IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

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A project work report submitted to Pokhara University in a partial Fulfillment of the requirements for the degree of

Bachelor in Business Administration (BBA)

At the
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Gariapatan-4, Pokhara

July, 2025

DECLARATION

I hereby declare that the project work report entitled **"IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE"** submitted in partial fulfillment for the degree of Bachelor of Business Administration (BBA) is my original work and the project work has not formed the basic for the award of any degree, diploma, fellowship or similar title.

……..

Sita Kumari Chhantyal

July 2025

BONAFIDE CERTIFICATE

Certified that this project

"IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE"

is the bonafide work of

Sita Kumari Chhantyal

who carried out the summer project work under my supervision. The report is forwarded for examination.

……..	…….
Mr. Prakash Regmi	
Internal Supervisor	External Examiner.

CERTIFICATE OF APPROVAL

This is to certify that the Project Work titled "IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE" submitted by (Sita Kumari Chhantyal) (Roll No. 22031907) for the partial fulfillment of the requirement of BBA embodies the bonafide work done by him/her under my supervision.

…….

Signature of Supervisor

Name: Prakash Regmi

July, 2025

…….

Name and Signature

External

July, 2025

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Thanking you

Sita Kumari Chhantyal

EXECUTIVE SUMMARY

Training and development play a crucial role in improving employee performance, especially in today's fast-paced and competitive business environment. This project was undertaken to examine how specific

factors within training and development—namely coaching, motivation, job specification, job rotation, and training design—influence the performance of employees in mid-sized organizations across various industries. Understanding these relationships helps organizations make better decisions in designing effective training programs that directly contribute to productivity and employee growth. This project is about understanding how training and development help employees perform better at work. In today's competitive world, companies need skilled and motivated workers. One way to improve employee performance is through proper training programs. This study looks at how training affects employee skills, confidence, and productivity.

The scope of the study included employees from diverse sectors, ensuring a broad perspective on training effectiveness. A quantitative research approach was used, where data was collected through structured questionnaires and analyzed using statistical tools such as correlation and regression analysis. This methodology allowed for an objective evaluation of how each independent variable impacts employee performance. A total of 90 responses were gathered using google forms, enabling efficient data collection, analysis, and presentation. This project is limited to understanding the impact of training and development on employee performance within a single company or organization. It focuses mainly on how employees feel about the training they receive, how it affects their work, and how HR managers design these programs. The study includes employees from different departments to get a broader view, but it does not cover all industries or companies. It looks at both technical and soft skills training. This project also focuses on short-term training effects and does not cover long-term career growth. However, the findings can still be useful for similar organizations that want to improve their training programs and employee performance.

The results revealed several important insights. Coaching was found to have a strong positive impact, as it offers employees personalized guidance, feedback, and support, which

in turn boosts their confidence and capabilities. Motivation emerged as a key driver of performance, particularly when training programs were aligned with recognition and reward systems. Clear job specifications also contributed to higher performance levels by ensuring that employees understood their roles, responsibilities, and expectations. Job rotation helped in developing versatile skill sets and keeping employees engaged, although its effectiveness varied depending on industry and job type. Training design, meanwhile, proved to be a critical component—well-structured, relevant, and interactive training programs led to better learning outcomes and improved performance.

Based on these findings, several recommendations were made. Organizations should implement regular coaching practices and integrate motivational strategies, such as recognition and career development opportunities, into their training programs. Clear and updated job specifications should be provided to all employees. Job rotation should be used strategically to develop employee skills without disrupting workflow. Finally, investment in training design is essential, with a focus on creating engaging, practical, and role-specific training modules.

In conclusion, training and development significantly influence employee performance when built on a foundation of effective coaching, strong motivation, clear job roles, strategic job rotation, and well-designed training programs. By addressing these areas, organizations can enhance not only individual performance but also overall organizational effectiveness and long-term success. This project found that training and development have a positive impact on employee performance. For best results, companies should make sure training is job-related, practical, and updated regularly. This will help employees grow and improve the overall performance of the companies.

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CHAPTER-I: INTRODUCTION

1.1 Background of the Study

In today's highly competitive and dynamic business environment and organizations are increasingly recognizing the vital role of human capital in achieving sustainable success. Employees are no longer viewed merely as operational resources but as strategic assets whose performance can significantly influence organization outcomes. One of the key mechanisms through which organization enhance employee performance is training and development. training typically focuses on short term job specific goals while development is border and aimed at long term growth and career advancement. Both elements are essential in fostering a competent and productive and engaged workforce.

Training and development was established in early 1900s with industrialization companies began structured on the job training. Numerous studies have suggested a positive correlation between training and employee performance. Well-designed training programs can lead to improved employee motivation, job satisfaction, and efficiency. However, despite the apparent benefits, some organizations still underinvest in employee development, citing costs, time, or lack of measurable outcomes. Furthermore, the effectiveness of training programs often depends on various factors, such as relevance, delivery methods, and follow-up mechanism. Training and development are pivotal in enhancing employee performance. They equip employees with the necessary skills and knowledge to perform their current roles effectively and prepare them for future responsibilities. This continuous learning process leads to improved job satisfaction, increased productivity, and a stronger organizational culture. Training and development improved skills, efficiency and performance and enabled workers to adapt to technological change and new processes. Training and development companies has received hall of fame and trainer of the year awards.

Training and development have become integral components of modern human resources management, aimed at enhancing employee performance and organizational success. In an increasingly competitive global market, organizations invest in structured training programs to equip employees with the skills, knowledge, and attitudes necessary to meet job demands effectively. These initiatives range from on- the-job training and workshops

to online courses and leadership development programs, reflecting a shift towards continuous learning. In Nepal where industries such as tourism, manufacturing and it are expanding, the need for skilled workers has prompted companies to prioritize employee development. However, the effectiveness of these programs varies, influenced by factors such as training, design, employee motivation and organizational support. The important of this topic is underscored by the ongoing need for organizations to remain agile and innovation. Therefore, understanding the impact of training and development on employee performance can guide organizational policy and decision making, ensuring that training investments yield measurable performance improvement.

This study seeks to investigate the impact of T&D on employee performance, with a focus on identifying the factors that enhance or hinder training outcomes. By examining these dynamics, the research aims to provide evidence-based recommendations for organizations to optimize their T&D programs, improve employee productivity, and achieve sustainable competitive advantages. The findings will contribute to the literature on human resource development and offer practical insights for HR practitioners and organizational leader.

The findings will provide actionable recommendations that can help the training and development improve its employee performance. Studies suggest that well implemented training can lead to improve employee experience, job satisfaction, and retention. yet the lack of tailored programs and follow up evaluations often hinders outcomes. This research explores how training and development initiatives impact employee performance, focusing on Nepali organizations as a case study, and seeks to identify best practices that can optimize these efforts in a developing economy context.

1.2 Statement of the problem

Despite the growing emphasis on training many Nepali organization face challenges such as inadequate resources, lack of skilled trainers, and resistance to change which may limit the positive impact on employee performance. Many organizations invest in training and development programs to improve employee performance. A significant concern is whether current training and development programs are effectively employee skills, knowledge, and productivity. However, it is often unclear whether these programs actually lead to better job performance. This research aims to examine the impact of training and development on employee performance and determine if such initiatives effectively enhance skills, productivity, and job satisfaction.

1.3 Research Question

- How does training and development affects employee performance?
- What types of training programs are most effective in improving job performance?
- Is there a relationship between the frequency of training and employee productivity?
- How do employees perceive the relevance and usefulness of training programs?
- What challenges limit the effectiveness of training and development in the organization?

1.4 Research objectives

❖ **General objectives**

- To understand how such initiatives contribute to enhancing skills, productivity and overall job effectiveness.

❖ **Specific objectives**

- To assess the impact of training and development on employee performance.
- To identify the most effective types of training programs in the workplace.
- To examine the relationship between training frequency and employee productivity.
- To evaluate employee perceptions of training and development initiatives.
- To identify challenges that affect the success of training and development programs.

1.5 Significance of the study

The significance of this study lies in its examination of the impact of training and development on employee performance, a critical aspect of organizational success. In today's competitive business environment, the ability of employees to perform effectively is directly linked to the quality and relevance of training they receive. By investigating this relationship, the study provides valuable insights for managers and HR professionals aiming to enhance workforce productivity and operational efficiency. Effective training and development not only improve employees' skills and competencies but also contribute to greater job satisfaction, motivation, and retention. Furthermore, this research supports strategic human resource planning by offering evidence-based recommendations for designing training programs that align with organizational goals. On a broader scale, the study contributes to academic literature by deepening the understanding of how employee development initiatives influence performance outcomes. It also underscores the

importance of continuous learning and growth opportunities in fostering individual career advancement and organizational development. Ultimately, the findings can guide both policy and practice in optimizing training investments to yield measurable performance improvements.

1.6 Scope of the study

- The study focuses on analyzing the impact of training and development on employee performance within an organization setting.
- It examines how different types of training [e.g; technical, soft skills, leadership] influence employee productivity, motivation and efficiency.
- The research includes both managerial and non-managerial employees to provide a well-rounded perspective.
- It covers formal training programs provided by the organization as well as informal learning and on-the-job development opportunities.

1.7 Limitation of the study

- If participants are selected from a single company or industry, results may not generalization to other selection.
- Employee may struggle to find the time for training, hindering the study's ability to assess the impact of training over longer periods.
- Many studies measure performance improvement shortly after training.
- Training and development programs can be expensive, limiting the scope and reach of studies.

CHAPTER -II: LITERATURE REVIEW

2.1 Literature review

A literature review is a critical and comprehensive summary of existing research on a particular topic. In the context of studying the impact of training and development on employee performance, the literature review serves to examine previous scholarly work, theories, and empirical studies that have explored how training initiatives affect employees' skills, productivity, motivation, and job satisfaction. It identifies key concepts, trends, methodologies, and findings in the field, while also highlighting gaps in knowledge or areas where research is limited or inconsistent. By synthesizing this body of work, the literature review helps to establish a solid theoretical foundation for the current study, justify its relevance, and guide the formulation of research questions or hypotheses. Additionally, it ensures that the research builds upon existing knowledge rather than duplicating previous efforts. the literature related to impact of training and development on employee performance are discussed below:

Armstrong, .M (2006) emphasizes that training is a vital tool in improving employee capabilities, motivation, and productivity. He states that effective training enhances both individual and organizational performance by aligning employee skills with business needs. He also suggests that training is not just a short - term intervention but a critical long - term investment. He notes that development programs build leadership pipelines, enhance employee loyalty, and improve adaptability in changing markets. Continuous learning, he asserts, is key to maintaining competitive advantages and performance over the long term.

Noe, R.A. (2010) argues that well-designed training programs improve not only technical and interpersonal skills but also help employees adapt to organizational changes. He emphasizes continuous learning as a driver of performance. Noe highlights the importance of training programs with organizational goals. His research shows that long term employee development, when integrated with performance management system, leads to sustainable performance improvement. Training increases employees' self - efficiency and engagement, which translate into higher job satisfaction and innovation over time.

Dessler G. (2013) Notes that employee training increases job satisfaction, decreases turnover, and boosts overall performance. He supports the idea that development programs also prepare employee for future roles, improving retention.

Obisi C. (2011) argues that inadequate training results in poor performance, while structured training programs increase productivity, reduce absenteeism, and improve organizational commitment.

Gray Dessler (2005) argues that training is a strategic activity that enhances employee skills, knowledge, and behavior over time. In the long term well -structured training programs lead to a more competent workforce, increased productivity, and employee retention. He emphasizes the needs for continuous learning and development as business environments evolve.

Peter. Senge (1990) promotes that idea of the learning organization, where continuous training and development are embedded in the culture. He argues that organizations which foster a learning mindset see long- term gains in innovation, resilience, and employee performance. Training and development help in nurturing systems thinking and collective knowledge, crucial for long-term strategic success.

Kirkpatrick's and Kirkpatrick (2006) while not directly offering thoughts, their evaluation model provides a framework to assess the long-term impact of training. The final level results focus on long-term organizational outcomes such as reduced costs, improved quality, and productivity, showing that the ultimate aim of training and development is lasting performance Improvement.

Bassi and McMurrer (2007) they focused that invest consistency in employee training outperform those that don't in the long run. Their research links training investment with key performance indicators such as profitability, customer satisfaction, and employee engagement, confirming that long-term gains are substantial when training is continuous and aligned with strategy.

Kolb, David A. (1984) emphasizes the importance of experiential learning in employee development. His model promotes learning as continuous, lifelong process. Over time, experiential learning helps employees to adapt, apply knowledge in complex situations, and improved performance through reflection and experimentation. In the long run, it builds problem – solving capabilities and critical thinking.

Werner and DeSimone (2006) describes how systematic and sustained training initiatives foster human capital development. Over the long term, such programs improve organizational performance by developing a workforce that is competent, satisfied, and committed. They stress that continuous training leads to cumulative gains in quality, productivity and innovation.

Backer, Gray S. (1993) suggests that training is an investment in human capital, much like education. Over time, the returns on this investment include increased employee efficiency, better decision-making, and higher output. He emphasizes that companies that invest in training accumulate intangible assets that lead to long-term competitive advantages.

Sales, Eduardo et al. (2001) conducted meta-analyses showing that training significantly enhances showing that training significantly enhances job performance, especially when followed by reinforcement mechanisms. In the long team, training creates a culture of continuous improvement, reduced turnover, and great innovation.

Bartlett, Kenneth R. (2001) found that training significantly enhances employee commitment, which in turn positively influences long-term performance and retention. Employees who perceive that their organization invests in their growth tend to reciprocate with loyalty and improved performance, forming a positive feedback loop over times.

Baldwin and Ford (1988) explains that the long-term effectiveness of training depends on three key factors: training design, work environment, and trainee characteristics. When all are optimized, training effects persist over time, leading to sustained improvements in performance, efficiency, and organizational innovation

2.2 Theoretical review

Becker (1964) – Human Capital Theory

According to Becker's Human Capital Theory, investments in employee education and training lead to increased productivity and efficiency. Becker argued that just like investments in physical capital, such as machines or tools, investing in people enhances their ability to contribute meaningfully to the organization. In the long term, trained employees perform better, make fewer errors, and contribute to overall operational excellence. As their skills deepen and broaden, employees become more adaptable to new technologies and evolving job demands. This ongoing improvement is crucial for

organizations aiming for sustainable growth, particularly in competitive industries that rely on continuous innovation and performance excellence.

Barney (1991) – Resource-Based View (RBV)

Barney's Resource-Based View positions training and development as a strategic tool for building internal competencies that are valuable, rare, inimitable, and non-substitutable (VRIN). He suggests that employees who undergo consistent development acquire unique knowledge and capabilities that competitors cannot easily replicate. Over time, these skilled employees contribute significantly to creating and maintaining a firm's competitive advantage. Long-term training not only enhances individual performance but also collectively strengthens the organization's human capital, positioning it as a strategic resource. When employees are consistently developed, they tend to exhibit higher levels of innovation, problem-solving, and loyalty—all of which positively affect long-term performance.

Bandura (1977) – Social Learning Theory

Bandura's Social Learning Theory emphasizes that people learn behaviors through observation, imitation, and modeling. In the workplace, this theory implies that training programs are most effective when they are interactive and allow for observational learning, such as through mentoring or team-based projects. Over the long term, repeated exposure to positive role models and structured learning environments shapes employee behavior and work ethics. Bandura's theory underscores the importance of continuous learning opportunities, which reinforce professional standards and workplace norms, ultimately resulting in higher and sustained employee performance.

Argyris & Schön (1978) – Organizational Learning Theory

Argyris and Schön's Organizational Learning Theory emphasizes the importance of creating a learning organization where continuous improvement is embedded in the culture. They argue that long-term training leads to double-loop learning—where employees not only solve problems but also question underlying assumptions and adapt behavior accordingly. This deeper level of learning enhances employee flexibility and responsiveness, which are critical in dynamic environments. Long-term employee development cultivates a mindset of lifelong learning, critical thinking, and innovation, all of which significantly enhance performance across time.

2.3 Conceptual Framework

Independent variables

Dependent variables

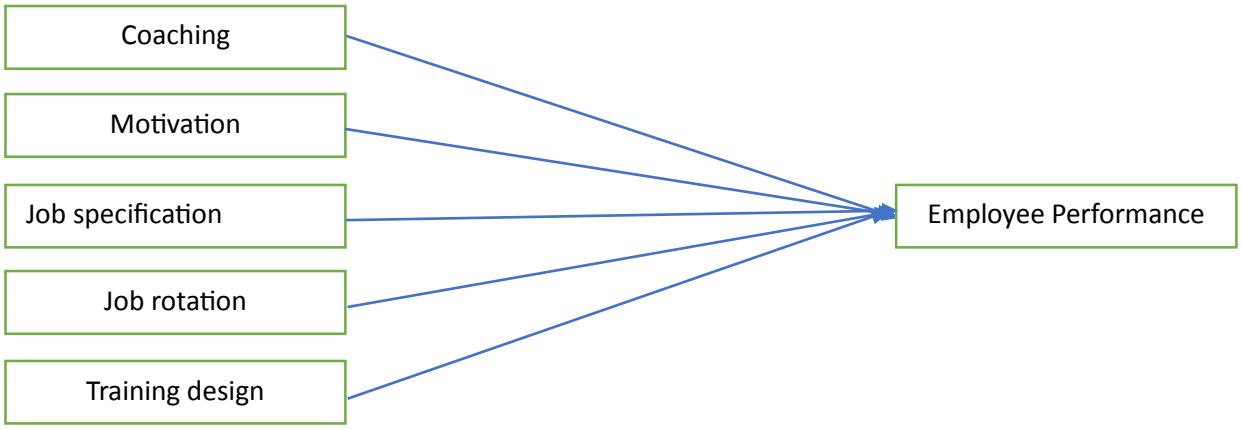

Figure 2.1 theoretical framework

2.3.1 Independent Variables

Independent variable is the variable that is manipulated or controlled in a study to examine its effect on another variable (the dependent variable). It is considered as the cause or influencing factor in the research, and it changes are believed to lead changes in the dependent variable. An independent variable in the context of studying the impact of training and development on employee performance refers to any element or factor within the training and development process that is intentionally varied or implemented to observe its effect on how employees perform in their roles. It is the cause or influencing factor that researchers manipulate or measure to determine its relationship with the dependent variable, which is employee performance. For example, aspects such as coaching, motivation, job specification, job rotation, and training design can each serve as independent variables, as they represent specific interventions or conditions that are expected to enhance employee skills, knowledge, and work outcomes. The independent variable serves as the input in the study, aiming to assess how changes or differences in training and development practices influence improvements in employee productivity, efficiency, engagement, and overall job performance.

1. Coaching

Coaching is a personalized development tool used in organizations as part of their training and development strategies. It involves one-on-one interaction between a coach (who could be a manager, supervisor, or external expert) and an employee, with the aim of improving performance, enhancing specific skills, and encouraging professional growth. Unlike formal training programs, coaching is often ongoing, tailored, and goal-oriented. It enables employees to reflect on their work, identify strengths and weaknesses, and receive constructive feedback that is specific to their individual context. Through this targeted approach, employees gain deeper insights into their roles and responsibilities, helping them solve problems more effectively and make better decisions. Coaching also plays a key role in leadership development and succession planning, as it can be used to nurture high-potential employees. As a result, coaching has a direct positive impact on employee performance by facilitating continuous learning, improving workplace behavior, and aligning individual goals with organizational objectives.

2. Motivation

Motivation is one of the most critical independent variables influencing the effectiveness of training and development programs on employee performance. It refers to the internal drive and external incentives that prompt employees to put effort into learning, applying new skills, and performing at their best. Motivation can be intrinsic—where employees engage in training for personal satisfaction, self-growth, or a sense of achievement—or extrinsic, where rewards such as bonuses, promotions, or recognition are the main drivers. Motivated employees are more likely to be proactive in participating in training sessions, remain attentive, and make a conscious effort to apply what they learn in their daily work. In contrast, employees with low motivation may resist training initiatives, show minimal engagement, and retain less of the content delivered. Therefore, understanding what motivates employees and incorporating those factors into training and development planning—such as aligning training with career goals, offering incentives, and creating a supportive learning environment—can significantly enhance training outcomes. Motivation not only boosts participation in learning but also sustains behavioral changes that contribute to improved employee performance over time.

3. Job specification

Job specification refers to a detailed document that outlines the specific qualifications, skills, experience, and responsibilities required for a particular job. It acts as a blueprint for both employees and trainers by clarifying what is expected from someone in a specific role. In the context of training and development, job specifications serve as a foundation for designing relevant and targeted training programs. When employees clearly understand their job requirements, it becomes easier to identify skill gaps and training needs. For example, a well-crafted job specification can highlight the need for technical skills, communication abilities, or leadership competencies, allowing training programs to focus on those areas. Moreover, clear job specifications improve employee performance by reducing role ambiguity, which often leads to confusion, stress, and decreased productivity. When training is aligned with job specifications, employees are better equipped to meet performance expectations, handle their responsibilities efficiently, and contribute meaningfully to organizational goals. In this way, job specification functions as a strategic variable that guides both employee development and performance management.

4.Job rotation

Job rotation is a structured approach to employee development where individuals are moved through a variety of roles or departments over a set period. It is used as a training technique to enhance employee knowledge, develop multiple skill sets, and foster a broader understanding of the organization. By rotating jobs, employees gain practical experience in different functional areas, which not only improves their versatility but also helps in identifying their strengths and career interests. Job rotation promotes learning by doing, as employees are placed in real work environments where they must adapt quickly, solve new problems, and work with different teams. This process encourages flexibility, innovation, and a more collaborative mindset. From a performance perspective, job rotation reduces monotony and increases engagement, which are essential for maintaining high productivity levels. Additionally, it prepares employees for higher-level roles by giving them exposure to different aspects of the business. Thus, job rotation serves as a powerful training and development tool with direct positive effects on individual and organizational performance.

5. Training design

Training design refers to the overall structure, planning, and implementation of a training program. It encompasses a wide range of elements including the identification of training needs, formulation of learning objectives, selection of training methods (e.g., workshops, e-learning, simulations), creation of training materials, and evaluation of training outcomes. A well-designed training program begins with a thorough needs assessment to determine what skills or knowledge are lacking among employees. Based on this, training objectives are set to ensure that the content is relevant and job-specific. Additionally, incorporating interactive elements such as group discussions, hands-on activities, and real-life case studies enhances engagement and learning retention. A good training design also includes follow-up activities like assessments, feedback sessions, and on-the-job support to reinforce learning. When training is thoughtfully designed, it ensures that employees gain practical knowledge and are able to apply it immediately in their roles, thereby improving performance, efficiency, and confidence. Therefore, training design is a central independent variable that directly influences the success of training and development efforts in enhancing employee performance.

2.3.2 Dependent Variable

The dependent variable is the outcome or effect that is measured in response to the changes made in the independent variables. It represents what is being studied or tested, and its variation depends on the changes in the independent variables. Employee performance is the dependent variable of the study. which represents the outcome or results that is influenced by various training-related factors (independent variables). Employee performance refers to how effectively and efficiently an employee carries out their job responsibilities and contributes to the organization's goals. It encompasses multiple dimensions, which can be measured as sub-variables or indicators of performance. These may include work quality, which reflects the accuracy and thoroughness of tasks completed; productivity, indicating the amount of work done within a given time; teamwork and collaboration, showing how well an employee works with others; and goal achievement, which measures how consistently an employee meets performance targets or expectations. These performance indicators are used to assess the overall effectiveness of training and development efforts. When training is well-designed and properly implemented, it is expected to lead to improvements in these areas of employee performance, making them key dependent variables in studies examining the impact of training and development initiatives.

CHAPTER-III: RESEARCH METHODOLOGY

3.1 Research Design

Research design is the overall strategy or framework that guides a study outlining how data is collected, analyzed, and interpreted to achieve research objectives. It ensures that research process is systematic, logical, and valid. In this study on impact of training and development on employee performance, typically quantitative, descriptive, and correlational in nature. It aims to examine how structured training and development initiatives influence various aspects of employee performance within an organization. In this study, coaching, motivation, job specification, job rotation, job design, serve as the independent variable, encompassing elements such as training needs assessment, planning, delivery methods, and employee development programs. The dependent variable is employee performance, which can be measured through indicators like productivity, efficiency, job knowledge, and goal achievement.

3.2 Population of the Study

The population of this study comprises all full-time employees working at Organization across various departments, including administration, operations, human resources, and finance. These employees were selected because they are directly involved in or affected by the organization's training and development programs. Studying this group provides valuable insights into how such initiatives influence employee performance, productivity, and overall job effectiveness.

3.3 Nature and Sources of Data

To effectively assess the impact of training and development on employee performance, researchers rely on both qualitative and quantitative data obtained from primary and secondary sources. Quantitative data, such as productivity metrics, training completion rates, and performance evaluations, provide measurable indicators of improvement, while qualitative data—gathered through interviews, surveys, and focus groups—offer deeper insights into employee perceptions and behavioral changes. Primary data is collected directly from employees, managers, and organizational records through tools like questionnaires and performance assessments. Secondary data supports the analysis with existing literature, company documents, academic studies, and industry reports. Together,

these data types and sources enable a comprehensive evaluation of how training initiatives influence employee effectiveness, engagement, and overall organizational performance.

3.4 Data Collection Technique - Questionnaire

In research on the impact of training and development on employee performance, questionnaires are an effective data collection technique because they allow researchers to gather standardized, comparable information from a large group of respondents. One of the most commonly used tools within questionnaires is the Likert scale, which helps measure the attitudes, opinions, and perceptions of employees in a structured and quantifiable way. A typical Likert scale presents a series of statements related to training—for example, "The training I received has improved my job performance"—and asks respondents to indicate their level of agreement on a 5-point or 7-point scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree). This allows researchers to assess how employees perceive the effectiveness, relevance, and outcomes of the training programs. The questionnaire may include various sections covering topics such as training content, delivery methods, post-training support, and observable changes in performance. The data collected through the Likert scale can then be statistically analyzed to identify trends, measure overall satisfaction, and determine the correlation between training and performance outcomes.

3.5 Data Analysis Technique

To assess the impact of training and development on employee performance, this study employed quantitative statistical analysis methods. Specifically, pre- and post-training performance data were compared to identify measurable changes in employee output. Correlation analysis was used to examine the strength and direction of the relationship between training variables (e.g., duration, frequency) and performance indicators (e.g., productivity, quality scores). Additionally, regression analysis was conducted to predict performance outcomes based on training inputs, allowing for a deeper understanding of causality. Where applicable, Analysis of Variance (ANOVA) was utilized to compare the effectiveness of different training programs across employee groups. These techniques collectively provided a robust analytical framework for evaluating the influence of training and development on employee performance.

CHAPTER-IV: DATA PRESENTATION AND ANALYSIS

4.1 Data Analysis

Data analysis is one of the most important parts of the study. It takes a great time and effort for collection, analysis, and presentation of data for the research. This data collected were presented in consideration of stated objectives. The data analysis was conducted to understand how training and development influence employee performance. Primary data was collected using a structured questionnaire based on a 5-point Likert scale, where responded rated their agreement with various statement using independent variables and overall performance. With the help of Excel, various graphical presentations such as diagram, pie chart, table etc. has been used for more illustration and easier interpretation of the data. Though the interpretation, conclusions has been drawn, keeping the objectives in the mind throughout the research.

4.2 Respondents Profile

The respondent's profile consists of various factors like age, education level, occupation etc. in this table all the information is given according to their categories. During this research survey personal characteristics, attitude of respondents plays significant role. Respondents are selectively selected from the total population using stratified sampling method to obtain required information for the research. Total respondents who filled up the questionnaire are 90.

4.3 Data Presentation

4.3.1 Occupation of Respondent

The occupation of the respondents indicates about what types of job they performed. It is more clearly in the table.

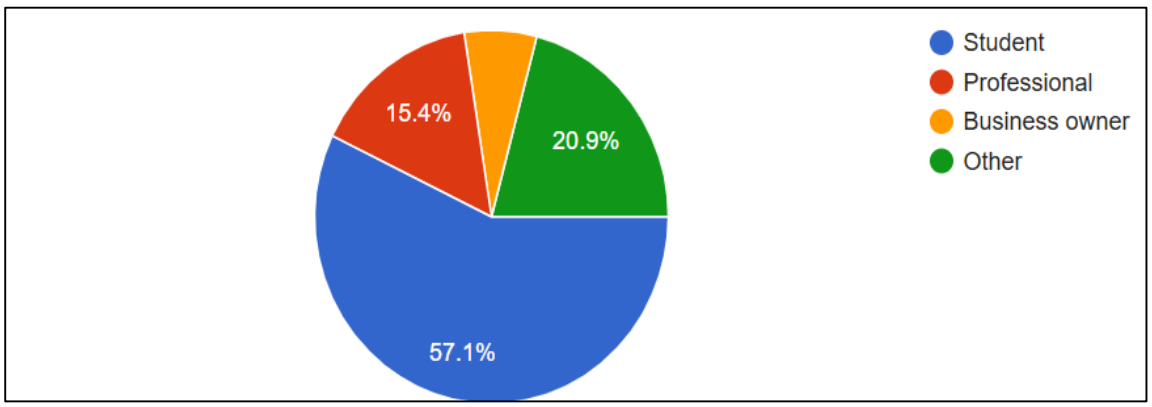

Figure 1: Occupation of Respondent

Table 1: Occupation of Respondent

Occupation	Frequency	Percentage (%)
students	51	56.7
Professional	14	15.6
Business owner	6	6.7
Others	19	21.1
Total	90	100

Table 4.1 illustrates the occupational distribution of the respondents involved in the study. Out of 90 respondents, a majority of 56.7% are students followed by 15.6% professionals, 6.7% business owners, and 21.1% falling under other occupations, potentially including freelancers, part-time workers, or individuals from diverse sectors. The high proportion of student participants indicates that much of the data reflected perceptions and theoretical understanding of training and development rather than extensive workplace experience. However, this mix theoretical and practical perspectives add value by balancing academic understanding with the inclusion of professional and business owners also provides.

4.3.1 Age Group of Respondents

The age group represents the age of the respondents who gave their responses.

Table 2: Age of Respondents

Age of Respondents	Number of Respondents
Below 18	7
35 above	7
18-24	59
24-35	9
Total	90

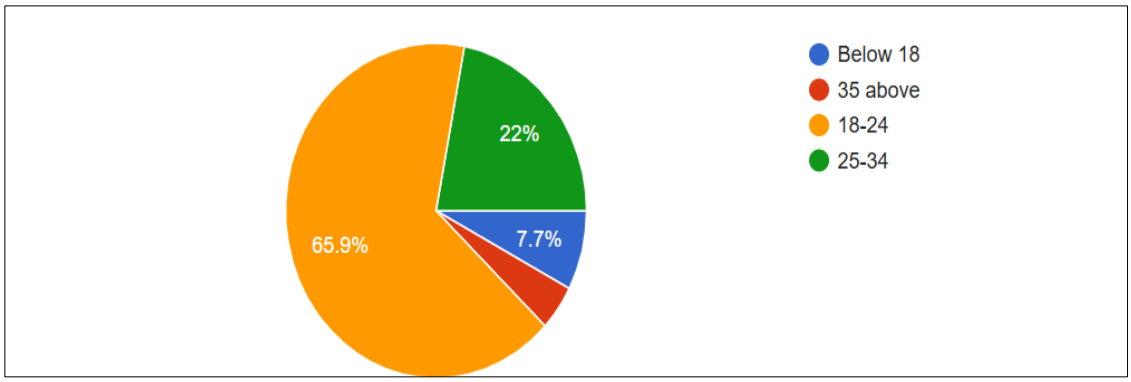

Figure: 2 Age of Respondents

The age distribution of respondent shows that the majority 65.9% are between 16-24 years old, followed by 22% in the 25-34 age group, indicating that most participants are young professional. A smaller portion includes 7.7% below 18 and only 4.4% aged 35 and above, suggesting that training and development programs are primarily engaging younger individuals in the early stages of their careers.

4.2.3 Education level of Respondent

The education level indicates the qualification of the respondents which is clearly shown the below the figure.

Table 3: Education level of Respondent's

Education level	**No of Respondent's**
High school	36
Bachelor's degree	43
Master's degree	5
other	6
Total	90

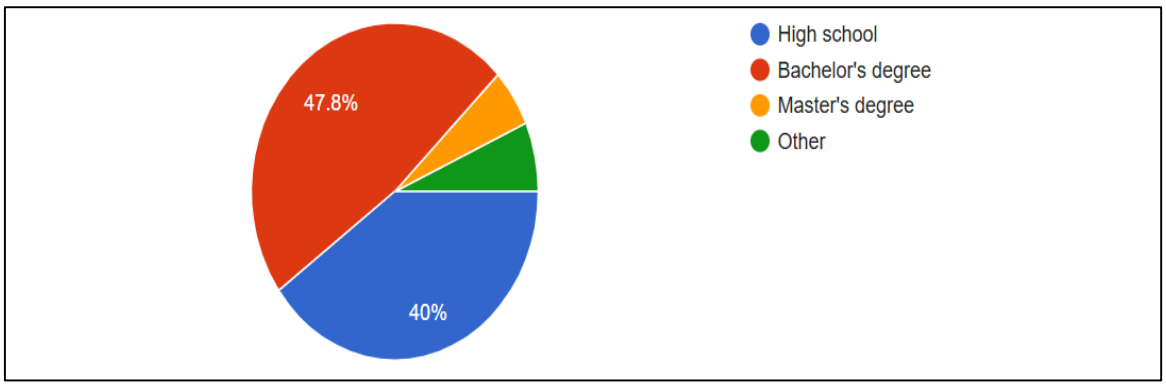

Figure: 3 Education level of Respondent's

The data presented in figure 2 illustrates the educational levels of the respondents. Among the 90 respondents for the study on the impact of training and development on employee performance reveals that the majority hold a bachelor's degree, accounting for 47.8% of the total. This is followed by respondents with a high school education at 40%, indicating a significant portion with foundational academic backgrounds. A smaller segment, 6.7%, possess other types of degrees, while the least represented group comprises those with a master's degree. This distribution suggests that training and development programs should be tailored to accommodate varying educational backgrounds, with a strong emphasis on engaging those with mid-level qualifications who form the bulk of the workforce

4.2.4 Respondent experience years in training

The experience years of respondent indicates that how many years they take training while working. It is more clearly illustrated in the table below.

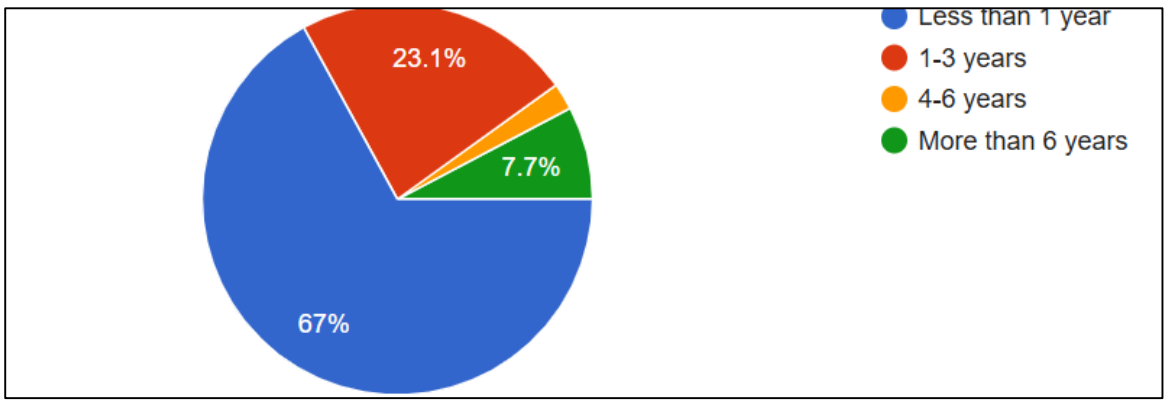

Figure: 4 Experience of Respondent's

Experience years	Frequency	percentage
Less than 1 years	60	66.7%
1-3 years	21	23.3%
4-6 years	2	2.2%
More than 6 years	7	7.8%
Total	90	100

Table:4

This table titled experienced of respondents presents a frequency distribution of employee level within a sample of 90 respondents, offering insights into the demographic profile of the workforce which can be indirectly related to the impact of training and development on employee performance. The data reveals that a substantial majority of the respondents 66.7%, 60 individuals possess less than 1 year of experience, indicating a workforce heavily composed of new or recently hired employees who would likely benefit significantly from initial and ongoing training and development programs to enhance their skills and performance. Furthermore, 23.3%, 21 individuals have 1-3 years of experience, a group that could benefits from advanced training to faster career progression and specialized skills, while those with 4-6 years 2.2% and more than 6 years 7.8% represent a smaller, more experienced segment that might requires leadership development or continuous professional development or continuous professional development to continuous professional development to maintain high performance and adapt to evolving demands. Therefore, the high concentration of less experienced employees suggests a critical need for effective training and development initiatives to build foundational competencies and ensure long-term employee performance.

4.2.5 Understanding job responsibilities through coaching

Coaching during training programs plays a significant role in helping employees gain clarity about their job roles and responsibilities. As part of this research, respondents were asked whether coaching helped them better understand their job duties. The following pie chart illustrates the responses collected from the participants.

Table :5 Understanding job responsibilities through coaching

Particulars	**No of Respondent**
Strongly disagree	8
Disagree	1
Neutral	6
Agree	58
Strongly agree	17
Total	90

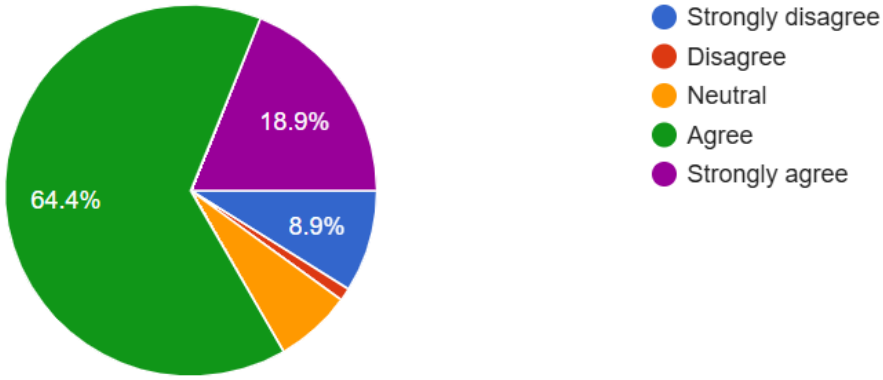

Figure: 5 Understanding job responsibilities through coaching

The pie chart based on responses from 90 participants illustrates perceptions of how coaching has impacted their understanding of job responsibilities. A significant majority indicated positive views, with 64.4% agreeing and 88.9% strongly agreeing that coaching improved their role clarity. However, the sum of percentages exceeds 100%, indicating that respondents may have selected multiple options or there may be a reporting error in the data. A small percentage remained neutral (6.8%), while only 1% disagreed and 8.9% strongly disagreed. Despite these inconsistencies, the overall trend suggests that coaching is perceived as a highly effective tool in enhancing employees' understanding of their job responsibilities.

4.2.6 coaching and confident in performance complex tasks

Coaching provided during the training programs has significantly contribute to improving respondent confidence in executing complex tasks effectively. This section presents the responses gathered from participants regarding the impact of coaching on their confidence. The following pie chart illustrates their perceptions.

Table : 6 Coaching and confidence in performing complex tasks

Items	**No of respondent's**
Strongly disagree	4
Disagree	5
Neutral	13
Agree	52
Strongly agree	16
Total	90

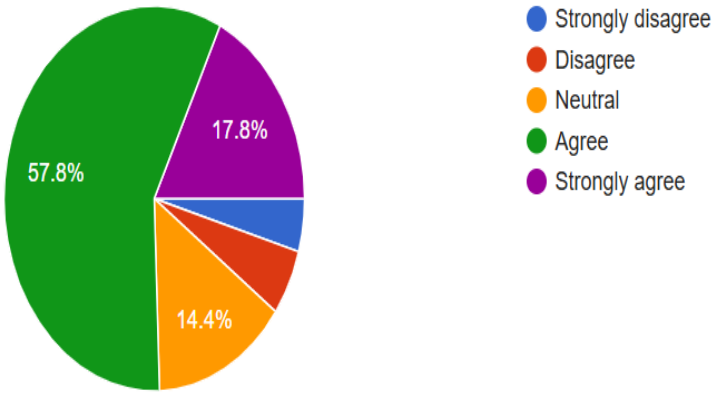

Figure: 6 Coaching and confidence in performing complex tasks

The pie chart, based on responses from 90 participants, illustrates the impact of coaching on their ability to perform complex tasks. A majority of respondents expressed a positive perception, with 57.8% agreeing and 17.8% strongly agreeing that coaching has helped them handle complex tasks more effectively. Meanwhile, 14.4% remained neutral, suggesting a degree of uncertainty or variability in individual experiences. A smaller portion of participants expressed negative views, with 5% disagreeing and another 5% strongly disagreeing. Overall, the data indicates that coaching is generally seen as

beneficial in enhancing employees' capacity to manage complex tasks, though a minority of respondents did not share this view.

4.2.7 Respondent Received Valuable Feedback that helps Enhance their Performance

Receiving constructive and timely feedback from coach plays crucial role in professional development. In the context of this research, the feedbacks provided by coaches has helped respondents identify their strengths and areas for improvement, leading to better performance in their respective roles. The following pie chart illustrated their perception.

Table :7 Respondent received valuable feedback that helps enhance their performance

Items	No of Respondent's
Strongly disagree	7
Disagree	2
Neutral	15
Agree	55
Strongly agree	11
Total	90

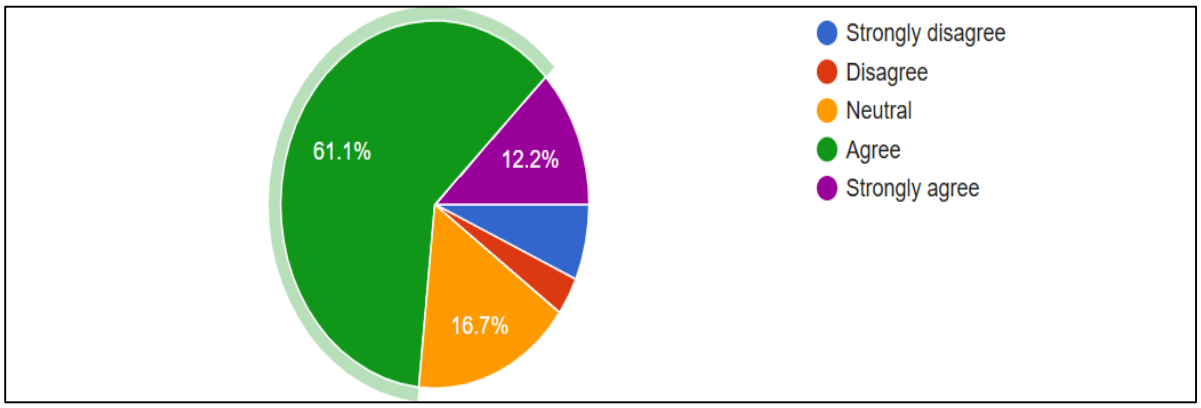

Figure: 7 Respondent received valuable feedback that helps enhance their performance

The pie chart, based on responses from 90 participants, illustrates perceptions of whether the feedback received through coaching enhanced their performance. A large proportion of respondents expressed positive views, with 61.1% agreeing and 12.2% strongly agreeing that the feedback they received was valuable and contributed to improved performance. Meanwhile, 16.7% remained neutral, possibly indicating mixed experiences or limited

impact. Only a small percentage expressed negative views, with 3.3% disagreeing and 6.7% strongly disagreeing. Overall, the data suggests that most respondents found coaching feedback beneficial for performance enhancement, although a minority did not perceive significant value.

4.2.8 The Coaching provides after Training Sessions support Continuous and development

Coaching not only plays a critical role during the sessions but also ensures continuous support and professional development afterwards. The following pie chart illustrates respondent views regarding the effectiveness of post-coaching support in promoting continuous learning and development.

Table :8 The coaching provides after training sessions continuous and development

Items	No of Respondent's
Strongly agree	7
Disagree	1
Neutral	14
Agree	55
Strongly agree	13
Total	90

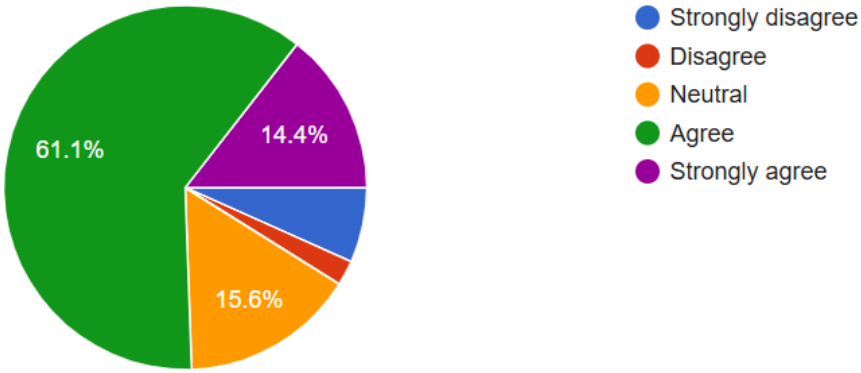

Figure: 8 The coaching provides after training sessions continuous and development

The pie charts based on 90 responses from 90 participations illustrates their view on whether coaching provides support and development after training sessions. A majority of

respondents 61.1%, agreed that coaching continued to offer valuable support and growth opportunities post training. Additionally, 14.4% strongly agreed with this statement, indicating a high level of satisfaction. meanwhile 15.6% remained neutral, reflecting uncertainty or mixed experiences. A smaller proportion, 5.6%, disagree and 3.3% strongly disagree. Overall, the data shows that most respondents believe coaching plays an important role in ongoing professional development even after the formal sessions conclude.

4.2.9 Training and Development increase Respondent motivation for better Work

The training and development programs play a significant role in enhancing the motivation levels of employees. These initiatives not only improved the knowledge and skills of the respondents but also make them feel valued and supported by organization. The following pie chart illustrates how respondents perceived the impact of training and development on their motivation towards better work performance.

Table: 9 Training and development increase respondent motivation for better work

Items	**No of Respondent's**
Strongly disagree	8
Disagree	1
Neutral	7
Agree	50
Strongly agree	24
Total	90

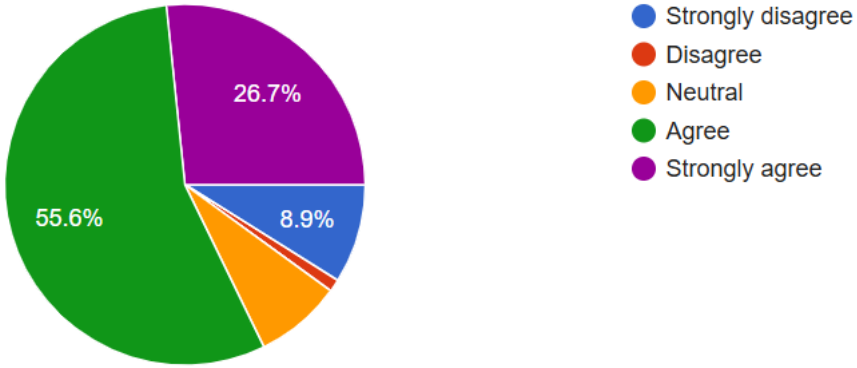

Figure: 9 Training and development increase respondent motivation for better work

The pie chart illustrates the responses of 90 individuals regarding whether training and development programs help increase their motivation for better work. A significant majority supported the statement, with 55.6% agreeing and 26.7% strongly agreeing, indicating that over 82% of respondents view such programs positively. Meanwhile, 8.9% strongly disagreed, and 7.8% were neutral, showing a small portion of uncertainty or opposition. The remaining 1.1% disagreed, reflecting minimal resistance to the idea. Overall, the data suggests that most respondents believe training and development initiatives play a key role in enhancing their motivation and work performance.

4.2.10 Technique used during Training Sessions help Respondent stay Focused and Engaged.

Motivation techniques used during training sessions play a crucial role in helping respondents stay focused and engaged throughout learning process. The following pie chart shows the respondents views on how these motivation techniques contributes to their engagement during the training programs.

Table:10 Technique used training during training sessions help respondent stay focused and engaged

Items	No of Respondent's
Strongly disagree	2
Disagree	4
Neutral	15
Agree	55
Strongly agree	14
Total	90

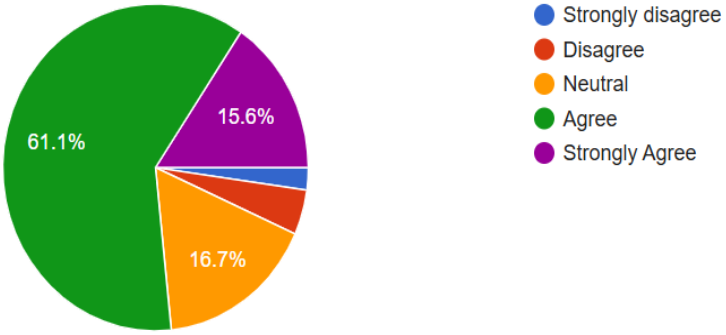

Figure: 10 Technique used training during training sessions help respondent stay focused and engaged

The pie chart represents the opinions of 90 respondents on whether motivation techniques used in training sessions help them stay focused and engaged. A majority, 61.1%, agreed with the statement, and an additional 15.6% strongly agreed, indicating that over 76% found these techniques effective. Meanwhile, 16.7% remained neutral, showing some uncertainty or lack of strong opinion. Only 2.3% strongly disagreed, and the remaining 4.3% disagreed, reflecting minimal opposition. Overall, the chart suggests that most respondents believe motivational techniques in training sessions positively impact their focus and engagement.

4.2.11 Well-Structured programs Inspire Respondent to achieve higher performance Goals.

It is essential to understand that well-structured training programs serve as a strong motivational factor for respondents. The following pie chart reflects respondent views on how structured training influences their motivation to achieve higher performance target.

Table: 11 Well-structured programs inspire respondent to achieve higher performance goals

Items	No of Respondent's
Strongly disagree	6
Disagree	2
Neutral	14
Agree	49
Strongly agree	19
Total	90

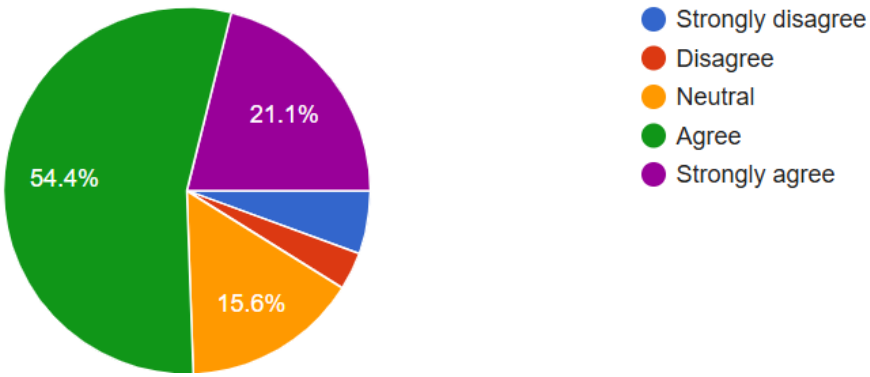

Figure: 11 Well-structured programs inspire respondent to achieve higher performance goals

The pie chart illustrates the responses of 90 individuals regarding whether well-structured training programs inspire them to set and achieve higher performance goals. A majority of the respondents expressed a positive outlook, with 54.4% agreeing and 21.1% strongly agreeing, indicating that over three-quarters of participants find structured training motivating. Meanwhile, 15.6% remained neutral, suggesting some uncertainty or indifference. On the other end of the spectrum, 5.6% strongly disagreed and 3.3% (the remaining portion) disagreed, showing minimal opposition. Overall, the chart suggests that well-structured training programs are largely seen as effective in motivating higher performance among most respondents.

4.2.12 Personal Growth through Training Boosts Respondent Morale and Enthusiasm

Training programs offering opportunities for personal growth significantly boost respondent morale and enthusiasm. Following pie chart reflects respondent view on how training boosts morale and enthusiasm.

Table: 12 Personal growth through training boosts respondent morale and enthusiasm

Items	No of Respondent's
Strongly disagree	1
Disagree	5
Neutral	13
Agree	55
Strongly agree	16
Total	90

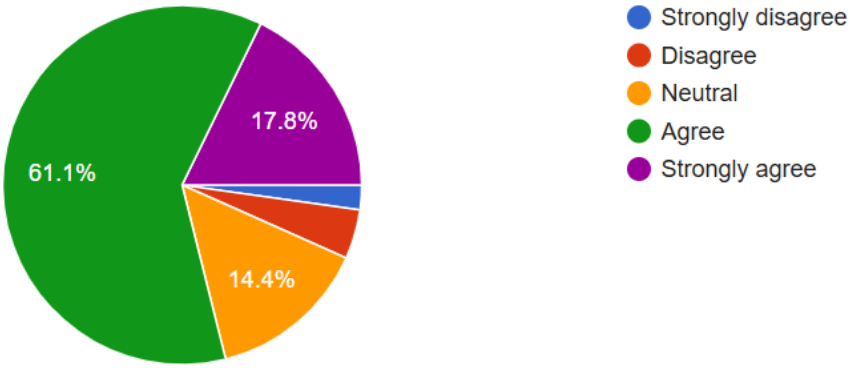

Figure: 12 Personal growth through training boosts respondent morale and enthusiasm

The pie chart presents the views of 90 respondents on whether opportunities for personal growth through training boost their morale and enthusiasm. The majority—61.1% agree and 17.8% strongly agree—indicate a strong positive sentiment, with nearly 79% affirming that such opportunities enhance their motivation. Additionally, 14.4% remained neutral, suggesting a moderate stance or uncertainty. A small portion, 2.3%, strongly disagreed, while the remaining 4.4% disagreed, reflecting minimal resistance to the idea. Overall, the chart highlights that most respondents feel that personal growth through training significantly contributes to higher morale and enthusiasm.

4.2.13 Tailored to meet Specific Requirements of Respondent Job Role.

Training programs specific requirements of the respondent job role play a crucial role in enhancing job performance and effectiveness. Following pie chart reflects respondent view how training programs tailored to meet specific requirements of job role.

Table: 13 Tailored to meet specific requirement of respondent job role

Items	No of Respondent's
Strongly disagree	6
Disagree	2
Neutral	16
Agree	51
Strongly agree	15
Total	90

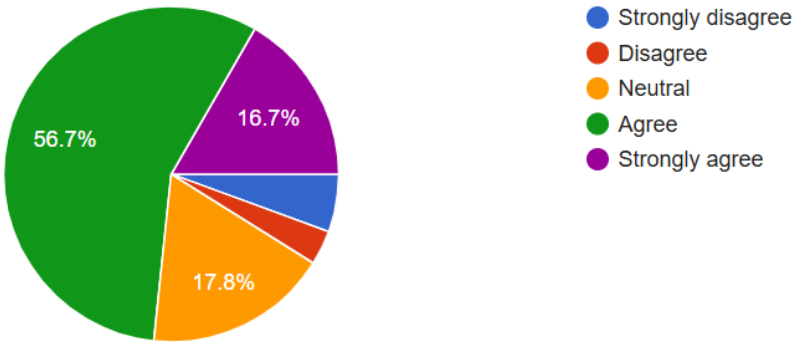

Figure: 13 Tailored to meet specific requirement of respondent job role

The pie chart illustrates the responses of 90 individuals regarding whether the training programs they receive are tailored to their specific job roles. A majority of respondents, 56.7%, agreed with the statement, while 16.7% strongly agreed, indicating that over 73% generally feel the training is relevant to their roles. On the other hand, 5.6% strongly disagreed and 17.8% remained neutral. The remaining 3.2% disagreed (calculated as 100% minus the sum of the other percentages), suggesting only a small portion of respondents found the training misaligned with their job requirements. Overall, the chart reflects a largely positive perception of training relevance among participants.

4.2.14 Understanding Respondent Job Specification through Training improved their Work

Training programs focuses on job specification have played a vital role in enhancing respondents understanding of their roles and responsibilities. Following pie chart show how job specific training improved responded work accuracy.

Table: 14 Understanding respondent job specification through training improved their work

Items	No of Respondent's
Strongly disagree	4
Disagree	5
Neutral	9
Agree	54
Strongly agree	18
Total	90

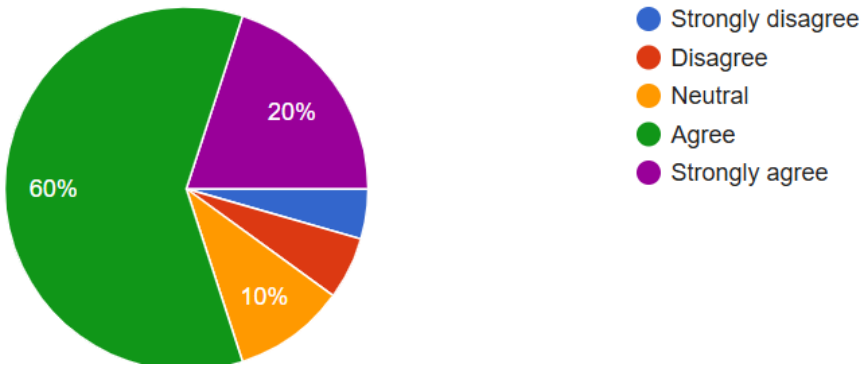

Figure: 14 Understanding respondent job specification through training improved their work

The pie chart presents the views of 90 respondents on whether training helped them better understand their job specifications and thereby improved their work. A significant majority—60% agreed and 20% strongly agreed—indicating that 80% felt the training positively impacted their job understanding and performance. Meanwhile, 10% of respondents remained neutral, showing no strong opinion. Only 5% strongly disagreed, and the remaining 5% simply disagreed, suggesting that just a small minority did not find the training beneficial. Overall, the chart reflects a strong consensus that training has effectively enhanced job clarity and work quality for most respondents.

4.2.15 Respondent Receive Role Specific Training that Enhanced their Performance

It is important to explain the role specific training has played a crucial role in enhancing the performance of respondent. Through pie chart we can see how respondent receive role specific training that helps enhanced their performance.

Table :15 Respondent received role specific training that enhanced their performance

Items	No of Respondent's
Strongly disagree	4
Disagree	1
Neutral	24
Agree	45
Strongly agree	16
Total	90

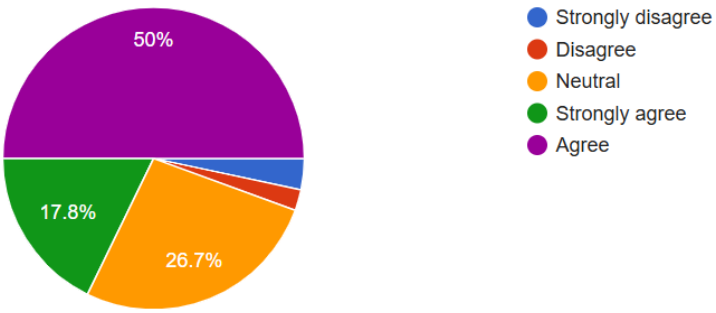

Figure: 15 Respondent received role specific training that enhanced their performance

The pie chart illustrates the responses of 90 individuals regarding whether role-specific training enhanced their performance. Half of the respondents (50%) agreed that the training was beneficial, while 17.8% strongly agreed, indicating a generally positive perception among the majority. A significant portion, 26.7%, remained neutral, suggesting uncertainty or a lack of noticeable impact. Only 5% strongly disagreed, and the remaining 0.5% disagreed, reflecting minimal negative sentiment. Overall, the chart suggests that most respondents found the training to be effective in improving their job performance.

4.2.16 clarification of job duties through training improved respondent task

The clarification of job duties significantly improved the way respondents performed their tasks. In descript we can see on following pie chart.

Table :16 Clarification of job duties through training improved respondent task

Items	**No of Respondent's**
Strongly disagree	6
Disagree	4
Neutral	16
Agree	50
Strongly agree	14
Total	90

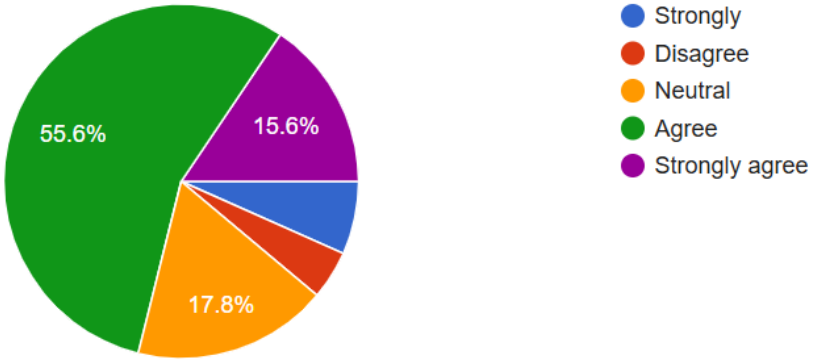

Figure: 16 Clarification of job duties through training improved respondent task

The pie chart presents the views of 90 respondents on whether training that clarified job duties improved their task execution. A majority, 55.6%, agreed that such training was helpful, and 15.6% strongly agreed, indicating that over 70% of participants perceived a positive impact. Meanwhile, 17.8% remained neutral, suggesting that some were unsure of the training's effect. On the other hand, 6.7% strongly disagreed, and the remaining 4.3% simply disagreed, showing that a small minority did not find the training beneficial. Overall, the data indicates that most respondents believed clarification of job duties through training enhanced their ability to perform tasks effectively.

4.2.17 job rotations as a part of training helps respondent understand different functions

Job rotation as a part of training programs, has helped respondents gain a broader understanding of different functions within the organization. Following pie chart view that how job rotation helps respondent understand different functions.

Table:17 Job rotations as a part of training helps respondent understand different functions

Items	No of Respondent's
Strongly disagree	3
Disagree	7
Neutral	9
Agree	50
Strongly agree	21
Total	90

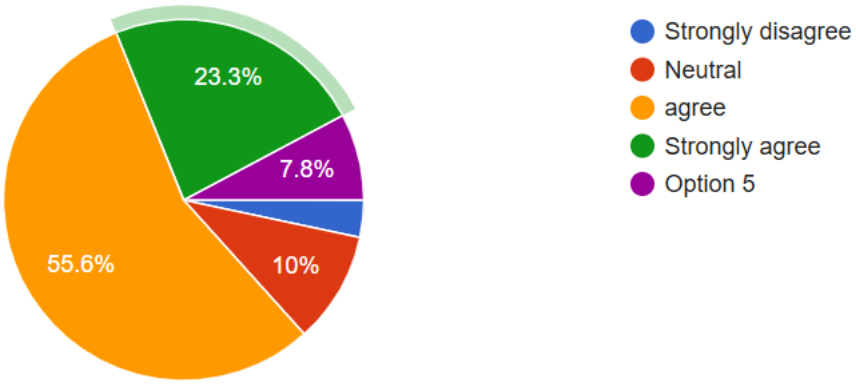

Figure:17 Job rotations as a part of training helps respondent understand different functions

The pie chart shows responses from 90 individuals regarding whether job rotation as part of training helps them understand different functions within the organization. A strong majority—23.3% strongly agree and 55.6% agree—indicates that 78.9% of respondents view job rotation positively in this context. Additionally, 10% remain neutral, suggesting some uncertainty or lack of strong opinion. On the other hand, 7.8% disagree, and the remaining 3.3% strongly disagree. Overall, the data suggests that most respondents find job rotation effective in enhancing their understanding of various organizational functions, with only a small portion expressing disagreement.

4.2.18 Being Rotated through Various roles Improved Respondent overall Performance.

Role rotation as a part of the training program played a crucial role in enhancing overall performance of respondents. In the following pie-chart we can see how role rotation improved respondent overall performance.

Table: 18 Being rotated through various roles improved respondent overall performance

Items	No of Respondent's
Strongly disagree	5
Disagree	4
Neutral	19
Agree	52
Strongly agree	10
Total	90

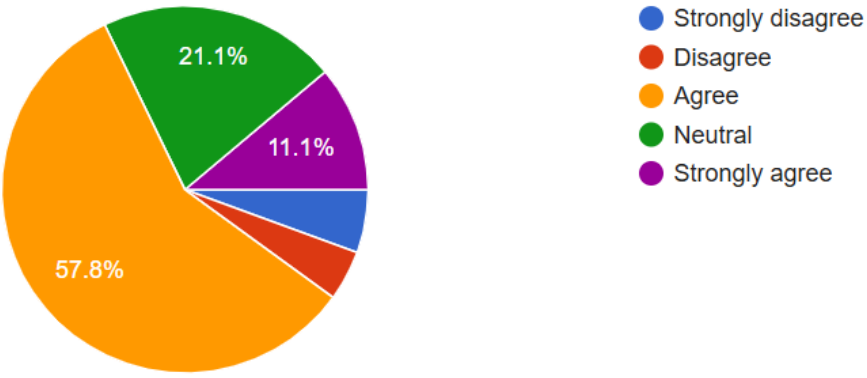

Figure :18 Being rotated through various roles improved respondent overall performance

The pie chart presents the views of 90 respondents on whether being rotated through various roles has improved their overall performance. A majority—57.8%—agree with the statement, while only 5.6% strongly agree, indicating moderate but positive support. Meanwhile, 21.1% remain neutral, suggesting uncertainty or mixed experiences. A smaller portion disagrees, with 5.6% strongly disagreeing and the remaining 10% disagreeing. Overall, the data shows that most respondents perceive job rotation as beneficial to their performance, though a notable minority either remain unsure or do not find it effective.

4.2.19 job role through rotation enhanced respondent flexibility and adaptability

Job role rotation as part of the training process significantly enhanced respondent flexibility and adaptability. By working in different roles, respondents were exposed to a variety of tasks, challenges, and work environment. Following pie chart show the respondent view on job role through rotation.

Table: 19 Job role through rotation enhanced respondent flexibility and adaptability

Items	No of Respondent's
Strongly disagree	8
Disagree	2
Neutral	18
Agree	49
Strongly agree	14
Total	90

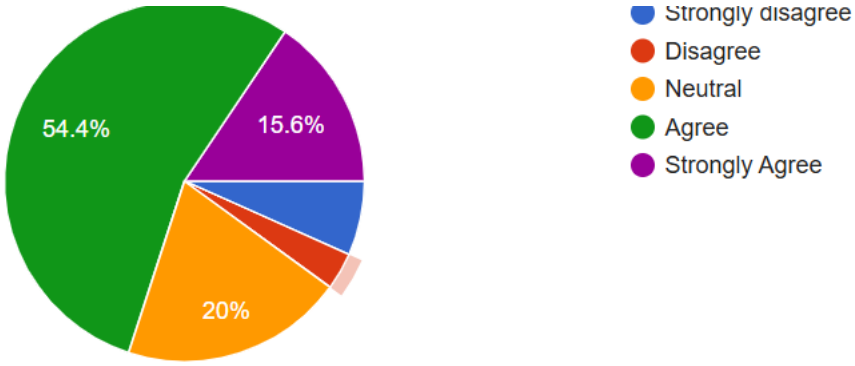

Figure: 19 Job role through rotation enhanced respondent flexibility and adaptability

The pie chart illustrates responses from 90 individuals regarding whether job role rotation has enhanced their flexibility and adaptability. A majority of respondents—15.6% strongly agree and 54.4% agree, totaling 70%—believe that rotating through different roles has positively impacted their ability to adapt and be flexible. Meanwhile, 20% of respondents remain neutral, possibly indicating uncertainty or mixed experiences. On the other end, 6.7% strongly disagree, and the remaining 3.3% disagree. Overall, the data suggests that most respondents view job rotation as a valuable tool for developing flexibility and adaptability, though a small percentage remain unconvinced.

4.2.20 Increase Respondent Problem Solving skills by work Experiences

Job rotation as a part of the training programs played a key role in enhancing respondent problem solving abilities through diverse work experience. Following pie chart reflects the view of respondent how job rotation help increase respondent problem solving by work experiences.

Table: 20 Increase respondent problem- solving skills by work experiences

Items	No of Respondent's
Strongly disagree	4
Disagree	5
Neutral	14
Agree	54
Strongly agree	13
Total	90

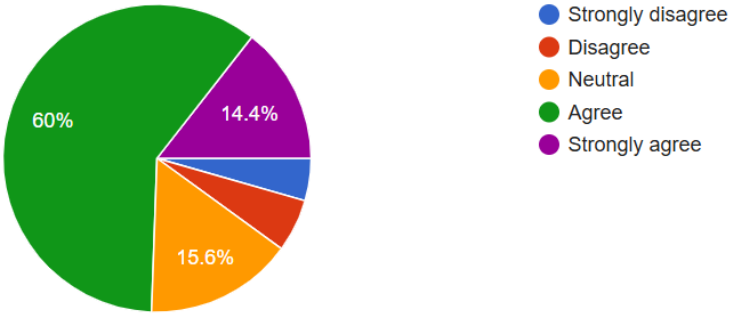

Figure:20 Increase respondent problem- solving skills by work experiences

The pie chart represents the opinions of 90 respondents on whether job rotation increases their problem-solving skills through diverse work experiences. A clear majority—14.4% strongly agree and 60% agree—indicating that 74.4% of respondents believe job rotation positively enhances their problem-solving abilities. Additionally, 15.6% remain neutral, showing some uncertainty or indifference. On the other hand, 5% strongly disagree, and the remaining 5% disagree. Overall, the data suggests that most respondents recognize job rotation as an effective way to improve problem-solving skills, with only a small minority expressing disagreement.

4.2.21 Design of the Training Program meets the Specific needs of Respondent job

The design of the training program was carefully structured to meet the specific needs of the respondent's job role. Following pie chart show that respondent view on how design of training program meets the respondent job.

Table: 21 Design of the training program meets the specific needs of respondent job

Items	No of Respondent's
Strongly disagree	5
Disagree	5
Neutral	12
Agree	52
Strongly agree	16
Total	90

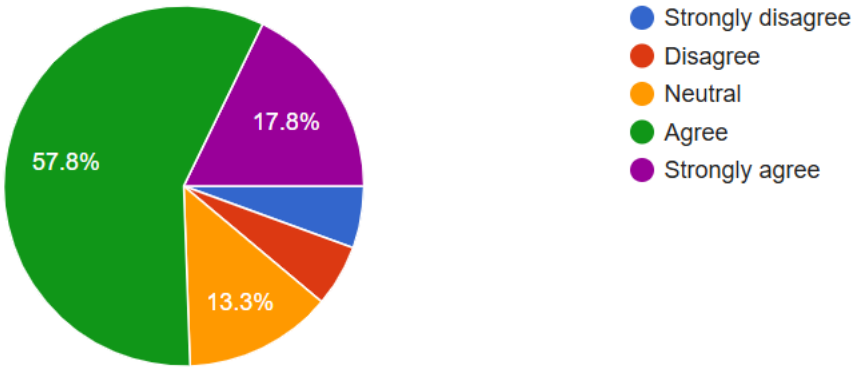

Figure: 21 Design of the training program meets the specific needs of respondent job

The pie chart depicting responses from 90 participants about whether the training program design meets the specific needs of their jobs shows that the majority, 57.8%, agree that it does, while 17.8% strongly agree, indicating a generally positive reception. Meanwhile, 13.3% of respondents remain neutral, suggesting some uncertainty or ambivalence. On the other hand, 5.6% strongly disagree, and the remaining portion, which accounts for 5.5%, simply disagree, showing a smaller but notable group who feel the program does not fully address their job-specific needs. Overall, the data suggests most participants find the training program relevant and well-tailored to their roles, though there is room for improvement to address the concerns of the minority.

4.2.22 Training Sessions are well Organized and Easy to Understand

Training sessions were well-organized and easy to understand. Following pie chart show more effectively.

Table:22 Training sessions are well organized and easy to understand

Items	No of Respondent's
Strongly disagree	4
Disagree	8
Neutral	14
Agree	49
Strongly agree	15
Total	90

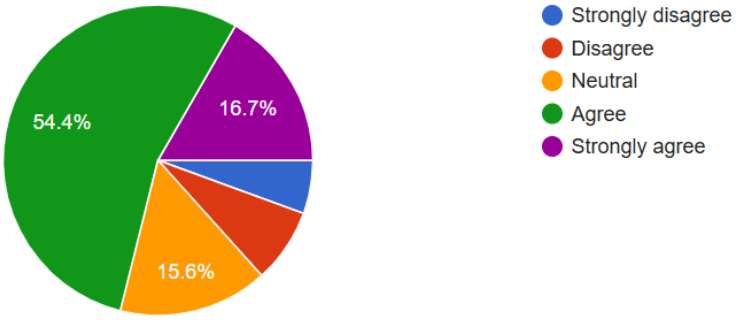

Figure:22 Training sessions are well organized and easy to understand

The pie chart illustrating the opinions of 90 respondents on whether the training sessions are well organized and easy to understand shows that a majority, 54.4%, agree with the statement, while 16.7% strongly agree, reflecting a generally positive view of the sessions' structure and clarity. Meanwhile, 15.6% remain neutral, indicating some indecision or mixed feelings. On the less positive side, 7.8% disagree and 5.6% strongly disagree, revealing a smaller group of participants who find the sessions lacking in organization or clarity. Overall, the chart suggests that most respondents find the training sessions clear and well-organized, though a minority feel improvements could be made.

4.2.23 Materials and Methods used in Training are Effective for Learning

The materials and methods used in the training were highly effective for facilitating learning among respondents. For more update about respondent view shown in following pie chart.

Table: 23 Materials and methods used in training are effective for learning

Items	No of Respondent's
Strongly disagree	3
Disagree	4
Neutral	12
Agree	55
Strongly agree	16
Total	90

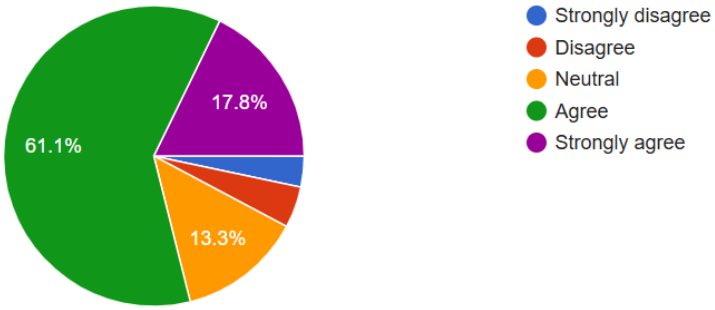

Figure:23 Materials and methods used in training are effective for learning

The pie chart based on feedback from 90 respondents regarding the effectiveness of the materials and methods used in the training shows that a significant majority, 61.1%, agree and 17.8% strongly agree that these resources support learning well. Meanwhile, 13.3% remain neutral, indicating some uncertainty or mixed opinions. A smaller portion of respondents expressed dissatisfaction, with 4.5% disagreeing and 3.3% strongly disagreeing about the effectiveness of the training materials and methods. Overall, the data suggests that most participants find the materials and methods effective for learning, though there is a small group that sees room for improvement.

4.2.24 overall design increase respondent confidence and productivity

The overall design of the training program significantly contributes to increasing respondent's confidence and productivity. Following pie chart reflect respondent view on how overall design increase respondent confidence and productivity.

Table:24 Overall design increase respondent confidence and productivity

Items	**No of respondent's**
Strongly disagree	5
Disagree	4
Neutral	12
Agree	54
Strongly agree	15
Total	90

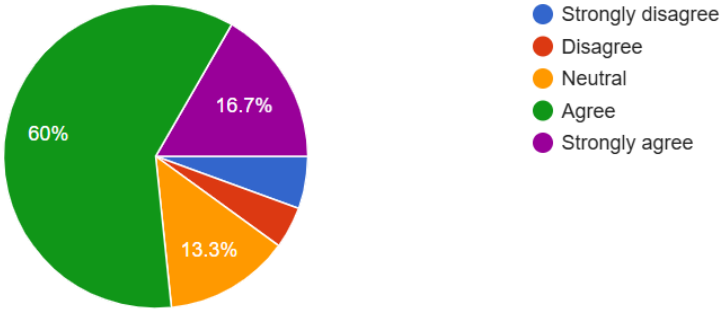

Figure: 24 Overall design increase respondent confidence and productivity

The pie chart illustrating responses from 90 participants about whether the overall design of the training programs increases their confidence and productivity shows that a majority, 60%, agree with this statement, while 16.7% strongly agree, indicating a generally favorable impact. Meanwhile, 13.3% remain neutral, reflecting some uncertainty or mixed feelings. On the other hand, 5.6% strongly disagree, and the remaining 4.4% disagree, representing a smaller segment of respondents who feel the training does not enhance their confidence or productivity. Overall, the chart suggests that most respondents perceive the training design as effective in boosting their confidence and productivity, though there is a minority that disagrees.

4.2.25 respondent receive training for their current role

Table 25 To assess how frequently respondents received training relevant to their current role, participants were asked to share their experiences regarding training opportunities. The table below presents the distribution of how often respondents received training for their current roles.

Table: 25 Respondent receive training for their current role

variables	**Frequency**	**Percentage (%)**
never	9	10%
Rarely (once a year)	49	54.4%
Sometime (2-3 times a year)	22	24.4%
Often (more than 3 times a year)	10	11.1%
total	90	100

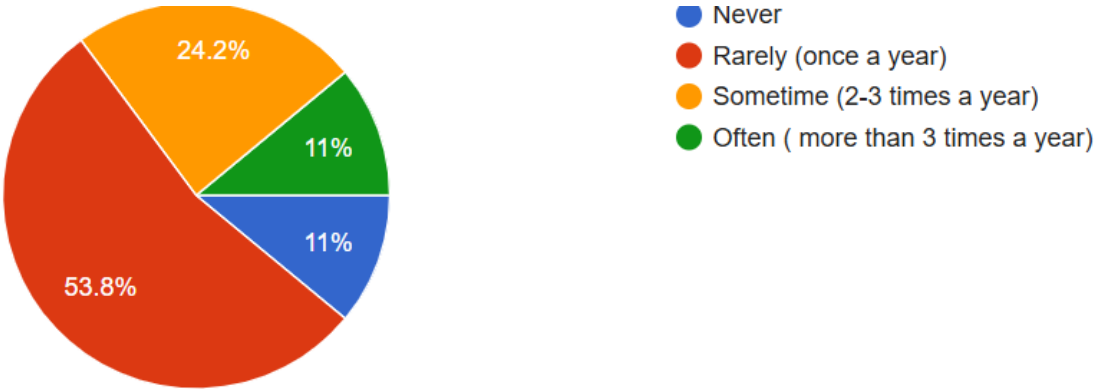

Figure: 25 Respondent receive training for their current role

The table presents data from 90 respondents on how often they receive training in their current roles, categorized by frequency and percentage. Among them, 10% (9 respondents) reported never receiving any training. The majority, 54.4% (49 respondents), indicated they rarely receive training, defined as once a year. Another 24.4% (22 respondents) stated they receive training sometimes, which corresponds to 2–3 times a year. Finally, 11.1% (10 respondents) reported receiving training often, meaning more than three times a year. This distribution suggests that while most employees do receive some form of training, it is generally infrequent, with only a small portion receiving regular, ongoing development opportunities.

4.2.26 Types of training most improved respondent job performance

To understand the impact of different training methods on job performance, respondents were asked to identify the types of training that most significantly enhanced their work effectiveness. The table below summarizes the types of training that respondents found most helpful in improving their job performance.

Table: 26 types of training most improved respondent job performance

Types of training	Frequency	Percentage (%)
On the job training	47	52.2%
coaching	22	24.4%
Online sources	13	14.4%
Job rotation	8	8.9%
Total	90	100

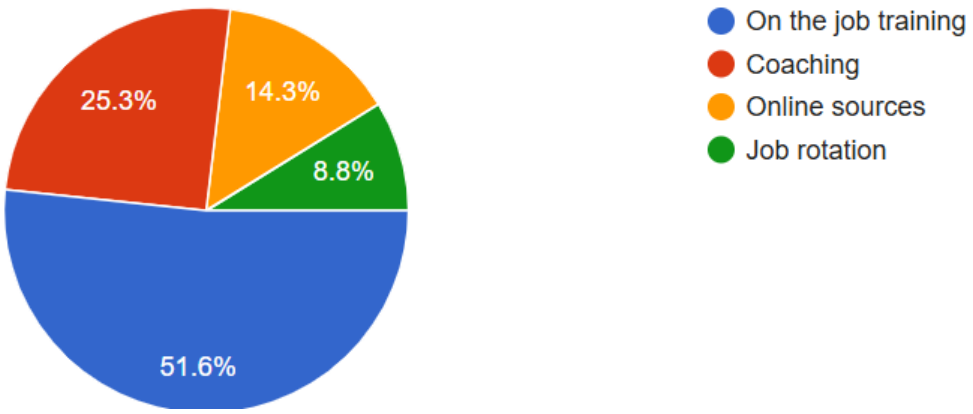

Figure :26 types of training most improved respondent job performance

The table summarizes responses from 90 participants regarding the types of training that have most improved their job performance, showing both frequency and percentage. The most impactful method reported was on-the-job training, selected by 52.2% (47 respondents), indicating that hands-on experience plays a crucial role in skill development. Coaching followed as the second most effective method, cited by 24.4% (22 respondents), suggesting that personalized guidance also significantly contributes to performance improvement. Online sources were identified by 14.4% (13 respondents), reflecting a growing reliance on digital learning tools. Lastly, job rotation was chosen by 8.9% (8 respondents), showing it has a more limited but still notable impact. These results highlight a clear preference for practical, experience-based training approaches among employees.

4.2.27 After Training how much Improvement Respondent notice in their Performance.

To evaluate the effectiveness of the training programs, respondent' were asked to reflect on the level of improvement they noticed in their job performance after receiving training. The table below presents the respondents perception of how much their performance improved after undergoing training.

Table: 27: After training how much improvement respondent notice in their performance

Variables	Frequency	Percentage (%)
No improvement	5	5.6%
Slight improvement	15	16.7%
Moderate improvement	22	24.4%
Significant improvement	19	21.1%
Great improvement	29	32.2%
Total	90	100

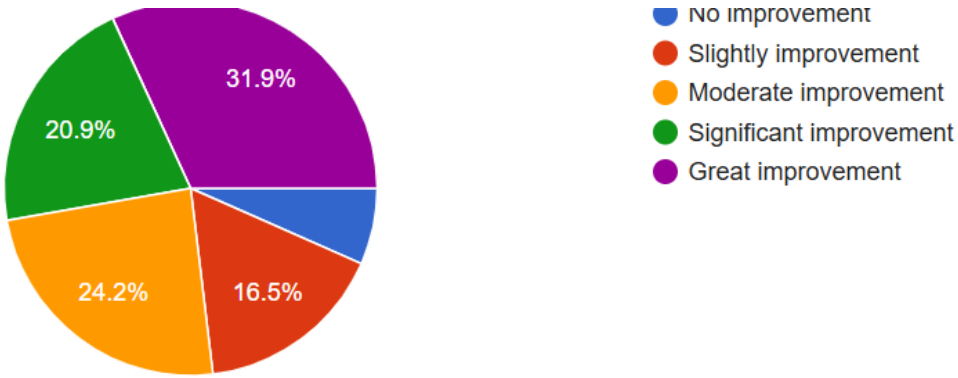

Figure: 27 After training how much improvement respondent notice in their performance

The table illustrates the perceived level of performance improvement among 90 respondents after receiving training, based on frequency and percentage. A small portion, 5.6% (5 respondents), reported no improvement in their performance. 16.7% (15 respondents) noticed only slight improvement, while 24.4% (22 respondents) experienced a moderate improvement. Significant improvement was observed by 21.1% (19 respondents), and the largest group, 32.2% (29 respondents), reported a great improvement in their job performance following training. These results indicate that the majority of

respondents felt training had a positive impact, with over three-quarters reporting at least moderate to great improvement.

4.2.28 Area of Respondent Job improved the most after Training

To gain deeper insights into the effectiveness of training programs, respondents were asked to identify the specific area of their job that improved the most after receiving training. The table below highlights the areas where respondents experienced the greatest enhancement in their job performance following training.

Table: 28 Area of respondent job improved the most after training.

Variables	Frequency	Percentage (%)
Technical skills	13	14.4%
Communication skills	33	36.7%
Time management	14	15.6%
Teamwork and collaboration	20	22.2%
Problem Solving	10	11.1%
Total	90	100

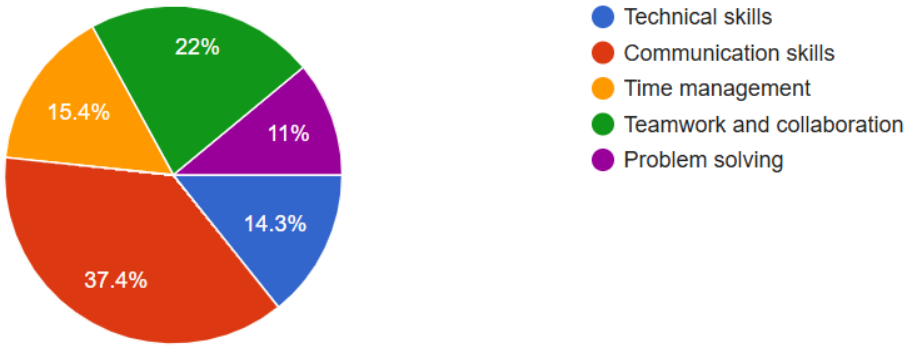

Figure: 28 Area of respondent job improved the most after training.

The table presents data from 90 respondents on the areas of their job that improved the most after training, showing both frequency and percentage. The most commonly improved area was communication skills, reported by 36.7% (33 respondents), indicating that training had a strong impact on interpersonal and professional interactions. This was followed by teamwork and collaboration at 22.2% (20 respondents), and time management at 15.6% (14 respondents), suggesting that training also helped enhance efficiency and group

dynamics. Technical skills were improved for 14.4% (13 respondents), while problem-solving skills saw the least improvement, reported by 11.1% (10 respondents). Overall, the data suggests that training programs are particularly effective in developing soft skills that are crucial for workplace performance.

4.2.29 respondent believe training and development have a long-term impact on employee performance

To understand the perceived long-term value of training initiatives, respondents were asked whether they believe training and development have a lasting impact on employee performance. The table below presents respondents' beliefs regarding the long-term impact of training and development on their performance.

Table: 29 Respondent believe training and development have a long-term impact on employee performance

Variables	Frequency	Percentage (%)
Yes definitely	58	64.4%
Not sure	7	7.8%
Maybe	16	17.8%
Yes, to some extent	8	8.9%
Not at all	1	1.1%

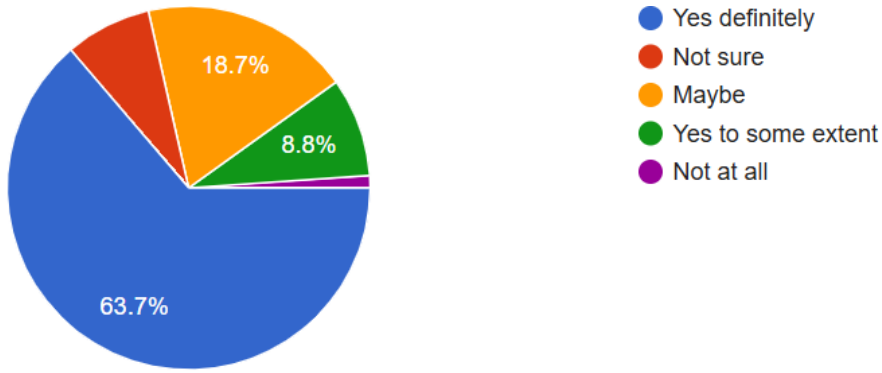

Figure:29 Respondent believe training and development have a long-term impact on employee performance

The table summarizes the views of 90 respondents on whether they believe training and development have a long-term impact on employee performance. A majority, 64.4% (58

respondents), answered “Yes, definitely,” reflecting strong confidence in the lasting benefits of training. 17.8% (16 respondents) said “Maybe,” while 8.9% (8 respondents) responded “Yes, to some extent,” showing partial agreement. 7.8% (7 respondents) were “Not sure,” indicating uncertainty about the long-term effects, and only 1.1% (1 respondent) believed training has “Not at all” any long-term impact. Overall, the data suggests that most employees perceive training and development as significantly beneficial to sustained job performance.

4.2.30 Suggestion from the Respondent

- Recommend incorporate more interactive and practical sessions.
- Future training and development programs should prioritize adaptability, personalized learning experiences, and the integration of technology.
- Future training program should be more practical skill based and include real life examples.
- The organization should organize training programs time to time for the employee depending on their performance.

4.3 Major Finding

1. The majority of respondents 66.7% fall within the 18–24 age group, followed by 22.2% in the 25–35 age group. A smaller portion, 6.7%, are below 18, while only 4.4% are above 35.
2. The majority of respondents (56.7%) are students, followed by professionals (15.6%), business owners (6.7%), and others (21.1%). This indicates that more than half of the participants are currently in academic settings.
3. Most respondents have attained Bachelor’s level education (47.8%), followed by those with a high school education (40%). A small percentage fall under other educational levels (6.7%), while the remaining respondents hold a Master’s degree (5.5%). This shows that the sample is largely composed of early-stage learners or graduates, with relatively few participants having pursued advanced academic qualifications.
4. The majority respondents (66.7%) reported having less than 1 year of training experience, while 23.3% have 1–3 years. Only 7.8% have more than 6 years, and the remaining 2.2% fall into the 4–6 years

5. category. This suggests that most respondents are at the initial stages of their professional development, likely still forming their opinions and gaining exposure to structured training programs.
6. The majority of respondents believe that coaching during training programs has helped them better understand their job responsibilities, with 64.4% agreeing and 18.9% strongly agreeing. In contrast, 18.9% strongly disagreed, 1% disagreed, and the remaining (approximately 6.8%) were neutral.
7. A significant portion of respondents indicated that coaching during training has increased their confidence in performing complex tasks, with 57.8% agreeing and 17.8% strongly agreeing. Meanwhile, 14.4% remained neutral, and a smaller percentage disagreed (5%) or strongly disagreed (5%).
8. A majority of respondents (61.1% agree and 12.2% strongly agree) indicated that feedback from their coach helped enhance their performance. A smaller portion strongly disagreed (6.7%), while 16.7% were neutral and the remaining 3.3% disagreed.
9. Most respondents (61.1% agree and 14.4% strongly agree) felt that post-training support encouraged continuous learning and development. A minority strongly disagreed (6.7%), 15.6% were neutral, and 2.2% disagreed.
10. A large majority of respondents (55.6% agree, 26.7% strongly agree) reported that training and development increased their motivation to perform better. A smaller percentage strongly disagreed (8.9%), 7.8% were neutral, and the remaining 1% disagreed.
11. Most respondents (61.1% agree, 15.6% strongly agree) felt that motivation techniques used during training helped them stay focused and engaged. Only 2.2% strongly disagreed, 16.7% were neutral, and 4.4% disagreed, suggesting overall effectiveness of engagement strategies.
12. A combined 75.5% of respondents (54.4% agree, 21.1% strongly agree) stated that well-structured training programs inspired them to set and achieve higher performance goals. In contrast, 5.6% strongly disagreed, 15.6% were neutral, and 3.3% disagreed, showing generally positive perceptions of structured training.
13. A significant majority of respondents (61.1% agree, 17.8% strongly agree) indicated that opportunities for personal growth through training boosted their morale and enthusiasm. Only 2.1% strongly disagreed, 5% disagreed, and 14.4% were neutral, showing overall favorable views with minimal resistance.

14. The majority of respondents (56.7% agree, 16.7% strongly agree) indicates that training programs are tailored to meet the specific requirement of respondent job role. Only 5.6% strongly disagree, 3.2% disagree and 17.8% were neutral.
15. A majority of respondents (60% agree, 20% strongly agree) stated that training helped them understand their job specifications, leading to improved work accuracy and efficiency. Only 5% strongly disagreed, while 10% disagreed, and the remaining 5% were neutral, indicating generally strong support for the value of role clarity through training.
16. A combined 67.8% of respondents (50% agree, 17.8% strongly agree) reported that receiving role-specific training directly enhanced their performance. In contrast, 4.5% strongly disagreed, 1% disagreed, and 26.7% were neutral, a notable portion remained uncertain or neutral.
17. A strong majority of respondents (55.6% agree, 15.6% strongly agree) indicated that clarification of job duties through training programs improved their task execution. Only 6.7% strongly disagreed, 4.3% disagreed, and 17.8% remained neutral.
18. A combined 78.9% of respondents (55.6% agree, 23.3% strongly agree) stated that job rotation during training helped them understand different organizational functions. Only 7.8% disagreed, 10% were neutral, and the remaining 2.2% strongly disagreed.
19. Most respondents (57.8% agree, 11.1% strongly agree) reported that being rotated through various roles during training improved their overall performance. 5.6% strongly disagreed, 4.4% disagreed, and 21.1% remained neutral.
20. Most respondents (54.4% agree, 15.6% strongly agree) stated that exposure to different job role through rotation enhance their flexibility and adaptability. 6.7% strongly disagree,3.3% disagreed, and 20% remained neutral.
21. Among the total respondent 60% agree, 14.4% strongly agree on job rotation increase respondent problem-solving skills by offering diverse work experiences. 5% strongly disagree, 5% disagreed and 15.6% remained neutral.
22. Majority of respondents (57.8% agree, 17.8% strongly agree) on the design of the training programs meets the specific needs of their job. 5.6% strongly disagree, 13.3% neutral and remaining are disagreed.
23. A majority of participants (54.4%) agreed that the training sessions were well-organized and easy to understand, with an additional 16.6% strongly agreeing. Only

13.4% expressed disagreement (7.8% disagreed, 5.6% strongly disagreed), while 15.6% remained neutral.

24. The majority of participants (61.1%) agreed that the materials and methods used in the training were effective for learning, with 17.8% strongly agreeing. Only a small portion (7.8%) disagreed or strongly disagreed, while 13.3% were neutral. This suggests that the training approach was generally well-received and considered effective by most participants.
25. A significant majority of respondents (60%) agreed that the overall design of the training programs increased their confidence and productivity, with 16.7% strongly agreeing. While 5.6% strongly disagreed and 4.4% disagreed, 13.3% remained neutral. These results indicate that the training design positively impacted most participants' confidence and productivity.
26. The surveys shows that most respondents 54.4% received training only once a year, while only 11.1% get training frequently. Additionally, 10% never received training and 24.4% received training sometime (2-3 times a year).
27. The data show that on-the-job training is the most effective in improving job performance, with 52.2% of respondents selecting it. Coaching follows with 24.4%, while online sources and job rotation were less impactful, chosen by 14.4% and 8.9% respectively.
28. The largest portion of respondents 32.2% reported great improvement in their performance in training, 24.4% reported significant improvement and a smaller percentage of respondent reported moderate improvement 21.1%, slightly improvement 16.7% and no improvement 5.6%.
29. Communication skills saw the most significant improvement after training, representing 36.7%, of responses, followed by technical skills at 22.2%. problem solving 11.1% and time management 14.4% showed the least improvement while teamwork and collaboration improved for 15.6% of respondents.

CHAPTER-5: CONCLUSIONS AND ACTION IMPLICATIONS

5.1 Conclusion

The Introduction of this study established the critical importance of training and development in today's dynamic work environment. It highlighted the research problem, objectives, and the significance of exploring how structured training initiatives influence employee performance. The groundwork laid in this chapter justified the need for examining how professional development efforts can serve as a strategic tool to enhance individual and organizational productivity.

The Literature Review provided a comprehensive overview of past studies and theoretical frameworks related to training and development. It revealed consistent findings across various industries that support the notion that investment in employee training leads to better job performance, higher motivation, and greater job satisfaction. The review also identified gaps in existing research, which this study aimed to address by focusing on specific contextual or organizational factors.

The Research Methodology outlined a clear and systematic approach to data collection and analysis. Using quantitative methods by distributing questionnaire to respondents. Sample size of the study is only 90. The data are collection and analyzed using statistical tools and excel. The data are presented into table and figure. based on the result on the result of this study. This study ensured objectivity and reliability. The sample selection, research instruments, and data analysis techniques were carefully chosen to align with the research objectives. This chapter played a vital role in validating the accuracy and credibility of the findings.

In the Data Analysis chapter, the results demonstrated a statistically significant relationship between training and employee performance. Employees who had access to relevant and regular training showed marked improvements in productivity, skill application, and engagement levels. This section also analyzed differences based on factors like department, tenure, and training frequency, offering deeper insights into how training influences performance across various segments.

The Findings and Discussion chapter interpreted these results in the context of the existing literature. It confirmed that effective training programs not only enhance individual competencies but also lead to improved organizational outcomes. The discussion also emphasized the importance of aligning training objectives with employee needs and business goals to maximize effectiveness. Limitations and suggestions for future research were addressed to provide a path for further study.

In conclusion, this research reinforces the significant impact of training and development on employee performance. Each chapter has contributed to building a comprehensive understanding of this relationship, providing both theoretical and practical insights for managers, HR professionals, and policy makers. Investing in continuous employee development is not just beneficial—it's essential for sustainable organizational success.

5.2 Action Implications

Based on the findings of the study the following recommendations has suggested:

1. Training and development significantly enhance employee job performance by equipping them with the necessary skills, knowledge, and competencies to perform their duties more effectively and efficiently.
2. Development programs serve as a powerful motivator for employees by demonstrating that the organization is invested in their personal and professional growth.
4. Training contributes to higher job satisfaction by increasing employees' confidence in their abilities and reducing the anxiety associated with job-related challenges.
5. Investment in employee development positively affects retention rates, as employees are more likely to stay with an organization that supports their career advancement.
5. Ongoing training equips employees to adapt more readily to organizational changes, such as the introduction of new technologies, processes, or market demands.
6. Training and development initiatives play a crucial role in leadership development by identifying high-potential employees and preparing them for future managerial or executive roles.

7. By fostering a learning culture, training encourages innovation and creativity among employees, enabling them to approach problems with fresh perspectives and propose effective solutions.
8. Effective training programs align employee competencies with the strategic objectives of the organization, ensuring that every individual's contribution supports broader business goals.

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APPENDIX

Questionnaire

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

Dear Respondent,

I am student at NTHMC conducting research on “Impact of training and development on employee performance”. Your voluntary participation in this study is greatly appriciated. Rest accured, your responses will remain confidential and anonymous. Your genuine experiences and opinions are invaluable in shaping our findings.

The main purpose of this research report is to examaine how training and development programs impact employee performance with in an organization. I kindly request you to take just 5 minutes of your time to fill out this short questionnaire. Your responses will be kept confidential and used only for academic purposes. Thank you for your cooperation in advance.

Regards,

Sita Kumari Chhantyal

BBA 6th sem

Section A: Background of characteristics *

1. Name of the Respondent

Short-answer text

2. Occupation of the respondent *

- Student
- Professional
- Business owner
- Other

3. Age of the respondent *

- Below 18
- 35 above
- 18-24
- 25-34

4. Educational level *

- High school
- Bachelor's degree
- Master's degree
- Other

5. How many years of experience in training *

- Less than 1 year
- 1-3 years
- 4-6 years
- More than 6 years

Section:B. coaching *

1. Coaching during training programs has helps me better understand my job responsibilities.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

2. Coaching has increased my confidence in performing complex tasks effectively. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

3. I received valuable feedback from my coach that helps enhance my performance. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

4. The coaching provides after training sessions support continuous learning and development.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

Section:C. Motivation *

1. Training and development programs increase my motivation to perform better at work.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

2. Motivation techniques used during training sessions help me stay focused and engaged. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly Agree

3. Well-structured training programs inspire me to set and achieve higher performance goals *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. The opportunity for personal growth through training boosts my morale and enthusiasm. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Section:D. Job specification *

1. Training programs are tailored to meet the specific requirements of my job role

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

2. Understanding my job specifications through training improves my work accuracy and efficiency.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3. I receive role-specific training that directly enhanced my performance *

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

4. Clarification of job duties through training programs has Improved my task execution. *

- Strongly
- Disagree
- Neutral
- Agree
- Strongly agree

Section:E. Job rotation

1. Job rotation as a part of training helps me understand different functions within the organisation.

- Strongly disagree
- Neutral
- agree
- Strongly agree

2. Being rotated through various roles during training has improved my overall performance. *

- Strongly disagree
- Disagree
- Agree
- Neutral
- Strongly agree

3. Exposure to different job role through rotation enhance my flexibility and adaptability. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Job rotation increase my problem solving skills by offering diverse work experiences. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

Section:F. Training design *

1. The design of the training program meets the specific needs of my job.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

2.Training sessions are well organised and easy to understand *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

3. The materials and methods used in training are effective for learning. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

4. The overall design of training programs increase my confidence and productivity. *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

Selection:G. General questions *

1. How often do you receive training in your current role ?

- ○ Never
- ○ Rarely (once a year)
- ○ Sometime (2-3 times a year)
- ○ Often (more than 3 times a year)

2. What types of training has most improved your job performance ? *

- ◯ On the job training
- ◯ Coaching
- ◯ Online sources
- ◯ Job rotation

3. After training, how much improvement do you notice in your performance ? *

- ◯ No improvement
- ◯ Slightly improvement
- ◯ Moderate improvement
- ◯ Significant improvement
- ◯ Great improvement

4. What area of your job improved the most after training ? *

- ◯ Technical skills
- ◯ Communication skills
- ◯ Time management
- ◯ Teamwork and collaboration
- ◯ Problem solving

5. Do you believe training and development have a long-term impact on employee performance ?

- ◯ Yes definitely
- ◯ Not sure
- ◯ Maybe
- ◯ Yes to some extent
- ◯ Not at all

Section:H. Open ended questions

1. What improvement would you suggest for future training and development programs?

Long-answer text

Thank you!