

# A Study on Training and Development in TI Clean Mobility Pvt. Ltd.,

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**Abstract:** In today's competitive and rapidly changing business environment, the ability of an organization to maintain a skilled, competent, and motivated workforce is vital to achieving sustained success. This study focuses on the training and development practices at **TI Clean Mobility Pvt. Ltd.**, examining their role in enhancing employee performance, satisfaction, and organizational productivity. Training and development are essential components of human resource management, aimed at equipping employees with the necessary knowledge, skills, and competencies to perform their roles effectively and adapt to evolving job requirements.

The primary objective of the study is to evaluate the effectiveness of existing training programs at TI Clean Mobility, covering both technical and non-technical domains. The research further investigates employee perceptions, levels of engagement in training initiatives, and how these programs impact individual performance and organizational efficiency. Additionally, the study identifies key challenges faced in implementing training interventions, such as resource constraints, training relevance, and follow-up mechanisms. The findings highlight the importance of structured training programs, post-training feedback, and continuous improvement strategies to ensure the alignment of training with organizational goals.

By assessing current practices and areas needing enhancement, this study provides actionable insights that can support TI Clean Mobility and similar organizations in developing more robust, impactful training systems. The overall results underscore that investing in employee development not only boosts morale and job satisfaction but also fosters better human relations and long-term growth.

**Keywords:** Training and Development, Human Resource Management, Employee Performance, Skill Enhancement, Organizational Productivity, Employee Satisfaction, TI Clean Mobility, Learning and Development, Post-Training Evaluation, Workforce Competence.

## I. INTRODUCTION

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage. Training and development are an aspect of human resource and competence capable of improving employees' ability to perform more efficiently. Training and development play a vital role in the effectiveness of an organization. It is one of the most pervasive techniques for improving employees' performance enhancing organization productivity in the work place. Employees are the indispensable asset and key element of gaining competitive advantage of any organization e practices that help in enhancing employees' skills, knowledge, and training is essential tool for its actualization. The level of competency, skills and ability of the workforces of an organization influences its ability to preserve its obtained positions gain competitive advantage. Meanwhile, employees competence, skills and pro- activeness is directly proportional to the level at which organization can compete with others. Organizations are confronting with increased competition on resulting from changes in technology, economic environments, globalization etc. Training and development have become one of the necessary functions in most organizations, because they lead to high performance in the same field and are important part of human resource department, it has a significant effect on the success of an organization through improving employee performance.

In today's highly competitive and technologically dynamic business environment, organizations must continually evolve to maintain their competitive advantage. One of the most effective ways to achieve this is through the strategic

development of human resources. Training and development have emerged as critical components in equipping employees with the necessary skills, knowledge, and attitudes to perform effectively and adapt to changing work demands.

### **Research Problem**

Despite significant investments in training and development at TI Clean Mobility Pvt. Ltd, there remains a gap in understanding how effectively these programs align with job roles, enhance employee performance, and contribute to organizational goals. While various technical and non-technical training initiatives are in place, there is limited data on employee satisfaction, the practical impact of training on productivity, and the effectiveness of post-training evaluation mechanisms. The lack of structured feedback and performance analysis raises concerns about whether the training programs are meeting their intended objectives or require strategic improvement. Therefore, the core problem is to evaluate the actual impact and effectiveness of training and development efforts at TI Clean Mobility in order to optimize human resource potential and support sustainable organizational growth.

### **Need for the study:**

- To increase efficiency training and development increase skills for doing a job in better way.
- To increase Morale training and development increases morale of employees. High morale is evidenced by employee enthusiasm.
- Better Human Relations Training increases the quality of human relations in an organization.
- Reduced Supervision trained employees require less supervision. Autonomy and freedom can be given if the employees are trained properly to handle their jobs without the help of supervision.

### **Scope of the Study**

The scope of this study is limited to evaluating the training and development practices implemented at TI Clean Mobility. It focuses on understanding the effectiveness of existing training programs, employee participation, skill enhancement, and the impact on overall job performance and productivity. The study covers both technical and non-technical training initiatives provided to employees across different departments.

This study aims to identify areas of improvement in training delivery, relevance to job roles, and employee satisfaction.

## **OBJECTIVES**

### **PRIMARY OBJECTIVE :**

To Study on a Training and Development at TI Clean Mobility Pvt Ltd

### **SECONDARY OBJECTIVES :**

- To evaluate the current training and development programs implemented at TI Clean Mobility.
- To assess employee perceptions and satisfaction with the training they receive.
- To analyze the impact of training and development on employee performance and productivity.
- To identify challenges faced in implementing training and development program effectively.
- To evaluate post-training feedback and follow up mechanisms for continuous improvement.

## **II. REVIEW OF LITERATURE**

**Aidah Nassazi (2013)** According to this study “effects of training on employee performance.” Employees are major assets of any organization. The active role they play towards a company’s success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance.

**Armstrong M. (2009)** has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs.

**Aswathappa (2000)** also suggested that if the training and development function is to be effective in the future and yields all expected returns, it will need to move beyond its concern with techniques and traditional roles. On the other hand, development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges.

**Rohan & Madhumita (2012)** also supported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations’ level of growth, as well as

impacting on employees' performance. Swaminathan, J. and Gowri Shankar, U., (2011). This paper tries to conclude that training is the act of increasing the knowledge and skill of an employee for doing a particular job. The training is to acquire new skill, technical knowledge, problem solving, etc. It improves the performance of employees on present jobs and prepares them for taking up new assignments in the future. Training also helps in the growth of the employees. The main objective of the study is to measure the effectiveness of the training in the organization and its impact on employee job performance.

**Goldstein & Ford (2002)** In their book *Training in Organizations*, Goldstein and Ford discussed the critical importance of conducting a needs assessment before designing training programs. They argued that training must be aligned with both organizational goals and employee needs to ensure effectiveness. Their study provided a foundational model for instructional design in the corporate environment.

#### **Noe (2010)**

Noe emphasized the strategic role of training and development in his book *Employee Training and Development*. He pointed out that when training aligns with the overall business strategy, it not only improves individual performance but also supports long-term organizational growth. His work highlights the importance of leadership support and resource allocation in successful training initiatives.

**Aguinis & Kraiger (2009)** Their comprehensive literature review found strong evidence that training positively influences employee learning, behavior change, and overall job performance. They further concluded that the benefits of training extend to organizational outcomes such as increased productivity and improved employee morale, especially when training is evaluated and reinforced effectively.

#### **Saks & Burke (2012)**

Saks and Burke focused on the concept of training transfer, which refers to the extent to which skills learned in training are applied on the job. Their findings suggest that post-training support, including coaching, feedback, and reinforcement, is essential to ensure that employees retain and use the knowledge and skills they acquire during training.

### **III. RESEARCH METHODOLOGY**

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

#### **Analytical Tool**

**Percentage Analysis:** Percentage Analysis is the method to represent raw streams of data as a percentage (a part in 100-percent) for better understanding of collected data.

**Anova:** It is a collection of statistical models and their associated estimation procedures (such as the variation among and between groups) used to analyze the differences among group means in a sample. ANOVA was developed by statistician and evolutionary biologist Ronald Fisher.

**Chi-Square :** The Chi-Square test is a statistical method used to compare observed results with expected results. It helps determine if there is a significant difference between the expected and actual data, often used to test relationships between categorical variables.

**Five-number summary :** The five-number summary is a simple way to describe a dataset using five key values: the minimum, first quartile (Q1), median (Q2), third quartile (Q3), and maximum. These values give a clear picture of the data's distribution, showing its center, spread, and range. It helps to quickly identify patterns, such as skewness or outliers, and is often used in box plots for easy visualization.

**DATA ANALYSIS AND INTERPRETATION:**
**Five Summary Analysis**

Statistics		
Training includes practical examples and real life scenarios		
N	Valid	105
	Missing	0
Median		4.00
Minimum		1
Maximum		5
Percentiles	25	2.00
	50	4.00
	75	5.00

Training includes practical examples and real life scenarios					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	13.3	13.3	13.3
	Disagree	19	18.1	18.1	31.4
	Neutral	13	12.4	12.4	43.8
	Agree	26	24.8	24.8	68.6
	Strongly Agree	33	31.4	31.4	100.0
	Total	105	100.0	100.0	

**Interpretation:**

The data indicates that a majority of respondents believe the training includes practical examples and real-life scenarios, with 24.8% agreeing and 31.4% strongly agreeing, totaling 56.2%. The median response is 4.00, suggesting a generally favorable view, while the 25th percentile is 2.00 and the 75th is 5.00, showing some variation in responses.

**Chi-Square**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.996 <sup>a</sup>	16	.003
Likelihood Ratio	31.510	16	.012
Linear-by-Linear Association	17.349	1	.000
N of Valid Cases	105		
a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .17.			

**Interpretation:**

The Chi-Square test results reveal a statistically significant association between employees' perceptions of training program alignment with job requirements and the fairness of the training needs assessment process ( $\chi^2 = 35.996$ ,  $p = .003$ ). This suggests that individuals who view training programs as well-aligned with their job roles are also more likely to perceive the assessment process as fair and consistent. However, the reliability of this finding is limited, as 84% of the cells have expected counts below 5, violating key assumptions of the Chi-Square test. Therefore, while the data indicates a meaningful relationship, the results should be interpreted with caution, and future analysis may benefit from combining categories to meet statistical assumptions.

**Percentage Analysis****Training programs are aligned with job requirements**

S.NO	OPTIONS	RESPONSE	PERCENTAGE
1	Strongly disagree	3	2.9
2	Disagree	8	7.6
3	Neutral	9	8.6
4	Agree	40	38.1
5	Strongly Agree	45	42.9
6	Total	105	100.0

**Interpretation:**

The table shows respondents' opinions on whether training programs are aligned with job requirements. A majority of 45 respondents (42.9%) strongly agree, and 40 respondents (38.1%) agree, suggesting that most believe the training programs are well-aligned. Fewer respondents, 3 (2.9%), strongly disagree, and 8 (7.6%) disagree, while 9 (8.6%) remain neutral.

**FINDINGS:**

The survey revealed a modest gender balance among respondents (59% male, 41% female), with most aged between 21–30 years, indicating a young workforce. A majority held either a Master's (42.9%) or Bachelor's degree (37.1%). Income levels were mostly within ₹20,000–30,000, and urban residents formed the largest group (42.9%). The Production department had the highest representation, and most respondents had less than 5 years of experience.

A strong majority (83.8%) felt the company effectively identifies training needs, and 81% believed training is aligned with job roles. While 60.9% agreed training objectives were clear, only 48.6% felt continuous learning was encouraged. Training materials and content were generally rated as relevant and understandable, though fewer found them practical or engaging.

**SUGGESTION:**

TI Clean Mobility should implement a number of strategic changes to increase the efficacy of its training and development programs. First, since low predicted counts in Chi-square tests were found to be a limitation of SPSS analysis, the statistical reliability of internal assessments needs to be strengthened. Consolidating response categories or employing techniques such as Fisher's Exact Test can produce more precise findings. Furthermore, even while training material is often regarded as pertinent, more useful components—like case studies and role-based simulations—should be included to enhance practical applicability.

**IV. CONCLUSION**

The study on training and development at TI Clean Mobility Pvt Ltd met both primary and secondary objectives by reviewing existing training activities, assessing employee happiness, and examining the impact on performance and productivity. The findings show that, while most employees believe the training programs are relevant and matched with their job functions, there is still room for improvement in practical application, trainer effectiveness, and post-training assistance.

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