



A STUDY ON TRAINING AND DEVELOPMENT PRACTICES IN RK METAL ROOFINGS PVT LTD

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Abstract

This study examines the impact of training and development practices on employee performance at RK Metal Roofings Pvt. Ltd. Recognizing employees as key organizational assets, the research highlights the role of continuous learning in enhancing workforce competency. A descriptive analysis was conducted using data from 120 randomly selected employees via structured questionnaires. Results indicate that effective training and development significantly boost employee performance, reduce turnover, and improve organizational productivity and financial outcomes. The study recommends refining training needs assessments and regularly reviewing compensation structures.

Keywords: *Training and Development, Employee Performance, Workforce Competency, Organizational Productivity, Employee Turnover, Compensation Structure*

Introduction

Human Resource Management (HRM) is the strategic and managerial function focused on effectively utilizing human talent to achieve organizational objectives. It encompasses key activities such as recruitment, development, compensation, motivation, and retention of employees. HRM aligns employee capabilities with organizational needs and ensures efficient workforce management through systems designed for performance, growth, and engagement. Its scope covers the entire employee lifecycle—from entry to exit—and includes functions like job analysis, training, performance appraisal, health and safety, and industrial relations. HRM integrates elements of personnel management and human resource development under a unified framework to optimize people-centric practices.

Training vs. Development

While often used interchangeably, training and development serve distinct purposes. Training focuses on enhancing specific job-related skills for immediate application, whereas development is a long-term process aimed at overall growth and preparing employees for future roles. Training is typically reactive and management-driven, addressing current performance gaps. In contrast, development is proactive and often initiated by individuals to build broader competencies and leadership potential.

Nature of Training and Development

Training involves structured learning to improve knowledge, skills, and attitudes for better job performance. It includes education and experiential learning to modify behavior. Development, on the other hand, is a continuous process aimed at personal and professional growth, enabling individuals to handle future challenges.

Importance of Training and Development

Effective training and development lead to:

- Optimal resource utilization
- Skill enhancement (e.g., leadership, time management)



- Increased productivity and motivation
- Stronger team spirit
- Improved organizational culture and quality
- Higher profitability
- Enhanced brand reputation through a capable workforce

Key Features of Effective Training and Development Programs

1. **Program Management:** A dedicated program manager leads the initiative, promotes internal engagement, and aligns training with organizational goals.
2. **Needs Assessment:** Identifies skill gaps through surveys, interviews, and performance evaluations to design relevant programs.
3. **Goals and Metrics:** Training objectives are tied to measurable outcomes like quality, efficiency, and cost-effectiveness.
4. **Relevancy:** Content must be job-specific and applicable to daily tasks to maintain engagement and effectiveness.
5. **Creativity:** Thematic design, branding, and gamification can improve participation and retention.
6. **Reinforcement:** Follow-up sessions and microlearning reinforce key concepts and encourage long-term application.

Training and Development Methods

Training methods are broadly classified into **On-the-Job** and **Off-the-Job** training.

A. On-the-Job Training Methods

1. **Job Rotation:** Employees rotate through different roles to gain broader experience.
2. **Coaching:** Senior staff mentor new employees, offering guidance and performance feedback.
3. **Job Instruction:** Step-by-step instruction followed by supervised practice.
4. **Committee Assignments:** Groups collaborate to solve real work problems, promoting teamwork.
5. **Internship Training:** Students receive practical exposure, often leading to full-time employment.

B. Off-the-Job Training Methods

1. **Case Study Method:** Employees analyze real or hypothetical business problems.
2. **Incident Method:** Simulated real-life incidents to encourage group-based decision-making.
3. **Role Play:** Employees act out scenarios to develop empathy and decision-making skills.
4. **In-Basket Exercise:** Trainees manage a fictional workload to develop prioritization and judgment.
5. **Business Games:** Simulations of company operations to foster strategic thinking and collaboration.
6. **Grid Training:** Long-term, phased development programs focusing on various managerial aspects.
7. **Lectures:** Expert-led sessions to communicate theoretical concepts to large groups.
8. **Simulation:** Realistic scenarios for employees to practice reactions and strategic responses.
9. **Management Education:** Advanced learning through partnerships with academic institutions.
10. **Conferences:** Forums for knowledge sharing, networking, and learning industry trends.

Benefits of Training and Development

- Enhances employee satisfaction and morale.



- Reduces staff turnover by increasing engagement.
- Motivates employees to perform more effectively.
- Improves operational efficiency, leading to financial gains.
- Facilitates smoother adoption of new technologies and processes.

Objectives of the Study

- To evaluate the effectiveness of existing training programs.
- To identify training needs across various departments.
- To assess employee satisfaction with current training initiatives.
- To analyze the impact of training on employee performance and retention.
- To recommend improvements for training and development practices.

Company Profile

RK Metal Roofings Private Limited, established in 2016 and headquartered in Tiruchirappalli, Tamil Nadu, is a leading manufacturer and exporter of roofing and galvanized steel products. The company specializes in metal roofing sheets, polycarbonate profile sheets, shutter accessories, and structural components such as C & Z purlins and solar MMS modules.

With a workforce of around 70 employees and an annual turnover of ₹150 crore, RK Metal Roofings caters to a wide range of industrial and commercial sectors including cold storage units, warehouses, poultry farms, and infrastructure projects. The company is known for its quality-driven approach, strong customer focus, and use of advanced manufacturing technology.

Under the leadership of its management team and GM Mr. Radha Krishnan, the company has received recognition including the National Award for Outstanding Entrepreneur (2018) by COSIDICI. RK Metal Roofings continues to emphasize innovation, sustainability, and employee development as part of its long-term growth strategy.

Literature Review

Anwar and Abdullah [1] emphasized the significance of on-the-job training in improving managerial effectiveness and real-time application of skills in finance and administration sectors. Their study supports practical learning as integral to employee development.

Prabhu [2] underlined the necessity of training in organizations to guide employees in acquiring essential skills and knowledge for sustained performance. Training, as suggested, is not optional but a core strategic function.

Ganesh Kumar [3] argued that organizational progress and product evaluation are directly tied to the efficiency of training initiatives, advocating for continuous investment in employee development to maintain competitiveness.

Hameed and Anwar [4] viewed training as a means for continuous human capital improvement, influencing employees' cognitive styles, skillsets, and customer engagement.

Sahibzada and Hamza [5] explored the impact of training and development on employee performance in a Malaysian private company. Their findings revealed that while job training, off-job training, and job



rotation significantly influence employee performance, job enrichment had the strongest effect among the variables tested.

Ganesh and Indradevi [6] concluded that training and development directly impact productivity, work commitment, and personal growth. Their research supports the idea that systematic training efforts are essential for operational efficiency in modern organizations.

III. Methodology

Research methodology refers to the systematic and scientific approach employed to collect, analyze, and interpret data relevant to a research problem. It provides the blueprint for conducting research, encompassing the strategies, tools, and procedures used to derive insights and draw conclusions. This study adopts a structured methodology to examine the training and development practices at RK Metal Roofings Pvt. Ltd.

Objectives of the Study

Primary Objective

- To analyze the training and development practices at RK Metal Roofings Pvt. Ltd., Tiruchirappalli.

Secondary Objectives

- To identify the need for employee training within the organization.
- To assess the impact of training on employee satisfaction.
- To explore the relationship between demographic factors and training practices.
- To identify key factors influencing training effectiveness and employee performance.

Research Design

This study follows a **descriptive research design**, aimed at providing a detailed and accurate depiction of the current training and development practices at the organization. Descriptive research facilitates understanding of employee perceptions, training outcomes, and the relationship between training and performance.

Sampling Technique

A **non-probability convenience sampling method** was employed to select participants based on their accessibility and willingness to respond.

- **Population Size:** 300 employees
- **Sample Size:** 120 respondents

Sources of Data

The study uses both **primary** and **secondary** sources of data.

Primary Data

Primary data was collected directly from employees through structured questionnaires designed to capture their perceptions and experiences related to training and development. Additional methods included observation, feedback forms, and informal interviews.

Secondary Data

Secondary data was sourced from organizational documents, company websites, published reports, books, journals, and online databases to support contextual understanding and literature review.

Statistical Tools Used

The following statistical tools were employed to analyze and interpret the collected data:

1. **Percentage Analysis** - Used to convert raw data into percentages, enabling easy comparison and understanding of response patterns.

Formula:

$$\text{Percentage} = \left(\frac{\text{Number of Respondents}}{\text{Total Respondents}} \right) \times 100$$

- **Chi-Square Test (χ^2)** - A non-parametric test used to examine the association between categorical variables such as demographic attributes and training perceptions.

Formula:

$$\chi^2 = \sum (O_i - E_i)^2 E_i$$

where O_i is the observed frequency and E_i is the expected frequency.

- **Correlation Analysis**

This technique measures the strength and direction of the linear relationship between two variables (e.g., training effectiveness and employee satisfaction). The correlation coefficient (r) ranges from -1 to +1.

Research Hypotheses

- H_1 : There is a significant association between employee experience and perceived training effectiveness.
- H_2 : There is a significant association between experience and barriers to training.
- H_3 : There is a significant relationship between the training process and its implementation.
- H_4 : There is a significant relationship between the frequency of training programs and improvement in work efficiency.

IV. Data Analysis & Findings

This section presents the analysis of the data collected from 120 respondents using structured questionnaires. The analysis was carried out using simple percentage analysis and statistical tools to derive meaningful insights into the training and development practices at **RK Metal Roofings Pvt. Ltd.**

1. Demographic Profile of Respondents

The majority of respondents are aged between 26–35 years, with a balanced gender distribution. Most possess graduate-level qualifications and have 1–5 years of work experience. This reflects a young, moderately experienced, and educated workforce suitable for structured training initiatives.

2. Training Program Exposure & Methods

Employees attend multiple training sessions annually, with a preference for on-the-job and classroom-based methods. Training duration is considered adequate, and trainers are effective in clarifying concepts. The content is practical and quickly implemented in day-to-day tasks.

3. Effectiveness & Perception of Training

Training is widely perceived as beneficial. Most respondents report improvements in job performance, productivity, and satisfaction. A high percentage believe training enhances skillsets and is essential for professional growth.

4. Training Alignment with Organizational Strategy

Training is aligned with organizational goals, targeting role-specific needs. It is considered a strategic function rather than a standalone HR activity, contributing to both individual and organizational development.

5. Feedback & Evaluation

Feedback mechanisms such as forms and evaluations are actively used. Employees believe their feedback helps enhance future training quality, promoting a culture of continuous improvement.

Chi-Square Testing

1. The Association Between Experience And Effectiveness Of Training Program

Hypothesis 1:

- **Null Hypothesis (H_0):** There is no significant association between experience and effectiveness of training program
- **Alternative Hypothesis (H_1):** There is a significant association between experience and effectiveness of training program

Experience of the respondent * effectiveness of training program Crosstabulation Count

		Effectiveness of Training Program					Total
		Highly satisfied	Satisfied	neither satisfied or dissatisfied	dissatisfied	highly dissatisfied	
Experience of the respondent	0-1 years	10	0	0	0	0	10
	2-3 years	10	30	10	0	0	50
	4-5 years	0	0	20	20	0	40
	5&above	0	0	0	0	20	20
Total		20	30	30	20	20	120

Chi-Square Test

	Value	df	A symptotic Significance (2-sided)
Pearson Chi-Square	252.000a	12	<.001
Likelihood Ratio	230.888	12	<.001
Linear-by-Linear Association	101.028	1	<.001
N of Valid Cases	120		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is 1.67.

The Association Between Experience And Barrier Of The Respondent

Hypothesis 2

1. **Null Hypothesis (H_0):** There is no significant association between experience and barrier of the respondent .
2. **Alternative Hypothesis (H_1):** There is a significant association between experience and barrier of the respondent.

Experience Of The Respondent * Barrier For Respondent Cross Tabulation Count

		Barrier for respondent				Total
		Time	Money	Lackof Interest By The Staff	Non Availabilityof Skill Member	
Experience of the Respondent	0-1years	10	0	0	0	10
	2-3years	40	10	0	0	50
	4-5years	0	10	15	15	40
	5&above	0	0	0	20	20
Total		50	20	15	35	120
Chi-SquareTest						
		Value	df	A symptotic Significance (2-sided)		
Pearson Chi-Square		140.657 ^a	9	<.001		
Likelihood Ratio		171.235	9	<.001		
Linear-by-Linear Association		89.953	1	<.001		
N of Valid Cases		120				

a. 6cells(37.5%)haveexpectedcountlessthan5.Theminimumexpectedcountis 1.25.

Correlation Testing

1. The Relationship Between Training Process And Implementation Of Training Process

hypothesis: 1

- **Null hypothesis (Ho):** There is no significant relationship training process and implementation of training process
- **Alternative hypothesis (H1):** There is a significant relationship training process and implementation of training process

Descriptive Statistics			
	Mean	Std. Deviation	N
Long training process	3.12	1.175	120
Implement of training process	3.13	1.152	120
Correlation			
		Long Training Process	Implement of Training Process
Long training process	Pearson Correlation	1	.994 ^{**}
	Sig.(2-tailed)		<.001
	N	120	120
Implement of training process	Pearson Correlation	.994 ^{**}	1
	Sig.(2-tailed)	<.001	
	N	120	120

**Correlation is significant at the 0.01 level (2-tailed).

The Relationship Between Training Program Conducted In A Year And Training Helped To Improve Work Efficiency

Hypothesis: 2

1. **Null hypothesis (Ho):** There is no significant relationship between training program conducted in a year and training helped to improve work efficiency
2. **Alternative hypothesis (H1):** There is a significant relationship between training program conducted in a year and training helped to improve work efficiency

Descriptive Statistics			
	Mean	Std. Deviation	N
Training program conducted in a year	3.12	1.175	120
Work efficiency	2.75	1.367	120
Correlation			
		Training Program Conducted in a year	Work Efficiency Of The Respondent
Training program conducted in a year	Pearson Correlation	1	.729**
	Sig.(2-tailed)		<.001
	N	120	120
Work efficiency of the respondent	Pearson Correlation	.729**	1
	Sig.(2-tailed)	<.001	
	N	120	120

**Correlation is significant at the 0.01 level (2-tailed).

Statistical Findings

Chi-Square Results

A significant association exists between:

- o Experience and training effectiveness
- o Number of training programs and improved work efficiency

Correlation Results

A strong positive correlation was found between:

- o Training process and its implementation
- o Training frequency and improvement in work efficiency

Conclusion

An effective training program begins with identifying critical training needs and fostering a supportive learning environment. Success also depends on selecting qualified trainers who possess subject expertise, communication skills, leadership qualities, and a solid understanding of training principles. Employee engagement in training is higher when they perceive it as a solution to their performance



challenges. Trainees are more receptive and motivated when training addresses their specific needs and contributes to personal and professional growth.

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