STRENGTHENING HUMAN CAPITAL IN INDIA'S TEXTILE SECTOR: ASSESSING TRAINING AND DEVELOPMENT PRACTICES FOR TALENT RETENTION

Abstract

The paper examines the training and development (T&D) practices in textile and apparel manufacturing organizations in selected industrial regions of Punjab, India. The textile and clothing sector contributes significantly to India's economy and requires a skilled workforce to remain competitive. This study aims to understand the importance of T&D in fostering effective talent within these organizations and explores the various training approaches employed to gain a competitive edge. It highlights the importance of effective talent development in this sector and explores various training approaches employed to gain a competitive advantage. The research reveals a need for a more professionally educated HR workforce, improved training functions, and flexible strategies to retain young talent. The study also emphasizes the importance of aligning training programs with employees' preferences and organizational goals, providing insights into how textile and apparel organizations can enhance their training and development initiatives to strengthen human capital and retain talent in an increasingly competitive market.

Keywords: Textile industry, Training and development, Talent retention, Organizational, Employee preferences, Skill development

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I. INTRODUCTION

The Textiles and Clothing (T&C) sector in India contributes significantly to the economy, accounting for around 4% of GDP, 14% of industrial output, 12% of total exports, and 20% of the organized manufacturing workforce. To remain competitive, this sector must constantly adapt to new technologies and diversify its products, necessitating ongoing talent development. The Indian government is committed to skill development for entry-level workers in this sector, given its vast employment potential. Nevertheless, textile and apparel organizations need to strengthen their efforts in providing consistent learning to retain talent. Achieving financial reforms and policy goals relies on a skilled workforce. The current research seeks to examine the training and development (T&D) practices of textile and apparel organizations in selected industrial regions of Punjab. Punjab has become a hub for textile-based industries, including yarns, ready-made garments, and knitwear. The textile industry represents 19% of Punjab's total industrial output and contributes 38% of the state's total exports. Punjab is responsible for 14% of India's total cotton yarn production and is a leading exporter of yarn, hosiery, and knitwear garments. Understanding the approach to T&D programs and their role in talent development at all organizational levels is crucial for the industry's ongoing success.

Singh (2003) explored the significant relationship between organizational performance and strategic HR orientation within the Indian context, finding that companies emphasizing strategic HR orientation performed better than those giving it less importance. Paul & Anantharaman (2003) assessed organizational performance in terms of operational and financial aspects, revealing that training, job design, compensation, and incentives directly influenced an organization's operational performance. Yadapadithaya (2001) discussed the existing evaluation practices for T&D programs in the Indian corporate sector, highlighting that the evaluation criteria were often unclear or unsuitable for these organizations. Krishnaveni & Sripirabaa (2008) underscored the importance of assessments for evaluating training programs, while Pineda (2010) noted that few organizations evaluate training due to a lack of proper instruments and valid tools. Pineda suggested that analyzing pedagogical aspects could enhance the quality, design, and needs analysis of training, leading to improved training transfer and impact. Cekada (2011) identified the importance of establishing training needs to develop effective training programs, arguing that training needs analysis (TNA) can ensure performance-based results from the training initiatives implemented within an organization. Diamantidis & Chatzoglou (2014) observed that while organizations invest in training, they often fail to achieve the desired improvements in employee and organizational performance. Tiernan (2014) recommended using innovative approaches to improve the quality of Just in Time training. Singh & Ramesh Chandra (2017) regarded training needs analysis as a crucial initial step for overall development in an organization, suggesting skill enhancement for support staff in addition to the workforce. Edralin (2011) observed that companies tend to prioritize technical training over behavioral training, frequently employing lecture methods supplemented by technology such as CD-ROMs and the internet. Dostie (2018) found that increased training leads to more product and process innovation, with on-the-job training being as important as classroom training. However, an event history analysis revealed that the impact diminishes over time. The author also noted that an organization's human capital is a determinant of its ability to innovate. Chauhan, Ghosh, Rai, & Kapoor (2017) investigated the influence of transfer design on training transfer and the role of supervisor support. According to the authors, HRD

practitioners and organizations should concentrate on supervisor support to enhance the impact of transfer design on training transfer.

This study focused on textile and apparel manufacturing units located in the industrial areas of Barnala, SAS Nagar, and Ludhiana in the state of Punjab. The primary aim was to determine the importance of training and development (T&D) in fostering effective talent within these organizations. Additionally, the study explored various training approaches employed by these units to gain a competitive advantage.

II. RESEARCH METHODOLOGY

The objective of the empirical research discussed was to examine the training and development (T&D) practices of textile and apparel manufacturing organizations located in selected industrial areas of Punjab, India. For this study, organizations with a turnover exceeding 100 crore were classified as large, while those with a turnover below 100 crore were considered medium and small organizations. The study's participants were employees who had attended at least one training program. A total of 254 respondents participated in the research, including 40 HR personnel from 31 companies and 214 employees from 33 organizations. To address the specific goals of the study, the researcher developed instruments based on available information, literature review, and interviews with industry experts. A pilot study involving HR executives, employees, and trainers was conducted to test the questionnaire before administering the final survey.

III. DATA ANALYSIS

A variety of statistical methods, including Descriptive analysis, Factor analysis, Correlation, Chi-square Goodness of Fit, Friedman test, independent sample t-tests, and Analysis of Variance (ANOVA), were employed to analyze the data based on the study's requirements.

Table 1: Summary Table of Factor Analysis for Effectiveness of Training

Factor	% of Variance	Training effectiveness variables	Factor loading
Factor 1 Organizational effectiveness	27.892	Trainings help in reducing attrition	.817
		Trainings result in reducing number of complaints	.768
		Trainings increase overall retention rate.	.761
		Trainings reduce non-compliance	.720
		Trainings provide return on investment	.652
		Trainings directly affect production of volumes	.606
		Trainings are relevant to the objectives of the organization.	.580
		Trainings are regularly and properly organized	.523

Factor 2 Training evaluation	17.846	There is due importance given to the evaluation results of the trainees	.805
		Training feedback is taken from the trainers	.756
		Training feedback is taken from section heads	.650
		The performance of a trainee is measured before, after and during a training program	.557
Factor 3 Training effectiveness	17.591	Highly trained employees are given higher compensations	.848
		Number of employee trainings is a determinant for promotions	.714
		Trainings enhance the career development	.477

In this section, the perceptions of respondents regarding the study's objectives are explored. The study captured the insights of employees and HR personnel concerning training processes and the importance of training within their organizations. Notable differences in perceptions were observed among HR personnel and employees based on factors such as age, educational background, management level, and other indicators. A summary of the research findings corresponding to each objective is presented in this section.

Table 2: Average number of Training days per full time employee on an annual basis

	Observed N	Expected N	Residual	Significance
0-3 days	9	13.3	-4.3	$\chi2$ (2) = 10.550 p=.005
3-6 days	23	13.3	9.7	
More than 6 days	8	13.3	-5.3	
Total	40			

A chi-square test of goodness-of-fit was performed to determine whether the sample was equally distributed in the population. 57.5% of HR personnel/s stated that the average number of training days per full time employee on an annual basis ($\chi2$ (2) = 10.550, p=0.005) is 3-6 days in the selected organizations.

Various hypothesis was tested based on the data collected

1. **Hypothesis; Managerial training is the most important activity of HR department:**0 respondents (HR personnel/s) agreed to rank the importance of each HRM activity to know the positioning of T&D activities in the given organizations.

   A Friedman test was carried out to compare the rankings for the importance of the HRM activities. There was found to be significant difference between the importance of the HRM activities ($\chi2$ (4) = 9.457, p=0.051). Though the chi square just failed to reach the significance value, yet Employee orientation, selection and recruitment and T&D got the two highest ranks respectively. The lowest mean rank indicated Integration (grievances, employee participation, motivation etc) as the least important HRM activity. The results indicated that the HR personnel/s need to reconsider the positioning of T&D in their organizations.

Table 3: Frequencies of importance given to different HRM activities by HR personnel/s

Statements	Mean rank (1- highest)
Employee orientation, selection and recruitment	1.52
Training and development	1.71
Compensation (salary, bonus and incentives etc)	2.02
Maintenance (employee health and safety, welfare schemes etc.)	2.30
Integration (grievances, employee participation, motivation etc)	2.44

2. Hypothesis; T&D programmes have positive impact on other HRM activities of the selected organizations

Table 4: Chi-Square Goodness of Fit of impact of training on other HRM Functions:

	N=40	Observed N	Expected N	Residual	Significance
Succession and career planning	Low impact	8	20.0	-12.0	$\chi2$ (1) = 14.400
	High impact	32	20.0	12.0	p=.00
Performance management	Low impact	4	20.0	-16.0	$\chi2$ (1) = 25.600
	High impact	36	20.0	16.0	p=.00
Employee maintenance	Low impact	8	20.0	-12.0	$\chi2$ (1) = 14.400
	High impact	32	20.0	12.0	p=.00
Employee motivation	Low impact	4	20.0	-16.0	$\chi2$ (1) = 25.600
	High impact	36	20.0	16.0	p=.00
Compensation and benefits	Low impact	8	20.0	-12.0	$\chi2$ (1) = 14.400
	High impact	32	20.0	12.0	p=.00

80% of HR personnel/s agreed that there was a high impact of training on succession and career planning ($\chi2$ (1) = 14.400, p=0.00); 90% of HR personnel/s agreed to the high impact of training on performance management ($\chi2$ (1) = 25.600, p=.00); 80% of HR personnel/s agreed that there is a high impact of training on employee maintenance ($\chi2$ (1) = 14.400, p=.00); 90% of HR personnel/s agreed to the high impact of training on employee motivation ($\chi2$ (1) = 25.600, p=0.00); 80% of HR personnel/s agreed that there is a high impact of training on compensation and benefits ($\chi2$ (1) = 14.400, p=.00).

A Friedman test was carried out to compare the best time for the training to be undertaken. There was significant difference between the training times ($\chi2$ (3) = 41.085, p=0.000). The highest mean rank was attained by training at the time of change in technology and the lowest mean rank was attained by training at the time of transfers within company. The differences between the best times to conduct training at various stages were found to be significant.

Table 5: Ranks for the Best time to conduct Training in the Selected Organizations

	Mean rank (1- highest)
Training at the time of change in technology	1.14
Training at the time of recruitment	1.32
Training at the time of promotions within the company	1.69
Training at the time of transfers within company	1.85

Employees of large organizations as compared to employees of medium organizations agreed that their companies were following strategic training, t (212) = -2.699, p =0.008 significantly more strongly. Employees of different age groups were found to differ on strategic training (F (2,211) =4.203, p =.016) in their respective organizations. Employees who were younger in age 20-29 years and 30 -39 years as compared to employees more than 40 years agreed that their companies were following strategic training significantly more strongly. Employees with different educational backgrounds were found to differ on strategic training (F (4,209) =3.530, p =0.008) followed in their organizations. Employees with technical diploma perceived more strongly that their companies were following strategic training significantly more strongly. Employees working at different management levels were found to differ on strategic training (F (2,211) =3.164, p=0.044) followed in their respective organizations. Employees working as junior managers as compared to senior managers agreed that their companies were following strategic training significantly more strongly. Employees who had been a part of two or more number of training programs as compared to employees who had attended only one training program agreed that their companies were following strategic training significantly more strongly (t (212) = -3.680, p=0.000).

Employees of different age ranges in the respective organizations were found to differ on describing employee engagement (F (2,211) =3.298, p =0.039) followed in their organizations. Employees who were 20-29 years and 30-39 years old as compared to employees who were more than 40 years agreed that their companies were following Employee engagement significantly more strongly. Employees with different educational backgrounds were found to differ on employee engagement (F (4,209) =2.575, p =0.039) in their organizations. Employees with technical diploma perceived more strongly that their companies were following employee engagement significantly more strongly.

- **Hypothesis; There is a positive relationship between strategic training and training effectiveness:** The correlation analysis between strategic training and training effectiveness was found to be significant with r = +0.281, p = 0.00 indicating a significant relationship between strategic training and training effectiveness.

Table 6: Descriptive statistics of Strategic training and Training effectiveness

	M (N=214)	SD
Strategic training	19.5794	3.78169
Training effectiveness	11.7570	2.40243

- **Hypothesis: There is a positive relationship between strategic training and organizational effectiveness**

Table 7: Descriptive statistics of Strategic training and Organizational effectiveness

Factor	M (N=214)	SD
Organizational effectiveness	31.2430	6.81250
Strategic training	19.5794	3.78169

The correlation analysis between strategic training and organizational effectiveness was found to be significant with r = +0.322, p = 0.00 indicating a significant relationship between strategic training and organizational effectiveness.

- **Hypothesis: There is a positive relationship between employee engagement and organizational effectiveness**

Table 8: Descriptive statistics for Employee engagement and Organizational effectiveness

	M (N=214)	SD
Employee engagement	11.8738	2.48903
Organizational effectiveness	31.2430	6.81250

The correlation analysis between employee engagement and organizational effectiveness were found to be significant with r= +0.471, p= 0.00 indicating a significant relationship between employee engagement and organizational effectiveness in the selected textile and apparel organizations.

IV. ASSESSMENT OF THE EFFECTIVENESS OF T&D PROGRAMMES IN MEETING OVERALL ORGANIZATIONAL OBJECTIVES:

A Friedman test was carried out to compare the assessment of the effectiveness of training in the selected organizations. There was found to be significant difference between the training effectiveness with respect to different criteria of employee performance ($\chi 2$ (4) = 70.040, p= 0.000). The two highest ranks were given to Training improves professional abilities and training prepares managers to take up challenging roles; and the two lowest ranks were assigned to training increases productivity and performance and training increased employee motivation level. Thus, surprisingly, according to the employees, training provided more benefits to the employees themselves than to the organization.

Employees from large organizations as compared to the employees from medium and small organizations described that their companies were following training assessment (t (212) = -2.257, p=0.025) significantly more strongly. Employees of different age groups were found to differ in describing the training assessment (F (2,211) = 8.209, p=0.000) followed by their companies. Employees younger in age that is 20-29 years and 30 -39 years old as compared to employees more than 40 years old described that their companies were

following training assessment significantly more strongly. Employees having different educational background were found to differ in describing the training assessment (F (4,209) =3.958, p=0.004) followed by their companies. Employees with technical diploma described that their companies were following training assessment significantly more strongly.

Employees with different educational backgrounds were found to differ describing the role of training in organizational effectiveness (F (4,209) =3.023, p=0.019) in the selected organizations. Employees with technical diploma described significantly more strongly the role of training in organizational effectiveness. Employees working in different departments were found to differ for role of training in organizational effectiveness (F (5,208) = 4.600, p=0.00) in the selected organizations. Employees working with production as compared to employees of other departments described significantly more strongly the role of training in organizational effectiveness. Employees from non-HR department as compared to employees from HR department described significantly more strongly the role of training in organizational effectiveness (t (212) = 2.181, p=0.030) significantly more strongly. Employees who had attended more number of training programmes as compared to employees who had attended only one training program described significantly more strongly the role of training in organizational effectiveness (t (212) = -1.985, p= 0.048).

Employees in different age groups were found to differ in describing training effectiveness (F (2,211) =8.916, p=0.000) in their respective organizations. Employees in the age range of 20-29 years and 30 -39 years as compared to Employees in the age range of more than 40 years described that their companies were following training effectiveness significantly more strongly. Employees with different educational backgrounds were found to differ on training effectiveness (F (4,209) = 3.330, p=0.011) followed in their organizations. Employees with technical diploma described that their companies were following training effectiveness significantly more strongly. Employees working in different departments were found to differ in stating training effectiveness (F (5,208) =2.272, p=0.049) in selected textile and apparel organizations. Employees from marketing department as compared to those from administration and human resources described that their companies were following training effectiveness significantly more strongly. Employees from non-HR as compared to employees working with HR department described that their companies were following training effectiveness, t (212) =2.408, p=0.017 significantly more strongly.

V. RECOMMENDATIONS OF SUITABLE STRATEGIES FOR ENHANCING EFFECTIVENESS OF T&D PROGRAMMES:

This study found that 47.5% of HR personnel in the surveyed organizations did not have HR-specific qualifications, highlighting the need for a more professionally educated workforce in these companies. Larger organizations employed more HR personnel, suggesting greater attention to HR initiatives. Organizations with turnovers below 100 crore should focus on improving training functions, such as implementation, evaluation, assessment, and increasing the number of training days. Most employees and HR personnel had less than 10 years of service, indicating that talent retention should be a priority for long-term sustainability. Although most HR personnel did not view training as the most important activity, they acknowledged its positive impact on other HRM functions, suggesting that training still needs further prioritization. The demographic analysis revealed a high proportion of younger employees, indicating that organizations should adopt flexible

strategies to retain this talent. Younger employees preferred flexible training methods and evaluation approaches, showing a strong inclination toward strategic training, employee engagement, training assessment, and the role of training in organizational effectiveness. This preference can help organizations develop suitable strategies to retain and maintain young talent. Technical diploma holders emphasized the importance of training assessment, the role of training in organizational effectiveness, and training effectiveness. This suggests that management should identify training requirements at these levels, as employees with technical diplomas understand the value of training and its strategic approach in providing long-term benefits to the organization

47.5% of the HR personnel/s were not having any qualifications related to HR (neither certificate nor any degree related to HR) indicating greater need of professionally educated workforce in these organizations. The number of HR personnel/s was more in case of large organizations indicating more accountability towards HR initiatives. The organisations with less than 100 crore turnover need to concentrate on various training functions like their implementation, evaluation, assessment and increase the number of training days in their respective units. It could be observed that most of the employees and HR personnel/s had the service length of less than 10 years. Perhaps, talent retention should be the focus in these organizations for long term sustenance. Most of the HR personnel/s did not find training as the most important activity, however, they agreed on the positive impact of trainings on all other HRM functions. The findings implied that perhaps, trainings still need to attain the highest rank.

The analysis of demographics indicated younger workforce to constitute large percentage of the research indicated organizations need to have flexibility and improvise strategies for the retention for the younger talent in their units. A flexible approach towards the training methods chosen as per the participants, job rotation and coaching were important findings of the research. Younger employees preferred flexibility in choosing the training methods and for the training evaluation indicated a need of strategized approach towards trainings. Younger employees of the selected organizations perceived strongly the strategic training, employee engagement, training assessment, role of training in organizational effectiveness and training effectiveness. The preference of younger workforce towards the strategic approach of training is helpful for the organizations to devise suitable strategies to retain and maintain the younger talent. Technical diploma holders stated strongly training assessment, role of training in organizational effectiveness and training effectiveness indicating the management needs to identify the training requirements at these levels as the employees with technical diploma understand the significance of training and its strategic approach towards yielding long term benefits to the organisation.

T&D role in effective Talent management: In the selected organizations, the average number of training days per full-time employee annually was 3-6 days. Despite HR personnel acknowledging the high impact of training on various HRM activities, the results suggested that training was not considered the most important HRM activity. Employees prioritized training during technology changes over training during internal transfers. Employees in larger organizations perceived their companies as following strategic training more closely, reflecting a more organized approach to training. Younger employees (under 39 years), employees with technical diplomas, junior managers, and well-trained employees also believed their companies were more strongly committed to strategic training. Perceptions of

strategic training varied across demographics, indicating the need for companies to align their understanding to achieve organizational goals. Younger employees (20-29 years) and those with technical diplomas reported higher levels of employee engagement in their organizations. The results revealed a significant relationship between strategic training and training effectiveness, strategic training and the role of training in organizational effectiveness, and employee engagement and the role of training in organizational effectiveness. Thus, the findings highlighted the crucial role of strategic training in effective talent management and organizational effectiveness.

Although, HR personnel/s agreed that there is a high impact of training on various HRM activities, however, the given results indicated that training was not the most important HRM activity. Training at the time of change in technology was stated most by employees as compared to training at the time of transfers within company that was least preferred. Employees of large organizations agreed that their companies were following strategic training significantly more strongly implied the organised nature of training. Younger employees lesser than 39 years, employees with technical diploma, junior managers, well trained employees perceived that their companies were following Strategic training more strongly. The understanding of respondents with respect to various demographics for strategic training was found to be different indicating that the companies need to work to align their understating for achieving organizational goals. Employees who were younger in age that is 20-29 years, employees with technical diploma agreed to employee engagement in their companies more strongly. Perhaps, the younger talent and lesser educated talent were more engaged in the selected organizations. The results indicated significant relationship between strategic training and training effectiveness; strategic training and role of training in organizational effectiveness; Employee engagement and role of training in organizational effectiveness. The results, thus, indicated a significant role of strategic training in effective talent management and organizational effectiveness.

VI. LIMITATIONS OF THE PRESENT STUDY

The study conducted in the industrial hubs of Ludhiana and SAS Nagar in Punjab aimed to analyze various factors and their influence within large and medium-sized organizations. However, the study has certain limitations that could be addressed in future research:

- **Geographical Limitation:** The research was confined to two industrial hubs in Punjab, which may not represent the entire state or country. Expanding the study to include different geographical regions would help generalize the findings and provide a more comprehensive understanding of the manufacturing industry in India.

- **Investigate Differences:** The study found significant differences based on gender, age, managerial level, and educational background but could not delve deeper into these findings. Future research could focus on understanding the underlying causes of these differences and their implications for the manufacturing industry.

- **Inclusion of Small-Scale Industries:** The current study focused on large and medium-sized organizations based on turnover, excluding small-scale industries. Small-scale

industries play a crucial role in the economy and can provide valuable insights into various aspects of the manufacturing industry. Future research could include these industries to provide a more comprehensive picture.

- **Sector Diversification:** The study primarily concentrated on manufacturing industries in the selected regions. Expanding the research to encompass other sectors such as services, agriculture, or technology-based industries would help in understanding the dynamics and challenges faced by different industries and their impact on the overall economy.

- **Longitudinal Studies:** The current study offers a snapshot of the selected industries and regions at a specific point in time. Conducting a longitudinal study could help track changes and trends over time, which would be valuable in understanding the evolving dynamics of the manufacturing industry and the factors that influence it.

By addressing these limitations, future research can provide a more comprehensive understanding of the manufacturing industry in India and help develop strategies to improve its performance, efficiency, and competitiveness.

The study highlights the importance of understanding the perceptual differences among respondents with regard to training and development (T&D) practices in selected organizations. These differences may stem from factors such as age, gender, educational background, and management level. To further enhance the effectiveness of T&D programs, organizations could consider the following recommendations:

- **In-Depth Analysis of Perceptual Differences:** Future research or HR personnel could conduct a more detailed investigation of the perceptual differences among employees. This would help identify specific factors that contribute to these differences and enable the development of tailored training programs.

- **Consider Learning Styles:** Recognizing that individuals may have different learning styles is crucial for designing effective training programs. HR managers should assess the learning preferences of employees and incorporate diverse teaching methods, such as visual, auditory, and kinesthetic approaches, to cater to the varied learning styles.

- **Customized Training Programs:** Based on the insights gathered from the in-depth analysis of perceptual differences and learning styles, organizations can create customized training programs. These programs would address the specific needs and preferences of different groups of employees, leading to improved learning outcomes and higher engagement.

- **Continuous Evaluation and Improvement:** Organizations should regularly evaluate the effectiveness of their training programs and gather feedback from participants. This would enable them to identify areas for improvement and make necessary adjustments to better meet the needs of their employees.

- **Aligning Training with Organizational Objectives:** While it is essential to consider individual learning styles and preferences, organizations must also ensure that their

training programs are aligned with their overall objectives. This balance will help create an environment where employees can develop the necessary skills and knowledge to contribute effectively to the organization's success.

By taking these recommendations into account, organizations can enhance the effectiveness of their training and development programs, leading to better learning outcomes for employees and improved overall performance. Further, analysis of processes can be followed by the organizations to plan their training programs as conducted. The study presented significant differences in the perceptions of the respondents for T&D practices of the selected organizations based on age, gender, educational background, management level etc. However, deeper research could be carried out by future researchers or HR personnel/s to look in to these perceptual differences. The training programs can further be created to increase the learning of participants as these differences can also be due to the varied parameters including variations in the learning styles. Perhaps, the HR mangers need to look in to the learning styles of an individual also apart from achieving the organizations' objective to make the learning effective by planning strategic training programs.

VII. CONCLUSION

Training that improved professional abilities achieved the highest mean rank among respondents, while training that increased productivity and performance received the lowest mean rank. This suggests that respondents prioritize using training for individual growth over meeting organizational goals related to productivity and performance. Employees from larger organizations, younger employees, and those with technical diplomas reported significantly stronger practices of training assessment in their companies, indicating the strategic nature of training in larger organizations and the enthusiasm of younger employees and technical diploma holders for training assessment. Employees with technical diplomas, those from non-HR departments, and those who had attended more training programs more strongly acknowledged the role of training in organizational effectiveness. This shows variations in perceptions of the role of training across different demographics within the organizations. Employees aged 20-29 and 30-39 years, those with technical diplomas, those from marketing departments, and those from non-HR departments more strongly perceived training effectiveness in their companies. This demonstrates variations in perceptions of training across different indicators..

Training improved professional abilities attained the highest mean rank and the lowest mean rank was attained by training increased productivity and performance indicating the understanding of the respondents towards using the training to gain their own individual growth as compared to meeting organizational goals of productivity and performance. Employees from large organizations, younger employees and technical diploma holders described their companies were practicing training assessment significantly more strongly. This indicated the strategic nature of training in large organizations and more enthusiasm of younger employees and technical diploma holders towards the assessment of training in their organizations. Employees with technical diploma, Employees from non-HR department, Employees who had attended more number of training programmes described more strongly the role of training in organizational effectiveness indicating the variations in the perceptions of role of training across different demographics in the respective organizations. Employees

in the age range of 20-29 years and 30 -39 years, employees with technical diploma, employees from marketing department and employees from non-HR departments described training effectiveness in their companies more strongly indicating the variations in the perceptions of training across different indicators.

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