



A Study On Effectiveness Of Training And Development In Employees In Automotive Industry

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Abstract: Training and Development is a necessary factor in the attainment of organizational objectives of any organization. In every organization exists some form training and development Programme. The manpower has to trained and developed in terms of quality and quantity that they can do their work effectively and efficiently. The main focus on training and development is to improve the Knowledge and skills of the employees that is necessary in the achievement of organization goals as well as personal goal. The main purpose of his study is effectiveness of training and development.

Keywords: Training and development, job satisfaction, employee performance.

1. INTRODUCTION

In today's dynamic and competitive business environment, organizations are constantly seeking ways to maintain a competitive edge and adapt to changing market demands. One of the key strategies employed by successful organizations is investing in the training and development of their workforce. Training and development programs are integral components of human resource management aimed at enhancing employee skills, knowledge, and capabilities to meet organizational goals and objectives. However, the effectiveness of these programs is a subject of considerable debate and scrutiny within the realm of organizational research and practice. This introduction delves into the multifaceted landscape of training and development effectiveness, exploring the factors that influence its success and its impact on organizational performance. By examining the latest research findings and industry best practices, this discussion aims to provide insights into how organizations can design, implement, and evaluate training and development initiatives to maximize their benefits. First and foremost, it is essential to define the terms "training" and "development" to establish a its foundational understanding.

However, realizing the full potential of training and development programs requires careful planning, execution, and evaluation. Several factors influence the effectiveness of these initiatives, including the alignment with organizational goals, the relevance of content to job roles, the quality of instructional design, the availability of resources, and the support of organizational leadership. Moreover, the learning environment, including factors such as organizational culture, supervisor support, and peer interactions, significantly impacts the transfer of knowledge and skills from training programs to the workplace.

The different types of trainings:

Skills Training:

Skills training, the third type of training, includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job.

2. NEED OF THE STUDY

The need to study the effectiveness of training and development programs stems from the ever-evolving landscape of modern business environments. In an era characterized by rapid technological advancements and fierce competition, organizations recognize the imperative of investing in their majority valuable asset: their employees. Furthermore, the application of learned knowledge in real-world scenarios is a critical aspect of training effectiveness. By examining posttraining assessments, organizations can gauge the practical application of acquired skills and knowledge, ensuring that training initiatives translate into tangible results within the workplace. Quality improvement is another key driver necessitating the study of training effectiveness. Through comprehensive skills training and quality assurance initiatives, organizations aim to reduce defects and rework rates, thereby enhancing operational efficiency and customer satisfaction.

3. OBJECTIVES OF THE STUDY

- To identify the competency level of employees in key skill areas by conducting targeted training sessions and workshops.
- To analyse the offering opportunities for growth, learning, and career development.
- To examine post training assessments to measure the application of learned knowledge in real world scenarios and identify areas for improvement.
- To study about quality standards by reducing defects and rework rates by comprehensive skills training and training and quality assurance initiatives.
- To analyse training programs with organizational values and values goals to reinforce cultural norms and behaviours that success.

4. REVIEW OF LITERATURE

IAEME Publication (2020), Current training strategy is only 2, reflecting the institution's apathy for training and growth. If the employees' evidence is to be believed, then there is a lack of a consistent training and development program One of the main differentiators for companies, particularly the manufacturing industries, is training and growth. The manufacturing industry training and development system in Pune needs a comprehensive overhaul. There is a lack of a systemic approach to the current training and development programmes, particularly with regard to the design and planning approach. For example, there was no fixed training and development schedule and, moreover, no such schedule was disseminated or displayed. The average number of training programs its founding the organization's for manufacturing sectors.

(Goldberg, J., 2019), One scholar states that development and growth are usually the objectives and goals of organizations During a constantly changing environment, organizations realize that they must adopt a new strategy to empower their competitive advantage to survive. Thus they focus on their employee's performance as a significant resource to improve competitiveness.

Ananthalakshmi Mahadevan et al. (2019), Studied the impact of training methods on employee performance in a direct selling organization in Malaysia. Researchers claimed that building a skilful and knowledgeable workforce is one of the vital activities in an organization to ensure a high level of

competency with a proficient team in order to sustain and grow in a dynamic business environment. The objective behind this study was to examine the impact of on-the-job and off-the-job training on employee performance. The result showed that both on-the-job and off-the-job training achieved a standard coefficient beta value of 0.370 and 0.546 respectively with a significant value of 0.000. Based on the beta value reading researcher its found that off the job training has a higher impact compared to on-the-job training on employee performance.

5. RESEARCH METHODOLOGY

The study uses a descriptive research design to examine the employee turnover intention and its impact of organizational performance. A sample size of 169 employees was selected using convenience sampling from a total population of 300. Data collection follows quantitative methods, and since the data is not normally distributed, non-parametric tools were applied for analysis.

6. DATA ANALYSIS AND INTERPRETATION

S.NO	CATEGORIES	SUB-CATEGORIES	NO.OF. RESPONDENTS	PERCENTAGE%
1.	GENDER	Male	92	54.4
		Female	77	46.6
2.	AGE	Less than 25	90	53
		25-30	44	26
		31-35	17	10
		36-40	11	7
		Above40	7	4
3.	QUALIFICATION	Diploma	53	31
		UG Degree	54	32
		PG Degree	44	26
		Others	18	11
4.	EXPERIENCES (in years)	6 Months – 1 Year	62	37
		1-3Year	43	25
		4-5Year	31	18
		6-10Year	25	15
		More Than 10 Years	8	5
5.	JOB POSITION	Top level	79	45
		Middle level	57	34
		Lower level	33	20

7. STATISTICAL TOOL

7.1 MANN WHITNEY U TEST HYPOTHESIS:

Null Hypothesis H0: There is no significance difference between the mean rank of men and women with respect to those 5 dimensions.

Alternative Hypothesis H1: There is significance difference between the mean rank of men and women with respect to those 5 dimensions.

Gender	N	Mean Rank	Sum of Ranks
The training sessions and adequately cover 1 the key skill areas relevant to your 2 Job	86 83 169	86.84 83.09 84.70 85.31	7468.50 6896.50 7284.50 7080.50
Post training assessments helpful in 1 measuring the practical application of 2 knowledge gained during training	86 83 169	91.42 78.35	7862.00 6503.00
Are you satisfying with the effectiveness 1 Of the quality assurance initiative stakes in 2 place	86 83 169	88.74 81.13	7631.50 6733.50
Do you think the tour training programs 1 Contribute to a positive organizational 2 structure	86 83 169	80.82 89.33	6950.50 7414.50
Participation of any targeted training 1 2	86 83 169		
Test Statistics			
The training sessions and adequately cover the key skill	Post training assessments helpful in measuring the practical application of knowledge gained during training	Are you satisfying with the effectiveness of the quality assurance	Do you think that our training programs contribute to a positive
			Participation of

	areas relevant to Your job		initiatives takes In place	organizational structure	Any targeted training
Mann-Whitney U	3410.500	3543.500	3017.000	3247.500	3209.500
Wilcoxon W	6896.500	7284.500	6503.000	6733.500	6950.500
Z	-.546	-.115	-1.880	-1.735	-1.182
Asymp. Sig.(2-tailed)	.585	.908	.060	.083	.237

A Grouping Variable: Gender

CONCLUSION

Since, The p-values for the comparisons range from 0.060 to 0.908 and the value is greater than 0.05 for all dimensions. The mean rank of men are more Deviated than women for dimensions of training sessions and adequately cover the key skill areas relevant to your job and Participation of any targeted training. The mean rank of women is more Deviated than men for dimensions of Do you think that our training programs contribute to a positive organizational structure and Participation of any targeted training. Hence Accept Null Hypothesis H0. There is no significance difference between mean rank of men and women with respect to those 5 dimensions.

7.2 KRUSKALWALLIS 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.

	Gender	N	Mean Rank	Sum of Ranks
The training sessions and adequately	1	86	86.84	7468.50
Cover the key skill areas relevant to your Job	2	83	83.09	6896.50
	Total	169		
Post training assessments helpful	1	86	84.70	7284.50
Measuring the practical application of	2	83	85.31	7080.50
	Total	169		

Knowledge gained during training					
Are you satisfying with the effectiveness of the quality assurance initiative takes		1 86 2 83 In place Total	91.42 78.35 86 83 169	7862.00 6503.00 7631.50 6733.50 88.74 81.13 80.82 89.33	
Do you think the tour training programs1 Contribute to a positive organizational structure		2 83 Total	169		
Participation of any targeted training		1 86 2 83 Total 169	80.82 89.33	6950.50 7414.50	

Test Statistics

	The training sessions and adequately cover the key skill areas relevant to Your job	Post training assessments helpful in measuring the practical application of knowledge gained during training	Are you satisfying with the effectiveness of the quality assurance initiatives takes In place	Do you think that our training programs contribute to a positive organizational structure	Participation of Any targeted training
Mann-Whitney U	3410.500	3543.500	3017.000	3247.500	3209.500
Wilcoxon W	6896.500	7284.500	6503.000	6733.500	6950.500
Z	-.546	-.115	-1.880	-1.735	-1.182
Asymp .Sig.(2-tailed)	.585	.908	.060	.083	.237

A. Grouping Variable: Gender

CONCLUSION

Since, p value is less than 0.05 for dimensions of four Hence accept Alternative Hypothesis H1. There is significance difference between mean ranks of respondent age with respect to those 5 dimensions.

7.3 CHI-SQUARETEST

The chi – square test that tests for significant difference between the observed distribution of data among categories and the expected distribution based on the null hypothesis.

Hypothesis:

H0: There is no significant difference between experience and satisfaction with the procedures for training

H1: There is significant difference between experience and satisfaction with the procedures for training

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience*Satisfaction	169	100.0%	0	.0%	169	100.0%

Count	Experience*Satisfaction						Total	
	Satisfaction with the training initiatives taken by the company							
	1	2	3	4	5			
Experience with the Organisation.	1	36	15	6	5	3	65	
	2	23	13	7	2	2	47	
	3	9	4	6	2	0	21	
	4	7	7	8	4	2	28	
	5	0	2	3	2	1	8	
Total		75	41	30	15	8	169	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.184 ^a	16	.109

Likelihood Ratio	26.678	16	.045
Linear-by-Linear Association	13.299	1	.000
No of Valid Cases	169		

CONCLUSION

From the above table it is inferred that value shown in significant 2 tailed is 0.109 more than 0.05, which means the value of chi square is greater than 0.05, hence we accept null hypothesis that there is no significant difference between the two variable Experience and Satisfaction.

8. SUMMARY OF FINDINGS

- The study find majority of them are male employees.
- The study find majority of the male diploma.
- The study find majority of them are work experience is 6months–1 year.
- The study find majority of the male executives.
- The study find majority of 86% respondents area attended the targeted training session to improve their skills.
- The study find majority of 53% respondents are Highly satisfied with training sessions and workshops adequately cover the key skill area relevant to their job role
- The study find majority of 44% respondents are Strongly Agree with getting more resources in conducting targeted training sessions
- The study find majority of 54% respondents are highly satisfied with receiving adequate support and resources to apply skill learners in training for their job tasks
- Since, The p-values for the comparisons range from 0.060 to 0.908 and the value is greater than 0.05 for all dimensions. The mean rank of men are more Deviated than women for dimensions of training sessions and adequately cover the key skill areas relevant to your job and Participation of any targeted training.
- The study find majority of the 169 respondents, 46% satisfied with the training initiatives taken by the company
- The study find majority of 48% Strongly Agree with the post training assessments are essential for evaluating the application of learned knowledge in real world scenarios.
- From the above table it is inferred that value shown in significant 2 tailed is 0.109 more than 0.05, which means the value of chi square is greater than 0.05, hence we accept null hypothesis that there is no significant difference between the two variable Experience and Satisfaction.

9. SUGGESTIONS

- The respondents belongs to not attended the targeted training session so made them to attend the training program and Set clear objectives and goals for each training program, Foster active engagement and participation during training sessions
- The respondents are belongs to dissatisfied receiving adequate support and resources to apply skill learners in training for their job tasks so, Ensure managerial support and reinforcement of learned skills and Provide diverse learning opportunities beyond traditional methods.
- The respondents are belongs to not aware about Training and development programs offered by the company adequately support your career advancement goals made them to aware and Cultivate a culture

of continuous learning throughout the organization, Be flexible in design and delivery to accommodate diverse needs.

- The respondent not accept the post training assessment helpful to measure the practical application of knowledge gained during training so , Monitor and adjust training initiatives based on feedback and results and Recognize and reward employees for their commitment to development Stay updated with industry trends and best practices and Collaborate with external experts for enhanced program content.

10. CONCLUSION

The effectiveness of training and development programs lies in their ability to address organizational needs, engage participants actively, and foster a culture of continuous learning. By setting clear objectives, providing diverse learning opportunities, and incorporating feedback mechanisms, organizations can optimize the impact of these initiatives. Managerial support, personalized approaches, and recognition of employee efforts further enhance outcomes. Staying updated with industry trends and collaborating with external experts ensure program relevance and enrichment. Ultimately, by embracing these strategies and maintaining a commitment to ongoing evaluation and adaptation, organizations can maximize the effectiveness of their training and development efforts, driving positive results and sustainable growth.

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