

Employee Training and Employee Development Is the Predictors of Employee Performance; A Study on Garments Manufacturing Sector In Bangladesh.

Nuray Akter

Lecturer, Faculty of Business Administration (FBA), BGC Trust University Bangladesh.

M.Phil Researcher, University of Chittagong, Bangladesh.

Abstract: *In the age of rapidly changing business environment as well as workplace environment globally, the practices of effective employee training and their development is the vein for fetching the best employee performance in the various industrial sector as well as garments sector too. The current study conducted for exploring the associations of employee training (ET), employee development (ED) as predictors on employee performance (EP). For investigating the results, ET and ED were taken as independent variables with the most essential items for measuring their relationships with EP. An exploratory research design and deductive approach were followed to conduct the study and a questionnaire survey method was used for collecting primary data from different established garment organizations in Chittagong and BGMEA. A purposive sampling technique and survey strategy was followed to collect data and only 321 applicable responses were used for result analysis. The overall theoretical propositions and quantitative analysis using descriptive and inferential statistics, report that there is a high degree of positive relationship and significant positive impact between ET, ED and EP. The study has both, theoretical and practical implications for the researchers, academics and industrialists associated with garments manufacturing sector. The implications, limitations and future research directions are also detected.*

Keywords: *Employee training, Employee development, Garments sector, Employee performance.*

I. Introduction

As the world is becoming more competitive and unstable than ever before, the industries are seeking to reach its targeted profit level by ensuring vast employee performance at all cost through proper training and development of employees. Because, training is more present-day oriented, focus on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs while development enhances behaviors, attitudes and improves employee performance in an organization.

Employee training (ET) is a learning experience (Hughey & Mussnug, 1997), seeks a change in employees' skills, knowledge, attitudes, or behavior (Bartel, 1994; Crow, 2002) which is increasingly required to assist the work force in using modern techniques, tools, strategies and materials in their performing jobs. Employee development (Lee & Bruvold, 2003), on the other hand, generally focuses on future jobs in the organization and it encourages employees to acquire new or advanced skills, knowledge, and view points, by providing learning and training facilities, and workplace where such new ideas can be applied. Again employee development (ED) is a joint initiative of the employee as well as the employer, goes a long way in training to upgrade the existing skills and knowledge of an individual (www.managementstudyguide.com/employee-development.htm) for performing job activities. Additionally, employee training and their development (Evans & Foster, 2000) enable human capital (Vemić, 2007) to unleash employees' dexterity and it helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions (Gareth, George and Hill, 2000). Employee performance (Becker, Billings, Eveleth, & Gilbert, 1996) concerned with some elements (Liao & Chuang, 2004) such as; communication, job knowledge, creativity/innovation, technological skills, problem solving, attitude, sense of accountability, culture fit and so on, associated with organizational profit level and success (Borman, 2004).

The garment manufacturing sector is one of the major and crucial economic contributor in Bangladesh since 1970s (Rahman & Hossain, 2010), especially after liberation (Bhattacharya et al., 2002) it started its journey in Bangladesh. Though a very poor amount of foreign earnings initiated in fiscal year 1983-84, but at present (2015-16 FY) this sector has an 82.05% contribution to total exporting where 4.0 million people are working at 4328 garment organizations in Bangladesh (BGMEA, 2016). So, the development of the working abilities, skills and job relevant knowledge of employee by proper training with other initiatives is too much essential for retaining garment sector's growth and establishment in the country. Thus, considering the necessity, applicability and retaining of garments manufacturing sector's growth and its employees development

for the best performance, the author decides to conduct the present study that is 'employee training and development as the predictors of employee performance' at garments manufacturing sector in Bangladesh.

II. Literature Review

1. Conceptual review

1.1. Employee Training (ET)

The conceptualization about employee training and development has been prescribed at different times with different views. Some researchers use the terms "training" and "development" as for the same meaning (Okotoni, & Erero, 2005) but some view the two concepts as being different. Gareth, George and Hill, (2000) believe that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers and employee training (ET) is a process and a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Campbell, Dunnette, Lawler, & Weick, 1970). In addition, ET is a learning process that involves the acquisition of skills, job related knowledge, ideas, concepts or attitudes, techniques, ways to increase employee performance (Byars & Rue, 1991).

1.2. Employee Development (ED)

On the other hand development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. It tends to be oriented toward broadening an individual's skills for future responsibilities (Snell & Bohlander, 2010). Employee development, including the continuing generation and exchange of knowledge and experience, is concluded to be the key driver of value growth in any kind of organization (Mayo, 2000). In the view of Adamolekun (1983), employee development (ED) involves training, education and career development of staff members. Moreover it is the "intangible assets" of an organization (Harrison, 1998) that leads to mastery as the measure of a person's integrity and self-control and it is characterized by such qualities as competence, effectiveness, and a high degree of personal responsibility (Manu, 2004) which present modern information oriented training that focuses on individuals' current jobs (DeCenzo & Robbins, 2010). Additionally, the concept of employee training and development by Greenberg & Baron (2003) adopted as "The set of processes that arouse, direct, and maintain human behavior towards attaining some goal." Lastly, employee Training and Development strikes a balance between research and real company practices which provide background in the fundamentals of training and development such as needs assessment, transfer of training, learning environment design, methods, and evaluation (Noe, 2010).

1.3. Employee Performance (EP)

Employee performance is an individual level variable (Campbell, McHenry, & Wise, 1990) that is the demand of job effect- is the job performance (Jones, Chonko, Rangarajan, & Roberts, 2007) which is the most important dependent variable in industrial and organizational psychology. It means something a single person does (Kehoe & Wright, 2013) and referred as how an individual behave with the duties and responsibilities in his/her workplace at dynamic situation.

2. Theoretical Review

2.1. Employee Training and Employee Development as the part of HRM

A number of authors, scholars and researchers (Melkumyan, 2007; Need, 2006; Miller & Osinski, 2002; Rajasekar & Khan, 2013) focused and analyzed that employee training & development one of the indispensable part of human resources management with the identification of organizational need, technique and procedure at different industrial perspectives.

2.2. Categories of Employee Training

Employee training programs are conducted following any kind of training methods in an organization. Even within one organization different methods are used for training different people. All the training methods are divided into two classifications (Molla, 2016; DeCenzo & Robbins, 2010, p192) by which employee development can be occurred and the categories of training methods are:

2.2.1 On-the-job Training Methods (Bowman, 1987), under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much (Mincer, 1962; Barron, Black, & Loewenstein, 1989) and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning (<http://www.yourarticlelibrary.com>). Some of the commonly used methods are: Coaching, Mentoring, Job Rotation, Job Instruction Technology,

Apprenticeship, Understudy etc. Besides that Stevens (1994) interpreted a theoretical model on-the-job training with imperfect competition while Frazis and Loewenstein, (2007) focused on-the-Job Training surveys the recent literature from both a theoretical and empirical perspective.

2.2.2. Off-the-Job Training Methods are conducted in separate from the job place, study material is supplied, there is full concentration on learning rather than performing, and there is a freedom of expression (Khan & Taher, 2015). The important methods under off-the-job training include: Lectures and Conferences, Vestibule Training, Simulation Exercises, Sensitivity Training, Transactional Training etc. These kinds of training methods have a long-run implication (Lechner, 1995) and growth over employees working life (Lynch, 1991), explores the meanings of further improvement (Smith, 2002) and its importance as a supplement for workplace learning (Harris, Willis, & Simons, 1998) that associated with the development of performing activities of employees.

2.3. Backdrop or linkage of Employee Training and Employee Performance

Available literature revealed that Employee training (ET) is especially connected in industries with rapidly changing technology (Alebel, 2012). Again, it is increasingly being called on to help companies achieve their strategic objectives (Martocchio & Baldwin, 1997; Noe & Colquitt, 2002; Robinson & Robinson, 1989) to improve employee workplace performance (Hall & Nania, 1997). It is expected that a well-designed and well conducted employee training program will lead to positive reactions from trainees, learning of the important material, behavior change on the job, and improve performance (Ostroff, 1991). Effective employee training (Ibrahim, 2004) program can be conceived as a change intervention in employee performance.

A number of studies (Tsui, Pearce, Porter, & Tripoli, 1997; Heilman, Block, & Lucas, 1992; Welbourne, Johnson, & Erez, 1998) have suggested several factors to measure employee performance (EP). According to the preceding authors, it can be measured by quantity, quality, and accuracy of work; employee's efficiency and standard of work; employees' strive for higher quality work, achievement of work goals, and so on while Whetten, Cameron, and Woods (2000) believe that performance is ultimately an individual phenomenon with environmental variables influencing and motivating the ability of employee performance.

2.4. Retrospection or connectivity of Employee Development and Employee Performance

There are a number of studies that reported a positive link of Employee Development (ED) for creating value (Lee & Bruvold, 2003) on Employee Performance (EP) in a variety of situations (Braunstein, Klein, & Pachla, 1973; Harrison, 1998; Hundal, 1969; Smith & Knight, 1959; Weitz, Antoinetti, & Wallace, 1954) as employee development is related to the idea of social and economic progress (Zidan, 2001) where economies are undergoing a process of development (Winterton, 2007). Kim and Hamner's (1976) investigated the effect of evaluative and non evaluative feedback and goal setting on employee performance and satisfaction in a large company and the results showed that goal setting for employee can enhance the performance. Furthermore employee development for managerial skills (Rosti & Shipper, 1998) was positively related with employee promotion (Benson, 2006) that encourages employees for the greater performance.

Many scholars and researchers investigated the relationship between Employee Training (ET), Employee Development (ED) and Employee Performance (EP) illustrated the propositions on the link of ET, ED and EP (Lear, 2010; Cosh, Hughes, Bullock, & Potton, 2003; Kirkpatrick, 1979; Fitzgerald, 1992) while so many prospects/methods of employee training and development had been explained with various sense of performance. The phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning for fetching the best employee performance.

Finally, though numerous number of research studies have been conducted by so many prominent scholars, researchers, academics on ET, ED and EP, no empirical research with deductive approach from the perspective of garments manufacturing sector in Bangladesh is found yet. Thus, the present study is conducted to address some initiatives with this research gap.

III. Research Questions And Objectives

3. The major research questions (RQ) of the current study are;

RQ.A: Is there any link between employee training and employee performance?

RQ.B: What is the association between employee development and employee performance?

To reach answer of the above questions, the author sets the following objectives;

3.1. To investigate the relationship between employee training and employee performance measured by the employees' perceptions who are working at garment sector in Chittagong, Bangladesh.

- 3.2. To explore the influence between employee development and employee performance measured by the employees' perceptions who are working at garment sector in Chittagong, Bangladesh.
- 3.3. To offer some initiatives as future directions for the enhancement of employee performance by maintaining proper and effective employee training and development programs to ensure the greater interest of the garment sector in Bangladesh as well other countries in the world.

IV. Hypotheses

From the aforementioned literatures and objectives the following hypotheses were assumed for conducting the present study. The major hypotheses (H1, H2) and related other hypotheses (H1a, H1b) are;

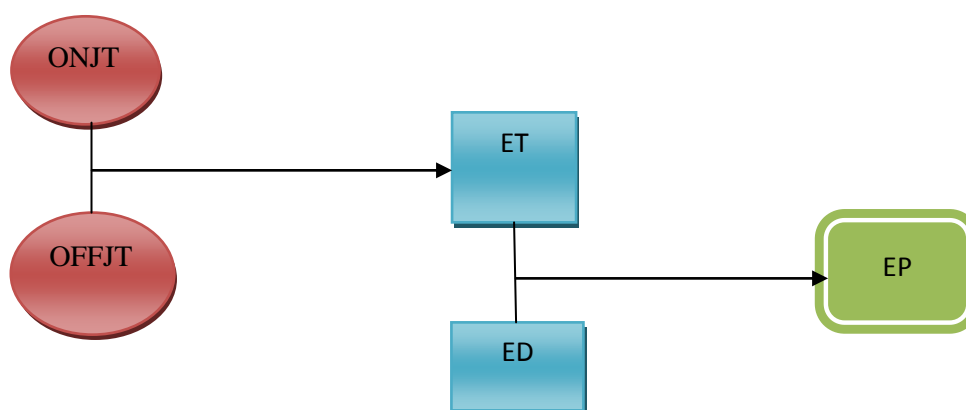
H1: EP is influenced by ET measured with respondent's perceptions of garment sector.

H1a: There is positive link between on- the- job trainings (ONJT) and EP.

H1b: There is positive relationship between off- the- job trainings (OFFJT) and EP.

H2: EP is affected by the ED examined with respondent's perceptions of garment sector.

Based on above demonstrations and the statements of hypotheses, a hypothetical framework is depicted below:



Source: Author's own research

Figure: 1 Hypothetical framework of ET, ED and EP.

It is clear from the above Hypothetical Framework that ET is positively connected from ONJT and OFFJT, and EP also positively linked from ET that means EP is influenced by ET, for which there is an existence of positive relationship between ONJT and EP, OFFJT and EP. Again, an assumption of a positive association between ED and EP showed lucidly from the framework of hypotheses.

V. Methodology

Research approach and strategy

The study focused on 'deductive approach', because it includes causal relationships between the variables, quantitative data collection and analysis, sampling technique specifications which are applicable features of deductive approach, besides that study posses the 'survey' strategy (associated with deductive approach; Saunders et al., 2011) with questionnaire for field survey to collect data and information.

Research Design and Sampling technique

The study conducted following an exploratory research studies (design), which is the valuable means of finding out 'what' is happening: to seek new insights; to ask questions and to assess phenomena in a new light (Robson, 2002: 59) and for current study, it adopted pre-developed measures of instruments for ET, ED and EP. A 'purposive sampling technique' has been used for this study for selecting twenty garments company from the Chittagong city. Twenty employees have been selected with judgment from each garment organization for data collection.

Determination of sample size

The study has been conducted for the large number of population and for finding the sample size, the used Formula (Cochran, 1963, 75; Kothari, 2004, Islam, 2011) with 95% confidence level, has been illustrated below;

$Z^2 \cdot p \cdot q$

$n_0 = \frac{\quad}{e^2}$ Where,

n_0 = Sample size,

Z^2 = Abscissa of the normal curve,

p = Estimated proportion of an attribute that is present in the population
(Normally assumed .5),

$q = 1 - p$,

e = Sampling error or level of precision (Normally assumed 5% = .05),

$n_0 = (1.96)^2 \cdot (.5) \cdot (.5) / (.05)^2$
385 employees.

Data collection procedure and Response rate

For collecting reasonable number of responses, 400 questionnaires were distributed by the help of twenty representatives (garments employees) from twenty different garment organizations at different time in Chittagong, Bangladesh, but finally 377 questionnaires were collected that shows a 94.25% return rate while 23 non-participants shows only a 5.75% non-returning rate. The author found that enormous business, not interested in research participation are the main reasons for not returning the questionnaires. Though 377 questionnaires were returned but only 321 (85%) reasonable responses were utilized for result analysis while 56 (14.6%) questionnaires were rejected due to the incompleteness and/or same opinion for every statements of the survey instrument. So, 321 sample size with 85% response rate is significantly acceptable for conducting the current study.

Survey instrument for ET, ED and EP

A self-administered questionnaire was used as the survey instrument for ET and ED; the statements of questionnaire were initiated with thorough study of some research papers (Hughey & Mussnug, 1997; Bartel, 1994; Harrison, 1998; Mayo, 2000; Husain & Ahmed, 2010; Ferdousy, 2015; Masood, 2010; Absar, Nimalathan, & Jilani, 2010; Rosti & Shipper, 1998; Khan & Taher, (2015); Vemic, 2007; Manu, 2004; Alebel, 2012; Neo, 2010) and after a pilot survey from some garments organizations, the instrument of ET with 10 items and ED with 10 items have been finalized and used to measure the perceptions of respondents on ET and ED. Some sample items for ET are 'My organization maintain a formal training program for new employees to develop the skills they needed', 'Employee training needs are identified on the basis of their performance, My organization conducts employee training for bringing change in behavior & attitudes of the employees etc.', and some sample items for ED 'Employee development depends on different training program in my organization, Employees development comes from the improvement of job relevant knowledge & skills in my organization, Employees development occurs from necessary training schedule and their implementation' etc.

Survey instrument for EP

The maximum items of EP were taken from Tsui, Pearce, Porter, and Tripoli's (1997); rest of items were initiated from some other research studies (Liao & Chuang, 2004; Campbell, 1990; Kehoe & Wright, 2013) and finally 11 items were used to produce an instrument for measuring the employee performance. Sample items are 'my quantity of work is much higher than average', 'my quality of work is standard than other', 'my creativity is better than others, my problem solving ability is higher than standard' etc.

Scale of Measurement and data analysis tool

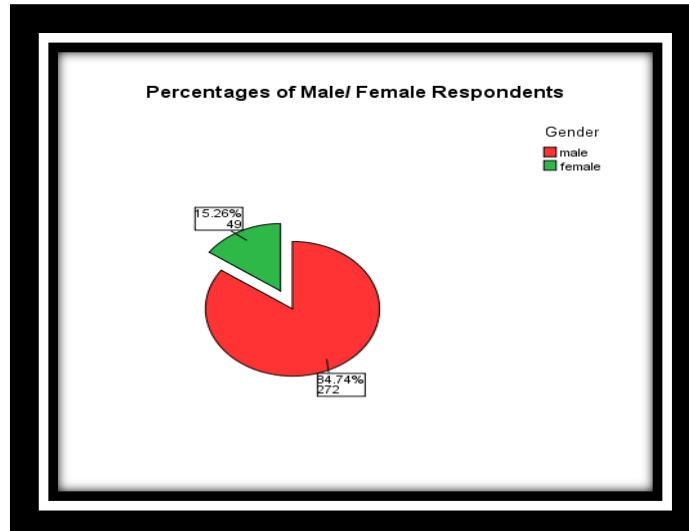
All of the items of ET, ED and EP have been measured on a 7-point Likert scale ranging from 7 (strongly agree) to 1 (strongly disagree). A higher score indicates a greater impact of ET and ED on EP.

All acceptable data received from the survey were entered into the SPSS statistics 16.0 database for summarization and all other related calculation. Quantitative data analysis was carried out first to determine the normality of the distributions of the variables. Descriptive statistics, such as means and standard deviations were generated for relevant variables. In addition, inferential statistics, such as correlation and regression analysis also used to investigate the link between ET and EP; and to identify the association between ED and EP too.

Respondents

321 employees who were working at managerial sites in different departments with different level of positions in various garment organizations and they are (Country managers, managing director, Sr. managers, managers, deputy managers, assistant managers, senior officers, officers, executives, Jr. Officers etc.) considered as final respondents in Chittagong, Bangladesh. The respondents were asked for giving their opinions on the various items of ET, ED and EP from the perspective of their respective organization and they

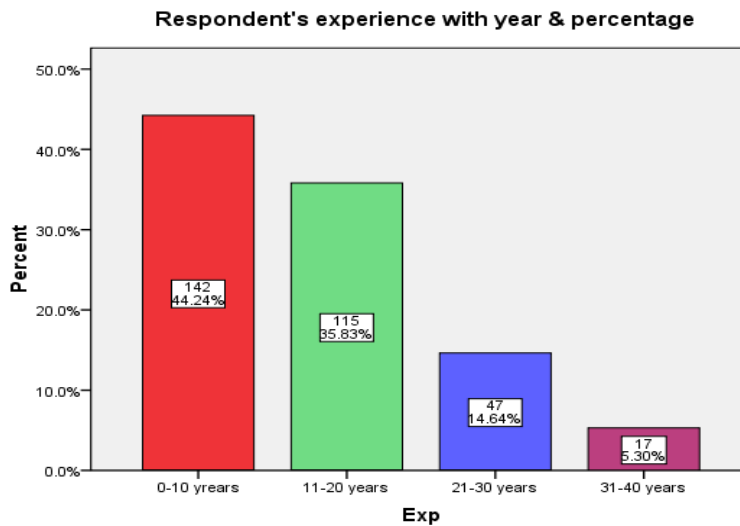
were assured that any information provided by them would be kept confidential and would be used for only academic purposes. The percentages of male/female respondents are illustrated below;



Source: Author's own-contribution

Figure- 2: Framework of Male/ Female Respondents

Though the questionnaires were unleashed to 400 Garment employees, the usable number of responses for this study is 321 while male respondents are 272 (84.74%) and female respondents are 49 (15.26%). They are experienced in the field of garments sector and the percentage of respondent with the range of experiences in years is below;



Source: Author's own-contribution

Figure- 3: Respondents' Experiences with years & percentages

The range of experiences for the respondents were initiated from 0 to 10 years, 11 to 20 years, 21 to 30 years, 31 to 40 years while respondents comprised under these ranges as 142 (44.24%), 115 (35.83%), 47 (14.64%) and 17 (5.30%) consecutively.

The age ranges of respondents were from 20-69 years while 61 (19%) respondents were in 20- 29 years, 112 (34.89%) in 30 - 39 years, 101 (31.46%) in 40 - 49 years, 33 (10.28%) in 50 - 59 years and 14 (4.36%) in 60 to 69 years, represents that maximum number of respondents were in the age of 30- 39 years which shown that a large portion of employees' working at garments lies under this age range. Besides that, minimum number of respondents are in the age of 60- 69 years- indicates that a small portion of employees working under this age range and they are from corporate & top level.

The positions of the respondents classified as top, middle and low and there are 48 (14.95%) from top level, 217 (67.60%) from mid level and 56 (17.45%) from low level employees were provided their opinion in

the time of collecting data and information on ET, ED and EP. They are from various departments of garments sector.

Reliability and Validity of data.

Cronbach’s alpha also known as Coefficient alpha (Page & Mayer, 2000; Cooper & Schinder, 2001; Malhotra, 2002; Hair et al., 2003), the most popular measure of reliability used in the current study that’s shown in below;

Table-1: Reliability Statistics for ET, ED and EP

Variables	No. of Items	Cronbach's Alpha (α)
ET	10	.830
ED	10	.873
EP	11	.879

Source: Author’s own-research from primary data

Cronbach’s alpha (α) for ET = 0.83, ED= 0.87 and for EP = 0.88 which are satisfactory and highly reliable for conducting a study. In this study, the existence of criterion validity is very strong. Because criterion validity denotes the criterion variables i.e., demographic characteristics, attitudinal, and behavioral measures (respondents perceptions and opinions) those are collected at a time. Content validity is also presented because the measurement instruments provide adequate coverage of the topic under this study.

VI. Findings

Statistical Measurements with Descriptive and Inferential statistics

For examining employee training and development is the predictors of employee performance, a quantitative data analysis is illustrated with descriptive and inferential statistical measurement tools.

Table – 2, reveals descriptive statistics i.e., mean (M), standard deviation (SD), and Karl Pearson correlation coefficients of ET, ED and EP. The Correlation between ET and EP, ED and EP demonstrated in table showed that there is a high degree of positive relationships between the variables, though ONJT and OFFJT is positively connected with ET and ET is perfect positively correlated with EP, a positive relationships between ONJT and EP; OFFJT and EP is also implicated with the results . As the results disclosed a strong positive relationship between ET and EP (r = 0.87, p < 0.01); ED and EP (r = 0.95, p < 0.01); so the predicted hypotheses are strongly supported by the results.

Table: 2- Mean, Standard Deviations and Correlations between ET and EP, ED and EP.

Variables	M	SD	Correlations		
			1	2	3
1. ET	5.96	.76	1		
2. ED	5.96	.78	.84**	1	
3. EP	5.97	.74	.87**	.95**	1

Source: Author’s own research from primary data

**Correlation is significant at 0.01 level (2-tailed). N = 321.ET= Employee Training; ED = Employee Development; EP = Employee Performance. M = Mean; SD = standard deviation. ET and ED= Independent variable and EP= Dependant variable.

Table – 3, demonstrates only 2%, 3% and 3% of the variance in ET, ED and EP have been explained by socio-demographic features (e.g. gender, experience, position, education, department and age,). This indicates a large portion of variance in ET, ED and EP is unexplained. These unexplained variances suggest that there are other potential facts which have an account for variations in the ET, ED and EP.

Table 3: Summary of Regression Analysis of Demographic Characteristics with ET, ED and EP

Covariates	Co-efficient (β)			S.E. (σ)			Value of t-statistic			Value of R ²			Value of F-statistic		
	ET	ED	EP	ET	ED	EP	ET	ED	EP	ET	ED	EP	ET	ED	EP
Gender	.07	-.04	.03	.12	.12	.12	.60	-.34	.27	.02	.03	.03	.99	1.40	1.50
Exp	-.16	-.21	-.17	.09	.09	.02	-1.8	-2.3	-2.2						
Pos'n	-.21	-.22	-.22	.13	.14	.13	-1.6	-1.9	-1.7						
Edu	.09	.08	.07	.10	.10	.10	.90	.81	.66						
Dept	.03	.03	.03	.03	.03	.03	1.01	.93	.94						
Age	.05	.09	.12	.08	.08	.08	.66	1.17	1.4						

Source: Author’s own research from primary data

** Correlation is significant at the 0.01 level (2-tailed). N = 321; ET= Employee Training; ED = Employee Development; EP = Employee Performance.

Table – 4, denotes that 76% ($R^2 = 0.76$) of the observed variability in EP explained by ET (ONJT and OFFJT) while 24% of the variation in EP is related to other variables which are not depicted. Again, 90% ($R^2 = 0.90$) of the observed variability in EP explained by ED with very minimum level of unexplained variance. The variances are highly significant as indicated by the F value (F for predictor ET = 1.02, and P = 0.000; F for predictor ED = 2.84, and P = 0.000) It is, therefore, argued that there is a strong positive influence of ET, ED on EP. Thus ET, ED is highly significant positive predictor in explaining EP that meant the predictor variables (ET, ED) influences the dependent variable (EP).

Table – 4: Summary of Regression Analysis with ET and EP, ED and EP

Predictor	DV	Coefficient (□)	S.E. (□)	Value of 'T'	Value of 'R ² '	Value of 'F'-statistic
ET	EP	.85	.03	31.97**	.76**	1.02**
ED	EP	.89	.02	53.27**	.90**	2.84**

Source: Author's own research from primary data

** Correlation is significant at the 0.01 level (2-tailed). N = 321; ET= Employee Training; ED = Employee Development; EP = Employee Performance. DV = Dependent Variable.

VII. Discussions

The findings of the study supported that ET, ED is the significant positive predictors for EP perceived by the respondents of garment organizations. The major objective 3.1 with RQ.A, of this study is to investigate the relationship between employee training and employee performance at garment sector; table-4 indicates that ET is positively influencing on EP.

For ET, the value of 'T' statistic is 31.97 ($p=0.000$). Thus, the predicted major hypotheses (H1) and related other hypotheses (H1a, H1b) are accepted. Another objective 3.2 with RQ.B, is to explore the influence between employee development and employee performance at garment sector; table-4 indicates that ED is positively influencing on EP. For ED, the value of 'T' statistic is 53.27 ($p=0.000$). Thus, the predicted hypothesis (H2) is accepted. Moreover, all the results of the current study supported the arguments of objectives and hypotheses.

As the results showed that a high degree of positive relationships between ET and EP, ED and EP ; a significant positive affect of ET on EP, ED on EP, thus garments organizations require to initiate regular employee training program for developing employees skills, job relevant knowledge, personality, attitudes, behavior, working techniques etc. to ensure the best employee performance in the garment sector.

Implications

The study has theoretical, empirical, academical and practical implications and from the theoretical point of view, the study provides a valuable contribution in the field of literature. A better understanding of the extensive employee training and employee development programs for better employee performance in the garment industries only can address the gaps currently existing in the literature. The study has an empirical contribution too, because this kind of research will ultimately change the way economists, behaviorists and practitioners think about employee training and employee development with employee performance. Again academical implications involved with this study are the body of knowledge can enhance from the academic perspective, such as not only in the field of human resource management, also in management and organizational behaviors too. Moreover, for practical implications, findings of this study may help the researchers, academics, practitioners and business leaders to identify the ways or techniques to improve employee performance by proper and applicable employee training and employee development programs to retain of garments sector's growth and expansion in Bangladesh.

Limitations

The study suffered some limitations; short literature review, using purposive sampling technique rather than random sampling technique and small sample size (N = 321) might limit the generalizability of the findings. Self- rated instrument and the presence of common method variance (CMV) posed another limitation of this study.

Future Directions

The study recommends for further investigation on the relationship between ET and EP; ED and EP including garments sector and other industrial sectors, taking an extensive literature with large and more representative sample size. Additionally, training networking for employee development, a structural equation model (SEM) and inductive research approach can be applied for conducting this kind of research study for getting a comparative result to provide a more effective decision in future.

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