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Influence of Training on Employees' Performance in Service Sector of Nepal

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Abstract

Training plays a significant role in improving employee skill, knowledge and overall productivity. This research inquiries about the influence of training on employee performance in service sector of Nepal focusing into four aspects: training design, effectiveness of training, frequency to training and On-the-job training methods. This study uses a quantitative research design where primary data were collected using a questionnaire from 315 employees working in the banking, education, health and hospitality industries. The statistics were descriptive, and included Pearson's correlation, multiple linear regression analysis as well as one way ANOVA. The results further showed that all training dimensions have a positive and significant effect on employee performance. On-the-job training proved to be the most powerful predictor, followed by training effectiveness, training frequency and training design. Correlation analysis also provides support that significant positive correlations exist between different of training and employee performance. But the ANOVA test results show that there are no differences in employee performance by type of service among the service industries, leaving unchanged the relationship between training and men's productivity by industry. The results are consistent with the Human Capital Theory and support the argument that intentional investments in training may positively influence employee performance in Nepalese service industries. The research has useful implications for managers and policy-makers and highlights the importance of quality, regular, on-the-job training in enhancing employee performance.

Keywords: Training design; Training effectiveness; Training frequency; On-the-job training; Employee performance; Service sector; Nepal

Introduction

Training that is acknowledged as a human resource management strategy, is among the most crucial organizational practices globally. Companies implement training due to

their dedication to the way skills appear in employee performance. The process involves the professional development of workers, and the enhanced interactions of the staff reflect the management's idea of the connection between service quality and customer satisfaction. The effective and strategic training programs contain various elements of development, such as knowledge, skills, and abilities, as well as the principles, for instance, organizational effectiveness and worker performance (Becker, 1962; Cascio, 2015; Yorks, 2005).

Theoretically, investing on training is capable of increasing the organizational circulatory capital and results in long-term competitive advantage for organizations by contributing to company performance and success due to increase in efficiency (Becker, 1962; Hatch & Dyer, 2004). First, Herzberg's two factor theory states that growth and development (i.e., training) are motivators that have a positive impact on employees' job attitudes and performance (Herzberg et al., 1959; Hur, 2018). These theoretical arguments have been supported by empirical studies in different sectors which demonstrated that effective training programs resulted in improvements on job-related competencies, motivation, and overall employee performance (Yimam, 2022; Fitriani et al., 2024; Wambui & Nambuswa, 2024).

Internationally, it has been observed that various research studies have been conducted on the Effects of training on employees' job performance in banks education: health; hospitality and public sector. These studies have established that training effectiveness, design of training, frequency of training and on-the-job training are important determinants of employee performance outcomes (Agufana, 2022; Ibua et al., 2023; Lee et al., 2023; Ruswanto et al., 2024). On-the-job training has been found to be especially beneficial in the service sector, since this is hands-on training done on the job with full remuneration where employees acquire practical knowledge while performing their actual job tasks which leads directly to improve upon performance and reducing work related errors (Chezue & Mbuti, 2023; Mvuyisi & Mbukanma, 2023).

The service sector (bank, education, health and hospitality) is equally critical to the development of Nepal's economy and creation of jobs. Being a developing country, Nepal faces the problems of skill disparity, quality of services and productivity wage. There are reports and empirical evidence, which demonstrate the fact that in spite of increasing concerned to human resource development but most service organizations encountered difficulties to structure suitable training programme for its manpower on how it would be best utilized and produced so as to improve otherwise maintain employee effectiveness (Hakuduwal, 2019; Niraula & Niroula, 2022). Although a few studies on Nepalese context focused on the relationship between training and employee engagement or performance in some specific sectors such as banking and public service, extensive empirical research involving more than one type of service sectors is not adequate.

The available literature also brings to light several areas of insufficiency. For one, most of the related studies concentrate on a single training dimension or have been conducted in particular industries, which may keep their results from being representative. Second, limited empirical studies in Nepal have considered four dimensions of training (i.e., design, effectiveness, frequency, and on-the-job training) simultaneously as well as the combined effect of these dimensions on employee performance across different service sectors. Third, although training is commonly accepted to affect performance guidance on which components of training are more effective in influencing performance outcomes in the Nepali service context is limited for many organizations. To fill these gaps, the objective of this study is to explore what are the effects of training on employee performance in the service sector in the Nepalese context (Nepalese banking, education, health, and hospitality service sectors). With a quantitative research design and primary data from the use of a structured questionnaire, the paper also explores how training design, training effectiveness, training frequency and on-the-job training method impact on staff performance. The study tries to test and confirm a theory using real-world data from the retail sector. It aims to show, with practical evidence, that creating value/innovation (or a specific strategy) in retailing is a logical and effective decision.

To do this, the researchers used statistical methods descriptive statistics, correlation analysis, multiple regression analysis, and ANOVA to analyze data objectively. These methods help prove relationships between variables and measure their impact.

The results are intended to support both academic research (theory) and practical decision-making by managers, showing that the theoretical ideas also work in real business situations.

It is expected that the findings of this study will be beneficial for Nepalese service organizations and their managers, policymakers, and psycho resource practices, so as to identify effective training practices on employee performance. Additionally, the paper contributes to the literature on training and performance in developing countries and thus reinforces the empirical ground for strategic human resource development in the service sector.

Literature Review

Training and Employee Performance

Training is generally regarded as an important human resource development strategy designed to improve employee performance, particularly in service-based organizations where the quality of service and organization success are directly related to human effort. Training helps employees in acquiring the necessary knowledge, technical abilities and people skills that will enable them to carry their task efficiently and effectively (Vokshi, 2020; James et al., 2022). Empirical evidence consistently supports that trained employees are more productive, accurate, and produce better overall work quality as have not been provided with such adequate training Fitriana et al., 2024; Yimam, 2022).

Human Capital Theory provides a solid theoretical base for understanding the relationship between training and employee performance. Becker (1962) submits that investment in an employee's training increases their productivity and, therefore, overall organization performance also improves. This perspective is also supported by Hatch

and Dyer (2004), who argue that for a firm, enduring competitive advantages are created only by developing firm-specific human capital through continuing education and learning. In service work, where employee's skills and behavior are critical to customer satisfaction, training is considered as an investment rather than the cost variable (Cascio, 2015; Yorks, 2005).

Tons of empirical research carried out in developing and emerging economies confirm the positive influence between training and human performance. For instance, Yimam (2022) revealed that the design, delivery method and evaluation of training had a significant effect on employee performance in Ethiopian higher institutions. Similarly, Wambui and Nambuswa (2024) indicated that training and development programmes influenced employee performance among the county government institutions. In hospitality, Lee et al. (2023) found that "training significantly enhanced job performance of employees in public universities, Malaysia," thus highlighting the importance of formal training scheme within service-based organizations.

Training Design and Employee Performance

Training design is a methodical process of developing training programs that are especially job focused and meets the organization and employee needs. Good training programs explicitly specify trainees' learning goals, what they will be trained in, how it will be delivered and evaluation methods; which facilitates knowledge transfer rate and performance outcomes (Akther & Rahman, 2022; Lee et al., 2023). The literature suggested that poorly designed training program, even though substantial amount of money has been invested in it, would not employ the expected level performance improvement with too (Aktar, 2023).

The empirical findings emphasize the positive association between the design of training and employees' performance. Esthi (2022) found that employees who underwent a structured and job-related training had superior performance, as compared to those who received informal or unplanned training. In the same context of the private

banking environment, Hasan and Chowdhury (2023) made findings that effective training design has a significant impact on both technical skills and work efficiency of employees. Such results emphasize how the design of training programs is crucial in translating training inputs into performance outputs. On the basis of above literatures following hypothesis is formulated:

H1: There is a significant positive effect of Training design on employee performance.

Training Effectiveness and Employee Performance

Effectiveness of training is the extent to which training programs achieve their intended purpose improving learners' skills, knowledge and work behaviors. Good training not only enhances the perceptions of employees' abilities, but also increases their attitudes, self-confidence and motivation to apply acquired skills on the job (Akther & Rahman, 2022; Saks, 2022). According to research, the impact of training depends on a wide range of factors such as the expertise of people conducting it, quality of learning environment, relevance of contents delivered by training and availability for practical exercise (Akhtar, 2023).

Previous investigations have consistently reported a strong positive relationship between the effectiveness of training and employee job performance. Fitriani et al. (2024) found that successful occupational training reduced overall employee performance, in either manufacturing or services. Likewise, Ruswanto et al. (2024) said that training effectiveness in public sector enterprises is having the positive effect on employee performance. These results imply that the better insulated employees believed they were, in terms of training effectiveness, the higher they perceived their work performance. On the basis of above literatures following hypothesis is formulated:

H2: There is significant positive effect of Training effectiveness on employee performance.

Training Frequency and Employee Performance

Frequency of training the frequency at which employees participate in training courses over a determined period. Training that is provided regularly allows employees to perfect skills and adapt to changing work requirements and organization process (James et al., 2022). For employees working in fast-service environments, skill retardation is experienced if training is infrequent and causes dysfunction within the personnel.

The literature reveals that optimal training frequency positively influences employee performance. Lee et al. (2003) reported that the performance of staff who had regular training was significantly better than the one which did not get training regularly. Similarly, Yew et al. (2024) showed that further education statistically increased employees' performance through the adaptability and job competence. These results highlight the importance of training over time to maintain performance enhancements. On the basis of above literatures following hypothesis is formulated:

H3: There is significant positive effect of Training Frequency on employee performance.

On-the-Job Training and Employee Performance

On the job training is a type of training that takes place in a normal working scenario; using the actual tools, equipment, documents or materials that trainees will use when fully trained on the job. Organizations in the service sector including banks can particularly benefit from this training program as it encourages application of what is learnt (Agufana, 2022; Ibua et al, 2023). Several OJTs such as coaching, mentoring, job rotation and apprenticeship have been proven to improve task proficiency and reduce error among employees.

There are many examples of successful on-the-job training practices (Kiesel, Carlson & Bradley, 2007). Agufana (2022) found that on-the-job training methodologies led to a significant improvement in job performance of university staffs. Likewise, Chezue and Mbuti (2023) reported that coaching and mentoring led to the enhancement of police officers in Tanzania. Relevant to service organizations, Mvuyisi and Mbukanma (2023) found that On-the-job training had a significant positive impact on employee

performance because it provided employees with the necessary hands-on skills associated with their job. On the basis of above literatures following hypothesis is formulated:

H4: There is significant positive effect of on-the-job training on employee performance.

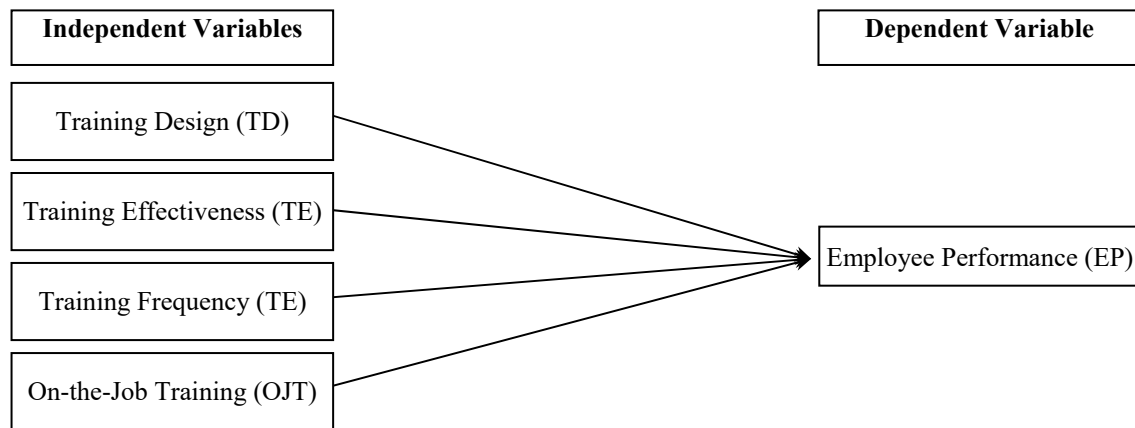
Research Gap and Hypothesis Development

While prior studies offer significant evidence that the relationship between training and performance is positive (Becker, 1964; Frederick). The majority of previous studies have had a single sector analysis, or looked at specific components of training making it difficult to generalize their results. In the context of Nepal, there is still relatively lesser empirical evidence on different training dimensions (e.g., training design, training effectiveness, frequency of trainings and on-the-job trainings) that occur within and across service sectors. In addition, there is limited evidence to examine if these training dimensions combined have a joint effect on employee performance simultaneously with other training contributors through serious quantitative methods.

On the basis of literature review and theoretical arguments, it is hypothesized that training has a significant positive effect on employee performance in Nepalese service sector.

Conceptual framework

This theoretical model is a first-order effects model where training categories (IVs) have direct impact on employee performance (DV). Grounded in the Human Capital Theory, which assumes that training is investment that increases productivity and performance (Becker, 1962; Hatch & Dyer, 2004). Additionally, it is based on the motivation and development logic of Herzberg's theory: that developmental opportunities will result in better work outcomes (Herzberg et al., 1959; Hur, 2018). The empirical evidence cited in your references is a strong support for the link between training and performance (e.g., Yimam, 2022; Fitriani et al., 2024; Wambui & Nambuswa, 2024; Agufana, 2022; Ibua et al., 2023).

Figure 1*Conceptual framework*

Methodology

Quantitative research design was employed in this study to identify the influence of training on employee performance in Nepalese service-based organizations. When it is necessary to examine and interpret the relationship between variables, and arrive at transferable generalizations using numerical data, a quantitative approach is appropriate (Zikmund et al, 2013; Hair et al., 2010). Consistent with previous empirical investigations of training and employee performance, the current study used a cross-sectional survey design recruiting data from participants at one point in time (Yimam, 2022; Fitriani et al., 2024).

This study on population was of the employees from the large service providing organizations in Nepal, i.e. banking, educational, health and hospitality sector. These industries were specifically selected because they are labor intensive and the degree of employee skills and performance are vital to the quality of service as well as the success of the organization (Cascio, 2015; Lee et al., 2023).

A judgmental non-probability sampling technique was used to choose respondents. This approach was an alternative because the definite population of service sector workers within the identified industries could not be determined and access to potential respondents was controlled by respondents' employers after giving consent (Zikmund et al., 2013). This sampling technique is frequently used in the research conducted in such organizations and other developing countries (Niraula & Niroula, 2022; Hakuduwal, 2019). A total of 300+ questionnaires were disseminated to staff throughout the four service industries and achieved adequate representation and power to support multivariate analysis (Hair et al., 2010).

The structured questionnaire used to collect primary data was based on standard measurement scales of previous research work. There were 2 main categories of the questionnaire. The first part collected the demographic data of participants; i.e., gender, age, academic major, field of work and years of experiencing. The second part measured the study constructs namely training design, training effectiveness, training frequency, on-the-job training and employee performance.

Responses were given on a five-point Likert type scale with 1 = totally disagree and 5 = totally agree, for all items. It is consistent with previous studies on training and performance and a useful way of capturing how employees see things (Pallant, 2020; Field, 2018).

Employee performance was considered a dependent variable and assessed as several items designed to capture employees' self-reported effectiveness at work, quality of work performed, ability to meet job goals, and overall performance. These measurement items were based on prior research that explored the performance of employees in service and public sectors (Yimam, 2022; Johari et al., 2019; Lee et al., 2023).

The content and design of training were evaluated by an examination of clarity of objectives, the extent to which materials are relevant to employees' work needs, the degree to which training method is appropriate for employees' learning needs, and consistency with organizational goals. These items were adapted from previous research of training effectiveness and training design (Akther & Rahman, 2022; Esthi, 2022).

Training effectiveness measured the extent to which process participants felt that training had improved their knowledge, skills, confidence and ability to do job tasks. Measurement Items The measurement items were adapted from prior studies on the training effectiveness and its effects (Akhtar, 2023; Fitriani et al., 2024; Ruswanto et al., 2024).

Training frequency was defined as the frequency that staff attended training programmes within a stated time frame. Questions inquired into whether workers were trained regularly and whether training opportunities were always available. Analogous operationalizations have been used in previous research studies with training continuity and performance (James et al., 2022; Lee et al., 2023).

Work-based learning was assessed by items about learning through coaching, mentoring, rotation and direct task performance. The measurement instruments were adopted from researches of the job training and employee performance (Agufana, 2022; Ibua et al., 2023; Chezue & Mbuti, 2023).

Admittedly, there are some deficiencies in this investigation. Use of a cross-sectional design limits inferencing on causal relationships over time. Moreover, the performance data of employees was measured as self-reported values which may lead to response bias. Future researchers may use longitudinal designs, objective performance indicators or study more mediating and moderating covariates (e.g., motivation, job satisfaction, organization culture). Towards this many other service sectors can be studied and comparative analyses between various countries may enhance the understanding of the relationship between training and performance.

Data Analysis Techniques

Analysis The data were analyzed by SPSS (Statistical Package for Social Sciences). Analysis occurred in multiple stages. To begin with, descriptive statistics were used to describe the demographic profile of respondents and to present distribution of study variables. Second, using Pearson correlation analysis showed the form of relationships between training dimensions and job performance (Field, 2018).

Third, predictors such as training design, training effectiveness, training frequency, and on-the-job training were included in a multiple regression analysis model to include the predictive influences on employee performance. This method is useful to assess the relative contribution of each independent to dependent after controlling for the effect of other (Hair et al., 2010; Cohen et al., 2013). Moreover, ANOVA (or Analysis of Variance) was conducted to examine if employee performance differed across various service sectors which will provide further insights into sectors' differences (Field, 2018).

Results

Sample Profile

Table 1 shows the demographic profile of the respondents.

Table 1

Respondent profile (N = 315)

Characteristic	Category	n	%
Gender	Male	191	60.6
	Female	124	39.4
Age group	Below 25	49	15.6
	25–34	117	37.1
	35–44	80	25.4
	45+	69	21.9
Education	Bachelor	144	45.7
	Master	147	46.7
	MPhil/PhD	24	7.6
Sector	Banking	93	29.5
	Education	68	21.6
	Health	90	28.6
	Hospitality	64	20.3
Experience	Below 5	89	28.3
	5–10	90	28.6
	11–15	70	22.2
	15+	66	21.0

The result shows that the respondents are mostly men (60.6%). A large proportion of respondents (37.1%) are aged 25–34 years. Academic credentials indicate that majority of the respondents have their Bachelor's degree (45.7%) or Master's degree (46.7%). Sector representation In terms of sectoral affiliation, the banking (29.5%) and health sectors (28.6%) are best represented among participants. The distribution of work experience is relatively even, with the greatest density at 5–10 years (28.6%). This profile indicates relatively fair representation in the selected service sectors and experience levels.

Reliability and Descriptive Statistics

As shown in Table 2, Cronbach's alphas vary between 0.793 and 0.836, meaning that the internal consistency of each construct is acceptable or strong. With regard to the overall mean scores, findings indicate that respondents have positive attitudes toward training based on their ratings for each training form, whereby OJT had the highest mean ($M = 3.96$). Employee performance is reported likewise at an average high level of ($M = 3.83$). These observed trends are consistent with the empirical findings in prior research that service employees have favorable attitudes toward training and realize positive performance outcomes related to training such as the effectiveness of training, and on-the-job training's relationship with performance results in similar job contexts.

Table 2

Scale reliability and descriptive statistics ($N = 315$)

Construct	Items	Cronbach's α	Mean	SD
Training Design (TD)	5	0.821	3.75	0.54
Training Effectiveness (TE)	5	0.793	3.92	0.51
Training Frequency (TF)	5	0.820	3.66	0.62
On-the-Job Training (OJT)	5	0.836	3.96	0.53
Employee Performance (EP)	5	0.836	3.83	0.59

In order to verify the reliability of the scales, Cronbach's alpha was computed for all variables included in this study. An acceptable Cronbach's alpha $>.70$ (Hair et al., 2010;

Pallant, 2020) denoted an adequate internal consistency of the scales. Content validity was established through the use of measurement items drawn from instruments that have been previously acknowledged as valid in similar settings, based on peer-reviewed literature and compatibility with the theoretical foundation of Human Capital Theory and training-performance literature (Becker, 1962; Hatch & Dyer, 2004).

Correlation Analysis

Table 3 presents the Pearson's correlation coefficient. From the table we can see that the employee performance has a positive relationship with Training Design (TD), Training Effectiveness (TE), Training Frequency (TF), On-The-Job-Training (OJT). Among all these factors, On-The-Job-Training has a strong positive relationship with Employee performance ($r = 0.526$, $p < .001$) meaning employees who receive effective On-The-Job-Training tend to perform better. Similarly all the training variables were also related positively. Better training design is associated with higher training effectiveness.

Table 3

Pearson correlations among constructs ($N = 315$)

Variable	TD	TE	TF	OJT	EP
TD	—	0.454***	0.310***	0.354***	0.410***
TE	0.454***	—	0.334***	0.357***	0.487***
TF	0.310***	0.334***	—	0.271***	0.388***
OJT	0.354***	0.357***	0.271***	—	0.516***
EP	0.410***	0.487***	0.388***	0.516***	—

Note: *** $p < .001$.

Multiple Regression Analysis

The multiple regression analysis performed is shown in Table 4. It shows all the factors Training Design ($\beta = 0.122$), Training Effectiveness ($\beta = 0.253$), Training Frequency ($\beta = 0.175$), On-the-Job-Training ($\beta = 0.335$) have a positive effect on employee performance. Among these all factors, On-the-Job-Training is the most important predicting factor. Also VIF shows there is no multicollinearity problem. $R^2 = 0.414$

shows 41.4% of the effect on employee performance are because of these predictors. Also F value shows the model is significant overall.

Table 4

Multiple regression predicting employee performance (N = 315)

Predictor	B	SE	β	t	p	VIF
Training Design	0.133	0.055	0.122	2.41	.016	1.36
Training Effectiveness	0.290	0.059	0.253	4.94	<.001	1.39
Training Frequency	0.166	0.045	0.175	3.69	<.001	1.19
On-the-Job Training	0.371	0.053	0.335	6.95	<.001	1.23

Model fit: $R^2 = .414$; *Adj. $R^2 = .407$; $F(4,310) = 54.84$, $p < .001$.*

One-Way ANOVA (Sector-wise Differences)

To test whether the performance of employees differs in four different service sectors (banking, education, health and hospitality), a one-way ANOVA was performed. As it can be seen from Table 5, the mean performance was found to be statistically insignificant, $F(3, 311) = 0.96$, $p = .410$, together with a quite low effect size ($\eta^2 = .009$). These findings suggest that perception of employee performance is relatively uniform among the four service sectors represented in this sample. It would then seem that the link between training and performance could be more generally useful across these multiple service settings than within specific sectors.

Table 5

One-way ANOVA: employee performance by sector (N = 315)

Sector	n	Mean (EP)	SD
Banking	93	3.81	0.60
Education	68	3.88	0.58
Health	90	3.76	0.62
Hospitality	64	3.90	0.52

ANOVA: $F(3,311) = 0.96$, $p = .410$; $\eta^2 = .009$.

Discussion

The aim of this research was to examine the impact of training on employee performance in service sectors in Nepal. It specifically addressed certain aspects: the development of service training, whether or not these are effective programs, how often employees receive this type of training and on-the-job learning. The results present strong empirical support for the proposed relationships, consistent with prior studies in service contexts and emerging markets.

Training and Employee Performance

On the whole, the findings support the hypothesis that training is significantly related to employees' performance in Nepalese service industry. Descriptive results show that employees have high perceptions of training and regression analysis demonstrates that training variables jointly account for much variance in employee performance. This is consistent with the long held tenets of Human Capital Theory which maintain that training investments in employee productive capacity positively impact performance outcomes (Becker, 1962; Hatch & Dyer, 2004). It is in line with previous research findings, which found that training was an important variable affecting employee performance in service-oriented organizations (Yimam, 2022; Fitriani et al., 2024; Wambui & Nambuswa, 2024).

Training Design and Employee Performance

As such, the results show that training design positively and significantly impact employee performance, albeit relatively less compared to other dimensions of the training. This suggests that good-quality and job-related training programmes contribute to performance improvements by providing employees with focused learning goals and appropriate methods of training. This result supports prior studies that emphasized the need for systematic training system design which enhance learning transfer and job performance (Akther & Rahman, 2022; Esthi, 2022; Hasan & Chowdhury, 2023). In the context of Nepalese service, where training programmes vary in quality and structure, importance of training design indicates a fit between what is being trained for and job demands and what the organization desires to achieve.

Training Effectiveness and Employee Performance

The effectiveness of training is the most influential predictor on employee's performance. Workers who perceived that the training programs are effective showed higher performance. This indicates that the increased skills, knowledge and confidence resulting from training are crucial to enhance performance. This is consistent with studies which show that perceived effectiveness of the training leads to better employee outcomes (Akhtar, 2023; Ruswanto et al., 2024; Saks, 2022). Finally, this finding supports the tenets of Herzberg's motivation theory that there are motivators or conditions which foster personal growth and skill development that indirectly determine higher levels of work performance (Hertzberg et al., 1959) as well as Hur (2018).

Training Frequency and Employee Performance

The result shows that training frequency has positive significant effect on employee performance. This would suggest that giving regular and continuous training opportunities can enable employees to both retain and develop their skills. This finding is consistent with prior studies indicating that infrequent training may lead to skill decay but continuous learning and adaptation results in higher workplace performance in a rapidly-changing service environment (James et al., 2022; Lee et al., 2023). In the Nepalese service industry, characterized by increasing use of technologies and progressive service delivery mechanisms, the significance of training frequency underscores the importance of continued capacity development, over emplacing total reliance on one time training session.

On-the-Job Training and Employee Performance

Of the various training dimensions studied, OJT was found to be the most important predictor of employee performance. It means that learning processes of workplace, such as coaching, mentoring and practical training are very effective to improve an individual employee's performance in the service industry. It is consistent with the former studies, which suggested that OJT contributed to the enhancement of task proficiency and reducing job-related errors (Agufana, 2022; Ibua et al., 2023; Chezue & Mbuti, 2023). On-the-job training is particularly important in service industries, such as banking, healthcare and hospitality, where employees use their skills to deliver services instantaneously.

Sectoral Differences in Employee Performance

ANOVA results show that the level of employees work performance are fairly consistent in bank, education, health and hospitality. This suggests that impact of training on employees' performance cuts across service sectors in Nepal. This result provides evidence that the continuum of training-performance relationship is highly generalizable across service sectors (cf. prior studies in a variety of service sectors (Lee et al., 2023; Yew et al., 2024)). The similarity of the relationships across sectors indicates that one model of training is likely more valid in contrasting service organizations, a priori to sector programming.

In summary, the empirical results are consistent with all four of the hypotheses from this study. The training approach, training impact, how often an individual attends trainings and on-the-job-training all have a positive effect on performance. These findings not only corroborate the existing literature but also extend previous work by presenting empirical findings from a multi-sector service sample in Nepal. Through the inclusion of various training dimensions in one model, this research provides a more comprehensive view of how training influences employee performance in developing economy setting.

Conclusion

The study shows the influence of training practices on employee performance in service sectors of Nepal. The focused factors were Training Design (TD), Training Effectiveness (TE), Training Frequency (TF), On-The-Job-Training (OJT). The study showed a significant positive effect of training practices on employee performance showing the importance of investing in employees training practices.

Among all the factors, On-the-Job-Training was seen as the most influential factor affecting employee performance. This finding shows the importance of practical learning and workplace-based training for developing employees skills and allowing

them to apply them directly to their job responsibilities. Similarly, training effectiveness and training frequency were also found to have a significant contribution to employee performance, suggesting that organizations benefit when employees regularly participate in training programs and when such programs are conducted regularly. Although training design showed a relatively smaller effect, its significance indicates that well-structured and job-related training programs remain important for achieving desired learning outcomes.

The results of the study carry some important implications for the management and HR personnel in Nepali service industry. First and foremost, companies need to focus on-the-job training that are either coaching, mentoring or even apprenticeship because these methods contribute overwhelmingly directly in effective employee output. 2nd, there is need to ensure that training programmes are effective (closely linked with job requirements and exercised by coaches, besides ample opportunities for practice is provided). Third, institutions should go beyond one-off training and move toward ongoing training schedules that will give their personnel the flexibility to keep pace with changing job requirements and service standards. In policy terms, service sector organizations and regulator should promote the systematic development of employee training as a strategic approach to enhance service quality and organizational performance. The development of standardized training frameworks and performance-related training evaluation systems could enhance the efficacy of training programmes in all service sectors.

In conclusion the findings suggest that the investment in employee training enhances employees capabilities and their contribution toward an organization. In the context of Nepal's service sector, where service quality and customer satisfaction are highly dependent on employee competence, the results show the need for organizations to prioritize continuous and effective training initiatives as a strategic tool for improving employee performance.

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