

TRAINING NEED ANALYSIS [TNA] FOR SHOP-FLOOR EMPLOYEES**Dr. S. Preetha**

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ABSTRACT: Training is generally considered as tool which is used to enhance individual skills, knowledge and abilities of a resource, and to enable that person to understand certain aspects of business. Training and Resource Development, when combined together with other practices directly affect the quality of HR outcomes, which eventually results in firm's higher performance. Need for a training program arises whenever there is a gap between the desired and actual performance of the employees. Usually the senior management of a company tries to fill this skill gap by opting for 'On-job training'. Training is defined as 'Planned intervention that is designed to enhance the determinants of individual job performance' Training sessions help employees in reducing frustration and anxiety which is created by heavy workloads and also enables them to handle this effectively. Modern organizations have realized the importance of Human Resource Development (HRD), and have begun to use on-job training as a tool for increasing employee satisfaction. It is indeed the responsibility of the senior management of any organization to understand not only the apparent but also the 'hidden' needs of their employees. Generally, are three types of trainings: On-Job training, Off-Job Training, and apprenticeship training. It is against this backdrop that this study intends to explore the essence of training and development on employee performance.

The study in hand provides brief overview of the literature about training effectiveness and how it contributes in enhancing the employee performance and ultimately concludes along with recommendation to give directions for future research by applying different level of analysis on exploring the impact of training practices on employee performance.

KEYWORDS: Competency Gap Analysis, Employee Skill Development, Industrial Workforce Training, Productivity Maximization, Organizational Effectiveness.

INTRODUCTION: The goal of training and development is to increase both individual and organizational effectiveness. While development is associated with the advancement of longer-term organization and personnel goals, training may be seen as tied to immediate changes in organizational performance through structured teaching. Nowadays, one of the most talked-about issues is employee training and development, since it benefits the company in many ways. Some workers or employees are required to execute everyday business operations and maintenance. And only when the workers have the right training and development will this be accomplished. Increased staff performance will undoubtedly result from training and development. It acts as a stepping stone or root for success. Any company's ability to succeed depends on the calibre of its people capital, and while it is acknowledged that education and training are crucial, questions remains regarding the specific education and skill sets that lead to success on the job market.

OBJECTIVE:

- To investigate the gap between the existing competencies of shop floor employees and the performance expectations required in the manufacturing environment.
- To identify the critical technical, behavioural, and process-related deficiencies that create the need for effective training interventions.
- To examine the impact of identified training needs on employee productivity, quality adherence, safety consciousness, and overall operational efficiency.
- To assess the necessity of a systematic Training Need Analysis in enhancing the skill adaptability and functional effectiveness of shop floor employees.

RESEARCH QUESTIONS:

- What is the difference between what shop floor employees can do and what they need to be able to do to meet the manufacturing performance standards?
- What are the main things that shop floor employees are not good at, such as skills, behaviour and following processes that they need training for?
- How do the things that shop floor employees need training on affect how well they work how well they follow quality rules? How safe they are, on the shop floor?
- Do the training programs that the organization has now really help shop floor employees learn what they need to know?
- How can a good Training Need Analysis framework help shop floor employees get better at their jobs and make the whole manufacturing process work better?

HYPOTHESES:

- H₁: Organizational training challenges have a significant effect on the effectiveness of employee development among shop floor workers.
- H₂: Focused training interventions significantly enhance the technical, behavioural, and operational competencies of shop floor employees.
- H₃: Organizational training challenges and training interventions are significantly associated with organizational performance outcomes.
- H₄: Training focus interventions significantly predict organizational performance in manufacturing shop floor operations.
- H₅: Employee demographic factors do not create substantial variation in perceptions toward organizational training and performance dimensions.

SIGNIFICANCE OF THE STUDY: Training and Development initiatives are educational activities within an organization that are designed to improve the job performance of an individual or group. These programs typically involve advancing a worker's knowledge and skill sets and instilling greater motivation to enhance job performance. Training and Development helps companies gain and retain top talent, increase job satisfaction and morale, improve productivity and earn more profit. The recognition of the requirement for implementing the impact of training on employee performance ideally serves as the foundation for this study. Training is a methodical procedure to improve an employee's ability, knowledge, and competency needed to do their work well. Training has a general influence on the performance, income, and competitiveness of a business. The value of training and development to boost employee productivity, yet many businesses first look to decrease their training expenses when the economy slows or when earnings fall. This will result in a high rate of employment turnover, which will raise the expense of hiring new workers and reduce organizational profitability. Training and development is a term that refers to an organizational trend to enhance person and group performance in the workplace. Human resources development (HRD) is a comprehensive stance that includes HRD in order to maintain market competitiveness. The success or failure of new commercial operations is determined by the effectiveness of its human capital. The basis of such performance is thought to be well-educated and trained human resources.

THEORETICAL FRAMEWORK:

This study is based on the idea that employees do better at their jobs when training programs are created to fix the skill gaps that workers have. The Training Need Analysis theory is important because it finds the difference between what employees can do and what they need to be able to do to do their jobs well. The McGeehan and Thayer model is also useful because it helps us figure out what kind of training is needed by looking at the organization the tasks that need to be done and the people who are doing them. The Competency Gap Framework is another tool that helps us understand why shop floor employees may not have the skills, safety practices and process discipline they need. So all these ideas together show that training programs should be based on what employees need to learn, which is important, for making employees more productive keeping quality high and making sure operations run smoothly in the manufacturing sector. Employee performance and training programs and employee performance are closely linked to the success of the manufacturing sector and the importance of employee performance and training programs.

REVIEW OF LITERATURE:

HERBERT AND DOVER SPIKE (1990) "TNA needs theoretical clarity"

This study discusses the importance of After critical analysis from the impending literary sources, it is quite evident that TNA is subjugated by different approaches and methodologies for conducting training assessments. It was stated that there is substantial overlap of descriptive and prescriptive literature.

WALKLIN (1991) "*Training and Development*"

The study stated Walk-in emphasized that Training Need Analysis (TNA) is a systematic process used to identify the gap between current and required performance levels. The study highlights that proper identification of training needs improves employee efficiency and productivity. For shop floor employees, this is crucial as their performance directly affects production output and operational quality

ARNETT (1992) "*Training Needs Analysis in Practice.*"

This study explores the Arnett focused on practical applications of TNA, particularly in service and operational environments. The study suggested that identifying real job requirements and skill deficiencies helps in designing effective training programs. In shop floor settings, this ensures that workers receive task-oriented training aligned with machinery, tools, and production processes.

JOHNSON (1993) "performance improvement"

This study intends to examine how Johnson in his research paper on quality training practices states that performance of the employees is usually possible through employees who are motivated, have specific skills and who understand the tricks of the trade. He also states that companies have been able to achieve continued excellence in business because they are investing in standardised training of the organisational workforce as training has been evident for success of an organisation. It involves serious evaluation of the pertinent necessities of skills to meet the organisational goal objectives. The understanding of the real need is a complicated exercise as it commands a deep understanding of complete enterprise itself, its future scope of development existence and sustenance.

BEE AND BEE (1994) "Identifying Training Needs."

The study emphasizes Bee and Bee highlighted that TNA is the foundation of all training activities and should focus on identifying knowledge, skill, and attitude gaps. The study stressed the importance of linking training needs with job roles. For shop floor employees, this ensures that training is practical, skill-based, and directly related to daily production tasks.

SHEPHERD (1995) "Approaches to Training Needs Analysis"

This study focuses Shepherd explained that TNA should follow a systematic approach involving organizational, task, and individual analysis. The study emphasized that effective training depends on accurate identification of needs at different levels. In manufacturing environments, this approach helps in addressing both machine-level skills and worker-level competencies.

J. C. SHEPHERD (1996) "Training Needs Analysis: Necessity or Luxury?"

The study emphasizes that Training Need Analysis (TNA) is not optional but an essential process for identifying current and future skill requirements of employees. It highlights the difficulty employees face in recognizing their own training needs without a structured system. The research suggests that training programs must be continuously evaluated and aligned with changing job roles and organizational demands.

GARY ET AL., (1997) "The need for rethinking the formula"

The study describes the approaches in understanding the training needs of employees in government health care system stating that the process employed is faulty where supervisors were consulted for identifying the need of employees. It was noted that the process employed was faulty as the managers do not work closely with lower level of employees to understand their daily needs.

WILLS (1998) "TNA is a step-by-step process of evaluations, alignments and assessments and needs compulsory development"

The study lays down various steps in the process of TNA. It states that there are various steps including that of selecting the important underlying essentials of training, outlining the model for imparting training, proper preparation, executing and evaluation post training. It says that TNA is a mature process involving all the refined activities and need a professional outlook. TNA enables to showcase the desired results and substantiate the costs incurred in proportion to the realized results.

GOLDSTEIN AND FORD (1999) "Training in Organizations: Needs Assessment, Development and Evaluation"

The study by Goldstein and Ford emphasized that Training Need Analysis (TNA) is a systematic process involving organizational analysis, task analysis, and person analysis. It highlights that identifying the gap between actual and expected performance is essential for designing effective training programs. The authors also stressed that training should be aligned with job requirements and organizational goals to ensure effectiveness.

RICHARD A. SWANSON AND ELWOOD F. HOLTON III (2000) "Foundations of Human Resource Development"

The study explains that Training Need Analysis (TNA) is a systematic process of identifying performance gaps at organizational, task, and individual levels. It emphasizes that effective training must be based on real job requirements. In the context of shop floor employees, this approach helps in identifying technical skill gaps and improving operational efficiency through targeted training programs.

JACQUELINE REED (2003) "Role of training in organisational culture"

The author in study in 2003 states that importance of TNA in particular company influences the very development and evolution of the TNA processes itself. As the research on the training needs assessment has always been influenced by the culture of a particular organisation the importance of culture and the method to cope change has been ignored. As it may be quoted that designing the need analysis procedure was complicated but eventually deciding the particular methodology was quite easy. It can be noted majority of the literary sources concentrate on the procedure but only a vague reference to culture and change management process.

Noe (2004) "Employee Training and Development"

The study Noe highlighted that training effectiveness depends on proper needs assessment and alignment with job roles. The study stresses that employees should be trained based on actual performance deficiencies. For shop floor employees, this ensures that training is practical, skill-oriented, and directly linked to production tasks and machinery handling.

CECILIA FILA (2005) "Training Needs Analysis for Abhyankar Company in Botswana"

The study discovered that there are various factors influencing the performance of individuals at Abhyankar. The importance of training was only a minor aspect which covered less than 20% in the total findings. It was stated that various other factors such as employee recognition, effective utilisation of resources and awards were some of the reasons which increased the performance and reduced the gap between expected and achieved performance. Though training was considered to be the first in the list of initial approaches for development, the training topic and method of administration needs to pass the practicality test. To understand the effectiveness of a particular training, the current level of performance needs to be gauged to identify the problem and the level of improvement post the training needs to be calculated properly to see if the training has been successful to eradicating the problem or at least minimising the defect. Training material must also be designed and executed properly. It is also important to measure by observation if the learning of the training is properly put to use in the day-to-day operations post the learning activity.

SHULAGNA SARKAR (2006) "Competency based Training Need Assessment"

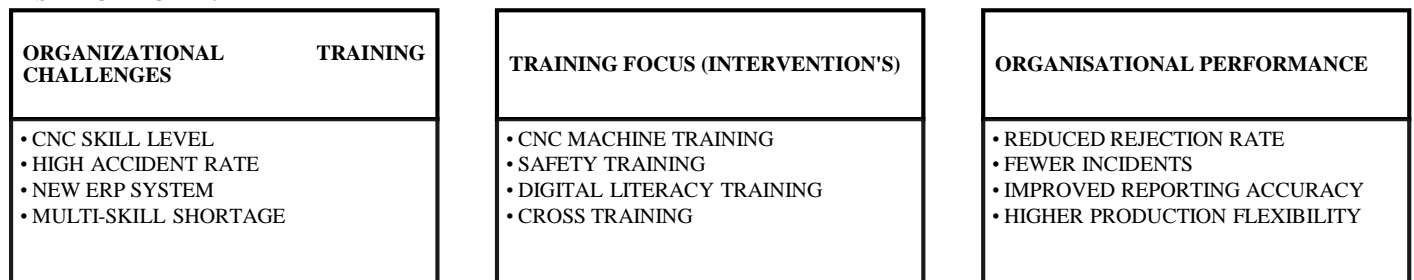
The study emphasizes that Approach in Indian companies in The Finnish journal of Business Economics. Shang Sarkar in his research paper stresses on the importance of assessing the training needs of employees before subjecting them to a particular training exercise. It is worthwhile to notice that even the companies do understand that it is important to conduct such an exercise to assess the needs, but businesses fail to do so. In small scale industries being selected for a particular training course is a matter of fortune as target individuals are often selected by either reporting officers.

RESEARCH GAP:

Employee training is really important for companies. Most people have not thought about what kind of training employees who work on the shop floor in factories need. Usually people who do research focus on training for managers or office workers. We do not know much about what shop floor employees need to learn to do their jobs. We need to find out what skills shop floor employees are missing and what kind of training they need to get better. Now we do not have enough information to create training programs that will really work for shop floor employees. This means companies are giving them training that may not be very useful or relevant to their jobs. Shop floor employees are very important to the company. They are the ones who actually make the products. So we must make sure they have the skills to do their jobs. If we do not give them the training they need the products may not be good. That can hurt the company. We need to look into what kind of training shop floor employees need. We need to figure out what they are good at and what they are not good at. Then we can create training programs that will really help shop floor employees. This will make the company better. The products will also be better. Employee training is very important. We need to make sure we are giving shop floor employees the training they need to do their jobs. Employee training for shop floor employees is something we need to think about first.

RESEARCH DESIGN: A Quantitative Research design, for this study. This means we created a questionnaire to ask people questions. We wanted to get a sense of what people thought about something so we used a survey to measure their perceptions in a way.

RESEARCH MODEL:



SAMPLING:

Sample size refers to the number of respondents selected from the total population for the purpose of the study. In this research, a sample of 222 employees from RICO AUTOMOBILE INDUSTRY LIMITED was selected, out of a total population of 666 employees.

DATA COLLECTION:

- Format: Likert scale (1 = Strongly agree to 5 = strongly dis-agree).
- Mode: The distribution link was circulated to shop floor employees through digital media platforms.

DATA ANALYSIS TOOL: Software-SPSS SPSS is a software that many people use for statistics in sciences. It is used for things like market research, surveys and analysing competitors. This tool is good for managing and analysing data. It is very popular. Can handle complex data easily. The software is made for people who

want to use it in ways either by doing things step by step or by using it for big projects. SPSS helps users to get insights from their data. It is widely used in research and business. SPSS is a tool, for people who work with data.

ANOVA: The study uses something called ANOVA, which's short for Analysis of Variance to see how things like what department you are in how much experience you have and how long you have been trained affect how well shop floor employees do their jobs as part of the Training Need Analysis. This Analysis of Variance is used to compare how well different groups of employees are doing, which helps figure out if there are differences between them based on things like department and experience level. The information is divided into groups like departments or different amounts of training which lets Analysis of Variance find out if there are differences in how well people are doing and how skilled they are. What we learn from this tells us a lot, about how these things affect how much work employees can do and how well they can do it on the shop floor. These results can be used to make training programs that are tailored to what each group needs, which should make the whole operation work better and be more efficient.

REGRESSION: To see how training affects the performance of shop floor employees we use a kind of analysis in SPSS Statistics. This analysis looks at how different training factors impact the work of shop floor employees. It helps us understand how much training really helps employees do their jobs better. We look at things, like how employees are trained what skills they have and how much experience they have. By looking at all this information we can see how training helps employees work better. This gives us an idea of what works and what does not. So organizations can use this information to make their training programs better and make decisions to help their shop floor employees work more efficiently and do a better job.

CORRELATION: Correlation analysis is a way to figure out how two things are related to each other. When we talk about Training Need Analysis of shop floor employee's correlation analysis helps us see how training affects how well employees do their jobs. If there is a correlation it means that when employees get better training learn new skills or get more experience they do their jobs better and are more productive. On the hand if there is a negative correlation it means the opposite. The correlation coefficient is a number between -1. +1 That tells us how strong the relationship is. By looking at this number organization can understand how training really affects how well employees do their jobs and how productive they are. This helps organizations make training programs that actually work and make the shop floor run better. Correlation analysis is really important for Training Need Analysis of shop floor employees because it helps us make sure that training is doing what it is supposed to do. The goal is to make employees more productive and make the shop floor a place to work. Correlation analysis of Training Need Analysis of shop floor employees is a tool, for making this happen.

DEMOGRAPHIC ANALYSIS:

TABLE 1.1 Frequency and Percentage Analysis of Demographic Profile.

S.NO	VARIABLE	DESCRIPTION	FREQUENCY	PERCENTAGE
1	Gender	FEMALE	11	92.5
		MALE	211	5.0
		TOTAL	222	100
2	Age (in yrs.)	20-30	136	61.3
		30-40	70	31.5
		40-50	8	3.6
		50 ABOVE	8	3.6
		TOTAL	222	100
		ITI	27	12.2
3	Education Qualifications	DIPLOMA	148	66.7
		UNDERGRADUATE	27	12.2
		POSTGRADUATE	12	5.4
		10th / 12th	8	3.6
		TOTAL	222	100
		HPDC	29	13.1
4	Department	MELTING	4	1.8
		HPDC	29	13.1
		HPDC-MAINTENANCE	10	4.5
		HPDC-QUALITY	14	6.3
		MACHINE SHOP	42	18.9
		MACHINE SHOP-MAINTENANCE	19	8.6
		MACHINE SHOP-QUALITY	34	15.3
		TOOL AND DIE MAINTENANCE	21	9.5
		PPC AND LOGISTICS	6	2.7
		QUALITY STANDARD ROOM	12	5.4
		FETTLING	9	4.1
		HR	7	3.2
		PURCHASE	5	2.3
		IT	6	2.7
		TOTAL	222	100
		5	Experience in total (in yrs.)	0-1 YEARS
1-2 YEARS	32			14.4
2-3 YEARS	30			13.5
3-4 YEARS	12			5.4
4-5 YEARS	10			4.5
5 YEARS AND ABOVE.	30			13.5
TOTAL	222			100
6	Work Shift	GENERAL SHIFT	46	20.7
		1ST SHIFT	53	23.9
		2ND SHIFT	53	23.9
		3RD SHIFT	28	12.6
		ROTATIONAL SHIFT	42	18.9
		TOTAL	222	100
7	Method Used For Resolving Work Related Issues	SUPERVISOR COUNSELLING	65	29.3
		GENERAL DISCUSSION WITH COLLEAGUE	81	36.5
		TRAINING NEEDED	76	34.2
		TOTAL	222	100
8	Opinion Regarding Organizational Training Received	YES	134	60.4
		NO	25	11.3
		MAYBE	63	28.4
		TOTAL	222	100
9	Areas of Training Required for Better Performance	COMMUNICATION SKILL	60	27.0
		INTERPERSONAL SKILL	43	19.4
		PERFORMANCE TRAINING	70	31.5
		KNOWLEDGE TRANSFER	31	14.0
		PHYSICAL & PSYCHOLOGICAL STRESS RELIEF TRAINING	18	8.1
		TOTAL	222	100
10	Opinion If Hands-On/Practical On Field Training Required	YES	145	65.3
		NO	15	6.8
		MAYBE	62	27.9
		TOTAL	222	100

SOURCE: PRIMARY DATA

INTERPRETATION: The analysis of 222 respondents shows that most are men, 211 men and 11 women. The workforce is young with 136 people between 20 and 30 years old. There are 70 people between 30 and 40 years old. Most employees have a Diploma, 148 people. Others have ITI, 27 people, Undergraduate, 27 people,

Postgraduate, 12 people and some completed 10th or 12th grade, 8 people. The Machine Shop has 42 employees. The Machine Shop-Quality has 34 employees. About half of the respondents have worked for 0 to 1 year, 108 people. Employees work rotational and fixed shifts. When problems arise 81 people talk to colleagues. 76 People get help from training. Many employees think the organizations training is good 134 people. A lot of employees want training, 145 people. They especially want training in performance 70 people and communication skills 60 people. This shows employees want to learn and improve. The employees want to learn more. They want the organization to provide training. The employees want to improve performance and communication skills, which's important, for the organization. The organization's training is good. The employees want practical training to do their jobs better.

ANOVA:

ANALYSIS OF THE GENDER AND STUDY VARIABLE

HYPOTHESIS:

NULL HYPOTHESIS (H₀): There is no significant different in organizational training challenges, training focus (intervention's), organizational performance on gender

ALTERNATIVE HYPOTHESIS (H₁): There is a significant different in organizational training challenges, training focus (intervention's), organizational performance on gender

TABLE 1.2 ANALYSIS OF THE GENDER AND STUDY VARIABLE

	Gender	Sum of Squares	df	Mean Square	F	Sig.
OTC	Between Groups	.031	1	.031	.082	.775
	Within Groups	83.885	220	.381		
	Total	83.917	221			
TF	Between Groups	.007	1	.007	.024	.878
	Within Groups	68.105	220	.310		
	Total	68.112	221			
OP	Between Groups	.008	1	.008	.024	.877
	Within Groups	73.287	220	.333		
	Total	73.295	221			

SOURCE: PRIMARY DATA

INTERPRETATION: The analysis results show that the gender of employees does not affect Training Challenges. This is because the results for Organizational Training Challenges have an F-value of 0.082 and a significance level of 0.775. This means that men and women have views on Organizational Training Challenges. Men and women have the opinions on Organizational Training Challenges. The results for Training Focus are similar to those for Organizational Training Challenges. The F-value for Training Focus is 0.024. The p-value is 0.878. This shows that men and women do not have opinions on what Training Focus should focus on. Men and women have views on Training Focus. The same thing applies to Performance. The F-value for Performance is 0.024. The significance level is 0.877. This means that men and women have views on how well the organization is performing in terms of Performance. Men and women think the way about Performance.

ANALYSIS OF THE AGE AND STUDY VARIABLE

HYPOTHESIS:

NULL HYPOTHESIS (H₀): There is no significant different in organizational training challenges, training focus (intervention's), organizational performance on age group

ALTERNATIVE HYPOTHESIS (H₁): There is a significant different in organizational training challenges, training focus (intervention's), organizational performance on age group

TABLE 1.3 ANALYSIS OF THE AGE GROUP AND STUDY VARIABLE

	Age (in yrs.)	Sum of Squares	df	Mean Square	F	Sig.
OTC	Between Groups	1.330	3	.443	1.170	.322
	Within Groups	82.587	218	.379		
	Total	83.917	221			
TF	Between Groups	1.580	3	.527	1.726	.163
	Within Groups	66.532	218	.305		
	Total	68.112	221			
OP	Between Groups	1.777	3	.592	1.805	.147
	Within Groups	71.518	218	.328		
	Total	73.295	221			

INTERPRETATION: The results of the Organizational Training Challenges show that age does not have an impact on the Organizational Training Challenges Training Focus or the Organizational Performance. When we look at the Organizational Training Challenges we get a number of 1.170 and a significance value of 0.322. This is interesting because it tells us that people of ages think about Organizational Training Challenges in a similar way. We also looked at the Training Focus of the organization. We found a number of 1.726 and a p-value of 0.163. This means that people of ages have similar thoughts about the Training Focus of the organization and what the organization does to help employees develop. For Performance we found a number of 1.805 and a significance level of 0.147. This also shows that people of ages think about Organizational Performance in a similar way. Since all these numbers are greater than 0.05 we can say that age does not really affect how people think about Organizational Training Challenges, Training Focus or Organizational Performance.

ANALYSIS OF THE EDUCATIONAL QUALIFICATION AND STUDY VARIABLE

HYPOTHESIS:

NULL HYPOTHESIS (H₀): There is no significant different in organizational training challenges, training focus (intervention's), organizational performance on educational qualification

ALTERNATIVE HYPOTHESIS (H₁): There is a significant different in organizational training challenges, training focus (intervention's), organizational performance on educational qualification

TABLE 1.4 ANALYSIS OF THE EDUCATIONAL QUALIFICATION AND STUDY VARIABLE

	EDUCATIONAL QUALIFICATION	Sum of Squares	df	Mean Square	F	Sig.
OTC	Between Groups	.671	4	.168	.437	.781
	Within Groups	83.245	217	.384		
	Total	83.917	221			
TF	Between Groups	1.882	4	.470	1.542	.191
	Within Groups	66.230	217	.305		
	Total	68.112	221			
OP	Between Groups	2.099	4	.525	1.600	.175
	Within Groups	71.195	217	.328		
	Total	73.295	221			

SOURCE: PRIMARY DATA

INTERPRETATION: The organization studied how employee qualifications affect training challenges, training focus and performance. They checked if qualifications make a difference in these areas. They found that educational qualifications do not impact these areas. For training challenges, they got a value of 0.437, which was not significant because the significance value was 0.781. This means employees with backgrounds think about training challenges similarly. They all think about training challenges in the way. They also looked at training focus. The value was 1.542. The significance value was 0.191. This shows that all employees regardless of

qualifications see the organizations training focus in the way. The analysis for performance showed a value of 1.600 with a significance level of 0.175. This is not significant so they concluded that employees think about performance similarly no matter their qualifications. In short employee qualifications do not affect how they think about training challenges, focus or performance. This means the organization provides opportunities for training, support and performance expectations regardless of academic background. This is good because it shows the organization is fair and inclusive.

CORRELATION:

HYPOTHESIS:

NULL HYPOTHESIS(H0):

There is no significant relationship between Organizational Training Challenges and Training Focus with respect to Organizational Performance.

ALTERNATIVE HYPOTHESIS (H1):

There is a significant relationship between Organizational Training Challenges and Training Focus with respect to Organizational Performance.

TABLE 1.5 CORRELATIONS

Control Variables		OTC	TF
OTC	Correlation	1.000	.353
	Significance (2-tailed)	.	.000
	df	0	219
TF	Correlation	.353	1.000
	Significance (2-tailed)	.000	.
	df	219	0

SOURCE: PRIMARY DATA

INTERPRETATION: The study shows that Organizational Training Challenges and Training Focus are related. When Organizational Training Challenges are high companies tend to focus on training. This makes sense because companies that have a lot of training problems want to make their training better. So they put effort into training to help their employees do their jobs well and to make the company work overall. The numbers from the study are pretty clear. The correlation between Organizational Training Challenges and Training Focus is 0.353. The study also shows that this relationship is not a coincidence. The statistical significance value is very low which means we can trust the results. The study had a lot of data with 219 degrees of freedom which helps to make the results more reliable. The correlation of each variable, with itself is 1.000 which's what we would expect. What this all means is that Organizational Training Challenges and Training Focus are connected. Companies that have a lot of Organizational Training Challenges tend to focus on Training Focus. This relationship is not extremely strong. It is still important. Companies should try to address their Organizational Training Challenges in a way. If they do, they will be more likely to have training systems and help their employees learn and grow.

REGRESSION:

HYPOTHESIS: NULL HYPOTHESIS (H0):

There is no significant relationship between the independent variables TRAINING FOCUS (INTERVENTION'S) and ORGANIZATIONAL TRAINING CHALLENGES and the dependent variable.

ALTERNATIVE HYPOTHESIS (H1):

There is significant relationship between the independent variables TRAINING FOCUS (INTERVENTION'S) and ORGANIZATIONAL TRAINING CHALLENGES and the dependent variable.

TABLE 1.6 REGRESSION

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971^a	.943	.942	.13819

a. Predictors: (Constant), TRAINING FOCUS (INTERVENTION'S), ORGANIZATIONAL TRAINING CHALLENGES

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.113	2	34.556	1809.549	.000^b
	Residual	4.182	219	.019		
	Total	73.295	221			

a. Dependent Variable: ORGANISATIONAL PERFORMANCE
b. predictors: (Constant), TRAINING FOCUS (INTERVENTION'S), ORGANIZATIONAL TRAINING CHALLENGES

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.014	.070		-.203	.839
	OTC	-.031	.024	-.033	-1.287	.199
	TF	1.033	.026	.996	39.183	.000

a. Dependent Variable: ORGANISATIONAL PERFORMANCE

SOURCE: PRIMARY DATA

SOURCE: PRIMARY DATA

INTERPRETATION: The people who did this study looked at how Organizational Training Challenges and Training Focus affect Performance. They found out that Organizational Training Challenges, Training Focus and Performance are very connected. The connection between Organizational Training Challenges Training Focus and Performance is very strong. They have a correlation of 0.971. This is a connection. The coefficient of determination is 0.943. This means that 94.3 percent of the changes in Performance are because of Organizational Training Challenges and Training Focus. The Adjusted R² value is 0.942. This shows that the model is reliable. The standard error of the estimate is 0.13819. This means that the model is very accurate. The ANOVA results show that the regression model is statistically significant. The F-value is 1809.549 with a significance level of 0.000. This shows that the model effectively predicts Performance. Training Focus really matters. It has an impact on Performance. If Training Focus increases by one unit then Performance will get a lot better. The numbers show that Training Focus is highly significant. Training Focus is very important for Performance. It really helps Performance. On the hand Organizational Training Challenges have a negative effect on Performance. It is not statistically significant. This means that Organizational Training Challenges do not really affect Performance much. They do not have an impact on Performance. Overall the findings strongly suggest that Training Focus plays a role in making Performance better. Training Focus is very important, for Performance. Organizational Training Challenges do not significantly hinder Performance. Good training really helps improve Performance. Training challenges do not really affect Performance. Training Focus really matters. Organizational Training Challenges do not affect Performance much.

DISCUSSION: Research regarding the influence of training and development on organizational development reveals compelling findings that underscore the crucial role of employee learning initiatives in fostering organizational growth and effectiveness. Studies consistently demonstrate a positive correlation between investment in training programs and various aspects of organizational development. For instance, research indicates that companies that place a high value on employee well-being training experience increased levels of worker satisfaction, engagement, and productivity. Furthermore, trained employees are better equipped to adapt to changing market conditions, innovate, and contribute to overall business success. Additionally, organizations that implement robust education and growth initiatives have a higher chance of attracting and retaining.

LIMITATIONS OF THE STUDY: This study on Training Need Analysis for shop floor employees has some limitations that can affect how the results of the Training Need Analysis for shop floor employees are viewed. The study was done in one company. Only looked at some shop floor employees. This means it may not show what all the people who work in factories think about the Training Need Analysis for shop floor employees. We did not have a lot of time to talk to the shop floor employees when we were collecting data because of the schedules the shop floor employees work. The answers we got from the shop floor employees were based on what the shop floor employees thought and what the shop floor employees had experienced. This can be biased because it is based on the thoughts and experiences of the shop floor employees. Also the way factories work and the way shop floor employees are trained is changing all the time. So what we found out about the Training Need Analysis for shop floor employees may not be true for a time. With these limitations the study on Training Need Analysis for shop floor employees gives us some ideas about what shop floor employees need to learn and how companies can help the shop floor employees. The Training Need Analysis for shop floor employees is still very useful with the limitations because it helps us understand what shop floor employees need and how companies can improve the Training Need Analysis, for shop floor employees.

FUTURE SCOPE: Training Need Analysis by looking at how Training Need Analysis works in industries and with employees. This will help us understand if our findings are true in places. We can also look at things like how ready people are to use technology how motivated Training Need Analysis makes employees how well employees do their jobs and if employees can keep their new skills for a long time. This will help us know more about what works in a company with Training Need Analysis. We can also compare what kind of training is needed in places where people do things by hand and in places where machines do the work. This will give us an idea of what kind of training's best for Training Need Analysis. If we keep doing this kind of research on Training Need Analysis, we can make plans for helping employees learn and grow with Training Need Analysis. We can make sure these plans are based on facts and will really work for Training Need Analysis. This will help us create Training Need Analysis that's very good, at helping employees and companies do well with Training Need Analysis. Future studies might also concentrate on customer retention, post-acquisition behaviour, and how digital literacy can improve adoption across various demographic groups.

CONCLUSION: Employee education and training have an influence on how well an organization does its tasks. When organizations put in place training programs they can make their employees better at what they do. This means employees get better at their jobs and teams work better together. As a result, the whole organization does a job is more productive and is more successful. When organizations invest in training and developing their employees it shows that they care about their workers. This makes employees feel more involved, happy and motivated which is important for doing a job. Employees who are engaged and motivated help the organization achieve its goals, which in turn affects how well the organization does and how money it makes. Employee training and development also help the organization plan for the future and develop leaders. By finding and helping leaders these programs make sure that the organization will be okay when leadership changes. Overall employee training and development are very important for how an organization does. The good things about training and development go beyond the employees they also help teams work better the organization, as a whole and ultimately help the organization achieve its goals and do a good job.

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