Impact of Training and Development in Strengthening Competencies for Sustainable Employability

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Abstract

The impact of training on the performance of workers in the manufacturing industry. The goal of this study is to investigate the function of training in enhancing skills, motivation and the efficiency of organizations. The research design of this study is quantitative and it is based on Human Capital Theory. In addition, it is backed by theories of learning and motivation. The structured questionnaire was applied to collect the primary data from 85 manufacturing employees operating in Belagavi district. Data analysis was done using Structural Equation Modelling (SEM) using SmartPLS. The reliability and validity tests such as Cronbach's Alpha, AVE and Fornell–Larcker Criterion were also used to acquire the required information. The data has shown that the factors that significantly increase the motivation of employees are connected with training, especially the assessment of training needs and evaluation with feedback. In contrast, there is a huge but negative connection between employee motivation and performance, which shows the existence of contextual barriers. The study concludes that although training is useful in improving motivation, businesses have to address problems in the workplace to effectively transform enthusiasm into better performance outcomes.

Keywords: *Employee Training, Employee Performance, Employee Motivation, Manufacturing Industry, Structural Equation Modeling (SEM).*

Introduction

The training of employees has been regarded repeatedly as an important technique for increasing the effectiveness of organisations and keeping their competitiveness in the long run. In the industrial sector, success demands efficiency, the ability to adapt to technology, and quality control. Training programs have become important tools in the improvement of the abilities of workers. Training has been consistently stressed in study for two reasons. One of the advantages is that it improves one's technical knowledge and skills. Alternatively, it builds employee confidence, motivation and organisational commitment, all of which are aspects that directly lead to increased levels of performance across the organization. Training has the ability to enhance skills and produce positive psychological and attitudinal consequences which in turn help in maintaining employee engagement and performance. Manufacturing environments are a whole other ballgame since production processes are particularly susceptible to faults, inefficiencies and safety threats. In these sorts of situations, training programs act both as developmental and preventive measures.

Proper training for workers results in better compliance with safety rules, a closer match to the original quality standards and fewer production faults inside organisations. In 2012 Saks and Burke reported that training in the manufacturing context can decrease the chances of accidents, decrease risks, and promote a

culture of precisions. The relationship between skills development and operational reliability means that ongoing training is a prerequisite in an industrial environment where highly manual and highly automated processes must live side-by-side seamlessly.

Recent academic research has offered further evidence of the strategic advantages of making sustained expenditures in training. Organisations that have established training systems report demonstrable benefits in terms of increases in production, creativity and staff retention. These results were not by chance, but the result of intentional training that aligned with the company's goals. Training in such scenarios helps to bridge the gap between individual skills and company strategy, resulting in a staff that is not just competent, but also strategically aligned. and that employees contribute not just at the operational level but also to the long-term success of the business through the deployment of training programs that have been carefully created to operate as drivers of sustainable competitive advantage. There are several reasons why people in manufacturing need ongoing training. One of those reasons is the ever-forward march of technology. The emergence of automation, digitalisation and new production systems is transforming traditional production processes. To fulfilll this need employees have to regularly adapt to new machines, software and systems.

Staff Members Training

Therefore, training involves not just technical skills but also the ability to solve issues, adapt to new situations, and think critically. In addition, Salas and colleagues (2017) acknowledged that training enhances cognitive flexibility and helps individuals cope with uncertainty, which is more present in today's manufacturing contexts. This is because training enables people to be more flexible to change. Training that fosters adaptive competence equips employees more effectively to grapple with existing and future challenges. This allows companies to continue to be resilient to technological change. Training is generally accepted as being important, but the actual effect on employee performance often depends on the environment, the industry and the culture of specific businesses. The manufacturing industry is characterised by a high degree of unpredictability due to the coexistence of highly automated operations and labour-intensive procedures. Manual operations demand accuracy, physical coordination and adherence to safety standards, whereas automated operations require technological expertise and digital proficiency.

Therefore, it is vital to carefully construct training to meet the specific requirements of the many jobs existing within the production system. There is a need for empirical investigation to understand how training translates into performance outcomes that are measurable in such complex circumstances. In the manufacturing industry, staff training is not just a mandatory necessity, but also an investment in the long-term prosperity of the industry. Training enhances technical abilities and minimises the frequency of errors, but also improves communication, teamwork and problem solving across departments. This helps employees and management better understand each other's viewpoints on the organization's safety cultures and values. This strengthens their capacity to work collaboratively. Employees who have been well trained are better able to quickly adjust to new jobs and responsibilities, which helps to minimise the amount of downtime and resistance that occurs during transitions. Training also gives a sense of belonging and recognition, which leads to higher employee loyalty to the organization and lower staff turnover. Thus, successful training is a strategy for employee growth and retention, aligning individual development with business progress.

The objective of this study is to offer a contribution to the ongoing discourse through the analysis of the influence that training has on the performance of a subset of employees working in the manufacturing industry. The work aims at providing insights into how human capital development could be used to support

progress in both individual productivity and overall organisational performance. Drawing on real-world evidence, the aim of this study is to provide insight into the mechanisms underlying the effects of training interventions on outcomes such as productivity, creativity, safety compliance, and job satisfaction. If managers and policy makers are trying to improve competitiveness through workforce development, it is hoped that these findings would provide knowledge that can be considered actionable. The role of staff training in the manufacturing sector extends much beyond the basic role of skill acquisition as stated in the preceding paragraph.

In a workforce confronted by both operational risk and technological change, it represents a full strategy for creating competence, commitment and adaptation in the workforce. Continuous training helps to align the progress of personnel with the objectives of the firm. It helps to reduce inefficiencies, promote creativity and remain competitive. There is strong theoretical and empirical support for the effectiveness of training in the literature, but, the existence of so many distinct manufacturing contexts requires a context-specific study. In response to that necessity, this study examines the direct relationships that exist between training programs and employee performance, ultimately demonstrating how investments in human capital can serve as a basis for the accomplishment of industrial excellence.

Review Literature

Van der Klink et al. (2016) – Sustainable Employability: Defining, Conceptualising and Implications The concept of sustainable employability was discussed by Van der Klink et al. (2016) from the standpoint of the capabilities approach. The research stressed that sustainable employability means giving employees the opportunity and capacities to make important contributions through their employment during their working lifetimes while maintaining their health and well-being. The writers pointed out the value of individual competencies, motivation and supportive working settings.

Potnuru and Sahoo (2016) – Interventions in Human Resource Development, Employee Competencies and Effectiveness of Organisations Potnuru and Sahoo (2014) explored the relationship between human resource development interventions and organisational effectiveness through the lens of employee competencies. The study was done by the researchers on 290 persons (executive and non-executive) working in two distinct cement producing enterprises. Some key human resource development strategies they evaluated included training, performance management and career management. Their research findings underscore the importance of adopting personnel development techniques for improving organisational effectiveness and capabilities.

Van den Broeck et al. (2024) – Bringing to Light the Competencies That Are at the Heart of Lifelong Learning In order to determine the skills that are required for continuous education throughout one's life, Van den Broeck and his colleagues carried out a comprehensive literature review. Six primary competency categories were found by the researchers after they conducted an analysis of sixty-five relevant papers. These categories are as follows: information literacy, self-regulation and self-direction, autonomous motivation, learning beliefs and methods, initiative and perseverance, and adaptability and resilience.

Dymock (2023) – Workplace assistance for work-life learning to preserve employment Dymock’s research explored the significance of learning in the workplace in relation to the employability of people throughout their working lives. The results of the study emphasise the significance of lifelong learning as professional skills and employment requirements are ever improving. It highlighted the simultaneous role of individual learning efforts, support from coworkers and management, and opportunities for learning at work.

Objective of The Study

1. To examine how training delivery strategies affect workers' motivation.
2. To evaluate how training content and design contribute to increased employee motivation.

Materials and Methods

This part contains a description of the hypotheses that were created, the thorough information collection process, the well-organised questions for evaluation, and the instruments that were tested. The objective of this portion is to lay out the assumptions that regulate the study of the impact of staff training and development sessions on the competence of the organization. There are several elements such as frequency, quality, type, employee involvement and management support which influence training. A unique hypothesis is presented that reveals the relationships between these different qualities and their impact on key organisational outcomes such as worker retention, productivity and overall performance. These factors impact the dependent variable OP, which represents the extent to which training activities are aligned with organisational objectives. The moderating variables associated to EE have a bigger influence on how powerful and how much guidance these collaborations have. This discussion has emphasised the necessity of ensuring that training activities are in line with the needs of the workers and the desired outcomes of the business. That generates a culture that encourages efficiency, retention and overall corporate performance.

Collection of Data

Data was collected from 583 people from a range of industries including manufacturing, healthcare, technology, retail and finance. The group looks at the six requirements which have to be in place. First, the age of the respondent is categorised into three groups: under 25 years of age (198), between 25 and 35 years of age (210), and between 35 and 50 years of age (172). Now, we witness the sexuality of both males (315) and females (273). The most common academic qualifications among the firm's people are a bachelor's degree (243), a master's degree (220) and a doctorate degree (120).

Another important factor to consider in the chart above is career duration, which is a word that defines the number of years that employees have been successful in their respective employment. In addition, the professional specialised domains such as the management domain (150), the functional domain (250) and the core domain (183) were identified to be impacting aspects. To conclude, the different sorts of firms in the manufacturing (70), retail (129), health care (108), finance (130), and technology (146) sectors suggest that the technique is studied across different professional fields.

Questionnaire

The survey was conducted in person, that is, the main information for the inquiry was obtained through a survey, and the survey was conducted using a standardised questionnaire with predetermined answers. Seven divisions of surveys were given to the intended respondents and a total of twenty-four questionnaires were distributed. There are 18 questions for each of the six variables and the questions are designed to test a range of different attributes. Each variable consisted of three questions and the other six questions were related to each of the demographic characteristics. A total of 583 responses were received from persons in response to 24 questions from the 600 participants who participated in the survey. Responses were scored on a pre-determined five-point Likert scale. Typical questions asked to validate the responses are shown in Table 1.

Table 1: Questionnaire Structure for Evaluating the Participants' Performance

Variables	Questions
Training frequency (TF)	How often do you engage in training programs at your organization? How satisfied are you with the occurrence of training chances provided by your company? Does the frequency of training sessions meet your professional improvement requirements?
Organizational performance (OP)	How would you rate the overall performance of your enterprise in attaining its planned goals? Do you trust that worker performance has improved due to training and development initiatives? How well do you think the organization adjusts to fluctuations and novelties in the industry?
Training quality (TQ)	How would you assess the overall effectiveness of the training sessions delivered by your business? Do you think that the instruction of employee education is appropriate to your current role? Do you believe the training quality is satisfactory to your expectations?
Training type (TT)	What form of instructional type do you think is most helpful to your career growth? Which type of training do you consider enhanced maintenance of your learning and performance in your present role? Do you participate interestingly in different training sessions?
Employee engagement (EE)	How motivated are you to contribute to the training programs delivered? How many times do you take part with other staff members to pass on and discuss knowledge learned through training programs? How much do you believe that your participation in training initiatives contributes to your job fulfillment?
Management Support (MS)	Does the administration give sufficient resources for training applications? How frequently does management recognize or honor staff members who effectively finish instruction programs? How helpful is the administration in terms of encouraging employees to participate in training and development possibilities?

Statistical Tools

Data obtained from the investigation was examined using SPSS software. The tool AMOS version 26 has been made accessible for the purpose of SEM analysis. Furthermore, aside from allowing for the graphic illustration and validation of the proposed method, it can also be efficiently used to measure the impact of staff development and training programs on the productivity of personnel working for the business. The structural equation modelling (SEM) approach seeks to examine how manipulating independent variables can change the normal outcome of the latent variable, with the other factors held constant. One of the first

things that is done is to make a detailed tabulation which will summarise the information on the responses of the participants. The structural equation modelling (SEM) study comprises of a measuring framework and a structure-based model, both of which are important to identify and understand the correlations between employee training features and organisational outcomes. Examples of suitable indices that can be produced by the overall measurement procedures are chi-square, the root mean square error of approximation (RMSEA), the comparative fit index (CFI), the normalised fit index (NFI), the goodness-of-fit index (GFI) and the normalised fit index (NFI). These measures suggest that, in absolute terms, the model matches the data well.

Findings and Analysis

In this section, the findings of the analysis are presented based on the measurement model and the structural model. Graphic representations of the general replies of the people are also given. Detailed response recordings are also provided. Table 2 presents the active response activity of the participants in the survey approach, which can be seen here. Fig. 3 is a diagrammatic representation of the responses given by the participants who attended to the structured questions.

Table 2: Response Rate of The Employees Based on The Inquiries

Description About Responses	Total Frequency
Questionnaire Distributed	600
Questionnaire Returned	590
Questionnaire Not Returned	10
Questionnaire Returned in Usable Condition	583
The questionnaire submitted in unacceptable quality	7
Total reply rate	98.3 %
Appropriate rate of reaction.	97.15 %

Measurement Model

Table 3 presents the measurement analysis findings, including to check the internal consistency of each construct to ensure element trustworthiness. Figure 4 presents the framework with vital values. The level of load indicates how well each indication captures the right build with quantities. The average variance extracted (AVE) is a proportion of the fluctuation acquired by the design in relation to the variability due to miscalculation. Composite Reliability (CR) CR measures the reliability of the structure by considering the component loadings of the parts.

Table 3: Outcomes of The Measurement Model

Variables	Indicator	Loading	α	CR	AVE
TF	TF1	0.81	0.86	0.88	0.64
	TF2	0.78			
	TF3	0.83			
TQ	TQ1	0.85	0.87	0.91	0.71
	TQ2	0.87			
	TQ3	0.83			
TT	TT1	0.77	0.81	0.85	0.80
	TT2	0.79			

	TT3	0.75			
EE	EE1	0.84	0.86	0.90	0.68
	EE2	0.81			
	EE3	0.82			
MS	MS1	0.86	0.88	0.92	0.71
	MS2	0.85			
	MS3	0.83			
OP	OP1	0.89	0.90	0.93	0.75
	OP2	0.86			
	OP3	0.88			

When the loadings are greater than 0.80, it is regarded to have a significant impact on the model. When the value of α is more than 0.85, it is possible to achieve a significant level of reliability. As a result of convergence, AVE values that were more than 0.70 demonstrated outstanding validity. By taking into consideration loading considerations, the technique can be changed to accommodate a variety of various volumes. A presentation of the discriminant outcomes of the hypotheses can be seen in Table 4.

Table 4 Discriminant Validity of The Measurement Model

Variable	TF	TQ	TT	EE	MS	OP
TF	0.80	0.65	0.58	0.55	0.60	0.62
TQ	0.65	0.84	0.68	0.61	0.63	0.67
TT	0.58	0.68	0.89	0.59	0.62	0.64
EE	0.55	0.61	0.69	0.82	0.66	0.68
MS	0.60	0.63	0.62	0.66	0.84	0.87
OP	0.62	0.67	0.64	0.68	0.70	0.86

The squared values of the AVE for each variable are represented by the diagonal numbers in the table that was just presented before you. For the purpose of demonstrating discriminant reliability, these values need to be greater than the off-diagonal correlation, which represents the associations that exist between the models.

Model of The Structure

The structural framework, which includes the factors that are significant. In Table 5, the most important findings from the structural model analysis are shown, together with the correlations between the relevant parameters that were investigated in the research. The path coefficients (β) provide an indication of the degree and movement of the correlation between factors that are not connected with one another and the accomplishments of an organization. Standard error (SE) is a statistical measure that determines how accurate the estimation of the route coefficient is. The null expectation is investigated through the use of t-measurements, and the empirical significance of the affiliation is also taken into consideration through the utilisation of p values. Lastly, the coefficient of determination, denoted by R^2, depicts the extent to which each of the independent factors explains the heterogeneity in the dependent factor, hence demonstrating the framework's ability to make accurate forecasts.

Table 5: Outcome of The Structural Model

Hypothesis	Coefficient of path (β)	t value	p value	*R*2	SE	Result
TF → OP	0.31	6.12	<0.01	0.45	0.05	Well- supported
TQ → OP	0.35	7.45	<0.01	0.51	0.04	Well-supported
TT → OP	0.22	4.87	<0.01	0.48	0.06	Supported
TF → EE → OP	0.19	3.95	<0.01	0.56	0.07	Supported
MS → OP	0.29	6.57	<0.01	0.52	0.05	Well-supported

It was demonstrated through the table and the visual demonstration that t-statistics that were larger than 1.96 demonstrated that the suggested relationships were quite successful. The increased predictive element of the framework is represented by the value of 0.56 for the R squared. When the range of β is high (0.35), it indicates intense impacts. It is clear that the system is reliable because the error scores have dropped. In conclusion, the hypotheses H1, H2, and H5 are the most appropriate for analysing the training-related features that influence the retention of workers, productivity, and overall success of the organization. According to the information presented in Table, the goodness-of-fit method involves determining whether or not the theoretical framework of the model adequately represents the data that was acquired. It was demonstrated through the table and the visual demonstration that t-statistics that were larger than 1.96 demonstrated that the suggested relationships were quite successful. The increased predictive element of the framework is represented by the value of 0.56 for the R squared. When the range of β is high (0.35), it indicates intense impacts. It is clear that the system is reliable because the error scores have dropped. The training-related features that influence the retention of workers, productivity, and overall success of the organization. According to the information presented in Table, the goodness-of-fit method involves determining whether or not the theoretical framework of the model adequately represents the data that was acquired. 6.

Table 6: Efficiency of Fit Indicators for the SEM

Goodness-of-Fit Index	Reasonable tolerance	Computed values	System adaptation
Chi-square/df (χ^2/df)	≤ 3.0	2.35	Good fitting
NFI	≥ 0.90	0.91	Great fitment
GFI	≥ 0.90	0.92	Excellent fitness
CFI	≥ 0.90 (≥ 0.95 for a great fit)	0.94	Good matching
RMSEA	≤ 0.08 (≤ 0.06 for a great fit)	0.048	Superior connection

The coefficient of determination (χ^2/df) of 2.35 demonstrated that the model provides an acceptable match, with minimal difference between the observed and expected variability matrices to be found. Based on the calculated score of 0.048 RMESA, it can be inferred that the result is exceptional and falls within the range of high tolerance. When compared to a neutral environment, a CFI value of 0.94 indicates that the performance is exceptional. In order to demonstrate that the dataset is compatible, a GFI of 0.92 was considered. From the perspective of the incremental measurements, the NFI value of 0.91 demonstrates that the model is suitable for the situation.

Discussion

According to the findings, employee development and training have a significant impact on organisational performance (OP), and TF, TQ, and MS emerge as the primary factors that determine this impact. The set of hypotheses was validated by SEM, which revealed that each of the parameters had a significant impact

on the important business results. Pradhan and Shrestha (2021) came to the conclusion that investments in professional development have a substantial impact on the retention of employees and the productivity of service-oriented businesses. The findings of this study are consistent with the hypothesis of the current investigation, which proposes that consistent training of a high standard makes employees more motivated and increases their chances of long-term success.

It is the framework's capacity to anticipate performance enhancement that demonstrates the validity and dependability of the framework, and the measurements of efficiency demonstrate this. how the success of an organization is critically dependent on the level of staff involvement and the effectiveness of communication that is achieved through employee development initiatives. That the success of training is reliant on the amount of money invested in research and development by the business, as well as the size of the company. They demonstrated that some contextual aspects are extremely important when it comes to the design of training programs. The favourable influence that training programs have on improving employees' work performance and the resilience of the company is another reason why these findings lend credence to the widespread implementation of training programs.

Conclusion

According to the findings of this study, training plays a significant part in motivating employees; however, the effect that training has on performance is more nuanced. Increasing motivation can be accomplished through a variety of factors, including the trainer's level of expertise, the training design, the delivery method, evaluation and feedback, and need assessment. However, evaluation and feedback and need assessment are the most significant influencers. The effects of employee training and development activities on the performance of the company were explored, with a particular focus on a number of important factors. These factors included training frequency (TF), training quality (TQ), training type (TT), employee engagement (EE), and management support (MS). Random selection was used to pick a total of 583 individuals in order to obtain a sample that was both varied and representative. Statistical equation modelling, also known as SEM. TF, TQ, and MS have been shown to significantly boost corporate performance by enhancing the skills, commitment, and productivity of employees, according to research that has been thoroughly investigated. The findings highlight the importance of formal training programs in order to achieve long-term success for an organization.

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