



A STUDY ON IMPACT OF TRAINING AND DEVELOPMENT PRACTICES ON EMPLOYEE PERFORMANCE AT FEMTOSOFT TECHNOLOGIES

DR . S Madhilarasi, T. Dinesh Kumar,

MBA, Jerusalem College of Engineering, Chennai

Abstract -The success of any organization largely depends on the effectiveness and efficiency of its workforce. In this context, training and development practices play a crucial role in enhancing employee performance and overall organizational productivity. This study aims to investigate the impact of training and development initiatives on employee performance, with a focus on understanding how these practices influence skills, knowledge, motivation, and job satisfaction. Through a combination of qualitative and quantitative methods, data was collected from employees across various departments to assess the relevance, effectiveness, and outcomes of the training programs implemented. The findings suggest a positive correlation between structured training programs and improved employee performance, highlighting the importance of continuous learning and skill enhancement in a dynamic work environment. The study concludes with recommendations for optimizing training practices to foster a high-performance culture within organizations

Key Words: Training and Development, Employee Performance , Skill Enhancement , Job Satisfaction , Continuous Learning

1.INTRODUCTION

In the dynamic and competitive landscape of modern business, organizations are increasingly recognizing the importance of human capital as a strategic asset. Among the various functions of human resource management, training and development have emerged as critical tools for enhancing employee performance, ensuring organizational efficiency, and fostering sustainable growth. As businesses continue to face rapid technological advancements, evolving customer expectations, and global market challenges, the need

for a skilled, adaptable, and high-performing workforce has become more crucial than ever.

1.1 Methodology

Research methodology refers to the systematic and structured approach that researchers use to plan, conduct, and evaluate their research studies. It encompasses the techniques, strategies, procedures, and tools that researchers employ to gather and analyze information, draw conclusions, and contribute to the advancement of knowledge in their respective fields. Research methodology guides the entire research process, from identifying research questions or problems to presenting the findings to the wider community. The chosen research methodology depends on the nature of the study, the type of data required, and the scope of the research project

1.2 Objectives

- Primary objective

A Study On Impact Of Training And Development Practices On Employee Performance

- Secondary objective

To assess the impact of training and development on employee performance and job satisfaction

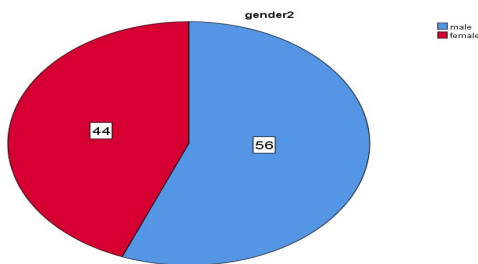


To analyze the challenges faced by career growth and overall organization productivity

2. Data Analysis and Interpretation

2.1 PERCENTAGE ANALYSIS FOR GENDER OF THE EMPLOYEES

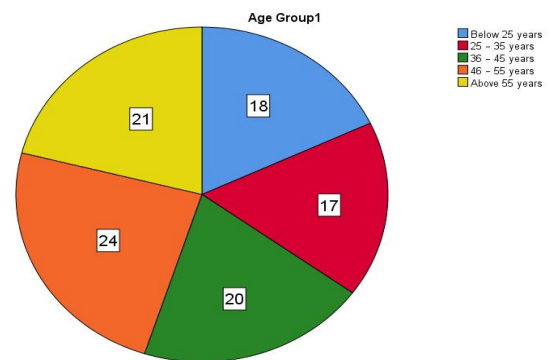
	FREQUENCY	PERCENTAGE%
MALE	56	56
FEMALE	44	44



INTERPRETATION

From the above table it shows that out of 100 Employees 56% are male and 44% are female

	FREQUENCY	PERCENTAGE %
Below 25 YEARS	18	18.0
25 – 35 YEARS	17	17.0
36 – 45 YEARS	20	20.0
46 – 55 YEARS	24	24.0
Above 55 YEARS	21	21.0
Total	100	100.0



INTERPRETATION

From the above table it shows that out of 100 employees 18% are below 25 years, 17% are 25-35

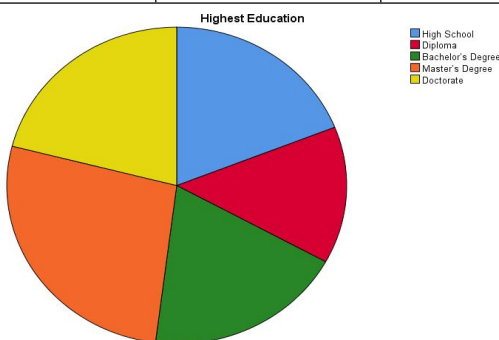
2.2 PERCENTAGE ANALYSIS FOR AGE OF THE EMPLOYEES



years, 20% are 36-45 years, 24% are 46-55 years, 21% are above 55 years

2.3 PERCENTAGE ANALYSIS FOR HIGHEST LEVEL OF EDUCATION

	FREQUENCY	PERCENTAGE
HIGH SCHOOL	19	19.0
DIPLOMA	14	14.0
BACHELOR DEGREE	19	19.0
MASTER DEGREE	27	27.0
DOCTORATE	21	21.0
TOTAL	100	100.0



INTERPRETATION

The majority of respondents are highly educated, with 48% holding a Master's or Doctorate. This indicates that the sample is dominated by well-qualified individuals

2.4 PERCENTAGE ANALYSIS FOR HOW MANY YEARS HAVE YOU WORKED IN THE ORGANISATION

	FREQUENCY	PERCENT
LESS THAN 1 YEAR	17	17.0
1-3 YEARS	23	23.0
4-6 YEARS	18	18.0
7-10YEARS	17	17.0
MORE THAN 10 YEARS	25	25.0
TOTAL	100	100.0

INTERPRETATION

The respondents have diverse experience levels, with the largest group (25%) having more than 10 years of experience. This indicates a well-balanced sample, with a slight tilt toward highly experienced professionals

CHI- SQUARE ANALYSIS

H0 ; There is no significant association between the relationship between gender and the confidence gained in job roles after attending training programs.

H1 ; There is a significant association difference between the relationship between gender and the confidence gained in job roles after attending training programs



TEST STATISTICS	ATTENDED TRAINING	GENDER
CHI SQUARE	2.560	1.440
df	1	1
Asymp. sig	.230	.230

ANOVA					
EQUAL TRAINING OPPURNITIES					
	Sum of squares	df	mean Square	F	Sig.
Between group	1.362	4	.340	1.369	.251
Within group	23.628	95	.249		
total	24.990	99			

INTERPRETATION

From the above table we can find that the significant value is .230 Which is greater than 0.05, so the null hypothesis is accepted and alternative is rejected. Therefore there is no significant association difference between the relationship between gender and the confidence gained in job roles after attending training programs

ANOVA ANALYSIS

Ho ; There is no significant difference between training types and assess their impact on job performance.

H1 ; There is a significant difference between training types and assess their impact on job performance

JOB POSITION	N	1	2
ENTRY LEVEL EMPLOYEE	18	1.20	
MID LEVEL EMPLOYEE	23	1.40	1.48
SENIOR LEVEL EMPLOYEE	26	1.50	1.50
EXECUTIVE	18	1.56	1.56
MANAGERIAL	15		1.67
SIG		.118	.292

INTERPERTATION



The ANOVA results ($p = 0.251$) which is greater than 0.05 so null is accepted. There is no significant difference between training types and assess their impact on job performance.

CORRELEATION

H0; There is no significant relationship between the effectiveness of training programs and the improvement in job performance

H1; There is significant relationship between the effectiveness of training programs and the improvement in job performance

The above table shows that the correleation was conducted between the effectiveness of training programs and the improvement in job performance. The significant value is $p= 0.05$, so There is no significant relationship between the effectiveness of training programs and the improvement in job performance

3. CONCLUSIONS

The study reveals a well-distributed and experienced workforce, yet highlights critical gaps in training accessibility, effectiveness, and impact. While there is a reasonable level of participation in training programs, a significant portion of employees remain either untrained or unconvinced of the benefits. Mixed perceptions regarding training outcomes—especially in productivity and career growth—suggest that current initiatives may not be effectively aligned with employee needs or organizational goals. The lack of statistically significant relationships between training variables and performance further underscores the need for a strategic overhaul of the training framework. To bridge these gaps, organizations must prioritize inclusive and high-quality training opportunities, regularly assess their relevance and impact, and foster transparent communication to ensure employees feel valued and supported in their professional development journey. By implementing the proposed suggestions, the organization can enhance its training culture, boost employee morale, and ultimately drive better performance outcomes.

		RATE THE EFFECTIVNESS	JOB PERFORMANCE
RATE THE EFFECTIVNESS	PEARSON CORRELATION	1	-.027
	SIG.(2-tailed)		.790
	N	100	100
JOB PERFORMANCE	PEARSON CORRELEATION	-.027	1
	SIG (2-tailed)	.790	
	N	100	100

REFERENCES

1. Armstrong, M. (2014). Armstrong’s handbook of human resource management practice* (13th ed.). Kogan Page.

INTERPRETATION



2. Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth.

3. Noe, R. A. (2010). *Employee training and development* (5th ed.). McGraw-Hill Education.

4. Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474.
<https://doi.org/10.1146/annurev.psych.60.110707.163505>

5. Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629–648.
<https://doi.org/10.1002/hrm.20135>