Employees' Perception Regarding In-House Training Programs in Pakistani Organizations

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Abstract
This study examines employees' perception regarding quality of in-house training programs in different organizations of Lahore city, Pakistan. These Organizations have in-house training facilities and conduct training programs in coordination with HR department on regular basis. Purpose of study is to find employees perception and satisfaction level regarding various training variables and difference of opinion among groups of respondents (gender, designation, and work experience). Data sample consists of 123 employees through structured questionnaire. The research tool consists of 32 items and 6 factors including training material, trainer, need-based training, facilities, timing, & schedule, and benefits of training. Questionnaire includes 30 close-ended questions on Likert's five point rating scale. Research design uses quantitative approach. Data Analysis tool used for interpretation is SPSS 23.0 applying frequency distributions/percent, mean, standard deviation and t-tests/ANOVA for analysis. Survey method was used to collect data. A structure questionnaire was used as primary data collection tool using random sampling technique. Total 175 questionnaires were distributed to respondents by the researcher, out of which 123 completed questionnaires were found usable. The study provides conclusions about employees perception and satisfaction level regarding various training factors surveyed in the research tool. It also provides conclusions about difference of opinion among various groups of employees (like gender, designation and work experience groups). Study findings shows overall satisfaction level among employees of organizations. The study also represents recommendations for managerial implication and directions for future researchers for training and development practices.

Keywords: Training, employees' perception, in-house training programs, Organizations.

1. Introduction

In learning and HRD disciplines, training and development (T & D) is considered as the central conception. Few industrial/Government policy reports provide evidence of substantial organizational investment in training of employees (Pinnington et al., 2022). HR quality is considered an organizational asset. In modern business setting, human capital development is considered an essential condition for improving firm's performance, and a vital strategic tool for companies. Due to this rationale, companies tolerate massive capital expenditure on training and development (T & D) activities and programmes (Sung & Choi, 2018). Due to this fact, training is a major concern which every company has faced (Laing, 2021).

Worker's performance is improved as a result of training which may also enhance his/her career progression (Niati et al., 2021). Training expenditure lets institutes in avoiding double expenses as a result of corrective activities due to poorer performance (Mostafa, 2004; Alsalamah & Callinan, 2020). Organizations which regularly execute training for workforce, their workers motivation level and performance will be enhanced. Such outcomes facilitate organizations to achieve their objectives (Niati et al., 2021). Hiring and retaining quality

workforce demands investment to improve their skills, capabilities, and knowledge. This will ultimately result in enhancing both organizational and individual level productivity (Laing, 2021).

It is the main element of HRM and has become growingly significant factor for staff development with objective of improving productivity (Anwar & Abdullah, 2021; Burhan Ismael et al., 2021). Its significance is evident as it directly influences performance of an employee which ultimately directs to enhance firm's performance (Al Karim, 2019).

Moreover, training and development (T & D) provides prospects to an employee for acquiring/developing valued resources (like knowledge, skills) which ultimately results in their retention in the organization (Fletcher et al., 2018). Considering above facts, current research is aimed at examining the trainees' perceptions regarding various training characteristics which contribute to effectiveness of training delivery. It explores their perception regarding in-house training programs effectiveness. Perception means what the trainees basically feel/perceive about various training factors/characteristics (like material/content trainer, timing etc.). Their perception is formed as result of above activities which has huge influence on organizational success/profitability. Employees' satisfaction with training and development (T & D) practices will ultimately impact their commitment and motivation level towards attainment of organizational targets/objectives. Therefore, this study is conducted considering these objectives:

a) To investigate the perception / opinion of employees regarding in-house training programs conducted at their organization across diverse (6) training characteristics/factors.

b) To investigate the difference of opinion in employee perception regarding training factors among various groups (such as gender, work experience, and designation levels).

2. Operational Definitions and Hypothesis Formation

2.1 Training in the Organizations

Dessler (2004) defines training as "a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively" (Saad & Mat, 2013). This aspect is considered as the key tool to develop humans. Personnel development and enhanced productivity level in the firm can be attained through training ((Burhan Ismael et al., 2021). Enhancing KSAs of employees is main advantage from T & D. Organizational T & D investment primarily is aimed at leveraging worker's competence (Sung & Choi, 2018). Capabilities, attributes/skills and employee knowledge is enhanced as result of training which ultimately improves organizational and employee productivity/performance. Therefore, Companies can apply this tool to attain their set standards/targets (Al Karim, 2019). Quality and progression of organizational workers by conducting training are main elements to determine long range firm profitability and performance (Laing, 2021). This tool permits a company to persist, and it is causal factor for organizational survival which benefits both workers and company. It accommodates workforce with required expertise to encounter contemporary progression in their job fields (Yaqoot et al., 2017).

2.2 Benefits of Trainings for Organizations and Employees

One way to advance the performance of workers can be improved by conducting training programs (TP) according to organizational requirements (Niati et al., 2021). Many earlier researches provide evidence that positive association exists between training and development (T & D) and worker's performance. Training results in improving worker's attitude and capabilities (Al Karim, 2019). Companies which have commitment to assure quality, they are investing in their employees' training (Evans & Lindsay, 2002; Laing, 2021). Its significance in organizational growth and success is undeniable. If organizations

fail to conduct training programs (TP) effectively, it results in many issues on account of the incapability to face challenges of competition (Al Karim, 2019).

It is recognized among the most vital elements in career progression of a worker. Research findings of scholars such as Saranani (2015) support significant/positive effect on career progression of a worker (Suadnyana & Supartha, 2018; Niati et al., 2021). Extensive research reporting provide strong confirmation that well-developed training and development (T & D) programs provide substantial organizational, societal, team, and individual benefit ((Pinnington et al., 2022). A firm invests in training and development (T & D) primarily to leverage employee competence for achieving expected performance. Organizational training and development (T & D) investment can improve worker's competence through provision of prospects of leveraging their job related KSA (Sung & Choi, 2018). Earlier research revealed association between perceived training and development (T & D) and increased employee's retention (Fletcher et al., 2018). Companies have recognized importance of training in performance enhancement and efficiency of their workforce. Training is considered as an ideal way to equip workers with specific skills. It brings capability to fulfil their performance gaps (Shree, 2017; Yaqoot et al., 2017).

2.3 Training Characteristics (TC)/Factors Contributing to Training Effectiveness

Literature indicates that specific characteristics/attributes have influence on outcomes of training (Aldrich, 2002).This section discusses these factors which have impact on training effectiveness in designing/executing in-house TP in organizations.

2.3.1 Trainer

Knowledge and skill of trainer/instructor exclusively impact trainees (Turner et al., 2018; Alsalamah & Callinan, 2020).Stage is set by trainer/instructor to attain objectives during a session (EL Hajjar & Alkhanaizi, 2018). If they (trainees) feel satisfied with instructor, it plays vital part to transfer knowledge/skill during training execution (Awais Bhatti et al., 2014; Alsalamah & Callinan, 2020).

2.3.2 Facilities

A suitable facility of training should possess advanced and flexible technological environment for learners. Surrounding/environment should be comfortable, secure and easy to access. Facilities should have indoor higher quality surrounding to positively impact trainees (EL Hajjar & Alkhanaizi, 2018). The effectiveness level of TP is dependent upon support provision in form of resources/facilities. Provision of facilities include resources (like techniques, means, room, meals etc.).These are considered essential to assess program effectiveness (Alsalamah & Callinan, 2020). Such environmental elements can enhance performance of employees and TP effectiveness (Awais Bhatti et al., 2014; Alsalamah & Callinan, 2020).

2.3.3 Timing and Schedule

Schedule/timing are also important for training effectiveness (TE). In endurance sport, coaches/athletes generally schedule sessions early morning. But, research doesn't support such practice as this schedule/timing results in athletes sleep reduction. Such training is linked with nap behaviour as trainees nap during day following such early morning session. Research implies that sessions scheduled in afternoon can bring optimal level of performance. While, session scheduled in early morning can restrict their sleep at night (Forndran et al., 2012).

2.3.4 Need-based Training

Training need (TN) is recognized as, "gaps between expected and current performance of the workers in their organizations" (Mager & Pipe, 1979). *TNA i*s initial step to provide basis for remaining activities of training. If it is absent in design of program, expected outcomes of TP can't be attained (Khan et al., 2021). Processes of TNA play a strategic part on account of clear guidance to what extent corrective measure/actions required to overcome deficiencies in skill and trainee's future prospects (Mager and Pipe, 1979). Khan et al. (2021) study findings also supported impact of TNA on effectiveness of the training.

2.3.5 Training Material/Content

Reaction of the trainee towards instruction *content/material* is considered among the most general type of criteria to evaluate TP (Turner et al., 2018). Another effective element is material of training which trainers use. Key purpose of these material is trainee's engagement, learning, interactivity and refining comprehension during training activity. These include resources like audio/video to improve their experience of learning (EL Hajjar & Alkhanaizi, 2018) .Trainees' knowledge, aptitude and skills can be maximized through selection of most adequate materials/media towards the TP. During development stage of the program and design, understanding ability / applicability of content of training should be ensured. Many key points (like martial sequencing, content accuracy, objectives etc.) should be checked in a TP (EL Hajjar & Alkhanaizi, 2018). Figure 1 shows the various TC which influence training effectiveness in the program design. Based upon review of literature, this study tests the following hypotheses.

H_1: There is positive association between training characteristics and training effectiveness.

H_2: There is significant difference in employees' opinion regarding training factors of in-house training programs in their organizations when compared between various gender groups.

H_3: There is significant difference in employees' opinion regarding training factors of in-house training programs in their organizations when compared between various designation groups.

H_4: There is significant difference in employees' opinion regarding training factors of in-house training programs in their organizations when compared between various work experience groups.

H_5: There is significant difference in employees' opinion regarding training factors of in-house training programs in their organizations when compared between various gender groups.

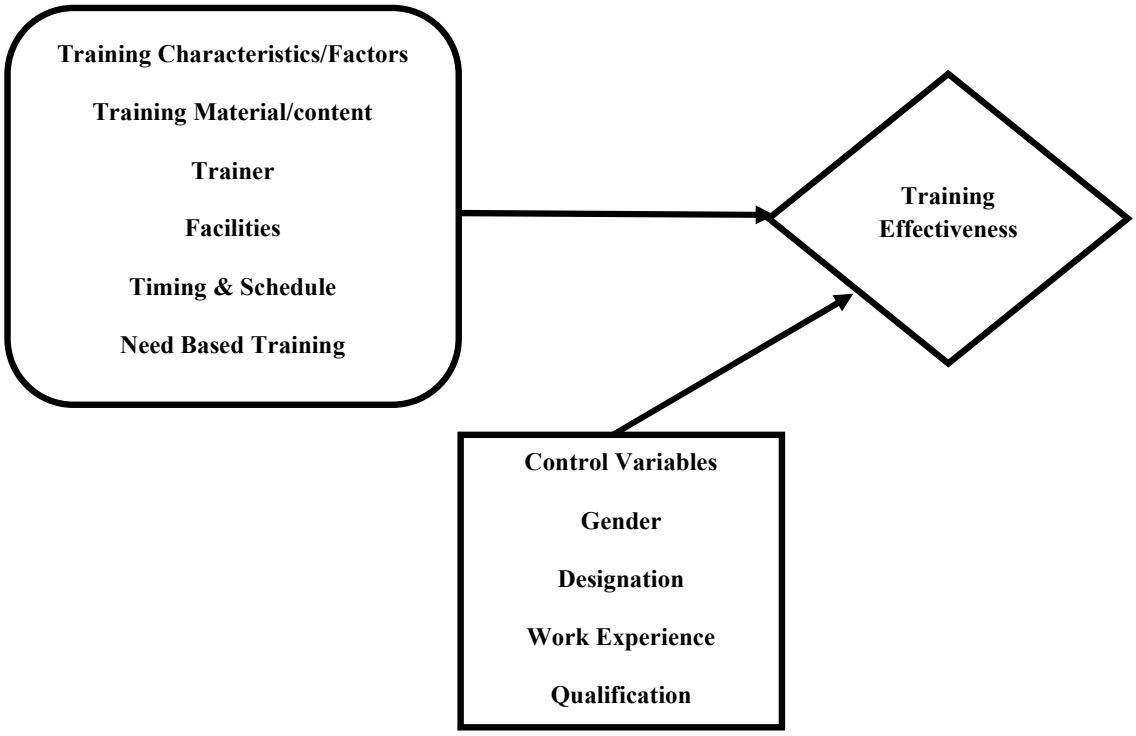

Figure 1. Model of the Study

3. Research Methodology

3.1 Study Design and Sampling

This research applies cross-sectional and quantitative design. In quantitative techniques, conclusion is derived from that data which is avaialbe by applying statistical methods/techniques to arrive at results and proven associations (Flo et al., 2012; Akhtar & Butt, 2022). Data sample comprises of 123 respondents (employees) from various organizations of Lahore city, Pakistan through random sampling. For sample size determination/selection, various researchers recommend different criteria. For example, Flynn and Pearchy (2001) recommend 10 responses for each item. While, Sekaran (2000) suggest 30 responses to conduct multivariate analysis (Butt & Yazdani, 2021).Similarly, Bentler and Chou also recommend 10 response for each parameter (Butt, 2021).

While, Hair et al. (1998) recommend 5 responses for every item of scale to determine the sample size. Hence, sample size of 123 is adequate as a study sample. Respondents comprised of males and female employees with diversified work experience who had attended at least two (2) or more in-house training programs at their organization. Organizations were randomly selected from listed companies after ensuring that such companies had adequate in-house-facilities or training centers and HRM regularly conducts employee training sessions.

3.2 Development of the Research Tool

After reviewing the literature, a tool was developed. There were Seven (7) factors & thirty five (35) items in the questionnaire on the initial stage.The tool was validated by the supervisor and one expert from the University of the Punjab, Lahore. During validation, five (5) items were rejected, two (2) were added and three (3) were modified. After validation, the research tool was finalized. There were seven (7) factors and thirty two (32) items in all.

Questionnaire included thirty (30) close-ended and two (2) open-ended questions. Factors include: [i] demographics,[ii] training material, [iii] need-based training, [iv] trainer, [v] facilities, [vi] Timing & schedule [vii] benefits of training. Likert 5-point rating scale was used to get feedback from respondents about 30-open ended questions, which ranges from 1=' Strongly Disagree' -5='to Strongly Agree'. Factor 'demographics' included information pertaining to employee's qualification, experience, designation etc. Factor 'training material' included 6 items. A sample statement was "Material covered all training objectives". Factor 'need-based training' comprised of 5 items. A sample statement was "Training need was identified by HOD / HR dept.".Factor 'trainer' comprised of 7 items. A sample statement was "Trainer had command on the subject". Factor 'facilities' comprised of 4 items. A sample statement was" Venue and sitting arrangements were appropriate. Factor 'Timing and schedule' comprised of 3 items. A sample statement was" Program duration was appropriate". Factor 'benefits of training' comprised of 4 items. A sample statement was" It was good value for cash investment.

3.3 Validation Pilot Testing of Research Tool

Developed tool was validated by involving academicians and industrial experts. Three (3) faculty members from a public sector university in HRM domain and 4 industrial experts reviewed the items of questionnaire. Upon their feedback, the embigous statements and confusing items were rephrased. Furthermore, before circulation, pilot survey was conducted by obtaining data from 35 respondents from the similar study population. Cronbach's Alpha test results of pilot testing showed no issues regarding internal consistency of the questionnaire items and variables. Value of Cronbach's Alpha was within acceptable range above .70. After pilot survey questionnaire was circulated to respondents for data collection.

3.4 Data Collection

Survey questionnaire was hand delivered to the selected respondents on their work place. Total 175 questionnaires were distributed and 135 were collected, out of which 123 completed questionnaires were found usable, and 12 were rejected. The secondary data was collected from sources (like journals, magazines, publications, reports, books, etc.).

3.5 Data Analysis

The analytical tool used for analysis of data is *SPSS 23.0*.Questionnaire data were entered in the software and coded appropriately. Following statistical tests were applied for analysis and interpretation: [i] Percent, [ii] mean, [iii] standard deviation, [iv] t-test/ ANOVA.

4. Results

4.1 Reliability of Instrument

Reliability of instrument was tested employing Cronbach's alpha (α) coefficient, using SPSS 23.0. Overall value of coefficient was 0.89. Moreover, values of six (6) factors were also greater than .70. Hence, it was confirmed from results that factors were suitable for further data analysis. As a value above 0.70 shows a good indication of construct reliability/internal consistancy (Nunnally, 1978; Butt, 2020). Gliem and Gliem (2003) rule recommends value above > .70 of α within acceptable range (Butt et al., 2022). Reliability test results are shown in table 1.

Table 1: **Reliability Statistics**

Factor	# of Items	Cronbach's Alpha
Training Material	6	0.72
Need Based Training	5	0.77
Trainer	7	0.71
Facilities	4	0.82
Timing & Schedule	3	0.70
Benefits of Training	5	0.77
Overall	**30**	**0.89**

4.2 Demographic Analysis

Frequency distribution results of study sample have been presented in table 2. Gender-wise distribution of the sample includes 59% males and 41% females. Age-wise distribution of data sample indicates that majority of respondents (54.47%) fall between age brackets of 21-30 years, followed by 31.7% in bracket of 31-40 years. Qualification of respondent's shows that majority of the employees (52.8%) were master degree holders, followed by bachelors' degree-holders (41.5%). Job designation profile shows that majority of the respondents (47.2%) were officers, followed by senior officers (27.6%). Frequencies of work experience show that majority of respondents (43%) fall within the experience bracket of 6-10 year, followed by 35.7% employees within 5 year bracket.

Descriptive Analysis

Employee's perception and satisfaction regarding training programs (TP) is identified through six (6) variables. Each variable included sub-statements. Table 3 shows means scores and standard deviation (SD) of all items. It is indicated from the table that overall mean scores of training factors ranged from 3.74 to 4.16. Three (3) training factors had means scores of 4.0 or above 4.0 including training Material (4.01), facilities (4.16), and traininer (4.07) which shows higher satisfaction level of employees with these factors. While, other three factors got rating above 3.5 including timing & schedule (3.81), need-based training (3.84) and benefits of training (3.74) showing above average satisfaction level with these factors.Sub-factors mean scores ranged from 3.17 to 4.41 with highest mean scores reported regarding trainer's punctuality and least with training was part of employes promotion plan.
Employees were not highly satisfied with "training not being part of promotion plan" (3.17), program duration (3.57), timing (3.58), nomination for training without gender discrimination (3.61) and training need identification by HOD/ HR department (3.69).Employees showed satisfaction with most of the statements and highest satisfaction level reported regarding trainer's punctuality (4.41), on-merit nomination (4.35), venue and sitting arrangements (4.30), program execution as per schedule (4.29), AV aids/multimedia arrangements (4.29), lighting and sound systems (4.27), and trainer's behaviour (4.22).

Table 3. Descriptive Statistics

Variables	Mean	Std. Dev.
a. Training Material (TM)		
Printing of material was appropriate.	4.179	0.666
Language of reading material was according to the qualification of trainee.	4.081	0.567
Content of material was according to the Participant understanding level.	3.927	0.691
Training material was relevant to the training needs.	3.992	0.671
Training material was helpful and informative.	4.171	0.698
Material covered all training objectives.	3.707	0.732
Overall	**4.009**	**.4333**
b. Need Based Training (NBT)		
Training need was identified by HOD / HR dept.	3.691	1.109
You were nominated on merit.	4.349	0.701
Nomination decisions were fair.	3.829	0.981
Nomination was made without gender discrimination.	3.618	1.120
You were encouraged by your HOD for the training.	3.7317	1.079
Overall	**3.844**	**.7304**
c. Trainer (TR)		
The trainer was punctual.	4.415	0.677
Trainer's communication was appropriate.	4.146	0.623
Trainer's behaviour was courteous.	4.219	0.659
Trainer's approach was theoretical.	3.878	0.785
Trainer's approach was practical.	3.780	0.845
Trainer encouraged participation of trainees.	3.988	0.746
Trainer had command on the subject.	4.106	0.638
Overall	**4.075**	**4318**
d. Facilities (FAC)		
Venue & sitting arrangements were appropriate.	4.301	0.757
Lighting & sound system were proper.	4.268	0.747
Refreshment and lunch arrangements were excellent.	3.797	0.840
AV aids & multimedia arrangements were appropriate.	4.293	0.7436
Overall	**4.165**	**.6456**

e. Timing and Schedule (TS)		
Program duration was appropriate.	3.577	0.878
Days timing was suitable for participants.	3.585	0.839
Program was executed according to the schedule.	4.293	0.674
Overall	**3.818**	**.6129**
f. Benefits of Training (BOT)		
It was good value for cash investment.	3.829	0.786
It was good value for your time.	3.951	0.711
Program met the desired objectives.	3.780	0.672
It was part of your promotion plan.	3.171	1.239
It was beneficial for your career development.	3.992	0.835
Overall	**3.745**	**.6326**

4.4 Control Variables in Organizational Employee's Perception of Training

This sub-section covers ANOVA and t-test results showing group differences in respondents regarding perception of respondents.

4.4.1 Gender Differences (H_2)

For significant gender group differences, independent t-test was applied. Firtstly, values of Levene's test for equality of variance reported p-value (greater than> 0.05) in all six (6) training factors showed same variance between gender groups. Hence, assumption of equal variance was assumed for further interpretation of results. Furthermore, p-value of t-test was insignificant (greater than 0.05) for all six factors showing no significant difference in perception of male and female respondents .Hence, males and female respondents were indifferent regarding their perception of training. Test results by gender groups are shown in table 4.

Table 4. Employees Gender Differences

Factors		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Sig.	Mean Diff.	Std. Error Diff.
1.Training Material (TM)	Equal Variance Assumed	.540	.464	.623	.534	.049	.079
2.Need Based Training (NBT)	Equal Variance Assumed	.000	.997	.400	.690	.054	.134
3.Trainer (TR)	Equal Variance Assumed	.317	.575	-.885	.378	-.070	.079
4.Facilities (FAC)	Equal Variance Assumed	1.579	.211	.704	.483	.084	.119
5.Timing and Schedule (TS)	Equal Variance Assumed	1.984	.162	.674	.502	.076	.113
6.Benefits of Training (BOT)	Equal Variance Assumed	.983	.324	.997	.321	.116	.116

4.4.2 Designation Difference (H_3)

For signinficant designation group differences, ANOVA was applied. Firstly, values of Levene's test for equality of variance reported p-value (greater than 0.05) in all six training factors showed same variance between groups. Hence, assumption of equal variance was assumed for further interpretation of results. Furthermore, p-value of t-test was insignificant (greater than 0.05) for only two training factors (training material, need based training) showing no significant difference in perception of different designation groups. While, other four factors (trainer, facilities, timing & schedule, and benefits of training) had significant p-values (less than 0.05) showing significant difference in perception of different designation level regarding training programs. Test results are shown in table 5.

Table 5. Designation Groups Differences

Factors	Levene's Test for Equality of Variances		ANOVA by Designation Groups					
	Levene Statistic	Sig.		Sum of Squares	df	Mean Square	F	Sig.
Training Material (TM)	.999	.396	Between Groups	.118	3	.039	.206	.892
			Within Groups	22.787	119	.191		
			Total	22.906	122			
Need Based Training (NBT)	1.010	.391	Between Groups	1.761	3	.587	1.103	.351
			Within Groups	63.322	119	.532		
			Total	65.083	122			
Trainer (TR)	.446	.721	Between Groups	2.242	3	.747	4.338	.006
			Within Groups	20.506	119	.172		
			Total	22.748	122			
Facilities (FAC)	.565	.639	Between Groups	3.274	3	1.091	2.729	.047
			Within Groups	47.580	119	.400		
			Total	50.854	122			
Timing & Schedule (TS)	.285	.836	Between Groups	3.214	3	1.071	2.991	.034
			Within Groups	42.620	119	.358		
			Total	45.834	122			
Benefits of Training (BOT)	1.536	.209	Between Groups	3.611	3	1.204	3.168	.027
			Within Groups	45.213	119	.380		
			Total	48.824	122			

4.4.3 Work Experience Difference (H_4)

For significant experience level group differences, ANOVA was applied. Firstly, values of Levene's test for equality of variance reported p-value greater than > 0.05 in all six training factors showed same variance between groups. Hence, assumption of equal variance was assumed for further interpretation of results. Furthermore, p-value of t-test was insignificant (greater than 0.05) for all six training factors showing no significant difference in perception of different experience level groups. Test results are shown in table 6.

Table 6. Work Experience Differences

Factors	Levene's Test for Equality of Variances		ANOVA by Qualification Groups					
	Levene Statistic	Sig.		Sum of Squares	df	Mean Square	F	Sig.
Training Material (TM)	1.648	.058	Between Groups	5.472	29	.189	1.007	.470
			Within Groups	17.434	93	.187		
			Total	22.906	122			
Need Based Training (NBT)	1.006	.463	Between Groups	14.217	29	.490	.896	.620
			Within Groups	50.866	93	.547		
			Total	65.083	122			
Trainer (TR)	1.639	.059	Between Groups	5.768	29	.199	1.089	.368
			Within Groups	16.979	93	.183		
			Total	22.748	122			
Facilities (FAC)	1.378	.154	Between Groups	13.067	29	.451	1.109	.345
			Within Groups	37.787	93	.406		
			Total	50.854	122			
Timing & Schedule (TS)	1.410	.138	Between Groups	14.862	29	.512	1.539	.063
			Within Groups	30.972	93	.333		
			Total	45.834	122			
Benefits of Training (BOT)	1.628	.058	Between Groups	12.151	29	.419	1.063	.399
			Within Groups	36.673	93	.394		
			Total	48.824	122			

4.4.4 Qualification Differences (H_5)

For significant qualification group differences, ANOVA was employed. Firstly, Values of Levene's test for equality of variance reported p-value greater than> 0.05 in all six training factors showed same variance between groups. Hence, assumption of equal variance was assumed for further interpretation of results. Furthermore, p-value of t-test was insignificant (greater than 0.05) for all six training factors showing no significant difference in perception of different qualification groups Test results are shown in table 7.

Table 7. Qualification Groups Differences

	Levene's Test for Equality of Variances		ANOVA by Qualification Groups					
	Statistic	Sig.		Sum of Squares	df	Mean Square	F	Sig.
Training Material (TM)	.396	.756	Between Groups	.053	3	.018	.092	.964
			Within Groups	22.853	119	.192		
			Total	22.906	122			
Need Based Training (NBT)	.805	.494	Between Groups	.152	3	.051	.093	.964
			Within Groups	64.931	119	.546		
			Total	65.083	122			
Trainer (TR)	.897	.445	Between Groups	.531	3	.177	.948	.420
			Within Groups	22.217	119	.187		
			Total	22.748	122			

Facilities (FAC)	2.433	.068	Between Groups	3.175	3	1.058	2.641	.058
			Within Groups	47.679	119	.401		
			Total	50.854	122			
Timing & Schedule (TS)	.720	.542	Between Groups	1.557	3	.519	1.395	.248
			Within Groups	44.277	119	.372		
			Total	45.834	122			
Benefits of Training (BOT)	.934	.427	Between Groups	.142	3	047	.116	.951
			Within Groups	48.682	119	.409		
			Total	48.824	122			

4.4.5 Meta-Analysis of Open Ended Questions

Respondents had different comments & opinions' regarding two open-ended question. Summary of key findings is as follows:

Table 8. Meta-Analysis of Open-ended Questions

Opinions	Frequency of Responses
Q31: Respondents' suggestions regarding improvement Areas:	
1. Post training activities are needed to evaluate the effectiveness of the program.	5
2. Training Need analysis (TNA) should be conducted by employer/ HR department at regular intervals.	3
3. Need-based training should be conducted after knowing basic requirements from employees.	3
4. A proper training management system should be implemented in every organization for employees training.	2
Q 32: Respondents' Feedback on Program Weaknesses	
1. Duration of program was main issue by most respondents. Time was too short to cover all the training contents.	11
2. Trainer's approach was too theoretical in few sessions.	5
3. Case study methodology was missing in most of the programs.	3
4. Lack of post-training evaluation at trainer's end to check the participant understands level.	3
5. Lack of group activities, more focus on theoretical knowledge.	2

5. Discussion

Based upon data analysis and research findings, following coclusions are drawn about the employees' perception regarding in-house training programs (TP) of organizations. Employees perceive organization's training and development (T & D) practices favourable and satisfactory. Employees perceive training material, trainer, facilities, need-based training, timing & schedule, and benefits of training satisfactory. This research study shows employees attitudes toward organization's training practices through 6 variables. Mean values of all variables are above average (3.0), in particular ranging from 3.7 to 4.4 which implies high satisfaction level of employees. Values of Standard deviations (below 1.0) in most of the

variables also indicate uniformity and consistency in employees' attitudes towards training & development.

Both males and female employees show consistency in attitudes towards training and development (T & D) practices at organization. No difference of opinion was found between males and females respondents. There was no difference of opinion in different groups (work experience, qualification groups) regarding their perception of of in-house TP at organization. But, respondents different in opinion in various designation groups regarding factors (trainer, facilities, timing and training benefits) as indicated by ANOVA results.

Furthermore, meta-analysis of two open ended questions identified few improvement areas and program weakness regarding in-house training programs (TP) at organizations. Such suggestions included need for post training activities, conducting TNA on regular basis, employee engagement in such TNA activities, and adequate system implementation for in-house training by organizations.

This study is descriptive and perception based which sheds light on key factors/characteristics which employees' perceive positively for effectiveness of training. The research results find support from previous researches exploring the role of various training relacted factors/charcteristics for effectiveness of training.For example, Alsalamah & Callinan (2020) research results revealed that exclusive training characteristics/factors (such as facilities, techniques of training etc.) have positive and significant influence on training effectiveness. Likewise, Turner et al. (2018) research results and earlier studies like (Sitzmann et al., 2008; Marcsh & Overall, 1980) also found the trainer's role impactful in training execution. According to these researchers, style of trainer's instruction and interaction with trainees influence their reactions.

In case the trainees like their trainer, their motivation and satisfaction level enhances during training course. While, the research findings of this study are contradictory to EL Hajjar & Alkhanaizi (2018) results on employee's training. Their findings suggested that trainees' perception regarding various training characteristics/factors (like trainer's style of presentation, material) was neutral while training program was conducted. In addition, they viewed its effectiveness as neutral. This indicated that their expectations from the program were not met. The findings are also consistent with Yaqoot et al. (2017) who identified that factors like environment of training had positive influence on program effectiveness.

5.1 Practical and Theoretical Implications

This study has implication for management of organizations .Research findings are beneficial for management to identify crucial factors which they should consider while organizing in-house training programs (TP) and effectual delivery of training to organizational employees. On the basis of research findings, following improvements in T & D practices & program methodology are recommended for management of organizations:

- Training need identification (TNA) should be conducted by HR department in coordination with concerned HODs/ supervisors.
- Involvement of employees in identification of training need (TN) identification process/objectives may enhance TP effectiveness.
- Pre and post TP evaluation by HR can enhance its effectiveness.
- Employee TN should be made part of performance appraisal.
- Timing, flexibility and availability of employees should be discussed before organizing such sessions to ensure their engagement and desired TP outcomes. Make sure these sessions are not conducted in pressure times.

The study has also theoretical implications for academicians and future researchers.This is more comprehensive as it not only shed lights on key factors/characteristics from employee's perspective, but also addresses the impact of various demographic factors (like gender,

qualification, experience level etc.) on their perception of training. Impact of demographics has rarely been addressed in the literature in developed or developing country's context in neither West nor East. Hence, it definitely addresses this literature gap and provides direction to the researchers for further researcher in various context.

Training and development effectiveness of in-house programs at organizational facility centres/HRM internally has also not been researched in previous studies especially from a developing country perspective. Moreover, impact of demographics have rarely been investigated in relevance to training.Excclusively, there is dearth of research on training effectiveness and factors in developing country like Pakistan.

5.2 Limitations and Directions for Future Research

In this research study, perception of employees has been considered. First, the study is limited to organizational employees of Lahore city, Pakistan due to resource/time constraints. Only 123 employees of the organizations who attended the training programs (TP) were included in the study. Future researchers should conduct study considering both expectations and perceptions and find out the gap between (pre and post) TP evaluation. Secondly, future researchers may consider mediating and moderating impact of trainee's factors (like personality trait, learnability etc.) on training effectiveness (TE). Third, this study design is descriptive and perception based study. Future researchers should develop causal models and conduct regression analysis to identify which factors are more critical for effectiveness of training. Finally, future researchers may also consider different functional areas of organizations to assess TNA and training requirements of employees.

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