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Investigating the Effectiveness of Human Resource Training on Service Quality Improvement in the Social Security Organization of East Azerbaijan Province

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Abstract

Training is a vital activity within organizations. In fact, organizations play a key role in training their employees, which can enhance and improve the quality of current job standards. It is considered an independent activity in relation to other human resource processes, and there has been a prevailing belief that this activity alone has unconditionally positive effects on business success. Therefore, the present study aims to examine the effectiveness of human resource training on improving service quality in the Social Security Organization of East Azerbaijan Province. This study is applied-developmental in terms of objective and descriptive-survey in terms of method. The statistical population of this research includes all managers and experts of the Social Security Organization of East Azerbaijan Province. A researcher-made questionnaire was used for data collection. The validity and reliability of the instrument in the quantitative section were assessed using expert opinion and Cronbach's alpha. Simple random sampling was employed for distributing the questionnaire. Data analysis was conducted using confirmatory factor analysis and structural equation modeling with SPSS, LISREL, and Excel software. Ultimately, the prioritization obtained based on factor loadings for the five dimensions of human resource training aimed at improving service quality in the Social Security Organization (causal conditions, contextual conditions, intervening conditions, strategies and actions, and consequences) revealed that the consequences dimension holds the highest importance, while the causal conditions dimension is of the lowest importance.

Keywords: effectiveness, human resource training, service quality improvement, Social Security Organization.

1. Introduction

Training plays a crucial role in achieving organizational goals by considering both employee interests and organizational objectives. Training is designed to enhance the capabilities of the workforce and plays a key role in increasing employee performance. It has become one of the essential functions in most organizations, as it leads to high performance within the same domain and is regarded as a significant part of the human resources sector. It substantially contributes to organizational success by improving employees (Karim et al., 2019). Through employee training, organizations can boost employee performance; thus, employee training remains a consistent focus of researchers and practitioners in the field of human resource management. The main goal of training and development is to ensure the availability of skilled and motivated individuals

(Prasad, 2016). Moreover, it aims to enhance employee competencies so that organizations can maximize the efficiency and effectiveness of their human assets. If employees want to experience flexibility and effectiveness in their work, they must acquire and develop knowledge and skills. Furthermore, if they are to believe that they are valued by the organization they work for, they must observe tangible signs of the organization's commitment to training and their job needs. Training and development are investment processes in people, equipping them for optimal performance. These processes are part of a broader human resource management approach (Momen Moghaddam et al., 2023). Training is associated with the skills required to achieve organizational objectives. Latent enthusiastic skills in employees lead to success and prosperity (Aleem et al., 2018). An organization's competitiveness is achievable only through excellent human resources (Mubarok & Darmawan, 2019). Employees need training to develop skills and knowledge aligned with job requirements (Aleem et al., 2018).

In the past, learning was believed to be separate from work and life. Accordingly, emphasis was placed on pre-employment education. Based on this view, a person would learn, then live and work productively, and would not allocate further time to learning. This view is no longer prevalent; education and learning now accompany human life continuously. People should always engage in learning, benefit from the latest human knowledge, and use their enhanced awareness and strength to improve their lives. Human resource training is akin to machinery maintenance and always serves as a reliable means to improve performance quality and resolve management issues. Its absence is a fundamental and acute issue and can lead to organizational stagnation (Pradhan, 2024; Rajabi Farjad & Toranian, 2024).

The importance of training and development has become critical in light of the increasing complexity of the work environment, rapid organizational changes, technological advancement, and other factors. Training and development help ensure that organizational members possess the necessary knowledge and skills to perform tasks, take on new responsibilities, and adapt to changing conditions. Training is physically, socially, intellectually, and mentally vital not only for supporting productivity levels but also for personnel development within organizations (Hopkins, 2020). Today, nearly all organizations recognize the importance of training for organizational success and growth. However, employees are a highly valuable and costly resource for any organization. Currently, significant changes are occurring in how employee value is perceived. Therefore, training is essential for improving employees' knowledge, skills, and attitudes. Acquiring more knowledge based on training foundations makes it easier for employees to contribute to broader knowledge dissemination among peers (Landa, 2018).

Employee training is a crucial factor in achieving any organization's goals and objectives. It is a necessary element for enhancing employee competence and productivity to ensure business continuity. The primary reason for developing employee knowledge and skills lies in job requirements and resolving performance-related issues (El. Hajjar & Alkhanaizi, 2018). The need for human resource training and development has gained substantial importance in recent years due to rapid technological changes and evolving service delivery methods (Golabchi et al., 2024; Shakeri et al., 2023). Therefore, an organization must exert all efforts to improve and develop its workforce. Human resource training and development are essential to the success of any organization. Although technology and the internet have enabled global collaboration and competition, the workforce remains the organization's competitive advantage. Training and development facilitate the acquisition of necessary skills and competencies by employees to achieve organizational goals (Hopkins, 2020).

Various studies have explored the role of employee training in enhancing organizational performance and service quality. Momen Moghaddam et al. (2023) developed a comprehensive model for improving employee training quality in the Islamic Republic of Iran Broadcasting organization through qualitative content analysis involving experts, resulting in a framework of 33 factors across input, process, output, and outcome stages (Momen Moghaddam et al., 2023). Yousefi et al. (2022) proposed a model for enhancing the effectiveness of in-service training at the Ministry of Health using an exploratory mixed-methods design, identifying five dimensions and 80 indicators, with "responsibility" and "avoiding job isolation" as key priorities (Yousefi et al., 2022). These studies collectively underscore the multifaceted influence of training on employee development, organizational excellence, and retention across diverse cultural and institutional contexts.

The human workforce is one of the main assets of any organization. Therefore, its role in organizational success cannot be underestimated. Consequently, equipping this unique asset through effective training becomes necessary to maximize job

performance (Sandamali et al., 2018). Building an efficient and responsive ideal organization can largely be achieved through training based on present and future needs. In this context, empowering the human workforce, the most valuable organizational asset, is a step toward maintaining and increasing intergenerational organizational capital. Naturally, the senior managers of the Social Security Organization must pay special attention to training, given the presence of qualified and knowledgeable employees and experts. This would allow them to improve the skill level and efficiency of the human workforce, thereby enhancing the level of service provided to the insured community and employers and achieving the sacred goals of the Social Security Organization, which is the largest social security institution in the country. Accordingly, the present study seeks to examine the effectiveness of human resource training in enhancing service quality in the Social Security Organization of East Azerbaijan Province.

2. Methods and Materials

The present study is applied in terms of its objective and descriptive-correlational in terms of its method. The statistical population of this research includes all managers and experts of the Social Security Organization in East Azerbaijan Province. The research questionnaires were distributed among this group as part of the quantitative phase. The distribution of questionnaires was conducted using a simple random sampling method, in which individuals from each department of the Social Security Organization in East Azerbaijan Province were selected for inclusion in the sample.

To assess validity, content validity was employed in this study. Content validity typically addresses questions such as:

- Does the designed instrument cover all the key and essential aspects of the concept being measured?
- Do the constructs of the instrument measure what they are intended to measure?
- Are the components and overall structure of the instrument acceptable to relevant experts?
- In this study, after collecting expert opinions, necessary modifications were made to the instrument. Subsequently, to quantitatively assess content validity and ensure that the most important and accurate content (i.e., the necessity of each item) was selected, the Content Validity Ratio (CVR) was applied. Additionally, the Content Validity Index (CVI) was used to ensure that the items were designed optimally for measuring the intended content.

To evaluate the reliability of the questionnaire, Cronbach's alpha coefficient was utilized.

Descriptive statistical methods, such as mean, standard deviation, tables, and charts, were used to examine the descriptive status of the research variables.

• Confirmatory Factor Analysis (CFA) was applied to validate the extracted factors.

• The Fuzzy Analytic Hierarchy Process (Fuzzy AHP) was used to determine the causal conditions and outcomes with the highest priority.

• Structural Equation Modeling (SEM) was employed to test the main model and to examine the role of human resource training in the outcomes of human resource development.

3. Findings and Results

In this section, descriptive findings such as mean and standard deviation are presented to summarize the data and provide a better understanding of the variables under study.

Table 1. Descriptive Indicators of the Research Variables

Dimension	Selected Codes	Mean	Standard Deviation
Causal Conditions	Importance of Intellectual Capital	3.85	0.88
	Organizational Training Documentation	3.90	0.81
	Organizational Climate	3.28	0.91
	Organizational Characteristics	3.23	1.04
Contextual Conditions	Knowledge-Based Organizational Changes	2.98	1.07
	Development of Information and Communication Technology	3.42	0.96
	Human Resource Selection and Development	3.31	0.92
	Motivational Drivers	3.40	0.90
	Management and Leadership	2.90	1.13
	Human Resource Development and Enhancement	2.79	1.16
	Knowledge-Based Performance Evaluation and Promotion System	2.80	1.13

	Supreme and Supervisory Institutions	3.04	1.14
Intervening Conditions	Human Factors	3.18	1.06
	Intra-Organizational Factors	3.19	1.02
	Extra-Organizational Factors	3.18	0.99
Strategies and Actions	Infrastructure Preparation for Training	3.29	0.95
	Knowledge Discovery and Collection	3.26	0.95
	Training Documentation	3.28	0.98
	Training Validation	2.98	1.00
	Knowledge Sharing	3.56	1.02
Outcomes	Improvement of Human Resource Performance	3.05	1.11
	Increase in Organizational Productivity	2.92	1.12
	Organizational Growth in Performance and Economy	3.14	1.03
	Maintenance and Enhancement of Organizational Position	3.42	0.92
	Creation of a Learning-Oriented Organization	3.18	1.14
	Promotion of Insurance Contribution to National Economic Growth	3.11	1.13

According to the results presented in Table (1), within the dimension of *causal conditions*, organizational training documentation has the highest mean (3.90) among the selected codes. In the dimension of *contextual conditions*, the highest mean belongs to the development of information and communication technology, with a value of 3.42. In the dimension of *intervening conditions*, intra-organizational factors have the highest mean (3.19). Within *strategies and actions*, knowledge sharing holds the highest mean (3.56). Finally, in the *outcomes* dimension, maintenance and enhancement of the organization's position in the insurance market has the highest mean (3.42) among the codes in this category.

The model of this study includes the dimensions of causal conditions, contextual conditions, intervening conditions, strategies and actions, and outcomes. For these dimensions, both first-order and second-order measurement models are examined. In general, the measurement model includes latent variables and their observable indicators, and it is used to assess how observable variables are influenced by their corresponding latent variables and to determine the strength of these relationships in explaining and measuring the latent constructs. The first-order measurement model includes first-order latent variables (each of the five research dimensions) along with their observable indicators. The second-order measurement model is used when the measurement tools assess a large number of interrelated constructs, each measured by several components. The second-order model represents relationships that may appear distinct on the surface, but these interrelated constructs can be connected through one or more higher-order constructs.

In this section, the first-order measurement model of human resource training for the purpose of service quality enhancement (confirmatory factor analysis model) is examined. Errors in the model are represented as e1 to e26. The value of the multivariate kurtosis coefficient is 1.83, which is less than the critical value of 1.96 and thus indicates that the data follow a multivariate normal distribution.

Furthermore, all selected codes have t-values greater than 1.96 ($t > 1.96$), indicating that all coefficients are statistically significant. Therefore, all selected codes significantly explain their respective dimensions. Additionally, all dimensions also show t-values greater than 1.96, suggesting that each dimension plays a meaningful role in explaining human resource training aimed at enhancing service quality.

Table 2. Results of the Final Model of Human Resource Training for Quality Enhancement

Dimension	Selected Codes	Factor Loading
Causal Conditions	Importance of Intellectual Capital	0.80
	Organizational Knowledge Documentation	0.82
	Social Security Organizational Climate	0.76
Contextual Conditions	Management and Leadership	0.85
	Human Resource Development and Enhancement	0.93
	Training-Based Evaluation System	0.92
	Supreme and Supervisory Institutions	0.85
Intervening Conditions	Human Factors	0.91
	Intra-Organizational Factors	0.82
Strategies and Actions	Infrastructure Preparation	0.82
	Knowledge Discovery and Collection	0.80
	Training Documentation	0.78
Outcomes	Human Resource Performance Improvement	0.77

	Increased Organizational Productivity	0.84
	Organizational Growth in Performance and Economy	0.81
	Creating a Learning-Oriented Organization	0.84
	Enhancing Insurance Contribution to National Economy	0.80

After executing the model in Figure (2), it was found that some selected codes had t-values less than 1.96 ($t < 1.96$) and, therefore, were not statistically significant. Additionally, the factor loadings of some selected codes were below 0.50, indicating insufficient strength to explain their respective latent variables. These variables include:

- Organizational Characteristics
- Organization's Training-Oriented Changes
- Development of Information and Communication Technology
- Human Resource Selection and Development
- Motivational Drivers
- Extra-Organizational Factors
- Training Validation
- Training Sharing
- Maintaining Organizational Position

Figure (1) presents the first-order measurement model after removing the above-mentioned selected codes. In this model, the numbers shown on the arrows represent standardized coefficients (factor loadings). These standardized coefficients are the model's parameters transformed to fall within the -1 to +1 range, allowing for comparison across different variables. According to the results from this model, all variables have t-values greater than 1.96 ($t > 1.96$), indicating that all coefficients are statistically significant. Therefore, all selected codes play a meaningful role in explaining their corresponding dimensions. Furthermore, all factor loadings are high (greater than 0.70), reflecting a strong explanatory power within the model.

Table 3.: Goodness-of-Fit Indices for the First-Order Measurement Model

χ^2/df	SRMR	RMSEA	TLI	CFI
1.31	0.0611	0.0603	0.910	0.911

In Table (3), acceptable thresholds for the goodness-of-fit indices are as follows: SRMR less than 0.05, RMSEA less than 0.085, and both CFI and TLI greater than 0.90. Values between 2 and 5 for χ^2/df indicate a reasonable fit. Therefore, the indices for the examined model fall within the desired range. Consequently, the first-order measurement model (confirmatory factor analysis model) demonstrates sufficient fit to the collected data.

Table 4. Validity and Reliability Indices of the Confirmatory Factor Analysis Model

Dimensions	α	CR	AVE	Strategies and Actions	Causal Conditions	Contextual Conditions	Intervening Conditions	Outcomes
Strategies and Actions	0.84	0.84	0.64	0.80	0.84	0.84	0.84	0.84
Causal Conditions	0.83	0.84	0.63	0.71	0.79	0.84	0.84	0.79
Contextual Conditions	0.94	0.94	0.79	0.59	0.72	0.89	0.94	0.89
Intervening Conditions	0.85	0.86	0.75	0.63	0.76	0.82	0.82	0.82
Outcomes	0.91	0.91	0.66	0.80	0.70	0.79	0.91	0.81

In Table (4), α represents Cronbach's alpha coefficient, CR denotes construct reliability, and AVE refers to the average variance extracted. Each column of a component includes the correlation values between latent variables, and the bold values along the main diagonal represent the square roots of the AVE values.

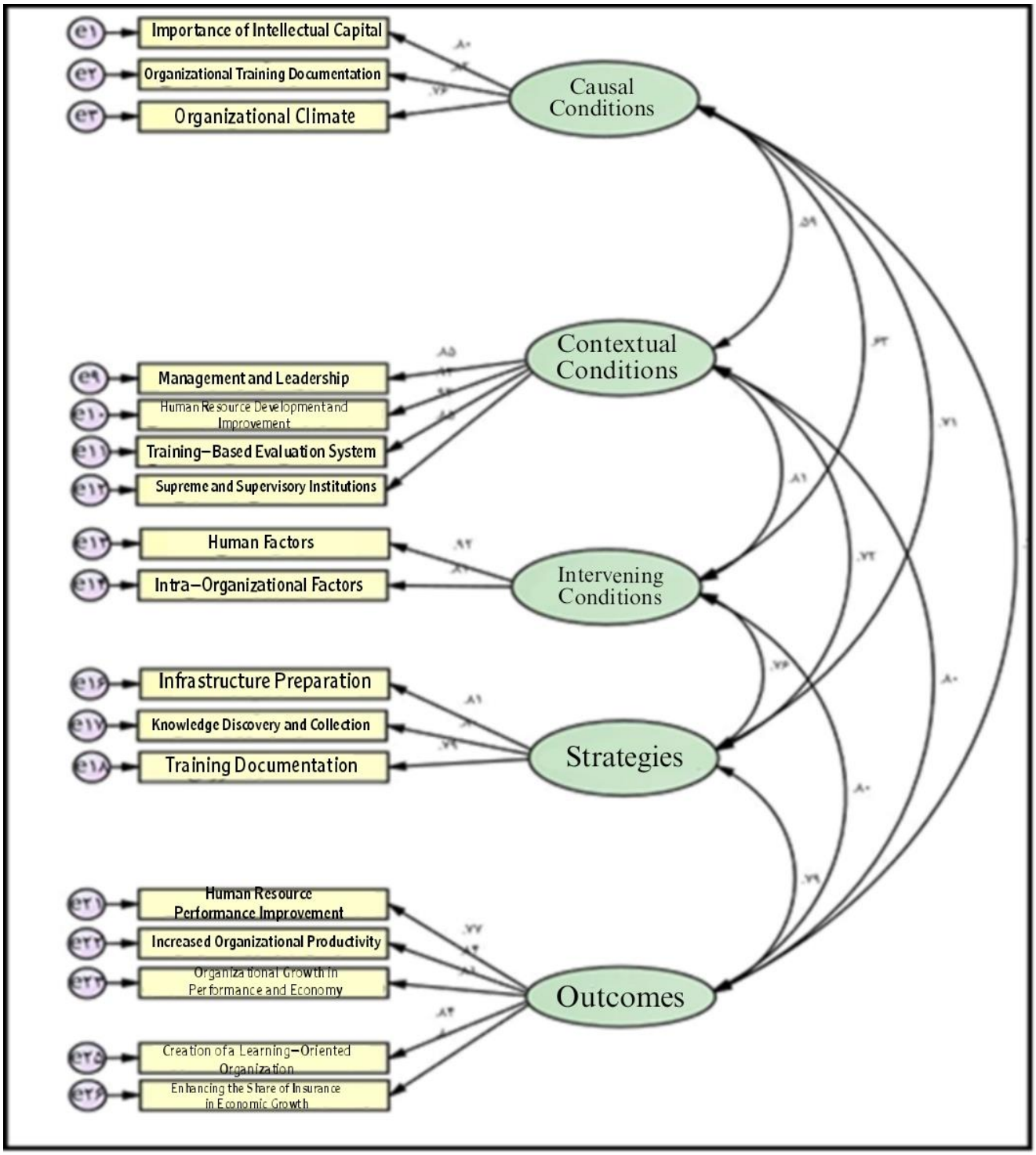

Figure 1. First-Order Measurement Model (Confirmatory Factor Analysis) of Human Resource Training for Service Quality Enhancement After Revisions, Showing Standardized Coefficients

The reliability of the indicators is assessed by calculating Cronbach's alpha, with values greater than 0.70 being acceptable. Construct reliability (CR) measures the internal consistency of a group of indicators. The general rule for an acceptable CR value is 0.70. The average variance extracted (AVE) reflects the overall variance in the indicators explained by the latent construct. The calculation of discriminant validity is essential to ensure the absence of internal correlation among constructs. Discriminant validity is assessed by comparing the square root of AVE for each construct with its correlations with other latent variables; the square root of AVE should be greater than the correlation with any other latent construct.

Convergent validity reflects the amount of correlation among indicators selected to measure a single latent variable. If the AVE for each latent variable exceeds 0.50, then the convergent validity of the constructs is confirmed.

The second-order measurement model essentially represents the proposed research model for human resource training aimed at enhancing service quality in the Social Security Organization. This model includes its dimensions as first-order latent variables and their corresponding selected codes as observable variables. Additionally, the model contains a second-order latent variable—human resource training for the purpose of service quality enhancement. The second-order measurement model of human resource training for service quality enhancement is shown in Figure (2).

Table 5. Goodness-of-Fit Indices for the Second-Order Measurement Model

χ^2/df	SRMR	RMSEA	TLI	CFI
1.10	0.0611	0.0601	0.910	0.911

As previously discussed regarding the acceptable values of these indices, all the fit indices of the second-order measurement model fall within the desirable range. Therefore, the appropriateness of the second-order measurement model in fitting the collected data is confirmed.

Furthermore, in the model presented in Figure (2), all selected codes have $t > 1.96$, meaning all coefficients are statistically significant. Thus, all selected codes play a significant role in explaining their corresponding dimensions. Additionally, for all dimensions, $t > 1.96$, indicating that these dimensions also play a significant role in explaining the construct of human resource training for the purpose of enhancing service quality.

Table 6. Results of the Final Model of Human Resource Training for Service Quality Enhancement

Dimension	Selected Codes	Factor Loading
Causal Conditions	Importance of Intellectual Capital	0.80
	Organizational Training Documentation	0.82
	Organizational Climate	0.76
Contextual Conditions	Management and Leadership	0.85
	Human Resource Development and Improvement	0.93
	Training-Based Evaluation System	0.92
	Supreme and Supervisory Institutions	0.85
Intervening Conditions	Human Factors	0.91
	Intra-Organizational Factors	0.82
Strategies and Actions	Infrastructure Preparation	0.82
	Knowledge Discovery and Collection	0.80
	Training Documentation	0.78
Outcomes	Human Resource Performance Improvement	0.77
	Increased Organizational Productivity	0.84
	Organizational Growth in Performance and Economy	0.81
	Creation of a Learning-Oriented Organization	0.84
	Enhancing the Share of Insurance in Economic Growth	0.80

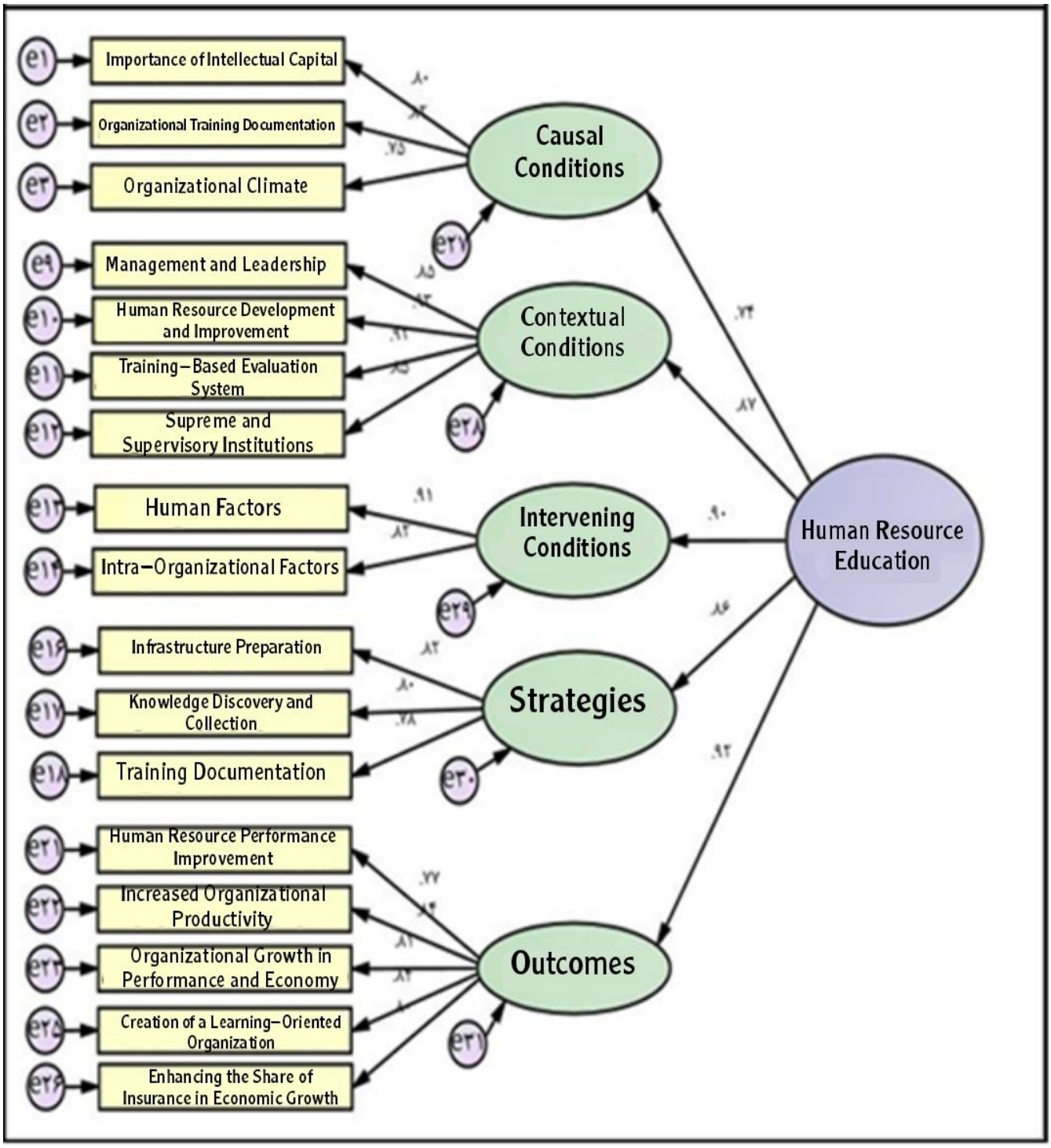

Figure 2. Second-Order Measurement Model of Human Resource Training for Service Quality Enhancement Displaying Standardized Coefficients

Overall, based on the evaluation of the calculated indicators, it was determined that this model also has a satisfactory fit to the data.

In Table (6), each dimension and its associated selected codes are ranked based on the factor loadings obtained in the final model of human resource training for service quality enhancement. According to this table, among the five main dimensions of the human resource training model, the outcomes dimension ranks first with a factor loading of 0.92. The intervening conditions dimension ranks second with a factor loading of 0.90. The third and fourth ranks belong to contextual conditions

(0.87) and strategies and actions (0.86), respectively. Finally, the causal conditions dimension ranks last with a factor loading of 0.74.

The ranking of selected codes within each dimension is as follows:

In the outcomes dimension, the first position is jointly held by increased organizational productivity and creation of a learning-oriented organization, both with a factor loading of 0.84. The second and third positions go to organizational growth in performance and economy (0.81) and enhancing the share of insurance in economic growth (0.80), respectively. The last position belongs to human resource performance improvement (0.77).

In the intervening conditions dimension, human factors rank first (0.91), followed by intra-organizational factors (0.82).

In the contextual conditions dimension, the top position is held by human resource development and improvement (0.93). Next is the training-based evaluation system (0.92), and the last position is jointly occupied by supreme and supervisory institutions and management and leadership, both with factor loadings of 0.85.

In the strategies and actions dimension, infrastructure preparation ranks first (0.82), followed by knowledge discovery and collection (0.80), and finally training documentation (0.78).

In the causal conditions dimension, the first position is held by organizational training documentation (0.82), followed by importance of intellectual capital (0.80), and the last position goes to organizational climate (0.76).

4. Discussion and Conclusion

The purpose of this study was to evaluate the effectiveness of human resource training in improving the quality of services within the Social Security Organization of East Azerbaijan Province. The results revealed that among the five examined dimensions—causal conditions, contextual conditions, intervening conditions, strategies and actions, and outcomes—the "outcomes" dimension had the highest explanatory power (factor loading = 0.92), followed by "intervening conditions" (0.90), "contextual conditions" (0.87), "strategies and actions" (0.86), and finally "causal conditions" (0.74). These results suggest that the consequences of training—such as improved organizational productivity, enhanced organizational performance, the establishment of a learning-oriented culture, and increased contribution of insurance to national economic growth—are perceived as the most significant components when assessing the impact of human resource training. This hierarchy reflects an outcome-based orientation in the perceived success of training programs.

The second most significant factor—intervening conditions—highlighted the importance of internal human factors and intra-organizational dynamics. The strong factor loadings of 0.91 and 0.82 for human and intra-organizational variables respectively indicate that the existing organizational climate and personnel readiness significantly mediate the success of training programs. Contextual conditions, which ranked third in importance, encompassed leadership, supervisory institutions, training-based evaluation systems, and human resource development structures. The highest loading here was for human resource development and enhancement (0.93), underscoring the necessity of systemic infrastructure and leadership commitment to facilitate successful training implementation.

Strategic actions and practices, such as infrastructure development, knowledge documentation, and learning facilitation, ranked fourth in impact. Infrastructure preparation had the highest factor loading (0.82), indicating that physical and digital readiness of the organization forms the backbone of training delivery. These results are consistent with the model proposed by Yousefi et al. (2022), in which infrastructure and content alignment with employees' educational needs were among the top-rated dimensions affecting training efficacy. Their inclusion of adult learning principles, curriculum planning, and learning environment design further aligns with the present study's identification of enabling strategies as instrumental factors.

Interestingly, causal conditions—factors like the importance of intellectual capital, organizational training documentation, and organizational climate—ranked last in terms of influence (overall factor loading = 0.74), although individual components such as training documentation scored reasonably high. This suggests that while foundational beliefs and structures about training matter, they are not the sole drivers of service quality improvements. This finding slightly diverges from Momen Moghaddam et al. (2023), who, through a content analysis study on the IRIB, identified foundational constructs such as training needs assessment, strategic alignment, and managerial support as central to a comprehensive training model. However, even in their model, these foundational elements served as inputs and enablers rather than direct determinants of outcomes. Thus,

although our study acknowledges the role of causal conditions, it reinforces the notion that their impact is indirect and less immediate compared to outcome-based and enabling dimensions.

In addition to validating the measurement models, the present study provides further empirical support to the notion that training effectiveness is a multi-dimensional construct. The use of confirmatory factor analysis and structural equation modeling in both our study and those by Yousefi et al. (2022) reflects a methodological convergence in HRD research, enhancing comparability and reinforcing the robustness of findings across different organizational and cultural settings (Yousefi et al., 2022).

Furthermore, the results underline the necessity of aligning training programs with employee needs and organizational strategies. As highlighted in Yousefi et al. (2022), mismatches between course content and employee requirements reduce training effectiveness. Our findings reinforce this conclusion by showing that poorly aligned foundational or contextual elements fail to drive high-performance outcomes unless accompanied by strong implementation and follow-up mechanisms (Yousefi et al., 2022). This highlights the critical importance of strategic integration in training design and execution.

Another key point is the significance of knowledge documentation and learning continuity. Although causal conditions ranked lowest overall, the high loading of 0.82 for training documentation reflects the growing awareness of knowledge management in public service organizations. Momen Moghaddam et al. (2023) also emphasized the role of systematic knowledge documentation, feedback integration, and curriculum updating in their 33-factor model, stressing the importance of cyclical learning processes in sustaining training impacts. This convergence with our findings suggests that organizations must institutionalize learning by embedding documentation and evaluation into the organizational memory (Momen Moghaddam et al., 2023).

Lastly, the results point to the influence of environmental and technological variables on training effectiveness. Factors such as ICT development and organizational adaptation to knowledge-based changes did not retain strong explanatory power in the final model and were excluded due to low factor loadings and t-values. This could indicate either a gap in technological maturity or a lack of integration of digital learning strategies within the organization.

Despite its contributions, this study has several limitations. First, the research is context-bound, focusing solely on the Social Security Organization of East Azerbaijan Province, which limits the generalizability of the findings to other provinces or sectors. Second, the cross-sectional nature of data collection prevents the study from capturing longitudinal changes in training outcomes or the evolution of organizational learning over time. Third, while the structural equation model provides statistical validity, the research lacks in-depth qualitative insights that might have uncovered nuanced organizational behaviors or cultural factors influencing training efficacy. Finally, the exclusion of certain variables due to low factor loadings—such as technological advancement and training validation—might have overlooked emerging trends relevant to digital transformation in human resource development.

Future research should consider longitudinal designs to trace the lasting effects of training interventions on employee behavior and organizational performance. Expanding the research across multiple branches of the Social Security Organization or comparing it with similar public-sector institutions would help enhance the generalizability and applicability of the findings. Moreover, future studies should incorporate mixed-methods approaches to integrate qualitative perspectives from trainers, trainees, and HR managers, offering deeper insights into implementation barriers and cultural dynamics. Another promising area is to explore the role of emerging technologies, such as e-learning platforms and AI-driven training systems, in shaping the next generation of organizational learning practices. Investigating how leadership styles and organizational culture mediate the impact of training could also yield valuable findings for both theory and practice.

Organizations should prioritize training outcomes by designing programs that directly align with strategic goals and service quality benchmarks. Investing in human factors—such as motivation, engagement, and leadership support—will significantly boost the success of training initiatives. Institutions must ensure the availability of adequate infrastructure, technological tools, and updated training content tailored to real-world tasks. A system for continuous evaluation and feedback should be embedded to refine training delivery and measure its impact accurately. Managers should champion training as a strategic asset, not a peripheral cost, and ensure its integration with performance management systems. Most importantly, training must evolve from one-off events to ongoing learning processes embedded in the organizational culture.

Ethical Considerations

All procedures performed in this study were under the ethical standards.

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Conflict of Interest

The authors report no conflict of interest.

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