



AN EMPIRICAL STUDY ON THE IMPACT OF TRAINING PROGRAMS ON EMPLOYEE UPSKILLING AND JOB PERFORMANCE

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Abstract - Training programs with related content with the actual job related skill with a continuous feedback which motivates employees and up-skill the employee. The purpose of the research is to assess the impact of the training and development programs effectiveness and how it gradually improves the employee job performance. The primary objective of the study is to analyze employee perceptions regarding the impact of training on skill enhancement, job performance, and career advancement. The primary data for the research is collected from 110 responses using a structured questionnaire. Percentage analysis was used as a statistical tool to interpret the data and also correlation and regression test is done to test the hypothesis.

The findings states that a majority of employees participated in the training s mainly for skill enhancement and for their career advancement also most of the employees stated that the training programs were effective and contributed to developing new job-related skills to a moderate extent. The overall assessment indicates that the provided training had a moderately positive influence on job performance also the training content was considered relevant for the present job role and need.

The study concludes that training and development initiative plays an important and crucial role in upgrading employee competencies, performance levels and career growth. Its effectiveness contributes positively to both individual development and organizational performance

Key Words: Training programs, Up-skilling, Job performance, Motivation, Employee engagement and career advancement.

INTRODUCTION

Human resources consider organizational growth and sustainability as a critical asset. The effectiveness of an organization largely depends on the competence, adaptability, and performance of its employees. In a rapidly changing business environment characterized by technological advancements and evolving job demands, organizations must ensure continuous development of employee skills to remain competitive. Training programs serve as a systematic mechanism through which organizations enhance employee capabilities and align individual competencies with

organizational goals. Through structured training initiatives, organizations can equip employees with job-relevant skills, enabling them to adapt to changing work requirements and technological advancements. Effective upskilling not only improves individual efficiency but also contributes to higher levels of confidence and professional growth among employees.

Job performance is another key outcome of training programs, as training directly influences employees' ability to perform their tasks efficiently and effectively. Well-designed training programs help employees improve productivity, accuracy, and quality of work, thereby enhancing overall organizational performance. By strengthening job-related competencies, training plays a significant role in bridging skill gaps and improving employee performance levels. Training programs also play a vital role in preparing employees for future responsibilities through succession planning. By developing employees' leadership, managerial, and technical competencies, organizations can create a talent pool capable of assuming higher roles when required. This ensures continuity in organizational operations and reduces dependency on external recruitment for key positions.

In addition to skill development and performance improvement, training programs significantly influence employee motivation and engagement. Opportunities for learning and development enhance employees' sense of value, commitment, and job satisfaction. Motivated and engaged employees are more likely to demonstrate higher levels of involvement, loyalty, and willingness to contribute to organizational success. In this context, the present study aims to examine the impact of training programs on employee upskilling and job performance at IT sector. The study also seeks to assess whether training meets current job-related skill requirements, improves employee performance, supports succession planning, and enhances employee motivation and engagement. The findings of this research are expected to provide valuable insights into the effectiveness of training programs and their role in overall employee development and organizational growth.

STATEMENT OF THE PROBLEM

In the present dynamic and competitive work environment, organizations are increasingly required to develop a workforce that is skilled, adaptable, and capable of meeting changing job requirements. Training programs are widely adopted as a strategic tool to enhance employee up-skilling and improve performance. However, the extent to which these training initiatives effectively bridge skill gaps, enhance job-related competencies, and translate into measurable performance improvement often remains uncertain.

In Public Sector, substantial investments are made in training and development to equip employees with the skills required for current roles as well as future responsibilities. Despite these efforts, there is a need to systematically assess whether the existing training programs effectively contribute to employee up-skilling, improved job performance, and preparedness for future roles and assignments. Therefore, this study seeks to examine the impact of training programs on employee upskilling and performance, and to evaluate their role in developing employees to meet present and future organizational requirements.

OBJECTIVES OF THE STUDY

- To examine whether training meets the current job-related skill requirements of the employees.
- To examine whether the imparted training improved employee Job performance.
- To examine the role of training programs in developing employees for future responsibilities and succession planning.
- To study the impact of training programs on employee motivation and engagement.

REVIEW OF LITERATURE

Devi k (2025) the researcher aims to study the role of the training and development initiatives in bridging the gap for the employee career growth. It examines the importance of Training programs in bridging the skill gap that restrict employee advancement and the company competitiveness. The key finding indicates that it is been ineffective due to certain issues were lack of customization in trainings, misalignment with career pathway also inadequate follow up procedure

Siti Roshaida Abd Razak and Muhammad Hafiz Zahidi (2024) the researchers aim to find out the relationship between transferring of training and its effect on employee job performance. The primary objective is to review which factor influence effective transfer of training in the organization. The findings stated that successful transfer of training which

improves job performance, and key influencing factors are organizational support, supervisor involvement, work environment, and alignment between training content and job roles.

S. chitra and Allavaram Vanitha (2022) The research focused on assessing the impact of upskilling programs on employee skills and performance in the private insurance sector in Chennai. The main objective of the study is to evaluate employee competence before and after upskilling and examine the digital impact on job role. The findings reveal a positive relationship between digital job impact and skill utilization, and indicate the upskilling programs significantly enhance job enrichment and job efficiency.

Shuspita Saha (2025) This researcher aims to examine the role of training in upskilling and reskilling employee to enhance organizational performance. The primary objective of the study is to assess the impact of structured training programs on employee skill enhancement and performance outcomes. The finding indicates that systematic Upskilling and Reskilling initiatives positively influence employee skills, engagement, adaptability, and overall organizational performance.

Jehanzeb and basher (2013) The research aims to evaluate the impact of the training and development on organizational performance in Pakistan. The primary objective of the study is to determine whether employee training enhances job satisfaction and the performance. The finding reveals that the training positively affects employee performance and increase organizational commitment.

Imran and Tanveer (2015) The researchers aim to examine the relationship between training, motivation and employee performance. The primary objective of the study is to analyze whether training influences motivation which in turn affect the job performance. The findings show that training significantly improves employee motivation, which mediates the relationship between training and the performance.

Ms. Chetna Joshi and Dheeraj Piplani (2025) The researcher aims to analyze training and development practices at the State Bank of India, Udham Singh Nagar. The primary objective of the study is to examine how structured training enhances employee skills, engagement, and performance. The findings were the structured training improves employee satisfaction, productivity, and adaptability, with growing demand for hybrid and AI enabled training methods.

THEORETICAL REVIEW



Employee upskilling and training have been widely discussed in human resource management literature as essential mechanisms for improving employee competency and organizational effectiveness. Gary Becker (1964) defined human capital as the accumulation of knowledge, skills, and abilities that enhance employee productivity. Raymond A. Noe (2017) described training as a planned effort by an organization to facilitate employees' learning of job-related competencies. Similarly, Michael Armstrong (2009) stated that employee development focuses on enhancing existing skills and preparing employees for future responsibilities. Thus, employee upskilling can be understood as a structured and continuous intervention aimed at strengthening employees' technical, behavioral, and managerial capabilities to meet evolving organizational demands and dynamic work environments.

Employee upskilling plays a significant role in improving both individual and organizational performance. Continuous training enhances employees' adaptability to technological advancements, improves work efficiency, and reduces skill gaps within the organization. In the context of modern organizations, where rapid digital transformation and changing job roles are common, upskilling ensures that employees remain competent and relevant. According to the principles of Human Capital Theory, investment in training leads to increased productivity and long-term organizational growth. Furthermore, upskilling initiatives contribute to higher levels of job satisfaction, employee engagement, and retention. When employees are provided with consistent learning opportunities, they develop greater confidence, motivation, and commitment towards their work, which positively influences their performance outcomes. Therefore, structured and well-designed training programs are essential for sustaining organizational competitiveness and achieving strategic objectives.

HUMAN CAPITAL THEORY (Becker, 1964) – Elaborated

Human Capital Theory, developed by Gary Becker in 1964, provides a strong theoretical foundation for understanding the importance of employee upskilling in organizations. The theory states that education, training, and skill development are forms of investment that enhance an individual's productive capacity. Unlike physical assets, human capital represents the intangible value embedded in employees' knowledge and competencies. Organizations that invest in employee development not only improve individual performance but also enhance their overall efficiency, innovation capability, and long-term competitiveness.

The theory classifies human capital investment into three major components:

General Training

This type of training improves skills that are transferable across organizations, such as communication skills, computer literacy, problem-solving abilities, and leadership development. General training enhances employees' overall employability and adaptability, enabling them to perform effectively in various job roles. In the context of the present study, general training contributes to building foundational competencies that support employees in handling diverse work-related challenges.

Specific Training

Specific training focuses on skills that are directly related to a particular organization's processes, systems, technologies, and job requirements. It is designed to align employee capabilities with organizational needs, thereby improving job-specific performance and efficiency. In this study, training programs that are tailored to employees' daily work activities play a crucial role in addressing skill gaps and enhancing productivity.

Returns on Investment (ROI)

Human Capital Theory emphasizes that training and development generate measurable returns in the form of improved employee performance, higher productivity, innovation, and reduced employee turnover. These outcomes justify the cost incurred by organizations in implementing training programs. Additionally, effective upskilling initiatives lead to better utilization of human resources and contribute to overall organizational success.

In the context of the present study, employee upskilling initiatives can be viewed as strategic investments that enhance workforce capability and directly influence employee performance. When training programs are relevant and aligned with job requirements, they facilitate the effective application of learned skills in the workplace. This not only improves individual efficiency but also contributes to organizational effectiveness. Thus, Human Capital Theory provides a strong conceptual basis for analyzing the relationship between training relevance, skill development, and employee performance in the study.



HYPOTHESIS

Hypothesis 1:

H₀: There is no significant relationship between training relevance and addressing job-related skill requirements.

H₁: There is a significant relationship between training relevance and addressing job-related skill requirements.

Hypothesis 2:

H₀: There is no significant relationship between work output improvement and supervisor-perceived performance after training.

H₁: There is a significant relationship between training programs and improvement in employee job performance

Hypothesis 3:

H₀: Training programs have no significant role in preparing employees for higher-level responsibility and succession planning.

H₁: Training programs have a significant role in preparing employees for higher-level responsibility and succession planning

Hypothesis 4:

H₀: There is no significant influence of training programs on employee motivation and engagement.

H₁: There is a significant influence of training programs on employee motivation and engagement.

RESEARCH METHODOLOGY

RESEARCH DESIGN:

The present study adopts a quantitative research design to examine the impact of training programs on employee upskilling and job performance. A quantitative approach has been selected as the study aims to measure and analyze employee responses in a systematic and numerical manner using statistical tools such as percentage analysis, correlation, and regression. This approach facilitates objective evaluation of the relationship between training initiatives and employee performance outcomes.

The research is both descriptive and analytical in nature. It is descriptive as it focuses on describing the characteristics of employees' perceptions regarding training programs, upskilling opportunities, and their influence on job performance. The study captures patterns in employee responses related to the effectiveness, relevance, and application of training programs within the organization. At the same time, the research is analytical as it examines the relationship and impact between key variables such as training relevance, skill development, and employee performance using appropriate statistical techniques.

The study aims to identify measurable patterns and relationships rather than relying on subjective interpretation. Therefore, structured data collection methods were employed to ensure consistency, reliability, and accuracy of the data. This research design enables a clear understanding of how training programs contribute to employee upskilling and overall job performance within the organizational context.

DATA COLLECTION

Primary Data:

Primary data was collected for this research through questionnaires. The questionnaires were circulated to the employees using Google Forms.

Secondary Data:

Secondary data was collected for this research by studying and reviewing articles, journals and reports related to training programs, employee up-skilling and job performance.

SAMPLE SIZE

In the organization they were around 200+ employees. The total respondent for the study was 110 employees

STATISTICAL TOOLS USED

- Descriptive Statistics
- Pearson Correlation Analysis
- Regression Analysis

DATA ANALYSIS AND INTERPRETATION

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Which aspect of your job performance benefited most from the training	110	1	5	3.25	1.143
What primarily motivated you to participate in training programs	110	1.00	5.00	3.6545	1.15287
Which future-oriented skill did training help you develop the most	110	1	5	3.71	1.078
Valid N (list wise)	110				

Mean score indicate high agreement among respondents:

Employee job performance Mean = 3.25

Employee motivation level Mean = 3.6545

Future responsibility and skill Mean = 3.71

This suggest that the employees were been motivated and moderate positive improvement in their job performance

CORRELATION ANALYSIS (HYPOTHESIS TESTING)

This test is used to establish whether a relationship exists between two variables and also determine the magnitude and action of the relationship.

HYPOTHESIS: 1

H0: There is no significant relationship between relevance and addressing job-related skill requirements.

H1: There is a significant relationship between training relevance and addressing job-related requirements

CORRELATIONS			
		How relevant was the training content to your present job role	How well did the training address the skill required for your daily work activities
How relevant was the training content to your present job role	Pearson Correlation	1	.347
	Sig. (2-tailed)		.000
	N	110	110
How well did the training address the skill required for your daily work activities	Pearson Correlation	.347	1
	Sig. (2-tailed)	.000	
	N	110	110

INFERENCE

From the above table, it is inferred that the significant value is < 0.000 which is less than 0.05. The result revealed that Hence, we reject the null hypothesis that there is no significant relationship between training programs on job related skill requirement and accept the alternative hypothesis as there is a significant positive relationship.

CORRELATION:

HYPOTHESIS: 2

H0: There is no significant relationship between work output improvement and supervisor-perceived performance after training.

H1: There is a significant relationship between training programs and employee job performance

CORRELATIONS			
		What change did you notice in your output after undergoing training	How do you believe your immediate superior perceives your performance after training
What change did you notice in your output after undergoing training	Pearson Correlation	1	.417
	Sig. (2-tailed)		.000
	N	110	110
How do you believe your immediate superior perceives your performance after training	Pearson Correlation	.417	1
	Sig. (2-tailed)	.000	
	N	110	110

INFERENCE

From the above table, it is inferred that the significant value is <0.000 which is less than 0.05. Hence, we reject the null hypothesis that there is no significant relationship between

improvement in work output after training and supervisor-perceived performance and accepts the alternative hypothesis which has a significant relationship.

REGRESSION:

It helps in determining the degree to which an independent variable influences a dependent variable and also in finding how the dependent variable varies when changes are made to the independent variable.

HYPOTHESIS: 3

H0: Training programs have no significant role in preparing employees for higher-level responsibilities and succession planning

H1: Training programs have a significant role in preparing employees for higher-level responsibilities and succession planning

Model Summary				
Model	R	R Square	Adjusted Square	R.Std. Error of the Estimate
1	.532 ^a	.283	.276	.943

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.884	1	37.884	42.629	.000 ^a
	Residual	95.980	108	.889		
	Total	133.864	109			

a. Predictors: (Constant), How relevant are training programs to succession planning in your department

b. Dependent Variable: How effectively does training prepare you for higher-level responsibility

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.535	.341		4.503	.000
	How relevant are training programs to succession planning in your department	.601	.092	.532	6.529	.000

a. Dependent Variable: How effectively does training prepare you for higher-level responsibility

INFERENCE:

From the above figure, we infer that the significant value is <0.000 which is lesser than 0.05. The result indicates that the model was significantly, $F(1,108) = 42.629$, $p < 0.001$. Hence, we reject the null hypothesis that there is no significant role in preparing employees for higher-level responsibilities and succession planning and the alternative is accepted.

REGRESSION:

HYPOTHESIS: 4

H0: There is no significant influence of training programs on employee motivation and engagement

H1: There is significant influence in training programs on employee motivation and engagement.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472 ^a	.222	.215	.866

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.179	1	23.179	30.890	.000 ^a
	Residual	81.040	108	.750		
	Total	104.218	109			

a. Predictors: (Constant), What was your dominant feeling after completing a training programs

b. Dependent Variable: How has training influenced your level of involvement in work activities

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.835	.376		4.883	.000
	What was your dominant feeling after completing a training programs	.535	.096	.472	5.558	.000

a. Dependent Variable: How has training influenced your level of involvement in work activities

INFERENCE:

From the above figure, we infer that the significant value is <0.000 which is lesser than 0.05. The result indicates that the model was significantly, $F(1,108) = 30.890$, $p < 0.001$. Hence, we reject the null hypothesis that there is no significant level of involvement in work activities after training and the alternative hypothesis is accepted.

FINDINGS

- Study confirms that when training is provided it moderately influence the job performance positively
- Research shows that the training and development programs improve and bridge the knowledge gap of the employees in the organization.
- The respondents also stated that they feel motivated after undergoing the training and development programs.
- Employees also stated that training helps to have better communication and moderately improves the ability to meet the daily deadlines.
- Research states that the primary motive of the study was to enhance the skill of the employees and to prepare them for the future responsibility.

SUGGESTIONS

Based on the major findings from the study conducted on training and development programs, here are some quality suggestions:

- The organization can strengthen training effectiveness by incorporating more practical sessions, conducting real-time case studies and role-based simulation learning to enhance skill application at the workplace.
- The organization can align trainings initiatives with a clear career progression plans, as a significant number of employees are motivated by career advancement opportunities.
- Training Need Analysis (TNA) can be conducted on a periodic basis that ensure the training content remains relevant to employees present job roles and evolving responsibility.
- The organization can adopt some of learning methods like E- learning and cross functional team learning also interactive group activities can be conducted.(learning platforms)
- Continuous improvement and updates in training modules in line with the technological advancements and industrial requirements to maintain relevance and effectiveness in common

- A structured Post-training evaluation is important and feedback mechanism to measure the actual impact of training in the job performance.

LIMITATIONS OF THE STUDY

The research on “Impact of Training Programs on Employee Upskilling and Job Performance” provides valuable insights into the role of training in enhancing employee capabilities and performance; however, certain limitations must be acknowledged. Firstly, the scope of the study is confined to employees within the public sector, which restricts the generalizability of the findings. The work environment, policies, and training practices in public sector organizations may differ significantly from those in private sector organizations, thereby limiting the applicability of the results across different industries and organizational contexts. Secondly, the study relies primarily on employee responses collected through structured questionnaires, which may be subject to personal bias and perceptual errors. Respondents may provide socially desirable answers or may not accurately reflect their actual experiences, which can affect the reliability and validity of the data. Additionally, individual attitudes, mood, and level of understanding at the time of responding may influence the responses. Finally, the time period allocated for the study was limited, which posed challenges in terms of comprehensive data collection and in-depth analysis. Due to time constraints, the study could not incorporate a larger sample size or adopt longitudinal methods to examine the long-term impact of training programs on employee performance. These limitations should be considered while interpreting the findings of the study.

CONCLUSION

The study examined the impact of training and development programs on employee job performance, with a specific focus on how such initiatives contribute to employee upskilling and overall effectiveness. Based on the findings, it is evident that training programs have a positive and significant influence on employees’ skill enhancement and job performance. The results indicate that well-structured training initiatives play a crucial role in improving employee’s knowledge, competencies, and ability to perform their job responsibilities more efficiently.

A majority of respondents reported that their primary motivation for participating in training programs was to improve their skills and advance their career growth. This reflects a strong awareness among employees regarding the importance of continuous learning and professional



development in a competitive work environment. It also highlights the growing need for organizations to invest in systematic training and upskilling initiatives to meet evolving job demands and technological changes.

Furthermore, the study reveals that while the organization is actively conducting training programs on a regular basis, there is scope for further improvement in enhancing their effectiveness. Greater emphasis can be placed on increasing employee engagement during training sessions, incorporating more practical and hands-on learning experiences, and ensuring that training content is closely aligned with job requirements. In addition, implementing continuous evaluation and feedback mechanisms can help in assessing the effectiveness of training programs and identifying areas for improvement.

Overall, the study concludes that training and development programs are vital tools for enhancing employee performance and organizational effectiveness. By focusing on relevant, engaging, and outcome-oriented training practices, organizations can strengthen employee capabilities, improve productivity, and achieve long-term growth and sustainability.

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