

Culturally Effective Organization: Revisiting the Role of Employers in Workforce Development in Kathmandu Valley

Aliya Lamsal and Radhe Shyam Pradhan, Ph.D.*

Abstract

This study examines the culturally effective organization: revisiting the role of employers in workforce development in Kathmandu Valley. Workforce development is the dependable variables. The independent variables are job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles. The study is based on primary data with 165 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation coefficients and regression models are estimated to test the significance and the culturally effective organization and workforce development in Kathmandu Valley.

The study showed that leadership styles have a positive impact on workforce development. It indicates that better leadership styles lead to increase in workforce development. Likewise, recognition and rewards have a positive impact on workforce development. It indicates that better recognition and rewards leads to increase in workforce development. Similarly, cross-cultural competence has a positive impact on workforce development. It means that cross-cultural competence in the organization leads to increase in workforce development. Moreover, training and development has a positive impact on workforce development. It indicates that better the training and development, higher would be the workforce development. In addition, organization culture has a positive impact on workforce development. It reveals that better the organization culture, higher would be the workforce development. Likewise, job security has a positive impact on workforce development. It indicates that increase in job security leads to in-crease in workforce development.

Keywords: job security, organization culture, training and development, cross-cultural competence, recognition and rewards, leadership styles, workforce development

1. Introduction

Employee development means more than helping employees become continuous learners, regardless of the requirements of the organization, (Jacobs and Washington, 2003). Training and development sessions permit the firms to generate a competitive edge and decline the events of crises as obsolete human resources (Harris *et al.*, 2014). Furthermore, Abdullah and Jin (2015) stated that organizations provide culturally adverse training to their employees, which improves their performance and reduces the negativity toward the workplace and culture.

According to Meltz *et al.* (1989), job security is individual remains employed with the same organization with no diminution of seniority, pay, pension rights, etc. Herzberg (1968) analyzed job security as the extent to which an organization provides stable employment for employees. Lodhal and Kejner (1985) argued that stability in the workplace and determined that job security is an intangible, powerful and emotional factors that is distinctly individualized. According to Achieng *et al.* (2016) found that a favorable relationship between leadership styles, salary packages, working conditions, and training and development programs and employee retention.

Younas *et al.* (2018) found that there is a positive relationship between training,

* Ms. Lamsal is a Freelance Researcher, Kathmandu, Nepal and Prof. Pradhan is the Academic Director, Uniglobe College (Pokhara University affiliate), Kathmandu, Nepal.

development and employee performance and reached at a decision that training and development have positive impact on employee performance. Similarly, Ahmad *et al.* (2014) revealed that training and development should be involved in the strategies of the business and with using this strategy the employee working activities and business qualities will increase. Marimuthu *et al.* (2009) revealed that training and development as enhancing individual capability and employability, employee orientation as flexibility and adaptability and succession planning as a leadership development construct are interesting human resources development elements maybe lead to different individual as well as organizational outcomes. Training and development are very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nda and Fard, 2013). Akudo (2020) found that there is a high, positive and significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State.

Training and development increases employees' efficiencies, innovation, invention and capacity to accept new technologies and techniques. Training and development have become one of the necessary functions in most organizations because they lead to high performance in the same field and are important part of human resource department, it has a significant effect on the success of an organization through improving employee performance (Mozael, 2015). There is a significant positive relationship exists between employee training and development and the employee performance (Naveed, 2014).

Training is of much significance in achieving the objectives of the organization by keeping in view the interest of employees and organization (Russell and Stone, 2002). Similarly, Rajasekar and Khan (2013) argued that employee training and development is one of the essential parts of human resources management with the identification of organizational need, technique and procedure at different industrial perspectives. The accomplishments or issues experienced by the organization are contingent to the performance of its employees (Mwema and Gachunga, 2014).

Organizational culture refers to a set of values, beliefs and behavioral patterns that distinguish one organization from another (Ortega-Parra and Sastre-Castillo, 2013). The norms that individuals within an organization encounter and characterize as their working environment are included in the organizational culture (Schneider *et al.*, 2013). Oduwusi (2018) revealed that the organization culture developed under strategic approach facilitates the organization for the best leadership development and can enhance its financial position.

Culture provides the energy needed to function well by ensuring as it were a proper circulation of blood through all the organs (Farooq and Sethi, 2008). Similarly, Miller (1987) determined that organizational culture is a group of values practiced by company management in managing and organizing their companies in order to achieve their goals. According to Mubarak (2019) found that organizational culture and work motivation significantly affected the work satisfaction. The study also found that organizational culture and work motivation had a directly significant effect on employee performance.

Pearce and Robinson (2006) assessed that organizational culture is a group of important assumptions (usually not expressed clearly) which is mutually followed by the members of an organization. Abdi Mohamud *et al.* (2017) found that monetary rewards, job enrichment have significant and positive effects on employee performance, in while there

is positive and insignificant effect of training on employee performance and also the study indicated there were good relationship between motivation and employee performance. Likewise, Shahzadi *et al.* (2014) revealed that employee training in organizations is a tool by which employers can shape employees' competencies and develop their potential.

Gotsis (2015) found that creating an inclusive culture can lead to increase job satisfaction and commitment. Similarly, Hong and Page (2004) found that diverse groups are better at solving complex problems than homogeneous groups, as diversity contributes to a broader range of perspectives, experiences, and approaches. The study also found that diverse teams can be more innovative and creative, ultimately leading to increased productivity in organizations. Similarly, Mor Barak (2020) revealed that organizations that effectively manage diversity create an inclusive work environment, fostering a sense of belonging and satisfaction among employees from diverse backgrounds.

Guillaume and West (2017) found that moderating effects of cultural diversity on job satisfaction. The study also found that organizations that effectively manage, diversity and create an inclusive climate can promote job satisfaction and well-being. Cultural diversity means working with people of difference cultural background. Likewise, Khan *et al.* (2011) revealed that training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affected the organizational performance. Likewise, Daniels (2003) Found that organizations that emphasize the employee training and development prepare strategic training plans that must be in line with the strategy of the entire organization and set personnel policy.

In the context of Nepal, Chataut (2018) showed that there is a positive impact of training and development on employee performance in Nepalese commercial banks. Chalise (2020) found that there is a positive and significant relationship between training and development and organizational performance. Similarly, Chapagai (2011) revealed that training and development is an important determinant of employee performance. The study also found that increased training and development practices have a positive impact on employee performance and productivity of Nepalese commercial banks. Likewise, Baniya (2004) revealed that the positive consequences of providing training and development opportunities to employees are improved performance, increased productivity, enhanced loyalty towards organization and increased motivation among employees' and negative consequences are demand for increment in salary, additional incentives and facilities, promotion and demonstration of over confidence in work and tendency to leave job.

Rimal *et al.* (2021) examined cross-cultural adaptation of motivational interviewing for use in rural Nepal. The study found that every time the family members restrict patient's autonomy, the patient complies temporarily but then resumes their unhealthy behavior. Paudel *et al.* (2021) investigated measuring cultural diversity impact in hospitality industry leadership. The study found that managerial communication challenge is found to be dominant in the hospitality industry and to mitigate such challenges budding due to cultural diversity, government agencies and Hotel Association Nepal should take the initiatives.

The above discussion reveals that the empirical evidences vary greatly across the studies concerning the culturally effective organization: revisiting the role of employers in workforce development. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the

context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The main purpose of the study is to analyze the culturally effective organization: revisiting the role of employers in workforce development in Kathmandu Valley. Specifically, it examines the impact of job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles on workforce development in Kathmandu Valley.

The remainder of this study is organized as follows. Section two describes the sample, data and methodology. Section three presents the empirical results and the final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data. The data were gathered from 165 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on job security, organization culture, training and development, cross-cultural competence, recognition and rewards, leadership styles. This study is based on descriptive as well as causal comparative research designs. Table 1 shows the list of the companies selected for the study along with the number of observations.

Table 1

List of the companies selected for the study along with the study period and number of observations

S. N.	Name of the companies	Number of respondents
1	Asian Life Insurance Company	9
2	Citizen Life Insurance Company Limited	7
3	Gurans Life Insurance Company Limited	8
4	Mahalaxmi Life Insurance Company Limited	8
5	Nepal Life Insurance Company Limited	6
6	Prabhu Life Insurance Company Limited	10
7	Prime Life Insurance Company Limited	7
8	Reliance Life Insurance Limited	5
9	Sanima Life Insurance Company Limited	11
10	Surya Life Insurance Company Limited	8
11	Union Life Insurance Company Limited	10
12	Everest Insurance Company Limited	7
13	National Insurance Company Limited	7
14	Oriental Insurance Company Limited	11
15	Prabhu Insurance Company Limited	8
16	Prudential Insurance Company Limited	10
17	Sagarmatha Insurance Company Limited	5
18	Sanima General Insurance Company Limited	12
19	Shikhar Insurance Company Limited	6
20	Siddhartha Insurance Company Limited	10
Total number of respondents		165

Thus, the study is based on 165 respondents.

2.1 Model specification

The study is based on primary data. The data were gathered from 165 respondents through questionnaire. The respondents' views were collected on job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles on workforce development in Kathmandu Valley. The study is based on descriptive and causal comparative research designs.

The Model

The model estimated in this study assumes that workforce development as a dependent variable and the independent variables are job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles. Therefore, the model to be estimated in this study is stated as follows:

$$WD = \beta_0 + \beta_1 JS + \beta_2 OC + \beta_3 TD + \beta_4 CCC + \beta_5 RR + \beta_6 LS + e$$

Where,

WD = Workforce development

JS = Job security

OC = Organization culture

TD = Training and development

CCC= Cross-cultural competence

RR= Recognition and rewards

LS = Leadership styles

Job security was measured using a 5-point Likert scale where respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Feel confident in the long-term stability of your current job", "Economic conditions in your industry positively influence my job security" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.761$).

Organization culture was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Feel a strong sense of belonging and alignment with the company's values", "Employees' perceive a high level of trust between colleagues and leadership within the organization" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.735$).

Training and development were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Frequently engaging in training and development within the workplace", "Positive impact of training and development on team collaboration and cohesion in the context of workforce development", and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.754$).

Cross-cultural competence was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Cross-cultural competence plays in shaping employees” adaptability to multicultural work settings”, “Cross-cultural competence contribute to the innovation and creativity of multicultural teams” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.767$).

Recognition and rewards were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Professional development opportunities, provided through recognition and rewards, play in enhancing employee engagement and retention”, There are barriers in employees perceive in accessing”, and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.718$).

Leadership styles was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Financial incentives, such as bonuses or salary increases, significantly contribute to leadership styles”, “The gender of a leader has a significant impact on the effectiveness of leadership styles, with certain styles being more socially accepted based on gender norms”, and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.756$).

The following section describes the independent variables used in this study along with hypothesis formulation.

Job security

Meltz *et al.* (1989) investigated job security broadly as an individual remaining employed with the same organization with no diminution of seniority, pay, pension rights, etc. Cheema *et al.* (2013) found that there is a positive significant relationship between job security and employees’ job satisfaction. Similarly, Shrivastava and Purang (2009) concluded that public sector bank employees have greater job satisfaction from job security. Likewise, Noah and Steve (2012) concluded that there is a significant positive correlation between satisfactions with job security. Similarly, Kasaya and Munjuri (2018) showed a statistically significant positive correlation between job security and job satisfaction. Based on it, this study develops following hypothesis:

H₁: There is a positive relationship between job security and workforce development.

Organization culture

Indiyati (2014) revealed that organizational culture is something that is fundamental, which contains beliefs, shared core values, something that is a core feature that is believed and implemented jointly by all members of the organization. Rohman (2021) found that the organizational culture at Telkom University is in the strong category, employee engagement is in the high category and the employee’s performance is above the target. Similarly, Maryati *et al.* (2019) stated that spiritual leadership and job satisfaction have significant effect on job satisfaction as does organizational culture on employee performance. Likewise, Awadh and Saad (2013) showed that employee performance is enhanced by an organizational culture in which employees are viewed as an intrinsic element of the organization’s growth process,

hence the employees match their aims and ambition to that of the organization to see to its growth. Based on it, this study develops following hypothesis:

H₂: There is a positive relationship between organization culture and workforce development.

Training and development

According to Ngirwa (2009), training and development is a learning process in which employee acquire knowledge, skills, experience and attitudes that they required in order to perform their job better and further for the attainments of the organizational goals. In addition, Ugbomhe *et al.* (2016) explained that appropriate training and development of banking staff can result in efficient performance of their functions. The study suggested that management should define an appropriate training and development programs for each category of staff who need to be trained and developed. Moreover, Dimba (2010) found that employee's training has significantly affected the morale or motivation level of staff members in the context of retail sector. The study also found that training influences ability and capabilities of staff members for managing various job operations. Based on it, this study develops following hypothesis:

H₃: There is a positive relationship between training and development and workforce development.

Cross-cultural competence

Kai *et al.* (2021) showed a positive effect of emotional intelligence and cultural adaptability on cross-cultural competence. Likewise, Gorodetskaya *et al.* (2015) investigated that cross-cultural competence development makes comprehensive approach possible as an integration and interrelation of all its components, so that development of one element causes qualitative changes in the others. In addition, Syzenko *et al.* (2020) explored those approaches to building cross-cultural competence using the English language as a tool. The study found that participation in collaborative technology-enhanced cross-cultural projects has a significant positive effect on learners' language proficiency and develops their cross-cultural competence facilitating development of productive skills on the basis of receptive ones. Based on it, this study develops following hypothesis:

H₄: There is a positive relationship between cross-cultural competence and workforce development.

Recognition and rewards

According to Nazir *et al.* (2016), rewards play an indispensable role in encouraging employees to stay committed, which leads to greater job pleasure among employees. Similarly, Ibrar and Khan (2015) stated evidences that there is positive relationship between rewards (extrinsic and intrinsic) and employee's job performance. Most of the organizations implement rewards system to increase the job performance and job satisfaction. Fareed *et al.* (2013) stated that there is a positive relationship between rewards and employee's job performance and job satisfaction. According to Parashakti and Ekhsan (2020), the targeted level of performance could only be achieved if the employee feels a sense of mutual trust, respect, and attainment of certain personal objectives. Based on it, this study develops following hypothesis:

H₅: There is a positive relationship between recognition and rewards and workforce development.

Leadership styles

Zhu *et al.* (2005) examined the connection between the transformational leadership styles and organizational performance. The study showed a positive relationship between the transformational leadership and the organizational performance. They also demonstrated that effective human resources management arbitrates the relationship between leadership and performance through increased commitment, higher motivation and intellectual motivation. Likewise, Igbaekemen (2014) examined the impact of leadership styles on organization performance: a strategic literature review. The study found that there is a positive relationship between leadership behavior and organizational performance. Nayak & Mishra (2005) revealed that leadership styles of managers and supervisors highly influence the organizational effectiveness. Based on it, this study develops following hypothesis:

H₆: There is a positive relation between leadership styles and workforce development.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall’s Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall’s Tau correlation coefficients matrix

This table presents Kendall’s Tau coefficients between dependent and independent variables. The correlation coefficients are based on 165 observations. The dependent variable is WD (Workforce Development). The independent variables are JS (Job Security), OC (Organization Culture), TD (Training and Development), CCC (Cross-Cultural Competence), RR (Recognition and Rewards) and LS (Leadership Styles).

Variables	Mean	S. D	WD	JS	OC	TD	CCC	RR	LS
WD	3.678	0.893	1						
JS	3.594	0.740	0.545**	1					
OC	3.589	0.884	0.578**	0.637**	1				
TD	3.589	0.897	0.303**	0.303**	0.379**	1			
CCC	3.669	0.890	0.579**	0.518**	0.611**	0.355**	1		
RR	3.641	0.865	0.581**	0.484**	0.590**	0.275**	0.566**	1	
LS	3.673	0.902	0.619**	0.517**	0.571**	0.269**	0.596**	0.518**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that job security is positively correlated to the workforce development. It indicates that in job security increases workforce development. Likewise, organization culture is positively correlated to the workforce development. It indicates that increase in better organization culture leads to increase in workforce development. Furthermore, training and development is positively correlated to the workforce development. It indicates that increase in training and development leads to increase in workforce development. Likewise,

recognition and reward are positively correlated to the workforce development. This implies that improvement in recognition and rewards leads to the increase in workforce development. Similarly, leadership styles are positively correlated to the workforce development. It indicates that in leadership styles leads to the increase in workforce development.

Regression analysis

Regression analysis is a statistical process for estimating the relationships among variables. The regression results were estimated where job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles are used as independent variables and dependent variables used as workforce development.

Table 2 shows the estimated regression results of where job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles on workforce development in Kathmandu valley.

Table 2

Estimated regression result of job security, organization culture, training and development, cross-cultural competence, recognition and rewards, and leadership styles on workforce development in Kathmandu Valley

The results are based on 165 observations using linear regression model. The model is $WD = \beta_0 + \beta_1 JS + \beta_2 OC + \beta_3 TD + \beta_4 CCC + \beta_5 LS + \beta_6 RR + e$ where the dependent variable is WD (workforce development). The independent variables are JS (Job security), OC (Organization culture), TD (Training and development), CCC (Cross-cultural competence), RR (Recognition and rewards) and LS (Leadership styles).

Model	Intercept	Regression coefficients of						Adj. R ²	SEE	F-value
		JS	OC	TD	CCC	RR	LS			
1	1.164 (5.739)**	0.700 (12.783)**						0.498	0.634	163.401
2	1.009 (5.089)**		0.743 (13.856)**					0.538	0.608	191.994
3	1.267 (5.945)**			0.672 (11.653)**				0.451	0.662	135.798
4	0.904 (4.629)**				0.756 (14.602)**			0.564	0.590	213.227
5	0.957 (4.578)**					0.757 (13.369)**		0.520	0.619	178.723
6	0.942 (0.745)						4.875 (14.572)**	0.563	0.591	212.33
7	0.757 (3.835)**	0.340 (4.283)**	0.474 (5.843)**					0.582	0.578	115.381
8	0.559 (2.801)**	0.280 (3.562)**	0.342 (3.919)**	0.246 (3.455)**				0.609	0.559	86.091
9	0.313 (1.649)	0.226 (3.081)**	0.188 (2.199)*	0.138 (1.994)*	0.377 (5.335)**			0.666	0.516	82.837
10	0.126 (0.667)	0.204 (2.891)**	0.077 (0.887)	0.146 (2.204)*	0.285 (3.977)**	0.266 (3.802)**		0.692	0.496	74.733
11	0.27 (0.150)	0.161 (2.349)*	0.037 (0.444)	0.128 (2.007)*	0.194 (2.670)*	0.226 (3.331)**	0.257 (3.909)**	0.717	0.475	70.418

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at 1 percent and 5 percent level respectively.
- iii. Workforce development is dependent variable.

Table 2 shows that the beta coefficients for job security are positive with the workforce

development. It indicates that job security has a positive impact on workforce development. This finding is similar to the findings of Shrivastava and Purang (2009). Likewise, the beta coefficients for organization culture are positive with the workforce development. It indicates that organization culture has a positive impact on workforce development. This finding is similar to the findings of (Maryati *et al.*, 2019). Similarly, the beta coefficients for training and development are positive with the workforce development. It indicates that training and development has a positive impact on workforce development. This finding is similar to the findings of Ugbonhe *et al.* (2016). Further, the beta coefficients cross-culture competence is positive with the workforce development. It indicates that cross-culture competence has a positive impact on workforce development. This finding is similar to the findings of (Gorodetskaya *et al.*, 2015). Likewise, the beta coefficients of recognition and rewards are positive with the workforce development. It indicates that recognition and rewards have a positive impact on workforce development. This finding is similar to the findings of Zafar *et al.* (2014). Moreover, the beta coefficients for leadership styles are positive with the workforce development. It indicates that leadership styles have a positive impact on workforce development. This finding is similar to the findings of (Khan and Adnan (2014).

4. Summary and conclusion

This study can provide valuable insights on career adaptability and how it can affect employees' performance. Employee development means more than helping employees become continuous learners, regardless of the requirements of the organization. Training and development sessions permit the firms to generate a competitive edge and decline the events of crises as obsolete human resources. Furthermore, organizations provide culturally adverse training to their employees, which improves their performance and reduces the negativity toward the workplace and culture.

This study attempts to examine the culturally effective organization revisiting the role of employer in workforce development in Kathmandu valley. The study is based on primary data collected from 20 the companies with 165 respondents.

The study showed that job security, organization culture, training and development, cross-cultural competence, recognition and rewards and leadership style has positive relationship with the workforce development. The study also concluded that the most influencing factor is cross-cultural competence followed by leadership style that explains workforce development in Kathmandu valley.

References

- Abdi Mohamad, S., A. A. Ibrahim, and J. M. Hussein, 2017. The effect of motivation on employee performance: Case study in Hormuud Company in Mogadishu Somalia. *International Journal of Development Research* 9(11), 17009-17016.
- Abdullah, D. N. M., and C. S. Jin, 2015. Determining the types of training and development supports for expatriates. *Contemporary Issues in Management and Social Science Research* 172(15), 548-554.
- Achieng Nyaura, L., and D. J. Omwenga, 2016. Factors affecting employee retention in the hotel industry in Mombasa County. *Imperial Journal of Interdisciplinary Research* 2(2), 12-25.
- Ahmad, S., M. Ahmad, and R. A. Asghar, 2014. Impact of training and development on employee

- performance. *Arabian Journal of Business and Management Review* 2(4), 19-24.
- Akudo, F. U., 2020. Relationship between staff training and development and teachers' performance in secondary schools in anambra state. *Unizik Journal of Educational Research and Policy Studies* 1(1), 65-74.
- Awadh, A. M., and A. M. Saad, 2013. Impact of organizational culture on employee performance. *International Review of Management and Business Research* 2(1), 168-175.
- Baniya, L. B., 2004. Human resource development practice in Nepalese business organizations: A case study of manufacturing enterprises in Pokhara. *Journal of Nepalese Business Studies* 1(1), 58-68.
- Chalise, D. R., 2020. Training and development in Nepalese commercial banks. *Management Dynamics* 23(1), 93-104.
- Chapagai, R. R., 2011. Impact of employee participation on job satisfaction in Nepalese commercial banks. *PYC Nepal Journal of Management* 4(1), 39-51.
- Chataut, R., 2018. Impact of training and development on employee performance in Nepalese commercial banks. *Nepalese Journal of Management* 5(4), 63-71.
- Cheema, F. A., S. Shujaat, and R. Alam, 2013. Impact of non-monetary rewards on employees' motivation: A study of commercial banks in Karachi. *Journal of Management and Social Sciences* 9(2), 23-30.
- Daniels, S., 2003. Employee training: a strategic approach to better return on investment. *Journal of Business Strategy* 24(5), 39-42.
- Dimba, K. B., 2010. Strategic human resource management practices: Effect on performance. *African Journal of Economic and Management Studies* 1(2), 128-137.
- Fareed, Z., Z. U. Abidan, F. Shahzed, U. Amen, and R. N. Lodhi, 2013. Impact of rewards on employee's job performance and job satisfaction. *Management and Administrative Science Review* 2(5), 431-442.
- Farooq, A., and S. Sethi, 2008. Organizational ethos and culture at ONGC: An empirical study. *Abhigyan* 26(1), 40-49.
- Gorodetskaya, I. M., F. T. Shageeva, and V. Y. Khramov, 2015. Development of cross-cultural competence of engineering students as one of the key factors of academic and labor mobility. *International Conference on Interactive Collaborative Learning (IEEE)* 1(15), 141-145.
- Gotsis, G., and K. Grimani, 2015. Virtue theory and organizational behavior: an integrative framework. *Journal of Management Development* 34(10), 1288-1309.
- Guillaume, Y. R., J. F. Dawson, L. Otaye-Ebede, S. A. Woods, and M. A. West, 2017. Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? *Journal of Organizational Behavior* 38(2), 276-303.
- Harris, T.B., W. Chung, H.M. Hutchins, and D.S. Chiaburu, 2014. Do trainer style and learner orientation predict training outcomes. *Journal of Workplace Learning* 65(2), 331-344.
- Herzberg, F., 1968. One more time: How do you motivate employees? *Harvard Business Review* 10(1), 53-62.
- Hong, L., and S. E. Page, 2004. Groups of diverse problem solvers can outperform groups of high-

ability problem solvers. *Proceedings of the National Academy of Sciences* 101(46), 16385-16389.

- Ibrar, M., and O. Khan, 2015. The impact of reward on employee performance (a case study of Malakand Private School). *International Letters of Social and Humanistic Sciences* 52(1), 95-103.
- Igbaekemen, G. O., 2014. Impact of leadership style on organisation performance: A strategic literature review. *Public Policy and Administration Research* 4(9), 126-135.
- Indiyati, D., 2014. The importance of organizational culture on intellectual capital. *Proceeding ICOI* 1(14), 1454-1463.
- Jacobs, R., and C. Washington, 2003. Employee development and organizational performance: A review of literature and directions for future research. *Human Resource Development International* 6(3), 343-354.
- Kasaya, M. A., and M. G. Munjuri, 2018. Effect of employee involvement on job performance in the medical research industry in Kenya. *International Journal of Economics, Commerce and Management* 6(5), 826-847.
- Khan, R. A. G., F. A. Khan, and M. A. Khan, 2011. Impact of training and development on organizational performance. *Global Journal of Management and Business Research* 11(7), 63-68.
- Khan, A. Z., and N. Adnan, 2014. Impact of leadership styles on organizational performance. *International Journal of Management Sciences* 2(11), 501-515.
- Lodhal, T. M., and M. Kejner, 1985. The definition and measurement of job involvement. *Journal of Applied Psychology* 49(1), 24-33.
- Marimuthu, M., L. Arokiasamy, and M. Ismail, 2009. Human capital development and its impact on firm performance: Evidence from developmental economics. *The Journal of International Social Research* 2(8), 265-272.
- Maryati, T., R. J. Astuti, and U. Udin, 2019. The effect of spiritual leadership and organizational culture on employee performance: The mediating role of job satisfaction. *International Journal of Innovation, Creativity and Change* 9(3), 130-143.
- Meltz, N., M. E. Malik, M. M. Ghafoor, H. K. Iqbal, Q. Ali, H. Hunbal, and M. Noman, 1989. Job security in Canada. *Relations Industriels/Industrial Relations* 44(1), 149-161.
- Miller, D. 1987. The structural and environmental correlates of business strategy. *Strategic Management Journal* 8(1), 55-76.
- Mor Barak, M. E. 2020. The practice and science of social good: Emerging paths to positive social impact. *Research on Social Work Practice* 30(2), 139-150.
- Mozael, B. M., 2015. Impact of training and development programs on employee performance. *International Journal of Scientific and Research Publications* 5(11), 38-42.
- Mubarak, E. S., 2019. The effect of organizational culture and work motivation on employee performance: The mediating role of job satisfaction. *European Journal of Business and Management* 11(35), 2222-1905.
- Mwema, N. W., and H. G. Gachunga, 2014. The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. *International Journal of Social Sciences and Entrepreneurship* 1(11), 324-337.

- Naveed, A. N. I., 2014. Impact of training and development on the employee performance: A case study from different banking sectors of North Punjab. *Arabian Journal of Business and Management Review (Nigerian Chapter)* 2(4), 1-5.
- Nayak, B., and B. B. Mishra, 2005. Impact of leadership style on organizational effectiveness. *Management and Labour Studies* 30(1), 90-103.
- Nazir, S., A. Shafi, W. Qun, N. Nazir, and Q. D. Tran, (2016). Influence of organizational rewards on organizational commitment and turnover intentions. *Employee Relations* 38(4), 596–619.
- Nda, M. M., and R. Y. Fard, 2013. The impact of employee training and development on employee productivity. *Global Journal of Commerce and Management Perspective* 2(6), 91-93.
- Noah, Y., and M. Steve, 2012. Work environment and job attitude among employees in a Nigerian work organization. *Journal of Sustainable Society* 1(2), 36-43.
- Oduwusi, O. O., 2018. Succession planning as a key to effective managerial transition process in corporate organizations. *American Journal of Management Science and Engineering* 3(1), 1-6.
- Ortega-Parra, A., and M. Ángel Sastre-Castillo, 2013. Impact of perceived corporate culture on organizational commitment. *Management Decision* 51(5), 1071-1083.
- Parashakti, R. D., and M. Ekhsan, 2020. The effect of discipline and motivation on employee performance in PT Samsung Elektronik Indonesia. *Journal of Business, Management, and Accounting* 2(3), 653–660.
- Paudel, P., 2021. Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education (IJonSE)* 3(2) 1-10.
- Pearce, C. M., and S. M. Robinson, 2006. A comparison of three land-based containment systems for use in culturing green sea urchins, *Strongylocentrotus droebachiensis* (Müller) (Echinodermata: Echinoidea). *Aquaculture Research*, 37(4), 339-350.
- Rajasekar, J., and S. A. Khan, 2013. Training and development function in Omani public sector organizations: A critical evaluation. *The Journal of Applied Business and Economics* 14(2), 37- 52.
- Rimal, P., S. Khadka, B. Bogati, J. Chaudhury, L. K. Rawat, K. C. Bhat, and B. Acharya, 2021. Cross-cultural adaptation of motivational interviewing for use in rural Nepal. *BMC psychology* 9(1), 1-9.
- Rohman, A. F., D. Indiyati, and A. Ghina, 2021. The influence of organizational culture and employee engagement on employee's performance at Telkom University, Indonesia. *International Journal of Science and Society* 3(1), 75-88.
- Schneider, B., M. G. Ehrhart, and W. H. Macey, 2013. Organizational climate and culture. *Annual Review of Psychology* 64(13), 361-388.
- Shrivastava, A., and P. Purang, 2009. Employee perception of job satisfaction: Comparative study on Indian banks. *Asian Academy of Management Journal Kathmandu* 14(2), 65-78.
- Shahzadi, I., A. Javed, S. S. Pirzada, S. Nasreen, and F. Khanam, 2014. Impact of employee motivation on employee performance. *European Journal of Business and Management* 6(23), 159-166.
- Syzenko, A., and Y. Diachkova, 2020. Building cross-cultural competence in a foreign language through technology-enhanced project-based learning. *Amazonia Investiga* 9(27), 411-418.

- Ugbomhe, U. O., G. N. Osagie, and U. E. Egwu, 2016. Impact of training and development on employee performance in selected banks in Edo North Senatorial District, Nigeria. *Indian Journal of Commerce and Management Studies* 7(3), 48-55.
- Younas, W., M. Farooq, F. Khalil-Ur-Rehman, and A. Zreen, 2018. The impact of training and development on employee performance. *IOSR Journal of Business and Management (IOSR-JBM)*, 20(7) 20-23.
- Zafar, N., S. Ishaq, S. Shoukat, and M. Rizwan, 2014. Determinants of employee motivation and its impact on knowledge transfer and job satisfaction. *International Journal of Human Resource Studies* 4(3), 50–69.
- Zhu, W., I. K. H. Chew, and W. D. Spangler, 2005. CEO transformational leadership and organizational outcomes: The mediating role of human capital-enhancing human resource management. *The Leadership Quarterly* 16(1), 39-52.