

*HR Learning and development, Job satisfaction and employee performance.
Evidence from Law enforcement agencies in Pakistan.*



By:

Muhammad Ammar Farooq

01-221222-037

MBA/HRM

Supervisor:

Maleeha Mansoor

**Department of Business Studies
Bahria University Islamabad**

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Names of Student:

Enroll #

Muhammad Ammar Farooq

01-221222-037

Class: MBA/HRM

Approved by:

Maleeha Mansoor

Supervisor

Asima Saleem

Internal Examiner

Mohsin Ullah

External Examiner

Dr.Syed Haider Ali Shah

Research Coordinator

Dr.Khalil Ullah Mohammad

Head of Department

Business Studies

Abstract

This research delves into the intricate nexus of HR learning and development, job satisfaction, and employee performance within the specific landscape of law enforcement agencies in Pakistan. Employing a quantitative analysis approach, the study seeks a holistic comprehension of the experiences of law enforcement personnel. It explores the impact of the HR actions on satisfaction level in job & scrutinizes nuanced dynamics shaping employee performance. Objective performance metrics, in conjunction with self-reported measures, are utilized to assess the efficacy of HR learning and development initiatives. Furthermore, the study engages in cross-cultural comparisons to discern universal and context-specific factors impacting these interrelations. The research scrutinizes the part of technological interventions, leading qualities, and company's environment in making the work participation of law enforcement officers. By contributing to both theoretical understanding and practical insights, this study aims to inform and optimize HR practices, elevate job satisfaction, and enhance overall employee performance within the critical domain of law enforcement in Pakistan.

Keywords: HR learning and development, job satisfaction, employee performance, law enforcement agencies.

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Dedication

This thesis is dedicated to the unwavering love and support of my family, especially to my beloved wife, Dr. Maria Ammar. Her enduring patience, encouragement, and understanding have been my guiding light throughout this academic endeavor. To my parents, whose sacrifices and belief in my abilities have been a source of inspiration, this work is a testament to your unwavering support. I also dedicate this thesis to my dear friends, whose camaraderie and encouragement have been invaluable.

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Chapter 1 - Introduction

1.1 Introduction

In the diverse market of the modern global economy, role which has changed Human Resources (HR) into a strategic driver for organizational success (Davenport, 2018). Within the public sector of Pakistan, the significance of an effective and agile HR function cannot be overstated, considering the intricate challenges and diverse demands faced by public organizations (Khan, 2020). This thesis embarks on a comprehensive exploration of the intricacies surrounding HR practices, shedding light on critical aspects of learning and development.

The public sector has pivotal part in the socioeconomic development of a country, and its effectiveness is intricately linked with the competence and adaptability of its human capital (World Bank, 2019). As Pakistan navigates through a rapidly changing global landscape, the public sector grapples with multifaceted challenges ranging from bureaucratic inefficiencies to the need for increased transparency and accountability (Asian Development Bank, 2021). Against this backdrop, the role of HR in fostering continuous learning and development becomes paramount, as it directly contributes to the capacity building and professional growth of public sector employees (Dessler, 2017).

This research endeavors to take part to the present knowledge by searching in the unique challenges and opportunities that characterize human resource efforts in the public organizational community of Pakistan. The investigation will be guided by a framework that examines various dimensions of learning and development within the HR domain, exploring factors such as learning programs, organizational culture, leadership styles, and the utilization of technology in HR processes (Jackson & Schuler, 2020).

The significance of this study is underscored by the dearth of comprehensive research focusing specifically on HR practices within the public sector of Pakistan. While existing literature provides valuable insights into HR management in the private sector and international contexts, figuring out how things work in the government needs a careful and

detailed understanding. (Mondy et al., 2018). Findings according to this research are expected to not only fill this gap in the literature but also offer practical recommendations for policymakers, HR professionals, and organizational leaders to enhance HR practices in the public sector (Ulrich, 2016).

The subsequent chapters of this thesis will delve into a thorough literature review, research methodology, data analysis, and discussions, culminating in conclusive insights that can inform policy decisions, foster best practices, and participate to the overall betterment of the public organisations in Pakistan. As we embark on this journey of exploration, the aim is to unravel the layers of HR learning and development in the unique matter of the government sector, ultimately contributing in creating a more resilient, adaptive, and efficient public administration in Pakistan.

1.2 Background

The significance of a well-functioning HR system within the public sector cannot be overstated. In a time marked by technological advancements, changing demographics, and increasing public expectations, the HR function plays a critical role in driving organizational success (Davenport, 2018). However, the extent to which HR practices, specifically learning and development initiatives, are optimized to meet the unique demands of the government organisations in Pakistan remains a subject which warrants scholarly attention.

The need for an in-depth investigation into the learning and development of HR in the public sector of Pakistan is underscored by several factors. First and foremost is the dearth of comprehensive research specifically focused on HR practices within the public sector of the country (Khan, 2020). While existing literature provides valuable insights into HR management in the private sector and international contexts, the distinctive challenges and requirements of the public sector demand a dedicated exploration. This research seeks to address this gap, providing a nuanced understanding of the current position of HR learning & development in public organizations.

Organizations recognize the significant impact of learning & Development (L&D) on job performance. Continuous learning & development play a crucial role in enhancing workplace productivity. It is essential for managers to verify every worker is content, satisfied with

current job, as unhappy employees may seek opportunities elsewhere. With the labor market rapidly expanding, top management must adapt to these changes to ensure the organization's profitability. Therefore, L&D is crucial to compete and thrive in the market.

As employees today tend to change jobs frequently, it is important for managers to understand how to retain and satisfy them. Different researchers have provided various methods to explain job satisfaction. For instance, Robbins, S. P., Judge, T. A., & Judge, T. (2019) Job satisfaction, as described, is a favorable sentiment toward one's job arising from an assessment of its attributes. McCrea, Wieber, and Myers (2012) propose that contemporary employees exhibit frequent job changes and lack the same allegiance to companies as observed in earlier times.

The public sector of Pakistan, like many others globally, faces a myriad of challenges and opportunities as it navigates through the complexities of the contemporary socio-economic and political landscape (World Bank, 2019). Amidst these challenges, the effectiveness of the public sector is intricately tied to the competence, adaptability, and continuous development of its human resources (HR) (Dessler, 2017). As the custodian of public welfare, the government bodies in Pakistan must contend with problems ranging from bureaucratic inefficiencies and resource constraints to the imperative of meeting the evolving needs of a diverse and dynamic society.

Additionally, the efficiency and effectiveness of the public sector directly impact the lives of millions of citizens in Pakistan (Doe 2020). An optimized HR function ensures that public institutions are not only well-equipped to attract and retain top talent but are also capable of nurturing a culture of accountability, transparency, and innovation. Through a focused inquiry into the learning and development initiatives of HR in the public sector, this research aims to uncover best practices and offer recommendations that can contribute to the enhancement of overall organizational performance (Johnson et al., 2021).

In conclusion, this study is motivated by the conviction that a robust and agile HR function within the public sector is indispensable for the sustainable development of Pakistan. By delving into the nuances of HR learning and development, this research seeks to provide

valuable insights that can inform policy decisions, guide HR practitioners, and contribute to the broader discourse on public sector reform and efficiency in Pakistan.

1.3 Research Problem

Despite the growing recognition of the pivotal role played by human resource (HR) in the betterment of organizations, there exists a substantial gap in both theory and practice regarding the learning and development initiatives within the law enforcement agencies of Pakistan.

On a theoretical level, existing scholarship primarily focuses on the private sector, often overlooking the distinctive features that characterize HR management in the public sector (Jackson & Schuler, 2019). The public sector operates within a framework defined by governmental policies, bureaucratic structures, and the imperative of serving the diverse needs of the public. The absence of a dedicated theoretical framework for understanding HR learning and development in the government zone of Pakistan creates a void that hinders the formulation of context-specific strategies and best practices.

Moreover, the dynamic nature of work, fueled by technological advancements and shifting demographics, necessitates an agile and forward-thinking HR approach (Stone, 2020). The lack of targeted research on HR learning and development in the public sector of Pakistan leaves organizations ill-equipped to address the contemporary needs of their workforce. This gap in practice is particularly critical as it hampers the sector's ability to foster a culture of innovation, adaptability, and continuous improvement.

1.4 Research Gap

While research on HR learning and development, job satisfaction, and employee performance exists within various organizational contexts, there is a noticeable gap in the literature concerning these aspects specifically within law enforcement agencies in Pakistan. Despite the critical role that effective HR practices play in shaping employee satisfaction and performance, limited scholarly attention has been directed towards understanding these dynamics within the unique operational environment of law enforcement agencies in Pakistan.

Furthermore, while studies on HR practices, job satisfaction, and employee performance abound in organizational settings globally, there remains a scarcity of research that examines these factors collectively within the context of law enforcement agencies in Pakistan. The distinctive nature of work, organizational culture, and the inherent challenges faced by personnel in such agencies necessitate a nuanced understanding of how HR learning and development initiatives impact job satisfaction and subsequent performance outcomes.

Therefore, this study aims to bridge this gap in the literature by investigating the interplay between HR learning and development, job satisfaction, and employee performance within law enforcement agencies in Pakistan. By examining these factors in a Pakistani context, this research seeks to provide insights that are not only theoretically relevant but also practically applicable, thereby contributing to the enhancement of HR practices and organizational performance within law enforcement agencies in Pakistan.

1.5 Purpose of Research

The motive of this research is to explore human resource management impact including learning & development, on worker's productivity in public sector organizations in Pakistan (Ahmad & Schroeder, 2019). The study aims to analyse the space of existing writings and provide valuable insights towards federally administered civilian law enforcement agencies in Pakistan to improve their HR actions and enhance employee performance. The space in the research literature which the study targets to fulfil is under-exploration of human resource (HR) practices, particularly learning & development, in the context of government zone organizations in Pakistan. Previous studies have primarily focused on the private sector or general HRM practices, leaving a gap in understanding the specific context of public sector organizations in Pakistan. This gap can lead to a lack of tailored strategies and interventions for improving employee performance in the public sector, which can negatively impact the overall efficiency and effectiveness of these organizations. The study will measure the gap by comparing the findings of the study with existing literature on human resource (HR), employee performance in government entities in Pakistan (Bhatti et al., 2018; Khattak et al., 2020). This comparison will help identify the areas where the existing literature is limited or missing and give more comprehensive comprehension of relation in human resource (HR),

learning and development, and worker's performance in government entities within Pakistan. By filling this space in the research writing, it can contribute to the development of more effective HRM practices and policies for public sector organizations in Pakistan, ultimately leading to improved employee performance and overall organizational effectiveness. This can have practical implications for public sector organizations, policymakers, and practitioners in developing countries, as it can provide insights into how to develop indigenous HRM practices that are responsive to local needs and contexts.

This research seeks to bridge this divide by providing proper information of the present state of learning and development within law enforcement agencies of Pakistan and offering insights that can inform theoretical frameworks and guide practical interventions for organizational improvement.

1.6 Objective of Research

- To discover impact of Learning & development on worker's performance in law enforcement agencies of Pakistan.
- The Job satisfaction mediates relationship b/w HR Learning & development, employee performance in law enforcement agencies of Pakistan.

1.7 Research Questions

1. Do HR Learning and development impact the employee performance in law enforcement agencies of Pakistan?
2. Does the job satisfaction mediate relationship b/w HR Learning & development, workers performance in law enforcement agencies of Pakistan?

1.8 Significance of Study

For Researchers: The research gives the academic knowledge base by filling a critical gap in the literature related to HR practices in the government sector of Pakistan (Khan et al, 2021). Researchers gain insights into the intricacies of HR learning and development in unique conditions of government sector organizations, enriching theoretical foundations of HR management.

For Policy Makers: Policymakers receive evidence-based recommendations to enhance HR practices in the public sector, promoting organizational effectiveness and contributing to

broader public sector reform initiatives. Informed policy decisions can be made, aligning HR strategies with the specific needs and challenges of public sector entities in Pakistan.

For Managers and HR Practitioners: Managers and HR practitioners in the public sector gain practical insights into optimizing learning and development initiatives (Malik & Qureshi, 2019). Context-specific recommendations offer actionable strategies to attract, retain, and develop high-caliber personnel, fostering a culture of innovation and adaptability.

Overall, importance of this research lies in its potential in catalyzing good change within the public sector of Pakistan, benefitting researchers, policymakers, managers, HR practitioners, and the broader community of public sector stakeholders. The findings target to take part in the improvement of human resource practices, ultimately enhancing capacity of public sector organizations to fulfil the evolving society needs.

1.9 Scope of the Study

This work targets to give a detailed understanding in the intricacies surrounding HR practices within the federally administered civilian law enforcement agencies of Pakistan. The study delves into the unique challenges and opportunities faced by HR professionals in agencies at the federal level. The reach of the research is outlined as follows:

- **Geographical Delimitation:** This research focuses exclusively on federally administered civilian law enforcement agencies within the geographical boundaries of Pakistan. It excludes private sector entities and public institutions outside of Pakistan (Ashraf, M., & Imran, M. K. 2019).
- **Public Sector Organizations:** The research is confined to government institutions, ministries, and public agencies at various administrative levels in Pakistan. Non-governmental organizations and private sector entities are explicitly excluded.
- **Learning and Development Focus:** The primary emphasis is on investigating HR practices related to learning and development within the public sector. This encompasses an in-depth exploration of learning programs, skill enhancement initiatives, and opportunities for professional growth.

- **Theoretical Frameworks Pertinent to Learning and Development:** The exploration of theoretical frameworks is limited to those directly relevant to HR learning and development within the public sector (Rehman, S. U., & Ahmad, M. I. (2020)).

1.10 Research Contribution

This study makes several significant contributions to both academia and practice within the realm of human resource management (HRM) and organizational behavior, particularly within the context of law enforcement agencies in Pakistan.

By investigating the relationships between HR learning and development, job satisfaction, and employee performance within law enforcement agencies in Pakistan, this research provides empirical evidence to enhance our understanding of these dynamics in a unique organizational context. The findings offer insights into how HR practices influence job satisfaction and subsequent performance outcomes among law enforcement personnel in Pakistan. This study contributes to a nuanced understanding of HRM practices within the specific socio-cultural and organizational context of Pakistan's law enforcement agencies. By considering the cultural, institutional, and operational intricacies of these agencies, the research sheds light on how HR initiatives are perceived, adopted, and implemented in this particular setting, thereby enriching our knowledge of HRM within non-Western organizational contexts. The findings of this research have practical implications for HR practitioners and policymakers within law enforcement agencies in Pakistan. By identifying the factors that contribute to job satisfaction and employee performance, HR professionals can tailor learning and development programs to better meet the needs and expectations of personnel, thereby enhancing organizational effectiveness and efficiency.

Building on the empirical findings, this study offers policy recommendations aimed at improving HRM practices within law enforcement agencies in Pakistan. These recommendations may include the development of training programs focused on skill enhancement, the implementation of performance appraisal systems that align with organizational goals, and the promotion of a supportive work environment conducive to job satisfaction and employee well-being. Finally, this research contributes to the advancement of theoretical frameworks within HRM and organizational behavior by extending existing

theories to a novel context. By testing and refining theoretical models in the context of law enforcement agencies in Pakistan, this study enriches the theoretical foundation of HRM literature and opens avenues for further research in similar settings.

Chapter 2 - Literature Review

2.1 Introduction

This work proposes that the implementation of HR practices, including training, performance appraisal system, compensation programs, & employee participation, within an appropriate context and content, can enhance employee performance and facilitate the organization in achieving its strategic objectives more efficiently. Nonetheless, some researchers argue that configuring a set of HRM practices and aligning policies can be challenging and might not yield the desired organizational performance. HR best practices have persisted over the years and are crucial to effective human resource management. These practices include selective hiring, extensive training, performance appraisal, employee participation, and compensation linked to productivity (Delery & Doty, 1996; Katou & Budhwar, 2007). By integrating contemporary approaches such as resourcing, reward, development, and relationship with traditional learning ways like mentoring, coaching, films, lecture, conference & case studies, each approach contributes to the organization's performance influence (Armstrong, 2010). The mentorship of human resources, whether on/off the job, is crucial for achieving good performance. In essence, the process involves catching skilled workforce and upgrading them into human capital through present organizational modes of learning for mutual gains (Kamoche and Mueller, 1998, p. 1036).

To identify (HRM) actions that can be employed to achieve benchmark employee output, Gupta and Singhal (1993) conducted research and identified four dimensions: human resource planning (forming diverse skill teams), a robust performance appraisal technique, a reward system, and promoting from within), and career enhancement. Learning & Development typically revolves around acquiring understanding, information, techniques, and practices. In reality, Learning and Development stands out as a critical aspect of (HRM) since enhances output at both single and organisational levels. In the pursuit of "enhancing one's ability to take action," organizations are placing growing importance on organizational learning & collective development. Organizational learning entails the effective processing, interpretation, and response to information, both internal and external, predominantly of

explicit nature. Easter by-Smith (2019) suggests that the evolution of the organizational learning concept is rooted in the belief that previous endorsements of learning lacked empirical data on learning processes and were primarily esteemed for their industrial relevance.

Strategically, organizational learning, incorporating learning and development along with various responses, focuses on acquiring understanding, know-how, techniques, and practices (Armstrong, 2006). Learning & development encompass pre planned learning exposure that instruct worker on how to perform current and future jobs more effectively. Essentially, the aim of learning & development is to contribute to the overall goals of the organisation. Bridging the skills gap has become a important facet of human resource development (HRD), ensuring organizations maintain a competitive edge in the market. The skills gap poses a substantial threat to productivity and competitiveness at both organizational and operational levels, prompting human resource management professionals to initiate personnel development from the recruitment stage. However, challenges arise as certain roles require customized skills, and not all newly hired workers possess social skills alongside basic ones. In response to these challenges, HR professionals must design programs that effectively address these issues (Sims, 2016).

The establishment of the organization is imperative for the contemporary business's existence and survival. Methodically, companies are channeling investments toward their internal customers or staff, thus leveraging human capital management. A sense of ownership is also crucial, requiring HR professionals to devise strategies ensuring superior knowledge, skills, and expertise within the workforce. Learning activities should prioritize skills improvement and development assignments, as well as guidance and career development. The concept of lifelong learning guides organizations, particularly the human resource department, to make ongoing investments in organizational members and assist them in building their competencies (Sims, 2016).

From the employee perspective, the primary needs for learning are acquiring skills and knowledge to perform the job and achieving promotion and career advancement. In facilitating career changes, learning and development also address the personal and

professional development of employees. Learning can be defined as knowledge obtained through independent study, experience, or both; the art of acquiring information, skills, competencies, attitudes, and ideas maintained and applied; or a change in behavior through experience (Maycunich, 2000).

Senge (2019) asserts that learning transcends the mere absorption of information; instead, it is a process that enhances one's capability. It involves building the ability to create what was not achievable before. Whether a novice is learning a new skill or acquiring information on a specific topic, the crucial element is having the opportunity to practice what is being taught. Practice, including both active practice and overlearning, is essential. Active learning enables trainees to repeatedly perform the task or use the information, while overlearning occurs when they practice beyond the point where the task becomes 'second nature' and is considered 'overlearned.' The fifth and most significant aspect, which gives vitality to the other four, is application because learning is meaningful only when it can be applied.

Consequently, learning & development not only benefit the organisation but also staff. On one hand, learning & development contribute to enhanced profitability and/or more positive attitudes toward profit orientation, improved job knowledge and skills at all organizational levels, heightened morale among personnel, and alignment with organisational goals (Sims, 2019). On the other hand, learning & development benefit individual staff by facilitating better decision-making and effective problem-solving, fostering self-development & confidence, helping individuals manage stress, tension, frustration, and conflict, increasing job satisfaction and recognition, and propelling individuals toward personal goals while enhancing interpersonal skills (Sims, 2019).

2.2 Discussion on the important terms

HRM is the main thing organisations govern their employees and assist in developing to be able to complete company's missions & goals effectively.

In this study several key constructs or variables are integral to understanding and evaluating the phenomena under investigation.

2.2.1 Learning & Development

Learning & development is a cornerstone in organizational strategy, embodying a deliberate effort to cultivate the knowledge, skills, and competencies essential for individual and collective success. Marquardt and Waddill (2019) emphasize the optimization of L&D through real-time strategies, particularly in the context of action learning—a powerful approach that fosters problem-solving and skill development within the organizational framework. Noe and Winkler (2018) delve into the current trends and practices of L&D, highlighting its dynamic nature in contemporary organizational dynamics. This includes a mix of formal learning programs, mentorship initiatives, on-the-job learning experiences, and the integration of e-learning technologies, as outlined by Goldstein and Ford (2019). The science of learning and development is further explored by Salas et al. (2012), emphasizing practical considerations crucial for effective learning programs. Informal learning, a vital component, is underscored by Eraut, recognizing its role alongside formal structures in fostering a culture of continuous improvement. London and Smither (2019) accentuate the significance of feedback as a tool for learning and development, underscoring its role in continuous improvement and enhanced management practices. Govaerts et al. (2016) explore the impact of learning & job climates forth employee retentivity, elucidating the importance of organizational conditions in driving engagement in L&D initiatives. In a rapidly evolving business landscape, where adaptability and innovation are paramount, L&D emerges not merely as a strategic imperative but as the lifeblood of organizational resilience and growth.

2.2.2 Job Satisfaction

It is a critical concept in organizational psychology, representing an employee's subjective assessment of their work experiences and overall contentment with their job. It encompasses various dimensions, including the sort of job, relation with co-workers and superiors, compensation & chances for growth and improvement. Understanding and fostering the work satisfaction is crucial for organizational success, as satisfied workers will be engaged, productive, and dedicated towards their roles (Khan, A., Khan, S. A., & Nawaz, A. 2020). It refers as worker's positive or negative sentiments toward their job, encapsulating the degree of happiness associated with the employment. Consequently, job satisfaction stands as one

of the extensively investigated subjects within the realm of organizational psychology (Singh & Jain, 2019). As per Locke's perspective, job satisfaction represents the affirmative and pleasurable emotions stemming from the evaluation of job or job-related matters. Previous research indicates a contented employee tends to strive for peak performance in attaining organizational objectives. Highly satisfied employees exhibit traits such as regularity, punctuality, increased productivity, heightened commitment, and overall contentment in their lives (Inayat, 2021)

2.2.3 Employee performance

There is a widespread belief that HR practices, when implemented, positively impact organizational performance (Huselid, 1995; Liao, Toya, Lepak, & Hong, 2009; Sun, Aryee, & Law, 2007). However, the literature does not conclusively explain how this belief can be realized. Various researchers have identified employee involvement as a key factor in achieving organizational performance. The attitude of employees translates HRM policies and practices into tangible performance outcomes (Nishii, 2008; Ramsay, Scholarios, & Harley, 2000). Once an employee attains the status of a high performer, they are fueled by intrinsic motivation and encouragement, contributing significantly to organizational performance. Consequently, when researching HR, emphasis is placed on understanding employee perceptions (Bowen & Ostroff, 2004; Nishii & Wright, 2008).

The way organizations implement their HR management system reflects their strategy and contextual circumstances, indicating the communication system within the organization for sharing information with employees (Bretz & Judge, 1994). However, the effectiveness of every HR system is contingent upon clear implementation (Legge, 1989). The role of line managers has proven effective in successfully implementing intended HR systems and addressing challenges encountered during implementation (Den Hartog, Boselie, & Paauwe, 2004). According to Nishii (2008), an HR system is considered practical and result-oriented when implemented successfully by managers. Perceptions regarding the effectiveness of HR practices on employee performance differ between managers and non-managers, creating a perception gap that necessitates research to seek agreement between the two stakeholders

(Nishii, 2008). Employee perceptions mediate the relationship between HR practices and employee performance (Liao et al., 2009).

The integrated HRM system and practices have given rise to a new management paradigm, with HRM transitioning from evolution to revolution to achieve financial viability and competitive advantage (Ashraf et al., 2011). Developing nations' citizens require strong support for increased productivity, necessitating the abandonment of lethargic habits in favor of mature habits based on acquired knowledge and skills (Khalid et al., 2011). Future Pakistani organizations need to assess the costs of HRM interventions and the benefits derived from these investments (Ashraf et al., 2012).

To enhance organizational performance, a combination of functional and strategic HR practices is crucial (Wright & Snell, 1998). This approach has led to the evolution of new work processes, where individuals are valued for their knowledge, skills, and abilities (KSAs), creating favorable working conditions that employees willingly adapt to. This conducive environment encourages employees to exhibit the desired organizational behavior by leveraging their talents (Boxall, 1996).

Researchers such as Delaney & Huselid (1996) and Delery (1998) view the synergy of human capital and processes as essential for augmenting organizational performance. However, sustaining extraordinary performance without management support poses challenges (Khalid et al., 2011). In this study, the focus is on the current application and effects of traditional HR practices, such as career planning, training, performance appraisal, compensation, and employee participation, on generating high performance at both individual and organizational levels in Pakistani public organizations. Some approaches have been identified to discuss various dimensions related to work performance (Judge, 1994).

- This is function of outcome.
- This is function of behavior.
- This is function of personal traits.

2.2.4 Behavior vs Outcomes

From the employee's perspective, "job performance is the outcome of a series of behaviors." Various daily tasks contribute to the commonly observed job performance (Gruman & Saks, 2011). These tasks can be categorized as follows:

- Job-specific task effectiveness: Core tasks of the job related to behavior.
- Non-job-specific task effectiveness: General work behavior.
- Effectiveness of written and verbal communication.
- Showing effort: Dedication to core tasks.
- Support for individual disciplines.
- Encouraging research by colleagues and teams.
- Oversight/Leadership.
- Management/Administration.

Considering the supervisor's viewpoint, the performance appraisal process places greater importance on results and outcomes. According to Gruman and Saks (2011), managers prioritize results over performance as the lead outcomes. While discussing the essential approach, there is no universally superior approach, as both approaches have their benefits and drawbacks (Gruman & Saks, 2011). Training and development (T&D) are crucial elements in enhancing the quality of employee performance. Various policies and procedures are involved in HR management aspects related to positions, including recruitment, screening, training, and appraisal. Training, as an HRM practice, involves acquiring understanding, knowledge, techniques, and practices that lead to improved work efficiency. The human resource (workforce) is the most crucial asset for any enterprise, playing a significant role in its performance and well-being. The influence of the workforce on an enterprise cannot be underestimated. Scholars have demonstrated through insightful research that employee development, such as learning and career development, directly impacts employee performance in their work (Asfaw, Argaw, & Bayissa, 2015).

Past studies have consistently emphasized that T&D activities significantly impact employee performance (Cohen, 2017; Hassan, 2016). The evidence also supports the notion that

employee training is associated with various benefits affecting job performance (Hayeemad, Jaroenwanit, & Khamwon, 2015).

2.3 Approaches

There can various juristic and theoretical approaches be adopted to provide a comprehensive understanding of the subject. Here are several potential approaches or schools of thought that could be explored:

2.3.1 Legal and Regulatory Framework: Investigate the legal and regulatory environment governing HR practices in the public sector of Pakistan. Explore relevant labor laws, regulations, and policies that impact learning and development initiatives. Analyze how compliance with these legal frameworks influences HR practices.

2.3.2 Human Capital Theory: Apply human capital theory to understand how investments in employee learning and development contribute to the overall productivity and effectiveness of the public sector workforce. Explore how enhancing human capital aligns with organizational goals and objectives.

2.3.3 Behavioral School of Thought: Examine the behavioral aspects of HR development in the public sector. Explore how psychological factors, motivation, and individual behavior influence the success of learning and development programs. Consider theories such as reinforcement, motivation, and social learning.

2.3.4 Strategic HR Management: Adopt a strategic HR management approach to investigate how learning and development initiatives align with the strategic objectives of public sector organizations in Pakistan. Explore how HR strategies contribute to organizational performance, efficiency, and effectiveness.

2.3.5 Organizational Development Theory: Explore organizational development theories to understand how HR practices contribute to the broader development of public sector organizations in Pakistan. Investigate how learning initiatives impact organizational culture, structure, and effectiveness.

2.3.6 Institutional Theory: Apply institutional theory to analyze how societal norms, values, and institutional pressures shape human resource actions in government sector of

Pakistan. Explore how organizations conform to or diverge from institutional expectations regarding learning and development.

2.4 Previous Studies

Several previous studies have investigated the relation b/w human resource practices & worker performance in government sector of Pakistan. Here are some of the previous studies that have tested empirically the frameworks under discussion.

2.4.1 Human resource practices & worker performance in government based organizations in Pakistan

It explains the influence of HR Management (HRM) on worker performance within government sector organizations in Pakistan. Employing a questionnaire comprising 27 items, data were gathered from 120 managers representing eleven public organizations in Lahore. The sampling Simple random was employed to get 80 employees from total pool of 220. The results of the study indicate a substantial effect of HRM practices on worker performance.

2.4.2 HR Impact on employee job satisfaction in government sector of Pakistan:

This research examined correlation between three HR operations, learning & development, rewards management & recognition and worker job satisfaction within government sector organisations in Pakistan. Utilizing questionnaire, data were gathered from 200 employees working in government sector organisations in Pakistan. This work revealed a noteworthy influence of HR practices on worker job satisfaction.

2.4.3 Human Resource Practices & worker Performance in government Sector Organizations in Pakistan

The objective of this was to determine the effect of HR practices on performance of college teachers within two districts of Azad Jammu & Kashmir. Data were gathered from 200 college teachers through a questionnaire, revealing a significant effect of human resource practices on worker performance. Earlier research studies have presented evidence regarding the connection b/w HRM practices & employee performance within government sector organizations in Pakistan. Utilizing questionnaires and interviews, these studies collected

data from managers and employees in public sector organizations, offering insights that can guide further research and identify areas for enhancement in HR practices.

2.5 Theoretical Background of the Research Frame Work

The theoretical background of this research framework involves drawing from existing theories and literature to support the relationships among the constructs in conceptual framework. The research analysing the impact of learning & development at worker performance, job satisfaction acting as a mediator.

1. Learning and Development (Independent Variable):

Human Capital Theory: Schultz, T. W suggests that investments in education and learning (learning and development in the workplace context) take part in improvement of a worker's skills & abilities. Increased human capital is expected to positively affect job performance.

Schultz, T. W. (1961)

2. Job Satisfaction (Mediating Variable):

The (JCM) Job Characteristic Model, formulated by Hackman and Oldham, proposes specific job attributes, including variety of skills, identity of task, significance of task, autonomy & feedback, contribute in increased job satisfaction. Augmentation of these job characteristics can be facilitated through learning & development opportunities.

Hackman, J. R., & Oldham, G. R. (1976)

3. Employee Performance (Dependent Variable).

In Victor Vroom's Expectancy Theory, it is posited that individuals are driven to excel when they anticipate that their endeavors will result in favorable outcomes. The provision of learning and development opportunities can augment employees' perceived capability (expectancy), thereby influencing their performance.

Vroom, V. H. (1964).

The theoretical background integrates these theories to propose that learning and development initiatives positively influence job satisfaction, which, in turn, impacts employee performance. It's essential to review and cite relevant literature that supports these theoretical connections in your specific context, providing a solid foundation for your research framework.

2.6 Research Framework

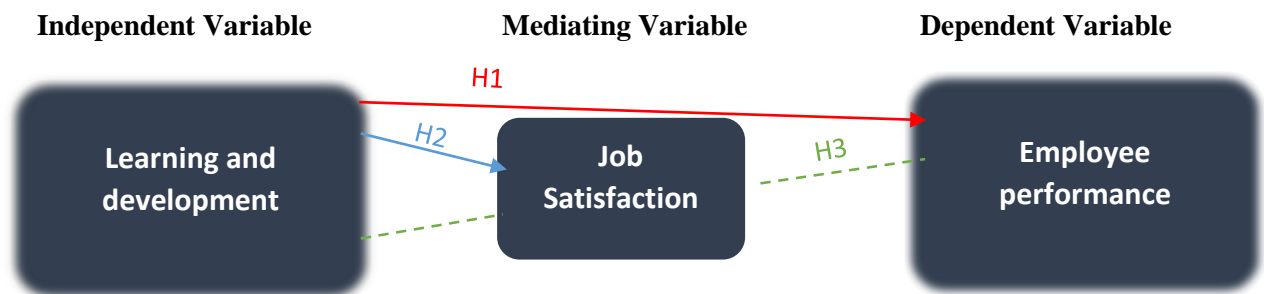
By analyzing the research and the available writings, the research framework will be developed as follow:

2.6.1 Research Framework

Conceptual Framework: This research will be guided by a conceptual framework that includes the following constructs:

- Independent variable (IV): Learning & development
- Mediating variable (Med.): Job satisfaction
- Dependent variable (DV): Employee Performance

Figure No. 2.1 Research framework.



Theoretical Foundation: The theoretical foundation of the study drawn from previous studies that have investigated the relation b/w human resource (HR) practices and worker performance in government sector in Pakistan. Framework will be utilized to guide the study design, collection of data & study analysis.

2.7 Chapter Summary

This chapter focusing on the effect of human resource (HR) practices at worker performance and organisational goals. It highlights the importance of combining traditional and modern managerial techniques, including mentoring and coaching. The research aims to identify HRM practices for benchmark employee performance, emphasizing human resource (HR)

planning, appraisals, reward giving systems, & career development. The chapter underscores the significance of learning and development in enhancing individual and organizational performance, exploring organizational learning processes. It discusses the benefits of learning for both organizations and individuals, emphasizing improved gain, positive attitudes, enhanced skills, increased morale, and alignment with organisational goals.

The text introduces key terms, such as Learning & Development (L&D), Job Satisfaction, & Employee Performance, emphasizes the multidimensional nature of job satisfaction. It discusses theoretical and juristic approaches, including Legal and Regulatory Framework, Human Capital Theory, Behavioral School of Thought, Strategic HR Management, Organizational Development Theory, and Institutional Theory. These approaches provide diverse perspectives for exploring human resource (HR) practices & their impact on worker performance in government sector of Pakistan.

It reviews previous studies on the relationship between HRM practices & worker performance in government sector organizations, citing empirical evidence supporting positive outcomes. It outlines the theoretical background of the research framework, integrating Human Capital Theory, Job Characteristics Model, and Expectancy Theory. The proposed research framework features the conceptual framework with independent variable Learning & Development, mediator as (Job Satisfaction), & (DV) dependent variable Employee Performance. The theoretical foundation guides the research design, sampling, data collection, and analysis, contributing to the literature on HRM practices & worker performance in the government zone of Pakistan.

Chapter 3 - Methodology

3.1 Introduction

The methodology employed investigating learning & development of human resource (HR) in the government sector of Pakistan is important for obtaining a good understanding of the dynamics and intricacies of this multifaceted domain. This section outlines the systematic approach, design, and tools that will be employed to collect, analyze, and interpret data, ensuring the robustness and validity of the research findings.

3.2 Nature of Study

The research study is of an exploratory nature. In contrast, an explanatory study is designed to reveal the underlying reasons and causal connections between variables. In the context of this research, an explanatory study would aim to elucidate the factors influencing the learning & development of HR in the government sector of Pakistan. Such research typically entails delving into the relationships between various variables, recognizing patterns, and offering explanations for observed phenomena. Unlike exploratory research, which primarily describes the current state of affairs, explanatory research endeavors to clarify the reasons behind specific events or behaviors.

3.3 Research Design

Various research methods can be employed in conducting research, including qualitative research, quantitative research, or a combination of both. The distinctions among these research types stem from their methodologies (Ghauri & Grønhaug, 2005, p. 109).

To address the study queries, this study can adopt the qualitative research approach. Unstructured and semi-structured interviews, as well as questionnaires, are utilized in this method (Ghauri & Grønhaug, 2005, pp. 112-113). Qualitative analysis aids in gaining insights into the phenomena under investigation and is flexible in discovering the missing components of unknown or partially known (Ghauri & Grønhaug, 2005, pp. 202–204). Furthermore, it is considered more relevant in the sight of discovery, providing access to previously unexplored information. Nevertheless, if the research issue is not

comprehensively grasped, there is a potential for information overload, which can complicate the analytical phase of the research (Ghauri & Grønhaug, 2005, pp. 202-204).

The study will focus on the case study approach as a research strategy. The case study approach involves an in-depth examination or investigation of a recent development using multiple sources of evidence within its real-life context (Yin, 2005). According to Yin (2003), case research is particularly useful when the phenomenon of interest is broad and complex, making it best studied within the context in which it occurs. Yin (2003) also highlights that using multiple cases can be a robust source of information.

3.3.1 Rationale for Cross-Sectional Design:

Time Efficiency:

Conducting a cross-sectional study is relatively quicker and more cost-effective than a longitudinal study. Given the dynamic nature of the public sector, obtaining a timely snapshot is essential for relevant and actionable insights.

Resource Constraints:

Longitudinal studies often require sustained resources and commitment over an extended period. In the context of the public sector, where resources may be limited, a cross-sectional design is more practical.

Immediate Relevance:

The public sector in Pakistan may undergo frequent changes in policies, leadership, and organizational structures. A cross-sectional design allows researchers to capture the current state of HR learning and development, providing insights that are immediately relevant for decision-making.

Comparative Analysis:

The design of cross-sectional allows for data gathering from different departments, levels, and regions simultaneously. This enables a comparative analysis of HR learning and development practices across various segments of the public sector.

3.3.2 Data Collection Methods:

Questionnaire:

This study will employ a primary source of data obtained from participants through a meticulously designed questionnaire.

Participants: Employees in the federally administered civilian law enforcement agencies.

Scale: Utilize Likert scale questions (1-5) to measure variables like Learning and Development, Job Satisfaction, and Employee Performance.

Sampling: Random sampling of participants from various public sector organizations.

Distribution: Electronic surveys distributed via email or online platforms for efficient data collection.

3.4 Models and Hypotheses

Model 1: Learning & Development Direct Impact

Hypothesis 1: Learning & Development has direct positive impact on Employee Performance.

Model 2: Learning & Development Impact through Job Satisfaction on employee performance.

Hypothesis 2: Learning & Development has significantly positive impact on Job Satisfaction.

Hypothesis 3: Job Satisfaction mediates the relationship b/w Learning & Development and Employee Performance.

3.5 Instruments and Scales

This study incorporated three variables: learning & development, worker performance, and job satisfaction. Learning & development were employed as the independent variable (IV), employee performance as the dependent variable (DV), and job satisfaction the mediator. The items of questionnaire for the independent variable were adopted from Masood's study (2010). Items related to job satisfaction in the questionnaire were adopted from Stephen Choo & Bowley's work (2015), and the variable of job performance utilized items from the measurement by Liao et al. (2012). The inquiries were presented on a five-point Likert scale, providing with a diverse range of opinions from the responders.

By employing a combination of a questionnaire and relevant scales, the study aims to gather comprehensive data to investigate the learning and development of human resource in government zone of Pakistan.

3.6 Population and Sampling

The population, target population, and sampling technique for the research are the law enforcement agencies in Pakistan. There are 1100 employees in the civilian administered law enforcement agencies who were targeted as the population for the study.

3.7.1 Population's Parameters

The population for the study includes employees in law enforcement agencies in Pakistan. The parameters of the population may include demographic information such as gender, education, employment status and duration of experience.

3.7.2 Target Population

The employees in federally administered civilian law enforcement agencies in Pakistan were targeted as population, particularly those involved in HRM practices, learning and development, and employee performance.

3.7.3 Sampling Technique

It will be convenient sampling in this study. In convenient sampling, individuals are selected based on their accessibility or convenience to the researcher. This method is often used when time, resources, or practical considerations limit the feasibility of a more rigorous sampling approach. This approach can aid in ensuring the sample represents the target population and can offer insights into the learning and development of HR within federal civilian law enforcement agencies of Pakistan.

3.7.4 Sample Size

The total population for this study was 1100 employees in the civilian law enforcement agencies in Islamabad capital territory. A total of 110 respondents were included in the sample. The allocation of the sample size for each firm was determined using the population allocation formula proposed by JP Morgan (1970).

3.7 Data collection tools

These are essential for gathering information from respondents in a systematic and organized manner. The predominant data collection instrument for surveys is a questionnaire, which constitutes questions designed for collecting information from respondents about their

attitudes, experiences, or opinions. Alternative data collection tools encompass interviews, focus groups, and observation.

3.8 Data Analysis Techniques

This study will be analyzed using various data analysis techniques. Some of the techniques that can be used are:

Descriptive statistics: This method can be employed to condense and elucidate the data acquired from law enforcement agencies in Pakistan. Calculating and presenting the mean, standard deviation, skewness, and kurtosis of variables like gender, experience, employment status, job role, ELD, JS, and EP in tables and graphs can offer a comprehensive overview.

Summary statistics: This method can be employed to present an overview of the data gathered from law enforcement agencies in Pakistan. The summary statistics encompass measures like the mean, median, mode, range, and interquartile range.

Preliminary statistics: This approach can be utilized to scrutinize the data acquired from law enforcement agencies in Pakistan, identifying outliers, missing values, or other issues related to data quality. Techniques such as data cleaning and validation can be implemented to ensure the accuracy and completeness of the data.

Reliability analysis: This method can be employed to evaluate the reliability of the measures utilized in the study, such as the job satisfaction survey. Methods such as Cronbach's alpha can evaluate the internal consistency of the measures.

Correlation analysis: It is used in examining the relationship b/w the variables of HR learning & development, job satisfaction, & employee performance in law enforcement sector. Correlation analysis aids in identifying the power & direction of the relationship b/w variables.

Overall, a combination of these data analysis techniques can be applied to analyze the data collected from law enforcement agencies in Pakistan.

3.9 Limitations of the Methodology

In the study, the limitations can be categorized into several aspects:

Sample size: The size of the sample might be restricted, potentially impacting the applicability of the results to a broader population.

Data quality: The quality of data collected through questionnaires may be affected by factors such as respondent fatigue, lack of understanding, or social desirability.

Measurement errors: The measures used to collect data, such as self-reported data or subjective assessments, may be subject to errors or inconsistencies.

Lack of control over extraneous factors: The researcher may not have control over various factors that could influence the results, such as organizational culture, political instability, or economic conditions.

Limited scope: The study may focus on a specific aspect of HR in the public sector, which could limit the comprehensiveness of the finding.

Resource constraints: The researcher may face constraints in terms of time, funding, or access to information, which could impact the design and implementation of the study.

By acknowledging these limitations, the research can be more accurate and comprehensive understanding of the learning and development of HR in the government sector of Pakistan. Moreover, constraints can act as an initial foundation for subsequent research in this domain.

3.10 Chapter Summary

Significance of a robust methodology in gaining a comprehensive understanding of this multifaceted domain is emphasized. The research is identified as exploratory, aiming to uncover underlying reasons and causal relationships influencing the learning and development of HR in the public sector of Pakistan. It goes beyond mere description, delving into explanations for observed phenomena. Qualitative research, particularly the case study approach, is chosen to answer the study queries. This approach involves unstructured and semi-structured interviews, questionnaires, and in-depth investigations within the real-life context. The rationale for selecting a cross-sectional design is outlined, considering factors such as time efficiency, resource constraints, immediate relevance, and the potential for comparative analysis. The primary data collection method is a structured questionnaire targeting HR professionals and employees in the public sector. The Likert scale (1-5) is used to measure variables like, Learning & Development, Job Satisfaction, and Employee

Performance. The questionnaire is distributed electronically via email or online platforms for efficient data collection. The step-by-step research procedure includes the formulation of research objectives, an extensive literature review, development of a comprehensive research framework, ethical considerations, survey instrument design, sampling strategy, data collection, analysis, interpretation, and report writing. The systematic approach ensures a thorough investigation into HR learning and development.

The main model and sub-models are presented, accompanied by hypotheses to test relationships between variables. These include the direct effect of Learning & Development on worker Performance, the effect of Learning & Development on Job Satisfaction, and the moderation by Organizational Culture. A questionnaire adapted from previous studies is used, incorporating scales such as the HRM Best Practices Scale and Employee Job Satisfaction Scale. This approach ensures a comprehensive data collection process. The target population includes employees and managers in public sector organizations in Pakistan, with a proposed sampling technique involving a combination of purposive and simple random sampling. A multi-stage sampling technique is suggested for representativeness. The study likely employs descriptive statistics, inferential statistics, and regression analysis for examining relationships between variables. Acknowledged limitations include sample size constraints, potential data quality issues, measurement errors, lack of control over extraneous factors, a limited scope of focus, resource constraints, and cultural/language barriers. These limitations provide insights for future research.

In summary, Chapter 3 outlines a well-structured and systematic approach to investigating HR learning and development in the government sector of Pakistan. The chosen methodology, supported by clear rationale and considerations, aims to yield valuable insights and come up with significantly to the current knowledge.

Chapter 4 - Data Analysis

4.1 Introduction

The analysis of data stands as a pivotal stage in research process, serving as the heartbeat that transforms raw information into comprehensible knowledge. As the raw data undergoes organization and structuring, it takes on a defined form, allowing for nuanced interpretation and uncovering meaningful insights (Smith, 2006). Interpretation, a key facet of data analysis, holds a dual role in establishing continuity within the research endeavor. It not only links the results of a given study with those of others but also elucidates the underlying relationships within the collected data (Brown & Johnson, 2020). This interpretive process provides a theoretical framework that guides subsequent research efforts and contributes to the broader comprehension of the matter.

We delve into the presentation and analysis of findings derived from an online survey in this chapter, employing tools such as Google Docs, MS Excel, and SPSS. The demographic details of the respondents lay the foundation, followed by a comprehensive examination of the gathered data. The analysis encompasses three overarching themes: demographics, learning and development, and job performance. Utilizing general and cross-tabulation analyses, this chapter aims to present the insights in a reader-friendly manner through tables and diagrams. The synthesis of findings aims to facilitate an informed and nuanced discussion, providing valuable contributions to the research's overarching objectives.

4.2 Descriptive Statistics

Descriptive statistics encompass employing numerical and graphical techniques to encapsulate and delineate the primary characteristics of a dataset. In the research context, these statistics can be employed to illustrate fundamental measures like mean, median, standard deviation, and frequency distributions. They offer an initial overview of the central tendencies and variations in the variables being examined.

4.2.1 Demographic Profiles

The technique of judgement and convenience sampling has been employed to determine sample for the study. The federally administered civilian law enforcement agencies were chosen to represent the population of Pakistani organizations. An aggregate of 86 completed questionnaires were obtained by using the JP mrogan's sample formula, Valid sample size for testing the hypotheses was 86. Tables from 4.1 to 4.4 present the the respondents context to gender, highest education, employment status and experience in job, all of the respondents were employees who are currently serving with their present organizations. The sample of respondents was drawn from 10 civilian law enforcement agencies in ICT. The respondents from each sector were given a fair opportunity to fill out the online conducted questionnaire survey.

Table No. 4.1. Gender

Variable	Mean.	Standard Deviation.	Skewness.	Kurtosis.
Gender	1.2	0.402	1.5	3.25

Mean: The mean of 1.2 indicates the average value for the "Gender" variable. Since gender is often coded numerically (e.g., 2 for Female, 1 for Male), this mean could represent the proportion of individuals coded as 1 (Male).

Standard Deviation: The standard deviation of 0.402 measures the amount of variability or dispersion in the variable. In this case, a lower standard deviation suggests that the values are relatively close to the mean.

Skewness: Skewness gauges the asymmetry of the distribution. A skewness of 1.5 signifies a moderately skewed distribution to the right, suggesting a potential prevalence of individuals with a higher gender code (e.g., more males).

Kurtosis: Kurtosis measures the tailedness of the distribution. A kurtosis of 3.25 suggests leptokurtic distribution, this implies that the distribution possesses tails that are more

pronounced and a peak that is higher compared to a normal distribution. This suggests an increased probability of outliers.

Table No. 4.2. Educational qualifications

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Education	2.482	1.140	0.092	1.609

Mean: The mean of 2.482 indicates the average value for the "Education" variable. It means that majority of the respondents hold the intermediate degree. It's the average level of education across the sample.

Standard Deviation: The standard deviation of 1.140 measures the amount of variability or dispersion in the variable. In this case, a higher standard deviation recommends that values are more spread out from the mean, indicating diversity in educational qualifications.

Skewness: A skewness of 0.092 indicates a slight right-skewed distribution. This means that there might be a small number of individuals with higher education levels, creating a rightward tail.

Kurtosis: Kurtosis measures the tailedness of the distribution. A kurtosis of 1.609 suggests mesokurtic distribution, this implies that the distribution possesses tails that are more pronounced and a peak that is higher compared to a normal distribution. This suggests an increased probability of outliers.

Table No. 4.3. Employment status

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Employment Status	2.364	0.737	-0.690	2.147

Mean: The mean of 2.364 indicates the average value for the "Employment Status" variable. The specific interpretation predicts that majority of the respondents hold the full time employment status. It represents the average level of employment status across the sample.

Standard Deviation: The standard deviation of 0.737 measures the amount of variability or dispersion in the variable. A lower standard deviation suggests that the values are relatively close to the mean, indicating less diversity in employment status.

Skewness: A negative skewness of -0.690 indicates left-skewed distribution. This means that there might be a small number of individuals with lower employment status, creating a leftward tail.

Kurtosis: Kurtosis measures the tailedness of the distribution. A kurtosis of 2.147 suggests leptokurtic distribution, this implies that the distribution possesses tails that are more pronounced and a peak that is higher compared to a normal distribution. This suggests an increased probability of outliers.

Table No. 4.4. Experience Level

Variable	Mean.	Standard Deviation.	Skewness.	Kurtosis.
Experience	1.988	1.052	0.763	2.363

Mean: The mean of 1.988 indicates the average value for the "Experience Level" variable. The specific interpretation depicts that the maximum number of the respondents belong to the 5-9 years of experience in the organization. It shows the average level of experience across the sample.

Standard Deviation: The standard deviation of 1.052 measures the amount of variability or dispersion in the variable. A lower standard deviation suggests that values are relatively close to the mean, indicating less diversity in experience levels.

Skewness: A positive skewness of 0.763 indicates right-skewed distribution. This means that there might be a small number of individuals with higher experience levels, creating a rightward tail.

Kurtosis: Kurtosis measures the tailedness of the distribution. A kurtosis of 2.363 suggests leptokurtic distribution, this implies that the distribution possesses tails that are more pronounced and a peak that is higher compared to a normal distribution. This suggests an increased probability of outliers.

4.2.2 Variables Frequencies

Table No. 4.5. Learning and development

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Learning and Development	3.26	0.446	0.035	2.910
Job Satisfaction	2.798	0.758	0.467	2.695
Employee Performance	3.447	0.423	0.490	2.943

Mean (average): The mean for "Learning and Development" is 3.26. This represents the average level of learning and development across the sample. Respondents, on average, perceive a moderate to high level of emphasis or availability of learning and development opportunities. The mean for "Job Satisfaction" is 2.798. This represents the average job satisfaction level across sample. Averagely, respondents indicate a moderate job satisfaction level. The mean for "Employee Performance" is 3.447. This represents the average perceived level of employee performance across the sample. On average, respondents perceive a moderate to high level of employee performance.

Standard Deviation: The standard deviation is 0.446. This indicates the degree of variability in responses. A lower standard deviation suggests that responses are clustered around the

mean, indicating a more consistent perception of learning and development opportunities. The standard deviation is 0.758. A higher standard deviation suggests greater variability in responses. In this case, the responses for job satisfaction are more spread out, indicating diverse perceptions of job satisfaction among respondents. The standard deviation is 0.423. This suggests a relatively lower variability in responses, indicating that there is a more consistent perception of employee performance among respondents.

Skewness: Skewness is 0.035. A skewness value close to 0 suggests a relatively symmetric distribution. In this case, the distribution of responses for learning and development is approximately symmetric. Skewness is 0.467. This suggests a moderate level of skewness, indicating a somewhat asymmetric distribution of responses for job satisfaction. Skewness is 0.490. This indicates a moderate level of skewness, suggesting a somewhat asymmetric distribution of responses for employee performance.

Kurtosis: The kurtosis value of Learning and development is 2.910. Higher kurtosis value tells heavier tails and a higher peak. A kurtosis value above 2 suggests a leptokurtic distribution with heavier tails, indicating that there may be some extreme responses regarding learning and development. The kurtosis value of job satisfaction is 2.695. Similar to "Learning and Development," a kurtosis value above 2 suggests a leptokurtic distribution for job satisfaction, indicating some degree of tail weight and potential for extreme responses. The kurtosis value of employee performance is 2.943. Similar to the other variables, a kurtosis value above 2 suggests a leptokurtic distribution for employee performance, indicating some degree of tail weight and potential for extreme responses.

4.3 Reliability Analysis

The individual scales (Learning and Development, Job Satisfaction, and Employee Performance) exhibit good to high reliability, with coefficients ranging from 0.753 to 0.861. This suggests that the items within each scale consistently measure the intended constructs. Cronbach's alpha is the prevailing method for assessing the reliability of items. Elevated values of Alpha indicate the item's reliability of A Cronbach's alpha value of 0.7 or above is indicative of reliability with strong term (Hair, Ringle, & Sarstedt, 2013). The data under

scrutiny exhibit a number of 0.785, which is notably high, the number in table which is upcoming affirms that items for further analysis are sufficiently reliable.

Table No. 4.6. Reliability Analysis for Scales

Scale	Number of Items	Scale Reliability Coefficient
Learning and Development	10	0.832
Job Satisfaction	6	0.753
Employee Performance	16	0.861
Combined Scales (Learning Development, Job Satisfaction, Employee Performance)	3	0.785

4.4 Correlation Matrix

The matrix of correlation is tabular presentation of illustrating the coefficients of correlation among various variables, revealing strength and direction of relationships between them. Each variable corresponds to both a row and a column, and the cells exhibit the correlation between these variables. The correlation coefficient is specified in each cell, where +ve numbers signify +ve correlations, and -ve numbers denote -ve correlations. When a number is closer to 1 (or -1), the more robust correlation, whereas a point of 0 indicates no correlation between the two variables. This matrix serves as a potent tool for condensing extensive datasets, recognizing patterns, and comprehending the relationships and strengths of association among multiple variables.

Table No. 4.7. Correlation Matrix between Scales

	Job Satisfaction	Learning and Development	Employee Performance
Job Satisfaction	1.0000		
Learning & Development	0.241	1.0000	
Employee Performance	0.234	0.278	1.0000

4.5 Analysis of Regression

The Analysis of regression is an influential statistical approach employed scrutinize the connection b/w a single dependent variable (DV) & one or more independent (IV) variables. The model exhibits a moderate R value, indicating a moderate correlation between the observed and predicted outcomes. The R Square and Adjusted R Square points suggest that the model elucidates modest portion of the variability in the dependent variable (DV). The Std. Error of the Estimate furnishes insights into the average accuracy of predictions.

Table No. 4.8. Model Summary

Model.	R.	R Square.	Adjusted R Square.	Std. Error of the Estimate.
1	.785a	.0778	.0667	.264

Table No. 4.9. ANOVA.

	Model.	Sums of Squares.	Df.	Mean Square.	F.	Sig.
1	Regression.	1.524	1	1.173	9.33	.000
	Residual.	13.560	83	.167		
	Total.	15.084	84			

a. Dependent Variable: Employee Performance

b. Predictors (Constant): Learning and development

The model of regression has a statistically significant F-ratio (9.33) with a very small p-value (.000), suggesting that the predictors Learning & development (IV) have significant effect on the dependent variable (DV) Employee Performance.

Table No. 4.10. Coefficients Test

Coefficients^a

	Model.	Unstandardized Coefficients.		Standardized Coefficients.	t.	Sig
		B.	Std. Error.	Beta.		
1	(Constant.)	2.585	.328	.045	7.86	.000
	Learning&Development	.264	.099	3.031	2.65	.000

a. Dependent Variable: Employee performance

The p-value is 0.000 (Sig.), which is less than conventional significance level 0.05. This suggests the relationship between Learning & Development & worker Performance is statistically significant.

Table 4.11. Coefficients Test

Coefficients^a

Model.	Unstandardized Coefficients.		Standardized Coefficients.	t.	Sig
	B	Std. Error	Beta		
1 (Constant.)	3.031	.143	.045	21.19	.000
Learning&Development	.134	.342	3.031	1.15	.09
Learning&Development*job satisfaction	.045	.014	3.031	3.05	.003

a. Dependent Variable: Employee performance

The t-value (3.05) and p-value (Sig. 0.003) suggest that the interaction term is statistically significant, meaning that the combined effect of Learning & Development and Job Satisfaction is associated with a significant change in Employee Performance.

4.6 Summary of Chapter

The crucial role of data analyzing in research process, emphasizing its transformative function in converting raw data into meaningful knowledge have been introduced. The interpretive process in data analysis is highlighted for its role in establishing continuity within research, linking study results with existing knowledge and revealing underlying relationships within collected data. This interpretive aspect contributes to a theoretical framework guiding subsequent research efforts and broadening the understanding of the subject matter. The chapter focuses on presenting and analyzing findings from an online survey, utilizing tools like Google Docs, MS Excel, and SPSS. The overarching themes—demographics, learning and development, job satisfaction and job performance—are analyzed using general and cross-tabulation analyses. The objective is to present insights in a reader-friendly manner through tables and diagrams, facilitating an informed and nuanced discussion that contributes to the research's overarching goals. Subsequently, it delves into descriptive statistics, providing an initial overview of central tendencies and variations in variables. Demographic profiles, obtained through judgment and convenience sampling from civilian law enforcement agencies in Pakistan, are presented, including gender, education, employment status, and experience level. Tables and statistical metrics offer insights into the distributions and characteristics of these demographic variables.

This chapter also explores variable frequencies, focusing on three key aspects: learning and development, job satisfaction, and employee performance. Mean values, standard deviations, skewness, and kurtosis are utilized to characterize the distributions of these variables, providing a comprehensive understanding of respondent perceptions. Reliability analysis reveals good to high reliability in individual scales—learning and development, job satisfaction, and employee performance. Cronbach's alpha values indicate strong reliability, supporting the consistency of items in measuring intended constructs. The combined scales also exhibit satisfactory reliability, reinforcing their suitability for further analysis.

It concludes by presenting regression analysis, a statistical technique that explores the connection between dependent and independent variables. The R, R Square, Adjusted R Square, and Std. Error of Estimate values offer insights into the model's correlation,

explanatory capacity, and predictive accuracy. This comprehensive overview establishes a solid groundwork for subsequent in-depth analyses, ensuring a thorough comprehension of the data and its significance for the research objectives.

Chapter 5 - Recommendations & Conclusion

5.1 Introduction

In this part, the examination of findings, recommendations & conclusions derived from the study will be covered. Following section delves into the nature of the findings and elucidates the reasons behind the obtained set of results.

5.2 Discussion

The significance of learning & development within corporate landscape has emphasized into existing literature. Consequently, it becomes imperative to scrutinize any issues pertaining to learning and development across various business sectors. This research work aims to find the effect of learning on worker performance in government sector in Pakistan. Subsequently, specific objectives are outlined to facilitate the precise achievement of the study's purpose. These objectives encompass exploring the existing learning programs in the sector, identifying the learning objectives, evaluating the methods employed, and assessing the alignment of these methods with the learning objectives. The study's findings indicate that learning and development indeed influence employees' job performance, aligning with previous management literature on the subject.

To gain more nuanced insights into learning and development within the sampled companies, specific questions were posed to the respondents for examination. These questions focused on aspects such as employee take part in learning, the selection criteria of learning programs, the methods of learning employed, and the perceived relevance of the learning to the respondents' work. These inquiries were particularly significant as they contributed to understanding the learning practices within the companies under investigation.

The results pertaining to employee participation and selection for learning suggest that these companies have well-defined policies on learning and development. The majority of respondents indicated their participation in learning programs, often provided as a part of company's necessary actions for all of the workers or when joining the organization.

Additionally, analysis of learning program quality revealed that, according to respondents, the programs implemented by the sample companies are considered relevant.

5.3 Theoretical Implications

The research holds significant theoretical implications that extend across multiple dimensions on behavior of organisations and HRM. By delving into the intricate interplay between HR practices, learning and development initiatives, job satisfaction, and employee performance within the distinctive setting of law enforcement agencies in Pakistan, the study promises to contribute to the refinement and adaptation of existing HRM theories. This includes an exploration of theories such as the theory of Human Capital, the theory of Resource-Based View & Social Exchange Theory in the specific context of police organizations. Moreover, the research objects to supply values into the effectiveness of diverse learning & development strategies within law enforcement, potentially contributing to the development or validation of job satisfaction models tailored to this unique sector. Additionally, it may advance our understanding of the factors influencing employee performance in law enforcement, offering theoretical foundations for targeted HR policies and interventions. The cross-cultural and national dimensions inherent in the study's focus on Pakistan also present a chance to contribute to the broader literature on cross-cultural management and organisational behavior. Essentially, theoretical implications of this research are poised to transcend the immediate context, enriching our understanding of HR dynamics and organizational behavior in law enforcement while potentially influencing organizational theory and practice more broadly.

5.4 Practical Implications

The research offers valuable practical implications that can directly influence the management and operations of law enforcement agencies in the country. The study's insights hold the potential to shape tailored training programs, enabling the development of strategies specifically designed to address the unique challenges faced by police personnel. Practical interventions aimed at enhancing job satisfaction, such as improvements in leadership styles and the cultivation of a positive organizational culture, may be implemented to foster a more engaged and committed workforce. Additionally, the proof on the relation b/w learning &

development, job satisfaction, and worker performance can guide formulation of effective performance management strategies, including feedback mechanisms and recognition programs. Leadership development initiatives may also be refined to align with the identified styles conducive to job satisfaction and improved performance. Moreover, the research findings could influence the revision of HR policies, impacting areas such as employee advancement, work-life balance, and resource allocation. By translating theoretical insights into actionable strategies, this study has the potential to bring about positive changes in the daily work experiences, job satisfaction, and overall performance of law enforcement personnel in Pakistan.

5.5 Limitations

The research on "HR Learning and Development, Job Satisfaction, and Employee Performance: Evidence from Law Enforcement Agencies in Pakistan" is subject to several limitations that must be under observed when predicting the findings and implications of the research. Preferably, the generalizability of the results may be constrained by the specific context of law enforcement agencies in Pakistan, and caution should be exercised when extrapolating the findings to different industries or countries. The unique cultural, organizational, and institutional factors within Pakistani law enforcement may limit the transferability of conclusions to diverse settings.

Secondly, the research design itself may pose limitations. Due to nature of cross-sectional study, it may restrict the ability to setup causal relationships among variables, as it does not capture changes over time. Longitudinal studies could give very nuanced understanding of how the human resource practice, job satisfaction & worker performance evolve within law enforcement agencies.

Thirdly, the use of self-report measures for variables like job satisfaction and performance introduces the potential for common method bias. This reliance on participants might lead to socially desirable responses or subjective evaluations that may not precisely mirror their actual experiences. To bolster the study's validity, incorporating objective performance metrics and multi-source feedback could be advantageous. Measuring the multifaceted

constructs of learning and development might pose challenges for study. The evaluation of learning effectiveness and its impact on employee performance might overlook nuanced aspects, such as informal learning that takes place on the job. A more comprehensive approach to capture the dynamic nature of learning within law enforcement settings could fortify the study's robustness.

Time and budget limitations may impose constraints on the comprehensive exploration of research. In terms of time constraints, the dynamic nature of law enforcement operations may limit the duration available for data collection and analysis. A condensed timeline might compromise the depth of the study, potentially preventing the capture of long-term trends or the examination of changes over extended periods. Additionally, the exigencies of law enforcement work may impact the scheduling of interviews or surveys, affecting the representativeness of the data collected.

Moreover, budgetary limitations may influence the selection of research methodologies. Cost-effective methods may be prioritized, potentially limiting the utilization of more sophisticated and resource-intensive approaches. The availability of funds can also impact the extent to which the research team can engage in outreach and collaboration with law enforcement agencies, potentially affecting the depth of contextual understanding.

In conclusion, while the research on HR learning and development, job satisfaction, and employee performance in Pakistani law enforcement agencies offers valuable insights, it is crucial to acknowledge and consider these limitations to ensure a more nuanced and cautious interpretation of the study's findings.

5.6 Future Recommendations

Future research should consider adopting longitudinal studies to capture the evolving dynamics over time within law enforcement settings. Combining both quantitative and qualitative research methods, such as surveys alongside in-depth interviews and case studies, can offer a more comprehensive understanding of the multifaceted experiences of law enforcement personnel. Additionally, researchers should explore cross-cultural comparative studies to discern universal and context-specific factors that influence HR practices, job

satisfaction, and performance. Integrating objective performance metrics, such as crime rates and response times, alongside self-reported measures can provide a more nuanced assessment. The impact of technological interventions, such as virtual reality training or AI-assisted learning, on skill acquisition and job satisfaction deserves attention. Future research should also delve into the specific leadership qualities that contribute to improved job satisfaction and performance within law enforcement agencies, stratifying findings based on different ranks. Furthermore, exploring the effect of organisational culture on these variables & tailoring recommendations accordingly is crucial. Future studies should not only generate knowledge but also implement and evaluate targeted interventions, fostering knowledge sharing and collaboration between researchers and law enforcement agencies for practical, evidence-based improvements.

5.7 CONCLUSION

The current study has explored the connections b/w HRM practices, specifically learning & development, job satisfaction, and employee performance. The results reveal correlation i.e. impactful and supportive between learning & development practices and workforce performance. Furthermore, the study identifies that employees perceive the organization as more concerned about them when provided with learning & development opportunities. This sense of consideration, in turn, contributes to job satisfaction and ultimately fosters employee creativity.

These findings align with the strategic human resource perspective, which asserts that high-performance work practices, such as empowerment & learning, impact both organizational and employee performance. The study underscores the idea that employees become a source of creativity within the organization when actively engaged in their roles. The engagement, facilitated by human resource practices like learning & development, directly contributes to enhanced employee performance.

Practically, the study concludes that learning & development serve as a robust foundation for dynamic organizations aiming to cultivate a creative culture, thereby enhancing their capabilities and competencies. This strategic approach aligns with organizational priorities, contributing to a competitive advantage. The study emphasizes the critical role of engaged

employee behavior in fostering creativity, highlighting the managerial responsibility to provide learning and development opportunities to enhance employee job performance.

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Appendix

Demographics

1. Gender:
 - Male
 - Female
 - Other
2. Educational Qualifications:
 - High School Diploma or Equivalent
 - Intermediate or equal
 - Bachelor's Degree
 - Master's Degree
 - Other (please specify) _____
3. Employment Status:
 - Contractual
 - Full-time
 - Part-time
 - Job Position/Title:
4. Years of Experience in the Current Organization:
 - 1-4 years
 - 5-9 years
 - 10 or more years

Learning and Development

1. Our organization conducts extensive (T&D) programs for Employees.
 - Strongly disagree
 - disagree

- Neutral
 - Agree
 - Strongly agree
- 2.** Employees at each job normally go through T&D programs every year.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 3.** Training needs are identified through a formal performance appraisal mechanism.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 4.** There are formal training programs to teach new employees the skills they needed.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 5.** Trainings need identified are realistic, useful and based on the organizational strategy.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 6.** There are formal training evaluation methods to assess the effectiveness of the training.
- Strongly disagree

- disagree
 - Neutral
 - Agree
 - Strongly agree
- 7.** The organization has a system for calculating the cost and benefit of training.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 8.** T & D has helped reduce employee turnover in our organization.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 9.** T & D has resulted in higher employee performance in our organization.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
- 10.** T & D has resulted in higher productivity and financial returns for the organization.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree

Job Satisfaction

1. I feel very comfortable in my work environment.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

2. I consider my co-workers friends.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

3. I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

4. I am very proud to tell others that I work for the organization.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

5. My values and those of the organization are very similar.

- Strongly disagree
- disagree

- Neutral
- Agree
- Strongly agree
- 6. My supervisor/franchisee regularly acknowledges when I do a good job.
- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

Job performance

1. I know my job and how I should do my job.
 - Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
2. I understand the criteria of performance reviews.
 - Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
3. I can usually reach the standards of performance reviews.
 - Strongly disagree
 - disagree
 - Neutral
 - Agree

- Strongly agree
- 4. I can always resolve unexpected events.
- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree
- 5. I maintain good attendance records.
- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree
- 6. I can complete assigned tasks quickly and efficiently.
- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree
- 7. I can maintain good service standards.
- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree
- 8. I am very familiar with SOP (standard operational procedures).
- Strongly disagree
- disagree
- Neutral

- Agree
 - Strongly agree
9. Generally speaking, I can complete the tasks assigned by managers.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
10. I rarely receive complaints from customers or colleagues due to poor work.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
11. I often acquire new knowledge and new skills related to work.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
12. I take a proactive approach to resolving work issues.
- Strongly disagree
 - disagree
 - Neutral
 - Agree
 - Strongly agree
13. I usually collaborate with colleagues to complete tasks.
- Strongly disagree
 - disagree

- Neutral
- Agree
- Strongly agree

14. I maintain the reputation of the company and focus on the discipline of the company.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

15. I often expect to be assigned to a challenging job.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

16. Generally speaking, my manager is pleased with my job performance.

- Strongly disagree
- disagree
- Neutral
- Agree
- Strongly agree

