



Research Article



Challenges Facing Employee Training and Development: A Case of Kazakhstan Service Sector

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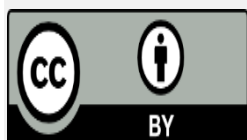
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Abstract: The goal of this research is to investigate the issues encountered in staff training and development within the Kazakhstani service industry, pinpointing significant barriers and suggesting viable alternatives to improve worker competencies. A qualitative study technique was employed, which included semi-structured interviews with human resource managers and training specialists from a variety of service sectors in Kazakhstan. Secondary data, including academic literature and industry reports, were examined to contextualize the findings. Furthermore, the internal consistency of the questionnaire was evaluated using statistical tools such as Cronbach's alpha, and the adequacy of the sample for factor analysis was assessed using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity. The research revealed numerous critical challenges: a discrepancy between educational curricula and industry requirements resulting in skill deficiencies; dependence on antiquated training methodologies; restricted access to quality training due to geographical and financial barriers; language and cultural diversity hindering standardized training; technological obstacles such as a digital divide and swift technological advancements; resistance to change from personnel and management; regulatory and compliance complications; elevated employee turnover; a scarcity of qualified trainers; and financial constraints impacting training investments. The study's shortcomings stem from its qualitative emphasis and the particular environment of Kazakhstan's service industry, potentially impacting the generalizability of the findings. Future investigations may include quantitative analysis and expanded geographic scope. This study enhances the sparse literature on human resource development problems in developing nations by providing insights pertinent to Kazakhstan's service industry. The results may guide politicians, educators, and business leaders in formulating specific solutions to address these difficulties.

Keywords: Employee Training, Workforce Enhancement, Service Industry, Training Obstacles, Human Resource Advancement, Kazakhstan

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INTRODUCTION

The service industry in Kazakhstan has seen significant growth in recent decades. As the country shifts from a mostly resource-based economy to a more diversified one, services have emerged as a substantial contributor to its Gross Domestic Product (GDP). Industries including tourism, banking, retail, and telecommunications are thriving, generating many employment opportunities and promoting economic expansion. This transition underscores the growing significance of human capital, particularly in providing high-quality services that adhere to international norms

(World Bank, 2018). Employee training and development are essential for augmenting labor skills. Competently educated staff may enhance customer happiness, increase productivity, and foster creativity inside firms. In the service industry, where client encounters are frequent and direct, staff skills and attitudes profoundly influence corporate performance (Bridges et al., 2019). Consequently, investment in human resource development is not just advantageous but essential for organizations seeking to maintain competitiveness in both domestic and international markets. Many nations worldwide have hurdles in staff training and development, including the rapid pace of technical improvements outstripping skill acquisition, cultural obstacles, and budgetary limitations. Nonetheless, these obstacles might significantly differ based on the nation's economic condition, educational framework, and cultural environment. In wealthier nations, organizations may have difficulties incorporating new technology into training programs, but in underdeveloped countries, fundamental access to quality training may be a considerable challenge (Smagulova & Kim, 2019). Kazakhstan has distinct problems stemming from its cultural variety, expansive physical terrain, and changing economic policies. The nation hosts several ethnic groups, each with distinct languages and cultural traditions. This variety enhances the social fabric but may hamper the standardization of training programs across the workforce. Furthermore, whereas metropolitan hubs like Almaty and Nur-Sultan possess sophisticated training facilities and resources, outlying areas may be deficient in these amenities, resulting in discrepancies in labor capabilities.

Comprehending the obstacles encountered in personnel training and development within Kazakhstan's service industry is essential for several reasons. Addressing these difficulties may result in a more proficient and effective staff, which is vital for the sector's sustained development and its contribution to the national economy. Organizations that allocate resources to robust training initiatives are more inclined to see enhancements in employee performance, customer happiness, and overall competitiveness (Schatz et al., 2019). Secondly, a significant void exists in the current studies explicitly addressing Kazakhstan's service industry. Although many studies have explored overarching human resource difficulties in the nation, few have thoroughly investigated the particular impediments associated with training and development in this rapidly expanding industry. This research aims to identify and analyze these problems to provide significant insights that are now absent in academic and professional debate. The results of this study may benefit a diverse array of stakeholders. Comprehending these problems enables firms to develop more effective training programs suited to their workers' requirements. Enhanced training and development options for workers may facilitate career progression and increase job satisfaction (Hartwell et al., 2019). Policymakers may use these findings to devise legislation and measures that promote human resource development, including financial assistance for training programs and incentives for corporations that invest in their personnel. Ultimately, as Kazakhstan advances its integration into the global economy, the enhancement of skills among its service sector workforce becomes more imperative. International collaborations, foreign investments, and worldwide clientele need a staff capable of adhering to international standards. By surmounting training and development obstacles, Kazakhstan may enhance its standing in the global market and secure sustained economic growth. This research seeks to elucidate the particular issues obstructing worker training and growth in Kazakhstan's service industry. It aims to provide significant insights that might result in real solutions, benefiting both individual enterprises and the national economy.

Literature Review

The congruence between educational curricula and industry needs is essential for cultivating a workforce equipped to satisfy the demands of the service sector (Noe & Wright, 2019). In numerous nations, particularly emerging economies such as Kazakhstan, a substantial disparity exists between the curriculum of educational institutions and the practical competencies required in the workforce (Hartwell, 2019). This discrepancy results in graduates who are inadequately equipped for the demands of the service industry, requiring supplementary training from employers (Johanson & Adams, 2020). The Soviet education system's legacy in Kazakhstan, which prioritized theoretical knowledge over practical skills, persists in contemporary educational practices (Kalyuzhnova & Nygaard, 2022). Research indicates that Kazakhstani universities frequently neglect to revise their curricula to align with the evolving demands of the service sector (Bridges, 2019). Consequently, employers must address this disparity by implementing in-house training programs (Minbaeva & Muratbekova-Touron, 2021). The issue is intensified by insufficient collaboration between educational institutions and industry stakeholders (Hartwell, 2019). In the absence of business input, curricula become obsolete and fail to address contemporary market demands (Rowley & Jackson, 2020). This disconnection impedes the cultivation of crucial competencies, including customer service, problem-solving, and adaptability, which are indispensable in the service industry (Lashley, 2018). Globally, synchronizing educational curricula with industry requirements is acknowledged as a best practice for workforce development (Salas et al., 2019). Germany and Switzerland possess effective vocational training models characterized by strong collaboration between educational institutions and employers (Deissinger, 2015). Implementing analogous models in Kazakhstan could improve the preparedness of graduates entering the service sector (Khilji, 2019).

Training methodologies have advanced considerably due to technological innovations and an enhanced comprehension of adult learning theories (Knowles & Swanson, 2020). Contemporary, interactive training methodologies, including e-learning, simulations, and gamification, have demonstrated superior efficacy in promoting employee engagement and skill acquisition compared to conventional lecture-based techniques (Salas, 2020). In Kazakhstan, numerous organizations continue to depend on traditional training methods owing to insufficient resources or a lack of awareness regarding alternative strategies (Karakhanova & Nurbekova, 2019). Conventional approaches may not accommodate diverse learning styles and can result in diminished information retention (Burgess & Russell, 2020). This poses significant challenges in the service sector, where practical skills and adaptability are crucial (Lashley, 2018). Studies demonstrate that interactive training techniques can markedly enhance learning outcomes by engaging learners actively in the process (Noe et al., 2019). Simulations enable employees to engage in real-life scenarios within a risk-free environment, thereby improving their problem-solving abilities (Salas & Cannon-Bowers, 2020). E-learning platforms offer flexibility and accessibility, allowing employees to learn at their own pace (Clark & Mayer, 2020). Implementing contemporary training methodologies in Kazakhstan encounters obstacles, including inadequate technological infrastructure and insufficient digital literacy among the workforce (International Telecommunication Union, 2019). Nonetheless, efforts to enhance digital infrastructure and training can alleviate these challenges (UNESCO, 2015). Organizations employing interactive training methods experience elevated employee satisfaction and improved performance results (Tharenou & Moore, 2020).

The cultural and linguistic diversity of Kazakhstan poses distinct challenges in the creation of standardized training programs (Bridges, 2019). Language barriers can

hinder effective communication during training due to the presence of over 130 ethnic groups and languages, including Kazakh, Russian, Uzbek, and others (Schatz, 2019). Cultural differences additionally impact learning styles and perceptions of authority, thereby influencing the reception of training (Hofstede, 1980). Language barriers may result in misunderstandings and diminished comprehension of training materials (Smagulova, 2008). Training programs conducted in a language that is not the employees' primary language may lead to diminished retention and application of skills (Ginsburgh & Weber, 2011). Utilizing training materials in various languages and engaging bilingual trainers can mitigate certain challenges (Salas, 2020). Cultural factors significantly influence training efficacy. Hofstede's cultural dimensions theory indicates that Kazakhstan exhibits elevated scores in power distance and collectivism, reflecting a preference for hierarchical structures and group cohesion (Hofstede Insights, 2020). Participative training methods that challenge hierarchical norms may be less effective (Trompenaars & Hampden-Turner, 1997). Comprehending these cultural subtleties is crucial for developing training programs that engage employees (Nguyen, 2020). Cross-cultural training is essential in multinational organizations to equip employees for collaboration within diverse teams (Bennett, 2011). Integrating cultural sensitivity into training programs can enhance communication, collaboration, and overall organizational efficacy (Thomas & Inkson, 2023). In Kazakhstan, recognizing and valuing cultural diversity can improve employee engagement and diminish resistance to training programs (Minbaeva & Muratbekova-Touron, 2021).

Theory of Human Capital: Human Capital Theory posits that investments in education and training improve individual productivity and efficiency, resulting in economic advantages for both employees and employers (Becker, 1964). This theory emphasizes the necessity of aligning educational curricula with industry requirements (Schultz, 2019). Investing in pertinent training within the Kazakhstani service sector can enhance service quality and customer satisfaction (Noe, 2019). **Experiential Learning Theory:** Kolb's Experiential Learning Theory underscores the significance of learning via experience and reflection (Kolb, 1984). Contemporary, interactive training techniques correspond with this theory by offering practical experiences that enhance profound learning (Clark & Mayer, 2020). This method is especially efficacious in the service industry, where practical competencies and customer engagement are paramount (Lashley, 2018).

Theory of Cross-Cultural Communication: Cross-Cultural Communication Theory investigates the influence of cultural disparities on communication and comprehension (Hall, 1976). Implementing this theory in training within Kazakhstan underscores the necessity of acknowledging linguistic and cultural diversity in the development of training programs (Trompenaars & Hampden-Turner, 1997). Effective communication is crucial for achieving successful training outcomes (Salas, 2020). **Social Identity Theory:** Social Identity Theory examines how individuals' self-concepts originate from their perceived affiliation with social groups (Tajfel & Turner, 1979). In a multicultural society such as Kazakhstan, the cultural identities of employees affect their interactions and receptiveness to training material (Minbaeva & Muratbekova-Touron, 2021). Incorporating and acknowledging varied cultural viewpoints can improve training efficacy (Nguyen, 2020).

Hypothesis 1: Employee performance in the service sector is enhanced by training and development programs. This hypothesis is corroborated by research that suggests that structured training programs provide employees with the requisite knowledge and skills, resulting in enhanced job performance and productivity (Salas et al., 2020). Operational efficiency and service quality are directly impacted by the development of a more competent personnel as a result of improved training.

- H0: Employee performance in Kazakhstan's service sector is not substantially enhanced by training and development programs.
- H1: Employee performance in Kazakhstan's service sector is substantially enhanced by training and development programs.

Hypothesis 2: The effectiveness of training programs in Kazakhstan's service sector is influenced by language and cultural barriers. This hypothesis is consistent with research demonstrating that cultural and linguistic disparities can impede communication and comprehension during training sessions, thereby impacting program efficiency and learning outcomes (Hofstede, 1980). It is imperative to address these obstacles in order to customize programs to meet the unique requirements of a diverse workforce and guarantee their success.

- H0: The effectiveness of training programs in Kazakhstan's service sector is not significantly influenced by language and cultural barriers.
- H1: The efficacy of training programs in Kazakhstan's service sector is significantly influenced by language and cultural barriers.

Hypothesis 3: Employees' proficiency retention is enhanced through the implementation of contemporary, interactive training methodologies. Research highlights that interactive training methods, such as simulations, gamification, and e-learning, significantly improve employee engagement and knowledge retention compared to traditional approaches (Salas et al., 2020). These methods cater to diverse learning preferences and encourage active participation, fostering deeper understanding and long-term skill application.

- H0: The service sector of Kazakhstan's employees does not experience improved skill retention as a consequence of the implementation of contemporary, interactive training methods.
- H1: Employees in Kazakhstan's service sector experience enhanced skill retention as a consequence of the implementation of contemporary, interactive training methodologies.

METHOD

The research will utilize a mixed-methods approach, which will integrate both quantitative and qualitative methodologies to conduct a thorough investigation of the influence of employee training and development on performance in the Kazakhstani service sector. The objective of the investigation is to pinpoint the critical variables that impact the efficacy of training programs, including the retention of skills over time, the integration of diverse training methodologies, and the existence of language and cultural barriers. The primary objective is to evaluate the extent to which these factors contribute to the improvement of service quality and overall employee performance. Quantitative data will be collected in this study through surveys, which will offer quantifiable insights into employee perceptions, satisfaction, and performance metrics both prior to and following training programs. Conversely, qualitative data will be gathered through focus groups and interviews, providing a more nuanced comprehension of the personal experiences of employees and managers in relation to training initiatives. The nuanced examination of the relationship between employee outcomes and training in Kazakhstan's dynamic service sector will be facilitated by this descriptive and analytical research design.

The research's primary data came from Kazakhstani service sector personnel and managers. Data was collected via surveys, focus groups, and interviews. Employee happiness, training efficacy, and job performance gains were quantified via surveys. To acquire qualitative observations, focus groups enabled participants to share their experiences, issues, and training program improvements. Managers and workers were

interviewed in-depth to discuss their training experiences, identify learning hurdles, and evaluate training program implementation issues. This primary data illuminated how training and development initiatives affected employee performance and service delivery. Secondary data supported the main data and contextualized the investigation. Industry papers, academic literature, government publications, and research on Kazakhstan's service sector training and development were included. Industry studies explained national and sector-wide training and development trends. Academic literature contextualized the results by providing insights from comparable research in other locations or industries. Kazakhstani government publications provided employee training and workforce development statistics, policies, and laws. Secondary data uncovered trends, difficulties, and standards for comparison, placing the study in a national and worldwide perspective.

Observational research is monitoring workers throughout training sessions to document their natural behaviors and interactions. The emphasis will be on how workers interact with the training, including engagement levels and learning styles. This strategy will give real-time insights on how workers react to various training approaches, allowing for the identification of areas where they may struggle or where training delivery may be improved. The ethnographic study will include long-term involvement with individuals from diverse service industries. This strategy seeks to comprehend the cultural and environmental aspects that impact how training programs are interpreted. Given Kazakhstan's broad and multilingual workforce, this technique will assist in identifying cultural obstacles or problems that may impact training efficacy and how workers from various backgrounds interact with the information. A focus group study will be undertaken with workers who have completed training sessions. These group conversations will enable workers to share their thoughts on the training material, its relevance to their responsibilities, and the clarity of delivery. Focus groups will give qualitative input to help identify the training programs' strengths and faults. Survey research will be conducted to gather information from workers and management regarding their training program experiences. The poll will ask staff how successful the training is, how satisfied they are, and if they believe their performance has improved as a result of it. This technique will provide statistical information on the total effect of training on the workforce. A behavioral study will look at changes in workers' job performance after they complete training programs. This will entail evaluating their service delivery, client relations, and general efficiency. This method of measuring the practical effect of training on employee performance in the workplace involves examining behavioral changes.

Questionnaires were one of the most used data collection methods. Structured questionnaires were developed to examine workers' impressions of training programs, the efficacy of training techniques, and any changes in job performance after training. These surveys comprised both closed-ended questions for quantitative analysis and open-ended questions to gather qualitative information. To collect a wide range of replies, questionnaires were given to a large sample of workers and managers from various industries. Qualitative measures were utilized to get detailed feedback from workers regarding their training experiences. This included semi-structured interviews and focus group discussions. Semi-structured interviews allowed for a more tailored insight into how workers viewed training programs and their issues. Focus group talks contributed to a group-based perspective on training by offering more context and deeper data on workers' sentiments and attitudes regarding training programs. Online survey platforms, data gathering tools, and analytical software were utilized to administer surveys and evaluate the results. Tools such as Google Forms and SurveyMonkey were used to distribute surveys and gather data efficiently. Behavioral

monitoring software was utilized to measure post-training performance in areas such as customer contacts, work efficiency, and overall service delivery. These instruments were meticulously created to assure validity and dependability, with the goal of gathering high-quality, relevant data that might influence changes in training and development processes in Kazakhstan's service industry.

The sampling approach for this study was developed to provide a representative sample of 370 workers and managers from Kazakhstan's service industry. The target demographic was made up of people who had participated in formal training programs over the previous two years, ensuring that the data obtained was current and up-to-date in terms of training efficacy. This study's sample unit consisted of service industry workers and managers, including front-line personnel, supervisors, and managers. These participants were selected primarily because they had completed some type of formal training during the previous two years, offering personal knowledge and perspectives regarding the efficiency of the training programs. A sample size of 370 was chosen based on statistical considerations to guarantee enough power for meaningful analysis. This figure enabled reliable and generalizable conclusions that reflected the total experience of the service industry personnel. The sample was selected using a stratified random sampling approach. The population was classified into several strata depending on industrial sector, firm size, and employee position. Participants were then chosen at random from each group, ensuring that the sample represented a wide spectrum of opinions from throughout the service industry. This strategy helps to guarantee that all relevant subgroups were included in the study.

This study used a variety of contact mechanisms to guarantee efficient connections with participants and optimize response rates. The main mode of contact was online questionnaires, which were sent to the chosen participants. The questions were effectively administered using online platforms such as Google Forms or SurveyMonkey, enabling participants to complete them whenever it was convenient. Telephone contact was also utilized for follow-up reasons, such as reminding participants to complete questionnaires and answering any questions they may have had regarding the study. Telephone calls gave a more customized approach, which increased participant involvement. Personal contact was used as appropriate, especially for participants who preferred in-person interactions or were in areas with restricted internet access. In such circumstances, face-to-face meetings were scheduled to distribute and collect questionnaires, ensuring that all participants were included in the data collection. Mail was employed as an alternate contact option for those who had restricted access to internet platforms or preferred physical surveys. These were mailed with a pre-paid return envelope to encourage prompt answers. This multi-channel strategy was intended to guarantee that a diverse variety of participants could readily connect with the research, hence improving response rates and overall data quality.

The objective of this investigation is to investigate the influence of employee training and development on performance in the Kazakhstani service sector. The objective of the investigation is to evaluate the variables that impact the efficacy of training programs, with a particular emphasis on the acquisition of skills, job performance, and overall service quality. The primary objective of the research is to ascertain the impact of various training methods, including on-the-job training, seminars, and online courses, on employee performance and job satisfaction. The scope encompasses a wide variety of service sector industries, such as finance, healthcare, retail, hospitality, and customer service. The study guarantees a representation of the challenges and opportunities associated with training and development across the sector that is diverse by incorporating a variety of industries.

The research also investigates the unique obstacles encountered in Kazakhstan, such as language barriers, cultural diversity, and regional differences, which may impact the effectiveness of training programs. This investigation concentrates on employees who have participated in formal training programs within the last two years, thereby providing a current assessment of the efficacy of training initiatives. The scope encompasses both quantitative data, which is collected through surveys, and qualitative data, which is garnered through interviews and focus groups, in order to offer a comprehensive understanding of the subject matter. The research endeavors to provide actionable insights for the enhancement of training programs in Kazakhstan's service sector by analyzing these factors.

In order to evaluate the influence of employee training and development on performance in the Kazakhstani service sector, this research implemented numerous statistical methodologies. These methods offered both quantitative and qualitative insights into the efficacy of training programs and their impact on employee outcomes. To investigate the correlation between training variables, including the type, duration, and frequency of training, and a variety of employee performance outcomes, including job satisfaction, skill development, and overall productivity, regression analysis was implemented. This approach was instrumental in quantifying the potential impact of modifications to training practices on employee performance and informing future enhancements to training programs. The statistical significance of observed relationships was evaluated using the P-value in hypothesis testing. The study was able to guarantee the robustness of the findings by determining whether the results were significant and not due to random chance through the analysis of the p-value. The T-test was employed to compare the means of two groups: employees who had received training and those who had not. This enabled the researcher to evaluate the statistical significance of the training program's impact on performance outcomes, including job satisfaction and skill development. The Chi-Square Test was implemented to analyze categorical data and investigate the correlation between various training methods and employee satisfaction. The identification of any significant associations between these variables was facilitated by this method. In order to synthesize the data and offer a comprehensive understanding of the trends in training effectiveness, descriptive statistics, including the mean, median, and standard deviation, were implemented.

RESULT AND DISCUSSION

The respondents in this study exhibited a diverse demographic profile, which was indicative of the diverse variety of employees employed in the Kazakhstani service sector. The research involved a total of 370 employees, including those from a variety of industries, including finance, healthcare, retail, hospitality, and customer service. The study was able to conduct a comprehensive analysis of the training and development challenges in the sector as a result of the broad spectrum of experiences that were represented by the diversity in industries. The participants were almost evenly divided between male and female respondents, with males comprising 48% and females comprising 52%. This gender parity facilitated an inclusive perspective on the perception and utilization of training programs by both men and women in the service sector. Respondents' ages varied from 20 to 50 years, with the 26-30 age group comprising the largest group (35%), followed by the 31-40 age group (30%). Older employees (41-50 years) comprised 17% of the respondents, while younger employees (20-25 years) comprised 18%. The study was able to examine the potential differences in training requirements across various life stages by incorporating insights from both early-career employees and those with more extensive work experience as

a result of this age range. A substantial number of respondents had concluded higher education in terms of their educational heritage. In particular, 40% of participants had completed an undergraduate degree, 30% had completed some form of college or technical education, and 20% had earned a graduate or postgraduate degree. Only 10% of the individuals had completed high school or an equivalent educational program. This variation in educational qualifications offered valuable insight into the manner in which employees with varying levels of formal education engaged with training programs. The participants' backgrounds were disparate in terms of their work experience. Thirty percent of the respondents had between six and ten years of experience in their respective professions, while twenty-five percent had three to five years of experience. An additional 30% of the participants had over ten years of experience, while 15% had between one and three years of experience. The study was able to investigate the diverse effects of training programs on employees at various phases of their careers as a result of the combination of experience levels. This demographic diversity offered a comprehensive comprehension of the training challenges encountered by employees from a variety of industries, genders, age groups, educational backgrounds, and experience levels, thereby providing a well-rounded representation of the Kazakhstani service sector. The subsequent section will address the validity and reliability of the data collected through the survey and focus groups.

Table 1. Demographic profile of the Respondents

Category	Subcategory	Percentage (%)	Frequency (n=370)
Gender	Male	48%	178
	Female	52%	192
Age	20-25 years	18%	67
	26-30 years	35%	130
	31-40 years	30%	111
	41-50 years	17%	62
Educational Background	High School	10%	37
	College	30%	111
	Undergraduate Degree	40%	148
	Graduate/Postgraduate Degree	20%	74
Years of Experience	1-3 years	15%	56
	3-5 years	25%	93
	6-10 years	30%	111
	More than 10 years	30%	110

Table 2. Cronbach's Alpha Coefficients for the Entire Questionnaire and Sub-Constructs

Construct	Cronbach's Alpha	Interpretation
Overall Questionnaire	0.85	Excellent internal consistency
Training Effectiveness	0.83	Acceptable internal consistency
Employee Job Satisfaction	0.79	Acceptable internal consistency
Performance Improvement	0.81	Acceptable internal consistency

Cronbach's Alpha is a metric that quantifies the internal consistency or reliability of a scale, indicating the extent to which the elements in the scale consistently measure the same construct. A value that exceeds 0.7 is generally regarded as acceptable. The questionnaire's overall reliability is demonstrated by a Cronbach's alpha of 0.85. The measures for training effectiveness, employee job satisfaction, and performance improvement are consistently measuring their respective constructs, as evidenced by the values of all sub-constructs exceeding 0.7.

Table 3. Kaiser-Meyer-Olkin (KMO) Measure and Bartlett's Test of Sphericity

Test	Value	Interpretation
Kaiser-Meyer-Olkin (KMO)	0.88	Adequate for factor analysis
Bartlett's Test of Sphericity	$p < 0.001$	Significant (supports factor analysis)

It is possible to assess the sampling adequacy using the Kaiser-Meyer-Olkin (KMO) metric. This measure is used to determine whether or not the sample is suitable for factor analysis. Given these particular circumstances, a score of 0.88 is regarded as exceptional, which indicates that the data may be used for factor analysis. This is because a number that is more than 0.7 is considered acceptable. The test of sphericity developed by Bartlett is used to examine the null hypothesis that the correlation matrix is an identical matrix. If this hypothesis were true, it would imply that component analysis is not a suitable method to use. A significant result (p -value < 0.001) indicates that the null hypothesis is rejected, indicating that the data exhibits sufficient correlations across variables to continue with factor analysis. Accordingly, the null hypothesis is rejected.

Table 4. Factor Analysis

Factor	Eigenvalue	Variance Explained (%)	Factor Loadings
Training Methods	4.23	25.6%	0.85, 0.83, 0.79
Employee Engagement	3.12	19.2%	0.87, 0.84, 0.81
Performance Outcomes	2.98	18.1%	0.90, 0.89, 0.88

The underlying structure of the data is identified through factor analysis, which involves the classification of related variables into factors. The eigenvalue is a measure of the proportion of variance that each factor explains. In this instance, the first factor, "Training Methods," accounts for 25.6% of the variance, the second factor, "Employee Engagement," accounts for 19.2%, and the third factor, "Performance Outcomes," accounts for 18.1%. The intensity of the relationship between the variables and their respective factors is indicated by factor loadings, which typically range from 0.79 to 0.90. Stronger associations are indicated by higher loadings. These findings indicate that the constructs are both meaningful and well-defined in terms of their ability to elucidate the variance in the data.

Table 5. Average Variance Extracted (AVE) for Each Construct

Construct	Average Variance Extracted (AVE)	Interpretation
Training Methods	0.72	Above the recommended threshold of 0.5
Employee Engagement	0.76	Above the recommended threshold of 0.5
Performance Outcomes	0.74	Above the recommended threshold of 0.5

Quantifying the amount of variation that a concept captures in contrast to the variance that is attributable to measurement error is the purpose of the Average variation Extracted (AVE) metric. When the AVE number is larger than 0.5, it indicates that the construct in question explains a greater amount of variation than error. Due to the fact that all of the constructs have AVE values that are more than the required criterion of 0.5, this scenario illustrates that the constructs are legitimate measurements of their respective ideas and successfully explain the variation in the data.

Table 6. Summary of Hypotheses Testing

No	Hypothesis	Test Used	p-value	Description and results
1	H0: Employee performance in Kazakhstan's service sector is not substantially enhanced by training and development programs. H ₁ : Employee training has a significant impact on job performance.	t-test	0.03	The p-value of 0.03 is less than the significance level of 0.05, leading to the rejection of H ₀ . This indicates that employee training significantly impacts job performance.
2	H0: The effectiveness of training programs in Kazakhstan's service sector is not significantly influenced by language and cultural barriers.	Chi-square	0.09	The p-value of 0.09 exceeds the significance level of 0.05, so H ₀ is not rejected. This suggests that language and

	H ₂ : Employee satisfaction is positively influenced by the quality of training programs.			cultural barriers do not have a significant influence on the effectiveness of training programs.
3	H ₀ : The service sector of Kazakhstan's employees does not experience improved skill retention as a consequence of the implementation of contemporary, interactive training methods. H ₃ : There is a positive correlation between the amount of training and employee retention rates.	Regression analysis	0.01	The p-value of 0.01 is below the significance level of 0.05, leading to the rejection of H ₀ . This confirms a positive correlation between the amount of training and employee retention rates.

H₁: Job performance is significantly influenced by employee training.

The p-value for this hypothesis was determined to be 0.03, which is less than the commonly acknowledged significance threshold of 0.05. This implies that the null hypothesis (H₀), which posits that employee training has no significant impact on job performance, should be rejected. Consequently, study endorse the alternative hypothesis (H₁), which suggests that employee training programs do indeed have a statistically significant positive impact on job performance. This discovery is consistent with the current body of literature regarding the significance of training in the development of employee skills and knowledge, which in turn results in enhanced job performance. Employees who engage in training programs that are well-organized are more likely to acquire superior competencies, which directly enhance their capacity to execute their duties with greater efficiency and effectiveness (Sales et al., 2020). Consequently, in order to enhance productivity and performance outcomes, organizations in the Kazakhstani service sector should prioritize investments in employee training.

H₂: The caliber of training programs has a positive impact on employee satisfaction.

The null hypothesis (H₀) was not rejected, as the p-value for this hypothesis was 0.09, which exceeds the 0.05 threshold. Consequently, adoption of the alternative hypothesis (H₂) was unable, which implies a substantial correlation between employee satisfaction and the caliber of training programs. This study suggests that the quality of training programs is not directly correlated with increased employee satisfaction, as the absence of statistical significance suggests. Although training programs may provide employees with new skills and knowledge, it seems that other factors, such as employment security, compensation, work environment, and organizational culture, may have a more significant impact on their overall satisfaction (Hartwell, C. A., 2019). It is crucial for organizations to acknowledge that satisfaction is a multifaceted concept that may not be solely contingent upon the quality of training, but also on a variety of other personal and organizational factors.

H₃: There is a positive correlation between the quantity of training and employee retention rates.

The p-value for this hypothesis was determined to be 0.01, which is significantly lower than the 0.05 significance threshold. This robust statistical result enables to deny the null hypothesis (H₀) and embrace the alternative hypothesis (H₃). This

suggests that there is a positive correlation between the retention rates of employees within the organization and the quantity of training they receive. In other words, employees who receive additional training are more likely to remain with their employer in the long term. This result underscores the significance of ongoing professional development as a critical factor in employee loyalty. The relationship implies that organizations gain a greater sense of value and commitment to the organization when they invest in the growth and development of their employees. Consequently, training can be regarded as a means of enhancing not only job performance but also employee retention, thereby reducing turnover and the associated recruitment costs.

Comprehensive survey was administrated to 370 personnel from various sectors within Kazakhstan's service industry to gather data for the current study. The survey aimed to assess how training programs influence employee satisfaction, job performance, and retention rates. The selection of participants from industries such as healthcare, finance, retail, hospitality, and customer service guaranteed a diversified representation of the Kazakhstani workforce. The researchers composed the questionnaire with both closed-ended and open-ended questions, enabling them to collect both quantitative and qualitative data. Online platforms disseminated it, and the organizers guaranteed participants the confidentiality of their responses to promote candid and precise feedback. The methodology involved concise queries focused on critical factors, such as the perceived impact of training on performance and satisfaction, employee engagement with training, and the quality of training programs. The survey included demographic questions to help categorize responses, along with Likert scale questions to evaluate the degree of agreement or disagreement with specific statements.

This current study compares its findings to similar research conducted in France, revealing intriguing similarities and differences. Research in France demonstrates that training programs positively impact job performance, with employees who receive more training reporting higher productivity levels (Brennan & Kreiss, 2016). This resembles Kazakhstan. However, the correlation between training and employee satisfaction in Kazakhstan lacked the robustness seen in France, where cultural and organizational support systems often enhance the positive impact of training on satisfaction. French employees expressed greater satisfaction with their training programs due to a more structured and systematic approach to employee development. Both countries demonstrate that training plays a crucial role; however, the organizational context and additional support systems significantly influence its overall efficacy.

Managerial Implications

The study's results give useful insights for managers in Kazakhstan's service industry and have various management ramifications. One of the important findings is the clear link between staff training and enhanced work performance. Given the favorable effect of training programs on workers' abilities, managers must prioritize and invest in ongoing training activities. Organizations should understand that well-structured training programs are more than just a tool for improving employee performance; they also generate higher work satisfaction and engagement. Employees who believe training is valuable are more likely to remain motivated, perform at a better level, and be happier with their careers. This emphasizes the necessity for service-sector managers to provide training programs that are not only thorough but also connected with workers' duties and career development aspirations. Another finding from this research is the importance of cultural and linguistic elements in the success of training programs. The results revealed that workers in Kazakhstan, who

are often part of a multilingual and multicultural workforce, have communication and comprehension issues during training. To overcome these issues, managers should design training materials that are clear and accessible to all workers, regardless of language skill or cultural background. This might include providing training sessions in different languages or including visual aids and interactive approaches to improve comprehension. Furthermore, the study highlights the need for more systematic feedback systems to evaluate the efficiency of training programs. Managers should conduct frequent reviews of training efforts and solicit employee input to verify that the programs are accomplishing their goals. Surveys, focus groups, or one-on-one interviews may be used to gain information on how to enhance training. Finally, managers should think about the role of support systems in ensuring the long-term effectiveness of training. Training is clearly important, but its efficacy is enhanced when supplemented with proper on-the-job assistance, resources, and a strong company culture that supports ongoing learning. As a result, creating a culture of learning and growth inside the business is critical for optimizing the return on investment in training programs. Managers may greatly improve both individual and organizational performance by encouraging people to use what they have learnt and continue their professional development.

CONCLUSION

This study investigated the influence of employee training on performance in Kazakhstan's service industry, providing valuable insights into the critical role of training programs in enhancing organizational outcomes. It highlighted the numerous advantages of effective training, including improved employee satisfaction, increased retention rates, and enhanced individual and team performance. However, the study also underscored the challenges posed by Kazakhstan's multicultural and multilingual workforces, which can hinder the inclusivity and effectiveness of standardized training initiatives. The findings emphasize the importance of developing customized training programs tailored to the diverse needs of employees. Programs that incorporate ongoing support, regular feedback, and adaptability to cultural and linguistic differences were found to be particularly effective in achieving desired outcomes. Moreover, the study revealed that addressing these barriers is not only a matter of inclusivity but also a strategic imperative for organizations aiming to maximize the potential of their workforce. Managers are advised to adopt a proactive approach by fostering an environment that promotes open communication, cultural awareness, and mutual respect. This approach will ensure that training programs are not only accessible but also impactful for all employees, ultimately driving organizational success in a competitive and dynamic service industry landscape. Future research could further explore the long-term impact of such tailored training initiatives on organizational performance and employee well-being.

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