AN ASSESSMENT OF THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE AND ENGAGEMENT

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KEYWORDS

Training & Development, Employee Performance, Employee Engagement, Power Sector, *Rajasthan Rajya Vidyut Utpadan Nigam Limited.*

ABSTRACT:

This study looks at how 250 Rajasthan Rajya Vidyut Utpadan Nigam Limited employees' performance and employee engagement are affected by training and development (T&D) activities. The study attempts to look into the direct relationships between T&D and Employee Engagement and Performance using Structural Equation Modeling (SEM) and Maximum Likelihood estimation. The findings suggest that enhancing T&D programs can lead to improved organizational outcomes and higher levels of employee engagement. The study highlights the importance of strategic investments in employee development for organizational effectiveness, and it also points to areas that require further research on how to optimize T&D strategies for long-term workforce engagement and performance enhancement.

1 INTRODUCTION

India understands the need of electricity infrastructure for both global wellbeing and prosperity as well as for maintaining economic progress. The goal of the nation's power industry is to guarantee that everyone has access to economically priced, ecologically sustainable energy. The Ministry of Power has advanced significantly in recent years to turn India from a power shortage country to one with abundant capacity. Among them are the development of a single national grid, fortifying of distribution networks, and completion of residential electrification. With a combination of non-conventional energy sources like wind, solar, and biomass and traditional energy sources like coal, natural gas, hydropower, and nuclear power, India's power sector is one of the most varied in the world. The demand for energy is rising quickly due to a booming economy, which means that the present capacity of power production has to be significantly increased.

As of 2021, India ranked first globally in terms of renewable energy capacity, with the fourth-highest number of wind and solar power plants. It ranks fourth in terms of the overall capacity of renewable electricity. India is a pioneer in the field of sustainable energy development and is unique among the G20 in its commitment to realizing the objectives set out in the Paris Agreement.

The research "An Assessment of the Impact of Training and Development on Employee Performance and Engagement in the Power Sector" aims to investigate the crucial connection between training programs and employee outcomes in the context of power sector businesses. Training and development (T&D) programs are critical to enhancing workers' skills, knowledge,

and overall effectiveness, since these factors may affect both job performance and organizational success.

The dynamic and crucial domain of the electricity industry, where operational excellence and efficiency are crucial, makes T&D program efficacy all the more significant. These programs not only provide employees with the technical and management abilities they need, but they also foster a culture that values continuous learning and growth. This study attempts to scientifically assess how T&D interventions lead to better employee performance in order to meet the research's primary purpose. Beyond individual performance, the research aims to explore the intricate interaction between training and development (T&D) and employee engagement in power sector businesses. An increasing number of people are realizing that a significant component in determining an organization's success and longevity is employee engagement, which is described as fervor, dedication, and commitment to the organization's aims. By exploring this relationship, the study seeks to demonstrate how effective T&D strategies may increase employee engagement levels, which can result in motivated workers and enhanced organizational performance.

Two objectives drive this research: first, it will assess the direct effects of worker performance indicators in the power sector, such as output, job quality, and task efficiency, on training and development (T&D) programs; second, it will examine how effective T&D programs increase employee engagement, which in turn influences organizational commitment and retention. Through in-depth empirical research and theoretical insights, this study aims to provide useful recommendations for improving T&D methods in the power industry, consequently increasing overall organizational performance and employee happiness.

2 REVIEW OF LITERATURE

2.1 Training & Development and Employee Performance

Melian Gonzalez and Bulchand Gidumal (2017) looked at critical events, IT, service interactions, and front office staff performance. It was discovered that front desk employees rely on IT to do their jobs. In most crucial occurrences, IT does not play a large role; human presence is vital in service contacts. Interventions in training and development (T&D) are necessary to raise employee performance and skill levels (Swart et al., 2005). Targeted T&D programs that concentrate on certain skill sets and competences have been shown to considerably enhance employee performance (Swart et al., 2005). These interventions are critical in dynamic, competitive situations where competitiveness depends on constant adaptation and development.

T&D enhances both employee and organizational performance, according to Harrison's (2000) research. Strong T&D programs increase staff production and organizational efficiency, according to Harrison's (2000) research. The research concludes that in order for businesses to maintain growth and success, they must cultivate a culture of ongoing learning and development. According to Nassazi (2013), T&D initiatives need careful preparation. According to Nassazi (2013), strategic planning in T&D maximizes ROI by matching programs with the organization's goals and objectives. This entails determining the necessary training, creating programs that are suitable, and

regularly monitoring their efficacy to adapt to the requirements of the firm and its evolving workforce.

According to Kenney and Reid (1986), planned training is "the deliberate intervention aimed at achieving the learning necessary for improved job performance." Kenney and Reid (1986) define planned training as systematic identification of skill gaps and structured programming to fill them. This careful planning ensures that training initiatives are effective and improve performance. Effective training helps organisations stay competitive and improve decision-making in uncertain business environments (Tai, 2006). Training programs help organizations change, build and maintain individual and organizational capabilities, and reduce unintentional job rotation to improve employee retention (Shaw et al., 1998). Effective training shows a company's long-term commitment to its employees, motivates them, and boosts productivity and competitiveness (Youndt et al., 1996; Bartel, 1994). Tai (2006) stressed the importance of training employees to handle uncertainty and make quick decisions. To adapt to new challenges and stay competitive, employees must learn constantly in the fast-paced business environment.

Noe (2005) defined training and development as essential human resource management practices that improve organizational and individual performance. Training improves skills and fills performance gaps, while development prevents workplace issues. These processes work together to boost performance. Training, according to Cole (2002), teaches specific skills and knowledge for specific careers or tasks. Training addresses immediate job needs like tool safety and sales force success. Training meets many operational needs in the workplace. Valle et al. (2000) stressed the importance of training in organizational change and capability building. Training boosts individual and organizational productivity and performance. Isyaku (2000) and Oribabor (2000) stressed the importance of continuous training and development for technical, human, conceptual, and managerial competences for individual and organizational growth. Training keeps employees current in their fields, they said. Training and development must be ongoing for job performance and leadership, according to Akinpeju (1999). Higher productivity and organizational goals depend on these processes.

Abiodun (1999) defined training as the systematic development of job-performance-related knowledge, skills, and attitudes. Training can be done on- or off-the-job, inside or outside the company, demonstrating its flexibility. Arnoff (1997) discussed the universal acceptance of efficient and effective training to boost productivity. Modern organizations must invest in training to compete. Training functions include increasing productivity, work quality, skills, waste, accidents, and turnover, according to Akintayo and Chris Obisi (1996). Training improves employee performance and helps implement new policies and regulations. Staff training and development boost organizational effectiveness and profitability, according to Adeniyi (1995). Systematic training ensures employees learn relevant skills and knowledge to perform their duties. Mamoria (1995) stressed that public sector administrators need training to gain knowledge, skills, and information to perform well.

Pfeffer (1994) claimed that well-trained employees can meet performance goals and gain market advantages. Training shows employees a company cares and motivates them. Training and development enable employees to complete tasks efficiently, essential for strategic human resource

performance management, according to Lawler (1993). Training fills performance gaps, while development anticipates issues. Human Development Report (1990) stressed that development should go beyond income and wealth to provide people with opportunities for a long and healthy life, knowledge, and resources for a decent standard of living. Training is crucial for administrators, who need skilled and trained staff to succeed. Pigors and Myers (1989) discussed how training reduces employee dissatisfaction, absenteeism, and turnover while boosting achievement and skill development. Kenney and Reid (1986) defined planned training as a deliberate intervention to improve job performance through learning. Systematic approaches to skill gaps and structured programs to fill them are used in planned training. Griffin (1978) recommended training and development for learning new skills and improving performance. Training improves productivity and individual development.

Training improves skills, reduces waste and accidents, and ensures organizational survival and growth, according to Graig (1976). Training improves employee performance and helps implement new policies. Training improves worker development, job efficiency, and organizational efficiency, according to Oguntimehin (2001) and Pitfield (1982). Training improves performance by reducing errors, machine misuse, and physical risks.

2.2 Training & Development and Employee Engagement

Malik et al. (2013) discovered that worker happiness and job effectiveness are raised when new competences and knowledge are acquired via well planned training programs. Their findings indicate that when given the chance to learn and develop, workers feel more capable and driven. Employees are motivated to work harder by this desire and feeling of expertise, which increases engagement and production overall.

Khan et al. (2012) came to the conclusion that a highly engaged workforce is a critical component of successful businesses after looking at the relationship between worker engagement and organizational productivity. Their findings showed that employee engagement is significantly impacted by the company's degree of training and development. When workers are given comprehensive training programs that provide them the abilities and information they need to do their jobs more effectively, employee engagement rises. Kyani et al. (2011) They said that a well-designed training program together with powerful incentives might significantly increase employee engagement. According to their study, when workers obtain the required training, they feel more competent and secure in their positions. This confidence, when reinforced by appropriate performance rewards, motivates employees to engage more fully in their job. Using this method reduces turnover rates, boosts work satisfaction, and enhances overall performance, according to Kyani et al. (2011).

According to Bassi and Laurie (2010), The enhanced engagement and work satisfaction that result from this greater competency are what drive the organization's success. They concluded that companies should continue to spend on training and development programs in order to sustain employee engagement and productivity. According to Phillips (2008), training increases an employee's capacity to manage the complexity of their responsibilities, which in turn increases their level of engagement and dedication to their job. To optimize worker involvement and output,

he underlined, companies should focus on providing customized training courses that target specific job demands. Lockwood (2007) argued in his examination of the value of training and development for increasing employee engagement that employees who get training to increase their knowledge and skills are more likely to be fully committed to their professions.

Sahinidis and Bouris (2008) found a strong positive correlation between employee engagement and perceived training efficacy in a research on training and development programs. They argued that when employees feel training is useful, they are more motivated, committed, and satisfied with their jobs. This perspective leads to improved performance and higher levels of engagement. Sahinidis and Bouris (2008) stressed the need of developing and implementing training programs that are relevant, helpful, and in line with employee requirements in order to increase employee engagement. Training and development are essential for increasing employee engagement since they reduce service faults and improve service quality, claims Paradise (2008). He argued that employees with confidence and motivation had better levels of engagement. Companies that want to enhance worker performance, engagement, and capabilities should invest in extensive training initiatives, claims Paradise (2008).

According to Lockwood's (2007) analysis of the impact of training and development on employee engagement, workers who get training are more confident in their abilities, which boosts engagement and job satisfaction. He maintained that in order to establish a motivated and committed staff, opportunities for continuous learning and growth are essential. Companies should prioritize training and development to increase employee engagement and provide better outcomes, according to Lockwood (2007). According to Tai (2006), provide staff members with the skills and knowledge they need to effectively manage these challenges. This planning not only boosts employee engagement but also ensures that companies maintain their competitiveness in the market. According to Tai (2006), continual training and development are necessary to maintain a workforce that is knowledgeable, involved, and driven. Noe (2005) asserts that development and training are essential components of HRM that raise output on both an individual and collective level. According to him, training overcomes performance gaps by equipping employees with the skills and knowledge necessary to do their tasks successfully.

Keaveney (1995) studied the relationship between training and service performance and employee engagement. He insisted that training reduces service errors by boosting staff confidence and drive. Enhanced motivation and self-assurance lead to better work performance and engagement. According to Keaveney (1995), organizations should spend a lot of money on comprehensive training programs to boost employee engagement, service performance, and competencies.

Kahn (1990) asserts that employees are more engaged when they are aware of the possibilities and expectations that lie ahead. He insisted that transparent and well-coordinated training and development initiatives lead to increased involvement and enhanced work performance. As to Kahn's (1990) findings, workers who have the opportunity to enhance their knowledge and skills feel more competent and motivated. When employees feel motivated and competent, they are more likely to put more effort into their job, which increases engagement and overall productivity. Based upon the literature studies following hypotheses have been presented –

Ha1 - Employee performance at Rajasthan Rajyut Utpadan Nigam Limited is positively impacted by training & development programs.
Ha2 - Training and development initiatives at Rajasthan Rajya Vidyut Utpadan Nigam Limited have a good effect on employee engagement.

3 RESEARCH METHODOLOGY

Both descriptive and analytical research methods were used in this study. The study examined the connections between training and development, employee engagement, and performance at Rajasthan Rajya Vidyut Utpadan Nigam Limited. By describing how worker engagement and output are impacted by training, it offered a thorough study and interpretation of the data collected. In Rajasthan Rajya Vidyut Utpadan Nigam Limited, the sample population included 250 employees and a stratified random sampling technique was used in the study. A pilot test was used to confirm the validity of the questionnaire, and any necessary modifications were made in response to input.

4 RESULT AND ANALYSIS

Table-1 Models Info

Estimation Method	ML
Optimization Method	NLMINB
Number of observations	250
Model	Training & Development =~TDP1+TDP2+TDP3+TDP4+TDP5+TDP6+TDP7
	Performance =~Task Performance +Contextual Performance+ adaptive Performance
	Employee Engagement =~Vigor+Absorption+Dedication
	Performance ~Training & Development
	Employee Engagement ~Training & Development

There is a sizable sample size for statistical analysis with the 250 observations. The model under this framework is defined by many important relationships: First, Training & Development (T&D) is operationalized via seven observable variables (TDP1–TDP7) that represent the scope and complexity of corporate training programs. Employee engagement and organizational performance are predicted by this hidden variable. Task, contextual, and adaptive performance are all included in performance. Performance indicators demonstrate how successfully workers finish projects, adjust to changing conditions, and further company objectives. Employee Engagement includes Vigor, Absorption, and Dedication, each measured by indicators. Vigor shows energy

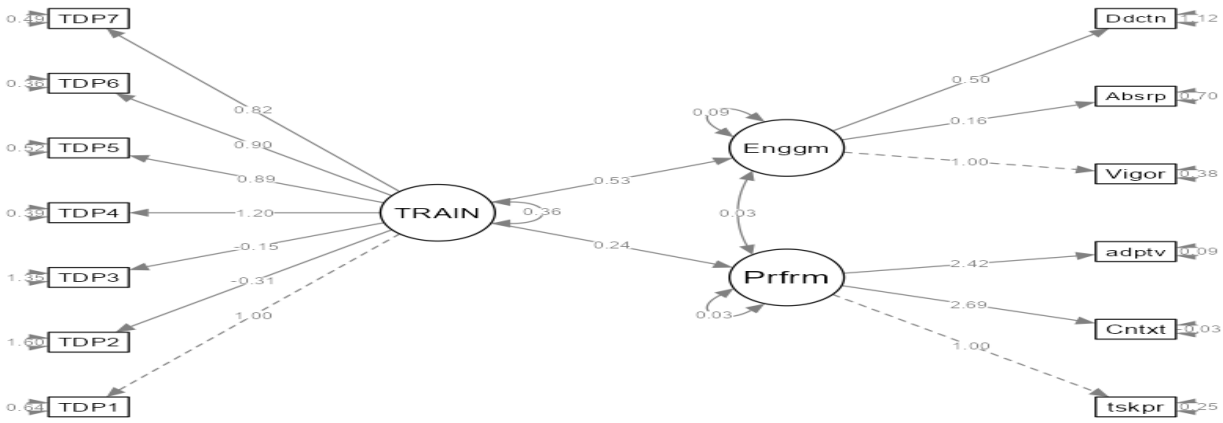
and resilience in work, Absorption shows deep focus, and Dedication shows strong commitment and attachment to one's work role and organizational goals.

Table-2 Parameters estimates

				95% Confidence Intervals				
Dep	**Pred**	**Estimate**	**SE**	**Lower**	**Upper**	**β**	**z**	**p**
Performance	Training & Development	0.241	0.0463	0.15	0.331	0.665	5.2	< .001
Employee Engagement	Training & Development	0.529	0.0962	0.341	0.718	0.72	5.5	< .001

Table 2 presents parameter estimates for the effects of training and development on performance and employee engagement. The estimated effect of training and development on performance is 0.241 with a standard error (SE) of 0.0463. The 95% confidence interval ranges from 0.15 to 0.331, with a standardized coefficient (β) of 0.665. The z-value is 5.2, and the p-value is less than .001, indicating a highly significant effect. Similarly, the estimated effect of training and development on employee engagement is 0.529 with an SE of 0.0962. The 95% confidence interval for this estimate ranges from 0.341 to 0.718, with a β of 0.72. The z-value is 5.5, and the p-value is less than .001, demonstrating a highly significant positive effect of training and development on employee engagement.

Figure 1: Path Diagram



The diagram primarily comprises three latent constructs: Training & Development, Employee Engagement, and Employee Performance. Each of these constructs is measured by several observed variables or indicators.

Training & Development is measured by seven indicators labeled TDP1 through TDP7. These indicators reflect various aspects of training and development, each with its specific factor loading. Notably, TDP1 and TDP3 have negative factor loadings of -0.37 and -0.31, respectively. This might suggest that these variables are either reverse-scored or have a unique inverse relationship with the training and development construct. The other indicators (TDP2, TDP4, TDP5, TDP6, and TDP7) have positive loadings, with TDP4 showing the highest loading at 1.20, indicating it is a strong indicator of the training and development construct.

Direct Influences of Training & Development

Training & Development affects Employee Engagement & Performance. Employee Engagement and Training & Development have a strong positive relationship, with a path coefficient of 0.53. This suggests that good training and development boost employee engagement. The path coefficient between Training & Development and Employee Performance is 0.24, indicating a moderately positive effect. Training and development boost performance, but engagement is more noticeable.

Employee Engagement and Its Outcomes

Three subcomponents of employee engagement—dedication, absorption, and vigor—are impacted by training and development. Employee Engagement has path coefficients of 0.50, 0.70, and 0.38 to these subcomponents. With a value of 0.70, engagement has the most impact on absorption. This suggests that workers who are engaged are really involved. Dedication and Vigor are positively impacted by engagement as well, meaning that involved workers exhibit high levels of tenacity and perseverance in addition to commitment and enthusiasm.

Employee Performance and Its Subcomponents

Three specific aspects of employee performance—Adaptivity, Contextual Task Performance, and Task Performance—are impacted by Training and Development. The path coefficients from

Employee Performance to these subcomponents are 2.42, 2.69, and 0.25. Contextual Performance is most strongly affected by overall performance, with a coefficient of 2.69. This shows that good performance management boosts employees' ability to perform beyond their job duties and contribute to the organization. With a coefficient of 2.42, high performance improves employees' adaptability to changing conditions and challenges. Task Performance, which has a lower coefficient of 0.25, indicates a moderate relationship, indicating that while overall performance does improve task-specific performance, the effect is smaller.

Table-3 Measurement model

				95% Confidence Intervals				
Latent	**Observed**	**Estimate**	**SE**	**Lower**	**Upper**	**β**	**z**	**p**
Training & Development	TDP1	1	0	1	1	0.599		
	TDP2	-0.305	0.151	-0.6	-0.01	-0.1424	-2.03	0.043
	TDP3	-0.154	0.136	-0.421	0.11348	-0.0787	-1.13	0.259
	TDP4	1.2	0.14	0.927	1.4741	0.7555	8.6	< .001
	TDP5	0.886	0.121	0.649	1.12287	0.5908	7.33	< .001
	TDP6	0.899	0.113	0.677	1.12017	0.6641	7.95	< .001
	TDP7	0.817	0.115	0.593	1.04181	0.5701	7.14	< .001
Performance	Task Performance	1	0	1	1	0.3992		
	Contextual Performance	2.686	0.385	1.932	3.43939	1.0401	6.98	< .001
	adaptive Performance	2.425	0.345	1.749	3.10094	0.8696	7.03	< .001
Employee Engagement	Vigor	1	0	1	1	0.5782		
	Absorption	0.157	0.143	-0.122	0.43652	0.0819	1.1	0.27
	Dedication	0.496	0.190	0.122	0.86870	0.2012	2.60	0.009

Table 3 outlines the measurement model, detailing the relationships between latent variables and their observed indicators, along with estimates, standard errors (SE), confidence intervals, standardized coefficients (β), z-values, and p-values. For the latent variable "Training & Development," TDP1 has a fixed estimate of 1 with β of 0.599. TDP2 has an estimate of -0.305 (SE = 0.151, β = -0.1424) with a confidence interval from -0.6 to -0.01 and a significant z-value of -2.03 (p = 0.043). TDP3 has an estimate of -0.154 (SE = 0.136, β = -0.0787) with a confidence

interval from -0.421 to 0.11348 and a non-significant z-value of -1.13 (p = 0.259). TDP4 shows a significant estimate of 1.2 (SE = 0.14, β = 0.7555) with a confidence interval from 0.927 to 1.4741, and a z-value of 8.6 (p < .001). TDP5, TDP6, and TDP7 also show significant estimates of 0.886 (SE = 0.121, β = 0.5908), 0.899 (SE = 0.113, β = 0.6641), and 0.817 (SE = 0.115, β = 0.5701), respectively, with p-values all less than .001.

For the latent variable "Performance," "Task Performance" has a fixed estimate of 1 with β of 0.3992. "Contextual Performance" has a significant estimate of 2.686 (SE = 0.385, β = 1.0401) with a confidence interval from 1.932 to 3.43939 and a z-value of 6.98 (p < .001). "Adaptive Performance" also has a significant estimate of 2.425 (SE = 0.345, β = 0.8696) with a confidence interval from 1.749 to 3.10094 and a z-value of 7.03 (p < .001).

For the latent variable "Employee Engagement," "Vigor" has a fixed estimate of 1 with β of 0.5782. "Absorption" has an estimate of 0.157 (SE = 0.143, β = 0.0819) with a confidence interval from -0.122 to 0.43652 and a non-significant z-value of 1.1 (p = 0.27).

Table-4 Variances and Covariances

				95% Confidence Intervals				
Variable 1	**Variable 2**	**Estimate**	**SE**	**Lower**	**Upper**	**β**	**z**	**p**
TDP1	TDP1	0.6361	0.06467	0.5093	0.76281	0.6412	9.84	< .001
TDP2	TDP2	1.5995	0.14369	1.3178	1.88109	0.9797	11.13	< .001
TDP3	TDP3	1.3491	0.12083	1.1123	1.5859	0.9938	11.17	< .001
TDP4	TDP4	0.3857	0.04854	0.2906	0.48086	0.4292	7.95	< .001
TDP5	TDP5	0.521	0.05266	0.4178	0.6242	0.6509	9.89	< .001
TDP6	TDP6	0.3643	0.0393	0.2873	0.44136	0.5589	9.27	< .001
TDP7	TDP7	0.4939	0.04926	0.3973	0.59044	0.675	10.03	< .001
Task Performance	Task Performance	0.2463	0.02175	0.2037	0.28891	0.8406	11.32	< .001

Contextual Performance	Contextual Performance	-0.0254	0.01043	-0.0459	-0.005	-0.0817	-2.44	0.015
adaptive Performance	adaptive Performance	0.0885	0.01139	0.0662	0.11086	0.2438	7.77	< .001
Vigor	Vigor	0.3835	0.09306	0.2011	0.56592	0.6657	4.12	< .001
Absorption	Absorption	0.7037	0.06311	0.58	0.82744	0.9933	11.15	< .001
Dedication	Dedication	1.1213	0.10272	0.92	1.32268	0.9595	10.92	< .001
Training & Development	Training & Development	0.356	0.07471	0.2095	0.5024	1	4.76	< .001
Performance	Performance	0.0261	0.00764	0.0111	0.04105	0.5583	3.41	< .001
Employee Engagement	Employee Engagement	0.0928	0.08961	-0.0828	0.26848	0.4821	1.04	0.3
Performance	Employee Engagement	0.0279	0.00868	0.0109	0.04488	0.5665	3.21	0.001

Table 4 presents the variances and covariances of various variables within the model, along with their estimates, standard errors (SE), 95% confidence intervals, standardized coefficients (β), z-values, and p-values. Each variable is compared with itself to determine its variance.

For the variable TDP1, the variance estimate is 0.6361 (SE = 0.06467), with a confidence interval from 0.5093 to 0.76281, β of 0.6412, z-value of 9.84, and p-value of < .001. TDP2 has a variance estimate of 1.5995 (SE = 0.14369), with a confidence interval from 1.3178 to 1.88109, β of 0.9797, z-value of 11.13, and p-value of < .001. TDP3 shows a variance estimate of 1.3491 (SE = 0.12083), confidence interval from 1.1123 to 1.5859, β of 0.9938, z-value of 11.17, and p-value of < .001.

For TDP4, the variance is 0.3857 (SE = 0.04854), with a confidence interval from 0.2906 to 0.48086, β of 0.4292, z-value of 7.95, and p-value of < .001. TDP5 has a variance of 0.521 (SE = 0.05266), confidence interval from 0.4178 to 0.6242, β of 0.6509, z-value of 9.89, and p-value of < .001. TDP6 shows a variance of 0.3643 (SE = 0.0393), confidence interval from 0.2873 to 0.44136, β of 0.5589, z-value of 9.27, and p-value of < .001. TDP7 has a variance of 0.4939 (SE = 0.04926), confidence interval from 0.3973 to 0.59044, β of 0.675, z-value of 10.03, and p-value of < .001.

For "Task Performance," the variance is 0.2463 (SE = 0.02175), with a confidence interval from 0.2037 to 0.28891, β of 0.8406, z-value of 11.32, and p-value of < .001. "Contextual Performance" has a variance of -0.0254 (SE = 0.01043), confidence interval from -0.0459 to -0.005, β of -0.0817, z-value of -2.44, and p-value of 0.015. "Adaptive Performance" shows a variance of 0.0885 (SE = 0.01139), confidence interval from 0.0662 to 0.11086, β of 0.2438, z-value of 7.77, and p-value of < .001.

For "Vigor," the variance is 0.3835 (SE = 0.09306), confidence interval from 0.2011 to 0.56592, β of 0.6657, z-value of 4.12, and p-value of < .001. "Absorption" has a variance of 0.7037 (SE = 0.06311), confidence interval from 0.58 to 0.82744, β of 0.9933, z-value of 11.15, and p-value of < .001. "Dedication" shows a variance of 1.1213 (SE = 0.10272), confidence interval from 0.92 to 1.32268, β of 0.9595, z-value of 10.92, and p-value of < .001.

For "Training & Development," the variance is 0.356 (SE = 0.07471), confidence interval from 0.2095 to 0.5024, β of 1, z-value of 4.76, and p-value of < .001. "Performance" shows a variance of 0.0261 (SE = 0.00764), confidence interval from 0.0111 to 0.04105, β of 0.5583, z-value of 3.41, and p-value of < .001. "Employee Engagement" has a variance of 0.0928 (SE = 0.08961), confidence interval from -0.0828 to 0.26848, β of 0.4821, z-value of 1.04, and p-value of 0.3. Lastly, the covariance between "Performance" and "Employee Engagement" is 0.0279 (SE = 0.00868), confidence interval from 0.0109 to 0.04488, β of 0.5665, z-value of 3.21, and p-value of 0.001.

Table-5 Intercepts

			95% Confidence Intervals			
Variable	**Intercept**	**SE**	**Lower**	**Upper**	**z**	**p**
TDP1	2.228	0.063	2.105	2.351	35.369	< .001
TDP2	3.632	0.081	3.474	3.79	44.945	< .001
TDP3	2.864	0.074	2.72	3.008	38.866	< .001
TDP4	2.036	0.06	1.918	2.154	33.958	< .001
TDP5	1.892	0.057	1.781	2.003	33.439	< .001
TDP6	1.988	0.051	1.888	2.088	38.932	< .001
TDP7	2.156	0.054	2.05	2.262	39.853	< .001
Task Performance	2.489	0.034	2.421	2.556	72.696	< .001
Contextual Performance	1.83	0.035	1.761	1.899	51.851	< .001
adaptive Performance	1.758	0.038	1.684	1.833	46.142	< .001

Vigor	1.684	0.048	1.59	1.778	35.079	< .001
Absorption	1.748	0.053	1.644	1.852	32.835	< .001
Dedication	2.812	0.068	2.678	2.946	41.128	< .001
Training & Development	0	0	0	0		
Performance	0	0	0	0		
Employee Engagement	0	0	0	0		

Table 5 presents the intercepts for various variables, revealing the baseline values when all predictors are zero. The intercepts range from 1.684 for Vigor to 3.632 for TDP2, with all z-values being highly significant ($p < .001$), indicating strong evidence against the null hypothesis. The standard errors (SE) are relatively small, enhancing the precision of these estimates. The 95% confidence intervals for each variable confirm the reliability of the intercept estimates. For instance, the intercept for TDP1 is 2.228, with a confidence interval from 2.105 to 2.351. Training & Development, Performance, and Employee Engagement have intercepts of zero, indicating their baseline values are centered at zero.

5 DISCUSSION AND CONCLUSION

This study examined the effects of Training & Development on Employee Engagement and Performance in an organizational setting. Training & Development positively correlated with both Employee Engagement and Employee Performance. These findings emphasize the importance of training and development to improve organizational effectiveness.

Employee Engagement is positively impacted by Training and Development. This strong relationship suggests that well-structured training programs teach employees skills and foster engagement. Employee engagement is higher, with higher levels of commitment, absorption, and vigor among those who believe their company invests in their growth. Saks (2006) also found that organizational support for development was crucial to employee engagement.

Training & Development improves Employee Performance, according to the study. The data suggested that well-trained workers can meet job demands, adapt to changes, and perform their duties. Aguinis and Kraiger (2009) found that training improves job performance and organizational outcomes. Training improves performance, emphasizing the importance of ongoing professional development for high performance.

Training & Development drives Employee Engagement and Performance. The positive effects in this study demonstrate the value of comprehensive training programs. Employee development improves performance and creates a more engaged and committed workforce. These findings support previous research and help explain how training affects organizational success. Future research could determine which training works best in different organizational contexts, improving employee engagement and performance strategies.

6 STUDY IMPLICATION

Human resource development research and organizational practices are affected by the study's findings. Complete training programs improve employee engagement and performance, making workers more motivated and productive. Training should improve job-specific skills and employee engagement, fostering dedication, absorption, and vigor. A holistic approach that integrates technical skills training with personal and professional development improves results. Maximum benefits can be achieved with customized training solutions for different employee groups.

7 FUTURE SCOPE OF THE STUDY

To determine which training programs improve employee engagement and performance, this study will examine on-the-job training, e-learning, and leadership development. VR and AI may improve training effectiveness, so more research is needed. Integrating training programs with performance management and career development may provide a more holistic approach to employee development. Additionally, studying how training affects specific job roles or industries can lead to customized training solutions. Future research may examine the best training frequency and duration to maximize benefits. Understanding how personality traits and learning styles affect training outcomes could lead to more personalized training. Finally, assessing training program ROI can help organizations make better training investment decisions. These directions will help organizations improve training strategies and results.

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