

ASSESSING THE IMPACT OF TECHNOLOGY-ENABLED TRAINING SYSTEMS ON EMPLOYEE MOTIVATION, COMPETENCY, AND PERFORMANCE IN SERVICE SECTOR ORGANIZATIONS

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ABSTRACT

This study assesses the impact of technology-enabled training systems on employee motivation, competency, and performance in service sector organizations. 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 organizations, 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 systems such as e-learning modules, virtual instructor-led training, mobile learning applications, and AI-based coaching, and the perceived impact of such systems on employee motivation, competency development, and job performance. The results show that e-learning modules and learning management systems remain the most widely used training format, that employees report strong motivation and engagement gains following technology-enabled training, and that such systems are 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 systems have a strong and largely positive impact on the motivation, competency, and performance of employees in service sector organizations, while also revealing a clear demand among employees for more advanced, personalised, and interactive training content, underscoring the need for organizations to continue investing in accessible and engaging digital learning ecosystems.

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

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I. INTRODUCTION

The way organizations build employee capability has changed dramatically with the advent of digital technology, making technology-enabled training systems an indispensable part of modern human resource management. 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 organizations new ways to build employee skills through accessible, interactive, and often self-paced

content. Consequently, technology-enabled training systems have become one of the most widely adopted and effective approaches to workforce development in service sector organizations.

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

Technology-enabled training systems carry both benefits and challenges for employees. Positively, they offer 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 organizations 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 systems.

Technology-enabled training systems 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 service sector organizations distinct opportunities to build employee motivation, competency, and performance through accessible and engaging digital content.

Assessing how technology-enabled training systems impact employees has become crucial for organizations, human resource professionals, and researchers in the current digital era. The purpose of this study is to assess how employee motivation, competency development, and job performance are impacted by technology-enabled training systems, and to determine what makes such systems effective and evaluate their overall impact on employees in service sector organizations.

Industry Profile

Starting at an estimated USD 22.4 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 80.1 billion by 2035, expanding at a CAGR of around 15.1 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 organizational investment in reskilling and upskilling initiatives. More than 70 percent of large service sector organizations reported using some form of technology-enabled training system 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 systems during 2025, with IT/ITES and banking and financial services organizations leading adoption, followed by hospitality, retail, and healthcare services. Mobile learning and

microlearning formats generated a growing share of employee engagement, and organizations 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 systems to modern service sector workforce development.

II. REVIEW OF LITERATURE

Technology-enabled training systems and their impact 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 assessment of technology-enabled training systems' impact on the motivation, competency, and performance of employees in service sector organizations.

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

Nikhil Sharma (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.

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

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

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

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

Ritu Chawla (2023) studied the impact of blended learning systems, 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.

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

Shalini Menon (2022) investigated the impact 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.

Aakash Verma (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.

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

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

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

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

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

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

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

While the reviewed studies confirm that technology-enabled training systems, in general, significantly impact employee motivation, competency, and performance, comparatively few studies provide focused, cross-sector empirical evidence of this impact among employees in service sector organizations. This study seeks to address this gap by assessing the impact of technology-enabled training systems on the motivation, competency, and performance of employees in service sector organizations.

III. RESEARCH METHODOLOGY

Statement of the Problem

The rapid adoption of technology-enabled training systems has transformed the way service sector organizations 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 systems, making them a key group for assessing their effects. While technology-enabled training systems offer benefits such as flexibility, personalised content, and continuous access to learning, they 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 assesses the impact of technology-enabled training systems on employee motivation, competency, and performance in service sector organizations in order to address this gap.

Need for the Study

Technology-enabled training systems have become an integral part of workforce development in service sector organizations, serving as a primary vehicle for building job-relevant skills, communicating organizational expectations, and supporting career growth. Organizations increasingly use digital training systems to build employee capability at scale, and as a result employees are continuously exposed to technology-enabled learning experiences that may impact their motivation, competency, and performance.

The need for this study arises from the growing reliance on technology-enabled training systems among service sector employers and the limited understanding of their overall effects: while such systems offer benefits such as flexibility, accessibility, and personalised learning, they 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 employees in service sector organizations with technology-enabled training systems.
- To analyse the impact of technology-enabled training systems on the motivation of employees.
- To assess the impact of technology-enabled training systems on the competency development of employees.
- To study the impact of technology-enabled training systems on the job performance of employees.
- To identify the challenges and expectations of employees regarding technology-enabled training systems.

Scope of the Study

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

Research Design and Data Collection

The study adopts a descriptive research design to assess how technology-enabled training systems impact the motivation, competency, and performance of employees in service sector organizations, 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 systems and employee development.

Sampling Technique and Sample Size

A total of 120 respondents, comprising employees in service sector organizations who have undergone technology-enabled training, were surveyed using a structured questionnaire and a convenience sampling technique to obtain reliable data on the impact of such training systems on their 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:

H⁰: Technology-enabled training systems have no significant impact on the motivation, competency, and performance of employees in service sector organizations.

H¹: Technology-enabled training systems have a significant impact on the motivation, competency, and performance of employees in service sector organizations.

Hypothesis 2:

H⁰: There is no significant association between the demographic profile of employees and the perceived effectiveness of technology-enabled training systems.

H¹: There is a significant association between the demographic profile of employees and the perceived effectiveness of technology-enabled training systems.

Limitations of the Study

1. The study is limited to the selected sample of 120 employees in service sector organizations 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 employees in service sector organizations on the impact of technology-enabled training systems on their 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	36	30%
26-30 years	54	45%
31-35 years	24	20%
Above 35 years	6	5%
Total	120	100%

Table IV.2: Gender Distribution of Respondents

Particulars	No. of Respondents	Percentage
Male	72	60%
Female	48	40%
Total	120	100%

Table IV.3: Educational Qualification of Respondents

Particulars	No. of Respondents	Percentage
Undergraduate	42	35%
Postgraduate	66	55%
Diploma / Professional Certification	12	10%
Total	120	100%

Table IV.4: Nature of Service Sector Organization

Particulars	No. of Respondents	Percentage
IT / ITES	42	35%
Banking & Financial Services	36	30%
Hospitality & Tourism	18	15%
Retail & E-commerce	12	10%
Healthcare Services	12	10%
Total	120	100%

Interpretation: 45 percent of respondents fall in the 26-30 age group and a further 30 percent in the 21-25 age group, placing the sample firmly within the working-age employee segment, with 20 percent in the 31-35 group and only 5 percent above 35 years. Gender representation shows a moderate skew, with 60 percent male and 40 percent female respondents. The sample is highly educated, with 55 percent holding a postgraduate qualification, 35 percent undergraduate, and 10 percent a diploma or professional certification, and is drawn predominantly from IT/ITES (35 percent) and banking and financial services (30 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 System Used Most

Particulars	No. of Respondents	Percentage
E-learning modules / LMS	48	40%
Virtual Instructor-Led Training (VILT)	36	30%
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	30	25%
Monthly	48	40%
Quarterly	30	25%
Rarely	12	10%
Total	120	100%

Interpretation: E-learning modules and LMS-based courses are the dominant training format among respondents at 40 percent, followed by virtual instructor-led training at 30 percent, while mobile learning apps, AI-based simulations, and webinars together account for the remainder. Participation is fairly regular for most respondents, with 40 percent undergoing training monthly and 25 percent quarterly, while 25 percent participate weekly and only 10 percent 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 Systems Offered by the Organization

Particulars	No. of Respondents	Percentage
Fully Aware	66	55%
Partially Aware	42	35%
Not Aware	12	10%
Total	120	100%

Table IV.8: Training Content Found Engaging and Interactive

Particulars	No. of Respondents	Percentage
Strongly Agree	42	35%
Agree	48	40%
Neutral	18	15%
Disagree	12	10%
Strongly Disagree	0	0%
Total	120	100%

Interpretation: More than half of the respondents (55 percent) are fully aware of the technology-enabled training systems offered by their organization and a further 35 percent are partially aware, with only 10 percent unaware, indicating 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 training systems succeed in holding employee attention.

4.4 Impact on Employee Motivation

Table IV.9: Technology-Enabled Training Systems Enhance Employee Motivation

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

Total	120	100%
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Table IV.10: Feel More Motivated to Perform After Training Sessions

Particulars	No. of Respondents	Percentage
Always	42	35%
Often	36	30%
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 systems enhance their motivation, with only 5 percent disagreeing and none strongly disagreeing. This translates into action: 35 percent always feel more motivated to perform after training sessions and a further 30 percent often do so, while only 10 percent rarely feel this way, indicating that the motivational effect of technology-enabled training systems is felt consistently by most employees.

4.5 Impact on Competency Development

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

Particulars	No. of Respondents	Percentage
Strongly Agree	54	45%
Agree	42	35%
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	48	40%
Communication Skills	24	20%
Problem-Solving & Decision-Making	18	15%
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 systems improve 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 (40 percent), followed by communication skills (20 percent), and problem-solving and decision-making and digital/IT skills (15 percent each), with customer handling skills also showing meaningful gains, indicating that technology-enabled training systems build a broad mix of hard and soft skills.

4.6 Impact on Job Performance

Table IV.13: Training Leads to Improved Job Performance

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.14: Improved Efficiency and Productivity at Work After Training

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 80 percent of respondents agree or strongly agree that technology-enabled training systems lead to improved job performance, with only 5 percent disagreeing and none strongly disagreeing. Efficiency gains are felt regularly: 30 percent always notice improved efficiency and productivity after training and a further 35 percent often do so, while only 10 percent rarely notice such gains, confirming a strong link between technology-enabled training systems and day-to-day performance outcomes.

4.7 Organizational Support and Accessibility

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

Particulars	No. of Respondents	Percentage
Very Easy	42	35%
Easy	48	40%

Neutral	18	15%
Difficult	12	10%
Very Difficult	0	0%
Total	120	100%

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

Particulars	No. of Respondents	Percentage
Strongly Agree	36	30%
Agree	48	40%
Neutral	24	20%
Disagree	12	10%
Strongly Disagree	0	0%
Total	120	100%

Interpretation: 75 percent of respondents find it very easy or easy to access technology-enabled training systems, 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 organization provides adequate support for technology-enabled learning, with 20 percent neutral and 10 percent disagreeing, suggesting that while organizational 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	48	40%
Interactive / Practical Content	30	25%
Easy Access Anytime, Anywhere	18	15%
Personalised Feedback	18	15%
Cost & Time Saving	6	5%
Total	120	100%

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

Particulars	No. of Respondents	Percentage
Very Effective	42	35%
Effective	60	50%
Neutral	18	15%

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 systems are considered effective by the largest share of respondents (40 percent), followed by interactive and practical content (25 percent) and easy access anytime, anywhere (15 percent). Overall sentiment toward technology-enabled training systems is strongly positive: 50 percent rate them as "Effective" and 35 percent as "Very Effective," with only 15 percent neutral and not a single respondent rating them 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	90	75%
No	18	15%
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	60	50%
Likely	42	35%
Neutral	18	15%
Unlikely	0	0%
Total	120	100%

Interpretation: Despite the largely positive sentiment recorded elsewhere in the survey, 75 percent of respondents feel that their organization should offer more advanced or personalised technology-enabled training, with only 15 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: 50 percent are very likely and 35 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. 45% of respondents are aged 26-30, with 30% in the 21-25 age group, 20% in the 31-35 age group, and 5% above 35 years, placing the sample firmly within the working-age employee segment.
2. Gender representation shows a moderate skew, with 60% male and 40% female respondents.

3. The sample is highly educated: 55% are postgraduates, 35% are undergraduates, and 10% hold a diploma or professional certification.
4. Respondents are drawn mainly from IT/ITES (35%) and banking and financial services (30%), followed by hospitality, retail, and healthcare services.
5. E-learning modules and LMS-based courses are the dominant training format, used by 40% of respondents, followed by virtual instructor-led training at 30%.
6. Training participation is fairly regular: 40% participate monthly and 25% quarterly, while 25% participate weekly and 10% rarely.
7. 55% of respondents are fully aware of the technology-enabled training systems offered by their organization, 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 systems enhance their motivation, with only 5% disagreeing.
10. 35% always feel more motivated to perform after training sessions and 30% often do so, while 10% rarely feel this way.
11. A combined 80% agree or strongly agree that technology-enabled training systems improve their job-related skills and competencies.
12. Technical/job-specific skills are the competency area most improved (40%), followed by communication skills (20%), and problem-solving/decision-making and digital/IT skills (15% each).
13. A combined 80% agree or strongly agree that technology-enabled training systems lead to improved job performance, with only 5% disagreeing.
14. 30% always notice improved efficiency and productivity after training and 35% often do so, while only 10% rarely notice such gains.
15. 75% find it very easy or easy to access technology-enabled training systems, with only 10% reporting difficulty.
16. A combined 70% agree or strongly agree that their organization 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 (40%), followed by interactive/practical content (25%).
18. 50% rate the overall impact of technology-enabled training systems as "Effective" and 35% as "Very Effective," with none rating them negatively.
19. 75% of respondents feel their organization should offer more advanced or personalised technology-enabled training, while 15% disagree and 10% are unsure.
20. 50% are very likely and 35% 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, organizations 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, organizations 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 systems, organizations 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 systems, organizations should improve internal communication about training offerings and use analytics to track engagement, completion, and on-the-job application of skills.

Conclusion

This study, "Assessing the Impact of Technology-Enabled Training Systems on Employee Motivation, Competency, and Performance in Service Sector Organizations," concludes that technology-enabled training systems have become a powerful tool that significantly impacts the motivation, competency, and performance of employees in service sector organizations. 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 systems offer several benefits, including flexibility, self-paced learning, personalised feedback, and easy access to updated content, while also enabling organizations to build capability at scale across geographically dispersed teams. At the same time, such systems present 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 in service sector organizations view the impact of technology-enabled training systems on their motivation, competency, and performance as strongly positive, and are highly likely to recommend such systems 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. Organizations, human resource development teams, and technology providers therefore share a responsibility to ensure that technology-enabled training systems continue to build employee capability and motivation while remaining accessible, engaging, and relevant to evolving job demands.

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