

Examining Training and Development, Organizational Learning Capability, and Organizational Performance in the Food Sector of Pakistan

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Abstract

This research examines the relationship between organizational learning capabilities, training and development, and quality of work life in the food sector of Pakistan using primary data from a sample of 200 employees and managers. The study focuses on how these variables affect worker productivity, job satisfaction, and performance of the organization. The results show that opportunities for training and development, work-life balance, and organizational learning capacity are significantly positively correlated. The success of the company is ultimately impacted by the job satisfaction and enhanced performance of employees who are given opportunities for ongoing growth as well as those who operate in a supportive atmosphere. The survey highlights the need for food industry companies to make their HR procedures a priority by funding training initiatives and fostering a positive workplace. The study adds to the body of knowledge that exists on HRM and organizational development in Pakistan's food sector. It provides managers and legislators with useful advice on how to raise worker productivity and enhance organizational results. The study emphasizes how crucial it is to make human capital investments in order to achieve long-term organizational success.

Keywords: *Quality of Work life, Organizational Learning Capability, Training and Development.*

1. Introduction

Human resource training and development (T&D) are now widely considered to be crucial organizational enablers for improving the competencies of employees. Since organizations are in a constant search of ways to sustain strategic competitiveness in today's dynamic global environment, T&D involves continuous learning to help organizations create innovations for sustainable improvement in their future operation. Echoing this fact, Siddiquee (2022) has pointed out the generic advantages of the T& D for employees, groups, organizations, and society as a whole. As a result of effective investments in the development of the workforce, organizations get better-talented personnel; which in return results in efficient functional capacity for organizations hence increasing their competitiveness. Providing people with continuous learning also has a rich reward of positive impacts on the organizations including; heightened performance, high usage of

the workforce, low turnover, enhanced customer satisfaction, and overall organizational effects. Research suggests that motivating employees, increasing productivity and length of employment within that organization thus reducing staff turnover (Koszela, 2020). In addition, it is possible to count all the currently possible options of training types, such as onboarding, technical skills training, soft skills development, product knowledge training, and role-play, and it is necessary to note that this list is not exhaustive; it only indicates that organizations now have more ways to create programs suitable for their needs.

Another factor that needs to be understood by organizations regarding T&D is Organisational Learning Capacity or OLC to sustain the competitive advantage and keep on innovating. Organizational learning may be understood as the ability of an organization to learn, disseminate, and implement such knowledge in the improvement of its performance. Lee and Jin (2023) describe OLC as the capacity for an organization to foster learning in a framework of prescribed organizational structure and culture. The fact that learning is a lifelong process is the only approach through which organizations shall be in a position to address change within the market, challenge, and opportunity. Training and development are, therefore, important aspects of OLC as they let the employees possess knowledge and skills that can positively transform the fortune of their organizations. The promotion of a learning culture within organizations should therefore be regarded as a key enabler of sustainable organizational development and innovation (Zhang & Xin, 2023). This culture enhances the growth of careers and makes learning an ongoing process among the employees. Such an environment may be provided through different training approaches like training programs and seminars, which enhance the experience, knowledge, and skills of the employees. In addition, concerning T&D initiatives, organizations must integrate and implement the knowledge and skills that have been conveyed within the organizational environment.

Quality of Work Life (QWL) is another essential problem that organizations cannot afford to ignore if they want to achieve their long-term goals and objectives. QWL refers to all the factors that affect the employee in the workplace including, pay, job security, physical environment, social interaction, and promotional opportunities (Dhamija et al., 2019). Positive QWL leads to employee job satisfaction, health, and organizational commitment. When an employee feels that the workplace is positive, meaningful, and stimulating, the chances are high that they will not opt to give up on work hence the result is a better performance of the organization. To support this, past studies show that organizations that invest in QWL experience so that they can have better employee turnover, less absenteeism, and higher production rates (Els et al., 2021). Hence, while T&D and QWL have been recognized singularly and in combination in influencing organizational performances, their interconnection has not been well developed, especially where the activity of organizational learning capacity as a moderator has been considered. Previous studies have confirmed positive associations between T&D and employee performance and between T&D and organizational results; however, the present study intends to explore the relationship between

QWL and T&D based on their effects on OLC. Besides, this research lacks in being conducted in the food sector, especially in the emerging economies of Pakistan. This researcher therefore sought to establish the influence of T&D and OLC on QWL in the midst of escalating food sector in Pakistan to improve the prospects of the study field.

Regarding the first research question, which relates to the positive impacts of T&D on QWL and OLC in the context of the food sector in Pakistan, it can be noted that, while there is a vast number of sources in the literature that explain the significance of T&D in enhancing organizational effectiveness and personal development of organizational members, the literature search regarding the secondary effects of T&D on QWL regarding OLC is somewhat scarce. Previous studies have largely focused on developed economies, and as a result, literature is scarce on how these variables operate within developing countries, which might be less set in stone in terms of organization learning procedures. Moreover, it seems that no systematic study has been conducted to investigate the association between T&D, OLC, and QWL in the food industry of Pakistan, which is essential for its growth. This study therefore seeks to try to fill this gap by exploring the nature of the relationship between T&D and OLC and consequently determining how OLC affects QWL in the food sector of Pakistan. Previous research has examined the impact of training and development on organization performance in the service sector Hussain et al. (2023), the productivity of employees in public sector organization Laing (2021). This research contributes to the existing knowledge by presenting a new approach to comprehending T&D, OLC, and QWL. Therefore, focusing on the food sector in Pakistan, this research offers insights to organizations in emerging markets that seek to implement T&D to improve the organizational climate for the emotional well-being of the employees. Realizing the relationship between T&D, OLC, and QWL enables the organization to adopt relevant interventions that will not only increase the level of satisfaction of the employees but also improve the productivity and performance of the organization.

The article is structured as follows: The next section presents a detailed review of the relevant literature by focusing on the key concepts of training and development, organizational learning capacity, and quality of work life. Following this, the research methodology is outlined. The subsequent section discusses the study's findings by analyzing the relationships between the variables and the mediating role of OLC. The discussion section then interprets these findings in the context of existing literature by highlighting both theoretical and practical implications. Finally, the article concludes with recommendations for future research and suggestions for practitioners in the food sector of Pakistan.

2. Literature Review

2.1 Theoretical Background

The Signaling Theory implies that organizations communicating positive messages to employees about learning and development activities can affect the attitudes and behaviors of the receivers (Chang & Chin, 2018). This theory postulates that when firms encourage a sustained learning culture or a positive learning climate, firms communicate to their people that the organization supports training and learning. It makes its employees more committed to their work because they understand that the company values employee's professional contribution. Kurlat and Scheuer (2021) who introduced signaling theory, also noted that signals (particularly the company's focus on learning) can help to mitigate information asymmetry and change employee behavior. For instance, companies that provide training periodically as part of developmental programs convey the message that these are long-term investments, thus increasing the likelihood of employees' motivation. The signaling theory in the context of Training and Development; Quality of Work Life (QWL); and Organizational Learning Capability (OLC specifies that when the employees in an organization feel that they are being provided more and more learning opportunities they would be demonstrating more creativity and innovation. This perception of support for learning helps not only in improving the satisfaction level of the employees but also increases organizational performance as well. The studies reveal that employees who find their organization as a learning-oriented organization are highly engaged thus enhancing organizational learning capability as well as enhanced work-life satisfaction (Abdulaziz et al., 2022; Ahmed et al., 2024). The theory is especially applicable to training organizations in that when people are made to feel appreciated through training, then organizations are likely to experience an enhancement in performance. Thus, a robust signaling system assists in mitigating the mismatch between how employees view their companies and what those organizations are trying to achieve, which leads to an overall system enhancement in terms of organizational learning and quality of work life, as posited by Gupta and Bose (2019).

2. Hypothesis Development

2.2.1 Impact of Training and Development on quality of work of life.

Training and development activities are significant tools in improving employees' quality of work life (QWL). These measures prepare employees with the right skills, knowledge, and competencies, which help to enhance satisfaction, motivation, and psychological well-being at the workplace. Effective training programs can promote employees' perceived organizational value and organizational inclusion, which will enhance their organizational commitment, satisfaction, and quality of work-life (Abdulkareem, 2021). Thus, offering a continuous flow of such processes as professional development not only enhances the workforce quality and their ability to engage and accomplish the necessary tasks but also contributes to the positive organizational culture and career advancement (Noe, 2020). Consequently, there is increased motivation and productivity among the employees which is a direct correlation between training and development and the enhancement of QWL (Obeng et al., 2021). The studies have revealed that management that provides maximum support to the training and development programs experiences increased levels

of employee satisfaction, less stress in organizational life, and improved work-life balance (Aruldoss et al., 2022). Hence, there exists a positive correlation between training, development, and QWL since they enhance employee job satisfaction as well as the growth of employees within the company.

H1: Training and development are positively related to quality of work life.

2.2.2 Impact of Training and Development on Organizational Learning Capacity

Training and development are considered essential factors to strengthen and improve the learning capacity of an organization. Knowledge management also facilitates the transfer of new knowledge, skills, and methods to the employees, which assists organizations in preparing the workforce to handle change effectively and various tasks, including problem-solving and innovation. The above continuous learning process leads to an increase in the capacity to assimilate new knowledge by the organization and also improves organizational learning capability (Hindasah & Nuryakin, 2020). The research finds that organizations that commit resources to training improve the enhancement of the culture of learning enhancement, where learning is embraced as an organizational culture central to organizational growth (Monaci, 2020). (Chuang, 2021). In addition, organizations with capacities for learning and capability development are usually more adaptive to the changes within the industry and can sustain their competitiveness. Thus, there is a significant positive correlation between training and development and the learning capability of the organization since these practices foster a learning-organization culture, as well as the utilization of accumulated knowledge (Zaitouni et al., 2020).

H2: Training and development positively affect organizational learning capacity.

2.2.3 Impact of Organizational Learning Capacity on quality of work of life

The process of learning capability in the organization has a significant impact on the quality of work life (QWL) of the employees. When an organization has a good learning culture this means that the organization encourages learning, exchanging knowledge, improvement on skills, and even invention. This in return increases the job satisfaction and motivation of the employees as well as improves the level of achievement (Chi et al., 2023). As employees are allowed to gain more knowledge and advance in a culture that fosters learning, employee satisfaction is increased available time outside of work and, significantly, diminished job pressure (Loon et al., 2019). Furthermore, if the organization has a good learning culture that enables the sharing of experiences and knowledge among employees, then the interpersonal relationships of the employees will improve hence improving their health and well-being (Rashid et al., 2003). This environment makes it possible for employees to contribute to decision-making processes, which in turn makes them feel more in control of their work. Studies have shown that when organizations have higher learning capabilities, employees tend to stay with the organization, there is lower turnover, and increased workforce motivation, all of which lead to higher QWL (Xu et al., 2022). Consequently,

the influence of organizational learning capacity on QWL is significant and positive because it improves employees' personal and professional well-being at the workplace.

H3: Organizational learning capacity positively affects the quality of work life.

2.2.4 Impact of Training and Development on Organizational Learning Capacity

Organizational learning capacity also worked as a moderator in the link between training and development and QWL. Although the training development activities offer a platform for skill achievement and knowledge enhancement, the presence of a strong learning organization culture defines how the skills acquired are applied and how the knowledge is applied to improve QWL (Kraiger & Ford, 2021). In high-learning organizations employees are encouraged to apply the learned knowledge and skills in their work thus enhancing their job satisfaction, engagement, and well-being as noted in studies by Akdere and Egan (2020). The value of learning provides a guarantee that training activities are not only perceived as a tool for increasing short-term efficiency but also as an opportunity for personal and career development, which will make work more meaningful.

H4: Organizational learning capacity moderates the relationship between training and development and quality of work life.

2.3 Theoretical Framework

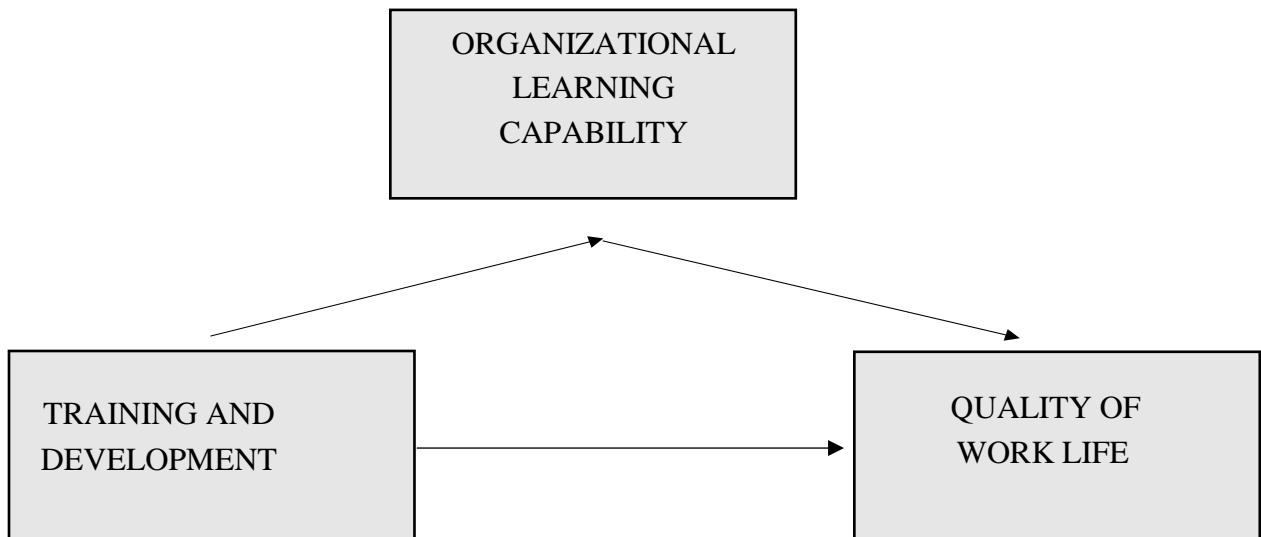


Figure 1: Theoretical Framework for Model

3. Research Methodology

3.1 Sample size and population

The sample of this study includes the 200 workers in the food industry in Pakistan's cities of Rawalpindi and Islamabad. Convenience sampling is used, as it makes participation from different

food sector groups in these areas easily accessible. Convenience sampling is a useful option for gathering information from a particular demographic since it guarantees that participants are chosen based on their availability and desire to participate in the study. Employees of several food sector companies were given access to an online questionnaire made with Google Forms, which was used to collect data. Validated scales from previous studies will be adapted to measure the dimensions of organizational learning capability by Teo et al. (2006), Quality of work life by Sharma and Verma (2013), and the training and development scale was adapted from Falola et al. (2014) and Appiah (2010).

4. Data Analysis

4.1 Demographic Analysis

The demographic data shows a fairly balanced gender distribution among respondents with 52.8% of respondents being men and 47.2% being women. According to the age profile, the majority of respondents (37.1%) are in the 26–32 age group, followed by the 18–25 group (18.3%). A smaller percentage of respondents (14.2%) and (6.6%) are in the 40–46 and 33–39 age groups, indicating a younger workforce overall. The majority of the sample (60.6%) is made up of graduates, with only 5.3% having attended intermediate school and 3.4% possessing matriculation degrees. This indicates that the participant pool is well-educated. In terms of work experience, the largest group has between two and five years (35.6%), followed closely by one year (34.1%), and six to ten years (18.8%). This distribution suggests that people in their early to mid-career stages make up the majority of the workforce.

Table 1

Demographic Analysis

Variable	Frequency	Percentage
Gender		
Male	103	52.8%
Female	94	47.2%
Age		
18-25	36	18.3%
26-32	73	37.1%
33-39	28	14.2%
40-46	13	6.6%
Qualification		
Matric	7	3.4%
Intermediate	11	5.3%
Graduate	126	60.6%
Experience		
1 year	71	34.1%
2-5 years	74	35.6%
6-10 years	39	18.8%

4.2 Descriptive Statistics

The descriptive data in Table 2 provides numerous insights when studying Training and Development, Organizational Learning Capability, and Organizational Performance within the Pakistani food sector. The minimum value of 1.6 and maximum value of 5.00 for the variable TND, which most likely stands for Training and Development, show a range of opinions about how successful training programs are. The standard deviation of 0.67565 indicates some heterogeneity in replies, showing varying viewpoints on the impact of training, while the mean of 3.4120 indicates a moderate overall evaluation. Regarding organizational learning capability, all respondents identify at least a basic level of learning capability, as seen by the minimum value of 2.00 and the maximum value of 5.00. The standard deviation of 0.68344 indicates a comparable degree of response variability, and the mean of 3.5328, which is marginally higher than that for TND, indicates an overall favorable opinion of organizational learning processes.

Table 2

Descriptive Statistics

Variable	Minimum	Maximum	Mean	Standard Deviation
TND	1.6	5.00	3.4120	0.67565
OLC	2.00	5.00	3.5328	0.68344
QOWL	1.80	5.00	3.5909	0.68966

4.3 Correlations Analysis

The links between the variables of quality of work life, organizational learning capability, and training and development are displayed in the correlation matrix in Table 3. Effective training programs are likely to improve the organization's capacity for learning and adapting, as indicated by the substantial positive correlation (0.843) between training and development and organizational learning capability. Better training initiatives may also increase employees' overall quality of work life, as indicated by the correlation (0.771) between training and development and quality of work life. Furthermore, there is a significant positive connection (0.831) between organizational learning capability and quality of work life, suggesting that companies that promote a learning culture also help to create a more fulfilling work environment for their staff members.

Table 3

Correlational Analysis

Variables	Training and Development	Organizational Learning Capability	Quality of Work Life
Training and Development	1	.843	.771
Organizational Learning Capability	.843	1	.831
Quality of Work Life	.771	.831	1

4.4 Reliability Analysis

The study's scales' reliability is indicated by the Cronbach's Alpha ratings for each variable in Table 4. The Cronbach's Alpha for Training and Development is 0.710, indicating that the six items used to measure this construct have adequate internal consistency. Comparably, Cronbach's Alpha for Organizational Learning Capability is 0.699, indicating that all six of its items have satisfactory reliability. Last but not least, Cronbach's Alpha for the Quality of Work Life variable is 0.707, indicating strong internal consistency among the five evaluated items. All things considered, these numbers imply that the measurement scales for every variable are accurate and appropriate for additional research in the study.

Table 4

Reliability Analysis

Variable	Cronbach's Alpha	N of Items
Training and Development	.710	6
Organizational Learning Capability	.699	6
Quality of Work Life	.707	5

4.5 Hypothesis testing

4.5.1. Direct and mediation effects

With regard to each hypothesis, the estimated beta coefficients, standard deviations, t-statistics, and p-values are provided in the table to shed light on the links between Training and Development (TD), Organizational Learning Capability (OLC), and Organizational Performance (OP) as presented in table 5. With a t-statistic of 4.023 and a p-value of 0.002, the hypothesis evaluating the effect of TD on OP demonstrates a positive connection with a beta coefficient of

0.440. Given that the p-value is significantly below the traditional cutoff of 0.05, which denotes strong statistical significance, it is suggested that training and development have a considerable impact on organizational performance. Likewise, the correlation coefficient between OLC and OP is 0.430, accompanied by a t-statistic of 5.174 and a p-value of 0.000. This provides more evidence that organizational performance is positively impacted by organizational learning capability. Lastly, the hypothesis that investigates the impact of TD on OLC yields a p-value of 0.000, a t-statistic of 3.543, and a beta coefficient of 0.399. This supports the notion that successful training programs improve an organization's learning processes by showing that training and development have a major impact on organizational learning capability.

Table 5

Direct relationship results

<i>Hypothesis</i>	Beta Coefficient	Standard Deviation	T statistics	P values
<i>TD -> OP</i>	0.440	0.034	12.94	0.002
<i>OLC -> OP</i>	0.430	0.027	15.92	0.000
<i>TD-> OLC</i>	0.399	0.045	8.86	0.000

4.5.2 Mediation analysis

In order to test partial mediation, the mediation analysis employed Baron and Kenny's (1986) paradigm, which necessitates that all direct correlations between the model variables be significant. To further increase the robustness of the results, bootstrapping was used to investigate the direct and indirect effects of training and development, organizational learning capabilities, and quality of work life. The findings of the mediation analysis in table 6 shed light on the connections between organizational performance (OP) and training and development (TD). A strong and statistically significant positive link is indicated by the coefficient of 0.554, with a p-value of 0.000, which represents the overall influence of TD on OP. This implies that Organizational Performance is significantly impacted by Training and Development overall. On the other hand, after taking into consideration possible mediators, the direct effect of TD on OP has a coefficient of 0.2735 and a p-value of 0.0001. This shows a statistically significant positive association as well.

Table 6

Mediation Analysis

Total Effect	Direct Effect

Hypothesis	Coefficient	P values	Coefficient	P values	
TD -> OP	0.554	0.000	TD -> OP	0.2735	0.0001

The total indirect effect is presented in Table 7, the coefficient of 0.2810 indicates the entire indirect impact of training and development (TD) on organizational performance (OP) via organizational learning capability (LC). This suggests that, through the mediating variable of organizational learning capability, there is a positive association between advances in training and development and improved organizational performance. The T statistic of 4.408 suggests that this indirect effect is statistically significant. Additionally, the significance is confirmed by the p-value of 0.000, providing compelling proof that the mediation effect is not the result of chance.

Table 7

Total Indirect Effect

	Coefficient	Standard deviation	T statistics	P values
TD -> LC -> OP	0.2810	0.054	5.203	0.000

5. Discussion

The findings of this study provide substantial evidence regarding the relationships between training and development (T&D), organizational learning capacity (OLC), and quality of work life (QOWL). The results show positive correlations among the variables, which confirm the hypotheses. The correlation between T&D and QOWL suggests that training and development programs have a significant positive impact on the quality of work life. This is consistent with previous studies that have established the role of employee development in improving the overall job satisfaction and quality of work-life. Research by Ogbonnaya et al. (2018) highlights the importance of investing in training and development to enhance the perception of employees of well-being and work satisfaction. Therefore, the findings support H1, which hypothesized that training and development are positively related to the quality of work life.

Furthermore, the significant positive correlation between T&D and OLC indicates that training and development initiatives positively affect the organizational learning capacity. As organizations focus on improving the skills of employee and knowledge through development programs, they also foster an environment conducive to learning. This is supported by studies such as those by Do et al. (2022) which suggest that a learning organization thrives when it continuously improves its collective learning capacity through structured training. Hence, H2 is supported.

The correlation between OLC and QOWL also reveals a positive relationship, suggesting that as organizations improve their learning capacity, they can enhance the quality of work life for employees. Organizational learning equips employees with the skills to handle challenges better which results in reduced stress and improved job satisfaction. This finding aligns with earlier research, including that by Lin and Huang (2021) which found that organizations that promote continuous learning report higher employee satisfaction and retention. Consequently, H3 is supported. In the mediation analysis, organizational learning capacity is found to partially mediate the relationship between training and development and quality of work life. This suggests that while T&D has a direct impact on QOWL, a significant portion of its influence is exerted through improving organizational learning capacity. The presence of partial mediation means that OLC amplifies the positive effects of T&D on QOWL, but T&D still directly influences QOWL. This finding is in line with research by Han et al. (2023), who argues that learning capacity in organizations enhances the efficacy of training programs in improving job-related outcomes. Thus, H4, which proposed that OLC mediates the relationship between T&D and QOWL, is partially supported.

5.1 Theoretical and Practical Contributions

The findings of this study have significant theoretical implications, as they reinforce Signaling Theory by demonstrating how organizations communicate their commitment to employee development through training initiatives, which positively influence the attitudes and behaviors of the employees. By integrating multiple theoretical frameworks which include Human Capital Theory and Organizational Learning Theory, the research highlights the multifaceted nature of training and development, revealing that investments in employee skills not only enhance the performance of the individual but also improve organizational learning capacity and overall quality of work life (QWL). Additionally, the study contributes to the understanding of knowledge management by emphasizing how training facilitates the transfer of knowledge and innovation, thereby bolstering organizational adaptability. The identification of organizational learning capacity as a mediating factor elucidates the importance of a supportive learning culture in amplifying the benefits of training on the outcomes of employees.

From a practical perspective, the study suggests that organizations should prioritize strategic investments in training and development as essential tools for enhancing the skills of employees and competencies. Creating supportive learning environments that encourage knowledge-sharing and collaboration can lead to improved job satisfaction and organizational performance. Implementing structured employee engagement programs, alongside effective performance monitoring and feedback mechanisms, can sustain high motivation levels and reduce turnover rates. Furthermore, integrating training initiatives with broader organizational practices aimed at enhancing the well-being of employees will foster a positive work-life balance. Ultimately, organizations that commit to continuous training and development will be better equipped to adapt

to industry changes which results in increased competitiveness and improved employee retention which thereby creates a thriving workplace culture.

5.3 Limitations and Future Directions

The examination of quality of work life (QLC), training and development (T&D), and organizational learning capability (OLC) in the food sector is subject to several limitations. QLC is often measured subjectively which makes it difficult to generalize findings across studies. Additionally, quantifying the impacts of training and development presents challenges, and their applications may be limited in other contexts, which can hinder sustained learning outcomes. The measurement of organizational learning capability can be complicated by processes and outcomes that are often under-recognized or deprioritized by organizations, which may also be influenced by organizational culture that restricts experimentation and knowledge sharing. Moreover, the food sector faces challenges such as seasonal fluctuations, high turnover rates, and strict safety regulations, all of which can impact interventions and their effectiveness. Future research should focus on investigating how technology impacts the mental and physical health of employees, as well as the sharing of knowledge and growth opportunities. Additionally, studies should explore how the work environment affects employee happiness and overall organizational success. There is a need to implement diverse training programs that address technology, leadership, and eco-friendly practices. Future inquiries could examine questions such as: How do employees feel about their work environment? What is the impact of these factors on performance and turnover rates? Identifying these areas can create value in the food industry and support employees through effective training programs will ultimately benefit both the customers and staff.

6. Conclusion

The purpose of this study was to investigate the relationships between training and development (T&D), organizational learning capacity (OLC), and quality of work life (QOWL) within Pakistan's food sector. Specifically, the study aimed to examine how T&D impacts both OLC and QOWL. The study sought to provide insights into how investments in employee development and organizational learning can contribute to improved work-life quality in the food industry. The methodology employed in this research involved collecting data from a population of food sector employees in the Rawalpindi and Islamabad regions of Pakistan. The total sample size for this study was 200. A quantitative approach was used, with data gathered through a structured questionnaire distributed among the various food sector organizations. The collected data allowed for statistical analysis to identify correlations and regression relationships between the key variables. The findings of the study revealed significant positive correlations between T&D, OLC, and QOWL, all of which were statistically significant at the 0.01 level. First, it was found that training and development have a strong positive impact on the quality of work life which suggests that employees who receive development opportunities experience better quality of work life. Additionally, T&D was found to positively influence the organizational learning capacity which confirms that development programs enhance the ability of an organization to learn and adapt. In

turn, OLC was shown to positively affect QOWL which indicates that an organization with a strong learning culture contributes to improved employee well-being and satisfaction. The regression analysis further demonstrated that OLC partially mediates the relationship between T&D and QOWL. While T&D directly improves QOWL, a portion of its effect is mediated through OLC which implies that training enhances organizational learning, which in turn boosts the work-life quality. The mediation analysis also confirmed that OLC plays a significant role in strengthening the positive impact of T&D on QOWL.

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Declaration

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Appendix A

Scale design

Factors	Serial No	Items	References
Training and Development	1	Your organization has the ability of formal training activities.	Falola et al. (2014) and Appiah (2010)
	2	Your organization has availability of comprehensive training policy and program.	
	3	Your organization provides training for newly hired employees.	
	4	Your organization provides training for problem-solving activities	
	5	Your organization has clear formatting rules, categorizing its product.	
	6	The members of the organization use technology to cooperate with other people inside the organization.	
Organizational Learning Capability	7	Organizations constantly adapt to professional, technological, and environmental needs.	Teo et al. (2006)
	8	Your organization frequently measures and evaluates customer satisfaction.	
	9	Your organization members are valued for their expertise.	
	10	Your organization members are specialized in their field.	

	11	Teamwork is a very common practice in the organization.	
	12	There is a careful and consolidated resource research and development policy in the organization.	
	13	I remain silent because of fear of negative consequences	
Quality of Work Life	14	The working conditions environment is good in the company.	Sharma and Verma (2013)
	15	Your company environment is good and highly motivated.	
	16	I get good support from my subordinates.	
	17	There is cooperation among all departments/members for achieving goals.	
	18	The wage policy adopted by my company is good.	

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