

The Study of Improving the Training Process to Enhance Employee Performance in Equitas Small Finance Bank

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ABSTRACT

Effective employee training is a cornerstone of organizational success, directly influencing productivity, job satisfaction, and overall performance. This paper explores strategies to improve the training process with the goal of enhancing employee performance. It examines current challenges in training programs, such as lack of personalization, outdated methods, and inadequate follow-up, and proposes innovative solutions including the integration of technology, competency-based training, and continuous learning models. Emphasis is placed on aligning training objectives with organizational goals, incorporating feedback mechanisms, and leveraging data analytics to assess training effectiveness. By optimizing the training process, organizations can foster a more skilled, motivated, and adaptable workforce, ultimately driving long-term growth and competitiveness.

Keywords:

Employee Training, Performance Improvement, Training Effectiveness, Learning and Development (L&D), Employee Productivity, Workplace Training Programs

INTRODUCTION

This study involves the various methods and strategies that organizations can employ to improve their training processes, ensuring that the time, resources, and effort invested in employee development lead to tangible improvements in employee performance. By exploring best practices, incorporating feedback mechanisms, and utilizing innovative technologies, companies can create a robust training framework that fosters continuous learning and development, thus enhancing both individual and organizational performance. In today's competitive business environment, organizations recognize that the success and sustainability of their operations heavily depend on the performance of their employees.

OBJECTIVES OF THE STUDY

1. The study of improving training process to enhance employee performance
2. To Evaluate the Effectiveness of Current Training Programs
3. To improve Employee Engagement and Motivation
4. To Measure the Impact of Training on Employee Performance
5. To Enhance Training Delivery Methods for Greater Engagement
6. To Foster a Continuous Learning Culture

REVIEW OF LITERATURE

1. Kirkpatrick, D. L. (1994).

Kirkpatrick's Four-Level Training Evaluation Model

This paper outlines the four levels of training evaluation (reaction, learning, behavior, and results) and their importance in measuring training effectiveness, which directly impacts employee performance.

2. Noe, R. A. (2010).

Employee Training and Development

Noe's work provides a comprehensive review of the various training methods, including traditional, online, and blended learning, and how they impact employee performance in different organizational contexts.

3. Tharp, B. M., & Sims, H. P. (2001).

The Importance of Organizational Learning and Development for Employee Performance

This study explores how investing in employee learning and development correlates with enhanced employee performance and organizational competitiveness.

4. Ford, J. K., & Fisher, S. A. (2013).

On-the-Job Training and Employee Performance

Ford and Fisher examine the benefits and challenges of on-the-job training (OJT) as a way to improve employee performance, suggesting that it is especially effective for skill development in practical, hands-on tasks.

RESEARCH METHODOLOGY

Research design :

This study adopted a descriptive research design to explore the impact of training process to enhance employee performance

Data collection :

Primary Data - Collected from 120 respondents via a structured questionnaire.

Secondary Data - Obtained from credible sources, including online journals, research reports, industry publications, and academic articles.

TOOLS USED FOR ANALYSIS

- Percentage Analysis was used to understand the distribution of responses and present demographic data clearly

- Chi-Square Test helped identify the association between categorical variables like gender, designation, and satisfaction of training
- T-Test was used to compare the mean scores between two groups to check for significant differences in motivation or satisfaction.
- ANOVA (Analysis of Variance) was applied to examine differences in responses across multiple groups, such as age or experience levels.

Data Analysis & Interpretation

The statistical analysis reveals significant findings related to employee perceptions of the performance appraisal system:

- ◆ The p-value (Asymptotic Significance) is < 0.001 . This is less than 0.05, so we reject the null hypothesis
- ◆ The p-value (Sig. 2-tailed) is < 0.001 , which is much less than 0.05. So, we reject the null hypothesis.
- ◆ The p-value is 0.703, which is greater than 0.05. So, we fail to reject the null hypothesis

CONCLUSION

The study highlights several areas where improvements in the training process could lead to enhanced employee performance. The results suggest that while employees find the training effective, relevant, and easy to understand, there is still room for improvement, particularly in terms of tailoring content to specific employee needs, enhancing the training delivery methods, and fostering a culture of continuous learning. By addressing these areas, organizations can better align training programs with both employee development and organizational goals, which will ultimately improve job performance, motivation, and satisfaction. Regularly updating training materials and methods, alongside offering tailored training programs, will ensure that employees feel more confident in applying what they learn to their roles, leading to greater success for both the individual and the organization

REFERENCES

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Introduces a four-level model for evaluating training: Reaction, Learning, Behavior, and Results.
A foundational resource for assessing the effectiveness of training programs.
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Discusses methods to calculate Return on Investment (ROI) for training.
Helps link training outcomes directly to financial performance.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.
Presents experiential learning theory emphasizing learning through reflection on doing.
Supports the use of hands-on activities in training design.
- Knowles, M. S. (1973). *The Adult Learner: A Neglected Species*.
Explores adult learning principles known as andragogy.
Provides guidance for tailoring training to adult employees.
- Guskey, T. R. (2000). *Evaluating Professional Development*.
Offers a practical model for evaluating teacher and employee training programs.
Focuses on linking professional development to performance improvements.