

Annexure - I

"Training and development in HR"

Submitted in partial fulfilment of the requirement

for the award of

"Master of Business Administration"

by

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Annexure - II

To whom-so-ever it may concern

I, Raman Sharma(22304230069) hereby declare that the work done by me on "Training and development in HR" is a record of original work for the partial fulfilment of the requirements for the award of the degree, Master of Business Administration

Raman Sharma, 22304230069



Signature of the student

Dated: 25-05-2025

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ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of Lovely Professional University for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to and for providing me necessary support and details at the right time during the progressive reviews.

I wish to express my thanks to all Teaching Non-teaching staff members of the Department of Business Administration who were helpful in many ways for the completion of the project.



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ABSTRACT

Training has become the buzz word in the dynamic competitive market environment. Human capital differentiates a great organization from a good one. The Success or failure of modern business organizations depends on the quality of their human resources. Well trained and highly developed employees are considered as corner stone for such success. Data for the paper have been collected through primary source that are from questionnaires surveys, one hundred and twenty questionnaires were distributed for the collection of data. The data have been checked through statistical software to find the impact of training and development on employees' performance and productivity. Hence the purpose of the study was to investigate the relationship between, training and development and employees performance and productivity, training and stress, employee development. And to see whether Training and Development has an impact on Employees working in an IT industry. Findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. Analysis and Interpretation were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity. Thus, in order for organizations to achieve optimum returns from their investment, there is imperative need to effectively manage training and development programs.

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CHAPTER 1 INTRODUCTION

1.1 INTRODUCTION

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage. Training and development are an aspect of human resource and competence capable of improving employees' ability to perform more efficiently. Training and development play a vital role in the effectiveness of an organization. It is one of the most pervasive techniques for improving employees' performance enhancing organization productivity in the work place. Employees are the indispensable asset and key element of gaining competitive advantage of any organization; practices that help in enhancing employees' skills, knowledge, and training is essential tool for its actualization. The level of competency, skills and ability of the workforce of an organization influences its ability to preserve its obtained positions gain competitive advantage. Meanwhile, employee's competence, skills and pro-activeness is directly proportional to the level at which organization can compete with others. Organizations are confronting with increased competition resulting from changes in technology, economic environments, globalization etc. Training and development have become one of the necessary functions in most organizations, because they lead to high performance in the same field and are important part of human resource department, it has a significant effect on the success of an organization through improving employee performance.

1.1.2 TRAINING

Training is concerned with the teaching-learning carried on for the basic purpose of enabling the employees to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. The objective of training is to develop specific and useful knowledge, skills and techniques. It is intended to prepare people to carry out predetermined tasks in well-defined job contexts. Training is basically a task-oriented activity aimed at improving performance in current or future jobs.

1.1.3 DEVELOPMENT

Development is concerned with the growth of employees in all respects. It is the process by which managers or executives acquire skills and competency in their present jobs and also capabilities for future tasks. The purpose of development is imparting advanced knowledge and competencies among the employees. Development is a continuous process of building competencies of employees and thus facilitating their overall development.

1.1.4 TYPES OF TRAINING AND DEVELOPMENT PROGRAM

eLearning eLearning, on the other hand, relies on online videos, tests, and courses to deliver employee training. Employees can do their training right in the palm of their hand with a smartphone or on their company computers. It's one of the easiest types of employee training to roll out to larger populations, especially for employees who are remote or have high-turnover rates. With interactive games, tests, videos, activities, or even gamified components, it can also go a long way towards keeping your employees engaged with the training.

Hands-on training

Hands-on training includes any experiential training that's focused on the individual needs of the employee. It's conducted directly on the job. Hands-on training can help employees fit perfectly into their upcoming or current role, while enhancing their current skills.

Coaching or mentoring

Coaching or mentoring can share similar qualities to hands-on training, but in this type of employee training, the focus is on the relationship between an employee and a more experienced professional such as their supervisor, a coach, or a veteran employee. The one-on-one mentoring style creates a relationship between employees that carries far beyond training. It also allows the employee to ask questions they may not feel comfortable asking in a classroom, instructor-led training. This training method can be done in person or virtually, through online coaching sessions.

Group discussions and activities

For the right group of employees, group discussions and activities can provide the perfect training option. It allows multiple employees to train at once, in an environment that better fits their current departments or groups. These discussions and activities can be instructor-led or facilitated by online prompts that are later reviewed by a supervisor. This type of employee training is best used for challenges that require a collaborative approach to complex issues. Find ideas for training activities here.

Lecture-style training

Important for getting big chunks of information to a large employee population, lecture-style training can be an invaluable resource for communicating required information quickly.

1.2 INDUSTRY PROFILE

An Introduction to Information Technology

The Information Technology & Information Technology Enabled Services (IT-ItES) sector is a field which is undergoing rapid evolution and is changing the shape of Indian business standards. This sector includes software development, consultancies, software management, online services and business process outsourcing (BPO). Information Technology (IT) encompasses the study and application of computers and any form of telecommunications that store, retrieve and send information. IT includes a combination of hardware and software used together to perform the essential functions people need and use every day. Most IT professionals will work with an organisation to focus on and meet their needs technologically by understanding what they need, showing them options on what current technology is available to do their needed tasks, then implementing the technology into their current setup, or creating a whole new set up.

The relationship between IT & science & engineering has two aspects. In addition to being a product of science and engineering, IT enabling change in S&E. IT has become an important part of the Indian economy for example S&E make extensive use of computer modeling & simulations and large share of database advances in networking facilitate global collaboration in research and product development, implement the results of academic research and conduct significant amounts of applied R&D. IT also influences the pipeline for S&E through its effects on the demand for people with technical skills and through its use in education at all levels. Information technology reflects the combination of three technologies, digital computing, data storage and ability to transmit digital signal through telecommunication network. Rapid change in semiconductor technology, information storage & networking, combined with advance in software, has enabled new application, cost reduction and widespread diffusion of IT. The expanding array application makes IT more useful & further fuels the expansion of IT.

1.3 NEED FOR STUDY

The main purpose of this study was to analyze the impact of training and development on employee performance towards accomplishing organizational goal as well as the personal growth. Training and development enhances the productivity, knowledge and skill of the employees and allow them to retain in the organization, it also encourages their strength and motivate them to accomplish their goal.

1.4 SCOPE AND SIGNIFICANCE OF THE STUDY

The study has been conducted on behalf of the impact of training and development among employees. data was collected on survey basis. 120 respondents are involved in my study and I have collected the information on the basis of 120 samples, hope the study has generated the information regarding training and development.

1.5 OBJECTIVES OF STUDY

1.5.1 PRIMARY OBJECTIVE

To study the Impact of Training and Development among the employees.

1.5.2 SECONDARY OBJECTIVE

- To study the impact of training and development on performance and productivity enhancement of the employees & organization.
- To study the impact of training and development program on stress level.
- To study the impact of training and development to increase competency of the employee.

1.6 LIMITATIONS OF THE STUDY

- Some of the respondents can hide the real information.
- Some of the respondents avoid to fill the form.
- Sometimes people did not have time to fill questionnaire, so they mark option without even reading the question.
- A sample size cannot always represent the whole population.
- As the questionnaires were got filled through Google form, therefore 100% response was not got despite several requests and reminders.

CHAPTER 2

REVIEW OF LITERATURE

Aidah Nassari (2013) According to this study "effects of training on employee performance." Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance.

Ambika Bhatia & Lovleen Kaur (2014) In today's era employees are not kept to just an organization where their Knowledge and skills are not upgraded. Many organizations provide opportunities for learning and use it as a retention tool. Results prove that training and development are positively correlated and claimed significant statistical relationship with employee performance and effectiveness.

As mentioned by Arnoff (1971), training sessions accelerate the human ability and creativity of the workforce and facilitate to avoid human resource obsolescence, that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Goh (2001), reported that training is a systematic process of enhancing the knowledge, skills, and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Armstrong M. (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs.

Arwathappa (2000) also suggested that if the training and development function is to be effective in the future and yields all expected returns, it will need to move beyond its concern with techniques and traditional roles. On the other hand, development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges.

Al-Damir et al. (2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training.

Alhtar et al. (2011) discovered that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations.

T & D basically deals with the acquisition of understanding, knowhow, techniques and practices. In fact, T & D is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels (Ahmad, Iqbal, Mir, Haider, & Hamad (2014). Khan (2001) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of T & D is to contribute to the organization's overall goal.

Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services.

According to Barregar and Shahroz (2011), the most important impact of training on employees and organization performance is improve the quality and quantity of organization's output, increase in the organization's profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities. Training must be related to the mission and performance goals of organization. Bhatia (2014), Training is a medium to bring continuous improvement in the quality of work performed; it would equip employees with necessary knowledge, skill, abilities and attitude to perform their jobs.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should also necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Boon & Arumugam (2006) described the organizational commitment supported in both constructive and positive manner with the organization's training and development program. Training plays a fundamental role in the organization's success when the franchise is being considered.

According to Brann (2007) training is probably the hardest strategy to improve employee's determination towards the organization performance.

Bateel and Barika (2012) investigated that employees develop their sense of self-confidence, dignity, self-worth as well as wellbeing when they find themselves to be a valuable asset to the organizations. These factors provide them with a sense of satisfaction based on their achieved company goals and continue to encourage them to effort towards the enhancement of the organization to add value in its performance.

Bowra et al. (2011) has found successful organizations tend to be progressively knowing that there are volume of factors which contribute to performance of organization but human resource is definitely the most essential one.

Review of Literature According to Chhokra, Bhanu (2015) training and development is an indispensable function in an ever changing and fast paced corporate world but most of the companies pay least importance to it.

Chris Obasi (2011) The ultimate aim of any training program is to add value and once a training program cannot add value, it should be reworked or altogether revoked. Acquisition of new skills is only possible with Training Programs and without skills organizations will not achieve its objectives through people. Some organizations see training as an expensive venture and may put embargo on training and utilize the money for other projects in the organization.

Carolyn M. Artell and Sally Maitlis, Shawn K. Yearls (1996) The outcomes recommend that trainees' perceptions and usefulness of the course and their motivation to transfer skills are key factors in identifying the level of transfer of training they feel they have attained after a month. In other words, if new skills are to be transferred to the workplace, trainees first need to feel that the course is related to their jobs, and must also be committed to using what they have learned. Additionally, in the long term, the individuals those who have more control over the way they work may find they can create more opportunities to use new skills than those who have less autonomy in their occupation.

Casse and Banahan narrates that (2007), the different Viewed to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organisations. The current traditional training continuously facing the challenges in the selection of the employees, in maintaining the uncertainty related to the purpose and in introducing new tactics for the environment of work and by recognizing this, they advising on all the problems, which regenerates the requirement for flexible approach.

Moreover, Cambell (1971) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objectives.

There is lower than average probability for employers to lose subordinates if adequate training is provided in comparison to the employers that lack the ability to provide their employees a training opportunity (Dearden et al., 1997).

The constructive outcome is accomplished when employees demonstrate positive perception and that actively participate in the training and development program and enhanced feeling of motivation and utilizing the opportunities available through the training program (Dubin, 1990; Tharenou, 2001).

To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal (Jwaha, 2009).

Development involves preparing employees for higher responsibilities in future. Development according to Erasmus (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environment to his benefit or ever seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure.

Training has been invaluable in increasing productivity of organizations. It does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently. Hence, increasing not only employees productivity but also organizations' productivity. Various researches indicate the positive impact of training on employees' productivity. Training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Ekaterini & Constantinos Vasilios, 2009).

The main objective of the study of Falola and his colleagues (2014) was to examine the effectiveness of training and development on employees' performance and organization competitive advantage in banking

industry. The researchers used the descriptive research method using two hundred and twenty three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results showed that a strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct.

Farooq and Khan (2011) concluded that role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees. To test aforesaid arguments the study has proposed that: H2:

"There is not a positive relationship between employee training and employee performance"

Faniboyun (2001) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organisational goals and development as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirements of the job and have a main objective of the improvement of the effective performance of all managers.

Ganesh, M., Indradevi R., (2015). Training and development plays an important role in the effectiveness of organizations and to make people to do work effectively & efficiently. This and that training has implications on productivity, commitment to the work and personal development. All companies must train people and develop their staff. Most of the organizations are aware of this requirement and invest and do many things for training and development.

Today most of the organizations have built up different programs for the training and development of their employees. Usually companies offered tuition reimbursement package to their employees so that they can improve their knowledge and education. It has been found by the Corporate University that almost 10 percent of employees are entitled for this benefit (Rosenwald 2000). Furthermore, only senior management and those employees who are at top level are entitled for tuition reimbursement (Rosenwald 2000). As a result thereof, many organizations conduct in-house training programs for their employees that are more beneficial and cheap. Training section of the organizations attempts to concentrate on particular job proficiency whereas the corporate department is proactive with an additional strategic approach. Training and development program is a planned education component and with exceptional method for sharing the culture of the organization, which moves from one job skills to understand the workplace skill, developing leadership, innovative thinking and problem resolving (Meister, 1993). Employee development programs includes a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later apply on their jobs (Gerbamm 2000).

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and it said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Stuart et al., 2005).

Training and Development program is part of organizational support system that is effective in determining and strengthening employees' performances through level of commitment (Haque & Yamoah, 2014, p. 337). There is also an impact of Training on the investment return specifically when cultural oriented workforce is provided adequate training under certain type of leadership (Haque, Fatrau, Zehra, Baloch, Nadda, & Riaz, 2015).

It has been known by several names, including employee development, human resource development, and learning and development (Harrison 1965 as cited in Kennedy, 2009). In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement.

T & D have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is, the workforce capability enhancement (Imran & Tanveer, 2015). In the field of human resource management, T & D is the field concerned with organizational activity aimed at enhancing the performance of individuals and groups in organizational settings.

Jackson (2001) opined that some cultural assumptions underlie human resource management with regards to developing employees: he deliberated through an example which highlighted the distinction between the hard and soft approaches on developmental aspects, appearing in the strategic HRM literature.

Janet Kotlike (1999) described that employee development programs must be comprised with core proficiencies, appropriate structure through which organizations develop their businesses at corporate level. The basic function of the theory is to gain knowledge, cooperation, invention, thinking and resolving problem (Kotlike 1999). Fundamental goals of several employee development programs are to define the mission of the organization and support workers to learn the culture of the organization. (Gerbman 2000). These objectives provide help to the strategic goals of business by facilitating learning chances and support organizational culture (Kotlike 1999). The requirements for technical training program for employees raised their job satisfaction and help to understand the culture of organization, which lead to the success of the organization. We must take care about these elements that employee should be updated with the present knowledge of the job. Employee will be more productive, if companies provide them training as per the requirements of the job.

Khan, Abdul Ghafoor, Khan, Furqan Ahmed, Khan, Muhammad Aslam Khan

(2011), **Training and Development, On the Job Training**. Training Design and Delivery style are four of the most important aspects in organizational studies.

This paper tried to evaluate the effect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational performance.

Khan (2001) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of T & D is to contribute to the organization's overall goal. T & D describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, T & D has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of T & D as a means of promoting employee growth and acquiring a highly skilled work force.

Training is only considered when people of an organization looking for promotion of rank. Some employees prefer training to improve professional skills that help them to work more efficiently. Professional training enhances knowledge then otherwise (Kennedy, 2009).

Training is most effective way of motivating and retaining high quality in human resources within an organization (Kate Hutchings, Cherrise I Zhu, Brian K. Cooper, Yiming Zhang & Siyun Shao, 2009).

According to Konings & Vanormelingen (2009), Colombo & Stancu (2008) and Sepulveda (2005) training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and

objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity.

Khanfar (2011) views substantiates Bruni's (2007) claim regarding employee performance that is provided by training

Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, he adds one thing more that is (training extends the production of the organization. Masood (2010) and Khan far (2011) argued that training is an active means to enable individual to make use of his capability and his potential capability.

Mel Kleiman (2000) described that the essentials parts of a worthy employee training program are constructed on orientation, management skills, and operational skills of employees. These theories are the groundwork of any employee development program

According to Mahbuba (2015) assumed that trainer's role is shifting from a simple role of providing skills to active communicator, who makes an effort in achieving training as well as organizational objectives. The main objective of the training is to improve the knowledge and skills, change attitude and behavior of the employees so that they can easily adapt the new technology in the organization for production. As result the turnover and absenteeism rate will be less. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained James et al. (2014).

Musa (2004) focuses on the importance of skillful workers that is very necessary for the improvement of the organization.

Niaz (2011) said in his study that training is beneficial for both employee and organization. Trained employee can face the current and future challenges of organization and achieve the competitive advantages

Olaniran and Lutan (2005) believe that training enhances the employees' capacity to contribute the optimal performance of the organization. Therefore, the study intended to test that H1: "There is not a significant relationship between employees training and organization performance"

In the same way, training enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees Obisi (2011).

Training is the application of gained knowledge and experience (Punia & Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah et al, 2013).

Ramachandran (2010) has made an analytical study on effectiveness of training programme of different cadre of employees working in a public sector organization. The result reveals that employees differed in effectiveness of training programme on the basis of demographic characters. It is also inferred that experience and education of the employees of the organization is predominating and determining factor in training programme.

Rohan & Madhumita (2012) also reported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organization's level of growth, as well as impacting on employees' performance.

Swaminathan, J. and Govri Shankar, U., (2011). This paper tries to conclude that training is the act of increasing the knowledge and skill of an employee for doing a particular job. The training is to acquire new skill, technical knowledge, problem solving, etc. It improves the performance of employees on present jobs and prepares them for taking up new assignments in the future. Training also helps in the growth of the employees. The main objective of the study is to measure the effectiveness of the training in the organization and its impact on employee job performance.

Scott Brum, University Of Rhode Island (2007) To gain an advantage amongst competitors training is of great importance to companies. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals.

Saleem and Mehwish (2011) suggest that training is major activity of Human Resource Development for employees' development. In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees' performance and organizational effectiveness. Attractive employees' performance is highly demanding in this competitive world for achieving the organizational performance.

Singh and Madhumita (2012) believe that training is important mean to improve the employees' productivity which ultimately affects the organization performance and effectiveness.

Singh and Mohanty (2012) believe that training is important mean to improve the employees productivity which ultimately affects the organization performance and effectiveness. On the other hand Training must be talked in such a way that it covers the employee's performance-development needs and is in accordance with their job descriptions.

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to Saleem and Mehwish (2011) training is an organized increase from the knowledge skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in undesling situation. Moreover, it also enhances the capabilities of parial of employees in very effective way by motivating them and transforming them in to well organize and well-mannered, that ultimately affects the performance of organization.

Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007).

The hard approach assumed the employees in the organizations as mere resources to achieve the objectives of the organization, where as the soft approach viewed the employees more as valued assets capable of

development (Tyson and Fall 1986; Hendry and Pettigrew 1990). The need for developing our employees is compelling because a sound Training and Development plan has its contributions to increase productivity and quality of work. The development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees.

According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance.

Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization's investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitors; relationship between training and organization performance.

Training and development are a significant component of the Human Resource (HR) Department in organizations. According to Van (1962), "training is the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job, and become qualified to perform in positions of greater difficulty and responsibility."

Veekary Polymers Pvt Ltd. adopted a training and development program that mainly focuses on areas like job oriented trainings, technical skills, knowledge and quality aspects. Most of the respondents were satisfied with the present training methods and also rated it as good and excellent towards the quality and effectiveness of the program. The program had to concentrate on people who are dissatisfied with the training. Training ought to be based on the need of the organization. It must benefit the personnel in terms of performance and learning which will then influence the organization. As it may be, a portion of the small scale and full scale establishments intended to prepare and equip representatives with the essential aptitudes and learning are not doing very well in terms of number of individuals these institutions prepare. Velamurugan P. S., (2009) Training is the periscope to see the future. It is intended to identify the future of the organization to develop and steer them. Development creates generalism and helps people to think strategically, even when their present jobs do not call for such thinking. It pushes and stretches people beyond their present function.

CHAPTER 3 RESEARCH AND METHODOLOGY

3.1 RESEARCH DESIGN

The analysis is of a Descriptive sort. It attempts to explain the employees' attitudes to the training and development programs and their influence on them. Easy Random Sampling was used to pick the workers for the analysis. The study sample size was 120 IT workers working at various IT companies.

3.2 SAMPLING TECHNIQUE

The methodology of Convenience Sampling was used in this analysis. The justification for using the process of convenience sampling was quick and economical. I understand the issue and I also know who I should pose the questions to find the answer for my study.

3.3 SOURCES OF DATA

For the purpose of the study two sources of data have been collected.

3.3.1 Primary Data

In order to gather Primary data, a survey will be carried out. It is the evidence that is obtained directly by employees working in IT sectors of different companies and the data are collected on the basis of:

- Personal questions
- Questionnaire

3.3.2 Secondary Data

The method of convenient sampling that is, selecting the accessible population from the workers, from whom information can be obtained. The rationale for using the convenience sampling method was fast and expedient, inexpensive. I understand the problem and I know who I should be posing the problem, questions to find a solution to my studies.

3.4 STRUCTURE OF QUESTIONNAIRE

Multiple choice questions and Likert's scale questions.

3.5 SAMPLE SIZE

In this survey the sample size is 150 IT employees working at various IT companies of different age group, employment status, educational criteria and convenience sampling method is being used.

3.6 PERIOD OF STUDY

The period of study was from December 2020 to March 2021.

3.7 ANALYTICAL TOOLS

Percentage Analysis

Percentage Analysis Percentage analysis is the method to represent raw amounts of data as a percentage (a part in 100-percent) for better understanding of collected data. Percentage Analysis is applied to create a contingency Chart from the frequency distribution and represent the collected data for better understanding.

Correlation coefficient

The correlation coefficient is a statistical measure of the strength of the relationship between the relative movements of two variables. The value range between -1.0 and 1.0. A correlation of -1.0 shows a perfect negative correlation, while a correlation of 1.0 show a perfect positive correlation.

ANOVA

It is a collection of statistical models and their associated estimation procedures (such as the variations among and between groups) used to analyse the differences among group means in a sample. ANOVA was developed by statistician and evolutionary biologist Ronald Fisher.

T-TEST

A t-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

Table 4.1.1 Showing respondents in age

AGE	NO OF RESPONDENTS	PERCENTAGE %
Above 20 years	62	51.7%
Between 30-40	41	34.2%
Above 40 years	17	14.2%
TOTAL	120	100

Source: Primary Data



CHART 4.1.1 Showing respondents in age

Inference

From the above Chart it is interpreted that 53% of respondents are above 30 years, 34% of respondents are between 30-40 years and 14% of respondents are above 40 year

Table 4.1.2 Showing respondents in gender

GENDER	NO OF RESPONDENTS	PERCENTAGE %
Male	64	53.3%
Female	56	46.7%
Total	120	100

Source: Primary Data

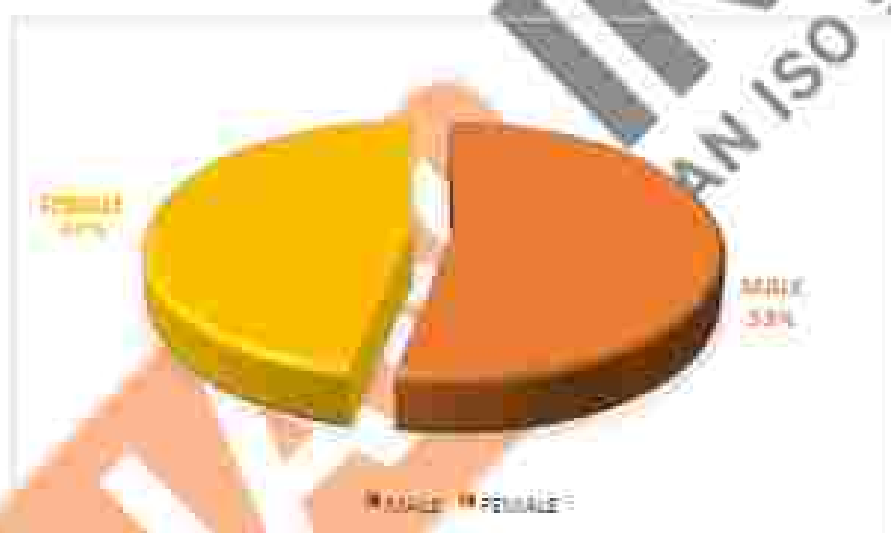


Chart showing 4.1.2 Showing respondents in gender

Inference:

From the above Chart it is interpreted that 53% of respondents are male and 47% of respondents are female.

Table 4.1.3 Showing respondents Marital status

MARITAL STATUS	NO. RESPONDENTS	PERCENTAGE
Single	64	53.3%
Married	48	40%
Prefer not to say	8	6.7%
Total	120	100

Source: Primary Data



Chart 4.1.3 Showing respondents Marital status

Inference

From the above Chart it is interpreted that 53% of respondents are Unmarried, 40% of respondents are married and 7% of respondents prefer not to say.

Table 4.1.4 showing respondents in qualification

QUALIFICATION	NO OF RESPONDENTS	PERCENTAGE %
UG	53	45%
PG	37	31%
Professional courses	18	15%

Diploma	11	9
Total	120	100

Source: Primary Data



Chart 4.1.4 showing respondents in qualification

Inference

From the above Chart it is interpreted that 45% of the respondent are under graduate, 31% of respondent are post graduate, 15% of the respondents have Professional courses and 9% of the respondents have diploma.

Table 4.1.5 showing respondents in Designation

DESIGNATION	NO OF RESPONDENTS	PERCENTAGE
Programmer	18	16%
Android/iOS developer	15	13%
Web developer	33	29%
Technical support	23	20%
Data analyst	9	8%
Computer system analyst	16	14%

Functional consultant	6	16%
Total	120	100

Source: Primary Data



Chart 4.1.5 showing respondents in qualification

Inference

From the above Chart it is interpreted that 29% of respondents are web-developer, 20% of respondent are technical support, 16% of respondents are programmer, 14% of respondents are computer system analyst, 13% of respondents are Android/iOS developer and 5% respondents are Data analyst.

Table 4.1.6 showing respondents in annual income

ANNUAL INCOME	NO OF RESPONDENTS	PERCENTAGE
Less than 1 – 5 lakh	66	55%
5 –10 lakhs	43	35.8%
Above 10 lakhs	11	9.2 %
Total	120	100 %

Source: Primary Data

■ Less than 1 – 5 lakhs ■ 5 –10 lakhs ■ above 10 lakhs



Chart 4.1.6 showing respondents in annual income

Inference

From the above Chart it is interpreted that 55% of respondents have less than 5 lakh of annual income, salaried, 35.8% of respondents have 5-10 lakhs of annual income and 9.2% of respondents have above 10 lakhs of annual income.

Table 4.1.7 showing respondents Year of experience

YEARS	NO OF RESPONDENTS	PERCENTAGE
Less than 5 years	64	53 %
6 - 10 years	13	11%
10 - 15 years	23	21%
More than 15 years	18	15%
Total	120	100

Source: Primary Data

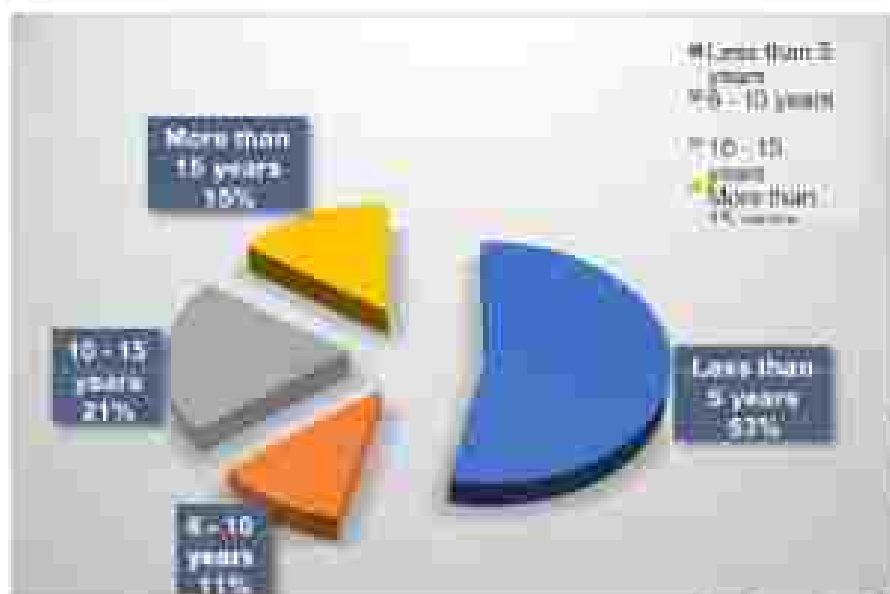


Chart 4.1.7 showing respondents Year of experience

Inference:

From the above Chart it is interpreted that 53% of the respondents have less than 5 years of experience, 21% of the respondent have 10-15 years of experience, 15% of the respondent has more than 15 years of experience and only 11% of the respondent have 5-10 years of experience.

Table 4.1.8 showing respondents Shift

SHIFT	NO OF RESPONDENTS	PERCENTAGE
Day	90	75%
Night	30	15%
Total	120	100

Source: Primary Data

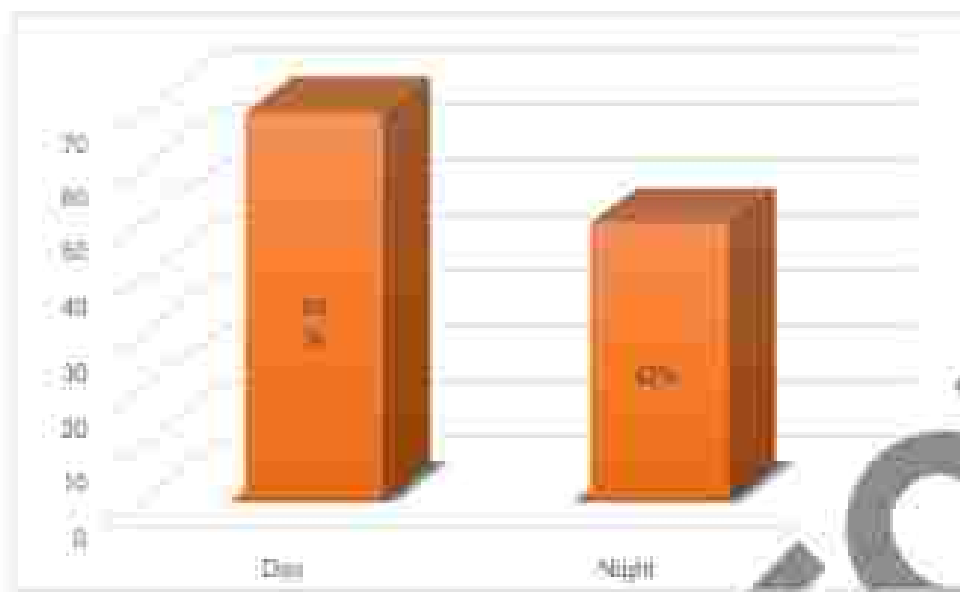


Chart 4.1.8 showing respondents Year of experience

Inference

From the above Chart it is interpreted that 58% of respondents have day shift and 42% of respondents have night shift.

Table: 4.1.9 Showing that respondents opinion about efficiency in work through training and development

Particulars	No of respondents	Percentage
Agree	71	59.2%
Strongly agree	37	30.8%
Neutral	8	6.7%
Disagree	3	2.5%
Strongly disagree	1	0.8%
Total	120	100

Source: Primary Data

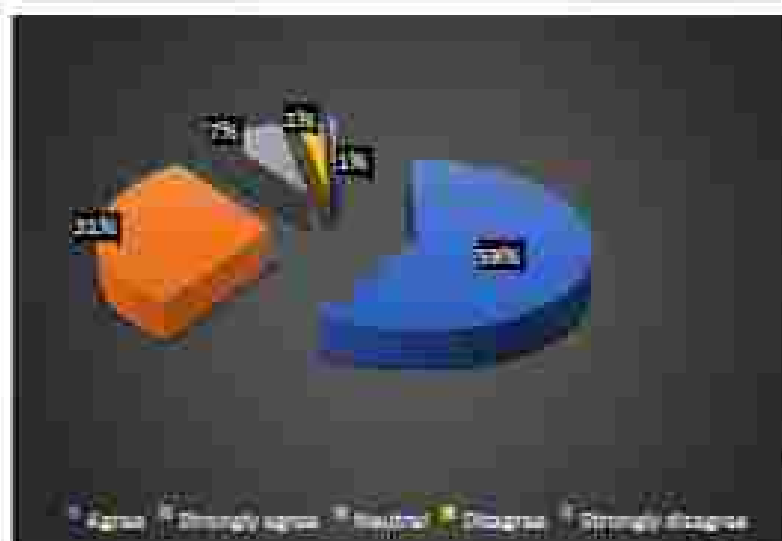


Chart 4.1.9 Showing that respondents opinion about efficiency in work through training and development

Inference

From the above Chart it is interpreted that 39% of the respondents are agree, 31% of the respondents are strongly agree, 26% of the respondents are neutral, 5% of the respondents are disagree and 6% of the respondents are strongly disagree.

Table 4.1.10 Respondents view on employees enhancement come through Training and Development

Particulars	No of respondents	Percentage
Agree	45	37.5%
Strongly agree	10	8.3%
Neutral	31	25.8%
Disagree	6	5%
Strongly disagree	8	6.7%
Total	120	100

Source: Primary Data

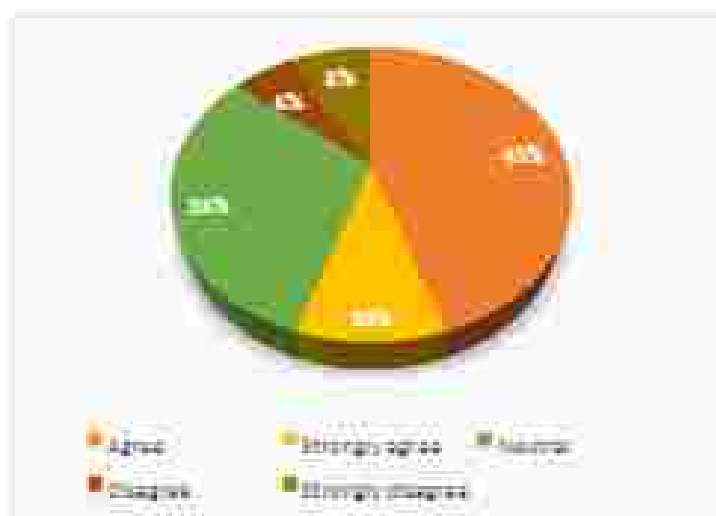


Chart 4.1.10 : Respondents view on employees enhancement come through Training and Development

Inference

From the above Chart it is interpreted that 45% of the respondents are agree, 30% of the respondents are strongly agree, 31% of the respondents are neutral, 6% of the respondents are disagree and 8% of the respondents are strongly disagree.

Table 4.1.11: Respondents view on training and development program help in personal growth

Particulars	No of respondents	Percentage
Agree	41	34%
Strongly agree	60	50%
Neutral	9	7%
Disagree	9	8%
Strongly disagree	1	1%
Total	120	100

Source: Primary Data

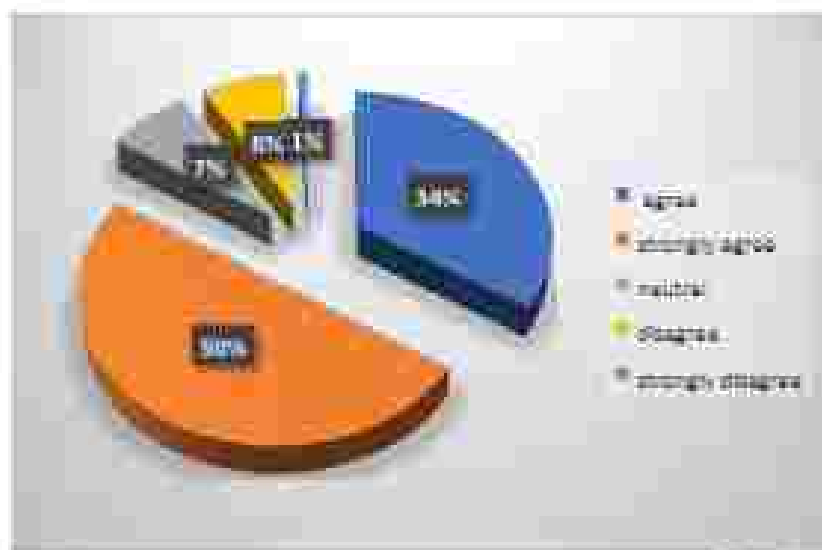


Chart 4.1.11 Showing respondent view on training and development program help in personal growth

Interpretation

From the above Chart it is interpreted that 50% of the respondents are strongly agree, 34% of the respondents are agree, 8% of the respondent are disagree, 7% of the respondent are disagree and 1% of te respondent are strongly disagree.

Table 4.1.12 : Respondents rating on how far training has helped in reducing absenteeism

Particulars	No of respondents	Percentage
1	5	4.2%
2	6	5%
3	44	36.7%
4	45	37.5%
5	20	16.7%
Total	120	100

Source: Primary Data

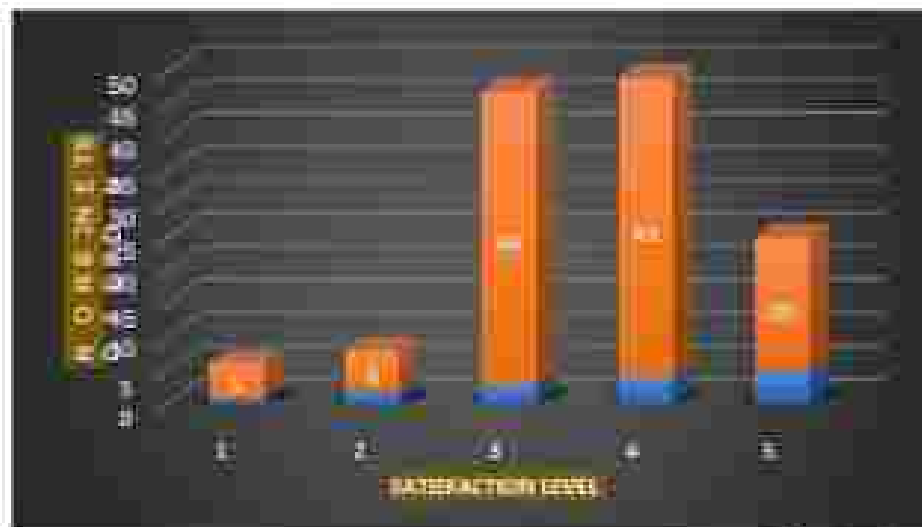


Chart 4.1.12 : Respondents rating on how far training has helped in reducing absenteeism

Inference

From the above Chart it is interpreted that 37.5% of the respondents give 4 out of 5, 54.2% of the respondents give 3 out of 5, 16.7% of the respondents give 5 on 5, 9.2% of the respondents give 2 on 5 and 4.2% of the respondents give 1 out of 5.

Table 4.1.13 : Respondents view on the Competency level of employees increases due to Training and development

Particulars	No of respondents	Percentage
Agree	65	54.2%
Strongly agree	34	28.3%
Neutral	11	9.2%
Disagree	8	6.7%
Strongly disagree	2	1.7%
Total	120	100

Source: Primary Data

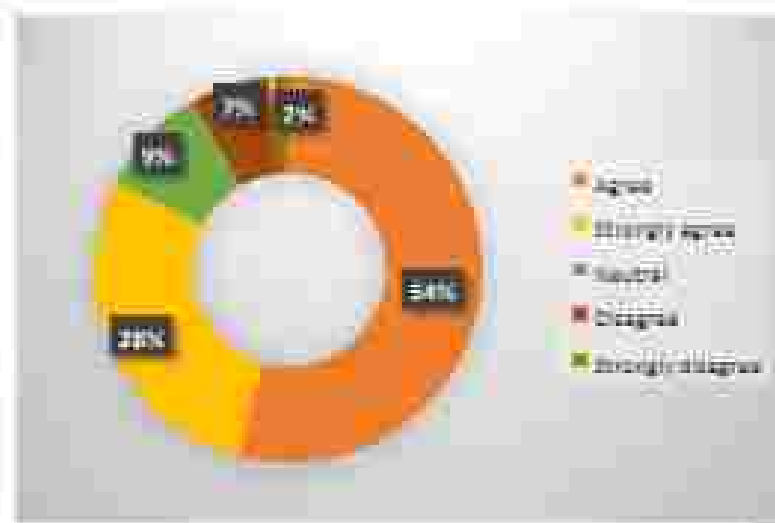


Chart 4.1.13 : Respondents view on the Competency level of employees increases due to Training and development.

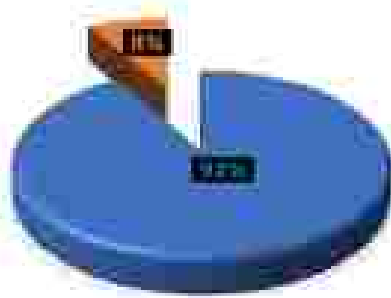
Inference

From the above Chart it is interpreted that 54% of the respondents are agree, 28% of the respondents are strongly agree, 9% of the respondents are neutral, 7% of the respondents are disagree and 2% of the respondents are strongly disagree.

Table 4.1.14 : Respondents opinion whether the organization conduct training and development program

Particulars	No of respondents	Percentage
Yes	110	91.7%
No	10	8.3%
Total	120	100

Source: Primary Data



Yes ■
No ■

Chart 4.1.14 : Respondents' opinion whether the organization conducts training and development program

Interpretation

From the above Chart it is interpreted that 92% of the respondents are agree and 8% of the respondents are disagree.

Table 4.1.15: respondents attending training and development program

Particulars	No of respondents	Percentage
Yes	110	91.7%
No	10	8.3%
Total	120	100

Source : Primary Data

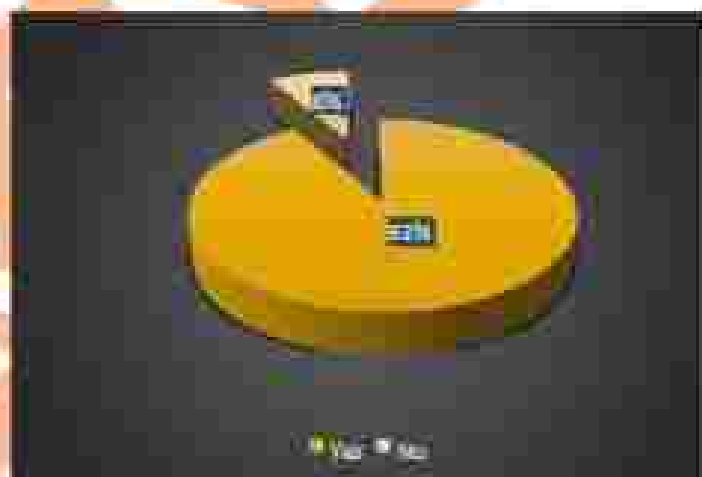


Chart 4.1.15: showing respondents attended training and development program

Inference

From the above Chart it is interpreted that 92% of the respondents are agree and 8% of the respondents are disagree.

Table 4.116: showing respondents attended number of training sessions

Sessions	No Of Respondents	Percentage
Less 0-2	29	24.2%
2-3	46	38.3%
3-4	25	17.9%
More than 5	20	11.7%
Total	120	100

Source: Primary Data

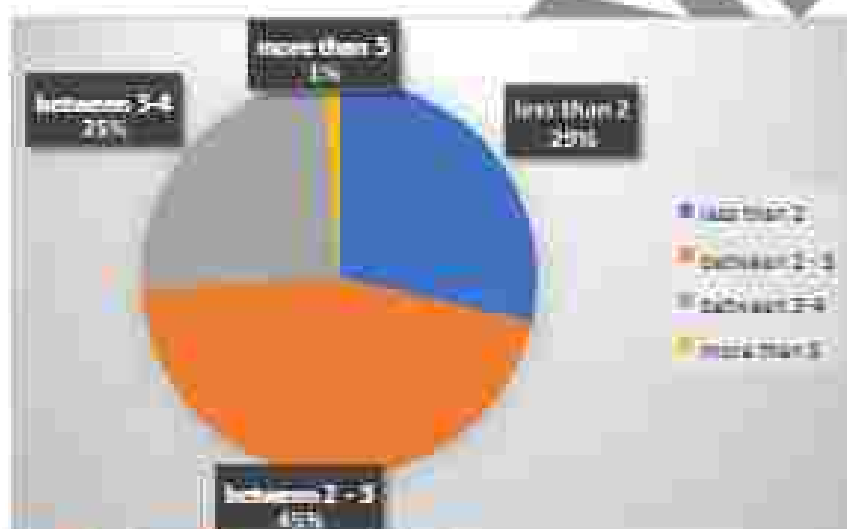


Chart 4.1.16: showing respondents attended number of training sessions

Inference

From the above Chart it is interpreted that 45% of the respondent have attended 2-3 training sessions, 25% of the respondent have attended between 3-4 training sessions and 39% of the respondent have attended Less than 2 training sessions and 1% of the respondent have attended more than 5.

Table 4.1.17: showing number of times training and development program is conducted in their organization

Time	No Of Respondents	Percentage
------	-------------------	------------

Once in a year	43	36%
Half Yearly	37	31%
Every Month	39	33%
Total	120	100

Source: Primary Data



Chart 4.1.17 : showing number of times training and development program is conducted in their organization

Inference:

From the above Chart it is interpreted that 36% of the respondent attended the training session once in a year, 33% of the respondent attended the training session every month and 31% of the respondent attended the training session half yearly.

Table 4.1.18: respondents opinion about the type of training they have attended

Type	No of respondents	Percentage
Technical	77	64%
Non technical	23	19%
Both	20	17%
Total	120	100

Source: Primary Data

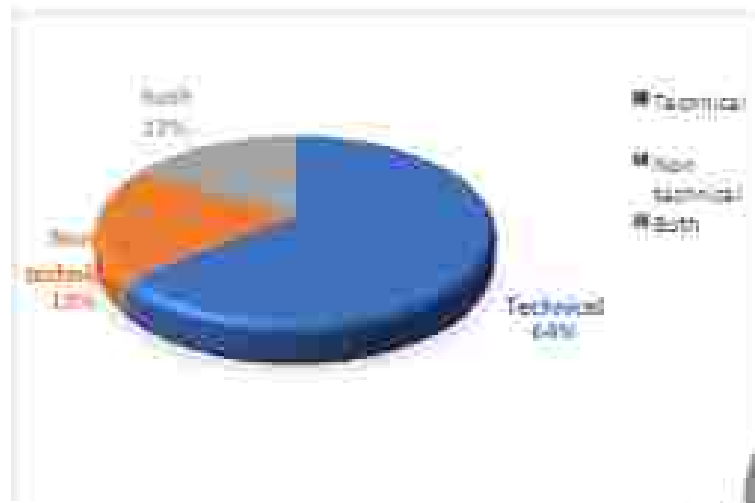


Chart 4.1.18: showing respondents opinion about the type of training they have attended

Inference

From the above Chart it is interpreted that 64% of the respondents have attended technical training method, 19% of the respondents have got Non - technical training and 17% of the respondent have got both technical and non technical training.

Table 4.1.19 : respondents view on training and development reduce the stress of the employees

Particulars	No of respondents	Percentage
Agree	35	29%
Strongly agree	34	28%
Neutral	14	12%
Disagree	10	10%
Strongly disagree	25	21%
Total	120	100

Source: Primary Data

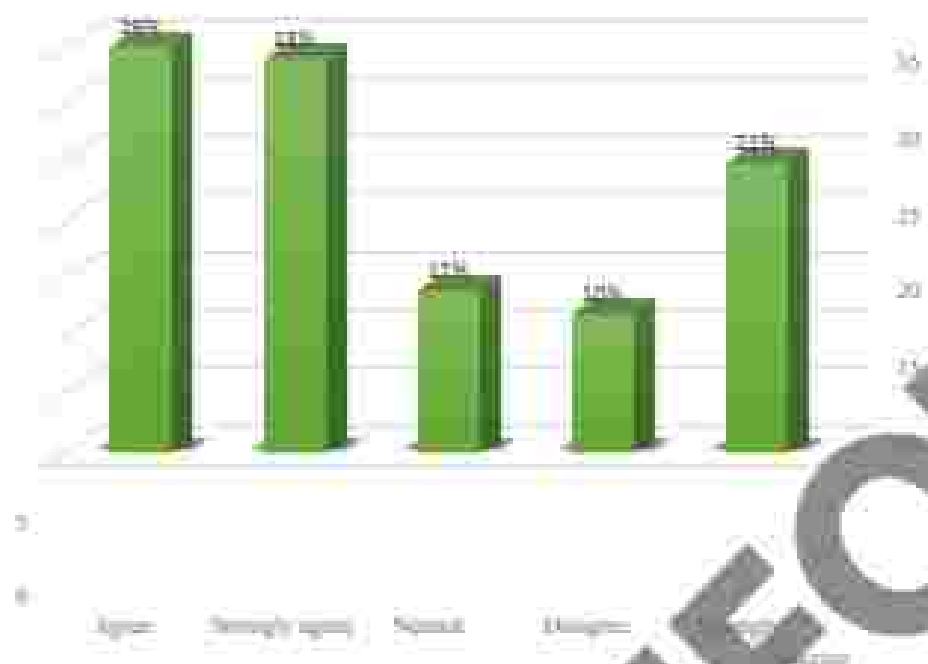


Chart 4.1.19 : Respondents view on training and development reduce the stress of the employees

Inference

From the above Chart it is interpreted that 48.3% of the respondents are agree, 28.3% of the respondents are strongly agree, 15% of the respondents are neutral, 9.2% of the respondents are disagree and 0% of the respondents are strongly disagree.

Table 4.1.20: Respondents view on training and development teach the technique of performing a job to employees.

Particulars	No of respondents	Percentage
Agree	46	48.3%
Strongly agree	32	28.3%
Neutral	21	15%
Disagree	21	9.2%
Strongly disagree	0	0
Total	120	100

Source: Primary Data

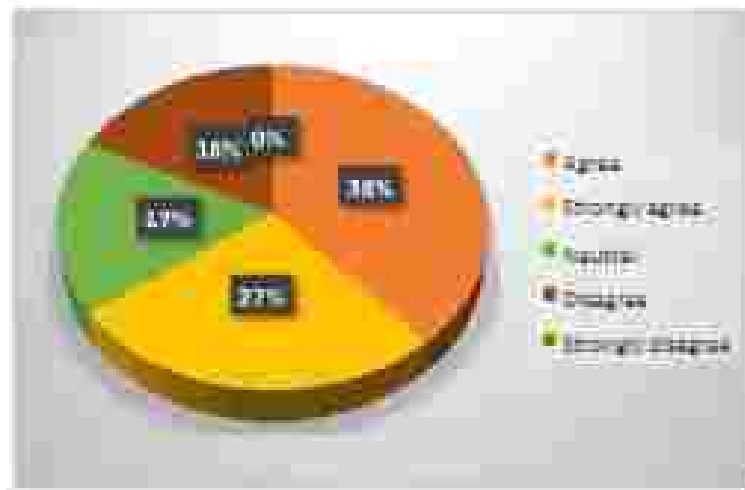


Chart 4.1.20 : Respondents view on training and development teach the technique of performing a job to employees

Inference

From the above Chart it is interpreted that 38% of the respondents are agree, 27% of the respondents are strongly agree, 17% of the respondents are neutral, 18% of the respondents are disagree and 0% of the respondents are strongly disagree.

Table 4.1.21: Respondents rating on their satisfaction level of training and development program taken in your organization:

Particulars	No of respondents	Percentage
1 (lowest)	1	1%
2	5	4.1%
3	38	35%
4	48	40%
5 (Highest)	28	29%
Total	120	100

Source: Primary Data



Chart 4.1.21: showing Respondents rating on their satisfaction level of training and development program taken in your organization

Inference

From the above Chart it is interpreted that 48 respondents have given 4 out of 5, 38 respondent have given 3 out of 5, 28 respondent have given 2 on 5, 5 respondent have given 1 out of 5 and 1 respondent have given 1 out of 5.

Table 4.1.22 Respondents view on Training and development enhance the performance and productivity of the employees as well as of the organization

Particulars	No. of respondents	Percentage
Agree	47	48.3%
Strongly agree	42	28.3%
Neutral	19	15%
Disagree	12	9.2%
Strongly disagree	0	0
Total	120	100

Source : Primary Data

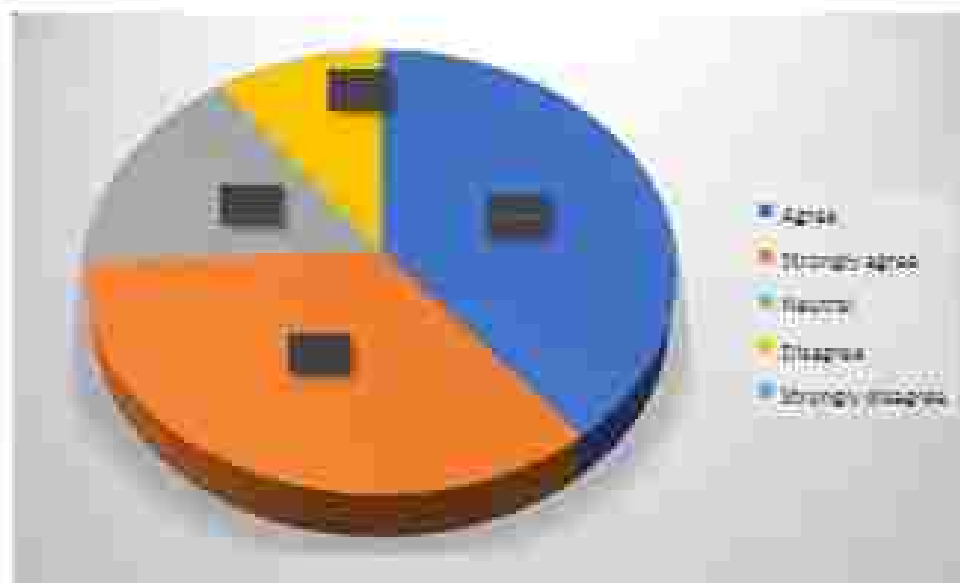


Chart 4.1.22 showing respondents view on training and development enhance the performance and productivity of the employees as well as of the organization

Inference:

From the above Chart it is interpreted that 39% of the respondents are agree, 30% of the respondents are strongly agree, 16% of the respondents are neutral, 10% of the respondents are disagree

4.2 CORRELATION:

Hypothesis:

H₀ (Null Hypothesis): There is no significant relationship between kinds of training and development program is provided in organization with regard to Training and development program teach techniques of performing a job to employees.

H₁ (Alternate Hypothesis): There is significant relationship between kinds of training and development program is provided in organization with regard to Training and development program teach techniques of performing a job to employees.

Table 4.2.1 Showing correlation on Different kinds of training and development programs teach techniques of performing job to employees

Correlations

		Training and development teach the techniques of performing a job to employees	Kind of training and development program provided is provided in your organization
Training and development teach the techniques of performing a job to Employees	Pearson Correlation	1	.110 ^a
	Sig. (2-tailed)		.016
	N	120	120
Kind of training and development program provided is provided in your organization	Pearson Correlation	.020 ^a	1
	Sig. (2-tailed)	.016	
	N	120	120
*. Correlation is significant at the 0.05 level (2-tailed).			

Inference:

Since the P value is .016 is less than .05, H₀ is rejected and H₁ is. There is positive correlation between kinds of training and development program is provided in organization with regard to Training and development program teach techniques of performing a job to employees.

4.3 T- TEST

Hypothesis:

H₀ (Null Hypothesis): There is no significant difference between Work shift timing in regard to Training and development reduces the stress of the employees.

H₁ (Alternate Hypothesis): There is significant difference between Work shift timing in regard to Training and development reduces the stress of the employees.

Table 4.3.1: Showing Significant difference between Training and development reduces the stress of the employees and Work shift timing

Group Statistics

	Shift	N	Mean	Std. Deviation	Std. Error Mean
	Day	70	2.10	1.133	.115

Do Training and development reduce the stress of the employees	Shift	55	3.42	1.642	.252
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Independent Samples Test:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Bound	Upper Bound
Do Training and development reduce the stress of the employees	Equal variances assumed	28.222	.000	-1.215	118	.000	-1.320	.255	-1.831	-.819
	Equal variances not assumed			-1.215	118	.000	-1.320	.269	-1.855	-.785
	Equal variances assumed									
	Equal variances not assumed									

Inference:

Since the P value is .000 which is less than .005, H₀ is rejected and H₁ is accepted.
Hence There is significant difference between Work shift timing in regard to Training and development reduces the stress of the employees.

4.4 ANOVA

Hypothesis:

H₀ (Null Hypothesis): There is significant difference between years of experience with regards to Training and development enhance the performance and productivity of the employees as well as of the organization
H₁ (Alternate Hypothesis): There is no significant difference between years of experience with regards to

Training and development enhance the performance and productivity of the employees as well as of the organization.

Chart 4.4.1: showing significant difference between Training and development enhance the performance and productivity of the employees as well as of the organization and year of experience

ANOVA					
Training and Development enhance the productivity and performance of employees as well as the organization					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.031	2	1.511	7.24	.019
Within Groups	181.892	116	1.568		
Total	184.923	118			

Tests of Homogeneity of Variances					
		Likelihood Ratio	df	Chi-Square	Sig.
Training and Development enhance the productivity and performance of employees as well as the organization	Based on Mean	111	3	116	.954
	Based on Median	143	3	116	.932
	Based on Median and with adjusted df	143	3	97.297	.932
	Based on trimmed mean	980	3	116	.971

Inference:

Homogeneity of variances is more than 0.05 From the above Chart, it is observe that the significance level is higher than 0.05. H_1 is rejected and H_0 is accepted. There is no significant difference between years of experience with regards to Training and development enhance the performance and productivity of the employees as well as of the organization

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 Findings of the study

- Majority (52%) of the respondent fall in the age category of Above 20 years.
- Majority (51.5%) of the respondent are male.
- Majority (45%) of the respondent are Under Graduate.
- Majority (55%) of the respondent fall under Less than 1-5 Lakhs.
- Majority (53%) of the respondent have Less than 5 years of experience.
- Majority (90%) of the respondent are working in Day shift.
- Majority (59.29%) of the respondent are agreed that the training and development program have helped you to improve your work efficiency.
- Majority (45%) of the respondent are agreed that the employees enhancement come through Training and Development.
- Majority (34%) of the respondent are agreed that the training and development have helped them in personal growth.
- Majority (38%) of the respondent rate 4 on 5 for training has helped in reducing absenteeism.
- Majority (34.25%) of the respondent agree that the Competency level of employees increases due to Training and development.
- Majority (76%) of the respondent agree that the training and development reduces the stress of the employees.
- Majority (40%) of the respondent rates 4 on 5 on their satisfaction level of training and development program taken in your organization.
- Majority (75%) of the respondent have agreed that the Training and development enhance the performance and productivity of the employees as well as of the organization.

Correlation Findings

Since the P value is $0.015 < 0.05$, then alternate hypothesis accepted and there is positive correlation between Training and development program teach techniques of performing a job to employees and kinds of training and development program provided in organization.

T – TEST Findings

The result suggest that sig (2-tailed) value is $< .001$ which is less than 0.05, Training and development has an effective impact over the shift timing and it was found training and development is not helpful in reducing the stress of the employees working in night shift.

ANOVA Findings

Since the P value is $.539 > 0.05$, then alternate hypothesis is rejected. There is no significant difference between years of experience with regards to Training and development enhance the performance and productivity of the employees as well as of the organization.

5.2 SUGGESTIONS

- Training and development enhances the personal growth of the employees as well helps in accomplishment of organizational goal therefore every organization should effectively train their employees.
- Majority of the respondent feels that stress level reduces due to training and development, but employees working in night shift says that training and development is not so helpful for them in reduction of stress thereby organization is responsible to find the alternative way to keep up their confidence level and which help them in reducing stress.
- The majority of respondents agree that training and growth are an important part of the job, however, not all workers have undergone adequate training or have shown interest in the training program.
- It is very much essential for an employee to get adequate training, so that he/she can develop the skills and knowledge and put their best to achieve the goals, therefore organization should provide relevant training and development programs.
- Provide adequate training program to each and every person arranged periodically, The result of the training program also should be analyzed and training should be arranged periodically.
- Provide employees motivation programs and other training programs for the development towards profit making.
- Incentives beyond monetary ones can be effective for the night shift employees i.e lessening the paper works, avoiding weekend work and a break from less desirable works can serve as an incentive for night shift workers.

- Bringing some entertainment to training and development program will help the trainee to focus more.

5.3 CONCLUSION

Training and development ultimately upgrade not only the productivity of employees but also of the organization. Companies need to invest in on-going employee training and development in order to both keep employees and be successful competitors. Training enhances employees' initiative and quality of work, thereby assisting them to be more committed to achieving the organizational goals and objectives and in turn enhancing employees' effectiveness within the organization. However, it is recommended for management of organizations to give training and development of employees a priority in order to get the best out workforce as well as improving the organization's productivity. Further research studies is also recommended on the training and development of employees in order to have a broader understanding of its valuable impacts. This study was a learning experience for me and I have come across the impact of training and development of employees in IT Industry is positive in response but still, effective training sessions are necessary and post training analysis is rather important.

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