

Impact of Training and Development on Employee Performance: With reference to a Selected Divisional Secretariat in Sri Lanka

S. A. S. Dismi Jayasuriya

Sri Lanka Administrative Service

dismijayasuriya@gmail.com

Abstract

Training and development are important aspects of human resource management for improving employee performance while upgrading the quality and the quantity of the work. There is criticism of the general public towards some of the Divisional Secretariats' inefficiency in executing public delivery services in Sri Lanka. One of the main reasons for this inefficiency is the inability to succeed in their jobs. The objective of the study is to identify the impact of training and development on employee performance in a selected Divisional Secretariat in Sri Lanka. The study is based on quantitative research methods. The population for the study consists of two hundred and eighty-seven employees. A hundred employees were selected using stratified random sampling method. The data is collected using a structured questionnaire and descriptive and inferential statistics were used to analyze the data. The results indicate that there is a positive impact of the training and development on employees' performance. It is important to pay more attention to training content, and training outcome. As there is a dearth of research on training and development and employee performance of the Divisional Secretariats in Sri Lanka, findings of this study can be used to improve employee performance through effective training and development of the selected Divisional Secretariat specifically, and all Divisional Secretariat in generally in Sri Lanka.

Keywords: Divisional Secretariat, Employee Performance, Training and Development, Sri Lanka

1. Introduction

The Divisional Secretariat (DS) functions as a subunit of the Ministry of Home Affairs. DS collaborates with government and non-government organizations in the process of implementing public policies, projects and programs at grass root level. The DS provides a broad range of services required for the general public from their birth to death. Training and Development focuses on gaining or transmitting knowledge, skills and capabilities required to meet their current and future challenges (Niazi, 2011). This study is based on the Hataraliyadda DS which is situated in the Kandy district and its boundary in Thumpane, in the East Harispeththuwa, in the south Yatinuwara and in the west is the Rambukkana DS area. The DS has administrative subunits responsible for civil administration at grass root level and provides a broader range of public services in the area (State Ministry of Home Affairs, 2024).

The DS plays an important role in social and economic development in the respective area according to the national priorities of the government. It functions as the center for civil administration and carries out administrative obligations in the respective division. Further, it collaborates with different stakeholders including government and non-government in the process of implementing public policies, projects and programs in the village level. The DS provides different services related to poverty alleviation, economic and social empowerment, and government land management, registration of birth, marriage and death and personal registration as the key functions (Divisional Secretariat Colombo, 2024).

The three hundred and twenty-four officers attached to the selected DS to provide public services for a broad range of stakeholders. The major criticism of the general public towards the Divisional Secretariats in general regarding inefficiency in executing services is due to the lack of competencies, work delays, repetitions, negligence and customer care issues. Therefore, it is important to undertake research to identify training needs, requirements for redesigning of training and the areas to be more concerned on future training process in the selected DS. Although, the public service relies on its officers' expertise to deliver its services to the public in an efficient manner, the majority of the public officers do not possess necessary competencies to perform their duties to the required standards (Administration, 2013).

Training and Development are considered as important factors of Human Resources Management in the event of improving employees' performance. The basic objective of training is to upgrade knowledge, ability, attitude and skills. The training contributes to maximize the utilization of human resources towards the accomplishment of organizational goals (Mishra, 2020).

The Government has spent 577,4252 million Sri Lankan Rupees in 2021, 498, 0000 million Sri Lankan Rupees in 2022 and 716,6301 million Sri Lankan Rupees in 2023 from the government budget (Finance, 2023) for training and development of the public sector employees. However, there is a lack of research examining the impact of training and development on the employees' performance. The study focuses on the following research questions:

1. What are the training and development dimensions that impact on employees 'performance?
2. What is the impact of training and development dimensions on employees' performance?

The dimensions of training and development identified through a survey of literature are design, content, application and outcome.

The study of the impact of training and development on the employees' performance will evaluate the current position of training and development programs and identify the negative or the positive impact of training and development on the employees' performance. Divisional Secretariats established in Sri Lanka are providing equal services to the general public along with the same cadre of employees; therefore, the findings of the research study will be important to develop training and development functions of the selected DS in Sri Lanka.

2. Literature Review

Human Resource Management plays a major role in achieving organizational goals. Training and development are one of the most vital functions of Human Resource Management to improve performance of the employee at individual, collegial and organizational level (Salah, 2016).

2.1 Evolution of the Training and Development

Training and development are nothing new to the twenty-first century but has rather evolved since the earliest stages of human civilization and has been gradually refined into the sophisticated process (A Historical Background on Training and Development, 2013).

Education is the origin of training and development. It indicates a series of human development from existence - driven learning to education in the ancient time. World War II contributed to emerge the leadership development programs and the training for teams and later focused on the development of individuals, organizations, and communities for a variety of work-related purposes (Torraco, 2016).

Principles of scientific management, world wars and the establishment of training departments in companies led to the evolution of on-the-job training for employees. Herzberg's Two Factor Theory regarding a correlation between employee motivation and employee productivity is an impact as the requirement for intrinsic satisfaction. The Digital Transformation changes the technology and introduces Artificial Intelligence for personalized training programs (Alias et al., 2019).

Technological advancements permit training to take place virtually at any time anywhere. The transformation has been accompanied by a growing and regularly developing body of research across a variety of disciplines that have improved the way of designing and delivering the training and development programs in the organizations (Bell et al., 2017).

Training and Development is a function of Human Resource Management that focuses on gaining or transmitting knowledge, skills and capabilities required to execute a specific activity of the organization. It is important for both organization and individual to meet their current and future challenges. It is a combination of a broader range of learning activities of the individual for their present duties that improve organizational efficiency and public service aiming on the career advancements and the enhancement of the individual, the team and the institutional efficiency (Niazi, 2011).

2.2 Training and Development Process

ADDIE model is a framework for instructional design and training development that guides trainers through a systematic process to create effective, efficient training experiences that fulfill the training requirements. The ADDIE model is categorized into five actionable stages: Analysis, Design, Development, Implementation and Evaluation (James, 2024).

2.3 Training and Development Methods

The training method is a set of systematic procedures, activities, or techniques designed to deliver knowledge, abilities, skills and attitudes to the participants who have direct efficacy in enhancing the job performance (Martin et al., 2014). The below table summarizes various methods of training and development.

Table 01: Training and Development Methods

Method	Description
Job Rotation	Ensures higher interest, improves commitment and provides opportunities for development, promotions, improves career satisfaction, motivation and collaboration of the employees.
Job Shadowing	Generates employee interest, commitment and new perception. It is suitable for present employees giving an opportunity to perform in a new role.
Lecture	Suitable for a large audience, a short period to design, easy revision of the content and training needs. The method is fixed, inactive and separate from the actual practice.
Case Study	Enhances trainee interest and positively effect on the motivation of the trainee. It is important to develop decision - making skills, communication skills, interpersonal skills and analytical skills.
Games - Based Training	Method is low cost and competitive. It motivates the majority of trainees. The content of the training is also applicable to the job.
Internship	Less or no cost and provides the chance to work in the role that the trainee expects to perform.
Mentoring & Apprenticeship	The method assists the trainee in two main ways providing psychosocial supports and career facilitation.
Programmed Instruction	The constant delivery of the techniques standardizes the training practice, and the capacity to provide multisensory features.
Role Modeling	The participants are provided the opportunity to watch a demonstration and to practice on a real-life model.
Role Play	It is providing the opportunity to practice and reflect on the way of managing significant responsibilities of the employment.
Team Training	Develop social skills and friendship in a team. It is applicable for the situations that employees work as teams in the organization.

Source: Based on Martin et al. (2014)

2.4 Training and Development Models

Different types of training models that can be applied based on a particular need of the organization. It is required to identify the objectives of the training to decide the best lead towards the goal. It should be selected based on audience size, training objectives, availability of resources, training needs and outcomes (Harappa, 2021).

Table 02: Training and Development Models

Method	Description
ADDIE Model	The model stands for Analyze, Design, Development, Implementation and Evaluation. The learning needs, skills and knowledge of the trainees are analyzed to recognize the objectives and goals of the training program using surveys, courses or activities in order to design and develop the training and evaluate the progress of the training.
BLOOM'S Taxonomy	The six steps in the model are remember, understand, apply, analyze, evaluate and create. Each step is related to different nomenclature as knowledge, comprehension, application, analysis, synthesis and evaluation.
MERRILL'S Principles of Instruction	The activation is to accelerate knowledge using training material to build one's own experience. The demonstration needs multiple formats to share information. The application emphasizes the importance of the utilization of training outcomes into work. The knowledge and information retain for longer and lead to self-sufficiency. The final step is integration that leads to fulfill the training objectives
GAGNE'S Nine Events of Instructions	The model initiates with gaining attention and inform, the training objectives as a second step. The third step is to give access to simplified training materials and guidance. The trainees will internalize new knowledge by engaging in activities and participation. The model is giving feedback to ensure that, the trainees go through the right path. The outcomes are evaluated and assessed to confirm the achievement in the final step of the nine events.
KEMP Design Model	The nine elements are built by identifying training goals, understanding audience, identifying specific needs and alignment of the task with the relevant course materials. The content is structured to match with the objectives. The trainees are motivated to engage in the material for comprehension. The delivery mode is determined considering the responses. The evaluation benefits to determine training progress, assess the obstacles and assist to achieve the goals.
The Kirkpatrick Training Model	The model is used for the evaluation of the results of the training. The trainer acquires the feedback. It has four levels namely reaction, learning, behavior and results. The first step is to identify the reactions of the trainees. The second step is to realize the extent of learning that has taken place as a result of the training material considering the impact towards skill development. The third step is behavior or application of real-life situations. The final step determines the achievement of the training objectives.

Source: Harappa (2021)

2.5 Training Design

The training design is the degree to which training has been designed and delivered to give employees the ability to transfer learning to the job. It involves planning and determining the suitable activities, the selection of appropriate methods and determining the sources for the purpose of achieving certain objectives that represent the expectations of trainees to be mastered and requirements to be achieved by the trainees at the end of the training programme (Alias et al., 2019). The training is conducted to achieve desired results from the employees. The well-designed or carefully delivered training courses represent the expectation level of the employees (Kashif et al., 2020).

2.6 Training Content

The content development is the process of designing, developing, managing and maintaining the programs. The organizations revealed that, the content development is the second most critical process of the training in order to become successful. The great training content conveys the knowledge and skills that employees need to succeed in the job roles within the organization. The content creating is critical in achieving consistent high performance of the organization (Training Industry, 2022). The training contents match with the training needs and objectives. It indicates the things to be educated, at which level and in what amounts. It is developed based on job requirements, skills and knowledge applying to the job (Alias et al., 2019).

2.7 Training Application

The process of learning about the job at training and applying or transferring that knowledge into real life work situations. It includes three stages in the learning transfer process as preparation, action and evaluation. The poor knowledge transfer destructs the productivity and the employee morale. The success of the training program depends on the ability to facilitate for learning transferring process. The employees often struggle in effectively transferring learning into real life job situations. The managers need to assist employees to fix the problems and point out the proper procedures (Dublino, 2022).

2.8 Training Outcomes

The training and development lead to improve the overall performance of the employees to accomplish present jobs effectively and develops the knowledge, skills and attitudes of the employees necessary for the future ensuring higher organizational performance. The training is important for the employee and the organization that positively influence on employees' performance in developing employee knowledge, skills, ability, competencies and behavior and facilitate to identify the low performing workers and the competency development needs to be shaped according to the

organizational needs to ensure efficiency in duties, achievement of the objectives and reduce dissatisfaction, complaints, absenteeism and turnover (Nassazi, 2013). The training and development of many organizations leads to transforming mission and vision into reality. The capability is increased due to improvement of various existing skills and new skills that help the completion of the tasks of the jobs. It has created a relationship between employee performance and skill improvement (Imran & Tanveer, 2015).

2.9 Employee Performance

The employees' performance refers to how workers behave in the workplace and how well they perform the duties of the job. The performance of employees consists of factors such as quality, quantity, effectiveness and behaviors of employees. The poor performance of employees provides negative impacts on reputation, customer satisfaction and revenue. It needs to monitor the quality of work and the individual goals of the employee. The effectiveness of the training prevents mistakes, achieves deadlines and reduces time wastages, materials and efforts (Donohoe, 2019). The learning organizations play a vital role in enhancing the employees' performance through trainings and development. The performance depends on the internal satisfaction towards the occupation. The employees who are satisfied about the jobs and the organization are obviously willing to perform better to ensure organizational goal achievement (Dahkoul, 2018).

2.10 Employee Performance Evaluation

The multiple performance evaluation methods are better to have a clearer picture of individual, team and organizational performance. The employee performance improvement plan is required to respond to the findings of employee performance evaluation and useful to identify reasons for not achieving employee performance expectations due to the lack of proper training, motivation, morale or performance targets (Donohoe, 2019). The selecting of the evaluation method for evaluation of employee performance depends on the reaction of the organization to the evaluation and expected accomplishment of the evaluation process (Amisano, 2017). The training and development leads to important benefits for individuals and organizations. Training and development have positive effects on Organizational Performance and productivity (Rani, 2023).

Table 03: Employee Performance and Evaluation Methods

Evaluation Method	Description
Manager Evaluation	The manager provides performance ratings of the employee or group based on the series of criteria.
360 Feedback	Multi-source feedback on teams to accomplish an evaluation as peers, supervisors, and colleagues.
Objective Performance	The goals of individual employees are measured to identify whether they fail to achieve, accomplish or exceed the expected goal.
Team Evaluation	The group members are evaluated each team member and also the group as a whole based on both general criteria and specific criteria.

Source: Based on Amisano (2017)

2.11 Impact of Training and Development on Employee Performance

It is difficult to decide the financial return of the training. Evaluation of the training is conducted to identify not only the financial benefits, but also the benefits in terms of people, work, and power. A comprehensive assessment of training outcomes measures the reactions of trainees, the impact on the workplace, operation and financial outcomes and inspiration in supporting employees to do changes (Bell et al., 2017).

There is a positive relationship between training and development and employees' performance and productivity across the private banking sector in Bangladesh and the study has strongly agreed that the various training methods are beneficial to the organization. The return on investment on training and development receives as long-term increase in productivity and quality. Individual assessments identify the improvement needs of the employees and also on the job training is very effective as it saves time and expenses (Jeni et al., 2021).

The feedback after training identifies the importance areas of improving employees' performance. The training and development provide opportunities for employees to have a better career life and opportunities in the organization and it is an important function for organizations to have skill and capable employees to assure better performance (Karim et.al., 2019).

The training and development have a positive impact on the employees to work more effectively as it increases interpersonal and technical abilities, teamwork, job confidence and motivation. The organizations need to invest continuously for the enhancement of knowledge, skill and attitude to improve employees' performance and productivity. The organizations spend massive amounts of money and time on training in order to develop job-related competencies to learn faster and to adapt changes. The training and development improve the initiative of the employee and the quality of work to be more committed to achieve goals and objectives of the organization. The training impacts on employees' productivity, improves the success of the organizations that leads to the prosperity of countries by designing and delivering training and development for the workforce at national level (Nda & Fard, 2013). According to the literature review, training and development have direct impact on employees' performance.

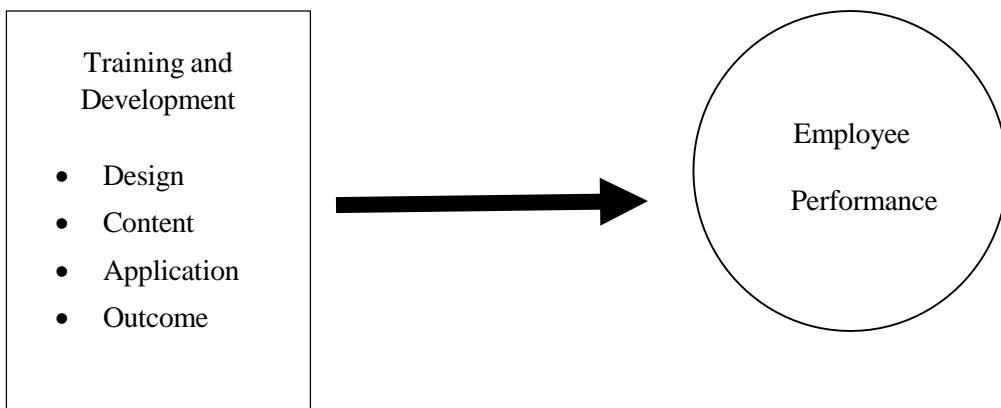
AMO model explains the relationship between HR practices and performance by analyzing HR approaches. Organizational leaders can use this model to influence employees' performances. Institutions can optimize the three elements to enhance employees' performance and achieve their objectives. HR professionals can use an individual's ability (A), motivation (M) and opportunity (O) to measure their performance (P). We can represent this information with the equation; (P = AMO) (Team, 2022).

3. Methodology

The study used quantitative research methods along with the deductive approach. Based on the literature review the following figure is presented the conceptual framework of the study.

3.1 The Conceptual Framework

The conceptual framework is constructed subject to the literature review of the existing studies and the theories related to the topic.

Figure 01: Conceptual Framework

Source: Based on Literature Review

3.2 Hypothesis Development

The training and development is the independent variable and employee performance is the dependent variable of the study. The training is conducted to achieve desired results from the employees. The well-designed or carefully delivered trainings represent the expectation level of the employees (Kashif et.al,2020). The content created is critical in achieving consistent high performance of the organization (Training Industry, 2022). The success of the training program depends on the ability to facilitate for learning transfer process. The employees often struggle to effectively transferring learning into real life job situations. The managers need to assist employees to fix the problems and point out the proper procedures (Dublino, 2022). The capability is increased due to improvement of various existing skills and new skills that help for the completion of the tasks of the jobs. It has created a relationship between employee performance and skill improvement (Imran & Tanveer, 2015). The employees who satisfied about the jobs and the organization are obviously willing to perform better to ensure organizational goal achievement (Dahkoul, 2018).

The hypotheses are constructed through the conceptual framework based on the assumptions to be tested in the study as follows:

The main hypothesis:

3.2.1 There is a significant impact on training and development on employees' performance.

The sub-hypotheses:

- H1: There is a significant impact of the training design on employees' performance
- H2: There is a significant impact of the training content on employees' performance.
- H3: There is a significant impact of the training application on employees' performance.
- H4: There is a significant impact of the training outcome and the employees' performance.

Table 04: Measurements of the Variables

Variable	Dimensions	Criteria
Training and Development	Design	Suitability of method Different method Reasonable time Training Requirements Equal opportunities
	Content	Relevancy to post Update with new knowledge Important topic
	Application	Ability to apply for job Freedom for innovation Reward for better application
	Outcome	Improvement of knowledge Improvement of skills Application of skills to job Reduce unnecessary usage of resources Increase voluntary participation Improve work capacity
Performance		Goal achievement Quality improvement Quantity Improvement Employee satisfaction Employee improvement

Source: Based on Literature Review

3.3 Population and Sample

The total population of the research is derived from all the employees working in the Divisional Secretariat. The total number of the existing employees is two hundred and eighty-seven (287). The training and development programs are conducted for the Management Service Officers, Development Officers, Grama Niladri (Officers) and Samurdhi Officers by the Divisional Secretariat. The study is focused on the

training programs conducted during five years from 2017 to 2021 by the selected Divisional Secretariat.

The following table depicts the subcategory of the population represented in the study. The proportionate stratified sampling method is used to identify the sample size of each stratum proportionately to the population size (Hayes, 2022). The population is stratified based on the level of the employees. The sample size is determined as 100. From each stratum samples are selected based on proportionate random sampling method.

Table 05: Sample Size

Designation	Population	Sample
Grama Niladari (Officer)	57	20
Management Service Officer	25	09
Development Officer	118	41
Samurdhi Development Officer	87	30
Total	287	100

Source: Field Data (2022)

3.4 Methods of Data Collection

This research is based on quantitative research methods. Primary data is collected using a structured questionnaire which comprises two parts. Part A contains demographic information about the respondents and Part B is developed to obtain answers to test the research objectives. The questionnaire has been translated to Sinhala medium considering the language barriers and given as hard copies due to the lack of IT competency. The secondary data is collected through the research studies, the research articles and the websites related to the subject area. A pilot survey has been conducted before sending the questionnaire to the sample.

4. Analysis and Discussion

The data were analyzed using SPSS statistical software package. The hypotheses were tested using the Linear Regression and Pearson Correlation. The data is presented using graphs, charts, tables and paragraphs.

4.1 Analysis of Demographic Data

According to the demographic analysis, 78% of the sample were females, while 42% of those were within the age group of 36-45 years. About 41%, comes from development officers and 47% have 6 to 15 years of experience. Nearly, 72% are field officers.

4.2 Reliability Analysis

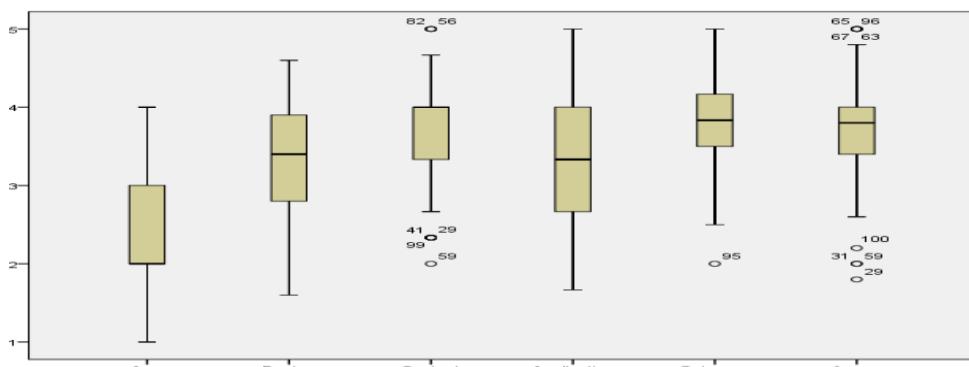
The internal consistency of the data is ensured using the reliability test of Cronbach Alpha after confirming the accuracy of the data.

The value of Cronbach Alpha is 0.895 that is calculated using all the questions in the Likert scale. Therefore, the internal consistency of the data is good according to the reliability test. The reliability of the five variables is above 0.7 (Frost, 2024) that indicates a high internal consistency of the data of the study.

4.3 Extra Ordinary Items Analysis

The outliers of the data are tested using Boxplot (Box Whisker Diagram) with the use of the mean value of the variables. The extreme outliers are not indicated in the graph. Therefore, no data are identified within the outer fence.

Figure 02: The Outlier Analysis



Source: Survey Results (2022)

4.4 Descriptive Analysis of Research Variables

The descriptive analysis examines the normality of the data using the variables. The mean examines the central tendency. The Standard Deviation evaluates the dispersion of the data. The Skewness and Kurtosis indicate the distribution of the data.

Table 06: Descriptive Statistics Analysis

Statistics		Design	Content	Application	Outcome	Performance
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		3.3220	3.6500	3.3600	3.7933	3.7400
Std. Deviation		.67623	.64680	.84045	.56958	.63786
Skewness		-.334	-.470	-.188	-.595	-.533

Std. Error of Skewness	.241	.241	.241	.241	.241
Kurtosis	-.767	-.122	-.712	.444	.967
Std. Error of Kurtosis	.478	.478	.478	.478	.478

Source: Survey Results (2022)

The mean value of the content, the application, the outcome and the performance are close to the value of 3.5 that indicates the agree level responses. The mean value of the design is close to 3.0 indicating the neutral level. The high value of deviation displays the training application, and the minimum deviation shows the training outcome variable according to the standard deviation. The Skewness of all variables is within the normal range in between -1 and 0.5. Therefore, the variables are approximately normal. All the values of standard error of the Skewness of the analysis are below 0.723. The data can be considered as normal. The values for the Kurtosis are below 1.434. Therefore, the data is normal according to the mean value, the standard deviation, the Skewness, the standard error of the Skewness and kurtosis of the analysis.

4.5 Pearson Correlation Analysis

The Pearson Correlation Analysis is conducted to examine the relationship between two variables before testing the hypothesis of the research. The relationship among employee performance and other independent variables of the design, the content, application and outcome are examined using the Pearson correlation.

4.5.1 Training Design

Table 07: Training Design and Performance - Correlations Analysis

		Correlations	
		Performance	Design
Performance	Pearson Correlation	1	.298**
	Sig. (2-tailed)		.003
	N	100	100
Design	Pearson Correlation	.298**	1
	Sig. (2-tailed)	.003	
	N	100	100

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

Source: Survey Results (2022)

The P Value is 0.003 and Pearson Correlation is 0.298. There is a significant positive relationship between training design and employee performance.

4.5.2 Training Content

Table 08: Training Content and Performance - Correlation Analysis

Correlations		Performance	Content
Performance	Pearson Correlation	1	.543**
	Sig. (2-tailed)		.000
	N	100	100
Content	Pearson Correlation	.543**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Source: Survey Results (2022)

The P Value is 0.000 and Pearson Correlation is 0.543. There is a significant positive relationship between training content and employee performance.

4.5.3 Training Application

Table 09: Application and Performance - Correlation Analysis

Correlations		Performance	Application
Performance	Pearson Correlation	1	.459**
	Sig. (2-tailed)		.000
	N	100	100
Application	Pearson Correlation	.459**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Source: Survey Results (2022)

The P Value is 0.000 and Pearson Correlation is 0.459 There is a significant positive relationship between training application and employee performance.

4.5.4 Training Outcome

Table 10: The Training Outcome and Performance - Correlation Analysis

Correlations		Performance	Outcome
Performance	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	100	100
Outcome	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Source: Survey Results (2022)

The P Value is 0.000 and Pearson Correlation is 0.593. There is a significant positive relationship between training outcome and employee performance.

The correlation analysis indicated that there are significant relationships among the training content, the training design, the training application and the training outcome and the employee performance.

4.6 Linear Regression Analysis

Multiple regression analysis is conducted to examine the impact of the training and development on the employees' performance by examining alternative hypothesis.

Table 11: ANOVA Table

ANOVA ^a		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.023	4	4.506	19.232	.000 ^b
	Residual	22.257	95	.234		
	Total	40.280	99			

a. Dependent Variable: Performance

b. Predictors: (Constant), Outcome, Design, Content, Application

Source: Survey Results (2022)

As value of the ANOVA is 0.000, the model is highly significant.

4.7 Model Summary

Table 12: Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.669 ^a	.447	.424	.48403	1.880

a. Predictors: (Constant), Outcome, Design, Content, Application

b. Dependent Variable: Performance

Source: Survey Results (2022)

The R value is 0.669 indicating the design, the content, the application, the outcome and the employee performance are significantly correlated. The R-Square Value is .447 that is more than 0.2 and appropriate for the analysis. The Adjusted R-Square Value is 0.424 that is lower than the R-Square value indicating a small deviation assuring the validity of the model. The Durbin Waston examines the independence of residuals. The value for the residuals is 1.880 within the range in between 1.5 to 2.5 that indicates the suitability of the model.

Table 13: Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.635	.381		1.667	.099		
Training	.006	.084	.006	.068	.946	.727	1.375
Design							
Content	.335	.097	.340	3.454	.001	.602	1.661
Application	.009	.084	.012	.111	.912	.478	2.091
Outcome	.483	.105	.431	4.583	.000	.657	1.522

a. Dependent Variable: performance

Source: Survey Results (2022)

The coefficient table indicates the effect of the independent variables towards the dependent variable. The effect is identified using the P value and the Beta value of the analysis. The standardized beta value of the training outcome and training content are 0.431 and 0.340 respectively. These two variables are the most influential factors for the employee performance. The standardized beta value of the training application and training design are 0.012 and 0.006 respectively. Both of the variables are less influential for the employee performance.

The Divisional Secretariat should pay more and the training content in the process of the training and development. The collinearity statistics measures the relationship of independent variables to examine the availability of similar variables in the model. The VIF values of the variables are below ten. Therefore, the multi collinearity is not affected and that ensures the suitability of the analysis. The tolerance values are more than 0.1 according to the analysis. Therefore, the model is appropriate for the analysis.

The accuracy and the reliability of the data are examined using the descriptive statistic and the reliability analysis respectively. The analyses focused on identifying the relationship among the sub variables of the training and development and the employee performance using the Coefficient Correlation analysis. The impact of training and development is examined with the use of the linear regression analysis.

5. Discussion

The relationship between training content and employee performance is positive and highly significant in this study and it agrees with the previous research findings. There is a positive and significant role of training content and learning style on employee performance (Bhatti et al., 2021).

The positive effect may not be produced easily by just incurring the finance for the training programs. The attention of the organization for giving the tools to the employees and spending more time to improve learning transfer process ensure more benefits with long term effect for the organization. (Dublino, 2022). The study also proves that there is a positive and highly significant impact on Training Outcome and the employees' performance.

6. Conclusion and Recommendations

The Divisional Secretariat should be more concerned on identified training and development dimensions that have significant and positive relationship with employees' performance from most influential factor to the least influential factor such as training outcome and training content. The training outcome and training content have strong positive effect on employees' performance. Therefore, it is important to give priority for identifying training outcomes and training content in designing the training and development programs.

The training design and the application of knowledge and skills to work in the training and development process have no significant impact on employee performance in this study. Therefore, it needs to redesign the respective dimensions to ensure better

employee performance by training and development.

The study revealed that the training and development have significant impact on employee's performance. Therefore, the Divisional Secretariat should be highly concerned on training and development function in order to ensure efficient and effective public service delivery.

7. Limitations and Further Research

The unavailability of data of training and development of the Divisional Secretariat in the previous years due to data management issues negatively impacted the study. Also, some employees are not interested in providing data for the research study and the time period for data collection is limited. The data biasness could have occurred while the employees filled up the questionnaire, because they are attached to the Divisional Secretariat.

The study was conducted relating to one selected Divisional Secretariat considering four variables. Care must be taken to generalize the findings of the study for all the other Divisional Secretariats in Sri Lanka. Therefore, it is expected to carry out future research using other Divisional Secretariat using more variables as an expansion for the study to provide better direction for the training and development procedures in the Divisional Secretariats in Sri Lanka.

References

Administration, D. O. (2013). *Achieving a skilled and capable workforce for an efficient, effective, professional, and development-oriented state: A coordinated approach*. South Africa: Ministry for Public Service and Administration.

Alias, S. A., Azmanong, M. H., Rahim, A. R., & Hassan, R. (2019). The role of training design factors influencing training effectiveness among public service employees. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 901-912.

Alyoubi, B., Hoque, R., Alharbi, I., Alyoubi, A., & Almazmomi, N. (2018). Impact of knowledge management on employee work performance: Evidence from Saudi Arabia. *The International Technology Management Review*, 22(1), 1-16.

Amisano, C. (2017, September 26). Methods for evaluating employees and team performance. Retrieved from Bizfluent: <http://www.bizfluent.com>.

Bell, B. S., Ford, J. K., Tannenbaum, S. I., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305-332.

Bhatti, M. K., Soomro, B. A., & Shah, N. (2021). Predictive power of training design on employee performance: An empirical approach in Pakistan's health sector. *International Journal of Productivity and Performance Management*, 70(1), 142- 159.

Business Concept Team. (2021, August 5). Training and development: Meaning, importance, process, and example. Retrieved from MBA Skool: <https://www.mbastool.com>.

Dahkoul, Z. M. (2018). The determinants of employee performance in Jordanian organizations. *Journal of Economics, Finance and Accounting*, 5(1), 11-17.

Donohoe, A. (2019, June 7). Employee performance definition. Retrieved from Bizfluent: <http://www.bizfluent.com>.

Dublino, J. (2022, June 29). Five ways to improve transfer of learning in the workplace. Retrieved from Business.com: <http://www.business.com>.

Frankenfield, J. (2022, June 27). Data analytics. Retrieved from Investopedia: <https://www.investopedia.com>.

Harappa. (2021, August 13). Different types of training models. Retrieved from Harappa Learning Private Limited: <http://www.harappa.education.com>.

Hayes, A. (2022, August 4). How stratified random sampling works with examples. Retrieved from Investopedia: <https://www.investopedia.com>.

Imran, M., & Tanveer, A. (2015). Impact of training & development on employees' performance in banks of Pakistan. *European Journal of Training and Development*, 39(1), 22-42.

Jackson, D., Fleming, J., & Rowe, A. (2019). Enabling the transfer of skills and knowledge across classroom and work contexts. *Research Gate*, 13(2), 85-99.

Jeni, F. A., Momotaj, & Al-Amin, M. (2021). The impact of training and development on employee performance and productivity: An empirical study on private banks in the Noakhali region of Bangladesh. *South Asian Journal of Social Studies and Economics*, 1(2), 01-18.

Karim, M. M., Choudhury, M. M., & Latiif, W. B. (2019). The impact of training and development on employee performance: An analysis of quantitative data. *Noble International Journal of Business and Management Research*, 9(1), 25-33.

Kashif, R. A., Shafiq, M., Tahir, A. H., Wahid, S., & Ahmed, S. (2020). Impact of job training, training design, and training delivery style on organizational performance. *FUJBE*, 5(3), 15-27.

Kluczny, S. (2021, January 21). The nine elements that make top employee training programs so successful. Retrieved from Bizlibrary: <https://www.bizlibrary.com>.

Martin, B. O., Kolomitro, K., & Lam, T. C. (2014). Training methods: A review and analysis. *Human Resources Development Review*, 13(1), 12-35.

Mishra, M. (2020). Role of training in employee performance. *International Journal of All Research Education and Scientific Methods*, 8(3), 50-63.

Nassazi, A. (2013). Effects of training on employee performance: Evidence from Uganda. *International Journal of Business*, 35(2), 155-172.

Nda, M. M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. *Global Journal of Commerce & Management Perspective*, 2(2), 91-93.

Niazi, A. S. (2011). Training and development strategy and its role in organizational performance. *Journal of Public Administration and Governance*, 1(2), 33-44.

Rodriguez, J., & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*, 3(6), 206-212.

Salah, M. R. (2016). The impact of training and development on employee performance and productivity. *International Journal of Management Sciences and Business Research*, 5(6), 63-75.

Saleem, Q., Shahid, M., & Naseem, A. (2011). Degree of influence of training and development on employees' behavior. *International Journal of Computing and Business Research*, 2(1), 30-41.

Sohail, M., Ahmad, N., Iqbal, N., Haider, Z., & Hamad, N. (2014). Impact of training and development on employee performance: A case study from different banking sectors of North Punjab. *Arabian Journal of Business and Management Review*, 3(3), 75-88.

Torraco, R. J. (2016). Early history of the fields of practice of training and development and organizational development. *Advances in Developing Human Resources*, 18(3), 241-257.

Training Industry. (2022). *Content development*. Retrieved from Training Industry: <http://www.trainingindustry.com>.