

## IMPACT OF TRAINING AND DEVELOPMENT PROGRAMMES ON EMPLOYEE PERFORMANCE

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### ABSTRACT

Employees are the major assets of any organization. Every organization needs well trained employees to perform the activities effectively and efficiently. The success of the organizations depends on employee performance. Training and development are the crucial factors of enlightening the employee performance in most organizations. The purpose of this study is to find out the awareness about training programmes conducted in the organization, impact of training and development programmes on employee performance and employees satisfaction towards training programmes. The responses were taken from 301 employees who are working in the manufacturing units using a structured questionnaire by census method. The research approach adopted for the study conforms to descriptive research. The questionnaire contains 24 statements regarding training programmes which is grouped into five factors such as professional competencies, career growth and opportunities, training methods and evaluation, management support, training design using rotated component matrix (factor analysis). By using the factor analysis result, a training and development framework has been developed. From multiple regression result, it is found that professional competencies, career growth and opportunities, training methods and evaluation factors have an impact on employee performance. Training design and management support are the two factors that have little bearing on employee performance. It is suggested that the organization enhance its support for training programmes and also concentrate on their selection of training design.

**Keywords:** Career Growth and Development, Management Support, Training and Development programmes, Employee Performance, Professional Competencies, Training Design.

### 1. Introduction

In this global era, all organisations are facing with extensive competitions with ever changing technologies, business environment and human needs. To be competitive and to sustain in the market, the organisation must have skilled employees. In addition to that, employees must be dynamic in nature to adapt the changes in organisation and environment. In order to meet these challenges training and development programmes are provided for the employees. According to Noe (2010), training and development are necessary for organizational survival, as training allows firms to increase service quality, productivity and profitability, and improve organizational performance (Aragon & Valle, 2013). Training are activities to provide apprentices and other professional newcomers with conceptual knowledge, technical skills, work experience, social aptitude and self-competency (Martina Fuchs, 2020). Whereas Development provides employees with skills that may improve the ability of employees to meet challenges in present or future jobs. Training is for short term purpose and development is for long term purpose. Training and development programmes conducted in the organisation must account for personal growth, professional growth of the employees as well as organisation growth. This study investigates the factors influencing employee performance and how these factors of training and development programmes impact employee performance, awareness level and satisfaction level of the employees on training and development programmes conducted in the organisation.

### 2. Review of literature

According to Guest (1997) training and development programmes are one of the vital human resource management practices that affect the value of the workforce's knowledge, capability and skill positively. Training and development are essential for all organizations to achieve their objectives. Many researches have been done in this area for understanding the importance of training and development. Training can be defined as a "systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviours to meet job requirements" (Gomez-Mejia et al., 2007). But, Robbins (1996) explained that training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behaviour. Therefore, training and development programmes conducted in the organisation help the employees to do their current job or current performance requirement.

The skilled employees are the best asset of an organisation which provides a competitive advantage for the organisation in the industry. Additionally, training not only develops the capabilities of the employee but sharpen their thinking ability and creativity to take better decision in time and in more productive manner (Abbas, 2014). Cheng and Ho (2001) also discussed

the relevance of training and its considerable effect on job performance. As the workers performance are emphasized by the top management employees, the workers are also concerned by their knowledge, skills and ability to withstand in their turbulent environment. As the literature suggests, by continuous training the workers can able to perform their job in an efficient manner and will become more aligned with the career growth. The career potential attained by the workers by training and development programmes will enhance the employees motivation to achieve their career goal.

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. The organisation first needs to recognize that their workers are not performing well due to varied reasons such as the workers lack sufficient knowledge, skills to do the current job, the workers have less motivation to do the job etc. The effective training and development programmes must bridge the performance gap of the workers. The training and development programmes must not only enhance the skills, knowledge and abilities of the employees required for the current job but also uplift their technical and personal development skills in the long run. Eisenberger et al. (1986) stated that workers feel more committed to the firm, when the organisation commit to the better performance of the employees. In addition, Ahmad and Bakar (2003) concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level which are like the results of Kim (2006), Swart et al. (2005) and Bartel's (2000) study.

At the same time, Cheramie et al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometimes, despite receiving the training and development programmes employees use it for their own market value and employment opportunities or willing to go the firm with high salaries, Thus firms investing in training and development programmes results as a cost rather than profit. Hence, as a result of resistance of organisations towards training and development programmes individuals propels themselves to enhance the skills for career development and good performance.

### **3. Objectives**

1. To study the employees awareness towards organisational training and development programmes.
2. To identify the impact of training and development programmes on employee performance.
3. To find the employees satisfaction on training and development programmes.

### **4. Research Methodology**

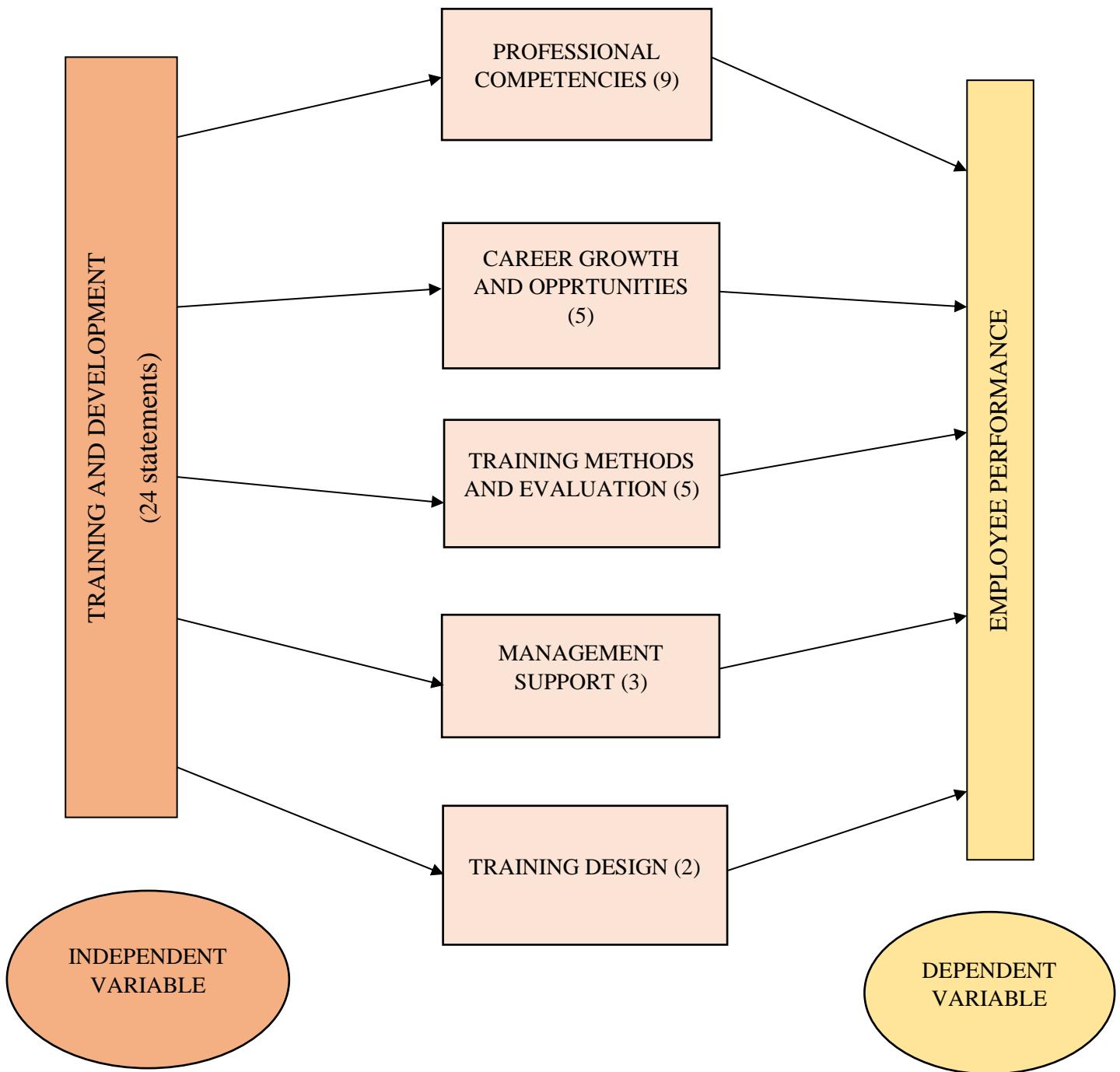
The research methodology for this study involved collecting data from workers in manufacturing units located in and around Madurai, specifically focusing on a spinning mill. Questionnaires were distributed to a sample of 301 on-roll workers, out of a total of 500 employees, to gather insights into the effectiveness of training and development programs conducted at the mill. The survey aimed to understand whether these programs were fostering professional competency development, supporting career growth and opportunities, and aligning with the organization's strategic goals. Additionally, questions addressed worker satisfaction with the training methods and evaluation processes.

Both primary and secondary data were utilized in this research. Primary data was collected through a structured questionnaire that included questions measured on a five-point Likert scale. The survey was administered using a direct survey method to ensure accurate and authentic responses from the workers. In addition to primary data, secondary data was sourced from various academic journals to provide a broader understanding of existing literature related to training and development practices in the manufacturing sector. This mixed-method approach enabled a comprehensive analysis of the impact of training programs on workers' skill development, career progression, and alignment with organizational goals.

To analyze the data, various statistical tools and techniques were utilized. Frequency Analysis was applied to understand the distribution and commonality of responses among the participants. Factor Analysis helped identify underlying variables and reduced the data complexity, offering insights into core themes related to training and development. Finally, Multiple Regression analysis was conducted to examine the relationships and potential influence of training programs on career growth, job satisfaction, and organizational alignment. These methods together provided a robust framework to assess the effectiveness of training initiatives in the spinning mill and gauge their impact on employee competencies and career advancement.

### **5. Training and Development Framework**

This framework shows the factors influencing employee performance such as professional competencies, career growth and opportunities, training methods and evaluation, management support and training design.



\*By performing a Rotated Component Matrix (Factor analysis), the above framework is obtained

\*\* (n) = number of statements asked under the variables

## 6. Analysis and Interpretation

### 6.1 Demographic Details of the Respondents

**Table 1: Demographic Details of the Respondents**

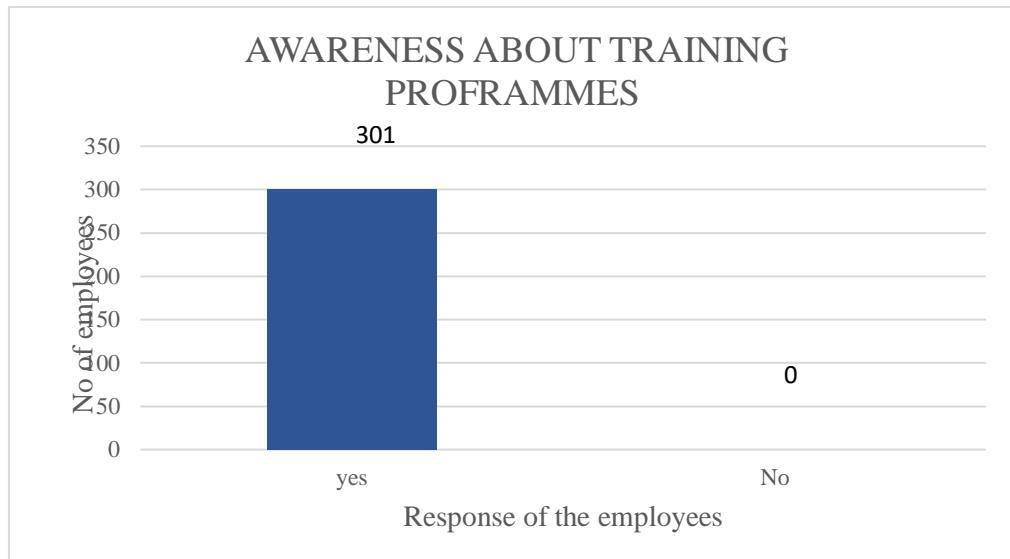
Employee details (n=301)	Frequency (s)
<i>Departments</i>	
Blow room	15
carding	12
unilab	8
SDF	19
Spinning	76
Auto coner	14
Comber	8
Drawing	9
Ply winding	88
Doubling	6
TFO	28
Auto clave	12
Packaging	6
<i>Age</i>	
25 & Below	28
26-35	156
36-45	99
46-55	17
Above 55	1
<i>Gender</i>	
Male	71
Female	230
<i>Educational Qualification</i>	
Illiterate	34
SSLC & below	252
HSC	12
Degree	3
Diploma	0
<i>Monthly income</i>	
Less than 5000	0
5000-10000	164
10000-15000	136
More than 15000	1
<i>Experience</i>	
Less than 1 year	42
1-3 years	86
3-5 years	72
More than 5 years	101

As shown from the above table, the responses revealed that large number of employees (88) are working in ply winding department, maximum employees (156) working in the organization are in the age of 26-35. Most of the employees (230) working in the organization are female, and for the most of the employees (252) their educational qualification is SSLC& below. The monthly income for most of the lower-level employees are around 5000-10000 and the maximum number of employees are working more than 5 years in the organization.

### 6.2 To study the employees awareness towards organisational training and development programmes

In order to study the employees' awareness towards organisational training and development programmes, following percentage analysis has been performed.

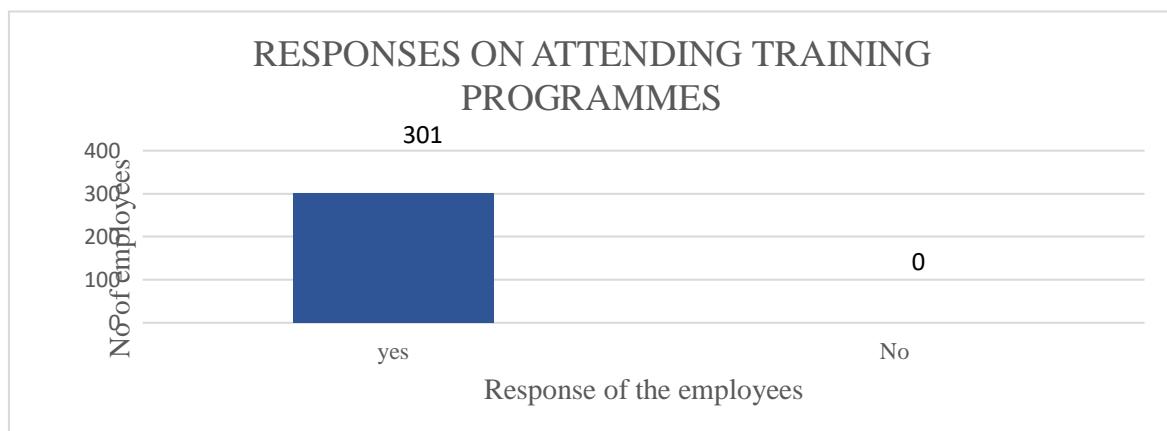
### 6.2.1 Awareness about training programmes



**Fig. 1: Awareness about training programmes**

From the Fig. 1, it is inferred that all the respondents (301) are aware of the training and development programmes conducted in the organisation.

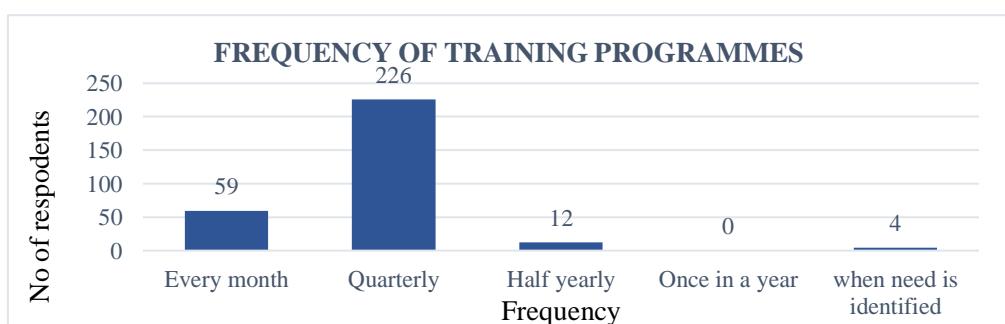
### 6.2.2 Responses on attending training programmes



**Fig. 2: Responses on attending training programmes**

From the Fig. 2, it is inferred that all the respondents (301) had attended training programmes conducted in the organisation.

### 6.2.3 Frequency of training programmes



**Fig. 3: Frequency of training programmes**

It is inferred from the Fig. 3, that the majority of the employees (226) have opted for Quarterly, 59 employees have opted for Every month, 12 employees have opted for Half yearly, 4 employees have opted for when need is identified. Training programmes are conducted at least 3 times in a year for the employees.

### 6.3 Reliability Test

Standard scales were used in this study and measured on a 5- point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Professional competencies was measured using 9 item; career growth and opportunities was measured using 5 item; training methods and evaluation was measured using 5 item; management support was measured using 3-item; training design was measured using 2-item. Cronbach's alpha reliability value for this study is 0.905.

**Table 2: Reliability Scores**

Number of items	Sample size	Cronbach's $\alpha$
24	301	0.905

Since Cronbach's alpha value for my research is **0.905**, the census data is reliable for research.

### 6.4 To find the impact of training and development programmes on employee performance

In order to identify the impact of training and development programmes on employee performance, factor analysis and regression test are performed.

#### 6.4.1 Factor Analysis

The variables are grouped by factor analysis. The rotated component matrix for the variables is:

**Table 3: Rotated Component Matrix**

	Rotated Component Matrix				
	1	2	3	4	5
Personal Growth	.690				
Employee Motivation	.681				
Accountability and Authority	.662				
Attitude Change	.662				
Long-Term Benefits	.628				
Employee-Employer Relationship	.623				
Productivity Improvement	.584				
Teamwork and Leadership Development	.555				
Managerial Capabilities	.419				
Employee Promotion		.761			
Career Development		.692			
Employee Loyalty		.590			
Core Values		.562			
Employment Stability		.473			
Employee Satisfaction			.647		
Regular Skill Development			.573		
Performance Improvement			.561		
Competency Building			.510		
Program Assessment			.462		
Strategic Alignment				.764	
Human Capital Development				.635	
Performance Readiness				.494	
Structured Training					.799
Role-Based Learning					.731

The first component primarily represents aspects related to Personal Growth and Professional Competencies, including variables like Personal Growth (.690), Employee Motivation (.681), Accountability and Authority (.662), Attitude Change (.662), Long-Term Benefits (.628), and Employee-Employer Relationship (.623). These variables suggest that this component reflects factors contributing to individual development and workplace dynamics.

The second component is strongly associated with Career Growth and Opportunities, highlighting Employee Promotion (.761), Career Development (.692), and Employee Loyalty (.590). It indicates that this component encompasses career advancement and employee retention factors, reflecting the opportunities available to employees for professional growth.

The third component emphasizes Employee Satisfaction and Training Methods, including Core Values (.562), Employment Stability (.473), Employee Satisfaction (.647), Training Methods and Evaluation (.573), Regular Skill Development (.561), Performance Improvement (.510), and Competency Building (.462). This component is related to job satisfaction, on-going professional development, and the effectiveness of training and skill development programs.

The fourth component reflects Strategic Alignment and Management Support, with strong loadings on Management Support (.764), Human Capital Development (.635), and Performance Readiness (.494). It suggests that this component is tied to the support and development offered by management to align employee skills and performance with organizational goals.

The fifth and final component focuses on Training Design and Role-Based Learning, which is captured by variables such as Structured Training (.799) and Role-Based Learning (.731). This component indicates that the structure and design of training programs, particularly those aligned with specific roles, play a significant role in employee development.

#### 6.4.2 Impact of variables in employee performance

In order to analyze the impact of the variables such as professional competencies, career growth and opportunities, management support, training methods and evaluation, training design multiple linear regression model was used. Multiple regression was carried out separately for the five variables and the SPSS output was compiled and is presented in Table given below. The results in the tables give the effects of independent variables (professional competencies, career growth and opportunities, management support, training methods and evaluation, training design) on the dependent variable (performance level) separately without constraint.

**Null Hypothesis:** There is no significant impact of training and development programmes on employee performance.

**Alternate Hypothesis:** There is a significant impact of training and development programmes on employee performance.

**Table 4: Impact of training and development programmes on employee performance**

Model	Coefficients			t	Sig.
	B	Std. Error	Standardized Coefficients Beta		
(Constant)	2.941	.499		5.888	.000
Professional Competencies	.209	.103	.169	2.034	.043
Career Growth and Opportunities	.131	.196	.126	2.326	.035
Training Methods and Evaluation	.198	.127	.127	1.561	.020
Management Support	-.059	.095	-.038	-.622	.535
Training Design	-.094	.081	-.070	-1.156	.248



**Fig 4: Regression Model Result**

The table 4 presents the coefficients from a regression analysis, which shows the relationship between various independent variables and the dependent variable.

**Professional Competencies:** The unstandardized coefficient is 0.209, meaning a one-unit increase in professional competencies is associated with a 0.209 increase in the dependent variable. The standardized coefficient (Beta) is 0.169, indicating a moderate positive effect. The t-value is 2.034, and the significance value is 0.043, suggesting that this variable is statistically significant at the 5% level.

**Career Growth and Opportunities:** This variable has an unstandardized coefficient of 0.131, indicating a positive relationship with the dependent variable. The standardized coefficient is 0.126, reflecting a moderate positive impact. With a t-value of 2.326 and a significance of 0.035, this variable is also statistically significant at the 5% level.

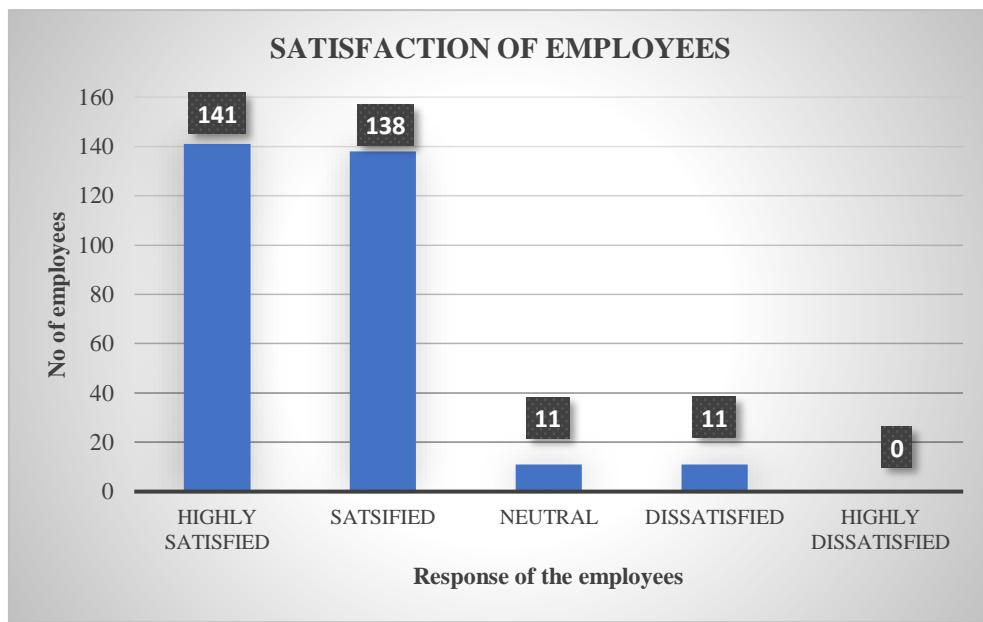
**Training Methods and Evaluation:** The coefficient is 0.198, meaning that as training methods and evaluation improve, the dependent variable increases by 0.198. The standardized Beta coefficient is 0.127, indicating a moderate positive relationship. The t-value is 1.561, and the p-value is 0.020, which is statistically significant.

**Management Support:** The coefficient for management support is -0.059, indicating a slight negative relationship with the dependent variable. The standardized Beta is -0.038, showing a minimal negative effect. The t-value of -0.622 and the significance level of 0.535 suggest that this variable is not statistically significant.

**Training Design:** The unstandardized coefficient is -0.094, indicating a slight negative relationship with the dependent variable. The standardized Beta coefficient is -0.070. With a t-value of -1.156 and a p-value of 0.248, this variable is not statistically significant.

## 6.5 To find the employees satisfaction on training and development programmes conducted in the organisation

In order to find the employee satisfaction on training and development programmes, percentage analysis is performed.



**Fig 5: Satisfaction level of employees on training and development programmes**

While observing the figure 5, it is inferred that majority of the employees (141) are highly satisfied, 138 are satisfied with the training and development programmes conducted in the organisation. Only 11 are neutral and dissatisfied with the training and development programmes.

## 7. Discussion

The demographic profile of the employees reveals that the majority of the workforce, comprising 88 employees, belongs to the plly winding department. Most of the employees (156) are aged between 26 and 35 years, with a majority (230) being female. Regarding educational qualifications, a significant portion of the employees (252) hold a basic qualification of SSLC or lower. In terms of monthly income, the majority (164) earn between 5000 and 10000. Additionally, 101 employees have more than five years of experience.

In terms of employee awareness towards organizational training and development programs, frequency analysis shows that all respondents (301) are aware of and have participated in the training and development programs offered by the organization. Most employees (226) attended these programs at three-month intervals.

Regarding the impact of training and development programs on employee performance, multiple regression analysis indicates that factors such as professional competencies (Sig. value: 0.043), career growth and opportunities (Sig. value: 0.035), and training method and evaluation (Sig. value: 0.020) significantly impact employee performance. On the other hand, factors like management support (Sig. value: 0.535) and training design (Sig. value: 0.248) do not have a significant impact on performance. The coefficient values for these factors are provided below.

Finally, when assessing employee satisfaction with the training and development programs, frequency analysis indicates that a majority of employees (141) are highly satisfied with these programs. Furthermore, there is a significant association between gender and overall employee satisfaction with the training programs, as well as between the department and employee satisfaction.

## 8. Limitations and Future Directions

- ✓ The present is focused mainly on manufacturing industries, thus future study can be conducted by including more industries such as IT industries.
- ✓ There are numerous additional factors to consider when assessing the effect of training and development on employee performance. So, other variables such as empowerment, increase in confidence, success in teams etc., are not included in this study and may be chosen in subsequent research.
- ✓ Finally, the study used only quantitative approach to find answer to questions through analysis of quantitative data, i.e., the data shown in figures and numbers. Qualitative research methodology on the other hand can help researchers approach fieldwork without being constrained by any predetermined categories of analysis, i.e., qualitative research carries the uniqueness because it does not give conclusion in advance, therefore qualitative research can be used in foreseeable future research.

## 9. Conclusion

According to this study, every employee was aware of the training programmes provided by the company. Employee performance is influenced by professional competencies, opportunities for professional development, methods of training and evaluation criteria. It is inferred from the framework (in findings section) that the coefficient value 0.209 shows that if the professional competencies increase by 1 unit, then the employee performance will increase by 0.209 unit on average. Similarly, the coefficient value 0.131 shows that if the career growth and opportunities increase by 1 unit, then the employee performance will increase by 0.131 unit on average. The coefficient value 0.198 shows that if the training methods and evaluation increase by 1 unit, then the employee performance will increase by 0.198 unit on average. On the other-hand, Training design and management support are the two factors that have little bearing on employee performance. So, it is suggested that organizations can improve employee performance by improving their support for training initiatives and focus on their choice of training design. Training and development impacting on employee performance not only improve the wellbeing of organizations, but also it contributes to the prosperity of a nation.

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