



UNVEILING THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE IN MANUFACTURING ENTERPRISES

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Abstract:

The issue of employers often failing to provide the required training and support to meet employees' expectations is crucial, especially if the organization wants to remain competitive and prioritise employees' career growth and development. This study's overarching aim is to empirically examine how training and development impact employee performance in selected manufacturing enterprises (MMEs). An unrestricted Probability sampling strategy was deployed with a mixed approach on a total of 155 respondents from various level positions collected through a self-administered questionnaire, and direct interviews were also conducted with respondents from selected manufacturing enterprises. The collected data was analyzed using statistical tools (SPSS version 21). Descriptive and inferential statistics were used as a measure of the strength and direction of the impact relationship. This study seeks to establish how the independence variables, i.e. training and development, impact employee performance. The results revealed that training and development were critical and had a strong, significant relationship with employee performance. The significant regression equation was found $p < .05$, with an $R^2 = .461$. The R^2 value of .461 indicates that 46.1% of the variation in employee performance is significantly explained by the model containing independent variables. Therefore, the study contributes to the development of training and development literature by providing a reasonable explanation of its effects on employee performance. Moreover, analysis of unstandardized coefficients shows that the beta value of 0.700 was supported by stronger predictors affecting employee performance in manufacturing enterprises.

Keywords: training and development, training need assessment, training design, training delivery, training evaluation, employee performance

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1. Introduction

Many manufacturing enterprises realise the importance of soft skills development for their employees. They have begun to invest heavily in the training and development of their workforce to develop their critical skills, attitude/behaviour and knowledge and to change the existing organisational culture to a higher work performance culture. Training combined with development are basic structures in rewarding an organization and the existence and continuation of an organization (Gardi *et al.*, 2020). Generally, training and development may show the hidden skills and make maximum use of them to assist in greater effectiveness in the organization (Anwar & Shukur, 2015). Training and development collectively assist manufacturing enterprises in increasing the information provided, skills and the way that they think to show a result that can affect the employees and to motivate the employer to enter a competitive state (Sultan *et al.*, 2020), and it's important to mention that choosing a right training is essential for the fact that could benefit the staffs and the organization progress itself (Abdullah & Othman, 2015). Training is not only to train the employees physically and mentally for the sake of the organization, but it's also a fertile medium for sharing information with many skilled people (Ismael *et al.*, 2021). Training is considered as education and instructions given to the employee at any time needed to improve the current status of skills and performance (Anwar & Abd Zebari, 2015). Without effective and formal training, employees wouldn't be able to manage their jobs in a proper and standard way (Anwar & Surarchith, 2015).

In other terms, training is a series of activities given to the employees with efforts to change their own way of thinking and their current knowledge about specific issues (Othman *et al.* 2019), to grow individual skills and performance to achieve the demands of the organization (Khan & Abdullah, 2019). A completely organized training system is essential and becomes a cornerstone for a set of critical skills required to perform diverse tasks and encourage employees (Othman *et al.*, 2019). SMEs and manufacturing enterprises, usually have some limitations in their ability to increase performance due to lack of resources and competencies. Studies found that employee performance could enhance organizational behavior and aid companies in achieving their objectives (Muhammad Kashif Imran *et al.*, 2018; Shih, 2013).

Additionally, employee performance also significantly influences work performance and has a competitive edge (Jeske Van Beurden *et al.*, 2018) in organization. Manufacturing enterprises realized the need to maintain their competitive edge in an ever-evolving market. Furthermore, due to the manufacturing sector's working culture and structure, which is considerably different from big organizations that are typically capital intensive, while employees in Medium Manufacturing Enterprises (MME) are referred to as the principal asset (Galabova, L. & McKie, 2013). Therefore, empowering employees with proper training needs is a prime concern for Malaysian MMEs looking to gain a competitive edge. With more efficient and structured evaluation towards training and development at work, employees can commit themselves (Galabova, L. &

McKie, 2013) to improving their work performance. Therefore, training and development is the crucial factor to enhance employee performance.

1.1 Definition of Training and Development

Training and development play a crucial role in enhancing employee performance and organizational success. According to Armstrong (2009), organizations can benefit from these activities by winning the "hearts and minds" of their employees. This means fostering a sense of identification with the organization, encouraging employees to exert more effort on its behalf, and increasing their commitment to stay with the company. Additionally, McDowall and Saunders (2010) emphasize that training and development are integral parts of a comprehensive human resource management strategy. These processes not only equip employees with the necessary skills to perform effectively but also aim to motivate them. When employees are motivated and capable, they are more likely to contribute positively to the organization's growth and success. In summary, training and development are investments that help both employees and organizations thrive by enhancing skills, fostering loyalty, and driving motivation. This ultimately leads to higher performance, which is vital for achieving organizational goals. To provide a clearer understanding of the concepts discussed, here are definitions of the key terms mentioned

1.2 Training

Training refers to the process of teaching employees the skills, knowledge, and competencies required to perform specific tasks or jobs effectively within the organization. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. It is typically short-term and focused on improving immediate job performance. This activity is both focused upon, and evaluated against the job that an individual currently holds; training refers to bridging the gap between the current performance and the standard desired performance (Garavan, 1997).

1.3 Development

Development is a broader and long-term approach aimed at enhancing an employee's overall abilities, including their potential for future roles. It focuses on growth and career advancement, enabling employees to acquire skills that may not be immediately applicable but are beneficial for the organization's long-term success. This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may take part in the future and is almost impossible to evaluate. Antonacopoulou (2000) defined development as the capacity and capability building of an employee and, thus, of the whole organization, to meet the standard performance level.

1.4 Training and Development

Training and development are significant in enhancing employee performance and organizational success. It can be described as an educational process that sharpens an employee's skills, attitudes, and knowledge to improve their job performance. By emphasizing the improvement of performance, training and development aim to boost the capabilities of employees, whether through refining existing skills, altering attitudes, or introducing new knowledge. Human Resource Management (HRM) regards training and development as a vital function to foster organizational growth. It is concerned with creating conditions that improve the performance of both individuals and groups within the organization. The key objective is to enhance employees' current or future performance by equipping them with the necessary skills, knowledge, and attitudes. (Anwar & Balcioglu, 2016). Training usually involves fostering changes that increase the employee's ability to perform well, which directly benefits the organization's overall performance. The relationship between training and performance is critical. (Hameed & Anwar, 2018). As noted by Chris (2010), employee performance is influenced by various factors such as job satisfaction, knowledge, and management. However, training plays a key role in improving performance, as it is designed to address the gaps in an employee's capabilities and provide them with the tools to be more effective. This, in turn, benefits the organization, as it leads to increased productivity, greater innovation, and overall growth. Table 1 shows the comparison between training and development.

Table 1: Training vs. Development

Training	Development
Training means learning skills and knowledge for doing a particular job. It increases job skills.	Development means the growth of an employee in all respects. It shapes attitude.
The term "training" is generally used to denote imparting specific skills among operative workers and employees.	The term "development" is associated with the overall growth of the executives.
Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Executive development seeks to develop competencies and skills for future performances. Thus, it has a long-term perspective.
Training is job-centred in nature.	Development is career-centred in nature.
The role of trainer or supervisor is very important in training.	All development is "self-development". The executive has to be internally motivated for self-development.

Source: Samson and Timothy (2014).

2. Rationale for the Study

Managers and executives of many manufacturing enterprises across many industries are yet to fully recognise the importance of training on employee performance, particularly soft skills among employees. In fact, some managers have misconceptions about these skills itself. Many argue that spending huge amounts of money on such training cannot really account for its return because of the inability of the employees to transfer what they

have learnt to their jobs. This has become the norm for most companies to resist investing in soft skills training and development for their employees. Muzio *et al.* (2007) revealed that dependence on technical and managerial skills at the expense of soft skills, which are deemed critical to the success of a company's management, may jeopardise the organization's mission in the long run. Additionally, the top management of companies nowadays spends significant time designing programmes, attending to details, and monitoring the execution of routine tasks only. As a result, they neglect to address emotional issues in a timely fashion and sometimes create unnecessary stress and unhealthy working relationships with their co-workers and clients.

Referring to Randstad's study (2023) on employer brand research report shows that most employee priorities career growth and development, but employers often fail to provide the required training and support to meet these expectations. A significant number of employees in Malaysia are feeling dissatisfied with the level of career development support provided by their employers. Already, 36% of Malaysians are contemplating leaving their jobs due to a lack of career growth opportunities. In order to retain top talent and foster employee engagement, companies must prioritise the inclusion of equitable career opportunities. This entails providing upskilling and re-skilling programmes to help employees develop their skills and stay relevant in an ever-changing job market. In the early stages of this study, it was observed that some organizations experienced a decline in productivity despite implementing rigorous training and development programs. This prompted the researcher to conduct a baseline analysis to investigate potential issues faced by employees in manufacturing enterprises in Sibu Sarawak. The analysis revealed that many of these enterprises lack a clear understanding and structured guidelines regarding their training and development processes. The researcher arranged discussions with Human Resource (HR) managers and other key stakeholders, and the outcomes of these discussions highlighted several critical issues. A major concern was the absence of a clear human resource development strategy. This lack of strategy often leads to conflicting training practices and uncoordinated efforts across the organization.

Additionally, it was found that the training and development processes needed to be framed properly, making it difficult to ensure that they aligned with the organization's goals. The researcher also observed that a significant portion of the training programs needed to be more practical, with no clear framework or evaluation procedures in place. The lack of evaluation was identified as one of the most serious issues within many departments' training and development efforts. With proper evaluation, it becomes easier to assess the effectiveness of training programs, determine whether they meet the needs of employees, or measure their impact on employee performance. These existing issues prompted the researcher to delve deeper into investigating the impact of training and development on employee performance. By addressing these challenges, the study aims to provide insights into how organizations can better design and implement training and development programs that enhance employee performance and ultimately contribute to organizational success.

3. Literature Review

3.1 Employee Performance

Employee performance has always been a critical issue for organizations, especially given the competitive global business environment. According to Zuama *et al.* (2023), employee performance is defined as the outcome of individuals' actions, encompassing processes, results, relevance, and success. Meanwhile, Trisnawati *et al.* (2018) describe employee performance as "*the quality and quantity of work achieved by employees in performing the duties and responsibilities assigned to them.*" Additionally, performance reflects the actual behavior and conduct demonstrated by employees, which is evaluated based on the outcomes they produce in their roles within the organization. The overall effectiveness and productivity of an organization have always been closely linked to high work performance, as it is regarded as a core concept. As such, the assessment and monitoring of work performance significantly contribute to organizational outcomes and success (Eccles, 1991).

Spencer and Spencer (1994) emphasized that the success of employee performance improvement programs relies on the systems established by management within an organization to enhance employee performance. This view is supported by Blackburn and Rosen (1993) and Heneman and Judge (2000), who argue that employees should be given more influence and decision-making opportunities if job performance is to improve. However, even if employees are provided with all the necessary information, their work performance will ultimately depend on their ability to apply that information to improve their job performance effectively (Anderson *et al.*, 1994). Furthermore, for employees to retain and transfer the skills acquired during training, the training methods and styles adopted by the trainer are crucial. The issue of trainees failing to transfer training effectively may not necessarily stem from the training approach itself but from the learning styles embedded within the training methodology (Rogers, 1996).

3.2 Impact of Training on Employee Performance

According to Kishore and Fonceca (2023), their study on the impact of training and development on employee performance in a paper manufacturing company with 150 employees aimed to evaluate the relationship between training and employee performance. The findings show a strong correlation between training and development and improved employee performance. The study suggests that organizations should implement a systematic training approach to ensure successful training outcomes. A systematic approach typically involves identifying training needs, designing the training, selecting the delivery style, and evaluating the training (Mathis & Jackson, 2016).

Proper execution of each step is essential for the success of the training process. Mondy and Martocchio (2016) highlight that a systematic training needs assessment focuses on aligning the firm's strategic mission, goals, and corporate plans alongside the results of strategic human resource planning. This assessment helps organizations determine whether training is necessary.

Similarly, Lussier and Hendon (2020) define training needs assessment as the process of identifying the gap between current performance and future requirements based on organizational operations and strategic objectives. Once training needs are assessed, the next step is to design the training, which should incorporate various learning concepts and training approaches (Mathis & Jackson, 2016). Researchers have identified several independent variables that impact the effectiveness of training, one of which is the training design (Abeeha & Bariha, 2012).

Effective training design takes into account the learners, instructional strategies, and how to ensure the transfer of knowledge from the training to the job environment (Mathis & Jackson, 2016). After the design phase, training is typically pilot-tested to ensure it meets the identified needs. The delivery style is crucial, as it is the method used to implement the training and influence employee performance. Various approaches and methods, such as adult learning principles, learning styles, and training materials, can be used in delivery. The final phase of the training program is evaluation, which verifies whether the training was successful in enabling employees to perform their jobs effectively (Balogun, 2011). Mathis and Jackson (2016) emphasize that training evaluation involves comparing post-training performance to the pre-training objectives set by managers, trainers, and trainees.

Based on this review of the literature, the current study proposed the following hypothesis:

H1: Training needs assessment has a significant positive impact on employee performance.

H2: Training design has a significant positive impact on employee performance.

H3: Training delivery style has a significant positive impact on employee performance, and

H4: Training evaluations have a significant positive impact on performance.

4. Material and Methods

This study used a quantitative research design and employed survey techniques. The data collected for this research is primary data. It is a survey-based study, where a questionnaire was utilized to gather feedback from respondents. Information on training and development, as well as employee performance, was collected by distributing the questionnaires to participants via Google Forms.

4.1 Population and Sample

The study targeted employees working in manufacturing enterprises, with over 1,000 employees across the sector. A department with 200 employees was selected as the study sample, and convenience sampling was used to gather data. Information was collected from respondents within a readily available manufacturing department, with 150 employees participating in the survey. This department was chosen because it is considered the most crucial and produces the most tangible results for the company. The

questionnaires were administered with utmost care and attention to ensure the privacy of the employees involved. After a data cleaning process, 150 respondents were retained for further analysis. Details on the sample structure, including gender, age, education, length of service, and work experience, are provided in Table 2.

4.2 Measurement Instrument

The researcher developed a structured questionnaire aimed at assessing employees' perceptions and awareness of how specific factors might influence their work performance. The variables explored in this study are thoroughly aligned with the systematic training process outlined by Mathis & Jackson (2016), which includes training needs assessment, training design, delivery methods, and training evaluation, all of which are highlighted in the literature as factors affecting work performance. Furthermore, these variables were reviewed by the company's human resource manager for their significance and relevance.

To ensure the reliability of the questionnaires, a pilot test was conducted with 20 respondents. The data collected was analyzed, and a reliability test was performed, showing a high level of internal consistency. The questionnaire consisted of two sections. The first section included general questions about gender, age, education, length of service, and work experience, using nominal scale questions to gather demographic data. The second section focused on training-related factors (needs assessment, design, delivery, and evaluation) and their impact on employee performance. Respondents answered these questions on a Likert scale from 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree."

5. Results and Discussion

5.1 Frequency Analysis

In the sample structure, 48% of the respondents were female, while 52% were male. regarding age, the distribution was as follows: 6% were aged between 18 and 25, 35.3% were between 26 and 33, 24.7% were between 34 and 41, 21.3% were between 42 and 49, and 21.3% were over 50 years old. In terms of educational qualifications, the majority of respondents held a university Diploma or Degree, totalling 95.3% (with 21.3% having a Diploma, 60% holding a Degree, and 14% holding a Master's Degree). The remaining 4.7% had qualifications in SPM and STPM. Regarding work experience, most respondents had between 6 to 10 years (38%) or over 16 years (36%) of service. A smaller percentage (10.7%) had 11 to 15 years of experience, while 15.3% had been working for less than 6 years. in terms of designation, 90% were non-managerial employees, and the remaining 10% held managerial positions.

Table 2: Demographic Data of Respondents

No.	Category		Frequency (n)	Percentage (%)
1	Gender	Female	72	48.0
		Male	78	52.0
2	Age	18-25	9	6.0
		26-33	53	35.3
		34-41	37	24.7
		42-49	32	21.3
		Above 50	19	12.7
3	Academic Qualification	SPM	3	2.0
		STPM	4	2.7
		Diploma	32	21.3
		Degree	90	60.0
		Master's degree and above	21	14.0
4	Work Experience	1-5 years	23	15.3
		6-10 years	57	38.0
		11-15 years	16	10.7
		Above 16 years	54	36.0
5	Designation	Managerial	15	10.0
		None - managerial	135	90.0

5.2 Pearson correlation

Table 3 illustrates the relationship between the variables studied measured by the Pearson product-moment correlation coefficient. Notably, a correlation of 1.0 means that there is a perfect relationship between the variables regardless of the direction of the relationship. The closer the r value to 1.0, the more impactful the training and development on employee performance. The result of the r value (0.679, $p < 0.001$) represents a strong relationship (Evans, 1996) and, hence, shows that the independent variables were statistically significantly correlated with employee performance. This finding aligns with the research by Hameed and Waheed (2011) and Athar and Shah (2015), which identified a strong association between training and development, as well as productivity and employee performance, particularly during the coronavirus pandemic.

The result is also supported by a review of related literature and personal hypotheses. This implies that the overall training and development components (training needs, training design, training delivery, and training evaluation) have a high positive correlation with employee performance. Thus, the hypothesis is accepted.

Table 3: Pearson Correlation Analysis between the Variables Studied

		Overall Employee Performance	Overall Training and Development
Overall Employee Performance	Pearson Correlation	1	.679**
	Sig.(2-tailed)		.000
	N		150
Overall Training and Development	Pearson Correlation		1
	Sig.(2-tailed)		
	N	150	150

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

5.3 Multiple Regression Analysis

Given the positive and significant relationship between training and development and employee performance, the strength of this predictive relationship was further explored. To closely examine these associations, regression analysis was conducted, allowing for a deeper understanding of how the independent variables influence the dependent variable. Multiple regression analysis was used to determine the extent to which the explanatory variables account for the variance in the dependent variable.

Table 4: Model Summary of Multiple Correlation between Training and Development (independent variables) and Employee Performance (dependent variable)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 ^a	.461	.458	.63228

a. Pre-Predictors: (Constant), Overall Training and Development.

Based on Table 4 above, the R-value of 0.679 represents the multiple correlation coefficient between the independent variables—training needs, training design, training delivery, and training evaluation—and the dependent variable, employee performance. This indicates that the independent variables explain 46.1% of the variation in employee performance. Consequently, the remaining 53.9% of the variation cannot be explained by these factors. A positive and significant result for all values indicates that the model summary is meaningful and provides logical support for the model. The model is statistically significant, with a p-value less than 0.001, confirming that the independent variables have a significant impact on the model's ability to explain employee performance.

Table 5: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.658	1	50.658	126.714	.000 ^b
	Residual	59.168	148	.400		
	Total	109.826	149			

a. Dependent Variable: Overall Employee Performance.

b. Predictors: (Constant), Overall Training and Development.

The study also conducted ANOVA to assess the relationship between the independent variables and the dependent variable, employee performance. The results revealed a p-value of 0.001, which is lower than the alpha level of 0.05, indicating statistical significance. The F-test value of 126.714, with a p-value less than 0.05, suggests that the probability of these results occurring by chance is less than 0.001. Therefore, the critical level of employee productivity and performance during the coronavirus is influenced by the organization's training and development practices. This means that training and development (T&D) is a strong predictor of employee productivity and performance during the pandemic. The general regression model is substantial, with $F(1, 148) = 126.714$, $p < 0.05$, and $R^2 = 46.1\%$, indicating a good fit. Additionally, the low standard error and high F-value confirm that the relationship between T&D and employee performance is strong ($p < 0.001$). This suggests that an organization's efforts in promoting training and development significantly affect employee productivity and performance during the coronavirus. These findings align with the studies by Kum, Cowden, and Karodia (2014), as well as Elnaga and Imran (2013), which also indicated that training and organizational development contribute to higher employee performance during the pandemic.

Table 6: Coefficients of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta (β)		
1 (Constant)	1.371	.184		7.467	.000
Overall Training and Development	.700	.062	.679	11.257	.000*

*significant level is at .05 ($p < .05$).

The regression analysis (Table 6) was conducted to validate the results of the ANOVA statistics, which showed a p-value of 0.00, indicating that the ANOVA statistic is reliable at the 5% significance level. The hypothesis was accepted, and the null hypothesis was rejected, confirming that training significantly affects employee performance at manufacturing enterprises. The coefficient table revealed a Beta value of 0.679, suggesting a positive relationship between training and development (T&D) and employee productivity during the Coronavirus period. Additionally, the unnormalized Beta value of 0.700 indicates that for each one-unit increase in T&D, employee performance is expected to increase by 0.700 units. The regression formula is: $EP = 1.371 + 0.7(TD) + 0.062$. This analysis highlights the crucial role of T&D in improving employee performance and productivity, with the highest t-value and beta score supporting this conclusion.

5.4 Discussion

This study investigates the importance of training and development on employee performance. Overall, training courses and development were strongly correlated with employee productivity and overall performance ($r = 0.679$, $p < 0.001$). Among the various

factors influencing overall employee productivity and performance, the most significant and robust relationship was found between general education and development ($r = 0.679$, $p < 0.001$).

The current study formulated four direct hypotheses to test a framework based on a theoretical model empirically. The findings revealed that the four hypotheses, derived from the systematic training and development process (H1, H2, H3, and H4), are positively related to employee performance. Based on this, organizations should establish clear training and development strategies, help employees understand the importance of systematic training in improving performance, and monitor their progress to ensure they are on track to achieve optimal outcomes. The first hypothesis suggests that the four phases in a systematic training and development program play a vital role in enhancing employee performance, a conclusion supported by several previous studies. Training needs provide the necessary knowledge and skills for employees who are promoted, transferred, or re-categorized. It is crucial to communicate these needs to newly recruited staff while also allowing management to understand their employees better and foster integration through workplace socialization (Mchete & Shayo, 2020). Furthermore, Gupta (2018) emphasized that training needs analysis is a valuable investment that influences employee behavior and group dynamics, fostering teamwork and collaboration towards organizational goals. The findings also indicate that training and development have a positive and significant impact on employee performance. Specifically, the results demonstrate that training and development are strong predictors of performance, particularly for individuals working in manufacturing enterprises (MMEs).

According to the reciprocity norms of social exchange relationships (M. Emerson, 1976), employees are more likely to be satisfied with their jobs if they perceive that their employers value and recognize them by providing adequate opportunities for training and development (Gruman & Saks, 2011). Similarly, comprehensive training and development programs signal to employees that their organization is making a long-term investment in their personal growth and career advancement, leading them to feel a sense of obligation to reciprocate with increased productivity (Presbitero, 2017). Memon *et al.* (2021) found a positive correlation between training and development and performance, suggesting that acquiring new skills keeps the job engaging and maintains high levels of employee involvement. Studies by Chaudhry *et al.* (2017) and Siddiqui & Sahar (2019) all identified a significant positive correlation between training and development and performance. Based on both current and past literature, it is reasonable to conclude that training and development have a favourable effect on employee engagement and performance.

6. Conclusion and Implications

Based on the outcome of this study, it can be concluded that training significantly influences employee performance. This study highlights several key implications for

organizational management practices. First, enhancing the training content and diversifying the types of training could lead to improved employee performance. Second, if training is used as a performance measurement tool, employees should be encouraged to participate in external training programs to gain broader knowledge, skills and development. Exposure to different environments through external training can help employees improve their performance more effectively. Third, providing a variety of training opportunities can indirectly enhance employees' skills, thereby boosting their performance. To optimize employee performance, organizations must address the following implications: The education and training provided should be planned based on the needs of employees, aligned with the organization's objectives, and guided by a thorough assessment of those needs. This approach helps organizations determine whether employees are engaged with their work and workplace and allows for a review of how employees are contributing to delivering quality support. It is essential for organizations to allocate an appropriate budget for staff development. Investing in employees by creating and maintaining the right skills, along with fostering their creativity and expertise, is crucial for organizational success.

Additionally, training and development programs should be evaluated before, during, and after implementation to identify potential disadvantages or areas for improvement. Evaluating these programs helps determine whether they are successful and productive. Management should focus on employee training and development, periodically assessing results and measuring the effectiveness of training programs against established objectives. Senior executives and leadership should work to create a supportive training environment, ensuring that all employees have access to training opportunities. Organizations should provide targeted training and development packages to improve employee productivity and performance, particularly during challenging times such as the coronavirus pandemic. It is vital to develop clear and precise training and development strategies, along with documentation models that effectively reflect the outcomes of these programs. These models should assess employee response, learning, behavior change, and the overall impact on performance and productivity, particularly in the context of manufacturing enterprises.

6.1 Future Research Direction

Key limitations of this research relate to its theoretical implications and sample size. The study was conducted on selected manufacturing enterprises in Sibiu, which does not represent the entire manufacturing industry. Several suggestions for future research arise from these limitations. First, the HR division could help the company by offering additional career growth opportunities for employees. It is important for all levels of the organization, from upper management to lower staff, to participate in training programs to enhance their skills, which could lead to greater self-reliance and productivity among employees. Future researchers could benefit from including more variables in the job performance measurement, such as incentives, recognition, and leadership style. Additionally, using a variety of research methodologies, such as interviews,

observations, and quasi-experimental designs, would provide a broader understanding of the issue by capturing the actual feelings of employees regarding their performance. The more diverse the research approaches, the deeper the insights gained into employee job performance.

Conflict of Interest Statement

The author can confidently express that no conflicts of interest possibly linked with this research, and there has been no significant financial aid received for this study, authorship and publication that could have influenced the study's outcome. The author affirms that this research is original and has not been published in the past or elsewhere.

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