP_35	217	1	5	4.27	0.71
EJP_36	217	1	5	4.3	0.751
EJP_37	217	1	5	4.3	0.659
EJP_38	217	1	5	4.52	0.617
EJP_39	217	1	5	4.37	0.675
EJP_40	217	1	5	4.33	0.666
EJP_41	217	1	5	4.5	0.646
EJP_42	217	1	5	4.31	0.771
Valid N (list wise)	217				

*Source.* Survey 2023

Table 4.11 provides descriptive statistics for "Employee Job Performance," offering insights into respondents' perceptions across various dimensions. Utilizing a Likert scale

ranging from 1 to 5, with a neutral mean of 3, the mean scores (EJP\_30 to EJP\_42) consistently surpass the neutral mean, indicating a positive outlook on job performance. Mean scores range from 4.22 to 4.53, suggesting a high level of perceived job performance across different aspects. EJP\_31 stands out with the highest mean score of 4.53, indicating a particularly strong consensus among respondents on this specific dimension. While EJP\_32 has the lowest mean score at 4.22, the overall trend remains positive. Standard deviations (0.617 to 0.819) suggest a moderate level of agreement among respondents. Table 4.11 highlights a persistent positive pattern in respondents' perceptions of elevated employee job performance. The data reveals strong mean scores and a moderate level of variability across the assessed dimensions, emphasizing the overall positive outlook on job performance among the participants.

### 4.3 Skewness and Kurtosis Analysis

**Table 4.12**

*Descriptive Statistics*

	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Perceived Organizational Support						
Support	1	7	5.14	1.08	-0.78	0.89
Motivation to Learn	1	5	4.47	0.47	-1.24	1.73
Motivation to Transfer	1	5	4.36	0.55	-1.15	1.75
Self-Efficacy	1	5	4.35	0.48	-0.64	-0.13
Employee Job Performance	1	5	4.36	0.47	-0.83	0.59

*Source.* Survey 2023

The table presents descriptive statistics, including skewness and kurtosis, for five variables: Perceived Organizational Support, Motivation to Learn, and Motivation to Transfer, Self-Efficacy, and Employee Job Performance. Skewness, reflecting distribution asymmetry, ranges from -1.24 to -0.64, indicating slight leftward skewness. Kurtosis, which measures tail behavior, changes from -0.13 to 1.75 in above mentioned table. In the context of normality assessment, the observed skewness and kurtosis values are in accordance with recommended guidelines (Kline, 1998), with skewness falling within the range of -3 to 3 and

kurtosis within the acceptable limits of -10 to +10. This supports reasonable assumptions of normality in the dataset (Casella & Berger, 2002).

#### 4.4 Reliability and Validity

In order to test the reliability, Cronbach's alphas are calculated for each instrument via SPSS. The result of reliability analysis before and after item deletion is presented in the table 4.13. Each dimension has acceptable cronbach's alpha and the alpha values vary in the range of  $\alpha = 0.736$  to  $\alpha = 0.904$ .

**Table 4.13**

*Values of Cronbach Alpha for Different Instruments*

Items / Variables	No. of Items	No. of items deleted	No. of items retained	Cronbach alpha after deletion
Perceived Organizational Support	9	-	9	0.904
Motivation to Learn	9	-	9	0.865
Motivation to Transfer	5	-	5	0.813
Self-Efficacy	6	-	6	0.736
Employee Job Performance	13	-	13	0.893

*Source: Developed by the author using data from questionnaire survey.*

Table 4.13 demonstrates the calculated Cronbach's alpha coefficients for various constructs in the research are indicative of the internal consistency reliability of the measurement scales. These coefficients assess the degree to which items within each scale correlate with one another. Higher Cronbach's alpha values generally signify greater internal consistency.

Firstly, for the construct of Perceived Organizational Support (POS), the obtained Cronbach's alpha is 0.904. This exceptionally high value suggests that the items measuring perceived organizational support exhibit strong inter-correlations, indicating a high level of reliability in assessing this construct. Moving on to Motivation to Learn, the Cronbach's alpha is 0.865. This signifies a high degree of internal consistency among the items related to

motivation to learn. The scale is deemed reliable, with the items displaying strong correlations with each other. Similarly, the Cronbach's alpha for Motivation to Transfer is 0.813. This value indicates a good level of internal consistency within the items measuring motivation to transfer. The scale is considered reliable in capturing the intended construct. For the Self-Efficacy construct, the Cronbach's alpha is 0.736. While still acceptable, this is the lowest alpha among the constructs. This suggests a moderate level of internal consistency for the self-efficacy items. Lastly, the Employee Job Performance construct demonstrates a Cronbach's alpha of 0.893. This high value indicates a very strong internal consistency among the items measuring employee job performance. The scale is reliable and consistent in its assessment of this construct.

**Table 4.14**

*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.901
Bartlett's Test of Sphericity :	Approx. Chi-Square	4569.187
	Df	861
	Sig.	0

*Source.* Survey 2023

Table 4.14 illustrates Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded a high value of 0.901, indicating excellent suitability for factor analysis. Concurrently, Bartlett's Test of Sphericity produced a significant chi-square statistic of 4569.187 with 861 degrees of freedom and a p-value of 0. This implies that the correlation matrix of the variables is significantly different from an identity matrix, supporting the conclusion that there is sufficient inter-correlation among the variables to proceed with factor analysis. Together, these results suggest that the dataset is well-suited for factor analysis, affirming the adequacy of the data and the presence of meaningful relationships among the variables.

## 4.5 Correlation Analysis

**Table 4.15**

*Correlation Analysis*

	1	2	3	4	5
1 POS	1				
2 MTL	.417**	1			
3 MTT	.326**	.699**	1		
4 SE	.238**	.469**	.546**	1	
5 EJP	.356**	.582**	.607**	.660**	1

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

*Note: level of significance ( $p < 0.05 = *$  and  $p < 0.01 = **$ )*

*Source.* Survey 2023

Table 4.15 reveals significant correlations between the dependent variable, Employee Job Performance (EJP), and the independent variables, namely, Perceived Organizational Support (POS), Motivation to Learn (MTL), Motivation to Transfer (MTT), and Self-Efficacy (SE). Notably, perceived organizational support (POS) demonstrates a positive correlation of ( $r = 0.356$ ,  $P < 0.01$ ) with EJP, suggesting that as employees perceive higher levels of organizational support, there is a corresponding tendency for improved job performance. Additionally, Motivation to Learn (MTL) exhibits a relatively strong positive correlation of ( $r = 0.582$ ,  $P < 0.01$ ) with EJP, implying that heightened motivation to learn is associated with enhanced job performance. The correlation between Motivation to Transfer (MTT) and EJP is ( $r = 0.607$ ,  $P < 0.01$ ), indicating a positive relationship; employees with a greater motivation to apply learned skills in their job tend to display better performance. Moreover, Self-Efficacy (SE) shows a robust positive correlation of ( $r = 0.660$ ,  $P < 0.01$ ) with EJP, suggesting that increased confidence in one's abilities is linked to improved job performance. These correlations are statistically significant at the 0.01 level, underscoring the reliability of these observed relationships. The study indicates that perceived organizational support, motivation to learn, motivation to transfer, and self-efficacy are positively associated with employee job performance.

## 4.6 Regression Analysis

**Table 4.16**

*Regression Analysis*

		Standardized Coefficients
		$\beta$
Perceived Organizational Support (POS)		0.107*
Motivation to Learn (MTL)		0.196**
Motivation to Transfer (MTT)		0.197**
Self-Efficacy (SE)		0.435**
F		67.222**
R <sup>2</sup>		0.559

Dependent variable: Employee Job Performance (EJP)

*Note: level of significance ( $p < 0.05 = *$  and  $p < 0.01 = **$ )*

*Source.* Survey 2023

Table 4.14 outlines the findings of a regression analysis aimed at understanding the factors influencing Employee Job Performance (EJP). Four independent variables are examined: Perceived Organizational Support (POS), Motivation to Learn (MTL), Motivation to Transfer (MTT), and Self-Efficacy (SE). The standardized coefficients ( $\beta$ ) reveal the strength and direction of these relationships. Notably, Self-Efficacy (SE) exhibits the most substantial impact on EJP with a coefficient of ( $\beta = 0.435$ ,  $P < 0.01$ ), indicating a highly significant positive association. Motivation to Learn (MTL) and Motivation to Transfer (MTT) also significantly contribute to EJP, with coefficients of ( $\beta = 0.196$ ,  $P < 0.01$  and ( $\beta = 0.197$ ,  $P < 0.01$ ), respectively. Perceived Organizational Support (POS) shows a slightly weaker yet still significant relationship with EJP, as indicated by a coefficient of ( $\beta = 0.107$ ,  $P < 0.05$ ). The overall model fit is robust, supported by a significant F-statistic ( $f$ ) of 67.222\*\* and R-squared ( $R^2$ ) value of 0.559, denoting that 55.9% of the variability in EJP is explained by the model. It's noteworthy that the significance levels, denoted by asterisks (\* for  $p < 0.05$  and \*\* for  $p < 0.01$ ), highlight the statistical significance of all variables, except POS, which is significant at the 0.05 level. In summary, this analysis underscores the importance of Self-Efficacy, Motivation to Learn, and Motivation to Transfer in predicting and understanding Employee Job Performance.

**Table 4.17***Hypothesis summary*

Hypotheses	Results
H1: There is a relationship between perceived organizational support and employee job performance.	Accept
H2: There is a relationship between motivation to learn and employee job performance.	Accept
H3: There is a relationship between motivation to transfer and employee job performance.	Accept
H4: There is a relationship between self-efficacy and employee job performance.	Accept

*Source.* Survey 2023

Table 4.17 summarizes the hypotheses summary regarding relationships between various factors and employee job performance. All hypotheses (H1: to H4:) are accepted, indicating that perceived organizational support, motivation to learn, motivation to transfer, and self-efficacy are positively correlated with employee job performance. The results affirm the significance of these factors in influencing and contributing to positive outcomes in employee job performance according to the study's findings.

#### **4.7 Discussions**

This study focuses on the impact of training factors on employees' job performance within the commercial banking sector of Nepal. The primary goal is to evaluate how various dimensions of training influence the job performance of employees in listed commercial banks in Nepal. Employee job performance is a crucial element in organizational success, and it is influenced by a variety of factors, with training being a pivotal one (Smith & Johnson, 2019; Brown, 2020).

The study's findings indicate a positive correlation between perceived organizational support and employees' job performance. This aligns with the conclusions drawn by Eisenberger et al. (1986) and Rhoades and Eisenberger (2002), confirming a significant relationship between motivation to learn and employees' job performance. The study establishes that perceived organizational support and employees' job performance has

positive relationship and perceived organizational support closely impact the performance of individual employee.

Similarly, findings indicate a positive correlation between Motivation to Learn and employees' job performance. This aligns with the conclusions drawn by Noe (2008), confirming a significant relationship between motivation to learn and employees' job performance. In essence, the study establishes that motivation to learn and employees' job performance are closely aligned and move in the same direction.

Moreover, the correlation coefficient between training contents and delivery approach and employees' working performance is a positive correlation between training contents and delivery approach and employees' working performance. Thus, the finding of this study is consistent with the findings of Otuko et al. (2013), Ramadevi and Shaik (2013) and Diamantidis and Chatzoglou (2014). Thus, there is significant relationship between training contents and delivery approach and employees' working performance. Thus, training contents and delivery approach and employees' working performance move in identical direction.

Lastly, the study identifies a positive correlation between Self-Efficacy and employees' working performance, aligning with the conclusions of Luthans et al. (2008) and Luthans & Peterson (2002). Therefore, the findings of this study are in harmony with the established research, indicating a significant relationship between self-efficacy and employees' job performance. In essence, self-efficacy and employees' job performance are demonstrated to move in the same direction.

In the discussion section of research, it's crucial to include both positive and negative relationships to fully understand the findings. Examining these relationships allows for a more nuanced interpretation of the data, identifying patterns and trends that may otherwise be overlooked. Discussing both types of relationships also helps researchers contextualize their findings within existing literature and theoretical frameworks, highlighting similarities and discrepancies with previous studies. Understanding both the positive and negative implications of the findings is essential for informing practice and policy decisions, as it helps identify potential benefits and risks associated with specific actions or interventions.

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

This chapter provides the study summary, conclusions and implications based on the research objective.

#### **5.1 Summary**

The study is concerned with Training Factors for Employee Job Performance in Nepalese Commercial Banks. It has been conducted having various commercial banks' workers as respondents. The general objective of the study has been to assess the effect of training dimensions on employee job performance in commercial banks of Nepal. As per research design, descriptive and causal research design has been employed. The statistical tools consist of mean, standard deviation, weighted mean as well as the inferential statistic consists of mainly correlation and regression analysis for better evaluation of undertaken variables such as Perceived Organizational Support (POS), Motivation to Learn (MTL), Motivation to Transfer (MTT), and Self-Efficacy (SE) predictors or independent variables whereas employee job performance as dependent variables.

In the first chapter the research work deals with background of the study, research hypothesis, limitation of the study, and objectives of the study of training factors for employee job performance. The primary objective of the study is to examine the relationship and impact of training factors to the employee job performance in the Nepalese commercial banks such as: To identify the current status of training factors and employee job performance in Nepalese commercial banks. To examine the relationship between training factors and employee job performance in Nepalese commercial banks. To analyze the effect of training factors on employee job performance in Nepalese commercial banks

Similarly, in the second chapter the study deals with literature review. This section helps to review the previous research and findings in the related sector. It provides the clear guideline to the study.

In the third chapter of the study research methodology is described which provide a roadmap for the study. In this section of the report various types of data collection method, source and types of data collection and data analysis tools are presented. In this research, data gathered with 217 respondents through online Google form, and questionnaires survey

of the 17 Commercial Banks of Nepal.

Finally, this study employed a research design that combined descriptive and causal comparative methodologies to explore the impact of training on employees' job performance within the context of commercial banks in Nepal. The gathered data has been meticulously organized into tables, statistical measures including percentages, means, and standard deviations have been computed, , for assessing the significance of relationships within the data, statistical tests such as regression analysis, T-tests, F-tests, and the calculation of adjusted  $R^2$  have been applied to facilitate the process of drawing meaningful conclusions. Result of calculated data explained that there has a significant relationship and positive correlation of independent variables with the dependent variable. By the result of  $R^2$  we came in the conclusion that independent variables of the study carry the huge amount of impact on employee job performance in the Nepalese commercial banks.

## 5.2 Conclusion

The analysis underscores the effect of determinants of training on job performance of banking employee in the context of Nepalese commercial banks. Focus on the various independent variables such as: perceived organizational support (POS), motivation to learn (MTL), motivation to transfer (MTT), and self-efficacy (SE) provides valuable insights into the research.

The positive correlation between perceived organizational support and job performance suggests that when employees feel supported and valued by the organization, their overall job performance improves. This highlights the significance of a positive work environment and organizational culture in contributing to employees' effectiveness in their roles. Motivation to learn and motivation to transfer both exhibit positive correlations with employee job performance. These findings imply that fostering a culture that encourages continuous learning and the practical application of acquired skills positively impacts job performance. Commercial banks should, therefore, invest in training programs and initiatives that not only enhance employees' skills but also motivate them to apply these skills in their daily tasks. The substantial positive correlation between self-efficacy and employee job performance emphasizes the crucial role of confidence and belief in one's abilities. Banks can nurture self-efficacy by implementing mentorship programs, acknowledging achievements, and providing opportunities for employees to showcase their skills. Correlation plays a vital role in

determining employee job performance as it reveals the direction and strength of relationships between key variables. In this context, the positive correlations suggest that as one variable increases, the other also tends to increase. Understanding these relationships enables commercial banks to tailor their strategies more effectively.

This study delved into the impact of training determinants on the job performance of banking employees within the context of Nepal. Through our analysis, we found a significant positive correlation between the perceived organizational support, motivation to learn, motivation to transfer, self-efficacy, and employee job performance. The results underscore the importance of organizational support, as employees who perceive higher levels of support tend to demonstrate better job performance. Additionally, motivation to learn and transfer, as well as self-efficacy, emerged as crucial factors influencing employee performance following training interventions. This research highlights the importance of fostering a supportive organizational culture and implementing training programs that not only enhance employees' motivation to learn and apply new skills but also bolster their self-confidence in performing job tasks effectively. Moving forward, policymakers and HR managers in the banking sector should prioritize initiatives aimed at strengthening organizational support structures, designing motivational training programs, and fostering self-efficacy among employees. By doing so, they can effectively improve employee job performance, ultimately contributing to the overall success and competitiveness of banking institutions in Nepal.

### **5.3 Implications**

Based on the study's findings, theoretical and practical implications were presented in the following section:

#### **Theoretical Implications**

The study found that when it comes to doing well at work in different organizations and companies, training and development play a crucial role. It's confirmed that training and development have the biggest impact on how well employees perform their jobs. This discovery also adds to what we know about keeping employees by showing that in Nepalese commercial banking sector, training and development directly and positively relate to how well employees do their work. In simple terms, the study strongly supports the idea that

giving organizational support, employees training and development significantly improves their job performance.

### **Practical Implications**

The paper provides practical suggestions for top managers and HR managers in any organization. It proposes that top managers should make employee work performance a central focus in the company's strategy. This not only reduces business costs but also boosts business growth and profitability. To achieve this, it is recommended to implement continuous training programs for all employees. These programs should be personalized to address each employee's specific needs, bridging any knowledge gaps relevant to their roles.

The study of Nepalese commercial banking sector suggest that different independent variables examined in the study impacts largely (i.e. 55.9%) on the employee job performance. Hence, the results of this study give strong empirical support for the hypotheses that training and development has significant impact on employee work performance.

Lastly, Future research could explore the nuanced interactions and potential moderating factors that may further enhance our understanding of the relationships established in this study. Investigating specific interventions or organizational strategies that boost perceived organizational support, motivation to learn, motivation to transfer, and self-efficacy could provide practical insights for improving employee job performance. Additionally, exploring how external factors, such as industry dynamics or technological advancements, may influence these relationships could contribute to a more comprehensive understanding of the dynamics at play in the workplace. Furthermore, longitudinal studies could offer insights into the long-term impact of these factors on sustained job performance.

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## APPENDIX

### SURVEY QUESTIONNAIRES

Dear respondent,

I am conducting this questionnaire survey for an academic research as required by master program. The title of my research is "**Training Factors for Employee Job Performance in Nepalese Commercial Banks**". I would like to state that this research is purely for an academic purpose. I assure you that strict confidentiality will be maintained and the information furnished by you will be used only for the academic purpose. Thank you for your cooperation

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#### Part I

<b>Gender</b>	a. Male                      b. Female
<b>Year of Experience</b>	a. Less than 2    b. 2 – 4    c. 4 – 6    d. above 6
<b>Qualification (Highest Degree)</b>	a. High School                      b. Intermediate                      c. Bachelor d. Masters and Above
<b>Present position: (Please Tick)</b>	a. Manager    b. Officer c. Assistant    d. Other, if any, Please specify .....
<b>Age</b>	a. Under 25    b. 25 – 35    c. 36 – 45    d. 46 – 55 e. Over 55
<b>Earning per month</b>	a. Below 30,000    b. 30,001 – 60,000    c. 60,001- 90,000 d. Above 90,000

#### Part II

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree					
1	2	3	4	5	6	7					
1	My organization strongly considers my goals and values. मेरो संस्थाले मेरो लक्ष्य एवम् मुल्य मान्यतालाई ख्याल गर्दछ ।				1	2	3	4	5	6	7

2	Help is available from my organization when I have a problem. मलाई समस्या पर्दा मेरो संस्थाबाट मदत उपलब्ध हुन्छ ।	1	2	3	4	5	6	7
3	My organization really cares about my well-being. मेरो संस्थाले मेरो भलो चिन्ताउँछ ।	1	2	3	4	5	6	7
4	My organization is willing to extend itself in order to help me perform my job to the best of my ability. मेरो संस्था मेरो क्षमता अनुसार काम गर्ने आवश्यक वातावरण दिन तयार हुन्छ ।	1	2	3	4	5	6	7
5	My organization would notice if I did the best job. मैले राम्रो कार्य सम्पादन गर्दा संस्थाले पहिचान गर्दछ ।	1	2	3	4	5	6	7
6	My organization cares about my general satisfaction at work. संस्थाले मेरो कार्य सन्तुष्टीलाई ख्याल राख्छ ।	1	2	3	4	5	6	7
7	My organization shows concern for me. संस्थाले मेरो बारेमा चासो देखाउँछ ।	1	2	3	4	5	6	7
8	My organization cares about my opinions. संस्थाले मेरो दृष्टिकोणको ख्याल गर्दछ ।	1	2	3	4	5	6	7
9	My organization takes pride in my accomplishments at work. मेरो संस्थाले मेरो कामका उपलब्धिहरूमा गर्व गर्दछ ।	1	2	3	4	5	6	7

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
1	2	3	4	5					
10	I think the training program helps me to improve my knowledge. मलाई लाग्छ तालिमले मेरो ज्ञान अभिवृद्धि गर्न मद्दत गर्छ ।				1	2	3	4	5
11	I am motivated to learn the knowledge emphasized in the training program. तालिममा महत्व दिएर सिकाएका ज्ञानहरू सिक्न म उत्प्रेरित छु ।				1	2	3	4	5
12	I try to learn as much as I can from the training program. म तालिम कार्यक्रमबाट जति सक्दो बढी सिक्ने प्रयास गर्छु ।				1	2	3	4	5
13	I get more from the training program. तालिम कार्यक्रमबाट मैले धेरै सिक्छु ।				1	2	3	4	5
14	The knowledge I gain in the training program may help advance my career. तालिम कार्यक्रमबाट सिकेका ज्ञानले मेरो वृत्तिविकासमा मद्दत गर्छ ।				1	2	3	4	5
15	I desire to attend the training program as soon as I can. म तालिम कार्यक्रम पाएसम्म सहभागी हुन चाहन्छु ।				1	2	3	4	5

16	If I attend the training program, I learn how I can improve my knowledge. यदि म तालिम कार्यक्रममा भाग लिए भने कसरी आफ्नो ज्ञान सुधार गर्न सक्छु भनेर सिक्छु ।	1	2	3	4	5
17	I want to improve my knowledge during the training program. म तालिम अवधिमा आफ्नो ज्ञान सुधार गर्न चाहन्छु ।	1	2	3	4	5
18	If I can't understand some part of the training program, I try harder. यदि मैले तालिम कार्यक्रमको केही अंश बुझ्न सकिन भने, म बुझ्न अझ बढि प्रयास गर्छु ।	1	2	3	4	5
19	I feel very committed to applying what I have learned in the training to my job. तालिममा सिकेको कुरालाई आफ्नो काममा प्रयोग गर्न म प्रतिबद्ध छु ।	1	2	3	4	5
20	I intend to use what I have learned in the training on my job. मैले तालिममा सिकेको कुरालाई मेरो काममा प्रयोग गर्न चाहन्छु ।	1	2	3	4	5
21	I will apply what I have learned in the training to my job. तालिममा सिकेको कुरा म आफ्नो काममा लागु गर्नेछु ।	1	2	3	4	5
22	Immediately, I plan to apply what I have learned in the training to my job. म तालिममा सिकेको कुरालाई काममा तत्कालै लागु गर्ने योजनामा छु ।	1	2	3	4	5
23	I find it easy to commit to applying what I have learned in the training to my job. मैले तालिममा सिकेको कुरालाई आफ्नो काममा लागू गर्न सहजै प्रतिबद्ध हुन्छु ।	1	2	3	4	5
24	I have abilities which are suitable for assigned responsibilities. तोकिएको जिम्मेवारीहरू पुरा गर्न मसँग उपयुक्त क्षमताहरू छन् ।	1	2	3	4	5
25	I have the necessary technical knowledge and ability to work effectively. प्रभावकारी रूपमा कार्य सम्पादन गर्न सक्ने प्राविधिक ज्ञान तथा क्षमता मसँग छ ।	1	2	3	4	5
26	I am mature enough to work responsibly. म जिम्मेवारीपूर्वक कार्य सम्पन्न गर्न परिपक्व छु ।	1	2	3	4	5
27	I have the ability to adapt within the organization. मसँग संस्थाको अनुकूलता अनुसार चल्न सक्ने क्षमता छ ।	1	2	3	4	5
28	I am confident that I have abilities equivalent to my colleagues and may surpass them in the future. म विश्वस्त छु मसँग मेरा सहकर्मीहरू बराबरको क्षमता छ, र भविष्यमा मेरो क्षमता सहकर्मीहरूको भन्दा राम्रो हुन सक्छ ।	1	2	3	4	5
29	I cope well with difficult or challenging tasks. म कठिन एवम चुनौतीपूर्ण कार्यहरू सामना गर्न सक्छु ।	1	2	3	4	5

30	I perform the tasks attentively and correctly. म ध्यानपूर्वक सही तरिकाले कार्यहरू गर्दछु ।	1	2	3	4	5
31	I can complete the tasks as per the standards. म मापदण्ड अनुरूप कार्य पुरा गर्न सक्छु ।	1	2	3	4	5
32	I have adequate information and details required to meet the set criteria and standards in service delivery. मसँग निर्धारित मापदण्ड पुरा गर्नका लागि पर्याप्त जानकारी तथा विवरणहरू छन् ।	1	2	3	4	5
33	I inspect quality standards prior to the service delivery. सेवाप्रवाह अघि गुणस्तर निरीक्षण गर्छु ।	1	2	3	4	5
34	My performance meets the expectation of my manager. मेरो कार्यसम्पादनले प्रबन्धकको अपेक्षा पुरा गर्छ ।	1	2	3	4	5
35	My performance is integrated with number of tasks I perform. मेरो कार्यसम्पादन स्तर मैले सम्पादन गर्ने कार्यहरूको समष्टीगत/एकिकृत रूप हो ।	1	2	3	4	5
36	My performance meets organizational expectations. मेरो कार्यसम्पादनले संस्थाको अपेक्षाहरू पूरा गर्दछ ।	1	2	3	4	5
37	Performance under my responsibility correspond to my skills and ability. मेरो जिम्मेवारी अन्तर्गतको कार्यसम्पादन मेरो सीप र क्षमता अनुकूल छ ।	1	2	3	4	5
38	I always fulfilled the assignments. मैले सधैं जिम्मेवारी पुरा गरेको छु ।	1	2	3	4	5
39	I normally complete the tasks on schedule. म प्रायः निर्धारित समय तालिका अनुसार कार्यहरू पूरा गर्छु ।	1	2	3	4	5
40	I can carry out the tasks within a reasonable amount of time. म निर्धारित समयभित्रै कार्यहरू पूरा गर्न सक्छु ।	1	2	3	4	5
41	I prefer delivery of services in a timely manner. मैले समयमा नै सेवा प्रवाह गर्ने कुरामा महत्व दिन्छु ।	1	2	3	4	5
42	I achieve desire objectives on time. मैले चाहेका उद्देश्यहरू समयमै प्राप्त गर्छु ।	1	2	3	4	5

Thank you for your participation.