

Influence of Training Programs on Motivation in Selected Cooperatives in Nepal

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Abstract

This study aims to examine the influence level of training on employee motivation in selected Saving and Credit Co-operative Sector in Kathmandu valley. This is a descriptive study. The study applied a quantitative research design. Primary data were collected through a structured questionnaire. The study applied judgmental sampling. Responses were entered in Statistical Package for Social Science (SPSS), where statistical analysis was done. Inferential statistics i. e., correlation, and regression analysis were applied for data analysis. Multiple correlations indicate that employee competency, employee job knowledge, technique, skill, and high correlation with motivation. The multiple linear regression model of employee motivation is significantly well-fitted to the given dataset. There is a satisfactory level of a significant and positive relationship between employee competency and motivation. The regression coefficient indicates that there is an insignificant and positive correlation between employee job knowledge and motivation. Both employee technique and employee skill have an insignificant and positive relationship with motivation. There is a significant, positive, and low relationship between employee morale and motivation. It is concluded that there is a significant relationship between dimensions of training and employee motivation. The training program helps to increase the motivation of employees in Cooperative Societies. The findings of this research study particularly support the Goal-Setting Theory. According to this theory, high self-efficacy individuals should be well-trained to achieve goals that lead to employee motivation. The research study will be helpful to the policymaking level both in the government and private sector.

Keywords: competency, employee, job knowledge, skills, satisfaction, techniques

Introduction

Background of the Study

Training not only improves the knowledge and skills of employees but also enhances their motivation (Ozkeser, 2019). It is still relevant in the modern rapidly changing technological and competitive environment. Organizations need to be aware of keeping and preparing their human resources up-to-date to work efficiently and effectively in the organization. In achieving and doing so, managers need to pay special attention to the development function of Human Resource Management (HRM). Training prepares individuals to face the challenges and changes in the workplace, update their knowledge and skills and apply this knowledge and skills (Struwig & Smith, 2000). Globalization of organizations attempts to motivate their employees to upgrade their performance with different human resources practices and applications. Training is activities to heighten their present performances by enhancing their capability to conduct themselves efficiently and effectively (Poe, 2003). Nel (2001) defines training as a learning experience that causes a relatively permanent change in an employee and raises their competency to perform the job. According to Marx (1993) training is a systematic process of obtaining knowledge, skills, and information to accomplish individual as well as organizational goals. Grobler et al., (2002) state that the skill development of employees increases organizational productivity that leads to rebuilding the economy of the country

Motivation, on the other hand, is the set of internal and external forces that stimulate employees to do work at a workplace for achieving set objectives (Pinder, 1998). Job is not performed properly until and unless employees are motivated. Training is the key element that helps employees. If the actual performance is less than the expected performance, the performance gap exists there. This gap is usually filled by giving training to the employees and motivating them by creating a conducive circumstance for work. Organizations need to pay attention to employee motivation for the reason that it is important for “work-related behavior” (Pinder 2008).

In the very beginning, the cooperative is termed Guthi, Parma, Dhikuti, Dharma Bhakari, etc., in Nepal. The Nepal Federation of Savings and Credit Cooperative Unions (NEFSCUN) was formed in 1988 (Maharjan, n. d.). The Co-operative Act 1992 and the Co-operative Regulations 1993 have been enacted after the restoration of democracy in 1990. Today, the cooperative sector has become more liberalized and modernized. A sound cooperative system plays a key role in economic development in developing countries like Nepal. Cooperative organizations are competing with each other to perform well. Well-trained

and motivated human resources have become a need for those organizations. Employee motivation is essential to upgrade both individual and organizational performance (Shrestha, 2021).

Most organizations are short of effective and efficient manpower. In such a situation, neither the organization nor the employees are satisfied with the working environment. This scenario is created due to the mismatch between the required skill and knowledge and motivation of employees. It has been a large problem in the Nepalese co-operative sector which has not been overlooked by the manager of the co-operative sector.

Statement of the Problems

Every organization needs a human resource to meet its objective. But it is not an easy task to acquire the desired objective without an effective Human Resource Management (HRM) system. One of the best ways to get the desired work performance in any organization is to provide human resources with an adequate opportunity for skill development training in the required field. Some of the problems of training in Nepal are lack of effective training policy, lack of transfer of training, lack of training needs assessment, lack of evaluation of training effectiveness, and lack of adequate training centers, etc., (Adhikari & Shrestha, 2022, p. 229). On the other hand, job characteristics and organizational environment are not conducive to motivation, it has remained a neglected aspect in Nepal. Poor working conditions, unsecured jobs, and tight supervision create labor turnover, absenteeism, and delays in work which, in turn, creates problems and challenges in employee motivation (Maam, 2009). Similarly, other issues are a lack of challenging and interesting jobs, poor quality of work life, weak reward system, autocratic and bureaucratic leadership style, etc. (Agrawal, 2015, p. 259). The research question of this study is:

- What is the influence level of training on employee motivation in selected Saving and Credit Co-operative Sector in Kathmandu Valley?

Objectives of Study

The main objective of this study is to examine the influence level of training on employee motivation in selected Saving and Credit Co-operative Sector in Kathmandu valley.

Significance of Study

This study has been significant to different stakeholders of the cooperative sector in various ways. It has useful for the cooperative sector to understand the need for skill development training for the employees, to motivate them, and to make a favorable work environment. Moreover, it will help the cooperative sector to reduce the turnover rate and reduce the cost. With the specific job description, the cooperative sector was also knowing the specific training programs for the employees. This study can be helpful for the Nepalese

government, co-operative, and other agencies to make required policies and implement them accordingly.

Review of Literature

A significant historical event of Human Resource Development (HRD) was suggested during the outbreak of World War II in the 1940s as it was during this period that workers were trained to produce warships, machinery, and other military equipment and armaments (Desimone, 2002).

There are various categories of cooperatives working in the modern cooperative system of Nepal which include saving and credit cooperatives, multipurpose cooperatives, dairy cooperatives, agriculture cooperatives, fruits and vegetable cooperatives, beekeeping cooperatives, tea cooperatives, and so on. However, in today's rapidly changing world, employees in cooperatives are prominent to be more trained and competent enough to perform better. The motivation process (As cited by Naong, 2009 adapted from Smit and Cronje, 2nd Edition (1997) are:

1. Need
2. Motive
3. Behavior
4. Consequence
5. Satisfaction/Dissatisfaction
6. Feedback

Contemporary Theories of Motivation

In this study, some of the following contemporary theories of motivation have been mentioned:

Expectancy Theory

Vroom's expectancy theory reveals that actual performance in a job is primarily determined by the effort spent. But it is also affected by the person's ability to do the job and also by the individual's perception of what the required task is. The reward may be both positive and negative. Positive reward makes employees more motivated and vice versa (Khan, 2012). So, performance is the responsible factor that leads to intrinsic as well as extrinsic rewards that motivate people (Naong, 2009). The theory focuses on three relationships:

- Effort-performance relationship. Here effort leads to performance.
- Performance-reward relationship. It means performance level leads to the accomplishment of desired outcomes.
- Reward-personal goal relationship. Rewards satisfy the individual goal.

Goal-Setting Theory

In the late 1960s, Edwin Locke proposed that working toward a goal is the main source of work motivation. That is, goals tell an employee what needs to be done and how much effort will need to be expected. Performance depends on the value of goals. More to the point, specific, difficult, and challenging goals result in higher performance than easy goals and

feedback lead to higher performance than non-feedback (Robbins, 1999, p. 180). Robbins (1999, p. 181) defines self-efficacy as an individual's belief that he or she is capable of performing a task. The higher individual's self-efficacy, the more confidence the individual has in his/her ability to succeed. So, to be high self-efficacy individuals should be well-trained in work-related fields.

ERG Theory

Clayton Alderfer's revised Maslow's need hierarchy is labeled ERG theory. Alderfer classifies core needs into three groups-existence, relatedness, and growth. The existence group is concerned with basic material existence requirements which are similar to Maslow's physiological and safety needs. Second, relatedness needs include interpersonal relationships which align with Maslow's social and esteem classification. Finally, growth needs are related to an intrinsic desire for personal development. These include the intrinsic component of Maslow's esteem need and fall under self-actualization (Robbins, 1999, p. 174)

Empirical Review

Ferial et al. (2021) did research on the topic of the effect of competence and compensation on job satisfaction through employee performance of the health service office of West Sulawesi Province. They found that there is a significant influence of internal factors such as employee competency on job satisfaction.

Khan et al. (2015) also researched the topic of the impact of HR competencies on employees' job satisfaction. They found that there is a significant influence of HR competency on job satisfaction.

Alyoubi et al. (2018) researched the topic of the impact of knowledge management on employee work performance: evidence from Saudi Arabia. They found that there is a significant influence of knowledge on employee job satisfaction.

- A study by Ozkeser (2019) concluded that HRM training has a statistically significant, positive, and strong relationship with motivation.
- Research conducted by Momany (2016) concluded that there is a positive relationship between training and workforce motivation in Narok country.
- A study conducted by Naong (2009) inferred the positive impact of training on motivation.
- A study conducted by Naong, (2014) concluded that there is a highly positive relationship between training and motivation.
- A study performed by (Gullu, 2016) concluded that training and development programs are associated with the motivation of employees. An enhancement in training and development programs will cause an improvement in the motivation of employees.

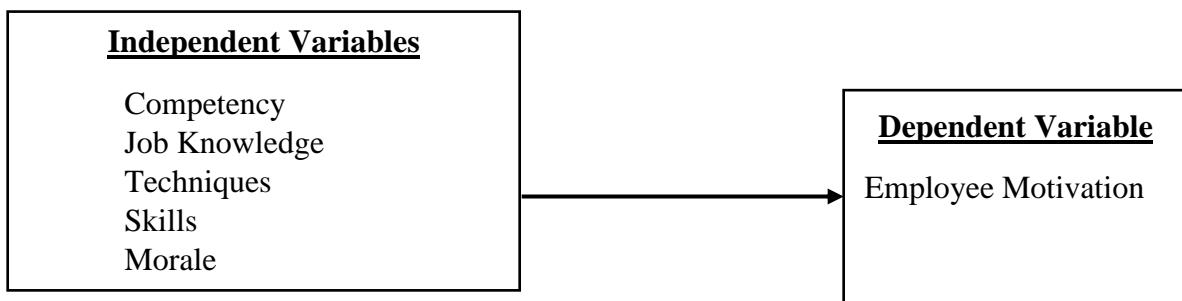
- A study conducted by Ackah (2014) concluded that training and development have a significant impact on employee motivation. Besides, it enhances skills, knowledge, and experience that lead to performing the job efficiently.
- A study by Wright & Geroy (2001) concluded that improvement of skills, knowledge, and attitude after training positively affected employee motivation. They remark that employee can do their work much more efficiently and effectively.

Conceptual Framework

Based on previous literature reviews including Tahir et al. (2014), the following conceptual framework has been depicted. The dependent variable would be employee motivation and the independent variables would be various components of training i. e. competency, job knowledge, techniques, skills, and morale.

Figure 1

Conceptual Framework



In this research, the dependent variable was employee motivation in the saving and cooperative sector.

Independent Variables

In this research, the dimensions of the independent variable i. e. training include the following:

Competency

Competency enhancement activities are intended to result in ongoing improvement in current skills and knowledge, especially those related to understanding and complying with legal, ethical and regulatory requirements.

Job Knowledge

Job Knowledge measures one's mastery of the concepts needed to perform certain work.

Techniques

A technique is a procedure to complete a task. It is a method of doing a task or performing something.

Skills

Skill is a learned capacity to carry out a task with pre-determined results often within a given amount of time, energy, or both.

Morale

Morale is the capacity of a group's members to maintain belief in an institution or goal, particularly in hardship.

Research Hypothesis

This study tests the following hypothesis:

- H₁: There is a significant positive influence of competency on employee motivation.
- H₂: There is a significant positive influence of job knowledge on employee motivation.
- H₃: There is a significant positive influence of techniques on employee motivation.
- H₄: There is a significant positive influence of morale on employee motivation.

Research Gap

In this modern world, the perspective toward HRD is changing with time due to changes in knowledge, skills, and techniques. According to this change, it is essential to conduct such research work time and again to adapt employees to changing knowledge and skill which seems to be lacking or poor in Nepalese organizations. A lot of research had been done regarding employee training and employee motivation. But the researcher found almost a lack of studies on the relationship and influence of training on employee motivation in the Saving and Co-operative Sector in Nepal.

Research Methods and Materials

The study is based on a causal-comparative research design and a quantitative research approach has been used in the study. Primary data were collected through a structured questionnaire. The study is limited to a total of eight saving and cooperative societies inside Kathmandu valley which are Nayapati Saving and Credit Co-operative Ltd., Natural Saving and Credit Co-operative Ltd., Ujalo Sampad Saving and Credit Co-operative Ltd., Manjushree Saving and Credit Co-operative Ltd., Sundarijal Saving and Credit Co-operative Ltd., Annapurna Saving and Credit Co-operative Ltd., Bhagyashali Saving and Credit Co-operative

Ltd. and Okhreni Saving and Credit Co-operative Ltd. Primary data were collected for the study. Altogether 208 employees were working for that cooperative organization. Out of 208 employees as population size, 80 respondents were selected as the sample size in this study applying judgmental sampling. Among 130 questionnaires distributed to respondents, only 100 questionnaires were returned and 80 were usable for the study. Responses were entered in software called Statistical Package for Social Science (SPSS) where statistical analysis has done. Inferential statistics i. e. correlation and regression analysis were applied for data analysis.

Results and Discussion

Results encompass analysis of data and reporting of findings and discussion includes interpretation, comparison, and conclusion of the study.

Correlation Analysis

The researcher used the following Karl Pearson correlation coefficient to assess the influence of training on employee motivation for Savings and Credit Cooperatives.

Table 1

Correlation Analysis

Variables	X1	X2	X3	X4	X5	X6
X1	1					
X2	.662**	1				
X3	.606**	.631**	1			
X4	.607**	.622**	.589**	1		
X5	.661**	.562**	.523**	.624**	1	
X6	.608**	.503**	.670**	.535**	.645**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that there is a linear, significant, positive, and high correlation between all of the dimensions of training and employee motivation of the Savings and Credit Cooperatives. This correlation between employee competency (X2) and motivation (X1) was 0.662; employee job knowledge (X3) and motivation (X1) were 0.606; employee techniques (X4) and motivation (X1) were 0.607, employee skills (X5) and motivation (X1) was 0.661, and employee morale (X6) and motivation (X1) were 0.608. A strong correlation was found between employee competency and employee job knowledge as their correlation was 0.631. A strong correlation was found between employee competency and employee technique as their correlation was 0.631. However, the correlation between employee job knowledge and employee morale was moderate which was found at 0.503. Similarly, the correlation between

employee job technique and employee job skill was moderate which was found at 0.523. Likewise, the correlation between employee job technique and employee job morale was also moderate which was found at 0.523. Since the P-value is less than alpha i.e., $0.000 < 0.01$, the correlation is significant between variables at a 1% level of significance.

Regression Analysis

The following multiple regression analysis was applied to assess the influence of training on employee motivation.

Table 2

Multiple Regression Analysis

	Beta	T- value	P- value	VIF
(Constant)	0.166	0.838	0.404	
Employee Competency	0.306	3.468	0.001	2.070
Employee Job Knowledge	0.12	1.242	0.217	2.400
Employee Techniques	0.108	1.215	0.227	2.111
Employee Skills	0.257	3.141	0.002	2.166
Employee Morale	0.144	3.141	0.092	2.308
R	0.776			
R square	0.601			
F value	34.397			
P value	0.000			

Table 2 shows the overall multiple regression analysis. R is multiple correlations between employee motivation and the joint effect of dimensions of training. R square is the square of multiple correlations. It is 0.601. It exhibits that there is a 60.1 % variation explained. Table 2 depicts that the multiple linear regression model ($F=34.397$, $p\text{-value} < 0.05$) of employee motivation is significantly well-fitted to the given dataset.

Table 2 indicates that there is a significant impact of employee competency on employee satisfaction ($t=3.468$, $p<0.05$). But, employee knowledge has no significant influence on employee satisfaction ($t=1.242$, $p>0.05$). Similarly, table 2 shows that there is no significant influence of employee technique on employee satisfaction ($t=1.215$, $p>0.05$). Table 2 shows that there is a significant influence of employee skills on employee satisfaction

($t=3.141$, $p < 0.05$). Lastly, table 2 indicates that there is no significant influence of employee morale on employee satisfaction ($t=3.141$, $p > 0.05$).

Table 2 indicates that all the VIF (Variance Inflation Factor) values are less than 10. Since all the VIF (Variance Inflation Factor) values are less than 10, there is no multi-collinearity between independent variables (Pallant, 2005).

Discussion

Table 1 shows that a strong correlation was found between employee competency and motivation as their correlation was 0.662. The correlation between employee job knowledge and motivation was also found strong as their correlation was 0.606. A strong correlation was found between employee technique and motivation as their correlation was 0.607. A strong correlation was found between employee skill and motivation as their correlation was 0.661. Similarly, the correlation between employee morale and motivation was strong which was found at 0.608. A strong correlation was found between employee competency and employee job knowledge as their correlation was 0.631. A strong correlation was found between employee competency and employee technique as their correlation was 0.631. However, the correlation between employee job knowledge and employee morale was moderate which was found at 0.503. Similarly, the correlation between employee job technique and employee job skill was moderate which was found at 0.523. Likewise, the correlation between employee job technique and employee job morale was also moderate which was found at 0.523. However, a strong correlation was found between employee skill and employee morale as their correlation was 0.631. Hence, correlation analysis demonstrates a linear, significant, positive, and strong correlation between all of the dimensions of training and employee motivation of the Savings and Credit Cooperatives. In short, employee competency, employee job knowledge, employee technique, employee skill, and employee morale have a strong correlation with motivation. It means employee competency, employee job knowledge, employee technique, employee skill, and employee morale significantly help to raise the motivation of employees.

R is multiple correlations between employee motivation and joint effect of dimensions of training which was 0.776. It shows a strong correlation between them to measure their impact. Table 2 shows the overall multiple regression analysis. R square is the square of multiple correlations. It is 0.601. It exhibits that there is a 60.1 % variation explained jointly in the total variation of employee motivation by five independent variables viz., employee competency, employee job knowledge, employee techniques, employee skills, and employee morale. The rest 39.9% is unexplained. Multiple linear regression model ($F=34.397$, $p\text{-value} < 0.01$) of employee motivation is significantly well fitted to the given dataset. Since all the VIF (Variance Inflation Factor) values are less than 10, there is no multi-collinearity between independent variables (Pallant, 2005).

Table 2 also shows the coefficient of the model. Employee competency has a significant coefficient of 0.306 ($t=3.468$, $p\text{-value} < 0.01$). It indicates that employee motivation can increase by 0.306 when the employee competency score increases by 1 score on average keeping the effect of all other variables viz., employee job knowledge, employee technique, employee skill, and employee morale constant. This indicates employee competency can moderately enhance employee motivation. Employee job knowledge has an insignificant coefficient of 0.12 ($t=1.242$, $p\text{-value}$ greater than 0.01). This indicates that job knowledge cannot influence employee motivation. Employee technique has an insignificant coefficient of 0.108 ($t=1.215$, $p\text{-value}$ greater than 0.01). This also indicates that employee technique cannot affect employee motivation. Employee skills have a significant coefficient of 0.257 ($t=3.141$, $p\text{-value} < 0.01$). It indicates that employee motivation can increase by 0.257 when the employee skills score increases by 1 score on average keeping the effect of all other variables constant. This indicates employee skills can moderately enhance employee motivation. Employee morale has an insignificant coefficient of 0.144 ($t=1.702$, $p\text{-value}$ greater than 0.01). This indicates that employee morale cannot influence employee motivation. This study is consistent with previous studies such as (Gullu, 2016), Wright & Geroy (2001), Ackah (2014), Naong (2009), Momany (2016), and Ozkeser (2019).

Conclusion

The major objective of the study is to assess the influence of various dimensions of training i. e. employee competency, employee job knowledge, employee techniques, employee skills, and employee morale on employee motivation at selected Saving and Cooperative Societies located in Kathmandu Valley. Dimensions of training have a high correlation with motivation. It means these training dimensions help to raise the motivation of employees. R is multiple correlations between employee motivation and joint effect of dimensions of training which shows a strong correlation between them to measure influence. The model has adequate power to fit the given data set in the multiple linear regression model. The regression coefficient indicates that there is a significant and positive correlation between employee competency and motivation. On the contrary, the regression coefficient indicates that there is an insignificant and positive correlation between employee job knowledge and employee motivation. Employee technique has also an insignificant and positive correlation with employee motivation. Employee skills have a significant and positive coefficient on motivation. Employee morale has an insignificant and positive relationship with motivation.

Practical Implication

The findings of this research study particularly support the Goal-Setting Theory proposed by Edwin Locke in the late 1960s. According to this theory, high self-efficacy individuals should be well-trained to achieve goals. These goals are the major source of motivation for the employee. The goals should be challenging that result in higher performance

than common goals. Practically, employee training enhances knowledge, skills, techniques, and aptitude that lead to increased employee motivation.

The research study will be particularly helpful to managers in Nepalese Cooperative societies on how to formulate policy and strategy on training to stimulate employees in the organization and application of training. This study also supports other organizations' management such as governmental, semi-governmental, and private sectors.

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