

**WAINGANGA COLLEGE OF
ENGINEERING AND MANAGEMENT**

RESEARCH PAPER

ON

**A STUDY ON THE IMPACT OF EMPLOYEE
TRAINING AND DEVELOPMENT ON
EMPLOYEE PERFORMANCE**

Submitted By

PRAJVAL PRAVIN DURGE

Course: MBA (2nd Year)

Specialization: Human Resource Management (HRM)

Under the Guidance of

NITIN GANORKAR

Academic Year 2026–27

DECLARATION

I, Prajval Pravin Durge, hereby declare that the research paper entitled “A Study on the Impact of Employee Training and Development on Employee Performance” has been prepared by me as part of my academic work for the MBA programme at Wainganga College of Engineering and Management.

The information presented in this research paper is based on relevant secondary sources and academic literature. Sincere efforts have been made to present the concepts objectively and accurately. The questionnaire and comparative tables included in the paper are proposed research tools and are not representations of a completed employee survey.

I understand that any primary data, organisation-specific details, and institution-specific formatting requirements must be verified and completed before final submission.

Name: PRAJVAL PRAVIN DURGE

Course: MBA (2nd Year)

Specialization: Human Resource Management (HRM)

Academic Year: 2026–27

Signature: _____

Date: _____

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to Dr. Ketki Kukde Mam, my research guide, for her valuable guidance, encouragement and support during the preparation of this research paper.

I am thankful to Wainganga College of Engineering and Management for providing the academic environment and resources required to undertake this study. The academic setting helped me explore the importance of training and development in Human Resource Management.

I also acknowledge the contribution of researchers, authors, academic books and research papers that helped me understand employee training, learning, skill development, performance management and organisational effectiveness.

Finally, I express my heartfelt thanks to my family, friends and everyone who supported and encouraged me during the completion of this research work.

PRAJVAL PRAVIN DURGE

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1. ABSTRACT

Employee training and development are important functions of Human Resource Management because they help employees acquire knowledge, improve skills, strengthen work behaviours and prepare for changing job requirements. Employee performance refers to how effectively employees complete their duties and contribute to organisational objectives. Organisations use training to address skill gaps, introduce new systems, improve service quality and support employee growth.

This research paper examines the impact of employee training and development on employee performance. It discusses training methods, factors that influence training effectiveness, the role of HR professionals and managers, and ways to evaluate learning outcomes. The paper is primarily based on secondary literature and presents a proposed methodology and questionnaire for future primary research.

The literature provides reasons to expect that well-designed training can contribute to employee competence and performance. However, the outcome depends on factors such as training relevance, management support, opportunities to apply new skills, resources and the nature of the job. Training alone cannot solve performance problems caused by unclear processes, inadequate equipment or unrealistic workloads.

Keywords: Human Resource Management, Employee Training, Development, Employee Performance, Skill Development, Productivity, Learning and Development.

2. INTRODUCTION

In a competitive and changing business environment, organisations depend on employees who can perform current tasks effectively and adapt to new responsibilities. Technology, customer expectations, work processes and regulations continue to change. Training and development help employees update their knowledge, learn new methods and improve confidence in carrying out their duties.

2. INTRODUCTION (CONTINUED)

Human Resource Management is responsible for ensuring that employees have the capabilities required for organisational success. Recruitment can bring talent into an organisation, but ongoing learning is often needed to maintain competence and prepare employees for future roles. Training usually focuses on improving knowledge and skills required for a current job, while development has a broader and longer-term focus on future responsibilities and career growth.

Effective training can benefit both employees and employers. Employees may gain confidence, career opportunities and greater ability to complete tasks. Organisations may benefit from improved quality, fewer avoidable errors, more consistent procedures and stronger adaptability. These benefits are not automatic; training needs to be relevant, practical and supported by managers.

3. CONCEPT OF EMPLOYEE TRAINING AND DEVELOPMENT

Employee training is a planned process through which employees gain the knowledge, skills and behaviours needed to perform their jobs. It may include orientation, technical instruction, safety training, customer-service practice, communication skills and training on organisational systems.

Employee development is a broader process that prepares employees for future roles and responsibilities. It can include mentoring, coaching, job rotation, leadership development, professional education and participation in challenging assignments. Development may extend beyond immediate job requirements and support long-term capability.

Training and development should be connected to identified needs. A training programme is more likely to be useful when the organisation understands the gap between current and expected performance, chooses a suitable learning method, provides practice and checks whether the learning can be applied at work.

4. MEANING OF EMPLOYEE PERFORMANCE

Employee performance refers to the quality and effectiveness with which an employee carries out assigned duties and contributes to expected results. It is broader than the number of tasks completed. Depending on the role, performance may include accuracy, timeliness, customer service, teamwork, safety, adaptability and compliance with procedures.

Task performance relates to core duties such as preparing reports, operating equipment, handling customer enquiries or completing transactions. Contextual performance includes cooperation, knowledge sharing and helping a team work effectively. Adaptive performance concerns responding to new systems, changing priorities and unfamiliar problems.

Performance should be assessed through standards that are clear, fair and relevant to the job. Measures may include quality checks, output, error rates, customer feedback, completion times, supervisor observations and achievement of agreed goals. Training outcomes should be evaluated alongside these indicators where suitable.

5. IMPORTANCE OF TRAINING AND DEVELOPMENT

- **Improves skills:** Employees can develop the technical and interpersonal abilities needed for their roles.
- **Reduces avoidable errors:** Clear instruction and supervised practice can improve consistency and accuracy.
- **Supports adaptation:** Training helps employees learn new technology, policies and work procedures.
- **Builds confidence:** Employees may feel more prepared to handle responsibilities when they understand the task.
- **Supports career growth:** Development can prepare employees for greater responsibility and internal mobility.
- **Improves service quality:** Relevant training can strengthen communication and problem-solving.

6. STATEMENT OF THE PROBLEM

Organisations invest time and money in employee training, yet training does not always lead to the expected improvement in work performance. Some programmes may not match actual job requirements, may rely too heavily on theory, or may provide limited opportunity to practise new skills. Employees may also return to workplaces where managers do not support the use of new methods or where equipment and processes remain barriers.

The problem addressed by this research is to understand how employee training and development may influence employee performance and to identify the conditions that make training more effective. The paper considers training as one important factor among several that affect performance.

7. OBJECTIVES OF THE STUDY

- To understand the concept of employee training and development.
- To study the importance of training in Human Resource Management.
- To examine the possible relationship between training and employee performance.
- To identify major methods of employee training and development.
- To study factors that influence the effectiveness of training programmes.
- To examine the role of HR departments and managers in supporting learning.
- To suggest practical measures for evaluating training outcomes.

8. RESEARCH QUESTIONS

- How do training and development differ?
- How may training contribute to employee performance?
- Which training methods are suitable for different job requirements?
- What factors influence the effectiveness of employee training?
- How can organisations evaluate whether training has improved performance?

9. HYPOTHESES

The following hypotheses are proposed for an empirical study. They should be tested only after primary data have been collected from a clearly defined sample.

Hypothesis 1 — H₀: Employee training has no significant relationship with employee performance. H_a: Employee training has a significant positive relationship with employee performance.

Hypothesis 2 — H₀: Training relevance has no significant relationship with perceived training effectiveness. H_a: Training relevance has a significant positive relationship with perceived training effectiveness.

Hypothesis 3 — H₀: Managerial support has no significant relationship with the application of training at work. H_a: Managerial support has a significant positive relationship with the application of training at work.

10. REVIEW OF LITERATURE

Training and performance. Research in Human Resource Development commonly examines training as a means of building employee knowledge and skills. The expected effect depends on the quality of the programme and whether employees can transfer learning to their work.

Training transfer. Literature on training transfer highlights that learning during a course is not the same as applying skills on the job. Opportunities to practise, supervisor encouragement, feedback and a supportive work environment can influence whether training is used in daily work.

Human capital perspective. Human capital theory treats knowledge and skills as resources that can improve an individual's productive capacity. Training may therefore benefit employees and organisations when learning is relevant and supported by appropriate work systems.

10. REVIEW OF LITERATURE (CONTINUED)

Evaluation of training. Kirkpatrick's widely used framework distinguishes reaction, learning, behaviour and results. It encourages organisations to look beyond whether participants liked a course and consider what they learned, whether behaviour changed, and whether relevant outcomes improved. These levels require different forms of evidence.

Learning and development practices. Research and professional literature emphasise the value of needs analysis, clear learning objectives, practice, feedback and follow-up. Programmes that are not linked to business or employee needs may have limited practical value.

Overall interpretation. Existing literature provides a strong rationale for examining training and performance together, but results can vary by industry, job type, training design, employee experience and organisational support. Training should not be assumed to cause every observed improvement without considering other influences.

11. RESEARCH GAP

Many studies examine the relationship between training, employee skills, job satisfaction and performance. However, the effectiveness of training can differ across organisations because of differences in training budgets, work systems, management support, employee experience and opportunities to practise new skills.

A useful research gap for an organisation-specific study is to examine whether employees consider their training relevant and whether they report being able to apply what they learned in their daily work. This can be compared with suitable performance indicators, while recognising that self-reported views do not replace objective evidence.

This paper provides a conceptual foundation and a proposed research framework. It does not claim to establish a measured impact for a particular organisation without primary data.

12. RESEARCH METHODOLOGY

Research design: The paper follows a descriptive and conceptual approach based primarily on secondary literature. The design organises existing knowledge on training and performance and identifies practical implications for HRM.

Sources of data: Secondary sources include academic books, research articles and professional literature relating to training, development, learning transfer and performance management. If primary research is undertaken, data may be collected through a structured questionnaire or interviews with consenting employees.

Population and sample: For a future empirical study, the population should be defined as employees of a selected organisation, industry or group of organisations. Sample size and selection should depend on access, time, research requirements and the planned analysis. The actual sample and setting must be reported after data collection.

Sampling technique: Convenience sampling may be used for a small academic project if respondents are accessible. Where a reliable employee list is available, random or stratified sampling may improve representativeness. The limitations of the selected technique should be acknowledged.

Variables: The main explanatory variable is perceived access to and quality of training. The outcome variable is employee performance, assessed through appropriate self-report or role-specific indicators. Manager support, job tenure and opportunity to apply learning may be considered additional factors.

Data analysis: Frequencies, percentages and averages may summarise questionnaire responses. Correlation may be considered if the sample and measures support it. No statistical findings should be reported until actual data are collected and analysed.

Ethics: Participation should be voluntary, responses handled confidentially, and findings presented honestly. Organisational permission should be obtained where required.

13. TYPES OF EMPLOYEE TRAINING

Induction and orientation training. This introduces new employees to the organisation, its policies, workplace expectations, team structure, safety requirements and available support. Good orientation can reduce uncertainty and help new employees become productive more quickly.

Technical and job-specific training. This focuses on the knowledge and procedures required to perform a particular task. It may include equipment operation, software use, record keeping, product knowledge, quality standards or technical problem-solving.

Safety and compliance training. Employees may need training on safe work practices, emergency procedures, data protection, ethical conduct, and applicable policies. Training should be role-specific and updated when processes or requirements change.

Soft-skills training. Communication, teamwork, conflict management, customer service, time management and problem-solving can support performance in many roles. These skills often require practice and feedback rather than lectures alone.

Leadership and supervisory training. Employees preparing for supervisory roles may need coaching, delegation, performance feedback, team planning, conflict resolution and fair decision-making skills.

Digital and technology training. New software, automation and digital workflows can change job requirements. Practical demonstrations and guided exercises may help employees become confident with updated systems.

14. METHODS OF TRAINING AND DEVELOPMENT

On-the-job training. Employees learn while performing real tasks under guidance. Demonstration, supervised practice and feedback make this approach useful for role-specific skills. Clear safety standards and trained mentors are important.

Classroom or instructor-led training. A trainer explains concepts, demonstrates methods and answers questions. It can be effective for shared procedures and foundational knowledge, particularly when supported by examples and exercises.

E-learning and blended learning. Online modules can provide flexible access to information, while blended learning combines digital material with instructor support or practical sessions. The organisation should consider access to devices, digital confidence and opportunities for practice.

Coaching and mentoring. Coaching focuses on developing performance through questions, feedback and goal setting. Mentoring provides broader guidance based on experience and can support career development and professional judgement.

Job rotation and cross-training. Employees gain experience in different tasks or departments. These approaches can broaden understanding and support flexibility, but require planning to avoid confusion or reduced service quality.

Simulation, role-play and case studies. Practice scenarios allow employees to apply skills in a controlled environment. These methods can be particularly useful for customer interactions, safety decisions, communication and complex problem-solving.

The most suitable method depends on learning objectives, job risk, employee experience, cost, time and available resources. A blended approach may be useful when employees need both conceptual understanding and practical competence.

15. FACTORS AFFECTING TRAINING EFFECTIVENESS

Training needs analysis. Training should begin with a clear understanding of the performance gap. The gap may arise from missing knowledge or skills, but it may also be caused by inadequate tools, unclear expectations, workload or inefficient processes. Training is appropriate when learning can reasonably address the identified need.

Clear objectives and relevant content. Learning objectives should state what participants are expected to know or do after training. Content should reflect actual tasks, examples and challenges faced by employees. Generic content may be less effective when it does not fit the work context.

Trainer quality and learner involvement. Trainers need subject knowledge and the ability to explain concepts clearly. Questions, demonstrations, exercises and feedback help learners remain involved and identify misunderstandings.

Opportunity to practise. Employees need opportunities to practise new skills and receive feedback. If they return to work without the tools, time or authority needed to use the new methods, learning may not transfer into performance.

Managerial and organisational support. Supervisors can reinforce training by discussing learning goals, encouraging application and recognising improvement. Organisational systems should not discourage employees from using better methods or sharing what they learned.

Follow-up and evaluation. Follow-up sessions, refresher materials, peer learning and performance discussions can support retention. Evaluation should consider what participants learned and whether relevant work behaviour or outcomes changed.

16. TRAINING AND EMPLOYEE MOTIVATION

Training may support motivation when employees see it as relevant, fair and connected to development opportunities. Learning can increase confidence and help employees feel better prepared for difficult tasks. Access to training may also signal that the organisation values employee growth.

However, training can have the opposite effect if employees are required to attend irrelevant sessions, are not given time to learn, or see no opportunity to apply new skills. Employees may also feel unfairly treated if development opportunities are distributed without transparent criteria. HR teams should communicate why training is offered and how participation is decided.

17. TRAINING AND PRODUCTIVITY

Productivity concerns the relationship between outputs and resources used. Training may contribute to productivity by improving task competence, reducing avoidable errors, strengthening problem-solving and helping employees use systems efficiently. The expected benefit depends on whether the training addresses a real skill or knowledge gap.

Productivity should not be measured only by speed or volume. Accuracy, safety, customer satisfaction and rework may be equally important. For example, a faster process that creates more errors may not represent genuine improvement. Measures should reflect the priorities and risks of the job.

When assessing productivity after training, organisations should consider other changes such as new equipment, different staffing levels, revised procedures or changes in demand. A before-and-after comparison may be informative, but it does not automatically prove that training caused the difference.

18. TRAINING AND CAREER DEVELOPMENT

Career development prepares employees for future opportunities by helping them understand their strengths, interests and possible growth paths. Training can contribute to career development when it is linked to skill progression, mentoring, job rotation and access to challenging assignments.

Employees may value development opportunities because these can improve confidence and prepare them for internal promotion or changes in their professional field. However, training should not create unrealistic promises. Organisations should explain the competencies required for future roles and communicate that promotion also depends on vacancies, performance and fair selection procedures.

19. ROLE OF HR DEPARTMENT AND MANAGERS

- **HR department:** identify learning priorities, coordinate programmes, maintain training records and evaluate outcomes.
- **Line managers:** explain job expectations, identify skill gaps, support attendance and encourage use of new skills.
- **Trainers:** deliver relevant content, provide practice and feedback, and adapt methods to learner needs.
- **Employees:** participate actively, ask questions, practise new skills and discuss barriers to application.
- **Senior leadership:** provide resources and reinforce the importance of learning through organisational decisions.

Training is most effective when responsibility is shared. HR can design and coordinate learning, but managers must create the conditions for employees to use it. Employees should also have a clear understanding of the learning goals and the support available.

20. EVALUATION OF TRAINING EFFECTIVENESS

Training evaluation helps an organisation determine whether a programme met its objectives and whether improvements are needed. Evaluation should be planned before training begins so that the organisation knows what evidence will be collected and how it will be interpreted.

Reaction: participant feedback can indicate whether the content, trainer and learning environment were useful. Positive reaction alone does not prove learning or improved performance.

Learning: quizzes, demonstrations, practical assessments or pre- and post-training checks may show whether participants acquired the intended knowledge or skill.

Behaviour and transfer: follow-up observations, supervisor feedback and work samples may help establish whether employees apply the learning on the job. A suitable time interval may be needed before behaviour can be assessed.

Results: relevant outcomes may include fewer errors, improved service quality, reduced rework, better compliance or improved task completion. These indicators should be selected according to the training purpose and the role.

Evaluation should consider the cost of the programme and the value of the outcomes, but not every benefit can be reduced to a financial measure. Employee confidence, safety and readiness for future responsibilities may also be relevant. Conclusions should be proportionate to the quality of the evidence.

21. COMPARATIVE ANALYSIS FRAMEWORK

A comparative study can be conducted across selected organisations, departments or employee groups to examine how training practices differ and how employees perceive their usefulness. The actual organisations and data should be selected by the researcher based on access and academic requirements.

21.1 Suggested Indicators

Useful indicators may include training hours per employee, participation rate, training expenditure where available, employee feedback, assessment results, access to follow-up coaching, and suitable performance measures such as error rates, service quality or task completion.

21.2 Comparative Table Format

The following table is a framework. Replace the placeholders with verified information collected from the selected organisations or respondents.

Indicator	Organisation A	Organisation B	Organisation C
Training methods	Actual data	Actual data	Actual data
Training frequency	Actual data	Actual data	Actual data
Manager support	Actual data	Actual data	Actual data
Skill assessment	Actual data	Actual data	Actual data
Performance indicators	Actual data	Actual data	Actual data

Note: This is a proposed comparison format, not a report of actual organisational data.

22. MAJOR BENEFITS OF TRAINING

- Improves employees' job-related knowledge and practical competence.
- May increase confidence and readiness to handle new responsibilities.
- Can improve consistency, quality and compliance with work procedures.
- May help employees adapt to new technology and changing organisational needs.
- Can support internal mobility, succession planning and long-term development.
- May strengthen communication, teamwork and customer service when these are training objectives.

23. CHALLENGES AND LIMITATIONS

Training can be costly in terms of money, employee time and trainer resources. It may temporarily reduce available work capacity when employees attend sessions. Some skills require repeated practice, making it difficult to observe immediate results. Employees may forget material if there is no follow-up or opportunity to apply it.

A major limitation is assuming that all performance problems are caused by a lack of skill. Unclear job expectations, insufficient staffing, outdated equipment, poor work design or weak management may be the real cause. Training should be selected after diagnosis, not used as a universal response.

Another challenge is measuring impact. Performance may change because of several factors at the same time, and results may take time to appear. Evaluation should therefore use appropriate indicators, acknowledge limitations and avoid claiming a causal effect without suitable evidence.

24. MAJOR FINDINGS FROM LITERATURE

The following points summarise the literature-informed observations discussed in this paper. They are not findings from a primary employee survey.

- Training and development can help build knowledge and skills that are relevant to job performance.
- Training is more likely to be useful when it is based on a clear needs analysis and defined objectives.
- Practical exercises, feedback and follow-up can support the transfer of learning to the workplace.
- Managerial support and opportunities to apply skills are important conditions for training effectiveness.
- Training should be evaluated using evidence beyond participant satisfaction alone.
- Performance outcomes depend on factors beyond training, including resources, job design, systems and workload.

25. SUGGESTIONS AND RECOMMENDATIONS

- Conduct a training needs analysis before selecting a programme.
- Set measurable learning objectives linked to actual job requirements.
- Use practical exercises and examples relevant to employees' daily tasks.
- Provide managers with guidance on supporting post-training application.
- Offer fair access to development opportunities and communicate selection criteria.
- Evaluate learning, behaviour and suitable work outcomes where feasible.
- Review programmes regularly and modify those that do not address the identified need.

26. CONCLUSION

Employee training and development are important HRM practices because they can help employees acquire skills, improve confidence and adapt to changing work requirements. When programmes are relevant, practical and supported by managers, they may contribute to better performance, quality, productivity and employee development.

However, training does not guarantee improved performance. Its impact depends on the nature of the skill gap, the quality of instruction, employee participation, opportunities to apply learning and the resources available in the workplace. Organisations should avoid using training as the only response to problems that arise from poor processes, inadequate tools or unclear expectations.

A systematic approach should connect training needs to organisational and employee goals, select suitable methods, provide practice and follow-up, and evaluate results using relevant evidence. This approach can help HR managers make better use of learning resources and strengthen continuous improvement.

27. LIMITATIONS OF THE STUDY

- The paper is based primarily on secondary literature; no primary survey data were supplied.
- It does not focus on one named organisation or industry.
- Training quality and performance may be measured differently across jobs and organisations.
- Self-reported responses, if used in future research, may contain response bias.
- A simple association between training and performance does not by itself establish causation.

28. SCOPE FOR FUTURE RESEARCH

Future research may collect primary data from a selected organisation, compare training practices across departments, examine the role of supervisor support, or evaluate a specific programme using before-and-after measures. Researchers may also study how digital learning, mentoring, job rotation and leadership development relate to employee outcomes.

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30. APPENDIX: PROPOSED QUESTIONNAIRE

Instructions: The following draft questionnaire may be used only after it has been reviewed and approved for the selected research setting. Participation should be voluntary. For each statement, select: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree.

Training and development

1. The training I receive is relevant to my job.
2. Training objectives are explained clearly.
3. Training includes practical examples or exercises.
4. I have opportunities to practise the skills learned.
5. My supervisor supports me in applying new skills.
6. Training helps me understand work procedures better.
7. I have access to learning opportunities that support my development.

Employee performance and work support

8. I can complete my work to the required quality standards.
9. I understand the performance expectations for my role.
10. I can access the tools and information needed to do my work.
11. I can apply relevant learning to solve work-related problems.
12. I receive useful feedback on my work.
13. I can adapt when work procedures or priorities change.
14. Overall, training has helped me feel more capable in my role.

Scoring note: Responses may be summarised using frequencies and percentages. Statistical testing should be selected only after reviewing the sample, measures and research design. Do not report empirical results until actual responses have been collected and analysed.