

**A STUDY ON TRAINING AND DEVELOPMENT ACTIVITIES
AFFECTING EMPLOYEE PERFORMANCE IN AN
ORGANISATION”**

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

BY

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**DEPARTMENT OF BUSINESS ADMINISTRATION
SCHOOL OF MANAGEMENT STUDIES**

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

CATEGORY – 1 UNIVERSITY BY UGC

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **J.A.CHERIYAN AROKIARAJ (42410282)** who carried out the Project Training “**A STUDY ON TRAINING AND DEVELOPMENT ACTIVITIES AFFECTING EMPLOYEE PERFORMANCE IN AN ORGANISATION**” under my supervision from September 2023 to November 2023.

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ABSTRACT

This study investigates the impact of training and development activities on employee performance within IT and manufacturing industries. The findings reveal a diverse employee demographic, spanning age groups, educational backgrounds, and experience levels. To maximize the effectiveness of training initiatives, it is imperative to tailor programs to cater to this diversity. While there is a recognized importance of training and development, there are areas that require attention. The quality and planning of training programs, trainer efficiency, and the perceived significance of training within organizations are key areas of concern.

Importantly, this study highlights the significant influence of training on various aspects of employee performance, including commitment, productivity, quality, meeting deadlines, and problem-solving. To enhance employee performance, organizations must customize training programs, improve their quality, and foster a culture of lifelong learning. By doing so, they can cultivate a more skilled, dedicated, and innovative workforce, ultimately contributing to the success and competitiveness of both IT and manufacturing industries.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

A human resources strategy allows you to maximize the potential of your employees while aligning all HR activities so that they coincide with your organizational objectives. Learning how to analyze the skills of your workforce and forecast your company's needs will help you create an effective HR strategy and better reach your company's goals. A human resource strategy is the plan that a business creates to manage its human capital in a way that aligns with the company's overall mission, goals and future aspirations. It addresses all essential areas of human resources (HR), including searching for and training employees, organizing benefits, appraising performance and providing development opportunities. An effective human resources policy can help maintain high levels of employee satisfaction and encourage referrals from happy team members as well as interest new recruits.

Human resource strategies are designed to improve transparency and govern workplace behaviours. When a standard is created that employees can easily access and compare their performance to, accountability is raised and overall productivity improves. In addition to ensuring a safe and positive work environment, HR policies help a company confirm it's compliant with local and federal regulations concerning employee treatment.

TRAINING AND DEVELOPMENT

Training and development in Human Resource Management (HRM) refers to a system of educating employees within a company. It includes various tools, instructions, and activities designed to improve employee performance. It's an opportunity for employees to increase their knowledge and upgrade their skills.

After getting to know its past, you're probably curious about the current state of training and development. Is it any different than it was a century ago? Are there any significant changes in the way training is conducted? If you agree with those questions, it's time to get updated on the latest trends in training and development. Let's take a glance at what's currently happening in the field. We'll also get a sneak peek at where our current training programs are headed for the future.

Here are some training and development trends to watch out for:

- Self-paced online employee training and development programs
- Training on the management of virtual teams
- Personalized training programs based on employees' needs
- Mobile app training programs
- Usage of knowledge-sharing systems for all employees
- Retraining and reskilling to keep up with changing technology
- The widespread availability of online learning courses
- Training for first-time managers and leaders
- Training on diversity and inclusion
- Collection of employee data to improve training programs
- Interactive training programs and walkthroughs
- Training with real-time feedback from employees

An organization that invests in its employees will most likely reap the rewards of improved financial performance. One significant statistic from the Association for Talent Development (ATD) proves this. Their research shows that the companies with higher employee training expenditures reported 218% more income per employee. They also experienced 24% higher profit margins. Employee training and development isn't just for earnings growth, though. Below are the purposes of training and development in HRM:

Increase company productivity: You might want to consider upskilling your employees. Training them to use advanced tools and technology might improve their efficiency. Moreover, being more confident in their abilities will make them more motivated to work. Also, they'll be able to face challenges and adapt to changes quickly. Aside from that, you'll also be promoting a culture of learning in your workplace. The act of learning together can help your employees bond with each other better. All of these factors might contribute greatly to your company's productivity.

Improve product or service quality: Training and development programs are an opportunity for experts within your organization to share their techniques. Within a short span of time, employees will get to learn tips and best practices for their work. This will allow them to create

better products or provide more satisfying services. Additionally, adequate training of employees involves giving them the same set of instructions. This leads to uniformity in their methods and output.

Lessen employee turnover: Research has shown that training and development has a positive impact on employee turnover. Workers will surely appreciate your company's investment in their development. This will strengthen their sense of job satisfaction, belongingness, and commitment. Training and development programs might also lead them to have a better relationship with the organization. As a result, it'll decrease their intentions to leave and increase your company's workforce retention. It's a win-win situation for everyone.

Decrease costs and errors: If your company has highly trained employees, there are few to no mistakes being made every day. As a result, less time and resources are spent on redoing incorrect work. Also, product malfunctions and improper delivery of services are generally frowned upon. They might involve additional expenses, too. Properly trained employees know how to use materials efficiently. Thus, your company will spend less because waste and spoilage are minimal. This applies to machinery as well. A trained employee will know how to take care of equipment. This will lead to lesser breakdowns and a longer lifespan for your machinery.

CHAPTER 2

REVIEW OF LITERATURE

VARIOUS REVIEWS

1. **Wright, P. and Geroy, D.G. (2001)**, through effective training programs the employee competencies can be transformed. Training not only help the employees to develop the performance as a whole to perform effectively the present job but also improves the skills, knowledge, attitude of the employees that is required for the future job, there by contributing to better organizational performance. Training can increases the employee competencies and allows them to execute the job related work effectively and also accomplish firm objectives in an economical way.
2. **Valleet al, (2000)**, A firm is getting advantage of an effective training in a range of ways, such as, constructing and sustaining capabilities, mutually on individual and organizational level thereby take parts in the process of organizational change.
3. **Santos, A. and Stuart, M. (2003)**, Training have many benefits and at the same time the study proposes that shaping training effectiveness is a difficult practice. Most individual's states that training improved self-efficacy and self-Confidence, it also improved abilities and competencies and people accepted that they have been investing in.
4. **Karthik R (2012)** ,The study explains that the training objectives put in the picture of trainees mind what is expected out of them at the end of the training program which is been conducted. Objectives of a training program are of incredible centrality from various stakeholders point of view; Trainer, trainee, designer, evaluator.
5. **Kalemci (2005)**, To preserve a skilled workforce and for a effective management, the training and developing human capital is extremely important. Organizations effectiveness can be developed through giving appropriate training to the employees and also at the same time, organization should be conscious of the training methods and their effectiveness in order to execute right training methods.
6. **O'Herron and Simonsen (1995)**, Internationally different companies provides training and development program to their employees for the improvement of their skills and abilities. In the start of 90s Sears Credit initiated a key rearrangement and retorted with a career-development programs. This program was developed for employee in order to line up their skills with changing jobs and also ensured that

program was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities.

7. **Garger (1999)**, JC Penny, countrywide wholesale departmental store, developed a virtual university to support the employees to get abilities and skills as required by their jobs. Tires Plus, tire retailer based on Minnesota, established Tires Plus University to its employees to increase recruitment, retain employees of the store, and fill up the key positions and augments whole improvement of the employees.
8. **Callahan (2000)**, U.S. Tsubaki, Illinois, established UST University to provide and calculate training and organizational development programs that fulfill the organizational and individual needs of the organizations . All over the world different companies are providing different programs for the betterment and skill improvement of their employees which are based on same logic.
9. **Mel Kleiman (2000)** described that the essentials parts of a worthy employee training program are constructed on orientation, management skills, and operational skills of employees. These theories are the groundwork of any employee development program.
10. **Janet Kottke (1999)** described that employee development programs must be comprises with core proficiencies, appropriate structure through which organizations develop their businesses at corporate level. The basic function of the theory is to gain knowledge, cooperation, inventive thinking and resolving problem. These objectives provide help to the strategic goals of business by facilitating learning chances and support organizational culture.
11. **Gerbman (2000)**, Fundamental goals of several employee development programs are to deliver the mission of the organization and support workers to learn the culture of the organization. The requirements for technical training program for employees raised their job satisfaction and help to understand the culture of organization, which lead to the success of the organization. We must take care about these elements that employee should be updated with the present knowledge of the job. Employee will be more productive, if companies provide them training as per the requirement of the job.
12. **Olaniyanand Ojo (2008)** stated that the training is important because it increases productiveness, enhance the good quality of work; improves skills, knowledge, job satisfaction, and develops the attitude of employees. And it can help to identify the potential for further development to develop new leaders and promote succession

planning. It also brings the employee the level of effectiveness that they need to perform the job to positively improve productivity.

13. **Noe (2002)** added that training improves the organizations to perform more effectively because it values employees. However, training and development are beneficial to both employers and employees in the school. The employees will be more efficient and productive if they are trained properly. It is summarized that the benefits of training and development are: increased job satisfaction and morale, motivation, efficiencies in processes, capacity to adopt new technologies and methods, innovation in strategies and products and reduced employee turnover towards employee performance for educational quality for the success of school management.
14. **Harrison (2000)** point out that the achievement of employee performance through training resulted from increasing knowledge, skills and abilities to carry out job-related tasks to achieve more corporate goals and influencing the performance of the organization.
15. According to **Wright and Geroy (2001)**, employee competencies change through effective training programs. In addition, training and development not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of employees necessary for the future job. Through training the employee competencies are developed and enable them to implement the job-related efficiently, achieve school objectives, and competitive advantages.
16. **Swart et al., (2005)** viewed in his study that the implementation of training programs is a key solution to deal with employee performance issues such as filling the gap between the standard and the actual performance which is an effective way to raise employee performance. Thus, training and development are one of the vital human resource management practices, which positively affects the quality of employee knowledge, skills and capability resulted in higher employee performance. It is recognized that it is not possible for the school to gain higher employee performance without best utilization of its training and development programs, and it can only happen when the schools are able to meet its employee job needs to perform their task more effectively. It is concluded that the schools must be considered while selecting the most appropriate training intervention that helps schools to solve all problems and enhance employee performance to achieve school goals.

17. According to **Saleem and Mehwish (2011)** training is an organized increase from the basic skills needed for staff members to execute efficiently to operate the business.
18. **Laing (2009)** defines training as an indicator to enhance superior skills, knowledge, capabilities, and outlook of the employees that result in the effective performance of the employees. It is observed that training and development make employees feel that they are part of the school's family to improve professional skills. Training creates a sense of belonging in all employees. It creates professional development and enhances the employee's skills that help them to work more efficiently.
19. **Adams (2002)** said that training and development makes a knowledgeable workforce with fewer mistakes. Through training and development help to avoid the mistakes during performing the jobs. Essentially, it can improve the efficiencies in processes and financial gain, raise the ability to obtain new technologies, develop the innovation in the school.
20. According to **Frost et al. (2000)**, most human resource professionals would agree that limiting organisational liability when training employees is a very important aspect of employee development. Certain jobs require training and certification in order for an employee to successfully execute the minimum job requirements related to that position. The proper documentation of employee development before or during the employee's completion of their job cannot only help follow and develop training, but also limit liability in the case of human error on the part of these employees. An example of how documented employee training could be helpful would be if a stockroom employee were assigned the position of forklift operator. Obviously, the organisation would be expected to put this employee through all the necessary training to ensure the employee can operate the equipments, and do so in accordance with any applicable policies and regulations.
21. **Smit and de Cronje (2003)** refer to three methods for identifying needs: the generic methods, performance analysis, and competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then design a training programme to give the workers the skills they need. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are.
22. **McConnell (2004)** advises that non-managers should be trained in the scientific problem-solving process. This includes diagnosing, setting objectives, deriving

alternate courses of action, evaluating different causes, selecting a course, and testing and implementing it. One of the major causes of mistakes in business is a lack of discipline in the non-manager's approach to problem solving.

23. **Rothwell and Kazanas (2006)** are of the opinion that training not only influences the bottom line, but is also critical in cost saving. As a consequence of employee training, the level of turnover is reduced.
24. **Perry (2007)** confirms that this concept is widely applied in various parts of the world and particularly in the new South Africa. This is evident where employees participate in the management of organisations and in joint management decision making on certain issues. In participative management, employees put forward their ideas, thus contributing to solving problems that affect the organisation.
25. **Mullins (2005)** asserts that human capital represents the human factor in the organisation. The combined intelligence and skills and expertise of employees give the organisation its distinctive character. The human elements of the organisation are those that are capable of learning; striving for change, innovation and provision of creative thrust, which if properly nurtured will ensure long-term survival of the organisation
26. According to **McConnell (2004)**, "[l] Line managers, supervisors and workers are often taken for granted and not recognized by senior management as important to the operations of the organization." He further advises that people are not just cogs in vast organisational machines; rather, they also experience problems on and off the job, which impede their performance in a similar way to lack of individual knowledge or any structural deficiency in job design.
27. According to **Glacer (2000)**, companies that have an investment perspective of human resource management view training as an opportunity to increase long-term productivity. Training may also be viewed as a solution to a number of problems, such as substandard quality resulting from skills deficiencies and the voluntary turnover of employees seeking more rewarding jobs. It may also reduce the involuntary turnover of employees who are terminated because of skills deficiencies and may provide a means of preventing skills obsolescence.
28. **Adeniji, Babalola, & Adeniji (2012)** compiled a list of different approaches for employee development. Their approaches fall into four categories: formal education, assessment, job experience, and interpersonal relationships. Formal education programmes include short courses offered by consultants, executive MBA programmes, and university courses. These involve lectures by experts, business

games and simulations, adventure learning, and meetings with customers. Assessment is the collection of information and the provision of feedback to the employees about their behaviour, communication styles and skills. Job experience includes job rotation, promotion, transfer, temporary assignments and downward moves

29. **Robbins et al. (2003)** points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers falls on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development programmes as an expense which it is difficult to convince shareholders to approve. According to the perspective of the researcher, if aligned.
30. **Noe, (2001)** says that organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance for the business.
31. **Diamantidis and Chatzoglou (2014)**, states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn are motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. These same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from the satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from the increased returns on their investment and may choose to increase their investment into the business.
32. **Nguku (2006)**, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin.
33. **Rhernebergen and Wognum (2002)** have described core development as a process organizations deliberately undertake in order to develop its employees to meet future challenges. Management also this process to develop proper human resources

development program that ensure employees are trained and their skills are upgraded as they go up the organizations ladder to occupy positions of higher responsibilities.

34. **Keissler (2002)** argues that career development facilitates the organizations objective of showing a well-articulated growth oriented yet flexible a path to its employees. Information technology on the other hand has been hailed as a catalyst of human resources development.
35. **Powel (1997)** investigated linkages between information technology and performance and observed that information technology alone cannot produce sustainable performance advantages in the organization but that firms had gained advantages, by using information technology to leverage performance.
36. **Beardwell and Holden (1994)**, pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into: on-the-job training and off-the-job training. On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment.
37. According to **Armstrong (2003)**, on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness. It has the advantage of actuality and immediate since the trainee works, learns and develops expertise at the same time.
38. **Rothwell et al (1994)** observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training. Off-the-job training – sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a training area or centre that has been specifically equipped and staffed for training. They include: lectures, training by management institutions, conferences, seminars, case study, brainstorming.

39. **Gale (1994)**, states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position
40. **Myles (2000)**, states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders' investment.
41. **Learner (1986)**, to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin.
42. According to **Radcliffe (2005)**, organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.
43. **Al-Awawdeh (2011)** conducted a study which aimed mainly to analyze the relationship between a strategy of training and staff performance statistically. The study aimed to determine the potential effect of key personnel, performance, which were identified in the theoretical part of the study. The independent variables; training system, training and obstructions were tested by using simple regression method; SPSS. A sample of 120 employees was chosen out of 651 administrative departments employees at Al al-Bayt University. The results showed statistically significant effects of all independent variables on the performance; the effect was statistically significant on morales. The effect of transaction of the two independent variables of performance was also positive. The study showed that there is a need to have scientific methods to determine the

training needs of workers in Al-Bayt University, as well as work on building training programs that focus on obstacles practice and work to resolve them.

44. Bin Atan and colleagues (**Bin Atan et al, 2015**) examined the impact of training on employee job performance. The study was carried at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. The functional area which is associated with the effective human resource management practices of the company selected for the study has been examined comprising of training and employees' job performance. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire. Findings of the study indicated that there is a significant relationship between effective training and employees' job performance.
45. The main objective of the study of **Falola (2014)** was to examine the effectiveness of training and development on employees' performance and organization competitive advantage in the Nigerian banking industry. The researchers used the descriptive research method using two hundred and twenty three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results showed that a strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct.
46. The study of **Nu'man (2006)** aimed to measure the relation of training to individuals performance who work at the Middle management level in the university and to compare point of views of upper management and individuals at the middle management with regard to the training process in terms of (defining the training needs , trainers selection, designing of training courses and training process evaluation), Furthermore, the study aimed to provide some recommendations which may help the university to enhance the efficiency of its training programs which make the university plays an important role in the development of skills, expertise and knowledge in the training domain. Results showed the neglect the modern training methods; instead, the focus is on the traditional methods in providing training courses. Results showed also that the trainees' selection method is ineffective, whereas, there are no clear standards for the selection process. Favoritism and personal opinions play a role in trainee's selection process, in return, this negatively reflects the training process. The study has

revealed that the process of training evaluation is ineffective which decreases the benefit rate that the university had attained from conducting training courses.

47. **Paat and Rumokoy (2015)** Concerning the differences in employee performance before and after training several variables which have been used in this research include: quality/quantity of work, planning/ organizing, initiative/ commitment, teamwork/ cooperation and communication. The results of their study showed that quality/ quantity of work, planning/ organizing, initiative/ commitment, teamwork/ cooperation and communication have a significant difference in employee performance before and after training. The training program is one of the valuable systems as a way to improve employee performance. Therefore, management of Bank Indonesia is recommended to increase the effectiveness of training and enhance the variety of the material and module that would be given in the training program.
48. **Kim (2006)** points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify amore directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject –specific knowledge rather than trying to build core learning abilities.
49. **Baruch (2006)** - Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the employees „needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability. Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.
50. **AsareBediako (2008)** stated that Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore, for an organization to grow and survive in today’s globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and program that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

The methodology of study explains the systematic way of finding the answers to pre-determined questions. Moreover, this provides the clear path to accomplish and achieve the clear solution for the problem stated. The reliability strength and accuracy of the study mainly depend upon the methodology.

3.2 RESEARCH DESIGN:

The research design is the basic framework or a plan for a study that guides the collection of data and analysis of data. In this survey and the design used is Descriptive Research Design. It includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of state of affairs, as it exists at present.

3.3 OBJECTIVES OF THE STUDY

Primary objective

- To study about the training and development activities affecting employee performance in an organisation.

Secondary objective

- To measure the level of satisfaction of employees towards the firms training and development activities.
- To study the factors affecting the training and development of the employees in an organisation.
- To identify the major areas of dissatisfaction if any, and provide valuable suggestions improving the employees satisfaction in those areas.
- To analyse and suggest suitable measures for improving the quality of the training and development programs in the organisation.

3.4 SCOPE OF THE STUDY

The scope of the project, "A study on training and development activities affecting employees' performance in an Organisation," is focused on evaluating the influence of training and

development initiatives on the performance of Organisation employees. The research is exclusively conducted within the organization. Data collection is carried out through a questionnaire distributed to employees of IT and manufacturing industries. The study's timeframe may be specified, and it will employ appropriate data analysis methods. The scope outlines that factors beyond training and development are not within the study's purview, and it may highlight any limitations, such as sample size or data accessibility. Ultimately, the study intends to provide recommendations for improving the organisation's training and development programs based on its findings.

3.5 TARGET POPULATION

The unit of study is what is referred to as a population in the study; it refers to all the characteristics which will be used in making some inferences while a sample population refers to the carefully selected members of the target population who serve as a representative section of that population. The target population in this study consisted of employees in IT and manufacturing industries.

Data Collection

A comprehensive questionnaire was prepared to meet out the needs of the objective. Questionnaires for respondents were self-administered which was, therefore, dropped and later picked.

Sources of data

Data collection method is the backbone of the research design. The source of data utilized for analysis and report preparation is both primary and secondary.

Primary data: Primary data was collected through the interview and getting the questionnaires filled. The questionnaire was given only to the employees who were willing to share their views.

Secondary data: The main source of secondary data was internet.

3.6 SAMPLING TECHNIQUE:

The Convenience Sampling Method is used for the survey. Convenience or opportunistic sampling is the crudest type of non-random sampling. This involves selecting the most

convenient group available. Due to the small number of the entire study population and its easy accessibility, the census method was employed. The census method is designed to collect information from each and every member of the population. It enables the researcher to gather sufficient information to assist in analysis and arriving at accurate results.

Sampling Unit:

The employees who are working in IT and Manufacturing firms were met and the survey was made based on their response.

Sampling Area:

The sampling area considered for the current research was IT companies and Manufacturing units in Tamil Nadu.

Sample Size:

60 employees were surveyed during the study period.

Questionnaire Design

Questionnaires were used as the main instruments of data collection in the study. The questionnaire was close-ended. As multi- option are given to the employees for their convenience. 5-point rating scale is used in the study. The use of the close ended question was aimed at controlling responses that gave rise for quantitative analysis. There were two main sections of questions; General information and Job information.

Statistical tools:

Simple percentage analysis and tabulation is used to analysis the data. Pie chart and bar diagram is used to give pictorial representation to the analysis.

Percentage analysis:

Simple percentage analysis refers to a special kind of ratio in making comparison between two or more data and to describe relations between the data. Percentage can also be used to compare the relative terms, the distribution of two or more series of data.

Simple percentage = $\frac{\text{No. Of respondents}}{\text{Total no. of respondent}} \times 100$

CHI-SQUARE TEST

Pearson's chi-squared test is used to determine whether there is a statistically significant difference between the expected frequencies and the observed frequencies in one or more categories of a contingency table. The basic idea behind the test is to compare the observed values in your data to the expected values that you would see if the null hypothesis is true.

3.7 DATA ANALYSIS AND INTERPRETATION:

The purpose of every research is to conduct a survey in order to validate the assumptions of the study on the basis of the data collected. A respondent survey is conducted in the form of structured questionnaire, which becomes the data for the study. This data is in raw form unless it is analyzed and interpreted to present the main findings. This chapter deals with statistical analysis and interpretation of the data collected through research with the aid of structured questionnaire. Analysis refers to studying the data collected in terms of statistical numbers and interpretation refers to understanding the implication of the statistical finding.

The Researcher had collected data from the employees of the organisation in Chennai to study the training and development programmes of the firm. The results are represented with Tables and pie- charts. The process of analyzing data refers to all the activities encompassing analyzing and summarizing data to develop reliable conclusions. The collected data obtained was subjected to cleaning and editing before coding and analysis. The Likert scales which were mainly used in the closed ended questions were implemented in the development of numerical codes ranging from a point scale of 1 to 5. This was aimed at showing the magnitude of the constructs that were being tested in the study.

3.8 HYPOTHESIS

Hypothesis 1

H0: There is no relationship between training and development activities and satisfaction level of the employees in an organisation.

H1: There is relationship between training and development activities and satisfaction level of the employees in an organisation

Hypothesis 2

H0: There is no relationship between training and development activities and performance of the employees in an organisation.

H1: There is relationship between training and development activities and performance of the employees in an organisation

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 EMPLOYEE BY AGE

The following table shows the age group of the respondents.

Table 1: Age

S. No.	Age Group	No. of Respondents	% Of Respondents
1	25 and below	32	53
2	26 – 35	10	17
3	36 – 45	9	15
4	46 – 55	5	8
5	Above 55	4	7
	Total	60	100

The following chart shows the data that has been obtained from the respondents in the pictorial format.

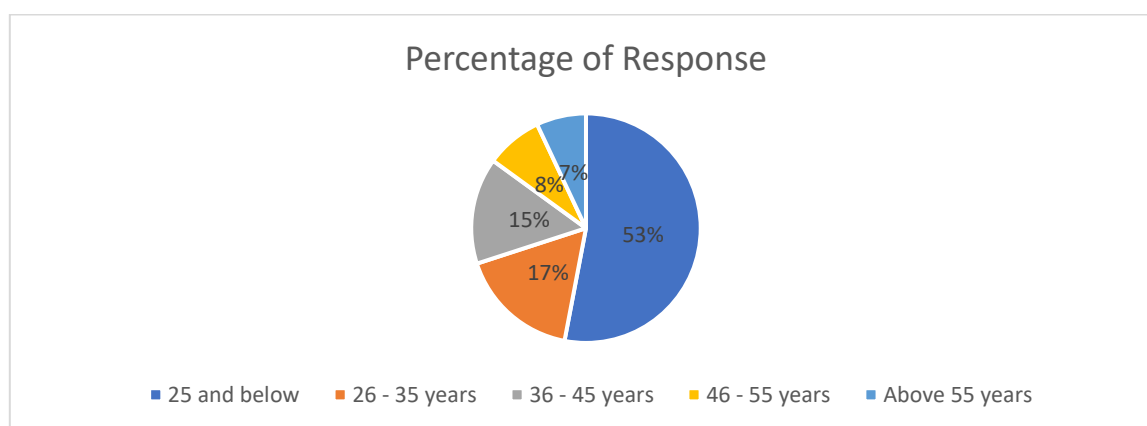


Chart 1: Age

Interpretation

The above table shows the age group of the respondents. About 53% of the respondents are 25 and below years of age, 17% of the respondents are between 26 to 35 years of age, about 15% of the respondents are between 36 – 45 years of age, about 8% of the respondents are between 46 – 55 years of age and about 7 % of the respondents are above 55 years of age.

4.2 GENDER

The following table shows the gender of the respondents.

Table 2: Gender

S. No.	Gender	No. of Respondents	% Of Respondents
1	Male	31	52
2	Female	29	48
	Total	60	100

The following chart shows the data what has been obtained from the respondents in the pictorial format.

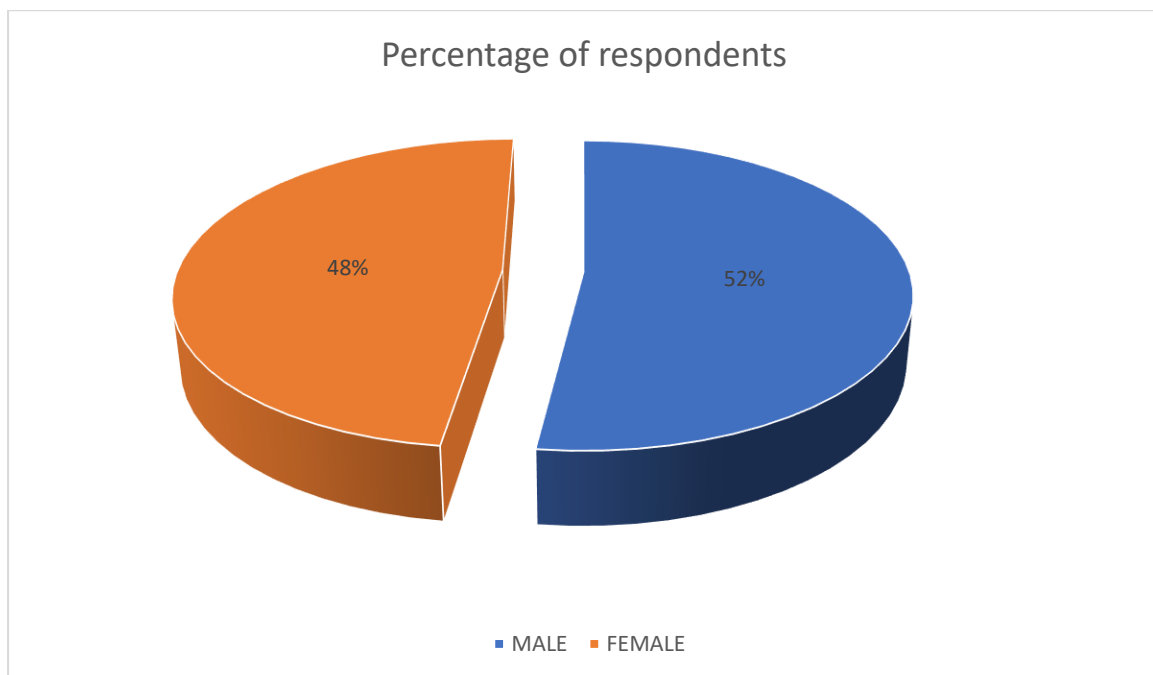


Chart 2: Gender

Interpretation

The above table shows the gender of the respondents. About 52% of the respondents are male and 48% of the respondents are female.

4.3 EDUCATION

The following table shows the education details of the respondents.

Table 3: Education

S. No.	Education	No. of Respondents	% Of Respondents
1	School level	5	8
2	Diploma	5	9
3	Certificates	2	4
4	UG	28	46
5	PG	15	25
6	Any higher degrees after PG	5	8
	Total	60	100

Here the respondents were asked to express their education level. The following chart shows the data that has been obtained from the respondents in the pictorial format.

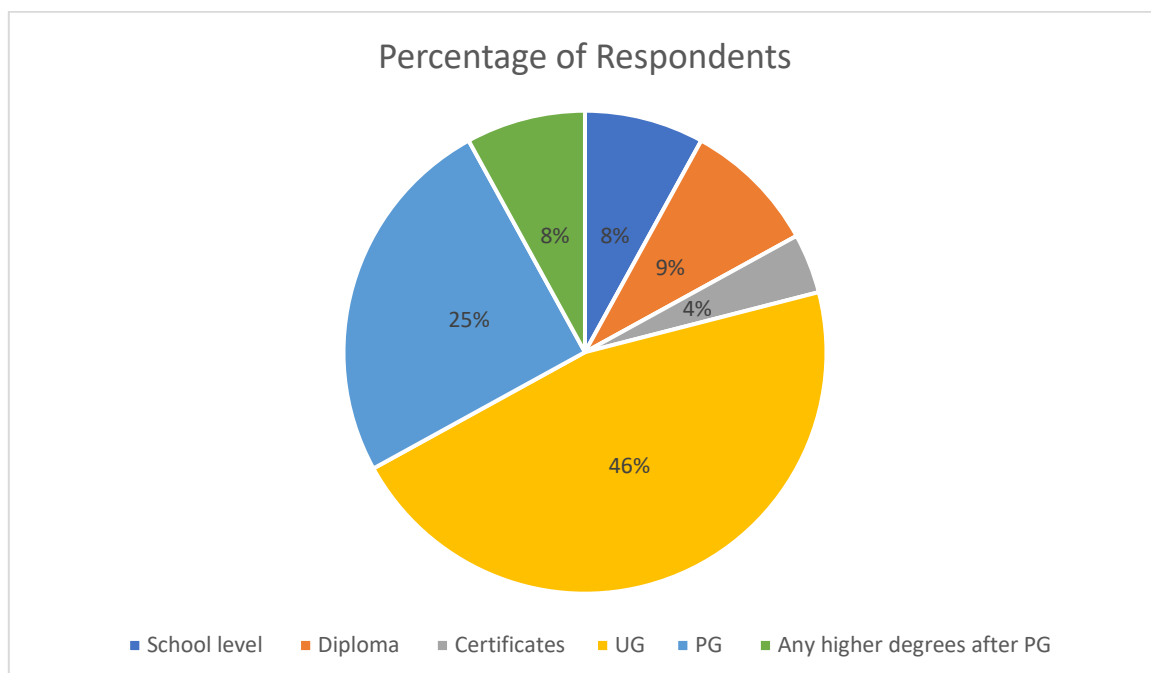


Chart 3: Education

Interpretation

The above table shows the education details of the respondents. About 8 % of the respondents have completed school level, about 9% of the respondents have completed diploma course, about 4% of the respondents have completed certificate courses, about 46% of the respondents are UG graduates, about 25% of the respondents are PG graduates and 8% of the respondents have completed higher degrees above PG level.

4.4 EXPERIENCE

The following table shows the experience of the respondents.

Table 4: Experience

S. No.	Experience	No. of Respondents	% Of Respondents
1	Below 1 year	16	27
2	1 to 7 years	21	35
3	8 to 14 years	17	28
4	15 to 20 years	5	8
5	Above 20 years	1	2
	Total	60	100

Here the respondents were asked to express their experience level. The following chart shows the data what has been obtained from the respondents in the pictorial format.

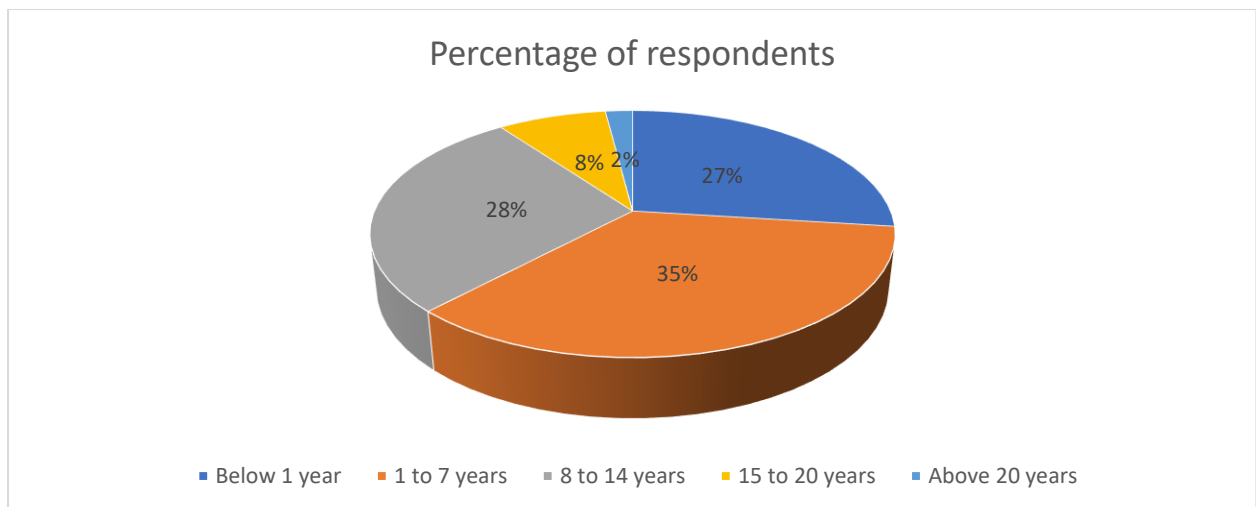


Chart 4: Experience

Interpretation

The above table shows the experience details of the respondents. About 27% of the respondents are having an experience of below 1 year, 35% of the respondents are having experience between 1 to 7 years, about 28% of the respondents are having experience between 8 to 14 years, about 8% of the respondents are having experience between 15 to 20 years and about 2% of the respondents are having experience above 20 years.

4.5 MARITAL STATUS

The following table shows the gender of the respondents.

Table 5: Marital Status

S. No.	Marital Status	No. of Respondents	% Of Respondents
1	Married	37	62
2	Single	23	38
	Total	60	100

The following chart shows the data what has been obtained from the respondents in the pictorial format.

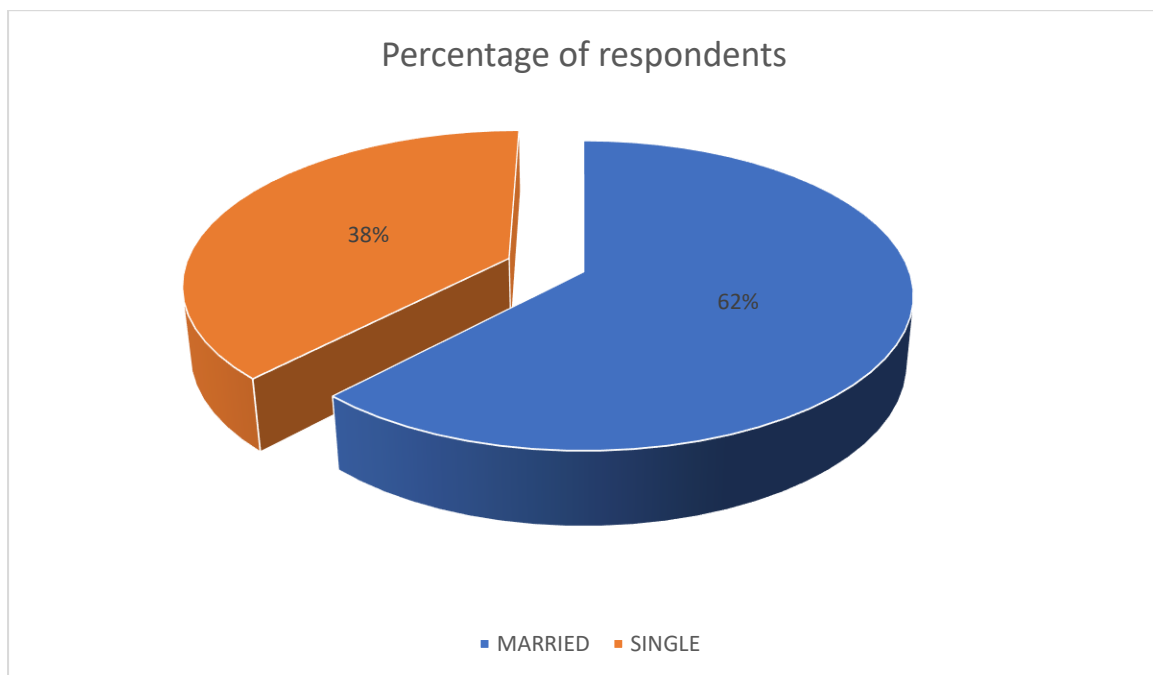


Chart 5: Marital Status

Interpretation

The above table shows the marital status of the respondents. About 62% of the respondents are married and 38% of the respondents are single.

4.6 A VARIETY OF TRAINING & DEVELOPMENT PROGRAMS ARE OFFERED TO IMPROVE SKILLS.

The following table shows a variety of training & development programs are offered to improve skills.

TABLE 6: Training & development programs are offered to improve skills.

S. No.	Training & development programs are offered to improve skills.	No. of Respondents	% Of Respondents
1	Strongly Agree	20	33
2	Agree	30	50
3	Neutral	6	10
4	Disagree	4	7
5	Strongly Disagree	0	0
	Total	60	100

Here the respondents were asked to express a variety of training & development programs are offered to improve skills. The following chart shows the data that has been obtained from the respondents in the pictorial format.

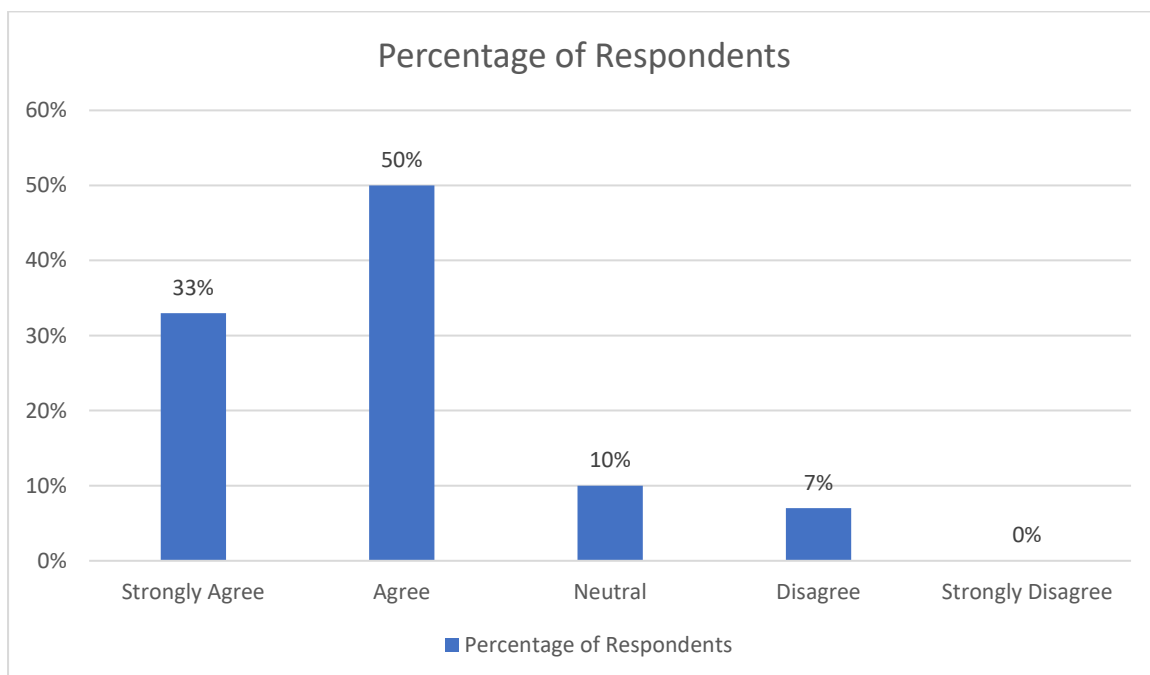


Chart 6: Training & development programs are offered to improve skills.

Interpretation

The above table shows a variety of training & development programs are offered to improve skills. About 33% of the respondents strongly agree with this context and 50% of the respondents show that they agree with this statement. However, 10% of the respondents remain neutral on a variety of training & development programs are offered to improve skills. About 7% of the respondents show their disagreement whereas around 0 respondents establish their strong disagreement.

4.7 YOUR TRAINING PROGRAMS ARE WELL PLANNED

The following table shows whether training programs are well planned.

TABLE 7: Training programs are well planned

S. No.	Training programs are well-planned	No. of Respondents	% Of Respondents
1	Strongly Agree	14	23
2	Agree	16	27
3	Neutral	18	30
4	Disagree	8	13
5	Strongly Disagree	4	7
	Total	60	100

Here the respondents were asked to express whether training programs are well planned. The following chart shows the data that has been obtained from the respondents in the pictorial format.

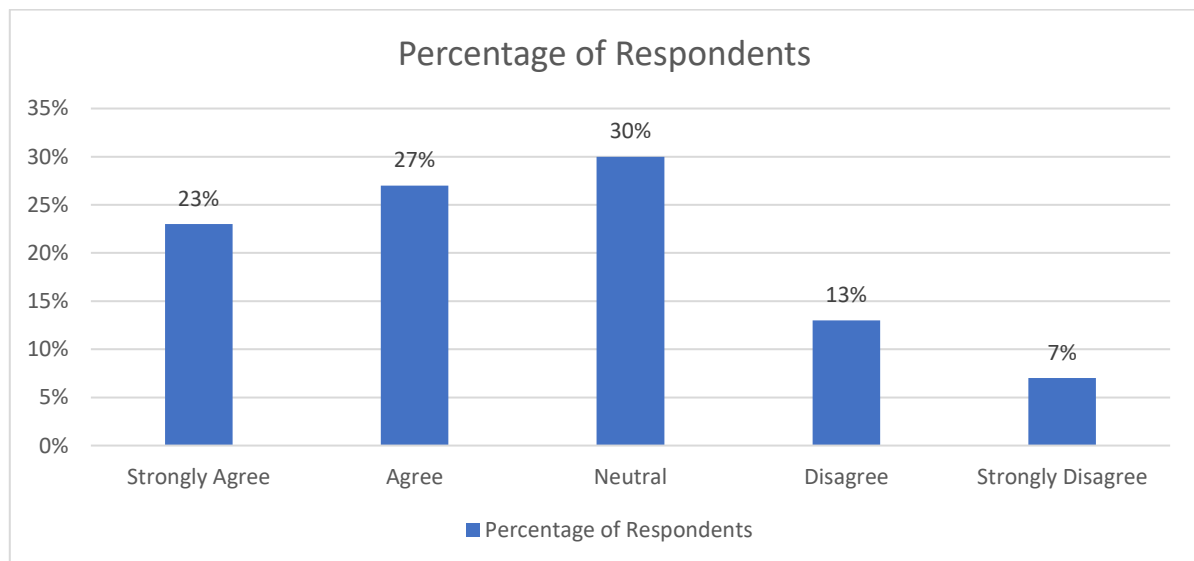


Chart 7: Training programs are well-planned

Interpretation

The above table shows whether training programs are well planned. About 23% of the respondents strongly agree to this context and about 27% of the respondents agree to this. But 30% of the respondents remain neutral on whether training programs are well planned. About 13% of the respondents disagree on this and 7% of the respondents strongly disagree.

4.8 TRAINING PROGRAMS ARE OF SUFFICIENT DURATION

The following table shows whether training programs are of sufficient duration.

TABLE 8: Training programs are of sufficient duration

S. No.	Training programs are of sufficient duration	No. of Respondents	% Of Respondents
1	Strongly Agree	8	13
2	Agree	14	24
3	Neutral	20	33
4	Disagree	14	23
5	Strongly Disagree	4	7
	Total	60	100

Here the respondents were asked to express whether training programs are of sufficient duration. The following chart shows the data that has been obtained from the respondents in the pictorial format.

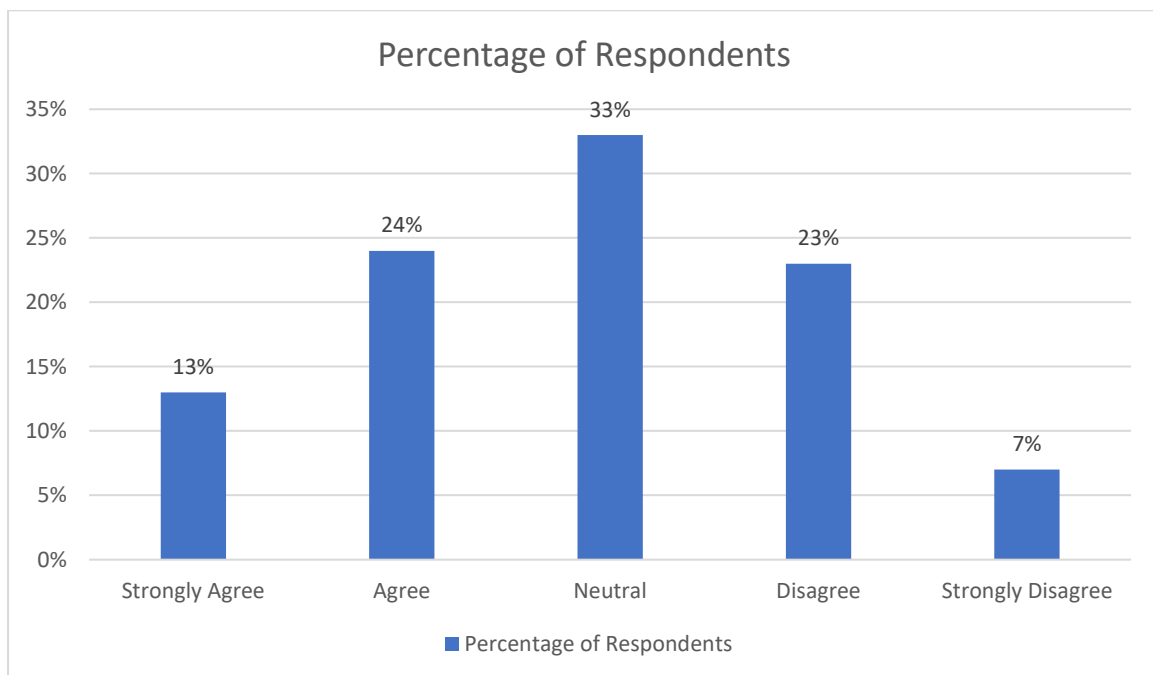


Chart 8: Training programs are of sufficient duration

Interpretation

The above table shows whether training programs are of sufficient duration. About 13% of the respondents strongly agree to this context and 24% of the respondents. But 33% of the respondents remain neutral on whether training programs are of sufficient duration. About 23% of the respondents disagree to this context and 7% of the respondents strongly disagree.

4.9 TRAINING SESSION CONDUCTED IS VERY USEFUL

The following table shows whether the training session conducted is very useful.

TABLE 9: Training session conducted is very useful

S. No.	Training session conducted is very useful	No. of Respondents	% Of Respondents
1	Strongly Agree	18	30
2	Agree	20	33
3	Neutral	16	27
4	Disagree	6	10
5	Strongly Disagree	0	0
	Total	60	100

Here the respondents were asked to express whether the training session conducted is very useful. The following chart shows the data that has been obtained from the respondents in the pictorial format.

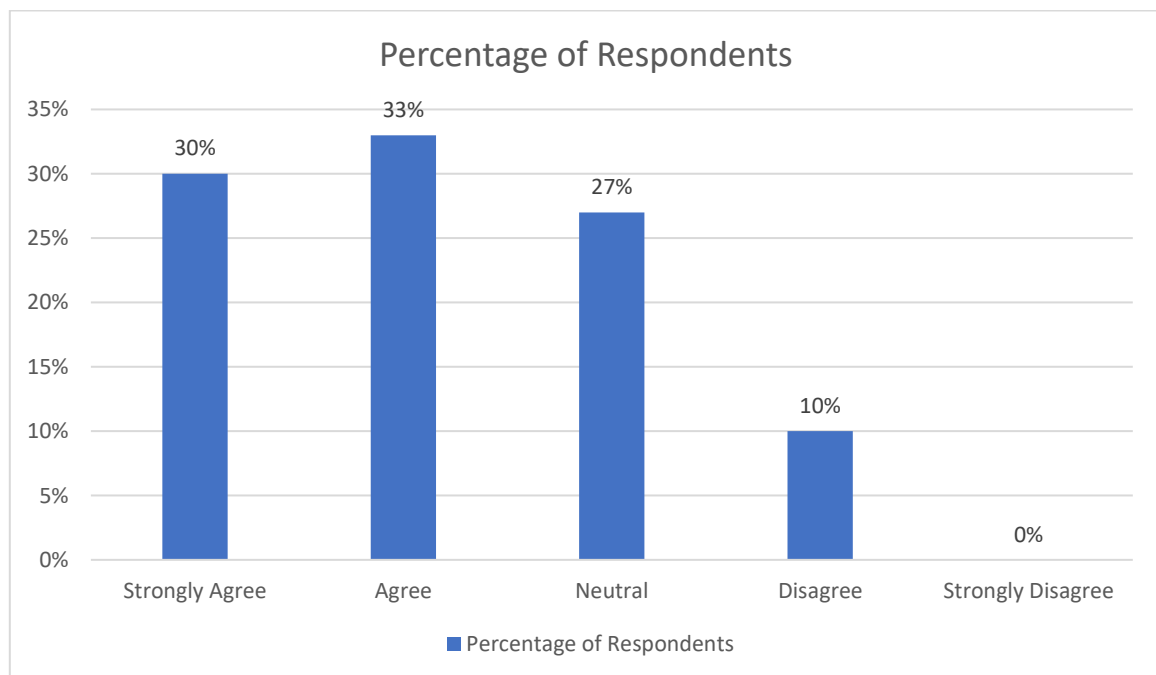


Chart 9: Training session conducted is very useful

Interpretation

The above table shows whether the training session conducted is very useful. About 30% of the respondents strongly agree to the mentioned context and 33% of the respondents agree with that. However 27% of the respondents remain neutral on whether the training session conducted is very useful. About 10% of the respondents have shown their disagreement and 0% of the respondents strongly disagree.

4.10 TRAINERS ARE EFFICIENT AND ABLE TO BUILD NEW SKILLS IN EMPLOYEES

The following table shows whether trainers are efficient and able to build new skills in employees.

TABLE 10: Trainers are efficient and able to build new skills in employees

S. No.	Trainers are efficient and able to build new skills in employees	No. of Respondents	% Of Respondents
1	Strongly Agree	20	33
2	Agree	18	30
3	Neutral	10	17
4	Disagree	10	17
5	Strongly Disagree	2	3
	Total	60	100

Here the respondents were asked to express whether trainers are efficient and able to build new skills in employees. The following chart shows the data that has been obtained from the respondents in the pictorial format.

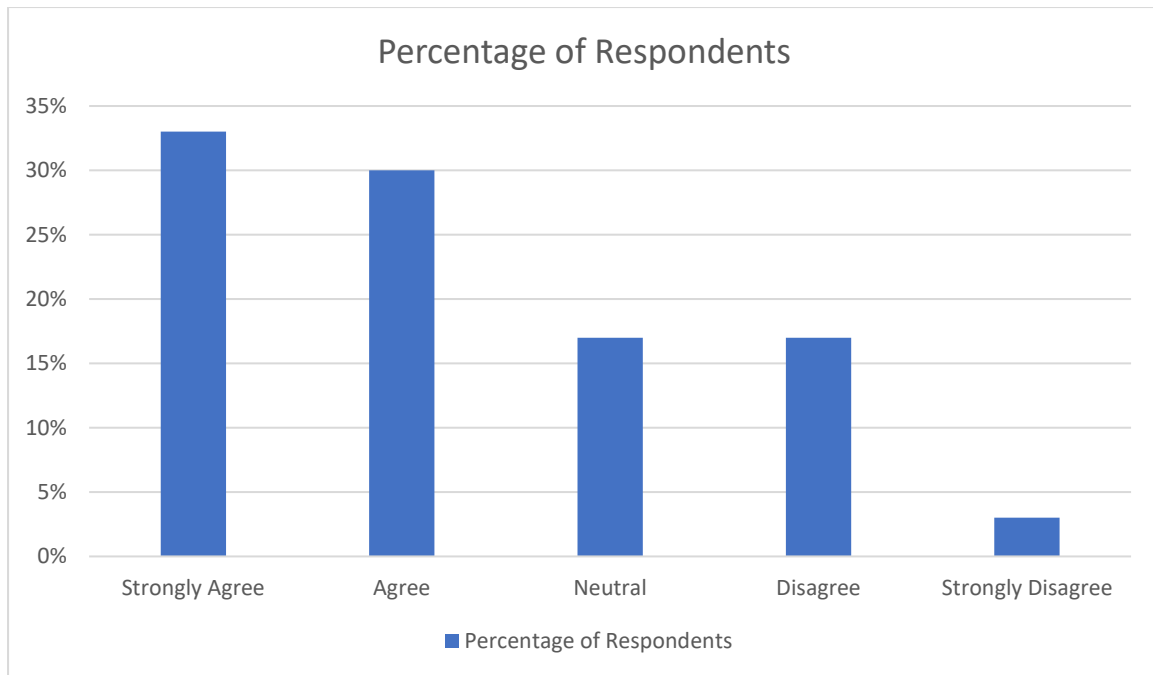


Chart 10: Trainers are efficient and able to build new skills in employees

Interpretation

The above table shows whether trainers are efficient and able to build new skills in employees. About 33% of the respondents strongly agree and about 30% of the respondents agree to a greater extent. However around 17% of the respondents remain neutral on whether trainers are efficient and able to build new skills in employees. About 17% of the respondents disagree and about 3% of respondents strongly disagree.

4.11 TRAINING OF WORKERS IS GIVEN ADEQUATE IMPORTANCE IN YOUR ORGANIZATION

The following table shows whether training of workers is given adequate importance in your organization.

TABLE 11: Training of workers is given adequate importance in your organization

S. No.	Training of workers is given adequate importance in your organization	No. of Respondents	% Of Respondents
1	Strongly Agree	6	10
2	Agree	12	20
3	Neutral	48	47
4	Disagree	6	10
5	Strongly Disagree	8	13
	Total	60	100

Here the respondents were asked to express whether training of workers is given adequate importance in your organization. The following chart shows the data that has been obtained from the respondents in the pictorial format.

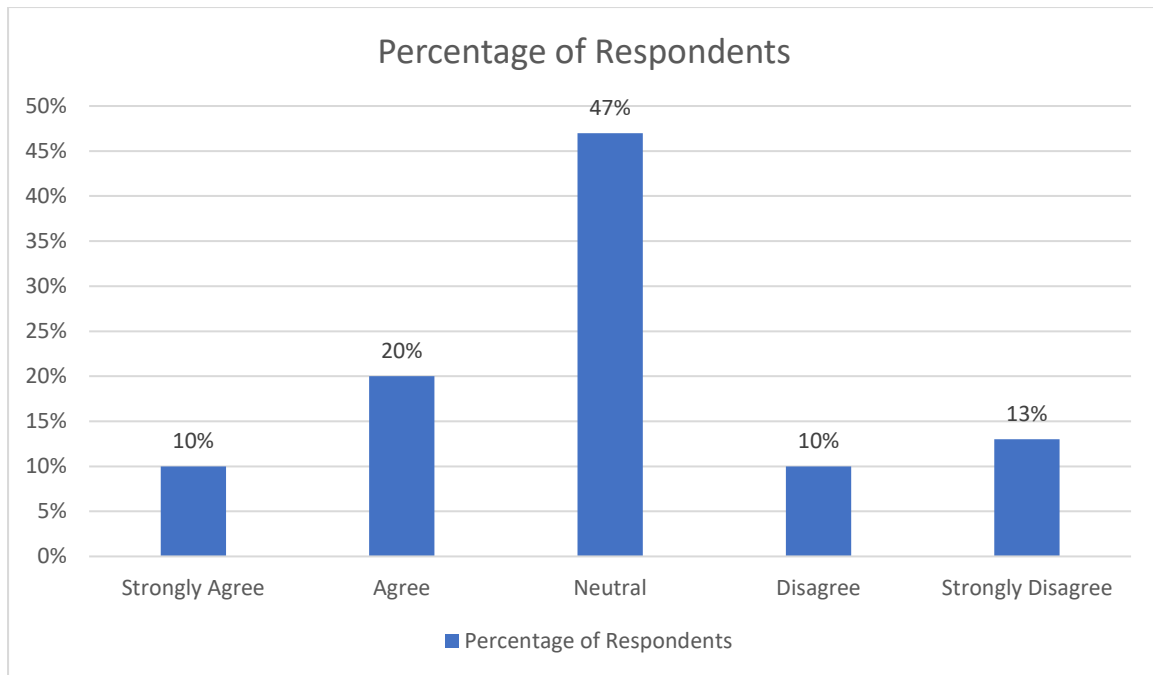


Chart 11: Training of workers is given adequate importance in your organization

Interpretation

The above table shows whether training of workers is given adequate importance in your organization. About 10% of the respondents strongly agree and about 20% of the respondents agree to the context. But 47% of the respondents remain neutral on whether training of workers is given adequate importance in your organization. About 10% of the respondents disagree to this statement and about 13% of the respondents strongly disagree.

4.12 PROGRAMS HELP TO COPE UP WITH A CONSTANT GROWING AND CHANGING ENVIRONMENT

The following table shows whether the programs help to cope up with a constant growing and changing environment.

TABLE 12: Programs help to cope up with a constant growing and changing environment

S. No.	Programs help to cope up with a constant growing and changing environment	No. of Respondents	% Of Respondents
1	Strongly Agree	12	20
2	Agree	14	24
3	Neutral	30	50
4	Disagree	2	3
5	Strongly Disagree	2	3
	Total	60	100

Here the respondents were asked whether the programs help to cope up with a constant growing and changing environment. The following chart shows the data that has been obtained from the respondents in the pictorial format.

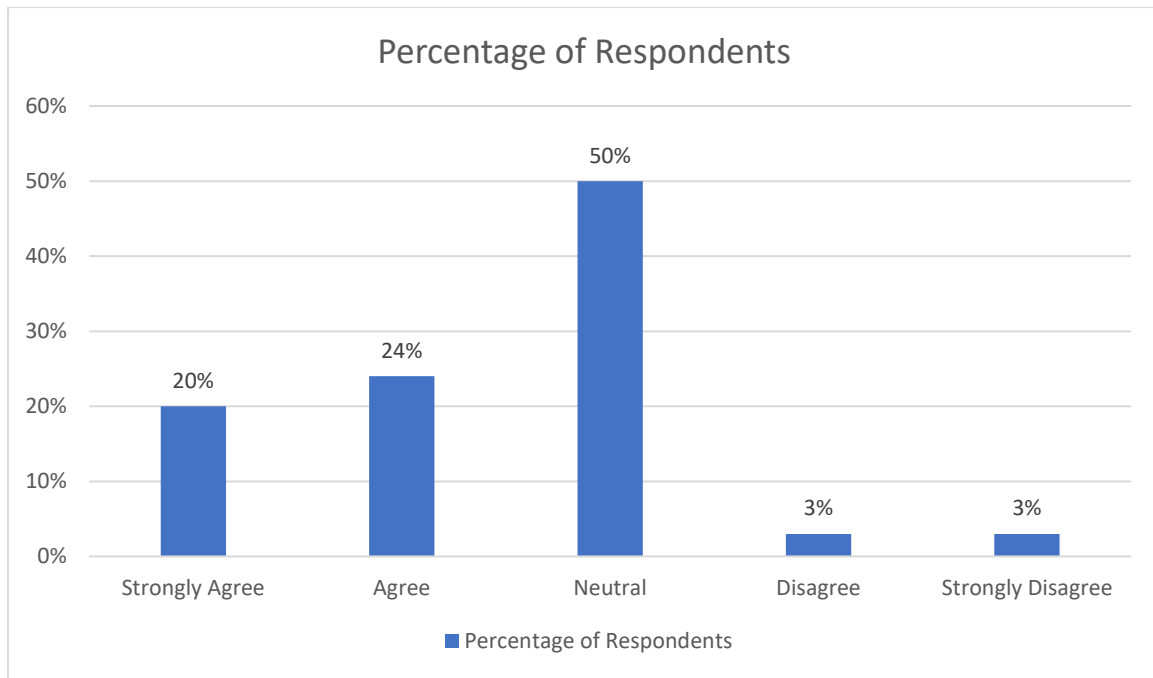


Chart 12: Programs help to cope up with a constant growing and changing environment

Interpretation

The above table shows whether the programs help to cope up with a constant growing and changing environment. About 20% of the respondents strongly agree and about 24% of the respondents agree to a greater extent on the mentioned context. But 50% of the respondents remain neutral on whether the programs help to cope up with a constant growing and changing environment. About 3% of the respondents disagree and about 3% of the respondents strongly disagree on this context.

4.13 THESE PROGRAMS HELPS THEM TO IMPROVE YOUR JOB PERFORMANCE

The following table shows whether these programs helps them to improve your job performance.

TABLE 13: These programs helps them to improve your job performance

S. No.	These programs helps them to improve your job performance	No. of Respondents	% Of Respondents
1	Strongly Agree	16	27
2	Agree	20	33
3	Neutral	12	20
4	Disagree	8	13
5	Strongly Disagree	4	7
	Total	60	100

Here the respondents were asked to express whether these programs helps them to improve your job performance. The following chart shows the data that has been obtained from the respondents in the pictorial format.

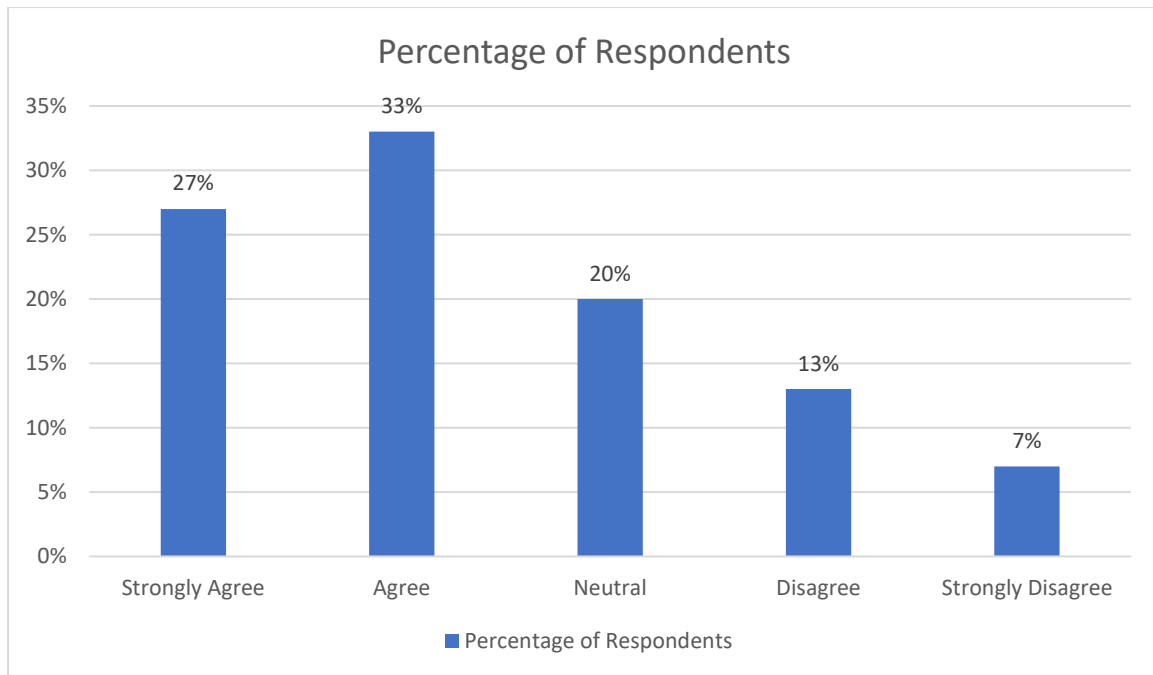


Chart 13: These programs helps them to improve your job performance

Interpretation

The above table shows whether these programs helps them to improve your job performance. About 27% of the respondents strongly agree and 33% of the respondents agree to a greater extent with this context. But 20% of the respondents remain neutral on whether these programs helps them to improve your job performance. About 13% of the respondents disagree and about 7% of the respondents strongly disagree.

4.14 TRAINING IS SIGNIFICANT FOR BOTH PROFESSIONAL AND PERSONAL DEVELOPMENT

The following table shows whether training is significant for both professional and personal development.

TABLE 14: Training is significant for both professional and personal development

S. No.	Training is significant for both professional and personal development	No. of Respondents	% Of Respondents
1	Strongly Agree	8	13
2	Agree	30	50
3	Neutral	16	27
4	Disagree	4	7
5	Strongly Disagree	2	3
	Total	60	100

Here the respondents were asked to express whether training is significant for both professional and personal development. The following chart shows the data that has been obtained from the respondents in the pictorial format.

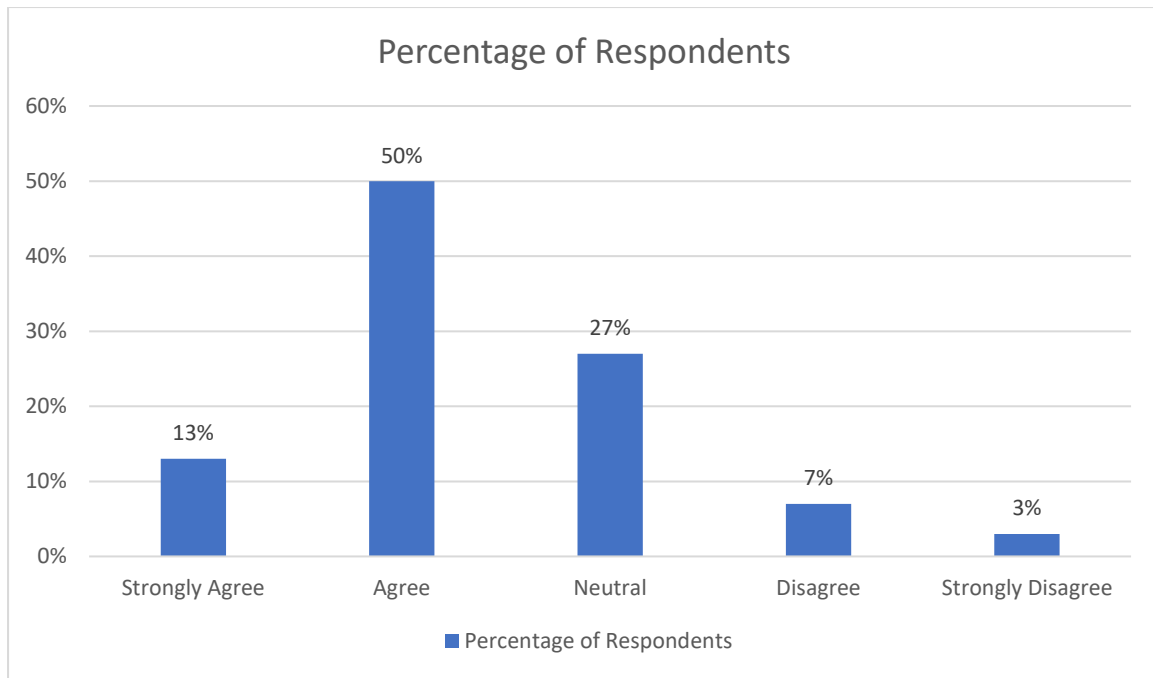


Chart 14: Training is significant for both professional and personal development

Interpretation

The above table shows to express whether training is significant for both professional and personal development. About 13% of the respondents strongly agree and about 50% of the respondents agree to a greater extent. But 27 % of the respondents remain neutral on whether training is significant for both professional and personal development. About 7% of the respondents disagree and about 3% of the respondents strongly disagree.

4.15 TRAINING HELPS IN WORK-LIFE BALANCE

The following table shows whether training helps in work-life balance.

TABLE 15: Training helps in work-life balance

S. No.	Training helps in work-life balance	No. of Respondents	% Of Respondents
1	Strongly Agree	10	17
2	Agree	14	23
3	Neutral	20	33
4	Disagree	10	17
5	Strongly Disagree	6	10
	Total	60	100

Here the respondents were asked to express whether training helps in work-life balance. The following chart shows the data that has been obtained from the respondents in the pictorial format.

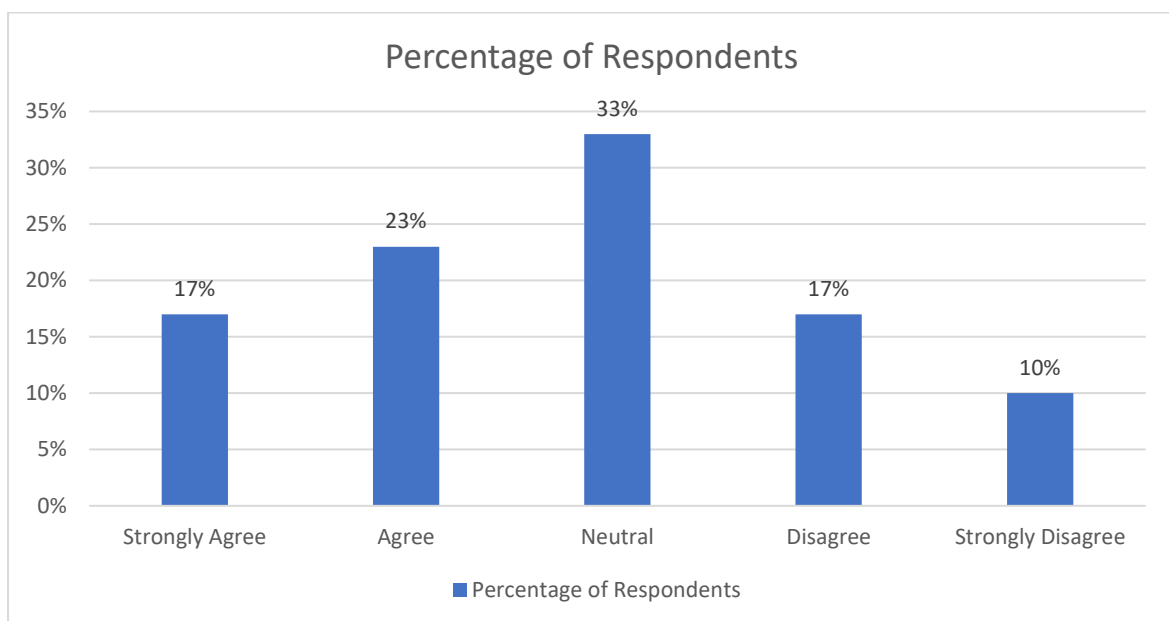


Chart 15: Training helps in work-life balance

Interpretation

The above table shows whether training helps in work-life balance. About 17% of the respondents strongly agree and about 23% of the respondents agree to a greater extent on this context. But about 33% of the respondents remain neutral on whether training helps in work-life balance. About 17% of the respondents disagree and about 10% of the respondents strongly disagree.

EMPLOYEE PERFORMANCE

4.16 EMPLOYEES SHOW A LOT OF COMMITMENT TO OUR FIRM AND WORK

The following table shows whether employees show a lot of commitment to our firm and work.

TABLE 16: Employees show a lot of commitment to our firm and work

S. No.	Employees show a lot of commitment to our firm and work	No. of Respondents	% Of Respondents
1	Strongly Agree	20	33
2	Agree	30	50
3	Neutral	8	14
4	Disagree	2	3
5	Strongly Disagree	0	0
	Total	60	100

Here the respondents were asked to express shows whether employees show a lot of commitment to our firm and work. The following chart shows the data that has been obtained from the respondents in the pictorial format.

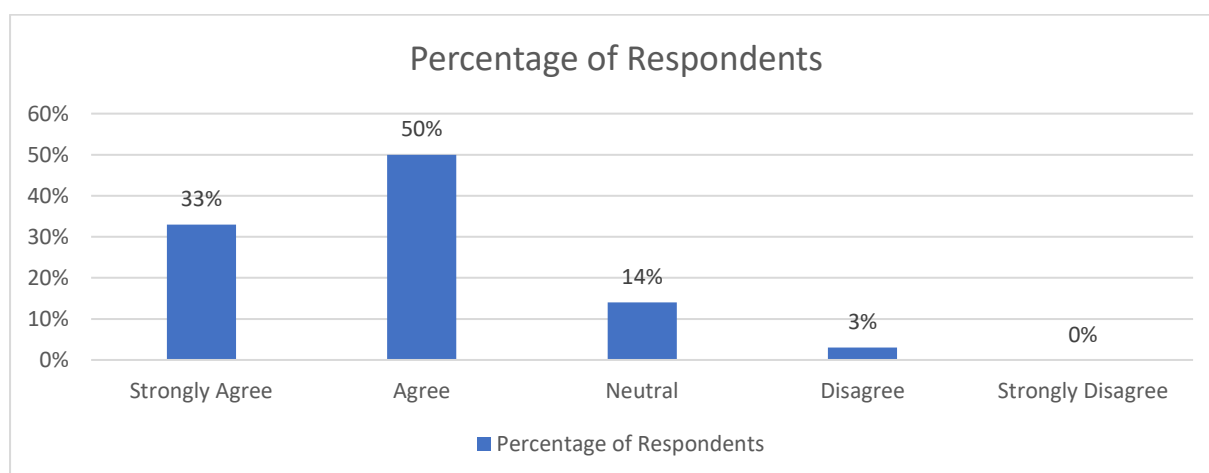


Chart 16: Employees show a lot of commitment to our firm and work

Interpretation

The above table shows the express whether employees show a lot of commitment to our firm and work. About 33% of the respondents strongly agree and about 50% of the respondents agree to a greater extent on this context. But 14% of the respondents remain neutral on whether employees show a lot of commitment to our firm and work. About 3% of the respondents disagree and about 0% of the respondents strongly disagree.

4.17 THE PRODUCTION LEVELS HAVE BEEN IMPROVING

The following table shows whether the production levels have been improving.

TABLE 17: The production levels have been improving

S. No.	The production levels have been improving	No. of Respondents	% Of Respondents
1	Strongly Agree	10	17
2	Agree	18	30
3	Neutral	20	33
4	Disagree	8	13
5	Strongly Disagree	4	7
	Total	60	100

Here the respondents were asked whether the production levels have been improving. The following chart shows the data that has been obtained from the respondents in the pictorial format.

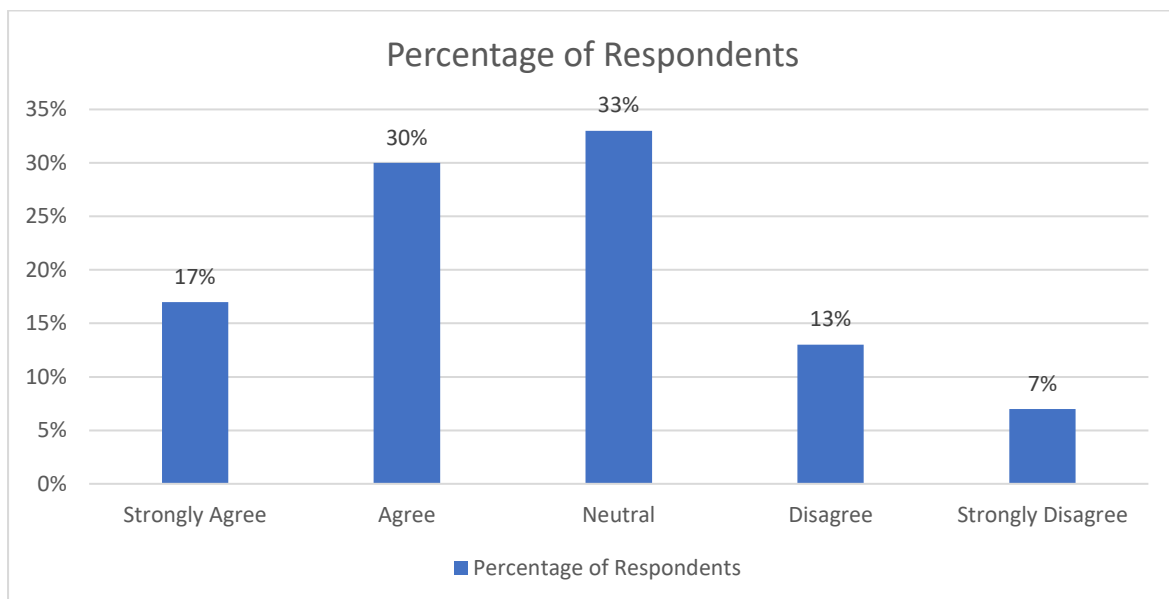


Chart 17: The production levels have been improving

Interpretation

The above table shows whether the production levels have been improving. About 17% of the respondents strongly agree and about 30% of the respondents agree to a greater extent on this context. But about 33% of the respondents remain neutral on whether the production levels have been improving. About 13% of the respondents disagree and about 7% of the respondents strongly disagree.

4.18 THE QUALITY OF WORK OUTPUT IN YOUR FIRMS IS HIGH

The following table shows whether the quality of work output in your firms is high.

TABLE 18: The quality of work output in your firms is high

S. No.	The quality of work output in your firms is high	No. of Respondents	% Of Respondents
1	Strongly Agree	12	20
2	Agree	14	23
3	Neutral	18	30
4	Disagree	10	17
5	Strongly Disagree	6	10
	Total	60	100

Here the respondents were asked whether the quality of work output in your firms is high. The following chart shows the data that has been obtained from the respondents in the pictorial format.

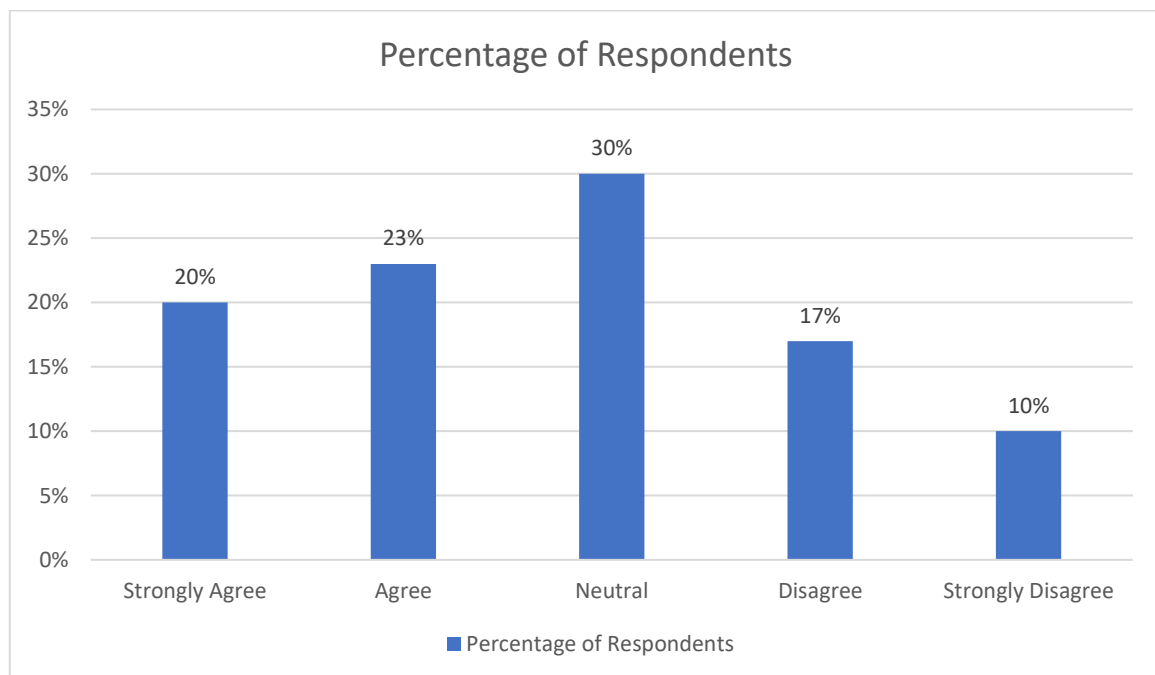


Chart 18: The quality of work output in your firms is high

Interpretation

The above table shows whether the quality of work output in your firms is high. About 20% of the respondents strongly agree and about 23% of the respondents agree to a greater extent on this context. But 30% of the respondents remain neutral on whether the quality of work output in your firms is high. About 17% of the respondents disagree and about 10% of the respondents strongly disagree.

4.19 FIRMS ARE ALWAYS ABLE TO MEET PRODUCTION DEADLINES AND TARGETS

The following table shows the firms are always able to meet production deadlines and targets.

TABLE 19: Firms are always able to meet production deadlines and targets

S. No.	Firms are always able to meet production deadlines and targets	No. of Respondents	% Of Respondents
1	Strongly Agree	10	17
2	Agree	18	30
3	Neutral	18	30
4	Disagree	12	20
5	Strongly Disagree	2	3
	Total	60	100

Here the respondents were asked to express the firms are always able to meet production deadlines and targets. The following chart shows the data that has been obtained from the respondents in the pictorial format.

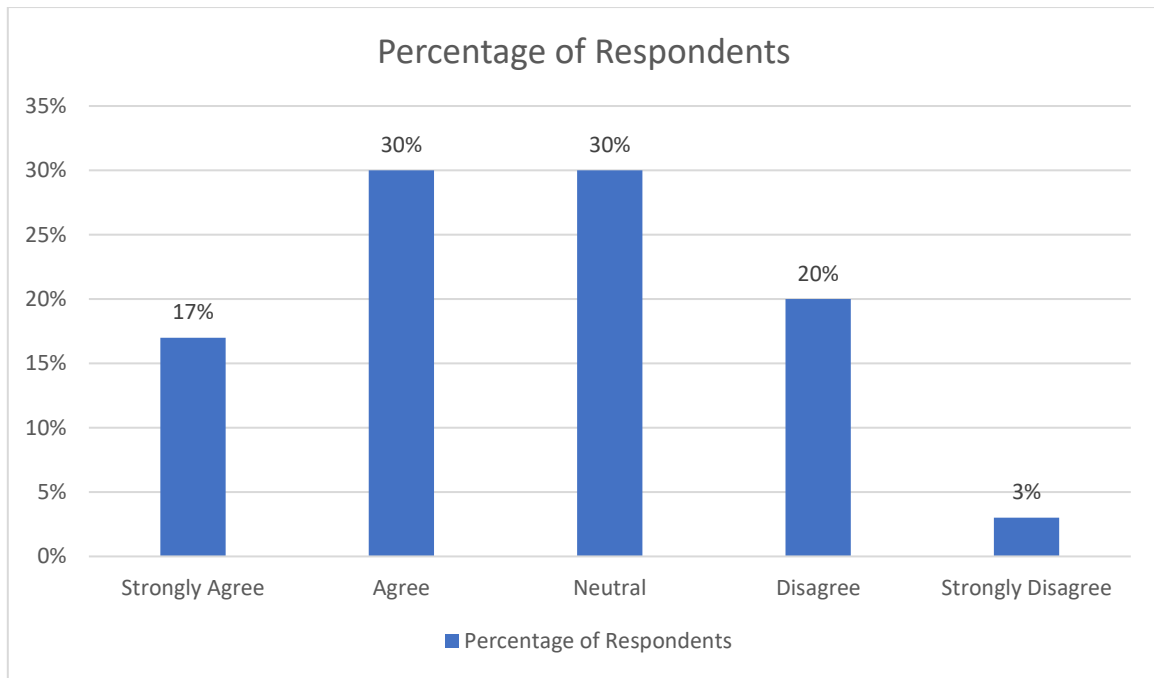


Chart 19: Firms are always able to meet production deadlines and targets

Interpretation

The above table shows the firms are always able to meet production deadlines and targets. About 17% of the respondents strongly agree and about 30% of the respondents agree to a greater extent on this context. But 30% of the respondents remain neutral on the firms are always able to meet production deadlines and targets. About 20% of the respondents disagree and about 3% of the respondents strongly disagree.

4.20 THERE IS A HIGH DEGREE OF INNOVATION IN PROBLEM-SOLVING IN THE FIRMS

The following table shows that there is a high degree of innovation in problem-solving in the firms.

TABLE 20: There is a high degree of innovation in problem-solving in the firms.

S. No.	There is a high degree of innovation in problem-solving in the firms.	No. of Respondents	% Of Respondents
1	Strongly Agree	14	23
2	Agree	20	33
3	Neutral	16	27
4	Disagree	10	17
5	Strongly Disagree	0	0
	Total	60	100

Here the respondents were asked whether there is a high degree of innovation in problem-solving in the firms. The following chart shows the data that has been obtained from the respondents in the pictorial format.

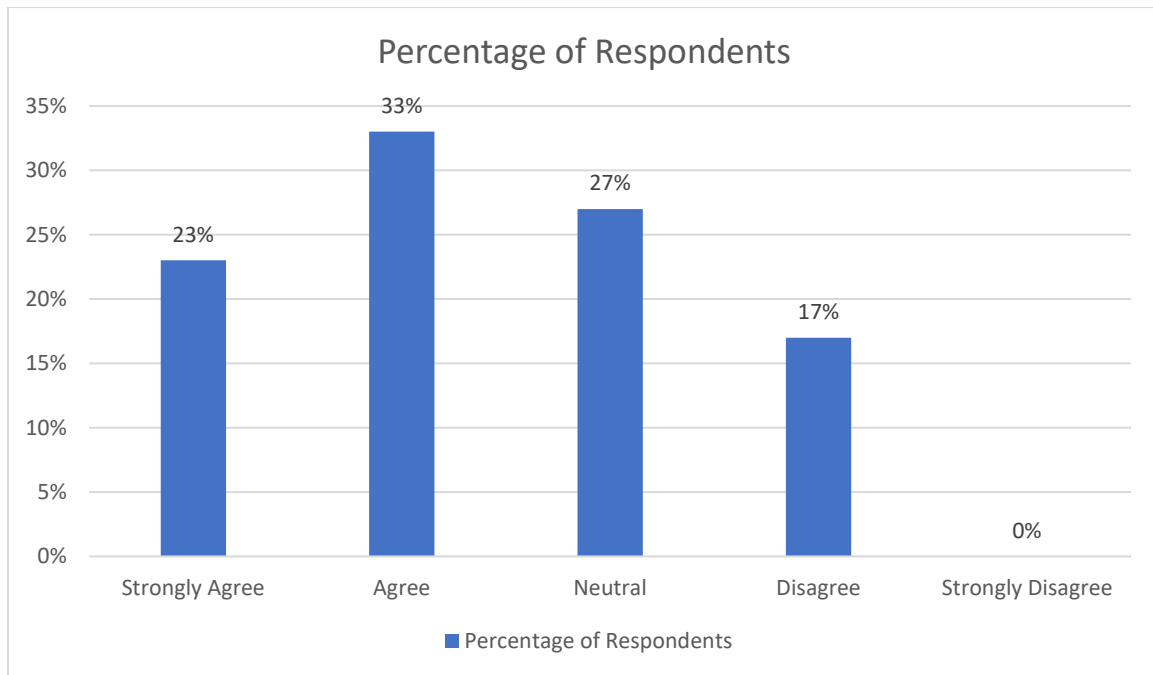


Chart 20: There is a high degree of innovation in problem-solving in the firms.

Interpretation

The above table shows whether there is a high degree of innovation in problem-solving in the firms. About 23% of the respondents strongly agree and about 33% of the respondents agree to a greater extent with this context. However, 27% of the respondents remain neutral on whether there is a high degree of innovation in problem-solving in the firms. About 17% of the respondents disagree and about 0% of the respondents strongly disagree.

CHI SQUARE ANALYSIS

4.21 RELATIONSHIP BETWEEN GENDER OF RESPONDENTS AND THEIR OPINION THAT TRAINING PROGRAMS HELPS TO IMPROVE JOB PERFORMANCE

The relationship between gender of the respondents and their opinion that training programs helps to improve job performance has been analysed using chi-square test.

Gender

S. No.	Gender	No. of Respondents	% Of Respondents
1	Male	31	52
2	Female	29	48
	Total	60	100

These programs helps them to improve your job performance

S. No.	These programs helps them to improve your job performance	No. of Respondents	% Of Respondents
1	Strongly Agree	16	27
2	Agree	20	33
3	Neutral	12	20
4	Disagree	8	13
5	Strongly Disagree	4	7
	Total	60	100

H0: There is no significant relationship between gender of the respondents and their opinion that training programs helps to improve job performance

H1: There is a significant relationship between gender of the respondents and their opinion that training programs helps to improve job performance

O – Observed Frequency

E – Expected Frequency

Expected frequency of any cell = $(\text{Row total of any cell}) * (\text{Column total of any cell})$

Overall Total

Table 21: Relationship between gender of the respondents and their opinion that training programs helps to improve job performance

Gender \ Training programs helps to improve job performance	SA	A	N	D	SD	Row Total
Male	6	11	7	5	2	31
Female	10	9	5	3	2	29
Column Total	16	20	12	8	4	60

O	E	O-E	(O-E) ²	(O-E) ² / E
6	8.2	-2.2	4.84	0.590
11	10.33	0.67	0.44	0.04
7	6.2	0.8	0.64	0.10
5	4.13	0.87	0.75	0.18
2	2.06	-0.06	0.0036	0.0017
10	7.73	2.27	5.15	0.66
9	9.67	-0.67	0.44	0.04
5	5.8	-0.8	0.64	0.11
3	3.87	-0.87	0.75	0.19
2	1.93	0.07	0.0049	0.002
			Calculated Value	1.94

Calculated Value = 1.94

$$\begin{aligned}\text{Degrees of Freedom} &= (r-1) * (c-1) = (2 - 1) * (5 - 1) \\ &= 5\end{aligned}$$

Level of Significance = 5%

Table value = 11.07

Here the calculated value is lesser than the table value ($CV < TV$ i.e $1.94 < 11.07$). So, accept H_0 , hence there is no significant relationship between gender of the respondents and their opinion that training programs helps to improve job performance.

CHAPTER 5

FINDINGS AND CONCLUSION

5.1 FINDINGS OF THE STUDY

- About 53% of the respondents are 25 and below years of age, 17% of the respondents are between 26 to 35 years of age, about 15% of the respondents are between 36 – 45 years of age, about 8% of the respondents are between 46 – 55 years of age and about 7 % of the respondents are above 55 years of age.
- About 52% of the respondents are male and 48% of the respondents are female.
- About 8 % of the respondents have completed school level, about 9% of the respondents have completed diploma course, about 4% of the respondents have completed certificate courses, about 46% of the respondents are UG graduates, about 25% of the respondents are PG graduates and 8% of the respondents have completed higher degrees above PG level.
- About 27% of the respondents are having an experience of below 1 year, 35% of the respondents are having experience between 1 to 7 years, about 28% of the respondents are having experience between 8 to 14 years, about 8% of the respondents are having experience between 15 to 20 years and about 2% of the respondents are having experience above 20 years.
- The marital status of the respondents. About 62% of the respondents are married and 38% of the respondents are single.
- A variety of training & development programs are offered to improve skills. About 33% of the respondents strongly agree with this context and 50% of the respondents show that they agree with this statement. However, 10% of the respondents remain neutral on a variety of training & development programs are offered to improve skills. About 7% of the respondents show their disagreement whereas around 0 respondents establish their strong disagreement.
- Training programs are well planned. About 23% of the respondents strongly agree to this context and about 27% of the respondents agree to this. But 30% of the respondents remain neutral on whether training programs are well planned. About 13% of the respondents disagree on this and 7% of the respondents strongly disagree.

- Training programs are of sufficient duration. About 13% of the respondents strongly agree to this context and 24% of the respondents. But 33% of the respondents remain neutral on whether training programs are of sufficient duration. About 23% of the respondents disagree to this context and 7% of the respondents strongly disagree.
- The training session conducted is very useful. About 30% of the respondents strongly agree to the mentioned context and 33% of the respondents agree with that. However 27% of the respondents remain neutral on whether the training session conducted is very useful. About 10% of the respondents have shown their disagreement and 0% of the respondents strongly disagree.
- Trainers are efficient and able to build new skills in employees. About 33% of the respondents strongly agree and about 30% of the respondents agree to a greater extent. However around 17% of the respondents remain neutral on whether trainers are efficient and able to build new skills in employees. About 17% of the respondents disagree and about 3% of respondents strongly disagree.
- Training of workers is given adequate importance in your organization. About 10% of the respondents strongly agree and about 20% of the respondents agree to the context. But 47% of the respondents remain neutral on whether training of workers is given adequate importance in your organization. About 10% of the respondents disagree to this statement and about 13% of the respondents strongly disagree.
- The programs help to cope up with a constant growing and changing environment. About 20% of the respondents strongly agree and about 24% of the respondents agree to a greater extent on the mentioned context. But 50% of the respondents remain neutral on whether the programs help to cope up with a constant growing and changing environment. About 3% of the respondents disagree and about 3% of the respondents strongly disagree on this context.
- These programs helps them to improve your job performance. About 27% of the respondents strongly agree and 33% of the respondents agree to a greater extent with this context. But 20% of the respondents remain neutral on whether these programs helps them to improve your job performance. About 13% of the respondents disagree and about 7% of the respondents strongly disagree.
- Training is significant for both professional and personal development. About 13% of the respondents strongly agree and about 50% of the respondents agree to a greater extent. But 27 % of the respondents remain neutral on whether training is significant

for both professional and personal development. About 7% of the respondents disagree and about 3% of the respondents strongly disagree.

- Training helps in work-life balance. About 17% of the respondents strongly agree and about 23% of the respondents agree to a greater extent on this context. But about 33% of the respondents remain neutral on whether training helps in work-life balance. About 17% of the respondents disagree and about 10% of the respondents strongly disagree.
- Employees show a lot of commitment to our firm and work. About 33% of the respondents strongly agree and about 50% of the respondents agree to a greater extent on this context. But 14% of the respondents remain neutral on whether employees show a lot of commitment to our firm and work. About 3% of the respondents disagree and about 0% of the respondents strongly disagree.
- The production levels have been improving. About 17% of the respondents strongly agree and about 30% of the respondents agree to a greater extent on this context. But about 33% of the respondents remain neutral on whether the production levels have been improving. About 13% of the respondents disagree and about 7% of the respondents strongly disagree.
- The quality of work output in your firms is high. About 20% of the respondents strongly agree and about 23% of the respondents agree to a greater extent on this context. But 30% of the respondents remain neutral on whether the quality of work output in your firms is high. About 17% of the respondents disagree and about 10% of the respondents strongly disagree.
- The firms are always able to meet production deadlines and targets. About 17% of the respondents strongly agree and about 30% of the respondents agree to a greater extent on this context. But 30% of the respondents remain neutral on the firms are always able to meet production deadlines and targets. About 20% of the respondents disagree and about 3% of the respondents strongly disagree.
- There is a high degree of innovation in problem-solving in the firms. About 23% of the respondents strongly agree and about 33% of the respondents agree to a greater extent with this context. However, 27% of the respondents remain neutral on whether there is a high degree of innovation in problem-solving in the firms. About 17% of the respondents disagree and about 0% of the respondents strongly disagree
- There is no significant relationship between gender of the respondents and their opinion that training programs helps to improve job performance

5.2 SUGGESTION

- Continuously improve the quality of training programs, with a focus on making them well-planned, of sufficient duration, and highly useful to participants.
- Invest in the professional development of trainers to ensure they can efficiently build new skills in employees. Address any concerns raised about trainers' performance.
- Highlight the significance of training in organizational culture and ensure that it is given due importance, particularly for those who remain neutral or disagree on this matter.
- Emphasize the adaptability of training programs to cope with a constantly evolving industry, as this helps in employee engagement and productivity.
- Design training programs that contribute to a healthier work-life balance, which can positively impact employee well-being and productivity.
- Leverage the positive findings indicating that training increases employee commitment to enhance overall organizational loyalty and dedication.
- Use training to address the concerns related to production levels and the quality of work output, which can have a direct impact on business performance.

5.3 CONCLUSION

In conclusion, the findings of this study on training and development activities affecting employees' performance in IT and manufacturing industries offer valuable insights into the current state of these initiatives. The results reveal a diverse employee demographic, with varying age groups, educational backgrounds, experience levels, and marital statuses. It is clear that training programs need to be tailored to suit this diversity to maximize their effectiveness. While a significant proportion of respondents recognize the importance of training and development, there are notable areas for improvement. Ensuring well-planned, sufficiently lengthy, and highly useful training programs is essential. Addressing issues related to trainer efficiency and the perceived importance of training in the organization is crucial.

Additionally, the study underscores the significant impact of training on various facets of employee performance, including commitment, productivity, quality, meeting deadlines, and problem-solving. It emphasizes the need for organizations to invest in training as a strategic tool for enhancing not only professional skills but also overall well-being. To optimize employee performance in IT and manufacturing industries, organizations should take these findings into account, customizing training programs to meet individual needs, improving program quality, and promoting a culture of continuous learning. By doing so, they can foster a more skilled, committed, and innovative workforce that contributes to the success and competitiveness of these industries.

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QUESTIONNAIRE

DEMOGRAPHIC PROFILE

Name:

1. Age

- ☐ 25 and below
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ Above 55

2. Gender

- ☐ Male
- ☐ Female

3. Educational Qualification

- ☐ School level
- ☐ Diploma
- ☐ Certificates
- ☐ UG
- ☐ PG
- ☐ Any higher degrees after PG

4. Experience

- ☐ Below 1 year
- ☐ 1 - 7 years
- ☐ 8-14 years
- ☐ 15-20 years
- ☐ Above 20 years

5. Marital status

- ☐ Married
- ☐ Single

S. No	Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	A variety of training & development programs are offered to improve skills					
7	Your training programs are well planned					
8	Training programs are of sufficient duration					
9	Training session conducted is very useful					
10	Trainers are efficient and able to build new skills in employees					
11	Training of workers is given adequate importance in your organisation					
12	Programs helps you to cope up with constantly growing and changing environment					
13	These programs helps you to improve your job performance					
14	Training is significant for both professional and personal development					
15	Training helps in work-life balance					
	Employee performance					
16	Employees show a lot of commitment to our firm and work					

17	The production levels have been improving					
18	The quality of work output in our firm is high					
19	Our firm is always able to meet production deadlines and targets					
20	There is high degree of innovation in problem solving in the firm					