A Study on Effectiveness of Training And Development With Special Reference To Rich Dairy Products India Private Limited, Namakkal

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Abstract- *This study examines the effectiveness of training and development (T&D) practices at Rich Dairy Products (India) Private Limited, Namakkal. The study adopts a descriptive research design, utilizing primary data collected through a structured questionnaire administered to 110 employees via convenience sampling. Statistical tools including percentage analysis, Chi-square test, Pearson correlation, and ANOVA were applied. Findings indicate that a significant majority of employees are satisfied with learning opportunities and believe training programs effectively improve job-related skills and career growth. The study concludes with strategic recommendations to strengthen T&D practices for enhanced organizational productivity.*

Keywords: Training and Development, Employee Performance, Skill Development, Employee Satisfaction, Organizational Growth, Human Resource Management, Career Development, Productivity Improvement.

I. INTRODUCTION

Training and development (T&D) are among the most strategic functions of Human Resource Management. Training is a short-term, reactive process designed for operatives, aimed at improving specific skills. Development is a long-term, proactive process oriented toward the holistic growth of executives. Together, T&D serve as the primary mechanisms through which organizations bridge skill gaps, improve productivity, and align employee competencies with organizational goals.

Effective T&D programs enhance employee efficiency, confidence, and job satisfaction, while reducing attrition and fostering leadership. In India's growing dairy and beverage industry, operational efficiency and workforce competence are paramount. This study investigates the effectiveness of T&D practices at Rich Dairy Products (India) Private Limited, Namakkal, evaluating employee perceptions of learning opportunities and skill enhancement.

II. INDUSTRY & COMPANY PROFILE

A. Industry Profile

The fruit-processing and beverage industry in India contributes significantly to the national economy. The sector encompasses production, processing, packaging, and distribution of fruit-based drinks, carbonated beverages, and allied products. Rising consumer demand and health consciousness have intensified the need for skilled workforces capable of maintaining quality and food safety standards.

B. Company Profile

Rich Dairy Products (India) Private Limited was incorporated in 2006, located at SF. No. 341 & 342, Akkiampatty Village, Sendamangalam Post, Namakkal District, Tamil Nadu. Initially a flavoured milk producer, the company transitioned in 2010 to manufacturing fruit-based beverages and carbonated soft drinks. Its portfolio includes Mango, Apple, Lychee, and Lemon fruit drinks ('Richyaaa') and Cola, Orange, and Lemon carbonated drinks ('Damer'), in variants ranging from 200 ml to 1000 ml.

The company holds certifications from FSSAI (Licence No. 12413014001294), Halal India, ISO 22000:2005 (food safety), and ISO 9001:2008 (quality management). Rich Dairy distributes across all Southern Indian states and has received approval for supply to Southern Railways.

III. OBJECTIVES OF THE STUDY

- Examine the demographic distribution of employees and its influence on training perceptions.
- Identify the most frequently used training modes and assess employee perceptions of their effectiveness.
- Evaluate the impact of training programs on daily task efficiency and organizational contribution.

- Explore the role of professional development in career growth, skill enhancement, and technical proficiency.
- Identify barriers such as time constraints, planning gaps, or curriculum irrelevance hindering the learning process.
- Assess whether current training materials and technologies are up-to-date and applicable to specific job responsibilities.

IV. REVIEW OF LITERATURE

Iftikhar Ahmad (2020) emphasized that T&D programs must be properly designed and evaluated to fill organizational skill gaps. Rohan (2020) highlighted that systematic training improves individual and group productivity and influences organizational growth. Bates & Davis (2020) advocated for experiential learning techniques—simulations and case studies—to translate training into practical application.

Prodromos D. (2021) found that program design is the most critical factor in training success. Henry Ongori (2021) identified T&D as strategically important, noting limited focus on evaluation of training outcomes. Haslindaabdullah (2022) highlighted challenges arising from insufficient HRD professionals in manufacturing sectors. Cheng & Ho (2022) established a direct link between effective T&D and employee career potential, demonstrating that training enhances motivation and organizational alignment.

Shelley Frost (2023) argued that training programs must be purpose-driven and methodologically appropriate to produce measurable results. Sirajud Din (2024) and Fizzah (2024) confirmed that T&D significantly impacts organizational performance and that a strong relationship exists between employee training and improved workplace output.

V. RESEARCH METHODOLOGY

A. Research Design

The study adopts a descriptive research design to systematically analyze employee perceptions of T&D practices within the organization.

B. Sampling Method & Size

Convenience sampling was employed. A total of 110 employees of Rich Dairy Products (India) Private Limited, Namakkal constituted the sample.

C. Data Collection

Primary data were gathered through a structured questionnaire. Secondary data were obtained from company records, academic journals, published books, and web-based sources.

D. Statistical Tools

The following tools were employed: (i) Percentage Analysis—to interpret frequency distributions; (ii) Chi-Square Test—to examine associations between categorical variables; (iii) Pearson Correlation—to measure linear relationships; and (iv) One-Way ANOVA—to compare means across groups.

VI. DATA ANALYSIS & INTERPRETATION

A. Demographic Profile

Table 1 summarizes the demographic distribution of the 110 respondents surveyed for this study.

Table 1: Demographic Profile of Respondents

Variable	Category	N	%
Gender	Male	58	52.7%
	Female	52	47.3%
Age	Below 30 yrs	27	24.5%
	31–35 yrs	28	25.5%
	36–40 yrs	25	22.7%
	41–45 yrs	20	18.2%
	Above 45 yrs	10	9.1%
Education	Higher Secondary	22	20.0%
	Diploma	31	28.2%
	UG	27	24.5%
	PG	25	22.7%
	Others	5	4.5%
Experience	< 1 year	23	20.9%
	2–3 years	31	28.2%
	3–4 years	25	22.7%
	4–5 years	21	19.1%
	> 5 years	10	9.1%

The majority of respondents are male (52.7%), in the 31–35 age group (25.5%), Diploma holders (28.2%), with 2–3 years of experience (28.2%).

B. Employee Perception Summary

Table 2 presents a consolidated summary of employee responses on key T&D dimensions, measured on a five-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree).

Table 2: Summary of Employee Perceptions on T&D Dimensions

T&D Dimension	SA %	A %	N %	D/SD %
Learning opportunities satisfied	30.0	32.7	23.6	13.7
Organization improves job skills	25.5	43.6	19.1	11.8
Sessions useful for career growth	29.1	40.0	20.0	10.9
Proper guidance to improve performance	40.0	33.6	17.3	9.1
Supports continuous learning	39.1	30.9	21.8	8.2
Skill improvement easy to understand	35.5	29.1	20.9	14.5
Sessions improve job effectiveness	35.5	30.9	20.0	13.7
Encouraged to learn new techniques	34.5	31.8	20.9	12.7
Enough resources for learning	29.1	36.4	20.9	13.7
Duration of sessions sufficient	30.0	36.4	22.7	10.9
Content relevant to job role	30.0	33.6	22.7	13.7
Apply learning in daily work	34.5	32.7	22.7	10.0
Materials updated regularly	19.1	27.3	37.3	16.4
Learning needs identified effectively	20.9	37.3	28.2	13.6
Sessions well-organized & structured	27.3	30.0	28.2	14.5
Overall skill development satisfied	27.3	36.4	22.7	13.6
Encourages knowledge sharing	28.2	39.1	20.9	11.8
Improves technical abilities	30.9	37.3	19.1	12.7
More productive after sessions	28.2	36.4	22.7	12.7
Initiatives enhance job performance	35.5	27.3	23.6	13.6

SA = Strongly Agree; A = Agree; N = Neutral; D/SD = Disagree/Strongly Disagree. Overall, the dominant responses lean toward agreement, indicating positive employee perceptions of T&D effectiveness.

C. Chi-Square Analysis

H_0: No significant association exists between age of respondents and the organization's encouragement of knowledge sharing among employees.
H_1: A significant association exists between age and knowledge sharing encouragement.

Table 3: Chi-Square Test — Age vs. Knowledge Sharing Encouragement

Statistic	Value	df	p-value
Pearson Chi-Square	10.416	16	.844
Likelihood Ratio	12.186	16	.731
Linear-by-Linear Assoc.	1.643	1	.200
N of Valid Cases	110	—	—

Result: The Chi-Square test ($\chi^2 = 10.416$, df = 16, p = .844) reveals no statistically significant association between age and knowledge sharing encouragement. Since $p > 0.05$, H_0 is accepted. Caution: 56% of cells had expected counts below 5.

D. Correlation Analysis

H_0: No significant relationship exists between educational qualification and perception of organizational support for continuous learning.

Table 4: Pearson Correlation — Educational Qualification vs. Continuous Learning Support

Measure	r	p (2-tailed)	N
Pearson Correlation	−.052	.587	110
Kendall's tau_b	−.018	.822	110
Spearman's rho	−.028	.771	110

Result: A very weak, negative, non-significant correlation (r = −.052, p = .587) was found between educational qualification and perception of continuous learning support. H_0 is accepted; educational level does not predict learning support perceptions.

E. ANOVA Analysis

H_0: No significant relationship exists between work experience and satisfaction with learning opportunities provided by the organization.
H_1: A significant relationship exists between work experience and learning opportunity satisfaction.

Table 5: One-Way ANOVA — Work Experience vs. Learning Opportunity Satisfaction

Source	SS	df	MS	F	p
Between Groups	1.584	4	.396	.244	.913
Linear (Unweighted)	.087	1	.087	.054	.817
Linear (Weighted)	.184	1	.184	.113	.737
Deviation	1.400	3	.467	.287	.835
Within Groups	170.634	105	1.625	—	—
Total	172.218	109	—	—	—

Result: The ANOVA test ($F = .244$, $p = .913$) reveals no statistically significant difference in learning satisfaction across experience groups. Since $p > 0.05$, H_0 is accepted; variations are attributable to random chance.

VII. KEY FINDINGS

1. Respondents comprised 52.7% male and 47.3% female; the dominant age group was 31–35 years (25.5%).
2. Diploma holders formed the largest educational segment (28.2%); most respondents had 2–3 years of experience (28.2%).
3. A majority (32.7%) agreed that the organization provides satisfactory learning opportunities.
4. 43.6% agreed that training effectively improves job-related skills.
5. 40.0% agreed that learning sessions contribute positively to career growth.
6. 40.0% strongly agreed that they receive proper guidance to improve performance.
7. 39.1% strongly agreed that the organization supports continuous learning and development.
8. 35.5% strongly agreed that training sessions improve job performance and that skill improvement methods are easy to understand.
9. 34.5% strongly agreed that they are encouraged to learn new techniques and can apply learning in daily work.
10. 37.3% were neutral on whether learning materials are regularly updated—a gap requiring attention.
11. Chi-Square: No significant association between age and knowledge sharing ($p = .844$).
12. Correlation: No significant relationship between educational qualification and continuous learning perception ($r = -.052$, $p = .587$).
13. ANOVA: No significant difference in learning satisfaction across experience groups ($F = .244$, $p = .913$).
14. 35.5% strongly agreed that T&D initiatives overall enhance job performance.

VIII. SUGGESTIONS

- Conduct thorough Training Needs Analysis (TNA) to identify specific skill deficits and align training objectives with employee career goals and corporate strategy, ensuring content relevance and engagement.
- Incorporate interactive learning elements—gamification, simulations, and peer-to-peer workshops—to foster active participation, improve knowledge retention, and enhance practical application.
- Implement post-training support systems including follow-up coaching and mentorship programs to facilitate the transfer of new skills into daily workflows.
- Adopt the Kirkpatrick Four-Level Evaluation Model to measure training effectiveness beyond satisfaction surveys, assessing behavioral changes and business ROI.
- Update learning materials and technologies regularly to keep pace with industry advancements and ensure content applicability to specific job roles.
- Cultivate a culture of continuous learning through leadership endorsement of T&D initiatives, transforming training from a periodic event into a sustainable organizational driver.

IX. CONCLUSION

This study demonstrates that training and development serve as effective drivers of employee performance and organizational success at Rich Dairy Products (India) Private Limited. Findings indicate broad employee satisfaction with the existing T&D framework, particularly in the dimensions of skill improvement, career growth, and job performance enhancement.

Statistical analyses confirm that demographic variables—age, educational qualification, and work experience—do not significantly moderate employee perceptions of T&D effectiveness, suggesting that training programs are perceived as broadly equitable. To sustain and enhance organizational gains, the company must embrace a data-driven, needs-based, and continuously evaluated approach to training, integrating blended learning strategies that combine on-the-job experiences with digital and simulation-based methodologies. A committed learning

culture, backed by leadership support, remains the cornerstone of long-term organizational excellence.

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