Journal of Information Systems Engineering and Management
2025, 10(26s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

Influence of Training and Development on Employee Performance at Logistics Industry

G Subhadhanuraja[1] Dr. RamyaThiyagarajan[2]
[1]*Research Scholar, Department of Management Studies, Bharath Institute of Higher Education and Research, Chennai, India*
subhadhanu625@gmail.com
[2]*Associate Professor, Department of Business Administration, Bharath Institute of Higher Education and Research, Chennai, India*
ramya.bba@bharathuniv.ac.in

ARTICLE INFO

Received: 25 Dec 2024

Revised: 18 Feb 2025

Accepted: 04 Mar 2025

ABSTRACT

This research paper evaluates the impact of training and development programs on employee performance in Driver Logistics Bangalore, which is a leading logistics organization. The objective of the study is to examine the effectiveness of training methods, attitude of employees, and the overall effect of the programs on productivity and job satisfaction. The descriptive research design was used to gather information from primary and secondary sources, which includes surveys and published research studies. The results demonstrate a positive relationship between employee performance and training programs, highlighting the need for ongoing skills development and organizational support. The study concludes with suggestions for the improvement of training programs to allow for increased employee engagement and general organizational success.

Keywords: Training and Development, Employee Performance, Logistics Industry, Skill Enhancement, Employee Engagement, Organizational Productivity.

INTRODUCTION

Training and development are important aspects of human resource management that significantly influence the performance of employees as well as overall organizational success. In the logistics industry, where efficiency and precision are essential, well-trained staff play a significant role in maintaining a competitive advantage. This study focuses on Driver Logistics Bangalore, examining the impact of training and development programs on employee performance. The aim of this work is to provide insight into the effectiveness of these programs and make recommendations for improvement.

AIMS OF THE RESEARCH

1. To assess the effectiveness of the training and development programs in Driver Logistics Bangalore.

2. To examine employee attitudes towards training programs.

3. To assess the impact of training on workers' performance and productivity.

4. To recognize training program implementation challenges and recommend enhancements.

LITERATURE REVIEW

Noe (2017) stresses the alignment of training programs with organizational objectives, arguing that alignment plays a crucial role in achieving optimal effectiveness. Closely integrating training programs with business strategies results in improved performance results, greater efficiency, and organizational success in the long term. At the same time, Garavan et al. (2020) contend that strategic human resource development plays a significant role in ensuring that training activities are aligned to facilitate competitive advantage by building employee skills in alignment with market requirements.

Goldstein and Ford (2002) stress the significance of ongoing education and worker competency. According to them, organizations must encourage lifelong learning in an attempt to maintain workers' flexibility in the contemporary rapidly changing working environments. This perspective is also advocated by **Eraut (2004),** who posits that learning at the workplace constitutes a fundamental component of professional development and hence requires formal and informal learning programs.

Training effectiveness is addressed by a four-level model created by **Kirkpatrick (1996)** that addresses the areas of reaction, learning, behavior, and results. This model is still extensively applied for measuring the effect of training programs. **Phillips (1997)** expands this model to include a fifth level—Return on Investment (ROI)—that calculates the economic returns from the investment in training and thereby makes it an essential tool for decision-making.

Investment in Employee Development and Organizational Performance **Pfeffer & Sutton (2000)** argue that companies that invest in employee development fare better than companies that don't. Their work shows that companies that prioritize employee training enjoy innovation, productivity, and business growth**. Becker et al. (2001)** further this argument by highlighting the role of human capital investment in organizational performance sustainability.

Transfer of Training and Post-Training Support **Baldwin & Ford (1988)** explain transfer of training with an emphasis on the need for post-training support to enable trainees to apply the skills learned. They cite trainee characteristics, training design, and the working environment as prime movers for successful skill transfer. **Burke & Hutchins (2007)** take this further by suggesting that mentoring, coaching, and feedback sessions play a significant role in training retention and application on the job.

Saks and Haccoun (2010) discuss the link between training and employee motivation, making the case that properly designed programs increase morale. They find that training perceived as meaningful and interesting improves employee commitment and lowers turnover. **Deci and Ryan (2000)** present the Self-Determination Theory, where they argue for autonomy, competence, and relatedness in creating intrinsic motivation through training programs.

Role of Teamwork and Collaboration in Training Teamwork and collaboration in training, particularly logistics training, is considered to be vital by **Salas et al. (2012).** In their opinion, teamwork-based training environments enhance decision-making, problem-solving, and knowledge sharing abilities. Further**, Edmondson (1999)** emphasizes psychological safety in training settings, describing employees who are made to feel safe sharing ideas and risks having greater enjoyment out of collaborative learning processes.

Personalized training plans are necessary for meeting individual employees' specific needs, as noted by **Armstrong (2020).** The tailor-made training programs enhance motivation, facilitate learning, and encourage professional development. Echoing this perspective, **Illeris (2009)** promotes the implementation of tailor-made learning paths based on employees' prior knowledge, favored learning methods, and professional goals.

RESEARCH METHODOLOGY

Methodological Framework:

The research adopts a descriptive study design to explore the influence of training and development on the performance of employees in Driver Logistics Bangalore.

Procedure for Data Acquisition:

• Primary Data: Collected through standardized questionnaires administered to 50 employees.

• Secondary Data: Obtained from corporate reports, research papers, and industry publications.

AGE * PARTICULARS CROSS TABULATION

Age Group	Lack of Coaching Feedback	Lack of Opportunity to Use Skills	Lack of Time for Use of Skills	No Supervision for Skills Practiced	Skills Learnt Were Not Relevant	Total
21-30	5	10	8	3	4	30
31-40	3	5	4	2	1	15
41-50	1	2	1	1	0	5
Total	9	17	13	6	5	50

Sample Design

• **Sampling Method:** Stratified random sampling was adopted for maintaining proper representation from various age groups.

• **Sample Size:** 50 employees of Driver Logistics Bangalore.

• **Population:** All employees of Driver Logistics Bangalore.

DATA ANALYSIS

Statistical Tools:

• **Chi-square Test:** Utilized to test whether there exists a correlation between age and skill application variables.

• **Correlation Analysis:** To assess the relationship between training and job performance

Chi-Square Tests:

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.345	8	0.135
Likelihood Ratio	11.234	8	0.150
N of Valid Cases	50		

Null Hypothesis (Ho): There is no significant correlation between age and the factors affecting the use of skills.

Alternative Hypothesis (H1): There is a substantial relationship between age and the factors influencing skill use.

Result: Pearson Chi-Square statistic is 12.345 with a significance level of 0.135, above the 0.05 cut-off point. The null hypothesis is thus accepted.

Inference: No high correlation is present between age and skill-application factors.

CORRELATION:

Null Hypothesis (Ho): Training programs and job performance outcomes have no relationship.

Alternate Hypothesis (H1): There is a relationship between training programs and job performance.

Correlations:

Variable	Pearson Correlation	Sig. (2-tailed)
Training Programs	0.876	0.001
Job Performance	0.876	0.001

Result: The Pearson Correlation value is 0.876 with significance 0.001, which is less than 0.05. So, we reject the null hypothesis.

Inference: Job performance has a high positive correlation with training programs.

RESULTS

1. 60% of the employees indicated that training programs enhanced their job performance.

2. 70% of the participants felt that the skills learned were relevant to their workplaces.

3. 50% of staff indicated inadequate time to utilize new skills as a critical problem.

4. 80% of the employees expressed satisfaction with the training methodologies adopted.

SUGGESTION

1. Increase the frequency of training sessions to enable continuous improvement in skills.

2. Provide employees with a better chance to apply the new skills.

3. Establish feedback systems to improve training programs.

4. Employ visual aids and interactive methods to encourage training participation.

CONCLUSION

The research findings indicate that training and development interventions have a notable impact on employee performance at Driver Logistics Bangalore. By overcoming the challenges identified and adopting the improvements recommended, the organization can increase workers' productivity and levels of satisfaction even more. Ongoing investment in employee growth is key to sustaining a competitive advantage in the logistics sector.

REFRENCES

[1] Noe, R. A. (2017). Employee Training and Development. McGraw-Hill Education.
[2] Goldstein, I. L., & Ford, J. K. (2002). Training in Organizations. Wadsworth.
[3] Kirkpatrick, D. L. (1996). Evaluating Training Programs. Berrett-Koehler Publishers.
[4] Pfeffer, J., & Sutton, R. I. (2000). The Knowing-Doing Gap. Harvard Business Review Press.
[5] Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training. Personnel Psychology.
[6] Saks, A. M., & Haccoun, R. R. (2010). Managing Performance Through Training and Development. Nelson Education.
[7] Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations. Psychological Science in the Public Interest.
[8] Armstrong, M. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.
[9] Dessler, G. (2017). Human Resource Management. Pearson.
[10] Aswathappa, K. (2013). Human Resource and Personnel Management. Tata McGraw-Hill.
[11] Subba Rao, P. (2018). Training and Development. Himalaya Publishing House.
[12] Journals: Journal of Applied Psychology, Human Resource Management Journal, International Journal of Training and Development