



# International Journal of Multidisciplinary Research in Science, Engineering and Technology

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## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

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# A Study on Impact of Training and Development at Tractors and Farmers Equipment (TAFE) Pvt., Ltd., Madurai

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**ABSTRACT:** This Research article “A Study on Impact of Training and Development at Tractors and Farmers Equipment (TAFE) Pvt., Ltd., Madurai” focuses on examining the organizational culture at TAFE Private Limited, which encompasses the shared values, beliefs, norms, and practices shaping the organization’s internal environment. Organizational culture significantly affects communication, leadership, employee engagement, job satisfaction, and overall performance. A positive and well-aligned culture boosts motivation, cooperation, and employee retention, while a weak or misaligned culture can cause confusion, low morale, and decreased productivity. Thus, understanding organizational culture is vital for sustained growth and achieving strategic objectives. Organizational culture also reflects the collective behaviors, interpretations, and values within the workplace, including the company’s vision, systems, language, and symbols. TAFE, based in Madurai, emphasizes employee satisfaction, strong leadership, and a collaborative work culture as key organizational values. This study involved 152 employees, with data gathered through simple random sampling using structured questionnaires. Analytical tools such as percentage analysis, Chi-square tests, and correlation coefficients were used to assess the impact of organizational culture on employee performance and satisfaction.

**KEYWORDS:** Organizational Culture, Employee Engagement, Job Satisfaction, Shared Values, Beliefs, Collaborative Work..

## I. INTRODUCTION

TAFE Pvt Ltd, based in Chennai with key operations in Madurai, is a leading Indian manufacturer of tractors and agricultural machinery. Recognizing the value of its workforce, TAFE emphasizes training and development to ensure employees remain skilled in advanced engineering, technology, and modern manufacturing practices. This study explores how TAFE’s training initiatives impact employee performance, satisfaction, and organizational success. Training improves efficiency, reduces errors, and supports digital transformation. It also enhances quality control and prepares employees for leadership roles, fostering engagement and retention. Older technologies at TAFE included manual transmissions, basic engines, analog instruments, and manual hydraulics, with limited data tracking. Upgrading employee competencies through targeted development is essential for TAFE to maintain competitiveness and high standards.

### Statement of the Problem

Tractors and Farm Equipment Limited (TAFE), a major player in India’s agricultural machinery sector, faces challenges in aligning its workforce strategies with technological progress and market growth. Despite investing in modernization and smart farming, issues like employee retention, skill shortages, and weak internal communication persist, affecting productivity and morale. This study examines TAFE’s current HR practices, highlights concerns in employee experience, training effectiveness, and recruitment-retention strategies, and suggests strategic improvements to enhance workforce stability and boost overall organizational performance.





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### Objectives of the Study

1. To assess the effectiveness of training and development programs conducted for employees at TAFE Pvt Ltd, Madurai.
2. To evaluate the impact of these programs on employee performance, job satisfaction, and skill development.
3. To focus on employees across various departments such as production, maintenance, quality control, and administration within the Madurai unit.
4. To examine the methods and frequency of training, trainer quality, and employee participation.
5. To provide suggestions for improving training practices based on employee feedback and observed outcomes.

### Scope of the Study

1. The scope of studying Training and Development (T&D) of employees in a TAFE includes analyzing how structured learning programs improve employee skills, productivity, and overall operational efficiency.
2. It involves assessing various training methods such as on-the-job training, safety instruction, and skill enhancement initiatives tailored to technical and process-oriented roles.
3. The study also covers evaluating the effectiveness of T&D through performance metrics, employee feedback, and quality outcomes. It explores the role of T&D in supporting compliance with industry standards, adoption of new technologies, and continuous improvement practices like Lean or Six Sigma.
4. Additionally, the scope includes understanding the impact of training on employee motivation, job satisfaction, retention, and career development.
5. The research can help align T&D efforts with strategic business goals, ensuring a skilled and adaptable workforce. Overall, it provides insights into how T&D contributes to organizational success in a competitive manufacturing environment.

## II. REVIEW OF LITERATURE

From the study done by Shubhangi Bharadwaj (2023), titled “Influence of training and development interventions on employee retention – an employer brand-based agenda”, published in Journal of Management & Research, Vol. (21), Issue (2), Page no : 157 – 170. It was concluded that in future it will be worthwhile to examine the role of training and development in achieving external employer branding goals.

From the study done by P. Sri Devi & P. Vandana (2023), titled “A Study on Recent Trends in Training and Development”, published in Journal of Emerging Technologies and Innovative Research (JETIR), Vol. (10), Issue (7), Page no : 782 – 788. It was concluded that organizations can foster a culture of continuous learning and development, ultimately driving their success in today's dynamic and competitive business landscape.

From the study done by Taruni Nakshatra Gadepalli, (2023), titled “Training & Development and Employees Performance; A Study with respect to Indian Multinational Conglomerate Companies”, published in International Journal of Novel Research and Development, Vol. (8), Issue (7), Page no : 75 – 79. It was concluded that Employees' understanding of their roles and responsibilities can be ensured by a well-designed structure, and employees' skills and knowledge can be acquired through training and development.

From the study done by Ankita Singh (2022), titled “Impact of Training and Development as a Vital Instrument for Boosting Morale and Productivity among Young Employees”, published in International Journal of Management, Public Policy and Research, Vol. (2), Issue (4), Page no : 011 – 017. It was concluded that the training and development programs have not only improved employee morale and productivity but have also led to an improvement in competency levels.

## III. INDUSTRY PROFILE – WORLD SCENARIO

TAFE, a leading manufacturing and corporate entity, operates across sectors including farm machinery, diesel engines, engineering plastics, and more. Its renowned tractor brands—Massey Ferguson, TAFE, Eicher, and IMT—are supported by a vast dealer network and exported to over 100 countries. With facilities in Turkey and China, TAFE maintains global sourcing and manufacturing. Known for ethical governance and consistent profitability, TAFE also emphasizes Corporate Social Responsibility, contributing to agriculture, education, healthcare, women empowerment, and cultural preservation.



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TAFE, one of the world's top tractor manufacturers, operates in over 100 countries, with a strong presence in emerging agricultural markets. Its alliance with Massey Ferguson enhances its global reach, competing with major brands like John Deere and Kubota. Rising demand for mechanized farming and smart agriculture is driving TAFE's investment in AI, telematics, and automation. Despite challenges like supply chain issues and raw material costs, TAFE is expanding its product range and support services. With a focus on sustainability and innovation, including electric tractors and clean technologies, TAFE aims to shape the future of global agriculture through affordable, efficient solutions.

### National Scenario

TAFE is a key player in India's tractor industry, offering affordable, durable tractors for small and medium farmers. Supported by government schemes like SMAM and PM-Kisan, TAFE benefits from subsidies and promotes Make in India. The company is adopting smart farming technologies, including GPS and digital systems, to meet rising demand. Despite challenges like rural income fluctuations and high input costs, TAFE expands its rural reach and services. Its focus on R&D, electric tractors, and sustainable practices ensures continued growth in India's evolving agriculture sector.

### State Scenario

TAFE has a strong manufacturing base in Tamil Nadu, with key facilities in Chennai, Mannur, Madurai, and Sembiam. The state's skilled workforce, supportive policies, and port access aid TAFE's growth and exports. Widely used by local farmers, TAFE tractors are durable and affordable, supported by government subsidies. The company creates jobs and offers skill development in farming and machinery. Future plans include expanding production, adopting electric and hybrid technologies, and promoting sustainable practices, aligning with Tamil Nadu's green and industrial development goals.

### Future Outlook

TAFE aims to expand its market share in India and globally, focusing on farm equipment and generators. It is investing in smart agriculture, sustainability, and a new design facility in Tamil Nadu. The company promotes innovation, precision farming, and eco-friendly practices. TAFE also prioritizes employee engagement, creativity, and building a diverse, inclusive workforce to drive growth and leadership.

### Company Brief Profile

TAFE, established in 1960 in Chennai, is India's second-largest and the world's third-largest tractor manufacturer, with an annual turnover of ₹10,000 crores and sales of over 180,000 tractors worldwide. Partnered with AGCO and known for brands like Massey Ferguson, Eicher, and IMT, TAFE exports to over 100 countries. It operates manufacturing units in India, Turkey, and China. Committed to innovation, quality, CSR, and sustainability, TAFE has won numerous national and international awards for excellence in manufacturing, safety, and supply chain operations.

## IV. RESEARCH METHODOLOGY

Research is an art of scientific investigation. It is a movement from the known to unknown. It is a systematic method of finding solution to a problem. Search for knowledge through objective.

### Research Design

A research design is a type of blueprint prepared on various types of blueprints available for the collection, measurement and analysis of data. A research design calls for developing the most efficient plan of gathering the needed information. The research design calls for developing the most efficient plan of gathering the needed information. The research study applied here is purely descriptive.

## V. DATA COLLECTION

The sources of primary and secondary data are used for the collection of information for the study. The data collection process follows the formulation for research design including the sample plan. The two types of data are,

1. Primary data.
2. Secondary Data.



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### Primary Data

The Primary data refers to fresh data collected from people by the researcher. Primary data are those which are collected fresh and for the first time data. The data is collected through questionnaire. The questionnaire was formulated keeping in mind the objectives of the research study.

### Secondary Data

Secondary data refers to the information or facts already collected. When a secondary data is used, the researcher has to look into various sources from where the researcher can obtain data. This includes information from websites, journals, periodicals etc.

## VI. RESEARCH APPROACHES

Research approach is a plan and procedure that consists of the steps of brand assumptions to detailed method of data collection, analysis and interpretation. The research approach used in the study is the survey method.

### Sample Design

In this research, simple random sampling method is used to select respondents to gather the necessary data. This is said to be the base of the research. The researcher selected 120 respondents randomly from the total population.

### Tools for Analysis

Analysis means extracting meaningful information from the data collected by analyzing the information statistically. The collected data were analyzed with

1. Simple Percentage Analysis
2. Chi – square
3. Correlation

### Percentage Analysis

Percentage analysis was used to classify and summarize the demographic data and general response trends. It helps in identifying the proportion of respondents under different categories.

$$\text{Percentage} = \frac{\text{No.of Respondents in a Category}}{\text{Total No.of Respondents}} \times 100$$

### Chi-Square Test

The Chi-Square Test was applied to examine the association between categorical variables. It is a non-parametric statistical test that determines whether there is a significant relationship between two attributes observed in the data.

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

### Coefficient Correlation Analysis

Correlation analysis was used to assess the strength and direction of the relationship between two continuous variables—for instance, the relationship between training satisfaction and entrepreneurial income levels. A positive or negative correlation helps in understanding the linear association between variables.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

### Data Analysis and Interpretation

Data analysis involves systematically organizing and examining data to answer research questions, often using visual tools like tables and charts. Data, collected through various methods, is meaningless until analyzed. Analysis identifies



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patterns and insights through techniques like classification and comparison. Interpretation gives meaning to findings, aligns them with research goals, and generates insights for informed decision-making and future studies.

**Table: 1 Age**

Age	No. of Respondents	%
18 – 25	40	26
26 – 35	80	53
36 – 45	31	20
46 and above	1	1
Total	152	100

It is observed that 53% of the respondents are in 26 – 35, 26% are in 18 – 25, 20% are in 36 – 45 and 1% are in 46 and above age group.

**Table: 2 Gender**

Gender	No. of Respondents	%
Male	152	100
Female	0	0
Total	152	100

The above table shows gender classification that, 100% of the respondents are Male.

**Table: 3 Educational Qualification**

Educational Qualification	No. of Respondents	%
10 <sup>th</sup>	5	3
12 <sup>th</sup>	15	10
Graduate	75	49
Post graduate	45	30
Others	12	8
Total	152	100

It is observed that 3 % of the respondents have 10<sup>th</sup>, 10 % have 12<sup>th</sup>, 49 % have graduate, 30% have post graduate and 8% have others in education qualification.

**Table: 4 Total Years of Experience**

Experience	No. of Respondents	%
0 – 2 years	20	13
2 – 5 years	40	26
5 – 10 years	50	33
10 – 15 years	25	16
More than 15 years	17	12
Total	152	100

It is observed that 13% of the respondents have 0 – 2 years, 26% have 2 – 5 years, 33% have 5 – 10 years, 16% have 10 – 15 years and 12% have more than 15 years of experience.



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**Table: 5 Participation in Training Programme**

Participation in Training Programme	No. of Respondents	%
Yes	138	91
No	14	9
Total	152	100

It is observed that 91 % of the respondents have attended and only 9% of the respondents have not attended the training programme..

**Table: 6 Frequency of Training Programme Attended**

Frequency of Training Programme Attended	No. of Respondents	%
Once a month	20	13
Once a year	25	16
Twice a year	30	20
Thrice a year	60	39
More than thrice a year	17	12
Total	152	100

It is observed that 13% of the respondents attended training once a month, 16% attended training once a year, 20% attended training twice a year, 39% attended training thrice a year and 12% more than thrice a year.

**Table:7 Type of Training**

Type of Training	No. of Respondents	%
Technical skills training	60	39
Soft skills development	30	20
Leadership and safety trainings	20	13
Health and safety trainings	22	15
Customer service trainings	20	13
Total	152	100

It is observed that 39% of the respondents attended technical skills training, 20% attended soft skills development, 13% attended leadership and safety trainings, 15% attended healthy and safety trainings and 13% attended customer service trainings.

**Table: 8 Training Programmes were Organized and Structured**

Training Programmes were Organized and Structured	No. of Respondents	%
Strongly Agree	50	33
Agree	65	43
Neutral	30	20
Disagree	7	4
Strongly Disagree	0	0
Total	152	100

It is observed that 33% of the respondents Strongly Agree, 43% Agree, 20% are Neutral, 4% Disagree with the statement that training sessions are well organized and structured,



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**Table: 9 Relevance of Training Content to Job**

Relevance of Training Content to Job	No. of Respondents	%
Strongly Agree	70	46
Agree	58	38
Neutral	20	13
Disagree	3	2
Strongly Disagree	1	1
Total	152	100

Here, is observed that 46% of the respondents Strongly Agree, 38% Agree, 13% are Neutral, 2% Disagree and 1% Strongly Disagree with the statement that training content is relevant to job role..

**Table: 10 Knowledge and Effectiveness of Trainer**

Knowledge and Effectiveness of Trainer	No. of Respondents	%
Strongly Agree	75	49
Agree	50	33
Neutral	22	15
Disagree	5	3
Strongly Disagree	0	0
Total	152	100

It is observed that 49% of the respondents Strongly Agree, 33% Agree, 15% are Neutral, and 3% Disagree with the statement that the trainer has knowledge and effectiveness.

**Table: 11 Improvement in Performance of Job after Training**

Improvement in Performance of Job after Training	No. of Respondents	%
Strongly Agree	70	46
Agree	60	39
Neutral	20	13
Disagree	1	1
Strongly Disagree	1	1
Total	152	100

It is observed that 46% of the respondents Strongly Agree, 39% Agree, 13% are Neutral, 1% Disagree and 1% Strongly Disagree with the statement that Training has improved the Job Performance.

**Table: 12 Increase in Confidence after Training**

Increase in Confidence after Training	No. of Respondents	%
Strongly Agree	80	53
Agree	55	36
Neutral	17	11
Disagree	0	0
Strongly Disagree	0	0
Total	152	100

It is observed that 53% of the respondents Strongly Agree, 36% Agree, 11% are Neutral, with the statement that employee's confidence in work has improved after training





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**Table: 13 Training has Increased Productivity at Work**

Training has Increased Productivity at Work	No. of Respondents	%
Strongly Agree	68	45
Agree	55	37
Neutral	23	15
Disagree	4	2
Strongly Disagree	2	1
Total	<b>152</b>	<b>100</b>

It is observed that 45% of the respondents Strongly Agree, 37% Agree, 15% are Neutral, 2% Disagree and 1% strongly Disagree with the statement that training has increased the Productivity at work.

**Table: 14 Career Growths after Training**

Career Growth after Training	No. of Respondents	%
Strongly Agree	70	46
Agree	60	39
Neutral	19	13
Disagree	2	1
Strongly Disagree	1	1
Total	<b>152</b>	<b>100</b>

It is observed that 46% of the respondents Strongly Agree, 39% Agree, 13% are Neutral, 1% Disagree and 1% strongly Disagree with the statement that training has helped to grow in their career.

**Table: 15. Comfortability with the Training Programme Frequency**

Comfortability with the Training Programme Frequency	No. of Respondents	%
Strongly Agree	65	43
Agree	58	38
Neutral	24	16
Disagree	3	2
Strongly Disagree	2	1
Total	<b>152</b>	<b>100</b>

The above table shows that 43% of the respondents Strongly Agree, 38% Agree, 16% are Neutral, 2% Disagree and 1% Strongly Disagree with the statement that the frequency of training programme is comfortable.

**Table: 16 Hands on Training**

Hands on Training	No. of Respondents	%
Strongly Agree	78	52
Agree	60	39
Neutral	10	7
Disagree	2	1
Strongly Disagree	2	1
Total	<b>152</b>	<b>100</b>

It is observed that 52% of the respondents Strongly Agree, 39% Agree, 7% are Neutral, 1% Disagree and 1% Strongly Disagree with the statement that hand on training is provided to them..



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**Table: 17 Recommending Training Programme to Other Employees**

Recommending Training Programme to Other Employees	No. of Respondents	%
Strongly Agree	77	51
Agree	53	35
Neutral	17	11
Disagree	3	2
Strongly Disagree	2	1
Total	152	100

It is observed that 51% of the respondents Strongly Agree, 35% Agree, 11% are Neutral, 2% Disagree and 1% Strongly Disagree with the statement that the employees with recommend.

**Table: 18 Improvements in Team Work after Training**

Improvements in Team Work after Training	No. of Respondents	%
Strongly Agree	66	43
Agree	62	41
Neutral	19	13
Disagree	3	2
Strongly Disagree	2	1
Total	152	100

It was interpreted that 43% of the respondents Strongly Agree, 41% Agree, 13% Neutral, 2% Disagree, and 1% strongly Disagree that there is improvements in Team Work after Training.

**Table: 19 Work life Balance after Training**

Work life Balance after Training	No. of Respondents	%
Strongly Agree	80	53
Agree	59	38
Neutral	10	7
Disagree	2	1
Strongly Disagree	1	1
Total	152	100

The above table shows that 53% of the respondents Strongly Agree, 38% Agree, 7% Neutral, 1% Disagree and 1% Strongly Disagree there is work life balance after training.

**Table: 20 Training contributed Company Growth**

Training contributed Company Growth	No. of Respondents	%
Strongly Agree	85	56
Agree	52	34
Neutral	7	5
Disagree	5	3
Strongly Disagree	3	2
Total	152	100

The above table shows that 56% of the respondents Strongly Agree, 34% Agree, 5% Neutral, 3% Disagree and 2% Strongly Disagree training have contributed Company's growth.



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**Table: 21 Training Impacted Motivation to Work**

Training Impacted Motivation to Work	No. of Respondents	%
Strongly Agree	81	53
Agree	55	36
Neutral	9	6
Disagree	5	3
Strongly Disagree	2	2
Total	152	100

The above table shows that 53% of the respondents Strongly Agree, 36% Agree, 6% Neutral, 3% Disagree and 2% Strongly Disagree training have contributed motivation to work.

### VII. CHI-SQUARETEST

A chi-square test is a statistical test that is used to compare observed and expected results.

H<sub>0</sub> (Null Hypothesis): There is no significant relationship between the education qualification and the perception that training has increased productivity at work

H<sub>1</sub> (Alternative Hypothesis): There is significant relationship between the education qualification and the perception that training has increased productivity at work

Factor 1: Educational Qualification

Factor 2: Productivity at Work

**Table 22: Observed Frequency**

Education	Productivity at Work					Row Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
10th	2	2	1	0	0	5
12th	5	6	3	0	1	15
Graduate	33	27	10	3	2	75
Post graduate	21	16	7	1	0	45
Others	7	4	2	0	0	12
<b>Column Total</b>	<b>68</b>	<b>55</b>	<b>23</b>	<b>4</b>	<b>3</b>	<b>152</b>

Source: Primary Data

$$\text{Expected Frequency} = \frac{\text{Row Total} \times \text{Coloum Total}}{\text{Grand Total}}$$

**Table 23: Expected Frequency**

Education	Productivity at Work					Row Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
10th	2.24	1.81	0.76	0.13	0.10	5
12th	6.71	5.43	2.27	0.39	0.30	15
Graduate	33.55	27.14	11.36	1.97	1.48	75
Post graduate	20.13	16.28	6.81	1.18	0.89	45
Others	5.37	4.34	1.82	0.32	0.24	12
<b>Column Total</b>	<b>68</b>	<b>55</b>	<b>23</b>	<b>4</b>	<b>3</b>	<b>152</b>



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

Table 24: Expected Frequency

Observed frequency	Expected frequency	O <sub>i</sub> -E <sub>i</sub>	(O <sub>i</sub> -E <sub>i</sub> ) <sup>2</sup>	(O <sub>i</sub> -E <sub>i</sub> ) <sup>2</sup> /E <sub>i</sub>
2	2.24	-0.24	0.06	0.027
2	1.81	0.19	0.04	0.022
1	0.76	0.24	0.06	0.079
0	0.13	-0.13	0.02	0.146
0	0.10	-0.10	0.01	0.100
5	6.71	-1.71	2.93	0.437
6	5.43	0.57	0.33	0.061
3	2.27	0.73	0.53	0.234
0	0.39	-0.39	0.15	0.385
1	0.30	0.70	0.49	1.632
33	33.55	-0.55	0.30	0.009
27	27.14	-0.14	0.02	0.001
10	11.36	-1.36	1.85	0.163
3	1.97	1.03	1.06	0.538
2	1.48	0.52	0.27	0.183
21	20.13	0.87	0.76	0.038
16	16.28	-0.28	0.08	0.005
7	6.81	0.19	0.04	0.006
1	1.18	-0.18	0.03	0.025
0	0.89	-0.89	0.79	0.888
7	5.37	1.63	2.66	0.495
4	4.34	-0.34	0.12	0.028
2	1.82	0.18	0.03	0.016
0	0.32	-0.32	0.10	0.313
0	0.24	-0.24	0.06	0.250
Total				5.12

$$\sum [(O_i - E_i)^2 / E_i] = 5.12$$

Degrees of freedom = (No. of Rows - 1)(No. of Columns - 1) = (5 - 1) x (5 - 1) = 20

At 5% level of significance the value is **26.29** Calculated value = **5.12**, Table value > Calculate value

H<sub>0</sub> is accepted

### Inference

The calculated chi-square value is 5.12, which is significantly less than the table value of 26.296 at 5% level of significance. Therefore, the null hypothesis is accepted. This indicates that there is no significant association between





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education qualification and the perception that training has increased productivity at work.

### VIII. CORRELATION

#### Coefficient of Correlation

Correlation coefficient is the statistical tools used to measures the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables.

X = Total Years of Experience.

Y = Training Has Helped to Grow in Career.

**Table 23 Relationship between Total Years of Experience and Perception that Training has helped to grow in Career**

Years of Experience (X)	Training has helped to grow in Career (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
20	70	400	4900	1400
40	60	1600	3600	2400
50	19	2500	361	950
25	2	625	4	50
17	1	289	1	17
<b>ΣX = 152</b>	<b>ΣY = 152</b>	<b>ΣX<sup>2</sup> = 5414</b>	<b>ΣY<sup>2</sup> = 8866</b>	<b>ΣXY = 4817</b>

Source: Primary Data

#### Formula:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

$$r = \frac{[5 \times (4817)] - [(152) \times (152)]}{\sqrt{[5(5414) - (152 \times 152)] \times [5(8866) - (152 \times 152)]}}$$

$$r = \frac{24085 - 23104}{\sqrt{(27070 - 23104)(44330 - 23104)}} = \frac{981}{9175}$$

$$r = 0.1069$$

Calculated value = 0.1069

#### Inference

This correlation coefficient ( $r = 0.1069$ ) indicates a very positive relationship, suggesting that employees with more years of experience tend to perceive more benefit from training in terms of career growth..

#### Suggestions

1. To enhance employee development, the company should increase the frequency and variety of training sessions, focusing on both technical and soft skills, especially in emerging areas.
2. Customizing content for specific departments, particularly in manufacturing and services, will boost relevance.
3. Investing in trainer development ensures effective delivery.
4. Emphasizing hands-on activities, simulations, and real-world problem-solving improves retention.
5. Training should align with career growth paths and include wellness topics like stress and time management to promote work-life balance.
6. Incorporating collaborative elements and aligning training with organizational goals will strengthen teamwork, motivation, and overall company performance.



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### IX. CONCLUSION

The study on training and development at TAFE Pvt Ltd, Madurai, shows that employees find the programs relevant, effective, and supportive of their performance and growth. They value skilled trainers and practical sessions that enhance teamwork and motivation. To improve further, TAFE should expand training frequency; customize content for various roles, and link training to career paths. Continued improvements will strengthen engagement, learning, and overall organizational success.

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