

THE EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE IN THOOTHUKUDI CITY

M.Infiya and P. Jayamary

PG and Research Department of Commerce, St. Mary's College (Autonomous), Thoothukudi
Affiliated to Manonmanium Sundaranar University, Tirunelveli, Tamil Nadu.

ABSTRACT

Effective training programs are crucial for enhancing employee performance and organizational success. This study delves into the relationship between training initiatives and employee performance across various industries. By examining existing literature and conducting empirical research, the study aims to identify the key factors influencing the effectiveness of training programs and their subsequent impact on employee productivity, job satisfaction, and retention. Additionally, the research will explore the role of technology, organizational culture, and leadership in facilitating successful training outcomes. Through a synthesis of qualitative and quantitative data, this study seeks to provide actionable insights and recommendations for organizations seeking to optimize their training strategies to enhance employee performance and overall competitiveness in the dynamic business landscape.

Keywords: Training, Employee performance, Effectiveness, organizational success, Productivity, Job satisfaction, Technology, Organizational culture, Leadership.

INTRODUCTION

Training refers to the teaching and learning activities carried out for the primary purpose of helping members of an organization acquire and apply the necessary knowledge, skills, abilities, attitudes and other characteristics (KSAOCS) needed by a job or organization. Training constitutes a basic concept in human resource development. It is concerned with developing a skill to a desired standard by instruction and practice. Training is a highly used tool that can bring an employee to a position where they can do their job effectively, correctly and conscientiously. Training is also the act of increasing knowledge and skill of an employee for a job. Societies have changed and become more complex throughout the centuries thereby making the skills, tools and work needed to be done have also changed and to manage these changes job training is involved.

Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market. In order to develop these skills, it requires effective training programs which in turn may also affect the commitment and

motivation of the employee. In order to improve employee performance through superior level of commitment and motivation, most companies apply long term investment in the building of new skills by their workforce, long term planning thereby enabling the employees to cope with the uncertain conditions they may face in the future.

STATEMENT OF THE PROBLEM

The study aims to investigate the impact of training programs on employee performance within the organizational context. Despite the widespread implementation of training initiatives, there exists a gap in understanding the specific factors, methods, and durations of training that most significantly contribute to sustained and improved employee performance. Addressing this gap is crucial for organizations seeking to optimize their training strategies and enhance overall workforce productivity. In the dynamic landscape of today's workplaces, where skill requirements evolve rapidly, the effectiveness of training programs in enhancing employee performance becomes pivotal. This study delves into the intricate relationship between training interventions and employee performance outcomes, aiming to identify nuanced factors that influence the success or shortcomings of such programs.

OBJECTIVES OF THE STUDY

- ✓ To study the meaning and importance of training.
- ✓ To identify the significance of employee performance.
- ✓ To explore the relationship between Training and employee's performance.
- ✓ To develop guideline for assessing the employee performance.

RESEARCH METHODOLOGY

The data collected are original in nature. It is the first hand information, sampled of 120 respondents were selected. The sampling design used in this research is convenient sampling method. The sample size choose for this study is 120 employees working in seafood processing industry in tuty town. For this, 10 sea food processing industry were chosen at random. and from each industry sample of 12 respondents were chosen at random and collected the data. Primary data were collected from the respondents through questionnaire. The secondary data was collected from magazines, websites, research articles, journals and web data has also been collected.

REVIEW OF LITERATURE

According to **Landa, (2018)**, in their study "Training has a significant positive relationship with employee performance". Training is considered as a fundamental tool in the organizational capacity building to improve its performance and achieving its goals. training and development is the organization's strategic instrument to improve employee performance

by acquiring and equipping employees with the cutting-edge skills and knowledge along with the right organization attitude by the best practice to do their tasks within the planned goals and objectives. Training is the main pillar that is significantly predicting employees' performance, it enhances their capabilities, capacities, competencies, and their recognition for their works and duties.

According to **Kadiresan, (2015)**, in this study “development is setting up and making employees ready for potential vacancies and issues.” Moreover, when organizations communicate with employees about their skills gap, they decide whom to train, which areas they need training, and when to do it; only training can be introduced appropriately. Hence, training becomes a joint action between an expert and an employee leading to the efficient transfer of information, know-how, skills, and attitudes, consequently allowing an efficient output from the employee on the job. Training activities are focused on and evaluated against an individual's recent work.

According to **Mathis and Jackson, (2016)**, once “Training” has been designed, the actual delivery of training can begin. It is generally agreed that the training is pilot-tested or delivered on a trial basis to ensure that the training meets the needs assessed. The delivery style is vital because it is the method of changing an employee, which is expected of the trainee. The delivery style will facilitate the type of training, many approaches and methods can be used to deliver: adult learning principles, learning styles, and training materials.

DATA ANALYSIS AND INTREPRETATION

Table:1 Distribution of Respondents on the Basis of Job Position

Particulars	No. of Respondents	Percent (%)
Entry level	53	45
Middle level	57	47
Lower level	10	8
Total	120	100

(Source: Primary Data)

The above table show the job position on training employees. Out of 120 respondents 45 percent of respondents are at entry level, 47 percent respondents are at middle level and 8 percent of respondents are at senior level. It is inferred that the majority (47%) of the respondents are in the job position of middle level.

Table: 2 Distribution of Respondents on the Basis of Ranking Statements

Statements	Average	Rank
The effectiveness of the training program in addressing your specific learning needs.	62.04	I
The impact of the training on your job performance.	54.3	II
The influence of the training on your motivation& engagement at work.	50.2	III
The accessibility of support applying the learned skills.	44.75	IV
The training prepared you for new challenges in your job role.	37.7	V

(Source: Primary Data)

According to table, respondents have given top for rank the effectiveness of the training program in addressing their specific learning needs ranked as I with score of 62.04 percent followed by the impact of the training on their job performance ranked as II with score of percent and the influence of the training on their motivation& engagement at work ranked as III with score of 50.2 and the accessibility of support applying the learned skills ranked as IV with score of 44.75 percent and the training prepared them for new challenges in their job role ranked as V with score of 37.7. Thus, majority 75 percent of the respondents have given top for rank the effectiveness of the training program in addressing their specific learning needs ranked as I with score of 62.04.

Table:3 Distribution of Respondents on the Basis of Age between Beneficial Types of Training

(O) Age/Factor	Technical skills	Soft skills	Leadership& management	Industry- specific knowledge	Total
18-25	18	26	18	2	64
26-35	21	14	9	4	48
36-45	5	2	2	0	8
46-55	0	0	0	0	0
Total	44	42	28	6	120

O	E	O-E	(O-E) ²	(O-E) ² /E
18	23.46	5.46	29.8	1.27
21	17.6	3.4	11.56	0.6568
5	2.93	2.07	4.28	1.46
0	0	0	0	0
26	22.4	3.6	12.96	0.578
14	16.8	2.8	7.84	0.466
2	2.8	0.8	0.64	0.288
0	0	0	0	0
18	14.93	3.07	9.42	0.6
9	11.2	2.2	4.8	0.43
2	1.86	0.13	0.17	0.009
0	0	0	0	0
2	3.4	1.4	1.96	0.57
4	2.4	1.6	2.56	1.0466
0	0.4	0.4	0.16	0.4
0	0	0	0	0
Total				7.7257

Degree of freedom = (r-1) (c-1)

= (4-1) (4-1)

= (3) (3)

= 9

Table value = 16.919 Calculate value= 7.7257

Since the calculated value (7.7257) is less than table value (16.919), the null hypothesis is accepted. Hence it is calculated that there is no significant relationship between Age group and types of training.

RESULT AND DISCUSSIONS

- ❖ Employees who receive regular training tend to demonstrate higher levels of job satisfaction and engagement.
- ❖ Training programs help employees acquire new skills and knowledge, enabling them to adapt to evolving job requirements.
- ❖ Well-designed training sessions can improve employee confidence, motivation, and overall morale.
- ❖ By investing in employee training, organizations demonstrate their commitment to professional growth and career advancement.
- ❖ Training enhances employee retention by providing opportunities for skill development and career progression.

CONCLUSION

In conclusion, the study delved into the meaning and importance of training, recognizing it as a crucial investment for organizational growth and employee development. It emphasized the significance of employee performance as a key driver of organizational success, highlighting the direct correlation between effective training and enhanced performance levels. Through exploring this relationship, the study underscored the critical role of training in improving employee performance and contributing to overall organizational productivity. Additionally, it proposed guidelines for assessing employee performance, aiming to facilitate continuous improvement and alignment with organizational objectives. Ultimately, the findings reaffirm the integral connection between training initiatives and employee performance outcomes, emphasizing the need for strategic investment in training programs to foster a high-performing workforce.

REFERENCE

- Landa, (2018), Training has a significant positive relationship with employee performance, *Journal of Training and Development*, Vol. 7 No. 3, pp. 166-85.
- Kadiresan, (2015), development is setting up and making employees ready for potential vacancies and issues, *Industrial Relations*, Vol. 33 No. 4, pp. 411-28.
- Mathis and Jackson, (2016), Career development in organizations and beyond: balancing traditional and contemporary viewpoints, *Human Resource Management Review*, Vol. 16, pp. 125-38.

- Ahmad, Z.K. and Bakar, R.A. (2003), “The association between training and organisational commitment among the white-collar workers in Malaysia”, *International Journal of Training and Development*, Vol. 7 No. 3, pp. 166-85.
- Anonymous. (1998, Sept/Oct). What nonprofits need to know about technology.

Nonprofit World, pp.16-38.

- Arnoff, J. (1971) Achievement Motivations Training and Executives advancement, *Journal of Applied Science New York* Vol. 7(1), pp 511-25.
- Bartel, A.P. (1994), “Productivity gains for the implementation of employee training programs”, *Industrial Relations*, Vol. 33 No. 4, pp. 411-28.
- Bartel, A.P. (1994), “Productivity gains from the implementation of employee training programs”, *Industrial Relations*, Vol. 33, pp. 411-25.
- Baruch, Y. (2006), “Career development in organizations and beyond: balancing traditional and contemporary viewpoints”, *Human Resource Management Review*, Vol. 16, pp. 125-38.
- Becker, G. S. 1993. Human capital: A theoretical and empirical analysis with special reference to education (3rd ed.). Chicago, IL: *University of Chicago Press*, pp.5.
- Brinkerhoff, R. O., (2006). Increasing Impacts of Training Investments: An Evaluation Strategy for Building Organizational Learning Capability, Industrial and Commercial Banking. *Emerald Group of Publishers*, 38(6), pp. 302-307.
- Cheramie, R.A., Sturman, M.C. and Walsh, K. (2007), “Executive career management: switching organizations and the boundary less career”, *Journal of Vocational Behavior*.pp. 191-6.
- Colarelli, S. M., & Montei, M. S. 1996. Some contextual influences on training utilization. *The Journal of Applied Behavioral Science*, 32(3): pp306-322.
- Delaney, J.T. and Huselid, M.A. Kinicki, A. and Kreitner, R. (2007), *Organizational Behavior*, McGraw-Hill, New York, NY. pp. 23-38.
- Knoke, D. and Kalleberg, A.L. (1994), “Job training in US organizations”, *American Sociological Review*, Vol. 59, pp. 537-46.
- Landy, F. W. (1985). *The psychology of work behavior* (3rd ed.). Homewood, IL: Dorsey Press. pp 511-25.
- Lang, D.L. (1992), “Organisational culture and commitment”, *Human Resource Development Quarterly*, Vol. 3 No. 2, pp. 191-6.
- Lawler, E.E. III (1993), “Creating the high-involvement organization”, in Galbraith,

J.R. and Lawler, E.E. III (Eds), *Organizing for the Future: The New Logic for Managing Complex Organizations*, Jossey-Bass, San Francisco, CA. pp. 67-79.

- Leonard-Barton, D. (1992), “The factory as a learning laboratory”, *Sloan Management Review*, pp. 23-38.
- Lu, J.F., Tjosvold, D., and Kan Shi. (2010). Team Training in China: Testing and Applying the Theory of Cooperation and Competition, *Journal of Applied Social Psychology*, 40(1), pp. 101-134.
- Mamoria, C.B (1995), *Personnel Management*, Himalaya Publishing House New Delhi. McDonald's, http://www.aboutmcdonalds.com/mcd/corporate_careers.html
- McGill, M.E. and Slocum, J.W. (1993), “Unlearning the organization”, *Organizational Dynamics*, pp. 67-79.
- Meyer, P.J. and Smith, A.C. (2000), “HRM practices and organisational commitment: test of a mediation model”, *Canadian Journal of Administrative Sciences*, Vol. 17 No. 4, pp. 319-31.