Redesigning Organizational Learning and Development Programs: Challenges, Trends, and the New Norm

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ABSTRACT

The study aimed to assess the influence of cultivating an optimal organizational culture, fostering a conducive environment, and implementing effective training programs on the learning, development, and career progression of employees. Employing a convenience sampling method, data were gathered from a sample of 244 participants, and statistical analysis was conducted using Statistical Packages for Social Sciences (SPSS) version 29. The results of the investigation revealed a significant association between the establishment of an optimal culture, conducive environment, and effective training programs with the enhancement of employees' learning, development, and career advancement. These findings hold considerable significance in addressing gaps in the existing literature, contributing valuable insights to the field. Consequently, this research provides practical recommendations for policymakers and suggests potential avenues for future scholarly inquiry.

KEYWORDS: Learning and Development, Talent Management, Human Capital, Artificial Intelligence, Business Management, Knowledge Society

1. INTRODUCTION

Learning and development (L&D) is a department in an organisation that focuses on enhancing employees' growth and improving their knowledge, skills, and talents to enhance corporate performance (O Jawabreh et al., 2023; Nawaiseh et al., 2021). The centralization or independence of that role within the organisation depends on its level of significance (Al-Rawashdeh, Jawabreh, & Ali, 2023; Alqaraleh et al., 2022; Omar Jawabreh et al., 2023a; Saleh, Jawabreh, & Ali, 2023) might be within the scope of the human resources (HR) department (AL-Qudah, Osman, & Ali, 2014). Alternative designations for L&D encompass training and development, learning and performance, or talent management. According to the Chowdhury et al. (2023), L&D encompasses several initiatives such as onboarding and orientation programmes for new employees, career advancement programmes, continuous training, establishment of corporate universities, leadership development programmes, skills enhancement training, talent strategy and management, as well as compliance training..

Pastrana and Tobón (2020) performed a competency study to evaluate the necessary skills and abilities for talent development. Furthermore, it is discovered that the competencies, abilities, and mindsets of successful talent development professionals at every stage of their employment can be categorised into three primary areas of expertise. The first category consists of personal talents that arise from the development of interpersonal skills. Following are the professional competencies, which arise from acquiring expertise and skills in the field of developing individuals and facilitating their learning. The final factor to consider is an organization's organisational capabilities, which have a direct impact on the organization's total capacity to achieve results and accomplish its objective.

It is beneficial to differentiate between learning, training, development, and education, despite the fact that these terms may be used interchangeably in certain situations. Learning refers to

the process of gaining knowledge, abilities, or attitudes by means of experience, study, or instruction. Training, development, and education are all processes that encompass the acquisition of knowledge and skills (Pillai & Sivathanu, 2020). The purpose of training is to promptly impart practical information, abilities, and attitudes that may be directly applied to a given task (Allal-Chérif, Aránega, & Sánchez, 2021). Additionally, it may prioritise enhancing existing performance or making preparations for forthcoming alterations (Jaiswal, Arun, & Varma, 2022). According to Vrontis et al. (2022), development, typically characterised by independent progression, is inherently long-term. It centres on the expansion or intensification of one's knowledge (Poquet & De Laat, 2021). This must align with both one's individual growth objectives and the future objectives of the organisation. Budhwar et al. (2023) shown that education is a formal means of expanding one's knowledge. It is frequently vague and enduringly relevant, particularly when an individual lacks expertise in a given field (Sima et al., 2020b).

The study aimed to assess how fostering an ideal culture, environment, and training impacts employee learning, development, and career progression. Primary data was gathered from 244 employees using convenience sampling, and Statistical Packages for Social Sciences (SPSS) 29 analysed the data. Results revealed a significant relationship between creating an optimal culture, environment, and training and enhancing employee learning, development, and career advancement. This research addresses gaps in the existing literature and offers valuable insights, providing practical recommendations for policymakers and guiding future scholarly endeavours.

2. REVIEW OF LITERATURE

When addressing L&D, organizations face several challenges, both short- and long-term. Organizational and cultural transformations, encompassing activities such as restructuring, acquisitions, mergers, and relocations, necessitate the cultivation of specific skills and competencies within the workforce. Such proficiency ensures that these changes and transitions not only manifest as challenges but also evolve into prospects for professional development and organizational advancement (Sima et al., 2020a; Sima et al., 2020b). Within the realm of international management, linguistic acquisition and cross-cultural training have assumed indispensable roles. As enterprises profoundly affected by the repercussions of the COVID-19 pandemic are in the process of re-establishing operations, the allocation of budgets towards Learning and Development (L&D) emerges as a critical imperative (Pillai & Sivathanu, 2020). The L&D sector boasts a valuation exceeding USD 370 billion, with a global average annual expenditure of approximately USD 1,300 per employee (Raheja, 2021). Amidst escalating expenses associated with in-person training and concomitant reductions in L&D budgets, numerous organizations are gravitating towards economical alternatives, including the adoption of Learning Management Systems (LMS) and online training platforms (Popkova & Sergi, 2020). In consonance with the burgeoning hybrid and mobile workforce paradigm, approximately 57% of employees express a preference for accessing learning modules while on the move.

Moreover, each generation is distinguished by its distinctive traits and requirements (Kanan, 2020; Kanan et al., 2022a; Kanan et al., 2022b). Contemporary generations, exemplified by today's populace, exhibit digital proficiency and a proclivity towards mobile learning (Alrabei et al., 2022a; Alrabei et al., 2022b; Salameh et al., 2020a, 2020b). They not only derive satisfaction from engaging in mobile learning through their digital devices but also express a

preference for acquiring knowledge while actively immersed in work, as opposed to experiencing interruptions. Adapting to the diverse needs of a multigenerational workforce is increasingly challenging, with older employees facing difficulty keeping pace with their digitally adept younger colleagues Pastrana and Tobón (2020). The incessant and swift evolution of technology significantly influences L&D, necessitating the workforce to acquire familiarity and proficiency through training in novel software and applications (Allal-Chérif et al., 2021).

Leveraging talent management and development accrues advantages to both the individual employee and contributes to the overall success of the organization (Vrontis et al., 2022). A proficient workforce imparts a strategic advantage to the organization, fostering innovation and adaptability, thereby ensuring sustained long-term viability (Votto et al., 2021). Organizations are compelled to address each segment of their workforce to ensure that every employee actively contributes to the achievement of success and overall organizational performance (Jahmani et al., 2023a; Jahmani et al., 2023b; Omar Jawabreh et al., 2023a; Omar Jawabreh et al., 2023b; Mohammad Oudat et al., 2024; Mohammad Salem Oudat et al., 2024; M Saleh et al., 2023; Mohammad H Saleh et al., 2023). Given the absence of a singular solution or definitive course of action for each category, organizations and leaders may contemplate a series of measures to attain optimal outcomes (Garg et al., 2022). To overcome challenges, organizations can set short objectives, monitor them regularly, detect errors, and provide training. Additionally, they may redesign reserve functions, boost motivation, and improve rewards for enhanced learning and skill development. For sustaining core competencies, acknowledging contributions and performance through financial incentives and professional growth opportunities is essential (Budhwar et al., 2022). In order to prolong the tenure of high-performing individuals, it is imperative to imbue the star employees with a sense of allegiance and commitment to the organization (Vahdat, 2022). An plausible strategy involves establishing ambitious objectives aligned with the career development and progression of individuals.

According to Poquet and De Laat (2021), organizations aspire not only to secure the recruitment of an employee but also to correlate initial hiring success with enduring metrics, including retention, the synchronization of employee and manager objectives, and the overall engagement and performance of the employee. The research indicates that, contingent on the employee's generation and position in the workforce, the average payback period for an external hire is 2.2 years, while the average tenure of a top candidate can be as brief as 1.2 years. Facilitating employee engagement is crucial throughout the learning and training process, emphasizing the voluntary nature of individual participation, as opposed to imposition (Pereira et al., 2023). Employees may experience distractions, task overload, lack of motivation, or a lack of awareness regarding incentives. Both employees and colleagues seek assurance and conviction that their contributions yield a substantial impact or difference (Kong et al., 2021). They aspire to experience a sense of inclusion and engage in meaningful endeavours. Individuals are showcasing their accomplishments, certificates, and acquired skills on social media platforms, such as LinkedIn, with the aim of attaining social and professional acknowledgment (Di Vaio et al., 2020). Organizations endorsing L&D initiatives and empowering their personnel strategically emphasize their contribution to human capital development as an integral aspect of their institutional branding.

Organizations are endeavouring to enhance the L&D experience of their personnel by deviating from conventional classroom and lecture formats, aiming to imbue the process with both satisfaction and entertainment (Margherita, 2022). An approach involves integrating

gamification into L&D programs, wherein gamification renders otherwise uninteresting tasks and mundane subjects engaging. This strategy finds application across various sectors and industries, encompassing hospitality, retail, finance, healthcare, and education (AlHamad et al., 2022). Companies such as Google, Microsoft, Domino's Pizza, KFC, Samsung, Starbucks, Marriott, Accenture, Cisco, IKEA, Sephora, and LinkedIn implement gamification in their corporate training as a marketing tactic and a tool to increase engagement. Beyond enhancing retention rates, gamified elements such as reward and points systems, leader boards, and achievements leverage principles of human psychology to motivate employees (Hamilton & Sodeman, 2020).

Gamification in L&D can address the issue of rapid forgetting, as studies indicate that, on average, individuals forget about 70% of what they learn within 24 hours (Kohn, 2014). If knowledge and training content rapidly dissipate, the substantial annual investments in L&D programs may fail to generate a satisfactory return on investment for organizations (Charlwood & Guenole, 2022). In tackling impediments to employee success, organizations must synchronize their training programs with both management objectives and the composition of the workforce. According to Malik, Budhwar, and Srikanth (2020), L&D initiatives targeting the acquisition, enhancement, updating, and diversification of skills in individuals should exhibit adaptability and flexibility in both scope and content. Moreover, these programs should possess ease of accessibility, user-friendly interfaces, and convenience for utilization, whether in a home environment, during mobility, or as an integral component of work processes. According to Malik et al. (2020), This facilitates not only the immediate application of newly acquired skills by the staff but also tailors the pace of learning and development to their individual requirements.

Chowdhury et al. (2023) emphasize performance-oriented L&D programs, shifting focus from intangible development skills to measurable business targets. Budhwar et al. (2023) advocate for short, fast-track micro-credential programs, providing specific support instead of traditional lengthy training. Jaiswal et al. (2022) stress purposeful L&D programs, either proactive to lead in the industry or reactive to address business needs. Both programs should integrate business acumen and entrepreneurship fundamentals. Mukhuty, Upadhyay, and Rothwell (2022) highlight the surge in new learning and training programs driven by data, AI, and the imperative to cope with business intelligence and global competition. In light of the discourse, the ensuing hypotheses are formulated.

H1: *Creating an optimal culture has an impact on learning, development, and career advancement.*
H2: *Creating an optimal environment has an impact on learning, development, and career advancement.*
H3: *Providing optimal training has an impact on learning, development, and career advancement.*

3. METHODOLOGY

The present study adopts a quantitative research design, employing primary data collected from respondents to assess relationships between variables. Data collection was facilitated through a Likert scale questionnaire, with questionnaire items adapted and modified from existing studies to align with the research objectives. Utilizing a survey-based approach, cross-sectional data was gathered through convenience sampling, chosen due to the diverse employee

population across multiple organizations. Following an introduction to the study's purpose, respondents were instructed to complete the Likert scale questionnaire, while demographic information was excluded at their request. Three hundred printed questionnaires were distributed, resulting in 244 valid responses after initial data analysis, deemed sufficient for the study's findings.

The study utilized SPSS 29 for quantitative data analysis, consistent with previous research. Descriptive statistics were examined to assess data normality, Pearson's correlations for variable relationships, model summary for overall characteristics, and Analysis of Variance (ANOVA) for model significance. Regression coefficients were also examined to validate relationships between research variables. The data analysis involved multiple stages, confirming statistical relationships between variables.

4. FINDINGS

The data from this research was examined to provide descriptive findings. An analysis was conducted to ascertain the normality of the data. A total of 244 valid replies were recorded, with no missing values. Moreover, the calculated mean and standard deviation were suitable for the given dataset. The skewness and kurtosis were calculated to assess the normalcy of the data. The skewness and kurtosis are assessed to verify the absence of both left and right skewness in the data. The skewness and kurtosis values fell within the range of +2 to -2, indicating that the data used in this research exhibited normalcy (Royston, 1992). Therefore, the data for this research was deemed suitable for further investigation. Table 1 presents the descriptive statistics.

Table 1: Descriptive Statistics.

	COC	COE	POT	LDCA
Valid	244	244	244	244
Missing	0	0	0	0
Median	4.000	4.000	4.000	3.000
Mean	3.373	3.484	3.553	3.115
Std. Deviation	1.374	1.307	1.211	1.359
Skewness	-0.360	-0.583	-0.658	-0.081
Std. Error of Skewness	0.156	0.156	0.156	0.156
Kurtosis	-1.197	-0.828	-0.602	-1.204
Std. Error of Kurtosis	0.310	0.310	0.310	0.310
Shapiro-Wilk	0.870	0.863	0.857	0.897
P-value of Shapiro-Wilk	< .001	< .001	< .001	< .001
Minimum	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000

Note: COC = *Creating an optimal culture, COE = Creating an optimal environment, POE = Providing an optimal training, and LDCA = Learning, development, and career advancement*

The second stage involved conducting tests on the findings of Pearson's correlations. The Pearson correlation coefficient is a statistical measure that quantifies the relationship or association between two continuous variables. The approach is widely recognised as the most effective way to measure the connection among variables of interest due to its reliance on the covariance method. Attaining a p-value of less than .001 is highly meaningful (Benesty et al., 2009). The outcomes presented in Table 2 substantiate the significant attainment of Pearson's correlations, indicating the presence of statistically meaningful associations between the study variables.

Table 2: Pearson's Correlations.

Variable		COC		COE		POT		LDCA
1. COC	N	—						
	Pearson's r	—						
	p-value	—						
	Upper 95% CI	—						
	Lower 95% CI	—						
2. COE	N	244		—				
	Pearson's r	0.813	***	—				
	p-value	< .001		—				
	Upper 95% CI	0.852		—				
	Lower 95% CI	0.766		—				
3. POT	N	244		244		—		
	Pearson's r	0.818	***	0.826	***	—		
	p-value	< .001		< .001		—		
	Upper 95% CI	0.855		0.862		—		
	Lower 95% CI	0.771		0.782		—		
4. LDCA	N	244		244		244		—
	Pearson's r	0.594	***	0.629	***	0.554	***	—
	p-value	< .001		< .001		< .001		—
	Upper 95% CI	0.670		0.699		0.635		—
	Lower 95% CI	0.506		0.547		0.460		—
* p < .05, ** p < .01, *** p < .001								

Note: COC = *Creating an optimal culture, COE = Creating an optimal environment, POE = Providing an optimal training, and LDCA = Learning, development, and career advancement*

Consequently, the statistical metrics of the model summary were subjected to examination in this study to discern the model's characteristics. The R-value, denoting the correlation between dependent and independent variables, surpassed 0.4, warranting further analysis, with the specific value in this research amounting to 0.645 and deemed statistically significant. Additionally, the R-square, indicating the proportion of variance in the dependent variable explained by the independent variables, exceeded 0.5, affirming the model's effectiveness in delineating relationships. The findings of R2 surpassed the 0.50 threshold. Lastly, the adjusted R-square, reflecting the generalizability of results and the variation of sample results from the population in multiple regression, demonstrated minimal disparity from the R-square. Thus, the data within Table 3's model summary corroborates the successful attainment of the model summary.

Table 3: Model Summary – LDCA.

Model	R	R²	Adjusted R²	RMSE
H₀	0.000	0.000	0.000	1.359
H₁	0.645	0.516	0.508	1.045

Note: *LDCA = learning, development, and career advancement*

The ANOVA findings were subjected to scrutiny to assess the model's efficacy in capturing the statistical relationships among the variables. Typically, a 95% confidence interval or a 5% significance level is adopted for research. Consequently, the p-value is expected to be less than 0.05 for statistical significance. In this study, the p values are < .001, meeting the criterion.

Subsequently, the F-ratio, denoting an enhancement in variable prediction through model fitting while accounting for inherent inaccuracies, was examined. An F-ratio exceeding 1 signifies an effective model, and in this research, the F-ratio amounted to 56.915. Thus, the model is deemed statistically significant for subsequent analysis.

Table 4: ANOVA.

Model		Sum of Squares	df	Mean Square	F	p
H₁	Regression	186.559	3	62.186	56.915	< .001
	Residual	262.228	240	1.093		
	Total	448.787	243			

Note. The intercept model is omitted, as no meaningful information can be shown.

Lastly, the results of the regression analysis were examined, and the significance of the relationship was determined with t-values exceeding 1.96. Firstly, H1 was affirmed, indicating that the establishment of an optimal culture influences learning, development, and career advancement. Secondly, H2 was validated, signifying that the establishment of an optimal environment influences learning, development, and career advancement. Thirdly, H3 was substantiated, demonstrating that the provision of optimal training impacts learning development and career advancement. These outcomes are detailed in Table 5.

Table 5. Coefficients.

Model		Unstandardized	Standard Error	Standardized	t	p
H₀	(Intercept)	3.115	0.087		35.802	< .001
H₁	(Intercept)	0.745	0.210		3.551	< .001
	COC	0.242	0.094	0.245	2.588	0.010
	COE	0.451	0.101	0.434	4.482	< .001
	POT	0.405	0.059	0.401	6.864	< .001

Note: COC = *Creating an optimal culture, COE = Creating an optimal environment, POE = Providing an optimal training, and LDCA = Learning, development, and career advancement*

5. DISCUSSION

The empirical investigation utilized statistical analysis to gauge its findings. It substantiated the acceptance of Hypothesis 1, affirming that the establishment of an optimal culture indeed influences learning development and career advancement. Additionally, the study endorsed Hypothesis 2, indicating that the creation of an optimal environment influences learning development and career advancement. Lastly, Hypothesis 3 was corroborated, signifying that the provision of optimal training impacts learning development and career advancement. Notably, these outcomes were juxtaposed with the findings from prior studies.

According to a prior study, an organization encounters various challenges, both immediate and enduring, concerning learning and development. To transform organizational and cultural shifts such as restructuring, acquisitions, mergers, and relocations into opportunities for development and growth, the workforce needs to be endowed with specific skills and competencies. According to Allal-Chérif et al. (2021), these changes and transformations are imperative to enable the workforce to align with and fulfil the demands inherent in the shifts and transformations. According to Popkova and Sergi (2020), language acquisition and cross-

cultural communication training are imperative for businesses engaged in global management roles. As enterprises recovering from the impact of COVID-19 are resuming operations, allocating budgets for learning and development is crucial.

Moreover, each generational cohort is delineated by its distinctive characteristics and exclusive requisites. According to Vrontis et al. (2022), an illustration is the contemporary generation, characterized by digital proficiency and a propensity for mobile learning. This cohort exhibits a preference for studying concomitantly with work responsibilities, eschewing interruptions, and manifests a proclivity for learning on the move through digital devices, emphasizing a desire for seamless integration of learning into their work environments. According to Pillai and Sivathanu (2020), catering to the individualized needs of a multi-generational workforce is increasingly challenging. Older employees may struggle to match the digital proficiency of their less experienced, younger counterparts. Hamilton and Sodeman (2020) assert that learning and development are influenced by rapid technological advancements, necessitating continuous training for the workforce to stay adept with the latest software and applications.

According to Votto et al. (2021), leveraging talent management and development benefits both individual workers and enhances overall organizational success. A well-trained workforce not only provides a strategic advantage but also fosters innovation and adaptability, thereby ensuring long-term organizational sustainability. According to Garg et al. (2022), organizations must address every workforce segment to ensure overall success. While there is no universal solution, leaders can implement diverse measures for optimal optimization. Challenges, such as setting concise objectives, vigilant monitoring, error identification, and training, may be addressed through this approach.

Budhwar et al. (2022) suggest organizations should reconsider reserve functions, enhance motivation, and improve compensation to foster skill development. Acknowledging the contributions of key personnel is crucial for preserving their expertise. Pereira et al. (2023) recommend financial incentives and professional development opportunities. Instilling loyalty is vital for retaining star employees. Di Vaio et al. (2020) propose setting ambitious goals aligned with professional development for employee retention.

Sima et al. (2020b) emphasize companies seeking not just new hires but sustained success through indicators like employee retention, alignment of goals, and overall engagement. Employee engagement throughout learning is crucial, given that it should be voluntary. Individuals, as per Pastrana and Tobón (2020), seek meaningful contributions, valuing a sense of belonging and significant involvement. On social media, people showcase their learning achievements for professional and social recognition. Budhwar et al. (2023) note that organizations backing L&D programs showcase their role in human capital development as part of institutional branding.

According to Chowdhury et al. (2023), organizations are endeavouring to enhance the satisfaction and engagement of their employees in the learning and development journey by departing from traditional classroom and lecture-based instructional approaches. The integration of gamification into their learning and development programs stands out as a strategic approach in this endeavour. According to Jaiswal et al. (2022), gamification, a strategy aimed at rendering mundane tasks and subjects more enjoyable, spans across diverse sectors including hospitality, retail, finance, healthcare, and education. Beyond leveraging human psychology through elements like reward systems and leader boards, gamification contributes to enhancing employee retention rates. According to Poquet and De Laat (2021), learning and

development initiatives enriched with gamification can serve as a strategic approach to mitigate the challenge of employees rapidly forgetting the majority of acquired knowledge.

Moreover, should the information and training content dissipate rapidly, the substantial annual investments directed towards learning and development programs may not yield a commensurate return on investment for the investing organizations. According to Kong et al. (2021), addressing impediments to employees' success, organizations must synchronize their training programs with both managerial objectives and the workforce. Learning and development initiatives targeting skill acquisition, re-skilling, up-skilling, and cross-skilling individuals should demonstrate adaptability and flexibility in both content and scope. According to Mukhuty et al. (2022), these programs should exhibit ease of accessibility, user-friendliness, and convenience in utilization, whether employed at home, during travel, or as an integral aspect of a workflow. This not only facilitates the immediate application of newly acquired skills by the staff but also enables them to customize the pace of learning and development to meet their individual requirements.

According to Margherita (2022), learning and development programs must be oriented towards performance to enhance organizational efficacy. Achieving this necessitates a shift in core content, redirecting focus from developmental skills to business objectives. The provision of micro-credentials, denoting concise and expedited learning and development initiatives, can be implemented to furnish employees with tailored support. According to AlHamad et al. (2022), it serves as an alternative to conventional extensive training programs and content. Learning and development initiatives should be purposefully designed, with organizations proactively delivering programs essential to their employees' functions. Consequently, organizations can assume a leadership role within their respective industry or business sector. According to Vahdat (2022), they are provided reactively in response to the demands or challenges faced by the organisation. Both the programmes and the curriculum should include a fundamental comprehension of business acumen and entrepreneurialism. Data and artificial intelligence are fuelling the development of new learning and training programmes aimed at addressing the demands of corporate intelligence and global rivalry.

6. CONCLUSION

Learning, training, and development constitute fundamental elements for the advancement and prosperity of both organizations and their personnel. Given the unparalleled speed and intensity of business competition on a global scale across diverse sectors, organizations, irrespective of their nature and scope, are compelled to conform to evolving L&D norms and trends. This adaptation serves to convert challenges into opportunities, fostering enhanced productivity, resource optimization, increased revenue generation, elevated performance, and the attraction and retention of skilled employees. Additionally, it contributes to the establishment of an improved, promising workplace environment and culture for the workforce.

7. THEORETICAL AND PRACTICAL IMPLICATIONS

The study has made noteworthy contributions to the existing body of literature. Primarily, it has added to the literature by establishing that cultivating an optimal culture significantly influences learning, development, and career advancement. This insight is a novel contribution, as prior studies have seldom delved into this specific relationship. Secondly, the study enriches the literature by demonstrating that the establishment of an optimal environment positively

affects learning, development, and career advancement a relationship that has been comparatively underexplored in previous studies. Lastly, the research has expanded knowledge by affirming that the provision of optimal training significantly impacts learning, development, and career advancement. Consequently, this relationship stands as a substantial contribution of the study to the existing body of knowledge, introducing three noteworthy relationships not extensively addressed in prior research.

In addition to theoretical contributions, this study offers practical recommendations for enhancing employee performance. It underscores the importance of creating an optimal environment and culture to foster learning and productivity. A controlled implementation of such a culture can strategically influence employee behaviour, leading to improved performance. The study also emphasizes the positive impact of providing optimal training, suggesting that strategic motivation and resource support for employees are crucial for achieving organizational goals. Furthermore, a strategic approach to enhancing employee behaviour is identified as a key factor for improving employee learning and performance.

8. FUTURE DIRECTIONS

In summary, the research findings establish a significant relationship between the creation of an optimal culture, environment, and training, thereby contributing to the learning, development, and career advancement of employees. This research is crucial from a knowledge perspective as it addresses gaps in the existing literature. Consequently, the study offers practical recommendations for policymakers and suggests future research directions. Subsequent studies could focus on collecting data exclusively from the human resource management department to examine the impact of optimal training, environment, and culture on employee performance from a fresh perspective. Additionally, exploring the moderating impact of employees' psychological well-being on this model would be a valuable contribution to the body of knowledge.

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