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Effectiveness of Training and Development in An Organisation

[1]Kavitha M, [2]Dr. Vijayakumar M

[1]II MBA Student, [2]Assistant Professor
[1,2] Faculty of Management
[1,2] SRM Institute of Science & Technology, Chennai, India

ABSTRACT:

The research project entitled 'Effectiveness of Training and Development attempts to understand the opinion and attitudes of the various categories of industrial employees of an organization in the department of TPFS (Third-Party Functional Services) towards the maintenance of effectiveness of Training services provided by the Company. The data was collected through well-structured questionnaires, which contained closed-end questions. This Survey was carried out in various departments of the Company. In the course of the study, it was found that the training programs analyzed were provided to all the employees of the organization and were not particular about specific to a special category of employees. The research design used for this study is descriptive. The descriptive study helps the researcher discover the population's various characteristics. A random sampling technique was adopted for selecting sample units from the employees. The methods of data collection for the study include both primary and secondary data. The preliminary data were collected through a questionnaire conducted Survey with the employees. The source of secondary data was company profiles and websites. A sample of 100 employees helped to analyze their satisfaction level and provide valuable suggestions.

The statistical tool used for analyzing and interpreting the opinions of the employees and the device includes simple percentage analysis and hypothesis testing (correlation & regression test). The results were presented with the help of different charts and diagrams. The study's findings were drawn from data analysis, and suggestions and conclusions were made based on the results. organization; Population / Sample Size, Data Collection.

Keywords: *Third-Party Functional Service, Industrial employees., Population/Sample Size, Data Collection*

I. INTRODUCTION

The Training of personnel happens after orientation. Enhancing an employee's knowledge, talents, and skills to perform a particular task is done through Training. Employees' mindset changes during the training process, resulting in high-caliber performance. Its nature is constant and unending.

Importance of Training

For a company to prosper and expand, it is vital to offer Training, which benefits both the employers and the staff members. High-quality Training enhances the effectiveness and productivity of employees. The training program usually covers four key areas:

- Newly hired employees receive Training that clarifies the organization's mission, vision, policies, and working conditions.
- Existing staff members receive Training to enhance their skills and knowledge.
- Training is provided to help employees adapt to technological updates and changes. This includes introducing new machinery, changing production processes, or teaching computer skills. Staff members are trained on how to operate new equipment and adopt new working practices.
- Training is provided for career advancement opportunities.

Objectives of Employee Training Programs

1. To provide workers with the skills they'll need to adapt to changing and challenging job demands
2. To equip new hires with the knowledge and abilities to carry out their roles and jobs successfully.
3. To train staff members for more challenging and advanced duties.
4. To teach staff members cutting-edge, new job methods.

Ways/Methods of Training

Training is generally imparted in two ways:

On-the-job Training- The staff receives Training while working, giving the impression that they are already producing results. It's known as learning by doing, in layman's words. It is about such jobs that are either hard to imitate or easy and quick to master. The training program that will best use the abilities of the current workforce is selected.

Off-the-job Training- These techniques require the trainees to spend their training term away from their workplaces since they need them to obtain the necessary skills and information in simulated environments or other ways. This discusses some of the most often used off-the-job training techniques.

Steps in Employee Training Programme

Steps included in a training program include:

1. Determining the training requirements – It is essential to determine the training requirements for each employee. The optimum programs for their needs should be built.

2. Get the trainer ready- The trainer has to complete his research. He has to understand both what to teach and how to teach it. For the trainer, time management is necessary. A trainee's interest in the work should not be lost during Training.

3. Preparing the trainee- The trainee should be active throughout Training. He ought to understand the purpose of his Training. Questions and doubts should be expressed to the trainer. During the training program, the student should feel comfortable.

4. Explicate and show the procedures - The trainer should go through the job's logical progression. The learner should carry out the task methodically and describe the entire task he is carrying out. His errors should be fixed, and the challenging step should be completed once for him. The learner is given autonomy after he proves he can perform the task correctly. The student improves their competence by performing the same exercises again.

5. Follow-up and feedback – The trainee needs to hear how well he did his work. He should be asked for his opinion on the training program's efficacy.

Training is how someone gains information and skills relevant to their work. It costs businesses money to pay for the Training and to lose the time an employee would have worked. Nonetheless, there are substantial potential benefits from staff training. The key advantages of Training include more employee motivation, productivity, and higher-quality output.

The following are some more detailed justifications for why a company should train its staff:

• Introduce new hires to the Company (sometimes called "induction training"); see below.

• Assist in supplying the skills the industry requires (in particular, making the workforce more flexible or being trained on new higher technology machinery)

• Support the introduction of new working methods, like a company introducing new lean production techniques

• Provide employees with better knowledge of the Company and the market it operates in

• Provide support for jobs that are complex and for which the necessary skills and knowledge are frequently changing

• Reducing the requirement for monitoring will free up valuable management time and help maintain a positive safety record. Improving the quality of a good or service will also help reduce customer complaints.

• Boost employee commitment to the Company and motivation

1.1.5 Benefits of Trained Employees

Training is a vital tool for the growth and development of staff. Given the rapid pace of change in both the internal and external environment of organizations, Training has become essential. The following are some factors that highlight the importance of skilled employees for the development of an organization:

a. When individuals have received proper Training on how to perform their job, they require less strict supervision and monitoring

b. Employees who have undergone Training are likely to perform at a higher level as they can utilize materials, tools, equipment, and other resources more effectively.

c. Qualified staff members operate successfully and efficiently, minimizing resource wastage in the Company.

d. Employees who are provided with opportunities for growth, advancement, and learning are more committed and loyal to their organization.

e. As it prepares workers for more challenging and advanced duties, Training creates a pipeline of competent and talented managers.

f. Trained workers do their jobs more effectively and have lower absence and turnover rates.

g. Trained workers deliver both high-quality and high-quantity production.

h. Skilled workers provide the Company the ability to compete with competitor businesses.

i. Well-trained staff can react to and adapt to evolving technologies.

j. Skilled workers improve their proficiency, which raises their earning potential.

The benefits of Training can be outlined as follows:

1. Increases employee morale- Training can enhance employee morale by providing them with job stability and satisfaction. When employees are content and confident in their jobs, they are more likely to contribute to the success of the organization and less likely to be absent or leave the company.

2. Reduces the need for supervision - Training leads to reduced supervision requirements as individuals who have undergone Training are knowledgeable about their responsibilities and require less supervision, resulting in less time and effort wasted.

3. Reduces the occurrence of accidents- Training can lead to fewer accidents in the workplace. When employees lack the necessary knowledge and skills to perform a task, they are more likely to make mistakes that can result in accidents. With proper Training, the chances of an employee having an on-the-job accident decrease, and their proficiency level increases.

4. Promotional opportunities - Training is when employees develop their abilities and productivity. They are more qualified for promotions. They, in turn, become a resource for the Company.

5. Enhanced productivity - Employee training increases productivity and efficiency. Employees with good Training deliver both quantity and quality of work. If personnel is adequately taught, time, money, and resources are less wasted.

Theories on Training and Development

Training and development programs that enhance employees' skills and knowledge are highly appreciated in a highly competitive job market. Nowadays, every employee recognizes the importance of improving their skills to advance in their profession. Several concepts emphasize the significance of Training and development for an organization and suggest various methods for Training and development. The following sections will discuss the four primary theories of Training and development.

Theory of Reinforcement

This theory focuses on an individual's learning behavior and asserts that a learner is more likely to repeat an activity if it results in a positive outcome. The concept of reinforcement was introduced by behaviorist psychologist Skinner, who also recommended that training and development programs align with organizational goals and be expected to yield positive results. To further elaborate on the reinforcement theory, various human resource practices are currently in use that can be linked to training and development initiatives to fulfill the requirements of this theory. For instance, bonuses, pay raises, promotions, and certification awards are given after a training program and can be linked to training and development activities. These rewards are likely to have a positive impact. According to Skinner's theory of reinforcement, if a company does this, the trainer or employee is more likely to be motivated and interested in the training and development programs offered by the organization.

Theory of Learning Types

Gagne's theory places significant importance on the acquisition of intellectual skills, which are not commonly possessed by individuals. His theory suggests multiple learning types, and each type has distinct internal and external criteria. Gagne's approach categorizes learning into five types: gne's theory categorizes learning into five types, namely: (1) verbal information, (2) attitudes, (3) physical skills, (4) cognitive skills, and (5) intellectual skills.

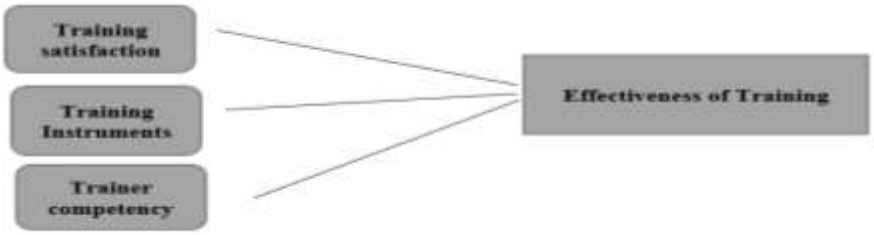
Theory of Experiential Learning

The experiential theory of learning by C. Rogers differentiates between experiential and cognitive types of learning. According to Rogers, this kind of learning fulfills the needs and desires of the learner. Experience contributes to the learner's personal growth, enhances their learning capacity, and expands their knowledge. Through personal involvement, the learner can conduct a self-assessment, which helps them understand how their learning experience has influenced their attitudes.

Theory of Social Learning

The social theory of learning, introduced by Albert Bandura, offers a unique perspective on the learning process that emphasizes social factors. Bandura argues that direct reinforcement, or formal training and development programs, are not effective for all types of learning since some social components cannot be taught in a systematic way. Instead, learning occurs through observational learning, where individuals learn by observing various human behaviors in their surroundings. This approach considers observation-based learning as the primary type of learning. The environment plays a critical role in this theory, and it suggests that the surroundings should be professional and conducive to learning. Additionally, the theory identifies the importance of mental states in the learning process. If an individual's mental state is unfavorable for learning, they will not engage in the learning process and will not benefit from it. Organizations can create a positive mental state about training programs by linking rewards and benefits to such programs, inspiring employees and generating a positive mental state. The example company also follows this principle by allowing employees to learn from their surroundings, including managers, supervisors, and coworkers.

Conceptual Model for Training and Development



Statement of the Problem

- Training sessions are not conducted as per the schedule
- Limitations on the amount of time available for preparing and attending learning activities.
- There is a lack of willingness among learners to take ownership of their own development.
- Trainers setting objectives instead of learners.
- One possible paraphrase could be: Not achieving significant value through the application of the learned knowledge and skills in the workplace.
- Employee disengagement

Scope and Significance of the Study

Scope of the Study

- The study is conducted among the new employee.
- The purpose of the study is to assess the performance of employees while they undergo training.
- The purpose of the study is to determine if employee performance improves as a result of training.
- A study is being conducted to determine if job satisfaction and recognition are improved through training.
- The purpose of the study is to determine if the training aids in managing stress, tension, and frustration.

Significance of the Study

- The purpose of the study is to determine whether the training improves productivity.
- The study aims to determine if the training enhances interpersonal skills and creates a better work environment within the organization, leading to increased productivity.
- The study aims to determine if training can enhance the quality of work.
- The study aims to determine if training can enhance the organizational climate, health, and safety.
- The study aims to determine if the training program helps prepare the employee for a future position.

Objectives of the Study

Primary objectives

- A study is being conducted to assess the effectiveness of the employee training and development programs in the TPFS department at Omnex Quality Academy.

Secondary objectives

- To investigate the TPFS employees' perception and attitude towards the training program.
- To analyze the effectiveness of the induction and training period evaluation
- Based on the study's findings, the objective is to provide recommendations for enhancing the training program.
- The study investigates ways to maintain a harmonious relationship among TPFS employees.

Limitations of the Study

•Perception limitation - Employees frequently underrate their talents before training and overestimate them afterward to justify their involvement in the training program. This illustrates how challenging it is to assess or record the efficacy of a training program fully.

• Time restriction - While filling out all the surveys, I discovered that most employees didn't want to reply due to their short time. I had a difficult time persuading them.

•Sample size limitation - With the organization's workforce totaling over 21,500 people, including every employee in the Survey was highly challenging. The sample size of 400 employees is the maximum number included in this Survey. As a result, the project study's scope is constrained, and the results might not accurately reflect the whole population.

•Duration constraint- Due to the project's eight-week time limit, it was challenging to examine the training needs on a micro level.

II. Literature Review

- The study in the research paper reveals that the Various facets of overall job satisfaction were found to have a significant positive association with each other, resulting in a significant association between overall training satisfaction and the employee development aspect of job satisfaction. The study identifies a necessary ingredient to the creation of Job Satisfaction among employees in a business world driven by Learning and Sharing of Information (Schmidt, n.d.)
- The study of the research paper explains the concepts of Training and development are used interchangeably. However, it can differentiate from the other. Training is a form of specialized education aimed at giving the trainee a particular or technical knowledge, skill, and attitude that he must possess to perform in a given position effectively. Development is concerned with specific programs designed to prepare and groom a worker with special education and Training for higher responsibilities. The ultimate aim of every training and development program is to add value to human resources. Any program that would not add value should be abandoned. Without Training, it won't be easy to acquire skills, and without skills, organizations will not achieve their objectives through people. In a training and development program context, well-trained superiors and managers have the confidence to foster the initiative and creativity of their subordinates due to attitude or inability to adapt to scientific deviations. (Ghafoor Khan et al., 2011)
- The study could lead to increased productivity and improved quality which minimizes wastage (Torraco, 2016)
- This paper outlines that the main factors contributing to an individual's satisfaction with their training experience are their perception of the Training's effectiveness and efficiency (PTE) and the Training's practical usefulness (PUT). (Fletcher et al., 2018)
- According to the research paper, to achieve the expected benefits from Training, it is important to conduct it in a systematic manner. The training system includes three stages: i) assessing program needs, ii) designing the programs, and iii) implementing and evaluating the training programs. These programs are designed to meet specific objectives that can contribute to both employee and organizational effectiveness. (Latif et al., n.d.-a)
- The employees' demands must be considered while designing training and development programs. It has been discovered to have a good effect on the workers, encouraging them to realize their talents and potential and enhancing their technical and interpersonal skills. (Donovan et al., 2013)
- The research paper concluded that specific training competencies are crucial for the effectiveness of Training and development. These competencies include teamwork, inspiration-motivation, creativity, mentoring, staying current, proactiveness, active listening, staying healthy, training measurement, consistency, and having love and passion for the profession. (Truitt, 2011)
- The research indicates that trainers with formal teaching qualifications and over ten years of experience in training roles are more likely to associate with the model of an effective trainer. (Gauld & Miller, 2004; Genaidy et al., 1992)
- The research paper reveals the systematic approach to identifying the essential competencies of trainers. These steps led to a valuable and acceptable set of competencies. (Kalargyrou & Woods, 2011)
- Determine the need for a list of trainer's competences
- Establish criteria to judge the list of competencies.
- Identify a set of competencies by gradually building the content and structure of the list using literature and human resources.
- Test the utility and acceptability of the list of competencies as a tool for selecting, developing, and evaluating trainers, Following the steps, other agencies can develop their instructor competencies to select, train and evaluate trainers. Consider applying the steps elaborated in the forthcoming sections
- The paper categorizes the functional areas of Training into four main areas: management and coordination, programming, delivery of human resource development, and career development. Training and development curricula should therefore include Training in research/statistics,

media development/production, and counseling/career development. Ideally, a graduate program to prepare trainers should incorporate adult education, business/management, and counseling. (Ahmad & Ahmad, 2014; Elnaga & Imran, 2013)

- The research investigates methods to increase employee contentment by utilizing an e-learning platform and what kinds of training or teaching activities effectively increase their learning satisfaction. We provide a model and framework for assessing the impact of e-learning on employee satisfaction and improving learning and teaching outcomes. Findings from the Study confirmed the validity of the proposed model for e-learning satisfaction assessment. In addition, the results showed that the four variables of technology, educational content, motivation, and attitude significantly influenced employees' learning satisfaction. (Latif et al., n.d.-b)
- This study aims to demonstrate that trainers with formal teaching qualifications who have worked in training positions for over ten years identify with the effective trainer model. (Giangreco et al., 2009)
- The study aims to specify what constitutes competence for intercultural trainers / what knowledge they need / what kind of intercultural experience they need to have had / what types of skills are required of them / which personal qualities will help them be more effective in their work consequences of inadequate trainer knowledge and skills (Graf, 2004)
- The article discusses trainer competencies and categorizes them into three domains: cognitive (knowledge), behavioral (performance), and personal (individual attributes). The author reflects on the importance of training trainers and its significance in the field. (Ghosh et al., 2012)
- This paper study presents some current barriers to XR adoption in manufacturing training and highlights the limitations that should be considered when looking to develop and apply the practical applications of XR.(Doolani et al., 2020)
- This paper examines the impact of Training on employee productivity. It presents an overview of the existing evidence on this correlation and proposes areas for further research. (Singh & Mohanty, 2010)
- This study involves tabulation and calculation of all components of the OEE and the productivity index in a TPM Manager Model machine of a selected automobile industry. This paper develops an approach to impart special autonomous maintenance training for the Pilot team through an Education and Training pillar to raise the operator's skill levels and ownership for measuring OEE. This paper focuses on the measurement of OEE by incorporating autonomous maintenance training. It has been concluded that OEE is an essential key performance indicator tool that improves overall operational performance and plant efficiency. (Vijayakumar & Gajendran, n.d.)
- This study investigates the effect and permanency of the virtual reality (VR) training method on complex assembly task performance and product quality. The correct assembly of a complex industrial product is crucial to reduce the production flaw in manufacturing. For this reason, a VR training set was developed for a hydraulically-controlled clutch complete set (HCCCS) consisting of 90 parts to investigate the effectiveness and permanency of assembly training. The study results revealed that the VR-based training method reduced the training time per individual by 25% and achieved a 27.9% improvement in complex industrial assembly task performance. The quality reports also showed that the HCCCS assembly flaw rate was reduced by 89% and maintained the permanency of the VR-based Training in complex industrial maintenance and assembly (IMA) tasks. (Chakraborty & Bise, 2000)
- The paper examines the utilization of VR technologies in nuclear power plants and analyzes the current trends and examples. It concludes that VR and AR technologies are cost-effective in atomic power plants by preventing design errors before the construction phase, reducing travel and training costs for staff, improving industrial safety, and enhancing management efficiency.
- This paper studies Training and development in employee performance in various district assemblies (Boadu et al., 2014)

III. Research Design

Research on the factors that influence Training satisfaction, Training instruments, and trainer competency is an important theme that examines the factors that influence on Effectiveness of training and development. The purpose of this study is to provide insight into the development of training in organizations and identify the key factors that influence their training and development. The study design of this study is important to ensure that the research goals are achieved and the results are valid and reliable. The tool used in this study is a select version of the 13-item scale Prior to this a set of demographic questions were inculcated into it to understand the sample better. This tool helps obtain and understand the data on the degree to which various factors influence the effectiveness of training. The reliability of the scale measured by **Cronbach's α** was found to be **0.870**, stating that it has acceptable internal consistency among items of the questionnaire. The first step in the research design process is to define the research question and goals. The research question for this study is, "What factors influence the Effectiveness of Training and development?" The purpose of this study is to identify the most important factors influencing training' and to analyze the relationship between this Training satisfaction, trainer competency, and training instruments. The next step in the study design process is to formulate one or more hypotheses. A hypothesis is a preliminary statement about a relationship between two or more variables. The study allowed us to hypothesize that Training effectiveness are influenced by factors such as Training satisfaction, trainer competency, and training instruments.

The study design of this study is quantitative in nature. This means that data is collected through surveys or questionnaires and evaluated using statistical techniques. The target group for this survey is Third party, Industrial employees. The sample size is determined based on the levels of precision required and available resources. In summary, the research design of a study on factors influencing Training and development is critical to ensure that research objectives are met and results are valid and reliable. Research design includes defining research questions and goals, developing hypotheses, determining target populations and sample sizes, developing research instruments, and analyzing data using statistical methods. Ethical considerations are also considered to ensure that research is conducted in a responsible and ethical manner.

3.1 Data Source

The 13-item questionnaire was used to collect data. The questionnaire comprised a 5-point Likert scale to understand how the factors influenced the career choices of students, both in a positive and a negative manner. The ethical considerations of this study include obtaining informed consent from the participant, ensuring the participant's confidentiality and anonymity, and ensuring that the study does not harm the participant.

3.2 Hypothesis

There were three postulated for the research which was later out to test through quantitative analysis methods from the data collected using the said questionnaire as a key tool. The three hypotheses are,

- *H0 (NULL HYPOTHESIS)- There is no significant relationship between training instruments with training effectiveness*

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training instruments with training effectiveness

- *H0 (NULL HYPOTHESIS)- There is no significant relationship between training competency with training effectiveness*

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training competency with training effectiveness

- *H0 (NULL HYPOTHESIS)- There is no significant relationship between training satisfaction with training effectiveness*

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training satisfaction with training effectiveness

3.3 Existing Issues

For a company to succeed, today's employees must be diverse, innovative, perceptive, and knowledgeable. To retain employees and attract new ones, companies must invest in their most valuable asset: their people. Today's employees expect to receive Training and education to keep their knowledge and skills up-to-date, and they are often hesitant to join companies that do not provide such opportunities. As a result, corporate training programs have undergone significant changes. Several businesses offer opportunities to learn and employ them as retention strategies. To keep and receive excellent work from the staff, many firms implement the approach of adequate & effective Training by raising their training expenses. Training equips employees with the necessary skills and knowledge to fulfill their current job responsibilities and prepares them for future roles and tasks they may be assigned. Technological advances, particularly the computer and internet, are partially responsible for the change in training methods.

The current system can be improved by:

• *A change in perspective*

Employee training is positioned to develop into a strategy that delivers value to the Company, going beyond only being a compliance measure or a way to learn the fundamentals of the work. According to this Training Industry article, Training must begin with the goal.

To develop the architecture that will enable and assess the learning required to achieve the target goal, onboarding and Training program design must start with the desired outcome. This must address the Training's scope, pace, and modality and how these elements interact.

•*New technology will disrupt conventional Training*

Employee training is currently experiencing various disruptions, including changes in the method of communication and the content being taught. Online learning requires asynchronous communication to allow for self-paced learning through quizzes and instructional videos. Furthermore, innovative technologies such as volumetric movies are being used to enhance remote learning by providing immersive learning experiences that cater to different learning preferences. This evolution in content delivery has strengthened the sustainability of the training process as it can benefit visual, aural, and kinesthetic learners alike.

• *Training can be more individualized*

Having a growth mindset is currently a top trend in corporate Training. Instead of solely focusing on mastering specific tasks related to their work, training programs are increasingly emphasizing long-term career goals and professional development. This approach is logical, given the rapid pace of technological advancement. A successful employee is now defined by their expertise in a specific area and their ability to adapt and learn new skills.

Likewise, a successful learning and development program should assist employees in solving immediate problems and equip them with the necessary skills to tackle future challenges.

To achieve this, you must design personalized learning pathways. Here, AI will be crucial. A learner's tendencies and preferences may be studied by AI bots, which can then present more pertinent information for them to review. Future AI bots may serve as virtual learning assistants, assisting students on their unique learning journeys.

• *The importance of informal learning should increase.*

There is a growing trend in corporate Training from formal to informal and continuous learning. This shift will become more important in the future as workers pursue a wider range of educational opportunities due to non-linear career paths. Previously, employers only prioritized Training that directly related to job tasks, but employees are now seeking more opportunities for learning, even if they are informal. As a result, businesses will increasingly focus on social learning, cross-team Training, micro-learning, and gamification, as research shows that individuals learn best when they collaborate and have fun while doing it.

• Need for agility

Adaptability will be crucial in Training and development as the emphasis shifts from "what" to "how" we learn. With past successes quickly becoming outdated, employees cannot be trained to replicate them. Instead, they must be prepared to be innovative and adaptable to new challenges.

According to predictions, 85% of jobs in 2030 have not been created yet. The most important skill that future employees will require to thrive is the ability to think quickly on their feet and make the best decisions in new and unexpected situations. To meet this demand, learning and development strategies must be rethought. Instead of teaching best practices for predictable problems, L&D departments should design training programs around unpredictable circumstances.

• *Choose a data-driven strategy*.

The necessity of Training doesn't need to be supported by your Training & development department. Yet, it must show how learning affects a company's performance. No one will question if your investment is paying off anymore if you relate training objectives to employee behavior, performance, and company goals.

To achieve these goals, you might modify your training program and gather data to assess the efficiency of your Training. Pay attention to measurable KPIs like exam scores, average training completion, and attendance rates. The impact of Training may then be evaluated by comparing these to sales targets, efficiency gains, and the pace of overall growth.

• *Make the Training accessible vertically*

Training shouldn't be considered an extravagance for managers only, nor should it be considered an "entry-level" requirement that workers will outgrow. Access to at least some aspects of it should be available to everyone in the firm. This also applies to Training in leadership and up- and down-skilling.

Long-term improvements in everything, from cross-departmental communication to general business culture and morale, are made possible when workers from different departments and hierarchical levels can learn together.

• *Pay attention to the requirements of the future leaders*

It refers to Generation Z. Independent self-starters characterizing Gen Z workers. Gen Z will have difficulty listening through lengthy Zoom lectures with little opportunity for involvement because they were practically born online and are always on their phones.

Create a training course that is highly individualized and incorporates gamification, micro-learning videos, and social components. That will significantly contribute to keeping your younger (and potential future) employees interested.

IV. Findings

- Most of the respondents are from Gem [1997-2012]
- Most of the respondents are Graduated
- Most of the respondents are working in Lucas.
- Most of the respondent's designation is Quality Inspector.
- Most of the respondents are Satisfied with the Welcome received by the HR
- Most of the respondent's got their welfare items on time.
- Most of the respondents or satisfied with the enrollment process during Induction.
- Most of the respondents are satisfied with Induction.
- Most of the respondents are satisfied with the Supervisor/PQIC skill.
- Most of the respondents are satisfied with the In-charge ability to lead and in providing work direction

- Most respondents are either satisfied or dissatisfied with the Training on necessary tools to perform your job.
- Most respondents are satisfied with the job-specific Training provided by the supervisor /PQIC.
- Most of the respondents are satisfied with the ability of the supervisor to assist in completing the Training
- Most of the respondents are given Training with standard inspection document
- Most respondents are trained with the specific product and process.
- Most of the respondents attended the training assessment.
- Most of the respondents have rated fair on the Training conducted by the OQA-TPFS

TABLE:1

GENDER CLASSIFICATION OF THE RESPONDENTS

GENDER	RESPONDENTS	PERCENTAGE
Male	150	100%
Female	0	0%

INTERPRETATION

It is found from the table that 100 percent of the respondents are male, and there are no female respondents.

TABLE: 2

BIRTH YEAR CLASSIFICATION OF THE RESPONDENTS

BIRTH YEAR OF THE RESPONDENTS	RESPONDENTS	PERCENTAGE
Gen [1997-2012]	116	77%
Millennials [1981-1996]	33	23%

INTERPRETATION

It is found from the table that 77 percent of the respondents are Gem category [1997-2012], and 23 percent of the respondents are Millennials [1981-1996].

Most of the respondents are from Gem [1997-2012]

TABLE :3

EDUCATION LEVEL CLASSIFICATION OF THE RESPONDENTS

EDUCATION LEVEL	RESPONDENTS	PERCENTAGE
Diploma	47	31%
Graduate	103	69%

INTERPRETATION

It is found from the table that 69 percent of the respondents are graduates, and 31 percent of the respondents are Diplomas. Hence most of the respondents are Graduate

TABLE:4

COMPANY CLASSIFICATION OF THE RESPONDENTS

NAME OF THE COMPANY YOU'RE WORKING FOR AS AN OQA-TPFS EMPLOYEE	RESPONDENTS	PERCENTAGE
Lucas	62	41%
Dana	0	0%
PSA	11	7%
Delphi	3	2%
Mindarika	7	5%
SEL	6	4%

TATA Ficosa	10	7%
Cummins	34	23%
Carraro	6	4%
Allison	11	7%

INTERPRETATION

It is found from the table that 41 percent of the respondents are working in Lucas, and 23 percent of the respondents are working in Cummins. Every 7 percent of respondents are working in Allison, TATA Ficosa, PSA, 5 percent of respondents are working in Mindarika, and every 4 percent of the respondent are working in Carraro, SEL. Most of the respondents are working in Lucas.

TABLE: 5

DESIGNATION CLASSIFICATION OF THE RESPONDENTS

DESIGNATION	RESPONDENTS	PERCENTAGE
Quality Inspector	133	89%
CMM Engineer	4	3%
Process Auditor	2	1%
Purchase Associate	2	1%
Product Engineer	3	2%
Shift In charge	4	3%
PQIC	2	1%

INTERPRETATION

It is found from the table that 89 percent of the respondent's designation is Quality Inspector, and 3 percent of the respondent's appointment is CMM Engineer. Every 3 percent of the respondent's designation is CMM Engineer and Shift In charge, 2 percent of the respondent's designation is Product Engineer every 1 percent of the respondent's designation is process auditor, purchase associate and PQIC.

Most of the respondent's designation is Quality Inspector.

TABLE:6

SATISFACTION ON WELCOME RECEIVED FROM HR

How satisfied were you with the Welcome you received from HR?	RESPONDENTS	PERCENTAGE
Very Satisfied	44	29%
Satisfied	72	48%
Neutral	24	16%
Dissatisfied	9	6%
Very dissatisfied	1	1%

INTERPRETATION

It is found from the table that 29 percent of the respondents are Very satisfied with the Welcome received by HR on Induction and 48 percent of the respondents are happy with the Welcome received by HR, and 16 percent of the respondents are either satisfied or dissatisfied by the Welcome received by the HR and 6 percent of the respondents are Dissatisfied with the Welcome received by HR and 1 percent of the respondents are Very Dissatisfied with the Welcome received by the HR on Induction.

Most of the respondents are Satisfied with the Welcome received by the HR

TABLE:7

SATISFACTION WITH THE TIME IT TOOK TO RECEIVE WELFARE ITEMS

When did you receive your welfare items?	RESPONDENTS	PERCENTAGE
On-time	112	75%
Delay	38	25%

INTERPRETATION

It is found from the table that 75 percent of the respondents got their welfare items on time, and 25 percent of the respondents got welfare items on delay.

Most of the respondent's got their welfare items on time.

TABLE 8:

SATISFACTION WITH THE ENROLMENT PROCESS

How satisfied were you with the enrolment process?	RESPONDENTS	PERCENTAGE
Very Satisfied	33	22%
Satisfied	79	53%
Neutral	33	22%
Dissatisfied	5	3%
Very dissatisfied	0	0%

INTERPRETATION

It is found from the table that 22 percent of the respondents are very satisfied with It is seen from the table that 22 percent of the respondents are very satisfied with the enrollment process during Induction, 53 percent of the respondents are happy with the enrollment process during Induction and 22 percent of the respondents either satisfied or dissatisfied with the enrollment process during Induction and 3 percent of the respondents are dissatisfied with the enrollment process during the enrollment process.

Most of the respondents or satisfied with the enrollment process during Induction.

TABLE 9:

SATISFACTION ON INDUCTION

How satisfied were you with your Induction?	RESPONDENTS	PERCENTAGE
Very Satisfied	33	22%
Satisfied	83	55%
Neutral	28	19%
Dissatisfied	6	4%
Very dissatisfied	0	0%

INTERPRETATION

It is found from the table that 22 percent of the respondents are very satisfied with the Induction and 55 percent of respondents are happy with the Induction and 19 percent of the respondents are either satisfied or dissatisfied with the Induction, and 4 percent of the respondents are dissatisfied with the Induction.

Most of the respondents are satisfied with Induction.

TABLE 10:

SATISFACTION WITH THE SKILL OF THE ASSIGNED PQIC/SUPERVISOR

How satisfied were you with the skill of your assigned PQIC/supervisor?	RESPONDENTS	PERCENTAGE
Very Satisfied	36	24%
Satisfied	39	26%
Neutral	38	25%
Dissatisfied	6	4%
Very dissatisfied	1	1%

INTERPRETATION

It is found from the table that 24 percent of the respondents are very satisfied with the supervisor/PQIC skill and 26 percent of the respondents are happy with the Supervisor /PQIC skill, and 25 percent of the respondents are either satisfied or dissatisfied with the Supervisor /PQIC Skill and 4 percent of the respondents are dissatisfied with the supervisor/PQIC and 1 percent of the respondents are very dissatisfied with the PQIC supervisor skill.

Most of the respondents are satisfied with the Supervisor/PQIC skill.

TABLE 11:

SATISFACTION ON IN CHARGE ABILITY TO LEAD AND PROVIDE WORKING DIRECTION TO YOU

How satisfied were you with your in-charges ability to lead and provide working direction to you?	RESPONDENTS	PERCENTAGE
Very Satisfied	39	26%
Satisfied	61	41%
Neutral	44	29%
Dissatisfied	4	3%

Very dissatisfied	2	1%

INTERPRETATION

It is found from the table that 26 percent of respondents are very satisfied with In-charge's ability to lead and in providing working direction and 41 percent respondents are satisfied with the in charges ability to lead and in providing working direction and 29 percent of the respondents are either satisfied or dissatisfied with In-charge ability to lead and in providing work direction and 3 percent of the respondents are dissatisfied with the In-charge ability to lead and in providing work direction and 1% of the respondents are satisfied with the In-charge ability to lead and in providing work direction. Most of the respondents are satisfied with the In-charge ability to lead and in providing work direction

TABLE 12:

SATISFACTION WITH NECESSARY TOOLS PROVIDED BY THE SUPERVISOR

How satisfied were you with the Training with the necessary tools (vernier caliper, micrometer, etc.) provided to perform your job?	RESPONDENTS	PERCENTAGE
Very Satisfied	32	21%
Satisfied	54	36%
Neutral	56	37%
Dissatisfied	5	3%
Very dissatisfied	3	2%

INTERPRETATION

It is found from the table that 21 percent of the respondents are very satisfied with the Training on necessary tools provided to perform your job and 36 percent of the respondents are satisfied with the Training on necessary tools provided to complete your job, and 37 percent of the respondents are either satisfied or dissatisfied with the Training on necessary tools provided to perform your job and 3 percent of the respondents are dissatisfied with the Training on necessary tools provided to complete your job and 2 percent of the respondents are very dissatisfied with the Training on necessary tools provided to perform your job. Most of the respondents are either satisfied or dissatisfied with the Training on necessary tools provided to perform your job.

T***ABLE 13:***

SATISFACTION WITH THE JOB-SPECIFIC TRAINING OPPORTUNITIES PROVIDED BY THE SUPERVISOR

How satisfied were you with the job-specific training opportunities provided by the Supervisor/PQIC?	RESPONDENTS	PERCENTAGE
Very Satisfied	31	21%
Satisfied	71	47%
Neutral	40	27%
Dissatisfied	7	5%
Very dissatisfied	1	1%

INTERPRETATION

It is found from the table that 21 percent of the respondents are very satisfied with the job-specific Training provided by the supervisor /PQIC and 47 percent of the respondents are satisfied with the job-specific Training provided by the supervisor /PQIC and 27 percent of the respondents are either satisfied or dissatisfied with the job-specific Training provided by the supervisor /PQIC and 5 percent of the respondents are dissatisfied with the job-specific Training provided by the supervisor /PQIC and 1 percent of the respondents are very dissatisfied with the job-specific Training provided by the supervisor /PQIC.

Most respondents are satisfied with the job-specific Training provided by the supervisor /PQIC.

TABLE 14:

SATISFACTION WITH THE AVAILABILITY OF SUPERVISOR TO ASSIST EMPLOYEES IN COMPLETING TRAINING

How satisfied were you with the availability of your PQIC/supervisor to assist you in completing your Training?	RESPONDENTS	PERCENTAGE
Very Satisfied	26	17%
Satisfied	76	51%
Neutral	38	25%

Dissatisfied	8	5%
Very dissatisfied	2	1%

INTERPRETATION

It is found from the table that 17 percent of the respondents are very satisfied with the ability of the supervisor to assist in completing the Training and 51 percent of the respondents are confident in the ability of the supervisor in assisting in completing the Training, and 25 percent of the respondents are dissatisfied on the ability of the supervisor in assisting in completing the Training, and 5 percent of the respondents are very dissatisfied on the ability of the supervisor in assisting to complete the Training, and 1 percent of the respondents are very satisfied on the ability of the supervisor in assisting in completing the Training.

Most of the respondents are satisfied with the ability of the supervisor in assisting in completing the Training

TABLE 15:

TRAINING GIVEN TO EMPLOYEES WITH INSPECTION STANDARD DOCUMENT

Whether the Training is given with the standard inspection document?	RESPONDENTS	PERCENTAGE	
Yes	93	62%	
No	28	19%	
May be	29	19%	

INTERPRETATION

It is found from the table that 62 percent of the respondents have been given Training with the standard inspection document and 19 percent of the respondents are not given Training with the standard inspection document, and 19 percent of the respondents might be given Training with the inspection standard document.

Most of the respondents are given Training with standard inspection documents.

TABLE 16:

TRAINING GIVEN TO EMPLOYEES IN SPECIFIC TO PRODUCT AND PROCESS

Whether the product & process specific training given?	RESPONDENTS	PERCENTAGE
Yes	91	61%
No	11	7%
May be	48	32%

INTERPRETATION

It is found from the table that 61 percent of the respondents are trained with specific products and processes, 7 percent are trained with particular products and processes, and 32 percent of the respondents might be given Training specific to products and methods.

Most of the respondents are trained with the specific product and process.

TABLE 17:

TRAINING ASSESSMENT CONDUCTED

Whether the training assessment is conducted?	RESPONDENTS	PERCENTAGE
Yes	81	54%
No	53	35%
May be	16	11%

INTERPRETATION

It is found from the table that 54 percent of the respondents have attended the training assessment and 35 percent of the respondents have not attended the training assessment conducted, and 11 percent of the respondents might have attended the training assessment.

Most of the respondents attended the training assessment.

TABLE 18:

RATINGS OF TRAINING

Rate overall Training?	RESPONDENTS	PERCENTAGE
1- Excellent	36	24%

2- Good	31	21%
3- fair	53	35%
4- Poor	20	13%
5- Very Poor	10	7%

INTERPRETATION

It is found from the table that 24 percent of the respondents have rated excellent on the Training they got from OQA- TPFS and 21 percent of the respondents have rated good on the Training they got from OQA- TPFS, and 35 percent of the respondents have rated fair on the Training they got from OQA- TPFS and 13 percent of the respondents have rated poor on the Training they got from OQA- TPFS and 7 percent of the respondents have rated very poor on the Training they got from OQA- TPFS.

Most of the respondents have rated fair on the Training conducted by the OQA-TPFS

STATISTICAL TOOLS AND ANALYSIS

Reliability test

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excludeda	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.870	9

How satisfied were you with the welcome your received from HR?
How satifsfied were you with the enrolment process?
How satisfied were you with the induction?
How satisfied were you with the skill of your assigned supervisor?
How satisfied were you with your incharge ability to lead and provide working direction to you?
How satisfied were you with the necessary tools provided to perform your job?
How satisfied were with the job specific training oppurtunities provided by the supervisor?
How satisfied were you with the supervisor's availability to assist you in completeing yur Training?

Rate overall training

INTERPRETATION:

The alpha coefficient for the four items is .870, suggesting that the items have relatively high internal consistency

Correlation

CORRELATION- TRAINING INSTRUMENTS WITH EFFECTIVENESS OF TRAINING

H0 (NULL HYPOTHESIS)- There is no significant relationship between training instruments with training effectiveness

H1 (ALTERNATE HYPOTHESIS)- There is significant relationship between training instruments with training effectiveness

Correlations

			OVERALL TRAINING INSTRUMENTS	Rate overall Training?
OVERALL TRAINING INSTRUMENTS		Pearson Correlation	1	.333**
		Sig. (2-tailed)		.000
		N	150	150
Rate overall Training?		Pearson Correlation	.333**	1
		Sig. (2-tailed)	.000	
		N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

INTERPRETATION:

A Pearson product-moment correlation was performed to investigate the connection between training tools and the effectiveness of Training. The findings showed a small but meaningful positive correlation between the two variables (r = .333, n = 150, p = .000). This indicates that there is a significant relationship between the effectiveness of Training and the instruments used during Training. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted.

CORRELATION- TRAINING COMPETENCY WITH EFFECTIVENESS OF TRAINING

H0 (NULL HYPOTHESIS)- There is no significant relationship between training competency with training effectiveness
H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training competency with training effectiveness

Correlations

		Overall training competency	Rate overall Training?
Overall training competency	Pearson Correlation	1	.266**
	Sig. (2-tailed)		.001
	N	145	145
Rate overall Training?	Pearson Correlation	.266**	1
	Sig. (2-tailed)	.001	
	N	145	150

**. Correlation is significant at the 0.01 level (2-tailed).

INTERPRETATION:

A Pearson product-moment correlation analysis was conducted to assess the association between training competency and training effectiveness. The results indicated a small yet significant positive correlation between these two variables (r = .266, n = 150, p = .001). This provides evidence that there is a meaningful relationship between the level of training competency and the effectiveness of Training. Hence, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted

CORRELATION- TRAINING SATISFACTION WITH EFFECTIVENESS OF TRAINING

H0 (NULL HYPOTHESIS)- There is no significant relationship between training satisfaction with training effectiveness
H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training satisfaction with training effectiveness
Correlations

		overall training satisfaction	Rate overall Training?
overall training satisfaction	Pearson Correlation	1	.176*
	Sig. (2-tailed)		.032
	N	150	150
Rate overall Training?	Pearson Correlation	.176*	1
	Sig. (2-tailed)	.032	
	N	150	150

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION:

A Pearson product-moment correlation was conducted to examine the connection between the level of satisfaction with Training and its effectiveness. The analysis showed a small but positive correlation between the two factors, which was deemed statistically significant (r = .176, n = 150, p = .032). This finding supports the notion that there is a noteworthy association between the adequacy of Training and its effectiveness. Consequently, the null hypothesis (H0) is dismissed, and the alternative hypothesis (H1) is accepted.

Regression

TRAINER COMPETENCY WITH TRAINING EFFECTIVENESS

H0 (NULL HYPOTHESIS)- There is no significant relationship between training competency with training effectiveness

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training competency with training effectiveness

Variables Entered/Removeda

Model	Variables Entered	Variables Removed	Method

1	Overall training competency	.	Enter

a. Dependent Variable: Rate overall Training?

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266a	.071	.064	1.1564

Predictors: (Constant), Overall training competency

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.535	1	14.535	10.870	.001b
	Residual	191.217	143	1.337		
	Total	205.752	144			

a. Dependent Variable: Rate overall Training?

b. Predictors: (Constant), Overall training competency

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.826	.499		3.659	.000
	Overall training competency	.417	.127	.266	3.297	.001

a. Dependent Variable: Rate overall Training?

INTERPRETATION:

The R and R2 values are provided in this table. The "R" Column's R value, which stands for the simple correlation, is 0.266, which denotes a high degree of correlation. How much of the entire variance in the dependent variable, training efficacy, can be described by the independent variable, overall training competency, is shown by the R2 value (the "R Square" column). 6.4% in this instance.

TRAINING INSTRUMENTS WITH TRAINING EFFECTIVENESS

H0 (NULL HYPOTHESIS)- There is no significant relationship between training instruments with training effectiveness

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training instruments with training effectiveness

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	OVERALL TRAINING instruments	.	Enter

a. Dependent Variable: Rate overall Training?

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333a	.111	.105	1.1192

a. Predictors: (Constant), OVERALL TRAINING INSTRUMENTS

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.159	1	23.159	18.489	.000b
	Residual	185.381	148	1.253		
	Total	208.540	149			

a. Dependent Variable: Rate overall Training?
b. Predictors: (Constant), OVERALL TRAINING INSTRUMENTS

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.077	.326		6.380	.000
	OVERALL TRAINING INSTRUMENTS	.603	.140	.333	4.300	.000

a. Dependent Variable: Rate overall Training?

INTERPRETATION:

The R and R2 values are provided in this table. The "R" Column's R value, which stands for the simple correlation, is 0.333, which denotes a high degree of correlation. How much of the entire variance in the dependent variable, training efficacy, can be described by the independent variable, overall instruments, is shown by the R2 value (the "R Square" column). 10.5% in this instance.

TRAINING SATISFACTION WITH TRAINING EFFECTIVENESS

H0 (NULL HYPOTHESIS)- There is no significant relationship between training satisfaction with training effectiveness

H1 (ALTERNATE HYPOTHESIS)- There is a significant relationship between training satisfaction with training effectiveness

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	overall training satisfaction	.	Enter

a. Dependent Variable: Rate overall Training?
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.176a	.031	.024	1.1686

a. Predictors: (Constant), overall training satisfaction

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.436	1	6.436	4.713	.032b
	Residual	202.104	148	1.366		
	Total	208.540	149			

a. Dependent Variable: Rate overall Training?
b. Predictors: (Constant), overall training satisfaction

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.298	.525		4.373	.000
	overall training satisfication	.178	.082	.176	2.171	.032

a. Dependent Variable: Rate overall Training?

INTERPRETATION:

This table presents the R and R2 values. The R value in the "R" column represents the simple correlation and is 0.176, indicating a significant level of correlation. The R2 value, also known as the "R Square" column, indicates the amount of variance in the dependent variable (training efficacy) that can be explained by the independent variable (overall instruments), which is 2.4% in this case

V. Conclusion

The goal of training is for employees to continue to develop themselves. In a corporation, employees are expected to continually grow. An organization will undoubtedly reach greater heights if its staff members are regularly trained with the most recent information.In essence, training assessment aids organizations in identifying training opportunities and gaps for their workforce. The process of training assessment improves overall job quality, raises employee morale, and maximizes the efficacy of training.

Training is based on the kind of employees that need it. We are all aware that training is an ongoing process and is required for all levels of the organization's staff, not just for freshly hired individuals.

VI. Suggestions

• Training should be followed up and ensure that the Training occurs as per schedule.

• Pre-training and post-training assessments have to be conducted to show the effectiveness of Training on employees.

• Employees should get more attention. There is no effectiveness in the workplace as the Training is not conducted correctly per the schedule, and there is a lack of awareness of employees' interests.

• Employees are not clear with their roles and responsibility; where employees can be given a precise explanation of roles and responsibilities and training specific to their positions.

• Employees feel less interactive during Training, which can be corrected by more direct interaction and material-based activity.

• Overall Training is not much satisfied with the employee

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