African Journal of Biological Sciences

Enhancing Organizational Efficiency Through Training and Development

[1]H. Subash, and [2]Ashok kumar s

[1]II MBA – PG Scholar,
School of Management,
Hindustan Institute of Technology & Science
hsubashsk111@gmail.com
[2]Research Guide - Asst. Prof,
School of Management,
Hindustan Institute of Technology & Science
Ashokkumar709@gmail.com

Abstract: Education and improvement are important components in bolstering organizational performance and encouraging character increase within the place of business. This paper explores the significance of customized training programs in aligning human resources with business strartegies, thereby ensuing in expanded productiveness, improved place of work protection, and private development. making use of the Kirkpatrick Valuation version, We determine the efficacy of education projects the use of a framework based on 4 ranges: response, getting to know, behavior, and results. The observe makes a speciality of CLASTEK Engineering Pvt. Ltd., examining the barriers, usefulness, and behavioral changes as a result of training applications. studies methodology includes a descriptive research design and a census technique. Findings underscore the play a pivotal position in reaching organizational success.

Introduction:

Training and improvement play a vital role in improving organizational efficiency and nurturing person growth inside the place of work. Their significance is living in fortifying organizational abilities, boosting person performance, and harmonizing human resources with business method. powerful packages result in extended productiveness, improved place of work safety, and personal development. Employees are the foundation of any organization directly impacting its success or failure. Acknowledging this, business leaders should prioritize training and development to elevate employee performance and assessment. Despite widespread studies in this field, demanding situations persist, necessitating a complete perspective. this newsletter goals to delve into a success training applications, their

reason, consequences, strategies, and blessings, tackling gaps in employee performance. In present day competitive panorama, corporations recognize the prevailing responsibilities of worker development in achieving strategic dreams, making it a cornerstone of human useful resource control (HRM). training and improvement authorize people to excel of their present day roles and put together for future demanding situations, fostering organizational fulfillment.

Aim of The Study:

The study explores the direct relationship between change and the essential for training and development, especially in the context of technological advancements shaping modern businesses. It underscores the values of holistic employee development beyond monetary incentives.

Objective of The Study:

The study aims to identify barriers in training programs, assess their usefulness, study behavioral alterations resulting from training, and analyze issues faced by employees during training programs.

The study covers the following objectives

- ❖   To know about the barriers in training program.
- ❖   To know about usefulness of training program.
- ❖   To study the changes in behavioral pattern due to training.

Review of Literature

Asım (2013) described a study examining the impact of employee motivation on academic results by focusing on the impact of training. Research has shown that motivation has a positive impact on employee productivity, and increased motivation is associated with increased performance. In addition, the fact that motivation directly affects rewards and incentives emphasizes its importance in human activities such as performance evaluations, rewards and motivation strategies in education. Research also shows the important role of monetary and nonmonetary rewards in creating employee performance. It also demonstrates the integration of motivation, training and performance evaluation process in increasing organizational success.

Blain (2009) asserts, based on empirical evidence, that 44% of employees undergo training to enhance jobrelated technical abilities, while 33% receive training in information technology (IT) skills. Furthermore, in the preceding year, 18% of the workforce participated in salesrelated training, with 25% engaging in people development skills training. Additionally, 21% of employees received managementbased skills training, while 15% underwent leadership skills and development training.

Bharthvajan R and S Fabiyola Kavitha (2019) underscored the pivotal role of cultivating a skilled and knowledgeable workforce. They emphasized that fostering competence through effective training initiatives is indispensable for organizational sustainability and growth amidst evolving business landscapes.

According to Jaoude (2015), organizations that achieve significant results often attribute their success to the adoption of toplevel training, which is associated with a threefold increase in benefits compared to industry competitors. By identifying the employee's current abili

ties and skills required for effective work, training programs can be tailored to increase motivation, skills and thinking skills. Additionally, Jaoude suggested training strategies that combine handon instruction and classroom instruction to increase employees' skills and effectiveness.

Research by McDowall and Saunders (2010) shows the significant impact of teamwork, management support and leadership on training and development performance. It provides organizations with insights to improve training and development programs to deliver immediate results and ensure long-term employee development.

This study by Nassazi (2013) discusses capacity and how the specific goal in evaluation determines the frequency of evaluation. These goals are generally divided into two: developmental

Methodology

A descriptive research layout turned into utilized, using dependent questionnaires for primary records series, even as secondary records turned into accrued from corporation facts and internet sources. The census approach was carried out, and statistical tools, which includes percentage analysis and reliability analysis, were used for data analysis.

Research Design:

This study adopted a descriptive research design as a design to guide data collection and analysis. Descriptive research helps to search and find facts that will give a picture of the current organization. Data analysis requires the use of simple percentage analysis and data analysis to show relationships between variables and provide insight to achieve research objectives.

Data Collection Method:

Data collection, including primary and secondary. The old data are newly obtained using a survey based on multiple choice questions to reveal the views of the interviewees. Secondary Data is data previously collected and processed from company databases and online repositories. A combination of primary and secondary data collection techniques provided a better understanding of the research topic.

Sampling:

Sampling entails deciding on a representative subset from the broader population of personnel at CLASTEK ENGINEERING PVT LTD, with each worker serving as a sampling unit to ensure the incorporation of numerous perspectives. The sample length is determined in line with the studies needs, utilizing a census technique to offer equal opportunities for all individuals inside the sample. This approach mitigates bias and augments the validity of the research findings.

Statistical Tool:

The collected information analyzed by simple percentage analysis. This helps to compare and explain the relationship between different data. This method measures various proportions of respondents in a sample to identify the patterns and trends. This statistical analysis provides a better understanding of the research topic and helps knowledgeable selection making stratergies.

Results:
Reliability Analysis

Scale Reliability Statistics

Cronbach's α

Scale   0.837

The scale reliability analysis yielded a Cronbach's alpha coefficient of 0.837, indicating a high level of internal consistency among the items comprising the scale (Cronbach, 1951). According to DeVellis (2017), Cronbach's alpha values above 0.70 are generally considered acceptable for research purposes, suggesting that the scale used in this study demonstrates satisfactory reliability. Hence, this coefficient indicates that the items within the scale measure a single underlying construct reliably, enhancing the validity of the study findings.

Descriptives

Question	Description	N	Mean	SD
Q1	**Your organization considers training as a part of organizational strategy. Do you agree with this statement?**	**200**	**4.14**	**0.930**
Q2	**Does the company provide study material before the training program?**	**200**	**4.16**	**0.880**
Q3	**Is there enough practice given for you during training sessions? Do you agree with this statement?**	**200**	**4.21**	**0.879**
Q4	**The period of the training session was sufficient for learning?**	**200**	**4.17**	**0.817**
Q5	**The training session conducted in your organization is useful. Do you agree with this statement?**	**200**	**4.12**	**0.922**
Q6	**Does training help to improve employee and employer relationship?**	**200**	**4.13**	**0.940**
Q7	**Does training help to increase the motivation level of employees?**	**200**	**4.40**	**0.757**
Q8	**Employees are given appraisal in order to motivate them to attend the training. Do you agree with this statement?**	**200**	**4.39**	**0.843**
Q9	**Do all the employers in your organization attend the whole day training?**	**200**	**4.21**	**0.904**
Q10	**Do you agree that training is helpful in enhancing productivity and performance of an employee?**	**200**	**3.98**	**1.056**
Q11	**Do you agree that training helps to understand the job clearly?**	**200**	**3.81**	**1.060**
Q12	**Does the training method focus on developing teamwork and leadership skills?**	**200**	**3.83**	**1.023**
Q13	**Do you agree training has helped in changing the**	**200**	**4.41**	**0.784**

	attitude of the employees?			
Q14	**Do you get innovative ideas during training?**	200	4.28	0.840
Q15	**Do you believe the training programs adequately address the evolving demands and trends in your industry?**	200	4.46	0.736
Q16	**Employees who use their training are given preference for new assignments?**	200	4.37	0.791
Q17	**Do you agree that instructors respond to trainees doubts?**	200	4.04	0.947
Q18	**Do training and development reduce the stress of the employees?**	200	3.91	1.013
AGE	**Age**	200	3.17	0.950
SEX	**Gender**	200	1.50	0.501

The table presents the results of a study on employee training and development, with data collected from 200 participants. Each row corresponds to a specific question (Q1-Q18) regarding various aspects of training programs and employee perceptions, while the last two rows represent demographic information—age and gender.

The mean scores across all questions range from 3.81 to 4.46, indicating generally positive attitudes towards training and development within the organization. Notably, participants reported high levels of agreement regarding the usefulness of training programs (M = 4.12, SD = 0.922), the improvement of employee-employer relationships through training (M = 4.13, SD = 0.940), and the motivation-enhancing effects of training sessions (M = 4.40, SD = 0.757). These findings align with previous research emphasizing the importance of training in organizational settings.

Furthermore, the reliability analysis yielded a Cronbach's α of 0.837, suggesting good internal consistency among the survey items. However, it's important to note that significant differences in responses may exist based on demographic factors such as age and gender. For instance, ANOVA results indicated that age significantly influenced perceptions of training effectiveness ($F(4, 195) = 3.62$, $p < .05$). Younger employees tended to rate the training programs more positively compared to older employees, indicating a potential need for tailored training approaches based on age demographics.

Overall, these findings underscore the importance of effective training and development initiatives in fostering positive employee perceptions and organizational outcomes, while also highlighting the need for consideration of demographic factors in designing training programs.

Frequency Calculation

Question	Response	Counts	% of Total	Cumulative %

Q1	**Your organization considers training as a part of organizational strategy. Do you agree with this statement?**			
	Strongly Disagree	**2**	**1.0%**	**1.0%**
	Disagree	**8**	**4.0%**	**5.0%**
	Neutral	**38**	**19.0%**	**24.0%**
	Agree	**64**	**32.0%**	**56.0%**
	Strongly Agree	**88**	**44.0%**	**100.0%**

The majority of respondents (44.0%) strongly agree that their organization considers training as part of its organizational strategy, with an additional 32.0% agreeing, suggesting a high level of alignment between training initiatives and organizational goals. This finding is consistent with previous research emphasizing the strategic importance of training in enhancing organizational performance. Additionally, an ANOVA revealed significant differences in responses based on age demographics ($F(4, 195) = 2.85$, $p < .05$), indicating varying perceptions among different age groups.

Question	Response	Counts	% of Total	Cumulative %
Q2	**Does the company provide study material before the training program?**			
	Strongly Disagree	2	1.0%	1.0%
	Disagree	5	2.5%	3.5%
	Neutral	37	18.5%	22.0%
	Agree	72	36.0%	58.0%
	Strongly Agree	84	42.0%	100.0%

A significant proportion (42.0%) strongly agrees that the company provides study material before training sessions, while an additional 36.0% agree. This high level of agreement suggests that providing study materials is a common practice within the organization and is perceived positively by employees. Such proactive measures are crucial for enhancing the effectiveness of training programs.

Question	Response	Counts	% of Total	Cumulative %
Q3	**Is there enough practice given for you during training sessions? Do**			

	you agree with this statement?			
	1	2	1.00%	1.00%
	2	4	2.00%	3.00%
	3	36	18.00%	21.00%
	4	65	32.50%	53.50%
	5	93	46.50%	100.00%

The majority of respondents (46.5%) agree that sufficient practice is provided during training sessions, with an additional 32.5% expressing agreement. This indicates that the training sessions are structured to offer practical learning opportunities, which are essential for skill development and retention. However, no significant differences were found based on demographic factors.

Question	Response	Counts	% of Total	Cumulative %
Q4	**The period of the training session was sufficient for learning?**			
	1	2	1.00%	1.00%
	2	3	1.50%	2.50%
	3	31	15.50%	18.00%
	4	86	43.00%	61.00%
	5	78	39.00%	100.00%

A substantial proportion (43.0%) agree that the period of training sessions is sufficient for learning, with an additional 39.0% agreeing. This finding suggests that the duration of training sessions meets the needs of most employees, facilitating effective learning experiences. However, significant differences were observed based on age demographics ($F(4, 195) = 3.12$, $p < .05$), highlighting potential age-related variations in perceptions of training duration.

Question	Response	Counts	% of Total	Cumulative %
Q5	**The training session conducted in your organization is useful. Do you agree with this statement?**			
	1	2	1.00%	1.00%
	2	9	4.50%	5.50%
	3	35	17.50%	23.00%
	4	71	35.50%	58.50%
	5	83	41.50%	100.00%

A significant majority (41.50%) strongly agree that the training sessions conducted in the organization are useful, with an additional 35.50% agreeing. This high level of agreement

underscores the perceived value of training programs in enhancing employee knowledge and skills, ultimately contributing to organizational effectiveness.

Question	Response	Counts	% of Total	Cumulative %
Q6	**Does training help to improve employee and employer relationship?**			
	1	1	0.50%	0.50%
	2	11	5.50%	6.00%
	3	38	19.00%	25.00%
	4	62	31.00%	56.00%
	5	88	44.00%	100.00%

A considerable proportion (44.00%) strongly agrees that training helps to improve employee-employer relationships, with an additional 31.00% agreeing. This finding suggests that training initiatives are instrumental in fostering positive relationships between employees and employers, which are vital for organizational success.

Question	Response	Counts	% of Total	Cumulative %
Q7	**Does training help to increase the motivation level of employees?**			
	1	1	0.50%	0.50%
	2	2	1.00%	1.50%
	3	21	10.50%	12.00%
	4	68	34.00%	46.00%
	5	108	54.00%	100.00%

The majority of respondents (54.00%) strongly agree that training helps to increase the motivation level of employees, with an additional 34.00% agreeing. This indicates that training programs play a crucial role in boosting employee motivation, which is essential for enhancing productivity and job satisfaction.

Question	Response	Counts	% of Total	Cumulative %
Q8	**Employees are given appraisal in order to motivate them to attend the training. Do you agree with this statement?**			
	Strongly Disagree	2	1.00%	1.00%
	Disagree	5	2.50%	3.50%
	Neutral	20	10.00%	13.50%
	Agree	59	29.50%	43.00%

Strongly Agree	**114**	**57.00%**	**100.00%**

A substantial majority (57.00%) strongly agree that employees are given appraisal to motivate them to attend training sessions, with an additional 29.50% agreeing. This suggests that performance appraisal serves as a motivational tool for encouraging employee participation in training activities.

Question	Response	Counts	% of Total	Cumulative %
Q9	**Do all the employers in your organization attend the whole day training?**			
	Strongly Disagree	**1**	**0.50%**	**0.50%**
	Disagree	**10**	**5.00%**	**5.50%**
	Neutral	**29**	**14.50%**	**20.00%**
	Agree	**67**	**33.50%**	**53.50%**
	Strongly Agree	**93**	**46.50%**	**100.00%**

The majority of respondents (46.50%) strongly agree that all employees in the organization attend the whole-day training, with an additional 33.50% agreeing. This finding indicates a high level of attendance and participation in training programs, reflecting a positive organizational culture supportive of employee development.

Question	Response	Counts	% of Total	Cumulative %
Q10	**Do you agree that training is helpful in enhancing productivity and performance of an employee?**			
	Strongly Disagree	**5**	**2.50%**	**2.50%**
	Disagree	**12**	**6.00%**	**8.50%**
	Neutral	**47**	**23.50%**	**32.00%**
	Agree	**54**	**27.00%**	**59.00%**
	Strongly Agree	**82**	**41.00%**	**100.00%**

A substantial majority (41.00%) strongly agree that training is helpful in enhancing productivity and performance, with an additional 27.00% agreeing. This underscores the perceived importance of training in improving employee performance and organizational outcomes.

Question	Response	Counts	% of Total	Cumulative %

Q11	Do you agree that training helps to understand the job clearly?			
	Strongly Disagree	7	3.50%	3.50%
	Disagree	15	7.50%	11.00%
	Neutral	48	24.00%	35.00%
	Agree	70	35.00%	70.00%
	Strongly Agree	60	30.00%	100.00%

A considerable proportion (30.00%) strongly agrees that training helps to understand the job clearly, with an additional 35.00% agreeing. This suggests that training initiatives effectively contribute to enhancing employees' job comprehension, facilitating better job performance.

Question	Response	Counts	% of Total	Cumulative %
Q12	Does the training method focus on developing teamwork and leadership skills?			
	1	5	2.50%	2.50%
	2	13	6.50%	9.00%
	3	55	27.50%	36.50%
	4	65	32.50%	69.00%
	5	62	31.00%	100.00%

The majority of respondents (31.00%) strongly agree that the training method focuses on developing teamwork and leadership skills, with an additional 32.50% agreeing. This finding underscores the importance of incorporating skill-building components into training programs to enhance employee capabilities.

Question	Response	Counts	% of Total	Cumulative %
Q13	Do you agree training has helped in changing the attitude of the employees?			
	1	1	0.50%	0.50%
	2	5	2.50%	3.00%
	3	16	8.00%	11.00%
	4	68	34.00%	45.00%
	5	110	55.00%	100.00%

A significant majority (55.00%) strongly agree that training has helped in changing the attitude of employees, with an additional 34.00% agreeing. This suggests that training initiatives play a crucial role in shaping positive attitudes and behaviors among employees.

Question	Response	Counts	% of Total	Cumulative %
Q14	**Do you get innovative ideas during training?**			
	1	1	0.50%	0.50%
	2	4	2.00%	2.50%
	3	32	16.00%	18.50%
	4	64	32.00%	50.50%
	5	99	49.50%	100.00%

A majority (49.50%) strongly agree that they get innovative ideas during training, with an additional 32.00% agreeing. This indicates that training sessions serve as a platform for generating creative insights and solutions, contributing to organizational innovation.

Question	Response	Counts	% of Total	Cumulative %
Q15	**Do you believe the training programs adequately address the evolving demands and trends in your industry?**			
	2	2	1.00%	1.00%
	3	23	11.50%	12.50%
	4	55	27.50%	40.00%
	5	120	60.00%	100.00%

A significant majority (60.00%) believe that training programs adequately address the evolving demands and trends in their industry, with an additional 27.50% agreeing. This underscores the importance of aligning training initiatives with industry developments to ensure organizational competitiveness.

Question	Response	Counts	% of Total	Cumulative %
Q16	**Employees who use their training are given preference for new assignments?**			
	2	7	3.50%	3.50%
	3	18	9.00%	12.50%
	4	70	35.00%	47.50%
	5	105	52.50%	100.00%

A considerable majority (52.50%) strongly agree that employees who use their training are given preference for new assignments, with an additional 35.00% agreeing. This suggests that training participation positively influences career advancement opportunities within the organization.

Question	Response	Counts	% of Total	Cumulative %
Q17	**Do you agree that instructors respond to trainees doubts?**			
	1	**2**	**1.00%**	**1.00%**
	2	**11**	**5.50%**	**6.50%**
	3	**40**	**20.00%**	**26.50%**
	4	**70**	**35.00%**	**61.50%**
	5	**77**	**38.50%**	**100.00%**

A majority (38.50%) strongly agree that instructors respond to trainees' doubts, with an additional 35.00% agreeing. This indicates that training sessions are conducted in an interactive manner, with instructors providing support and clarification as needed.

Question	Response	Counts	% of Total	Cumulative %
Q18	**Do training and development reduce the stress of the employees?**			
	1	3	1.50%	1.50%
	2	15	7.50%	9.00%
	3	49	24.50%	33.50%
	4	63	31.50%	65.00%
	5	70	35.00%	100.00%

A significant majority (35.00%) strongly agree that training and development reduce employee stress, with an additional 31.50% agreeing. This underscores the role of training initiatives in promoting employee well-being and reducing workplace stressors.

Question	Response	Counts	% of Total	Cumulative %
Q19	**Age**			
	1. 18 to 25	**10**	**5.00%**	**5.00%**
	2. 26 to 35	**41**	**20.50%**	**25.50%**
	3. 36 to 50	**60**	**30.00%**	**55.50%**
	4. 51 to 60	**84**	**42.00%**	**97.50%**
	5. Above 60	**5**	**2.50%**	**100.00%**

The distribution of respondents across age groups indicates that the majority (42.0%) fall within the 51 to 60 age bracket, followed by 36 to 50 (30.0%), suggesting a relatively older workforce. This demographic composition may influence training preferences and needs, with older employees potentially requiring different approaches to learning compared to younger counterparts. However, significant differences were observed based on age

demographics (F(4, 195) = 3.26, p < .05), indicating varied perceptions of training effectiveness among different age groups.

Question	Response	Counts	% of Total	Cumulative %
Q20	**Gender**			
	1. Male	**99**	**49.50%**	**49.50%**
	2. Female	**101**	**50.50%**	**100.00%**

The gender distribution shows a near-even split, with 49.5% male and 50.5% female respondents. This gender balance suggests that training initiatives are accessible and relevant to both male and female employees within the organization. However, further analysis revealed no significant differences in responses based on gender demographics. This finding indicates that training programs cater equally to the needs of male and female employees, fostering inclusivity and gender equity in training opportunities.

Conclusion:

Training and development are essential investments for organizational success, ensuring the alignment of human resources with business objectives and fostering individual growth. This study provides insights into the efficacy of training programs at CLASTEK Engineering Pvt. Ltd. and underscores their importance in enhancing organizational efficiency.

References

1.	Dr. H.C. Bindusha, Anitha, K., A Study on Effectiveness of Employees Training and Development Programme, International Journal of Research Publication and Reviews, Vol 3, no 12, pp 97-101 December 2022.

2.	Asim, M. (2013). Impact of motivation on employee performance with effect of training: Specific to education sector of Pakistan. International Journal of Scientific and Research Publications, 3(9), 1-9.

3.	Kirovska, Z., & Qoku, P. N. (2014). System of employee performance assessment: Factor for sustainable efficiency of organization. Journal of Sustainable Development, 5(11), 25-51.

4.	McDowall, A. and Saunders, M.N.K. (2010). UK Manager's Conceptions of Training and Development. Journal of European Industrial Training, 34, 609-630.

5.	Noe, R. A. (2017). Employee Training and Development. McGraw-Hill Education.

6.	Nassazi, N. (2013). Effects of training on employee performance: Evidence from Uganda (Unpublished doctoral dissertation). University of Applied Sciences, Vassa, Finland.

7.	Sathi, M. K. (2022). Organization Culture on Employee Performance in Heis with Special Reference to Rajasthan (1st ed., pp. 77-90).

8.	Siddiqui, A. (2018). Role of Training and Development Methods in Raising Employee Performance. Kaav International Journal of Economics, Commerce & Business Management, 5(1), 7-11.

9.   Singh, S., & Chaudhary, S. (2018). Workplace Ostracism: A Curse to Employee Performance. Kaav International Journal of Economics, Commerce & Business Management, 5(1), 87-93.

10.   https://www.researchgate.net/publication/332537797_The_Importance_of_Training_ and_Development_in_Employee_Performance_and_Evaluation/link/5cefe41092851c 4dd01ba833/download