

A STUDY ON INVESTIGATING THE IMPACT OF TRAINING PROGRAMS ON EMPLOYEE PERFORMANCE AND ORGANIZATIONAL SUCCESS

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ABSTRACT: In today's dynamic business environment, organizations are continually seeking strategies to enhance employee performance and achieve organizational success. Training programs have emerged as a pivotal tool in this pursuit, aiming to equip employees with the necessary skills and knowledge to excel in their roles. This study investigates the multifaceted impact of training programs on both employee performance and organizational success. The study reveals significant correlations between participation in training programs and various indicators of employee performance, including job satisfaction, productivity, and adaptability to change. Moreover, the research identifies a positive relationship between effective training initiatives and organizational success metrics such as profitability, innovation, and employee retention. Ultimately, this research contributes to a deeper understanding of the critical linkages between training, employee performance, and organizational success in contemporary workplaces.

Key Words: Employee Performance, Job Satisfaction Organizational Success, Training Programs.

1. INTRODUCTION:

In today's dynamic business landscape, organizations seek to gain a competitive edge by optimizing their human capital. Training programs play a pivotal role in shaping employee skills, knowledge, and attitudes, ultimately influencing organizational success. This study delves into the realm of Brakes India Private Limited, a renowned entity in the automotive industry, to understand the intricate relationship between training initiatives, employee performance, and organizational outcomes. By examining the effectiveness of training programs within Brakes India, this research endeavors to provide valuable insights into enhancing employee capabilities and fostering organizational growth. In the fast-paced environment of modern business, the significance of training programs in enhancing employee performance and driving organizational success cannot be overstated. This study focuses on Brakes India Private Limited, a prominent player in the automotive industry, to explore the impact of its training initiatives on both employee performance and organizational outcomes. Understanding this dynamic relationship is essential for Brakes India to optimize its training efforts and ensure sustained growth in today's competitive market landscape. This project investigates how training programs at Brakes India Private Limited influence both employee performance and organizational success. By analysing the effectiveness of these programs within the automotive industry, valuable insights can be gained to enhance employee capabilities and drive sustainable growth for the company. In the intricate ecosystem of modern organizations, the interplay between training programs, employee performance, and organizational success serves as a cornerstone for sustained competitiveness and growth. Brakes India Private Limited, a leading entity in the automotive industry, stands at the nexus of this

dynamic relationship. This study delves into the realm of Brakes India to explore the nuanced impact of its training initiatives on employee performance and organizational outcomes. Against the backdrop of an ever-evolving business landscape, characterized by rapid technological advancements and shifting market dynamics, the need for skilled and adaptable employees has never been more pronounced. By scrutinizing the efficacy of training programs within Brakes India, this research aims to unearth actionable insights that can inform strategic decision-making and foster a culture of continuous improvement. Through a comprehensive analysis of training methodologies, employee skill development, and performance metrics, this study endeavours to shed light on the mechanisms through which training influences organizational success. By doing so, it seeks to equip Brakes India with the knowledge and tools necessary to optimize its training endeavours, maximize employee potential, and propel the company towards sustained growth and competitive advantage. In today's hypercompetitive business environment, organizations worldwide are increasingly recognizing the pivotal role of training programs in driving employee performance and organizational success. Brakes India Private Limited, situated within the automotive industry, is no exception. Against a backdrop of rapid technological advancements, evolving customer demands, and intense market competition, the need for a skilled and agile workforce has become imperative for Brakes India to maintain its competitive edge. This study embarks on an exploration of Brakes India's training landscape, aiming to dissect the multifaceted relationship between training initiatives, employee capabilities, and organizational outcomes. By delving into the nuances of training program design, implementation, and impact assessment, this research endeavours to unearth the key drivers and inhibitors of employee performance within Brakes India. Furthermore, it seeks to elucidate the ripple effects of enhanced employee performance on broader organizational metrics such as productivity, innovation, and profitability. Through a holistic examination of training effectiveness, employee skill development, and organizational performance indicators, this study aspires to offer actionable insights that can inform strategic decision-making and resource allocation within Brakes India. By aligning training efforts with organizational objectives and cultivating a culture of continuous learning and development, Brakes India can position itself for long-term success and resilience in an ever-evolving business landscape. In the dynamic and competitive automotive industry, Brakes India Private Limited stands as a beacon of innovation and excellence. However, in the pursuit of maintaining its leadership position, the company recognizes the critical importance of investing in its most assets: its employees.

2. NEED OF THE STUDY:

To understand the impact of training programs on employee performance and organizational success, it's essential to identify skill gaps, design effective programs, measure post-training performance, define key performance indicators (KPIs), analyse the return on investment (ROI), understand the relationship between employee engagement and participation, identify barriers to implementation, and benchmark against industry standards.

3. OBJECTIVES OF THE STUDY:

- To find out the accessibility of training materials for diverse learning styles.
- To identify the improvement in specific skills before and after training interventions.

- To assess the impact of recognition or rewards tied to training participation on employee engagement.
- To evaluate the impact of training on quality of work towards achieving organizational goals.
- To measure the effectiveness of training in reducing employee Absenteeism.

4. REVIEW OF LITERATURE:

An over view on evaluation of Training programs by Ms. K. S. G Sucharitha (2024) This paper emphasizes the importance of training programs and the role of evaluation in optimizing outcomes. It discusses various types of evaluation, metrics, and challenges, including lack of clear objectives, difficulty measuring intangible outcomes, limited resources, and resistance to change. Future trends include technology integration, ROI measurement, and personalized learning. The paper encourages organizations to adopt effective practices for continuous improvement.

Does Staff Training Influence Employees' Performance? Some Reflections from Kigamboni Municipal Council, Dar Es Salaam, Tanzania by Aziza Shaib, Gideon Bulengela (2024) This study explores the relationship between training and employee performance in Tanzania, focusing on factors affecting training programs at Kigamboni Municipal Council. A mixed-method approach was used, with 95 respondents and 15 interviewees. Findings show that employees perceive training's influence on job performance, but minimal programs can negatively affect performance. The study emphasizes the importance of strategically managing training programs to maximize employee potential and improve overall performance.

Evaluating the Impact of Training and Skill Development Programs on Employee Performance in Private Banks by Lutfiana Dewi, Nadira Utomo, Fitriani Puspitasari (2024) This research examines the impact of training and skill development programs on employee performance in private banks. Using a mixed-methods approach, it combines quantitative surveys and qualitative interviews to provide a comprehensive understanding of the relationship between training initiatives, skill enhancement, and organizational outcomes. The study found a positive perception among employees about the impact of training programs on their performance, with statistically significant improvements in self-reported skill levels and job performance. The findings also revealed the role of program design, support mechanisms, and organizational culture in shaping training outcomes. The research offers actionable recommendations for private banks to optimize training programs' impact on employee performance, contributing to academic research and practical human resource management.

Evaluation of Trainees Reaction to Training Programs by Md. Faisal-E-Alam (2023) This study examines trainee reactions to employee training programs in Bangladesh, focusing on perceived training efficiency, trainer performance, and usefulness. Surveying 381 employees, the results show positive perceptions of training efficiency and trainer performance, but suggest room for improvement in usefulness. The study suggests adaptive strategies and continuous feedback mechanisms for real-time refinement of training programs. It calls for multiple evaluation methods and comparative analysis.

The impact of soft skill training on employee performance and its implications on organisational success by Srinath Rangaraja, Bawatharini A (2023) In today's modern era, skill development and soft skill training are essential for organizational success. These include communication, team building, critical thinking, self-awareness, and interpersonal skills. Companies have dedicated teams under HR to improve employee skillsets, arranging training programs with industry experts and trainers. Proper training boosts employee performance, resulting in effective and timely organizational success. Kirk Patrick's model of training evaluation can be used to evaluate soft skill training's impact on employee performance.

Impact of training and learning organization on employee competence and its implication on job satisfaction and employee performance of bank in Indonesia by Achmad Cik, Muhammad Asdar, Anas Iswanto Anwar, Suryono Efendi (2021) The study examines the impact of learning organization and training on employee competence, job satisfaction, and performance among 130 employees at five largest banks in South Jakarta. Results show a positive relationship between learning and training, competence, job satisfaction, and performance, with no significant impact of training or competence.

The effect of training, communication, and job experience on employee performance at PT. Benua Penta Global by Andre Fitriano, Mega Ardila, Andrew Wijaya (2021) This study analyzed the impact of training, communication, and work experience on employee performance at PT Benua Penta Global. . Results showed that training, communication, and experience positively and significantly impacted employee performance. However, a decline in company sales, inadequate training, communication issues, unsuitable work experience, and inadequate education contributed to the decrease. The study used saturated sampling and classical assumption test.

5. RESEARCH METHODOLOGY:

RESEARCH DESIGN:

Research design refers to the framework or structure that you create for your research study. It includes decisions about the type of data you will collect, the research methods you will use, and overall plan for your study.

DESCRIPTIVE RESEARCH DESIGN:

Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why. A researcher can conduct this research using various methodologies. It predominantly employs quantitative data, although qualitative data is sometimes used for descriptive purposes.

SAMPLE SIZE:

Sample size refers to the number of participants or observations included in a research study. It is important to determine an appropriate sample size to ensure that the findings of the study are representative of the larger population. The Target population for the study comprises of employees of Brakes India Private ltd.

Company. The total number of employees in the company is 2600. Here, the population is known and finite population.

Convenience sampling method:

Convenience sampling methods involve selecting participants based on their easy accessibility or proximity to the researcher. This could mean choosing individuals who are readily available, such as friends, family, or individuals near the researcher. Convenience sampling is often used when time, resources, or logistical constraints make it difficult to obtain a more representative sample. However, it may introduce bias because individuals who are easily accessibility may not be representative of the broader population.

TEST OF NORMALITY

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TRAINING PROGRAM CONTENT	.114	335	.000	.944	335	.001
SKILL ACQUISITION	.187	335	.003	.878	335	.000
EMPLOYEE ENGAGEMENT	.192	335	.005	.862	335	.003
PERFORMANCE METRICS	.202	335	.000	.858	335	.001
EMPLOYEE ABSENTEEISM	.205	335	.011	.877	335	.000

Result:

Since the significance value of Training Program content, Skill acquisition, Employee Engagement, Performance Metrics and Employee Absenteeism is lesser than the p value (0.05). So, all the dimensions follow's Non-Parametric Sampling test. Therefore, when $P < 0.05$ Reject Null hypothesis H_0 .

NON-PARAMETRIC TOOLS:

The study is carried out using various non-parametric statistical tools. The statistical is useful for drawing inference from the collected information. Statistical tools used in this research study is,

- Mann-Whitney Test
- Kruskal-Wallis Test
- Correlation (Spearman)

I. MANN-WHITNEY TEST

HYPOTHESIS:

Null Hypothesis H_0 : There is no significance difference between the mean rank of man and women with respect to those 5 dimensions.

Alternative Hypothesis H_1 : There is significance difference between the mean rank of man and women with respect to those 5 dimensions.

Table Shows Ranks of U Test

	Gender	N	Mean Rank	Sum of Ranks
TRAINING PROGRAM CONTENT	MALE	290	181.21	52552.00
	FEMALE	45	82.84	3728.00
	Total	335		
SKILL ACQUISITION	MALE	290	181.65	52678.00
	FEMALE	45	80.04	3602.00
	Total	335		
EMPLOYEE ENGAGEMENT	MALE	290	182.49	52923.50
	FEMALE	45	74.59	3356.50
	Total	335		
PERFORMANCE METRICS	MALE	290	169.11	49040.50
	FEMALE	45	160.88	7239.50
	Total	335		
EMPLOYEE ABSENTEEISM	MALE	290	180.49	52343.00
	FEMALE	45	87.49	3937.00
	Total	335		

Table shows Test Statistics^a of U test

	TRAINING PROGRAM CONTENT	SKILL ACQUISITION	EMPLOYEE ENGAGEMENT	PERFORMANCE METRICS	EMPLOYEE ABSENTEEISM
Mann-Whitney U	2693.000	2567.000	2321.500	6204.500	2902.000
Wilcoxon W	3728.000	3602.000	3356.500	7239.500	3937.000
Z	-6.380	-6.664	-7.093	-.547	-6.107
Asymp. Sig. (2-tailed)	.000	.000	.000	.585	.000

a. Grouping Variable: Gender

INTERPRETATION:

Since Significance value is lesser than p value (0.05), in the dimensions of Training program content, Skill acquisition, Employee engagement, Performance metrics and Employee Absenteeism, the mean rank of Men are more deviated than the women. Hence, Accept Null hypothesis H₀. Therefore, there is no significance difference between the mean rank of man and women with respect to those 5 dimensions.

II. KRUSKAL-WALLIS TEST

HYPOTHESIS:

Null Hypothesis H₀: There is no significance difference between the mean ranks of respondent age with respect to the dimensions.

Alternative Hypothesis H₁: There is significance difference between the mean ranks of respondent age with respect to the dimensions.

Table shows Ranks of H test

	Age	N	Mean Rank
TRAINING PROGRAM CONTENT	BELOW 18	155	198.56
	19 - 26	119	144.21
	27 - 35	35	119.96
	ABOVE 36	26	159.37
	Total	335	
SKILL ACQUISITION	BELOW 18	155	207.59
	19 - 26	119	146.94
	27 - 35	35	91.50
	ABOVE 36	26	131.37
	Total	335	
EMPLOYEE ENGAGEMENT	BELOW 18	155	206.40
	19 - 26	119	144.79
	27 - 35	35	106.74
	ABOVE 36	26	127.73
	Total	335	
PERFORMANCE METRICS	BELOW 18	155	173.92
	19 - 26	119	168.30
	27 - 35	35	128.99
	ABOVE 36	26	183.85
	Total	335	
EMPLOYEE ABSENTEEISM	BELOW 18	155	198.43
	19 - 26	119	145.76
	27 - 35	35	119.86
	ABOVE 36	26	153.17
	Total	335	

Table Test Statistics^{a,b} of H test

	TRAINING PROGRAM CONTENT	SKILL ACQUISITION	EMPLOYEE ENGAGEMENT	PERFORMANCE METRICS	EMPLOYEE ABSENTEEISM
Chi-Square	31.841	59.131	51.711	7.391	32.011
df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.060	.000

a. Kruskal Wallis Test

b. Grouping Variable: Age

INTERPRETATION:

Since, the significance value is lesser than the p value (0.05) in the dimensions of Training program content, Skill acquisition, Employee engagement, Performance metrics and Employee Absenteeism. So, Reject Null hypothesis H₀. Therefore, there is significance difference between the mean ranks of respondent age with respect to the dimensions.

III. SPEARMAN'S CORRELATION

HYPOTHESIS:

Null hypothesis H₀: There is no relationship between the variables of Training program content, Skill Acquisition, Employee engagement, Performance metrics, Employee Absenteeism.

Alternative hypothesis H1: There is relationship between the variables of Training program content, Skill Acquisition, Employee engagement, Performance metrics, Employee Absenteeism.

Table shows Correlations

			TRAINING PROGRAM CONTENT	SKILL ACQUISITION	EMPLOYEE ENGAGEMENT	PERFORMANCE METRICS	EMPLOYEE ABSENTEEISM
Spearman's rho	TRAINING PROGRAM CONTENT	Correlation Coefficient	1.000	.676**	.634**	.299**	.641**
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	335	335	335	335	335
	SKILL ACQUISITION	Correlation Coefficient	.676**	1.000	.722**	.298**	.674**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	335	335	335	335	335
	EMPLOYEE ENGAGEMENT	Correlation Coefficient	.634**	.722**	1.000	.323**	.663**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	335	335	335	335	335
	PERFORMANCE METRICS	Correlation Coefficient	.299**	.298**	.323**	1.000	.334**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	335	335	335	335	335
EMPLOYEE ABSENTEEISM	Correlation Coefficient	.641**	.674**	.663**	.334**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.000	.	
	N	335	335	335	335	335	

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

INTERPRETATION:

Since all the spearman's correlation coefficient values are not equal to zero, therefore reject null hypothesis H0 and accept alternative hypothesis H1. The relationship between Training program content with skill acquisition, employee engagement and employee absenteeism have strong correlation (>0.5) and with performance metrics have weak correlation (.299). The relationship between Skill acquisition with training program content, employee engagement, employee absenteeism has strong correlation (>0.5) and with performance metrics have weak correlation (.298). The relationship between Employee engagement with training program content, skill acquisition, employee absenteeism has strong correlation (>0.5) and with performance metrics have moderate correlation (.323). The relationship between Performance metrics with training program content, skill acquisition has weak correlation (<0.3) and with employee engagement, employee absenteeism has moderate correlation (>0.3). The relationship between Employee absenteeism with training program content, skill acquisition, employee engagement has strong correlation (>0.5) and with

performance metrics has moderate correlation (.334). Therefore, the above correlation analysis reveals a Positive correlation among various aspects of dimensions.

6. SUGGESTIONS

To make suggestions to the company regarding the impact of Training program on employee performance and Organizational success. Training programs can be improved to meet employee needs and contribute to organizational success. Conducting follow-up assessments can provide insights into the long-term impact of training on job performance and satisfaction. Organizations can invest in adaptive learning technologies to provide tailored experiences. Training participation is positively correlated with improved attendance behavior, so targeted training modules or awareness campaigns can be implemented. The company can retain the employee for longer period of time. By addressing these areas, organizations can optimize their training programs to better support employee growth and enhance overall performance.

7. CONCLUSIONS

The study at Brakes India reveals that training programs significantly enhance employee development, engagement, and organizational success. Key trends include a predominantly male demographic, varying perceptions across age groups, and positive correlations between training participation and improved attendance behaviour and commitment to organizational goals. Customized learning materials and recognition for training participation also influence employee engagement and satisfaction. The study emphasizes the need for continuous refinement of training programs to meet evolving employee needs and align with organizational goals. Prioritizing inclusivity, personalization, and recognition can foster a culture of continuous learning and development, empowering employees to contribute effectively to the company's success.

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