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A STUDY ON EVALUATING THE IMPACT OF EMPLOYEE TRAINING PROGRAM ON PRODUCTIVITY AT ICICI PRUDENTIAL LIFE INSURANCE

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ABSTRACT

This study investigated how ICICI Prudential Life Insurance employees' organizational commitment was increased through training and development programs. Employee perceptions of current training programs' frequency, manner, content relevancy, delivery methods, and post-training support mechanisms were the focus of the study. The study examined the degree to which training affected employee productivity, efficiency, confidence, and alignment with company objectives by distributing a standardized questionnaire to 100 workers with varying levels of experience and education. A well-rounded understanding of training effectiveness was ensured by the respondents' demographic profile, which represented a sample that was well dispersed across age and experience groups.

Key Words:- Employees, Training programs, performance, productivity.

I. INTRODUCTION

The strategic importance of human capital in attaining long-term organizational performance has become more and more important in today's business environment. Given this, staff training has become a crucial aspect of human resource management, closely associated with increases in productivity and performance. Employees are the primary point of contact between a company and its customers in knowledge-intensive sectors like the insurance industry. Therefore, individuals' skill set, knowledge base, and general competence have a big impact on how effective a business is. The

type and scope of training programs implemented have had a significant impact on the caliber of employee performance at ICICI Prudential Life Insurance (ICICI PRU), which works in a highly competitive and service-oriented market. The study sought to ascertain if these interventions resulted in quantifiable gains in work outcomes and to comprehend the concrete impacts of training programs on employee productivity.

1.1 NEED OF THE STUDY

The increasing focus on operational efficiency and performance optimization in the insurance sector made the study necessary. The dynamic market in which ICICI PRU operates was marked by fierce competition, changing consumer expectations, and regulatory obstacles. In this setting, increasing worker productivity became essential for maintaining the organization's viability and dominating the market.

1.2 SCOPE OF THE STUDY

The survey included staff members from several functional areas and was only focused on ICICI Prudential Life Insurance. It comprised an assessment of the organization's several training programs, the frequency and modes of training delivery, and the resulting effects on team and individual productivity. Without looking at outside factors like market developments or rival tactics, the scope was limited to evaluating employee views and quantifiable performance outcomes after training.

1.3 OBJECTIVE OF THE STUDY

1. To assess how well employee training initiatives have improved ICICI PRU employees' general job performance.
2. To evaluate the connection between ICICI PRU staff production levels and training frequency.
3. To determine which kinds of training techniques are most effective in raising worker productivity.
4. To assess how well training programs are perceived by staff members in relation to their everyday responsibilities.
5. To offer recommendations to ICICI Prudential Life Insurance's HR managers.

II. REVIEW OF LITERATURE

By looking at the mediating functions of trust and information sharing in organizational contexts, Lee (2020) examined the different effects of training and incentive mechanisms on employee performance. The study, which used survey data and structural equation modeling, discovered that training improved employee performance mainly by promoting trust, which in turn increased commitment and cooperative behaviors. On the other hand, incentives primarily increased performance by encouraging people to share expertise.

Barros-Bastidas (2020) investigated how research training affected the scientific output of university instructors in a public institution in Ecuador's education faculty. The study used quantitative analysis to show that faculty research productivity significantly increased after taking part in structured training programs. Effectiveness was influenced by a number of factors, including time allotted for research activities, training material relevancy, and institutional support.

To investigate the origins and evolution of High-Intensity Interval Training (HIIT) in health promotion research in the new millennium, You (2021) carried out a bibliometric evaluation. The study showed an exponential rise in HIIT-related research

across a range of demographics and medical conditions by methodically mapping publication trends, major research subjects, and international collaboration networks.

III. RESEARCH METHODOLOGY

The basic principle in the research has been adopted in the overall methodology. The following methodology has been used for meeting the requirements,

3.1 Sources of data:

Primary Data: Qualitative data collection methods are time consuming, therefore data is usually collected from a smaller sample than would be the case for quantitative approaches.

Secondary Data: The data that is already written and has gone through prior statistical analysis. This data can be collected from various data , internet downloads, business articles, business periodicals , annual reports of the company.

3.2 Sample Technique: Convenience Sampling Method

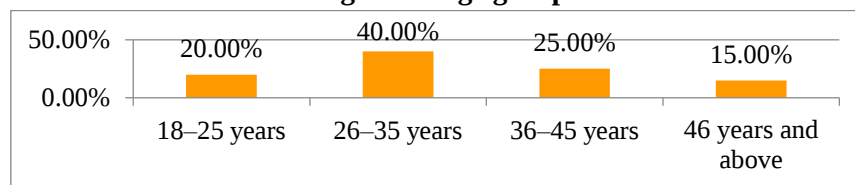
3.3 Sample Size: 100

3.4 LIMITATIONS OF THE STUDY

This study's scope was restricted to ICICI PRU, a single business, which naturally limited the findings' applicability to the larger service sector. Additionally, the study used a structured questionnaire, which may have limited respondents' capacity to convey more profound experience insights even though it was useful for quantification. Establishing the long-term impacts of training on organizational commitment was challenging due to the cross-sectional nature of data collection, which limited the ability to draw conclusions about causality.

IV. DATA ANALYSIS AND INTERPRETATION:**1. What is your age group?****Table 1: Age group**

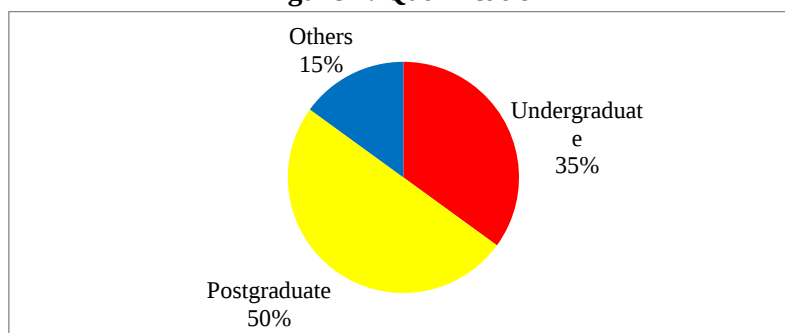
Category	Frequency	Percentage
18–25 years	20	20.0%
26–35 years	40	40.0%
36–45 years	25	25.0%
46 years and above	15	15.0%
Total	100	100.0%

Figure 1: Age group**Interpretation**

The above frequency table reveals that the majority of respondents (40%) belonged to the 26–35 years age group, followed by 25% in the 36–45 years range. A smaller segment of the respondents (20%) were in the 18–25 years group, while 15% of the total respondents were aged 46 and above.

2. What is your highest educational qualification?**Table 2: Qualification**

Category	Frequency	Percentage
Undergraduate	35	35.0%
Postgraduate	50	50.0%
Others	15	15.0%
Total	100	100.0%

Figure 2: Qualification**Interpretation**

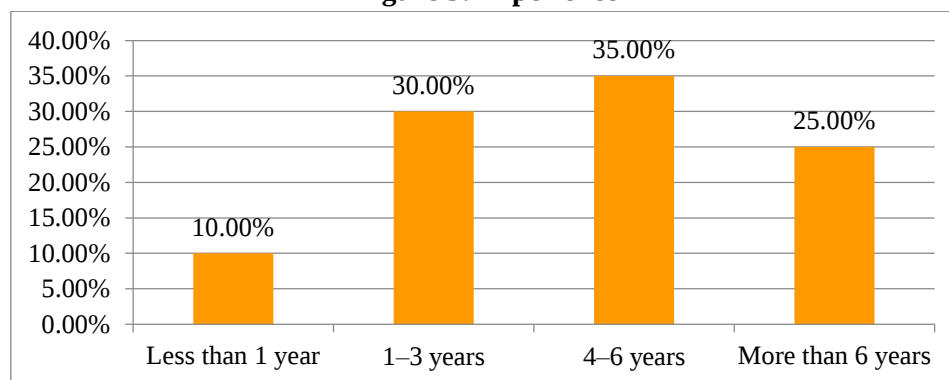
From the table, it is evident that half of the respondents held postgraduate degrees, while 35% had undergraduate qualifications. A smaller segment, amounting to 15%, indicated other forms of qualifications.

3. How many years of experience do you have in the insurance industry?

Table 3: Experience

Category	Frequency	Percentage
Less than 1 year	10	10.0%
1–3 years	30	30.0%
4–6 years	35	35.0%
More than 6 years	25	25.0%
Total	100	100.0%

Figure 3: Experience



Interpretation

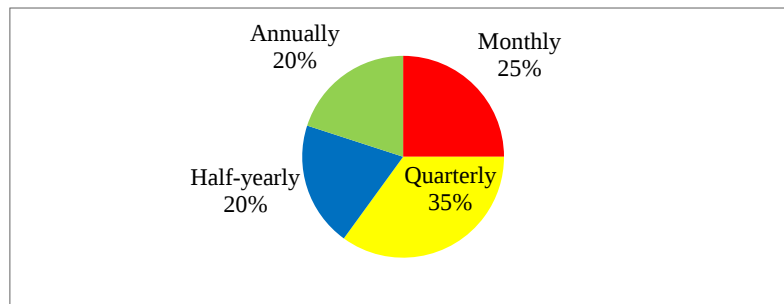
As indicated in the table, 35% of the respondents had 4–6 years of experience, followed by 30% with 1–3 years and 25% having more than six years of experience in the insurance sector. Only 10% were relatively new with less than one year of experience. These findings illustrate that the sample was well-balanced with a significant proportion of experienced professionals who could provide valid insights into the effectiveness of training interventions.

4. How often do you attend training programs at ICICI PRU?

Table 4: Training programs

Category	Frequency	Percentage
Monthly	25	25.0%
Quarterly	35	35.0%
Half-yearly	20	20.0%
Annually	20	20.0%
Total	100	100.0%

Figure 4: Training programs



Interpretation

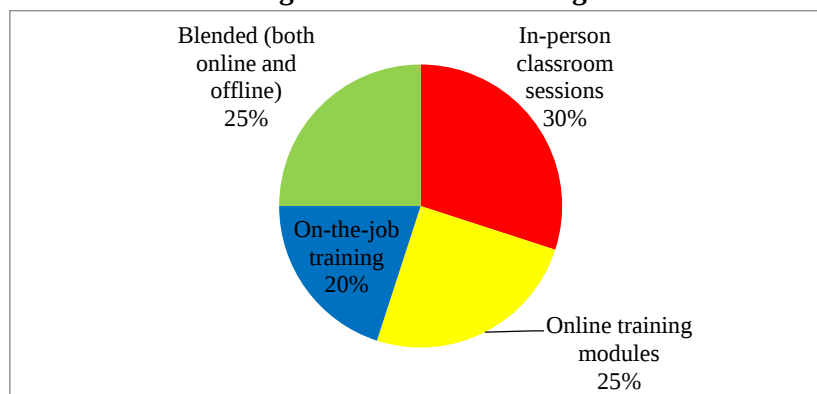
The data highlights that the most common frequency of training programs attended was on a quarterly basis (35%), followed by monthly sessions (25%). Approximately 20% each reported attending training either half-yearly or annually.

5. Which mode of training do you find most effective?

Table 5: Mode of training

Category	Frequency	Percentage
In-person classroom sessions	30	30.0%
Online training modules	25	25.0%
On-the-job training	20	20.0%
Blended (both online and offline)	25	25.0%
Total	100	100.0%

Figure 5: Mode of training

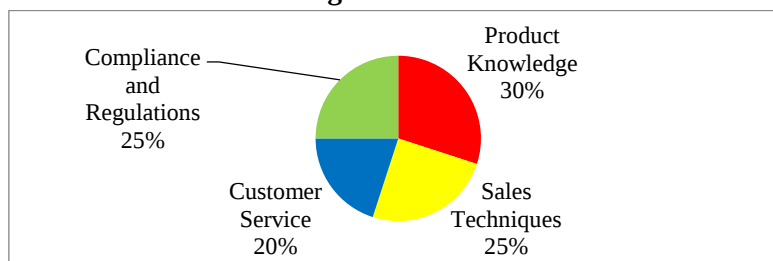


Interpretation

According to the frequency table, in-person classroom sessions were identified as the most effective by 30% of respondents. Online modules and blended learning modes were equally favored by 25% each, while on-the-job training was preferred by 20%.

6. What is the primary focus of the training programs you have attended?**Table 6: Focus**

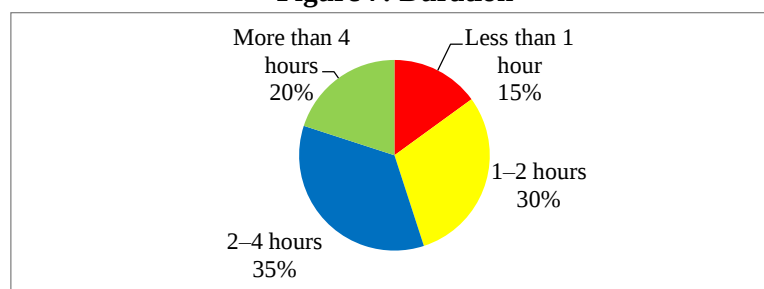
Category	Frequency	Percentage
Product Knowledge	30	30.0%
Sales Techniques	25	25.0%
Customer Service	20	20.0%
Compliance and Regulations	25	25.0%
Total	100	100.0%

Figure 6: Focus**Interpretation**

The training programs largely centered on product knowledge, which was reported by 30% of the respondents, followed by sales techniques and compliance training at 25% each. Customer service training accounted for 20% of responses.

7. How long does a typical training session last?**Table 7: Duration**

Category	Frequency	Percentage
Less than 1 hour	15	15.0%
1–2 hours	30	30.0%
2–4 hours	35	35.0%
More than 4 hours	20	20.0%
Total	100	100.0%

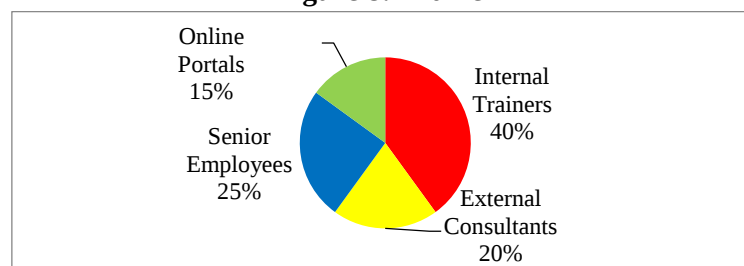
Figure 7: Duration

Interpretation

The majority of training sessions typically lasted between 2 to 4 hours, as indicated by 35% of the respondents. About 30% reported 1–2 hour sessions, while 20% experienced longer sessions exceeding 4 hours. A smaller proportion (15%) attended short sessions lasting less than one hour. s

8. Who generally conducts the training programs?**Table 8: Trainer**

Category	Frequency	Percentage
Internal Trainers	40	40.0%
External Consultants	20	20.0%
Senior Employees	25	25.0%
Online Portals	15	15.0%
Total	100	100.0%

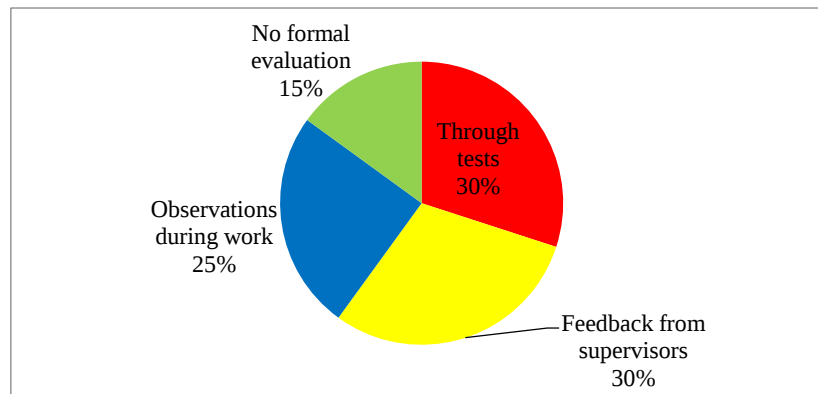
Figure 8: Trainer**Interpretation**

The majority (40%) of training programs were conducted by internal trainers, followed by senior employees (25%) and external consultants (20%). Online portals served as the training medium for 15% of respondents.

9. How is your performance evaluated post-training?**Table 9: Evaluation**

Category	Frequency	Percentage
Through tests	30	30.0%
Feedback from supervisors	30	30.0%
Observations during work	25	25.0%
No formal evaluation	15	15.0%
Total	100	100.0%

Figure 9: Evaluation



Interpretation

The methods used to assess post-training performance include tests and supervisor feedback, each accounting for 30%. Observational assessment constituted 25%, while 15% reported an absence of formal evaluations.

V. FINDINGS:

1. According to the study, the majority of respondents (40%) were between the ages of 26 and 35. This suggests that professionals in their mid-career actively participate in training programs, which is consistent with earlier research suggesting that mid-career workers are more motivated to learn and grow (Noe, 2017).
2. In line with findings by Salas et al. (2015), who highlighted the impact of educational background on training effectiveness, it was noted that 50% of the participants held postgraduate degrees, suggesting that respondents possessed advanced academic capabilities that facilitated meaningful engagement with training content.
3. In line with research showing that experience improves receptivity and practical application of training, over 35% of respondents had 4–6 years of industry experience, indicating that seasoned professionals made up a sizable portion of the training ecosystem (Chiaburu & Marinova, 2005).
4. The highest training frequency was quarterly (35%), followed by monthly (25%). This indicates an organized and periodic training culture, which is consistent with Saks and Burke's (2012) best practices, which

recommended quarterly learning interventions for long-term skill retention.

VI. SUGGESTIONS:

1. To supplement big quarterly programs, the business should include more frequent micro-learning events to the training calendar.
2. For more flexibility, blended learning models that combine online and offline learning environments need to be given more attention.
3. To guarantee ongoing assistance and reinforcement of learning, management should establish a formal post-training mentorship program.
4. Training materials must be regularly examined and modified to reflect shifting market demands and regulatory changes.

VII. CONCLUSION:

With an emphasis on employees' evaluations of the frequency, manner, relevance, and impact of training interventions, the current study carefully investigated the relationship between ICICI Prudential Life Insurance's training and development procedures and employee commitment. The results consistently showed that training was viewed as a strategic organizational role incorporated into daily operations rather than as a procedural or incidental activity.

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