**EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN WORKPLACE**

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**Abstract**

This research investigates how effective training and development programs in the workplace, particularly in the manufacturing industry, are. Training and development can contribute significantly towards improving employee performance, job satisfaction, and staff retention, finally leading to organisational success. The research evaluates different factors contributing to the impact of training programmes, such as employee demographics, training methods, and organisational strategies.

Employing a descriptive research design, employees in Hyundai Motor India Limited were sampled using a guided questionnaire. Results indicate that although training programs are in place, their success is determined by the level of management participation, opportunities for career advancement, and employees' levels of satisfaction. The majority of respondents expressed dissatisfaction with current programs, and there is a need to enhance strategies through hands-on training, computer-aided tools, and participative learning mechanisms.

The research proposes that linking training programs to company goals and employees' needs could improve productivity, innovation, and employee retention. The findings are of great significance to HR managers and business leaders in optimizing training practices to achieve a more knowledgeable and motivated workforce.

**Key words**: Training development, workplace, skill enhancement, job satisfaction, productivity, employee retention.

**Introduction**

Employee development and training are essential to keeping a competitive staff in the fast-paced business world of today. Companies spend a lot of money on training programs in the hopes of raising employee satisfaction, output, and proficiency. However, the efficacy of these initiatives is sometimes questioned when it comes to accomplishing corporate goals, increasing employee productivity, and providing a robust return on investment (ROI). This study project aims to evaluate the efficacy of employee training and development, highlighting the crucial components that make it successful, and pinpoint areas in need of development.

This study looks at the effectiveness of training and workplace expansion while accounting for a number of demographic factors. By understanding how these factors affect training outcomes, organizations may improve their training programs, boost employee satisfaction and retention, and encourage diversity and inclusion. A more equal and productive workplace as well as more effective training programs will come from improved HR procedures based on the findings. This will benefit the company and its employees since it will increase productivity and foster professional growth.

Because it offers data-driven solutions to improve employee performance, job happiness, and organizational success, it will be advantageous to HR professionals, business executives, and policymakers. The primary focus of this study is training and development in businesses, namely in the manufacturing industry. It looks at how effective training and development programs are for employees in this sector. The study's goal is to find out how employees' demographics such as age, gender, education, and job experience—relate to how they respond to training.

This study aims to give managers insight by focusing on the industrial industry. Training initiatives that align with business goals ensure that they directly affect business outcomes like improved productivity, innovation, and competitiveness.

**Methodology**

**Aim** The aim of this study is to investigate the impact of effectiveness of training and development programs among employees in the manufacturing industry.

**Objectives**

• To research the demographics of workers in any manufacturing sector.

• To determine the main obstacles to practise excellent training and development.
•To create plans for implementing the training and development.
• To assess how well training programs match the aims and objectives of the company.
• To assess how these initiatives contribute to higher staff retention and job satisfaction.

**Hypotheses:**

1. Null Hypothesis: Employee performance on the job is not significantly correlated with their involvement in training and development initiatives.
Alternative Hypothesis: Better job performance is positively correlated with employee involvement in training and development initiatives.

2. Null Hypothesis: Employee work satisfaction is unaffected by training and development initiatives

Alternative Hypothesis: Workers who take part in training and development initiatives report feeling more satisfied with their jobs than those who don't.

3. Null Hypothesis: Employee retention is not substantially impacted by training and development initiatives.

Alternative Hypothesis: Workers who take part in training and development initiatives have a higher chance of sticking with the company than those who don't.

**Research Design:**

The efficiency of Hyundai Motor India Limited's training and development initiatives is examined in this study using a quantitative research design. The study focuses on collecting quantitative data to assess how training programs affect workers' perceptions, retention of knowledge, and overall performance at work.

**Universe & Sampling:**

The researcher selected private manufacturing businesses to perform the study in. To gather data, the Simple Random Sampling approach was used. This approach, which guarantees that each person has an equal chance of being chosen, is frequently utilized when the population is sizable and diverse. It offers a representative sample of the total population and aids in the removal of bias. Employees from several private manufacturing companies, representing diverse departments and work categories, make up the universe in this study. One hundred employees, chosen at random from the entire population, was the sample size. These workers come from diverse demographic origins and hold a range of positions in different departments, guaranteeing a thorough evaluation of the efficacy of training and development.

A standardized questionnaire was used for the actual data collection, and 100 workers in the manufacturing industry made up the final sample size. The study captures a variety of viewpoints within the sector and guarantees that the results are accurate and statistically valid.

**Tools for Data Collection:**

A structured questionnaire with closed-ended questions served as the main instrument for gathering data for this investigation. The purpose of this survey is to gauge knowledge retention, employee happiness, and the perceived value of training initiatives. The information gathered by this instrument will shed light on how well manufacturing companies' training and development initiatives are working.

**Results and discussions**

**Table 1. Distribution of Respondents based on overall effectiveness of training and development in work place**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Effectiveness of training and development in work place** | **Low** | **High** |
| 1 | Effectiveness of training and development | 57.69 | 42.31 |
| 2 | Strategies for training and development | 53.85 | 46.15 |
| 3 | Role of management in training programs | 53.85 | 46.15 |
| 4 | Career growth and opportunities | 52.88 | 47.12 |
| 5 | Satisfaction with training program | 57.69 | 42.31 |

From the above table, it is evident that less than majority (57.69%) of the respondents have indicated a low overall effectiveness of training and development. However, more than two-fifths (42.31%) of the respondents have expressed a high overall effectiveness of training and development.

The findings indicate that more than half (53.85%) of respondents consider the overall strategies for training and development to be low. In contrast, slightly less than half (46.15%) perceive these strategies as high.

The results suggest that more than half (53.85%) of respondents perceive the overall role of management in training programs as low. Meanwhile, slightly less than half (46.15%) view it as high.

The findings indicate that more than half (52.88%) of respondents believe overall career growth and opportunities are low. On the other hand, slightly less than half (47.12%) perceive them as high.

The findings indicate that less than majority (57.69%) of respondents have a low level of satisfaction with the training program. On the other hand, more than two-fifths (42.31%) of respondents reported a high level of satisfaction.

**H0:** There is no significant difference between the gender of the respondents and the dimensions.

**H1:** There is a significant difference between the gender of the respondents and the dimensions.

**Result:** The t-test was applied. It is found that there is no significant difference between the gender of the respondents and the dimensions. Hence, the research hypothesis is accepted, and the null hypothesis is rejected.

**Table 2. One-Way Analysis of Variance Among Years of Experience of the Respondents and Their Perception of Training and Development Effectiveness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimensions** | **Sum of Squares** | **df** | **Mean Square** | **Statistical Influence** |
| Overall effectiveness of training and development | Between Groups | 0.127 | 2 | 0.063 | P > 0.050.777Not significant |
| Within Groups | 25.258 | 101 | 0.25 |
| Total | 25.385 | 103 |  |
| Overall Strategies for training and development | Between Groups | 0.726 | 2 | 0.363 | P > 0.050.237Not significant |
| Within Groups | 25.12 | 101 | 0.249 |
| Total | 25.846 | 103 |  |
| Overall role of management in training programs | Between Groups | 0.506 | 2 | 0.253 | P > 0.050.368Not significant |
| Within Groups | 25.34 | 101 | 0.251 |
| Total | 25.846 | 103 |  |
| Overall career growth and opportunities | Between Groups | 0.474 | 2 | 0.237 | P > 0.050.394Not significant |
| Within Groups | 25.44 | 101 | 0.252 |
| Total | 25.913 | 103 |  |
| Overall Satisfaction with training program | Between Groups | 15.611 | 2 | 7.806 | P > 0.050.336Not significant |
| Within Groups | 714.85 | 101 | 7.078 |
| Total | 730.462 | 103 |  |
| Overall Assessment of Training and Development | Between Groups | 1.486 | 2 | 0.743 | P < 0.050.048Significant |
| Within Groups | 24.043 | 101 | 0.238 |
| Total | 25.529 | 103 |  |

**G1 =** Overall effectiveness of training and development**, G2 =** Overall Strategies for training and development**, G3 =** Overall role of management in training programs**, G4 =** Overall career growth and opportunities**, G5 =** Overall Assessment of Training and Development

The presented table states that there is no significant difference among the respondents' years of experience regarding their perception of training and development effectiveness, except for the overall assessment of training and development, which shows a significant difference. The study includes dimensions such as overall effectiveness, strategies, management role, career growth, satisfaction, and assessment of training programs.

**HO:** There is no significant difference between the years of experience of the respondents and their perception of training and development effectiveness.

**H1:** There is a significant difference between the years of experience of the respondents and their perception of training and development effectiveness.

**Result:** The One-Way ANOVA test was applied. It is found that there is no significant difference between the years of experience of the respondents and most dimensions, except for the overall assessment of training and development, which is significant (P < 0.05). Hence, the null hypothesis is accepted for most dimensions except for the overall assessment, where the alternative hypothesis is accepted.

**Table. 3**

**Correlation Between Age of the Respondents and Their Perception of Training and Development Effectiveness**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.NO** | **Dimensions** | **Correlation value** | **Statistical Inference** |
| 1 | Overall effectiveness of training and development | 0.018 | P > 0.018Not Significant |
| 2 | Overall Strategies for training and development | 0.037 | P > 0.037Not Significant |
| 3 | Overall role of management in training programs | -0.059 | P > 0.059Not Significant |
| 4 | Overall career growth and opportunities | -0.027 | P > 0.027Not Significant |
| 5 | Overall Satisfaction with training program | -0.011 | P > 0.011Not Significant |
| 6 | Overall Assessment of Training and Development | 0.004 | P > 0.004Not Significant |

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

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The above table states that there is no significant relationship between the age of the respondents and the dimensions of the study, which include Overall Effectiveness of Training and Development, Strategies for Training and Development, Role of Management in Training Programs, Career Growth and Opportunities, Satisfaction with Training Program, and Overall Assessment of Training and Development.

**HO:** There is no significant relationship between the age of the respondents and Training and Development Effectiveness.

**H1:** There is a significant relationship between the age of the respondents and Training and Development Effectiveness.

**Result:** The correlation was applied. It is found that there is no significant relationship between the age of the respondents and Training and Development Effectiveness. Hence, the null hypothesis is accepted.

**Suggestions for the organization**

This study’s recommendations are based on some of the key findings. Additionally, this study has shown that training and development is work place is effective in work place when there is a consistency of training programs related to the skill gap of the employee and also the training program should be related to the job roles and responsibilities.

 For an effective training and development programs in an organization, both the employee and employer should follow certain strategies. The trainers should conduct a need assessment which is the training needs and goals. They should set clear goals and objectives to define what employees need to learn. The training method should be related to the training program, by selecting a suitable training approach.

For an effective training, the program should be interactive, they should have hands on experience, discussions and group activities.

The trainers should use real life examples which can relate training content. Above all feedback should be consistent so that the employees can improve the area where they lack. There different ways of performance appraisal, which includes 360-degree performance appraisal. This type of performance appraisal will encourage the employees.

 The trainers can utilize digital tools to enhance the training programs, and the employees would feel engaged during the training program. The trainers should be experienced and knowledgeable about the training content.

Trainers should encourage active participation and provide opportunities for practice, which will allow employees to apply new skills and knowledge.

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