



**Impact of Training and Development Interruptions on Employee Growth Mindset: With Special Reference to Covid 19 Outbreak in Public Enterprises of Sri Lanka**

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**Abstract**

The emergence of new skill gaps during covid-19 with the shift in working methods and procedures has emphasized more on training and development needs in upskilling and reskilling employees accordingly. However, since Covid-19 imposed much greater responsibility to governments, budget cuts on fund allocation to training and development impacted employees, especially with a growth mindset, in accordance to Carol Dweck's incremental theory of intelligence. Accordingly, this research aims to identify the impact of such training and development interruptions on employee growth mindset. Data collection of the study is done using 5-point Likert questionnaires out of a sample consisting managerial and operational level employees of the three highest revenue generating public sector enterprises of Sri Lanka. Accordingly, the study confirms that there is a significant impact on employee growth mindsets due to training and development interruptions which was tested using the individual-level outcomes of employee growth mindset with major training and development interruptions identified by the international labor organization.

**Keywords:** *Training and Development interruptions, Growth mindset, Covid 19, Sri Lanka, Public Enterprises*

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## Introduction

The Covid 19 pandemic has been the most challenging crisis in today's world. Despite the obstacles it places, all people, organizations, governments, and societies as a whole are making an effort to deal with this crisis situation efficiently. Particularly, the Covid 19 outbreak has put a spotlight on governments as people and organizations rely on them for support, advice, and information and is viewed as the key hub to effectively combat the pandemic (International labour organization, 2021). However, government spending has increased significantly as a result of the pandemic, with the majority of funds going toward health initiatives and other postponed tax payments (Sri Lanka development update , 2021).

The shift in government priorities in comparison to the pre-Covid situation has significantly impacted the public sector enterprises. Especially, the funds and resources allocated to training and development, digital infrastructure development, investments in digital literacy etc. have been cut back together with the suspension of operations which leads to stagnation in skill development activities. Further, the implementation of lockdowns and curfews due to the Covid 19 pandemic has led to major disruptions in the continuation of quality training and development activities. Inconsistencies in access to distance learning modules and the abrupt shift in training modalities have the potential to widen gaps in learners' access to and satisfaction with their education (International Labour Organization and World Bank 2021, 2021).

This raises the awareness on the need of training and development by such employees to ensure skilling, reskilling,

upskilling so that they can work effectively and efficiently by adjusting to the new normal. Therefore, it is important for workplaces and Human Resources Development departments to invest in such training and development with the Covid 19 outbreak.

Accordingly, this research aims to focus on how the training and development interruptions impact on employee growth mindset affecting the pre and post Covid era which would also contribute in limiting the negative consequences within organizations during the post covid period.

## *Problem Background*

The Covid 19 pandemic has transformed workplaces and work in the public sector (OECD, 2020). It has made it urgently necessary for employees to learn new skills, reskill, and upskill in order to adapt to the new normal as it has significantly swapped the methods and responsibilities at work (International labour organization, 2021). As a result, many top government employees and departments must adjust to these uncertain times of transition and acquire the necessary knowledge and abilities to get ready for what lies ahead (Civil Service College, 2020). However, lack of research has been conducted on how such changes in skills have affected the employees at work.

With the stagnation of training and development, employees in public enterprises face a challenge in improving their skills and being engaged at work during the pandemic with the stagnation of training and development which could ultimately lead to poor performance, higher absenteeism and even employee turnover.

The study focuses on addressing this issue focusing on employee mindset, more specifically, the adoption of development mindset, a concept presented in this study, can help HRD, which has historically incorporated psychological ideas. Despite its popularity, there haven't been any sufficient reviews of this conceptual framework for mindsets that has relevance for learning design and organizational performance.

In light of this gap, it is crucial to carry out an exhaustive evaluation of the methods Dweck's theory of a growth mindset is being experimentally studied in connection with HRD-related subjects (Han & Stieha, 2020).

Therefore, this study aims to incorporate the concept of mindset with training and development to identify how such interruptions on training and development impact on employee growth mindset in order to address the gap of existing literature.

### ***Research Objectives***

With relevance to the above research questions, the objectives of this study are identified as follows;

- a) To identify whether difficulty in delivering hands on training have a significant impact on employee task performance.
- b) To identify whether difficulty in delivering hands on training have a significant impact on workplace dissatisfaction.
- c) To identify whether limited digital literacy of users have a significant impact on task performance.
- d) To identify whether limited digital literacy of users have a significant impact on workplace dissatisfaction.
- e) To identify whether training and development interruptions due to

Covid 19 outbreak significantly impact on the employee growth mindset of public enterprises.

### ***Empirical and Theoretical Review***

#### ***Training and Development Interruptions***

A structured intervention that aims to improve determinants of individual job performance known as training (Chiaburu & Tekleab, 2005). Previous studies have demonstrated that providing employees with training and development helps to lessen their stress, anxiety or frustration due to work expectations that they are unfamiliar with and lack the necessary abilities to handle successfully (Pugh, 2021). Thus, training and development could be considered as a crucial factor in determining the employee mindsets at work.

According to the findings of a global survey of enterprises, Infrastructure issues, limited digital literacy of users, difficulty in delivering hands on training, lack of adopted training programs and resources, cost, limited digital skills of trainers have been identified as interruptions on training and development during the Covid 19 pandemic (International labour organization, 2021). Accordingly, difficulty in delivering hands on training and limited digital literacy of users have been selected as the independent variables of the study.

#### ***Employee Growth Mindset***

Implicit self-theories of intelligence concerning the malleability of human skills have an impact on employee willingness to participate in training and development opportunities because those who believe that human abilities are fixed rather than incremental are less oriented toward learning (Annelies E. M. Van Vianen, 2011). This study is

based in accordance to the incremental theory of intelligence by Carol Dweck, which elaborates that people can view intelligence as a variable that can be altered or improved upon with effort (incremental implicit theory), or as a fixed and unchangeable entity (entity theory; or entity belief) (Dweck, 2006). Therefore, employees with an incremental mindset, known as growth mindset, would certainly be willing to learn more and enhance their competencies through training and development in order to fill the unfamiliar skill gap emerged with the Covid 19 pandemic.

Accordingly, research shows that a belief that one can improve their abilities (i.e. growth mindset) can support individual-level outcomes such as employee task performance and workplace satisfaction (Han & Stieha, 2020) which has also been used in other related studies such as Keting and Heslin (Heslin, 2005). However, existing research such as Han and Stieha (2015) have demonstrated task performance improvements with growth mindset while the effect on job satisfaction remains unclear with limited research related to job “dissatisfaction” more specifically (Han & Stieha, 2020).

Accordingly, this study incorporates employee task performance and workplace dissatisfaction as dependent variables of this study.

### ***Hypothesis Development***

It is a well-known fact that training and development is an essential tool which determines employee task performance and the level of workplace satisfaction levels.

According to Teare & Boer (1996), as technology is used more frequently, jobs will need to be more diversely

based and employees will need to be trained in a variety of operational areas due to the need for multi-skilling. Therefore, a high percentage of inadequate training can be a cause of low morale because it may make employees feel unprofessional leading to employee dissatisfaction with their jobs (Mapelu & Jumah, 2013). Apart from employee dissatisfaction during the pandemic, there is a gradual challenge in the achievement of employee’s task performance which require lots of entities to conduct training programs to the employees despite the interruptions (Nawarathna , Abeykoon , & Harshani , 2021).

Organizing training and development programs do not only improve employees' skills but also their performance, motivation, and sense of job satisfaction which is the best way for organizations to provide the means for upgrading their staff in order to gain a competitive advantage (Chaudhary & Bhaskar, 2016).

However, with the Covid 19 pandemic, it is evident that the implementation of hands-on training (on the job training) is a challenge to all organizations. With the enforcement of lockdowns and social distancing, businesses and organizations increased online learning. (International labour organization, 2021). Previous studies have found that barriers of online learning were caused due to resource constraints, learner’s lack of interest, misperceptions about its nature and complexity, conflict with work schedules and activities and self-regulatory learning processes which impacts on the employee task performance.

However, research also proves that hands on training programs improve the knowledge, competencies, and capabilities of employees, which leads to

improved task performance in their tasks. Previous research has shown that practices of human resource management are positively related to an employee's training and development areas as well as their task performance (Hafeez & Akbar, 2015). In addition, provision of hands on training is considered as an important tool by organizations in employee satisfaction and retention. Organizations can take advantage of this tool, and the results will be better trained, more satisfied employees, as well as employees who are more valuable to the organization (Huang, 2019). Job training ultimately benefits both the employee and the organization through workplace satisfaction (Schmidt, 2004).

Previous studies have shown that workers who perceive their jobs as unstable without receiving on-the-job training experience more emotional exhaustion, decreased motivation, and a significant decrease in job satisfaction. Covid 19 is one of the best situations so far which has affected employees emotionally and mentally which therefore affects motivation and workplace dissatisfaction.

Accordingly, this research study has developed the two hypothesis below to examine the relationship between difficulties in delivering hands on training and its impact on task performance and workplace dissatisfaction with the Covid 19 outbreak.

H1: Difficulty in delivering hands on training have a significant impact on task performance.

H2: Difficulty in delivering hands on training have a significant impact on workplace dissatisfaction.

Due to challenges arisen with ICT

infrastructure, literacy, manual processes and procedures, Sri Lanka's efforts to stop the spread of the COVID-19 pandemic were not purely successful (Annual Report, 2020).

Given the current state of digitization, the majority of public sector job tasks are less suited to work from home arrangements and less likely to embrace online training techniques. Additionally, public services supplied to the general public should be conducted in person. In addition, Sri Lanka reported 30.8 per cent and 46.0 per cent of computer and digital literacy levels respectively, which are considered low when performing day to day jobs (Annual Report, 2020).

Therefore, it is a challenge for effective task performance which ultimately affect the growth mindset of public sector employees during the pandemic as they face difficulties adopting to online training and working environment.

In addition, the limited digital literacy of employees tends to create difficulties when dealing with the digital work environment and virtual training platforms. Ultimately, it would impact the workplace satisfaction of employees. Employees may not be purely satisfied with some aspects of training programs (Schmidt, 2007). There are several factors negatively influence motivation and job satisfaction in developing countries (Michaelowa, 2002). As a result, HRD professionals must consider how training and development programs affect those who participate in them, be aware of how employees feel about the training and development programs provided to them, and pinpoint the factors that contribute to job training satisfaction from the perspective of the employee during this pandemic

(Schmidt, 2007).

Therefore, when implementing online training, it is important for employers to identify the level of digital literacy of employees, whether they have the ability to adopt to virtual training and virtual work environments in order to understand how it impacts the growth mindset of employees through workplace dissatisfaction.

Accordingly, this research study has developed the two hypothesis below to examine the relationship between limited digital literacy of users and its impact on task performance and workplace satisfaction with the Covid 19 outbreak.

H3: Limited digital literacy of users have a significant impact on task performance.

H4: Limited digital literacy of users have a significant impact on workplace dissatisfaction.

Through testing the above hypothesis, we can develop the final hypothesis of our study in order to derive at our final conclusion as follows:

H5: Training and development interruptions significantly impact on the employee growth mindset.

### ***Significance of the Study***

It has been identified through previous literature that a skill gap has arisen with adjustments made in workplaces to deal with the Covid 19 outbreak. However, lack of research has been conducted on how such changes in skills have affected the employees at work. This also raises awareness on the need of training and development to ensure skilling, reskilling and upskilling of employees so that they can work effectively and efficiently by adjusting to the new normal. Therefore, it is important for workplaces and Human

Resources Development departments to invest in such training and development with the Covid 19 outbreak. However, in reality, especially in public sector, there have been a decline in training and development with Covid due to various interruptions according to previous literature.

This study aims to incorporate a component of incremental implicit theory which is the “growth mindset” of employees as it is related with learning which therefore can be linked to training and development. Despite its applicability to learning design and organizational performance, this conceptualization of mindsets has not been the subject of any reviews in scholarly HRD work (Han & Stieha, 2020). Such mindset theories have been highly researched on studies involving primary, secondary and tertiary education while focusing least on research based on management studies and adult learning.

This study is therefore important for the top level managers and to the government to assess and analyze how interruptions on training and development due to Covid 19 has impacted on the growth mindset of employees which would finally impact directly on the organizational performance.

### **Methods**

#### ***Research setting and type of investigation***

When focusing on the type of investigation, this study can be identified as a correlational research in a non-contrived research setting with a minimal interference of the researcher. In correlational research, a non-experimental research method, a researcher analyzes two variables, comprehends and evaluates their

statistical relationship without the influence of any additional factors. (Correlational Research: Definition with Examples, 2020). Accordingly, it is evident that this study aims to identify the relationship between variables as a correlational research study.

### ***Conceptual Framework***

As illustrated in figure 1, this study considers the individual-level outcomes of employee growth mindset which include task performance and workplace dissatisfaction as the dependent variables which has also been used in other related studies such as (Han & Stieha, 2020) and (Keating & Heslin, 2015) while difficulty in delivering hands on training and limited digital literacy of users are considered as independent variables under training and development interruptions identified by the international labor organization (International labour organization, 2021).

### ***Sampling***

The sample of this study has been identified as 351 managerial and operational level employees in accordance to the Morgan table out of a population of 4000 employees of the 3 highest revenue generating public institutions of Sri Lanka. The unit of analysis is identified as individual employees from which data was collected using a five-point Likert questionnaire following the convenience sampling technique with a response rate of 99% while rejecting 3 incomplete responses. The convenience sampling technique using questionnaires was utilized in this study in order to obtain required data in a cost-effective manner within a short time period.

### ***Demographic profile***

Majority of the respondents were

operational level (78%) male employees (65.2%) from the department of customs (38.2%) followed by excise (31.1%) and inland revenue (30.8%) falling within the age category of 25 to 35 years (48.7%) who believes that a change in skills have occurred with the pandemic which requires training and development whilst their respective organization experienced a reduction in the trainings which they believe is insufficient to manage the skill gaps.

### ***Measurements***

According to table 1, the independent variable “training and development interruptions” was measured using means of two variables which includes difficulty in delivering hands on training and limited digital literacy of users.

The variable “Difficulty in delivering hands on training” was measured using 6 items from the scale of “Disruption in the delivery of apprenticeships and other practical skills training” in accordance to the survey of international labor organization in the year of 2021 (International Labour Organization and World Bank 2021, 2021).

The variable “limited digital literacy of users” was measured using 7 items from “the digital workplace skills framework, 2018” (Marsh, 2018).

Both independent variables derived Cronbach’s alpha values of 0.868 and 0.883 which indicated a very good internal reliability respectively.

The dependent variable “employee growth mindset” was also measured using means of two variables which include task performance and workplace dissatisfaction.

The variable “Task performance” was

measured using 6 items from the “Individual Workplace Performance Questionnaire” (Ramos-Villagrasa, 2018) while the variable “workplace dissatisfaction” variable was measured using 7 items from “the job training and satisfaction survey” by Steven W. Schmidt (Schmidt, 2007) which derived Cronbach’s alpha values of 0.865 and 0.869 reflecting a good level of internal reliability of the questionnaire.

### ***Data Presentation and Analysis***

This research intends to analyze the data gathered through the above stated questionnaire using the statistical package for social sciences (SPSS) tool to test the set hypothesis and to arrive at valid and reliable conclusions. In addition, this study intends to use correlation and simple regression analysis to identify how the training and development interruptions due to Covid 19 impacted on the employee growth mindsets.

Specifically, simple regression enables to investigate the effect of a single independent variable with a single dependent variable focusing purely about a variable's relationship with the dependent variable without the interference of other variables. Therefore, simple regression analysis was utilized in data analysis.

## **Results**

### ***Normality***

The histograms, as well as the absolute values of skewness and kurtosis, determine the data's normality for samples with a sample size greater than 300. For determining considerable normality, either an absolute skewness value of 2 or an absolute kurtosis (excess) value of 4 may be utilized as reference values. (HY, 2013). According to table 2, it is visible that almost all the variables show a

skewness value less than 2 and a kurtosis value less than 4. However, the task performance variable shows a kurtosis value of 4.211 which is slightly above the accepted range but is not a create a big matter of indifference. Therefore, it can be concluded that the data set is normally distributed.

### ***Independence of Observations***

In order to ensure the independence of the observations, this study interprets the Durbin-Watson values. In absence of autocorrelation a Durbin-Watson value in between 1.5 and 2.5 is usually required (Maria Karadimitriou & Marshall, 2015). According to the statistics shown in table 3, it is evident that the data set assures the independence of observations as the Durbin Watson statistics between the independent variable “difficulty in delivering hands on training” and each dependent variable, employee task performance and workplace dissatisfaction are 1.995 and 2.004 respectively while Durbin Watson statistics between the independent variable “limited digital literacy on users” and each dependent variable, employee task performance and workplace dissatisfaction are 1.794 and 1.798 respectively. Finally, the Durbin Watson value of “training and development interruptions” and “employee growth mindsets” show a value of 1.921. Therefore, the Durbin-Watson values of the study meet the required criteria ensuring the independence of observations.

### ***Descriptive Statistics***

The responses for all variables used in the study derived mean values closer to 4 denoting that the majority of responses are aligned with “agree” status. When focusing on the independent variables, difficulty in delivering hands-on training and



limited digital literacy of users both show values of 3.8143 and 3.6893 respectively. In accumulation, the “training and development interruptions” variable shows a mean of 3.7518. When considering the dependent variables, the variable of employee task performance shows a mean value of 3.9073 while the variable workplace dissatisfaction shows a mean value of 3.7858. In accumulation, the variable “growth mindsets” shows a mean value of 3.8462.

### ***Inferential Statistics***

According to table 4, all the above set hypotheses are accepted with a strong positive relationship between difficulty in delivering hands-on training with task performance and workplace dissatisfaction respectively in addition to limited digital literacy with task performance and workplace dissatisfaction respectively with significant values  $<0.05$  and R values  $>0.5$ . Accordingly, when considering the overall means in the 5<sup>th</sup> hypothesis, the correlation between the two variables of “Training and Development Interruptions” and “Employee Growth Mindsets” indicates that when the training and development interruptions increase, it increases the level of growth mindset of employees which means such employees would be willing and seeking to be trained and to learn more and more.

### **Discussion**

When analyzing the findings of this study, it can be concluded that the independent variable “Training and development interruptions” have a significant impact on the dependent variable which is “employee growth mindsets” with a strong and positive relationship. The independent variable “training and development interruptions” was measured using two

variables which include “difficulty in delivering hands-on training” and “limited digital literacy of users” which also indicated a strong positive and significant impact on each of the dependent variables, i.e. “employee task performance” and “workplace dissatisfaction” which measured the growth mindset. Accordingly, all the set hypothesis of this study was accepted.

The reasons for the training and development interruptions (i.e. difficulty in delivering hands-on training and limited digital literacy of users) to have a significant positive relationship with employee task performance respectively can be supported by existing literature which states that people who believe that performance is adjustable rather than the result of innate talent may be more willing to employ various tactics to increase task performance (Cutumisu, Brown, Fray, & Schmölzer, 2018). This is relevant in deriving conclusions for the first and the third hypothesis of this study focusing on employee task performance.

Accordingly, our first hypothesis addresses the first research question which reflects the fact that despite the conclusions derived from previous research stating that hands-on training programs enhance employees' knowledge, skills, and capabilities, which improves task performance, with the presence of training and development interruptions on delivering hands-on training (which is more preferred by public sector employees during the Covid 19 pandemic according to the data gathered in this study), employees possessing a growth mindset will be willing to improve their task performance by using various other strategies without pure reliance on hands-on training provided by the

organization in order to successfully perform the tasks they are responsible to.

Therefore, it can be concluded that investing in training and development to upskill and reskill employees is just one aspect of managing employees with a growth mindset.

Covid 19 itself can be considered as one such challenging situation which led to interruptions in training and development through which employees possessing a growth mindset would have the ability to improve their growth mindset by facing this pandemic accordingly by performing their tasks efficiently and effectively by using the above mentioned options apart from trainings.

Therefore, even with difficulties in delivering hands on training the employees have attempted to successfully engage in task performance.

When focusing on the third hypothesis of this study addressing the third research question, the positive relationship between limited digital literacy of users and task performance can be supported by the study of Lee et al. (2012) which states that growth mindset gamers outperformed fixed mindset players because they were less distracted by their errors. Additionally, Raftar (1998) discovered a link between job performance and technostress brought on by a lack of digital literacy (Jena, 2015). This means, despite their mistakes and limitations on literacy, employees with a growth mindset do not let that weakness interfere their task performance instead they engage in more work and depict extra performance.

Most people and organizations can probably improve when the right

amount of effort is put out, but in order to deploy effort effectively, one must also be acutely aware of their own limits (Wheeler & Omair, 2016). Therefore, it can be concluded that employees with a growth mindset might have taken measures to improve their digital literacy in order to perform their tasks online and to engage in online trainings or the employees might have improved in engaging in more physical work tasks and strategies to improve their task performances than relying on online trainings due to their limited digital literacy.

This is proven by the highest mean for the statement “adapting to changes in work technologies and practices does take a lot of effort”, which was reflected under task performance from the data gathered from the questionnaire which also makes it clear that the employees with growth mindsets have made an effort to improve their digital literacy by adopting to such changes.

These conclusions of the first and the third hypothesis are supported by the data analysis which concludes that the more training and development interruptions occur with Covid 19, the more the employees engage in performing their tasks well by taking extra responsibility and effort in order to learn and develop their skills using various other methods rather than relying on training and development provided by the organization because employees possessing a growth mindset is highly focused on completing the task despite any limitation they face.

According to several studies conducted, incremental theorists are more likely than entity theorists to personally adopt learning goals, develop high self-efficacy, and perform well on complex decision-making tasks within an organizational context (Heslin, 2005).

Therefore, this conclusion can be supported by such literature.

In this study, it was proven by the highest means depicted in the descriptive statistics table for the statement “I did more than what was expected from me due to Covid 19 outbreak without training/with limited training” and “despite the pandemic, I worked at keeping my job knowledge up to date” which indicates that the employees with a growth mindset have used various other strategies and finally ensured their performance of tasks at the job successfully.

On the other hand, the second and fourth hypothesis addressing the second and fourth research questions respectively focusing on significant positive relationship between difficulty in delivering hands on training and limited digital literacy of users on workplace dissatisfaction can be supported by existing literature which states that employees who work for organizations where learning and growth is highly valued have a lot more faith in their business and feel much more satisfied with their jobs (Bansal, 2021).

An effective way to train employees with a growth mindset is identified as on-the-job learning and the empirical literature has found that job satisfaction has a positive relationship with factors such as on-the-job training (Yannis & Lange, 2007). Therefore, with the difficulties in delivering hands-on training during the Covid-19 pandemic in public enterprises of Sri Lanka, it is evident that employees possessing a growth mindset tend to have an increased level of workplace dissatisfaction. Therefore, this conclusion supports the second hypothesis and second research question of the study.

When considering the positive relationship between limited digital literacy of users and workplace dissatisfaction in accordance with the fourth hypothesis, the existing literature states that limited digital literacy of users creates “technostress” which leads to employee dissatisfaction.

According to the gathered data, it was identified that majority of respondents stated that their organizations have used video conferencing tools and online learning programs as a solution for training and development interruptions with the Covid 19 pandemic despite the limited digital literacy level of its employees in the public sector as proven by previous literature. Therefore, this can be a reason for employees in these organizations to be dissatisfied due to their limited digital literacy. According to previous literature, Technostress, according to Davis-Millis, is the pressure to adopt new technology, particularly when the training and technological standards are inadequate (Jena, 2015).

With the findings of this study, it is evident that due to the limited digital literacy of users, it might have been challenging to engage in such virtual trainings and online working procedures successfully which has led to workplace dissatisfaction. Since employees possessing a growth mindset seeks to learn, they would be highly satisfied if the company provided relevant trainings and development activities accordingly despite the fact that they would learn even without training. It was proven by the descriptive statistics table which showed the highest mean for the statement “Overall I’m highly dissatisfied with the amount of training and development received at the job” which means the majority of the respondents have agreed to this

statement.

Therefore, it can be concluded that even though the employees face training and development interruptions, it increases their level of growth mindset as they tend to seek and learn more to perform their tasks despite their dissatisfaction towards the workplace. It is proven by 89.4% of responses of employees believing that training is necessary to improve their skills which reflects the number of employees with a growth mindset in public sector enterprises who are dissatisfied due to limitations in trainings but manages performs their tasks accordingly during the pandemic.

This conclusion is in line with findings from existing literature which revealed that if dissatisfied employees understood that their effort was appreciated they would actively respond by demonstrating higher innovation and performance. Therefore, the final hypothesis of this study is also supported by the above conclusion which implies that the increase in training and development interruptions have a positive and significant impact on employee growth mindset.

Therefore, the final hypothesis of this study is also supported by the above conclusion which implies that the increase in training and development interruptions have a positive and significant impact on employee growth mindset.

### **Conclusion**

This study is one of the first studies to analyze the impact of training and development interruptions on employee growth mindset by utilizing a modified set of questions from related studies in order to fit into this research problem.

Accordingly, it was proven that training and development play a significant role in affecting the growth mindset of

employees with regard to employee task performance and workplace dissatisfaction.

In conclusion, it was proved that difficulty in delivering hands on training and limited digital literacy of users have a significant positive impact on task performance and workplace dissatisfaction which means despite the training and development interruptions, employees possessing a growth mindset tend to have improved task performance level through other methods of learning but will however be dissatisfied about their workplace.

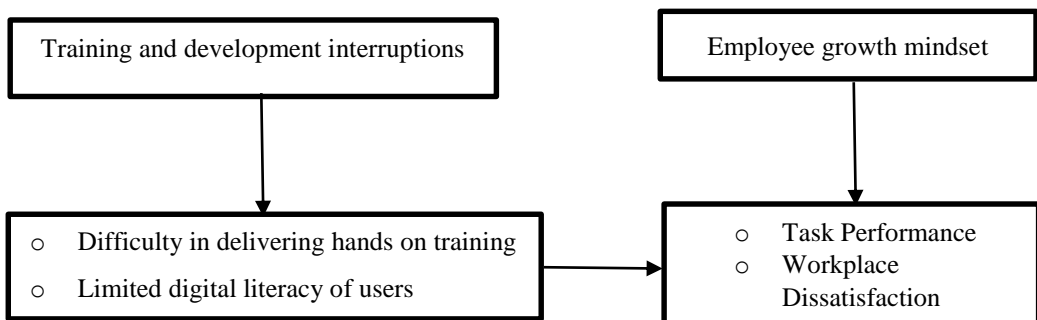
Accordingly, the following recommendations can be presented through this study:

1. Since growth mindsets seem to be more adaptable than fixed mindsets, companies could potentially benefit from embracing them instead of fixed mindsets. In order to promote growth mindsets within an organization, the organizations effort in training and development could be important.
2. According to the outcomes, it is evident that employees possessing a growth mindset will attempt to ensure task performance even without proper training and development. However, in order to ensure their satisfaction levels, provision of training and development plays a major role.
3. A key principle in HRM is the idea that practical training programs positively impact workers' knowledge, talents, and performance, leading to greater job satisfaction and success. According to the data gathered through the questionnaire, it can be recommended to implement hands-on training during work by adhering health guidelines under a

- safe working environment, by covering the lost training hours after the resuming of daily operations and by implementing hands on training when requested by employees to ensure task performance together with workplace satisfaction.
4. It can be recommended to public sector enterprises in Sri Lanka to focus more on the literacy levels of employees in order to avoid inefficiencies of on the job training in adjusting to global pandemics such as Covid 19 in the future.
  5. When implementing online training, it is important for employers of the public sector should identify the level of digital literacy of employees, whether they have the ability to adopt to virtual training and virtual work environments in order to understand how it impacts the growth mindset of employees through workplace dissatisfaction.
  6. Companies could also use methods such as developing critical thinking skills of employees through coaching in order to deal with challenges effectively, encouraging experimentation of new ideas, learning through mistakes and empowering to take responsibility during pandemics such as Covid 19 to impact employee growth mindsets in a positive manner when there are interruptions in providing training.

## Figures and Tables

**Figure 1**  
*Conceptual Framework*



*Note: Author Constructed*

**Table 1**  
*Cronbach alpha values of variables*

Reliability Statistics	No. of Items	Cronbach's Alpha
Difficulty in delivering hands on training	6	.868
Limited digital literacy of users	7	.883
Task Performance	6	.865
Workplace Dissatisfaction	7	.869

*Note: Survey Results*

**Table 2***Descriptive statistics: Normality*

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
DHT	351	-1.723	.130	3.495	.260
LDL	351	-1.438	.130	2.434	.260
TP	351	-1.842	.130	4.211	.260
WDS	351	-1.547	.130	3.508	.260

*Note: Survey Results***Table 3***Durbin Watson statistics*

Predictors: (Constant)	Dependent Variable	Durbin Watson Statistics
DHT	TP	1.995
DHT	WDS	2.004
LDL	TP	1.794
LDL	WDS	1.798
Training interruptions	Growth mindset	1.921

*Note: Survey Results***Table 4***Findings of the study*

Hypothesis	R	R Squared	F	Sig.value	Unstand arized Coefficie nt (Beta)	Standar dized Coefficie nt (Beta)
H1: Difficulty in delivering hands-on training has a significant impact on employee task performance.	.758 <sup>a</sup>	.575	471.796	.000 <sup>b</sup>	1.187	.758
H2: Difficulty in delivering hands-on training has a significant impact on workplace dissatisfaction.	.801 <sup>a</sup>	.642	626.443	.000 <sup>b</sup>	.929	0.801
H3: Limited digital literacy of users has a significant impact on employee task performance.	.708 <sup>a</sup>	.502	351.129	.000 <sup>b</sup>	1.471	.708

H4: Limited digital literacy of users has a significant impact on workplace dissatisfaction.	.758 <sup>a</sup>	.575	471.681	.000 <sup>b</sup>	1.194	.758
H5: Training and development interruptions significantly impact on the employee growth mindset.	.841 <sup>a</sup>	.707	843.490	.000 <sup>b</sup>	.925	.841

Note: Survey Results

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