

CHAPTER-1

INTRODUCTION

1.1 INTRODUCTION TO THE TOPIC

The purpose of this project report is to investigate the gap that exists between the training provided to employees and their actual job performance. Employee training is a critical component of any organization's success, as it enables employees to acquire the knowledge, skills, and abilities required to perform their job duties effectively. However, despite the training provided, there may be instances where an employee's actual job performance does not meet the expected level.

To address this issue, we will conduct a gap analysis to identify the specific areas where the employee is struggling and take corrective action. This analysis will involve comparing the employee's performance to the expected performance level, as outlined in their job description and the training materials provided to them. We will also seek to understand the root causes of any discrepancies that exist between training and actual performance.

Through this project, we aim to provide a comprehensive understanding of the factors that contribute to the gap between training and actual performance. This understanding will enable organizations to take proactive steps to address any training deficiencies and ensure that employees are equipped with the necessary knowledge and skills to perform their jobs effectively. Ultimately, this will help organizations achieve their business goals and improve overall performance.

1.2 INDUSTRY PROFILE

The software industry is a rapidly growing sector that is driving innovation and technological advancement across various sectors. This industry comprises companies that design, develop, and distribute software products and services for a variety of platforms, including desktops, mobile devices, and cloud-based platforms.

The software industry is experiencing rapid growth due to the increasing demand for digital transformation across various sectors, including finance, healthcare, retail, and manufacturing. This demand has created a significant market opportunity for software

companies to offer innovative solutions that improve operational efficiency, enhance customer experience, and drive business growth.

One of the key drivers of growth in the software industry is the increasing adoption of cloud computing. Cloud computing provides organizations with the flexibility and scalability they need to manage their data and applications efficiently. This has led to the development of cloud-based software products and services, which are becoming increasingly popular due to their ease of use and affordability.

Another significant trend in the software industry is the emergence of artificial intelligence (AI) and machine learning (ML). These technologies are being used to develop intelligent software products and services that can learn from data, make predictions, and automate repetitive tasks. This has led to the development of innovative solutions in areas such as predictive maintenance, fraud detection, and customer service.

The software industry is highly competitive, with many companies vying for market share. To remain competitive, companies must continuously innovate and invest in research and development. This has led to significant investments in emerging technologies, such as blockchain, Internet of Things (IoT), and augmented reality (AR) and virtual reality (VR).

However, the software industry also faces several challenges. One of the biggest challenges is the increasing threat of cyber-attacks and data breaches. This has led to a growing demand for cybersecurity solutions that can protect against these threats.

In addition, the software industry is facing a shortage of skilled talent, particularly in emerging technologies such as AI and ML. This has led to increased competition for skilled professionals, which can drive up costs and limit innovation.

Overall, the software industry is a dynamic and rapidly evolving sector that is driving innovation and growth across various industries. To remain competitive, companies must continue to invest in emerging technologies, develop innovative solutions, and attract and retain skilled talent.

1.3 COMPANY PROFILE

VirtualMaze is one of the prominent companies in the Information Technology industry situated in Chennai, Tamil Nadu. It is renowned for providing amazing services in Mobile Applications and Games Development. Being one of the popular software development companies in India, we aspire to build smart and innovative software solutions for smartphones. With a well-experienced team by our side, we aim to provide distinctive tech services including GPS tracking & functionality tools, software development and exciting gaming applications. Our domain expertise in Information Technology enables us to develop creative, exciting and user-friendly mobile apps that transform to a whole new level of user-experience.

1.4 OBJECTIVE OF THE STUDY

- To identify the specific areas where employees are struggling in their job performance despite receiving training, and determine the root causes of these gaps.
- To evaluate the effectiveness of the training programs currently being provided to employees and assess whether they are meeting the needs of the employees and the organization.
- To recommend strategies and interventions to address any training deficiencies and help employees improve their job performance.
- To examine the impact of closing the gap between training and actual performance on employee productivity, job satisfaction, and organizational performance.
- To provide insights and recommendations that can help organizations improve their employee training and development programs, and ensure that employees are equipped with the necessary skills and knowledge to perform their jobs effectively.

1.5 SCOPE OF THE STUDY

- The study will focus on employees at virtualmaze softsys pvt ltd.
- The study aims to provide insights into the effectiveness of employee training and

development programs in the software industry and recommend strategies to improve employee performance and productivity. The findings of this study will be useful for software companies, human resources managers, and training professionals to design effective training programs and enhance employee performance.

- The analysis can help identify factors that are impacting employee motivation and engagement and suggest strategies for improvement.
- The analysis can help align training programs with the strategic objectives of the organization and ensure that training is focused on areas that are critical to the success of the business.

1.6 NEED FOR THE STUDY

Employees are the most valuable asset of an organization. Training and development programs are crucial for enhancing employee skills and knowledge and improving job performance. However, organizations often face a gap between the training provided to employees and the actual performance on the job. This study will help identify the causes of this gap and recommend strategies to close it, leading to enhanced employee performance.

Organizations invest a significant amount of time, money, and resources in employee training programs. An effective training program should result in improved employee performance and productivity. This study will help ensure that organizations are utilizing their resources effectively by identifying the areas where employees require additional training and development to improve their job performance.

The success of an organization is directly related to the performance of its employees. Improving employee performance through effective training and development programs can have a positive impact on the overall performance of the organization. This study will help identify the training gaps and provide insights on how to improve employee performance, resulting in improved organizational performance.

Employees who receive effective training and development opportunities are more engaged in their work, leading to improved job satisfaction and employee retention. This study

will help identify areas where employees require additional training and development, resulting in enhanced employee engagement and satisfaction.

In the software industry, customer satisfaction is crucial for the success of the organization. Effective training and development programs can help employees meet customer expectations by improving their skills and knowledge. This study will help identify the areas where employees require additional training and development to meet customer expectations, resulting in improved customer satisfaction.

1.7 PERIOD OF THE STUDY

The period of the study is about three months from February 2023 to April 2023 which includes the data collection.

1.8 LIMITATIONS

- The study may have a limited sample size due to the availability of employees and companies willing to participate in the study. The sample size may not be representative of the entire software industry, and the results may not be generalizable to other contexts.
- The study may rely on self-reported data from employees and organizations, which may be biased or inaccurate. The data collected may be influenced by social desirability bias, where employees and organizations may provide responses that are more favourable than their actual performance.
- The study may have time constraints due to the limited duration of the project. It may not be possible to collect and analyze data from all relevant sources, which may limit the depth and breadth of the study.
- Measuring the effectiveness of training programs can be challenging, as it may be difficult to isolate the impact of training from other factors that affect employee performance. The study may face challenges in accurately measuring the effectiveness of training programs and identifying the causes of the training-performance gap.

CHAPTER - 2

REVIEW OF LITERATURE

1. In a study conducted by Hossain and Rashid (2021), the authors used a questionnaire-based survey to identify the gap between the skills acquired during training and the skills required for performing the job. The study concluded that a significant gap existed between the skills acquired during training and the skills required for job performance.
2. In a study conducted by Khajuria and Bhatti (2019), the authors analyzed the effectiveness of training programs on employee performance. The study found that a gap existed between the training provided and the actual job requirements, and recommended that training programs should be aligned with the needs of the organization and the job requirements.
3. According to Kabbashi et al. (2018), the effectiveness of training programs can be improved by conducting a gap analysis to identify the difference between the required and existing knowledge, skills, and abilities of employees. The study found that conducting a gap analysis can help in designing effective training programs and enhancing the performance of employees.
4. In a study by Huang and Chang (2020), the authors explored the factors affecting the effectiveness of training programs. The study identified a gap between the training provided and the actual job requirements, and recommended that training programs should be designed according to the specific needs of the job and the organization.
5. According to Singh and Khan (2019), a gap analysis can be used to identify the training needs of employees and design training programs accordingly. The study found that conducting a gap analysis can help in aligning the training programs with the job requirements, leading to improved employee performance.
6. In a study by Aljohani and Ogunlana (2018), the authors explored the impact of training programs on employee performance in the construction industry. The study identified a gap between the training provided and the actual job requirements, and recommended that training programs should be aligned with the specific needs of the construction industry.
7. According to Arora and Saxena (2019), a gap analysis can be used to identify the difference between the skills acquired during training and the skills required for job

performance. The study found that conducting a gap analysis can help in designing effective training programs and enhancing the performance of employees.

8. In a study by Hamid et al. (2018), the authors investigated the impact of training programs on employee performance in the hospitality industry. The study found that a gap existed between the training provided and the actual job requirements, and recommended that training programs should be aligned with the needs of the hospitality industry.
9. According to Singh and Kaur (2019), the effectiveness of training programs can be enhanced by conducting a gap analysis to identify the difference between the existing skills and knowledge of employees and the skills and knowledge required for job performance. The study recommended that training programs should be designed according to the specific needs of the organization and the job requirements.
10. In a study by Kasim and Nizam (2020), the authors explored the impact of training programs on employee performance in the banking sector. The study found that a gap existed between the training provided and the actual job requirements, and recommended that training programs should be aligned with the needs of the banking industry.
11. According to Khan and Tariq (2018), a gap analysis can be used to identify the difference between the existing skills and knowledge of employees and the skills and knowledge required for job performance. The study recommended that training programs should be designed according to the specific needs of the organization and the job requirements.
12. In a study by Arif et al. (2020), the authors investigated the impact of training programs on employee performance in the manufacturing industry. The study found that a gap existed between the training provided and the actual job requirements, and recommended that training programs should be aligned with the needs of the manufacturing industry.
13. In their article, "Using Gap Analysis to Improve Training and Performance," authors Karen DeLisle and James Miller describe gap analysis as a useful tool for identifying discrepancies between employee performance and organizational expectations. They argue that gap analysis can help organizations design more effective training programs that address specific performance gaps.
14. In "The Use of Gap Analysis in Developing and Implementing Competency-Based Training," author Anne-Marie Mountford describes how gap analysis can be used to

design competency-based training programs. By identifying the gap between an employee's current skills and the desired level of competence, organizations can design training programs that help employees acquire the necessary skills.

15. In "Gap Analysis: A Method for Assessing Organizational Training Needs," author David P. DeJoy discusses how gap analysis can be used to identify training needs at the organizational level. By comparing current performance levels to desired performance levels, organizations can identify the areas where training is needed most.
16. In "Bridging the Skills Gap: A Comparative Analysis of Learning and Development Strategies," authors Lisa Gates and Elizabeth Loyd compare the effectiveness of different learning and development strategies for addressing the skills gap. They argue that gap analysis is an important first step in designing effective learning and development programs.
17. In "Using Gap Analysis to Improve Learning Outcomes in Higher Education," authors Mohamed Elsayed and Hala El-Sayed describe how gap analysis can be used to improve learning outcomes in higher education. By identifying the gap between current and desired performance levels, educators can design learning activities that target specific knowledge and skill gaps.
18. In "Identifying Learning and Development Needs: A Critical Review of the Literature," author Sharon Turnbull reviews the literature on identifying learning and development needs. She concludes that gap analysis is an effective tool for identifying the knowledge and skill gaps that need to be addressed in order to improve performance.
19. In "Addressing the Skills Gap: A Review of Best Practices," authors Richard Gentry and Nathan Greenberg review the best practices for addressing the skills gap in organizations. They argue that gap analysis is a key component of any effective learning and development program.
20. In "The Role of Gap Analysis in Designing Effective Learning and Development Programs," author Jennifer Currence describes how gap analysis can be used to design effective learning and development programs. She argues that by identifying the gap between current and desired performance levels, organizations can design training programs that are tailored to the specific needs of employees.
21. In "Using Gap Analysis to Improve Sales Performance," authors Deborah Eastman and Monica Martinez describe how gap analysis can be used to improve sales performance. By identifying the gap between current sales performance and desired sales

performance, organizations can design training programs that address the specific skills and knowledge gaps that are hindering sales success.

22. In "A Review of Gap Analysis Models for Improving Learning Outcomes," authors Mohammad Hassanzadeh and Nasrin Azad describe various gap analysis models that can be used to improve learning outcomes. They argue that gap analysis is a critical first step in any learning and development program.
23. In "Closing the Skills Gap: A Review of the Literature," author Laurie Bassi reviews the literature on closing the skills gap in organizations. She concludes that gap analysis is a key component of any effective learning and development program.
24. In "The Effectiveness of Gap Analysis in Identifying Training Needs," authors Ahmad Rasmi AlBattat and Syed Shah Alam review the effectiveness of gap analysis in identifying training needs. They conclude that gap analysis is an effective tool for identifying the knowledge and skill gaps that need to be addressed in order to improve performance.
25. In their study on the impact of training on employee performance, Ali, Raja, and Bashir (2018) found that there is a significant positive relationship between training and employee performance, highlighting the importance of conducting gap analysis to identify areas where training is needed.
26. A study by Demir et al. (2020) on the gap between training and actual performance in the healthcare sector found that healthcare organizations face significant challenges in closing the gap, including lack of resources and support, limited access to training programs, and resistance to change.
27. According to a study by Karmakar (2018), gap analysis is a critical tool for identifying the knowledge and skill gaps in the workforce, which can help organizations develop more effective training programs to improve employee performance.
28. In their study on the role of leadership in bridging the gap between training and actual performance, Gomes and da Silva (2018) found that leadership plays a crucial role in promoting a culture of learning and development, which can help to close the gap between training and actual performance.
29. A study by Zhang and Huang (2019) on the gap between training and actual performance in the hospitality industry found that training needs to be tailored to the specific needs and skills of the workforce, and that effective performance management systems are essential for monitoring and evaluating the effectiveness of training programs.

30. According to a study by Fawzy and Abdelmoteleb (2019), gap analysis is an effective tool for identifying the causes of poor performance in the workplace, and can help organizations to develop targeted training programs to address these issues.
31. A study by Kuvaas (2018) on the impact of training on employee motivation and performance found that training can have a significant positive effect on employee performance, especially when training is aligned with employee goals and objectives.
32. In their study on the impact of training on employee productivity, Hussain et al. (2018) found that training can improve employee productivity by increasing their knowledge and skills, highlighting the importance of conducting gap analysis to identify areas where training is needed.
33. A study by Li et al. (2019) on the gap between training and actual performance in the manufacturing industry found that the use of technology-based training programs can help to improve the effectiveness of training and bridge the gap between training and actual performance.
34. According to a study by Alotaibi and Hussain (2018), gap analysis is an essential tool for identifying the skills and knowledge gaps in the workforce, which can help organizations to develop more effective training programs to improve employee performance.
35. In their study on the relationship between training and employee turnover, Bao et al. (2020) found that training can help to reduce employee turnover by improving their job satisfaction and performance, highlighting the importance of conducting gap analysis to identify areas where training is needed.
36. A study by Mahajan and Joshi (2018) on the impact of training on employee engagement and performance found that training can have a significant positive effect on employee engagement and performance, especially when training is aligned with employee goals and objectives.
37. According to a study by Chen and Wang (2019), gap analysis is a critical tool for identifying the knowledge and skill gaps in the workforce, which can help organizations develop more effective training programs to improve employee performance.
38. In their study on the impact of training on employee satisfaction, Ladan et al. (2020) found that training can improve employee satisfaction by providing them with the skills and knowledge they need to perform their job effectively, highlighting the importance of conducting gap analysis to identify areas where training is needed.

39. Bhatti, M. A., & Akhtar, M. W. (2011). Impact of training on employee performance: A study of retail banking sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 3(2), 760-775.
40. Bushra, F., & Usman, A. (2014). Impact of training on employee performance in the context of Pakistan. *International Journal of Management Sciences and Business Research*, 3(7), 14-21.
41. Ganesan, R. (2016). Impact of training on employee performance in the automobile sector. *Asia Pacific Journal of Marketing and Management Review*, 5(2), 19-28.
42. Gupta, R., & Chauhan, D. S. (2016). Impact of training on employee performance: A study of Indian auto sector. *International Journal of Management, IT and Engineering*, 6(3), 299-317.
43. Haque, M. A., & Rahman, M. A. (2017). Impact of training on employee performance: A case study of Dhaka Bank Limited, Bangladesh. *Global Journal of Management and Business Research: Administration and Management*, 17(2), 1-7.
44. Karami, A., & Dolatabadi, H. R. (2011). The impact of training on employee performance: Evidence from Iranian banking industry. *Journal of Applied Business and Economics*, 13(3), 83-98.
45. Khattak, S. A., Rehman, K. U., & Akhtar, W. (2016). The impact of training on employee performance in banking sector of Pakistan. *International Journal of Human Resource Studies*, 6(2), 157-172.
46. Khosravi, S., & Sarfaraz, M. R. (2018). The impact of training on employee performance: A case study of Telecommunication Company in Iran. *International Journal of Humanities and Social Science Research*, 6(1), 17-24.
47. Kusumasari, B., & Purnamasari, L. (2019). The impact of training on employee performance in retail industry. *Journal of Applied Management*, 17(3), 372-377.
48. Liu, X., & Fang, Y. (2018). Impact of training on employee performance: A study of the banking sector in China. *Journal of Service Science and Management*, 11(6), 571-585.
49. Mutlu, T., & Taşkin, C. (2015). The impact of training on employee performance: Evidence from Turkish banking sector. *Procedia Economics and Finance*, 23, 936-941.
50. Owino, D. J., & Waiganjo, E. W. (2019). The impact of training on employee performance in the hospitality industry: A case of hotels in Kisumu City, Kenya. *European Journal of Hospitality and Tourism Research*, 7(3), 56-71.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

A research design is the overall plan or strategy that outlines the steps and procedures to be followed in a research study. It provides a framework for collecting, analyzing, and interpreting data that will be used to answer research questions or test hypotheses. A well-designed research study is essential to ensure that the data collected is reliable, valid, and relevant.

The research design is a crucial part of any research project report. It includes the research questions, hypothesis, sampling method, data collection and analysis methods, and ethical considerations. The research design provides a clear understanding of the study's objectives and how the data will be collected and analyzed to achieve those objectives.

The research design should be carefully selected to ensure that it is appropriate for the research questions and objectives of the study. The choice of research design will depend on various factors, such as the research questions, the type of data to be collected, the research setting, and the available resources.

3.2 METHOD OF DATA COLLECTION

Data collection is a crucial step in any research project, and it can be done using primary or secondary sources.

Both primary and secondary data collection methods have their advantages and disadvantages. Primary data collection methods are more reliable and can provide detailed information that is specific to the research question. However, primary data collection methods can be time-consuming, expensive, and require a large sample size. Secondary data collection methods are less time-consuming and less expensive. However, secondary data may not be specific to the research question, and its reliability may be questionable.

3.2.1 PRIMARY DATA COLLECTION

Primary data collection involves gathering information directly from the source. This data can be collected through various methods, such as surveys, interviews, observations, and experiments. Surveys can be conducted in person, through mail, phone, or online. Interviews can be conducted in person, over the phone, or through video conferencing. Observations can be conducted in natural settings or controlled environments. Experiments involve manipulating variables to test a hypothesis.

3.2.2 SECONDARY DATA COLLECTION

Secondary data collection involves gathering information from existing sources. This data can be obtained from various sources, such as government reports, academic journals, newspapers, books, and online databases. Secondary data collection is less time-consuming and less expensive than primary data collection. However, it is important to ensure that the secondary data is reliable and relevant to the research question.

3.3 POPULATION

The population for this study is 200 employees of Virtualmaze Private Limited who work in roles that supports the research topic.

3.4 SAMPLE UNIT

It is a single element or group of elements subjected to selection in the sample. Here in this project, the sampling unit is employees of the organization.

3.5 SAMPLING SIZE

The sampling size for this study will be approximately 111 employees at Virtualmaze Private Limited.

3.6 SAMPLING METHOD

The sampling method for this study will be purposive sampling, which involves selecting participants based on specific criteria related to the research question and objectives.

3.7 TOOLS FOR DATA ANALYSIS

The tools for data collection will include structured interviews and surveys, while the data analysis will involve both descriptive statistics and inferential statistics. Descriptive statistics will be used to summarize the data collected, while inferential statistics will be used to test hypotheses and identify significant relationships between variables. The data will be analyzed using statistical software SPSS.

Percentage Analysis

This is an unvaried analysis (Le, considering just one factor) where the percentage of a particular factor, with different categories are calculated in order to help one get a fair idea regarding a sample and thereby that of population.

Chi-Square test

Generally speaking, the chi-square test is a statistical test used to examine differences with categorical variables. There are a number of features of the social world we characterize through categorical variables. To examine hypotheses using such variables, use the chi-square test.

Linear Regression

Linear regression analysis is used to predict the value of a variable based on the value of another variable. The variable you want to predict is called the dependent variable. The variable you are using to predict the other variable's value is called the independent variable.

3.8 PROPOSED MODEL

The proposed model for the research topic of gap analysis between training and performance includes defining the research problem, developing research questions, conducting a literature review, developing an empirical framework, choosing research methods, collecting data, analyzing data, drawing conclusions, and making recommendations.

3.9 Scaling Method

The scaling method for this study will be a Likert scale, which will be used to measure the responses of employees to the survey questionnaire. The Likert scale is a commonly used scaling method that allows respondents to indicate their level of agreement or disagreement with a statement on a scale of 1 to 5.

CHAPTER - 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Data analysis is the process of uncovering patterns and trends in the data. Data interpretation is the process of assigning meaning to the data. It involves explaining those discovered patterns and trends in the data chronology. Data analysis comes first, followed by data interpretation.

4.2 PERCENTAGE ANALYSIS

I am going to analyze the percentage for the questionnaire which I collected already. And from that only I am going to analysis the percentage analysis and interpretation.

Age
Table No. 4.2.1

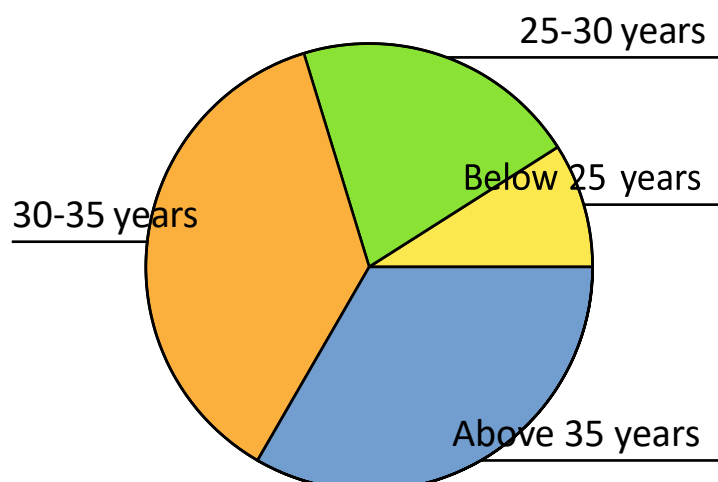
	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 years	10	9.0%	9.0%	9.0%
25-30 years	23	20.7%	20.7%	29.7%
30-35 years	41	36.9%	36.9%	66.7%
Above 35 years	37	33.3%	33.3%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table the 9.0% of the respondents ages are below 25 years, 20.7% are 25-30 years, 36.9% are 30-35 years, and 33.3% are above 35 years. Hence the majority 36.9% of the respondents ages are 30-35 years.

Chart No. 4.2.1



Gender

Table No. 4.2.2

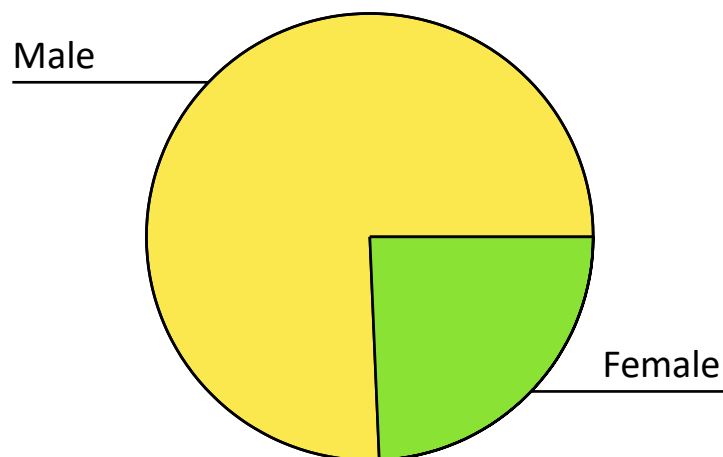
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	84	75.7%	75.7%	75.7%
Female	27	24.3%	24.3%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table, we infer that 75.7% of respondents are male, 24.3% of respondents are female. Hence, we conclude that majority of respondents are male.

Chart No. 4.2.2



Qualification

Table No. 4.2.3

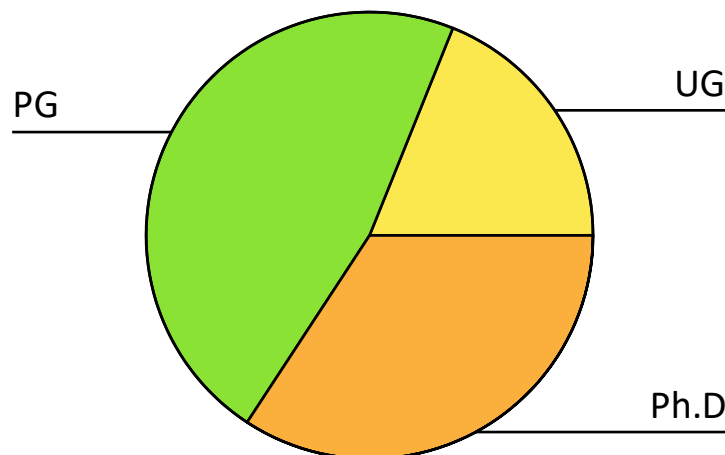
	Frequency	Percent	Valid Percent	Cumulative Percent
UG	21	18.9%	18.9%	18.9%
PG	52	46.8%	46.8%	65.8%
Ph.D	38	34.2%	34.2%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 18.9% of the respondent's qualifications are UG, 46.8% of the respondents are PG, 34.2% are Ph.D. Hence the majority 46.8% of respondent's qualifications are PG.

Chart No. 4.2.3



Salary
Table No. 4.2.4

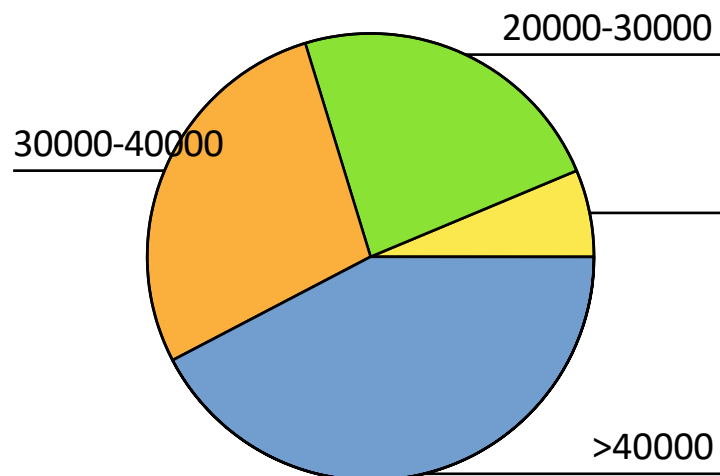
	Frequency	Percent	Valid Percent	Cumulative Percent
<20000	7	6.3%	6.3%	6.3%
20000-30000	26	23.4%	23.4%	29.7%
30000-40000	31	27.9%	27.9%	57.7%
>40000	47	42.3%	42.3%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 6.3% of the respondent's salary are below 20000, 23.4% of respondents are 20000-30000, 27.9% of respondents are 30000-40000 and 42.3% of respondents are above 40000. Hence the majority 42.3% of the respondent's salary is above 40000.

Chart No. 4.2.4



Marital Status

Table No. 4.2.5

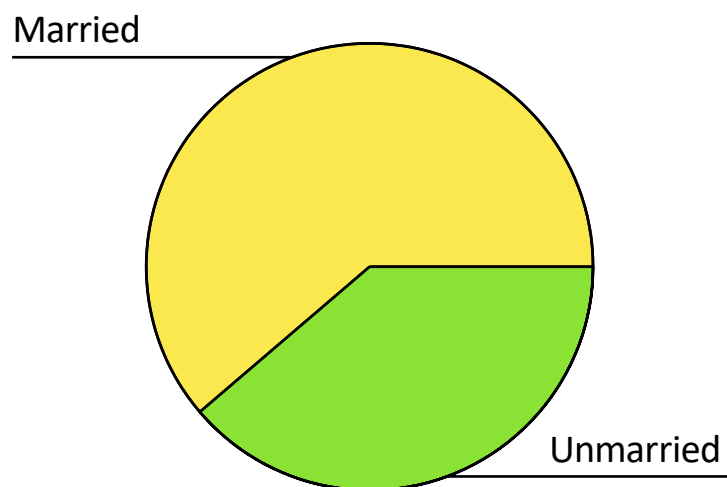
	Frequency	Percent	Valid Percent	Cumulative Percent
Married	68	61.3%	61.3%	61.3%
Unmarried	43	38.7%	38.7%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 61.3% of the respondents are married, and 38.7% of the respondents are unmarried. Hence the majority 61.3% of the respondents are married.

Chart No. 4.2.5



Opinion on “adequate training to perform job duties effectively”.

Table No. 4.2.6

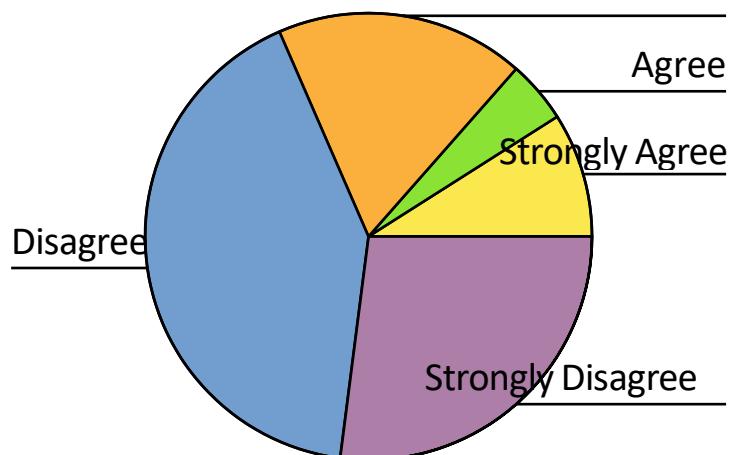
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	9.0%	9.0%	9.0%
Agree	5	4.5%	4.5%	13.5%
Neutral	20	18.0%	18.0%	31.5%
Disagree	46	41.4%	41.4%	73.0%
Strongly Disagree	30	27.0%	27.0%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 9.0% of the respondents strongly agree, 4.5% of the respondents agree, 18.0% of the respondents are neutral, 41.4% of the respondents are disagree and 27.0% of the respondents are strongly disagree that they receive adequate training to perform job duties effectively. Hence the majority 41.4% of the respondents agree that there is receive adequate training to perform job duties effectively.

Chart No. 4.2.6



Opinion on “confident in your ability to apply the knowledge and skills learned in training to job tasks”.

Table No. 4.2.7

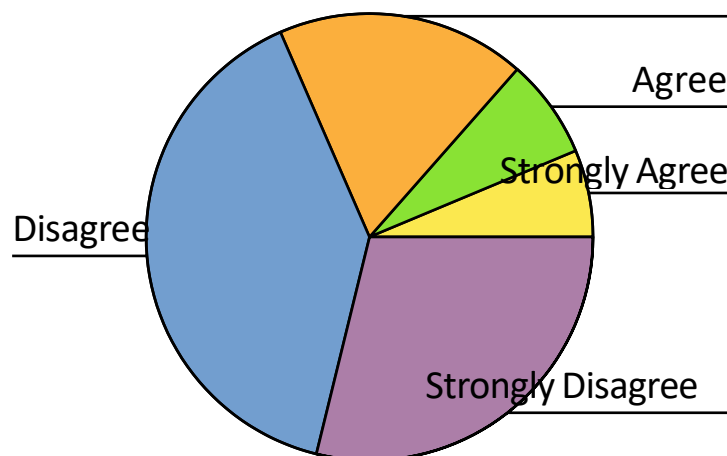
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	6.3%	6.3%	6.3%
Agree	8	7.2%	7.2%	13.5%
Neutral	20	18.0%	18.0%	31.5%
Disagree	44	39.6%	39.6%	71.2%
Strongly Disagree	32	28.8%	28.8%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 6.3% of the respondents strongly agree, 7.2% of the respondents agree, 18.0% of the respondents are neutral, 39.6% of the respondents are disagree and 28.8% of the respondents are strongly disagree that there is confident in your ability to apply the knowledge and skills learned in training to job tasks. Hence the majority 39.6% of the respondents disagree that there is confident in your ability to apply the knowledge and skills learned in training to job tasks.

Chart No. 4.2.7



Opinion on “encounter situations at work where you feel you were not adequately trained”.

Table No. 4.2.8

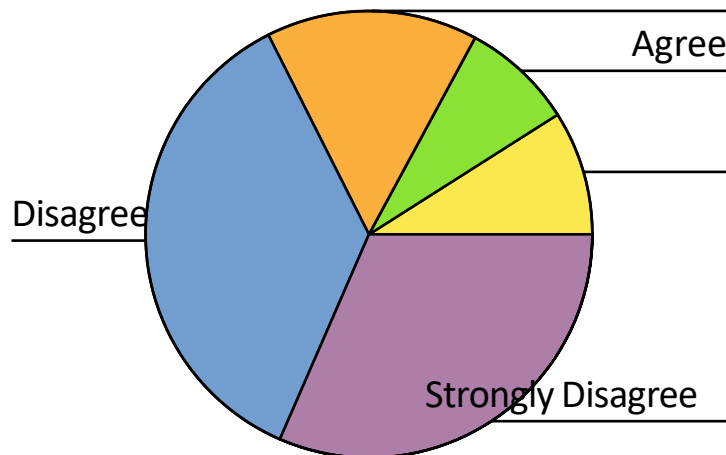
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	9.0%	9.0%	9.0%
Agree	9	8.1%	8.1%	17.1%
Neutral	17	15.3%	15.3%	32.4%
Disagree	40	36.0%	36.0%	68.5%
Strongly Disagree	35	31.5%	31.5%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 9.0% of the respondents strongly agree, 8.1% of the respondents agree, 15.3% of the respondents are neutral, 36.0% of the respondents are disagree and 31.5% of the respondents are strongly disagree that they often encounter situations at work where you feel you were not adequately trained. Hence the majority 36.0% of the respondents disagree that they often encounter situations at work where you feel you were not adequately trained.

Chart No. 4.2.8



Opinion on “actively seek out additional training or resources to improve job performance”.

Table No. 4.2.9

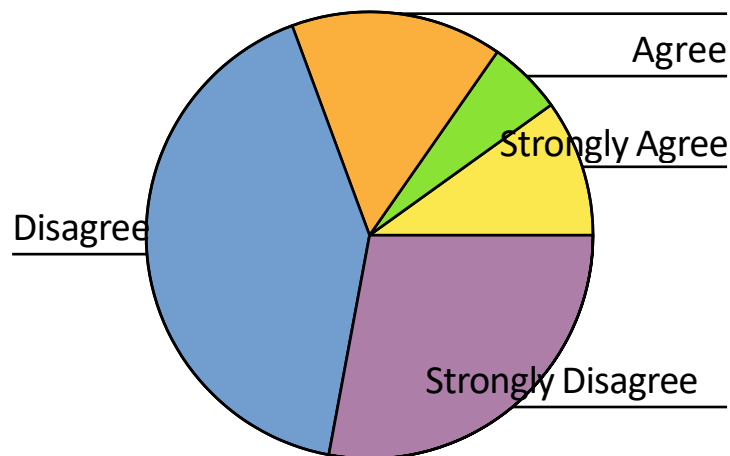
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	9.9%	9.9%	9.9%
Agree	6	5.4%	5.4%	15.3%
Neutral	17	15.3%	15.3%	30.6%
Disagree	46	41.4%	41.4%	72.1%
Strongly Disagree	31	27.9%	27.9%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 9.9% of the respondents strongly agree, 5.4% of the respondents agree, 15.3% of the respondents are neutral, 41.4% of the respondents are disagree and 27.9% of the respondents are strongly disagree that the actively seek out additional training or resources to improve job performance. Hence the majority 41.4% of the respondents agree that the actively seek out additional training or resources to improve job performance.

Chart No. 4.2.9



Opinion on “gaps between job tasks and the skills and knowledge gained from training”.

Table No. 4.2.10

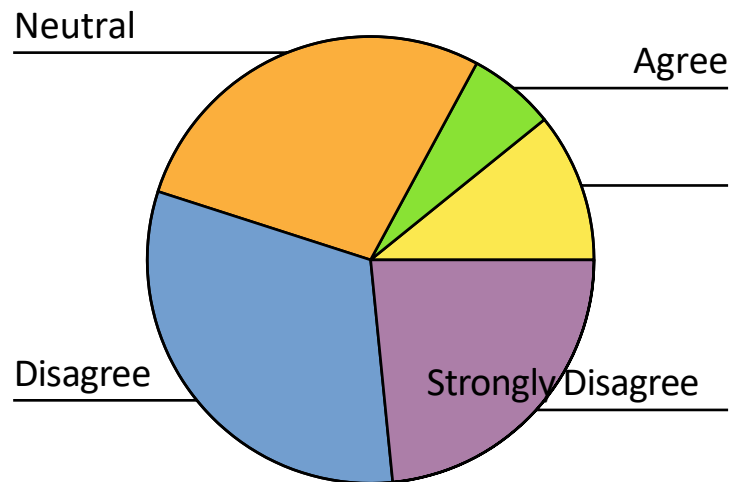
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	10.8%	10.8%	10.8%
Agree	7	6.3%	6.3%	17.1%
Neutral	31	27.9%	27.9%	45.0%
Disagree	35	31.5%	31.5%	76.6%
Strongly Disagree	26	23.4%	23.4%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 10.8% of the respondents strongly agree, 6.3% of the respondents agree, 27.9% of the respondents are neutral, 31.5% of the respondents are disagree and 23.4% of the respondents are strongly disagree that there are gaps between job tasks and the skills and knowledge gained from training. Hence the majority 31.5% of the respondents disagree that there are gaps between job tasks and the skills and knowledge gained from training.

Chart No. 4.2.10



Opinion on “job tasks align well with the skills and knowledge you gained from the training”.

Table No. 4.2.11

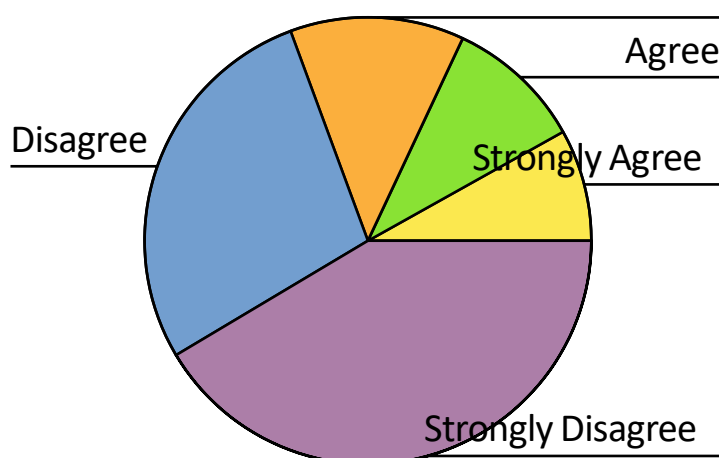
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	8.1%	8.1%	8.1%
Agree	11	9.9%	9.9%	18.0%
Neutral	14	12.6%	12.6%	30.6%
Disagree	31	27.9%	27.9%	58.6%
Strongly Disagree	46	41.4%	41.4%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 8.1% of the respondents strongly agree, 9.9% of the respondents agree, 12.6% of the respondents are neutral, 27.9% of the respondents are disagree and 41.4% of the respondents are strongly disagree that the job tasks align well with the skills and knowledge you gained from the training. Hence the majority 41.4% of the respondents strongly disagree that the job tasks align well with the skills and knowledge you gained from the training.

Chart No. 4.2.11



Opinion on “the training programs offered by your company are effective in improving job performance”.

Table No. 4.2.12

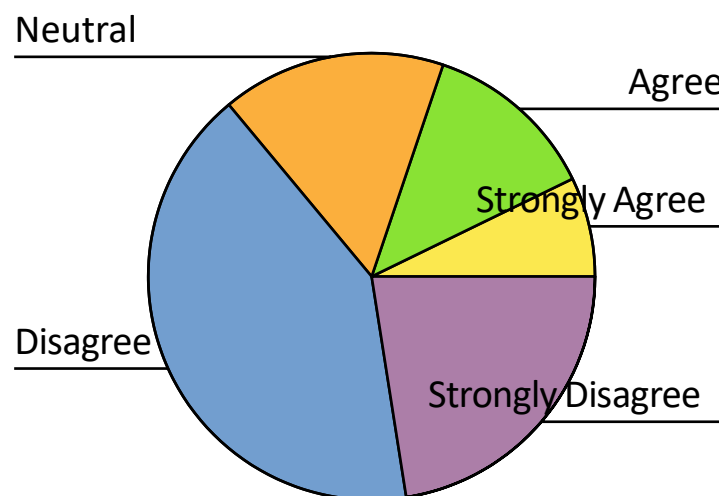
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	7.2%	7.2%	7.2%
Agree	14	12.6%	12.6%	19.8%
Neutral	18	16.2%	16.2%	36.0%
Disagree	46	41.4%	41.4%	77.5%
Strongly Disagree	25	22.5%	22.5%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 7.2% of the respondents strongly agree, 12.6% of the respondents agree, 16.2% of the respondents are neutral, 41.4% of the respondents are disagree and 22.5% of the respondents are strongly disagree that the training programs offered by the company are effective in improving job performance. Hence the majority 41.4% of the respondents disagree that the training programs offered by the company are effective in improving job performance.

Chart No. 4.2.12



Opinion on “training programs offered by your company are to support your career development and advancement”.

Table No. 4.2.13

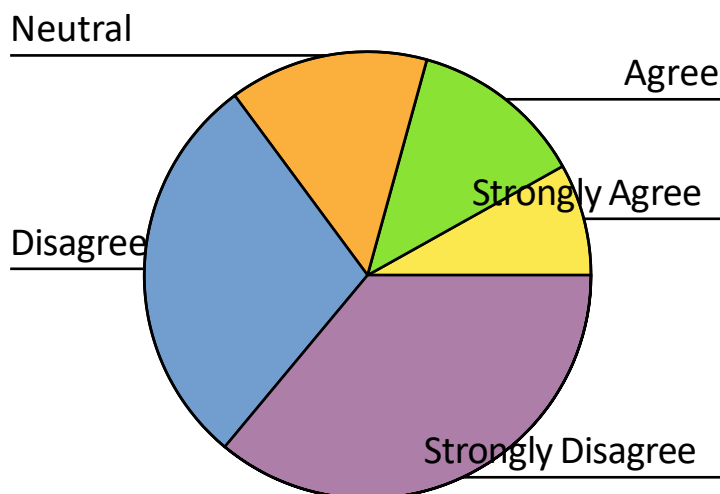
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	8.1%	8.1%	8.1%
Agree	14	12.6%	12.6%	20.7%
Neutral	16	14.4%	14.4%	35.1%
Disagree	32	28.8%	28.8%	64.0%
Strongly Disagree	40	36.0%	36.0%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 8.1% of the respondents strongly agree, 12.6% of the respondents agree, 14.4% of the respondents are neutral, 28.8% of the respondents are disagree and 36.0% of the respondents are strongly disagree with the training programs offered by the company are to support your career development and advancement. Hence the majority 36.0% of the respondents strongly disagree with the training programs offered by the company are to support your career development and advancement.

Chart No. 4.2.13



Opinion on “room for improvement in the training programs offered by your company”.

Table No. 4.2.14

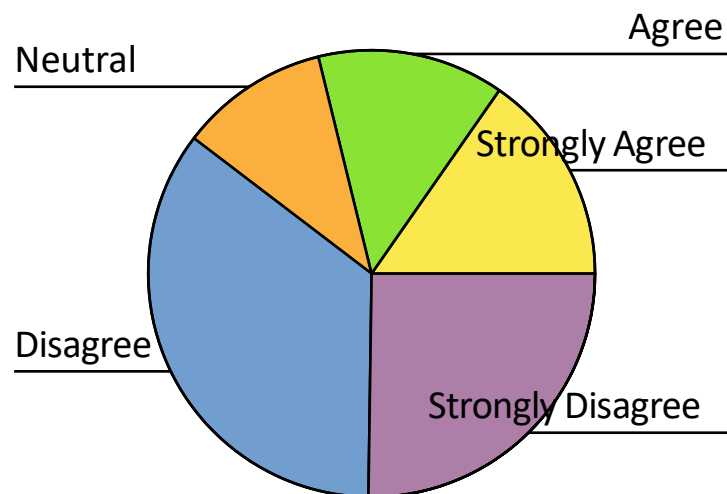
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	15.3%	15.3%	15.3%
Agree	15	13.5%	13.5%	28.8%
Neutral	12	10.8%	10.8%	39.6%
Disagree	39	35.1%	35.1%	74.8%
Strongly Disagree	28	25.2%	25.2%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 15.3% of the respondents strongly agree, 13.5% of the respondents agree, 10.8% of the respondents are neutral, 35.1% of the respondents are disagree and 25.2% of the respondents are strongly disagree that there is room for improvement in the training programs offered by company. Hence the majority 35.1% of the respondents disagree there is room for improvement in the training programs offered by company.

Chart No. 4.2.14



Opinion on “frustrated or discouraged at work due to a lack of training or support”.

Table No. 4.2.15

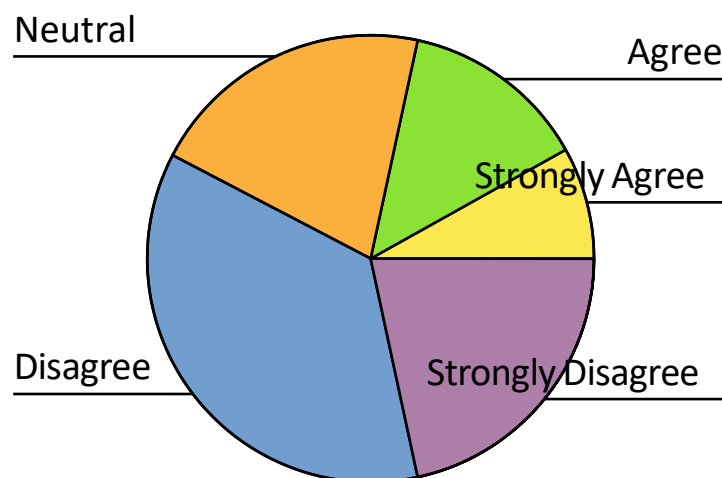
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	8.1%	8.1%	8.1%
Agree	15	13.5%	13.5%	21.6%
Neutral	23	20.7%	20.7%	42.3%
Disagree	40	36.0%	36.0%	78.4%
Strongly Disagree	24	21.6%	21.6%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 8.1% of the respondents strongly agree, 13.5% of the respondents agree, 20.7% of the respondents are neutral, 36.0% of the respondents are disagree and 21.6% of the respondents are strongly disagree that they feel frustrated or discouraged at work due to a lack of training or support. Hence the majority 36.0% of the respondents disagree that they feel frustrated or discouraged at work due to a lack of training or support.

Chart No. 4.2.15



Opinion on “your manager/supervisor provides regular feedback on your performance”.

Table No. 4.2.16

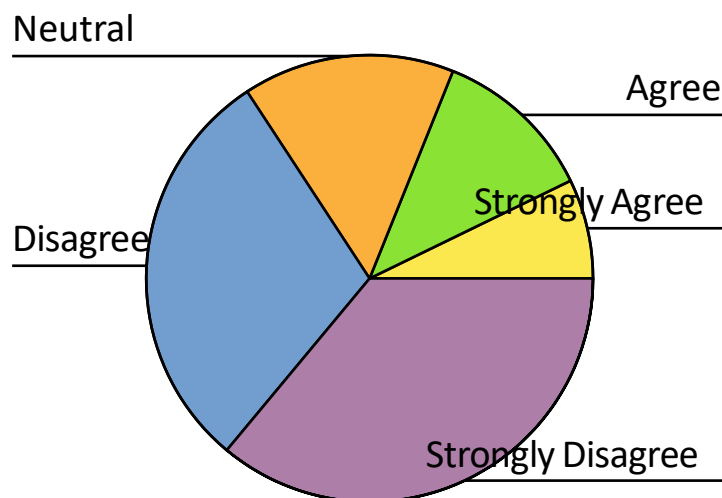
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	7.2%	7.2%	7.2%
Agree	13	11.7%	11.7%	18.9%
Neutral	17	15.3%	15.3%	34.2%
Disagree	33	29.7%	29.7%	64.0%
Strongly Disagree	40	36.0%	36.0%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 7.2% of the respondents strongly agree, 11.7% of the respondents agree, 15.3% of the respondents are neutral, 29.7% of the respondents are disagree and 36.0% of the respondents are strongly disagree that their manager/supervisor provides regular feedback on performance. Hence the majority 36.0% of the respondents strongly disagree that their manager/supervisor provides regular feedback on performance.

Chart No. 4.2.16



Opinion on “the feedback you receive from your manager/supervisor is helpful in improving your performance”.

Table No. 4.2.17

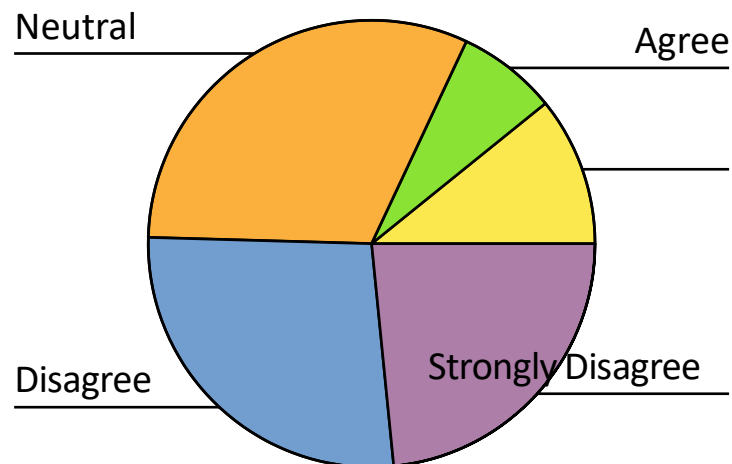
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	10.8%	10.8%	10.8%
Agree	8	7.2%	7.2%	18.0%
Neutral	35	31.5%	31.5%	49.5%
Disagree	30	27.0%	27.0%	76.6%
Strongly Disagree	26	23.4%	23.4%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 10.8% of the respondents strongly agree, 7.2% of the respondents agree, 31.5% of the respondents are neutral, 27.0% of the respondents are disagree and 23.4% of the respondents are strongly disagree that the feedback receive from the manager/supervisor is helpful in improving the performance. Hence the majority 31.5% of the respondents are neutral that the feedback receive from the manager/supervisor is helpful in improving the performance.

Chart No. 4.2.17



Opinion on “situations at work where you feel additional training would have helped you perform better”.

Table No. 4.2.18

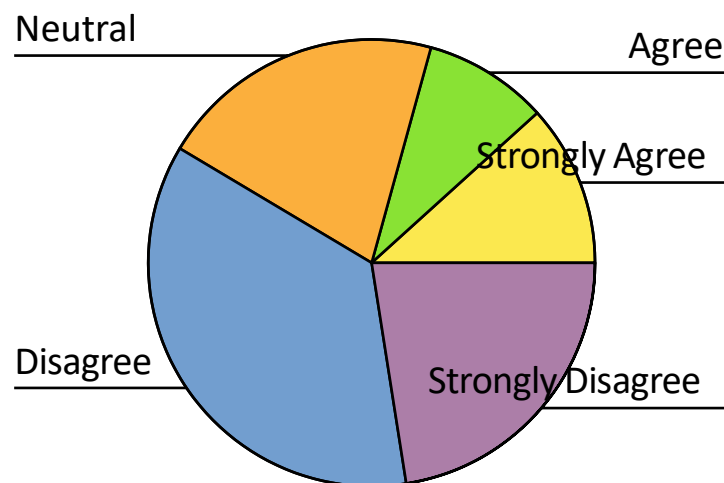
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	11.7%	11.7%	11.7%
Agree	10	9.0%	9.0%	20.7%
Neutral	23	20.7%	20.7%	41.4%
Disagree	40	36.0%	36.0%	77.5%
Strongly Disagree	25	22.5%	22.5%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 11.7% of the respondents strongly agree, 9.0% of the respondents agree, 20.7% of the respondents are neutral, 36.0% of the respondents are disagree and 22.5% of the respondents are strongly disagree that they often encounter situations at work where they feel additional training would have helped to perform better. Hence the majority 36.0% of the respondents disagree that they often encounter situations at work where they feel additional training would have helped to perform better.

Chart No. 4.2.18



Opinion on “situations at work where you feel you lack the necessary skills or knowledge to complete a task”.

Table No. 4.2.19

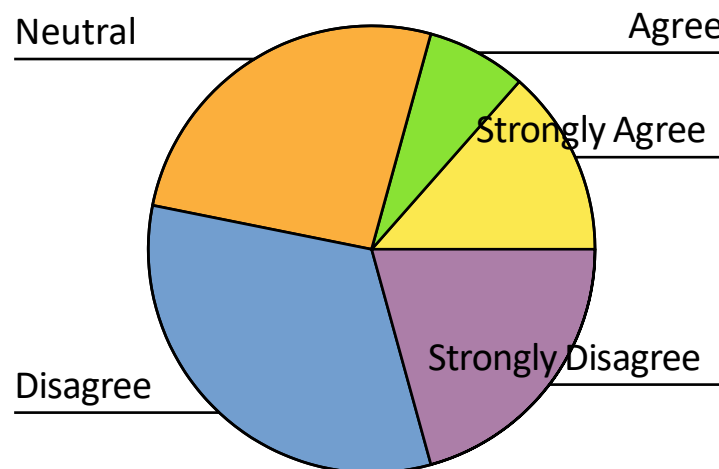
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	13.5%	13.5%	13.5%
Agree	8	7.2%	7.2%	20.7%
Neutral	29	26.1%	26.1%	46.8%
Disagree	36	32.4%	32.4%	79.3%
Strongly Disagree	23	20.7%	20.7%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 13.5% of the respondents strongly agree, 7.2% of the respondents agree, 26.1% of the respondents are neutral, 32.4% of the respondents are disagree and 20.7% of the respondents are strongly disagree that they encounter situations at work where they feel lack the necessary skills or knowledge to complete a task. Hence the majority 32.4% of the respondents disagree that they encounter situations at work where they feel lack the necessary skills or knowledge to complete a task.

Chart No. 4.2.19



Opinion on “the training programs offered by your company are effective in improving your job performance”.

Table No. 4.2.20

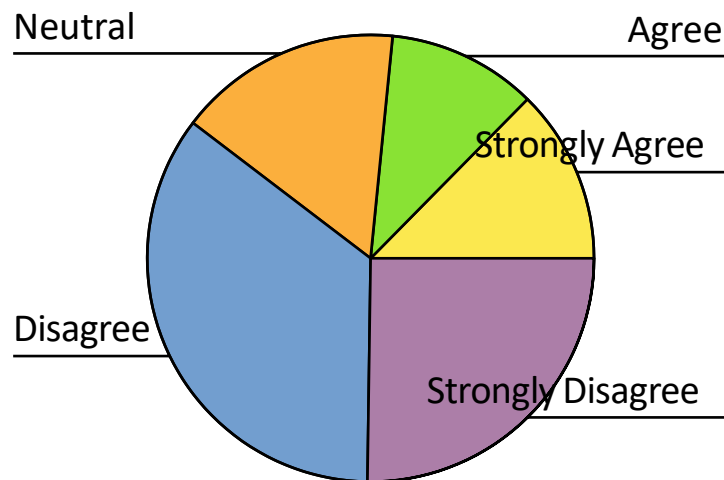
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	12.6%	12.6%	12.6%
Agree	12	10.8%	10.8%	23.4%
Neutral	18	16.2%	16.2%	39.6%
Disagree	39	35.1%	35.1%	74.8%
Strongly Disagree	28	25.2%	25.2%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 12.6% of the respondents strongly agree, 10.8% of the respondents agree, 16.2% of the respondents are neutral, 35.1% of the respondents are disagree and 25.2% of the respondents are strongly disagree that the training programs offered by the company are effective in improving job performance. Hence the majority 35.1% of the respondents disagree that the training programs offered by the company are effective in improving job performance.

Chart No. 4.2.20



Opinion on “areas where you need additional training or support to perform your job tasks effectively”.

Table No. 4.2.21

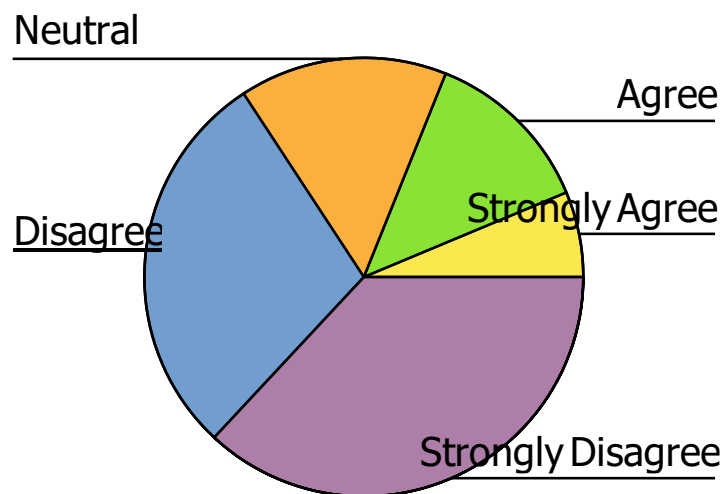
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	6.3%	6.3%	6.3%
Agree	14	12.6%	12.6%	18.9%
Neutral	17	15.3%	15.3%	34.2%
Disagree	32	28.8%	28.8%	63.1%
Strongly Disagree	41	36.9%	36.9%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 6.3% of the respondents strongly agree, 12.6% of the respondents agree, 15.3% of the respondents are neutral, 28.8% of the respondents are disagree and 36.9% of the respondents are strongly disagree that there are areas where they need additional training or support to perform job tasks effectively. Hence the majority 36.9% of the respondents strongly disagree that there are areas where they need additional training or support to perform job tasks effectively.

Chart No. 4.2.21



Opinion on “job tasks align with the goals and objectives of the company”.

Table No. 4.2.22

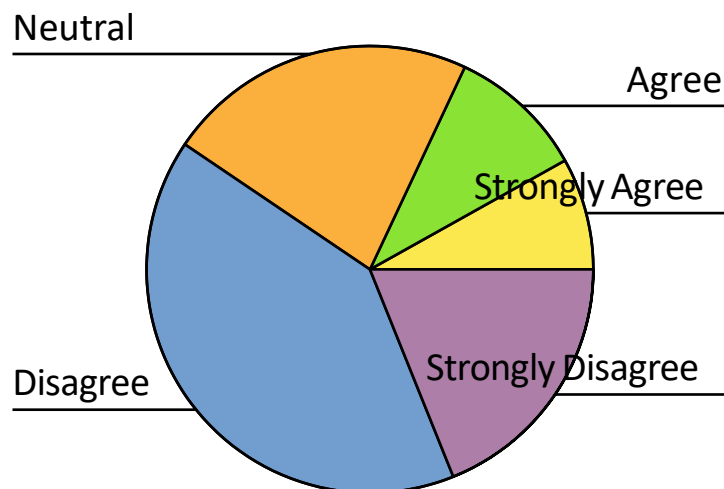
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	8.1%	8.1%	8.1%
Agree	11	9.9%	9.9%	18.0%
Neutral	25	22.5%	22.5%	40.5%
Disagree	45	40.5%	40.5%	81.1%
Strongly Disagree	21	18.9%	18.9%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 8.1% of the respondents strongly agree, 9.9% of the respondents agree, 22.5% of the respondents are neutral, 40.5% of the respondents are disagree and 18.9% of the respondents are strongly disagree that they feel well when their job tasks align with the goals and objectives of the company. Hence the majority 40.5% of the respondents disagree that they feel well when their job tasks align with the goals and objectives of the company.

Chart No. 4.2.22



Opinion on “prioritize your job tasks effectively to meet deadlines and goals”.

Table No. 4.2.23

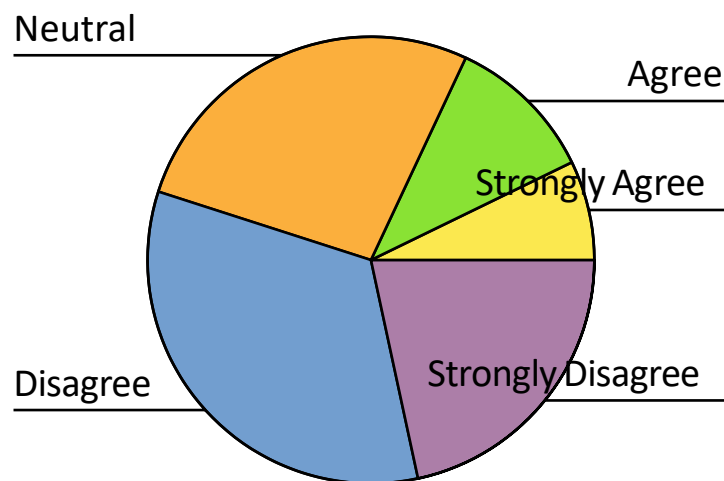
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	7.2%	7.2%	7.2%
Agree	12	10.8%	10.8%	18.0%
Neutral	30	27.0%	27.0%	45.0%
Disagree	37	33.3%	33.3%	78.4%
Strongly Disagree	24	21.6%	21.6%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 7.2% of the respondents strongly agree, 10.8% of the respondents agree, 27.0% of the respondents are neutral, 33.3% of the respondents are disagree and 21.6% of the respondents are strongly disagree that they can be able to prioritize the job tasks effectively to meet deadlines and goals. Hence the majority 33.3% of the respondents disagree that they can be able to prioritize the job tasks effectively to meet deadlines and goals.

Chart No. 4.2.23



Opinion on “motivated to perform well in your job role”.

Table No. 4.2.24

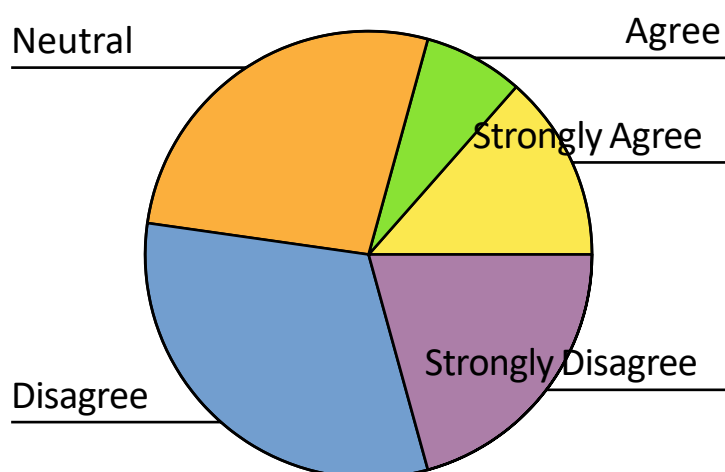
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	13.5%	13.5%	13.5%
Agree	8	7.2%	7.2%	20.7%
Neutral	30	27.0%	27.0%	47.7%
Disagree	35	31.5%	31.5%	79.3%
Strongly Disagree	23	20.7%	20.7%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 13.5% of the respondents strongly agree, 7.2% of the respondents agree, 27.0% of the respondents are neutral, 31.5% of the respondents are disagree and 20.7% of the respondents are strongly disagree that they are motivated to perform well in the job role. Hence the majority 31.5% of the respondents disagree that they are motivated to perform well in the job role.

Chart No. 4.2.24



Opinion on “adequately recognized and rewarded for your job performance”.

Table No. 4.2.25

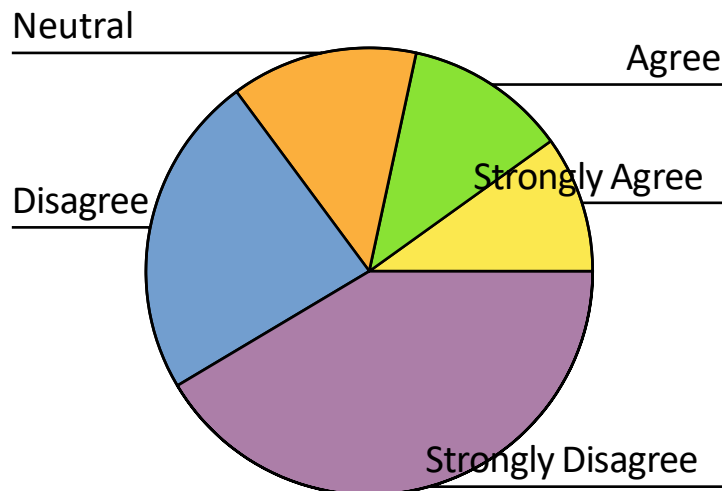
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	9.9%	9.9%	9.9%
Agree	13	11.7%	11.7%	21.6%
Neutral	15	13.5%	13.5%	35.1%
Disagree	26	23.4%	23.4%	58.6%
Strongly Disagree	46	41.4%	41.4%	100.0%
Total	111	100.0%		

Source: Primary data

Inference

From the above table 9.9% of the respondents strongly agree, 11.7% of the respondents agree, 13.5% of the respondents are neutral, 23.4% of the respondents are disagree and 41.4% of the respondents are strongly disagree that they feel adequately recognized and rewarded for their job performance. Hence the majority 41.4% of the respondents strongly disagree that they feel adequately recognized and rewarded for their job performance.

Chart No. 4.2.25



4.3 CHI-SQUARE TEST

HYPOTHESIS STATEMENT

Null Hypothesis (H0): There is no significant relationship between the training provided to employees and their actual performance.

Alternative Hypothesis (H1): There is a significant relationship between the training provided to employees and their actual performance.

Age × Adequate training to perform job duties effectively

Table No. 4.3.1

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	23.35	12	.000
Likelihood Ratio	27.90	12	.000
Linear-by-Linear Association	.08	1	.000
N of Valid Cases	111		

Inference

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and adequate training to perform job duties effectively.

Age × Ability to apply the knowledge and skills learned in training to job tasks

Table No. 4.3.2

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	12.01	12	.000
Likelihood Ratio	13.61	12	.000
Linear-by-Linear Association	.25	1	.000
N of Valid Cases	111		

Inference

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and ability to apply the knowledge and skills learned in training to job tasks.

Age × Situations at work where they feel not adequately trained

Table No. 4.3.3

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	11.33	12	.000
Likelihood Ratio	12.79	12	.000
Linear-by-Linear Association	2.44	1	.000
N of Valid Cases	111		

Inference

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and situations at work where they feel not adequately trained.

Age × Additional training or resources to improve job performance

Table No. 4.3.4

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	12.00	12	.000
Likelihood Ratio	12.06	12	.000
Linear-by-Linear Association	.00	1	.000
N of Valid Cases	111		

Inference

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and additional training or resources to improve job performance.

Age × Gaps between job tasks and the skills and knowledge gained from training

Table No. 4.3.5

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	12.37	12	.000
Likelihood Ratio	12.86	12	.000
Linear-by-Linear Association	2.16	1	.000
N of Valid Cases	111		

Inference

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and gaps between job tasks and the skills and knowledge gained from training.

4.4 LINEAR REGRESSION

In a linear regression model, one variable is considered the dependent variable, which is the variable being predicted or explained, and the other variable is the independent variable, which is the variable used to predict the dependent variable. The relationship between the two variables is assumed to be linear, meaning that a change in the independent variable causes a proportional change in the dependent variable.

Hypothesis

HO-There is no relationship between the training provided to employees and their actual performance.

HI- There is relationship between the training provided to employees and their actual performance.

Model Summary (Do you feel that there are areas where you need additional training or support to perform your job tasks effectively?)

Table No. 4.4.1

R	R Square	Adjusted R Square	Std. Error of the Estimate
.43	.19	.18	1.13

ANOVA (Do you feel that there are areas where you need additional training or support to perform your job tasks effectively?)

Table No. 4.4.2

	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.95	1	31.95	24.98	.000
Residual	139.42	109	1.28		
Total	171.37	110			

Areas where you need additional training or support to perform your job tasks effectively

Table No. 4.4.3

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.13	.35	.00	6.16	.000
Training programs offered by the company are effective in improving job performance	.46	.09	.43	5.00	.000

Inference

From the above table, we come to know that calculated significant value is 0.00. As the calculated significant value is less than 0.01, we accept the alternative hypothesis at 5% level of significance and concluded that. There is a relationship between the training provided to employees and their actual performance.

CHAPTER 5

FINDINGS, SUGGESTIONS & CONCLUSION

5.1 FINDINGS

5.1.1 FINDINGS OF PERCENTAGE ANALYSIS

1. The majority 36.9% of the respondents are 30-35 years of age.
2. The majority 75.7% of the respondents are Male.
3. The majority 46.8% of the respondents are PG Qualification.
4. The majority 42.3% of the respondents are salary above 40000.
5. The majority 61.3% of the respondents are married.
6. The majority 41.4% of the respondents are received adequate training to perform job duties effectively.
7. The majority 39.6% of the respondents are Disagreed with feel confident in their ability to apply the knowledge and skills learned in training to job tasks.
8. The majority 36.0% of the respondents are Disagreed with often encounter situations at work where they feel not adequately trained.
9. The majority 41.4% of the respondents are Disagreed with actively seek out additional training or resources to improve job performance.
10. The majority 31.5% of the respondents are Disagreed with feel that there are gaps between job tasks and the skills and knowledge gained from training.
11. The majority 41.4% of the respondents are Strongly Disagree with job tasks align well with the skills and knowledge you gained from the training.
12. The majority 41.4% of the respondents are Disagree with feel that the training programs offered by your company are effective in improving job performance.
13. The majority 36.0% of the respondents are Strongly Disagree with Training programs offered by company are to support your career development and advancement.
14. The majority 35.1% of the respondents are Disagree with feel that there is room for improvement in the training programs offered by the company.
15. The majority 36.0% of the respondents are Disagree with feel frustrated or discouraged at work due to a lack of training or support.
16. The majority 36.0% of the respondents are Strongly Disagree manager/supervisor provides regular feedback on their performance.

17. The majority 31.5% of the respondents are Neutral with the feedback you receive from your manager/supervisor is helpful in improving their performance.
18. The majority 36.0% of the respondents are Disagreed with Do they often encounter situations at work where they feel additional training would have helped them perform better.
19. The majority 32.4% of the respondents are Disagreed with encounter situations at work where they feel lack necessary skills or knowledge to complete a task.
20. The majority 35.1% of the respondents are Disagreed with the training programs offered by the company are effective in improving your job performance.
21. The majority 36.9% of the respondents are Disagree with feel that there are areas where you need additional training or support to perform your job tasks effectively.
22. The majority 40.5% of the respondents are Disagree with job tasks align with the goals and objectives of the company.
23. The majority 33.3% of the respondents are Disagree with the ability to prioritize your job tasks effectively to meet deadlines and goals.
24. The majority 31.5% of the respondents are Disagree with motivated to perform well in your job role.
25. The majority 41.4% of the respondents are Strongly Disagree with adequately recognized and rewarded for their job performance.

5.1.2 FINDINGS OF CHI-SQUARE

1. From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and adequate training to perform job duties effectively.
2. From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and ability to apply the knowledge and skills learned in training to job tasks.
3. From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and situations at work where they feel not adequately trained.

4. From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and additional training or resources to improve job performance.
5. From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05 (5% level of significance). Hence HO is Rejected. H1 is Accepted. Therefore, it is inferred that there is a significance relationship between age and gaps between job tasks and the skills and knowledge gained from training.

5.1.3 FINDINGS OF LINEAR REGRESSION

1. From the above table, we come to know that calculated significant value is 0.00. As the calculated significant value is less than 0.01, we accept the alternative hypothesis at 5% level of significance and concluded that. There is a significance relationship between the training provided to employees and their actual performance.

5.2 SUGGESTIONS

1. Identify the gaps: The first step in bridging the gap between training and actual performance is to identify the specific areas where employees need improvement. Based on the survey results, it appears that employees may need additional support in applying their training to job tasks and in feeling confident in their abilities.
2. Provide targeted training: Once the gaps are identified, it is important to provide targeted training programs that address the specific needs of employees. The training should be relevant to their job roles and should focus on practical applications that can be implemented in the workplace.
3. Encourage ongoing learning: In addition to formal training programs, it is important to encourage ongoing learning and development opportunities for employees. This can include offering access to online courses, workshops, and mentoring programs.

4. **Provide regular feedback:** Regular feedback is essential in helping employees understand their strengths and areas for improvement. Managers and supervisors should provide constructive feedback on a regular basis, and employees should be encouraged to seek feedback from their peers and colleagues as well.
5. **Recognize and reward performance:** Employees who feel recognized and rewarded for their performance are more likely to be motivated and engaged in their work. Companies should consider implementing recognition and reward programs that acknowledge and incentivize employee performance.

5.3 CONCLUSION

In conclusion, the gap between training and performance is an important issue that needs to be addressed in organizations. This research topic aimed to identify the factors that contribute to the gap between training and performance and to recommend practical solutions to bridge this gap. Through a comprehensive literature review and data analysis, several factors were identified, including ineffective training design, lack of post-training support, inadequate feedback, and poor employee motivation.

To bridge the gap between training and performance, several recommendations can be made. Firstly, organizations need to design effective training programs that are tailored to the specific needs of employees and are aligned with organizational goals. Secondly, organizations need to provide post-training support to ensure that employees can apply their newly acquired skills in their job roles. Thirdly, organizations need to provide feedback to employees on their performance and provide them with opportunities for continuous learning and development. Lastly, organizations need to motivate employees to apply their newly acquired skills by providing incentives and recognition.

Overall, bridging the gap between training and performance can lead to improved organizational productivity, employee engagement, and job satisfaction. The recommendations made in this research can provide valuable insights to organizations on how to effectively design, implement, and evaluate their training programs to ensure that they are aligned with organizational goals and contribute to improved employee performance.

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