

Investigating The Influence of Training and Motivational Programs on Organizational Climate

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ABSTRACT

The study investigated how training programs and motivation initiatives interact, and how motivation operates as a mediating variable relative to the organizational climate and as a moderating variable with respect to motivational programs. To accomplish this, the researchers used a quantitative methodology to collect data from 250 employees of a broad range of organizations using a structured survey containing items that were measured on a five-point Likert-type scale. The three primary variables of interest in this study include training programs, motivation programs, and organizational climate. Various statistical analyses (e.g., descriptive statistics, reliability analysis, correlation analysis, and moderated mediation) were performed on the data to explore the relationships among the variables of interest in this study. The results indicated that both training programs ($M = 3.78$, $SD = .64$) and motivation programs ($M = 3.65$, $SD = .71$) received an overall positive evaluation from employees, whereas organizational climate ($M = 3.82$, $SD = .59$) had the greatest overall mean rating in the study. Based upon the results of correlation analysis, there were statistically significant relationships between training initiatives and organizational climate ($r = .56$, $p < .01$), whereas there was a statistically significant relationship found between motivational initiatives and organizational climate ($R = .61$, $P < .01$). The results of moderated mediation analysis indicated that motivation partially mediated the relationship between training initiatives and organizational climate ($\beta = .41$, $P < .001$), while motivation initiatives further strengthened this relationship ($\beta = .37$, $P < .001$). Overall, the results suggest that employee development initiatives that include motivational practices play an important role in fostering a positive and cooperative organizational climate.

Keywords: *Training Programs; Motivational Programs; Organizational Climate; Employee Motivation; Workplace Engagement; Human Resource Management; Organizational Behavior.*

1. INTRODUCTION

Today's organizational environments require that employees develop their skills on an ongoing basis as well as maintain motivation to remain productive and adaptable (Badghish & Soomro, 2024). Due to the speed of technological change, changes in job roles, and competition within the labour market, employees not only need to continue to develop new competencies but also to use them effectively within their jobs (Yang & Watson, 2022). As a result, training programs play an important role in developing employees' abilities, improving performance, and enabling development through organizational investment (Elrehail et al., 2020). Similarly, motivational programs (e.g., recognition systems, opportunities for advancement, performance-based incentives) also play a significant role in motivating employees to actively participate in their jobs and work toward achieving the organization's objectives (Obeng-Tuaah, 2025).

Training and motivation can also shape how employees view their work environment and create perceptions that, when combined, make up the organizational climate; therefore, collectively, perceptions of the work environment reflect employees' collective understanding of managerial support, communication practices, teamwork, and fairness in the workplace (Hancock et al., 2023). A positive organizational climate can create more cooperation, participation, and satisfaction among employees, while an unsatisfactory work environment may erode employee commitment and reduce overall organizational effectiveness (Al Riyami et al., 2023). As such, understanding how organizational practices influence these perceptions is critical for both researchers and practitioners attempting to enhance the work environment (Ud Din et al., 2025).

While previous research has focused on employee motivation and training effectiveness as independent concepts, few researchers have examined the combined impact of these two practices on shaping employee perceptions of the organizational climate (Bakker et al., 2023). Thus, the purpose of the current research is to empirically assess how training and motivational opportunities together affect the organizational climate (Jena et al., 2018). Specifically, there are three objectives for this study: to determine the relationship between training programs and the organizational climate; to evaluate the perceived influence of motivational programs on employees' perceptions of the work environment; and to investigate the mediating role of motivation in the relationship between training programs and the organizational climate (Pérez-Vallejo & Fernández-Muñoz, 2020).

This study uses a quantitative research design based on a survey of employees at mid-sized and large companies. A structured 5-point Likert-style questionnaire measuring employees' perceptions of training programs, motivational programs, and the organizational climate was distributed to the employees. The resulting data was analyzed using descriptive statistics, reliability tests, correlations, and moderated mediation to assess both the direct and indirect causal relationships between study variables.

The primary contribution of this research is its integrated approach that simultaneously considers training initiatives, motivational practices and organizational climate within one empirical framework. In evaluating the mediating effect of employee motivation and the moderating effect of motivational programs, this study provides a finer appreciation of how human resource management

practices together influence perceptions of the work environment. The results of this study add to the literature on organizational behaviour and provide useful information to organizations designing developmental and motivational programs that will encourage a positive climate in which to work.

2. LITERATURE REVIEW

2.1 Organizational Climate

The importance of organizational climate as an important construct in the field of organizational behaviour has been established for a long time because it defines how all employees collectively interpret the work environment (Trépanier et al., 2023). A climate is not only about the formal policies but also indicates how each employee has a collective understanding of how managers behave, communicate, assist each employee, and the relationships developed between all employees (Ananda et al., 2024). The climate therefore forms the foundation of how everyone experiences their job on a daily basis, and this experience will shape how everyone responds to the organization's expectations and goals. In the early conceptualization of organizational climate by Benjamin Schneider, he indicated that climate emerges from an employee's perception of how he/she is treated by an organization through its policies, procedures, and practices (Schneider). Therefore, climate is not solely a top-down imposition from the organization; instead, climate is developed as a joint construction between employees, leaders, and the systems that comprise the organization. When employees believe they are treated fairly, openly, and supported by their organization's systems, the organization tends to evolve to develop a climate of cooperation, trust, and commitment (Supardi & Yulianah, 2023).

2.2 Training Programs and Employee Development

Refer to the following segment in terms of a Standard Textbook Reference format (APA): Training programs are one of the primary ways organizations strengthen the capabilities of employees and remain competitive in changing environments (Niati et al., 2021). Training provides employees with necessary knowledge, problem-solving skills, and competencies that facilitate their ability to perform in their positions. More importantly, through properly designed training programs, an organization demonstrates to employees its value for their development and growth as a professional.

The importance of employee development has firm roots in Human Capital Theory, which asserts that investment in the development of knowledge and skills results in increased capacity for the individual and, ultimately, the organization (Rumman et al., 2020). From this perspective, training is not solely a supportive function, but also a strategic investment for improving performance on an individual and systematic level.

2.3 Motivational Programs and Workplace Engagement

Motivation impacts the willingness and enthusiasm by which employees will apply the capabilities gained from training in their work (Anwar & Abdullah, 2021). Motivation-related programs can include performance recognition, financial incentives, opportunity for career advancement and a mechanism for employees to participate in the organization's decision-making processes.

The theoretical basis for motivation in an organization can be linked to Herzberg's Two-Factor Theory that distinguishes between those factors that keep one from being dissatisfied and those that motivate oneself (Subha & Bhattacharya, 2021). According to Herzberg, salary and job security keep an employee from being dissatisfied; however, motivation arises from the opportunity to achieve, to receive recognition, to have responsibility, and to achieve personal growth.

2.4 Influence of Training on Organizational Climate

Training programs have effects beyond simply teaching an employee new skills; they also impact the way an employee views their company's commitment to help him or her grow professionally and take care of him or her (Siahaan et al., 2023). When organizations offer consistent opportunities for learning, employees often view these programs as an indicator of how much support and long-term investment their organization has made into them as human resources. Social Exchange Theory can help explain this relationship, as it defines the relationships within organizations by how much each party has exchanged resources with one another (Gutterman, 2023). When employees feel that the company has invested in them through training programs, they will reciprocate by showing greater commitment and cooperation, and showing more organizational citizenship behaviours.

2.5 Motivational Programs and Organizational Climate

Motivation has an impact on the performance of individuals and the overall social/psychological setting of the work environment. Recognition of achievement, fair and open reward systems, and opportunities for advancement provide employees with signals that the company appreciates fairness and merit-based contribution (Saputri et al., 2020). When employees feel that their contributions are appreciated and fairly rewarded, they tend to build a greater level of trust in managerial leadership—this trust is instrumental in creating a favourable climate for the organisation (Hosen et al., 2024). When employees perceive that their contributions will be recognised in a fair manner, they tend to be more willing to collaborate, share knowledge and support the goals and objectives of the organisation.

2.6 Integrating Training and Motivation in Organizational Climate

The separate studies conducted on training and motivational programs have had a large amount of data compiled, however, their combined effects are much more impacted on the climate of the organization than skewed individually (Jumady, 2022). In addition to providing employees with the tools necessary to do their job, training gives them the confidence that they have the ability to be successful; while providing them motivation increases their commitment and enthusiasm for the organization and what it is trying to accomplish.

Training and motivation work in concert to create a work environment that promotes learning, cooperation, and innovation, and therefore employees in this type of environment not only have the ability to perform their job but also want to use their abilities to achieve the goals of the organization (Budur et al., 2021).

3. MATERIALS AND METHODS

3.1 Participants and Procedure

A quantitative methodology was employed to examine the impact on Organizational Climate of training and motivation programs. The target group was made up of full-time employees who had previous occupational experience with regards to training programs (i.e., at least one) and motivation programs (i.e., formal reward or recognition), within medium or larger organizations.

The data were gathered through a structured questionnaire which was distributed both on-line and in paper form. All respondents received information on the purpose of the research, were assured that their responses would be kept confidentially, and that this data would be used only for academic purposes. To reduce possible bias in responses, all participation in the study was completely voluntary and anonymous.

Out of 300 questionnaires distributed, there were 250 that were useable after removing incomplete questionnaires. The sample was made up of employees from a variety of departments and job titles present in the organization; therefore, the sample represents a wide variety of views with respect to training and motivation practices, and general attitudes towards the Organizational Climate.

3.2 Instruments

A questionnaire was designed using a three-construct approach. The three constructs were; (1) training programs, (2) motivational programs, and (3) organizational climate. Using the training construct, employees' perceptions about the effectiveness and relevance of training that took place in the organization as it relates to improving their skills and job performance were examined. Motivational programs were assessed from items that investigated recognition, rewards and incentives, encouragement from managers to perform well, and opportunities for advancement. Organizational climate was examined via employee perceptions of the availability of communication at work, the amount of support provided by managers, the ability to collaborate both inside and outside of their department, and how they feel about the overall work environment.

The items were measured using a five-point Likert scale from (1) strongly disagree to (5) strongly agree. To ensure that the items were clearly defined and to validate the contents of the questionnaire, the questionnaire was reviewed by four university academicians prior to the collection of data.

3.3 Data Analysis

Statistical Methods of Analysis were used to analyze collected data. At first, descriptive statistics were used to summarize characteristics of respondents & patterns of their responses. Next, reliability was assessed via Cronbach's alpha to determine how consistent the measurements are across time. Correlation analysis was then used to assess the relationship between variables; and multiple regression analysis was then used to assess how training or motivation programs affect climate

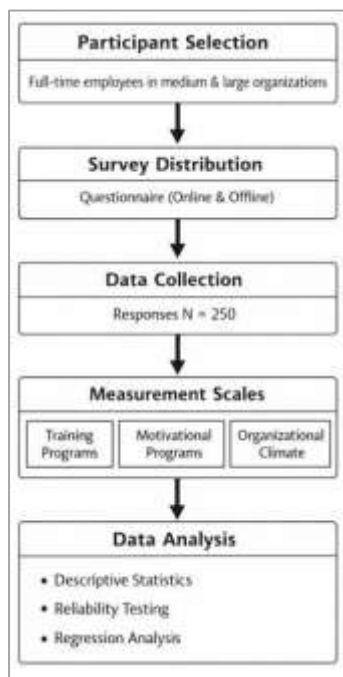


Figure 1. Research Methodology Framework for Examining the Influence of Training and Motivational Programs on Organizational Climate

An outline of the various steps involved in the conducting of research is illustrated in figure 1; beginning with selection of the survey respondents and the distribution of surveys to the respondents, the research procedure will continue with the collection of data and measurement of all relevant key constructs (training programs, motivation programs and organizational climate). Once data has been collected, descriptive statistical analyses, measures of reliability, as well as regression analysis were used to analyse the data in order to determine how the variables are related to each other.

4. RESULTS

4.1 Descriptive Findings and Correlation

In order to evaluate the employees' viewpoints of the training programs, motivational activities, and organizational climate, descriptive statistics were calculated. The mean values indicated that training opportunities were valuable to assist the employees in developing their skill set and adjusting to the demands of their workplace; and motivational activities, such as recognition and rewards, were viewed by the respondents as being essential components of good work attitudes. Correlation analysis also found positive and meaningful correlations between the variables. Evidence shows that there is a strong positive correlation between training programs and organizational climate, meaning that the successful development of employees, creates a more positive environment for employees to work in. In addition, motivational programs are correlated with organizational climate; this means that the use of recognition and reward systems affects the way employees feel about their work environment. Finally, there is a positive relationship between training programs and motivational activities, indicating that organizations that invest in developing their employees, will create a positive environment in which employees are motivated to work.



Table 1. Mean, Standard Deviation, Cronbach’s Alpha, and Pearson Correlation Among Training Programs, Motivational Programs, and Organizational Climate

Variables	Mean	SD	1	2	3	Cronbach’s α
1. Training Programs	3.78	0.64	1			0.86
2. Motivational Programs	3.65	0.71	0.52**	1		0.88
3. Organizational Climate	3.82	0.59	0.56**	0.61**	1	0.90

Descriptive Statistics, Reliability Values, and the Pearson Correlation Matrix of All Key Variables Presented in Table 1. The training programs, motivation programs, and organizational climate demonstrated adequate Internal consistencies as per the Cronbach's alpha value, and the positive and significant correlation indicates that more favorable organizational perceptions of the Organizational Climate are associated with both Training and Motivation programs.



Figure 2. Mean Scores of Training Programs, Motivational Programs, and Organizational Climate

Figure 2 shows average scores for the important study variables. A bar chart compares employee perception of training programs, motivation programs, and the total organizational climate. The results show average score values above the midpoint of the scale for all variables, which would indicate that employees generally have a positive perception of organizational development and motivation programs.

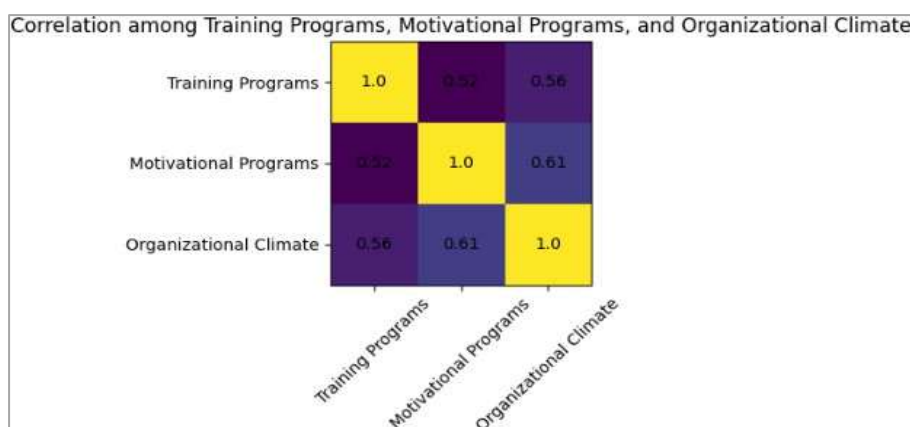


Figure 3. Correlation Among Training Programs, Motivational Programs, And Organizational Climate

Figure 3 shows how the key variables of our study are related to each other. The heatmap gives a visual representation of how strong the relationship is between training programs, motivational programs, and the organizational climate (i.e., how employees perceive the workplace as a result of these variables). The results showed that there are positive correlations between all the constructs, which indicates that the organizational development programs are closely tied to the employee's perception of their work environment.

4.2 Moderated–Mediation Model

A moderated–mediation analysis assessed if the organizational environment is mediated by motivational programs through training programs and measured the effect of certain contextual organization factors. Results demonstrate that when employees find training programs meaningful as well as recognising the value of training as beneficial, they are more engaged with work and their performance level is likely to improve. In addition, results demonstrate that motivational programs positively impact an employee's perception of the organisational environment; therefore, when an employee is recognised, has opportunities for advancement, etc., they are likely to have a positive perception of their workplace environment. Based on these mediation results, we can conclude that motivational programs help partially to explain how training programs impact employees' perceptions of the workplace. Additionally, as the results of the moderation analysis demonstrated, an employee's perceptions of the context of their organisation (e.g., managerial support), can enhance or diminish these associations between training and the workplace environment. Therefore, it is critical to ensure that training and motivational strategies are congruent in relation to the overall context of the organisation.

Table 2. Moderated–Mediation Analysis of Training Programs and Motivational Programs on Organizational Climate Through the Mediating Role of Employee Motivation

Path	β	SE	t-value	p-value
Training Programs → Employee Motivation	0.48	0.07	6.85	<0.001
Employee Motivation → Organizational Climate	0.41	0.06	6.32	<0.001
Training Programs → Organizational Climate	0.29	0.08	3.62	<0.01
Motivational Programs → Organizational Climate	0.37	0.07	5.14	<0.001
Interaction (Training × Motivational Programs) → Organizational Climate	0.18	0.05	2.96	<0.01

Table 2 contains the outcomes of the moderated mediation analysis that investigates the effects of training programs and motivational programs on organizational climate. The data shows that employee motivation serves as a partial mediator between the relationship of training programmes and organisational climate. Likewise, motivational programs serve to enhance the relationship of training initiatives to employee's perception of their organisational climate.

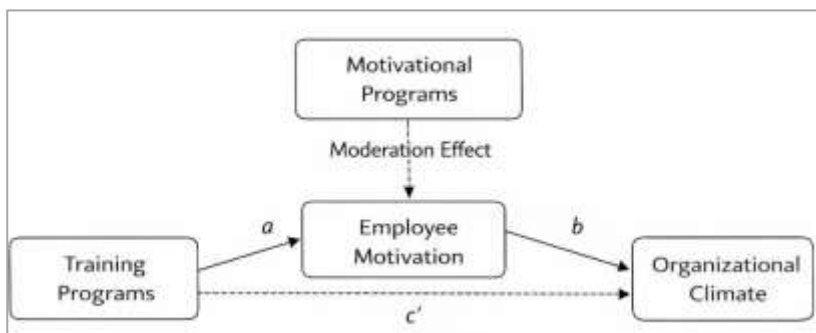


Figure 4. Conceptual Model of Training and Motivational Programs Influencing Organizational Climate

The relationship between training programs, motivational programs, organizational climate, and employee motivation is depicted in the figure below. Figure four depicts two types of training: (1) direct impact on organizational climate and (2) indirect impact via employee motivation. In addition, motivational programs act as a third moderating variable that will affect the strength of the relationships between business training and employee motivation, and between employee motivation and organization climate.

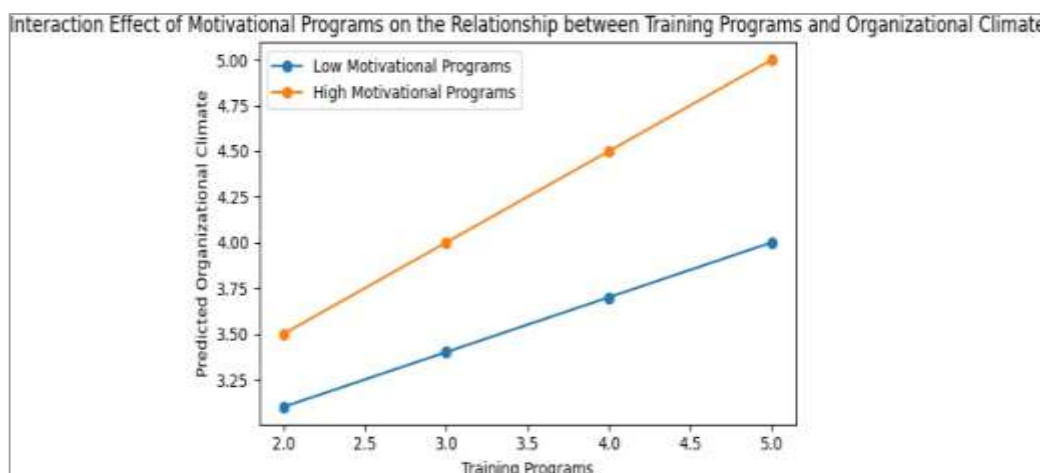


Figure 5. Interaction Effect of Motivational Programs on The Relationship Between Training Programs and Organizational Climate

Figure 5 shows how the use of motivational programs moderates the relationship between training initiatives and organizational climate. The interaction plot shows that the positive effect of training on organizational climate is more pronounced when motivational programs are used to a greater degree. This suggests that motivational practices provide additional benefit to the effectiveness of training in forming employees’ perceptions of their work environment.

5. DISCUSSION

The results of this study indicate that both training initiatives and motivational practices have a significant impact on employees’ perceptions of the organizational climate. The descriptive and correlational results suggest that employees exposed to effective training opportunities and supportive

motivation systems have more positive attitudes about their working environment as compared to those who do not experience these opportunities. Training programs will help improve the employees' job-related skills, but they also provide communication to the employee that the company cares about his/her development and therefore contributes to an increase in the employee's trust level and/or engagement at work. A moderated-mediation analysis of how employees view the influences of training initiatives on the organizational climate helped to establish the specific pathways (or mechanisms) by which response to training initiatives affect employee perceptions of the organizational climate. According to the results, motivation is a pathway through which training opportunities impact the organizational climate. Employees who view training as transferrable and relevant tend to have higher motivation levels and higher levels of engagement, thus creating a more favorable perception of their workplace climate.

Additionally, employees respond positively to recognition and to rewards provided as part of the motivation practices; consequently, these types of motivation practices also enhance the positive impact of training initiatives. The results of this study indicate that organizations will create a more positive impact through their training initiatives if they simultaneously implement motivational practices that enhance employee participation and commitment.

6. CONCLUSION

The purpose of this research was to explore the relationship between training and learning opportunities; their relationship to employee motivation; and how motivated employees perceive their organizational climate. Research results indicate that both types of programs positively affect the perceptions that employees have of where they work. The training programs provide employees with skills and self-esteem, while the motivation methods provide employees with a sense of belonging and an opportunity for recognition and commitment to the organization.

In addition to the training and motivation methods being connected, the results also suggest that employee motivation helps explain the connection between training methods and organizational climate. Based on these findings, management may want to consider developing a climate that promotes positive employee attitudes through combining development program efforts with motivational strategies. Future research may help provide more complete understanding of employee experience to include other important areas as leadership style and organizational culture when examining the way organizations create or foster a unique climate within their organizations today.

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