

**IMPACT OF EMPLOYEE TRAINING AND
DEVELOPMENT ON LABOUR PERFORMANCE:
EVIDENCE FROM THE SRI LANKA TOURISM
DEVELOPMENT AUTHORITY**

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Abstract

The study's main objective is to determine the impact of training and development on labor performance. The study used a mixed method, applying primary and secondary data sources. The primary data was collected from Sri Lanka Tourism Development Authority through a self-administered questionnaires which were distributed to 91 employees of all management levels, management assistants and primary categories through a stratified sampling technique and a selected group of respondents was interviewed individually. The demographic characteristics of the respondents as well as the dependent and independent variables were described using descriptive statistics including frequency, percentage, mean, and standard deviation. The relationship between independent and dependent variables was assessed using inferential statistics like simple linear regression and Pearson correlation coefficient (r). The findings indicated that training and development were positively correlated and claimed a statistically significant relationship with labour performance. The study concluded that training and development have a positive effect on labour performance. While off-the-job training supports longer-term performance improvements by contributing to broader skill development and knowledge enhancement, on-the-job training directly improves immediate task performance and practical skills. To maintain high work performance, the researcher suggested to top management and other training coordinators to monitor staff training and review program results to develop targeted training programs..

Keywords: employees' training and development, Sri Lanka Tourism Development Authority, labor performance, on-the-job training, off-the-job training

INTRODUCTION

Effective human resource management and organizational success are top priorities for any organization. Every organization desire to maximize its human capital to develop and maximize profits (Aung, 2019). Swanson (1999) described human resource development as the process of improving human competency through employee training and development in order to increase output at the individual, team, and organizational levels. The two primary components of human resources development are organizational development and training and development. To maximize the potential of human resources, training and development are the most crucial of these. It can be used to improve or establish performance standards for employees relevant to their jobs (Aung, 2019).

The staff is the company's most significant asset since they have the power to influence the company's profitability and reputation in both positive and negative ways (Elnaga & Imran, 2013). There are various methods for enhancing employee performance. Employee performance is essential for every company or organization. Success follows if it is positive, failure could result if it is negative. People frequently believe that employees who are content with their occupations or working conditions will perform significantly better than those who are not (Osunde, 2015). With the goal of enhancing EP, organizations implement a variety of strategies. Every company uses some form of employee performance appraisal, which is a general method for assessing a worker's previous and present performance standards. In order to assign, train, evaluate, and reward employee performance, it may be necessary to use an integrated goal-oriented approach. (Abraham et al., 2000)

Training, a component of Human Resource Development (HRD), is a crucial component of human resource management practice. Furthermore, the foundation for employee training ought to be gaps in the labor market. This is achieved by determining the abilities that workers currently possess in addition to the ideal ones required for the specific position (Urdinola, 2013). Training is one technique that businesses can use to meet their objectives or requirements since it enhances employee performance by improving skills, knowledge, competencies, and qualities (Cole, 2002). Training is necessary to provide a sufficient supply of employees who are socially and technically capable of moving into management positions or specialized areas. Training should therefore be viewed as an essential part of the entire quality management process (Armstrong, 2008).

Furthermore, because we all live in an information-based society, everyone aspires to update or broaden their knowledge, skills, and attitudes in order to forge a successful professional path (Gamage & Imbulana, 2013). Organizational learning opportunities that give employees the skills they need to perform their jobs both now and in the future are known as training and development. Through training and development, people become more knowledgeable about their jobs and are better able to relate to the goals of the business (Tahir et al., 2014). The ideal approach to handling difficult company problems is becoming more widely acknowledged, and employee development and training is a crucial part of modern management. Through

employee training and development, human resource management promotes proactive behavior, ongoing innovation in knowledge, and mutual sharing of knowledge and experiences. These elements support each party's pleasure in the business process and give them a competitive edge (Khaemba, 2017).

The official government agency, Sri Lanka Tourism Development Authority (SLTDA), is in charge of modernizing the nation's tourism industry and positioning Sri Lanka as a top global vacation destination. Utilizing Sri Lanka's natural resources to expand and enhance its tourism offering in a way that is profitable for investors, sustainable, and beneficial to the local community is the responsibility of Sri Lanka Tourism Development Authority (SLTDA). The Sri Lanka Tourism Development Authority (SLTDA) is committed to bringing Sri Lanka's tourist industry up to date in order to make the country a top travel destination worldwide. The aim is to promote sustainable, profitable tourism that benefits both investors and local communities while preserving Sri Lanka's unique character. Significant increases in tourism investment projects in 2020, reaching USD 880 million, marked progress towards this goal, attributed to the dedication of Sri Lanka Tourism Development Authority (SLTDA) staff. Sri Lanka Tourism Development Authority (SLTDA) modified its training strategy in the face of the COVID-19 epidemic by funding online training, which allowed 39 staff to participate and totaled 636 training hours. In addition to ensuring a competent staff for the company's ongoing success, this project brought attention to the necessity for flexible and adaptive training approaches in a variety of industries in reaction to unexpected circumstances (Sri Lanka Tourism Development Authority, 2020).

Training is necessary to ensure a sufficient supply of socially and technically competent personnel capable of moving into managerial positions or specialized divisions (Evans et al., 2002). Businesses acknowledge that training and development are essential components of Human Resource Management. Employees are a valuable yet expensive resource. Sustaining economic growth and good performance depends on optimizing employee contributions to company goals. Training is necessary to provide a sufficient supply of employees who are socially and technically capable of moving into management positions or specialized areas (Onyango, 2012).

The study will focus on enhancing the labor performance of the staff from training and development, thereby improving the organization's profitability. "Employee training and development will tend to increase labor performance" is the expected topic of this study. It entails determining whether or not training and development and labor performance and labor efficiency are positively related. Also, identifying what other factors would influence an increase in labor productivity and efficiency and are directly affecting the company's profitability. In addition, identifying existing training and development activities will impact in improving employees' competencies, motivate employee and employee behavior resulting in excellent performance. This also helps to study the main problem.

The research questions serve as the cornerstone of the study, providing clear, concise, and fundamental guidance for the research process. The main research question is “What is the impact of employee training and development on labour performance?”. The specific research questions are “What is the impact of on-the-job training on labour performance? and what is the impact of off-the-job training on labour performance?”.

In order to better understand how improved employee performance can propel organizational success in the tourist industry, this study will examine the relationship between training and development and employee performance at the Sri Lanka Tourism Development Authority (SLTDA). Evaluating the impact of employee training and development programs on labor performance at Sri Lanka Tourism Development Authority (SLTDA) is the primary goal. The study will specifically look at how labor performance is affected by both on-the-job and off-the-job training. This study lays the stage for a more thorough discussion in the literature review by emphasizing the significance of these training techniques and their impact in employee success.

LITERATURE REVIEW

The process of imparting specific knowledge, skills, and talents to employees is known as training and development. To put it more accurately, training and development is any attempt to increase an employee's performance potential via education, usually by changing the employee's perspective or increasing their level of knowledge and expertise (Aswathappa, 1997). Workers believe that training should be delivered using suitable and appropriate approaches, that requirements analyses should be done before deciding which training to provide, and that in order to improve employees' performance, additional career development should be provided (Weerakkody & Ediriweera, 2010).

Definition of Training and Development

Training is the deliberate process of gaining the skills, knowledge, attitudes, and technological know-how necessary to support an individual in performing more effectively in their current role, according to Plynton & Pareek (1990). Employee training is a brief process that helps non-managerial staff members acquire technical knowledge and abilities for a certain objective by following a rigorous and controlled approach (Ravichandran, 2013). Training is the process of improving an employee's knowledge and skills to carry out a certain duty (Aswathappa, 1997). The goal of training is to provide the organization with quick wins. Development is the process of assisting a person in reaching the standards necessary to succeed in a more demanding position down the road (Plynton & Pareek, 1990). While human development has existed in some form or another since the dawn of civilization, the corporate sector did not adopt a planned or systematic approach to Human Resource Development (HRD) until the latter half of the 20th century (Ravichandran, 2013).

Nature of the Training and Development

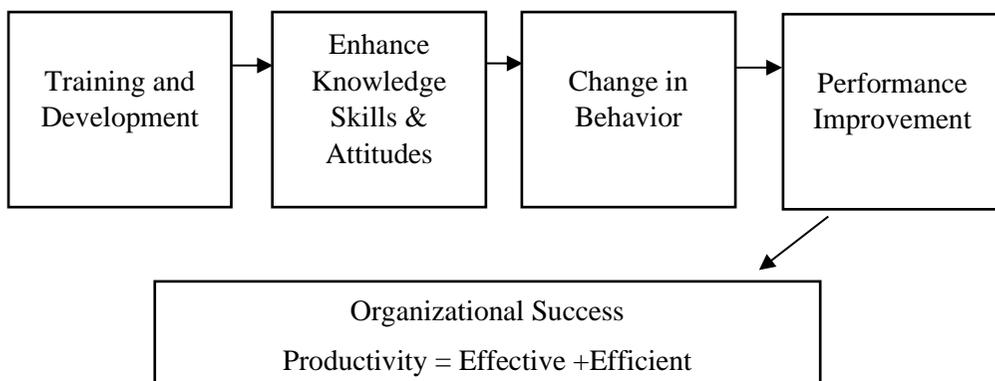
Giving an employee specific information, skills, and talents is the process of training and development, to put it simply. More accurately stated, training and development is any endeavor to increase an employee's performance potential via education, typically by changing the employee's perspective or broadening their scope of knowledge and abilities. The labor performance deficiency calculation that follows establishes the requirement for training and development (Aswathappa, 1997):

Training and Development need = Standard performance – Actual performance

It is feasible to differentiate between development, training, and education. Training, as was previously said, is the process of teaching specific abilities. However, education is restricted to theoretical instruction in the classroom. Training and development are merged into the role of Human Resource Development (HRD), which is the development of "human" resources to sustain competitiveness in the market.

Above formula is essential because it offers a straightforward, measurable method of identifying performance gaps in employees by contrasting their actual performance with the standard performance that is intended. In order to raise actual performance to match or beyond the set benchmark, the result identifies areas that may require training or development initiatives. In the study's context, comprehending and using this formula aids in coordinating staff development plans with corporate objectives. It enables managers to identify particular competencies or skills that need improvement and devote funds to focused training initiatives that can close these gaps. By employing this strategy, the company can increase productivity, develop a continuous improvement culture within its employees, and systematically improve performance.

Figure 1: Training Circle



Source: Raymond, 2000

Training and development improve performance on both an individual and organizational level. Facilitating the continuous successful performance of

individuals and organizations is the ultimate aim of training and development. Employee development and training are crucial if the company wants to increase employee performance and optimize the value of its human capital.

Theoretical Literature

Agency theory: In 1989, Eisenhardt introduced agency theory, which provides a conceptual framework for understanding organizational dynamics, particularly in the context of Training and Development (T&D) programs. Agency theory focuses on the relationship between principals (employers) and agents (employees) within hierarchical organizations. It acknowledges the potential for conflicts of interest and information asymmetries between these parties. The essence of agency theory lies in the delegation of work from principals to agents and the challenges that arise when the agents' incentives diverge from the principals' interests. In the realm of Training and Development (T&D), this theory sheds light on potential difficulties and failures in developing human resources. The application of agency theory to Training and Development (T&D) practices highlights the importance of understanding organizational dynamics and aligning the interests of trainers and trainees with those of the organization. It emphasizes the need for trainers to engage in "agency activities" that maximize utility for the organization. (Azevedo & Akdere, 2008)

Social learning theory: Ahmed (2012) proposed the social learning theory, which emphasizes the importance of witnessing and imitating the actions, attitudes, and emotional reactions of others as a basic mechanism of learning. Crucially, the principles derived from learning theories, such as social learning theory, can inform training practices by enhancing trainees' motivation and facilitating their learning experiences. The theory posits that individuals form expectations about the consequences of certain behaviors based on their observations, which in turn shape their subsequent actions. In the business world, social learning theory has been used in two ways: first, managers have been trained to use a social learning theory-based approach to effectively handle interpersonal conflicts; and second, social learning theory has been used to identify which subordinates will imitate the behavior of their superiors (Tukumimulongo, 2016).

Connectivity Theory: Learning theories are crucial for understanding training and development processes. One significant theory is connectionism, which emerged in the early 20th century through the works of Herbert Spencer, William James, and Edward Thorndike. Connectionism posits that learning occurs through associations formed between elements or ideas via experience. It suggests that complex ideas can be understood through simple rules. This theory also introduced concepts like distributed representations and supervised learning, distinguishing it from associationism (Siemens, 2008).

Employee Training and Development

On-the-Job Training

These methods state that novice or inexperienced employees learn job skills by observing colleagues or superiors do them and attempting to imitate their behavior (Bowman, 1987). Since employees are always at work, these methods are less disruptive and more economical (Mincer, 1962; Barron, Black, & Loewenstein, 1989). In addition, experience is measured against pre-approved benchmarks, training is given on the same equipment, and above all trainees are earning while they learn. The methods that are commonly used are coaching, mentoring, and job rotation. Moreover, Frazis and Loewenstein (2007) focused on on-the-job training while reviewing the literature from theoretical and empirical approaches. Stevens (1994) interpreted a theoretical model of imperfect competition in on-the-job training.

Several of the often-employed techniques are:

Coaching:

A one-on-one lesson is called coaching. It helps quickly identify the areas of weakness and tries to focus on them. It also has the benefit of enabling the practical application of theory knowledge. According to Dessler and Varkkey (2010), the primary issue is that it maintains the current practices and styles.

Mentoring:

This training focuses on developing a positive attitude. It is utilized by managerial staff members. A senior insider always provides mentoring. In addition, it involves one-on-one communication, much like coaching (Dessler & Varkkey, 2010).

Job Rotation:

Here, an employee rotates between tasks on a set schedule in order to assess their abilities and gain a more comprehensive grasp of all aspects of the organization (Dessler & Varkkey, 2010).

Apprenticeship:

Is a procedure that produces talented employees; it frequently combines formal schooling with extended on-the-job training (Dessler & Varkkey, 2010).

Off-the-Job Training

According to Khan and Taher (2015), there is freedom of speech, study materials are available, learning comes before performance, and off-the-job training is done in an environment other than the workplace.

Lectures and conferences, vestibule training, simulation exercises, sensitivity training, and transactional training are some of the key methods utilized in off-the-job training. These training techniques have long-term effects (Lechner, 1995),

develop throughout an employee's working life (Lynch, 1991), examine what it means to make further improvements (Smith, 2002), and are crucial as an addition to workplace learning (Harris, Willis, & Simons, 1998), which is linked to the advancement of employees' performing activities.

Off-the-Job Training Methods:

Classroom Lectures and Seminars

Formal lectures and seminars are the mainstays of traditional types of instruction. These support the development of one's conceptual and analytical abilities as well as knowledge acquisition. Many companies offer these internally, via outside vendors, or both (Decenzo & Robbins 2010).

Simulated Training (Vestibule Training)

A technique known as "simulated training" or "vestibule training" involves training trainees off the job using real or simulated equipment that they will use in the workplace. When employee on-the-job training is too expensive or dangerous, it becomes necessary (Varkkey & Dessler, 2010).

Multimedia learning

Multimedia learning: It can showcase technical abilities that are difficult to convey through other training modalities. This could apply to DVDs and videos that are available online (Decenzo & Robbins, 2010).

Labour Performance

According to Mohamud (2014), training and labour performance are positively related. If companies give their workers the idea that they are worried about their welfare, they will be more encouraged to perform better. Every element that influences or is connected to a labour's job is seen as a component of that labour's performance. Results-based evaluations of employee performance are typical. However, another perspective is behavior analysis (Armstrong, 2008). Labour performance also refers to how workers behave and present themselves to others. This is about how employees effectively manage their assignments and duties and present their work to meet the high standards and provide exceptional customer service that their employers require (Appiah, 2010). There is a stronger link between employee performance and the HRM practice system, as can be seen by looking at how productive people are at work. Employee performance was found to be significantly impacted by an active HRM strategy in a comparative study focused on smaller businesses (Guest, 1987).

Empirical Literature

Many empirical studies have been conducted locally, regionally, and internationally. For instance, Sultan, D. (2012) examined the training techniques employed in Pakistan's telecom zone and discovered that improved labour performance effectiveness increases organizational effectiveness. According to Mohamud (2014), training and labour performance are positively related. Employees will be more motivated to perform better if they feel that their bosses care about their well-being. Any factor that has an impact on or is related to an employee's work is considered to be part of their performance as an employee. The study's findings demonstrated that training and development had a greater overall performance impact. Kamau (2011) evaluated the Ministry of Foreign Affairs' diplomatic staff's training and development procedures.

The study found that the public service strategic plan needs to be linked to the training and development process, as well as the ministry's training and needs assessment, implementation, and evaluation of the high commissions' training process. In 1999, Mark Schonewille studied training's impact on labor productivity in Ireland and he found that while general training positively influenced performance growth, specific training did not show a similar effect. The study emphasized that distinguishing between general and specific training yielded better insights than categorizing training as on-the-job or off-the-job. Interestingly, Schonewille's research showed that on-the-job training had a statistically significant beneficial impact on labor performance, whereas off-the-job training had a negative effect. This underscores the importance of understanding the nuances of training types and their implications for performance growth, particularly in the context of Ireland.

Methodological Literature

Numerous studies have examined the impact of training and development on company profitability using a variety of methodological approaches. For example, Smith et al. (2018) used survey data from a sample of 500 employees across various industries to conduct a quantitative study in the United States. The relationship between training efforts and key performance measures was examined using regression analysis. Similar to this, Jones and Brown (2019) carried out a mixed-methods study in the UK using survey data in addition to in-depth interviews with HR managers. They used thematic analysis to investigate how business performance is impacted by training and development initiatives, with organizations serving as their unit of analysis. On the other hand, Chen et al. (2020) used a longitudinal research design in China, monitoring 50 companies' performance metrics for five years. They used secondary data analysis as part of their research methodology, using business performance indicators as the analytical unit. Their analysis involved applying statistical methods such as Analysis of Variance (ANOVA) and t-tests to assess the impact of training and development interventions on the data. These studies highlight the importance of applying rigorous analytical approaches to understand the complex relationship between training and development initiatives and labour performance. Training and development practices can be better understood

and influenced in a targeted manner that promotes organizational and employee success by being based on relevant theories. Agency Theory, for example, can be used to show how training and development programs can be created to match employee objectives and behaviors with those of the company. By concentrating on these theories, we can gain a better understanding of how organized training and development procedures help to minimize possible conflicts of interest between employers and employees, resulting in a more seamless and effective staff.

Research Gap

Although the empirical literature currently in publication offers insightful information about the connection between labour performance and employee training and development, there are still several research gaps concerning the Sri Lanka Tourism Development Authority (SLTDA).

Many studies have examined the beneficial benefits of training and development on labor performance in the Sri Lankan context; however, there is a dearth of research that specifically addresses the Sri Lanka Tourism Development Authority (SLTDA). The tourism sector is the subject of a majority of recently published literature, underrepresenting other industries. Further research in a greater range of Sri Lankan sectors is needed to comprehend the generalizability of findings across industries. Many studies have examined the direct relationship between labor performance and training and development; however, less research has been done on potential moderating or mediating factors, including employee motivation or organizational culture, which may have an impact on this relationship.

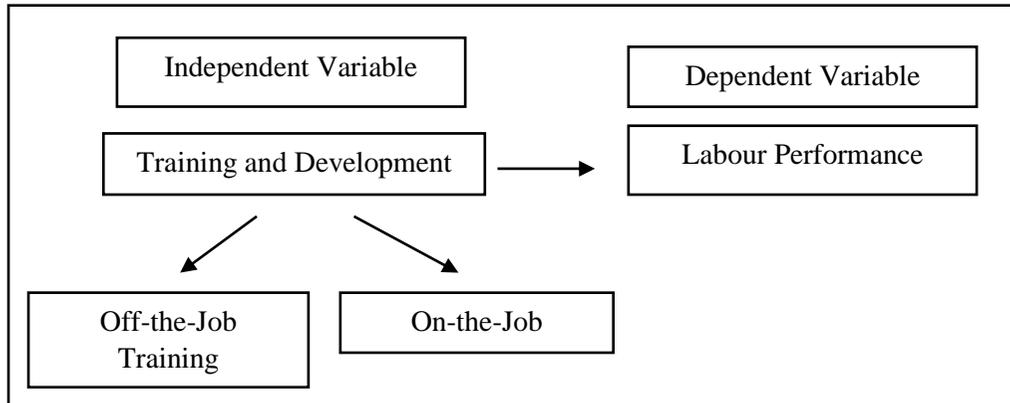
METHODS

This chapter describes the study approach taken for investigating at the relationship between training and development and labour performance.

Conceptual Model

Employee competencies are developed through training and development, which is how organizational intellectual property is developed. The dependent variable, labour performance, and the independent variables, on-the-job training and off-the-job training, are both indicated by the conceptual framework.

Figure 2: Conceptual Framework



Source: Deshpande & Munshi, 2020

The success of a business depends on its training and development programs for employees. Workers are advantageous to managers in addition to providing opportunities for skill development and improvement for employees. Programs for employee growth and productivity increased team output and increased organizational efficacy. Training and development programs for staff have been demonstrated to greatly improve labour performance. Employers provide their employees a range of opportunities for professional growth, including both on- and off-the-job training (Thein, 2023).

Hypothesis Development

In this study, the hypotheses were developed to explore the relationship between training methods, on-the-job and off-the-job training and labor performance. To describe this relationship, the conceptual framework combines the theories of social learning and human capital. According to human capital theory, enhancing employees' knowledge and abilities increases their production, which benefits the success of the company. This argument backs up the idea that training is a great asset, with the organization directly benefiting from the abilities that are produced. However, the Social Learning Theory places a strong emphasis on practice, modeling, and observation as ways to learn. It supports the notion by describing the processes by which workers pick up information and skills, especially through practical experiences like those found in on-the-job training. While Human Capital Theory emphasizes the economic importance of these established competences, Social Learning Theory describes the process of learning skills. Together, these two theories imply that training helps to build up human capital.

H0: Null Hypothesis

H1: Alternative Hypothesis

H1: There is an impact between on-the-job training on the labor performance

On-the-job training has a major impact on employee labor performance. Employees that receive a lot of on-the-job training exceeds those who receive less or no on-the-job training. Long-term on-the-job training is anticipated to improve participants' abilities, knowledge, and task mastery, which will improve their performance in their positions (Smith & Johnson, 2019; Brown et al., 2020). On-the-job training's practical component is also expected to promote job satisfaction, engagement, and adaptability, all of which have a favorable impact on task efficiency and productivity (Choi & Ruona, 2018; Martin & Green, 2022).

H2: There is an impact between off-the-job training on labor performance

Labor performance is also greatly impacted by off-the-job training. According to this study, off-the-job training significantly improves worker performance by offering chances for skill development and career advancement away from the workplace. Workers who take part in organized off-the-job training programs should demonstrate increased competencies and broader views as a result of being exposed to outside learning contexts (Jones & Williams, 2018; Patel, 2021). Off-the-job training techniques like conferences, workshops, and seminars are also expected to foster critical thinking, creativity, and adaptability in workers, which will ultimately increase their contributions to the success of the company (Clark & Riel, 2019; Gupta & Singhal, 2023).

Research Design and Approaches

Research Design

This chapter includes the researcher's methodology for examining how training and development affect labour performance. The foundation of any research study is its research design, which outlines the procedures that will be followed to implement the findings (Sekaran, 2003). A research plan is a set of actions that specifies the protocols and techniques for obtaining and evaluating data (Burns & Bush, 2002).

Research Approach

To gather sufficient data for the study to achieve its objectives, the researcher employed both a quantitative and qualitative methodology. The researcher measured the respondents' perceptions using a Likert scale. Therefore, it contributes to address the research question and evaluating how training and development affect employees' output. To gain a better understanding of the impact of training and development on labour performance, a thorough explanation of each efficacy variable that has been found is given.

Population

The target population for this study is the Sri Lanka Tourism Development Authority. Just 182 employees are included in the study's overall population. This population includes the senior management, middle management, junior management,

management assistants, and primary categories of staff of the Sri Lanka Tourism Development Authority.

Sample

The sample method applied to this investigation was stratified sampling. However, in this method, the whole population is divided into homogeneous strata or subgroups according to cadre. Then, the researcher selects and draws a random sample from each stratum. 182 employees of the Sri Lanka Tourism Development Authority comprise the total sample size, with 91 individuals chosen at random from each cadre stratum.

Table 1: Sample of the Study

Strata / Cadre	Population	Sample Size
Senior management	8	4
Middle management	26	13
Junior management	30	15
Management assistant	32	18
Primary categories	86	43
Total	182	91

Source: Developed by author

Data Types and Sources of Data

Both primary and secondary data were used in the investigation. The study focused on primary data collected from Sri Lankan Tourism Development Authority staff. The study also made use of secondary sources of data including publications, papers, journals, books, reports, and other sources. This study included both qualitative and quantitative data types. Qualitative data encourage interaction among respondents because they are based on the comments, perceptions, thoughts, opinions, and ideas of the respondents. The purpose of the interview was also to learn more about the Sri Lanka Tourism Development Authority's (SLTDA) present approach to labor performance-related training and development challenges.

Data Collection Methods

Questionnaire

Senior management, middle management, junior management, management assistants, and employees in the primary categories were required to complete a questionnaire that included both closed-ended and open-ended questions in order to collect primary data and ensure accuracy. To collect qualitative data, a questionnaire with open-ended questions was created. A comprehensive review of pertinent books, research papers, articles, websites, and other resources was used to collect secondary data for this study. This method assisted in gathering thorough data and a wide-ranging viewpoint on the topic. Additionally, to guarantee clarity and dependability,

the questionnaire utilized in this study was pre-tested and verified before to deployment. While pre-testing enabled modifications to enhance the quality and applicability of the questions, validation made sure the questionnaire successfully recorded precise answers in line with the study's goals.

Interviews

In addition to using questionnaires, a qualitative data collection strategy is used. Each respondent in the chosen group was questioned individually. The researcher briefly explained to the participants the purpose of the interview and the confidentiality of the information they contributed before beginning the interview. In order to acquire views and perspectives regarding training and development procedures, interviews were performed for this study. The main goal of the interviews was to confirm and improve the data gathered from the original questionnaires, guaranteeing precision and comprehension. Each interview lasted roughly 15 minutes and was conducted according to a set methodology to ensure uniformity throughout all sessions. To ensure relevance to the study's goals, interviewees were chosen based on their direct engagement or competence in the subjects covered by the questionnaires. Through effective comparison and cross-verification of responses made possible by this structured technique, topics for additional research or enhancement of the gathered data were highlighted.

Measures and Scales

This study applied labor performance and training and development as its two factors. Training and development are the independent variables, and employee performance is the dependent variable. The study employed a 5-point Likert scale to measure each variable, with 5 denoting "strongly agree" and 1 denoting "strongly disagree" A Cronbach's alpha test was used to make sure this scale was reliable and consistent. The internal consistency of the measurement tools was evaluated using Cronbach's alpha values; values greater than 0.7 indicate satisfactory reliability. Construct validity was verified via pilot testing and item response analysis, while content validity was guaranteed by making sure each item appropriately represented the constructs being studied.

Method of Data Analysis

Data analysis is the use of reasoning to comprehend, make sense of, and interpret the information or data that has been gathered via the questionnaire. The data from the questionnaire was analyzed using SPSS Windows 27.0.

When analyzing data, both inferential and descriptive statistics are used. First, descriptive data like mean, standard deviation, and percentage are used to assess the company's training and development policies. Regression analysis and Pearson's correlation coefficient were used as inferential statistics to examine the second objective, which is the impact of employee performance on training and development. Regression analysis was also used to do a dimension-level study in order to ascertain

whether the independent variables of training and development practices significantly predict the dependent variable of employee performance.

The estimated multiple regression model,

$$\text{Equation: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + u_i$$

Where:

- Y = Labour Performance (Dependent Variable)
- X1 = On-the-Job Training (Independent Variable)
- X2 = Off-the-Job Training (Independent Variable)
- β_0 = Intercept
- β_1, β_2 = Coefficients for each independent variable
- u_i = Error term

RESULTS & DISCUSSION

This chapter uses percentages and frequencies to present, analyze, and interpret data from questionnaires using the Statistical Package for Social Science (SPSS). The present study presented its descriptive and inferential analyses, in that order. The purpose of this study is to assess how labor performance is impacted by training and development. The first section of the chapter provides background information about the respondents, while the second section presents research findings pertaining to the study topics. The results and findings are presented using figures and tables. A total of 91 people answered the questionnaire. 17 questionnaires were disregarded because respondents neglected to send the completed forms back to the researcher, and some of the completed ones were incomplete. Therefore, 74 questionnaires were analyzed for this study. This represents a response rate of 81.31%.

Reliability Analysis of Variables

A valid instrument is one that accurately achieves its declared objective and measures what it is designed to measure, according to common knowledge research norms. A reliability coefficient is Cronbach's alpha. It is widely used to evaluate the internal consistency or reliability of test outcomes from a sample of test takers in psychometric assessments. Its first name was given to it in 1951 by Lee Cronbach, who intended to add further coefficients. Finally, the reliability of the questionnaire would be examined using Cronbach's Alpha. All construct reliability values are confirmed to be greater than 0.771, which is considered acceptable. The items created specifically for the respondents were placed to the test of reliability by the researcher.

Table 2: Cronbach's Alpha, Coefficient of Reliability

Cronbach's Alpha	N of Items
.959	31

Source: survey data, 2024

The above table illustrates that the data collection instrument's reliability score in all of the 31 items is .959. According to Zikmund et al. (2010), scales that have a coefficient alpha of more than .80 are thought to have very good reliability in this regard. Based on the aforementioned test findings, this instrument is deemed reliable and has an acceptable Cronbach's alpha. The instrument offers incredibly

High levels of validity and reliability, according to the study’s findings.

Consequently, the Cronbach's alpha results of the surveys are displayed in the following tables.

Table 3: Reliability Analysis of Variables

No	Variables	Cronbach’s Alpha
1	On-the-Job Training	.833
2	Off-the-Job Training	.730
3	Labour Performance	.865

Source: Survey data, 2024

According to the analysis, the Cronbach's Alpha value for off-the-job training is 0.730, for on-the-job training it is 0.833, and for labor performance, it is 0.865. The reliability score for each of the separate subscales (labor performance and training and development subscales) varies from 0.730 to 0865, as can be seen in the above table 3. According to Zikmund et al. (2009), scales with a coefficient alpha greater than 0.70 were regarded as having good reliability in this regard. As a result, according to the test results above, both individual subscales received a respectable Cronbach's alpha score, indicating the scales' reliability.

Descriptive Statistics

The frequency, percent, mean, and standard deviation of all the variables and responses from all the respondents were computed using descriptive statistics. The respondents' levels of agreeableness and disagreeableness are represented by the computed mean.

Demographic Characteristics of the Respondents

The first section of the questionnaire consists of seven questions that inquire about the respondents' age, education level, gender, work experience, cadre, marital status, and any training they may have gotten from the institute in the previous five years to enhance their performance at work. The data was summarized, and some respondents were pointed out in the following table.

Table 4: Demographic Characteristics of the Respondents

No	Item	N=74	Frequency	Percentage %
1	Training they have received from the	Yes	74	100.0

company in the last five years to improve their performance at work				
2	Gender	Male	50	67.6
		Female	24	32.4
3	Marital status	Single	8	10.8
		Married	65	87.8
		Divorced	1	1.4
4	Age	26-35	25	33.8
		36-45	34	45.9
		46-55	15	20.3
5	Cadre	Senior management	4	5.4
		Middle management	13	17.6
		Junior management	13	17.6
		Management assistant	13	17.6
		Primary categories	31	41.9
6	Work experience	4-5 years	20	27.0
		7-9 years	30	40.5
		More than 10 years	24	32.4
7	Education level	Up to A/L	42	56.8
		Bachelor's Degree	16	21.6
		Postgraduate	11	14.9
		Diploma	5	6.8

Source: Survey data, 2024

In the research, they wanted to find out if employees had received any training from the company in the last five years to help them do better at work. Number 1 of table 3 indicates that all the respondents have received such training.

Table 3, number 2's gender split reveals that, of the total respondents, 50 (67.6%) were men and the remaining 24 (32.4%) were women. This means there were more male respondents compared to female ones.

Table 3, number 3 also gives us information about the marital status of the respondents. Accordingly, 65 (87.8%) of respondents were married. Only 8 (10.8%) respondents were single, and 1 respondent (1.4%) was divorced.

In Table 3, number 4 we observe the age groups of the respondents. 34 (45.9%) respondents fall within the 36-45 age range, followed by 25 (33.8%) respondents in the 26-35 range, and 15 (20.3%) respondents in the 46-55 range. This indicates that most respondents are relatively young and in their productive years. Consequently, there's a need for more training and development initiatives to support this demographic characteristic.

Moving to Table 3, number 5 we note that the respondents span across various job categories. Middle management, junior management, and management assistant roles each represent 13 (17.6%) of the respondents, while senior management is

represented by only 4 respondents. This suggests that while there's a balanced distribution across several job levels, there's a noticeable scarcity of senior management representation.

In table 3, number 6 the data shows the years of service of the respondents. Notably, 30 (40.5%) of them have been with the organization for 7-9 years, while 20 (27.0%) have served for 4-5 years, and 24 (32.4%) for over 10 years. This mix indicates a blend of experienced and relatively new professionals. It highlights the importance of ongoing training to keep skills updated, especially for the majority with 7-9 years of experience.

Lastly, table 3, number 7 reveals the educational backgrounds of the respondents. 42 respondents (56.8%), have education up to A/L level, followed by 16 (21.6%) with a bachelor's degree, 11 (14.9%) with a postgraduate diploma, and the least, 5 (6.8%), with a master's degree. This distribution suggests a diverse educational background among the respondents, with a significant portion having completed education up to the A/L level.

Data Analysis of the Assessment of the Relationship between Training and Development on Labour Performance

The second section of the survey is dedicated to research-related questions concerning different forms of training and labour performance. Specifically, on-the-job training is explored, encompassing coaching, mentoring, job rotation, and apprenticeship, each with four corresponding questions. Additionally, off-the-job training is addressed, including Classroom Lectures and Seminars, along with Simulated training (Vestibule training), each with four associated questions. Labour performance is also examined, featuring seven questions.

Analysis of On-the-Job Training

Table 4: Analysis of On-the-Job Training

No.	Item	Mean	Std. Dev
Coaching			
1	Coaching boosted my job performance.	4.03	0.682
2	It offered actionable feedback for daily tasks.	4.00	0.597
3	On-the-job coaching boosted my confidence.	4.23	0.673
4	It is tailored to my learning needs and goals effectively.	4.53	0.707
Mentoring			
5	My mentor offered crucial guidance at work.	4.07	0.669
6	I gained new skills with my mentor's help.	4.45	0.743
7	I feel at ease asking my mentor for advice.	4.01	0.585
8	Mentorship boosted my professional growth.	4.43	0.778
Job Rotation			
9	Job rotation broadened my understanding of various roles.	4.20	0.740
10	It enhanced my skills and knowledge.	3.99	0.692

11	I gained insights into departmental connections.	4.22	0.668
12	I feel more adaptable and versatile in my work approach.	3.93	0.478
Apprenticeship			
13	The program provided me with practical skills and knowledge for my field.	4.03	0.682
14	My mentor provided valuable support and guidance.	3.88	0.596
15	The apprenticeship experience helped me transition smoothly into the workforce.	4.05	0.594
16	The apprenticeship greatly enhanced my professional development and readiness.	3.99	0.692

Source: survey data, 2024

The data in table 4 illustrates the extent to which on-the-job training aligned with intended objectives. It assesses whether the approaches employed effectively facilitated trainers in reaching training goals. It also assesses how well on-the-job training contributes to employees' development of their knowledge, abilities, and attitudes. On-the-job training, inclusive of coaching, mentoring, job rotation, and apprenticeship, emerges as a pivotal and beneficial component for human resource development.

According to the data, the majority of categories have mean scores that are high (above 3.88) and low standard deviations (below 1.153), which suggests that people generally have positive opinions of the on-the-job training programs.

Employee perception of the efficacy of coaching programs in areas such as improving job performance, providing actionable feedback, tailoring coaching to employee needs, and boosting confidence is measured through coaching. Coaching appears to be the most highly rated category with all statements having a mean score above 4.0. Employees seem to find coaching programs to be particularly effective in tailoring to their needs (mean score 4.53). Item no.1, with a mean score of 4.03, shows that coaching improves job performance, item no.2, with a mean score of 4.00, shows that coaching provides useful feedback for daily tasks and item no.3, with a mean score of 4.23, shows that on-the-job coaching increases confidence.

Employee perception of the success of mentoring programs in areas such as providing guidance, developing new skills, creating a comfortable environment for asking questions, and supporting professional growth is measured through mentoring. Positive ratings for mentoring were also obtained, with all means exceeding 4.0. The mean score for developing skills with mentor assistance is 4.45. Item no.5, with a mean score of 4.07, shows that mentors provide crucial guidance at work. Item no.7, also with a mean score of 4.01, indicates that individuals feel comfortable asking their mentors for advice. Similarly, item no.8, with a mean score of 4.43, reflects that mentorship has significantly boosted professional growth.

Job Rotation measures employee perception of the effectiveness of job rotation programs in areas like broad understanding of different roles, enhancing skills and

knowledge, providing insights into departmental connections, and fostering adaptability and versatility in work approach.

The response to "Job Rotation" is more erratic, with two statements receiving mean scores higher than 4.0. Workers appear to value job rotation as a means of broadening their knowledge of various roles (mean score 4.20) and departmental connections (mean score 4.22). On the other hand, the mean score for feeling more adaptable and versatile in my work approach is 3.93, while the mean score for enhanced skills and knowledge is 3.99.

Apprenticeship measures employee perception of the effectiveness of apprenticeship programs in areas like providing practical skills and knowledge, receiving mentor support, transitioning smoothly into the workforce, and enhancing professional development and readiness. Apprenticeship shows mixed reviews as well. Employees positively rated the program for providing practical skills (mean score 4.03) and a smooth transition into the workforce (mean score 4.05). However, the mentor provided valuable support and guidance with a mean score of 3.88. Item no. 16, with a mean score of 3.99, indicates that the apprenticeship greatly enhanced my professional development and readiness.

Analysis of Off-the-Job Training

Table 5: Analysis of Off-the-Job Training

No.	Item	Mean	Std. Dev
Classroom Lectures and Seminars			
1	Lectures and seminars gave me valuable theoretical knowledge applicable to my job.	3.30	0.542
2	The content was engaging and relevant.	3.88	0.618
3	Classroom sessions effectively complemented my practical learning.	4.34	0.727
4	I'm confident applying what I learned to my work.	4.07	0.800
Simulated training (Vestibule training)			
5	The simulated training effectively simulated real-world work scenarios.	4.22	0.745
6	I found the simulated training sessions to be engaging and informative.	4.22	0.745
7	The abilities and information I acquired from the simulated training are directly applicable to my job role.	4.27	0.668
8	I feel more prepared and confident to handle job-related tasks after participating in simulated training.	4.18	0.728

Source: survey data, 2024

Table 5 shows the survey results regarding employees' opinions on the value of off-the-job training. Using a scale of 1 (strongly disagree) to 5 (strongly agree), the ratings are given. The first four items discuss classroom lectures and seminars.

Workers rated lectures and seminars in the classroom a reasonably high value (3.30 to 4.34), citing the fact that they aid in the application of theoretical information, complement practical learning, and allow workers to implement what they have gained to their everyday tasks. Item no. 1 with a mean score of 3.30 indicates that lectures and seminars gave me valuable theoretical knowledge applicable to their jobs. Item no. 2 with a mean score of 3.88 indicates that the content was engaging and relevant to them. Item no. 3 with a mean score of 4.34 indicates that classroom sessions effectively complemented their practical learning and item no. 4 with a mean score of 4.07 indicates that they confident applying what they learned to their work.

Vestibule training, or simulated training, is the subject of the final four items. Workers felt that the simulated training was engaging and informative (4.22), accurately replicated real-world work scenarios (4.22), and provided skills and knowledge directly applicable to their jobs (4.27). They also reported feeling more prepared and confident to handle job-related tasks after participating (4.18).

All things considered, the table indicates that employees considered both simulated training and lectures in the classroom to be beneficial types of off-the-job training.

Impact of Training and Development on Labour Performance

Table 6: Labour Performance

No.	Item	Mean	Std. Dev
1	My supervisor provides constructive feedback to help improve my performance.	3.97	0.758
2	I feel adequately supported by the organization to meet my performance goals.	4.47	0.707
3	The performance evaluation process is fair and transparent.	4.69	0.681
4	I have access to the resources and training necessary to excel in my role.	4.22	0.745
5	Labour Performance greatly depends on Training and & Development	4.32	0.704
6	Performance increases due to the enhanced competency of the employees	3.77	0.562
7	Training and development boost up the morale of the employees	4.34	0.745

Source: survey data, 2024

Table 6 shows that items no. 1-3 gauge how much employees feel supported by the organization and their managers to raise their performance. No.1 with a mean score of 3.97 suggests that employees are neutral and that their supervisor provides constructive feedback to help them improve their performance. Employees likely to agree that they feel sufficiently supported by the organization to reach their performance goals, according to item no. 2, which has a mean rating of 4.47. The majority of employees, according to item no. 3 with the mean rating of 4.69, appear to agree that the performance review procedure is transparent and fair.

The fourth number examines if workers have the tools necessary to do their jobs well. Employees tend to agree that they have access to the resources and training necessary to excel in their role, based on the mean score of 4.22. Items 5-7 examine the connection between labor performance and training and development. The table demonstrates that employees agree that training and development are important factors influencing labor performance. With a mean value of 4.32, item number 5 shows agreement with the assertion that labor performance is dependent on development and training. With a mean score of 3.77, item number 6 indicates that employees' improved competency is the reason for an improvement in performance, which is neutral. With a mean score of 4.34 on item no. 7, employees generally concur that employee morale is raised by training and development.

The table indicates that, on the whole, study participants feel that the organization and their managers provide them with adequate assistance, and that they have access to the resources they need to perform their tasks effectively. The table indicates that labour performance is perceived by employees as being significantly influenced by training and development.

It's crucial to remember that this is only a small table from a more comprehensive study, so it's challenging to make any firm conclusions from it. It does, however, offer some interesting insights into how staff members view performance management and advancement.

Collinearity Statistics

Table 7: Collinearity Test

Collinearity Statistics		
Model	Tolerance	VIF
On-the-Job Training	0.536	1.865
Off-the-Job Training	0.536	1.865

a. Dependent variable: Employee performance

Source: survey data, 2024

It is necessary for the correlation matrix to have a variance inflation factor (VIF) of less than 10 and a tolerance value greater than 0.1. Given that the value is less than 5, the preceding table result indicates that there is low multi-collinearity between the variables. The researcher also checked tolerance and VIF.

Results of Inferential Statistics

Correlation Analysis

The goal of the study is to ascertain how labor performance at the Sri Lanka Tourism Development Authority (SLTDA) is impacted by employee development and training.

The dependent variable (labor performance) and independent variable (on-the-job and off-the-job training) was correlated using Pearson correlation. The linear relationship between variables can be expressed as having a magnitude, direction

(positive or negative), and intensity (-1 to +1) that can all be determined using the Pearson correlation coefficient. The quantitative expression of the size and direction of the linear relationship between variables is provided by the correlation coefficient. Correlation analyses were carried out in this part to ascertain whether there is a relationship between the variables intended in the framework. The outcome would allow the researcher to determine the dependent variable's regression. Because Pearson correlation coefficient methods yield statistically significant results, the researcher chose to use one of the most widely used types of correlation coefficients. According to Evans' (1996) suggestion, the strength of correlation would be interpreted as demonstrated by the following pattern. Very weak (0.00-0.19), moderate (0.4-0.59), weak (0.2-0.39), strong (0.6-0.79), and very strong (0.8-1.0).

The Relationship between Training and Development and Labour Performance

Table 8: The Correlation Analysis of Overall Training and Development and Overall, Labour Performance

Correlation			Overall Training and Development	Overall Employee Performance
Overall Training and Development		Pearson Correlation	1	.882**
		Sig. (2-tailed)		.000
		N	74	74
Overall Employee Performance		Pearson Correlation	.882**	1
		Sig. (2-tailed)	.000	
		N	74	74

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

Source: Survey data, 2024

There was a positive and high correlation between employees' training and development and their overall performance ($r = 0.882$, $p < 0.001$). The result shows a strong and significant association between labor performance and training and development because the p-value is less than 0.001. This outcome is consistent with studies conducted by Hameed & Waheed (2011) and Athar & Shah (2015), which found a strong and significant relationship between labour performance and training and development.

According to the regression analysis above, the study's variables' p-values must be less than 0.05 in order for the coefficient to be considered significant. Therefore, H_0 ; the null hypotheses are rejected while emphasizing that, there is a relationship between the labor performance of Sri Lanka Tourism Development Authority (SLTDA) and with independent variable. In this study, Pearson's correlation coefficient of each variable, the value lies from +0.5 to +1 which reflects the strong correlation between two variables.

Regression Analysis

A measure of the relationship between two quantitative variables is called regression. The regression analysis of the impact of training and development on labor performance is displayed in the following table 9. The Beta value indicates the extent to which the predictor variable affects the criterion variable.

The higher the Beta value of the predictor variable, the stronger its influence on the criterion variable. In addition, in a model with a single predictor variable, Beta is the correlation coefficient between the predictor and the criterion variable.

Table 9: Analysis Model Summary of Rand R2

Model Summary ^b					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.884 ^a	.781	.774		.25042
a. Predictors: (Constant), Off-the-job-training, On-the-job-training					
b. Dependent Variable: Labour performance					

Source: Survey data, 2024

R is 0.884 and R square is 0.781, as can be seen in the model summary table 9 above. This shows that total training and development (the independent variable) can account for around 78.1% of the variance in labor performance (the dependent variable), with other variables not included in the study accounting for the remaining 21.9% of the variance.

Table 10: (ANOVA) T and D as Predictors of EP

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.844	2	7.922	126.328	<.000 ^b
	Residual	4.452	71	.063		
	Total	20.297	73			

a. Dependent Variable: Labour performance

b. Predictors: (Constant), Off-the-job-training, Off-the-job-training

Source: Survey data, 2024

The analysis of variance (ANOVA) table 10’s F-test result and P Value assess the overall predictive power of the regression model as well as the likelihood that this result was an outcome of chance.

The null hypothesis was rejected and the total regression model was found to be significant under the 95% confidence level based on the findings presented in analysis of variance (ANOVA) table 10. Sekaran (2010) states that the analysis of variance (ANOVA) test determines the significance of the regression model; if the model's output P value is less than the critical P value of 0.05, it is considered significant.

Regarding this, the F-test result is 126.328 with a significance level below 0.05, indicating that there is less than a 0.001 probability that those outcomes would have happened by chance. In light of this, training and development practices, or Sri Lanka Tourism Development Authority (SLTDA), have a big influence on labour performance. The results show that labor performance, the dependent variable, is significantly predicted by the independent variables T and D. The regression model as a whole is significant, with $F(2,71) = 126.328$, $P < 0.05$, and $R^2 = 78.1\%$. Furthermore, the greater F-value and smaller standard error of the estimate indicated a stronger and more substantial connection between the variables, i.e., employee performance and training and development. As a result, influence can be inferred since T and D significantly affect EP, with a P-value of less than 0.001. This implies that worker performance is significantly impacted by the Sri Lanka Tourism Development Authority's (SLTDA) attempts to expand its staff and its involvement in training and development processes.

Relationship between Dependent and Independent Variables

Table 11: Multiple Regressions

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
		1	(Constant)	.052	.268	
	On-the-job-training	.754	.083	.687	9.049	<.000
	Off-the-job-training	.269	.079	.258	3.405	.001

a. Dependent Variable: Employees performance

Source: Survey data, 2024

$$Y = \beta_0 + \beta_1 \text{ONTJT} + \beta_2 \text{OFFTJT} + \epsilon_i$$

$$Y = .052 + .754 \text{ONTJT} + .269 \text{OFFTJT} + \epsilon_i$$

Where, Y = Labour Performance

β_0 = constant term, represents the labour performance whenever an independent variable is Zero, β_1 and β_2 coefficients are independent factors

ONTJT = On-the-job-training

OFFTJT = Off-the-job-training

ϵ_i = error term

β_0 : When all other explanatory variables are equal to zero, labor performance is equal to 0.052

β_1 : When all other explanatory variables are constant on-the-job training increased by one unit, labor performance is increased by 0.754 units

β_2 : When all other explanatory variables are constant off-the-job training increased by one unit, labor performance is increased by 0.269 units

The computed t-values for on-the-job training ($t=9.049$) and off-the-job training ($t=3.405$) are shown by the findings. This demonstrates that the dependent and independent variables have a significance relationship. This is further reinforced by the p-value of $= (<.000)$ for on-the-job training and $(.001)$ for off-the-job training are smaller than the significance level of 0.05.

This suggests that there is a significant relationship between labor performance in Sri Lanka Tourism Development Authority (SLTDA) and on-the-job and off-the-job training.

In summary, this means as the results of the regression equation above show that for 1 unit change in the independent variables, labour performance is predicted to change by 0.052 units, given that all the other factors are held constant.

Table 12: Results of Multiple Regression

Hypothesis	P Value	Decision	Conclusion
H1: There is an impact between on-the-job training on the labor performance of Sri Lanka Tourism Development Authority (SLTDA)	<.000	P value < α value <.000 < 0.05 Therefore, reject H0 at 0.05 sig. level	The coefficient is significant. Therefore, there is a significant impact on on-the-job training and labor performance of Sri Lanka Tourism Development Authority (SLTDA).
H1: There is an impact between off-the-job training on the labor performance of Sri Lanka Tourism Development Authority (SLTDA)	.001	P value < α value 0.001 < 0.05 Therefore, reject H0 at 0.05 sig. level	The coefficient is significant. Therefore, there is a significant impact on off-the-job training and labor performance of Sri Lanka Tourism Development Authority (SLTDA).

Source: Survey data 2024

Summary of the Study Findings

This study set out to ascertain how labor performance is affected by training and development. The study was guided by two research questions, which included, what is the impact of on-the-job training on labour performance? What is the impact of off-the-job training on the labour performance? The literature review was directed by these research questions. The study delivered the specific observations listed below.

The study found that employee training is one of the duties of the Sri Lanka Tourism Development Authority (SLTDA) training directorate office. Managers and the human resources department will collaborate together to resolve the knowledge gaps that have been found. It will be the responsibility of managers to prioritize training and development and to become familiar with their standard management practices. The survey also showed that one of Sri Lanka Tourism Development Authority's (SLTDA) objectives for training and development is to enhance both individual and organizational performance.

Following that, data regarding actual on-the-job training programs that Sri Lanka Tourism Development Authority (SLTDA) established in place was presented and examined. A significant portion of respondents expressed satisfaction with the organization's on-the-job training experiences and felt that the training techniques were helpful in assisting them in gaining the necessary information and abilities.

The results also show that the organization offers job rotation, coaching, mentoring, and apprenticeship programs as forms of on-the-job training. The results also show that the organization offers job rotation, coaching, mentorship, and apprenticeship programs as forms of on-the-job training. The results of the study on the impact of on-the-job training on labor performance showed that the training employees received while working enhanced their performance. Employees have also been able to acquire more job knowledge in a more effective manner thanks to on-the-job training.

Additionally, it was shown that labour performance increased as a result of the practical experience they received during on-the-job training. On-the-job training also increased employees' working knowledge, which increased their output and productivity inside the organization. On-the-job training was also found to have helped employees learn new skills and technologies. Again, employees performed better because they were able to adapt to new changes and evolve as a result of receiving on-the-job training. Last but not least, obtaining training on the job improved employees' ability to adapt to societal changes and demands.

The findings further reveal that the company's initiatives for off-the-job training include Classroom Lectures and Seminars and Simulated Training (Vestibule Training). The findings regarding how employee performance is affected by off-the-job training support a similar upward trend in employee performance. Employee skill sets and knowledge bases have been enhanced through off-the-job training, which has allowed for a more thorough grasp of their roles. Furthermore, this kind of training has given workers real-world experience, which has strengthened their skills and improved their performance inside the company. The process of off-the-job

training has been directly linked to increased output and productivity by imparting new technologies and information. Additionally, employees have been able to proficiently navigate and integrate new developments thanks to off-the-job training, which has encouraged continuous performance improvement. Especially, it has made it easier for workers to adjust to changing societal expectations, which has increased their productivity at work even more.

CONCLUSION

The study's primary goal is to determine how training and development affect Sri Lanka Tourism Development Authority (SLTDA) employees' performance, with an emphasis on how these results might be more widely used in other industries. The specific goals of the study were to investigate efficient training methods, like on-the-job training, which enables staff members to acquire skills related to their everyday responsibilities. According to the research, on-the-job training might be particularly beneficial since it allows workers to obtain practical experience while performing their jobs. Furthermore, although it might not have the same immediate, real-world impact as on-the-job training, off-the-job training which takes place outside of employees' immediate work environments was found to be crucial in helping them increase their knowledge and abilities. Employee performance was shown to be greatly impacted by both forms of training, with the structured orientation program for new hires being identified as having the most influence. One important tactic to improve employee performance was found to be customized training programs that use continuous assessments to identify specific skill shortages. Other businesses and organizations could use this strategy as a model, highlighting the value of tailored training to satisfy certain operational requirements and improve overall performance.

RECOMMENDATIONS

Given the findings of the study and the established goals and challenges of the research, the study was required to produce actionable and beneficial recommendations. Consequently, the investigator proposed the subsequent recommendations.

According to Sri Lanka Tourism Development Authority's (SLTDA) powers and responsibilities, the organization depends on efficient management of training and development procedures. For skilled and knowledgeable employees, whose jobs require constant development and adaptation, this is especially crucial. As a result, the company creates customized training plans according to the qualifications of its staff. It is advised that Sri Lanka Tourism Development Authority (SLTDA) perform recurring evaluations of training initiatives in order to strengthen these initiatives. This strategy makes sure that the company not only matches training to employee qualifications but also adjusts to changing market trends, ensuring that the workforce is prepared for the future.

Establish a structured program for job rotation so that employees are regularly exposed to various roles within Sri Lanka Tourism Development Authority

(SLTDA). This facilitates a comprehensive understanding of different duties and develops flexibility in staff members.

Assign new employees to experienced mentors who can offer advice, support, and provide constructive criticism. In order to address specific skill gaps and career development goals, schedule regular coaching sessions.

Encourage apprenticeship programs that allow workers to gain specialized skills by closely collaborating with knowledgeable professionals. Promote experiential learning and the transfer of knowledge through real-world applications.

Develop recurring lectures and seminars in the classroom on subjects related to professional development, industry trends, and Sri Lanka Tourism Development Authority's (SLTDA) operations. Invite subject matter experts to lead informative workshops and promote interactive conversations.

Create training curricula that are simulations of real-world situations that Sri Lanka Tourism Development Authority (SLTDA) employees might encounter. Develop immersive learning experiences that improve decision-making and problem-solving abilities by utilizing modern technology and simulations.

The top management has to be informed about staff development and training, evaluate results often, and evaluate training initiatives in light of their stated objectives.

More organizations are expected to implement training and development programs to improve employees' job performance. High-ranking officials and decision makers within the company should endeavor to create an environment that is conducive to training and development, as well as a policy that will permit all employees to participate in training.

Clear and clever documentation requirements as well as training and development policies must be developed.

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