

STUDY OF EFFECTIVENESS OF TRAINING AND DEVELOPMENT WITH SPECIAL REFERENCE TO VEEKESY POLYMERS PVT LTD

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ABSTRACT

This study investigates the impact of training and development programs on employee performance and organizational success within a multinational corporation. Through a mixed methods approach involving surveys, interviews, and performance evaluations, the study examines the effectiveness of various training initiatives in enhancing employee skills, knowledge, and job satisfaction. Findings indicate a positive correlation between participation in training programs and key performance indicators, such as productivity, quality of work, and employee retention. The implications of these findings suggest that investing in tailored training and development initiatives can significantly contribute to organizational growth and competitive advantage in today's dynamic business landscape."

INTRODUCTION

An organization's most valuable resource is the people who work there. Many companies place a premium on employee training and development. Companies like VKC Group need to keep an eye on how well their training programs are working to keep their staff competitive in the shoe industry, which is becoming more and more competitive. If you want to be ready to take on the world of global business, you should read "A study on the effectiveness of training and development with special reference to M/s. VEEKESY POLYMERS PVT LTD. Calicut" to find out how well your training was and where you need further guidance.

The findings are derived from a survey that was designed to assess various elements that impact the efficacy of instruction. They are shown graphically and in tabular format. Conclusions are taken from this sample.

Problem Specifics

So far, M/s. VEEKESY POLYMERS PVT LTD. has not been the subject of any comprehensive assessments of training effectiveness. The purpose of this research is to ascertain whether or not the training programs provided by M/s. VEEKESY POLYMERS PVT LTD are effective.

Research Goals

To learn more about the various training strategies used by M/s. VEEKESY POLYMERS PVT LTD.

To ascertain M/s. Veekeysy Polymers Pvt Ltdr

For the purpose of determining if the staff has been satisfied with the training programs provided by the company.

Determine if any of your staff members would benefit from additional training.

LITERATURE OF RIVEW

A literature review on training and development examines existing research, theories, and practices related to enhancing employee skills and knowledge within organizations. It synthesizes key findings from scholarly articles, books, and other relevant sources to provide a comprehensive understanding of the subject. This review typically covers various aspects, including the importance of training and development in improving organizational performance, different training methods and approaches, factors influencing training effectiveness, and the role of technology in modern training initiatives. Additionally, it may explore topics such as training needs analysis, evaluation of training outcomes, and emerging trends in the field. By critically analysing and synthesizing existing literature, the review helps identify gaps in knowledge, theoretical frameworks, and practical implications for future research and the design of effective training programs tailored to organizational needs and objectives.

NEED OF RESEARCH

Research in the field of training and development is indispensable for several reasons. Firstly, it enables organizations to evaluate the effectiveness of their training programs in achieving desired outcomes, such as enhancing employee performance and organizational competitiveness. By systematically studying different training methods, content, and delivery formats, researchers can identify the most efficient and impactful approaches. Additionally, research helps organizations identify emerging trends, technologies, and best practices in training and development, allowing them to adapt to changing workforce dynamics and industry requirements. Moreover, conducting research facilitates the design of tailored training interventions that address specific organizational needs and challenges. Ultimately, research serves as the foundation for evidence-based decision-making, enabling organizations to optimize their investment in employee development and create a culture of continuous learning and improvement.

OBJECTIVE OF THE STUDY

1. Identifying Training Needs: Assess current skill gaps and determine areas where employees require improvement.
 2. Enhancing Employee Performance: Improve individual and team performance by providing targeted training programs.
 3. Boosting Organizational Productivity: Align training initiatives with organizational goals to enhance overall productivity and efficiency.
 4. Facilitating Career Development: Offer opportunities for employees to develop new skills and advance within the organization.
 5. Promoting Employee Engagement: Increase job satisfaction and retention rates by investing in employees' professional growth.
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6. Adapting to Technological Changes: Equip employees with the skills necessary to adapt to evolving technologies and work processes.
7. Ensuring Compliance and Safety: Provide training on regulatory requirements and safety protocols to mitigate risks and ensure legal compliance.
8. Measuring Training Effectiveness: Evaluate the impact of training programs on employee performance and organizational outcomes through metrics and assessments.
9. Fostering a Learning Culture: Cultivate an environment where continuous learning and development are valued and encouraged among employees.

METHODOLOGY OF THE RESEARCH

The methodology for researching training and development typically involves several key steps.

First, researchers identify the specific objectives and research questions to guide their study. Then, they design the research framework, which may include selecting the appropriate research design (such as experimental, quasi-experimental, or qualitative), determining the target population, and selecting sampling techniques. Next, data collection methods are chosen, which can include surveys, interviews, observations, or document analysis. Researchers also consider ethical considerations and obtain necessary approvals. Once data is collected, it is analyzed using appropriate statistical or qualitative techniques to draw conclusions and make recommendations. Finally, the findings are interpreted, and implications for practice and future research are discussed.

SECONDARY DATAS

Secondary data on training and development typically refers to existing information and research collected by others, rather than data collected firsthand. This can include academic studies, industry reports, case studies, and government publications, among other sources. It's valuable for gaining insights into trends, best practices, and benchmarks in training and development programs.

LIMITATION OF THE STUDY

1. Sample size and representativeness: Small or non-representative samples may limit the generalizability of findings.
2. Research design: Flaws in the design of the study, such as lack of control groups or randomization, can affect the validity of results.
3. Data quality: Reliability and validity of data collected, including self-reported measures, may be compromised.

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4. Time constraints: Longitudinal studies are often needed to assess the long-term impact of training, but they can be costly and time-consuming.

SWOT ANALYSIS

Strengths	Weaknesses
1. Skill Enhancement	1. Cost
2. Performance Improvement	2. Time-consuming
3. Morale Boost	3. Not always effective
4. Retention	4. Retention issues
5. Innovation	5. Resistance to change
6. Alignment	6. One-size-fits-all approach
	7. Lack of follow-up

Opportunities	Challenges
1. Skill Gap Closure	1. Cost
2. Career Advancement	2. Time Constraints
3. Competitive Advantage	3. Effectiveness
4. Employee Engagement	4. Retention
5. Innovation Stimulus	5. Resistance

ANALYSIS OF THE STUDY

The analysis of the study of training and development typically involves examining various aspects such as methodology, findings, implications, and limitations. Here's a structured approach to analysing such a study:

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1. Research Design and Methodology: - Evaluate the research design, including whether it's experimental, quasi-experimental, correlational, or qualitative. Examine the sample size, sampling technique, data collection methods, and data analysis techniques employed.
2. Key Findings - Summarize the main findings of the study related to the effectiveness of training and development interventions.
3. Implications: - Discuss the implications of the study's findings for practitioners, policymakers, and organizations. Consider how the findings can inform decision-making regarding training program design, implementation, and evaluation.
4. Contributions to the Literature: - Evaluate the study's contributions to the existing literature on training and development. Assess how the study builds upon or challenges previous research findings.
5. Limitations: Identify any limitations or weaknesses in the study's design, methodology, or implementation. Discuss potential sources of bias, confounding variables, or measurement error.
6. Future Research Directions: Suggest potential areas for future research based on the gaps or unanswered questions identified in the study.
7. Overall Evaluation: Provide an overall assessment of the study, including strengths, weaknesses, and areas for improvement. Discuss the significance of the study's findings and its potential impact on theory, practice, and policy in the field of training and development.

GENDER OF RESPONDENTS

Employees were given questionnaire requesting them to fill up the gender. The data collected is shown in the form of table and pie chart below.

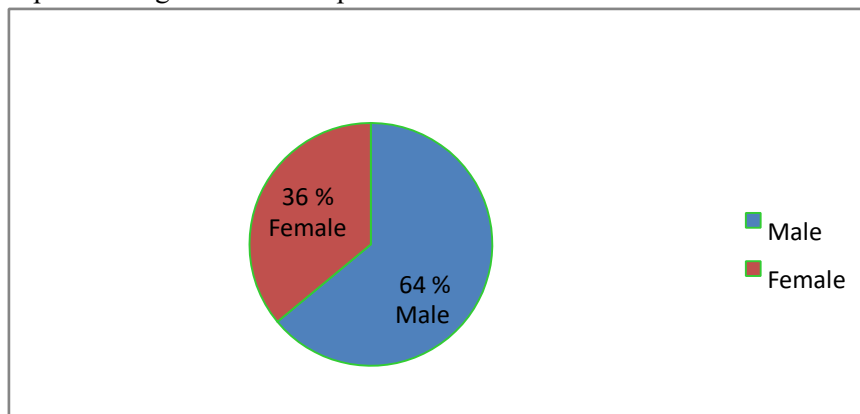
Table 5.1

Table showing Gender of respondents

Opinion	No. of Respondents	Percentage of Respondents
Male	32	64
Female	18	36
Total	50	100

Source: Primary Data

Chart 5.1 Graph showing Gender of respondents



Gender of Respondents in

% Source: Primary Data

Inference: Above table shows 64% of respondents were males and 36 percentages were females. The gender is displayed graphically using a pie chart. It shows majority of respondents are males.

AGE OF RESPONDENTS

The age was divided into five different groups and respondents were requested to specify which age group they belong. The result is displayed in table form and bar chart form.

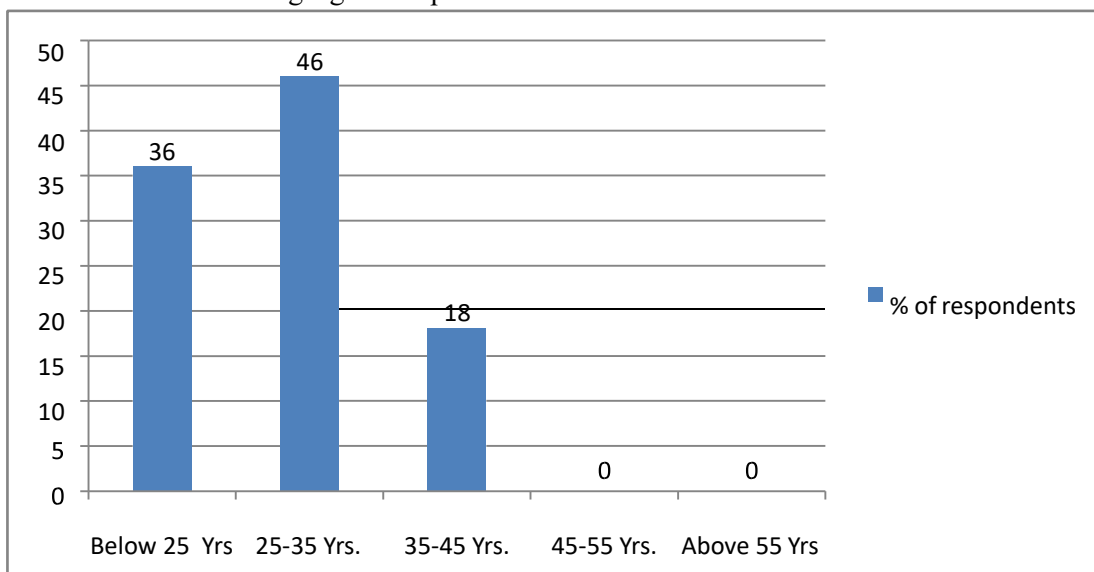
Table 5.2

Table showing Age of respondents

Age of Respondents	No. of Respondents	Percentage of Respondents
Below 25	18	36
25-35	23	46
35-45	9	18
45-55	0	0
Above 55	0	0
Total	50	100

Source: Primary Data

Chart 5.2: Chart showing Age of respondents



(Source: Primary Data)

Inference: Above table shows 36% of respondents are below 25 years, 46 % of respondents are of 25-35 age group category and 18% of the respondents are of the age group of 35-45 years age group. It also infers that majority of the respondents are young and below 35 years.

QUALIFICATIONS OF THE RESPONDENTS

The respondents were requested to enter their educational qualification and the results are displayed in table and chart format and interpreted.

Table 5.3

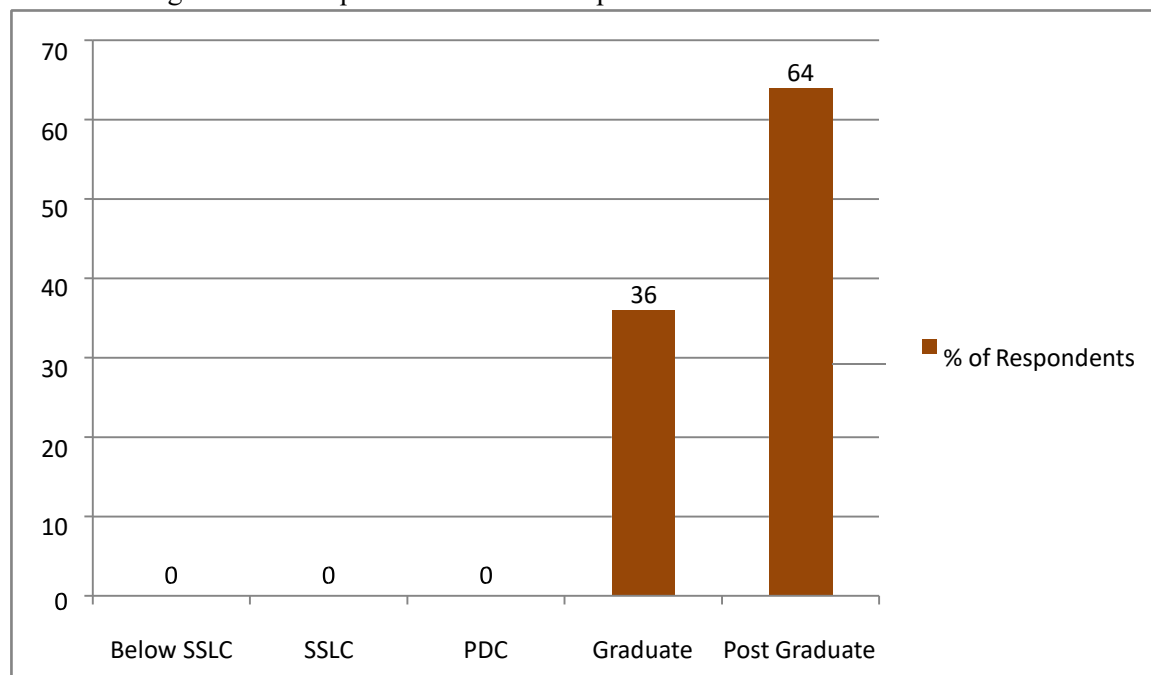
Table showing educational qualifications of the respondents

Qualification	No of Respondents	Percentage
Below SSLC	0	0
SSLC	0	0
PDC	0	0
Graduate	18	36
Post Graduate	32	64
Total	50	100

Source: Primary Data

Chart 5.3

Chart showing educational qualification of the respondents.



Inference: Above table shows 36% of respondents are graduates and 64% of respondents of the respondents are post graduates. It infers that the most of employees are highly qualified.

EXPERIENCES OF THE RESPONDENTS

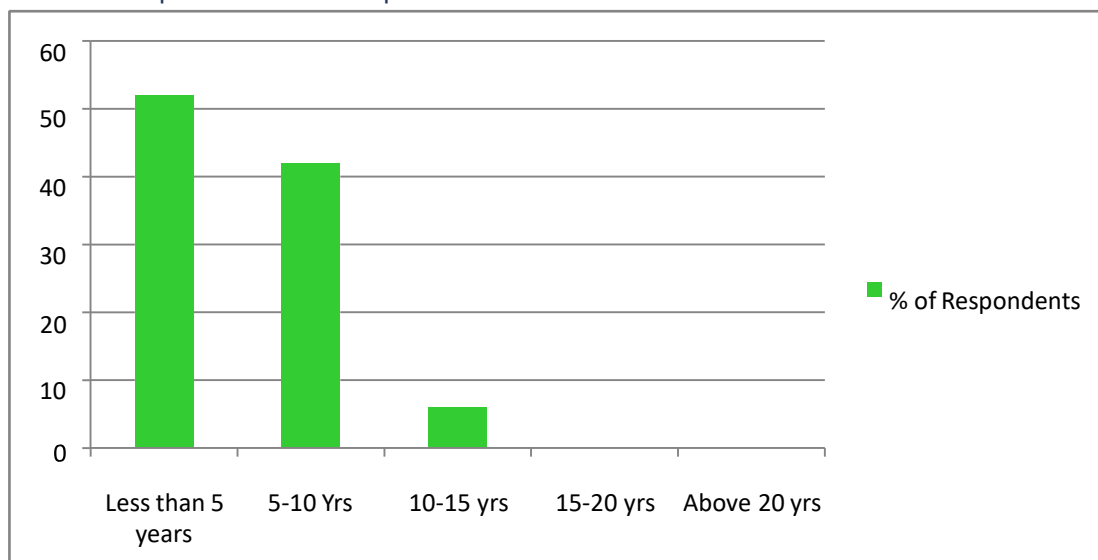
The period of experience was classified in to different groups and respondents were requested to specify which group they belong. The results of survey is displayed both in table and chart form and interpretations are given.

Table 5.4: Experience of the respondents

Qualification	No of Respondents	Percentage of Respondents
Less than 5 years	26	52
5-10 yrs	21	42
10-15 yrs	3	6
15-20 yrs	0	0
Above 20 yrs	0	0
Total	50	100

Source: Primary Data

Chart 5.4: Experience of the respondents



Inference: Above table shows the majority of the respondents (52%) are having experience less than 5 years; 42% of the respondents are having experience between 5-10 years and 6% of respondents are having experience between 10-15 years. No respondents are having experience more than 15 years.

DEPARTMENT OF RESPONDENTS

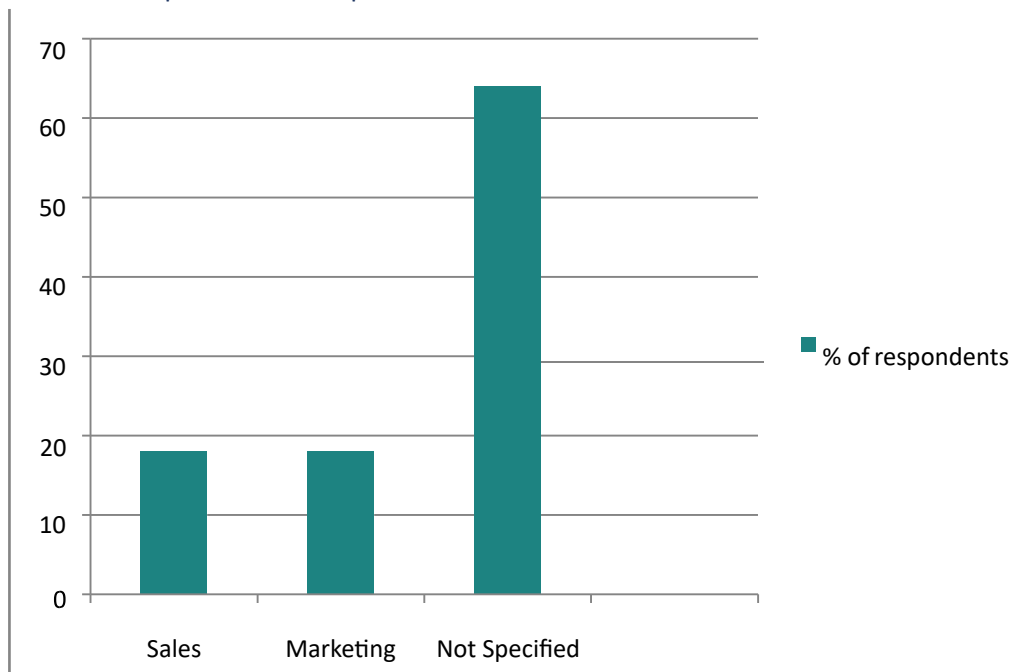
The respondents were requested to specify their departments for assessing department wise training needs. The data collected is displayed in table and chart form.

Table 5.5: Department of respondents

Department	No of Respondents	Percentage of Respondents
Sales	9	18
Marketing	9	18
Not Specified	32	64
Total	50	100

Source: Primary Data

Chart 5.6: Department of respondents



Inference: 18% of the respondents were from Sales department 18% of the respondents were from marketing department and 64% of respondent were hesitant to disclose the department they are working in.

TYPE OF TRAINING ATTENDED

The employees were requested to disclose the methods of training they have under gone in the organization. The result is displayed in both table format and graphical format.

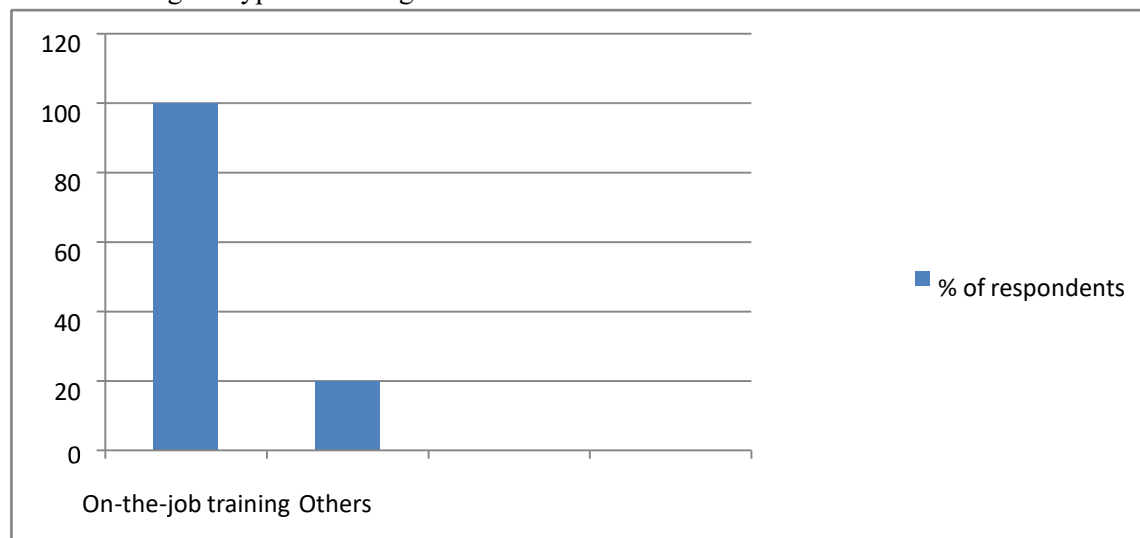
Table 5.7 : Type of training method attended

Type of training attended	No of respondents	Percentage of Respondents
On-the-job training	50	100
Class room training	10	20
Others	0	0
Total	50	100

Source: Primary Data

Chart 5.7

Chart showing the type of training attended



Inference: The entire employees responded has undergone On-the-job training in the organization. Special training based on the needs is conducted in addition to on- the job-training.

5.1 TRAINING NEED IDENTIFICATION BY MANGEMENT

Respondents were requested to react to the statement that “the management of M/s.VEEKESY POLYMERS PVT. LTD identifies the training needs of employees”. A five point likert scale from „strongly agree” to „highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form.

Table 5.8

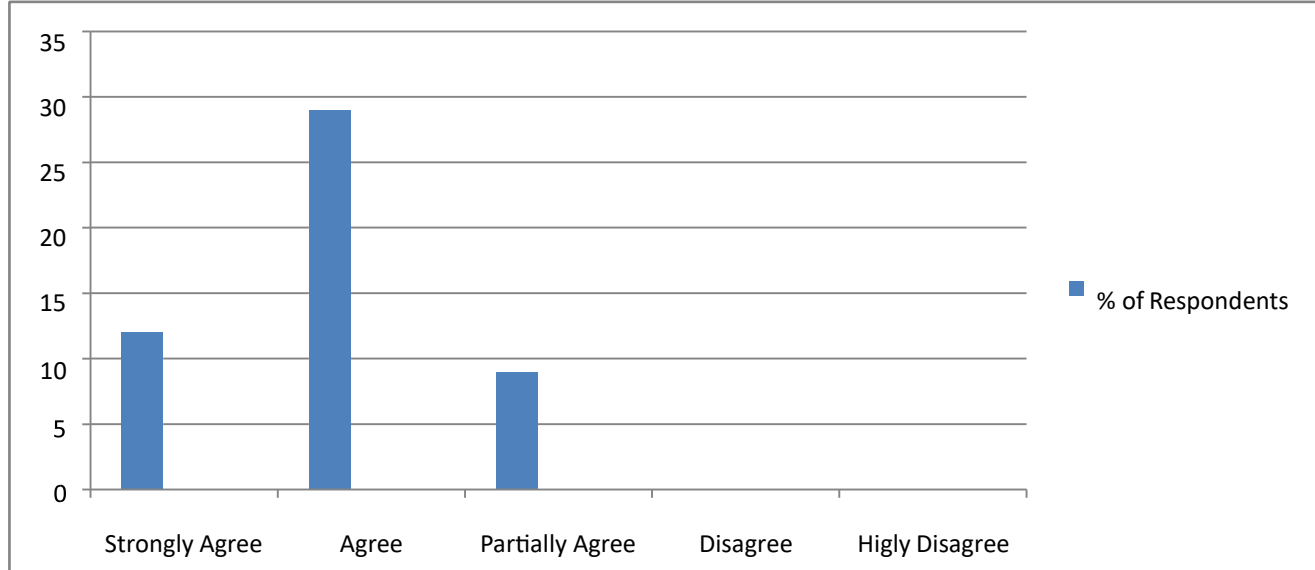
Table showing training needs identification by management

Particulars	No of Respondents	Percentage of Respondents
Strongly Agree	12	24
Agree	29	58
Partially Agree	9	18
Disagree	0	0
Highly disagree	0	0
Total	50	100

Source: Primary Data

Chart 5.8

Chart showing training needs identification by management



Inference: 24% of respondents strongly agree that management identifies the training needs. 58 % of respondents agree that management identifies training needs. 18% of respondents partially agree that management identifies the training needs. Nobody disagrees to the statement.

5.2 IMPORTANCE GIVEN TO TRAINING AND DEVELOPMENT

Respondents were requested to react to the statement that “the training and development is given adequate importance in M/s.VEEKESY POLYMERS PVT LTD”. A five point likert scale from „strongly agree” to „highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

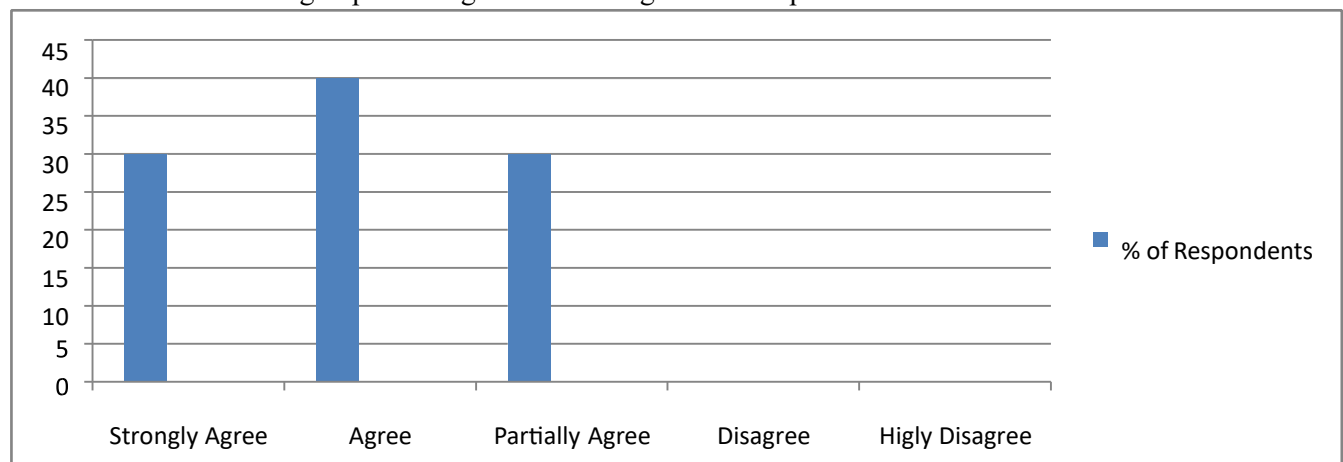
Table 5.9

Table showing importance given to the training and development

Particulars	No of Respondents	Percentage of Respondents
Strongly Agree	15	30
Agree	20	40
Partially Agree	15	30
Disagree	0	0
Highly disagree	0	0
Total	50	100

Source: Primary Data

Chart 5.9 : Chart showing importance given to training and development



Inference: 30% of respondents strongly agree that importance is given for training and development. 40 % of respondents agree that importance is given for training and development. 18% of respondents partially agree that management identifies the training needs. Nobody disagrees with the statement.

5.3 EAGERNESS OF SENIOR MANAGERS TO DEVELOP JUNIORS

Respondents were requested to react to the statement that “the senior managers of M/s.VEEKESY POLYMERS PVT LTD are eager to help their juniors develop through training”. A five point likert scale from „strongly agree“ to „highly disagree“ was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

Table 5.10

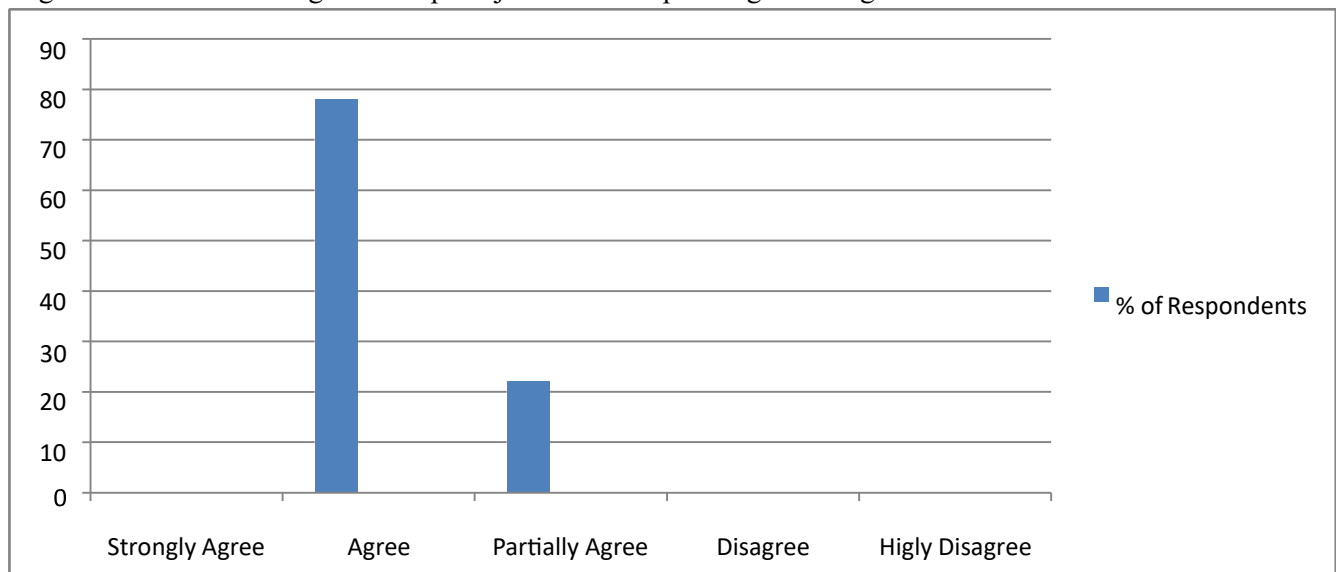
Table showing eagerness of senior managers to help the juniors develop through training

Particulars	No of Respondents	Percentage
Strongly Agree	0	0
Agree	39	78
Partially Agree	11	22
Disagree	0	0
Highly disagree	0	0
Total	50	100

Source: Primary Data

Chart 5.10

Eagerness of senior managers to help the juniors develop through training



Inference: 78 % of respondents agree that senior managers are eager to develop juniors through training and development. 32% of respondents partially agree that senior managers are eager to develop juniors through training and development. Nobody disagrees with the statement.

5.4 IMPORTANCE GIVEN TO INDUCTION TRAINING

Respondents were requested to react to the statement that “the Induction training is given adequate importance in M/s.VEEKESY POLYMERS PVT LTD”. A five point Likert scale from

„strongly agree” to „highly disagree” was used to measure their response. The responses are recorded in both tabular form and graphical form. Inferences are arrived from the data.

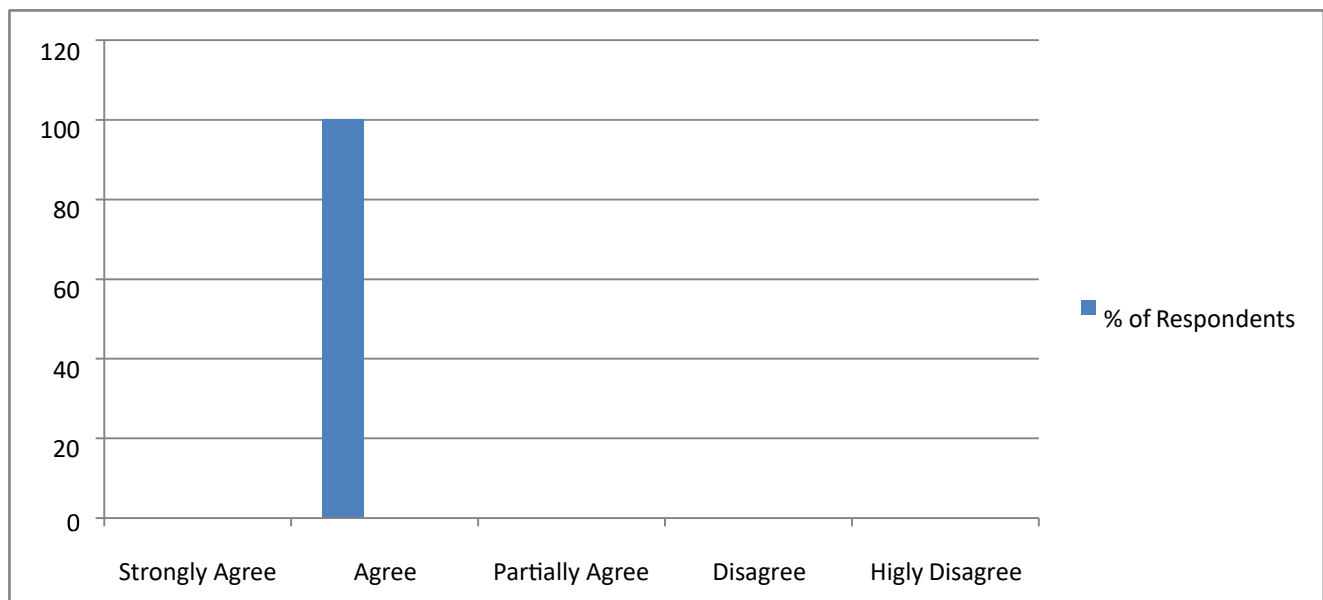
Table 5.11

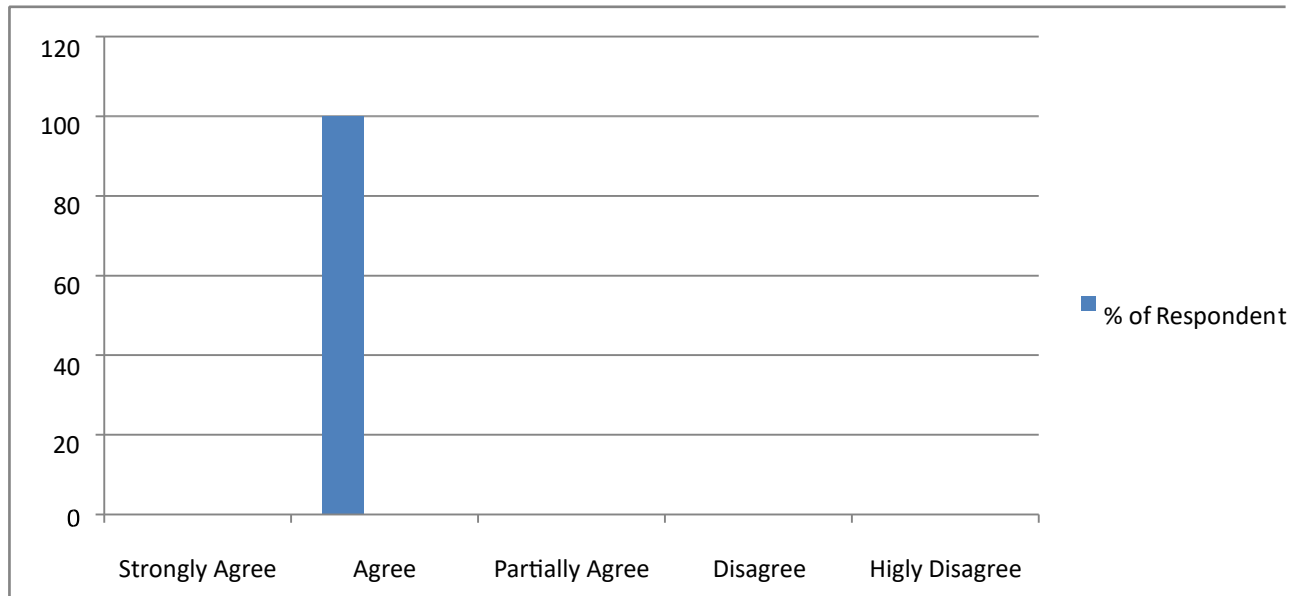
Table showing importance given to induction training

Particulars	No of Respondents	Percentage of Respondents
Strongly Agree	0	0
Agree	50	100
Partially Agree	0	0
Disagree	0	0
Highly disagree	0	0
Total	50	100

Source: Primary Data

Chart 5.11: Chart showing importance given to induction training.





LEARNING EXPERIENCE & CONCLUSION

Learning Experience

- Skill Acquisition: Participants gain new knowledge, skills, and competencies relevant to their roles through training sessions, workshops, or courses.
- Application: They have opportunities to apply what they've learned in practical scenarios, whether through simulations, case studies, or on-the-job training.
- Feedback: Feedback mechanisms such as assessments, evaluations, and coaching sessions help participants understand their strengths and areas for improvement.
- Interaction: Collaborative learning environments foster interaction and knowledge sharing among participants, enhancing the overall learning experience.
- Enhanced Performance: Training and development initiatives lead to improved employee performance, productivity, and job satisfaction.
- Employee Engagement: Investing in employee development fosters a sense of engagement, loyalty, and commitment among the workforce.

-Organizational Growth: Organizations benefit from a skilled and adaptable workforce that can innovate, compete effectively, and drive business success.

-Continuous Improvement: Training and development should be viewed as an ongoing process rather than a one-time event, with regular assessments and updates to meet evolving needs.

In conclusion, training and development are integral components of organizational success, providing employees with the knowledge, skills, and support they need to thrive in their roles and contribute to the achievement of strategic objectives. By investing in employee growth and development, organizations can create a culture of learning, innovation, and excellence that positions them for long-term success in a competitive environment.

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