The Influence of Training and Development on Employee Performance: A Study of Co-operatives in Surkhet

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Abstract

The aim of this study is to examine the influence of training and development on employee performance. Employee performance is a dependent variable, while training (identifying training requirements, choosing trainees, and designing training program) is considered an independent variable. Surveys and questionnaires served as primary data collection methods for the article. The statistical sample for this research was drawn from cooperative organizations in the Surkhet District. A total of 325 employees participated in this survey, completing a self-administered questionnaire distributed via convenience sampling. Regression and descriptive analysis were conducted on the data using the statistical program SPSS 25. The impact of each independent variable on overall employee performance was examined through the development of three hypotheses. Employee performance, particularly in cooperative organizations, is significantly impacted by the design of training courses and the selection of trainees. Similarly, training needs identification plays a significant role in employee performance in cooperative organizations. The findings also suggest a connection between workers' job performance and efficient training. Training courses motivate employees to enhance their performance and skills, boosting organizational productivity. As a result, organizational requirements and goals should guide training design. Practical training is a deliberate intervention created to achieve the knowledge required for enhanced worker productivity. The study highlights the potential for training programs to enhance job satisfaction, commitment, and collective empowerment among employees. Organizations should prioritize well-structured training initiatives aligned with their strategic objectives to maximize employee performance and productivity.

Keywords: Training needs, selection of trainees, training courses, employee performance.

Introduction

The influence of training and development on employee performance is a critical area of focus within organizational management, highlighting the substantial impact that strategic educational initiatives have on enhancing workforce effectiveness and overall business

outcomes. As organizations navigate increasingly competitive environments, investing in employee training and development has emerged as a pivotal strategy to drive productivity, employee satisfaction, and retention rates, ultimately contributing to long-term organizational success (Depierraz, 2023). Historically, training was often reactive, aimed primarily at addressing immediate skill gaps; however, it has evolved into a proactive approach that emphasizes continuous improvement and holistic employee development. This shift recognizes the dual importance of training enhancing current job performance while fostering long-term career growth and organizational commitment (Mustafa-Sadiku, 2025)

Training and development are the processes of acquiring the KSA (knowledge, skills, and abilities) required to complete a particular job or activity to increase performance. Consequently, training and development provide advantages for both employers and employees. Modern organizations primarily rely on their human resources (Arulsamy et al., 2023; Nmadu et al., 2021). Therefore, workers' skills are crucial in deciding both the present state and the company's future since the performance of these resources plays a significant role in both. According to Al-Mzary et al. (2015), The organization will gain from deploying HR practices if implemented successfully. Employee relations and productivity within the company are directly impacted by employee training, making it one of HR's primary responsibilities. It has long been known that efficient employee training enables businesses to raise the bar and provide higher-quality services. Employees get training to help them utilize new technology, communicate effectively, and cooperate with colleagues from various backgrounds. According to Nassary (2020); Younas et al. (2018), development boosts behaviors, attitudes, and employee performance in an organization, while training is more focused on the present and focuses on an individual's current work and the precise skills and abilities they need to accomplish it right away. It is the process of increasing the knowledge and skills of an employee to do a particular job (Karim et al., 2019). To achieve success, organizations must effectively acquire and utilize human resources. This requires designing human resource management (HRM) systems that align with the organizational structure, as this alignment supports the achievement of strategic goals and objectives (Neel Wasantha et al., 2022). Training plays a crucial role in enhancing employee productivity, with factors such as education level, staff category, training programs, and prior work experience influencing post-training performance improvements (Osman & Ibrahim, 2018).

Research by Elnaga and Imran (2013) indicates that training programs should be closely linked to employees' developmental needs, with eligibility for training determined by specific criteria. To maximize effectiveness, organizations should implement training initiatives that are tailored to job-specific skills and ensure equitable access to learning opportunities for all employees.

Training is essential in the workplace, as it equips employees with the knowledge, skills, and professional development necessary to fulfill their roles competently. Employee training encompasses programs designed to enhance expertise, introduce new competencies, and foster career growth. By prioritizing well-structured training, organizations can strengthen workforce capabilities and drive long-term success. Effective staff training allows

an organization to improve its standard and quality of service to customers (Sasidaran, 2018; Shem & Ngussa, 2015).

The study assists cooperatives in improving HR practices by evaluating training's impact on employee performance, boosting productivity, and offering valuable insights for experts in cooperative workforce development strategies. The study's main objective is to determine the effect of training and development on employee performance in Surkhet Valley cooperatives. Thus, employee performance can be influenced by various factors, with Training & Development playing a crucial role in enhancing skills and efficiency (Kamara et al., 2022). Many organizations treat training as a reactive measure rather than a strategic priority, leading to persistent skill gaps and inefficiencies. In the public sector, poor training results in low motivation, high turnover, and subpar service delivery. Without structured frameworks, organizations struggle to assess skill gaps and training effectiveness. Moreover, training strategy and policies must be seen mainly as means of measuring and solving skill gaps in the organization and must be designed with this in mind (Shrestha, 2022). Furthermore, as the future of work increasingly integrates technology, customization, and adaptive learning methodologies, organizations must adapt their training strategies to stay competitive and responsive to employee growth demands (Panchal, 2023).

Literature of Review and Hypothesis

Theoretical Review

This study is anchored in Human Capital Theory Becker (1964), which asserts that investments in employee training and development enhance skills, productivity, and organizational performance. Becker's theory supports the proposition that structured training programs through training needs identification, trainee selection, and course design serve as strategic investments that improve employee performance, the dependent variable.

Complementing this perspective, Social Learning Theory Bandura (1977) explains how employees acquire skills through observational learning and peer interactions, which is particularly relevant in cooperative environments where collaborative learning is emphasized. Bandura's theory reinforces the importance of well-structured training methods in fostering skill development.

To evaluate training effectiveness, Kirkpatric (1959) provides a framework for assessing how training programs translate into improved performance. Kirkpatrick's four levels (reaction, learning, behavior, and results) align with the study's focus on measuring the impact of training interventions on employee productivity.

Finally, Expectancy Theory Vroom (1964) introduces a motivational dimension, suggesting that employees are more likely to perform better when they perceive training as a pathway to skill enhancement and career rewards. This theory supports the study's findings that effective training boosts both competence and job satisfaction. Together, these theories provide a robust foundation for analyzing how training and development influence employee

performance in cooperative organizations.

Empirical Review

Raj (2024) found that training needs assessment (TNA) significantly impacts employee performance by identifying training needs, enhancing engagement and motivation, and improving job satisfaction. Organizations that effectively implement TNA are likely to see better performance outcomes and a more committed workforce. There is a negative correlation between the firm's training needs and the indirect effect of training on performance. This implies that when training needs are high, the essential human capital qualities of employees may hinder the effectiveness of training (Robert & Mori, 2024). The study concludes that the methods used to deliver training significantly affect employee performance at PALWECO. Specifically, an increase in the use of seminars as a training delivery approach correlates with improved employee performance, indicating that effective training design is crucial for addressing skill gaps (Ateya & Maende, 2018). The researcher indicates that TNA practices, specifically identifying training impact, training type, and training impacts, have a significant effect on employees' performance. This suggests that a well-structured TNA can enhance job performance by aligning training with employee needs (Alzahmi & Alshamsi, 2024). By focusing on the specific training needs of employees, organizations can allocate resources more effectively. This targeted approach not only enhances employee performance but also leads to cost savings for the organization, as training is more likely to yield positive outcomes when it addresses actual needs (Kura & Kaur, 2021). Based on the insights provided by experts regarding the significant impact of training needs, it has a statistically significant effect on employee performance, the present researcher proposes the following hypothesis:

H_{A1}: Training needs significantly affect the employee's performance.

Trainee selection on employee performance.

The selection of trainees is indeed significant for employee performance. Organizations that implement effective recruitment and selection processes are more likely to hire employees who can perform well and contribute to the overall success of the organization. The findings of this study reinforce the importance of these HR practices in achieving better employee outcomes.(Aldhuhoori et al., 2022). The research utilized statistical analysis to demonstrate that there is a significant relationship between the selection process and employee performance. This suggests that organizations that implement rigorous selection criteria are likely to see better performance outcomes from their employees (Pradhan, 2023). The research conducted in Indonesia indicates that while placement has the highest influence on employee performance, selection still plays a significant role, albeit with a lower percentage of influence. This highlights the importance of a well-structured selection process in achieving optimal employee performance (Halifah et al., 2019). Similarly, Munaty et al. (2022) found that both selection and training processes had a positive and significant effect on employee performance. This suggests that effective selection and training methods contribute to better performance outcomes for employees. Accordingly, based on the

literature above the hypothesis is proposed:

H$_{A2}$: Trainee selection significantly affects the employees' performance.

Training courses and employee performance

The study utilized the Apriori algorithm to analyze historical training data and identify correlations between different training courses. training courses are essential for improving employee performance, the effectiveness of these programs is influenced by participation rates, alignment with job roles, and the adequacy of training provided. Addressing these factors can lead to significant improvements in employee performance within organizations (Wibowo et al., 2023). There are statistically significant differences in opinions regarding the questionnaire axes based on the number of training courses attended by employees. Specifically, those who have completed three or more training courses tend to have more favorable views on the impact of diversity on performance (Jamil & Atan, 2020). Training courses, especially when integrated with information technologies and AI, have a significant positive impact on employee performance. The paper suggests that ongoing training and adaptation of courses based on employee performance data can lead to continuous improvement in employee capabilities. This adaptability is crucial for maintaining high performance levels in a dynamic work environment (Semenenko, 2024). The study concluded that training needs assessment had the largest significant effect on employee performance, followed by training evaluation, training delivery approaches, and training program design. This hierarchy suggests that understanding and assessing training needs is crucial for enhancing employee performance (Mungou & Chumo, 2023). The research indicates that training courses significantly enhance the performance of agricultural employees. The study demonstrated that training courses were the most valuable resource for employees, achieving an average score of 2.54 and confirming their role in skill and knowledge development (Saleh, 2023). Given the evidence from prior research, the hypothesis is presented as:

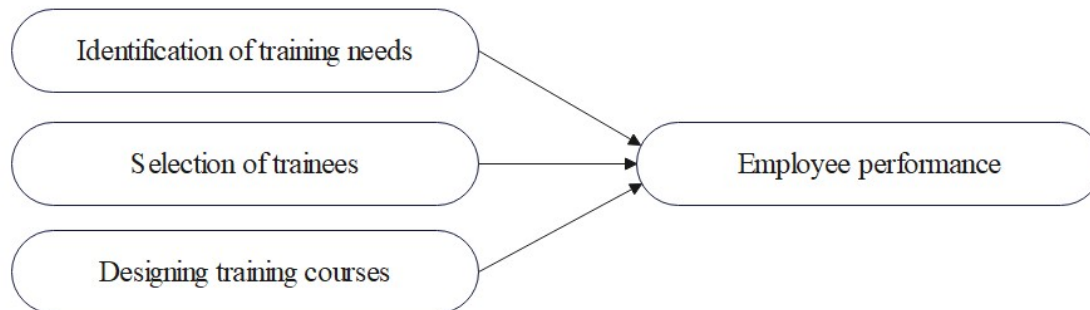H$_{A3}$: Training courses significantly affect the employee's performance.

Conceptual Framework

A conceptual framework, developed through literature review and objective analysis, represents the relationship between responses and desired characteristics.

Figure 1. Conceptual Framework

Independent Variables   Dependent Variable

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Identification of training needs ─┐
                                  ├──▶ Employee performance
Selection of trainees ────────────┤
                                  │
Designing training courses ───────┘
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Research Methodology

Using a positivist framework and convenience sampling, this quantitative study examined 325 respondents in Surkhet district (Hair et al., 2011). Questionnaire data were analyzed through regression, with a focus on demographic profiles, descriptive statistics, and multivariate analysis to explore relationships between independent and dependent variables.

Result and Discussion

Demographic Profile of the Respondents

The presentation section outlines a frequency analysis of respondents' demographic data, collected through a structured questionnaire. Key traits examined include gender, age, caste, marital status, religion, and education level within their organization. This analysis provides insights into the distribution and composition of the surveyed population, highlighting prevalent demographic trends. The findings help contextualize the study's results by illustrating the background characteristics of participants.

Table 1. Demographic Profile

Demographics		Frequency	Percentage
Gender Status	Male	168.00	51.69
	Female	157.00	48.31
Age Status	up to 30 years	121.00	36.12
	31 - 40 years	197.00	58.81
	41years and above	17.00	5.07
Marital Status	Married	244.00	75.08
	Unmarried	79.00	24.31
	Married but Single	2.00	0.62
Religious	Hindu	266.00	81.85
	Buddhist	38.00	11.69
	Cristain	13.00	4.00
	Muslim	8.00	2.46
Educational Level	Up to Secondary Level	124.00	38.15
	Bachelor Level	173.00	53.23
	Degree and Above	28.00	8.62

	Up to 5 Years	114.00	35.08
	5-10 Years	183.00	56.31
Job Experience	10-15 Years	18.00	5.54
	15 Years and above	10.00	3.08

Table 1 presents the respondents' demographic information. Among the total respondents, 51.69% were male, while 48.31% were female. Although males were slightly more represented in the survey, the gender distribution was nearly balanced.

Similarly, as per the age status, 36.12 percent of respondents were aged up to 30 years, 58.81 percent were the aged of 31-40 years, and the remaining 5.07 percent belonged 41 years and above out of the total, respondents.

Concerning marital status, 75.08 percent of the respondents were married, 24.31 percent were unmarried, and the rest, 5.07 percent, were married but single. The data show that the majority of the respondents were married.

Similarly, the religion of the respondents: Out of 325 respondents, 81.85 percent were Hindu, 11.69 percent were Buddhist, 4.00 percent were Christian, and the rest were Muslim. Thus, the majority of respondents were Hindu.

The survey included 325 respondents, with the majority (53.23 percent) holding a bachelor's degree. Additionally, 38.15 percent had completed up to secondary education, while 8.62 percent held a master's degree or higher. This data indicates that most respondents had attained at least a bachelor's-level education.

Similarly, the table also shows the respondents' years of experience. Out of the total respondents, 35.08 percent had less than five years of experience, 56.31 percent had 5-10 years of experience, 5.54 percent had 10-15 years of experience, and the rest, 3.08 percent had 15 and above years of experience. The data shows that the majority of the respondents had up to five years of experience.

Reliability Test

A reliability test was conducted to determine the consistency and validity of the questionnaire items.

Table 2. Reliability Statistics of the Variables

Variable Name	No of Items	Cronbach's Alpha
Identification of training needs	7	0.821
Selection of trainees	7	0.855
Designing training courses	7	0.841
Employee Performance	7	0.858

Table 2 displays the Cronbach's alpha values calculated for the five variables analyzed in this study. The results indicate that the identification of training needs had a

Cronbach's alpha of 0.821 selection of trainees 0.855, and designing training courses 0.841. Employee performance showed a Cronbach's alpha of 0.858. Importantly, all values exceeded the commonly accepted threshold of 0.7, demonstrating a high level of internal consistency in the data. The threshold of 0.7 is widely regarded as a standard benchmark for Cronbach's alpha and reliability testing (Christmann & Van Aelst, 2006).

Analysis of Data

This section analyzes the relationship between independent and dependent variables through measurement tools, incorporating descriptive statistics and inferential analysis based on survey responses.

Table 3. Correlations

		ITN	ST	DTC	EP
ITN	Pearson Correlation	1			
	Sig. (2-tailed)				
ST	Pearson Correlation	.694**	1		
	Sig. (2-tailed)	0.000			
DTC	Pearson Correlation	.630**	.669**	1	
	Sig. (2-tailed)	0.000	0.000		
EP	Pearson Correlation	.654**	.702**	.670**	1
	Sig. (2-tailed)	0.000	0.000	0.000	

**. Correlation is significant at the 0.01 level (2-tailed), N=325, ITN (Identification of Training Needs), ST (Selection of Trainees), DTC (Designing Training Courses), EP (Employee Performance)

Table 2 reveals the results of correlation analysis conducted to observe the relationship among the variables. The analysis indicated a positive strong correlation among the identification of training needs, selection of trainees and designing training courses, and employee performance. All correlations are statistically significant at a 0.01 level of significance securing a strong relationship since p-value is less than Alpha (P< 0.05) for all correlations.

Multivariate Regression Analysis

To identify the joint effect of all independent variables on employee performance, the impact of training and development regressed with all independent variables (identification of training needs, selection of trainees, and designing training courses) of the study.

Table 4. Model Summary of Multivariate Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.768ª	0.590	0.586	0.31656	1.81

Predictors: (Constant), ITN, ST, TC

Dependent Variable: EP

The provided table 3 presents a regression model summary with one dependent variable (TEP) and three predictors (ITN, ST, DTC). The model's multiple correlation coefficient (R) is 0.768, indicating a strong positive linear relationship between the predictors and the dependent variable. The R Square value of 0.590 suggests that approximately 59% of the variance in TEP is explained by the predictors. The Adjusted R Square (0.586) accounts for the number of predictors and sample size, confirming the model's robustness. The standard error of the estimate (0.31656) reflects the average deviation of observed values from the predicted values. The Durbin-Watson statistic (1.81) is close to 2, indicating no significant autocorrelation in the residuals, implying independence in error terms. Overall, the model demonstrates a reasonably good fit for the data.

Table 5. ANOVA of Independent Variables and Dependent Variable

ANOVAª

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	46.262	3	15.421	153.880	.000ᵇ
Residual	32.168	321	0.100		
Total	78.430	324			

a. Dependent Variable: Employee Performance (EP)
b. Predictors: (Constant), Identification of training needs (ITN), selection of trainees (ST), and designing training courses (DTC)

Table 4 presents the ANOVA results, indicating that the model significantly explains variations in employee performance (EP), with a high F-value (153.880) and a p-value of 0.000, confirming the strong influence of the predictors. The independent variables identification of training needs (ITN), selection of trainees (ST), and designing training courses (DTC) account for a significant portion of the total variance (46.262 out of 78.430), while the residual variance remains relatively low (32.168). These findings underscore the crucial role of structured training programs in enhancing employee performance, highlighting the importance of strategic training initiatives in organizations.

Table 6. Coefficient of Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.220	0.075		2.943	0.003		
ITN	0.252	0.058	0.228	4.372	0.000	0.469	2.132
ST	0.336	0.053	0.347	6.369	0.000	0.429	2.329
DTC	0.332	0.057	0.294	5.800	0.000	0.499	2.005

a. Dependent Variable: Employee Performance (EP)

Table 5 displays the results of a multiple regression analysis examining the impact of training needs, trainee selection, and course design (independent variables) on employee performance (dependent variable). The analysis was conducted at a 5% significance level with a 95% confidence interval.

The research revealed a strong correlation between employee performance in Surkhet co-operatives and training needs. However, for every unit improvement in identifying training needs, employee performance increases by 0.252 units. The research discovered a strong linear correlation between employee performance in Surkhet co-operatives and the trainees' selection. It also showed that employee performance increases by 0.336 units for every unit increase in trainee selection criteria.

The research showed a substantial linear relationship between training course design and employee performance in Surkhet co-operatives. With a p-value of 0.000, employee performance increased by 0.332 units in response to increased corporate governance. Tolerance values (>0.1) and VIF (<10) indicate no multicollinearity issues. The multivariate regression analysis reveals that identifying training needs, trainee selection and training course design significantly positively impact employee performance in Surkhet co-operatives.

These results indicate that all three factors have a significant influence on employee performance in the study area.

Summary of Hypothesis

Hypothesis No.	Results of Hypothesis	Accept or Reject Decision
H_{A1}	Identifying training needs has a statistically significant effect on employee performance.	Accepted
H_{A2}	Trainee selection has a statistically significant effect on employee performance	Accepted
H_{A3}	Course design has a statistically significant effect on employee performance	Accepted

These results indicate that all three factors have a significant influence on employee performance in the study area.

Discussions

To analyze the impact of training and development on employee performance in the cooperative organizations in the Surkhet District of Karnali Province the research focused on three major variables: training needs, trainee selection and training course design. Several noteworthy results from the linear regression analysis are covered here. The study confirms a significant linear effect of training needs on employee performance. The result validates the first hypothesis H_{A1}. This result aligns with the study of (Alzahmi & Alshamsi, 2024; Raj 2024; Robert & Mori, 2024). Similarly, the study revealed a significant linear effect of trainee selection on employee performance and confirms the second hypothesis (H_{A2}) which is like the study of (Aldhuhoori et al., 2022; Munaty et al., 2022; Halifah et al., 2019).

Further, the results validated the fourth hypothesis (H_{A3}), which states that there is a significant linear effect of training course design on employee performance. This result is like the findings of the study (Semenenko, 2024; Mungou & Chumo, 2023; Saleh, 2023).

Conclusions and Implications

Training programs aim to enhance employee performance and productivity. Co-operatives design continuous development programs for their employees, the purpose of which is to determine what employees achieve after the program. However, some organizations must identify their purpose and objectives to implement these programs. Training programs can enhance employee satisfaction, commitment, and collective empowerment, ultimately increasing organizational productivity. Based on the results of the analysis and discussion that have been described, it can be concluded as follows:

a. This finding implies that recognizing and addressing training needs plays a crucial role in enhancing employee performance within cooperative organizations. It suggests that targeted training programs can lead to more efficient, motivated, and productive teams.

b. The selection of trainees has a positive and significant effect on employee performance. This means that the right selection of trainees increases the chances of employee performance.

c. Designing training courses has a positive and significant effect on employee performance. This means that the need-based training courses, the better or higher the employee performance.

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