



## Linking employee training and development to job performance: Insights from public sector institutions in Hyderabad, Sindh

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This review synthesizes empirical and theoretical literature focused on the impact of employee training and development on job performance within Hyderabad, Sindh, Pakistan, especially within the public sector, from 2020 to 2025. It highlights 5 key trends within the literature. These are training and development and performance relationship theories, training types and training delivery modes, outcomes assessed such as task performance, service quality and productivity, frameworks on job satisfaction and organizational commitment including transfer climate, and public sector literature of Pakistan and other developing countries of similar context. Overall, the empirical literature, whether based on cross-sectional surveys, quasi-experimental designs, program evaluations, or systematic reviews, presents results indicating a positive relationship between training and development and performance. The extent of the impact, however, hinges on program design, job alignment, supervisory support, and the criticality of evaluation. In the context of local evidence, in-service civil service professional development and teacher training, active initiatives in Sindh connote the policy relevance of training and development. This review outlines the distinct absence of longitudinal studies and impact evaluations within the public sector of Hyderabad as a database limitation, along with the practical resource scarcity and poor monitoring as other database limitations. Future studies and HR strategies focus on ensuring the T&D investments made by public organizations remain effective and sustainable.

**Keywords:** Training and development; employee performance; Human resource management; Public sector; Hyderabad Sindh

**INTRODUCTION:** Training and development is a crucial function of human resource management because it seeks to improve employees' knowledge, skills, attitudes, and job performance. In public-sector organizations, where service quality, institutional capacity, and accountability affect the wellbeing of citizens, effective training and development are viewed more strategically for organisational effectiveness and service delivery. Besides the enactment of routine administrative functions, training and development is instrumental for professional and public institutional reform, as well as growth and capacity building to undergo systemic shifts (Irfan *et al.*, 2023; Zafar, 2024; Memon, Bhutto & Chowdhry, 2025). The advancement of professional-development training within the public-sector organizations, especially in the education, health, and municipal services sectors, has resulted in a focus on the systemic reforms of the professional-development training initiatives in Hyderabad, Sindh. These reforms aim at ongoing skills training, competency adaptation, and knowledge transfer to employees in a purposeful and structured manner to enable them to meet the organisational and societal changes, which evolve at the changing demands and functions of the society. Assessing the impact of these initiatives on organization performance requires a discerning understanding of the training and development tools as well as the situational variables in Pakistan and Sindh regarding performance. This review consolidates the recent empirical and theoretical literature from the last five years on the impact of T&D on job performance focusing on public-sector institutions in Hyderabad, Sindh. This review captures three interrelated objectives. First, the effectiveness of T&D programs and the employee performance variables. Second, the context and relevance of findings in Pakistan and Sindh. Third, the public sector T&D design, implementation, and assessment and the ensuing opportunities and challenges to institutional performance, (Irfan *et al.*, 2023; Zafar, 2024). These frameworks should support public service delivery improvement in Hyderabad, Sindh, as well as assist HR practitioners and organizational leaders in refining T&D frameworks.

**Methodology of the review:** For the period of the review, literature focusing on training and development (T&D) interventions and job performance in public-sector organizations, specifically in developing countries (Pakistan and Sindh), was synthesized within the narrative literature review framework, and both empirical and theoretical reviews during the period of 2020–2025 were constructed. For public-sector organizations, the researcher employed a mixed qualitative and quantitative (integrative) approach as the research design framework. The researcher conceived and merged the various T&D interventions into initiatives of public training and development. For the research design, the researcher planned to examine various scholarly materials, including Science Direct and the Taylor & Francis Online, as well as the South African Journal of Human Resource Management together with literature like institutional reports, governmental publications, and project evaluation documents. The review included studies that (a) sought to address T&D programs specifically on training and

development interventions, (b) research outcome evaluations on performance of public sector employees in terms of task performance and public service delivery, and other proxy outcomes like organizational commitment and job satisfaction that relate to productivity, service quality, and overall performance, and (c) empirical evidence or other scientifically rigorous analysis of research data in a public sector or public service equivalent context. In terms of relevance to Pakistan, the works of Jabeen, Khalil and Khadman (2023) and Pathan and Shar (2023) were used to draw contextual relevance as they aligned with the selection criteria. The covered studies were organized categorically into four themes: program design and delivery mode, outcome metrics and reported effect sizes, effectiveness of training mediators and moderators, and performance outcomes contextual enablers and constraints. Where possible, findings from, for example, meta-analytic or systematic review studies, Razak and Zahidi (2024), were utilized to triangulate findings to establish causal pathways and to delineate enhancing conditions for the effectiveness of T&D efforts. Gaps of the worth-studied literature, like cross-sectional and self-reported design, were disclosed and considered in the analysis. This approach made it possible to provide an evidence-driven account on the design, implementation, and impact of T&D in the public sector, and to inform policy, institutional practice, and research in Hyderabad, Sindh. This is to be contextualized in the focused public sector.

**Theoretical framework: why training and development affect job performance:** A plethora of interrelated theories and explanations guides training and development (T&D) within an organization and how such initiatives yield positive returns. To begin with, there is the human capital theory (Becker, 1993) which asserts that employees are potential productive worth whom the organization can augment through training investments. Employees equipped with T&D that matches the organizational job expectations increase their task execution capabilities, and which in turn enhances individual productivity and boosts organizational performance (Haleem *et al.*). There are numerous research examples (Irfan *et al.*, 2023) from a Pakistani context that show T&D having a positive impact on skills development for employees, and by extension organizational performance, with the training- skills-performance linkage having a  $\beta$  of 0.447. Moving on, social exchange and organizational support have also proposed theories that describe how organizational commitment through employee-value resource investments influences employees' efforts, discretionary behaviors, and loyalty in return (Cropanzano & Mitchell, 2005). Evidence in the literature pertaining to the banking sector in Pakistan demonstrates the value of training & development offered and its contribution to job satisfaction and subsequently improved performance (Rafiq *et al.*, 2025). Venturing to the last discipline, training transfer models describe the value of the workplace environment supervisory support and reinforcement as foundational elements to convert learning into performance. Learning theory posits that attendance alone is insufficient; the extent of knowledge and skills acquired during training and applied on the job (transfer) are at the center of determining the impact on

performance (Razak & Zahidi, 2024). Literature showed training transfer climate, opportunities to practice, reinforcement, feedback, and culture are interdependent in moderating the impact of training on job performance (Razak & Zahidi, 2024). Lastly, the public sector, which frequently deals with bureaucratic challenges, scarcity of accountability, and inflexible employment frameworks, the congruence of training activities with institutional performance management systems becomes pivotal. Munzhedzi (2017) remarked that, “there cannot be performance management without training and vice versa,” which is especially true for the public service. Connecting these strands allows us to suggest a conceptual model that outlines T&D as a precursor to lifts in performance that are a function of acquired skills, increased motivation/commitment within an empowering transfer setting, and the various moderators of organizational support, training relevance, and HR system context that affect the strength of the impact.

**Typology of training interventions and delivery modes:** In the past years, the body of literature around training and development (T&D) has advanced in the public sector and developing world contexts around the types of interventions and classification of delivery modes to better account for the impact of training design on outcomes. One widely cited classification includes on-the-job or functional training, off-the-job classroom training, digital, blended learning, and coaching, mentoring with peer learning. On the job or functional training is characterized by hands-on, role-specific instruction aligned directly with the tasks employees undertake; for example, teacher training programmes that emphasize classroom practice, or health worker clinical skills workshops. Research indicates that performance improvements tend to be stronger in interventions that closely coincide with job requirements and that include sufficient practice and application opportunities (Kalli *et al.*, 2023). In contrast, off-the-job courses and workshops—specifically, formal classroom instruction designed for administrative or managerial skill development—demonstrate far greater outcome variability. Their impact depends on factors such as programme length, job task relevance, follow-up activities, and overall alignment with organizational goals (The Impact of Training and Development on Organizational Performance, 2024).

The 2020–2025 period, particularly during and after the COVID-19 pandemic, has seen the emergence of more flexible workplace norms and the increased use of digital and blended learning approaches. These methods incorporate elements of e-learning, virtual classrooms, and coaching or peer follow-up. While being cost-efficient and easily scalable, literature surfaces issues pertaining to learner disengagement, learning technology setup, and the application of learning to job behaviors (Aktar, 2023). In the case of Pakistan, the Sindh Education Foundation report speaks of successful uptake of ICT-based teacher professional development offered in Sindh, but also cites unbalanced support mechanisms and infrastructural gaps as bottlenecks toward more effective uptake (Sindh Education Foundation, 2021). In literature, longer-term relational structures such as coaching, mentoring, and peer learning, and specifically their role in the consolidation of change, are gaining recognition. Supervisors or peer coaches offer post-training role support, which enhances reflection and the integration of the new behaviors into daily work. Current literature identifies the role of such supports as instrumental to achieving effective transfer and sustained performance post training (Jamaluddin, 2025). Most importantly, in this framework, the training delivery method and its integration with work practices are principal factors influencing the extent to which training improves performance on the job. The mode of training is not a standalone determinant; it is the interplay between training design, job context, supervision, and the organizational system that ultimately impacts performance (Hosen *et al.*, 2023). For public sector organizations (e.g. Hyderabad, Sindh) this means that just rolling out training events will not achieve the desired performance improvements. Designing the programme architecture to include considerations of the type of training intervention, IT infrastructure (for digital/blended modes), coaching capacity of supervisors, and HR/monitoring system linkages will yield measurable performance improvements.

**Empirical evidence: effects of training on job performance:** Data from 2020-2025, empirical studies on training and development (T&D) in the public sector and similar contexts, are positive but with significant caveats. There are positive relationships between training activities and improvements in individual performance, but

how strong and enduring the impact is, is determined by a number of contextual and design issues. In large-scale studies and meta-analyses of training studies across the world and between countries, “skill- or task-specific training (e.g., technical training or teaching practice) is much more effective than generic training” (Seliti *et al.*, 2025). These studies also show that while the average effect of training is positive, the variation is striking for different sectors, levels of economic development of countries, and design and measurement of training. Mediators such as satisfaction and commitment to the organization also appear consistently: In a Pakistani sample, Hosen *et al.* (2023) demonstrated that training improves skills and attitudinal outcomes with respect to a job (such as satisfaction and commitment), which in turn, mediates the effect of training on performance. The evidence regarding the public sector including the civil service, teacher training, and continuing education programmes for health workers remains varied, albeit encouraging. For example, evaluations of training programmes within educational institutions demonstrate positive changes in teaching and, in the cases where outcomes were measured, in student learning outcomes, especially when training is complemented with curriculum alignment, supervisory follow-up, and resource provisions (Asian Development Bank, 2020). Nonetheless, many of these studies warn that training in isolation tends to have limited, unstained, and siloed impacts without other changes to the bigger institutional frameworks (Kalwar *et al.*, 2025). Another study focusing on public sector higher education institutions in Pakistan provides evidence that training is beneficial for employee productivity and service quality, but the impact of training on other productivity outcomes was mediated by job satisfaction and weak organizational incentives (Kalwar *et al.*, 2025).

Local studies in Pakistan, particularly in Sindh, are especially meaningful to the context of Hyderabad. As outlined in Pathan & Shar (2023), evaluations on employees of the National Database and Registration Authority (NADRA) in Sindh highlighted that training not only enhanced employees’ performance and productivity but also positively impacted retention (Pathan & Shar, 2023). Though the improvement in productivity was slight, evidence shows the impact training and capacity building provides to employees in the Sindh public sector is substantial. In another work, within the private sector in Pakistan, the frameworks for training and development were reported to improve job satisfaction, which in turn increased performance, with person job fit moderating the training-performance relationship (Khan *et al.*, 2024). This serves to highlight the positive correlation, but the need for more robust evaluation frameworks: most studies utilize cross-sectional self-report surveys, which present challenges in establishing cause-and-effect relationships. For example, in the public sector, training practices, described in Rehman, Mansur Khan & Rashid Ahmed Khan (2023), were reported to use evaluative frameworks that are not well developed, with training loops showing minimal fidelity and weak outcome measurements (Rehman *et al.*, 2023). In summary, evidence points to the possibility of improved job performance by the public sectors a result of training for employees. Further, the potential benefits depend on the training’s relevance, mechanisms for transfer, supervisor/manager support, and fit within the organizational context. To organizations in Hyderabad, Sindh, this means training programs should also build on relevance and alignment, prospective and monitoring integration for integration with the performance management and HR systems designed to make the investment for training translate into performance improvements that are sustained.

**Mechanisms and mediators: how training affects job performance:** There are several reasons why the relationship between training and development (T&D) and job performance is not straightforward. First, the acquisition of skills and procedure knowledge represents the most primary route. Training programs provide employees with the relevant skills and procedural knowledge, which then translates into improved performance. Hosen *et al.* (2023) noted the improvements in operational efficiency and service delivery in quality of public sector organizations in Pakistan, when employees received structured task-specific training. Training effectiveness, as noted Mehner (2025), depends on the training content’s relevance and alignment with job tasks; otherwise, outcomes may be negligible. The most relevant psychological factors would be motivation and job

attitudes. Employees are likely to reciprocate organizational investments with greater effort and engagement (Cropanzano & Mitchell, 2005). Several empirical studies from Pakistan and other developing countries have documented this, such as Rafiq *et al.* (2025), which showed organizational support during training positively impacted job performance as a result of job satisfaction and organizational commitment. Razak and Zahidi (2024) made note of training self-efficacy and self-work engagement, which enhance performance improvements, particularly when coupled with a suitable workplace environment.

Thirdly, the transfer climate and its supportive work environment are major influences on productive behavior change. Without supportive conditions, newly acquired skills from training sessions are not enough. For instance, the results from training are influenced by supervisors, peers, resource availability, and the presence of a work accountability structure (Taylor & Francis, 2024). Research in the public sector in Pakistan, for instance, shows that training with integrated structured coaching, post-training workshops, and mentoring resulted in significantly higher performance improvements than training without such post-training structures (Shah, 2024; Pathan & Shar, 2023). Lastly, the alignment of HR and organizational systems offers a structured portfolio which serves as a mediator variable on the training and performance relationship. Training is impacted by HR policies, such as performance evaluations, promotion routes, and rewards systems. When organizational systems are not comprehensive, the benefits of training do not lead to long-lasting changes in behavioral performance. In the province of Sindh, the provincial reviews of the public sector indicate that the training and development (T&D) programs in the public sector are aligned with the promotion criteria, or with the linked incentives, which tend to achieve higher participation and application rates (Sindh Education Foundation, 2021). All of these indicate that the effectiveness of training and development (T&D) relies on several cognitive, motivational, behavioral, and structural mediators which, in some way, determine whether the employee is able to transform the training into meaningful performance on the job.

**Practical barriers and enablers in public sector implementation (with Sindh/Hyderabad relevance):** Public sector organizations, particularly those in Hyderabad and Sindh, face several practical barriers that directly challenge the effectiveness of training and development, even though the latter may lead to improved performance. Public sector organizations in Hyderabad, Sindh, face several practical barriers that directly challenge the effectiveness of training and development. Limited budgets, lack of skilled trainers, and inadequate training facilities are persistent challenges that impact the length, frequency, and quality of training (Asian Development Bank, 2020). In Pakistan, the inability to provide follow-up coaching, materials, or time on the job for employees to practice newly learned skills is documented (Rehman *et al.*, 2023) as a continuing challenge to T&D impact. In Sindh, public-sector programmers' weak monitoring and evaluation (M&E) systems represent another barrier. Many programmes simply do not have M&E frameworks. This means there is no monitoring of the fidelity of implementation, no evaluation of whether learning has been transferred, and no assessments of the outcomes achieved. Consequently, the programme managers are unable to know what is effective and what is not, leaving managers unable to iteratively design the programme (Riset Press, 2025). Furthermore, the absence of the requisite technology and infrastructure also has the effect of not allowing blended, and especially, e-learning to be adopted. While Sindh Education Foundation has made some progress in ICT-based teacher training, differences in internet access and connectivity, digital devices, and other technical support, especially in peri-urban and rural contexts around Hyderabad, limit the interventions' reach and effectiveness (sef.org.pk, 2021). Regarding training, the culture and accountability frameworks in place within institutions also influence and limit what can be achieved. If there is no incentive to employ newly acquired skills from a training programme, or a lack of accountability consequences for not doing so, behaviors often remain unchanged despite attendance. Additionally, in some contexts, bureaucratic structures and rigid role descriptions inadvertently limit opportunities for broader implementation of what has been learned, thereby further mitigating the impact of training. Additionally, several facilitators have been documented as

well. The odds of training having a positive impact on performance increase when managers, as well as supervisors, provide support in the form of coaching and feedback, and when responsibilities are matched to newly acquired competencies (SSBFNET, 2023). Integration of training and development initiatives with the performance and HR systems, especially recognition, promotion, and appraisal, motivates the ongoing utilization of newly acquired skills. In addition, extended follow-up support through peer groups, communities of practice, and refresher training enables the consolidation of newly acquired behavioural competencies and improves outcomes (CSRC Publishing, 2025). Evidence from Sindh shows that teacher training programmes with follow-up ICT sessions that are supportive and supervisory lead to higher improvements in classroom performance than standalone workshops (Sindh Education Foundation, 2021; Shah, 2024). To conclude, the training literature suggests that the effectiveness of training initiatives in Hyderabad's public-sector organisations is influenced not only by the content of the programmes, but also, and perhaps more importantly, by the structure, management, and contextual environment surrounding the training. Resolving resource gaps, improving monitoring and use of digital tools, and integrating training with HR and performance systems are critical to T&D investments, resulting in continued improvements in performance.

#### **Specific evidence and case notes relevant to Hyderabad, Sindh:**

Localized literature and institutional reports within Hyderabad and the wider Sindh province provide insights on the effectiveness of training and development (T&D) programs. Since 2020, and with the support of the Asian Development Bank, the Sindh Education Foundation has focused a great deal of attention toward the public sector and especially education within Sindh. With respect to Hyderabad, the Foundation has designed and implemented ICT-enabled teacher professional development programs across a number of districts to improve the quality of instruction in the Hyderabad classrooms. Early feedback is positive, especially when training sessions are coupled with follow-up coaching and observations, and teachers' pedagogical practices improve significantly (Sindh Education Foundation, 2021). However, the benefits are uneven. There are still infrastructure and connectivity gaps, and urban schools are much more likely to benefit from blended and digital learning initiatives than peri-urban and rural schools. Work of Shah (2024) and more empirical studies focused on public sector higher education institutions and government colleges within Hyderabad further show the connection between training and development and job performance. Structured in-service training programs for faculty, for example, were found to significantly increase self-reported job competencies and instructional effectiveness. There were also measurable improvements in service delivery and procedural efficiency for civil-service employees in Hyderabad following specific training programs (Pathan & Shar, 2023). Most studies focusing on this area, however, are quite limited in their scope due to cross-sectional surveys and self-reported data. Weighing all the available evidence, Jabeen *et al.* (2023) suggest that, where there is relevant training aligned to the job description, accompanied by appropriate mentorship and follow-up, the employees of Hyderabad's public sector institutions are capable of learning and performing at an improved level. Training within public-sector domains, particularly municipal and health services, provides valuable insights for Hyderabad. Assessments of health worker in-service training in Sindh point to the greatest improvements in service quality when training is coupled with broader system reforms, such as changes in resources, supervision, and accountability frameworks (Asian Development Bank, 2020). These insights reinforce an important principle: training in public-sector settings is unlikely to yield desired outcomes when it is a standalone intervention. Organizational and institutional frameworks must be in place to support the application, the motivation, and the lasting behavioral changes the training seeks to achieve.

#### **Synthesis: conditions for effective training in the public sector:**

From the literature between 2020 and 2025, there are several unifying conditions under which training and development initiatives are more likely to yield positive outcomes for public-sector employees, particularly in Hyderabad, Sindh, and across several public-sector organizations. To begin with, the training must be relevant to the job and aligned with the employees' tasks. There

is considerable empirical evidence that training connected to the employee's responsibilities, challenges, and skills directly improves performance outcomes. For instance, task-focused pedagogical training for teachers and procedural training for administrative staff would yield much better results than a generic approach that broadly conceptualizes training (Hosen *et al.*, 2023; Seliti *et al.*, 2025).

Finally, conditions for a positive transfer climate must include supervisory reinforcement, peer support, and opportunities to apply learning. Evidence from Pakistan demonstrates that employees use captured skills when managers facilitate execution, provide feedback, and acknowledge performance gains (Razak *et al.*, 2024; Shah, 2024). Additionally, integration with organizational HR systems enhanced the training. Employees deliberately integrate learning within actions when T&D program completion is coupled with appraisal, promotion, and recognition. Follow-up activities like mentoring, coaching, and communities of practice stave off the erosion of skills and ensure the training impact is durable. Evidence from Sindh teacher training demonstrates that participants who received ongoing coaching and peer learning opportunities retained skills longer and enhanced their classroom practices to a greater degree than those who received one-off training (Sindh Education Foundation, 2021; CSRC Publishing, 2025). There is no doubt about the value of comprehensive monitoring and evaluation. The training is effective when there is a focus on continual cycles of self-reported and objective performance measures and refinements of the training (Riset Press, 2025).

Outcomes are also shaped by contextual factors such as the state of infrastructure, the level of digitalization, and the distribution of resources. The urban-perurban divides in Hyderabad indicate how variations in ICT facilities, training documents, and supervisory assistance can affect the usefulness of training programs that seem similar on the surface (SEF, 2021). These findings collectively point toward the necessity of a systemic approach in public-sector environments to training efficiencies that includes systemic relevance of inputs, organizational buy-in, and integration of HR, feedback, assessments, and situational empathy in design. These factors will define the level of impact training and development expenditures will have on job performance.

**Research gap:** Although evidence pointing to the positive impact of training and development (T&D) on job performance is abundant, a number of research gaps still need addressing, especially in Hyderabad, Sindh. For instance, in local public-sector environments, there is a lack of causal evidence. Much of the recent literature has relied on cross-sectional survey designs, or self-assessed performance outcomes, which weaken causal inference (Shah, 2024; Pathan & Shar, 2023). There is a gap in the literature on randomized controlled trials (RCTs) or rigorous quasi-experimental designs, which undermines evidence-based policy making concerning which training approaches offer the highest returns. There is also a dearth of longitudinal studies in the literature that track employees for substantial periods (12-36 months). Such studies help evaluate the sustainability of the performance improvements and the longer-term impact of the training (Taylor & Francis Online, 2024). Third, more objective performance metrics are needed. Self-reports are important, but more convincing forms of evidence about improvements in performance, such as service outputs, assessments of student learning, and organizational productivity, would come from administrative data (Asian Development Bank, 2020). Fourth, there is a lack of contextualized design research. Within Hyderabad, few studies have examined how training uptake, transfer, and outcomes are influenced by cultural, institutional, and urban-rural divides. Context-sensitive program design would benefit from comparative research across urban, peri-urban, and rural districts (Sindh Education Foundation, 2021). Last, there is little understanding of the cost-effectiveness of certain analyses, which is crucial for public sector decision-making in a resource-constrained environment. Knowing the performance outcomes in relation to T&D investment would help in understanding the economic efficiency of T&D and would aid in decision-making for policymakers to focus on high impact T&D (Riset Press, 2025). These are necessary in order to inform evidence-based T&D policymaking and to ensure public sector organizations in Hyderabad are getting the most out of their investment.

**Policy and managerial implications:** The evidence from the 2020-2025 literature provides the groundwork to identify specific,

actionable insights for public-sector organizations in Hyderabad for policymakers and human resource managers. First, T&D programs need to be closely aligned with the specific competencies and performance expectations associated with particular jobs. Designing competency-based modules with specific objectives corresponds to the tasks done by employee's yields measurable improvements (Hosen *et al.*, 2023; Seliti *et al.*, 2025). Investing in the transfer of learning tools is the next step. Resources should support supervisor coaching, mentoring, follow-up workshops, peer-learning support, and collaborative networks to help reinforce the application of new skills (CSRC Publishing, 2025; Razak & Zahidi, 2024). The next milestone is the integration of human resource systems. Adding T&D program completion milestones to the performance appraisal system, promotion tracks, and recognition frameworks completes the cycle. This creates the behavioral shift needed to use the skills learned. Fourth, strong evaluation and monitoring systems should capture program fidelity and performance outcomes while allowing for iterative program design enhancements (Riset Press, 2025; Taylor & Francis Online, 2024). Finally, attention to context, particularly with regard to infrastructures, urban-per-urban, and digital divides, is vital to program design. For example, digital and blended learning should include and sensitize infrastructure and technical aspects to foster equitable access and improve program outcomes (Sindh Education Foundation, 2021). These combined strategies form the foundation to realize T&D investments in the public sector in Hyderabad and improve service delivery.

**CONCLUSION:** From 2020 to 2025, training and development in Hyderabad, Sindh, and in the public sector generally is beneficial to performance. Under training, supportive reasonably assigned Human Resource frameworks, productive work environments, and further supportive work resources boost skills, knowledge, and motivation. The workplace's task completion, service quality, and total workplace productivity increased. The locally focused training efforts in Sindh, in-service teacher training, ICT training, and civil service professional development return purposeful job training and it's potential. However, practical concerns, such as resource limitations, poor oversight, lack of balance in civil service structures, and loosened managerial control, will continually undermine the enduring impact of effective training. Needed next steps consist of integrated training within HR and performance systems, longitudinal impact evaluations, context-relevant program design, and assessing cost-effectiveness? These gaps, and the unsustainable practices already described in the research literature, can be mitigated by the public service and Human Resources professionals in Hyderabad, so that T&D resources can meaningfully be translated into public sector service provision. In the end, the purpose of training is to improve institutional systems and constituent outcomes, employee performance, and organizational productivity, not as a stand-alone initiative, but as a comprehensive system.

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