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From Skill Acquisition to Organisational Commitment: The Role of Training and Development in Building High-Performance Cultures

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Abstract

Training and development initiatives constitute critical mechanisms through which organisations enhance employee capabilities and, in turn, overall productivity. The present review synthesises extant scholarly and practitioner-oriented studies to clarify how structured learning interventions influence individual and collective performance outcomes. Evidence consistently demonstrates that well-designed programmes elevate technical competencies and behavioural skills, thereby enabling employees to execute tasks with greater accuracy and efficiency. Beyond the acquisition of knowledge, participation in continuous learning cultivates intrinsic motivation by signalling organisational investment in human capital, a perception that often translates into heightened job satisfaction and lower turnover intentions. Empirical findings further indicate that development opportunities reinforce affective and normative dimensions of organisational commitment, strengthening the psychological contract between employees and employers. Such attitudinal shifts are linked to discretionary behaviours, including knowledge sharing and proactive problem-solving, which collectively foster a high-performance culture. Importantly, the magnitude of these benefits depends on contextual factors such as managerial support, relevance of content to job roles, and alignment with broader strategic objectives. Consequently, organisations aiming to secure a durable competitive advantage must integrate training and development into holistic talent-management frameworks, ensuring that evaluation metrics capture both immediate learning outcomes and longer-term performance impacts. Moreover, digital delivery modes, blended formats, and microlearning modules have recently emerged as cost-effective approaches that sustain engagement and accommodate geographically dispersed workforces. By illuminating the multifaceted pathways through which learning interventions shape workplace effectiveness, this study provides practitioners with evidence-based insights for optimising programme design and resource allocation in an increasingly dynamic business landscape today.

Keywords: Training and Development, Organisational Commitment, Employee Performance, Talent Management

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1. INTRODUCTION

In a fast-paced business environment characterized by technological advancement, changing market conditions, and deepening global competition, organizations are more than ever compelled to invest in their workforce to maintain a competitive ability (Blume et al., 2010). Among several training and development programs, one of the most powerful methods for increasing employees' growth and the success of organizations is providing them with newer and more advanced levels of knowledge and better skills that would enhance job performance and attain organizational goals. Most training and development activities show significant positive relationships with the different dimensions of employee performance, such

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as productivity, efficiency, job satisfaction, etc. (Salas et al., 2012). However, despite the mounting scholarly and practical interest in the area, a comprehensive systematic review of the literature is needed to integrate and synthesize existing empirical findings, clarify the mechanism by which training affects performance, and highlight unresolved issues or inconsistencies in the field (Eisenberger et al., 2016; Fegade & Sharma, 2023). In light of this gap, the present systematic review will critically appraise empirical evidence on the relationship between training and development and employee performance, offering an in-depth examination that will provide input into future research and managerial practices.

Training and development are some of the most fundamental concepts in human resource management and important ones for the improvement of employee suitability and organizational success (Blume et al., 2010). Training programs usually involve a sequence of structured activities, including laboratory training, managerial workshops, and technical instruction to promote the acquisition of knowledge and skills for current purposes with maximum efficiency and effectiveness (Asfaw et al., 2015; Fegade & Sharma, 2023). Development, on its part, is directed towards long-term growth through the encouragement of skills and competencies that employees may need in performing future roles, responsibilities, and challenges of the organization. Development-oriented investment enables organizations to prepare their human resources to adapt to changing business requirements, which in turn serves not only to increase individual performance but also to contribute to overall corporate resilience and competitive edge. The integration of comprehensive training and development practices, therefore, is essential for sustaining high levels of employee performance and achieving strategic organizational goals.

Employee performance is a critical determinant of organizational success, exerting significant influence on productivity, job satisfaction, and the overall effectiveness of the enterprise (Blume et al., 2010). Several studies reveal that employee performance is influenced by numerous factors such as the availability and quality of training and development programs, the prevailing leadership styles, and the wider organizational culture in which employees operate (Asfaw et al., 2015; Fegade & Sharma, 2023). Though this is most accepted, the concept of employee performance is varied, and the quest with which scholars still engage about the better way to induce and retain heightened performances in any organization will be ongoing. Employees are the foundation of an organization and its yardstick of reputation, profitability, and long-term viability; employees affect key outcome measures such as customer satisfaction, product or service quality, and operational efficiency (Blume et al., 2010; Asfaw et al., 2015). Keeping these in mind, it turns into an eternal question before the minds of both managers and human resource professionals on understanding and optimizing the drivers of employee performance. Therefore, this systematic review study aims to review and synthesize evidence empirically about the relationship between training and development initiatives and employee performance to present practical recommendations to both scholars and practitioners.

2. REVIEW METHODS

In this study, the literature review followed the methodology of systematic review, as provided by Campbell (2014) and adapted for social science by Siddaway et al. (2019). This systematic approach prescribes thorough and detailed documentation as well as transparent reporting at every stage of the review process. By systematically searching, appraising, and synthesizing relevant empirical literature, the methodology ensures that the review itself is thorough, replicable, and free from bias. There are a number of specific steps involved in the systematic review process: defining the research question clearly, identifying and screening relevant studies, evaluating of methodological quality of included studies, and finally, integrating findings to draw evidence-based conclusions about the effect of training and development on employee performance. Such methodology would enhance the credibility and reliability of the review while helping to pinpoint research gaps and laying a strong foundation for further research inquiry (Campbell, 2014; Siddaway et al., 2019).

Another important step in the comprehensive and systematic literature search focused on finding empirical research material regarding the linking of training and development with employee performance. Major electronic databases, including websites like PubMed, Scopus, Web of Science, and Google Scholar, were opened to obtain an all-around coverage across disciplines and geographic contexts. The search strategy included a combination of keywords and controlled vocabulary, including terms among others such as "training and development programs," "employee performance," "on-the-job training," and "developing countries," together with other related phrases as suggested by Siddaway et al. (2019). The inclusion criteria were for articles published in peer-reviewed journals at a specified time to ensure that the research remained relevant and current.

Following the guidelines as laid down by Moher et al. (2015), the process began by conducting an exploratory Google search to find appropriate keywords and search terms. The keyword matrix that was created at this first step was through iterative refinement and subsequently employed in each of the selected databases (Haddaway et al., 2015). Reference lists of included studies will also be consulted during the review process to identify additional pertinent research that may not have been contained in the initial search. Continuous Google Scholar searching will be performed throughout the review process to pick up newly published articles related to this topic area. Such a rigorous and iterative approach is expected to leave the literature search exhaustive, systematic, and capable of capturing the entire span of scholarly work on the subject.

3. SCREENING

The first search activity resulted in 980 documents that were ultimately pulled based on the application of the stringent screening procedure for inclusion criteria set out by (Moher et al., 2015). To be considered for inclusion in this study, the

articles needed to fit within the realm of developing countries. The research's exact focus was to explore the effects of training and development initiatives on employee performance. The first step of screening was based on titles, abstracts, and keywords; 456 of the articles were excluded due to duplications (Siddaway et al., 2019). Following this, the remainder of the records were merged and subjected to further checks for eligibility, resulting in 56 articles. Thereafter, a full text review was carried out, during which time another 34 studies were excluded based on criteria, like unclear methodological rigor, absence of outcome measures relevant to the study, or lack of a definite focus on the relationship under study. This painstaking process finally yielded a sample of 22 studies that were deemed to fulfill all inclusion criteria and shall subsequently provide data for extraction and synthesis as per this systematic review (Blume et al., 2010; Haddaway et al., 2015). A summation of how the articles were selected is provided in Figure 1.

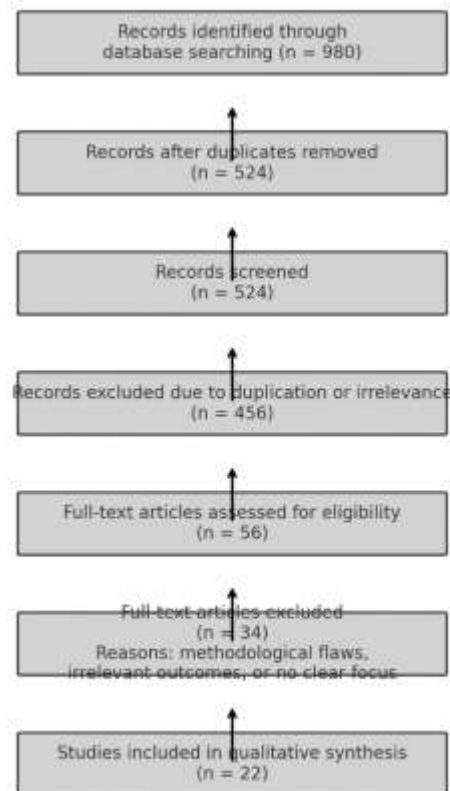


Figure 1: Flow diagram of included studies following the PRISMA framework

The data collected were analyzed in a systematic fashion to answer the different research questions that have been stated in this review. Detailed information, such as author names, year and place of publication, main aims, and the country where this study was conducted, has been noted for each of the articles included. This data also included how each of the studies' methodology is conceived and, also information that involves the type of intervention, target population, and other contextual factors. Specially considered were those aspects of collecting information on the training and development impacts on employees' performance outcomes. Thus, with this multi-layered approach, the analysis could lead to several insights into how various training and development strategies of organizations affect employees' performance in different organizational and geographical settings.

4. SYNTHESIS

The systematic review aimed to consolidate the information extracted through data extraction to achieve a comprehensive and coherent understanding of the subject matter. This review focused on certain studies that specifically relate training and development programs to employee performance in developing countries. The process of synthesis was, hence, narrative and thematic, summarizing and integrating the major findings, conclusions, and primary outcomes of the studies selected. This

way, the common themes, trends, and patterns observed over and over in the above studies were propounded to give a holistic outlook on the evidence in question.

The similarities and differences in findings across studies were interrelated and have alluded to the conditions under which training and development programs benefit employee performance. The comparative study could therefore reveal contextual or methodological factors, which, in one way or another, could explain the inconsistencies witnessed. Any findings that were in conflict or were inconsistent were critically analyzed and discussed with respect to their research objectives and wider literature so that a balanced and multidimensional perspective of the review concerning the evidence could be created. The review further sought to bring, assess, and synthesize in its wake stronger conclusions and delimiting areas in the way of future research.

5. RESULTS AND DISCUSSION

The last systematic review included a total of 22 papers from the year 2010 to 2024. Particularly, the year 2024 had the highest share with seven papers linking training and development to employee performance. This trend indicates a growing scholarly interest in the topic in recent years and possibly reflects an increasing awareness among organizations and policymakers regarding workforce development as the path to organizational effectiveness. The distribution of the studies in the review period can additionally inform the changing research landscape and comment on the growing trend of empirical assessment of training and development interventions in the current organizational context.

5.1. IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

The successful functioning of any organization, whether it is big or small, will, in the final analysis, depend on recruiting and retaining personnel who hold the abilities necessary for effective performance in their tasks. However, in the contemporary setting, varied skills, specialized knowledge, and practice-based competencies are seldom developed solely through traditional educational systems (Baporikar, 2024). Accordingly, many employees enter the organization in need of targeted and comprehensive training to build their technical and soft skills so that they may contribute to its growth and success (Rony et al., 2024; Blume et al., 2010). Continuous skill acquisition and updating seem to be a prerequisite for ensuring that employees remain flexible and fit to cope with changing job requirements and workplace technologies (Aguinis et al., 2020; Imran & Aiman, 2015).

Moreover, fostering a sense of value and belonging among employees requires visible organizational commitment to meeting their developmental needs. Research underscores that when employees observe management taking proactive steps to support their training and career advancement, they are more likely to feel valued, motivated, and engaged (Eisenberger et al., 2016; Fegade & Sharma, 2023). The greatest onboarding and ongoing learning opportunities not only promote the acquired skills of new hires but additionally aid them in adaptation to culture, thus setting a precedent for future involvement and retention (Salas et al., 2012; Baporikar, 2024). Then again, the strategic function of training is to align employee interests with those of the organization, forcing both a capable and committed workforce toward the realization of common goals.

Training and development are primarily considered major components of human resource management; they greatly affect the effective deployment and optimized utilization of human capital in organizations (Aguinis et al., 2020). To properly define an ideal workplace, one must incorporate the accepted employment of training as a major success driver in that workplace. Such pooled effort can only produce a stable performance organization because training brings the contribution of employees to the overall business objectives of the enterprise and serves as an avenue for bridging them (Fegade & Sharma, 2023). Enormous amounts of research have been carried out to support the vital role training plays in managerial functions. These studies have shown how training affects organizational goals on both employee performance and overall business success (Blume et al., 2010; Eisenberger et al., 2016; Rony et al., 2024).

The necessary ingredients for the successful operation of an organization are all these resources - raw materials, financial assets, physical infrastructure, innovative ideas for products or services, and, most importantly, a competent and motivated workforce to execute and manage operations. HR has evolved into that core organizational function because of the growing relevance of human resources to the issues surrounding the complexities of the modern workplace and how those issues shape productive business relationships (Fegade & Sharma, 2023; Kim et al., 2024). Human resource management is merely the strategic coordination and oversight of employee activities for the realization of organizational priorities (Blume et al., 2010). This broad function includes a range of responsibilities recruitment and development, and performance management, to employee engagement-which involves promoting a work environment that facilitates long-term success and adaptability (Nauman et al., 2020).

Training could be defined as a structured learning process developed in such a way that it would greatly improve the capabilities and knowledge of employees for the successful execution of their specific jobs. Training programs are usually initiated due to the need to increase productivity, ensure a safe environment, or acquire specific job skills, whether related to handling equipment or creating a top-notch sales force (Blume et al., 2010; Baporikar, 2024). Training is also the first and foremost channel of human resource development, directly resulting in better performance on the job, more employee satisfaction, and an increased competitive position for the organization (Fegade & Sharma, 2023).

Training means the systematic application of established methods and practices that help employees attain the necessary knowledge and practical abilities to perform their job duties responsibly and effectively (Blume et al., 2010). This has made a certain kind of training accepted practice in human resource management systems of hybrid organizations (Aguinis et al.,

2020). Continued training in organizations today is a strategic tool in achieving the goals of the organizations and maintaining operational excellence (Fegade & Sharma, 2023). Further, the effects of training interventions are not only on the efficiency of employees but also on their engagement and resilience as well as those of the organization (Rony et al., 2024; Eisenberger et al., 2016).

Employees are widely regarded as the most valuable asset of any organization, with their collective knowledge, skills, and attitudes exerting a direct impact on organizational reputation and profitability (Revathi, 2024; Bustasar et al., 2019). Multiple factors shape employee performance, including access to training, supportive organizational policies, conducive work environments, job satisfaction, and positive interpersonal relationships. Among these, training stands out as a particularly powerful mechanism for driving performance improvements and aligning individual and organizational objectives (Bulut & Culha, 2010). Through well-designed training programs, organizations can ensure that their workforce remains agile, competent, and capable of meeting evolving business challenges.

Training and development initiatives offer substantial benefits at both the individual and group levels, positively influencing factors such as motivation, attitudes, and a sense of empowerment among employees (Fegade & Sharma, 2023; Eisenberger et al., 2016). Managers play a crucial role in enhancing employee capabilities and fostering a supportive organizational climate by investing in continuous learning opportunities (Kim et al., 2024). Effective training and development programs provide staff with essential knowledge, up-to-date skills, and competencies that align with organizational objectives, empowering employees to contribute meaningfully to the achievement of collective goals (Basir & Wahjono, 2014). Strategic support from leadership not only boosts overall employee performance but also cultivates a positive organizational reputation, both locally and globally (Baporikar, 2024; Blume et al., 2010).

Through ongoing training, employees remain abreast of technological advancements and acquire the specialized skills necessary to reduce errors and enhance efficiency in their roles (Asfaw et al., 2015). Well-structured development initiatives have been linked to improvements in job performance, as well as the acquisition of new skills that contribute to career advancement and organizational growth (Revathi, 2024). Recognizing these advantages, organizations increasingly view training and development as integral to maximizing human resource effectiveness and securing long-term competitiveness.

Moreover, organizations can achieve a sustained competitive edge by fostering employee loyalty and identification through targeted development programs (Fegade & Sharma, 2023; Elnaga & Imran, 2013). Strategic investment in workforce training is essential for equipping employees to deliver high performance and for motivating them to engage fully in their roles (Wardiansyah et al., 2024). These efforts are central to broader human resource management strategies, leading to heightened employee motivation and stronger organizational commitment (Bulut & Culha, 2010; Eisenberger et al., 2016). However, approaches to training vary significantly among organizations, shaped by factors such as the pace of change in external and internal environments, the current skill level of the workforce, and managerial perceptions regarding the role of training as a motivational tool (Aguinis et al., 2020; Blume et al., 2010).

Organizational settings today result from rapid technological advancements and continued unfolding of global developments that fundamentally changed the nature of work and the demands placed on employees (Basir & Wahjono, 2014). Such rapid technological change will henceforth further heighten the demand for certain competencies and capabilities for carrying out increasingly complex tasks (Blume et al., 2010). Following these contesting provocations that are emerging, companies must develop and target advanced training and development initiatives to equip their workforces with the needed skills (Fegade & Sharma, 2023). Well-designed and implemented training programs create a culture for learning that enables employees to meet new challenges with increased efficiency and confidence (Bulut & Culha, 2010). There is considerable evidence that training and development activities impact individuals, teams, and the entire organization in terms of effectiveness (Eisenberger et al., 2016). Well-conceived training programs are also said to enhance motivation among employees and generate commitment to the organization beyond technical competency (Bashar et al., 2024; Fegade & Sharma, 2023).

It is argued that human resources are the fundamentals of every organization, with development in terms of human capital being one of the most important factors for continuous success. Hence, organizations would now allocate resources to workforce development, which is promising in terms of optimal employee performance and competitive advantage (Kim et al., 2024). Flexible work as well as continuous training is part of those important variables known as the facilitators of productivity and job satisfaction improvement (Nauman et al., 2020; Blume et al., 2010). The absolute importance of a careful design training program cannot be overstated; it should be molded to accomplish organizational objectives as well as evolving employee needs (Fegade & Sharma, 2023). Companies have found evidence in running such high-value training to improve performance and better adaptability of employees (Bustasar et al., 2019; Wardiansyah et al., 2024). Poorly structured training efforts waste resources and decrease returns, emphasizing the importance of the training design in shaping employee dynamics and organizational success (Eisenberger et al., 2016).

On-the-job training has proved to be the best in letting one learn the job requirements better in practice and hands-on. Research has found that real work experiences in experiential learning produce more retention of knowledge and acquisition of skills than theoretical approaches alone (Asfaw et al., 2015). Providing employees opportunities for on-the-job training provides benefits in saving costs, time, speeding up learning, and professional integration (Basir & Wahjono, 2014; Blume et al., 2010). Hence, the provision of practical as well as experiential training would be most advantageous for organizations that seek to build a competent and nimble workforce.

How training is delivered is a critical factor influencing the overall effectiveness of training and development initiatives (Fegade & Sharma, 2023). Employees are highly attuned to the quality and style of training sessions, and their engagement is closely linked to the trainer's ability to present material in an interactive and stimulating manner (Eisenberger et al., 2016). Ineffective delivery not only diminishes the impact of training but can also result in wasted organizational resources and lost time (Wardiansyah et al., 2024). Therefore, trainers need to adopt strategies that capture and sustain participants' attention, ensuring that learning objectives are met (Blume et al., 2010). The choice of delivery methods—whether through lectures, hands-on workshops, simulations, or blended learning environments—significantly shapes the outcomes of training and development programs.

Furthermore, an employee's capacity to perform at a high level is often contingent on receiving proper and timely training. Empirical studies have consistently shown that trained employees outperform those without training, demonstrating higher productivity, adaptability, and job satisfaction (Nauman et al., 2020; Blume et al., 2010). Doubtlessly, one positive factor pointing towards the direction of motivating organizations to invest in a comprehensive training program as a means of achieving the activities they want to accomplish over the long term is the increase in productivity that such an investment brings (Fegade & Sharma, 2023). Although the costs of training and development are often deemed high, the gains they make in the form of superior performance, lower turnover, and enhanced competitiveness within the organization are often said to offset any initial expenditures (Basir & Wahjono, 2014). Organizations should not be static; rather, they should keep up with the changing development strategies regarding their employees, such that the training programs correspond to today's workforce needs along with industrial trends (Asfaw et al., 2015). Overall, these findings support the evidence from this review that well-conducted training and development programs have beneficial effects on employee performance, organizational productivity, and effectiveness. This will be detailed in the next section.

5.2. SKILL ENHANCEMENT

Training and development programs represent important means through which organizations improve the knowledge, skills, and competencies of employees (Revathi, 2024). Targeted approaches such as seminars, workshops, and on-the-job learning opportunities are usually employed by these programs to enable the employee to acquire new abilities and further develop proficiency in executing their functions (Blume et al., 2010). The enhancement of a skill goes beyond the individual because of its input to the organizational effectiveness, in terms of nurturing a culture of innovation, improved problem solving, and better adaptability to change (Baporikar, 2024; Revathi, 2024).

Numerous empirical studies have demonstrated that skill development is a primary output of the training and development practice, which has been well conceived (Eisenberger et al., 2016). Those employees who acquire new sets of skills and knowledge from such programs would have the best ways of performing their duties effectively, handling new challenges, and becoming proactive in addressing changing organizational needs (Rony et al., 2024; Asfaw et al., 2015). Therefore, skill enhancement through sound and comprehensive training and development is recognized as one strategic imperative that organizations pursue to have competitive advantages and ensure long-term organizational success.

5.3. MOTIVATION AND ENGAGEMENT

Proper training and development programs greatly increase the levels of employee engagement and motivation, the latter being essential for excellent job performance and organizational success (Febrian & Solihin, 2024; Fegade & Sharma, 2023). Investment in training and career development would assure employees that they acquire new skills and that their organization is sincerely interested in their growth and well-being (Blume et al., 2010; Ahmad et al., 2014). Such visible support raises the morale of employees and increases their job satisfaction and loyalty to the organization. The employees feel that such an organization is committed to their advancement and may exhibit high motivation, commitment, and willingness to go beyond expectations in their job, all of which translate into better performance (Wardiansyah et al., 2024).

There are consistent findings from empirical studies that motivational and engagement growth through training and development programs is positively related to job satisfaction, reduced turnover intention, and enhanced psychological well-being of employees (Wardiansyah et al., 2024; Eisenberger et al., 2016). This becomes an area which organizations increasingly want to give priority to; organizing many systems to implement training and development strategies that are meant for improving employee competencies and nurturing self-motivation and sustained engagement, thereby contributing to the long-term effectiveness of the organization.

5.4. JOB SATISFACTION

The training and development efforts are equated with high levels of job satisfaction, which significantly influences performance and retention in the organization (Febrian & Solihin, 2024; Bustasar et al., 2019). Multiple studies show that employees who have access to a generous share of training and development tend to be more satisfied than those whose professional growth opportunities are scant (Nauman et al., 2020; Aguinis et al., 2020; Gonzalez-Morales et al., 2018). The satisfaction is credited, mainly, to the intrinsic rewards of learning and mastering new skills and to the benefits offered to them from training: job autonomy, task variety, and opportunities for career advancement (Basir & Wahjono, 2014; Blume et al., 2010).

The idea that training and development influence job satisfaction among employees is well-established and intuitively supports the performance and long-term success of organizations (Fegade & Sharma, 2023; Nauman et al., 2020; Ahmad et al., 2014). Most studies highlight the satisfaction arising from participation in training and development programs as the result of strengthening skills, enhancing self-development, and providing avenues for career advancement possibilities (Basir &

Wahjono, 2014; Eisenberger et al., 2016). This implies that, in the forward-looking organizations, training and development opportunities ought to be used to achieve not only workforce competency but also to guarantee job satisfaction and employee well-being from the standpoint that satisfied employees are a link to superior organizational performance.

5.5. ORGANIZATIONAL COMMITMENT

An important consequence of training and development sessions is employee commitment to the organization (Bashar et al., 2024). Employees are more likely to develop a strong sense of loyalty and attachment to the organization if they consider that the organization has invested in actualizing their professional growth and career progression (Bulut & Culha, 2010; Blume et al., 2010). This psychological contract fosters a supportive work environment of mutual trust, collaborative work, respect, and other factors vital for higher employee performance and organizational productivity (Fegade & Sharma, 2023).

It is true from several studies that training and development programs affect organizational commitment, which is an important predictor of employee performance and retention (Elnaga & Imran, 2013; Eisenberger et al., 2016). There is evidence of work contemplation that people engaging in development opportunities are more committed to their organizations and view such investment opportunities as practical evidence of organizational concern and appreciation (Bulut & Culha, 2010; Bustasar et al., 2019). Also, many empirical studies suggest that organizational commitment serves as a determining factor in the relationship between training and development of employee performance. Training and development induce a better-affectioned organizational commitment, thus indirectly improving employee effectiveness (Bulut & Culha, 2010; Revathi, 2024). Therefore, organizations are increasingly devoted to such initiatives that develop competencies along with commitment and loyalty of the workforce, recognizing them as success factors for sustainability.

Strategically aligned training and development programs with organizational objectives can markedly influence employee performance and organizational effectiveness. These initiatives can not only equip employees with the technical skills and know-how they will need, but also instill a greater purpose in the work they do, resulting in greater intrinsic motivation, more engaged employee behavior, greater job satisfaction, and higher levels of organizational commitment (Ahmad et al., 2014; Blume et al., 2010). This systematic review consolidates considerable evidence of the positive effects of training and development interventions on various performance indicators (Bulut & Culha, 2010). Results consistently show a strong association between the implementation of comprehensive training programs and tangible improvements in employee performance (Blume et al., 2010; Younas et al., 2018).

Benefits of providing training and development to workers include better individual and collective performance, increased retention rates, improved customer satisfaction, and better financial results (Fegade & Sharma, 2023; Elnaga & Imran, 2013; Asfaw et al., 2015; Revathi, 2024). The review underscored hands-on training methods in motivating not only skill acquisition but also performance enhancement (Bashar et al., 2024; Ahmad et al., 2014). The insights offered are particularly relevant to organizations in the refinement of their training strategies, especially in the sense that a combination of practical training opportunities and some personal support mechanisms would be most effective.

This review, however, emphasizes certain determinants of effective training and development initiatives, which include top management visible support, program objectives communicating diligently, strategic alignment of the organization, continuous assessment and feedback processes, and opportunities to practice Learning by doing (Basir & Wahjono, 2014; Eisenberger et al., 2016). Findings justify training and development programs for improving job performance, enhancing productivity, and continued building of high-level workforce faculties (Fegade & Sharma, 2023; Blume et al., 2010). Most importantly, training and development programs that fit both the organization and its employees in all success measures, ensuring an excellent fit between program content and strategic objectives (Eisenberger et al., 2016; Imran & Aiman, 2015). Organizations prioritizing training and development optimally experience such benefits as increased employee engagement, improved job satisfaction, and reduced turnover, among others (Bashar et al., 2024; Blume et al., 2010; Nauman et al., 2020). Besides, very strong instruments in closing performance gaps and creating general organizational improvement (Fegade & Sharma, 2023; Elnaga & Imran, 2013). Cumulatively, it emphasizes the key role that well-designed training and development programs can play towards sustainable success for organizations.

6. CONCLUSIONS

The major aim of this study was to synthesize and provide a systematic review of existing literature on the relationship between training and employee performance. The descriptive review indicated a development of considerable and increasing amount of research published during the timeframe considered, thereby indicating the growing interest of scholars and practitioners in the impact of training initiatives on the effectiveness of the workforce. The results of this systematic review furnish convincing evidence that training and development positively impact employee performance in various organizational contexts. The findings emphasize the need to consistently invest in training programs, which will not only build job-specific skills and knowledge but also promote job satisfaction from retention, and ultimately organizational success. By harvesting the potential of continuous learning and development, organizations virtually avail themselves of various advantages, including productivity enhancement, performance improvement, and sustained competitive advantage. The implications of this study will serve to encourage other researchers and practitioners to continue tackling some of the critical concerns in training and development for the betterment of the quality and effectiveness of organizational training strategies. Future research could aim to unpack the mechanisms through which training and development contribute to employee performance while studying shaping for contextual issues like organizational culture, leadership style, and workforce diversity. There is

also a need for more elegant and sophisticated instruments to assess training and development outcomes based on the perspective that employee performance is complex, multidimensional, and differentiating. Furthermore, with the digital transformation gaining momentum, studies should examine the impact of technology-led training solutions, including artificial intelligence, machine learning, and e-learning platforms, on employee development, well-being, and organizational outcomes. Making mention of training evaluation methods, technology-enabled learning for different employee cohorts, and training's broader ramifications toward organizational culture and employee well-being, the present review identifies important topics that warrant future inquiry. Targeting these research gaps will facilitate discovering ways to enhance training and development to boost their effectiveness in a rapidly evolving work environment.

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