

# **A STUDY ON EFFECTIVENESS OF TRAINING IN PANASONIC APPLIANCES COMPANY LTD**

Submitted in partial fulfillment of the requirements for the award of

**MASTER OF BUSINESS ADMINISTRATION**

by

**AKASH.R**

**Register No.41410011**



**SCHOOL OF MANAGEMENT STUDIES**

**SATHYABAMA**

**INSTITUTE OF SCIENCE AND TECHNOLOGY  
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE  
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

**MAY 2023**



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## SCHOOL OF MANAGEMENT STUDIES

### BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **AKASH.R 41410011** who carried out the project entitled "**A Study on effectiveness of training in Panasonic Appliances company ltd**" under my supervision from January 2023 to March 2023.

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## DECLARATION

I **AKASH.R (41410011)** hereby declare that the Project Report entitled "**A Study on effectiveness of training in Panasonic Appliances company ltd**" done by me under the guidance of **DR. KRISHNAKUMARI., Ph. D** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

**DATE:** 05/05/2023

**PLACE:** Chennai  
**AKASH.R**

A handwritten signature in blue ink, appearing to read 'Akash R', is written over a faint, circular official stamp.

## **ACKNOWLEDGEMENT**

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. G. Bhuvaneswari, Dean - School of Management Studies** and **Dr. A. Palani, Head - School of Management Studies** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **DR. KRISHNAKUMARI., Ph. D** for her valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **School of Management Studies** who were helpful in many ways for the completion of the project.

**AKASH.R**

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## **ABSTRACT**

Training plays an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. Modern organizations therefore use their resources for permanent training and advancement of their employees. Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services. Training effectiveness is the measurement of improvement in the employee's knowledge, skill and behavioral pattern within the organization as a result of training program. This measurement help to match the cost incurred in the design and implementation of training with the associated benefits. Thus, it indicates whether the program has been able to deliver its intended goals and objectives. The purpose of this paper is to review the model of training effectiveness for the adoption by the human resources development executives in their planning, designing and implementation training program.

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# CHAPTER 1 – INTRODUCTION

## 1.1 INTRODUCTION

### Definitions of Training

“Training means changing what employees know, how they work, their attitudes toward their work, or their interaction with their co-workers or supervisors”.

Many authors have defined training as follows:

1. Jack Halloran: Training is the process of transmitting and receiving information related to problem solving.
2. Mathis and Jackson: Training is a learning process whereby people learn skills, concept, attitudes and knowledge to aid in the achievement of goals.
3. Gary Dessler: Training is the process of teaching new employees the basic skills they need to perform their jobs.
4. DeCenzo & Robbins: programs that are more present day oriented, focuses on individual's current jobs, enhancing specific skills and abilities to immediately perform their job called training.
5. Ricky W. Griffin: Training usually refers to the teaching operational or technical employees how to do the job for which they were hired.

## Concept of Training:

Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organization's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organization's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future. Contributing to training has long been one of the main concerns of occupational psychology – this is not surprising given that training involves *learning* and that learning is a central issue in psychology. Training is one of the core skills of occupational psychology. People with qualifications in and experience of occupational psychology have been employed in different capacities in training and development roles in government organizations, private companies and consultancy groups. The discipline offers many benefits and perspectives to help resolve training issues and problems and has also been at the root of many methods and techniques that have now become part of the routine practices within human resource management. Training specialists must be alert to the wider issues regarding the problems presented to

them and need the skills and confidence to deal with them. They must understand how training fits into the wider organizational context. Governments have traditionally played a significant role in the promotion and development of occupational psychology with regard to training, because of their responsibilities for employment, military, health and other services. People with an occupational psychology background have been employed directly by governments in areas such as job training, military training and health and safety. Government agencies have also been a major sponsor of training research and development; such investment has often provided the major underpinning of developments in this area. Governments can also affect the impetus for change in organizations through legislation, taxation, and the general health of the economy, which in turn can create more disposable income to create new demands for products and services, affect the supply of raw materials and services, or put such pressure on consumers that markets are adversely affected. Also, government initiatives can affect health and safety requirements, fiscal issues, competition laws, and ecological concerns, working with new technology and employment practices. Such changes prompt new ways of organizing and delivering these products and services, creating new training need. The other major source of employment and funding in training and development, where occupational psychology plays a specialist role, is private companies. Specialists might be employed directly within an organization's training and development functions or in consultancy offering services to clients. Organizations often employ their own specialist training and development staffs who have been recruited from the organization's own ranks. Organizations often prefer this approach because they feel it is more appropriate for their training staff to have operational and business experience than for them to be experts in training or occupational psychology. It is often assumed that training is simply a matter of following well-established procedures and principles. Standard methods. It is often necessary to understand variations that have not been responsive to the standard procedures. This entails understanding how people learn and how training can

support this learning Training and development staff are generally responsible for maintaining company training and development systems, to judge training needs and to organize the delivery of training and development. Practitioners with an occupational psychology background may be encountered in departments concerned with organizational development where they are engaged with the processes of organizational change of which training and development is a part. It is impossible to be more specific than this.

### **Importance of Training:**

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self-confidence and assists everyone in self-management.

The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment.

### **Types of Training:**

Various types of training can be given to the employees such as induction training, refresher training, on the job training, vestibule training, and training for promotion

#### **1. Induction training:**

Also known as orientation training given for the new recruits in

order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.

**2. Job instruction training:**

This training provides an overview about the job and experienced trainers demonstrate the entire job. Additional training is offered to employees after evaluating their performance if necessary.

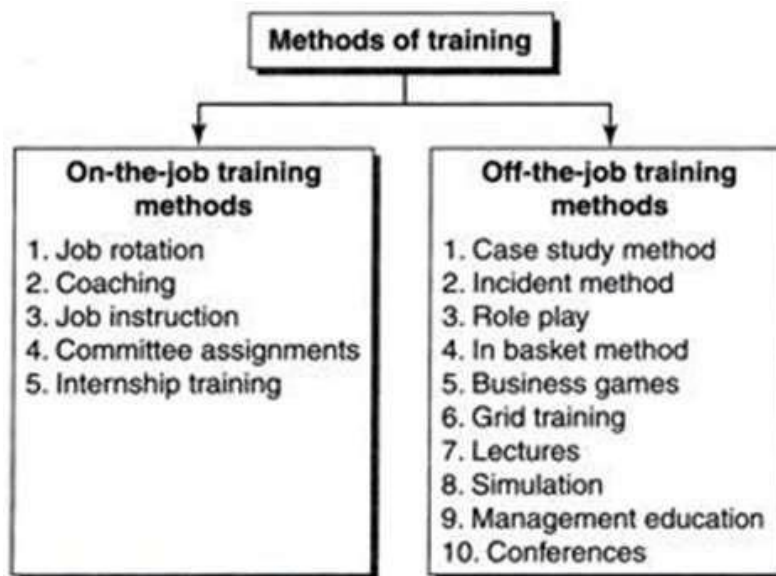
**3. Vestibule training:**

It is the training on actual work to be done by an employee but conducted away from the work place.

**4. Refresher training:** This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

**5. Apprenticeship training:**

Apprentice is a worker who spends a prescribed period of time under a supervisor.



## 1.2 INDUSTRY PROFILE:

The Indian Home Appliances Market is segmented by Major Appliances (Refrigerators, Freezers, Dishwashing Machines, Washing Machines, Cookers, and Ovens), Small Appliances (Vacuum Cleaners, Small Kitchen Appliances, Hair Clippers, Irons, Toasters, Grills and Roasters, and Hair Dryers), and Distribution Channel (Multi-Branded Stores, Exclusive Stores, Online, and Other Distribution Channels). The home appliance segment is one of the fastest-growing industries in the Indian market. Home appliances in India have been increasing at a steady pace, driven by both large appliances and small appliances; in 2018, large appliances have slightly higher growth than small appliances. Most categories within home appliances saw both retail volume and current value growth in 2018. These developing households have an increasing need for accessibility and are looking for products that offer convenience and considerably reduce the time and effort spent on everyday chores.

## MARKET ANALYSIS

The home appliance segment is one of the fastest-growing industries in the Indian market. Home appliances in India have been increasing at a steady pace, driven by

both large appliances and small appliances; in 2018, large appliances have slightly higher growth than small appliances. Most categories within home appliances saw both retail volume and current value growth in 2018. The sector has a vast untapped market for appliances, like air conditioners (AC), washing machines, and fridges. The air conditioner has a penetration of 4% in India as compared to the global average of 30%. The emerging economy and changing lifestyles of Indian consumers have been leading to growth in the number of working people, nuclear families, single-person households, and the migrating of the job population. Therefore, these developing households have an increasing need for accessibility and are looking for products that offer convenience and considerably reduce the time and effort spent on everyday chores. The main growth drivers for this industry are increased affordability, focus on energy-efficient products, increasing digital penetration, and the rise in aspiration. India has seen significant changes in its policies, especially those related to the regulatory and business environment. The appliances sector and the upcoming national policy for electronics (NPE) may bring about significant policy changes for the industry. The burgeoning middle class in urban areas and aspirational demand from rural India, coupled with government reforms in the form of GST, are making the appliances industry look positively toward the next phase of exponential growth. This growth in India's consumer market demand is driven primarily by rising disposable incomes in Indian households and easy access to credit, which induces growing purchasing power. Increasing the electrification of rural areas, along with the rising influence of social mass media and the popularity of online sales, is also likely to increase the demand. Two-thirds of the total revenue is generated from the urban inhabitants, and the rest is made from the rural inhabitants.

### **Major Factors Driving Growth Of The Global Home Appliance Market:**

Revenue growth of global home appliance market is significantly driven by technological advancement, rising investments in research and development activities, and increasing consumer spending. Smart appliances have advanced features and are more energy-efficient. Need for comfort and high living lifestyles

of people is leading to adoption of smart appliances over existing appliances. New product development, product innovation, and addition of new features to the existing appliances further supports market growth going ahead.

#### **Factors Restraining Growth Of The Global Home Appliance Market:**

The global home appliance market growth is substantially hampered by several unfavorable factors. Lack of ability to automate in terms of technology and operation can impact consumers buying decision. In addition, power cut-offs in rural areas can lead to less reliability of home appliances, which is expected to negatively impact market revenue growth over the forecast period.

#### **Opportunities For Players Operating In The Global Home Appliance Market:**

Introduction of wireless technologies such as Bluetooth and [Wi-Fi](#), which can be operated using smartphones and tablets is expected to provide lucrative opportunities for key players to strengthen their positions. In addition, use of Artificial Intelligence (AI) and machine learning can help in improving efficiency, automate tasks, and reduce human interaction to perform various process. Rising trends such as more diversity, sustainability, effectiveness, smart functionality and stylish design of home appliances are factors expected to drive growth of the market over the forecast period.

#### **Global Home Appliance Market Revenue Led By Product Type Segment:**

Based on product type, the refrigerator segment is expected to reach the highest revenue share over the forecast period. Refrigerators are defined as easy and convenient way to preserve food and food products. Refrigerators have become an essential part of every home and one of the major things purchased household appliances. They are used throughout the year and so energy consumption is a major concern with reference to the product. High energy star-rated refrigerators are in great demand as they come with efficient installation of compressor, defroster, and insulation, which aids in energy efficiency.

#### **Global Home Appliance Market By Distribution Channel:**

Based on distribution type, the specialty stores segment is expected to dominate all other distribution channels in terms of revenue generation over the forecast period. Major factors contributing to growth of this segment are real time experience of home appliances, possibilities of comparisons, and aesthetical pleasing designs. Consumer can inspect and evaluate high price appliances before purchasing.

### **North America Accounts For Largest Revenue Share In Global Home Appliance Market:**

Among regional markets, North America emerged as the largest market for home appliances in 2020, with the highest revenue share. Revenue growth in the North American market is mainly attributed to presence of major players in countries such as the United States and increasing focus on replacement of old home appliances. The home appliance market in Europe is expected to register steady growth rate due to rising demand for premium built-in or integrated appliances.

## **1.3 COMPANY PROFILE:**

The Company was incorporated as a public limited company on 9th September 1988 in the name of Indo Matsushita Appliances Company Limited. The Company was promoted as a joint venture by Mr. Obul Reddy a leading Industrialist in Chennai, Tamil Nadu in Technical and Financial Collaboration with Matsushita Electric Industrial Co. Ltd. Japan (now known as Panasonic Corporation). The Company has come out with a public issue during the year 1990 and the shares of the Company are listed in the Bombay Stock Exchange Ltd (BSE) and Madras Stock Exchange Ltd.

The Company started manufacturing of Electric Rice Cookers during the year 1990 and marketed the same in the brand name of “National Nippo”. The Company has been considered as the pioneer in the field of manufacturing and marketing of Electric Rice Cookers in India and is the market leader in this segment. The Electric Rice Cooker manufactured by the Company has a unique feature in which it has an

in-built auto-thermostat which will cut off the heater once the cooking is completed and thereafter keep it warm for a long time.

The Company expanded its products line by introduction of Mixer-Grinder under “National” brand by starting production of the same in its Factory located at Sholavarm village near Chennai, Tamil Nadu during August 1995 with the technical assistance from Panasonic Corporation, Japan.

During the year 2003 the Company has started the business of trading of imported Panasonic products comprising Kitchen Appliances and Beauty Care and Health Care category.

As a part of Panasonic’s strategy of integration of brands and building the “Panasonic” brand name, Company discontinued the use of “National” brand name and “Panasonic” brand name is exclusively used for both Electric Cooker and Mixer Grinder. The name of the Company was also changed to Panasonic Home Appliances India Company Limited (PHAI) with effect from 10th September 2004.

PHAI adopted the principles of Mr. Kosuke Matsushita, Founder of the Matsushita Electric Industrial Co. Ltd., Japan, who once said “All technologies should be used to put richness into people’s hearts and lives.” At present the Company manufactures various models of Electric Cooker under Lid Type and Jar Type besides Mixer Grinders of various models. The Company also exports both Cooker and Mixer Grinder to various countries. The day-to-day management of affairs of the Company is vested on the Managing Director who is subjected to the overall superintendence and control of the Board. The present Board comprising of 5 directors out of which 1 Managing Director, 2 Directors represent of Panasonic and 2 Independent Directors. PHAI is a subsidiary of Panasonic Corporation, headquartered in Osaka, Japan. Panasonic is a worldwide leader in the manufacture of electronic products for a wide range of consumer, business and industrial needs. Panasonic has about 95.43% shareholding in PAPIN.

The name of the Company is now changed as Panasonic Appliances India Company Limited (PAPIN) with effect from July 2012.

## PRODUCT PROFILE:

### GRINDER



### MIXER



### RICE COOKER



#### **1.4 STATEMENT OF THE PROBLEM:**

Training of employees play an vital role in any given organisation in the modern world. It is aimed at preparing employees for future or current jobs. The efficiency and productivity of the firm can be increased considerably with right training methods. This is why the hr department gives training a huge importance. So it is essential that we conduct studies to improvise our training methods.

The motive behind this study is to understand the effectiveness of training in Panasonic appliances company ltd.

The training cannot be measured directly but the change in attitude and behaviour of employees occurs as a result of training. By studying and analysing the response of employees regarding training , we can make scientific conclusions , which is the core idea of this study.

#### **PROBLEM STATEMENT:**

**The intention of this research is to analyse and evaluate the effectiveness of training process in Panasonic Appliances company ltd.**

#### **1.5 OBJECTIVES OF THE STUDY:**

##### **PRIMARY OBJECTIVES:**

- To study the effectiveness of training in Panasonic Appliances company ltd.

##### **SECONDARY OBJECTIVES:**

- To understand the various training practices adopted by Panasonic appliances Pvt ltd company.
- To know the satisfaction level of employees regarding training practices at Panasonic appliances Pvt ltd company.
- To study the methods used in Training the Employees.
- To collect and analyse the views of participants and superior on the training.

## **1.6 NEED FOR THE STUDY:**

- Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It utilizes a systematic and organized procedure by which employee learns technical knowledge and skills. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization.
- Training is closely related with education and development but needs to be differentiated from these terms. It is aimed at improving the behavior and performance of a person.
- Training is a continuous and life long process. Training provides an atmosphere of sharing synthesizing with the help of the trainers, the information already available on the subject. Understanding the training need requirements of employees is of huge concern for any company. The impact of knowing the employees performance based on training provided is crucial. Hence, this study focuses on the various training methods and practices adopted at PANASONIC APPLIANCES COMPANY LTD.

## **1.7 SCOPE AND SIGNIFICANCE OF THE STUDY:**

The study is conducted on the employees in Panasonic appliances company ltd. This study will help the organization,

1. To know the present condition of the training programs
2. To know the expectation of the employees towards training programs
3. To know the willingness of the employees towards training programmers.
4. To know the techniques used to develop employee's productivity.

## CHAPTER 2 – REVIEW OF LITERATURE

### 2.1 Review of literature:

**According to Henry Ongori (2011),** Jennifer Chishamiso Nzonzo, training and development has become an issue of strategic importance. Although many scholars have conducted research on training and development practices in organizations in both developing and developed economies, it is worth mentioning that most of the research has concentrated on the benefits of training in general. There is however, limited focus on evaluation of training and development practices in organizations.

**According to Bates and Davis (2010),** Usefulness of training programme is possible only when the trainee is able to practice the theoretical aspects learned in training programme in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations.

**According To Fizzah(2011),** The purpose of the research is to find out how training and development effect organizational performance and to find out what is the impact of training and development in organization. Data is collected from the 100 members of different organizations. And the previous researches carried out on training and development. Training and development is important for the employees in organization, it helps the employees to improve their skills and to give a good performance in workplace. There is a big relation between training and development with the organization performance and the relationship is discussed in the paper.

**According to Shelley Frost,** Demand Media Training is a crucial component in preparing new employees for their positions and keeping existing employees current on critical information. To be effective, a training program needs a specific purpose with appropriate training methods. Understanding the factors that influence training programs enables you to develop or change your current employee education to make it fit the needs of your business and your employees .

**Ananth Lakshmi Mahadevan et al. (2019)** studied the impact of training methods on employee performance in a direct selling organization in Malaysia. Researchers claimed that building a skilful and knowledgeable workforce is one of the vital activities in an organization to ensure a high level of competency with a proficient team in order to sustain and grow in a dynamic business environment. The objective behind this study was to examine the impact of on-the-job and off-the-job training on employee performance. The result showed that both on-the-job and off-the-job training achieved a standard coefficient beta value of 0.370 and 0.546 respectively with a significant value of 0.000. Based on the beta value reading researcher found that off-the job training has a higher impact compared to on-the-job training on employee performance.

**Sumaya Shafiq et al. (2017)** discussed the effect of training and development on employee performance in a private company, Malaysia. Researchers stated that the employees are a major asset of the organization, they have a role to play towards an organization's success. So it is mandatory to take care of their learning to increase employee performance. The objective was to investigate the effect of on-the-job training, off-the-job training, job enrichment, and job rotation on employee performance in private companies. The study concluded that only job enrichment is the independent variable that has a significant positive impact on the dependent variable (employee performance) while the other independent variables are found to be insignificant drivers in influencing employee performance.

**Ashikhube Humphrey Otuko et al. (2013)** determined the effect of the training dimension on employee performance in Mumias sugar company, Kenya. The study sought to find out the effect of training need assessment on employee performance, the effect of training content on employee performance, and the effect of training evaluation on employee performance. The result indicates that there was a positive and significant effect between training need assessment and employee performance. Therefore, most respondents stated that training need assessment was conducted before the actual training. The result indicates that training content has a positive and significant effect on employee performance. This implies that an increase in training content will increase the level of employee performance. From the result, there was an indication that an

increase in training evaluation and employee performance was positively and significantly associated.

**Tarun Singh (2015)** stated that training and development is the best possible utilization for employee's capabilities. Training is equipping the employees with the required skills to perform and development is the growth of employees at every level of management. This attempt was made to study the impact of training and development programs on employees' efficiency at Bharat Heavy Electricals Ltd. (BHEL). The study revealed that employees are highly satisfied with BHEL. For 20 items average mean score and percentage score were computed 3.62 (65.5%). Employees do not want to change their job because they pay salary is satisfactory. Seniors interact nicely with subordinates and the working environment is also good. but there is some need for implementation in its training programs, reward system, policy, and other important issues.

**Philipina Ampomah (2016)** claimed that training and development is a key factor in improving employee performance in organizations. The purpose of the study was to focus on the effect of training and development on employee performance in a private tertiary institution in Ghana; a case study of Pentecost university college. The study revealed that employees are motivated through training, and training and development result in higher performance for the Pentecost university college. Pentecost university college certainly had a well-established policy to invest in the training and development of the employees and also organized training programs from time to time for their employees to update their knowledge and skill. The study recommended that all employee's training and development should be vigorously followed and made mandatory.

**Funda Cengiz, (2016)**, "Developing Training Programs for Disabled Guests: An Industry Perspective", in Metin Kozak , Nazmi Kozak (ed.) *Tourism and Hospitality Management (Advances in Culture, Tourism and Hospitality Research, Volume 12)* Emerald Group Publishing Limited, pp.213 – 222 As an alternative way of tourism, disabled tourism has its own characteristics due to the fact that disabled tourists are likely to have different needs and expectations throughout their vacations at a destination. Therefore, this chapter aims to

provide a generic overview of disabled tourism and identify if there would be any requirements for developing training programs and examine their contexts. The discussion of results is based on undertaking an interview survey among the executive managers of travel agencies and hotel businesses operating in a resort town of Turkey. Although the respondents emphasize the importance of training programs, unfortunately there is much less improvement in terms of facilities for disabled visitors.

**Cody Brent Cox, Laura G. Barron, William Davis, Bernardo de la Garza, (2017)** "Using situational judgment tests (SJTs) in training: Development and evaluation of a structured, low-fidelity scenario-based training method", *Personnel Review*, Vol. 46 Issue: 1, pp.36-45 Situational judgment tests (SJTs) are widely used in personnel selection but have not been empirically explored as methods of training design. The purpose of this paper is to evaluate SJT-based training as a workplace training design method which utilizes active learning and structured feedback to enhance learning of both procedural and declarative knowledge. Volunteers (n=416) were randomly assigned to full-length lecture-based training or abbreviated lecture-based training followed by 15 minutes of SJT-based training. Knowledge of training content was assessed at pre-test and three weeks after training.

**Funda Cengiz, (2016)**, "Developing Training Programs for Disabled Guests: An Industry Perspective", in Metin Kozak , Nazmi Kozak (ed.) *Tourism and Hospitality Management (Advances in Culture, Tourism and Hospitality Research, Volume 12)* Emerald Group Publishing Limited, pp.213 – 222 As an alternative way of tourism, disabled tourism has its own characteristics due to the fact that disabled tourists are likely to have different needs and expectations throughout their vacations at a destination. Therefore, this chapter aims to provide a generic overview of disabled tourism and identify if there would be any requirements for developing training programs and examine their contexts.

**Gosim Martin Chukwu, (2016)** "Trainer attributes as drivers of training effectiveness", *Industrial and Commercial Training*, Vol. 48 Issue: 7, pp.367-373 The purpose of this paper is to discover trainer variables that act as driving forces on training effectiveness. This can be a catalyst for improving the quality of training outcomes thereby making training firms more competitive as well as bridge the gap in literature.

**Tim Bauerle, Michael J. Brnich, Jason Navoyski, (2016)** "Exploring virtual mental practice in maintenance task training", *Journal of Workplace Learning*, Vol. 28 Issue: 5, pp.294-306 This paper aims to contribute to a general understanding of mental practice by investigating the utility of and participant reaction to a virtual reality maintenance training among underground coal mine first responders. Researchers at the National Institute for Occupational Safety and Health's Office of Mine Safety and Health Research (OMSHR) developed software to provide opportunities for mine rescue team members to learn to inspect, assemble and test their closed-circuit breathing apparatus and to practice those skills.

**Pattanee Susomrith, Alan Coetzer, (2015)** "Employees' perceptions of barriers to participation in training and development in small engineering businesses", *Journal of Workplace Learning*, Vol. 27 Issue: 7, pp.561-578 This paper aims to investigate barriers to employee participation in voluntary formal training and development opportunities from the perspective of employees in small engineering businesses. An exploratory qualitative methodology involving data collection via site visits and in-depth semi-structured interviews with 20 employees in five small engineering businesses was used.

**Anjum Naweed, Angelina Ambrosetti, (2015)** "Mentoring in the rail context: the influence of training, style, and practice", *Journal of Workplace Learning*, Vol. 27 Issue: 1, pp.3-18 The purpose of this paper is to investigate workplace learning in the context of the rail industry, specifically for the type of learning required to become a train driver. It examines the impact of changes to the traditional learning model, and explores the potential of mentoring in the learning/training model.

**Anugamini Priya Srivastava, Rajib Lochan Dhar, (2015)** "Training comprehensiveness: construct development and relation with role behaviour", European Journal of Training and Development, Vol. 39 Issue: 7, pp.641-662 This study aims to develop the scale for perception of training comprehensiveness and attempts to examine the influence of perception of training comprehensiveness on role behaviour: teachers' efficacy as a mediator and job autonomy as a moderator.

**Muhammad Awais Bhatti, Mohamed Mohamed Battour, Veera Pandiyan Kaliani Sundram, Akmal Aini Othman, (2013)** "Transfer of training: does it truly happen?: An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training", European Journal of Training and Development, Vol. 37 Issue: 3, pp.273-297 The purpose of this study is to highlight the importance of selected environmental, situational and individual factors in the training transfer process.

**Rajashi Ghosh, Ray K. Haynes, Kathy E. Kram, (2013)** "Developmental networks at work: holding environments for leader development", Career Development International, Vol. 18 Issue: 3, pp.232-256 The purpose of this paper is to elaborate how an adult development perspective can further the understanding of developmental networks as holding environments for developing leaders confronted with challenging experiences.

**Ioannis Kougias, Lambrini Seremeti, Dimitris Kalogeras, (2013)** "Mobility of Eastern European citizens: training and development", European Journal of Training and Development, Vol. 37 Issue: 8, pp.766-778 The purpose of this paper is to explore and present a higher education initiative towards the training and development of Eastern European citizens, who migrate to Greece, in pursuit of bettering their economic conditions and, simultaneously, become evolving social entities, adaptable to heterogeneous environments. Motivated by the motto "education for all", the initiative is based on data drawn from local and

public authorities and interviews that were carried out with immigrants, mainly from Albania and Ukraine.

**Khawaja Fawad Latif, (2012)** "An integrated model of training effectiveness and satisfaction with employee development interventions", *Industrial and Commercial Training*, Vol. 44 Issue: 4, pp.211-222 The purpose of the study is to develop a framework to evaluate employee satisfaction with the training program by capturing its key indicators. An instrument was devised through an extensive literature review. Data from the respondents were subjected to analysis using the statistical software SPSS. Four subscales were found to have a significant contribution towards establishment of an effective training program. The study identified potential enablers of a successful training program. The research highlighted the needs of business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction. Where much of the research is focused on training effects, little research had been focused on development of an integrated scale for the measurement of training effectiveness.

**Piyali Ghosh, Rachita Satyawadi, Jagdamba Prasad Joshi, Rashmi Ranjan, Priya Singh, (2012)** "Towards more effective training programmes: a study of trainer attributes", *Industrial and Commercial Training*, Vol. 44 Issue: 4, pp.194-202 The paper aims to ascertain the predictors of training effectiveness with special reference to the characteristics of trainers. Characteristics of trainers as obtained from the extant literature served as seven independent variables to predict training effectiveness, measured in terms of trainee satisfaction with the training programme.

**Amitabh Deo Kodwani, (2017)** "Decoding training effectiveness: the role of organisational factors", *Journal of Workplace Learning*, Vol. 29 Issue: 3, pp.200-216 The purpose of this study is to extend previous findings and examine various organisational factors, which have not been studied sufficiently, that influence

training R. Sudhakar and Dr. S. Rabiyaathul Basariya  
<http://iaeme.com/Home/journal/IJMET> 934 editor@iaeme.com transfer. A conceptual model based on previous research work is hypothesised and tested. The sample included 123 full-time employees working at one of the major public sector organisations operating in India.

**Sunil Das B (2018)** Analyze the training and development of bank employees. The study discloses to identify the training policies and objectives followed by the banks and to ascertaining the training areas and the adequacy of the training infrastructural facilities in banks. The study is based on secondary source of data. The study concluded that the importance of training and development of employees in direct increase in the profitability of organizations and the development of the countries.

**Maninder Kaur (2016)** conducted an empirical study on effectiveness of training programs among women employees in public and private sector banks. The study is an attempt to understand and compare the patterns of participation of women in private and public banks and it also measure the effectiveness of training programs and growth of the banks. The study is based on primary data collected from various private and public sector banks in Delhi. Data is collected through questionnaire filled by the bank employees. The research opined that an employee who are trained regularly are well motivated and have enhanced confidence, self-esteem, knowledge and skill.

**Dr. S Shahul Hameed, J Rajinikanth and P Mohan raj (2014)** conduct a conceptual study on training and development programs of bank employees. The study aimed that to know the opinion on training and development programs of bank employees in Nagai district. In his study extensive use of both primary and secondary data were made. For collecting the primary data, field survey technique was employed in the study. The result from the training feedback are used by the person receiving them to plan their next level of training and

development. These results are also used by the banks for making promotional decision too. The training system in banking industry has been changed to create a smarter workforce and yield the best results.

**Kavita rani, Diksha Garg (2014)** explored a study on training and development in public sector banks. The objective of study is to examine the effectiveness of training and development programs bank for their employees and how it helps the fulfillment of their duties. Data is collected through questionnaire filled by the bank employees. The findings of the study suggest that training and development is inevitable and unavoidable in any sector.

**Dr. Dhanonjoy kumar and Humaira Siddika(2017)** conduct a study on benefits of training and development program on employees performance with special reference to banking sector in Bangladesh. This study aims to investigate the significance of training along with the development program and its benefits to employees and organization. The sample has taken from the Kushtia and Jhenaidah district followed by stratified random sampling. This study found that training and development program increase the skill, ability and intellectuality of the bank employees.

**Dr. T Chellammal (2019)** conduct study on impact of training and development on performance of select bank employees with particular reference to Thoothukudi. The main objective of the study the impact of training and development practices on the employee performance in the banking sector. The study adopts both primary and secondary data. This study found that proper training and development programs may increase the high morale of the employees.

**Jyoti (2017)** analyze the impact of training and development with reference to banking sector in India. The objective of this study to assess the role of HRM in banking industry and to discusses the impact of training and development on the

employees of banking sector. The information about the problem is collected on the basis of secondary data. It is concluded the growth of banking sector in India is the result of skilled manpower which is the outcome of training and development.

**Ms Ritambhra Goswami, Dr Manoj Pandey, prof (Dr), Anil Vashisht (2017)** analyze training and development practices in public and private sector banking sector. It is a comparative study between public and private banks. It is concluded that as compared to the public banking sector, private banking is more conscious to provide training to their employees.

**Ms Jaspreet Kaur (2016)** analyze employees' perception for training and development practices in banking sector. The objective of the study is to identify the 9 training needs of the employees and objectives of the banks to impart training. Moreover, the level of satisfaction of bank officials over the training and development programs are also measured. It is concluded that training can work as an intrinsic value enhancement tool for the employees which in turn will increase productivity and profitability of the banks.

**Nagaraju R K Sesaiah(2013)** analyze the importance of training and development among bank employees in India. This re-search examined the relationship between staff training and job satisfaction among Indian banks employees with special reference to the selected banks in SPSR Nellore district, Andhra Pradesh. Structured questionnaire was used to collect data from eighty respondents through simple random sampling method. The result of the study is that staff training has positive significant relationship with job satisfaction.

## **CHAPTER 3 – RESEARCH METHODOLOGY**

### **3.1 RESEARCH DESIGN:**

The research design is the plan, structure and strategy of investigation conceived so as to obtain the answer to research question and to control variance. A research design is the specification of methods and procedures for acquiring the information needed for solving the problem. This study is Descriptive in nature as it brings out the facts of purchase attitude.

### **3.2 SOURCES OF DATA:**

In order to collect the primary data **questionnaire** is used as the research instrument. It consists of a set of questions arranged in a logical pattern for the respondents to answer. The type of questionnaire used is structured disguised in which lists of questions were formed, so as to get the facts.

- Open ended questions.
- Close ended questions.

#### **3.2.1 OPEN ENDED QUESTIONS:**

An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or single-word answer.

#### **3.2.2 CLOSE ENDED QUESTIONS:**

A closed-ended question is a question format that limits respondents with a list of answer choices from which they must choose to answer the question. Commonly these types of questions are in the form of multiple choices, either with one answer or with check-all-that-apply, but also can be in scale format, where respondent should decide to rate the situation in along the scale continuum, similar to like questions.

### **3.3 STRUCTURE OF QUESTIONNAIRE:**

The questionnaire was divided into two sections. The first part was designed to know the training programs given to the employees in the organization and The second part consisted of employees level of satisfaction on quality and duration of existing training programmes.

### **3.4 SAMPLE SIZE:**

The sample size taken for the study is 120 respondents.

### **3.5 SAMPLING TECHNIQUE:**

The sampling used in the study is simple random Sampling. As the name implies, is based on the convenience of the researcher who is to select a sample. This type of sampling is also called accidental sampling as the respondents in the sample are included in it merely on account of their being available on the spot where the survey is in progress. Thus , a researcher may stand at a prominent point and interview all those selected people who pass through that place.

### **3.6 PERIOD OF STUDY:**

The period of study is **January 2023** through **March 2023**.

### **3.7 ANALYTICAL TOOLS:**

The tools used for analysis are:

- Percentage analysis.
- Anova test.

## CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION

### 4.1 PERCENTAGE ANALYSIS:

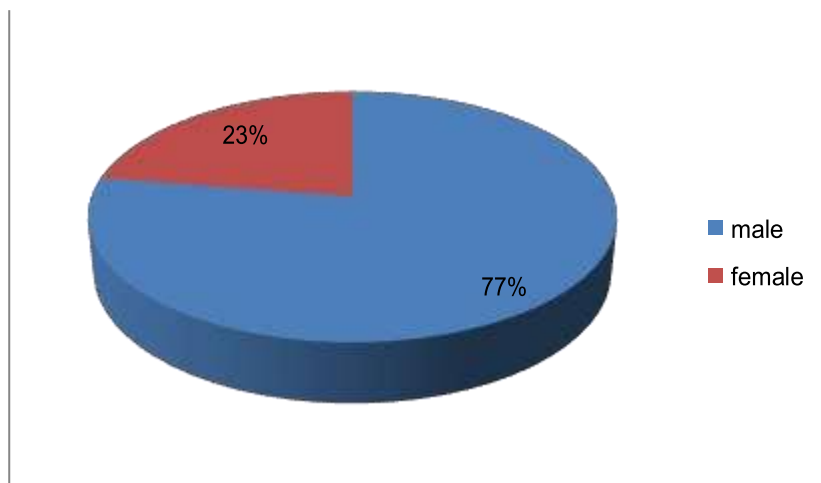
#### 4.1.1 GENDER OF RESPONDENTS

Employees were given questionnaire requesting them to fill up the gender. The data collected is shown in the form of table and pie chart below.

**Table 4.1.1 Table showing Gender of respondents**

| Gender | Frequency | Percent |
|--------|-----------|---------|
| male   | 93        | 77.5    |
| female | 27        | 22.5    |
| Total  | 120       | 100.0   |

**Chart 4.1.1 Chart showing Gender of Respondents in %**



**Inference:** Above table shows 77% of respondents were males and 23% were females. The gender is displayed graphically using a pie chart. It shows majority of respondents are males.

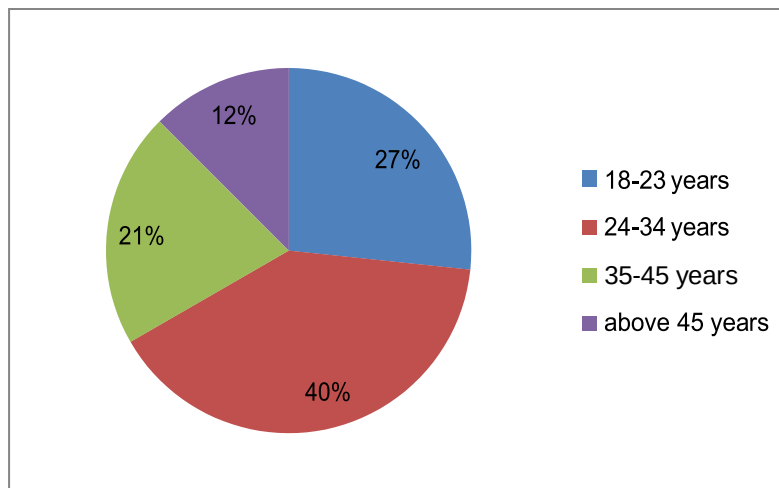
#### 4.1.2 AGE OF RESPONDENTS

The age was divided into four different groups and respondents were requested to specify which age group they belong. The result is displayed in table form and bar chart form.

**Table 4.1.2 Table showing Age of respondents**

| Age            | Frequenc<br>y | Percent |
|----------------|---------------|---------|
| 18-23 years    | 32            | 26.7    |
| 24-34 years    | 48            | 40.0    |
| 35-45 years    | 25            | 20.8    |
| above 45 years | 15            | 12.5    |
| Total          | 120           | 100.0   |

**Chart 4.1.2 Chart showing Age of respondents**



**Inference:** Above table shows 27% of respondents are of 18-23 age group category, 40% of respondents are of 24-34 age group category, 21% of the respondents are of the age group of 35- 45 years age group and 12% of the respondents are of the age group of above 45 years. It also infers that majority of the respondents are young and below 35years.

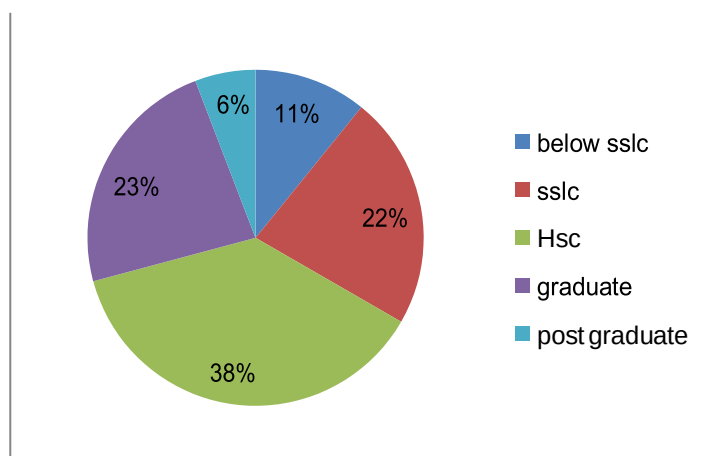
### 4.1.3 QUALIFICATIONS OF THE RESPONDENTS

The respondents were requested to enter their educational qualification and the results are displayed in table and chart format and interpreted.

**Table 4.1.3 Table showing educational qualifications of the respondents**

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| below sslc    | 13        | 10.8       |
| sslc          | 27        | 22.5       |
| Hsc           | 45        | 37.5       |
| graduate      | 28        | 23.3       |
| post graduate | 7         | 5.8        |
| Total         | 120       | 100.0      |

**Chart 4.1.3 Chart showing educational qualification of the respondents.**



**Inference:** Above table shows 38% of respondents are HSC pass, and 23% of respondents are graduates, 22% of respondents are SSLC pass, 11% of respondents are below SSLC and 6% of the respondents are postgraduates. It infers that the most of employees are educated & literate.

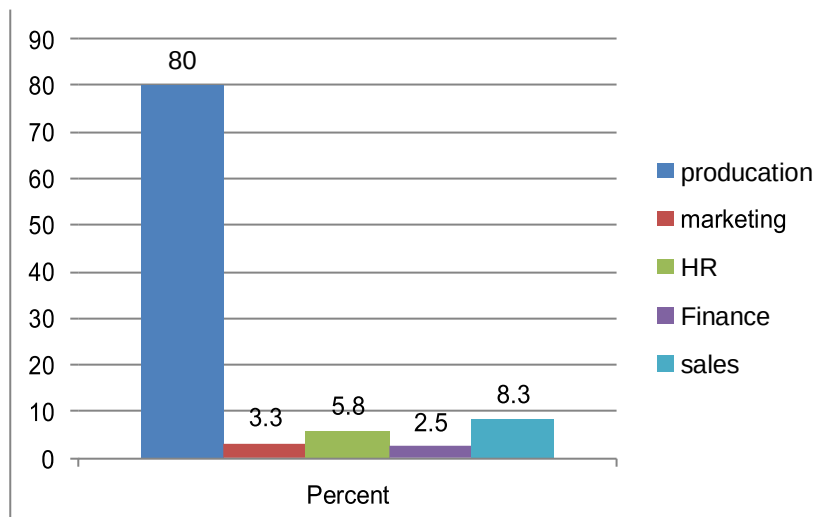
#### 4.1.4 DEPARTMENT OF RESPONDENTS

The respondents were requested to specify their departments for assessing department wise training needs. The data collected is displayed in table and chart form.

Table 4.1.4 Department of respondents

| Department | Frequency | Percentage |
|------------|-----------|------------|
| Production | 96        | 80.0       |
| Marketing  | 4         | 3.3        |
| HR         | 7         | 5.8        |
| Finance    | 3         | 2.5        |
| Sales      | 10        | 8.3        |
| Total      | 120       | 100.0      |

Chart 4.1.4: Department of respondents



**Inference:** 80% of the respondents were from production department 8.3% of the respondents were from sales department 5.8 human resource department 3.3% of the respondent were from marketing department and 2.5% of respondent were from finance department.

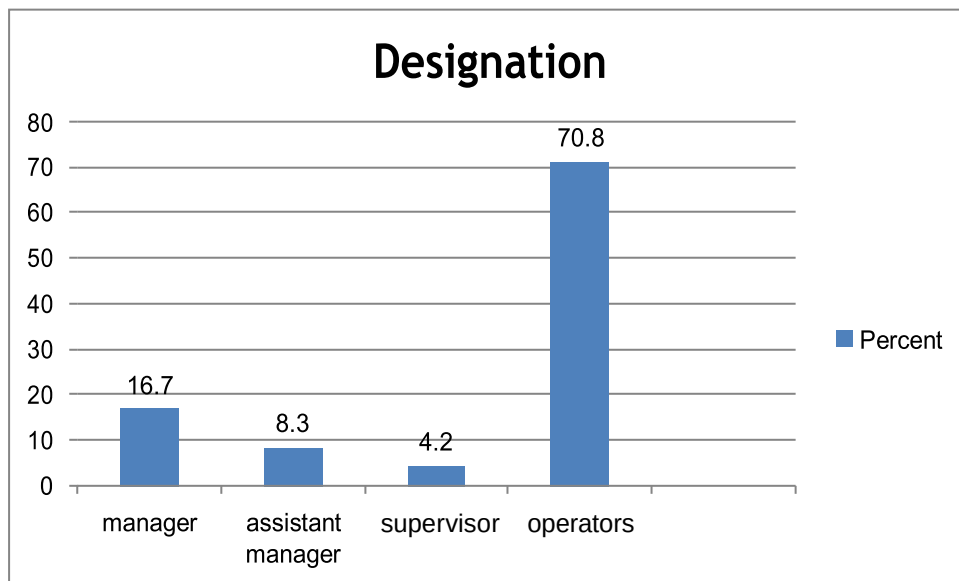
#### 4.1.5 DESIGNATION OF RESPONDENTS

The respondents were requested to specify their designation for assessing designation wise training needs. The data collected is displayed in table and chart form.

#### 4.1.5 TABLE SHOWING DESIGNATION OF RESPONDENTS:

| Designation       | Frequency | Percent |
|-------------------|-----------|---------|
| manager           | 20        | 16.7    |
| assistant manager | 10        | 8.3     |
| supervisor        | 5         | 4.2     |
| operators         | 85        | 70.8    |
| Total             | 120       | 100.0   |

#### 4.1.5 Chart table showing designation of the respondents



**Inference:** From the above table and chart it is interred that 70.8% of the respondent are working as operator 4.2% of the respondents are working as supervisor 8.3% of the respondents are working as assistant manager 16.7% are the manager.

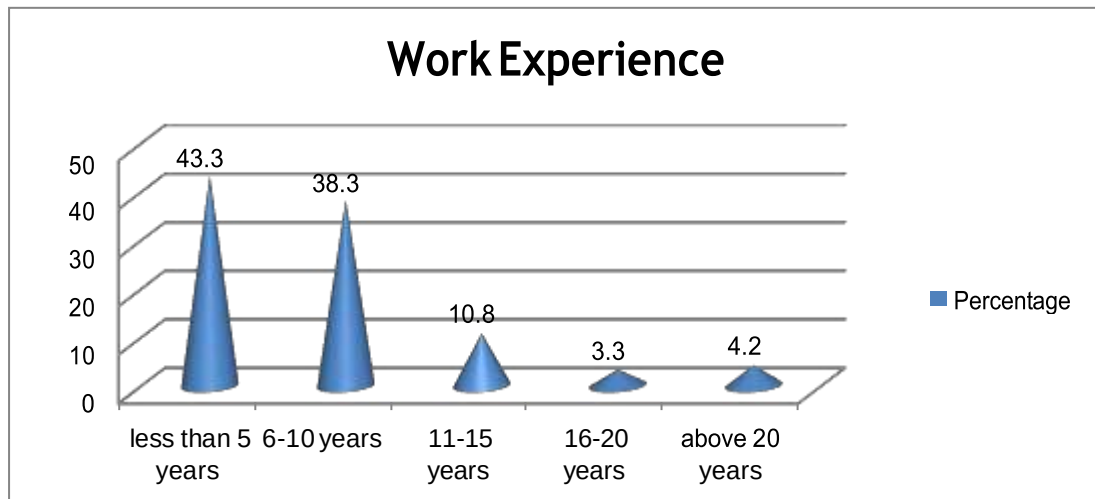
#### 4.1.6 EXPERIENCE OF RESPONDENTS

The period of experience was classified into different groups and respondents were requested to specify which group they belong. The results of survey is displayed both in table and chart form and interpretations are given.

##### 4.1.6 Table showing work experience of the respondents

| Experience        | Frequency | Percent |
|-------------------|-----------|---------|
| less than 5 years | 52        | 43.3    |
| 6-10 years        | 46        | 38.3    |
| 11-15 years       | 13        | 10.8    |
| 16-20 years       | 4         | 3.3     |
| above 20 years    | 5         | 4.2     |
| Total             | 120       | 100.0   |

##### 4.1.6 Chart table showing work experience of the respondents



**Inference:** Above table shows the majority of the respondents (43.3%) are having experience less than 5years; 38.3% of the respondents are having experience between 6-10years, 10.8% of respondents are having experience between 11-15years, 3.3% of the respondents are having experience between 16-20 years and 4.2% of respondents are having experience above 20 years.

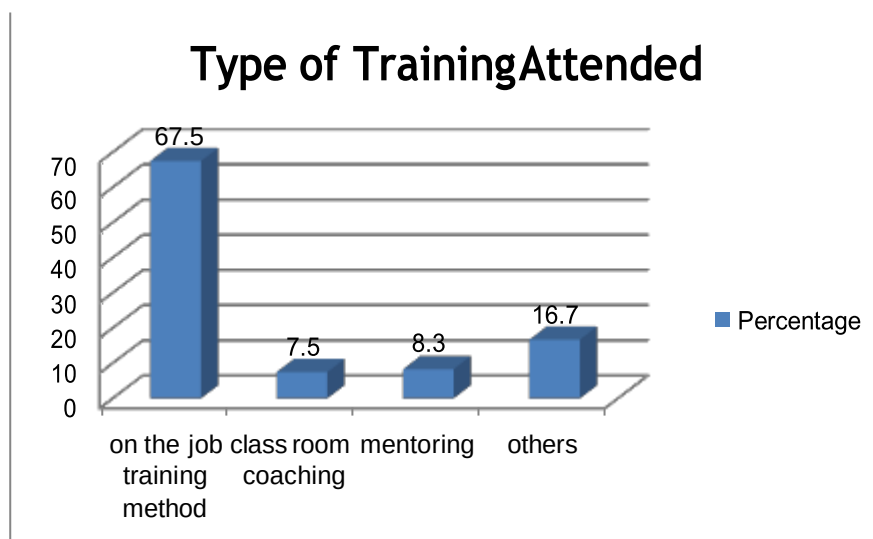
#### 4.1.7 TYPE OF TRAINING ATTENDED

The employees were requested to disclose the methods of training they have undergone in the organization. The result is displayed in both table format and graphical format.

**Table 4.1.7: Type of training method attended**

| Type of training attended  | Frequen<br>cy | Perce<br>nt |
|----------------------------|---------------|-------------|
| on the job training method | 81            | 67.5        |
| class room coaching        | 9             | 7.5         |
| Mentoring                  | 10            | 8.3         |
| Others                     | 20            | 16.7        |
| Total                      | 120           | 100.0       |

**Chart 4.1.7: Chart showing the type of training attended**



**Inference:** 67.5% of the respondent have gone through on the job training, 7.5% of the respondents gone through class room coaching, 8.3% of respondents got training through mentoring and 16.7% have mention other type of training programme Majority of employees responded has undergone On-the-job training in the organization. Special training based on the needs is conducted in addition to on- the job-training.

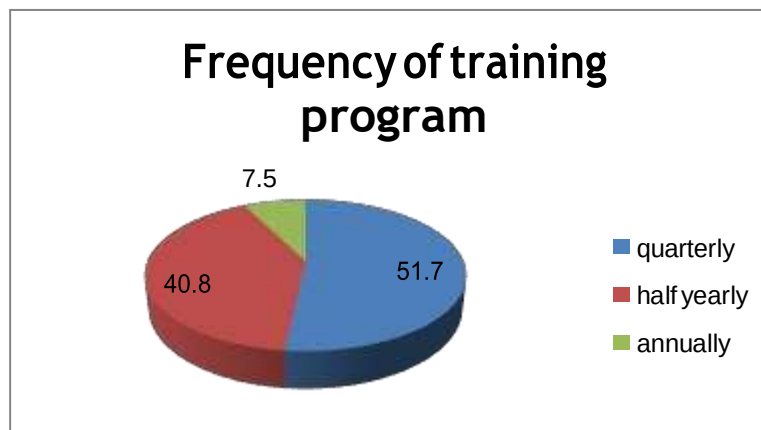
#### 4.1.8 TRAINING FREQUENCY

The employees were requested to disclose how frequent they undergone training in the organization. The result is displayed in both table format and graphical format.

**Table 4.1.8: How frequently training program are conducted**

| Period      | Frequency | Percentage |
|-------------|-----------|------------|
| Quarterly   | 62        | 51.7       |
| half yearly | 49        | 40.8       |
| Annually    | 9         | 7.5        |
| Total       | 120       | 100.0      |

**Chart 4.1.8: Chart showing frequency of training program**



**Inference:** From the above table and chart it is understand that 51.7% of the respondents have undergone training on quarterly basis, 40.8% of the respondents have undergone training on half yearly basis and 7.5% of the respondents they have undergone training on annual basis.

#### 4.1.9 WORKINGHOURS

Respondents were requested to react to the statement that “working hours at Panasonic appliances company is satisfactory”. A five point Likert scale from, ‘strongly agree’ to, ‘highly disagree’ was used to measure the response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

##### 4.1.9 Table showing that satisfactory levels of working hours

| Level of satisfaction | Frequency | Percent |
|-----------------------|-----------|---------|
| highly satisfied      | 56        | 46.7    |
| satisfied             | 46        | 38.3    |
| neutral               | 18        | 15.0    |
| Total                 | 120       | 100.0   |

##### 4.1.9 Chart table showing that satisfactory levels of working hours



**Inference:** From the above table and chart it is inferred that 46.7% of the respondents are highly satisfied with working hours in the organization, 38.3% of the respondents are the satisfied, 15% are neutral for the respondents with working hours in the organization. None of them were dissatisfied

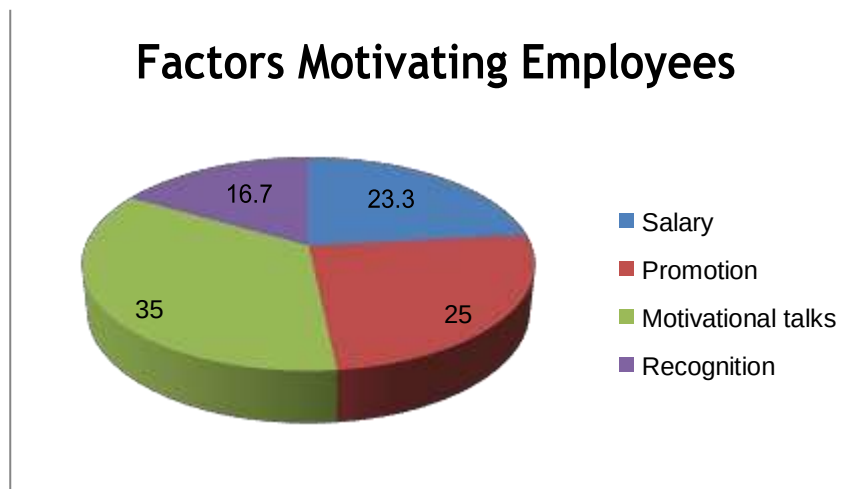
#### 4.1.10 FACTOR MOTIVATING EMPLOYEES

The employees were requested to disclose the factor which motivates them in the organization. The result is displayed in both table format and graphical format.

##### 4.1.10 Table showing factors motivating employees

| Factors            | Frequency | Percentage |
|--------------------|-----------|------------|
| Salary             | 28        | 23.3       |
| Promotion          | 30        | 25         |
| Motivational talks | 42        | 35         |
| Recognition        | 20        | 16.7       |

**Chart 4.1.10: Chart showing factors motivating employees**



**Inference:** From the above table and chart it is interred that 35% of the respondents said they get motivation through “motivational talks”, 25% of the respondents said they get motivated by “promotion” 23.3% of the respondents gets motivated through “salary” and 16.7% feels “recognition” as a factor of motivation.

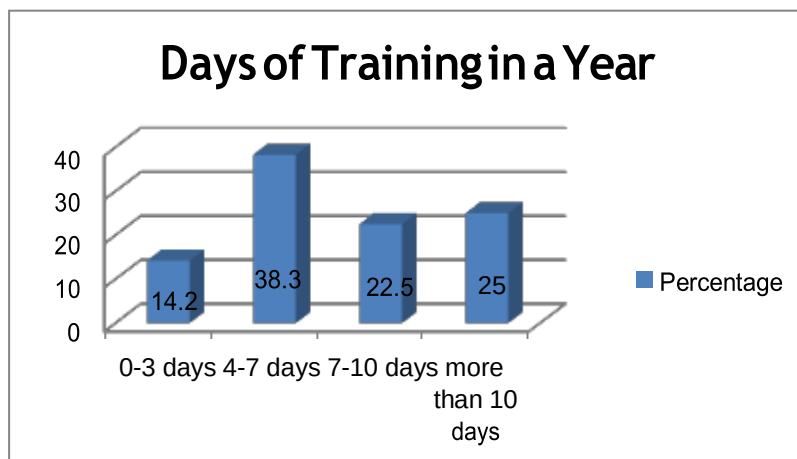
#### 4.1.11 DAYS OF TRAINING IN A YEAR

The employees were requested to disclose how many days of training they have undergone in a year in the organization. The period of training was classified into different groups and respondents were requested to specify which group they belong. The results of survey is displayed both in table and chart form and interpretations are given.

**4.1.11 Table showing no. of days of training employees have undergone.**

| Days of training  | Frequency | Percent |
|-------------------|-----------|---------|
| 0-3 days          | 17        | 14.2    |
| 4-7 days          | 46        | 38.3    |
| 7-10 days         | 27        | 22.5    |
| more than 10 days | 30        | 25.0    |
| Total             | 120       | 100.0   |

**4.1.11 Chart showing no. of days of training employees have undergone.**



**Inference:** From the above table and chart it is interred that 38.3% of the respondent said that they have undergone training for 4-7 days, 25% of the respondents said that they have undergone training for more than 10 days, 22.5% of the respondents said that they have undergone training for 7-10 and 14.2% of the respondents said that they have undergone training for 0-3 days.

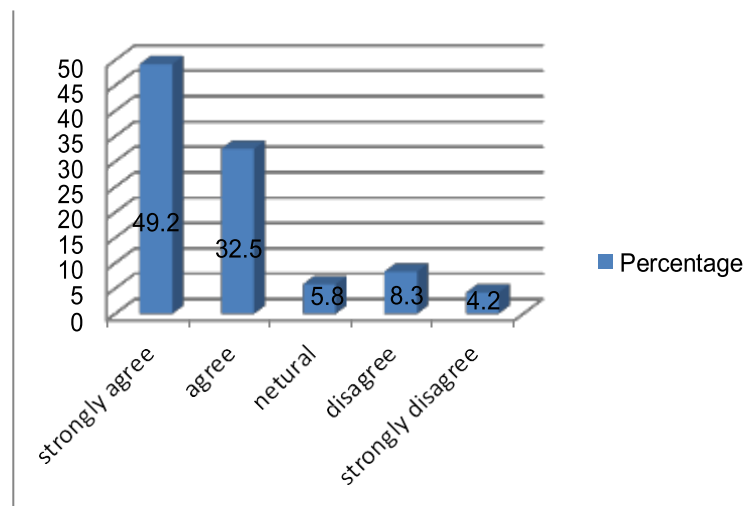
#### 4.1.12 TRAINING NEED IDENTIFICATION BY MANGEMENT

Respondents were requested to react to the statement that “Does the management of Panasonic Appliances company Ltd identifies the training needs of employees”. A five-point Likert scale from, “strongly agree” to “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form.

**4.12 Table showing training needs identification by management**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 59        | 49.2       |
| Agree             | 39        | 32.5       |
| Neutral           | 7         | 5.8        |
| Disagree          | 10        | 8.3        |
| strongly disagree | 5         | 4.2        |
| Total             | 120       | 100.0      |

**4.1.12 Chart showing training needs identification by management**



**Inference:** 49.2% of respondents strongly agree that management identifies the training needs. 32.5% of respondent agree that management identifies training needs. 5.8% of respondent partially agree that management identifies the training needs. 8.3% disagrees to the statement and 4.2% strongly disagree.

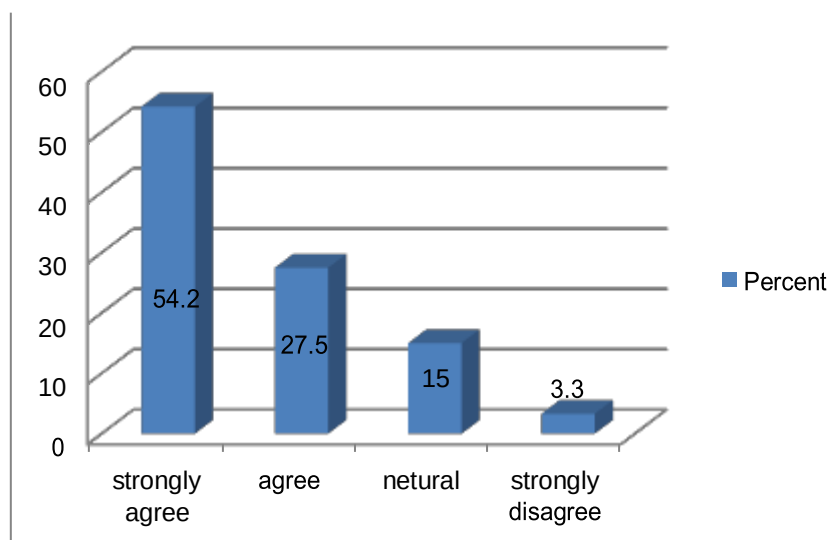
#### 4.1.13 IMPORTANCE GIVEN TO TRAINING AND DEVELOPMENT

Respondents were requested to react to the statement that “the training and development is given adequate importance in Panasonic Appliances Company Ltd”. A five point Likert scale from “strongly agree” to, “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.13: Table showing importance given to the training and development**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 65        | 54.2       |
| agree             | 33        | 27.5       |
| neutral           | 18        | 15.0       |
| strongly disagree | 4         | 3.3        |
| Total             | 120       | 100.0      |

**Chart 4.1.13: Chart showing importance given to training and development**



**Inference:** 54.2% of respondents strongly agree that importance is given for training and development. 27.5% of respondents agree that importance is given for training and development. 15% of respondents partially agree that management identifies the training needs and 3.3% disagrees with the statement.

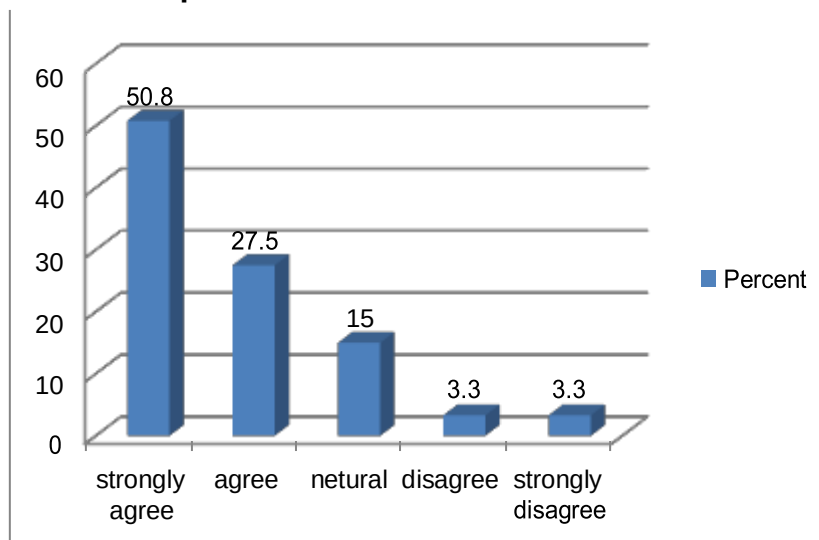
#### 4.1.14 EAGERNESS OF SENIOR MANAGERS TO DEVELOP JUNIORS

Respondents were requested to react to the statement that “the senior managers of Panasonic appliances company are eager to help their juniors develop through training”. A five point Likert scale from “strongly agree” to “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.14: Table showing eagerness of senior managers to help the juniors develop**

| Particulars       | Frequency | Percent |
|-------------------|-----------|---------|
| strongly agree    | 61        | 50.8    |
| agree             | 33        | 27.5    |
| neutral           | 18        | 15.0    |
| disagree          | 4         | 3.3     |
| strongly disagree | 4         | 3.3     |
| Total             | 120       | 100.0   |

**Chart 4.1.14: Chart showing eagerness of senior managers to help the juniors develop**



**Inference:** 50.8% of respondents strongly agree that senior managers are eager to develop juniors through training and development. 27.5% of respondents agree that senior managers are eager to develop juniors through training and development, 15% of respondents partially agree and 3.3% disagree with the statement and 3.3% strongly disagree with the statement

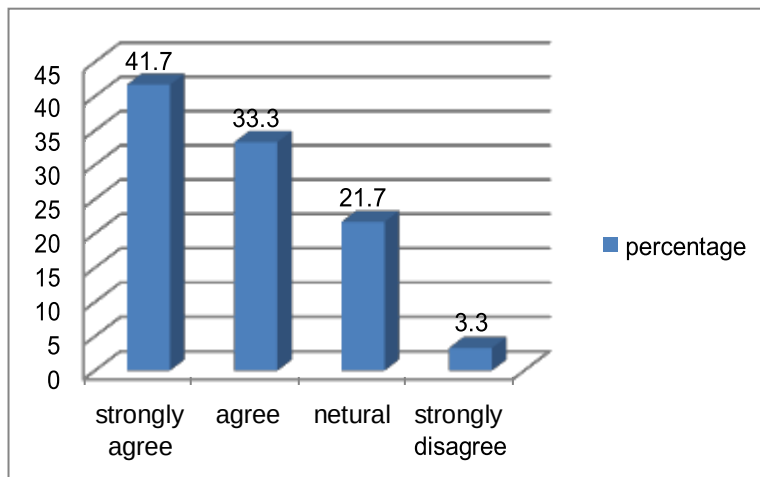
#### 4.1.15 IMPORTANCE GIVEN TO INDUCTION TRAINING

Respondents were requested to react to the statement that “the Induction training is given adequate importance in Panasonic appliances company”. A five point likert scale from “strongly agree” to, highly disagree” was used to measure their response .The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.15: Table showing importance given for induction programme.**

| Particulars       | Frequency | Percent |
|-------------------|-----------|---------|
| strongly agree    | 50        | 41.7    |
| agree             | 40        | 33.3    |
| neutral           | 26        | 21.7    |
| strongly disagree | 4         | 3.3     |
| Total             | 120       | 100.0   |

**Chart 4.1.15: Chart showing importance given for induction programme.**



**Inference:** 41.7% of respondents strongly agree that adequate importance is given for induction training in the organization, 33.3% of respondents agree that adequate importance is given for induction training in the organization. 21.7% of respondents partly agree with the statement and 3.3% strongly disagree with the statement.

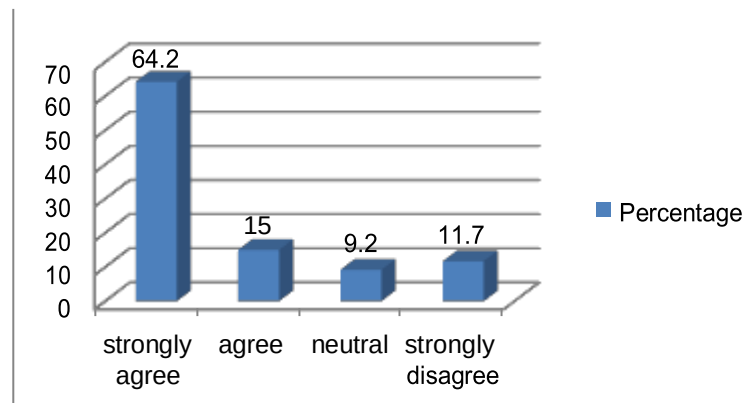
#### 4.1.16 TRAINING BASED ON USEFULNESS, REALITY AND BUSINESS STRATEGY.

Respondents were requested to react to the statement that “the training given in Panasonic appliances company is realistic useful and based on the business strategy of the organization”. A five point Likert scale from, “strongly agree” to, “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.16 Table showing training based on usefulness, reality and business strategy**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 77        | 64.2       |
| Agree             | 18        | 15.0       |
| Neutral           | 11        | 9.2        |
| strongly disagree | 14        | 11.7       |
| Total             | 120       | 100.0      |

**Chart 4.1.16: Chart showing training based on usefulness, reality and business strategy**



**Inference:** 64.2% of respondents strongly agree that the training given in the organization is useful, realistic and based on the business strategy of the organization. 15% of respondents agree with the statement. 9.2% of respondents partially agree the statement. 11.7% of respondent disagrees with the statement.

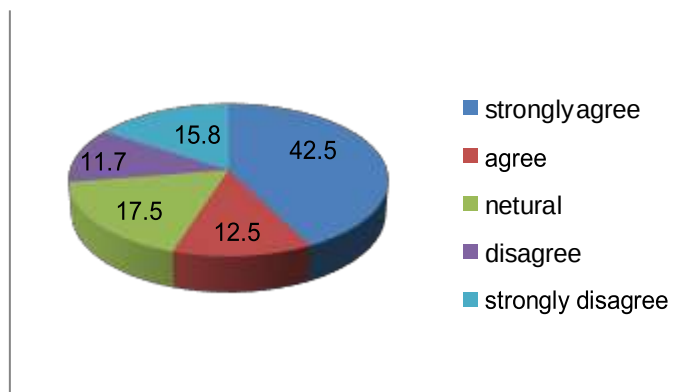
#### 4.1.17 NEED FOR TRAINING IN ACQUIRING TECHNICAL KNOWLEDGE AND SKILLS

Respondents were requested to react to the statement that “the training given in the organisation is useful to acquire technical knowledge and skills”. A five point likert scale from “strongly agree” to “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.17: Usefulness of training in developing technical knowledge and skills**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 51        | 42.5       |
| agree             | 15        | 12.5       |
| neutral           | 21        | 17.5       |
| disagree          | 14        | 11.7       |
| strongly disagree | 19        | 15.8       |
| Total             | 120       | 100.0      |

**Chart 4.1.17: Usefulness of training in developing technical knowledge and skills**



**Inference:** 42.5% of respondents strongly agree that the training given in the organization is helpful in developing technical knowledge and skills to perform their duties. 12.5% of respondents agree that the training given in the organization is helpful in developing technical knowledge and skills to perform their duties. 17.5% of respondents partially agree that the training given in the organization is helpful in developing technical knowledge and skills to perform their duties. 11.7% of respondents disagrees that the training given in the organization is helpful in developing technical knowledge and skills to perform their duties & 15.8% strongly disagree with the statement.

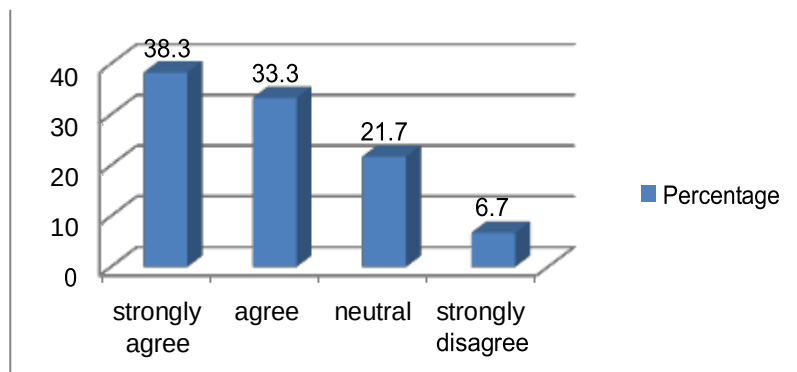
#### 4.1.18 EMPHASIS IN DEVELOPING MANAGERIAL CAPABILITIES

Respondents were requested to react to the statement that “the emphasis is given in the organisation on developing managerial capabilities of managerial staff through training and development”. A five point likert scale from “strongly agree” to “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.18: Table showing emphasis in developing managerial capabilities**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 46        | 38.3       |
| agree             | 40        | 33.3       |
| neutral           | 26        | 21.7       |
| strongly disagree | 8         | 6.7        |
| Total             | 120       | 100.0      |

**Chart 4.1.18: Chart showing emphasis in developing managerial capabilities**



**Inference:** 38.3% of respondents strongly agree that the training given in the organization is helpful in developing managerial capabilities. 33.3% of respondents agree that the training given in the organization is helpful in developing managerial capabilities. 21.7% of respondents partially agree that the training given in the organization is helpful in developing managerial capabilities. 6.7% of respondents strongly disagree that the emphasis is given in developing managerial capabilities training and development in the organization. Nobody disagrees to the statement.

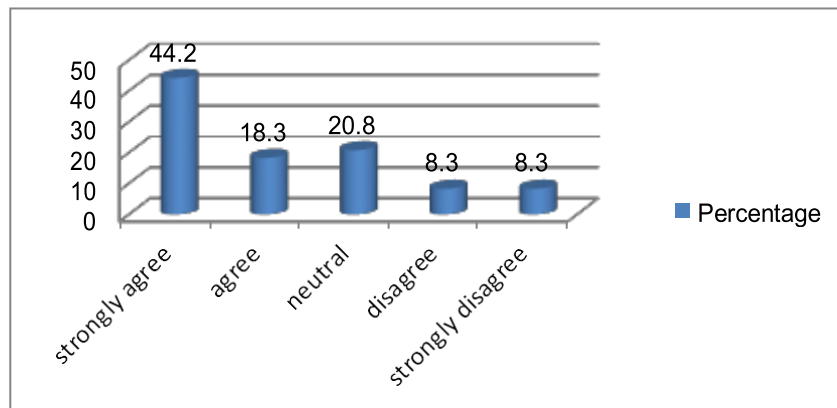
#### 4.1.19 NEED FOR TRAINING IN DEVELOPING HUMAN RELATION COMPETENCIES

Respondents requested asked to react to the statement that “the training given in the organisation is useful in developing human relation competencies”. A five point likert scale from “strongly agree” to “highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

**Table 4.1.19 Table showing usefulness of training in developing human relation competencies**

| Particulars       | Frequency | Percentage |
|-------------------|-----------|------------|
| strongly agree    | 53        | 44.2       |
| agree             | 22        | 18.3       |
| neutral           | 25        | 20.8       |
| disagree          | 10        | 8.3        |
| strongly disagree | 10        | 8.3        |
| Total             | 120       | 100.0      |

**Chart 4.1.19 Chart showing usefulness of training in developing human relation competencies**



**Inference:** 44.2% of respondents strongly agree that the training given in the organization is helpful in developing human relationship competencies. 18.3% of respondents agree that the training given in the organization is helpful in developing human relation competencies. 20.8% of respondents agree that the training given in the organization is helpful in developing human relation competencies. 8.3% of respondents disagree that the training given in the organization is helpful in developing human relation competencies and 8.3% highly disagree with the statement.

## ONE WAY ANOVA TEST

Qualification and level of satisfaction on quality & duration of existing training programs.

**Null Hypothesis (Ho):** There is no significance difference between qualification of employees and level of satisfaction on quality and duration of existing training programs.

**Alternate Hypothesis (H1):** There is significance difference between qualification of employees and level of satisfaction on quality and duration of existing training programs.

### ANOVA

are you fully satisfied with the quality and duration of existing training programs

|                | Sum of Squares | Df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 3.692          | 2   | 1.846       | 1.657 | .195 |
| Within Groups  | 130.300        | 117 | 1.114       |       |      |
| Total          | 133.992        | 119 |             |       |      |

P value= 0.195

### Inference

Since P value is greater than 0.05 Null hypothesis is accepted. There is no significance difference between qualification of employee and level of satisfaction on quality and duration of existing training programs.

## **CHAPTER 5 – FINDINGS, SUGGESTIONS AND CONCLUSION**

### **5.1 FINDINGS:**

- Majority (77%) of the respondents are males and (23%) of the respondents are female.
- Majority (40%) of the respondents are young and between the age group of 24-34years and (12%) above the age of 45.
- Most (38%) of the respondents have educational qualification of HSC and (5%) post graduates.
- Majority (80%) of the respondents were from production department and (2.5%) were from finance.
- Majority (70.8%) of the respondents are working as operators and (4.2%) of respondents are supervisors.
- Most of the respondents (43.3%) are having experience less than 5years and min (4.2%) of the respondents having above 20 years.
- Majority (67.5%) of the respondents have gone through on the job training and 7.5% of respondents have gone through class room coaching.
- Majority (51.7%) of the respondents have undergone training on quarterly basis and 7.5% have undergone training on annual basis.
- Most (46.7%) of the respondents are highly satisfied with working hours in the organization.
- Most (35%) of the respondents said they get motivation through “motivational talks”.
- Majority (38.3%) of the respondents have undergone training for 4-7 days.
- Majority (49.2%) of the respondents strongly agree that management identifies the training needs.

- Majority (54.2%) of the respondents strongly agree that importance is given for training and development.
- Majority (50.8%) of the respondents strongly agree that senior managers are eager to develop juniors through training and development.
- Most (41.7%) of the respondents strongly agree that, adequate importance is given for induction training in the organization.
- Majority (64.2%) of the respondents strongly agrees that the training given in the organization is useful, realistic and based on the business strategy of the organization.
- Most (42.5%) of the respondents strongly agree that the training given in the organization is helpful in developing technical knowledge and skills to perform their duties.
- Most (38.3%) of the respondents strongly agree that the training given in the organization is helpful in developing managerial capabilities.
- Majority (44.2%) of the respondents strongly agree that the training given in the organization is helpful in developing human relationship competencies.

## **5.2 SUGGESTIONS:**

- I. The organization has to concentrate more on employees who are not satisfied with the present training methods & enhance it.
- II. Company must employ more graduates & post graduates.
- III. The identification of the training needs should be done in view of fast changing technology, management practices and infrastructure.
- IV. The company can develop standard measures before and after each training program on level of knowledge, skills, attitudes and behavior

will help to measure its effectiveness more accurately.

- V. The company can ask its employees to suggest types of trainings methods which are suitable for achieving their targets.
- VI. The company can train the employees in areas like personality development, technical training, and standard operating procedures with that they can handle multitasks and balance their pressures.
- VII. Evaluation of training programs should be done regularly to the employees.

### **5.3 CONCLUSION:**

The study on training programmes in PANASONIC APPLIANCES COMPANY, focused on enhancing employees technical skills and behavioral skills by providing suitable training method.

From the study it is found that most of the respondents are satisfied towards the quality and effectiveness of the training programs.

The company is been provided suggestions to employees who lack behind in various skills & job performance.

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## **ANNEXURE – I**

### **QUESTIONNAIRE.**

**. Employee profile:**

- I. Name:
- II. Gender: a)Male      b)female
- III. Age: a)18-23 years      b)24-34 years c)35-45 years d)above 45 years
- IV. Educational qualification: a)Sslc / Hsc b)UG c)PG
- V. Department: a)HR b)Marketing c)Finance d)production
- VI. Designation: a)Manager b)Assistant manager c)Supervisor d)Operator

**1. How many years are you working in the company?**

- a)0-2 years b)3-5 years c)5-8 years d)more than 8 years

**2. Which are the training methods under gone by you in PANASONIC APPLIANCES INDIA LTD?**

- a) On-the-job training   b) Class room   c) coaching   d) Mentoring  
e) Others please specify

**3.How frequent you undergone training program?**

- a) Quarterly b) half yearly c) Annually

**4.IS Working hours at PANASONIC APPLIANCES Company is satisfactory?**

- a) Highly satisfied b) satisfied c) neutral d) dissatisfied e) highly dissatisfied

**5.Rank of the following factors which motives you**

- a) Salary increase
- b) Promotion
- c) Motivational talks
- d) Recognition

**6.How many days you undergone training program in a year?**

a)0-3 days b) 4-7 days c)7-10 days d) more than 10 days

**7.Do you agree that management of your organization identifies the training needs for the employees?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**8.Do you agree that Training and Development is given adequate importance in the organization?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**9.Do you agree that Senior Managers in the organization are eager to help their juniors develop through training?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**10. Is induction training given to new comers given adequate importance in your organization?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**11. Do you agree that training given in the organization is realistic, useful and based on the business strategy of the organization?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**12. Do you agree that the training in the organization helps to acquire technical knowledge and Skills?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**13. Do you agree that there is emphasis on developing managerial capabilities of managerial staff through training?**

- A. Strongly agree**
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**14. Do you agree that Human relations competencies are adequately developed in your organization through training?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Highly disagree

**15. Do you agree that the training and development program in the organization have increased the skill, ability talents towards the assigned job and help in increasing in quality and productivity of your work?**

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree

E. Highly disagree

**16. Do you agree that training program increase your commitment to work?**

A. Strongly agree

B. Agree

C. Neutral

D. Disagree

E. Highly disagree

**17. Do you agree that the trainer provides training to meet present needs?**

A. Strongly agree

B. Agree

C. Neutral

D. Disagree

E. Highly disagree

**18. Your performance has improved after training?**

A. Strongly agree

B. Agree

C. Neutral

D. Disagree

E. Highly disagree

**19. Any feedback is given on your performance after attending the training programs?**

A. Continuously

B. Frequently

C. Sometimes

D. Rarely

E. Never

