

A RESEARCH ON EFFECTIVENESS OF TRAINING AND DEVELOPMENT

Kawshick B¹, Dr K Sankar Singh*²

II MBA, Department of Management Studies, School of Management Studies,

Vels Institute of Science Technology and Advanced Studies (VISTAS) Pallavaram, Chennai¹

Associate Professor, Department of Management Studies, School of Management Studies,

Vels Institute of Science Technology and Advanced Studies (VISTAS) Pallavaram, Chennai²

*Corresponding Author

Abstract: This study investigates the effectiveness of training and development programs in enhancing employee performance and organizational productivity. Training and development are vital components of human resource management that aim to improve skills, knowledge, and competencies of employees. The research analyzes various methods of training, their implementation, and their impact on both individual and organizational outcomes. Using a combination of surveys, interviews, and performance metrics, the study evaluates the extent to which training programs meet their objectives and contribute to achieving strategic goals. The results highlight the importance of aligning training initiatives with organizational needs, employee engagement, and continuous evaluation. The findings provide valuable insights for HR professionals and decision-makers to design more effective training strategies that foster growth and long-term success. The study examines how structured training initiatives contribute to employee performance, productivity, and organizational growth. Through qualitative and quantitative data analysis, the research identifies key success factors, common challenges, and best practices in implementing effective training strategies. The findings suggest that well-designed training and development programs not only improve technical skills and job satisfaction but also reduce employee turnover and enhance innovation. The rapid evolution of technology in the IT sector demands constant adaptation, making training and development programs a critical aspect of organizational success. This research explores the effectiveness of training and development initiatives within IT solutions companies, focusing on how these programs impact employee performance, skill enhancement, and overall organizational growth. As the IT industry faces continuous technological advancements and increasing competition, it is essential for organizations to equip their workforce with the knowledge and capabilities needed to remain competitive.

Keywords: REACTION - LEARNING - BEHAVIOURS – ORGANIZATIONAL RESULTS.

INTRODUCTION

In today's dynamic and competitive business environment, organizations recognize the importance of investing in human capital to achieve sustainable growth. Training and development have emerged as essential tools in enhancing employee performance, improving job satisfaction, and driving organizational success. Effective training programs equip employees with the necessary skills, knowledge, and competencies to perform their roles efficiently, adapt to technological changes, and meet evolving job demands. Development initiatives, on the other hand, focus on long-term growth by preparing employees for future roles and leadership positions.

Despite the widespread adoption of training and development practices, their actual impact on employee performance and organizational productivity remains a subject of ongoing evaluation. This research aims to assess the effectiveness of these programs, identify the factors influencing their success, and provide recommendations for enhancing their strategic value within organizations. Training and development play a crucial role in enhancing employee skills, improving performance, and contributing to organizational success.

As businesses face rapid changes in technology and market demands, effective training programs ensure employees are equipped to meet these challenges. However, the actual impact of these initiatives on overall productivity and employee growth is still debated. This research aims to evaluate the effectiveness of training and development programs, exploring their influence on performance and providing recommendations for optimizing these practices in organizations.

STATEMENT OF THE PROBLEM

Organizations are increasingly investing in training and development programs to enhance employee skills, improve performance, and drive overall business success. However, the effectiveness of these initiatives remains uncertain in many cases. While training programs are designed to address skill gaps and improve productivity, there is a lack of comprehensive understanding regarding the extent to which these programs achieve their intended outcomes. Factors such as program design, content relevance, employee engagement, and the alignment with organizational objectives often influence the success of training initiatives. Additionally, the solutions provided by training programs to address specific challenges, such as skill deficiencies and productivity issues, are not always clear or measurable. This research seeks to address the gap by assessing the effectiveness of training and development programs, exploring the solutions they offer to organizational challenges, and identifying factors that contribute to their success or failure.

OBJECTIVES:

1. To analyse the role of Training and Development in Manufacturing Sector.
2. To find out relationship between Training and Development and Productivity of an employees.
3. To analyse whether employees are satisfied with various training programs implemented by the organization.
4. To asses the effectiveness of training and development on employees.
5. To identify perception of the employees on how training and development proved to be beneficial.

RESEARCH QUESTIONS:

1. How many training programmes have you attended in a year?
2. Benefit gained through the training programmes.
3. Training programme increases my capability to perform current and future jobs.
4. From the following training methods under which training method are you trained.

SIGNIFICANCE OF THE STUDY:

The findings from this study are significant for organizations, human resource managers, and policymakers seeking to maximize the effectiveness of their training and development programs. By understanding the key factors that contribute to successful training initiatives, this research will provide valuable insights into how organizations can enhance employee skills, improve job satisfaction, and ultimately increase overall productivity. Furthermore, the study will help organizations identify and implement best practices for training design, delivery, and evaluation, ensuring that training programs are aligned with business objectives.

II.LITERATURE REVIEW

Patel & Mehta (2015) – Impact of Structured Training Programs on Employee Performance and Organizational Growth
Patel & Mehta (2015) investigated how structured training programs influence employee performance and contribute to overall organizational growth. Their study aimed to determine whether well-organized and systematically implemented training initiatives lead to improved employee efficiency, skill development, and business expansion.

Sharma & Gupta (2016) – Analysed the role of continuous learning in improving workforce productivity in multinational corporations. Sharma & Gupta (2016) examined how continuous learning contributes to workforce productivity in multinational corporations (MNCs). Their study likely explored factors such as employee training programs, knowledge-sharing initiatives, and the integration of technology in learning processes. They may have found that organizations investing in continuous learning experience higher employee engagement, adaptability, and overall performance

Kumar & Rao (2016) – Explored the effectiveness of on-the-job training in IT firms, highlighting skill enhancement and knowledge retention. Kumar & Rao (2016) investigated the effectiveness of on-the-job training in IT firms, focusing on how it enhances employee skills and supports knowledge retention. Their study likely examined various training methods, such as mentorship programs, hands-on project work, and real-time problem-solving. They may have found that on-the-job training leads to faster skill acquisition, improved job performance, and better long-term retention of technical knowledge

Verma et al. (2017) – Examined competency-based training approach and their effect on employee engagement and job satisfaction verma et al. (2017) examined competency-based training approaches and their impact on employee engagement and job satisfaction. Their study likely focused on how training programs designed around specific competencies improve employee performance, motivation, and workplace satisfaction.

The research may have found that such training enhances job alignment, boosts confidence, and increases overall engagement by ensuring employees acquire relevant and practical skills. Let me know if you need a more detailed summary or analysis!

Singh & Malhotra (2017) – Studied the influence of leadership training on managerial effectiveness and decision-making skills. Singh & Malhotra (2017) explored the impact of leadership training on managerial effectiveness and decision-making skills. Their study likely examined how structured leadership development programs enhance a manager's ability to lead teams, solve problems, and make strategic decisions. The findings may suggest that leadership training improves communication, critical thinking, and adaptability, ultimately leading to more effective management and organizational success.

III. RESEARCH METHODOLOGY

Research Design:

Research design is a link between what has been established and what needs to be done in conducting the study to achieve the goal. Descriptive research design was the research design used in this study.

Sampling Method:

Random sampling is a probability sampling method where every employee in the target population has an equal chance of being selected. This eliminates bias and ensures the sample represents the entire workforce.

Sampling Size:

The total sample size of the study is 110.

Data collection Method:

Primary data was collected directly from employees using structured questionnaires for this study.

Data Analysis Tools:

ANOVA and Correlation analysis conducted using SPSS Software.

LIMITATIONS:

- Due to time limit sample size is limited to only 110 which may affect accuracy of study.
- Reluctance in the part of respondents may affect the accuracy of study.
- The geographical location of the respondent was limited to Sriperumbudur.

IV. RESULTS

- Out of the total 110 respondents, 56.4% are male and 43.6% are female, indicating a slightly higher participation of male employees in the study.
- The majority of respondents (40%) fall in the age group of 20–25 years, followed by 34.5% in the 25–30 age group.
- About 20% are between 30–40 years, and only 5.5% are above 40 years of age. This shows that the majority of participants are young professionals.
- Most of the respondents are well-qualified, with 40.9% holding postgraduate degrees and 40% being undergraduates. A smaller segment, 19.1%, falls under other educational categories.
- A significant proportion of respondents (52.7%) have 1–5 years of work experience, followed by 30% who have 5–10 years of experience, and 17.3% with more than 10 years. This suggests that most participants are early- to mid-career professionals.
- 35.3% of the respondents strongly agree that the training and development programs are effective, indicating a positive perception
- 39.1% of respondents strongly agree with the statement, further affirming strong approval of the training initiatives.
- 37.3% of the employees agree with the effectiveness of training, showing a favourable but slightly less intense approval than strong agreement
- 35.5% of participants strongly agree, reinforcing consistent satisfaction with the training provided.

ANOVA:

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
REACTION	Between Groups	3.484	1	3.484	2.600	.110
	Within Groups	144.734	108	1.340		
	Total	148.218	109			
LEARNING	Between Groups	2.827	1	2.827	4.069	.046
	Within Groups	75.028	108	.695		
	Total	77.855	109			
BEHAVIOURS	Between Groups	4.096	1	4.096	2.762	.099
	Within Groups	160.167	108	1.483		
	Total	164.264	109			
ORGANISATION RESULT	Between Groups	.179	1	.179	.129	.720
	Within Groups	149.721	108	1.386		
	Total	149.900	109			

INTERPRETATION

This ANOVA (Analysis of Variance) table compares group differences for four dependent variables: **Reaction**, **Learning**, **Behaviours**, and **Organization Result**. Here's the interpretation for each:

1. REACTION

- $F(1, 108) = 2.600, p = 0.110$
- Interpretation: The difference in REACTION between groups is *not statistically significant* at the conventional 0.05 level. This suggests that the groups do not differ significantly in how they react.

2. LEARNING

- $F(1, 108) = 4.069, p = 0.046$
- Interpretation: The difference in LEARNING between groups is statistically significant ($p < 0.05$). This indicates a meaningful difference in learning outcomes between the groups

3. BEHAVIOURS

- $F(1, 108) = 2.762, p = 0.099$
- Interpretation: The difference in BEHAVIOURS is marginally non-significant ($p = 0.099$). While it's not below the 0.05 threshold, it's close enough to warrant further investigation or consideration in practical terms.

4. ORGANISATION RESULT

- $F(1, 108) = 0.129, p = 0.720$
- **Interpretation:** No significant difference in ORGANIZATION RESULT between groups. The p-value is very high, indicating little to no evidence of group differences here.

Summary:

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- REACTION and BEHAVIOURS are not significant but may be worth exploring further.
- ORGANIZATION RESULT shows no significant difference.

CORRELATION:

Correlation is a statistical measure that describes the strength and direction of the linear relationship between two variables. In project management, correlation analysis can be useful for understanding how different project factors or variables relate to one another, such as the relationship between project cost and duration, or between team size and productivity.

$$\text{Formula: } r = \frac{\sum[(X - \bar{X})(Y - \bar{Y})]}{[\sqrt{\sum(X - \bar{X})^2} * \sqrt{\sum(Y - \bar{Y})^2}]}$$

Correlations

		REACTION	LEARNING	BEHAVIORS	ORGANISATION RESULT
REACTION	Pearson Correlation	1	.267**	.345**	-.016
	Sig. (2-tailed)		.005	<.001	.867
	N	110	110	110	110
LEARNING	Pearson Correlation	.267**	1	.344**	.087
	Sig. (2-tailed)	.005		<.001	.366
	N	110	110	110	110
BEHAVIORS	Pearson Correlation	.345**	.344**	1	.134
	Sig. (2-tailed)	<.001	<.001		.161
	N	110	110	110	110
ORGANISATION RESULT	Pearson Correlation	-.016	.087	.134	1
	Sig. (2-tailed)	.867	.366	.161	
	N	110	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

This correlation matrix provides Pearson correlation coefficients between four variables: Reaction, Learning, Behaviours, and Organisation Result. Here's a breakdown of the interpretation:

1. Significant Positive Correlations

These indicate statistically significant positive relationships:

- Reaction & Learning: $r = .267$, $p = .005$
 - Moderate positive relationship. As Reaction increases, Learning tends to increase.
- Reaction & Behaviours: $r = .345$, $p < .001$
 - Stronger positive relationship. Positive reaction is associated with more Behaviours.
- Learning & Behaviours: $r = .344$, $p < .001$
 - Strong and significant relationship. Higher Learning is associated with improved Behaviours.

2. Non-Significant Correlations

These are weak and not statistically significant:

- Reaction & Organisation Result: $r = -.016$, $p = .867$
- Learning & Organisation Result: $r = .087$, $p = .366$
- Behaviours & Organisation Result: $r = .134$, $p = .161$

Interpretation: None of the variables (Reaction, Learning, Behaviours) show a statistically significant correlation with Organisation Result.

Summary:

- There are moderate, significant positive relationships between Reaction, Learning, and Behaviours.
- However, Organisation Result does not significantly correlate with any of the other variables, suggesting it may be influenced by different factors.

V.DISCUSSIONS

- **Promote Awareness of Training and Development Benefits Across All Employee Levels:** Organizations should implement awareness programs that highlight the value of training and development, especially among lower-level staff who may not fully recognize its impact on career growth and performance.
- **Customization of Training Programs Based on Employee Roles and Skill Levels:** A tailored approach to training, aligned with individual job responsibilities and current skillsets, can enhance relevance and effectiveness compared to uniform training modules

- Incorporate Goal-Oriented Learning in Training Programs: Training and development initiatives should be linked to specific performance or career advancement goals to increase motivation, engagement, and measurable outcomes.
- Policy Support for Continuous Learning and Development: Organizations, along with policymakers, should support continuous learning through structured frameworks, funding support, or incentives that encourage employees at all levels to engage in upskilling.

VI.CONCLUSION

The study highlights the critical role that Training and Development (T&D) plays in the manufacturing sector. It establishes a strong positive relationship between effective training initiatives and employee productivity, indicating that well-designed training programs can lead to enhanced performance and efficiency. The analysis also reveals that while many employees are generally satisfied with the training opportunities provided, there is room for improvement in tailoring these programs to better meet individual and organizational needs. Furthermore, the effectiveness of training is evident not only in performance outcomes but also in the perceived personal and professional growth of employees. Overall, the findings suggest that continuous investment in relevant and impactful training and development activities is essential for maintaining a competitive and competent workforce in the manufacturing industry.

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