



A Study On The Impact Of Training And Development Upon Employee Job Satisfaction

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Abstract: This study examines the a study on the impact of training and development upon employee job satisfaction main goal of this research project is to examine how training and development affect Avinash Manufacturing Industries employees' work satisfaction. Continuous staff development is essential for sustaining high levels of motivation, productivity, and organizational success in the cutthroat industrial climate of today. The purpose of the study is to assess the effects of organized training programs on workers' performance, dedication to the company, and job satisfaction. The study investigates how employees see training efficacy, chances for skill improvement, and the overall impact of development programs on their level of engagement at work using both primary and secondary data. The results of the study show that by encouraging a feeling of both professional and personal development, well-designed training programs greatly increase work satisfaction.

Keywords: Training and development, job satisfaction, employee performance

1. INTRODUCTION

In today's competitive business world, organizations are constantly seeking ways to enhance productivity, retain talent, and foster a positive workplace environment. One of the most significant strategies to achieve these objectives is through effective training and development initiatives. These programs not only equip employees with the necessary skills and knowledge to perform their roles efficiently but also play a vital role in increasing job satisfaction and overall engagement. A motivated and well-trained workforce can be a critical asset in achieving organizational success and maintaining a competitive edge.

This study aims to examine the training and development practices at Avinash Industry and analyze their impact on employee job satisfaction. With the growing emphasis on employee-centric policies, companies are realizing the importance of continuous learning and professional growth opportunities. When employees feel supported in their development journey, it leads to higher morale, reduced turnover, and increased loyalty to the organization. This research explores how well the training systems in place at Avinash Industry align with employee expectations and contribute to their overall job contentment.

TYPES OF TRAINING AND DEVELOPMENT:

Training and development initiatives can be classified into various types based on organizational needs and employee roles:

- **On-the-Job Training:** Practical training provided while employees are engaged in actual work tasks.
- **Off-the-Job Training:** Structured training sessions conducted outside the workplace, such as workshops and seminars.
- **Technical Training:** Skill development focused on specific tools, machinery, or software.
- **Soft Skills Development:** Enhancing interpersonal skills, communication, teamwork, and problem-solving abilities.

Leadership and Management Training: Programs designed to prepare employees for supervisory and managerial roles.

2. NEED OF THE STUDY

- It is becoming more widely acknowledged that training and development are essential to workers' job happiness. In the rapidly evolving workplace of today, ongoing workforce investment is crucial.
- Employee efficiency and skill levels are increased through training. Long-term professional progress is supported by development opportunities.
- Employees with proper training feel more competent, engaged, and appreciated in their jobs. A substantial factor in increased work satisfaction is adequate training.
- The study's objective is to examine the impact of training initiatives on worker satisfaction. The study's conclusions can assist businesses in creating training programs that work.
- Employee satisfaction, output, and overall business performance are all increased by effective training.

3. OBJECTIVE OF THE STUDY

- To examine the impact of training and development programs on faculty job satisfaction
- To analyse the correlation between faculty training opportunities and their professional growth and motivation.
- To investigate the mediating role of job satisfaction in the relationship between training and development and employee retention.
- To examine the relationship between job satisfaction, organizational commitment, and employee performance.
- To suggest strategies for improving training programs to enhance employee satisfaction and retention.

4. REVIEW OF LITERATURE

K. Majini Jes Bella(2023) This research describe the study of employee job satisfaction is a key factor in organizational effectiveness. It reflects an employee's attitude toward their job and the extent to which they feel fulfilled at work. Job satisfaction is influenced by various factors, including a good relationship with supervisors, recognition, rewards, and benefits. When employees perform well and receive adequate support, they experience higher satisfaction. A strong reward system and effective management support can boost motivation and productivity. Positive workplace relationships, especially between employees and managers, further enhance job satisfaction. This study analyzes the impact of job satisfaction on organizational effectiveness, highlighting the role of rewards and management support.

Jagannath Mohanty (2023) This research describe the study examines how employee development impacts job satisfaction and organizational commitment, with person– organization fit as a moderating factor. Findings indicate that employee development enhances job satisfaction, which in turn boosts organizational commitment. However, a direct link between employee development and organizational commitment was negative. Notably, person–organization fit played a crucial role in strengthening the job satisfaction– organizational commitment relationship. This suggests that aligning employees' values with

organizational culture enhances commitment.

5. RESEARCH METHODOLOGY

Research methodology refers to the systematic and structured approach or set of principles and procedures employed by researchers to conduct their investigations, studies, or inquiries. It outlines the strategies, techniques, and tools used to gather, analyze, interpret, and present data or information in a scientific or scholarly manner. Research methodology provides the framework for ensuring the reliability, validity, and rigor of research findings, making it an essential component of the research process. It encompasses various elements, including data collection methods, sampling techniques, research design, data analysis procedures, and ethical considerations, all tailored to address specific research questions or objectives.

6. DATA ANALYSIS AND INTERPRETATION

S.NO	CATEGORIES	SUB-CATEGORIES	NO. OF .RESPONDENTS	PERCENTAGE
1.	AGE	18-24	58	34
		25-34	62	37
		34-44	26	15
		45-54	14	8
		55 and above	9	6
2.	GENDER	MALE	149	88
		FEMALE	20	12
3.	YEARS OF EXPERIENCE	LESS THAN 1 YEAR	54	32
		1-3 YEARS	67	40
		4-6 YEARS	23	14
		7-10 YEARS	13	8
		MORE THAN 10 YEARS	12	6
4.	INCOME	10000-20000	46	27
		20000-30000	60	36
		30000-40000	30	18
		40000-50000	17	10
		ABOVE 50000	16	9

7.1 CORRELATION

H_0 : There is no association between gender and Strategies for improvement training program.

H_1 : There is an association between gender and Strategies for improvement training program.

correlation Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Correlation	1.403 A	1	.236		
Continuity Correction	.838	1	.360		
Likelihood Ratio	1.377	1	.241		
Fisher's Exact Test				.286	.180
Linear-by-Linear Association	1.390	1	.238		
N of Valid Cases	169				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.80.					
b. Computed only for a 2x2 table					

INFERENCE:

The Correlation Test (with Fisher's Exact Test) was conducted on the sample data, and the significance values (P values) are 0.236 and 0.286 respectively, which are greater than 0.05 i.e., $P > 0.05$. Thus, the null hypothesis (H_0) is accepted. There is no statistically significant association between gender and Strategies for improvement training program. Hence, the alternative hypothesis (H_1) is rejected.

7.2 MAN WHITNEY U-TEST

H_0 (Null Hypothesis): There is no significant difference in Employee job Satisfaction between male and female respondents.

H_1 (Alternative Hypothesis): There is a significant difference in Employee job Satisfaction between male and female respondents.

Test Statistics

	current training programs are in enhancing job satisfaction
Mann-Whitney U	2547.00
Wilcoxon W	3978.00
Z	-1.96
Asymp. Sig. (2-tailed)	.04

a. Grouping Variable: gender

INFERENCE

The Mann–Whitney U test was conducted on the sample data, and it is found that the significance value (P value) for the variable is less than 0.05, the result is statistically significant at the 5% level. This indicates that there is a significant difference in how male and female employees current training programs are in enhancing job satisfaction. So, the alternative hypothesis (H_1) is rejected.

7.3 KRUSKALWALLIS H -TEST

H_0 : There is no significant difference in current training programs are in enhancing job satisfaction.

H_1 : At least one age group differs significantly in their current training programs are in enhancing job satisfaction.

Test Statistics	
	Employee training programs have on your job satisfaction and career advancement
Kruskal-Wallis H	3.424
Df	2
Asymp. Sig.	.181
a. Kruskal Wallis Test	
b. Grouping Variable: AGE	

INFERENCE:

The Kruskal–Wallis H test was performed on the sample data, and it is found that the significance value (P value) for the variable “Employee training programs” across different age groups is more than 0.05 i.e., $P > 0.05$. Hence, the null hypothesis (H_0) is accepted. There is no

statistically significant difference in the perception of analytics performance among respondents from different age groups. Therefore, age does not have an Employee training programs is viewed. The alternative hypothesis (H_1) is rejected

8.SUMMARY OF FINDINGS

- The inferred that 37.3 % of the respondents are belonging to 18 – 25 age groups.
- The inferred that 72.2 % of the respondents are Male
- The inferred that 39.1% of the respondents are belong to DEGREE (UG / PG)
- The inferred that the 31.4 % of the respondents Most of the people have 1 to 6 years of work experience, showing they are in the early or middle stage of their careers.
- The inferred that the A majority of queries (31.4%) are resolved within months, his shows a need to improve response time for better to reduce employee conflict
- The inferred that the majority of employees (36.7%) are related to salary and wages, highlighting the need for better compensation management
- The majority of respondents 45.6% believe the HR department is mainly responsible for handling grievances, indicating that employees depend on HR for conflict resolution and support.
- The inferred that the high percentage of employees 95.3% of respondents finds the grievance handling procedure transparent suggests effective communication in organization.
- The majority of employees 72.2% The grievance redressal system is considered effective by resolving issues in the organization.
- The majority of respondents 56.2% are satisfied and very satisfied with the grievance outcomes, that indicating a generally positive perception process in the organization.
- The majority of respondents 52.1% of employees find the grievance process clear in the organisation.
- The majority of respondents 29.6%, agree that the grievance redressal process effectively addresses the root causes of conflicts in the organization.
- The majority of respondents 56.8% of employees feel confident in the grievance process will not lead any negative consequences
- The majority of respondents 93.5% believe that the grievance redressal system effectively helps in preventing future conflicts.
- The majority of respondents (36.7%) find maintaining confidentiality during the grievance handling process moderately challenging
- The majority of 80% respondents challenges in implementing an effective grievance handling system in organisation.
- The majority of respondents 92.3% feel there is adequate leadership support in resolving grievances.
- The majority of respondents 55.1% believe that management is responsive to grievances redressal.
- The majority 43.2% of respondents feel that management communicates grievance outcomes effectively in the organization

9. SUGGESTION

Based on the analysis of the collected responses, it is evident that a significant portion of employees are young professionals in the early to middle stages of their careers, primarily holding undergraduate or postgraduate degrees. Given that the majority of queries and feedback revolve around training and development programs, with many linking them directly to job satisfaction, teaching effectiveness, and career advancement, it is recommended that the organization places a stronger emphasis on designing targeted, engaging, and continuous training modules. These programs should be tailored to the specific needs of different employee segments and career levels. Moreover, incorporating regular feedback mechanisms, offering diverse learning formats, and aligning training outcomes with personal growth and organizational goals could greatly enhance employee engagement and retention.

10.CONCLUSION

In conclusion, the findings indicate a clear and consistent relationship between faculty training and development initiatives and key organizational outcomes such as employee satisfaction, performance, and retention. With an overwhelming majority of respondents expressing positive perceptions of training programs and their impact on job roles, there is a strong foundation upon which to build. Enhancing these programs in line with employee preferences and strategic objectives will not only improve teaching effectiveness but also foster a more committed and high-performing workforce. Investing in well-structured, frequent, and relevant training initiatives can thus serve as a vital tool in strengthening both employee morale and organizational success.

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