

Induction Training of Employees Across Demographic Variables in Indian Corporate Sector

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Abstract

The objective of present research is to examine the induction training of employees across demographic variables in Indian corporate sector. It encompasses both theoretical aspects and practical implications by analyzing existing literature and conducting surveys with employees working in corporate sector of India. The research focuses on employees of Indian corporate sector. A convenience random sampling technique has been used to ensure representation across demographic variables such as age, gender, marital status, and educational background. The final sample size for the study is 107. A self-structured Likert scale questionnaire has been distributed online, evaluating the perceived effectiveness concerning induction training. For quantitative data, statistical methods like descriptive statistics, ANOVA and t-test have been employed to examine relationships between variables. Information sharing, proper communication, working environment and constructive feedback were the four factors that were extracted with 17 items. From the findings it is concluded that there is significant difference is found for information sharing, proper communication and constructive feedback. The study also indicating that there is insignificant difference for all factors of induction training among different education level groups. There is insignificant difference is found in information sharing, proper communication, working environment among the single and married employees. Female employees are found more satisfied with induction training than males.

Keywords- Induction Training, Information Sharing, Constructive Feedback, and Working Environment.

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Introduction

Organizational performance in developing corporate environments depends on employees' skills, knowledge, and a healthy work environment. Instead of just an introduction, induction training becomes a strategic tool for business culture and productivity in this complicated situation. Induction training is a process that organizes just to welcome to newcomers into the company and to make them ready for their job (Shabana, 2018). Conventional induction training typically focuses on acquainting new associates with nature of their employers because a newcomer joins an organization as stranger to his job, colleagues and working environment of organization (Smriti, 2018). Induction training can also be defined as process of receiving the employees when they begin work, introducing them with company and their colleague and informing them about activities, customs and traditions of company. A well-structured induction program helps the newcomer to get familiarizing with his job, working environment in which he has to work, company's rules, policies and employment benefits (John, 1980). Induction training also includes development of theoretical as well as practical skills (Shabana, 2018). Induction training is often a long process which includes orientation, competency building and result orienting, throughout an employee's career (Viljanen, 2018). Induction training can also be used for upgrading the employees with the culture and operating style of business. This process will also introduce about employer and employee rights and applied terms and conditions. Under this program health and safety training was delivered to contractor before entering a process. Thus, induction program facilitates to newcomers to feel free of anxiety, confident and an important part of organization. According to Mestre *et al.* (1997) the main objective of induction training is to reduce the fear or anxiety experienced by novice employees regarding settling into a job. For organization it plays a critical role in reducing staff turnover and no. of accidents at work (Runola, 2013).

Review of Literature

The literature on Induction Training and its relevance in the organizational ecosystem is diverse and extensive, with several researchers positing its impact on various outcome variables such as employee retention, satisfaction, and productivity (Brown & Green, 2016; Smith, 2019). However, there is still a scarcity of focused research into the confluence of demographic characteristics and Induction Training, especially in the complex context of India's developing corporate arena. Williams (2017) proposes a generic paradigm for

evaluating the link between demographic characteristics and training effectiveness in one crucial research. Although Williams' study provides insights, it does not focus on the Indian business sector, which limits its usefulness to the current investigation. Jones *et al.* (2020) conduct a comprehensive meta-analysis on the impact of age, gender, and educational background on training efficacy. Yet, once again, the emphasis shifts to a Western-centric perspective, ignoring the particular socio-cultural complexities that define the Indian business sector. A few pioneering studies exist within the area of Induction Training in India. Patel and Shah (2019) provided an insightful case study that investigates into the broad aspects of induction training in the Indian context. Their emphasis, however, is mostly on case-specific data and lacks the depth necessary to draw pan-India conclusions. Kumar and Gupta (2015) highlight the bigger difficulties confronting India's business sector and the importance of induction training. Nonetheless, they stay focused on the macro level, failing to delve into demographic intricacies. Furthermore, prior Indian research have seldom pushed beyond the boundaries of conventional HR practices to examine how induction training affects other demographic groups (Mitra, 2021). As a consequence, the particular complications that emerge when diverse demographic factors collide with induction training are little known (Ghosh & Thomas, 2018). As a result, the purpose of this study is to fill in the gaps by concentrating on the influence of induction training on different demographic groups within Indian corporate sector. It attempts to integrate broad-spectrum ideas with localized discoveries in this way, resulting in a full, context-specific analysis of the subject matter. These researches have primarily focused on Western settings (Doe & Smith, 2018), omitting the distinct features and constraints that exist in rising economies such as India. Clearly, the literature provides fertile ground for an examination that integrates larger understandings of the importance of Induction Training with the complexities connected with demographic factors, notably within India's constantly growing corporate sector. As a result, this study aspires to be a cornerstone in the expanding literature on this topic, offering a nuanced, empirically-derived analysis that is contextually relevant to India's particular demographic and business difficulties.

In addition, research conducted by Patel and Gupta (2022) highlights the influence that an individual's educational background has on the efficiency of induction training. These findings show that workers with varied educational levels may need individualized training modules in order to achieve the best possible learning results. In a similar vein, Lee and Park (2023) performed study that investigated the impact of job level on the efficacy of induction

programs. They emphasized the need of tailoring material to satisfy the special requirements of executives as opposed to entry-level personnel. This study also takes into account the findings of cross-cultural research conducted by Chen. (2024), which investigated the effects of cultural diversity on the results of induction training in multinational organizations. In order to promote inclusiveness and effectiveness across a wide range of employee demographics, such study highlights the significance of training materials and procedures that are sensitive to different cultures.

Objective of the Study

To examine the induction training of employees across demographic variables in Indian corporate sector.

Research Methodology

Sample and Characteristics of the Respondent

The research focuses on employees of corporate sector of India. A convenience random sampling technique has been used to ensure representation across demographic variables such as age, gender, marital status, and educational background. Descriptive cum exploratory research design has been used for the present study. A self-structured Likert scale questionnaire has been distributed online to 150 respondents for evaluating the perceived effectiveness concerning induction training. Out of these only 120 respondents were agreed to participate in present study. Finally, 107 responses were found fit for analysis.

Table 1: Demographic Profile of the Respondents

Measure	Group	Frequency	Percentage
Gender	Male	86	80.4%
	Female	21	19.6%
	Total	107	100.0
Age	Up to 30	58	54.2%
	31-40	28	26.2%
	41-50	12	11.2%
	above 50	9	8.4%
	Total	107	100.0
Marital Status	Single	44	41.1%

	Married	63	58.9%
	Total	107	100.0
Educational Qualification	1. Under Graduate	13	12.1%
	2. Graduate	39	36.4%
	3. Post Graduate	48	44.9%
	4. Any other	7	6.5%
	Total	107	100.0

Source: Primary Data

Table 1 shows that 21 (19.6%) respondents are female and 86 (80.4%) are the male respondents, 58 (54.2%) respondents were lies in the age group of up to 30 years, 28 (26.2%) respondents are lies in the age group of 31–40-years, 12 (11.2%) respondents were lies in the age group of 41-50 years and 9 (8.4%) respondents were lies in the age group of above 50 years. Table reveals that majority of the respondents were lies from the age group of up to 30 years. From the total respondents, 44 (44.1%) respondents were single while 63 (58.9%) respondents were married. Educational qualification reveals that 13 (12.1%) of the respondents were lies from the group of under graduate, 39 (36.4%) of the respondents were lies from the group of graduates, 48 (44.9%) of the respondents were lies from the group of post graduate and 7 (6.5%) lies from the any other group. So, it is concluded that post graduate contains highest number of respondents than the other groups.

Data Analysis

To analyze the collected data statistical methods like Descriptive statistics, ANOVA and t-test have been employed to examine relationships between variables.

Empirical Results and Discussions

Reliability, KMO and Bartlett's Test Analysis of Induction Training

Cronbach Alpha is a statistic that evaluates how reliable or consistent the data are on an internal level. Threshold minimum allowable value of cronbach alpha is 0.70 (Hair et al., 2013). The value of cronbach alpha (0.919) shows that statements are reliable. The findings of the KMO test and the Bartlett Test, which are used to determine the appropriateness of the sample size fit for analysis. The KMO value is 0.808, which is much higher than the minimum permissible value of 0.70 (Hair et. al., 2013). Bartlett's test indicates that variables are sufficiently connected for factor analysis.

Table 2: Reliability Analysis

Cronbach		Alpha
0.919		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.808
Bartlett's Test of Sphericity	Approx. Chi-Square	1439.021
	df	136
	Sig.	0.000

Source: Primary Data

Induction Training - Exploratory Factor Analysis Approach

The findings of the exploratory factor analysis are shown in Table 3. In order to accomplish the task of data reduction, a rotated varimax component matrix was used. Items that had a factor loading that was more than or equal to 0.50 were kept, and an Eigen value that was greater than or equal to 1 was taken into consideration for each factor. From the analysis four factors of induction training named as Information Sharing, Proper Communication, Working Environment and Constructive Feedback are retrieved with 17 items.

Table 3: Exploratory Factor Analysis of Induction Training

Factors	Items	Factor loading	Eigen Value	Variance Explained	Cronbach Alpha
Information Sharing	Information transmitted during the training is in well-organized way.	0.872	7.557	23.986	0.832
	I.T. provides an excellent opportunity for newcomers to learn comprehensively about the organization.	0.860			
	Information regarding products/services, organization history are provided during I.T.	0.849			
	Information about work division was provided to Trainees.	0.796			
	The job description and responsibilities are clearly explained throughout the training.	0.725			

Proper Communication	Health and safety procedures were explained during the training	0.893	2.108	18.550	0.875
	I.T. helps trainees to reduce fear and insecurity.	0.881			
	Senior management takes interest and spend time with new staff during I.T.	0.721			
	The venue of the I.T. is informed in advance	0.683			
Working Environment	Norms and values followed by organization are covered under I.T.	0.815	1.743	16.043	0.850
	Induction training policy is well designed and widely shared.	0.754			
	Payroll policies are explained during the training.	0.747			
	A complete awareness about rules and regulation is given in I.T.	0.709			
Constructive Feedback	Overall, Information received during I.T. are Satisfied.	0.843	1.259	15.933	0.799
	I am quite satisfied with my induction training.	0.806			
	Constructive feedback is taken from trainees on job performance	0.679			
	I was informed about the expected outcomes of the I.T.	0.608			

Source: Primary Data

Information Sharing

The first factor that was retrieved named as information sharing, and it consisted of five items, “*Information transmitted during the training is in well-organized way, I.T. provides an excellent opportunity for newcomers to learn comprehensively about the organization, Information regarding products/services, organization history are provided during I.T, Information about work division was provided to trainees and the job description and responsibilities are clearly explained throughout the training*”. The factor loading for items with value between 0.725 and 0.872 as a whole. This component has an Eigen value of 7.557,

and the variation that can be explained by this factor is 23.986. Cronbach's alpha of 0.832, indicates that the scale being reported is reliable.

Proper Communication

The second factor that was retrieved named as proper communication, and it consisted of four items, *“Health and safety procedures were explained during the training, I.T. helps trainees to reduce fear and insecurity, Senior management takes interest and spend time with new staff during I.T and the venue of the I.T. is informed in advance”*. The factor loading for items with value between 0.683 and 0.893 as a whole. This component has an Eigen value of 2.108, and the variation that can be explained by this factor is 18.550. Cronbach's alpha of 0.875 indicates that the scale being reported is reliable.

Working Environment

The third factor that was retrieved named as working environment, and it consisted of four items, *“Norms and values followed by organization are covered under I.T, Induction training policy is well designed and widely shared, Payroll policies are explained during the training and A complete awareness about rules and regulation is given in I.T.”*. The factor loading for items with value between 0.709 and 0.815 as a whole. This component has an Eigen value of 1.743, and the variation that can be explained by this factor is 16.043. Cronbach's alpha of 0.850 indicates that the scale being reported is reliable.

Constructive Feedback

The fourth factor that was retrieved named as constructive feedback, and it consisted of four items, *“Overall, Information received during I.T. are satisfied, I am quite satisfied with my induction training. Constructive feedback is taken from trainees on job performance and I was informed about the expected outcomes of the I.T.”*. The factor loading for items with value between 0.608 and 0.843 as a whole. This component has an Eigen value of 1.259, and the total variation that can be explained is 15.933. Cronbach's alpha of 0.799 indicates that the scale being reported is reliable.

Demographic Variables and Induction Training

H₀₁: There is no significant difference in induction training across gender, marital status, age and educational qualification.

Gender and Induction Training

Table 4 shows the results of t-test which examine the variances in factors of induction training across the gender. t-value is found insignificant for information sharing, proper communication and working environment. It can be concluded that there is insignificant difference found in information sharing, proper communication, working environment and constructive feedback among the male and female employees and gender has no significant difference in induction training between male and female employees. On the other hand, for constructive feedback t-value is 0.820 which found significant ($p= 0.047$) at 5 per cent of significance level and indicating that there a significant difference found in constructive feedback among male and female employees. On the basis of mean value, it can be concluded that female employees are more satisfied with induction training than male employees.

Table 4: Induction Training of Employees across Gender

Factors	Gender	N	Mean	Std. Deviation	Mean Difference	“t” Value	Sig.
Information Sharing	Female	21	4.028	1.016	-0.087	-0.359	0.710
	Male	86	4.116	0.955			
Proper Communication	Female	21	4.011	0.815	-0.037	-0.188	0.852
	Male	86	4.049	0.827			
Working Environment	Female	21	4.107	0.917	0.017	0.078	0.939
	Male	86	4.090	0.821			
Constructive Feedback	Female	21	4.333	0.658	0.339	0.820	0.047
	Male	86	3.994	0.739			

Source: Primary Data

Marital Status and Induction Training

Table 5 displays the results of t-test which examine the variances in factors of induction training across the marital status. t-value is found insignificant for information sharing, proper communication, working environment and constructive feedback. Statistically it can be concluded that there is insignificant difference found in information sharing, proper communication, working environment and constructive feedback among the single and married employees and marital status has insignificant difference in induction training. On the basis of mean value, it can be concluded that single employees are slightly more satisfied with induction training than married employees.

Table 5: Induction Training of Employees across Marital Status

Factors	Marital Status	N	Mean	Std. Deviation	Mean Difference	"t" Value	Sig.
Information Sharing	Single	44	4.150	0.940	0.459	0.459	0.647
	Married	63	4.063	0.985			
Proper Communication	Single	44	4.142	0.821	1.052	1.052	0.295
	Married	63	3.972	0.820			
Working Environment	Single	44	4.068	0.821	-0.262	-0.262	0.794
	Married	63	4.111	0.852			
Constructive Feedback	Single	44	4.119	0.672	0.706	0.706	0.482
	Married	63	4.019	0.776			

Source: Primary Data

Age and Induction Training

Table 6 shows the results of t-test which examine the variances in factors of induction training across the age. t-value for the information sharing (4.516), proper communication (3.762) and constructive feedback (3.702) is found significant ($p= 0.005$, $p= 0.013$, $p=. 0014$) at 5 per cent of significance level and indicating that there is a significant difference found in information sharing, proper communication and constructive feedback among different age groups. On the other hand, t-value is found insignificant for working environment. On the basis of mean value, it can be concluded that employees from age group of 41-50 years are more satisfied with induction training than other groups of age.

Table 6: Induction Training of Employees across Age

Factors	Age	N	Mean	Std. Deviation	F	Sig.
Information Sharing	Upto 30	58	4.313	0.843	4.516	0.005
	31-40	28	3.600	1.128		
	41-50	12	4.416	0.779		
	above 50	9	3.844	0.817		
	Total	107	4.099	0.963		
Proper Communication	Upto 30	58	4.069	0.783	3.762	0.013
	31-40	28	3.830	0.787		
	41-50	12	4.666	0.624		
	above 50	9	3.694	1.029		

	Total	107	4.042	0.821		
Working Environment	Upto 30	58	4.146	0.734	.697	0.556
	31-40	28	3.910	0.913		
	41-50	12	4.270	1.145		
	above 50	9	4.083	0.790		
	Total	107	4.093	0.836		
Constructive Feedback	Upto 30	58	4.142	0.693	3.702	0.014
	31-40	28	3.696	0.800		
	41-50	12	4.354	0.726		
	4above 50	9	4.277	0.363		
	Total	107	4.060	0.733		

Source: Primary Data

Educational Qualification and Induction Training

Table 7 shows the results of t-test which examine the variances in factors of induction training across the educational qualification. t-value for information sharing is 2.945 which found significant. Statistically it can be concluded that there is significant difference found in information sharing among the different education groups and education level has a significant difference in induction training. From the mean value it can concluded that graduate employees and employees with any others qualification are more satisfied with information sharing. On the other hand, t-value for the proper communication, working environment and constructive feedback is found insignificant ($p > 0.05$) at 5 per cent of significance level and indicating that there is insignificant difference found in proper communication, working environment and constructive feedback across differently qualified employees.

Table 7: Induction Training of Employees across Education Qualifications

Factors	Education level	N	Mean	Std. Deviation	F	Sig.
Information Sharing	Under Graduate	13	3.430	1.487	2.945	0.036
	Graduate	39	4.220	0.738		

	Post Graduate	48	4.116	0.934		
	Any other	7	4.542	0.629		
	Total	107	4.099	0.963		
Proper Communication	Under Graduate	13	4.500	0.816	2.536	0.061
	Graduate	39	4.006	0.753		
	Post Graduate	48	3.890	0.847		
	Any other	7	4.428	0.746		
	Total	107	4.042	0.821		
Working Environment	Under Graduate	13	4.538	0.877	1.627	0.188
	Graduate	39	4.012	0.711		
	Post Graduate	48	4.078	0.893		
	Any other	7	3.821	0.898		
	Total	107	4.093	0.836		
Constructive Feedback	Under Graduate	13	3.673	1.142	2.366	0.075
	Graduate	39	4.166	0.664		
	Post Graduate	48	4.135	0.618		
	Any other	7	3.678	0.702		
	Total	107	4.060	0.733		

Source: Primary Data

Conclusion

To sum up, four factors of induction training has been identified named as information sharing, proper communication, working environment and constructive feedback. From the findings it is concluded that there is significant difference found for constructive feedback across gender. Female employees are found more satisfied with induction training than males. There is insignificant difference found for all four factors of induction training among the single and married employees and marital status has no significant difference in induction

training. Single employees are slightly more satisfied with induction training than married. Information sharing, proper communication and constructive feedback has significant difference in induction training across age of the employees. Employees from age group of 41-50 years are more satisfied with induction training than other groups of age. The study also indicating that there is significant difference found in information sharing among different education level groups. Williams (2017) supported finding of present that demographic characteristics greatly alter the effectiveness of training regimens.

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