

**EFFECTIVENESS OF TRAINING AND DEVELOPMENT OF
EMPLOYEE PERFORMANCE – A STUDY WITH REFERENCE TO
FOOD INDUSTRY, CHENNAI CITY**

Submitted in partial fulfillment of the requirements for the award of

Master of Business Administration

By

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SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC | 12 B Status by UGC | Approved by AICTE

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 Mrs. ANTONY BRINDHAVADHARSHINI A.P (39410018) who carried out the Project entitled **“Effectiveness of training and development of employee performance – a study with reference to food industry, Chennai city”** under my supervision from January 2021 and March 2021.

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DECLARATION

I, **ANTONY BRINDHAVADHARSHINI A.P, 39410018** hereby declare that the Project Report entitled “**Effectiveness of training and development of employee performance – a study with reference to food industry, Chennai city**” done by me under the guidance of Dr. M. Lavanya, at SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY is submitted in partial fulfillment of the requirements for the award of Masters of Business Administration degree.

DATE:

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ANTONY BRINDHAVADHARSHINI A.P

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ANTONY BRINDHAVADHARSHINI A.P

ABSTRACT

The main aim of this study is to identify the factors influencing the effectiveness of the training and development in the employee's performance. This study adopted the descriptive research design in order to reveal all the facts of the study in detail. The participants in the research are 120 respondents by the questionnaire method.

The effectiveness of training and development of the employee performance has been analyzed and studied with the help of Microsoft Excel and SPSS for the data analyzing process. The Information is obtained from the various food industry and the training and development program provided by their organization. Microsoft excel is used to perform percentage analysis. The tests performed with the help of SPSS Software for the data analysis are Karl Pearson correlation, Independent T test, ANOVA, Regression and correlation.

Percentage analysis has been observed with 25 categories of data. ANOVA and independent T test has been observed with the help of demographic factors and other set of questionnaire. Whilst the Chi-square and regression analysis has been observed between effectiveness of training and employee performance. The null and alternative hypothesis is determined and compared with the statistical tests to obtain the results.

The findings obtained from the study are concluded with the socio-demographic factors such as age, years of service, category of employment of all the respondents and the organizational factors like the opinion of the employee on the training methods, opinion on the content provided at the time of training, relevance of the training program to the employee. .

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CHAPTER 1-

INTRODUCTION

1.1 INTRODUCTION

Human Resource Management refers to the policies, practices and systems that influence employee behaviour, attitudes and performance. Human resource practices play a key role in attracting, motivating, rewarding and retaining employees. Other human resource management practices include recruiting employees by evaluating the candidates applied for the job, selecting the employees as per the company's need and vacancy in the company, designing work for the employees to bring their full potential towards their job and work assigned, compensating employees, and developing good labour force for the company and to maintain a good relationships among the employees to create a better working environment that also helps in avoiding any clashes among labours.

It also brings out good leadership skills among the employees to lead them in the right and effective way. They help in improving the skills of the employees and make them to perform efficiently.

Human resource management helps in maintaining a good relationship among the management and the company employees, which plays a very important role in running a company without any hindrances. Training and development is one of the important and key features of human resource management.

Training in organisation

Training refers to a planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behaviour by employees.

The goal of training is to make the employees to master the knowledge, skills emphasized in training and to apply them in their day-to-day activities of the company. After recruiting, any new employees is first identified with their training needs and such training is provided to the new employees, then they make necessary corrections in training method to provide the effective training.

Then the training program will be arranged and conducted according to the requirements of the employees, the employees will be benefited with seminars, practical trainings, technical trainings, training according to the nature of the job and in many other ways, once the training is done, the employees will be evaluated by their performance.

Development in organisation

Development is similar to training, except that it tends to be more future-focused. It is a learning process that involves the acquisition of knowledge, enhancing skills, concepts, rules or changing of attitudes and behaviour to enhance the performance of employees and according to the organizational environment and needs.

It refers to training as well as formal education, job experiences, relationship and assessments of personality, skills like managerial skills, leadership skills, etc., and adaptability among the colleagues and organization environment. It also helps in assessing the abilities that help employees prepare for future jobs or positions. It is less skill-oriented but stresses on knowledge.

Knowledge about business environment, management principles and techniques, human relations, specific industry, competitor analysis, market competitions, products present in the market are gained which is useful for better management of the company.

Relationship between Training and development

Employee training and development refers to the continued efforts of a company to boost the performance of its employees. Training and development is a kind of same procedure but with different concepts and techniques. Training comes with a schedule to be followed and done only for a limited period.

Whereas, development in employees is done throughout their working career. Companies aim to train and develop employees by using an array of educational methods and programs. This results in knowing about the newly joined employee's weakness, they can show improvements in the employee's performance. Training and development among the employees also help in developing the reputation of the company and have a skilled labour force in their organization.

1.2 INDUSTRY PROFILE

- The Food industry in its entirety is not one industry but a collection of several types of industry producing a diverse range of food products. It covers farming, food products, food processing, preservation, packaging and distribution, retail and catering. It plays a crucial role in public health, food safety, food security, social development, and nutrition.

- Product quality is to be checked without any excuses to avoid any consequences, health, sanitation, and product validation are the major issue concerns in the food industry. In the food industry they depend on both labour and machineries, everything should be done correctly as it is related to public health. They should be so keen in their process right from the starting to when the product reaches the consumer's hand.

- The Effectiveness of the manufacturing food industry to fulfil these roles is judged by the customer willing to buy for quality and convenience reasons, by the law of the land in meeting legal requirements for safety and labelling and by its generation of profit in terms of commercial viability.

- Whereas it is commonly expected that the industry should fulfil a role in nutrition education, it is a primary role of health professionals while the needs of the industry to provide full and detailed product information and the elements used. The industry is highly creative in both its technological innovation and adaptation. It works hard to satisfy the requirements of consumers, the industry, health professionals and its critics.

1.2.1 Evolution of food industry

The sources of food have increased drastically and continues to change over time. While people in the past had to starve and fight to find their daily meals, nowadays we who live in the Western world are continuously surrounded by promotions and advertisements for food products of different types, qualities and prices. But what has caused all these drastic changes? There are many innovations and developments which caused the great evolution in food industry. Some of the most important developments are listed below,

1) Refrigeration

The Use of ice to lower the temperature of and thus preserve food dates back to prehistoric times. Any geographic area that had freezing temperatures made use of the temperature to preserve food. The first form of artificial refrigeration was invented by **William Cullen**, a Scottish scientist. He showed how the rapid heating of liquid to a gas can result in cooling. Throughout its long history, refrigeration has helped humans to preserve food and, with it, nutrition. It has also allowed for a key innovation in human civilization: cold beer, storage of perishable goods etc.

2) Pasteurization/sterilization

Pasteurization is the name of the process discovered in part by **Louis Pasteur**. It is the process of preventing bacterial contamination in food, particularly milk. The pasteurization of milk came into practice only after the spread of tuberculosis which was mainly caused by non-pasteurization of milk.

3) Canning

Canning is a preservation method that involves placing foods in jar or similar containers and heating them to a temperature that destroys micro-organisms that cause food to spoil. During this heating process air is driven out of the jar and as it cools a vacuum seal is formed. This vacuum seal prevents air from getting back into the product bringing with it contaminating micro- organisms.

4) Baking

Baking is the process of cooking the dough by dry heat, especially in some type of oven. It is one of the oldest cooking method. Bakery products, which include bread, rolls, cookies, pies, pastries, and muffins, are usually prepared from this method.

5) Selective breeding/strains

Selective breeding is the process of breeding plants and animals for particular purposes. Selective breeding can be used to produce tastier fruits and vegetables, crops with greater resistance to pests, durability and meat higher in quantity which are genetically stable in nature.

6) Fermentation

Fermentation is the process of using microorganisms, such as yeasts or bacteria to convert carbohydrates to alcohol or to organic acids. This process takes place when there are beneficial bacteria presented in the liquid, breaks down the starch and sugars in the food. As the microorganisms divide, lactic acid is formed, which stops the growth of bad bacteria. The lactic acid is also what gives fermented foods which can last for many months (some products even last for years) as long as they are stored in a cool, dark place and they are also kept in the solution of salt and water which is known as brine.

Experts have noticed that even after all these development and changes many of the food habits have been spoilt; people got attracted by those foods that seem more attractive and tastier. Often these products are high in carbohydrates, sugars and Trans fats and are low in vitamins and proteins. Nowadays these situations are getting reversed, people are now aware of what to be consumed and what not to be, as they face increasing health issues. This knowledge on food consumption must be enhanced and published well.

1.2.2 Employment opportunities

Food processing is a branch of food science, which exists from the prehistoric times. Food Processing has certain methods and techniques used to transform raw ingredients into food for the consumption of human and animals.

- Food technologies – They have been given the responsibility of determining whether a particular process is being performed in a certain specified way or not in the Food processing sector.
- Organic Chemists – They advise on the various methods by which the raw materials have to be converted into processed food.
- Biochemists – They usually support and suggest improvements in flavour, texture, storage and quality.
- Analytical Chemists – They analyse food products to maintain quality and healthy factor.
- Home Economists – They are in way expert for nutrition. They even test the food and recipes according to the directions on the containers.
- Engineers – Candidates in the field of Chemical, Mechanical, Industrial, Electrical, Agricultural and Civil engineers are all required for planning, designing, improving and maintaining the processing systems in the food processing sector.
- Research Scientists – They take up the task of performing the experiments regarding improvement in yield, flavour, nutritive value and general acceptability of the packaged food.
- Managers and Accountants – Managers and Accountants are required for administration and the finances apart from supervising the processing work.

1.3. STATEMENT OF PROBLEM

- Employees at the plant area are responsible for production deadlines, forecasting demand correctly is hard. Inaccurate forecasting impacts the production and supply of products on time.
- Food and beverage companies have issues in hiring and retaining skilled labour for plant operations. That's because it's hard for employees to receive adequate training in production intensive environments.
- Human error in food manufacturing is a public health issue; contamination makes people sick. Food processors have intense guidelines to follow because it's not just about the safety of the workers, but the public as well.
- In this pandemic situation, food businesses must continue with proper precautions and rules implied.

1.4. NEED OF THE STUDY

- The employees of the organisation are bound to have some weaknesses or shortcomings in their skill sets. Training Programs Create More Robust Skill Sets
- The necessary training that you are going to impart will increase the confidence level of employees.
- Completion of these training modules successfully, an employee feels more satisfied and the level of appreciation he is able to gather further boosts his morale in workplace.
- It helps the organization to grow and expand by equipping employees with the necessary skills to become effective leaders and contributors to the growth of the company.
- The company will stand out of the crowd because the employees will be able to achieve the organizational goals better and faster and in a much more cost-effective manner than its competitors

- The employees are much more likely to remain glued to their team if you keep them motivated and interested and also invested in the company. The employees will become so dedicated to on a more regular basis, they will avoid thinking about changing employers.
- Change leads to the need for training and development and training and development leads to individual and organisational change, and the cycle goes on and on. More specifically it is the technology that is driving the need, which changes the business functionality on the whole

1.5. SCOPE OF THE STUDY

This research provides me with an opportunity to explore in the field of Human Resource, this research also provides the feedback to people involved in the training and development process. Apart from that it would provide the researcher a great deal exposure to interact with the employees of the company.

1. It enhances job-related training and development of the organization and its effectiveness in making the change in the behavioural changes and developing the skills in leading to the personal growth.
2. This study helps in understanding the need of learning opportunities and training that influence the behaviour of the employee's performance.
3. Generating the behaviour and performance of the employee in the process of training and evaluating the training which helps in the development.
4. Knowledge on present condition of training and development program in the food industry by understanding the need for the training program and its influence of the employee's performance after the training.
5. Exposure to know the willingness of the employees towards training and development programmes and to understand the change.

6. This study helps in understanding the impact of the training program in the workplace whether it is helpful for the employee inside the workplace.
7. To analyse the different change in performance as a result of training and the effectiveness of the training program towards the employees working in the organization

1.5.1 Conceptual Definition of the Title

“EFFECTIVENESS OF TRAINING AND DEVELOPMENT OF EMPLOYEE PERFORMANCE – A STUDY WITH REFERENCE TO FOOD INDUSTRY IN CHENNAI CITY”

The Title defines that the study mainly focuses on the effectiveness of the training and development of employee performance with reference to the food industry in Chennai City. This study mainly focuses on the categories influencing the effectiveness of the training and development of the employee's performance in the food industry.

Training

Training is a learning process that is provided to the employee based upon his/her skills and requirement of the work they do. The organization helps the employee in training, by providing required training program in the organization by which the employee makes effective changes in his/her performance.

According to Edward B. Filippo, “Training is the act of increasing the knowledge and skill of an employee for doing a particular job”. It is the process of learning sequence of programmed behavior. It is an application of knowledge. It attempts to improve employee performance on the current job for them to prepare an intended job and to grow their skills in their job.

Development

According Beard well and Claydon, "Development is a process of becoming increasingly complex, more elaborate by virtue of learning". It is skill enhancement processes for managerial jobs. Development focus on the overall corpus of the team and organization, not necessarily particular skills. Development is mostly initiated by management team members.

Training and Development

Training and Development is a subsystem of an organization which emphasize on the improvement of the performance of individuals and groups. Training is an educational process which involves sharpening skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of the employees. Good and efficient training of employees helps in the skills and knowledge development, which eventually helps a company improve.

Employee Performance

Employee performance is the process of involving employees in accomplishing the mission and goals in the organization. Employee performance includes: planning work, setting goals, monitoring performance, developing capacity, reviewing performance and rewarding good work.

According Armstrong and Baron defines employee performance as "a process of which contributes to the effective management of individuals and teams in order to achieve high level of the organizational performance."

Effectiveness Training and Development

The effectiveness of training and development is considered to be the most important part of an organization. The training and development program must contain input which will enable the participants to gain skills, education, development and ethics.

- Skills – Training is imparting skills to the employees. This is a basic skill without which the operator will not be able to function. Employees, particularly supervisors and executives, need interpersonal skills
- Education – The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgement.
- Development – It is less skill but stresses on knowledge. Knowledge about business environment, management principles and techniques, human relation, specific industry analysis is useful for better management of the company.
- Ethics – Ethical attitude helps management make better decisions which are in the interests of the public, the employees and in the long term- the company itself.

1.6. OBJECTIVES OF THE STUDY

Primary Objective

- To enhance proper skills through training and development of employees with reference to food industry in Chennai city.

Secondary Objectives

- To avoid any unhygienic situations in production and distribution of goods and services
- To ensure continuous flow of labour and the retainment of skilled labour in food industry
- To follow the set of instructions and legal restrictions imposed by the government in this pandemic situation.

1.7. IMPORTANCE OF TRAINING AND DEVELOPMENT

- Optimum Utilization of Human Resources- Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals
- Development of Human Resource – Training and Development helps to provide an opportunity and broad structure for the development of human resource technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.
- Productivity – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

- Team Spirit- Training and Development helps in inculcating the sense of team work, team spirit and inter-team collaborations. It helps in inculcating the zeal to learn within the employees
- Organization Culture – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

1.8. LIMITATIONS OF THE STUDY

- a) The Study is confined to a particular city which may not be comparable or applicable to the other cities.
- b) Due to time constraints the sample size is limited to 120, which may affect the accuracy of the study.
- c) The Study is expensive, so it is limited to a certain extent.
- d) The Findings are based on the mindset of the respondents

CHAPTER -2

REVIEW OF LITERATURE

2.1. INTRODUCTION

A literature review identifies, evaluates and synthesises the relevant literature within a particular field of research. In a literature review, it is good practice to summarise and analyse the results of previous research and theories; to identify areas of controversy and contested claims; highlight any gaps that may exist in research to date. This study states the importance of the training program provided in the various types of organization and to understand the methods to providing the training program in the way that is helpful to the organization. The review of literature is used in the study with a reference of 30 research papers by which the research was understood in a betterment of providing training program in the organisation for the employee performance in the organization

REVIEW OF LITERATURE:

2.2. TRAINING AND DEVELOPMENT

- **Ananth Lakshmi Mahadevan (2019)** postulated that, the study “**Influence of Training and development on employee performance in nutritional industry**” was determined to identify the factors influencing employee performance in the nutritional industry. The study followed a descriptive survey research design and the population for the study 860 employees and 86 employees were selected using stratified sampling technique. Data required was collected using questionnaires and analysed using SPSS. The study determined the factors influencing in training and development on employee performance.
- **Raja Abdul Ghafoor Khan, Furgan Ahmed Khan, Dr. Muhammed Aslam Khan (2011)** determined that “**The Study of Impact of training and development on Organizational Performance**” Training and Development, On the Job Training, Training Design and Delivery style are four of the most important aspects in organizational studies. The focus of current study is to understand the effect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational

performance. The back bone of this study is the secondary data comprised of comprehensive literature review. Four Hypotheses are developed to see the Impact of all the independent variables on the overall Organizational Performance. The Hypotheses show that all these have significant effect on Organizational Performance.

- According to **Nnenna E Ukandu & Wilfred Isioma Ukpere (2013)**, the study on **“Effects of Poor training development on the work performance of the Fast Food Employees”**, This research was conducted to establish whether the fast food employees within the Cape Town metropolis were being trained, and if not, what can be the possible reason for the lack of training. Fast food employers depend on their workers’ skills, knowledge and abilities for effective customer services, which make it necessary for workers to be trained and developed to achieve a better work performance. Furthermore, to encourage the management of fast-food outlets in Cape Town, in order to implement training and development of workers in their workplaces as this will improve the work performance of their employees. The sample consisted of 200 employees from different fast-food outlets, out of which 123 responded
- **Kelley Walters & Joel Rodriguez (2017)** postulated the study on **“The Importance of Training and Development in Employee Performance and Evaluation”** The quantitative data was collected through questionnaire from 415 employees from almost 85 organizations in Pakistan and through semi-structured interviews. The results of the data stated statistically that there was a significant correlation between organizational climate and employees’ commitment. The recommendations given by this study states that critical difficulties and issues faced by employees during the employee development at the workplace to help the organization improve their productivity.

- **Wagar Younas, Muhammed Farooq, Faizal Khalil** conducted the “**Study on the Impact of Training and Development on Employee Performance**”, The study targeted a census study of 45 employees and structured questionnaires were used to collect the required data. The study revealed that the work environment had a great influence on the employees’ commitment to the organization. There was a strong relationship between the employees’ commitment and the type of motivation method used. The study concluded that the key motivator to employee commitment is the work environment; a good working environment enables employees to work harder and achieve organization objectives.
- **Hayton (1990)** stated “**A Study on the Training and Development of the Production Industry**” cites problems with traditional methods of training needs analysis including those mentioned above and also states that non-training solutions tend to be ignored and the process tends not to involve consultation with employees and is usually management driven and focused. The researcher found that training needs analysis was very management driven. They found training needs analysis dominated by senior management decisions and supervisor opinions. The most commonly used formal approach was the skills inventory.
- **Herbert and Doverspike (1990:268)** raised issues around using appraisal data as part of training needs analysis and conclude that the use of this data may not achieve the intended goals. In a paper examining the weaknesses in conventional approaches to training needs analysis Leat and Lovell (1997) consider the weaknesses inherent in using performance appraisal data as a determinant of training needs. A drawback in using this data is noted in that the performance appraisal process is often linked to reward and promotion so that identifying development needs does not sit very well with this purpose. The paper goes into some depth about the biases which potentially exist in using performance appraisal for training needs analysis. An alternative approach is put forward which would have significant cultural and change implications which are not mentioned at all.

- **Research by Hussey (CLMS 1999)** looking at the use of education and training as a strategic driver found that only a third of firms surveyed linked the aims of their management development programmes to the achievement of organisational goals. The majority of firms identified needs through appraisals alone thus there was no explicit connection to the overall direction of the organization strategy or goals. Hussey argued that if training was strategic the focus of training would change as strategic focus changed, however he found that training plans tended to be very stable thus indicating a lack of connectivity with strategic direction. Hussey recommended the closer integration of training with business strategy (CLMS 1999).
- **Ferdinand (1988)** in looking at management training needs analysis focussed on specific management groups and organisational challenges, outlining approaches that may fit the different management groups and organisational scenarios. He highlights that without due consideration to the context in which the training needs analysis is being conducted the form of the process and the outcomes from it may not be acceptable to the organisation or the key stakeholders
- **Reid and Barrington (1999)** suggest that generally training interventions will be within the existing learning system framework that operates in an organisation unless a major strategic plan is involved and note that “training and development is an important facilitator of organisational change” (Reid and Barrington 1999:148). Reid and Barrington (1999) point out that how needs are analysed will depend on many factors not least of which are the culture of the organisation and its stage of development.
- **Ferdinand (1988), Bartram and Gibson (1999), Wright (1986), Boydell and Leary (1996) and Reid and Barrington (1999)** all discuss the importance of considering the type of organisational culture, stage of development or model in considering the approach that may be best fit for the organisation. Reid and Barrington (1999:101) note that “training interventions often reflect the human assumptions built into the organisation

in which people work” and consider Morgan’s (1997) typology of organisations. Three particular elements are cited; organisations as machines, organisms and brains. Each has different implications for how the organisation might learn. The organisation as machine – will tend to be mechanistic, operating as a bureaucracy with rules, procedures and teaching processes; organisation as brain – will tend to be a learning organisation and the focus will be on learning to learn; organisation as organism – will be open to the environment and therefore will not 20 subscribe to one best way and therefore training and development methods will vary through time and as appropriate to the challenge.

2.3. EMPLOYEE PERFORMANCE

- **Rr Niken Purbasri & Thomas Apriliano Septian** speculated the “**Factors influencing on employee performance of production department on the manufacturing food industry**”, the objective of this study is to evaluate the state of training and development within the fast-food outlets, in order to establish the impact of the current state of training and development on employees’ work performance. The study determined that the employee performance of the production department on the food manufacturing industry. The purpose is to suggest ways of improving employee job performances through training and development at fast food outlets.
- **Mr.Kaung Sam to “Analysis on the Impact of Training and Development on employee productivity in Sabai @ inva restaurant in Yangon, Myanmar”**, which was to identify the Malaysian private organizations employees’ perception towards their job and its influence on their work commitment. The findings of the study concludes that job satisfaction, job involvement, and organizational support have a great influence in the organizational commitment of employees by normative, affective and continuance type commitment are significantly accepted and are positive.

- **Trilok Kumar (2019)** observed the Study on “**Impact of Training and Development on Employee Performance in Retail Sector: A Review Paper**”, that the correlation between employee training and development and its factors and organizational development is high. Primary data was collected from 370 managers using questionnaires and a simple random sampling method was used for the selecting the sample. SPSS 20 was used to analyse the collected information. Training refers to a planned effort by a company to facilitate learning of job- related competencies, knowledge, skills, and behaviors by employees. The goal of training is for employees to master the knowledge, skills and behaviors emphasized in training and apply them to their day-to-day activities. Development is similar to training, except that it tends to be more future-focused
- **Muhammed Maimuna & Nda (2013)** postulated the Study on “**The Impact of employee training and development on employee productivity**”, that organizational factors such as rewards (both non-monetary and monetary), career development opportunities, supervisor support, favourable work conditions and work-life support will affect the organizational commitment. The research was conducted to find out the organizational factors affecting the organizational commitment. The data was collected from 47 Grad II officers of different banks in Lahore through questionnaires.
- **Rachel Igella (2014)**, the Study “**Factors Influencing Employee Commitment: A Case Of Kenya Civil Aviation Authority**” was conducted at the Kenya Civil Aviation Authority and the data was collected through questionnaires from the sample of 168 employees selected using the stratified random sampling technique. The data collected was analyzed through descriptive statistics using Statistical Package for Social Science (SPSS). The findings from the study stated that organizational factors like strong work ethic, demand for perfection, organization's capability to promote social interaction, etc... have a strong influence on employee commitment.

- **Tung Nguyen ,Khuong N. Mai, and Phuong V. Nguyen (2014)** proposed the study **"Factors Affecting Employees' Performance–A Study of Banking Staff in Ho Chi Minh City, Vietnam"** which was to explore the factors affecting employees' organizational commitment in banks in Ho Chi Minh City, a city in Vietnam. A quantitative survey of 201 banking staff from 11 banks in that city was selected using convenience sampling technique. The study also indicated that job satisfaction is a required to bridge and enhance human resource practices with organization commitment.
- According to **Zam Zuriyati Mohamad, (2014)** **"Attributes of Employee Characteristic and Workplace Characteristics on Employees Commitment and Performance in Banking Industry"**. The study aims to determine the effect of workplace characteristic and employee characteristic on employee commitment in the banking sector in Malaysia. Data was collected through questionnaires from 350 bank employees in Kuala Lumpur, Selangor, Penang, Johor and Perak. The findings concluded that genders have insignificant effects on employee commitment while education level, tenure period and age have influenced the employee commitment. In terms of workplace characteristics, all the four variables such as compensation practice, employee relationship, training in decision making have significant effect on employee commitment.
- **Rosemary Wambui Kamau (2015)** speculated through the Study **"Factors Influencing Employee Commitment and Its Impact On Organizational Performance: A Case Study Of Kenya Airports Authority"**, which used the case of Kenya Airports Authority to identify the factors influencing employee commitment and organizational performance. The study followed a descriptive research design. The data was collected through questionnaires from a sample of 92 employees selected using stratified sampling technique. Statistical Package for Social Science version 21.0 was used to analyse the data collected from the survey. The study concluded that organizational factors such as: team cooperation, salary, leadership

and working environment; and individual factors like employee dedication toward their work and degree to which employees are stressed by their job had a greater and significant influence on employee commitment level in the organization.

- **McGehee and Thayer (1961)** proposed “**A Study on the factors influencing the Employee Performance in training and development**” are widely acknowledged as the seminal text on training needs analysis and are quoted in much of the literature. They outlined the analysis of training need at the level of the organisation, group and individual and these levels continue to form the foundation of most approaches. The following are drawn from the main formats found in the literature (Reay 1998, Boydell and Leary 1996, Reid and Barrington 1999, Wills 1998). Data collection methods include; interviews, questionnaires, observation, documentation reviews, focus groups, job and task analysis and competency-based methodologies (Reid and Barrington 1999, Boydell and Leary 1996, Bartram and Gibson 1999, Reay 1998, Anderson 1994, Zemke 1994, Ferdinand 1988, Schneier et al., 1988, McClelland 1993). In addition of the data from performance appraisal processes is used in some systems (Herbert and Doverspike 1990, CLMS 1999, Noble 1997, Zemke 1994, Leat and Lovell 1997). A comparative study looking at the management of training in multinational corporations found that the majority use performance appraisal as the methodology to identify training needs (Noble, 1997).
- **Wills (1998)** discusses the need to meet both the needs of the individual and the organisation and suggests that corporate policies and strategies are the starting point for the analysis of both in order to align training and organisational direction. He also discusses the need for clarity around corporate mission, vision and strategy and the importance of senior management support.

- **Hayton (1990)** discusses the need for skills audit to be linked with an organisations broader change strategy. Key recommendations he makes include involving employees in the process and linking skills audit to the company strategy. He also highlights the need for a simple approach which can be understood by employee unions and management. He recognises the potential for industrial relations issues with skills audits.
- **Research by Leicester 1988 (CLMS M2 U6)** identified a key link between employee development and corporate strategy and found that the key variable was the quality 18 of human resource management (HRM). As the quality of HRM increased so did the link between staff development and corporate success. Leicester suggested that there may be three elements to achieving the integration of employee development and corporate strategy. One element is to have a performance appraisal system where objectives come from organisational objectives; mechanisms need to be in place to allow for employee self-development and finally achieving a balance between training to meet organisational goals and training to meet individual need. Further, Leicester's research suggested that employees were likely to be more adaptable where opportunities for self development are provided and it is given a relatively high priority (CLMS M2 U6).

2.4. STATISTICAL ANALYSIS

- **Md. Mobarak, Musif Choudhury, Wasib Bin, Latif (2019)** conducted the Study “**The Impact on training and development on employee's performance: an analysis of quantitative data**” was to identify the impact of Employees' Commitment on Organizational Performance in Eravurpatru Divisional Secretariat in the district of Batticaloa, Sri Lanka. The study adopted descriptive and explanatory research methodologies and used Likert-Type scaled questionnaire to collect the data from the staff 's of Eravurpatru Divisional Secretariat. The research findings reveal that there is a positive relationship between the three commitments and Organizational Performance. The outcome helps the organization to increase employee's commitment level.

- **“Evaluating Training Programs: Development and Correlates of the Questionnaire for Profession Training Evaluation”**, was studied by **Anna Grohman and Simon Kauffled (2013)** found out that employees' commitment is positively related to organizational performance, job involvement, motivation and job satisfaction. The research was conducted in the Machine and tools industry, Vellore and the data was collected from 100 employees through questionnaires. The objective of this study is to evaluate the state of training and development within the fast-food outlets, in order to establish the impact of the current state of training and development on employees' work performance. The study determined that the employee performance of the production department on the food manufacturing industry.
- **Okechukwu Agwu,(2013)** observed that a significant relationship exists between employees 'commitment and organizational culture through his study **“Organizational Culture and Employees Commitment in Bayelsa State Civil Service”**. A sample size of 200 was judgmentally determined from 10% of the population using descriptive research design and data was collected through a questionnaire. The collected data's were analyzed using descriptive and inferential statistics. It also recommended encouragement of team work among the employees, retraining and training of employees, improvement in the reward system, employee participation in decision making and improvement of internal communication channels.

2.5. FOOD SAFETY AND HEALTH OF ENVIRONMENT

- According to **Sung- Hee Park, Tong-Kyung Kwak and Hye-Ja-Chang (2010)** posted a Study on **“Evaluation of the Food Safety training for food handlers in restaurant operations”** An empirical study was conducted and it aimed at quantifying and identifying the relationship between work characteristics, organizational commitment, job satisfaction, job involvement and organizational policies and procedures in the transition economy of Serbia, South Eastern Europe. The study included 566 persons,

employed in 8 companies, revealed that models of work motivation need to be adapted to fit the empirical data, resulting in a revised research model elaborated in the paper. In the proposed model, job involvement partially mediates the effect of job satisfaction on organizational commitment.

- **France Ncube, Artwell Kanda (2009)** through the research, **“Restaurant supervisor safety training intervention”** The objective of this study is to examine effectiveness of Training. To survive in the globalised era, organizations need to continuously develop the knowledge, skill and ability of their human resources throughout the year, the organization spend a huge amount of money for the purpose of training and development of the human resources. But the crucial point is effectiveness. The study involved with the sample of 100 employee with the total 200 as the total number of people working in the organization, The study used the correlation, regression, hypothesis and anova method in the data analysis process.
- According to **O H Okoie, V. A. Wagbatsoma (2005)** examined the study, **“Factors associated with safe food handling practices in the food service sector”**, Out of a total of 1768 published research articles, 28 met the inclusion criteria. Strong evidence suggests that food handlers' knowledge and attitudes on food safety contribute to SFHPs. Moderate evidence exists about the association between a food handler's food safety training and SFHPs. Limited evidence is available about the influence of the educational level and work experience of a food handler, to SFHPs. Insufficient evidence exists about the association between socio-demographic characteristics and SFHPs. A conceptual framework is presented to illustrate the associations.
- **Diane Bush, Lyn Paleo, Robin Baker (2005)** theorized the Study **“An assessment of food hygiene among food handlers in a Nigerian university campus”** The study is conducted to find out the relationship between six personal characteristics of employees of Azad University in the province of Arak, Iran. The proposed study distributes questionnaires

among 900 employees who are enrolled in educational as well as administration levels and chooses a sample of 269 people for the survey. The results of the survey indicate that marital status is the most influential factor on employee commitment followed by job experience and educational background

CHAPTER- 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research is a systematic approach to obtaining and confirming new and reliable knowledge. It defines as a highly intellectual human activity used in the investigation of nature and matter and deals especially with the manner in which data is collected, analysed and interpreted. Survey research is the use of a questionnaire to gather facts, opinions and attitudes. It is the most popular way to gather primary data.

Methodology is the study of the general approach to inquiry in a given field. The specific techniques, tools or procedures applied to achieve a given objective. Research Method in economics including regression analysis, mathematical analysis, operations research, surveys, data gathering, etc.

Research methodology is helpful in the study to understand the research in a better way by which the researcher examines the effectiveness and the importance of the study. This process of generating a research methodology in the study helps to determining the data collection and data generation of the research process.

3.2. RESEARCH METHOD

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research study. In other words, descriptive research primarily focuses on describing the nature of a demographic segment.

Survey research method is predominantly used to describe the subjects (gender, race, age, income, work status, political affiliation, etc.)

Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program. Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collection.

3.3. THEORETICAL FRAMEWORK OF THE STUDY

Result of efficient employee performance through training and development can be identified through a set of opinion framed on the basis of different practices implied in the industry. They are opinion on importance of different training and development programs offered by the organization, opinion on training methods, opinion on effectiveness of training program, and opinion on training provided for safety of staffs and customers

- *Opinion on importance of different training and development programs offered by the organization*

To understand the importance of different training and development program offered by the organization by offering various methods of training and development offered by the organization to the employees with certain specification of the training and development program offered and to analyze the technical skills which are related to food processing, food technology and other disciplines among the employees working in the organization.

- *Opinion on training methods*

It helps in understanding the training methods offered by the organization by different sectors and strategies used in the training process. It also helps in determining whether the organization considers training as part of its strategy with different categories strongly agree to strongly disagree with the scale of measurement.

- *Opinion on effectiveness of training program*

Training and development can help employees perform better as they become more skilled in their job and are able to complete their work quicker than before. Effective Training and development can help employees perform better as they become more skilled in their job and are able to complete their work quicker than before.

- *Opinion on training provided for safety of staffs and customers*

This statement helps in understanding the training program provided for the safety of staffs and customers and proper utilization of the training program. It also helps the employees to recognize safety hazards and correct them. It enables them to understand best safety practices and expectations which are to be implied in their day to day activities for the welfare of the consumers, employees and organisation as a whole.

3.4. SOURCES OF DATA

Statistical sources of data refer to the data that are gathered for some official purposes and incorporate censuses and officially administered surveys.

3.4.1 Primary Data:

The data which are collected from the targeted population under the control and supervision of an investigator. Primary data means original data that has been collected specially for the purpose in mind, this type of data are generally afresh and collected for the first time. It is useful for current studies as well as for future studies. The study focused mainly on primary data collection. In this study, the data was collected with the help of a Questionnaire through Google Forms. This method is chosen to know the characteristics of every sample in the sample unit.

3.4.2 Secondary Data:

Data gathered and recorded by someone else prior to and for a purpose other than the current project. Secondary data is data that has been collected for another purpose. It involves less cost, time and effort. Secondary data is data that is being reused, usually in a different context. For example, Data from a book, the data collected from internet that is the data referred from the previously collected data. In this project secondary data is collected through documents and records available online through websites, e-books, journals and interviews with the Swiggy delivery people.

3.5. SAMPLING SIZE

According to Uma Sekaran in Research Method for Business 4th Edition(1975) proposed the rules of thumb for determining sample size where sample size larger than 30 and less than 500 are appropriate for most research, and the minimum size of sample should be 30% of the population.

The size of the sample depends on a number of factors and the researchers have to give the statistical information before they can get an answer. For example, the information like population size to determine the sample size.

Sample size is the number of observations taken from the total population by which inferences about the whole population is made. The targeted sample size for this study is 120, the employees of food industry from Chennai city.

3.5.1 Profile of the targeted research area

Chennai, the capital city of the state of Tamil Nadu, India, is the largest industrial and commercial centre of South India . Chennai has a strong economic base anchored by several types of industry such as automobile, food, textile, information and technology, tourism etc. Chennai has its own set of regulations for the enhancement of food industry. Aachi masala foods private limited, Cavinkare private limited, Heat and control private limited, Lotte India corporation limited, Adyar anandha bhavan sweets India private limited, Aqua world exports private

limited are some of the most important Food industries of Chennai city. The Chennai Corporation also deals with the health and safety of employees. Under National Urban Health Mission scheme, one Urban Primary Health Centre shall be there for every 50,000 population. The Great Chennai Corporation is already running 138 Urban Primary Health Centres and two are under construction.

3.6. METHOD OF SAMPLING

Sampling technique is the process by which the sample size is selected from the total population. A process of selecting subjects or units for examination and analysis that is based on accessibility, ease, speed and low cost. Units are not purposefully selected. The sampling procedure of obtaining those people or units that are most conveniently available.

3.6.1 Convenience sampling

Convenience sampling is defined as a group of individuals believed to be representative of the population from which it is selected, but chosen because it is close at hand rather being randomly selected. The sampling technique used in this study is Convenience sampling. Convenience sampling attempts in obtaining a sample of the convenient elements. The respondents are selected because they happen to be at the right place at the right time.

3.7. HYPOTHESIS OF THE STUDY

3.7.1 Effectiveness of training and performance of the employees

Null Hypothesis {H0}: There is no significant difference between effectiveness of training and performance of the employees

Alternative Hypothesis {H1}: There is significant difference between effectiveness of training and performance of the employees

3.7.2 Demographic factors and effectiveness of training and performance of the employees

Null Hypothesis {H0}: There is no significant difference between all demographic factors and effectiveness of training, employee performance.

Alternative Hypothesis {H1}: There is significant difference between all demographic factors and effectiveness of training, employee performance.

3.8. STATISTICAL TOOLS

The statistical software tools used for data analysis were Microsoft Excel and Statistical Package for Social Sciences (SPSS). SPSS Software helps in the analysing the data that helps in the effectiveness of the data and it's functioning in the research work. Microsoft Excel is used in the data editing and recoding the data as it helps in the easiest way of interpreting the data with the easy use of the software.

- *Microsoft excel:*

Microsoft Excel is a commercial spreadsheet application widely used in research for the process of data analysis. MS Excel has the basic features of various spreadsheet applications which has a collection of cells arranged into rows and columns to organise and manipulate data. It has many features including the ability to perform basic calculations on the numeric data fed in it, use graphing tools, create pivot tables, display data as charts, histograms, line graphs etc. The tools to be used in this study are charts, graphs and percentage analysis.

- *SPSS- Statistical Package for Social Sciences:*

SPSS software is also called as IBM SPSS Statistics. It is software package used to analyse scientific data related to survey or market research. It provides data analysis for descriptive and bivariate statistics. SPSS software stores and organizes the provided data first, then compiles the data to provide a desirable result in graphical representation to make them easily understandable. SPSS software is mainly designed to handle a large set of variable data formats.

The statistical tools used for this study are Chi-Square, ANOVA, Regression analysis and Independent T Test.

Chi-Square

Chi-Square test is one of the important tests that helps in finding out the significances of the research. It was developed by Karl Pearson in the year 1900. This statistical test helps in finding out the specific distribution that is known as chi square distribution. The test is used to measure the differences between what is been observed and what is expected with the assumed hypothesis. This test is non-parametric test as no rigid assumptions are necessary to regard the type of the population, no need of parameter values and relatively less mathematical details are involved. This test is used for testing the hypothesis and is not used for estimation.

ANOVA (Analysis of variance):

ANOVA test is used to determine the influence that the independent variables have on the dependent variables. It allows the comparison of more than two groups simultaneously to identify whether there is a relationship existing between them. Thus, the result of this test allows for the analysis of multiple groups of data to identify the variability between samples and within samples.

Regression analysis

Regression analysis is one of the predictive modelling techniques which investigates the relationship between a dependent and independent variable. The technique is used for time series modelling, forecasting and finding the casual effect relationship between the variables. For example, relationship between rash driving and number of road accidents by a driver is best studied through regression analysis. Regression analysis assumes that there is a relationship between two variables and that this relationship can be represented as a straight line.

3.9. QUESTIONNAIRE DEVELOPMENT

The questionnaire has been framed in 2 sets. Demographic factors in the first set and the second set of questionnaire consists of opinion on importance of different training and development programs offered by the organization, opinion on training methods, opinion on effectiveness of training program, and opinion on training provided for safety of staffs and customers. The four segments of questions have been framed with the help of review of literature. The four segments of questions have been measured using the likert scale ranging from 1 to 5, 1 to 3, and it also consists yes or no type of analysis. Each segment has neutral option in it.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

The Responses in the questionnaire has its own value of making a true interpretation. There are 121 respondents for the study. The Primary and secondary data collected by using questionnaires has been used for the analysis. SPSS is the software that has been used for Chi square, Regression, T test and ANOVA. The questionnaire is used in order to collect the data and for the research purpose. The data analysis is reported on the basis of the questionnaire.

4.1 PERCENTAGE ANALYSIS

It refers to a special kind of rates, percentage are used in making comparison between two or more series of data. A percentage is used to determine relationship between the series.

4.1.1. Age

Table 4.1.1: Table indicating the age of respondents

ROW LABELS	AGE	PERCENTAGE
26-30	20	16.52892562
31-40	3	2.479338843
Above 40	3	2.479338843
Below 25	95	78.51239669

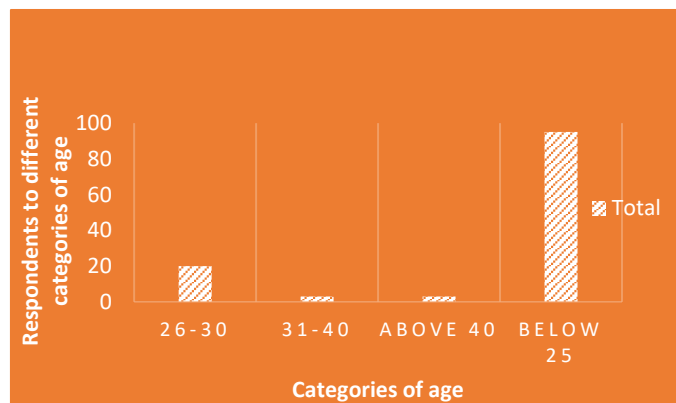


Fig 4.1.1: Chart representing the age of respondents

Interpretation

From the table 4.1.1 it is found that the majority (78%) of the respondents were below the age group of 25 years and the minimum of 2% of the respondents belong to the age group of above 40 years, 17% of the respondents belong to the age group of 26-30 and 3% of respondents belong to the age group of 31-40.

4.1.2. Gender

Table 4.1.2: Table indicating the gender of respondents

ROW LABELS	COUNT OF GENDER	PERCENTAGE
FEMALE	78	64.46280992
MALE	41	33.88429752
PREFER NOT TO SAY	2	1.652892562

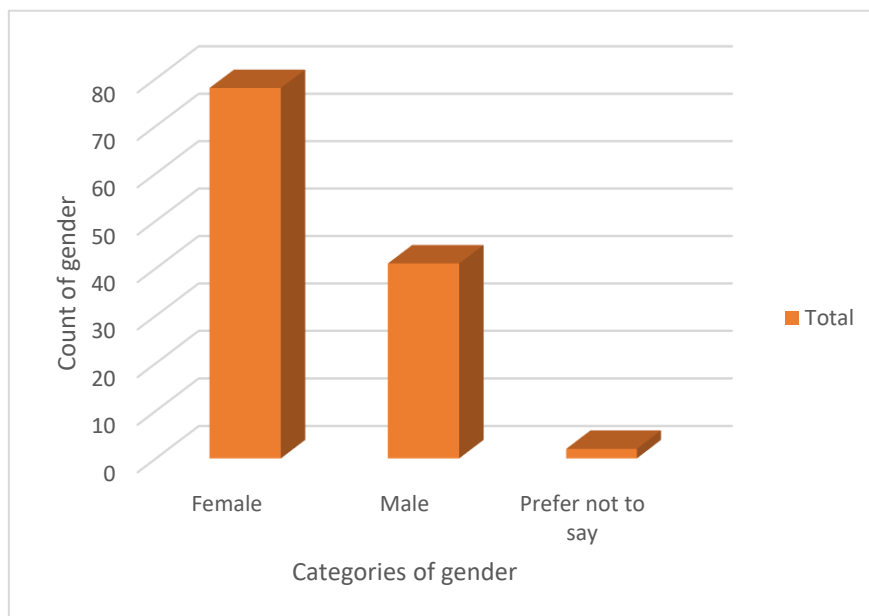


Fig 4.1.2: Chart representing the gender of respondents

Interpretation:

From the table 4.1.2 it is found that when the data is distributed, 78% of respondents are female and the next leading 41% are male and the remaining 2% doesn't prefer to say among the data collected.

4.1.3. Job Position

Table 4.1.3: Table indicating the job position of respondents

Row Labels	Count of JOB POSITION	PERCENTAGE
Low level management	31	25.61983471
Middle level management	69	57.02479339
Top level management	21	17.3553719

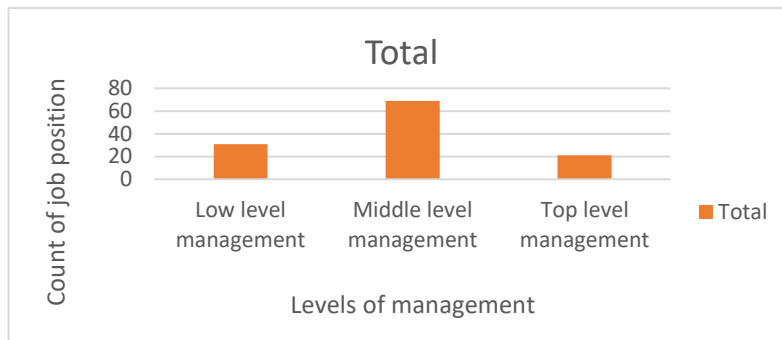


Fig 4.1.3: Chart representing the job position of respondents

Interpretation

From the above table 4.1.3 it is found that 57% of respondents come under the middle level management and the next leading category belong to the middle level management (25%) and the remaining 17% of the people belong to the top level of management.

4.1.4. Years of service

Table 4.1.4: Table indicating the years of service of respondents

Row Labels	Count of years of service	Percentage
2-5 years	32	26.44628099
6-9 years	8	6.611570248
Above 10 years	4	3.305785124
Upto 1 year	77	63.63636364

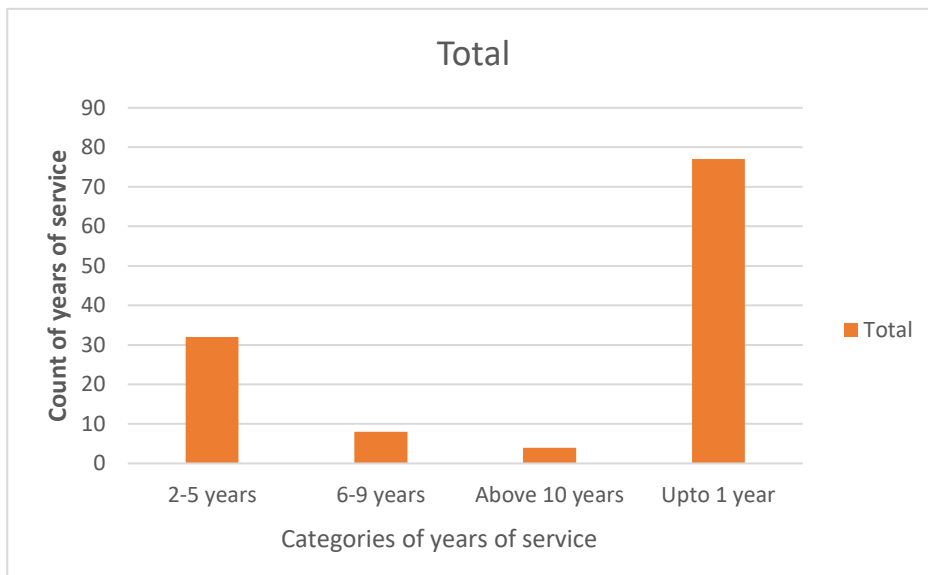


Fig 4.1.4: Chart representing the years of service of respondents

Interpretation:

From the table 4.1.4 it is found that 63% of respondents are up to 1 year experience and the next leading 26% are of 2-5 years of experience, 7% of employees are with 6-9 years of service, 3% of employees are with above 10 years of work experience.

4.1.5. Department

Table 4.1.5: Table indicating the department of respondents

Row Labels	Count of DEPARTMENT	PERCENTAGE
Finance	39	32.2314
Marketing	19	15.70248
Others	45	37.19008
Production	15	12.39669
Sales	3	2.479339

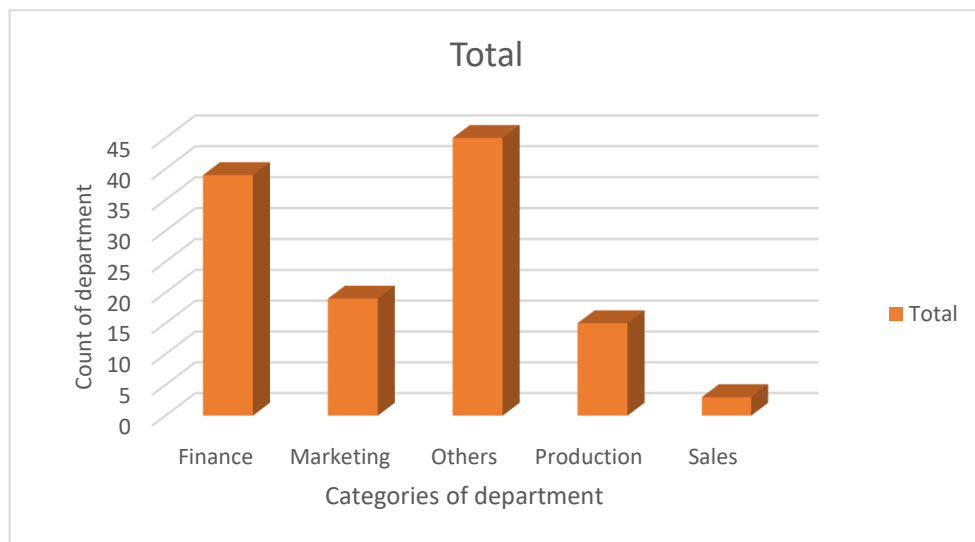


Fig 4.1.5: Chart representing the department of respondents

Interpretation:

From the table and chart of 4.1.5, it is found that 37% belong to other department, while the next leading finance department is with 32% of population, marketing with 16% of population, production and sales with 12% and 2% respectively.

4.1.6. Opinion on Importance of different Training and Development Programs offered by the Organization

Table 4.1.6: Table indicating the technical skills related to food processing, food technology and other disciplines

Row Labels	Count of [Technical skills related to food processing, food technology and other disciplines]	PERCENTAGE
Important	44	36.06557377
Low important	10	8.196721311
Moderately important	27	22.13114754
No answer	12	9.836065574
Very important	29	23.7704918

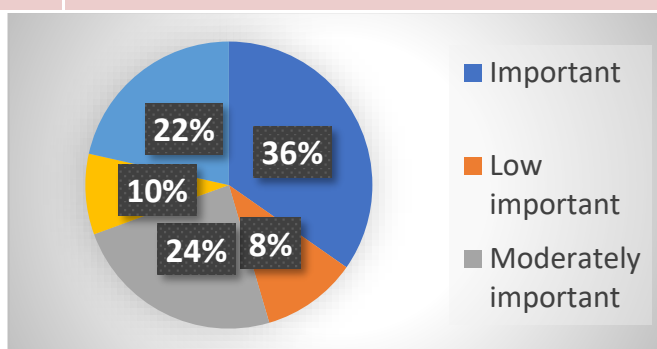


Fig 4.1.6: Chart representing the technical skills related to food processing, food technology and other disciplines

Interpretation:

From the table 4.1.6 it is found that the majority of people have considered technical skills are important with 36%. While the next majority considered it as very important with 24%, 22% of the population considered it as moderately important. Whilst the least 10% of population considered it as least important and the remaining didn't answer the question.

4.1.7. Practical skills and expertise

Table 4.1.7: Table indicating the practical skills and expertise of employees

Row Labels	Count of [Practical Skills and Expertise]	<u>PERCENTAGE</u>
Important	38	31.40495868
Low important	8	6.611570248
Moderately important	32	26.44628099
No answer	11	9.090909091
Very important	32	26.44628099

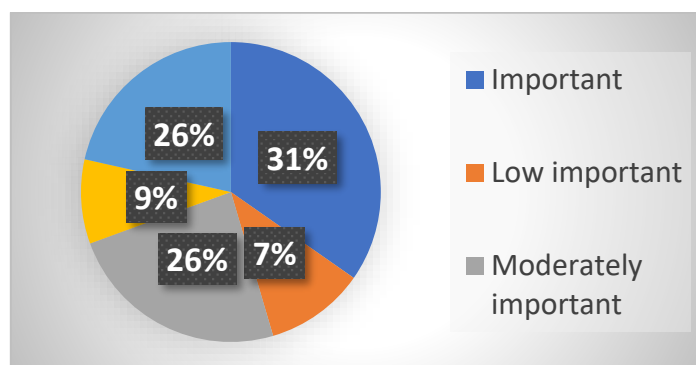


Fig 4.1.7: Chart representing the practical skills and expertise

Interpretation:

From the above table 4.1.7, it is found that the majority of people have considered technical skills are important with 31%. While the next majority considered it as very important with 26%, 26% of the population considered it as moderately important. Whilst the least 7% of population considered it as least important and the remaining didn't answer the question.

4.1.8. Marketing and Commercial Skills

Table 4.1.8: Table indicating the marketing and commercial skills

Row Labels	Count of [Marketing and commercial Skills]	<u>PERCENTAGE</u>
Important	42	34.7107438
Low important	13	10.74380165
Moderately important	29	23.96694215
No answer	11	9.090909091
Very important	26	21.48760331

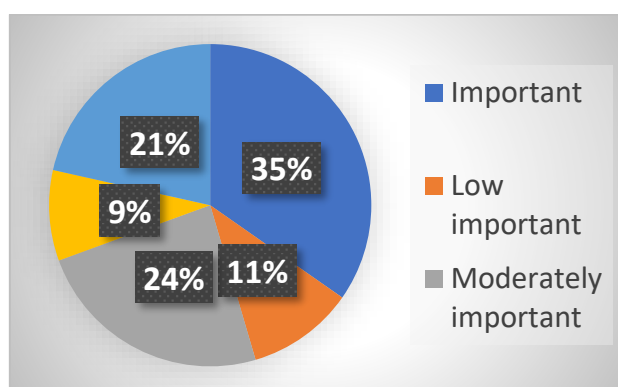


Fig 4.1.8: Chart representing the marketing and commercial skills

Interpretation:

From the table 4.1.8, it is found that 35% of the respondents felt marketing and commercial skills are important; 11% felt its least important; 23% of the respondents felt its moderately important, 9% of the people didn't answer and 21% of respondents felt its very important, we could interpret that the majority of people have considered marketing and commercial skills are important.

4.1.9. Information and Communication technology- Skills, office management

Table 4.1.9: Table indicating the information and communication technology- skills, office management

Row Labels	Count of [Information and communication technology - skills, office management]	PERCENTAGE
Important	38	31.40495868
Low important	7	5.785123967
Moderately important	38	31.40495868
No answer	8	6.611570248
Very important	30	24.79338843

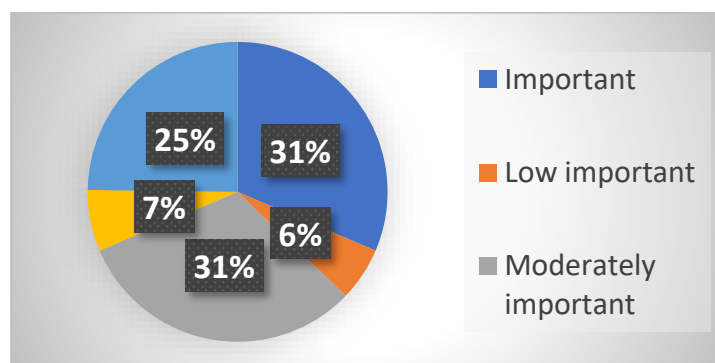


Fig 4.1.9: Chart representing the information and communication technology- skills, office management

Interpretation:

From the table and chart 4.1.9 it is found that the majority of people (31%) have considered Information and communication skills are important. While the next majority considered it as moderately important with 31%, 6% of the respondents considered it as least important, 25% of people considered it as very important and 7% of people didn't answer.

4.1.10. Food Legal Knowledge

Table 4.1.10: Table indicating the food legal knowledge

Row Labels	Count of [Food legal knowledge]	PERCENTAGE
Important	38	31.40495868
Low important	15	12.39669421
Moderately important	24	19.83471074
No answer	9	7.438016529
Very important	35	28.92561983
Grand Total	121	

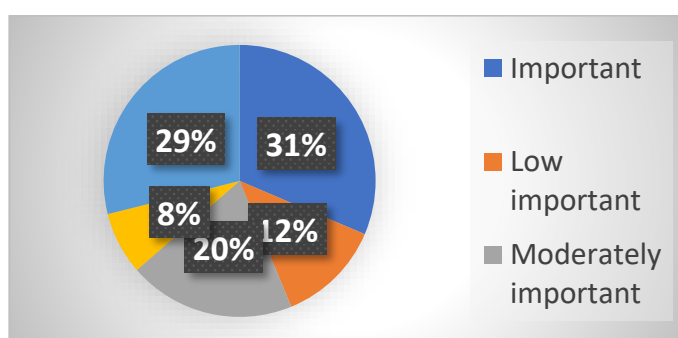


Fig 4.1.10: Chart representing the food legal knowledge

Interpretation:

From the table 4.1.10 it is found that the majority of people have considered Food legal knowledge are important with 31%. While the next majority considered it as very important with 29%, 12% of the respondents considered it as least important, 20% felt it's moderately important, 8% of the respondents didn't answer it.

4.1.11. Opinion on Training Methods

Table 4.1.11: Table indicating the opinion on training methods

Row Labels	Count of (Your organization considers training as a part of its strategy)	PERCENTAGE
Agree	56	45.90163934
Disagree	7	5.737704918
Neutral	23	18.85245902
Strongly agree	15	12.29508197
Strongly disagree	21	17.21311475

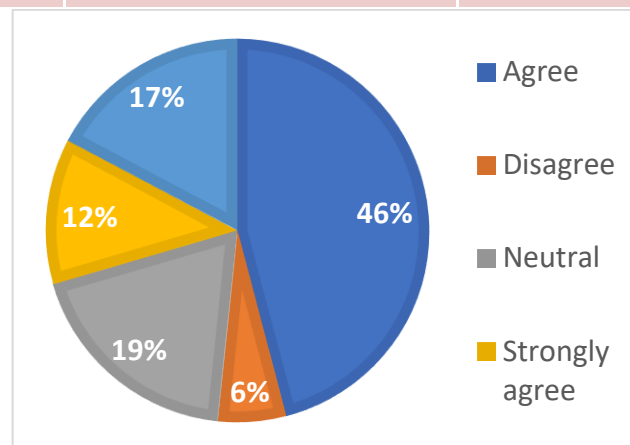


Fig 4.1.11: Chart representing the opinion on training methods

Interpretation:

From the table 4.1.11 it is found, 46% of the respondent agreed, 6% of the respondents disagreed, 19% of the people were neutral, 15% of the respondents strongly agreed and 17% of the respondents strongly disagreed by that we could interpret that the majority of the respondents (46%) agreed that the organization considers training as a part of its strategy.

4.1.12. The Production skills and training is a well-planned exercise by the organization

Table 4.1.12: Table indicating that the production skills and training is a well-planned exercise by the organization

Row Labels	Count of [The Production skills and training is a well-planned exercise by the organization.]	PERCENTAGE
Agree	54	44.62809917
Disagree	15	12.39669421
Neutral	20	16.52892562
Strongly agree	22	18.18181818
Strongly disagree	10	8.26446281

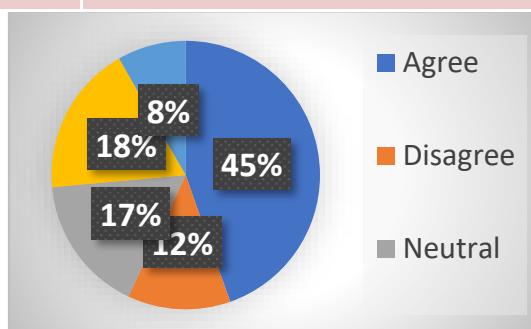


Fig 4.1.12: Chart representing the production skills and training is a well-planned exercise by the organization

Interpretation:

From the table 4.1.12, it is found that the majority of the respondents (45%) agreed that the Production skills and training is a well-planned exercise by the organization. While the next majority strongly agreed the statement with 18%, 12% of them disagreed, 17% of the respondents were neutral, 18% of the respondents strongly agreed and 8% of them strongly disagreed with the statement.

4.1.13. The Training programs help to increase the productivity of organization

Table 4.1.13: Table indicating that the training programs help to increase the productivity of organization

Row Labels	Count of [The Training programs help to increase the productivity of organization.]	PERCENTAGE
Agree	57	47.10743802
Disagree	7	5.785123967
Neutral	15	12.39669421
Strongly agree	30	24.79338843
Strongly disagree	12	9.917355372

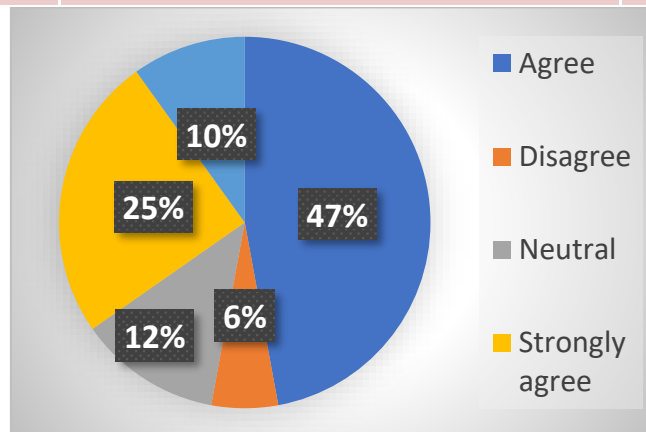


Fig 4.1.13: Chart representing that the training programs help to increase the productivity of organization

Interpretation:

From the table 4.1.13 it is found that the data is collected as the 47% of the respondents agreed that the training programs helps in increasing the productivity of the organization, 7% of the respondents disagreed, 15% of them were neutral, 30% of them strongly agreed and 12% of the respondents strongly disagreed.

4.1.14. The Training is of sufficient duration

Table 4.1.14: Table indicating the sufficient duration of training

Row Labels	Count of [The Training is of sufficient duration.]	PERCENTAGE
Agree	55	45.45454545
Disagree	16	13.2231405
Neutral	17	14.04958678
Strongly agree	22	18.18181818
Strongly disagree	11	9.090909091

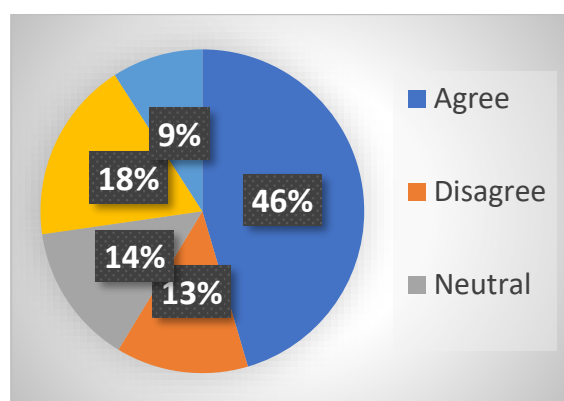


Fig 4.1.14: Chart representing the sufficient duration of training

Interpretation:

From the table 4.1.14 it is found that the majority of the respondents (46%) agreed that the training programs is of sufficient duration. While the next majority strongly agreed the statement with 18%, 16% of the respondents disagreed to it, 17% of them were neutral and 22% of the respondents strongly agreed and 11% of them strongly disagreed to the statement.

4.1.15. The Instructor responses to trainee doubts

Table 4.1.15: Table indicating the responses of instructor to trainee's doubts

Row Labels	Count of [The Instructor responses to trainee doubts.]	PERCENTAGE
Agree	55	45.45454545
Disagree	7	5.785123967
Neutral	17	14.04958678
Strongly agree	29	23.96694215
Strongly disagree	13	10.74380165

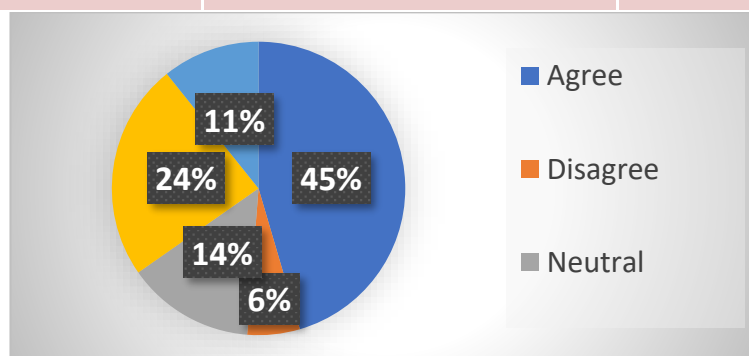


Fig 4.1.15: Chart representing the responses of instructor to trainee's doubts

Interpretation:

From the table and chart 4.1.15 it is found that the majority of the respondents (45%) agreed that the Instructor responses to trainee doubts, 5% disagrees, 14% of the respondents were neutral, 29% of them strongly agreed, 13% of them strongly disagreed. While the next majority strongly agreed the statement with 24%.

4.1.16. Opinion on effectiveness of training program

Table 4.1.16: Table indicating whether the training was helpful in personal growth

Row Labels	Count of [Was the training helpful in personal growth?]	PERCENTAGE
Maybe	13	10.6557377
No	6	4.918032787
Yes	103	84.42622951

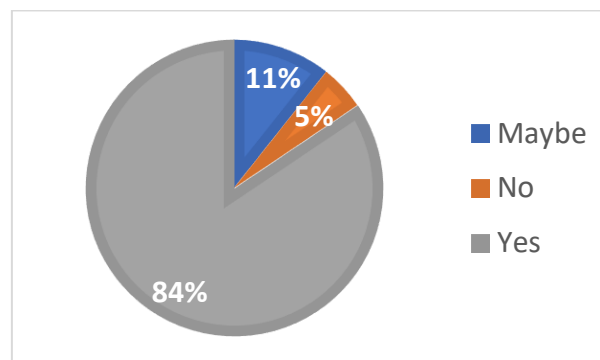


Fig 4.1.16: Chart representing whether the training was helpful in personal growth

Interpretation:

From the table 4.1.16, it is found that 10% of the respondents responded maybe where 6% of among the respondents says no and 84% of the respondents says yes to the statement .We could interpret that the majority of the respondents (84%) accepted that the training helpful in personal growth. While the next majority have chosen a neutral statement with 10%.

4.1.17. Training's relevance to the need of the organization

Table 4.1.17: Table indicating whether the training relevant to the needs of the organization

Row Labels	Count of [Was the training relevant to the needs of the organization?]	PERCENTAGE
Maybe	21	17.3553719
No	13	10.74380165
Yes	87	71.90082645

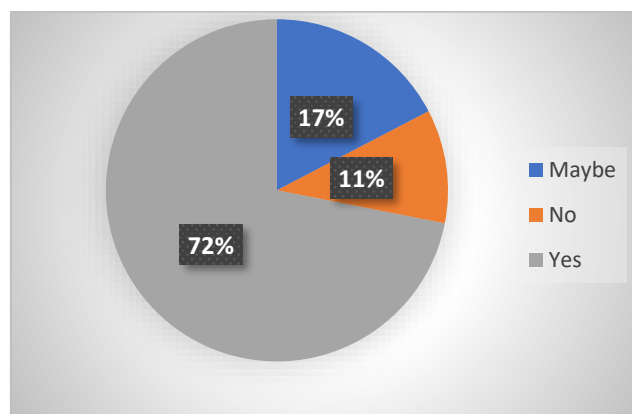


Fig 4.1.17: Chart representing whether the training relevant to the needs of the organization

Interpretation:

From the table 4.1.17 it is found that the majority of the respondents (72%) accepted that the training was relevant to the needs of the organization. While the next majority chosen a neutral statement with 17%.

4.1.18. Is the training program compulsory for all the workers?

Table 4.1.18: Table indicating whether the training program is compulsory for all workers

Row Labels	Count of [Do you feel the training program is compulsory for all workers?]	PERCENTAGE
Maybe	26	21.48760331
No	11	9.090909091
Yes	84	69.4214876

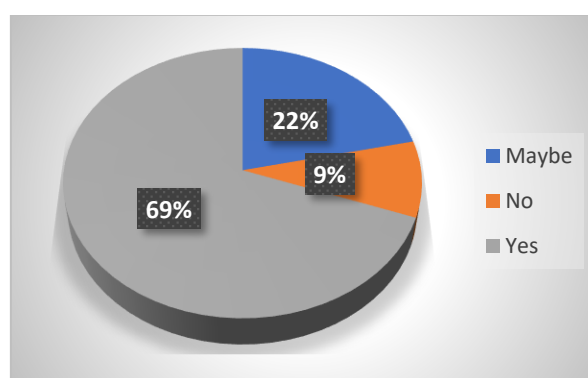


Fig 4.1.18: Chart representing whether the training program is compulsory for all workers

Interpretation:

From the table 4.1.18 it is found that the majority of the respondents (69%) accepted that the training program is compulsory for all workers. While the next majority have chosen a neutral statement with 21%, 9% of the respondents responded no to the necessity of training programs.

4.1.19. Frequency of organization conducting training program

Row Labels	Count of [Does your organization conduct training programs more frequently?]	PERCENTAGE
Maybe	25	20.66115702
No	16	13.2231405
Yes	80	66.11570248

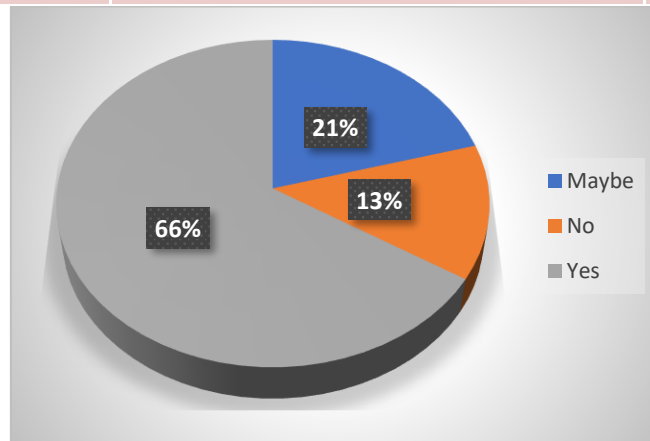


Fig 4.1.19: Chart representing frequency of organization conducting training program

Interpretation:

From the table 4.1.19, it is found that the majority of the respondents (66%) accepted that the organization conducts training programs more frequently. While the next majority has chosen a neutral statement with 20%.

4.1.20. Evaluation of the feedback in the effectiveness of training program

Table 4.1.20: Table indicating evaluation of the feedback in the effectiveness of training program

Row Labels	Count of [Do you think that this feedback can evaluate the effectiveness of training program?]	PERCENTAGE
Maybe	22	18.18181818
No	11	9.090909091
Yes	88	72.72727273

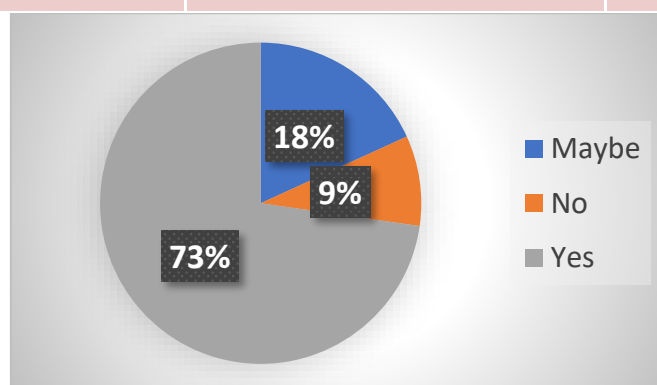


Fig 4.1.20: Chart representing evaluation of the feedback in the effectiveness of training program

Interpretation:

From the table and the chart 4.1.20, it is found that 18% of the respondents responded maybe; 9% of the respondents says no and 73% of the respondents say yes for the evaluation of the feedback in the effectiveness of the training program. We could interpret that the majority of the respondents (73%) accepted that this feedback can evaluate the effectiveness of training program.

4.1.21. Opinion on training provided for safety of staffs and customers

Table 4.1.21: Table indicating opinion on training provided for safety of staffs and customers

Row Labels	Count of [The Number of training programs conducted for the safety of staffs and customers]	PERCENTAGE
Neutral	28	22.95081967
Not satisfied	10	8.196721311
Satisfied	84	68.85245902

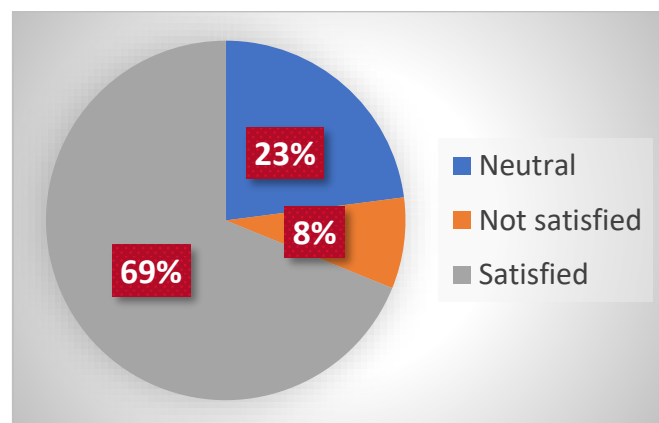


Fig 4.1.21: Chart representing opinion on training provided for safety of staffs and customers

Interpretation:

From the table 4.1.21 it is found that 23% of the respondents were neutral and 8% of them were not satisfied and 69% of the respondents were satisfied with the number of training provided for the safety of the staffs and customers from that we could interpret that the majority of the respondents (69%) are satisfied with the number of training programs conducted for the safety of staffs and customers.

4.1.22. The Non Practical Sessions

Table 4.1.22: Table indicating opinion on the Non Practical Sessions

Row Labels	Count of [The Non practical sessions.]	PERCENTAGE
Neutral	38	31.40495868
Not satisfied	25	20.66115702
Satisfied	58	47.9338843

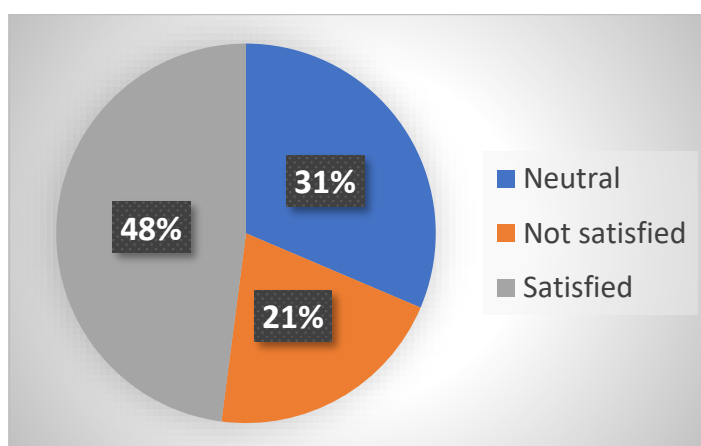


Fig 4.1.22: Chart representing opinion on the Non Practical Sessions

Interpretation:

From the table 4.1.22 it is found that the data is clear that 48% of the respondents were satisfied and 21% of the respondents were not satisfied and the remaining 31% were neutral from that we could interpret that the majority of the respondents (48%) are satisfied with the non practical sessions. While the next majority have chosen a neutral statement with 31%.

4.1.23. Your interaction in training program

Table 4.1.23: Table indicating the interaction in training program

Row Labels	Count of [Your interaction in training program.]	PERCENTAGE
Neutral	32	26.44628099
Not satisfied	13	10.74380165
Satisfied	76	62.80991736

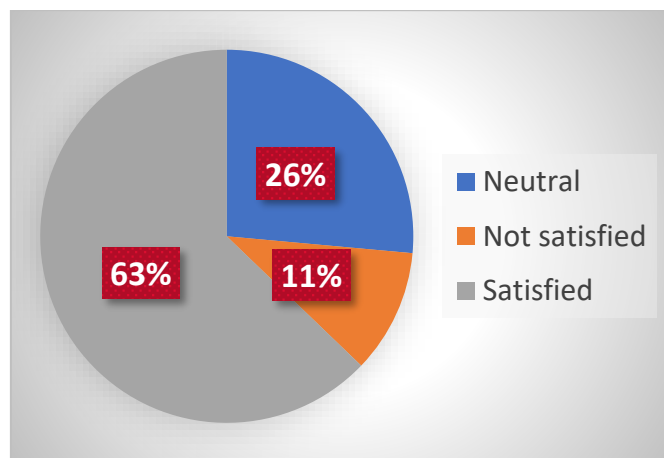


Fig 4.1.23: Chart representing opinion on the interaction in training program

Interpretation:

From the table 4.1.23 it is found that the 63% of the respondents are satisfied with their interaction in the training program and 26% of the respondents are not satisfied and the remaining were neutral we could interpret that the majority of the respondents (62%) are satisfied with their interaction in training program. While the next majority have chosen a neutral statement with 26%.

4.1.24. The Content Provided In the Training Program

Table 4.1.24: Table indicating the content provided in the training program

Row Labels	Count of [The Content provided in the training program.]	PERCENTAGE
Neutral	25	20.66115702
Not satisfied	11	9.090909091
Satisfied	85	70.24793388

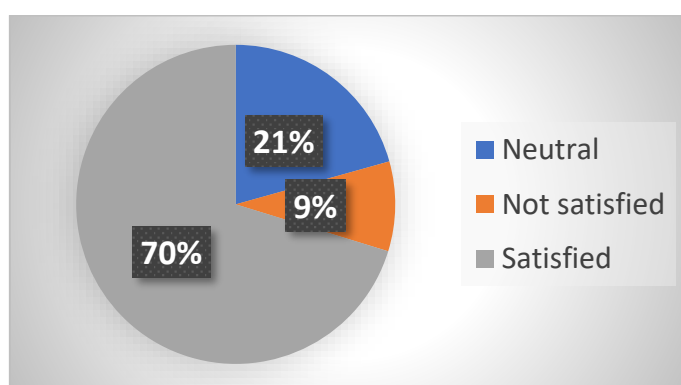


Fig 4.1.24: Chart indicating the content provided in the training program

Interpretation:

From the table 4.1.24 it is found that the 9% of the respondents were not satisfied with the content provided in the training program and 70% of the respondents were satisfied and the remaining 21% of the respondents were neutral from that we could interpret that the majority of the respondents (70%) are satisfied with the content provided in the training program. While the next majority have chosen a neutral statement with 21%.

4.1.25. The Knowledge acquired in training program

Table 4.1.25: Table indicating the knowledge acquired in training program

Row Labels	Count of [The Knowledge acquired in training program]	Percentage
Neutral	24	19.83471074
Not satisfied	8	6.611570248
Satisfied	89	73.55371901

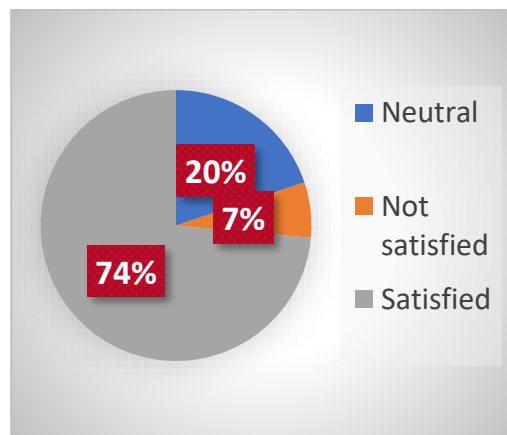


Fig 4.1.25: Chart representing the knowledge acquired in training program

Interpretation:

From the table 4.1.25 it is found that the respondents were 73% satisfied with the knowledge acquired in the training program, 6% of them were not satisfied and the remaining 20% of the respondents were neutral to the options from which we could interpret that the majority of the respondents (73%) are satisfied with the knowledge acquired in training program. While the next majority have chosen a neutral statement with 20%.

4.2 CHI-SQUARE

Table 4.2: Tables indicating Chi square tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	625.153 ^a	493	<.001
Likelihood Ratio	320.759	493	1.000
Linear-by-Linear Association	.161	1	.688
N of Valid Cases	121		

a. 540 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	2.273	<.001
	Cramer's V	.551	<.001
N of Valid Cases		121	

Null hypothesis: There is no significant difference between effectiveness of training and performance of the employees

Alternative hypothesis: There is significant difference between effectiveness of training and performance of the employees

Interpretation: 540 cells have expected count less than 5 which significantly represents, that the alternative hypothesis is rejected and “WE FAIL TO REJECT NULL HYPOTHESIS” and there is no significant difference between effectiveness of training and employee performance.

4.3 REGRESSION ANALYSIS

Table 4.3: Tables indicating regression analysis

Descriptive Statistics

	Mean	Std. Deviation	N
Dependentvariable	24.7769	4.98746	121
Independentvariable	26.2727	8.04881	121

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.037 ^a	.001	-.007	5.00502

a. Predictors: (Constant), Independentvariable

b. Dependent Variable: Dependentvariable

Correlations

		Dependentvariable	Independentvariable
Pearson Correlation	Dependentvariable	1.000	.037
	Independentvariable	.037	1.000
Sig. (1-tailed)	Dependentvariable	.	.345
	Independentvariable	.345	.
N	Dependentvariable	121	121
	Independentvariable	121	121

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.001	1	4.001	.160	.690 ^b
	Residual	2980.974	119	25.050		
	Total	2984.975	120			

a. Dependent Variable: Dependentvariable

b. Predictors: (Constant), Independentvariable

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	24.181	1.559		15.508	<.001	21.093	27.268
	Independentvariable	.023	.057	.037	.400	.690	-.090	.135

a. Dependent Variable: Dependentvariable

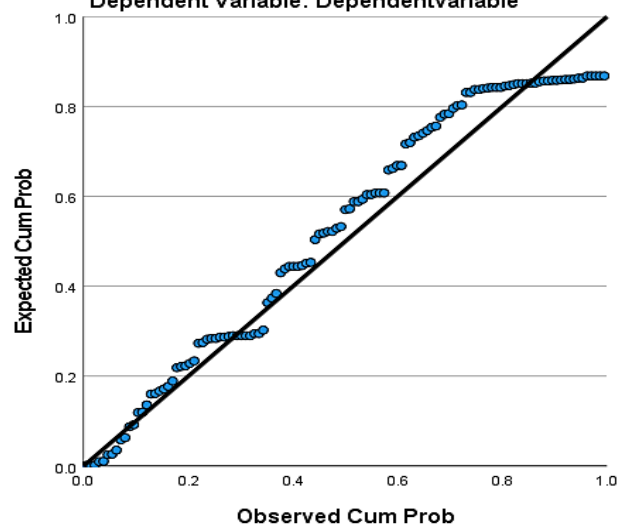
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	24.4077	25.2017	24.7769	.18260	121
Residual	-14.95216	5.59231	.00000	4.98412	121
Std. Predicted Value	-2.022	2.327	.000	1.000	121
Std. Residual	-2.987	1.117	.000	.996	121

a. Dependent Variable: Dependentvariable

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Dependentvariable



Null hypothesis: There is no significant difference between effectiveness of training and performance of the employees

Alternative hypothesis: There is significant difference between effectiveness of training and performance of the employees

Expected level of significance: 5% (0.05)

Interpretation: In the above regression table the significance is 0.69 which is much greater than 0.05 which significantly represents, that the alternative hypothesis is rejected and “WE FAIL TO REJECT NULL HYPOTHESIS” therefore there is no significant difference between effectiveness of training and employee performance.

4.4 ANOVA

Table 4.4: Tables representing ANOVA

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Independentvariable	5.00	3	26.3333	12.70171	7.33333	-5.2195	57.8861	19.00	41.00
	6.00	6	22.3333	10.51982	4.29470	11.2935	33.3732	10.00	32.00
	7.00	6	27.6667	3.98330	1.62617	23.4865	31.8469	23.00	35.00
	8.00	12	28.7500	8.61421	2.48671	23.2768	34.2232	18.00	45.00
	9.00	5	28.8000	9.52365	4.25911	16.9748	40.6252	17.00	37.00
	10.00	12	23.4167	5.85364	1.68980	19.6974	27.1359	13.00	32.00
	11.00	24	28.2917	7.98629	1.63019	24.9194	31.6640	10.00	40.00
	12.00	24	25.2083	7.79620	1.59139	21.9163	28.5004	10.00	45.00
	13.00	14	26.9286	9.16905	2.45053	21.6345	32.2226	10.00	45.00
	14.00	11	25.0909	8.41967	2.53863	19.4345	30.7473	10.00	40.00
	15.00	4	23.2500	5.90903	2.95452	13.8474	32.6526	15.00	28.00
	Total	121	26.2727	8.04881	.73171	24.8240	27.7215	10.00	45.00
Dependentvariable	5.00	3	26.3333	3.51188	2.02759	17.6093	35.0573	23.00	30.00
	6.00	6	27.5000	3.56371	1.45488	23.7601	31.2399	21.00	30.00
	7.00	6	24.0000	4.89898	2.00000	18.8588	29.1412	18.00	30.00
	8.00	12	26.3333	3.08466	.89047	24.3734	28.2932	21.00	30.00
	9.00	5	20.0000	8.33667	3.72827	9.6487	30.3513	10.00	30.00
	10.00	12	22.3333	4.81160	1.38899	19.2762	25.3905	10.00	30.00
	11.00	24	24.5417	4.61547	.94213	22.5927	26.4906	13.00	30.00
	12.00	24	25.1667	4.54606	.92796	23.2470	27.0863	15.00	30.00
	13.00	14	25.4286	5.51521	1.47400	22.2442	28.6130	15.00	30.00
	14.00	11	24.2727	6.49755	1.95909	19.9076	28.6378	10.00	30.00
	15.00	4	27.5000	3.78594	1.89297	21.4757	33.5243	22.00	30.00
	Total	121	24.7769	4.98746	.45341	23.8791	25.6746	10.00	30.00

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Independentvariable	Between Groups	491.196	10	49.120	.742	.684
	Within Groups	7282.804	110	66.207		
	Total	7774.000	120			
Dependentvariable	Between Groups	313.573	10	31.357	1.291	.244
	Within Groups	2671.402	110	24.285		
	Total	2984.975	120			

Null hypothesis: There is no significant difference between all demographic factors other than gender and effectiveness of training and employee performance.

Alternative hypothesis: there is significant difference between all demographic factors other than gender and effectiveness of training and employee performance.

Expected level of significance: 5% (0.05)

Interpretation: In the above ANOVA table the significance is 0.684 which is much greater than 0.05 which significantly represents, that the alternative hypothesis is rejected and “WE FAIL TO REJECT NULL HYPOTHESIS” and there is no significant difference between all demographic factors other than gender and effectiveness of training and employee performance.

4.5 T-TEST

Table 4.5: Tables representing T-test

Group Statistics

	GENDER1	N	Mean	Std. Deviation	Std. Error Mean
Independentvariable	Female	78	24.9615	7.81680	.88508
	Male	41	28.5366	8.13664	1.27073
Dependentvariable	Female	78	25.0769	4.79656	.54310
	Male	41	23.9512	5.30071	.82783

variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Independentvariable	Equal variances assumed	.275	.601	-2.338	117	.021	-3.57505	1.52924	-6.60363	-.54647
	Equal variances not assumed			-2.309	78.613	.024	-3.57505	1.54859	-6.65767	-.49243
Dependentvariable	Equal variances assumed	.538	.465	1.173	117	.243	1.12570	.95962	-.77477	3.02618
	Equal variances not assumed			1.137	74.658	.259	1.12570	.99008	-.84679	3.09820

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Independentvariable	Equal variances assumed	.275	.601	-2.338	117	.021	-3.57505	1.52924	-6.60363	-.54647
	Equal variances not assumed			-2.309	78.613	.024	-3.57505	1.54859	-6.65767	-.49243
Dependentvariable	Equal variances assumed	.538	.465	1.173	117	.243	1.12570	.95962	-.77477	3.02618
	Equal variances not assumed			1.137	74.658	.259	1.12570	.99008	-.84679	3.09820

Null hypothesis: There is no significant difference between gender of the employee and effectiveness of training and employee performance

Alternative hypothesis: There is significant difference between gender of the employee and effectiveness of training and employee performance

Expected level of significance: 5% (0.05)

Interpretation:

In the above T-test table the significance is 0.601 which is much greater than 0.05 which significantly represents, that the alternative hypothesis is rejected and “WE FAIL TO REJECT NULL HYPOTHESIS” and there is no significant difference between gender of the employee and effectiveness of training and employee performance.

CHAPTER 5- FINDINGS AND SUGGESTIONS

5.1. FINDINGS

From the research conducted with the sample of 121 as the total sample size, questionnaire has been used to collect the required responses. When the responses and collected data are analyzed and interpreted, the study has provided the following outcome.

5.1.1 Socio- Demographic Factors:

- 64% of the respondents are female and 34% of the respondents were male.
- 16% of the respondents are in the age group of 26-30, 24% of the respondents are in the age group of 31-40, 2% of the respondents are in the age group above 40 and 78% of the respondents are below the age group of 25.
- 17% of the respondents belong to the top level of management; 57% of the respondents belong to the middle level of management and the remaining 26% of the respondents belong to the low level of management.
- 63% of the respondents have up to 1 year of service in the food industry, 7% of the respondents have 6-9 years of service and 3% of them have above 10 years and the rest 26% of the respondents have 2-5 years of service.
- 37% belong to other department, while the next leading finance department with 32% of population, marketing with 16% of population, production and sales with 12% and 2% respectively.

5.1.2 Factors influencing the effectiveness of training and development program:

Opinion on the importance of different training and development programs offered by the organization

- The majority of the respondents (36%) felt the technical skills related to food processing, food technology and other disciplines are important.
- The majority of the respondents (31%) have considered that the practical skills and expertise are important.
- With the majority of 35% of the respondents felt marketing and communicating skills are important
- The maximum of 31% of the respondents felt that the information and communication technology- skills and office management is necessary and important.
- The food legal knowledge was found important with the majority of 31 % of the respondents.

5.1.3 Opinion on Training Methods

- The organization considers training as a part of its strategy, 46% of the respondents agreed with the statement.
- The production skills and training is a well-planned exercise by the organization, 45% of the respondents agreed.
- 47% of the respondents felt that the training programs helps to increase the productivity of the organization.
- 46% of the respondents agrees that the training is of the sufficient duration
- The instructor responses to the trainee for their doubts and very least number of respondents disagreed and majority of the people agreed (46%)

5.1.4 Factors influencing performance of employees:

Opinion on Effectiveness of the Training program

- The training was helpful in the personal growth, 84% of the respondents accepted the statement
- The training was relevant to the need of the organization, 34% of the people accepted the statement which holds the majority
- Majority of the respondents accepted that the training program was compulsory for all the workers (69%)
- Majority of the respondents accepted that the training program has been conducted frequently (66%)
- 73% of the people accepted that the feedback can evaluate the effectiveness of the training program.

5.1.5 Opinion on training provided for safety of staffs and customers

- 69% of respondents are satisfied with the number of training programs conducted for the safety of staffs and customers
- 47% of respondents are satisfied with the non-practical sessions
- 63% of respondents are satisfied with their personal interaction in the training program.
- 70% of respondents are satisfied with the content provided in the training program
- 73% of respondents are satisfied with the knowledge acquired in training program

Elucidation

- Through the responses acquired we could interpret that the training and development program has enhanced knowledge in avoiding any unhygienic situations in production and distribution of goods and services
- We could interpret that the employees are trained in implying the set of instructions and restrictions imposed by the government to avoid any unwanted situations.

5.1.6 Statistical evaluation of effectiveness of training and employee performance

Chi square

- From the statistical analysis made, the Pearson chi-square statistic is 625.153 and the p-value = <0.001 . The likelihood chi-square statistic is 320.759 and the p-value = 1.000. Therefore, at a significance level of 0.05, we can conclude that the association between the variables is not statistically significant.
- (H₀): There is no significant difference between effectiveness of training and performance of the employees
(H₁): There is significant difference between effectiveness of training and performance of the employees

If $P\text{-value} \leq \alpha$: The variables have a statistically significant association (Reject H₀)

If $P\text{-value} > \alpha$: Cannot conclude that the variables are associated (Fail to reject H₀)

In this case, p-value is larger than the significance level, so we fail to reject the null hypothesis because there is no enough evidence to conclude that the variables are associated.

- 540 cells have expected count less than 5 which represents that there is no significant association between effectiveness of training and employee performance.

Regression analysis

- R-value represents the correlation between the dependent and independent variable. In this case, the value is .037, which indicates no significant association.

R-square shows the total variation for the dependent variable that could be explained by the independent variables. In this case, the value is .001, which indicates no significant association.

- Generally, 95% confidence interval or 5% level of the significance level is chosen for the study. In the regression table, the p-value is .690. Therefore, the result is not significant

Elucidation

Through the results obtained we could understand that the employee performance doesn't only depend on effectiveness of training, but also requires other factors such as increment, and motivation etc. to withheld the challenges and perform efficiently for the goals of the organisation.

5.1.7 Statistical evaluation of demographic factors and effectiveness of training and employee performance

ANOVA

In the above ANOVA table the significance is 0.684 which is much greater than 0.05 which significantly represents, that the alternative hypothesis is rejected and there is no significant difference between all demographic factors other than gender and effectiveness of training, employee performance.

T test

In the regression table the significance is 0.601 which is much greater than 0.05 which significantly represents, that the alternative hypothesis is rejected and there is no significant difference between gender of the employee and effectiveness of training and employee performance.

Elucidation

Through the results obtained we could elucidate that there is no relationship between the demographic factors such as age, gender, job position and effectiveness of training and performance of employees. Demographic factors doesn't affect neither the effectiveness of training nor the performance of employees. It also helps to achieve the secondary objective of ensuring continuous flow of labour and retainment of skilled labour available in the food industry as this elucidation avoids confusion of acquiring skilled labour based on demographic factors.

5.2. SUGGESTIONS

The main and sole purpose of any research is to state the findings and to provide the required recommendations in order to resolve the problems encountered. This study was undertaken to identify effectiveness of training and development on employee performance. From the study the researcher could suggest the following methods:

- Through the data it is visible that people who hold higher years of experience seems to have a lower amount of training program, this may make them less skilful in future. The organisation should consider to make them more productive
- The frequency of training for top level management must be increased

- The organisation should provide efficient training program based on the employee's skills and requirements by analysing them before the training program so that the training program will be helpful for all the employees.
- The organization can provide more interactive training programs to the newly joined or newly recruited employee in order to make them feel comfortable in their workplace.
- Training can be given by the highly experienced professional in the organization, which makes the learning easily understandable by the employees of the organization.
- They can provide rewards to the well performed trainee as a token of appreciation
- They can offer more practical trainings than the theoretical sessions, which helps in fast learning
- They can bring more innovative ideas from the employees to make the session more productive
- Generating feedbacks from the previous attenders of training can help to improve the sessions.
- The employees should have information about the rules and regulations of the organization during the training period
- The organisation has to take required steps to make the new employees adaptable to the organization culture and environment
- They can also be trained with the previous incidents and strategy adopted by the organisation to have adequate knowledge about their work
- Their performance can be tested and evaluated through various sessions in order to know the importance of the training and the understand the reach of the learning taken in the training program.
- Training can also be done regularly to bring development among the employees and efficient result of the training program must be provided.
- The mentor should be easily accessible for the trainee to clear their doubts immediately and the contents of the training must be provided at the end of the training program.

CHAPTER – 6

SUMMARY AND CONCLUSION

CHAPTER 6-SUMMARY AND CONCLUSION

The Training and development program of the organisation alone cannot judge the effectiveness of performance of the employees. It requires further factors to achieve the desired employee performance such as providing a good working environment, refreshments, rewards etc. The welfare of the employees must be properly maintained to achieve the required amount of effectiveness on employee performance.

In today's era, training and development provided in the workplace without commitment is just a workplace which has many machines in human form. Thus, today it becomes necessary for every organization to have commitment in order to achieve an outstanding performance on a long-term basis. That's why proper Training and development is provided to every employee of the organization to make them more efficient.

The Results obtained from this study shows a positive signal of the employees revealing the commitment and attachment to the organization. The Ultimate goal of every organisation is to have highly committed and potential employees. Therefore, the institution must continuously monitor the employees and provide those training programs that helps them in developing their skills and also the other factors which will improve their efficiency in performance that helps in improving the reputation and quality of the organisation.

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APPENNDIX

Questionnaire:

Part 1: Demographic Factors

1	AGE	• <25, • 26-30 • 31-40 • >40
2	GENDER	• Male • Female • Others • Prefer not to say
3	DEPARTMENT	• Production • Sales • Marketing • Finance • Others
4	YEARS OF SERVICE	• <=1year • 2-5 years • 6-9 years • >=10 years
5	JOB POSITION	• Top level management • Middle level management • low level management

PART 2: QUESTIONNAIRE

Opinion on Importance of Different Training and Development Programs Offered By the Organization

CONTENTS	1	2	3	4	5
Technical skills related to food processing, food technology and other disciplines					
Practical skills and expertise					
Marketing and commercial skills					
Information and communication technology - skills, office management					
Food legal knowledge					

1- Low importance	2-Moderately Important	3- No answer	4 - Important	5-Very important
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Opinion on Training Methods

QUESTIONS	1	2	3	4	5
Your organization considers training as a part of its strategy.					
The Production skills and training is a well-planned exercise by the organization.					
The Training programs help to increase the productivity of organization.					
The Training is of sufficient duration.					
The Instructor responses to trainees doubts.					

1- Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

Opinion on Effectiveness of Training Program

QUESTIONS	1	2	3
Was the training helpful in personal growth?			
Was the training relevant to the needs of the organization?			
Do you feel the training program is compulsory for all workers?			
Does your organization conduct training programs more frequently?			
Do you think that this feedback can evaluate the effectiveness of training program?			

1- Yes 2-No 3-May Be

Opinion on Training Provided For Safety of Staffs and Customers

QUESTIONS	1	2	3
The Number of training programs conducted for the safety of staffs and customers.			
The Content provided in the training program.			
The Non practical sessions.			
Your interaction in training program.			
The Knowledge acquired in training program.			

1-Satisfied 2-Not Satisfied 3-Neutral