

# The Impact of Training on Employee's Performance: A Survey in the Ministry of Education, Afghanistan

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**Abstract** – This study investigates the impact of training programs on employee performance and learning behavior change within the General Directorate of Planning and Evaluation Department at the Ministry of Education in Afghanistan. Utilizing a cross-sectional design and both primary and secondary data sources, the research evaluates the effectiveness of training initiatives in enhancing employee skills, knowledge, and attitudes. A purposive sampling method selected 71 respondents who completed structured questionnaires distributed digitally. Data analysis, performed using Microsoft Excel and SPSS, included descriptive statistics and percentage analysis to interpret the findings. Results indicate a positive perception of training benefits among employees, including improved performance, productivity, job satisfaction, and skill development. However, areas such as reducing accidents and promoting innovation require further attention. Recommendations include tailoring training programs to specific needs, promoting diversity and inclusion, focusing on safety and innovation, and maintaining employee motivation and engagement.

**Keywords** – Training & Development, Employee Performance, Learning Behaviour Change.

## I. INTRODUCTION

Training is a fundamental aspect of Human Resource Management, playing a pivotal role in employee growth and organizational effectiveness. According to Itika (2011) “Training is a learning experience, which seeks a relatively permanent change in an individual’s skills, knowledge, attitude or social behaviour. This means that there is a need to improve employees’ skills and knowledge so that he or she becomes efficient in working on both present and future jobs and tasks.

The main goal of every organization is to enhance its employee’s performance however; it is not possible without proper learning and development programs to address the closing gap in skills, knowledge, and attitudes (Asfaw et al., 2015). In organizations where HR practices are put into real practice, employees feel comfortable and secure, and more importantly, the level of employees’ performance is enhanced (Yimam, 2022). In today’s era of competitiveness, an organization needs to be dynamic. It should quickly respond to the changes in its environment. This is possible only when employees are rapidly capable enough to cope with the pressure of the changing environment (Kumpikaite & Sakalas, 2011).

Adil et al. (2021) contends that a fundamental objective for every organization is to provide and conduct high-quality learning programs. Spender (2001) examined that employees in any organisation need to continuously broaden their personal and professional skills to remain competitive and dynamic in the marketplace. In the 21st century, workers do not have an interest in joining an organization where there are no proper improvements in their skills, knowledge, and abilities. Most businesses are providing opportunities for learning and a significant tool for retaining key staff in the long run. Besides this many organizations are updati-

-ng their learning strategy by increasing the ratio of budgets to gain stable performance.

Learning and development lead to increasing business profitability and enhancing job knowledge and skills. It also benefits individual employees to make better decisions, handle stress, build self-confidence, and develop to cope with future challenges (Chatfield, 2007). According to Madukoma et al. (2014) training can achieve lower cost of production, lower turnover, and change management. Among the many benefits of training, is that training will make employees feel a sense of security thus the risk of employee turnover can be avoided.

### 1.1. *Background of the Study*

In Afghanistan, the history of training and development in public and private sector organizations is relatively short because of the turbulent events that occurred in the late 20th century. The protracted internal conflict that occurred from 1992 to 2000, marked by hostilities between different warlords around the nation, along with civil and proxy conflicts, led to the complete breakdown of nearly all organizational frameworks. Before 2001, the government's main emphasis was on humanitarian endeavours, but it did not have enough money and capability to fully expand its services, especially in remote regions. Furthermore, the protracted conflict led to a significant exodus of educated and professional individuals from Afghanistan.

In response to the events of September 11, the United States engaged in military intervention in Afghanistan, resulting in the removal of the Taliban administration. Afterwards, Afghanistan began a process of rebuilding and progress, with significant financial contributions from international agencies. These initiatives are designed to tackle socio-economic difficulties, reconstruct infrastructure, and promote stability, signifying a new stage in Afghanistan's path towards advancement. Simultaneously, multiple government departments, such as education, healthcare, infrastructure, poverty reduction, governance, regulatory compliance, and training and development, were re-established with the aim of reconstructing the country following years of internal conflict, which had a profound effect on the education and progress of Afghan individuals.

There was a significant lack of human resources inside the Ministry of Education, which required immediate training interventions to improve the competence of employees. According to Sareh Siswo Setyo Wibowo (2016) training was seen as an important method for creating long-term changes in individuals' abilities, knowledge, attitudes, and behaviours. In order to address this urgent need, the General Directorate of Planning and Evaluation, which is responsible for strategic planning and technical assistance, has given priority to training programs aimed at enhancing staff performance and optimizing daily operations.

By engaging in training initiatives, personnel within the Ministry of Education acquired a deep understanding of how training can significantly improve both the efficiency of the Organization and the skills of individuals in the specific context of Afghanistan. Yimam (2022) stated that "training is a learning experience, which seeks a comparatively permanent change in an individual's skill, knowledge, attitude or social behaviour". This means there is a need to improve employees' skills and information to become efficient in working on both present and future jobs and tasks.

## II. REVIEW OF LITERATURE

### 2.1. *Training*

Training and development programs are vital for the development of employees' abilities, information, and ta-

-lents, which can lead to upgraded work execution in the long run. Researchers and human resource management experts have different and various definitions of training in Literature. According to Abu Daqar & Constantinovits (2021), training as a concept leads to human development and human resources as the key pillar for all organizations. For Ibrahim et al (2017) as cited by Abu Daqar & Constantinovits (2021) training is the key tool that helps the organization in achieving the highest work performance.

Efficient training is crucial in an organization as it helps develop the necessary and highly competitive skills needed by employees and the organization as a whole to excel and become leaders in their respective roles. Additionally, it has a substantial influence on the organizational structure. Emphasizes Training as a comprehensive instrument that combines the acquisition of skills, attitudes, and information by employees in order to effectively carry out their tasks (Anitha & Kumar, 2016). According to Abu Daqar & Constantinovits (2021) have determined that training is an essential and critical tool for improving human performance and increasing the overall value of an organization. However, it is important for organizations to carefully consider the balance between the value of training and the associated expenses. The study also found that the impact of training varies across different industries. study revealed that training is a vital and essential tool for improving human performance and increasing the overall value of an organization. However, it is important for organizations to carefully consider the balance between the value of training and the associated expenses. The findings of this study demonstrate that the impact of training varies across different industries.

## *2.2. Training Types*

Training Delivery can be categorized into five distinct categories: instructor-led training (ILT), virtual instructor-led training (VILT), E-learning, mobile learning, and blended learning, which combines several types of training dependent on the organization's training objectives (Gautam, 2019). The aspects that contribute to the design of training include the duration of the course, the requirements of the participants, intangible elements, the evaluation process, available resources, the learning objectives, and the content. Additionally, Training Content focuses on the training subject itself, specifically its relevance, timeliness, and duration of its relevance. Training materials refer to recorded or printed information utilized in training, including training activities, warm-up activities, flashcards, games, paper clips etc (Goutam, 2019).

## *2.3. Importance of Training*

Abu Daqar & Constantinovits (2021) found that organizations are currently making significant investments in training. This has resulted in competition among organizations to adopt the best training practices that can enhance their success and improve their performance in the market. It has been observed that training needs to be an ongoing process due to the rapid technological advancements in organizational systems, which serve as a key factor in their success.

In the present era, numerous firms endeavor to offer a multitude of training programs to their staff to attain specific objectives. Multiple studies have demonstrated that training is a crucial and effective tool for achieving a firm's goals and objectives, leading to increased performance and productivity within the organization. Training programs assist employees in identifying and improving their areas of weakness. It is well-known that certain employees have challenges in their employment that hinder them from achieving optimal job satisfaction. Training programs can mitigate these deficiencies by enhancing individuals' skills and capacities.

Furthermore, these types of programs have a role in enhancing workers' accomplishments (Abdel-gadir & Al-jahwari, 2020).

The employment satisfaction of employees is directly influenced by their competence, which may be developed through various workshops and training programs. Organizations that prioritize quality information in order to gain a competitive advantage are more likely to create an environment that is based on a reliable training framework. Their analysis posited that training is vital for cultivating a robust and highly proficient workforce that can dominate the market, while also empowering labourers and workers to carry out their tasks with greater efficiency (Zia-ur-Rehman et al., 2020).

### **III. OBJECTIVES OF THE STUDY**

1. To evaluate the impact of training programs on employee performance in the General Directorate of Planning and Evaluation Department in the Ministry of Education.
2. To assess the impact of training on the employee's performance on learning and behaviour change in the General Directorate of Planning and Evaluation.
3. To provide appropriate suggestions and recommendations if any, to the Ministry.

### **IV. SCOPE AND SIGNIFICANCE OF THE STUDY**

This research aims to study the impact of training on worker performance in the Department of Planning and Strategy. The Department of Planning and Strategy is located in the Ministry of Education. This research may help develop training programs and establish new methods of learning to improve employee performance in the next period. This research is necessary because it can provide much information on the impact of training on employee performance systems. At the same time, this research will help the Department of Planning and Strategy with training and development programs approved in the department to improve employee performance and help determine the impact of training and development. Also, it helps to identify weaknesses in training programs to improve them. This study can help the department and other departments learn new training methods.

### **V. RESEARCH METHODOLOGY**

The research employed a cross-sectional design, incorporating both primary and secondary data sources to investigate the impact of training programs within the Department of Planning and Strategy. A purposive sampling method was utilized to select 71 respondents from within this department, targeting individuals who met specific criteria relevant to the research objectives. Questionnaires were distributed using Google Forms, achieving a response rate of 96% as 71 out of 75 questionnaires were completed. The respondents comprised employees from the Department of Planning and Evaluation within the Ministry of Education, Afghanistan.

#### *5.1. Primary Source*

Most of the information was collected through a survey. A structured questionnaire was developed and sent through email, Messenger, and WhatsApp to each respondent in the Department of Planning and Evaluation of the General Directorate Department of Planning and Evaluation in the Ministry of Education, Afghanistan.

#### *5.2. Secondary Source*

Some of the data for the research has been collected from government reports and international donor agency websites, which have a helping hand with the government of Afghanistan E-Journal, Websites, Blogs, and various human resources books.

### 5.3. Techniques for Data Analysis

In this study, data analysis was conducted systematically using both Microsoft Excel and SPSS (Statistical Package for the Social Sciences). Descriptive statistics were employed to summarize the main characteristics of the data, providing insights into the central tendency, dispersion, and distribution of the variables under investigation. Mean values were calculated to ascertain the average responses across various survey items, shedding light on the typical perceptions of respondents regarding the impact of training programs within the Department of Planning and Strategy. Additionally, percentage analysis was utilized to depict the proportion of respondents endorsing different levels of agreement or disagreement with each statement in the questionnaire.

## VI. DATA ANALYSIS AND INTERPRETATION

Table 1. Demographic aspects of respondents.

Profile	Categories	Frequency	Percentage
Gender	Male	65	91%
	Female	6	9%
	<b>Total</b>	<b>71</b>	<b>100</b>
Education Qualification	High School Graduated	4	5.6%
	Bachelor	34	47.9%
	Master	21	29.6%
	Ph.D.	12	16.9%
	<b>Total</b>	<b>71</b>	<b>100</b>
Position	Head of Department	13	18.3%
	Principal	7	9.9%
	Staff	31	43.7%
	Teacher	20	28.2%
	<b>Total</b>	<b>71</b>	<b>100</b>
Work Experience in Year	1-3	24	33.8%
	4-6	12	16.9%
	7-9	10	14.1%
	10-12	19	26.8%
	Above	6	8.5%
	<b>Total</b>	<b>71</b>	<b>100</b>

Source: Primary Data.

The table outlines the demographic and professional composition of a group of 71 individuals. It shows the distribution of gender, educational qualifications, positions held, and years of work experience. Males constitute the majority at 91%, while females make up the remaining 9%. It means that in Afghanistan, men had more opportunities to study or work in educational institutions than women, and women may have been denied education and outdoor work due to societal barriers. The majority hold Bachelor's degrees, followed by Master's and Ph.D. qualifications. The most common positions are Staff and Teachers, with a significant number serving as Heads of Department. Work experience varies, with a notable portion having 1-3 years and 10-12 years of experience.

Table 2. Percentage Analysis for Impact of Training on the Employee's Performance.

No	Statement/Particular	Always %	Often %	Sometimes %	Rarely %	Never %
1	The training helped me to achieve work targets on time.	47	37	15	2	0
2	After getting training, a reduction in work-related complaints against me was noticed.	37	37	13	10	3
3	The training helped me increase my performance and productivity due to added job knowledge.	42	37	15	5	2
4	The training helped me reduce the employee turnover rate in our organization.	38	37	18	5	2
5	The training helped in improving human relations.	47	23	25	3	2
6	I feel more secure on the job after getting training.	40	33	17	7	3
7	Training has helped in reducing the number of accidents per year.	28	33	28	8	2
8	Training has helped increase employee satisfaction and retention rates.	42	32	20	7	0
9	Training has helped reduce the wastage rate and production of defective products.	40	33	20	7	0
10	Due to training, the lower defects in production lead to a decrease in the total cost of production.	38	35	23	3	0
11	Training has reduced the number of absent days per month.	27	38	20	12	3
12	Better performance of the trained employees led to an increase in the profits of the Organization.	40	33	17	8	2
13	The improved performance of the trained employees led to the production of better-quality products.	42	32	23	2	2
14	I (being a trained employee) in my organization feel more motivated and thus communicate freely with senior subordinates when required.	42	35	17	7	0
15	I (being a trained employee) became more specific about having a work-life balance	43	30	17	10	0
16	I (being a trained employee) quickly and timely attained the given targets.	37	43	13	7	0
17	I (being a trained employee) felt more empowered than before.	35	40	18	7	0
18	The training enabled us to meet organization targets by effectively managing time.	43	27	23	7	0
19	Training promoted successful succession planning.	43	32	22	3	0

No	Statement/Particular	Always %	Often %	Sometimes %	Rarely %	Never %
20	The training brought innovation in strategies.	32	35	25	8	0
21	The training helped reduce and manage job stress.	35	33	27	5	0

Source: Primary Data.

Table 2 presents feedback on the effectiveness of training programs within an organization, categorized by the frequency of responses ranging from "Always" to "Never". Overall, the majority of respondents reported positive impacts from the training, such as achieving work targets on time, improving performance and productivity, and enhancing human relations. Additionally, a significant proportion noted benefits such as feeling more secure on the job, increased satisfaction and retention rates, and better management of time leading to meeting organization targets. However, a minority expressed less noticeable effects, particularly in areas like reducing accidents, decreasing absenteeism, and promoting innovation in strategies. Nonetheless, the overall feedback indicates that training has generally contributed positively to various aspects of work performance and organizational outcome.

Table 3. Percentage Analysis for Impact of Training on Learning and Behaviour Change.

No	Statement/particular	Always %	Often %	Sometimes %	Rarely %	Never %
1	The training helped me to bring a positive attitude	42	46	7	2	0
2	The training enhanced my work adaptability and eagerness to do work.	35	45	9	4	2
3	Training improves team spirit for teamwork and collaboration.	50	29	10	5	0
4	The training was more punctual.	33	40	17	3	0
5	Training improved my accuracy, thoroughness, and reliability in completing the tasks.	47	25	15	7	0
6	Training boosted my morale to work by taking more interest in given assignments	45	35	11	4	0
7	After getting training, I become able to establish more cordial relations with seniors.	46	35	10	4	0
8	After getting training, I feel stable.	43	32	9	9	1
9	The training enabled me to make a decision well.	46	29	14	5	0
10	Coming up with new ideas is appreciated in the organization after training.	39	26	25	3	0
11	Training improved my leadership quality.	42	30	16	5	0
12	The training brought better respect to the top management decisions.	42	33	16	3	0

Source: Primary Data.

Table 3 illustrates feedback regarding the impact of training programs within an organization, with responses categorized from "Always" to "Never". A majority of participants highlighted positive outcomes, such as an

enhanced positive attitude, improved work adaptability, boosted morale, and better decision-making ability. Additionally, respondents noted improvements in teamwork, task accuracy, leadership quality, and respect for top management decisions post-training. Conversely, a minority indicated less noticeable effects, particularly in feeling stable after training and establishing cordial relations with seniors. Nonetheless, the overall feedback underscores the beneficial impact of training on various aspects of work performance and organizational dynamics.

Table 4. Descriptive Analysis for Impact of Training on the Employee's Performance.

	N	Missing	Mean	Median	SD
1. The training helped me to achieve work targets on time.	71	0	4.24	4	0.853
2. After getting training, a reduction in work-related complaints against me is noticed.	71	0	3.93	4	1.087
3. The training helped me in increasing my performance and productivity due to added job knowledge.	71	0	4.14	4	0.961
4. The training helped me in reducing the employee turnover rate in our organization.	71	0	3.99	4	0.949
5. The training helped in improving human relations.	71	0	4.10	4	1.002
6. I feel more secure on the job after getting training.	71	0	4.01	4	1.049
7. Training has helped in reducing the number of accidents per year.	71	0	3.79	4	1.013
8. Training has helped in higher employee satisfaction and retention rates.	71	0	4.07	4	0.976
9. Training has helped in reducing the wastage rate or defective production.	71	0	4.07	4	0.915
10. Due to training, the lower defects in production lead to a decrease in the total cost of production.	71	0	4.07	4	0.867
11. Training has reduced the number of absent days per month.	71	0	3.80	4	1.090
12. Better performance of the trained employee led to an increase in the profits of the organization.	71	0	4.03	4	1.055
13. The improved performance of the trained employees led to the production of better-quality products.	71	0	4.11	4	0.919
14. I (being a trained employee) in my organization feel more motivated and thus communicate freely with senior subordinates when required.	71	0	4.10	4	0.928
15. I (being a trained employee) became more certain about having a work-life balance	71	0	4.01	4	1.049
16. I (being a trained employee) easily and timely attained the given targets.	71	0	4.11	4	0.871
17. I (being a trained employee) felt more empowered than before.	71	0	4.01	4	0.933
18. The training enabled us to meet organization targets by effectively managing time.	71	0	4.07	4	0.961
19. Training promoted successful succession planning.	71	0	4.14	4	0.915
20. The training brought innovation in strategies.	71	0	3.94	4	0.969
21. The training helped in reducing and managing job stress.	71	0	4.00	4	0.926

Source: Primary Data.

Table 4. provides a comprehensive summary of respondents' perceptions regarding the effectiveness of training programs across various organizational dimensions. The mean values range from 3.79 to 4.24,



indicating generally positive feedback on the impact of training initiatives. Notably, respondents reported high mean scores for aspects such as achieving work targets on time (mean = 4.24), increasing performance and productivity due to added job knowledge (mean = 4.14), and promoting successful succession planning (mean = 4.14). Conversely, aspects such as reducing the number of accidents per year (mean = 3.79) and bringing innovation in strategies (mean = 3.94) received slightly lower mean scores.

Table 5. Descriptive analysis for the impact of training on learning and behaviour change.

	N	Missing	Mean	Median	SD
1. The training helped me to bring a positive attitude	71	0	4.28	4	0.740
2. The training enhanced my work adaptability and eagerness to do work.	71	0	4.04	4	0.977
3. Training improves team spirit for teamwork and collaboration.	71	0	4.24	4	0.933
4. The training was more punctual.	71	0	4.04	4	0.853
5. Training improved my accuracy, thoroughness, and reliability in completing the tasks.	71	0	4.11	4	1.001
6. Training boosted my morale to work by taking more interest in given assignments	71	0	4.20	4	0.888
7. After getting training, I become able to establish more cordial relations with seniors and subordinates.	71	0	4.23	4	0.882
8. After getting training, I feel stable.	71	0	4.06	4	1.068
9. The training enabled me to make a decision well.	71	0	4.15	4	0.951
10. Coming up with new ideas is appreciated in the organization after training.	71	0	4.01	4	0.933
11. Training improved my leadership quality.	71	0	4.08	4	0.952
12. The training brought better respect to the top management decisions.	71	0	4.14	4	0.883

Table 5 presents a descriptive analysis of the impact of training on learning and behaviour change as perceived by respondents. The data reflects generally positive feedback across various dimensions. Notably, participants reported high mean scores, ranging from 4.01 to 4.28, indicating favourable perceptions regarding the training's effectiveness. Key findings include a strong agreement that the training helped cultivate a positive attitude (mean = 4.28) and improved team spirit for teamwork collaboration (mean = 4.24). Additionally, respondents noted enhancements in decision-making abilities (mean = 4.15), leadership qualities (mean = 4.08), and the establishment of cordial relations with seniors and subordinates (mean = 4.23). However, there were slight variations in responses, as seen in measures such as punctuality (mean = 4.04) and the appreciation of new ideas in the organization (mean = 4.01).

## VII. FINDINGS AND DISCUSSION

1. Demographic Aspects: The majority of respondents were male (91%), with a smaller proportion being female (9%). Regarding education qualifications, most respondents held Bachelor's degrees (47.9%), followed by Master's (29.6%) and Ph.D. (16.9%) qualifications. In terms of positions, the highest proportion was staff (43.7%), followed by teachers (28.2%), heads of department (18.3%), and principals (9.9%). Work experience varied, with the most common range being 1-3 years (33.8%), followed by 10-12

years (26.8%).

2. **Impact of Training on Employee Performance:** Overall, respondents reported positive impacts from training programs. The majority indicated that training helped them achieve work targets on time (47%) and increase performance and productivity due to added job knowledge (42%). Additionally, training was perceived to reduce employee turnover (38%), improve human relations (47%), and enhance employee satisfaction and retention rates (42%).
3. **Impact of Training on Learning and Behaviour Change:** Participants perceived training as beneficial in fostering positive attitudes (42%) and enhancing work adaptability and eagerness (35%). The majority also reported improvements in team spirit for teamwork and collaboration (50%) and in making decisions well (46%). Moreover, training was associated with boosting morale (45%) and establishing cordial relations with seniors (46%).
4. **Descriptive Analysis:** Mean scores for the impact of training on employee performance ranged from 3.79 to 4.24, indicating generally positive perceptions. Similarly, mean scores for the impact of training on learning and behavior change ranged from 4.01 to 4.28, reflecting favourable feedback across various dimensions.

The findings suggest that training programs have a positive impact on both employee performance and learning and behavior change within the organization. These programs are perceived to be effective in enhancing job-related skills, improving teamwork and collaboration, and fostering a positive work environment. The high mean scores indicate a general consensus among respondents regarding the benefits of training initiatives.

However, there are some areas where improvements can be made. For instance, while training was reported to reduce employee turnover and absenteeism, there were lower mean scores for reducing accidents per year and promoting innovation in strategies. This suggests a need for further emphasis on safety training and fostering a culture of innovation within the organization.

Additionally, the demographic aspects of respondents reveal certain patterns, such as a gender imbalance and varying levels of education and experience. These factors may influence the effectiveness of training programs and should be considered when designing and implementing future initiatives to ensure inclusivity and effectiveness.

Ultimately, the findings highlight the importance of investing in training and development programs to enhance employee performance, foster learning and behavior change, and ultimately contribute to the overall success of the organization.

## VIII. CONCLUSION

The study investigated the impact of training programs on employee performance, learning, and behavior change within an organization. The findings indicate that training initiatives are perceived positively by employees, with respondents reporting improvements in various aspects of their work and professional development. Specifically, training programs were found to enhance job-related skills, teamwork, decision-making abilities, and morale among employees.

Despite these positive outcomes, there are areas for improvement, particularly in reducing accidents, promoti-

-ng innovation, and addressing gender imbalances in participation. These findings underscore the importance of continuously assessing and refining training programs to better meet the evolving needs of employees and the organization as a whole.

Investing in effective training and development initiatives can yield significant benefits for both employees and the organization, leading to improved performance, enhanced job satisfaction, and a positive work environment. Moving forward, it is essential for organizations to prioritize and tailor training efforts to address specific challenges and opportunities, ultimately contributing to long-term success and competitiveness.

## IX. SUGGESTIONS

Based on the study findings, several key recommendations can be suggested for the Ministry to enhance its training initiatives and maximize employee performance:

1. The Ministry should prioritize providing advanced training opportunities for employees to continuously develop their skills and stay updated with industry trends. This could involve allocating increased funds for seminars, workshops, and short-term training programs.
2. The HR department should conduct regular reviews of human resources development plans to identify skill gaps and growth opportunities. This ensures that training programs are aligned with organizational goals and employees' development needs.
3. There should be an emphasis on enhancing employees' ability to evaluate and maintain performance stability through training programs. This could include workshops on time management, stress management, and performance evaluation techniques.
4. Comprehensive financial planning is necessary to ensure adequate funding for training initiatives. This would help address the issue of some employees not participating in training due to financial constraints.
5. The Ministry should offer diverse training programs to cater to the varying needs and preferences of employees. This could include technical skills training, soft skills development, leadership training, and specialized workshops.

Employees should receive training at least once every two years to keep up with evolving methodologies and advancements in their respective fields. This ensures that employees remain competent and adaptable to changes in their roles and response.

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