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Training, Performance Evaluation and Motivation in a Trade Company: Employee Survey

Abstract

Rapid market and technological change make employee development a central challenge in the trade sector, where service quality and staff turnover directly affect organisational performance. Organisations benefit when training, performance evaluation, motivation and feedback reinforce each other rather than operate as isolated practices. Accordingly, the present study analyses the interaction of the aforementioned human resource management processes in one trade company from the perspective of its employees. The present study combined a literature analysis with a quantitative employee survey, and collected responses from 73 employees using a structured questionnaire and a five-point Likert scale. The mean scores were computed, and four thematic indices were constructed (training, performance evaluation, motivation and feedback). Relationships were tested using Spearman correlations. Employees' ratings of performance evaluation are moderately positive (M=3.51–3.78), yet they evaluate fairness less favourably (M=3.06), indicating the need for clearer criteria and greater transparency. The training programme has received highly favourable ratings for its practical applicability (M=4.11) and managerial support in development planning (M=4.07). Conversely, team discussion of training outcomes (M=2.82) and opportunities for personal development (M=2.63) have received lower ratings. The concept of motivation is predominantly influenced by intrinsic motivators, such as creativity (M=3.41) and the sense of purpose in one's work (M=3.37). In contrast, extrinsic motivators, including financial incentives and tangible rewards, along with the clarity of the motivation system, exhibit a comparatively weaker influence (M=2.42–2.73; motivation index M=2.91). Feedback is identified as the strongest domain (item means 4.30–4.48; feedback index M=4.39). Spearman correlations confirm strong positive relationships among the processes ($r \approx 0.85–0.92$; $p<0.001$), supporting the view that they form a mutually reinforcing system. Consequently, the company can enhance its engagement by elucidating appraisal criteria, expanding development opportunities beyond job-specific training, and implementing a more transparent and consistent incentive system. Furthermore, it can leverage its robust feedback culture to improve overall integration and employee engagement.

DOI: https://doi.org/10.30525/2500-946X/2025-4-2

Keywords

human resource management, employee development, feedback practices, employee engagement

JEL: M12, M53, J24

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INTRODUCTION

Relevance. Human resource management is a pivotal domain of contemporary organisational activity, particularly in the trade sector, where high staff turnover, diminished engagement, and competencies gaps directly impact service quality and customer satisfaction. As scholars have repeatedly emphasised, effective personnel management is pivotal in ensuring organisational competitiveness (see Sakalas, 2003; Grigas, cited in Bakanauskienė, 2002; Dudnyk, Minenko and Cherviakova, 2020; Abuzyarova, 2023; Ahammad, 2017). This approach fosters employee loyalty, thereby enabling the attainment of long-term strategic objectives. The contemporary labour market is characterised by a series of challenges, including demographic shifts, migration, and workforce shortages. This situation underscores the necessity for an integrated human resource system that encompasses training, performance evaluation, and motivation as a cohesive entity. This relevance is further heightened by technological trends such as the application of artificial intelligence in recruitment and HR analytics (Yanamala, 2024; Votto et al., 2021) and the expansion of digital learning tools (Hada and Gairola, 2015; Ahmady et al., 2016).

Problem statement. Despite the rapid pace of innovation in the field, personnel management in trading enterprises often remains fragmented. Training, evaluation and motivation practices function separately, and insufficient leadership competences undermine employee engagement. Sakalas (2003) and

Grigas (cited in Bakanauskienė, 2002) emphasise the significance of limited employee involvement and a paucity of motivation, whereas Dessler (2001) contends that the absence of integrated systems of training, evaluation, and incentives results in organisational failure to achieve high performance. Recent studies (Mazzetti and Schaufeli, 2022; Fegade and Sharma, 2023) have indicated that training effectiveness is contingent not only on the content of the training itself, but also on the organisational culture and the quality of leadership within the organisation. Furthermore, feedback processes are often insufficiently structured. This issue is especially salient in the trade sector, where high employee turnover necessitates a systematic approach to the interplay of training, evaluation, and motivation.

The **object of the study** is human resource management processes in a trading enterprise, including employee training, performance evaluation, and motivation.

The **aim of the present study** is to analyse the interaction between training, evaluation and motivation of employees in a trading enterprise.

Objectives of the study:

1. To analyse the concept of human resource management: its definition, functions, and activities.
2. To discuss employee training, evaluation, motivation, and their interrelation.
3. To analyse training, evaluation, and motivation of employees in a trading enterprise.
4. To evaluate employees' attitudes towards training and development opportunities.
5. To identify the effectiveness of performance evaluation and feedback systems in a trading enterprise.

Research hypotheses:

H1. Training processes are related to employee performance evaluation.

H2. Training has an impact on employee motivation.

H3. Performance evaluation is related to employee motivation.

H4. Feedback supports training processes and professional growth.

H5. Training, evaluation, and motivation operate as an integrated system, linked to work meaningfulness and alignment of values.

Research methods. The study combined an analysis of scientific literature with a quantitative survey based on a structured questionnaire. Responses were assessed using a five-point Likert scale, and the data were analysed using descriptive statistics, thematic index construction, reliability testing (Cronbach's alpha) and correlation analysis.

Restrictions of the research. The limitations of this research relate to both the sample size and the scope of the study. As the analysis was conducted in a single trading enterprise, the findings reflect the situation of one organisation only and cannot be generalised to the entire Lithuanian trade sector. A total of 73 people participated in the study, accounting for 28.6% of the workforce. While this sample size is sufficient for drawing insights at an organisational level, it is too small for broader generalisations.

Another limitation is the timing of the research. Since data were collected in spring 2025, the findings reflect a snapshot of the situation at that time. As training, performance evaluation and motivation processes may vary depending on economic context, strategic decisions or changes in leadership, longitudinal or repeated studies would provide more robust conclusions.

Finally, the study did not include a wider qualitative component, such as interviews with managers and employees or focus group discussions. This would have allowed deeper causal links and contextual factors to be uncovered. Consequently, the findings primarily illustrate general trends rather than providing an in-depth explanation of process dynamics.

Value/Originality. This study's originality lies in its integrated perspective on the interplay between employee training, performance evaluation, motivation and feedback in the trade sector. Unlike previous studies, which have examined these processes separately, this article considers them as an interconnected system. This enables an assessment of their combined impact on professional growth, motivation, and organisational culture.

The study's primary value is practical: the empirical data highlight the strengths and weaknesses within a specific organisation, providing managers with insights to improve human resource practices. The results show that integrating training, evaluation and motivation consistently enhances employee loyalty and job satisfaction, as well as strengthening the perception of meaningful work and values alignment.

Additionally, the study makes a valuable contribution to contemporary literature on human resource management, offering new insights into the influence of feedback and employee engagement on competitiveness in the trade sector. Thus, the article advances academic discourse while providing practical value for organisations looking to enhance their development and motivation systems.

1. THEORETICAL ANALYSIS OF SCIENTIFIC LITERATURE

1.1. Overview of the Concept of Human Resource Management

Today, human resource management is regarded as one of the most important strategic processes within an organisation. Its understanding has evolved significantly over time, shifting from a narrow administrative function to a complex, strategic activity encompassing human capital development, employee motivation, organisational culture strengthening, and technological solution integration.

The following table summarises the main stages in the evolution of the human resource management concept, highlighting their content and current relevance (Table 1).

The concept of human resource management has evolved from basic administration to a strategic process that plays a crucial role in organisational competitiveness. While employees were once merely perceived as elements of the production process, today they are regarded as a source of human capital, with knowledge, skills, and creativity representing an organisation's most valuable assets. Contemporary theories emphasise that effective HRM encompasses more than just recruitment and control; it also covers employee motivation, well-being, continuous professional development, and strengthening organisational culture.

Globalisation and technological progress have significantly impacted this shift. While artificial intelligence now supports recruitment, training planning and salary analysis, it also raises ethical and social questions regarding transparency, bias and the importance of the "human touch". Recent studies (Deloitte, 2024; Gartner, 2025; Huntscanlon, 2025) show that HRM increasingly operates as a strategic partner responsible for change management, leadership development, and the cultivation of organisational culture.

In summary, the effectiveness of human resource management hinges on reconciling innovative technologies with human needs. Only by integrating the two can organisations gain a competitive advantage and contribute to broader social well-being.

1.2. Core Functions of Human Resource Management

The functions of human resource management are integral to organisational activity, covering the entire employee career cycle, from recruitment and hiring to adaptation, skills development, motivation and career planning. These functions ensure the effective utilisation of human resources, strengthen organisational culture, enhance employee productivity and foster long-term engagement (see Table 2).

The functions of human resource management form a coherent system. Planning secures the necessary resources, organising structures work, leadership provides direction and inspiration, and control monitors quality and feeds back information for improvement. This interaction ensures organisational stability, as well as employee satisfaction and motivation.

In the contemporary environment, technological innovation and evolving employee expectations are increasingly shaping these functions. While artificial intelligence enables more accurate forecasting and process management, it also raises ethical and privacy concerns. Flexible working and digital leadership are essential for maintaining employee engagement, and providing continuous feedback enhances transparency and trust.

In summary, the effectiveness of HRM functions hinges on integration. Only by operating as a unified system can they ensure a competitive advantage, employee loyalty and sustainable organisational growth.

1.3. Core Activities of Human Resource Management. Recruitment and Selection. Recruitment and selection form the first stage of the employee life cycle and are a core activity of HRM. Gražulis et al. (2015) emphasise that HR departments must attract suitable candidates and select them in line with strategic objectives, ensuring that employees' skills match organisational requirements. The selection process relies on structured assessment methods, ranging from interviews to psychological tests (Adamonienė, Sakalas, Šilingienė, 2002), which

TABLE 1 The concept and importance of human resource management

Period / Approach	Content	Key emphasis
Early approach	Human resource management is understood as administration: record-keeping, recruitment, ensuring working conditions (Ahammad, 2017).	Employees are regarded as elements of the production process – a limited perspective.
Classical approach	HRM combines organisation and management as prerequisites for coherent operations (Sakalas, 2003).	Inclusion of recruitment, training, motivation, and control.
Modern approach	HRM as a strategic asset fostering competitiveness (Dessler, 2001; Dudnyk et al., 2020; Abuzyarova, 2023).	Focus on human capital, well-being, training, and long-term sustainability.
Practical importance	Research shows a direct link between training, motivation, and organisational performance (Kuznetsova et al., 2017; Stehlíková, 2012).	Training improves customer service, sales, and employee satisfaction.
Contemporary trends	HR is being transformed by technological advancement (Deloitte, 2024; Gartner, 2025; Huntscanlon, 2025).	Emphasis on leadership development, culture, strategic planning, change management, and HR technologies.
Technological dimension	AI increasingly takes over administrative tasks but raises ethical concerns (AIHR, 2025; Melbourne Univ., 2025; Korn Ferry, 2025).	Risks include algorithmic bias; maintaining a "human touch" remains essential.

Source: prepared by the author based on the sources listed in the table

TABLE 2 Core functions of human resource management

Function	Content / Essence	Current trends
Planning	Ensures that the right employees are in the right place at the right time; helps forecast workforce needs and align them with organisational goals.	Use of artificial intelligence for workforce forecasting, recruitment, and training planning (Yanamala, 2024; Zaheer et al., 2020).
Organising	Structures work processes, ensures clear objectives, task allocation, and managerial support.	Flexible work organisation, increased employee autonomy, and emphasis on psychological well-being (Grincevičienė, 2020; Addair, 2019).
Leading	Inspires, motivates, and directs employees towards organisational goals.	Transformational, situational, and digital leadership; leaders' ability to align organisational vision with employee needs (Cortellazzo et al., 2019; Amanchukwu et al., 2015).
Controlling	Monitors, evaluates, and regulates activities to ensure quality, transparency, and risk management.	Dynamic evaluation systems with continuous feedback; challenges include costs, technological integration, and employee resistance (Pathirana, 2024; Gabbar et al., 2021).

Source: prepared by the author based on the sources listed in the table

support a more objective evaluation of abilities and potential.

Technology is having an increasingly significant impact on recruitment. Hada and Gairola (2015) and Ahmady et al. (2016) observe that e-recruitment is expanding through social media and specialised platforms, which makes it easier to access a wider pool of candidates. More recent studies demonstrate that AI tools can accelerate data processing, enhance candidate–job fit predictions, and minimise subjectivity (Yanamala, 2024). However, there are still risks of discrimination, including gender bias (Norvaišaitė & Mikuličiūtė, 2021). To mitigate bias, structured interviews, anonymised CVs and diverse selection panels are recommended. Overall, recruitment and selection processes have evolved from administrative procedures to technology-supported, inclusive practices that balance innovation with fairness.

Employee training and development. Training and development ensure long-term competitiveness. Sakalas (2003) argues that learning organisations adapt faster to environmental change while enhancing their employees' skills. Training is a planned, systematic process that improves knowledge and skills in line with organisational goals (Fegade & Sharma, 2023). Current literature emphasises personalised learning and technology-enhanced approaches. Tools such as virtual reality and gamification increase engagement, while blended approaches such as on-the-job training, e-learning and mentoring help to align individual and organisational needs (Fegade & Sharma, 2023). Effective leadership is also crucial: inspiring managers foster trust and collaboration, thereby enhancing the effectiveness of training (Mazzetti & Schaufeli, 2022). In retail, training that focuses on product knowledge and customer service can improve both sales and employee satisfaction, particularly when it is regularly evaluated (Stehlíková, 2012).

Empirical evidence confirms that training increases job satisfaction, loyalty, and reduces staff turnover (Valatkienė & Paužuolienė, 2020; Khan, Perveen & Shujat, 2017). Well-designed programmes have been shown to lead to higher levels of productivity, innovation and adaptability to technological change. For instance, Zaheer et al. (2020) observe that a combination of role-based training and motivation enables trading companies to respond to challenges in the global market. Overall, training and development are a long-term investment that strengthens competencies, engagement and organisational culture.

Employee motivation. Motivation is a key driver of performance. While it was traditionally centred on financial incentives, the concept is now understood more broadly to include meaningful work, development opportunities and a supportive work environment. According to Cappelli and Tavis (2016), annual performance reviews are increasingly being replaced by continuous feedback and goal adjustment.

Drawing on Herzberg's two-factor theory and Maslow's hierarchy of needs, Kurenchie-Mensah and Amponsah-Tawiah (2016) demonstrate that ensuring basic safety and well-being is a prerequisite for the effectiveness of higher-level motivators (e.g., self-actualisation). In the retail sector, motivating employees through bonuses, competitions and teamwork can directly increase efficiency (Kuznetsova et al., 2017). More recent research indicates that programmes combining financial rewards with non-financial elements, such as career opportunities, training, recognition and flexible schedules, are the most effective (Rimkus & Mulerenkienė, 2021). Similarly, Addair (2019) highlights managerial support and clear evaluation criteria as factors that improve motivation and sales results.

Modern trends emphasise sustainability and value alignment: employees are more engaged when organisational goals align with their personal values (Tokarz & Malinowska, 2019). Darmanto et al. (2020) found that intrinsic motivation and empowerment strengthen commitment in retail, correlating with higher performance. Furthermore, motivation is closely linked to leadership quality; supportive

leadership, open communication and transparent criteria foster commitment and job satisfaction.

In summary, motivation requires an integrated approach. Financial incentives should be supplemented with recognition, inclusion, development opportunities and clarity of role. In trading enterprises, continuous performance management systems that provide regular feedback can strengthen motivation, productivity and long-term loyalty.

1.4. The Concept, Objectives and Methods of Training: Traditional and Modern Approaches.

Employee training is a core element of HRM that supports individual and organisational growth by developing knowledge, technical and soft skills, leadership competencies, and loyalty. Fegade and Sharma (2023) define its primary objective as enabling employees to perform their current and future roles effectively, while ensuring that learning is aligned with strategic goals. Common methods include on-the-job learning, online platforms, mentoring and blended learning. Their success often depends on managerial involvement (Valatkienė & Paužuolienė, 2020). In the trade sector, where service quality directly impacts sales, training should focus on specific requirements such as product knowledge and communication skills (Stehlíková, 2012).

Traditionally, training focused on formal, task-specific courses. Modern approaches, however, emphasise competence development, continuous learning and the learning organisation. Sakalas (2003) argues that training strengthens organisational culture by promoting ongoing development. Meanwhile, Mazzetti and Schaufeli (2022) highlight inspirational leadership as a factor that increases engagement and team effectiveness. In the retail sector, Stehlíková (2012) discovered that customer service training boosted sales performance by 12% within three months, thereby reinforcing competitive advantage.

Technological innovation has reshaped training further by improving accessibility and personalisation. Tools such as virtual reality (VR) and e-learning platforms support flexible learning paths (Fegade & Sharma, 2023). Zaheer et al. (2020) found that e-learning focused on sales and service skills improved competence by 15% in international trade companies compared to traditional methods. Consequently, training is becoming an increasingly important driver of innovation and organisational transformation in dynamic markets.

Links between training and performance. Research consistently demonstrates a link between training and organisational outcomes. For example, Khan et al. (2017) found that structured programmes can increase productivity by 20% within six months by strengthening skills and reducing errors. Addair (2019) demonstrated that a combination of retail training and managerial support increased sales volumes by 15% and customer satisfaction by 10%. According to Herzberg's two-factor theory (1968), training can act as a motivator by enabling self-actualisation, which is particularly important in retail contexts where staff turnover can reach 30–50% (Huntscanlon, 2025).

Kuznetsova et al. (2017) add that training activities, such as professional competitions and teamwork, increased motivation by 25%, thereby contributing to sales growth. Individualised training strengthens engagement by encouraging the real-life application of skills. Continuous learning also supports the development of a learning organisation that can adapt quickly (Fegade & Sharma, 2023). Integrating training with dynamic performance appraisal can also stimulate innovation and empowerment (Pathirana, 2024).

In summary, training has evolved from task-based instruction to competence-oriented, continuous systems. In the trade sector, training is a strategic investment that improves efficiency, customer satisfaction and innovation. When combined with motivation and performance evaluation, a training policy can reduce staff turnover and support long-term organisational success in highly dynamic markets.

2. RESEARCH METHODOLOGY

Qualitative and quantitative approach. The study employed qualitative and quantitative methods. The qualitative method of analysing scientific literature was used to provide theoretical grounding for the interaction between employee training, performance evaluation and motivation. This stage also served to identify the main concepts and insights of previous research (Fegade & Sharma, 2023; Rimkus & Mulerenkienė, 2021; Valatkienė & Paužuolienė, 2020). This stage justified the empirical study and highlighted its relevance.

A questionnaire survey was chosen as the quantitative method to empirically investigate employees' experiences and opinions regarding training, performance evaluation and motivational processes in a trading enterprise. The questionnaire was developed based on prior research into HR practices. It integrates the insights of Fegade and Sharma (2023) into training objectives and organisational effectiveness; the findings of Rimkus and Mulerenkienė (2021) on the impact of integrated motivation systems; the work of Valatkienė and Paužuolienė (2020) on learning culture and managerial support; the emphasis on leadership in development by Mazzetti and Schaufeli (2022); and the considerations of feedback by Ahammad (2017). To enable a systematic assessment of the phenomena, the questionnaire was structured into thematic blocks (training, evaluation, motivation, and the interrelations between these processes). Participants were asked to rate statements using a 5-point Likert

scale ranging from "strongly disagree" to "strongly agree".

Sample. Rather than focusing on the entire Lithuanian trade sector, the study adopted a case study approach, examining one enterprise in depth to analyse how HR processes function within an organisation. The chosen company employs 255 people, which is large enough to reflect sectoral characteristics, yet small enough to allow for a focused analysis. The general population consisted of 255 employees, 73 of whom participated in the survey (28.6%). Using the formula for proportion error with finite population correction, the sample size ensured a maximum margin of error of approximately ±10% at a 95% confidence level (p = 0.5, worst-case scenario). Such a margin is considered acceptable in the social sciences for organisational-level analysis, meaning that the sample size was adequate for the aims of the study.

Procedure. The survey was conducted online via www.apklausa.lt between March and April 2025. Prior to completing the questionnaire, participants were informed about the aims of the research, conditions of confidentiality, and anonymity.

Research ethics. The study adhered to the fundamental ethical principles of social science research. Participation was voluntary, and respondents were informed of the purpose and procedures. Anonymity and confidentiality were also guaranteed. No personally identifiable information was collected, and the data were used solely for aggregated analysis. The survey data were stored securely in electronic form and were accessible only to the researcher. Participants could withdraw at any time, and the results are intended for scientific and practical purposes only.

Data analysis. The collected data were then systematically processed using the Microsoft Excel software. Descriptive statistical methods (frequency distributions, percentage breakdowns) and correlation analysis were applied to identify relationships between training, performance evaluation, and motivation processes. In the analysis, the mean indicator (M) is utilised, calculated from respondents' answers on a five-point Likert scale (1 – "strongly disagree", 5 – "strongly agree"). The mean reflects the general direction of employee perceptions: M < 3.0 indicates a negative tendency; M = 3.0–3.4 indicates a neutral tendency; M = 3.5–3.9 indicates a positive tendency; and M ≥ 4.0 indicates a very positive tendency. Using the mean enables systematic comparisons of different statements and highlights overall trends, rather than relying solely on percentage distributions.

Reliability testing. Cronbach's alpha was calculated to evaluate the internal consistency of the four indices. The results show that the training (α = 0.82) and feedback (α = 0.88) indices demonstrate good reliability, while the performance evaluation (α = 0.79) and motivation (α = 0.75) indices demonstrate an acceptable level of reliability. Overall, the coefficients (0.75–0.88) confirm that the indices can be used with confidence in further analysis.

Index construction. In order to obtain a clearer and more comparable assessment of employee perceptions, four thematic indices were constructed: training, performance evaluation, motivation, and feedback. Each index integrates multiple questionnaire items that are conceptually related to the same domain. The calculation was conducted in three stages: Each statement was evaluated using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The mean score (M) for each item was calculated.

The thematic index value was derived by computing the arithmetic mean of all items assigned to a particular domain. This approach entails a shift from a focus on single-question results to a consideration of composite indicators that are better able to reflect the overall employee perspective on specific aspects of human resource management. Indices offer a number of methodological advantages. Firstly, they facilitate comparisons across domains (e.g., whether employees are more satisfied with training or motivation). Secondly, they reduce random variation by aggregating multiple measures. Thirdly, they enable further analyses, such as correlations or visualisations. Consequently, the construction of indices not only serves to emphasise organisational strengths and weaknesses, but also provides a more robust scientific basis for the drawing of general conclusions and the development of recommendations.

3. RESEARCH RESULTS AND DATA ANALYSIS

3.1. Analysis of Employee Performance and Motivation Systems in the Trading Enterprise

The study examined two key categories of performance evaluation: the frequency of appraisal and its quality. Respondents were asked to indicate their agreement with the statement *"My work results are evaluated regularly"* on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The results indicate that 71% of respondents expressed a favourable response, suggesting that employee performance appraisals are conducted on a regular basis. This finding suggests that the company has an established system of performance evaluation and that employees' work is assessed fairly frequently.

Moreover, the objective of the research was to ascertain the perceived effectiveness of this evaluation system. The findings regarding the quality of performance evaluation within the organisation are presented in Table 3.

The results show that employees rate the at mosphere of the appraisal process the most positively,

TABLE 3 Employee opinions on the quality of performance appraisal (tendencies)

Tendency	Statement	Mean (M, 1–5)
Positive tendency (M = 3.5–3.9)	Evaluation takes place in a constructive, respectful atmosphere	3.78
	Evaluation discussions address not only results but also work processes	3.51
Neutral tendency (M = 3.0–3.4)	Evaluation results help me to clarify professional priorities	3.10
	Performance evaluation encourages me to pursue clear and specific goals	3.41
	Evaluation helps me to plan professional development	3.35
	After evaluation, I receive constructive and useful feedback	3.25
	Evaluation criteria are clear to me	3.33
	The evaluation process is fair and based on facts	3.06

Source: prepared by the author

with the majority agreeing that it is both constructive and respectful (M = 3.78). The discussion of work processes alongside results is also viewed relatively favourably (M = 3.51). However, most other aspects fall into the neutral range. Employees are not fully convinced that the evaluation process helps clarify priorities or plan development, nor that the criteria are sufficiently clear. The lowest score was given for fairness (M = 3.06), suggesting that some employees still lack trust in the system.

These findings suggest that, although the evaluation system is technically functional, greater transparency and consistency are needed to make employees feel genuinely motivated and confident in the objectivity of the process. Turning to motivational factors, respondents were asked to evaluate the elements that influence their motivation at work (see Table 4).

The results show that employees are primarily motivated by intrinsic factors, such as the opportunity to express their creativity (M ≈ 3.41) and the sense that their work is meaningful (M ≈ 3.37). Although value alignment and recognition of achievements also play a role, these remain within the neutral range. In contrast, most extrinsic motivators were evaluated negatively; employees expressed dissatisfaction with the system of material and emotional rewards, managerial support, flexibility in work organisation and, in particular, the clarity of the motivation system (M <2.8).

This suggests that the organisation's motivational environment relies more on employees' internal attitudes than on a structured motivational system. In order to strengthen engagement, greater emphasis should be placed on transparent and consistent reward practices, as well as clearer managerial support.

3.2. Analysis of Employees' Training and Attitudes towards Learning and Development Opportunities.

The study also aimed to assess employees' views on the availability of learning opportunities and their training experience within the organisation (see Table 5).

The results show that employees value the practical applicability of training and managerial support in planning development the most highly, with both being identified as very positive tendencies. Training oriented towards long-term career growth, the alignment of training topics with job responsibilities, and peer-to-peer knowledge sharing were also positively evaluated. In contrast, the areas requiring improvement are the discussion of training outcomes within teams and opportunities for personal development. This highlights a gap in fostering a broader learning culture. The neutral rating of training content and

TABLE 4 Employee opinions on factors affecting motivation (tendencies)

Tendency	Statement	Mean (M, 1–5)
Positive tendency (M ≈ 3.5–3.9)	I have the opportunity to realise my ideas and be creative	3.41 → close to positive range
Neutral tendency (M = 3.0–3.4)	I feel that my values align with those of the company	3.28
	My work seems meaningful to me	3.37
	I feel appreciated for my achievements	3.37
	My work results are noticed and recognised	3.31
Negative tendency (M < 3.0)	Managers support my initiative and efforts	2.60
	I receive not only material but also emotional rewards	2.42
	The work atmosphere and team positively influence my motivation	2.38
	I can freely choose how to organise my work processes	2.42
	The motivation system in the company is clear, understandable, and effective	2.73
	I receive rewards for good work results (e.g., bonuses, acknowledgements)	2.73

Source: prepared by the author

TABLE 5 Employees' opinions about training opportunities and training experience in the organisation (tendencies)

Tendency	Statement	Mean (M, 1–5)
Very positive tendency (M ≥ 4.0)	I can apply acquired knowledge in practice	4.11
	My manager helps me to plan my development	4.07
Positive tendency (M = 3.5–3.9)	My training is oriented towards long-term professional growth	3.86
	Training topics are aligned with my job responsibilities	3.86
	The company encourages learning from colleagues (sharing experience)	3.67
	I am encouraged to participate in training and development	3.52
	The company provides opportunities to improve my competences	3.56
Neutral tendency (M = 3.0–3.4)	The content and quality of training meet my professional needs	3.16
Negative tendency (M < 3.0)	Knowledge acquired in training is discussed within the team	2.82
	The company provides learning opportunities not only for work but also for personal development	2.63

Source: prepared by the author

quality indicates that more tailored, needs-oriented programmes are expected.

The following section presents employees' views on the extent to which the main human resource management processes (training, performance evaluation and motivation) are applied consistently and in an integrated manner within the organisation. The results show how employees perceive the relationship between these processes and how their integration affects their experience of work and their attitudes towards it (see Table 6).

The results show that, in general, employees view the interaction between training, evaluation and motivation positively, although their perceptions are not entirely consistent. The strongest tendencies are linked to the impact of training on performance evaluations, the availability of development opportunities following evaluations, and the motivational impact of appraisals. This suggests that these processes directly support professional development and engagement. While other aspects also fall within the positive range, the weakest score relates to the perception of these processes as an integrated system (M = 3.59). This suggests that, although the individual elements function effectively, there is not yet sufficient overall coherence.

3.3. Analysis of the Effectiveness of the Feedback System in the Trade Company. The final part of the study focuses on employees' perceptions of the feedback process within the organisation. It examines essential aspects of the process, such as its constructiveness, the clarity of its direction and how frequently it is provided. Table 7 presents these insights, providing an overview of how feedback is delivered and experienced in practice and its contribution to employees' professional growth and engagement.

Employees evaluate the feedback system very positively, with an average score above 4.3 for all items. This indicates that the process is not only constructive and well-grounded, but also widely embedded in organisational practice. Employees receive feedback from managers and colleagues in their everyday work, rather than only during formal appraisals. It is particularly important that feedback is recognised as a driver of personal development and a source of clarity in professional direction.

TABLE 6 Employee opinions on the consistency of training, assessment and motivation processes (tendencies)

Tendency	Statement	Mean (M, 1–5)
Very positive tendency (M ≥ 4.0)	Training has a positive impact on my performance evaluation	4.13
	After the assessment, I am offered opportunities for further development	4.06
	Performance evaluation increases my motivation	4.03
Positive tendency (M = 3.5–3.9)	Training, evaluation, and motivation are linked to my career planning	3.92
	Training and evaluation encourage me to grow professionally	3.85
	Performance evaluation encourages me to choose specific training or development paths	3.79
	Motivating feedback from my manager encouraged me to participate in training	3.73
	After studying, I get positive grades more often	3.72
	These three processes (training, evaluation, motivation) in my organisation function as a coherent system	3.59

Source: prepared by the author

TABLE 7 Employee opinions on feedback practices in the company (tendencies)

Tendency	Statement	Mean (M, 1–5)
Very positive tendency (M ≥ 4.0)	Feedback in the company is constructive and well-founded	4.44
	I receive feedback not only during evaluations but also in everyday work	4.48
	The company provides opportunities for two-way feedback	4.40
	Feedback comes not only from managers but also from colleagues	4.30
	After receiving feedback, I feel a clearer direction for improvement	4.34
	Feedback helps me to improve and understand the quality of my work	4.39

Source: prepared by the author

These results suggest that the company has a strong feedback culture, which fosters professional growth and strengthens employee engagement and trust in the organisation.

The thematic indexes. Thematic index analysis revealed clear differentiation of processes within the organisation. Employees most strongly emphasised the importance of feedback, giving it an average score of M = 4.39, which indicates a highly supportive and constructive organisational culture. Training is viewed positively (M = 3.53), but there are gaps in terms of broader personal development opportunities and team-based knowledge-sharing practices. The performance evaluation system is just below the neutrality threshold (M = 3.35), suggesting that, while it functions, employees still perceive a lack of transparency and clarity. The weakest area is motivation (M = 2.91), with employees providing critical assessments of both material and emotional incentives, deeming them insufficient and inconsistently applied. While the organisation has strong areas, such as a well-established feedback culture, these results suggest that greater effort is required to strengthen motivational mechanisms and ensure clearer integration between training and evaluation processes. This will foster higher engagement and long-term employee loyalty.

The analysis of thematic indices revealed that the strongest link exists between training and performance evaluation: the more employees value the applicability of training, the more they tend to perceive evaluation as a useful tool for clarifying their professional direction. Feedback stands out as the highest-rated factor, showing close connections with both training and evaluation by enhancing their effectiveness and supporting development planning. Although motivation is theoretically connected to all processes, in practice these links are weaker due to the lack of a clear and consistent incentive system, making motivation the weakest element. While there is a strong interplay between training, evaluation and feedback, the motivational environment is not sufficiently integrated into the broader system.

In practical terms, this suggests that the greatest potential for improvement lies in the area of motivation: by making the incentive system more transparent and employee-oriented, the organisation could strengthen the coherence of its human resource management system and boost employee engagement.

Correlation analysis of the hypotheses. Spearman's correlation analysis confirmed all five research hypotheses, revealing strong positive relationships between the examined variables ($r \approx 0.85–0.92$; $p < 0.001$). This suggests that employees' perceptions of training, evaluation, motivation and feedback are interconnected and constitute a coherent system rather than being isolated elements.

H1. Training and evaluation. A strong correlation was found between the usefulness of evaluation results for clarifying professional priorities and the applicability of acquired knowledge in practice ($r \approx 0.89$). There is also a close correlation between managerial support in planning development and constructive feedback ($r \approx 0.87$), showing that leadership involvement strengthens both career planning and the evaluation process itself.

H2. Training and motivation. Training content that is relevant to employees' work is significantly correlated with their sense of meaningful work ($r \approx 0.88$), while broader learning opportunities are associated with creativity and self-expression ($r \approx 0.86$). Therefore, training supports both technical competence and intrinsic motivation.

H3. Evaluation and motivation. Performance appraisal is strongly related to the recognition of achievements ($r \approx 0.90$), while a positive evaluation environment correlates with motivation derived from colleagues and the work environment ($r \approx 0.89$). Thus, evaluation serves as a formal and motivational process.

H4. Feedback and training. Clear feedback is strongly linked to a long-term professional development orientation ($r \approx 0.88$), while two-way feedback is closely associated with peer learning ($r \approx 0.90$). These findings emphasise the dual developmental and collaborative nature of feedback.

H5. Process integration. Employees who view training, evaluation and motivation as part of a coherent system are more likely to perceive their work as meaningful and aligned with organisational values. This demonstrates that integrated processes promote job satisfaction, loyalty, and organisational commitment.

In summary, the findings confirm that training, evaluation, motivation and feedback are part of

a mutually reinforcing system. Integrating these elements enhances professional development and strengthens employee motivation, perceived work meaningfulness and value alignment. This reflects a mature organisational culture and supports long-term competitiveness.

Scientific discussion. The study results reveal strong interconnections between employee training, performance evaluation, motivation and feedback, aligning with the assumptions of most theoretical models. Training and evaluation are shown to be mutually reinforcing processes: learning only becomes effective when integrated into evaluation systems, helping employees to clarify their professional goals (Sakalas, 2003; Fegade & Sharma, 2023). This suggests that evaluation should be viewed not only as a control mechanism, but also as a means of applying acquired knowledge and planning long-term development.

Training is also closely related to motivation, which confirms classical motivational theories (e.g., Maslow and Herzberg) that emphasise learning as a means of satisfying higher-order needs, such as self-realisation, creativity and finding meaningful work. The empirical results in this study indicate that training acts as a powerful source of intrinsic motivation, fostering engagement and innovation.

In line with the perspectives discussed in the literature (Cappelli & Tavis, 2016; Kuznetsova et al., 2017), performance evaluation also emerged as an important motivational driver. A constructive atmosphere, respectful feedback and recognition of achievements have been shown to boost job satisfaction and loyalty. This positions evaluation as a monitoring tool and a vital component of the motivational environment.

Feedback is widely recognised in the literature as one of the most critical factors in professional development (Ahammad, 2017; Pathirana, 2024) and plays a particularly significant role. The findings confirm that employees perceive feedback as both a corrective mechanism and a driver of growth and knowledge sharing, indicating a mature organisational communication culture.

However, the greatest challenge remains process integration. While employees recognise the value of each element individually, only some of them perceive training, evaluation and motivation as part of a coherent system. This reflects theoretical insights (Dessler, 2001; Abuzyarova, 2023) that emphasise the need for consistent managerial communication and a supportive organisational culture for full integration.

In summary, while the empirical findings largely support the theoretical assumptions, there are still some practical challenges, most notably a lack of clarity in motivational systems and insufficient integration of processes. While the organisation does apply modern HR principles, there is further potential to strengthen employee engagement by ensuring greater consistency between training, evaluation and motivation.

CONCLUSIONS

Today, human resource management is understood as a strategic process that encompasses recruitment, training, motivation, performance evaluation and strengthening organisational culture. The core functions of planning, organising, leading and controlling form an interconnected system that ensures the effective use of human capital and fosters employee engagement. Contemporary trends emphasise the importance of combining traditional management principles with technological innovation and prioritising employee well-being, establishing HRM as a critical factor in organisational competitiveness and sustainable growth.

Employee training, evaluation and motivation form an interconnected system that drives individual progress and organisational performance. Training fosters the development of knowledge and skills, evaluation identifies achievements and areas for improvement, and motivation encourages the attainment of goals. These elements interact with each other in that training only becomes effective when accompanied by clear feedback and a sound motivational system. In turn, evaluation and motivation reinforce engagement and loyalty. Therefore, integrating these elements is essential for competitiveness, job satisfaction and long-term development.

The study revealed that training, evaluation and motivation are strongly interconnected, significantly influencing employee engagement and job satisfaction. Training is closely linked to perceptions of meaningful work, while constructive evaluation and recognition of achievements enhance motivation. A respectful evaluation atmosphere also strengthens trust in the organisation. However, these processes are not sufficiently integrated, highlighting the need for greater coherence and clearer communication to achieve practical effectiveness.

The findings show that employees of the trade company view training and development opportunities positively, particularly when they address skill requirements and support professional objectives. Many respondents emphasised the importance of training and its connection to meaningful work and creativity. At the same time, however, there was a call for a more systematic approach to training and wider opportunities for skill development. This suggests that employees are seeking not only to enhance their technical skills, but also to achieve long-term professional growth. This makes it essential for the company to ensure that training is continuous and integrated into the overall HRM system.

Employees regard the evaluation and feedback system as an integral component of the motivational

environment. A constructive, respectful and transparent evaluation process strengthens engagement, and recognising achievements directly contributes to motivation and trust in the organisation. Clear, development-oriented feedback is particularly helpful in planning long-term growth and promoting peer learning. Nevertheless, some respondents noted a lack of consistency, suggesting that the system's effectiveness could be improved by making feedback more frequent, personalised and strategic.

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Received on: 22th of October, 2025
Accepted on: 30th of November, 2025
Published on: 26th of December, 2025