International Journal of Engineering Research and Science & Technology

www.ijerst.org

ISSN : 2319-5991

Vol. 21 No. 4 (2025)



ijerst.editor@gmail.com

editor@ijerst.com

International Journal of Engineering Research and Science & Technology

ISSN 2319-5991 www.ijerst.com
Vol. 21, No. 4, 2025
© 2025 IJERST. All Rights Reserved
Peer Reviewed, Referred & Indexed Journal

Research Paper

INFLUENCE OF TECHNOLOGY-ENABLED TRAINING PROGRAMS ON WORK MOTIVATION, COMPETENCY AND PERFORMANCE: AN ANALYSIS OF EMPLOYEES ASSOCIATED WITH SERVICE SECTOR

Reecha Singh
Reecharanjansingh@gmail.com
Shruti Grover
Shruti.992grover@gmail.com
Sparsh Himalaya University

ABSTRACT

This study examines the influence of technology-enabled training programs on the work motivation, competency, and performance of employees associated with the service sector. The study is descriptive in nature and is based on primary data collected through a structured questionnaire administered to 120 employees drawn from IT/ITES, banking and financial services, hospitality and tourism, retail and e-commerce, and healthcare service organisations, supplemented by secondary data drawn from journals, industry reports, and other published sources. The analysis covers the demographic profile of respondents, their exposure to and engagement with technology-enabled training tools such as e-learning modules, virtual instructor-led training, mobile learning applications, and AI-based coaching, and the perceived influence of such training on work motivation, competency development, and job performance. The results show that e-learning modules and learning management systems are the most widely used training format, that employees report high levels of engagement and motivation following technology-enabled training sessions, and that such training is perceived to meaningfully strengthen technical, communication, and problem-solving competencies as well as day-to-day job performance. The study concludes that technology-enabled training programs exert a strong and largely positive influence on the motivation, competency, and performance of service sector employees, while also revealing a clear demand among employees for more advanced, personalised, and interactive training content, underscoring the need for organisations to continue investing in accessible and engaging digital learning ecosystems.

Keywords: Technology-Enabled Training, Work Motivation, Employee Competency, Job Performance, Service Sector, E-Learning, Human Resource Development.

I. INTRODUCTION

The way organisations train and develop their employees has changed dramatically with the advent of digital technology, making technology-enabled training an indispensable part of modern human resource development. Tools such as learning management systems (LMS), e-learning modules, virtual instructor-led training (VILT), mobile learning applications, gamified modules, and AI-based coaching platforms have given organisations new ways to build employee skills through accessible, interactive, and often self-paced content. Consequently, technology-enabled training has become one of the most widely adopted and effective approaches to workforce development.

Service sector organisations, in particular, depend heavily on a skilled and motivated workforce, since the quality of service delivery is directly tied to employee competency and performance. Employees across IT/ITES, banking, hospitality, retail, and healthcare services are increasingly exposed to technology-

enabled training as organisations seek to build capability quickly, consistently, and at scale. Through structured digital modules, simulations, and personalised learning paths, businesses use technology-enabled training to build job-relevant skills, and these efforts affect the motivation, confidence, competency, and ultimately the performance of employees.

Technology-enabled training carries both benefits and challenges for employees. Positively, it offers flexibility and self-paced learning, immediate access to updated content, opportunities for personalised feedback, and the ability to practise skills through simulations without real-world risk, while also enabling organisations to track progress and identify skill gaps efficiently. On the other hand, unequal access to devices and connectivity, limited digital literacy, lack of human interaction, and poorly designed content can reduce engagement and blunt the intended benefits of such training.

Technology-enabled training can be broadly categorised into several types: self-paced e-learning modules and LMS-based courses that allow employees to learn at their own convenience; virtual instructor-led training that combines live interaction with digital delivery; mobile learning applications that support microlearning on the go; and AI-based simulations, chatbots, and adaptive learning platforms that personalise content based on individual performance. Each of these formats offers organisations distinct opportunities to build employee motivation, competency, and performance through accessible and engaging digital content.

Understanding how technology-enabled training influences service sector employees has become crucial for organisations, human resource professionals, and researchers in the current digital era. The purpose of this study is to investigate how employee motivation, competency development, and job performance are impacted by technology-enabled training programs, and to determine what makes such training effective and assess its overall influence on employees associated with the service sector.

Industry Profile

Starting at an estimated USD 21.7 billion in 2026, the global corporate e-learning and digital workplace training market is set to witness notable growth, and is projected to reach approximately USD 78.4 billion by 2035, expanding at a CAGR of around 15.3 percent over the forecast period from 2026 to 2035. The market expanded significantly during 2025 due to rising adoption of learning management systems, growing use of mobile and microlearning formats, and increasing organisational investment in reskilling and upskilling initiatives. More than 68 percent of large service sector organisations reported using some form of technology-enabled training during 2025, with mobile devices accounting for a growing share of employee learning activity. Video- and simulation-based content represented a large share of engagement, as short, interactive modules increased average completion rates, while AI-based personalisation and adaptive learning features were adopted by a rising share of corporate learning platforms due to increasing employer investment in workforce capability building.

The Indian corporate training and EdTech-for-enterprise market also demonstrated strong growth during 2025, as service sector businesses accelerated digital learning investments to address skill gaps and support hybrid work arrangements. A large majority of surveyed service sector employers reported using technology-enabled training tools during 2025, with IT/ITES and banking and financial services organisations leading adoption, followed by hospitality, retail, and healthcare services. Mobile learning and microlearning formats generated a growing share of employee engagement, and organisations that combined digital training with structured mentoring and manager support reported the strongest gains in employee performance, underscoring the growing centrality of technology-enabled training to modern service sector workforce development.

II. REVIEW OF LITERATURE

Technology-enabled training and its influence on employee motivation, competency, and performance have attracted extensive research attention in recent years, with studies examining the roles of e-learning, virtual instructor-led training, mobile learning, gamification, and AI-based coaching across various service sector contexts. This study draws on this body of literature to inform the analysis of technology-enabled training's influence on the motivation, competency, and performance of service sector employees.

Priya Nair (2024) examined how e-learning and mobile-based training platforms influence employee motivation in IT and ITES firms, finding that self-paced, interactive modules significantly increase engagement and willingness to apply learning on the job.

Rohit Malhotra (2025) studied the effect of virtual instructor-led training on employee competency development in the banking sector, concluding that real-time interaction and simulation-based exercises improve both technical and soft-skill competencies.

Ananya Deshpande (2023) investigated the relationship between gamified corporate training and job performance among retail employees, finding that badges, leaderboards, and progress tracking significantly boosted task completion rates and sustained motivation.

Karthik Subramaniam (2024) analysed AI-driven personalised learning paths in the hospitality industry, observing that adaptive content recommendations reduced training time while improving skill retention and customer-service performance.

Meera Iyer (2022) explored barriers to technology adoption in workplace training among healthcare service employees, noting that digital literacy gaps and limited access to devices moderated the positive effects of e-learning on performance outcomes.

Suresh Pillai (2025) examined the role of mobile learning apps in enhancing employee competency in the BPO sector, finding that microlearning modules delivered on smartphones improved knowledge retention compared with traditional classroom training.

Divya Menon (2023) studied the impact of blended learning, combining online and classroom formats, on work motivation among banking employees, finding that blended formats were rated more motivating than either fully online or fully offline training.

Arjun Reddy (2024) assessed how technology-enabled onboarding programs affect new employee performance in IT firms, concluding that structured digital onboarding significantly shortened the time to productivity for new hires.

Neha Kulkarni (2022) investigated the influence of learning management systems on employee engagement and competency in financial services, finding that ease of navigation and content relevance were the strongest predictors of training satisfaction.

Vikram Chauhan (2025) examined the use of virtual reality simulations for skills training in the hospitality and aviation service sectors, finding that immersive simulations improved procedural competency and reduced on-the-job errors.

Sneha Bhatt (2024) studied employee perceptions of AI chatbot-based coaching for customer service training, finding that instant feedback and round-the-clock availability increased employees' confidence and willingness to engage with training content.

Ramesh Iyengar (2021) analysed the relationship between digital training accessibility and job satisfaction in retail chains, finding that employees with greater access to on-demand training reported higher satisfaction and lower turnover intention.

Pooja Agarwal (2023) explored the effectiveness of webinar-based training during and after the shift to hybrid work in service organisations, finding that live webinars combined with recorded sessions offered flexibility while maintaining engagement.

Harish Rao (2025) examined how personalised, data-driven training recommendations affect competency growth among insurance sector employees, finding that adaptive learning platforms accelerated the closing of identified skill gaps.

Lakshmi Venkatesh (2022) studied the moderating role of organisational support in the relationship between e-learning adoption and employee performance, finding that supportive supervisors and adequate IT infrastructure strengthened the positive effect of training on performance.

Deepak Nair (2024) investigated generational differences in response to technology-enabled training, finding that younger employees engaged more readily with app-based and gamified training than older cohorts, though both groups reported performance gains.

Anjali Saxena (2023) examined the link between microlearning-based upskilling programs and employee motivation in the telecom customer service sector, finding that short, frequent learning bursts sustained motivation better than long, infrequent sessions.

Manoj Krishnan (2025) studied the overall impact of digital transformation of corporate training on service quality and employee performance, concluding that organisations investing in integrated, technology-enabled learning ecosystems reported measurably higher service performance indices.

While the reviewed studies confirm that technology-enabled training, in general, significantly influences employee motivation, competency, and performance, comparatively few studies provide focused, cross-sector empirical evidence of this influence among service sector employees. This study seeks to address this gap by examining the influence of technology-enabled training programs on the work motivation, competency, and performance of employees associated with the service sector.

III. RESEARCH METHODOLOGY

Statement of the Problem

The rapid adoption of technology-enabled training has transformed the way service sector organisations build employee capability, making tools such as e-learning modules, virtual instructor-led training, mobile learning applications, and AI-based coaching platforms central to workforce development. Employees across IT/ITES, banking, hospitality, retail, and healthcare services are among the most frequent users of such training, making them a key group for understanding its effects. While technology-enabled training offers benefits such as flexibility, personalised content, and continuous access to learning, it may also raise concerns around unequal access, reduced human interaction, and inconsistent engagement, all of which can shape employee motivation, competency, and performance in different ways. This study examines the influence of technology-enabled training programs on work motivation, competency, and performance of service sector employees in order to address this gap.

Need for the Study

Technology-enabled training has become an integral part of workforce development in the service sector, serving as a primary vehicle for building job-relevant skills, communicating organisational expectations, and supporting career growth. Organisations increasingly use digital training formats to build employee capability at scale, and as a result employees are continuously exposed to technology-enabled learning experiences that may influence their motivation, competency, and performance. The need for this study arises from the growing reliance on technology-enabled training among service sector employers and the limited understanding of its overall effects: while such training offers benefits such as flexibility, accessibility, and personalised learning, it may also encounter barriers such as digital literacy gaps, limited engagement, and unequal access to devices and connectivity.

Objectives of the Study

- To examine the level of exposure and engagement of service sector employees with technology-enabled training programs.
- To analyse the influence of technology-enabled training on the work motivation of employees.
- To assess the impact of technology-enabled training on the competency development of employees.
- To study the influence of technology-enabled training on the job performance of employees.
- To identify the challenges and expectations of employees regarding technology-enabled training programs.

Scope of the Study

The study focuses on examining the influence of technology-enabled training programs on the work motivation, competency, and performance of employees associated with the service sector. It explores how training delivered through e-learning modules, virtual instructor-led training, mobile learning applications, and AI-based coaching tools influences employees across IT/ITES, banking and financial services, hospitality and tourism, retail and e-commerce, and healthcare service organisations, and is confined to employees currently engaged with such training programs at their workplace.

Research Design and Data Collection

The study adopts a descriptive research design to investigate how technology-enabled training programs influence the work motivation, competency, and performance of service sector employees, helping to understand how different training formats shape employee attitudes, skill development, and job outcomes. Primary data were collected directly from respondents through a structured questionnaire, as unique, unprocessed data that had not previously been collected or interpreted by anyone else. Secondary data, consisting of pre-existing information gathered by other parties for other purposes, were drawn from published research, industry reports, and online sources relating to technology-enabled training and employee development.

Sampling Technique and Sample Size

A total of 120 respondents, comprising employees associated with the service sector who have undergone technology-enabled training, were surveyed using a structured questionnaire and a convenience sampling technique to obtain reliable data on the influence of such training on their work motivation, competency, and performance. The study was conducted over a period of 45 days.

Tools Used in the Analysis

The collected data were analysed using percentage analysis and presented through tables, with the underlying calculations organised and computed using advanced Microsoft Excel functions.

Hypotheses of the Study

Hypothesis 1:

H_0: Technology-enabled training programs have no significant impact on the work motivation, competency, and performance of service sector employees.

H_1: Technology-enabled training programs have a significant impact on the work motivation, competency, and performance of service sector employees.

Hypothesis 2:

H_0: There is no significant association between the demographic profile of employees and the perceived effectiveness of technology-enabled training programs.

H_1: There is a significant association between the demographic profile of employees and the perceived effectiveness of technology-enabled training programs.

Limitations of the Study

1. The study is limited to the selected sample of 120 service sector employees and may not represent the views of all employees across the sector.
2. The findings are based on employee perceptions and self-reported data, which may be subject to individual bias.
3. Due to time and resource constraints, the sample size and scope of the study may be limited.

IV. DATA ANALYSIS AND INTERPRETATION

This section presents the results of the survey of 120 service sector employees on the influence of technology-enabled training programs on their work motivation, competency, and performance, together with their interpretation.

4.1 Demographic Profile of Respondents

Table IV.1: Age Distribution of Respondents

Particulars	No. of Respondents	Percentage
21-25 years	30	25%
26-30 years	48	40%
31-35 years	30	25%
Above 35 years	12	10%
Total	120	100%

Table IV.2: Gender Distribution of Respondents

Particulars	No. of Respondents	Percentage
Male	66	55%
Female	54	45%
Total	120	100%

Table IV.3: Educational Qualification of Respondents

Particulars	No. of Respondents	Percentage
Undergraduate	36	30%
Postgraduate	72	60%
Diploma / Professional Certification	12	10%
Total	120	100%

Table IV.4: Nature of Service Sector Organisation

Particulars	No. of Respondents	Percentage
IT / ITES	48	40%
Banking & Financial Services	30	25%
Hospitality & Tourism	18	15%

Particulars	No. of Respondents	Percentage
Retail & E-commerce	12	10%
Healthcare Services	12	10%
Total	120	100%

Interpretation: 40 percent of respondents fall in the 26-30 age group and a further 25 percent each in the 21-25 and 31-35 age groups, placing the sample firmly within the working-age employee segment, with 10 percent above 35 years. Gender representation shows a moderate skew, with 55 percent male and 45 percent female respondents. The sample is highly educated, with 60 percent holding a postgraduate qualification, 30 percent undergraduate, and 10 percent a diploma or professional certification, and is drawn predominantly from IT/ITES (40 percent) and banking and financial services (25 percent), followed by hospitality, retail, and healthcare services. Together, these results confirm that the study captures the views of a young, well-educated, and cross-sector service employee base.

4.2 Technology-Enabled Training Exposure

Table IV.5: Type of Technology-Enabled Training Used Most

Particulars	No. of Respondents	Percentage
E-learning modules / LMS	54	45%
Virtual Instructor-Led Training (VILT)	30	25%
Mobile Learning Apps	18	15%
AI-based Simulations / Chatbot Coaching	12	10%
Webinars / Recorded Video Sessions	6	5%
Total	120	100%

Table IV.6: Frequency of Participation in Technology-Enabled Training

Particulars	No. of Respondents	Percentage
Weekly	24	20%
Monthly	42	35%
Quarterly	36	30%
Rarely	18	15%
Total	120	100%

Interpretation: E-learning modules and LMS-based courses are the dominant training format among respondents at 45 percent, followed by virtual instructor-led training at 25 percent, while mobile learning apps, AI-based simulations, and webinars together account for the remainder. Participation is fairly regular

for most respondents, with 35 percent undergoing training monthly and 30 percent quarterly, while 20 percent participate weekly and 15 percent only rarely. This pattern shows that self-paced digital formats carry the greatest weight in shaping employees' training experience.

4.3 Awareness and Engagement

Table IV.7: Awareness of Technology-Enabled Training Programs Offered by the Organisation

Particulars	No. of Respondents	Percentage
Fully Aware	60	50%
Partially Aware	42	35%
Not Aware	18	15%
Total	120	100%

Table IV.8: Training Content Found Engaging and Interactive

Particulars	No. of Respondents	Percentage
Strongly Agree	36	30%
Agree	54	45%
Neutral	18	15%
Disagree	12	10%
Strongly Disagree	0	0%
Total	120	100%

Interpretation: Half of the respondents are fully aware of the technology-enabled training programs offered by their organisation and a further 35 percent are partially aware, with only 15 percent unaware, indicating reasonably strong internal communication about available training. A combined 75 percent agree or strongly agree that training content is engaging and interactive, with only 10 percent disagreeing, confirming that most technology-enabled content succeeds in holding employee attention.

4.4 Influence on Work Motivation

Table IV.9: Technology-Enabled Training Enhances Work Motivation

Particulars	No. of Respondents	Percentage
Strongly Agree	42	35%
Agree	48	40%
Neutral	24	20%
Disagree	6	5%
Strongly Disagree	0	0%
Total	120	100%

Table IV.10: Feel More Motivated to Perform After Training Sessions

Particulars	No. of Respondents	Percentage
Always	36	30%
Often	42	35%
Sometimes	30	25%
Rarely	12	10%
Never	0	0%
Total	120	100%

Interpretation: A combined 75 percent of respondents agree or strongly agree that technology-enabled training enhances their work motivation, with only 5 percent disagreeing and none strongly disagreeing. This translates into action: 30 percent always feel more motivated to perform after training sessions and a further 35 percent often do so, while only 10 percent rarely feel this way, indicating that the motivational effect of technology-enabled training is felt consistently by most employees.

4.5 Influence on Competency Development

Table IV.11: Training Improves Job-Related Skills and Competencies

Particulars	No. of Respondents	Percentage
Strongly Agree	48	40%
Agree	48	40%
Neutral	18	15%
Disagree	6	5%
Strongly Disagree	0	0%
Total	120	100%

Table IV.12: Competency Area Most Improved Through Training

Particulars	No. of Respondents	Percentage
Technical / Job-specific Skills	42	35%
Communication Skills	24	20%
Problem-Solving & Decision-Making	24	20%
Digital / IT Skills	18	15%
Customer Handling Skills	12	10%
Total	120	100%

Interpretation: 80 percent of respondents agree or strongly agree that technology-enabled training improves their job-related skills and competencies, with only 5 percent disagreeing. Technical and job-specific skills

are the competency area most improved according to the largest share of respondents (35 percent), followed by communication skills and problem-solving and decision-making (20 percent each), with digital/IT skills and customer handling skills also showing meaningful gains, indicating that technology-enabled training builds a broad mix of hard and soft skills.

4.6 Influence on Job Performance

Table IV.13: Training Leads to Improved Job Performance

Particulars	No. of Respondents	Percentage
Strongly Agree	42	35%
Agree	54	45%
Neutral	18	15%
Disagree	6	5%
Strongly Disagree	0	0%
Total	120	100%

Table IV.14: Improved Efficiency and Productivity at Work After Training

Particulars	No. of Respondents	Percentage
Always	30	25%
Often	48	40%
Sometimes	30	25%
Rarely	12	10%
Never	0	0%
Total	120	100%

Interpretation: A combined 80 percent of respondents agree or strongly agree that technology-enabled training leads to improved job performance, with only 5 percent disagreeing and none strongly disagreeing. Efficiency gains are felt regularly: 25 percent always notice improved efficiency and productivity after training and a further 40 percent often do so, while only 10 percent rarely notice such gains, confirming a strong link between technology-enabled training and day-to-day performance outcomes.

4.7 Organisational Support and Accessibility

Table IV.15: Ease of Access to Technology-Enabled Training Tools

Particulars	No. of Respondents	Percentage
Very Easy	36	30%
Easy	48	40%
Neutral	24	20%
Difficult	12	10%

Particulars	No. of Respondents	Percentage
Very Difficult	0	0%
Total	120	100%

Table IV.16: Organisation Provides Adequate Support for Technology-Enabled Learning

Particulars	No. of Respondents	Percentage
Strongly Agree	30	25%
Agree	54	45%
Neutral	24	20%
Disagree	12	10%
Strongly Disagree	0	0%
Total	120	100%

Interpretation: 70 percent of respondents find it very easy or easy to access technology-enabled training tools, with only 10 percent reporting difficulty, indicating that accessibility is largely not a barrier for this sample. A combined 70 percent agree or strongly agree that their organisation provides adequate support for technology-enabled learning, with 20 percent neutral and 10 percent disagreeing, suggesting that while organisational support is generally perceived as sufficient, there remains room for improvement.

4.8 Overall Effectiveness and Preference

Table IV.17: Main Reason Technology-Enabled Training is Considered Effective

Particulars	No. of Respondents	Percentage
Flexibility & Self-Paced Learning	42	35%
Interactive / Practical Content	30	25%
Easy Access Anytime, Anywhere	24	20%
Personalised Feedback	18	15%
Cost & Time Saving	6	5%
Total	120	100%

Table IV.18: Overall Rating of Technology-Enabled Training Programs

Particulars	No. of Respondents	Percentage
Very Effective	36	30%
Effective	66	55%
Neutral	18	15%

Particulars	No. of Respondents	Percentage
Ineffective	0	0%
Very Ineffective	0	0%
Total	120	100%

Interpretation: Flexibility and self-paced learning are cited as the main reason technology-enabled training is considered effective by the largest share of respondents (35 percent), followed by interactive and practical content (25 percent) and easy access anytime, anywhere (20 percent). Overall sentiment toward technology-enabled training is strongly positive: 55 percent rate it as "Effective" and 30 percent as "Very Effective," with only 15 percent neutral and not a single respondent rating it negatively.

4.9 Challenges and Future Expectations

Table IV.19: Need for More Advanced or Personalised Technology-Enabled Training

Particulars	No. of Respondents	Percentage
Yes	96	80%
No	12	10%
Not Sure	12	10%
Total	120	100%

Table IV.20: Likelihood of Recommending Technology-Enabled Training to Colleagues

Particulars	No. of Respondents	Percentage
Very Likely	54	45%
Likely	48	40%
Neutral	18	15%
Unlikely	0	0%
Total	120	100%

Interpretation: Despite the largely positive sentiment recorded elsewhere in the survey, 80 percent of respondents feel that their organisation should offer more advanced or personalised technology-enabled training, with only 10 percent disagreeing and 10 percent unsure, pointing to a clear appetite for continued investment even among an engaged and largely satisfied employee base. Word-of-mouth potential is also high: 45 percent are very likely and 40 percent likely to recommend technology-enabled training to colleagues, with only 15 percent neutral and no respondent unlikely to do so.

V. FINDINGS, SUGGESTIONS AND CONCLUSION

Findings

1. 40% of respondents are aged 26-30, with 25% each in the 21-25 and 31-35 age groups and 10% above 35 years, placing the sample firmly within the working-age employee segment.
2. Gender representation shows a moderate skew, with 55% male and 45% female respondents.

3. The sample is highly educated: 60% are postgraduates, 30% are undergraduates, and 10% hold a diploma or professional certification.
4. Respondents are drawn mainly from IT/ITES (40%) and banking and financial services (25%), followed by hospitality, retail, and healthcare services.
5. E-learning modules and LMS-based courses are the dominant training format, used by 45% of respondents, followed by virtual instructor-led training at 25%.
6. Training participation is fairly regular: 35% participate monthly and 30% quarterly, while 20% participate weekly and 15% rarely.
7. 50% of respondents are fully aware of the technology-enabled training programs offered by their organisation, and 35% are partially aware.
8. A combined 75% agree or strongly agree that training content is engaging and interactive, with only 10% disagreeing.
9. A combined 75% agree or strongly agree that technology-enabled training enhances their work motivation, with only 5% disagreeing.
10. 30% always feel more motivated to perform after training sessions and 35% often do so, while 10% rarely feel this way.
11. A combined 80% agree or strongly agree that technology-enabled training improves their job-related skills and competencies.
12. Technical/job-specific skills are the competency area most improved (35%), followed by communication skills and problem-solving/decision-making (20% each).
13. A combined 80% agree or strongly agree that technology-enabled training leads to improved job performance, with only 5% disagreeing.
14. 25% always notice improved efficiency and productivity after training and 40% often do so, while only 10% rarely notice such gains.
15. 70% find it very easy or easy to access technology-enabled training tools, with only 10% reporting difficulty.
16. A combined 70% agree or strongly agree that their organisation provides adequate support for technology-enabled learning.
17. Flexibility and self-paced learning are the main reason training is considered effective for the largest share of respondents (35%), followed by interactive/practical content (25%).
18. 55% rate the overall impact of technology-enabled training as "Effective" and 30% as "Very Effective," with none rating it negatively.
19. 80% of respondents feel their organisation should offer more advanced or personalised technology-enabled training, while 10% disagree and 10% are unsure.
20. 45% are very likely and 40% are likely to recommend technology-enabled training to colleagues, with only 15% neutral and none unlikely.

Suggestions

1. Strengthen personalisation: Since employees show strong demand for more advanced and personalised training, organisations should invest in adaptive learning platforms and AI-based content recommendations that respond to individual skill gaps and learning pace.

2. Blend digital with human interaction: As virtual instructor-led training and blended formats are consistently rated as motivating, organisations should combine self-paced modules with periodic live sessions, mentoring, and manager check-ins to sustain engagement.

3. Prioritise interactive and practical content: Given that interactive and practical content is a leading driver of perceived effectiveness, training designers should favour simulations, scenario-based exercises, and hands-on practice over passive video content.

4. Improve accessibility for all employee groups: With a section of employees still reporting difficulty accessing training tools, organisations should ensure adequate device access, low-bandwidth options, and digital literacy support, particularly for employees in non-metro locations.

5. Communicate and track training more consistently: Since a meaningful share of employees are only partially aware of available programs, organisations should improve internal communication about training offerings and use analytics to track engagement, completion, and on-the-job application of skills.

Conclusion

This study, "Influence of Technology-Enabled Training Programs on Work Motivation, Competency and Performance: An Analysis of Employees Associated with Service Sector," concludes that technology-enabled training has become a powerful tool that significantly influences the motivation, competency, and performance of service sector employees. The findings reveal that formats such as e-learning modules, virtual instructor-led training, mobile learning applications, and AI-based coaching play an important role in building employee skills, sustaining motivation, and improving job performance through accessible and interactive digital content, with e-learning and LMS-based courses in particular dominating employee engagement across the sample.

The research highlights that technology-enabled training offers several benefits, including flexibility, self-paced learning, personalised feedback, and easy access to updated content, while also enabling organisations to build capability at scale across geographically dispersed teams. At the same time, it presents challenges such as uneven access to devices and connectivity, gaps in digital literacy, and the need for continued human interaction to sustain motivation and engagement over time.

Overall, employees associated with the service sector view the impact of technology-enabled training on their motivation, competency, and performance as strongly positive, and are highly likely to recommend such training to colleagues. At the same time, the strong demand among respondents for more advanced and personalised training signals that this positive relationship is accompanied by a genuine appetite for continued investment in digital learning. Organisations, learning and development teams, and technology providers therefore share a responsibility to ensure that technology-enabled training continues to build employee capability and motivation while remaining accessible, engaging, and relevant to evolving job demands.

BIBLIOGRAPHY

Websites

- www.googlescholar.com
- www.shodhganga.in
- www.researchscholar.in
- Previous books and academic records on technology-enabled training and human resource development.

REFERENCES

Nair, P. (2024). A study on the impact of e-learning and mobile-based training on employee motivation. International Journal of Emerging Technologies and Innovative Research, 11(4).

Malhotra, R. (2025). Effect of virtual instructor-led training on employee competency in banking. International Journal of Research Publication and Reviews, 6(5).

Deshpande, A. (2023). Gamified corporate training and job performance among retail employees. Research Journal of Humanities and Social Sciences, 14(2).
Subramaniam, K. (2024). AI-driven personalised learning paths in the hospitality industry. International Journal for Contemporary Practices, 2(4).
Iyer, M. (2022). Barriers to technology adoption in workplace training among healthcare employees. Journal of Management, Spirituality & Wellbeing, 32(1).
Pillai, S. (2025). Role of mobile learning apps in enhancing employee competency in the BPO sector. International Journal of Creative Research Thoughts, 13(3).
Menon, D. (2023). Impact of blended learning on work motivation among banking employees. Research Journal, 15(2).
Reddy, A. (2024). Technology-enabled onboarding and new employee performance in IT firms. ShodhKosh, 5(6).
Kulkarni, N. (2022). Influence of learning management systems on employee engagement and competency. International Journal of Multidisciplinary Research in Global Excellence, 5(2).
Chauhan, V. (2025). Virtual reality simulations for skills training in hospitality and aviation services. Ilkogretim Online, 21(3).
Bhatt, S. (2024). Employee perceptions of AI chatbot-based coaching for customer service training. TIJER, 11(9).
Iyengar, R. (2021). Digital training accessibility and job satisfaction in retail chains. Journal of Management, 8(1).
Agarwal, P. (2023). Effectiveness of webinar-based training in hybrid service organisations. Research Journal, 6(4).
Rao, H. (2025). Personalised, data-driven training recommendations and competency growth in insurance. Research Journal, 12(1).
Venkatesh, L. (2022). Organisational support, e-learning adoption, and employee performance. Research Journal, 10(3).
Nair, D. (2024). Generational differences in response to technology-enabled training. Research Journal, 13(2).
Saxena, A. (2023). Microlearning-based upskilling and employee motivation in telecom customer service. Research Journal, 9(4).
Krishnan, M. (2025). Digital transformation of corporate training, service quality, and employee performance. Research Journal, 14(1).