

Synopsis on

**A Study on Impact of Training and Development on
Motivation and Performance of Private Sector Bank
Employees in Ahmedabad District**

Submitted To



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Program)**

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Table of Contents

Sr. No.	Content	Page No.
1.	Abstract	1
2.	Introduction	2
3.	Problem Statement	3
4.	Purpose of Research	3
5.	Significance and Expected Contribution of The Study	4
6.	Research Questions & Research Objectives	5
7.	Literature Review	6
8.	Research Gap	7
9.	Addressing Research Gap Through A Current Research Framework	7
10.	Conceptual Framework	8
11.	Research Hypothesis	9
12.	Research Methodology	11
13.	Analysis & Interpretation of Results	13
	13.1 Result of Exploratory Factor Analysis	13
	13.2 Result of Confirmatory Factor Analysis	15
	13.3 Independent Sample T Test	15
	13.4 Age wise One Way ANOVA	16
	13.5 Education wise One Way ANOVA	17
	13.6 Income wise One Way ANOVA	18
	13.7 SEM Model Fit Summary	18
14.	Objective wise Findings of The Study	20
15.	Conclusion	22
16.	Managerial Implications	23
17.	Scope For Future Study	23
18.	References	24

1. ABSTRACT:

Training and development has emerged as a critical strategic function in modern organizations, particularly in the banking sector where continuous skill enhancement, regulatory compliance, and service quality are essential for sustained performance. In private sector banks, employees must adapt to rapid technological changes and evolving customer expectations, making effective training practices indispensable. This study, titled “*A Study on Impact of Training and Development on Motivation and Performance of Private Sector Bank Employees in Ahmedabad District,*” examines how training influences employee motivation, engagement, job satisfaction, and performance. The study adopts a quantitative research design and analyzes key constructs including Training and Development, Motivation, Employee Engagement, Job Satisfaction, and Employee Performance. Primary data were collected from 1,000 employees of selected private sector banks in Ahmedabad District using a structured questionnaire. The research evaluates both the direct and indirect effects of training on employee performance through psychological variables.

The findings reveal that training and development has a significant positive impact on employee performance. Employees exposed to structured and continuous training demonstrate improved efficiency, work quality, and task execution. Training also enhances motivation, engagement, and job satisfaction, indicating its role as both a skill development and psychological empowerment mechanism. Among these variables, employee engagement emerges as the most influential predictor of performance, followed by motivation and job satisfaction. The study further confirms that these factors mediate the relationship between training and performance. The results also indicate that training practices are largely consistent across gender and age groups, while variations in motivation and engagement are observed across education and income levels. The study contributes to existing literature by establishing an integrated framework linking training, psychological factors, and performance, and offers practical insights for designing effective and employee-centric training programs.

Keywords: Training and Development, Employee Motivation, Employee Engagement, Job Satisfaction, Employee Performance, Banking Sector, Organizational Performance

2. INTRODUCTION:

In the contemporary business environment, organizations increasingly recognize that sustainable success depends not only on financial and physical resources but significantly on effective human resource management. Employees are considered the most valuable asset, particularly in service-oriented sectors such as banking, where performance, service quality, and customer satisfaction are largely determined by employee efficiency and commitment. The banking sector has undergone rapid transformation due to technological advancements, evolving customer expectations, and increasing competition. Private sector banks, in particular, operate in a highly dynamic environment that requires employees to continuously upgrade their skills, adapt to change, and deliver superior service. In this context, training and development have emerged as essential human resource functions aimed at enhancing employees' knowledge, skills, and competencies required for effective job performance. Training not only improves technical abilities but also supports behavioral development, adaptability, and alignment with organizational goals. At the same time, employee motivation plays a crucial role in determining how effectively these competencies are utilized. Motivation acts as an internal driving force that influences employee commitment, productivity, and overall work performance. Even well-trained employees may not perform effectively in the absence of adequate motivation, highlighting the importance of integrating training with motivational strategies. Training and development and motivation are closely interrelated. When employees are provided with opportunities for learning and growth, they tend to feel valued and supported, which enhances their motivation and engagement. This, in turn, leads to improved job satisfaction and higher levels of performance. Employee performance, particularly in the banking sector, is reflected through service quality, efficiency, target achievement, and customer satisfaction. Therefore, organizations must ensure that employees are both adequately trained and sufficiently motivated to meet organizational expectations.

In the Indian context, the banking sector plays a vital role in economic development, with private sector banks contributing significantly to innovation and service excellence. Ahmedabad District, being a major commercial and financial hub, presents a dynamic environment where banking employees face increasing demands for performance and adaptability. Despite the growing importance of training and development, challenges remain in ensuring that these initiatives effectively enhance employee motivation and performance.

Therefore, the present study aims to examine the impact of training and development on employee motivation and performance in private sector banks in Ahmedabad District. The study seeks to provide empirical insights into how training initiatives influence employee outcomes and contribute to organizational effectiveness, thereby addressing an important research gap in the banking sector.

3. PROBLEM STATEMENT:

In the present competitive and technology-driven business environment, organizations increasingly recognize the importance of training and development in enhancing employee capabilities and improving performance. In service-oriented sectors such as banking, where service quality and customer satisfaction are critical, human resources play a vital role. Private sector banks operate in a dynamic environment characterized by technological advancements, digital transformation, and rising customer expectations, requiring continuous skill development and adaptability among employees. Training and development initiatives aim to equip employees with necessary knowledge, skills, and competencies, while motivation determines the extent to which these competencies are effectively utilized. Motivated employees demonstrate higher commitment, engagement, and productivity, making training and motivation interrelated factors influencing performance. However, despite substantial investments in training programs, organizations often face challenges in translating these initiatives into improved motivation and performance outcomes.

Existing literature largely examines training and performance separately, with limited focus on their integrated impact, particularly in developing economies and localized contexts. In private sector banks in Ahmedabad District, empirical evidence on this relationship remains limited. Therefore, there is a need to examine the relationship between training, motivation, and performance to understand how training initiatives enhance employee outcomes and organizational effectiveness.

4. PURPOSE OF RESEARCH:

The primary purpose of this study is to examine the impact of training and development on employee motivation and performance in private sector banks in Ahmedabad District. In a dynamic banking environment characterized by technological advancements, competition, and evolving customer expectations, organizations must continuously enhance employee capabilities. This study aims to analyze how training influences employee motivation and, in

turn, improves job performance. It seeks to understand whether structured training programs enhance not only technical skills but also employees' commitment, engagement, and willingness to perform effectively.

Further, the study explores both direct and indirect relationships among training, motivation, and employee performance by developing an integrated analytical framework. By focusing on private sector banks in Ahmedabad District, the research provides context-specific insights. Ultimately, the study contributes to academic knowledge and offers practical guidance for designing effective training strategies that enhance motivation and improve performance outcomes.

5. SIGNIFICANCE AND EXPECTED CONTRIBUTION OF THE STUDY:

The present study holds significant value for private sector banks in Ahmedabad District by providing insights into the relationship between training and development, employee motivation, and employee performance. The findings will help bank management understand how structured training initiatives enhance employee capabilities and improve overall work performance. It emphasizes the importance of continuous training in improving employee efficiency, adaptability, and service quality in a competitive banking environment. The study also highlights the role of motivation as a key factor complementing training efforts. By examining how training influences motivation, it enables organizations to design effective human resource strategies that enhance employee commitment, engagement, and productivity. Additionally, the study identifies gaps in existing training practices and suggests improvements for increasing training effectiveness.

From a broader perspective, the findings are useful for other service-oriented organizations by demonstrating the importance of investing in employee development. Academically, the study contributes empirical evidence and proposes an integrated framework linking training, motivation, and performance. It also serves as a reference for future research in human resource development.

6. RESEARCH QUESTIONS & RESEARCH OBJECTIVES:

Research Question (RQ)	Research Objective (RO)	Justification
RQ1: What is the impact of training and development on employee performance in private sector banks in Ahmedabad district?	RO1: To examine the impact of training and development on employee performance in private sector banks in Ahmedabad district.	The objective directly corresponds to the research question by focusing on examining the effect of training and development on employee performance. The use of the term “examine” indicates a systematic assessment of the relationship between training initiatives and employee performance outcomes in the banking sector.
RQ2: How does training and development influence employee motivation, engagement, and job satisfaction?	RO2: To analyze the influence of training and development on employee motivation, engagement, and job satisfaction.	The objective aligns with the research question by emphasizing analysis of how training and development affect three key psychological and behavioral outcomes—motivation, engagement, and job satisfaction—thereby enabling a multidimensional understanding of employee responses to training interventions.
RQ3: How do motivation, engagement, and job satisfaction affect employee performance?	RO3: To evaluate the effect of motivation, engagement, and job satisfaction on employee performance.	The objective is consistent with the research question as it focuses on evaluating the influence of motivation, engagement, and job satisfaction on employee performance. The term “evaluate” reflects an assessment of the strength and direction of relationships among these variables.
RQ4: Do motivation, engagement, and job satisfaction mediate the relationship between training and development and employee performance?	RO4: To investigate the mediating role of motivation, engagement, and job satisfaction in the relationship between training and development and employee performance.	The objective appropriately matches the research question by investigating the mediating effects of motivation, engagement, and job satisfaction. This reflects an advanced analytical approach to understand indirect effects within the conceptual framework of the study.

7. LITERATURE REVIEW:

Training and development have been widely recognized as essential functions of human resource management that contribute significantly to employee effectiveness and organizational performance. Scholars such as Raymond A. Noe (2020) emphasize that training enhances employees' knowledge, skills, and abilities, enabling them to perform their roles more efficiently. Similarly, Herman Aguinis and Kraiger (2009) highlight that systematic training programs not only improve technical competencies but also positively influence employee attitudes and behaviors, thereby contributing to improved performance outcomes.

Employee motivation plays a crucial role in determining how effectively employees utilize their acquired skills. Frederick Herzberg (1959) identified achievement, recognition, and growth as key motivators influencing employee performance. Training and development initiatives support these motivators by offering opportunities for learning and career advancement. Further, Edward L. Deci and Ryan (2000) argued that intrinsic motivation, driven by competence and autonomy, significantly enhances employee engagement and performance. Training programs that build competence are therefore likely to strengthen motivation and work commitment. Employee engagement has also been identified as a key outcome of effective training practices. William A. Kahn (1990) conceptualized engagement as the degree to which employees invest themselves physically, cognitively, and emotionally in their work roles. Training enhances employees' confidence and clarity in their roles, thereby increasing their engagement levels. Supporting this view, Arnold B. Bakker and Demerouti (2008), through the Job Demands–Resources model, identified training as a crucial organizational resource that enhances engagement and reduces job-related stress, ultimately improving performance. Job satisfaction is another important factor associated with training and employee outcomes. Edwin A. Locke (1976) defined job satisfaction as a positive emotional state resulting from one's job experiences. Research indicates that employees who perceive training as relevant and beneficial tend to report higher levels of job satisfaction, which in turn contributes to improved performance (Judge et al., 2001). Thus, training not only enhances competencies but also fosters positive work attitudes.

Several empirical studies have examined the relationships among training, motivation, and performance. Raja Abdul Ghafoor Khan et al. (2011) found that training significantly improves employee performance by enhancing both skills and motivation. Similarly, Elnaga

Amir and Imran (2013) emphasized that continuous training is essential for maintaining high levels of employee efficiency and organizational effectiveness. These studies collectively suggest that training acts as a key driver of both behavioral and performance-related outcomes. In the banking sector, the importance of training has increased due to technological advancements and the need for service excellence. Recent studies indicate that continuous learning and digital training initiatives enhance employee adaptability, engagement, and performance, particularly in service-oriented industries. Overall, existing literature consistently supports the view that training and development play a crucial role in enhancing employee motivation, engagement, job satisfaction, and performance, thereby contributing to organizational success.

8. RESEARCH GAP:

Despite extensive literature on Training and Development (T&D), Motivation, Employee Engagement, Job Satisfaction, and Employee Performance, several gaps remain. Most prior studies examine training either as a direct predictor of performance or through a single mediator, with limited focus on integrated models incorporating multiple psychological mediators simultaneously. There is insufficient empirical evidence on the parallel mediating roles of motivation, engagement, and job satisfaction in explaining how training influences performance. Additionally, existing studies provide limited clarity on whether training has a direct impact on performance when these psychological variables are considered together.

Further, engagement is often studied independently rather than as part of structured training frameworks, and motivation theories are rarely integrated with engagement and satisfaction models. From a contextual perspective, there is limited research focusing on private sector bank employees in specific regions such as Ahmedabad. Moreover, the application of advanced techniques like Structural Equation Modeling (SEM) to examine such complex relationships remains relatively underexplored.

9. ADDRESSING RESEARCH GAPS THROUGH A CURRENT RESEARCH FRAMEWORK:

The present study addresses the identified research gaps by developing and empirically testing a comprehensive structural model that integrates Training and Development with key psychological and performance outcomes. Unlike prior studies that examine training in isolation or through a single mediator, this research incorporates multiple mediating

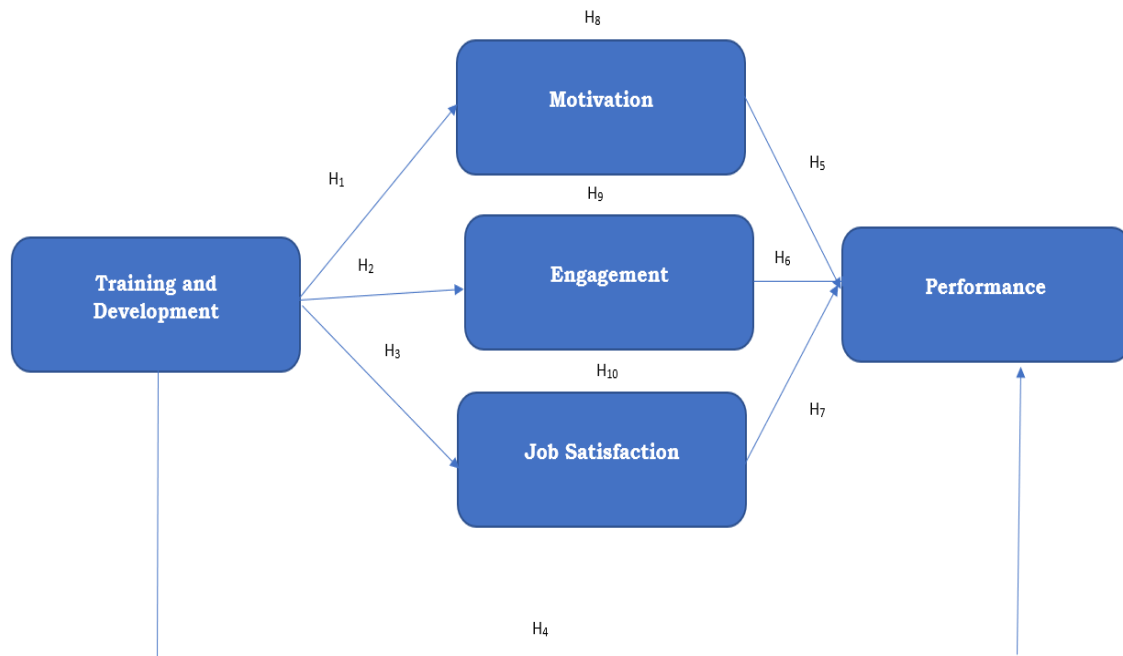
variables—Motivation, Employee Engagement, and Job Satisfaction—to provide a holistic understanding of how training influences employee performance. The framework captures both direct and indirect relationships, wherein Training and Development not only impacts Employee Performance directly but also exerts indirect effects through psychological mechanisms. This approach addresses the lack of multi-mediator models in existing literature by simultaneously examining the parallel mediating roles of motivation, engagement, and job satisfaction. The study also integrates major theoretical perspectives such as motivation theories, engagement theory, and job satisfaction frameworks into a unified model, thereby overcoming the fragmented application of theories in prior research. Furthermore, it explicitly includes Employee Engagement within the training-performance linkage, which has often been overlooked in traditional HR models.

By focusing on private sector banks in Ahmedabad District, the study addresses the contextual gap in localized research within the Indian banking sector. The use of Structural Equation Modeling (SEM) enables the examination of complex relationships among variables, overcoming methodological limitations of earlier studies. Overall, the proposed framework provides a comprehensive and empirically validated model that enhances the understanding of how training initiatives influence employee behavior and performance outcomes in a dynamic banking environment.

10. CONCEPTUAL FRAMEWORK:

The conceptual framework of the present study illustrates the relationship between Training and Development, Motivation, Employee Engagement, Job Satisfaction, and Employee Performance. The model is developed based on established theories in human resource management and organizational behavior, and it aims to explain how training influences performance through multiple psychological pathways. Training and Development is considered the primary independent variable, reflecting organizational efforts to enhance employee competencies, skills, and knowledge. It is hypothesized to have a direct effect on Employee Performance, as well as indirect effects through three key mediating variables: Motivation, Employee Engagement, and Job Satisfaction. Motivation represents the internal drive that influences employees' willingness to perform their tasks effectively. Drawing from motivation theories such as Expectancy Theory and Self-Determination Theory, the framework proposes that training enhances employees' sense of competence and growth, thereby increasing motivation levels. Employee Engagement reflects the level of emotional,

cognitive, and physical involvement of employees in their work roles. Based on engagement theory and the Job Demands–Resources (JD-R) model, training is considered a key organizational resource that enhances engagement by improving employees’ confidence and role clarity.



Job Satisfaction represents employees’ overall positive emotional response toward their job. The framework suggests that training contributes to higher satisfaction by improving skill utilization, career growth opportunities, and organizational support perception. Employee Performance is the dependent variable, reflecting outcomes such as efficiency, quality of work, and goal achievement. The model proposes that performance is influenced both directly by training and indirectly through motivation, engagement, and job satisfaction. The framework adopts a parallel mediation structure, where all three psychological variables simultaneously mediate the relationship between Training and Development and Employee Performance. This integrated model provides a comprehensive understanding of how training initiatives translate into improved employee outcomes in private sector banks.

11. RESEARCH HYPOTHESIS:

The hypotheses of the present study are grounded in established theoretical frameworks and supported by a substantial body of empirical research on training and development, employee motivation, engagement, job satisfaction, and employee performance. Existing literature consistently highlights that training and development serve as a critical human resource

practice that enhances both employee competencies and psychological outcomes (Noe, 2020; Aguinis & Kraiger, 2009). Organizations that invest in systematic training initiatives are more likely to develop a skilled, adaptable, and committed workforce capable of achieving superior performance outcomes.

A number of studies emphasize that training and development significantly enhance **employee motivation**, as employees perceive training opportunities as an investment in their personal and professional growth (Vroom, 1964; Katou, 2017). Similarly, training initiatives contribute to higher levels of **employee engagement** by fostering employees' emotional attachment, involvement, and commitment to organizational goals (Saks, 2006; Shuck & Wollard, 2010). Furthermore, training has been found to positively influence **job satisfaction**, as it improves employees' confidence, competence, and perception of organizational support (Rowden & Conine, 2005; Sahinidis & Bouris, 2008). In addition to psychological outcomes, prior research provides strong evidence that training and development have a direct and significant impact on **employee performance** by enhancing knowledge, skills, and work efficiency (Salas et al., 2012; Elnaga & Imran, 2013). Moreover, psychological variables such as **motivation, engagement, and job satisfaction** are widely recognized as key determinants of employee performance (Judge et al., 2001; Harter et al., 2002). These variables influence how effectively employees apply their competencies in achieving organizational objectives. Recent empirical studies further suggest that training not only affects employee performance directly but also indirectly through psychological mechanisms. **Motivation, engagement, and job satisfaction act as mediating variables**, translating training inputs into improved performance outcomes (Bakker & Demerouti, 2008; Joo et al., 2010). However, limited research has examined these mediators simultaneously within a single integrated structural framework, particularly in the context of private sector banking in India. This study attempts to address this gap by proposing a comprehensive model incorporating multiple mediators.

Based on the above theoretical and empirical evidence, the following hypotheses are proposed:

H₁: There is a statistically significant positive relationship between training and development and employees' motivation.

H₂: There is a statistically significant positive relationship between training and development and employee engagement.

H₃: There is a statistically significant positive relationship between training and development and employees' job satisfaction.

H₄: There is a statistically significant positive relationship between training and development and employees' job performance.

H₅: There is a statistically significant positive relationship between employees' motivation and job performance.

H₆: There is a statistically significant positive relationship between employee engagement and job performance.

H₇: There is a statistically significant positive relationship between job satisfaction and job performance.

H₈: Employee engagement mediates the relationship between training and employees' job performance.

H₉: Job satisfaction mediates the relationship between training and employees' job performance.

H₁₀: Employee motivation mediates the relationship between training and employees' job performance.

12. RESEARCH METHODOLOGY:

12.1. Sample Element:

For the present study, the sample element comprises **employees working in private sector banks in Ahmedabad District**, who have prior exposure to training and development programs.

12.2. Research Approach:

The researcher adopted a **quantitative research approach** to collect a large amount of numerical data for testing hypotheses and generalizing the findings. This approach facilitates objective measurement of relationships among training, motivation, engagement, job satisfaction, and employee performance.

12.3. Research Design:

The study examines the impact of **training and development on employee motivation and performance**. Therefore, a **descriptive research design** is used to systematically analyze relationships among variables.

12.4. Data Collection:

12.4.1. Secondary Data:

The researcher collected secondary data in the form of previous research work, papers and articles are collected from the library Gujarat Technological University, Indian Institute of Management (IIM) – Ahmedabad, Ahmedabad Management association (AMA) – Ahmedabad. E – Journals packages like Emerald Management Extra, and EBSCO were used for collecting the information about previous research.

12.4.2. Primary Data:

Primary data was collected using a **structured questionnaire with close-ended questions** administered to bank employees.

12.5. Research Instrument:

A **self-administered structured questionnaire** was used to collect data. The instrument was designed to empirically test the hypotheses using validated scales from previous studies.

Construct	Author(s) & Year
Training and Development	Kirkpatrick (1959), Curry et al. (2010), Stone (2002)
Employee Motivation	Vroom (1964), Kuvaas et al. (2017), Çetin & Aşkun (2018)
Employee Engagement	Kahn (1990), Saks (2006), UWES Scale
Job Satisfaction	Locke (1976), Macdonald & MacIntyre (1997)
Employee Performance	Campbell (1990), Valaei & Jiroudi (2016)

The researcher used 5-point Likert scale for evaluating the degree of agreement for each question.

12.6. Sampling:

The study used a **Probability Sampling Method (Stratified Random Sampling with Proportionate Allocation)** to ensure representation of employees across different private sector banks.

12.7. Sampling Size

A total of **1,000 respondents** were selected from private sector banks in Ahmedabad District. The sample size is considered adequate for conducting advanced statistical techniques such as Structural Equation Modeling (SEM), ensuring reliable and generalizable results.

12.8. Data Analysis:

The data collected through the questionnaire was analysed using the SPSS 24.0 & AMOS 24.0 software. Researcher has used Descriptive Frequency analysis, exploratory factor analysis & Confirmatory factor analysis, Independent Sample T test, ANOVA, and SEM in order to examine the relationship between constructs and test the hypotheses accordingly.

13. ANALYSIS & INTREPRETATION OF RESULTS:

13.1 RESULT OF EXPLORATORY FACTOR ANALYSIS:

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.963
Bartlett's Test of Sphericity	Approx. Chi-Square	15945.985
	df	1431
	Sig.	.000

The KMO value of 0.963 indicates meritorious sampling adequacy, confirming that the data is suitable for factor analysis. A high KMO suggests strong inter-item correlations among variables. Bartlett's Test of Sphericity yielded a Chi-Square of 15945.985 (df = 1431, Sig. = 0.000), which is highly significant. This result confirms that the correlation matrix is not an identity matrix. Hence, the dataset is appropriate for conducting factor analysis to study consumers' buying behavior in online jewellery shopping.

EXPLORATORY FACTOR OUTPUT

Factor Name	Short Name	Factor Loadings	Factor With Eigen Values
Training and Development	TD1	0.866	8.8
	TD2	0.848	
	TD3	0.841	
	TD4	0.837	
Motivation	M1	0.773	3.25

	M2	0.772	
	M3	0.736	
	M4	0.778	
	M5	0.743	
	M6	0.736	
	E1	0.777	
	E2	0.768	
	E3	0.758	
Engagement	E4	0.732	2.924
	E5	0.729	
	E6	0.719	
	E7	0.710	
	E8	0.702	
Job Satisfaction	J1	0.912	
	J2	0.896	2.436
	J3	0.855	
	J4	0.738	
	J5	0.715	
	J6	0.707	
	J7	0.693	
	J8	0.594	
	J9	0.522	
	P1	0.844	
	P2	0.819	
	P3	0.779	
Performance	P4	0.766	2.239
	P5	0.756	
	P6	0.747	
	P7	0.742	
	P8	0.702	

The factor analysis extracted **five key dimensions** influencing employee performance in private sector banks in Ahmedabad District. The strongest factor, **Training and Development (Eigenvalue = 8.8)**, indicates that structured training initiatives play a dominant role in shaping employees' competencies and work effectiveness. **Motivation (Eigenvalue = 3.25)** also emerged as a significant factor, highlighting that employees' internal drive and willingness are crucial for achieving better performance outcomes. **Employee Engagement (Eigenvalue = 2.924)** reflects the importance of employees' emotional and cognitive involvement in their work, suggesting that engaged employees contribute more effectively to organizational goals. Similarly, **Job Satisfaction (Eigenvalue = 2.436)** indicates that employees' positive attitudes toward their job significantly influence

their work behavior and commitment. **Employee Performance (Eigenvalue = 2.239)** confirms the overall outcome construct, supported by strong factor loadings across all items.

Overall, the results confirm that both **organizational factors (training and development)** and **psychological factors (motivation, engagement, and job satisfaction)** jointly influence employee performance. This indicates that enhancing training initiatives alone is not sufficient; organizations must also focus on improving employees' psychological and attitudinal outcomes to achieve higher performance levels.

13.2 RESULT OF CONFIRMATORY FACTOR ANALYSIS:

Confirmatory Factor Analysis (CFA) was conducted using AMOS to validate the measurement model comprising five constructs: Training and Development, Motivation, Employee Engagement, Job Satisfaction, and Employee Performance, based on a sample of 1,000 respondents. The model demonstrated a good overall fit, with acceptable values of key fit indices (CMIN/DF = 2.650, GFI = 0.931, AGFI = 0.920, CFI = 0.981, TLI = 0.970, IFI = 0.982, RMSEA = 0.041). These values indicate that the proposed model fits the data well.

All factor loadings were positive and statistically significant ($p < 0.001$), confirming strong convergent validity. The constructs also exhibited meaningful correlations, particularly between Training and Development with Motivation and Job Satisfaction, and between Employee Engagement and Performance, indicating a well-structured model. No estimation issues were observed, and reliability and validity criteria were satisfied. Overall, the CFA results confirm that the measurement model is robust and suitable for further structural analysis.

13.3 DIFFERENCE BETWEEN GENDER AND TRAINING & DEVELOPMENT, MOTIVATION, EMPLOYEE ENGAGEMENT, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE:

Construct	Levene's Sig.	t	Sig. (2-tailed)
Training & Development	0.384	-0.977	0.329
Motivation	0.713	-0.274	0.784
Engagement	0.377	0.474	0.635
Job Satisfaction	0.695	-0.474	0.635
Performance	0.041	-0.761	0.447

The Independent Samples t-test results indicate that gender does not significantly influence Training & Development, Motivation, Employee Engagement, Job Satisfaction, or Employee Performance, as all p-values are greater than 0.05. This suggests that both male and female employees have similar perceptions and experiences across these constructs. Overall, the findings imply that training and development practices in private sector banks are gender-neutral, with no statistically significant differences observed between male and female employees in terms of motivation, engagement, satisfaction, or performance outcomes.

13.4 DIFFERENCE BETWEEN RESPONDENTS' AGE AND TRAINING & DEVELOPMENT, MOTIVATION, EMPLOYEE ENGAGEMENT, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE:

ONE WAY ANOVA OUTPUT

Technology Construct	F	Sig.
Training & Development	1.9516	0.12
Motivation	0.8032	0.49
Engagement	0.1820	0.91
Job Satisfaction	3.0444	0.03
Performance	0.1353	0.94

The one-way ANOVA results show that age does not have a statistically significant impact on most training and development-related constructs, as the majority of p-values are greater than 0.05. This indicates that employee perceptions of Training & Development, Motivation, Engagement, and Performance remain consistent across different age groups. However, Job Satisfaction ($p = 0.03$) is the only construct that shows a statistically significant difference ($p < 0.05$), suggesting that employees of different age groups experience varying levels of job satisfaction. Overall, the findings imply that while training initiatives, motivation, engagement, and performance outcomes are largely uniform across age groups, job satisfaction varies with age, highlighting the need for age-sensitive HR practices to enhance employee satisfaction.

13.5 DIFFERENCE BETWEEN RESPONDENTS' EDUCATION AND TRAINING & DEVELOPMENT, MOTIVATION, EMPLOYEE ENGAGEMENT, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE:

ONE WAY ANOVA OUTPUT

Technology Construct	F	Sig.
Training & Development	0.4041	0.75
Motivation	3.4619	0.01
Engagement	2.6442	0.04
Job Satisfaction	1.9945	0.11
Performance	2.5027	0.05

The one-way ANOVA results show that age has a statistically significant impact on certain training and development-related constructs, as some p-values are less than 0.05. Specifically, Motivation ($p = 0.01$) and Engagement ($p = 0.04$) show significant differences across age groups, indicating that employees of different ages experience varying levels of motivation and engagement. Performance ($p = 0.05$) lies at the borderline level, suggesting a possible variation across age groups, though not strongly conclusive. However, Training & Development ($p = 0.75$) and Job Satisfaction ($p = 0.11$) do not show significant differences, implying that these perceptions remain largely consistent across age groups. Overall, the findings suggest that while training practices and job satisfaction are relatively uniform, motivation and engagement are influenced by age, highlighting the importance of age-specific strategies to enhance employee involvement and motivation.

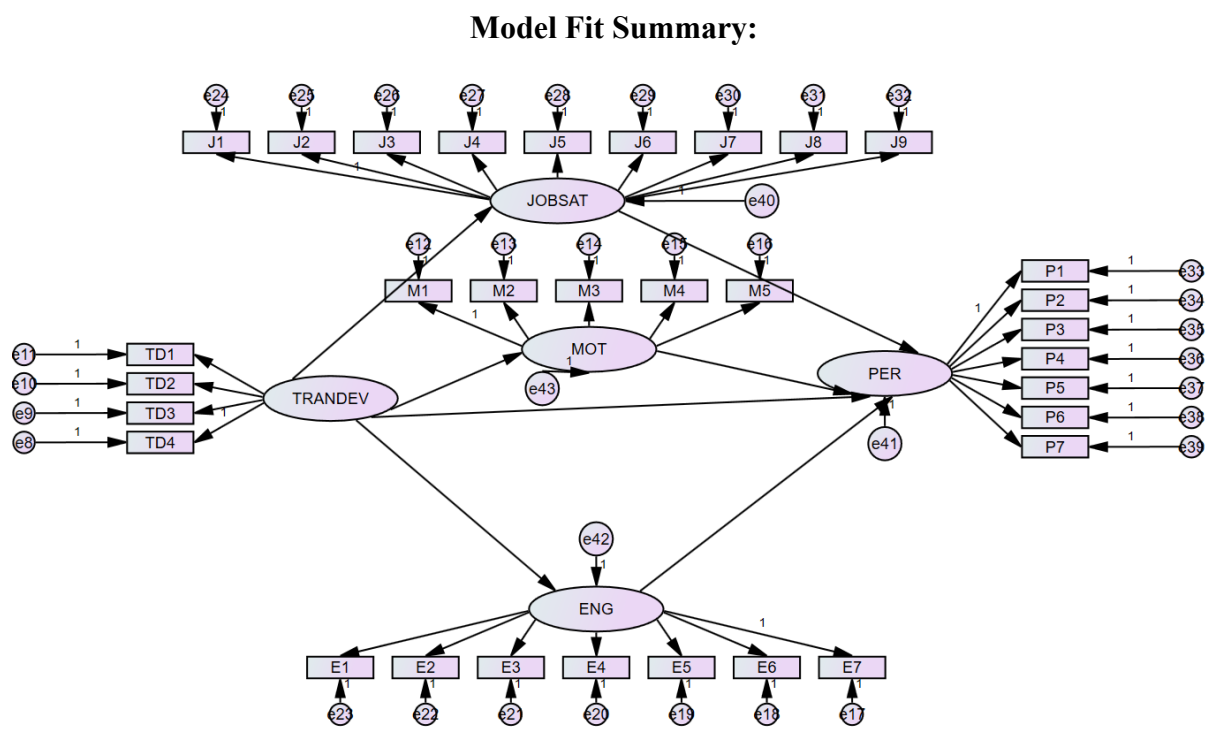
13.6 DIFFERENCE BETWEEN RESPONDENTS' INCOME AND TRAINING & DEVELOPMENT, MOTIVATION, EMPLOYEE ENGAGEMENT, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE:

ONE WAY ANOVA OUTPUT

Technology Construct	F	Sig.
Training & Development	0.4042	0.75
Motivation	3.4620	0.01
Engagement	2.6442	0.04
Job Satisfaction	1.9945	0.11
Performance	2.5027	0.05

The one-way ANOVA results show that respondents' income has a statistically significant impact on certain training and development–related constructs, as some p-values are less than 0.05. Specifically, Motivation ($p = 0.01$) and Employee Engagement ($p = 0.04$) show significant differences across income groups, indicating that employees with different income levels experience varying levels of motivation and engagement. Employee Performance ($p = 0.05$) lies at the borderline level, suggesting a possible variation across income groups, though not strongly conclusive. However, Training & Development ($p = 0.75$) and Job Satisfaction ($p = 0.11$) do not show significant differences, implying that these perceptions remain largely consistent across income groups. Overall, the findings suggest that while training practices and job satisfaction are relatively uniform, income influences motivation and engagement, highlighting the need for income-sensitive strategies to enhance employee motivation and involvement.

13.7 SEM Model Fit Summary:



Goodness of Fit Indices

	CMIN	df	RMR	GFI	AGFI
Default model	1276.603	457	0.038	0.927	0.916
Saturated model	0.000	0.000	0.000	1.000	
Independence model	6794.169	496	0.120	0.530	0.499

The structural equation model demonstrated a good overall fit based on multiple goodness-of-fit indices. The chi-square/df ratio ($\text{CMIN}/\text{df} = 1276.603/457 \approx 2.79$) falls within the acceptable range, supporting model adequacy despite the sensitivity of chi-square to large sample sizes. Absolute fit indices such as RMR (0.038), GFI (0.927), and AGFI (0.916) indicate a satisfactory to good fit of the default model. In contrast, the independence model shows poor fit ($\text{RMR} = 0.120$, $\text{GFI} = 0.530$, $\text{AGFI} = 0.499$), reinforcing the superiority of the proposed model over a null model with no relationships. Overall, the results confirm that the hypothesized SEM model fits the data well and provides a reliable representation of the underlying constructs.

Goodness of Fit Indices: Baseline Fit

	NFI	RFI	TLI	CFI	PNFI	RMSEA
Default model	0.912	0.996	0.959	0.970	0.991	0.022
Saturated model	1.000			1.000	0.000	
Independence model	0	0	0.000	0.000	0	0.113

The model demonstrated a strong overall fit, with key baseline fit indices exceeding recommended thresholds. The values of NFI (0.912), RFI (0.996), TLI (0.959), and CFI (0.970) indicate substantial improvement of the proposed model over the null (independence) model, confirming excellent model fit. The PNFI value (0.991) reflects high parsimony, suggesting that the model achieves a good balance between explanatory power and simplicity. Additionally, the RMSEA value (0.022) indicates a very close fit of the model to the data. In contrast, the independence model shows poor fit ($\text{RMSEA} = 0.113$), further reinforcing the superiority of the hypothesized model. Overall, these results confirm that the proposed SEM model is robust, well-specified, and provides an excellent representation of the observed data.

Hypothesis	Path	Type of Effect	β Value	p-value	Result
H1	Training & Development → Motivation	Direct	0.697	<0.001	Accepted
H2	Training & Development → Engagement	Direct	0.359	<0.001	Accepted
H3	Training & Development → Job Satisfaction	Direct	0.502	<0.001	Accepted
H4	Training & Development → Performance	Direct	0.797	<0.001	Accepted
H5	Motivation → Performance	Direct	0.306	<0.001	Accepted
H6	Engagement → Performance	Direct	0.697	<0.001	Accepted
H7	Job Satisfaction → Performance	Direct	0.247	<0.001	Accepted
H8	Training & Development → Motivation → Performance	Indirect	0.452	Significant	Accepted
H9	Training & Development → Engagement → Performance	Indirect	0.468	Significant	Accepted
H10	Training & Development → Job	Indirect	0.581	Significant	Accepted

Hypothesis	Path	Type of Effect	β Value	p-value	Result
—	Satisfaction → Performance Training & Development → Performance	Total Effect	0.729	—	—

The structural equation modeling results indicate that Training and Development has a strong and significant impact on employee performance both directly and indirectly. All direct relationships were found to be positive and statistically significant, confirming that training enhances motivation, employee engagement, and job satisfaction, which in turn improve employee performance. Among all predictors, employee engagement emerged as the strongest determinant of performance, followed by motivation and job satisfaction. The mediation analysis further reveals that motivation, engagement, and job satisfaction significantly mediate the relationship between training and performance, highlighting the importance of psychological and behavioral factors. The total effect ($\beta = 0.729$) demonstrates that training and development plays a critical and comprehensive role in improving employee performance. Overall, the findings confirm that training acts as a key organizational strategy that enhances employee attitudes and drives superior performance outcomes.

14. OBJECTIVE WISE FINDINGS OF THE STUDY:

Research Objective	Major Findings of the Study (Final Result-Oriented Version)
1. To examine the impact of training and development on employee performance in private sector banks in Ahmedabad district.	Training and Development shows a strong and significant positive impact on Employee Performance ($\beta = 0.797, p < 0.001$) . Employees report improvements in efficiency, skills, and work quality. The measurement model confirms strong validity of constructs, ensuring reliable results. Gender-based t-test results indicate no significant differences , suggesting uniform effectiveness of training across male and female employees. One-way ANOVA results show no significant variation across age groups , indicating that training effectiveness and performance outcomes remain consistent across demographic categories. Overall,

Research Objective

Major Findings of the Study (Final Result-Oriented Version)

Training and Development emerges as a key determinant of Employee Performance.

Training and Development significantly enhances **Motivation ($\beta = 0.697$), Employee Engagement ($\beta = 0.359$), and Job Satisfaction ($\beta = 0.502$), all significant at $p < 0.001$** . Employees demonstrate high intrinsic motivation and moderate-to-high engagement levels. **t-**

2. To analyze the influence of test results confirm no gender-based differences in training and development on these psychological outcomes. One-way ANOVA employee motivation, results reveal significant differences in Motivation engagement, and job satisfaction. and Engagement based on Education and Income

levels, while Job Satisfaction varies primarily across age groups. These findings indicate that while training positively influences all psychological variables, demographic factors partially shape motivation and engagement levels.

3. To evaluate the effect of motivation, engagement, and job satisfaction on employee performance.

Employee Engagement has the **strongest impact on Employee Performance ($\beta = 0.697$)**, followed by Motivation ($\beta = 0.306$) and Job Satisfaction ($\beta = 0.247$). Employees with higher engagement and motivation demonstrate better performance outcomes. **t-test results show no gender-based differences in these variables**, confirming consistency across groups. **One-way ANOVA results indicate significant differences in Motivation and Engagement across Education and Income groups**, whereas Employee Performance does not vary significantly across demographics. This confirms that psychological factors, particularly engagement, are the primary drivers of performance.

Research Objective

Major Findings of the Study (Final Result-Oriented Version)

Motivation, Engagement, and Job Satisfaction significantly mediate the relationship between Training and Development and Employee Performance. The indirect effects are strong: **Motivation ($\beta = 0.452$),**

4. To investigate the mediating Engagement ($\beta = 0.468$), and Job Satisfaction ($\beta =$ role of motivation, engagement, 0.581). Job Satisfaction emerges as the strongest and job satisfaction in the mediator. t-test results confirm no gender-based relationship between training and differences in mediation variables, while ANOVA development and employee results indicate partial influence of education and performance.

income on motivation and engagement, but not on job satisfaction. This confirms that Training influences Performance both directly and indirectly through psychological mechanisms, with mediation effects remaining largely consistent across employee groups.

15. CONCLUSION:

The study concludes that training and development plays a crucial role in enhancing employee performance in private sector banks. Structured training programs significantly improve employees' knowledge, skills, and work efficiency, while also positively influencing their motivation, engagement, and job satisfaction. Employees generally exhibit positive psychological states, indicating that training contributes not only to technical competence but also to favorable attitudes and behaviors at work. The findings reveal that employee performance is strengthened both directly and indirectly through training, with motivation, engagement, and job satisfaction acting as important mediating factors. Among these, employee engagement emerges as the strongest predictor of performance, followed by motivation and job satisfaction. The study also indicates that training practices are largely uniform and gender-neutral, with minimal demographic differences, although slight variations are observed across education and income levels. Overall, the study establishes that training and development is a key strategic HR practice, contributing to a motivated, engaged, and high-performing workforce. Organizations that invest in continuous and well-

structured training programs are better positioned to achieve improved employee effectiveness and long-term organizational success.

16. MANAGERIAL IMPLICATIONS:

The findings highlight that training and development should be treated as a strategic investment rather than a routine HR activity. Banks should implement continuous and structured training programs that enhance both technical and behavioral competencies to improve overall employee effectiveness. Since employee engagement is the strongest driver of performance, organizations should focus on creating a supportive work environment, encouraging participation, and designing meaningful job roles to enhance employees' involvement and commitment. The significant role of job satisfaction suggests that managers should strengthen leadership practices, communication, and recognition systems to improve employee satisfaction and organizational commitment.

As motivation is influenced by both intrinsic and extrinsic factors, banks should adopt a balanced reward system that includes financial incentives, recognition, and career development opportunities. Customized training approaches may also be useful to address differences across employee groups. Finally, organizations should establish training evaluation and feedback mechanisms and align training outcomes with performance appraisal systems. Overall, an integrated HR approach focusing on training, motivation, engagement, and satisfaction is essential for achieving sustained employee performance.

17. SCOPE FOR FUTURE RESEARCH:

The present study offers several directions for future research. Studies can be extended to public sector, cooperative, and multinational banks to enable comparative analysis across different organizational contexts. Future researchers may conduct longitudinal studies to examine the long-term impact of training on employee performance, motivation, engagement, and job satisfaction. Additionally, incorporating variables such as leadership, organizational culture, employee well-being, and work-life balance can provide a more comprehensive understanding of employee performance. Comparative studies across different industries can help in testing the generalizability of the findings beyond the banking sector. Further research may also explore the role of digital training methods such as e-learning, AI-based training, and simulations in enhancing employee outcomes. Finally, future studies can focus on

training effectiveness and ROI, along with moderating factors like personality traits and organizational support, to strengthen theoretical models and practical applicability.

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