A STUDY ON EFFECTIVENESS OF ONBOARDING TRAINING PROGRAMS FOR NEW RECRUITS AT ASTONISH INFOTECH, TRIUCHIRAPALLI

(A Project Report submitted to the PG & Research Department of Management Studies (UG), Bishop Heber College (Autonomous), Tiruchirappalli-17.
(Affiliated to Bharathidasan University, Tiruchirappalli-24)

In partial fulfillment of the requirement for the award of the
degree of

BACHELOR OF BUSINESS ADMINISTRATION

By
Mr. S JEEVA
(Reg. No.235118334)

Under the Guidance of
Mr. ROOBESH REHOPSON. E B.E., MBA., M.Sc. (Psy).,MA.PMIR, NET,
Assistant professor

NISI DOMINUS FRUSTRA

October 2025

PG & RESEARCH DEPARTMENT OF MANAGEMENT STUDIES(UG)

BISHOP HEBER COLLEGE (AUTONOMOUS),

(Nationally Reaccredited at the A++ Grade by NAAC

with the CGPA of 3.69 out of 4)

(Affiliated to Bharathidasan University),

Tiruchirappalli - 620017, Tamil Nadu, India.

Date:

CERTIFICATE

The VIVA-VOCE Examination for the candidate **Mr. S JEEVA (Reg. No. 235118334)** was held at Bishop Heber College (Autonomous), Tiruchirappalli on October 2025.

Examiners:

INTERNAL:

Signature:

Name:

EXTERNAL:

Signature:

Name   :

Office Seal: Signature of the Director

Mr. ROOBESH REHOPSON. E B.E., MBA., M.Sc. (Psy).,MA.PMIR, NET,
Assistant professor
PG & Research Department of Management
Studies (UG), Bishop Heber College
(Autonomous), Tiruchirappalli- 620017.

CERTIFICATE

This is to certify that the dissertation entitled **A STUDY ON EFFECTIVENESS OF ONBOARDING TRAINING PROGRAMS FOR NEW RECRUITS AT ASTONISH INFOTECH, TIRUCHIRAPALLI** is the Bonafide research work carried out by **Mr. S JEEVA (Reg. No 235118334)** of **BACHELOR OF BUSINESS ADMINISTRATION**, PG & Research Department of Management Studies (UG), Bishop Heber College (Autonomous), Trichy-17, during the academic period 2025- 2026, in partial fulfillment of the requirement for the award of the degree Bachelor of Business Administration and that the project report has not formed the basis for the award previously of any degree, Diploma, Associate ship, Fellowship or any other similar title, and that the report represents entirely an independent work on the part of the candidate.

Signature of the Student   Signature of the Research
Guide

Signature of the Director

DECLARATION

I hereby declare the work presented in this project report is independent work done by me under the guidance of **Mr. ROOBESH REHOPSON. E B.E., MBA., M.Sc. (Psy)., MA. PMIR, NET Assistant professor PG & Research Department of Management Studies (UG), Bishop Heber College (Autonomous), Tiruchirappalli - 17** and has not been included in any other thesis/dissertation submitted for the award of any other Degree or Diploma and wholly indicates the work done by me.

Name of the Candidate: Mr. S JEEVA

Register Number: 235118334

Academic Year: 2025 -2026

Signature of the Candidate

ACKNOWLEDGEMENT

First of all, I thank the Lord almighty for his guidance throughout my internship. I extend my thanks to **SIVAKUMAR, ASTONISH INFOTECH PRIVATE LIMITED COMPANY THIRUCHIRAPALLI** for giving me the opportunity to do a research project at the organization.

My sincere thanks to my Mentor SIVAKUMAR, HR, ASTONISH

INFOTECH PRIVATE LIMITED COMPANY THIRUCHIRAPALLI. for guiding me and to complete a one-month long research project.

I also would like all the people that worked along with me**, ASTONISH INFOTECH PRIVATE LIMITED COMPANY THIRUCHIRAPALLI** with them patience and openness they created an enjoyable working environment. It is indeed with a great sense of pleasure and immense sense of gratitude that I acknowledge the help of these individuals.

I am highly indebted to Principal **Dr. J. PRINCY MERLIN** for the facilities provided to accomplish this internship. I would like to thank my Director of the Department **Dr. PATRICIA JHANSI RANI. D** for her constructive criticism throughout my internship.

I would like to thank the Project guide **Mr. ROOBESH REHOPSON. E B.E., MBA., M.Sc. (Psy)., MA. PMIR, NET Assistant professor, Assistant professor**, of the PG & Research Department of Management Studies, for helping me to complete the research project in above said organization. I am extremely grateful to my department staff members and friends who helped me in the successful completion of this research project.

S JEEVA
Reg. No 235118334

CONTENTS

5.2.16	WAS TECHNOLOGY SOFTWARE PROPERLY INTRODUCED	40
5.2.17	HOW EFFECTIVE WERE THE TRAINERS IN DELIVERING THE CONTENT	41
5.2.18	DID ONBOARDING HELP YOU ADJUST TO THE WORK ENVIRONMENT?	42

5.2.19	WAS THE PACE OF TRAINING COMFORTABLE	43
5.2.20	WERE PRACTICAL SESSIONS INCLUDED IN TRAINING	44
5.2.21	DID THE TRAINERS MAKE YOU FEEL COMFORTABLE AND WELCOMED. DID	45
5.2.22	ONBOARDING HELP YOU ADJUST TO THE WORK ENVIRONMENT.	46
5.2.23	DID THE TRAINING IMPROVE YOUR CONFIDENCE IN PERFORMING YOUR JOB	47
5.2.24	DO YOU FEEL MORE CONNECTED WITH COLLEAGUES AND SUPERVISORS AFTER ONBOARDING?	48
5.2.25	ONBOARDING REDUCE YOUR INITIAL STRESS/CONFUSION	49

ABSTRACT

The purpose of this study is to further examine the employee engagement, training, and compliance practices of Astonish Infotech Pvt. Ltd., in TIRUCHIRAPALLI, so that organizational practices can be reviewed, employee satisfaction assessed, and opportunities for improvement highlighted. The IT and business process outsourcing industry has challenges like high workload, individual project deadlines, and technological developments compound the individual stress each employee has their own set of challenges. There must be effective organizational strategies to keep productivity up and promote employee well-being. We elected to use a structured questionnaire that sampled 128 employees in a variety of departments: the sample included all symmetrical departments; with an interest in investigating the company culture, employee training practice, number of policies, employee motivation, communication methods effectiveness, and cultural diversity awareness in the organization,

The conclusions determined, among a number of findings inferred to be resolved by applicable initiatives, supplemental skillset development and or sessions, improved internal communication to provide clarity as to the organization's goals, more inclusive data analysis and themes for, and lastly wellbeing and employee assistance programs, that corresponded with the supporting research, were warranted. The research concluded the organization has a good opportunity to build on its employee engagement and development; however, in order to build a safe, workplace, fostering creativity and a culture of innovation for future viability, and sustaining the efforts on a progressive journey, decision making must be data driven with representation, proximity, inclusion, volume, and finally through employee wellness and assistance policies.

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION TO ONBOARDING

Onboarding is now one of the most significant Human Resource practices found in many modern organizations today. Onboarding – the structured process of engaging new employees in the workplace so they can understand their tasks, responsibilities and relationships with one another in an organizational context – is becoming more common. Unlike orientation, which is usually a one-time event designed to disseminate the basic tenets of the organization with some basic information, onboarding is a thorough, and multifaceted/job-level process established to prepare someone to be effective and engaged in their work, development, and connection to the organization.

The need for effective onboarding is becoming a priority for organizations in a highly competitive global business environment. From an employer's perspective, effective onboarding equates to retaining valuable talent as turnover costs have increased as organizations to recruit and retain employees are competing globally. As we consider onboarding, it is important to understand that onboarding involves somewhere much deeper than completing administrative forms and receiving an employee handbook. Acceptance in an organization provides the opportunity for new employees to learn their job requirements, meet and interact with mentors and colleagues, and connect with the professional mission and vision of the organization. Ultimately, onboarding becomes the facilitator of productivity, job satisfaction, and retention.

1.2 DEFINITION OF ONBOARDING

Development.

Definition of Onboarding – Bauer (2010)

In the words of Bauer (2010), onboarding is "the process in which new employees, as organizational outsiders, become organizational insiders by acquiring the necessary knowledge, skills, and behaviors to satisfy the requirements of the new job." The focus of Bauer's definition is on the process of moving from an outsider to an insider of the organization. The distinction between outsider and insider implies the process of socialization within the organization, and what we mean by socialization is beginning to understand and become familiar with the job role, the culture of the company, the policies, and the expectations.

Bauer (2010) implies several elements in the definition. Firstly, new

employees must acquire certain technical knowledge to perform the assigned tasks, acquire skills to manage the responsibilities of the job, and exhibit the behaviours expected within the culture, values, and norms of the organization. If they are not able to align to these aspects of new employment, the new employees may feel misaligned, disconnected, or disengaged resulting in lower job satisfaction and increased turnover.

Secondly, it is worth noting that onboarding is a process and not simply an event that occurs in a specific time period. Historically, organizations have adopted a prescribed orientation as onboarding which lasted a few hours to a few days with little thought as to what onboarding may include. To challenge the limited notion of onboarding as an event, Bauer (2010) offered onboarding as a process. He described onboarding as a journey that begins with orientation, but also considers the role of mentoring, training, feedback, and cultural development..

The organizational structure of Astonish Infotech is clearly defined, built primarily on the quality and capabilities of its people, and the company enjoys the success associated with a solid and welcoming structure. The overall structure there is a Board of Directors composed of executives with a wealth of experience to provide effective guidance and to ensure compliance with corporate governance. eur also relates onboarding to outcomes of employee performance. When onboarding is done properly, employees create role clarity, develop strong working relationships, and acclimate to the organizational culture which positively impacts workload performance and commitment going forward. On the contrary, poor onboarding manifests itself in confusion, stress, and disengagement, which elevates the risk of early turnover.

Moreover, Bauer successfully positions onboarding as a critical area of human resource management practices. Onboarding is more than merely administrative formalities; it is about establishing the psychological contract between what an employee should conduct and what the employer expects. The experiences during onboarding will shape employees' perceptions of the organization, and their motivation, trust, and engagement levels.

In summary, Bauer (2010) presents a thorough definition of onboarding that informs the field beyond the notion of orientation, identifying onboarding more strategically. The opportunity to onboard employees means not only providing them with job-specific knowledge, but also aligning with the culture, relationships, and success of the organization over time. Bauer's

definition became one of the most recognized and utilitarian definitions in human resource development and organizational psychology.

1.3 THEORETICAL BACKGROUND

To fully grasp the effectiveness of onboarding training programs, we can analyze it through several established management and psychology theories. Social Learning Theory (Albert Bandura): This theory emphasizes that people learn through observation, modeling behavior, and receiving feedback. In terms of onboarding, recruits learn the organizational practices by observing others who already engage in those practices, whether those are other employees, supervisors, or a mentor. Training programs that include job shadowing/mentoring are a direct reflection of this theory.

Organizational Socialization Theory (Van Maanen & Schein): This theory describes how newcomers become acculturated into a particular organizations culture through them.

internalization of the organizations values, norms, and expected behaviours. Good onboarding promotes socialization, and socializing occurs through connection, interaction, storytelling, and sharing of the culture.

Human Capital Theory: This theory sees training and development as an investment – the more you develop your employees through skills training, or job-related learning, the more opportunity for a good return on the investment of time and financial resources. Onboarding is an investment into the growth of human capital and if done well, returns on that investment may take the form of productivity, innovation, etc.

Bauer's 4C's model of Onboarding: Bauer sees 4 dimensions of good onboarding, Compliance (policies, rules), Clarification (job role and expectations), Culture (what do organization values mean), and Connection (with peers and leaders). A good onboarding program needs to address all 4 areas of Bauer's model so that recruits are holistically onboarded.

1.4 NEED FOR ONBOARDING

1.4.1   SMOOTH TRANSITION
- Helps new hires adjust to the organization's culture, policies, and workspace.
- Aims to alleviate anxiety and confusion, especially in the first few days.

1.4.2   ROLE CLARITY
- Provides clarity regarding job duties, reporting hierarchies, and expectations for performance.
- Prevents confusion and misunderstandings.

1.4.3 FAST PRODUCTIVITY
- Provides employees with training, tools, support.
- Helps employees become effective team members in a shorter amount of time.

1.4.2 EMPLOYEE ENGAGEMENT
- Makes employees feel valued and welcome.
- Creates motivation to be a part of the organization.

1.4.3 RETAINING TALENT
- Decreases turnover rates through a good first impression.
- Fosters loyalty to the organization.

1.4.4 COMPLIANCE AND AWARENESS
- Assures that the new hires know and understand company policies, safety policies, and legal requirements. Protects the organization from compliance risk.

1.5 TYPES OF ONBOARDING:

1. FORMAL ONBOARDING

Standardized onboarding that is created and implemented by the organization with structured orientation sessions and training programs, and scheduled organizational activities.

2. INFORMAL ONBOARDING
Unstructured onboarding that involves informal learning through observation, peer support, and daily interaction in the workplace culture.

3. OPERATIONAL ONBOARDING
Onboarding that allows the employee to perform their role in a competent fashion by ensuring they obtain, in advance, all the tools, systems, and resources needed.

4. SOCIAL ONBOARDING
Onboarding that allows the new hired employee to adapt, engage and grow in the workplace culture by establishing relationships and networking through team building activities.

5. STRATEGIC ONBOARDING
Onboarding that links the employee's role and support to the long-term goals, vision, and objectives of the organization so the employee can become a valued member of the organization.

6. CULTURAL ONBOARDING

Onboarding that exposes the employee to the organization's values, traditions, and expectations of conduct/behaviour to allow the employee to adapt and learn a new culture.

7. TECHNICAL ONBOARDING

Onboarding that encompasses training to perform job functions efficiently with specificand often updated tools in the organization's technical systems.

8. ROLE-SPECIFIC ONBOARDING

Onboarding that supplies the information and training for workers to fulfill the unique individual demands of their position**.**

9. ONGOING ONBOARDING

Ongoing onboarding that is an ongoing learning and orientation stage ongoing through regular training periods, mentoring opportunities, and feedback processes.

1.6 LIMITATIONS OF ONBOARDING

1. LIMITED PERSONALIZATION

The onboarding program may be very consistent, which does not support the specific onboarding needs of recruits in different departments and in different job positions. This can lead employees to feel like the training is too general.

2. TIME CONSTRAINTS

Onboarding may only be offered over a short time period typically covering the jug basic formalities. This restricts a deeper training on culture, long-term career progression and technical skills progression.

3. INFORMATION OVERLOAD

Newly hired recruits typically get a lot of information to view and review in a short period. Information overload in a condensed time level can lead to confusion and decrease effectiveness of the training.

4. LACK OF ONGOING SUPPORT

Onboarding primarily focuses on the joining period with eventual follow-up sessions or mentorship programs potentially missed altogether. This can hinder the adjustment and engagement of the employee.

5. LACK OF FEEDBACK SYSTEMS

In many cases there are no established systems used to capture feedback from new recruits regarding their onboarding experience. This minimizes the chances to improve the process.

6. TECHNOLOGY CONCERNS

Where onboarding relies heavily on technology, the onboarding process's outcomes can be impacted by technical glitches, lack of usage training on tools or lack of appropriate infrastructure.

7. LACK OF EMPHASIS ON CULTURE AND VALUES

The program may include all the important technical or administrative aspects but may not place emphasis on organization culture, vision or values, which is important for long-term commitment from the new employee.

8. ONE-SIZE-FITS-ALL APPROACH

All recruits may go through the same training modules regardless of their prior knowledge, experience, or role-specific requirements, leading to disengagement among experienced hires.

9. TIME AND RESOURCE CONSTRAINTS

Due to limited HR staff and resources, the onboarding process may not be as comprehensive as required, reducing its overall impact on employee satisfaction and productivity.

10. LACK OF MEASURABLE OUTCOMES

Onboarding effectiveness is often not tracked with clear performance metrics, making it difficult to assess its actual impact on employee retention, productivity, and integration.

CHAPTER 2

REVIEW OF LITERATURE

2. THEORETICAL FOUNDATIONS OF ONBOARDING AND EARLY TRAINING

2.1 Organizational Socialization Theory. Organizational socialization provides a conceptual approach to studying how newcomers develop role clarity, self-efficacy, socially accepted behavior, and cultural understanding in order to perform their roles effectively (Bauer & Erdogan, 2011). Meta-analytic and narrative reviews recognize formal and informal techniques (e.g., structured content, mentorship, peer networks) as predictors of adjustment outcomes (role clarity, performance, satisfaction) and distal outcomes (retention, organizational commitment).

2.2 Proactive Socialization & Authenticity. Recent research shifts the leverage of onboarding from "fitting in" to "bringing the best out of" new employees through newcomer proactivity and their authentic selves (Cable, Gino, & Staats, 2013; HBR, 2015). Personalization (e.g., strengths-based stories, job crafting micro-interventions) can accelerate new employee engagement while reducing early attrition at the organizational level.

2.3 Human Capital & Learning Transfer. Training effectiveness incorporates instructional design and transfer climate. The Kirkpatrick model remains a reasonable four-level model—Reaction, Learning, Behavior, Results—sequence approach to evaluate training, while later variations focused on transfer enablers (e.g., supervisory support, opportunity to perform), and ROI linkages.

2.4 Job Demands-Resources (JD-R). In IT new job environments, new hires experience high cognitive demand (tools, codebases, client domains). JD-R theory indicates new hires will have enough resources (mentor, documentation, peers, psychologically-safe teams) to mitigate strain, stimulating engagement while mediating performance and well-being effects that onboarding programs can targ

2.5 SOCIAL EXCHANGE THEORY AND ONBOARDING

Social exchange theory, as discussed by Blau (1964), indicates that onboarding generates a reciprocal relationship between organizations and employees. When organizations provide support, training, and recognition to employees in onboarding, employees are likely to respond positively and exhibit greater commitment, loyalty, and discretionary effort - all of which confirm that onboarding has a positive impact on employees. Studies support this idea, showing when positive onboarding practices are used to enhance employee trust and psychological contracts, employees exhibit significantly less turnover and more organizational citizenship behavior.

2.6 PSYCHOLOGICAL CONTRACT THEORY

Rousseau (1995) highlighted the influence of psychological contracts in employment. Onboarding gives   employees the processes and tools to set expectations around career development, rewards, and work culture. Research shows when onboarding aligns psychological contracts, satisfaction increases while breaches can disengage employees resulting in early exits.

2.7 PERSON–ORGANIZATION FIT (P-O FIT)

Kristof (1996) identified onboarding as a key to achieving person-organization fit, building shared values by aligning personal values to organizational culture. There is strong empirical support for the contention that when onboarding employees perceive value congruence, job satisfaction, engagement, and performance are increased and attrition is lowered.

2.8 SELF-DETERMINATION THEORY (SDT) AND MOTIVATION

According to Deci & Ryan (2000), the intrinsic motivation of employees is contingent upon the degree of autonomy, competence, and relatedness. Onboarding programs that include organized training, mentoring, and socialization are able to fulfill these needs. Fulfilling these needs can promote long- term motivation and enhanced performance.

2.9 EXPANSION OF BAUER'S 4C'S MODEL

Bauer (2010) highlighted four dimensions of onboarding: Compliance, Clarification, Culture, and Connection. Subsequent studies included Confidence as a fifth "C," and although the emphasis of this fifth dimension is somewhat more supported as seen below, confidence stresses any effective onboarding needs to not only assimilate employees, but to enable employees to feel competent in the roles. This expansion demonstrates, in part the psychological readiness aspect of onboarding.

2.10 SOCIAL LEARNING THEORY

Bandura (1977) supports onboarding as an option for observational learning. New hires will learn behavioral norms, job-specific skills, and the etiquette of the organization through mentoring, shadowing, and peer networks. Evidence suggests that peer-assisted onboarding facilitates learning and enhances employee confidence.

2.10 JOB EMBEDDEDNESS THEORY

Mitchell et al. (2001) have argued that employees will stay longer with an organization when they are embedded in connection, fit, and sacrifices related to leaving. Onboarding provides such embeddedness by establishing strong peer connections, aligning cultural similarities, and clarifying role expectations, and in turn, decreasing early turnover.

2.11 ROLE THEORY

Kahn et al. (1964) proposed role theory, suggesting that employee performance suffers from role ambiguity and conflict. Onboarding reduces role ambiguity by clarifying job expectations, points of accountability, and how performance is measured. The literature indicates that structured onboarding reduces stress and improves employee performance.

2.12 EXPECTANCY THEORIES OF MOTIVATION

Vroom's (1964) expectancy theory argues that motivation is a function among expectancy (i.e. the belief that the effort will be performed), instrumentality (i.e. the belief that performance will be rewarded), and valence (i.e. the reward of value). Effective onboarding provides employees with the belief that their effort will lead to performance, that performance will lead to rewards, and that the rewards have value. Research indicates that onboarding linked to career development enhances motivation and retention.

2.13 ORGANIZATIONAL SUPPORT THEORY

Eisenberger et al. (1986) pointed out that employees who perceive support from the organization are more committed employees who will experience greater job satisfaction. Onboarding is the first significant support experience, sending a cue to the employee that the organization supports its employees and will make a commitment to invest in them. Good onboarding experiences relate positively to the employee's organizational commitment level and the organization to the employee's chance of leaving.

CHAPTER 3

COMPANY PROFILE

astonish
INFOTECH [P] LTD

NAME: ASTONISH INFOTECH PRIVATE LTD COMPANY TRICHY.

FOUNDER: KRISHNAN SIVAKUMAR AND SANDHANAM KRISHNAN

LAUNCHED: 25 FEBRUARY 2010.

COMPANY HEADQUARTERS: 39, KUDIYANAVAR STREET,
TIRUCHIRAPPALLI
– 620007, TAMIL
NADU, INDIA

1. OVERVIEW OF ASTONISH INFOTECH

Astonish Infotech is a rapidly growing company in the information technology and business consulting industries that provides customized solutions to small, medium, and large companies. Founded with the goal of providing end-to-end IT services, Astonish Infotech established itself as a provider of high-quality services followed closely by innovation with growing reliability. Astonish Infotech operates across several domains particularly with a focus on digital transformation using cloud computing, artificial intelligence, human resource technologies, and enterprise software solutions.

As a mid-sized organization generally characterized by a young and talented work force, Astonish Infotech understands that human capital is its most important asset. As opposed to physical or tangible assets, intellectual capital and the commitment of employees as part of an organizations human capital are two very important predictors of an organizations success. Therefore one hard strategic issue that Astonish Infotech considers is to develop policies and practices that help in retaining high performing employees.

The firm operates in a highly competitive IT industry where attrition rates are intrinsically high. Employees are always looking for better opportunities in larger (multinational) firms, which offer both higher remuneration and global exposure. Employee retention is, in this context, nothing short of an organizational necessity not only need for HR but something which Astonish Infotech must address as an organization. The company has initiated several tactics--both pay-related and employee engagement-related--to promote loyalty and retention.

2. MISSION STATEMENT

The mission of Astonish Infotech focuses on the delivery of innovative, reliable, sustainable technology solutions while promoting every employee's ability to reach their full potential. Where many firms see a mission statement as a public-facing, externally-visible declaration designed for customers directing how we will communicate, Astonish Infotech purposely acknowledges the role employees will take within the mission framework. Astonish Infotech's belief is, if the workforce's goals are not in the interest of the organization, the organization cannot expect to deliver on customer expectations.

The mission is made up of three high-level pillars.
Innovation and Excellence in Technology - to continuously invest, and deliver next generation solutions to keep our clients competitive in the digital economy.

Client-centeredness - to create sustainable partnerships through quality, on-time, and cost-effective services.

Employee Empowerment - to create a workplace that embraces and promotes creativity, belonging, and a culture of continuous learning

The mission represents a correctly intended "people-first" value proposition from an HR perspective. In fact, by making employee empowerment an element of the mission; Astonish Infotech is virally saying that the workforce is not a resource but an important and crucial part of organizational growth. This is very valuable for retention as employees tend to stay longer in companies that respect who and what they are doing and align with the organization and its mission.

3.VISION STATEMENT

Astonish Infotech's vision is "to be recognized as a leading IT solutions company in the world, known for innovation, honesty, and people first workplace where we encourage long-term commitment."

The vision is not only about technology or growth but also about achieving ethical business practices and sustainability for our employees. By adopting a people-first vision, the company, shows its intention of creating not just a place where employees go to work to collect their pay checks, but rather a place where they are part of so much more.

1.6.1   OBJECTIVES

Objectives are the quantifiable actions with which Astonish Infotech is employing its mission and vision. The objectives are for the organization, as well as its Human Resources capacities, keeping in mind that companies grow when their workforce is firmly stable.

Organizational Objectives

To attain a 20% increase in annual revenue in the upcoming fiscal year by expanding the services into new markets.

To increase our portfolio of digital transformation projects for SMEs and Start-ups.
To create strategic alliances with leading vendors in global technology markets to leverage enhanced service ability.

1.6.2   HR OBJECTIVES

To reduce employee attrition by a minimum of 15% in the next 2 year period. To provide structured recognition programs to improve employee engagement. To train 100% of all employees in emerging technologies at least once per year.
To provide career pathing for all employees to help them understand the potential of a long-term future with the company in a transparent way.

This supports that by establishing objectives, Astonish Infotech set employee retention as not just something to consider, but a strategic goal in mind. The HR objectives are closely centred to employee satisfaction as they focus on the areas of recognition, developer, and stability - three dominating themes in retention literature.

1.6.3 SERVICES PROVIDED

Astonish Infotech considers itself to be a multi-faceted IT service provider that serves businesses in a variety of industries. The company is comprised of services which include the following:

1.6.3.1 Software Development: Tailored enterprise applications, webpage, and mobile applications based on client needs.

2.   Cloud Solutions: Migrate, deploy and manage the cloud infrastructure for a company and scale.

1.6.3.2 Cybersecurity Services: Protection frameworks for the organization to mitigate data breaches and attacks to organization's systems.

1.6.3.3 HR Technology Solutions: Implement, configure, and support HRMS platforms and people analytics programs to optimize how organizations staff its workforce.

1.6.3.4 Consulting Services: IT consulting, project management, and digital transformation road maps designated to assist the client.

These services seriously relied on the knowledge possessed by employees. The IT industry is primarily derived from knowledge workers, therefore client satisfaction is based off of the employees' skill and metacognitive reasoning in terms of creativity and problem solving. Thus the lack of skilled employees is not just an HR issue, it creates an issue with the quality of the service provided. High turnover would anticipate disruption of client projects, impact deadlines, and hurt trusting relationships with clients.

The relationships between service provided and human resources is part of the reason why Astonish Infotech set forth to implement strong employee retention strategies as it is an integral facet of the business.

1.6.4 SERVICE OFFERINGS

Astonish Infotech is a multidimensional IT services organization that services clients from virtually any industry. Its services are:

Software Development: Custom applications for enterprise systems, web applications, and mobile apps specific to a client's business needs.

Cloud Solutions: The migration, set up and management of a cloud infrastructure for businesses that are looking for scalability.

Cybersecurity Services: Frameworks to safeguard organizations from data breaches and cyber threats.

HR Technology Solutions Implement and support HRMS platforms and people analytics systems to develop and manage a workforce.

Consulting Services: IT consulting, project management, and digital transformation map for clients.

These services have a direct relationship to employee know-how. Because IT is a knowledge-intensive industry, client satisfaction is reliant on employee know-how, creativity, and problem- solving ability. Consequently, employee retention is not only an HR issue, it is a service quality issue. High staff turnover could interfere with client work items, project deadlines, and lead to a loss of confidence in the business. The relationship between service delivery and human capital is exactly why Astonish Infotech invests significant emphasis on employee retention strategies.

1.6.5 CUSTOMER SERVICE PHILOSOPHY

Astonish Infotech believes that, in our sector of IT services, customer satisfaction is predicated upon employee satisfaction. The way in which our employees, whether directly by project delivery, technical support, and consulting, interface with customers makes them our frontline.

Customer Service Techniques

Client-Centric Projects: Projects are more client-centric, not designed as a one-size-fits-all. Feedback Loops: Regular review meetings and feedback loops enable our clients to engage. Service Quality Training: Our employees receive training in quality service both technically and as client communicators.

HR Link

Research suggests that when employees are trained to feel comfortable handling clients, their sense of competence and sense of value increases, strengthening retention. We at Astonish Infotech therefore publicly advertise customer service as good business and good HR developing tool

1.6.6   EMPLOYEE BENEFITS

Benefits provided by Astonish Infotech go above and beyond just salary packages. The company believes in looking after the employee as a whole person; financially, in relation to career and lifestyle.

Monetary Benefits

Salary packages ranging from competitive based on industry standards. Performance related

incentives and annual bonuses.

Provident Fund and health insurance cover non-monetary benefits
Flexible work and hybrid arrangements.

Professional development programs and sponsored certifications. Recognition awards such

as 'Employee of the Month'.

Wellness programs such as counselling sessions and fitness partnerships

Benefits are an important factor in employee retention. Monetary benefits provide security in the face of potential financial hardships, while non-monetary benefits create emotional loyalty to the company. Employees are more likely to stay with the company when they feel the employer genuinely cares about their well-being both as professionals and as people.

CHAPTER 4

RESEARCH METHODOLOGY

1.RESEARCH METHODOLOGY INTRODUCTION

In this study on the effectiveness of onboarding training programs for new hires at Astonish Infotech Pvt. Ltd., methodology is also essential.. Careful planning of a methodology is essential to understand the effectiveness of onboarding, as the study requires measurement of employee perceptions, learning outcomes from the training, and adaptation levels for organizational6 culture.

This chapter therefore elaborates on the philosophical underpinning of the research, the design and approach taken, the sampling frame, the instruments, and data collection techniques as well as the data analysis methods. The chapter also discusses the steps taken to promote reliability, validity and ethical adherence. While describing the methodology, the researcher is not demonstrating what was done in the study alone, but also to justify with respect to their research objectives as to why they adopted the methodology they used.

2.OBJECTIVES OF THE STUDY

To study the role of onboarding programs in affecting employee adjustment and performance.

To provide suggestions for the improved practice of onboarding for the purpose of enhancing organizational growth.

3. SCOPE OF THE STUDY

This study examines onboarding practices and their consequences on new employees in organizations, especially in the IT sector. It captures the various aspects of onboarding including role clarity, corporate culture, training, and employee engagement. It investigates onboarding programs and their influence on productivity, motivation, retention, and job satisfaction levels of new employees. Additionally, the study wants to identify challenges as organizations roll-out onboarding programs and the methods for overcoming these challenges. It only examines onboarding practices at the organizational level and will not go beyond the onboarding time frame into long-term development and training programs. It primarily emphasizes the early integration process (from the first few weeks up to the first few months) when engagement is most impactful. By focusing on this time span, the study aims to explore how organizations can leave a positive moment of truth first impression, on which new employees rely on and build upon, for their long-term success.

It also includes onboarding practices in IT organizations that operate under the realities of technology complexity, project deadlines, and client expectations where new hires must adjust

quickly. It will study the attendance of onboarding in industries that have these restricted preempts.

4.RESEARCH DESIGN

Also, the study is cross-sectional, which we defined as there was a data collection that happened at one time for 128 recruits in a recent onboarding program. Cross-sectional studies are useful in organizational studies especially if time and resources are limited.

5. POPULATION AND SAMPLING DESIGN

- **Population of study**

The population comprises all employees working at **Astonish Infotech Pvt. Ltd., Trichy**, across different departments such as Human Resources, Training and Development, Operations, Administration, and Technical teams.

- **Sample Unit**

The sample unit of this study consists of the employees and managers of **Astonish Infotech Pvt. Ltd., Trichy**, as they are directly involved in and affected by onboarding and training programs. Their opinions and experiences form the core data for evaluating the effectiveness of onboarding.

- **Sample Size**

The sample size of this study is **128 employees**, selected from various departments of **Astonish Infotech Pvt. Ltd., Trichy** to ensure a balanced representation of the workforce.

- **Sampling technique.**
A **Convenience Sampling method** will be used, where respondents are chosen based on their availability and willingness to participate in the study. This method allows efficient data collection while ensuring input from employees across multiple roles and departments.

6. LIMITATIONS OF STUDY

- **Limited sample size and scope**

  The study was limited to a small number of respondents within Astonish Infotech in the survey. Although the sample size was small, the findings were not able to represent the views of all employees in various departments and branches.

- **Geographically limited**

  The research was limited to employees who were working within a single organizational context; thus, the findings may not apply to employees working in other branches or regions, or within industries that may have different organizational contexts.

- **Time limited**

  While it was not part of the scope of the study, the limited effect of time and the short sample (single program implementation) will not allow for the validity of how onboarding programs make long-lasting impacts on employee retention, career growth, or job satisfaction. The analysis is reflecting the perceptions of the participants with regard to time.

- **Self-reported data**

  The data in this study was gathered through questionnaires and survey responses which rely heavily on employees' self-reported opinions; therefore, the study can potentially be subject to bias as some respondents may have provided socially desirable answers rather than what they actually thought.

CHAPTER 5

DATA
ANALYSIS
AND
INTERPRETATION

TABLE 5.1.1

TABLE SHOWING THE RESPONDENTS BASED ON GENDER

S.NO	Particular	Frequency	Percent
1	Female	74	57.8
2	Male	53	41.4
3	Prefer not to say	1	.8
4	Total	128	100.0

Source: Primary data
CHART 5.2.1
CHART SHOWING THE RESPONDENTS BASED ON GENDER
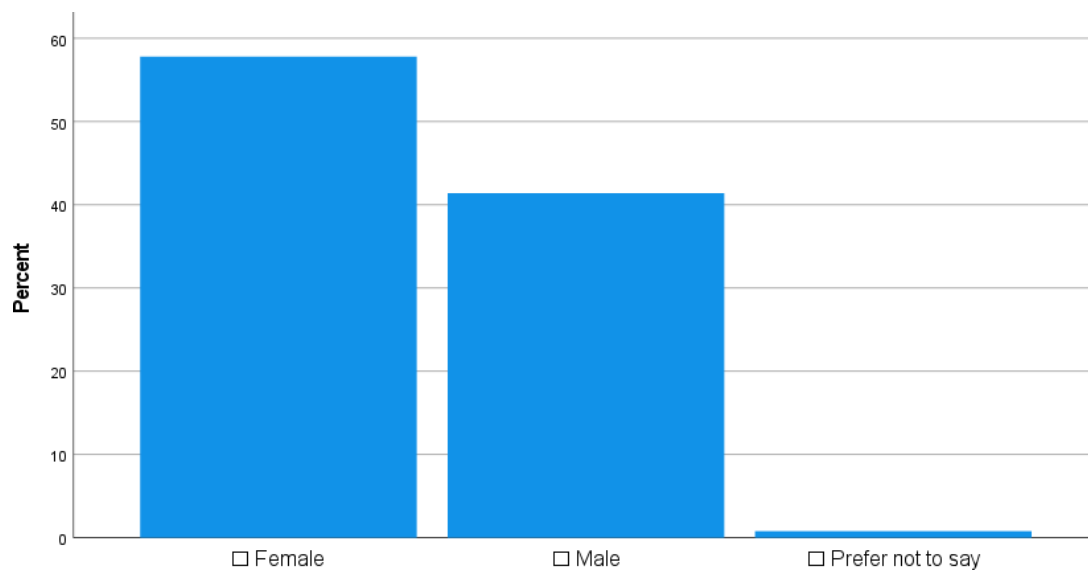
INTERPRETATION:

From the above table, it is inferred that female (57.8%), while males account for 41.4% of respondents. A very small portion (0.8%) preferred not to disclose their gender. This indicates that female participation is greater than male participation in the study sample.

TABLE 5.1.2

TABLE SHOWING THE RESPONDENTS BASED ON AGE

S.NO	Particular	Frequency	Percent
1	21–30	42	32.8
2	31–40	13	10.2
3	41–50	2	1.6
4	51 and above	1	.8
5	Below 20	70	54.6
	Total	128	100.0

Source: Primary data

CHART 5.2.2
CHART SHOWING THE RESPONDENTS BASED ON AGE
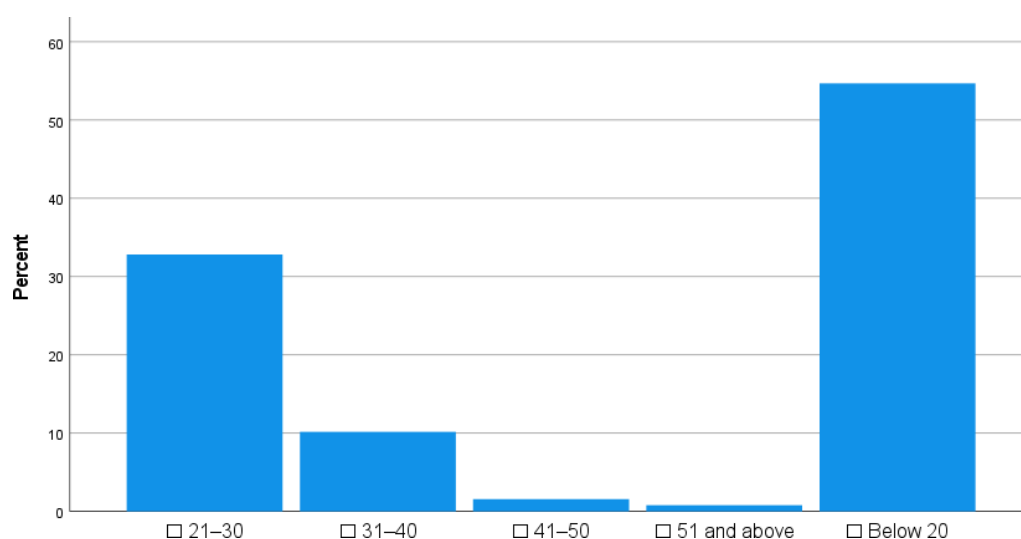
INTERPRETATION:

From the above table, it is inferred that under 20 years of age (54.6%), followed by those in the 21–30 years category (32.8%). A smaller proportion of respondents belonged to the 31–40 years group (10.2%), while very few were in the 41–50 years (1.6%) and 51 years and above (0.8%) categories. This indicates that most respondents were younger, with minimal representation from older age groups.

TABLE 5.1.3

TABLE SHOWING THE RESPONDENTS BASED DEPARTMENT

S.NO	Particular	Frequency	Percent
1	Finance	7	5.5
2	Human Resources	24	18.8
3	IT / Software Development	61	47.7
4	Marketing	13	10.2
5	Operations	7	5.5
6	Other: _____	6	4.7
7	Sales	7	5.5
8	Data science	1	.8
9	English Literature	1	.8
10	Media	1	.8
	Total	128	100.0

Source: Primary data

CHART 5.2.3
CHART SHOWING THE RESPONDENTS BASED DEPARTMENT
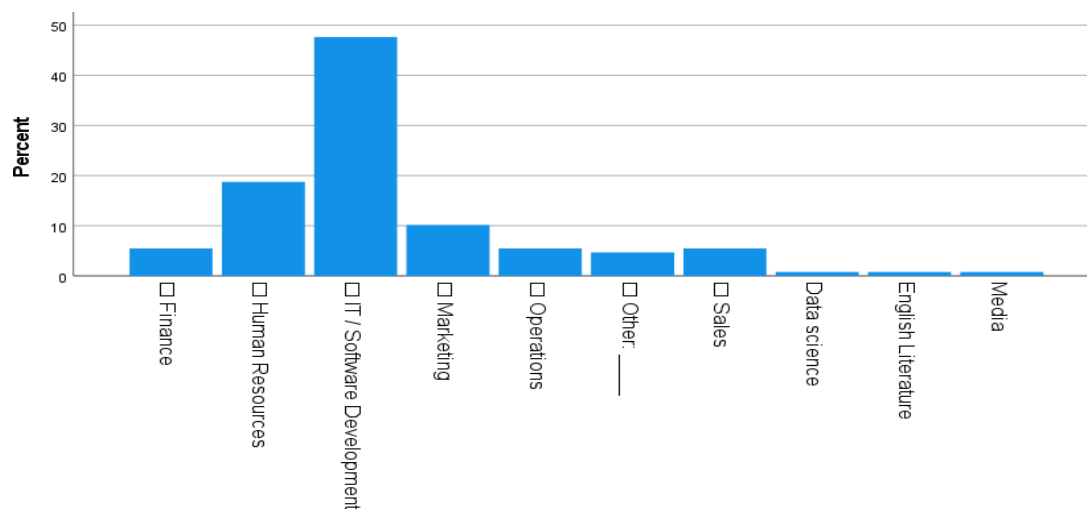
INTERPRETATION:

From the above table, it is inferred that IT/Software Development (47.7%), followed by Human Resources (18.8%) and Marketing (10.2%). Finance, Operations, and Sales each account for 5.5% of respondents. Only a very small proportion represent niche areas such as Data Science, English Literature, and Media (0.8% each).

TABLE 5.1.4

TABLE SHOWING THE RESPONDENTS BASED ROLE

S.NO	Particular	Frequency	Percent
1	Software Developer / Engineer	**50**	**39.1**
2	Human Resources Executive	**28**	**21.9**
3	Marketing & Sales Executive	**36**	**28.1**
4	Finance / Accounts Executive	**9**	**7.0**
5	Operations / Support Executive	**5**	**3.9**
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.4
CHART SHOWING THE RESPONDENTS BASED ROLE
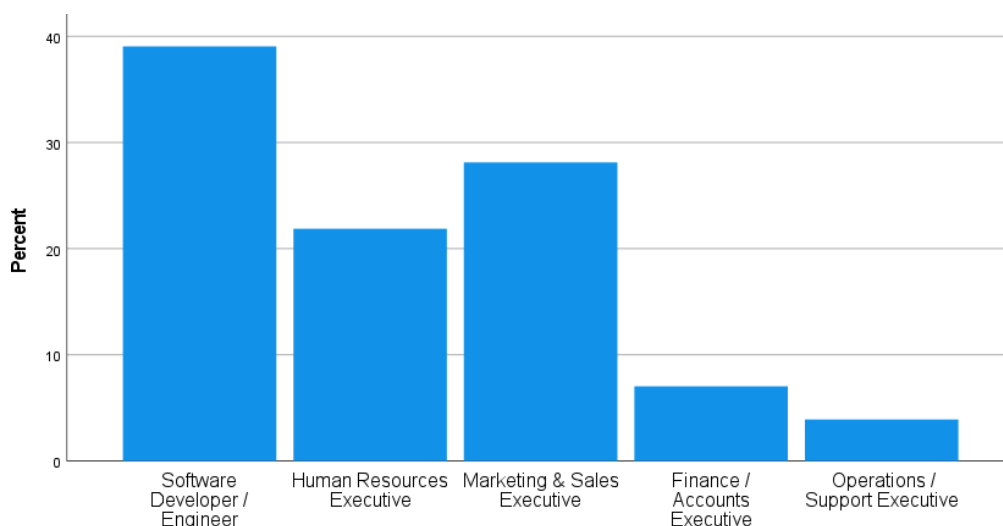
INTERPRETATION:

From the above table, it is inferred that Software Developers/Engineers (39.1%), followed by Marketing & Sales Executives (28.1%) and HR Executives (21.9%). Smaller proportions of respondents are employed in Finance (7.0%) and Operations/Support (3.9%). This indicates that the workforce is predominantly engaged in technical and customer-facing roles.

TABLE 5.1.5

TABLE SHOWING THE RESPONDENTS Marital Status

S.NO	Particular	Frequency	Percent
1	Divorced	**14**	**10.9**
2	29	**29**	**22.7**
3	Prefer not to say	**5**	**3.9**
4	Single	**74**	**57.8**
5	Widowed	**6**	**4.7**
	Total	128	100.0

Source: Primary data

CHART 5.2.5
CHART SHOWING THE RESPONDENTS MARITAL STATUS
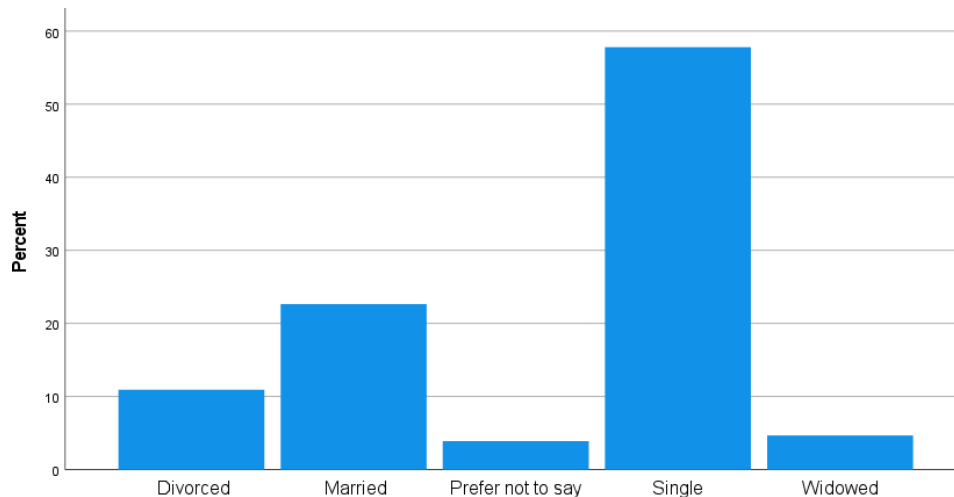
INTERPRETATION:

From the above table, it is inferred that single (57.8%), accounting for more than half of the sample. Married individuals constitute 22.7%, while divorced respondents make up 10.9%. A small proportion of respondents are widowed (4.7%), and 3.9% preferred not to disclose their marital status. Overall, the data indicates that the sample is largely composed of single individuals.

TABLE 5.1.6

TABLE SHOWING THE RESPONDENTS EDUCATION QUALIFICATION

S.NO	Particular	Frequency	Percent
1	Diploma	**4**	**3.1**
2	Doctorate	**12**	**9.4**
3	High School	**12**	**9.4**
4	Other:	**1**	**.8**
5	Postgraduate	**29**	**22.7**
6	Undergraduate	**70**	**54.7**
	Total	**128**	**100.0**

Source: Primary data
CHART 5.2.6

CHART SHOWING THE RESPONDENTS EDUCATION QUALIFICATION
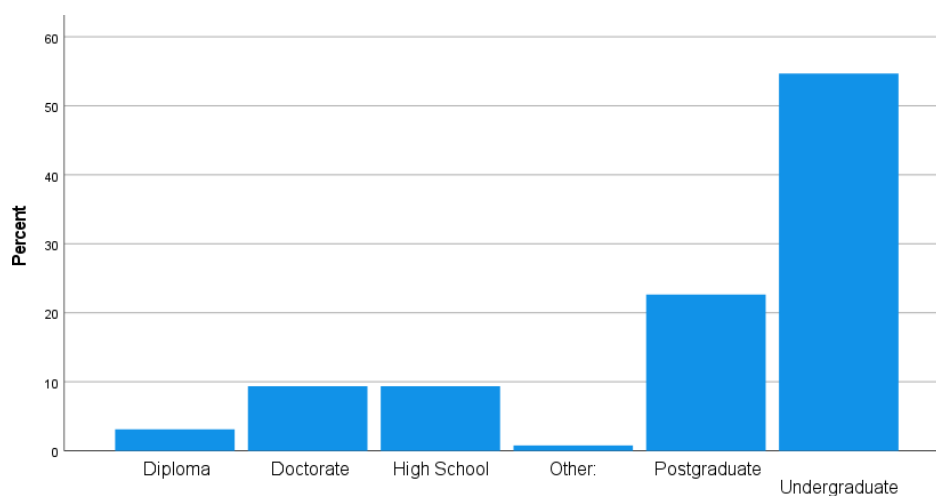
INTERPRETATION:

From the above table, it is inferred that undergraduates (54.7%), followed by postgraduates (22.7%). Smaller groups of respondents hold doctorates (9.4%), high school qualifications (9.4%), diplomas (3.1%), and other qualifications (0.8%).

TABLE 5.1.7

TABLE SHOWING THE RESPONDENTS INCOME RANGE PER MONTH

S.NO	Particular	Frequency	Percent
1	– ₹1,00,000	4	3.1
2	– ₹30,000	14	10.9
3	– ₹50,000	6	4.7
4	– ₹75,000	1	.8
5	₹15,001	18	14.1
6	₹30,001	27	21.1
7	₹50,001	19	14.8
8	₹75,001	6	4.7
9	Above ₹1,00,000	4	3.1
10	Below ₹15,000	13	10.2
11	Prefer not to say	16	12.5
	Total	128	100.0

Source: Primary data
CHART 5.2.7
CHART SHOWING THE RESPONDENTS INCOME RANGE PER MONTH
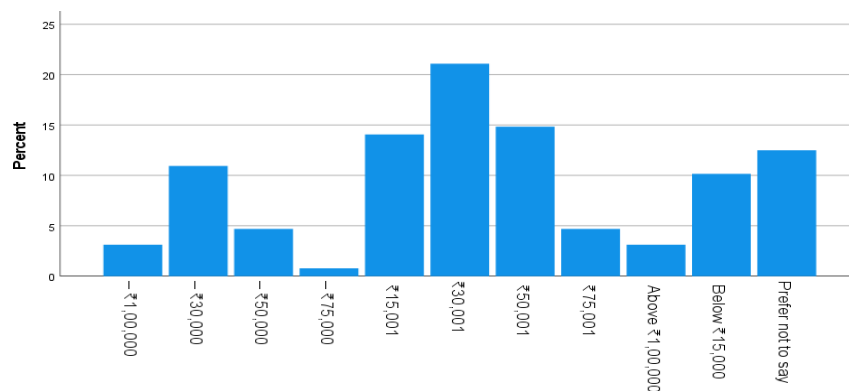
INTERPRETATION:

From the above table, it is inferred that ₹30,001 (21.1%), followed by those earning ₹50,001 (14.8%) and ₹15,001 (14.1%). A notable proportion (12.5%) preferred not to disclose their income, while only a few respondents fall within the very high or very low income ranges.

TABLE 5.1.8

TABLE SHOWING THE RESPONDENTS RESIDENCE

S.NO	Particular	Frequency	Percent
1	Other:	7	5.5
2	Rural	43	33.6
3	Semi-Urban	34	26.6
4	Urban	44	34.4
	Total	128	100.0

Source: Primary data

CHART 5.2.8
CHART SHOWING THE RESPONDENTS RESIDENCE
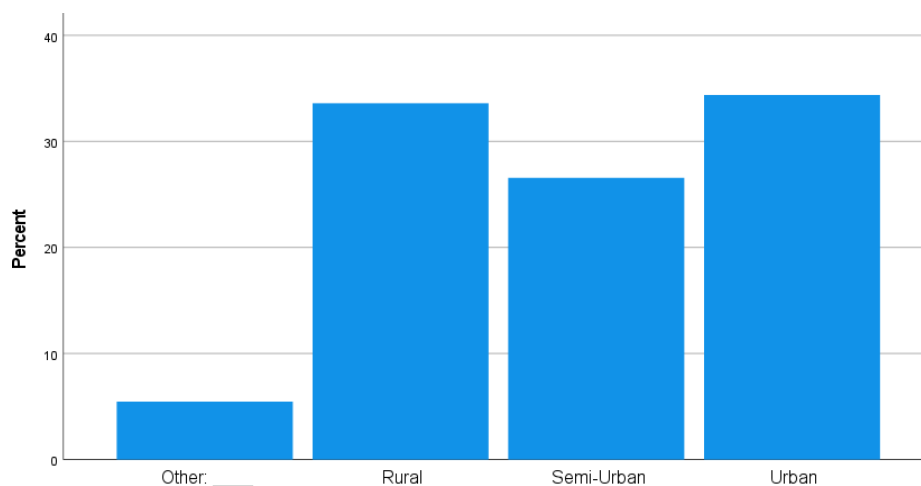
INTERPRETATION:

From the above table, it is inferred that urban areas (34.4%) and rural areas (33.6%), followed closely by semi-urban regions (26.6%). A smaller proportion (5.5%) belongs to other categories. This indicates a well-distributed residential background among the respondents.

TABLE 5.1.9

TABLE SHOWING THE RESPONDENTS YEARS ASSOCIATED WITH ASTONISH INFOTECH

S.NO	Particular	Frequency	Percent
1	1–3 years	35	27.3
2	3–5 years	29	22.7
3	5–10 years	14	10.9
4	Less than 1 year	46	35.9
5	More than 10 years	4	3.1
	Total	128	100.0

Source: Primary data

CHART 5.2.9

CHART SHOWING THE RESPONDENTS YEARS ASSOCIATED WITH ASTONISH INFOTECH
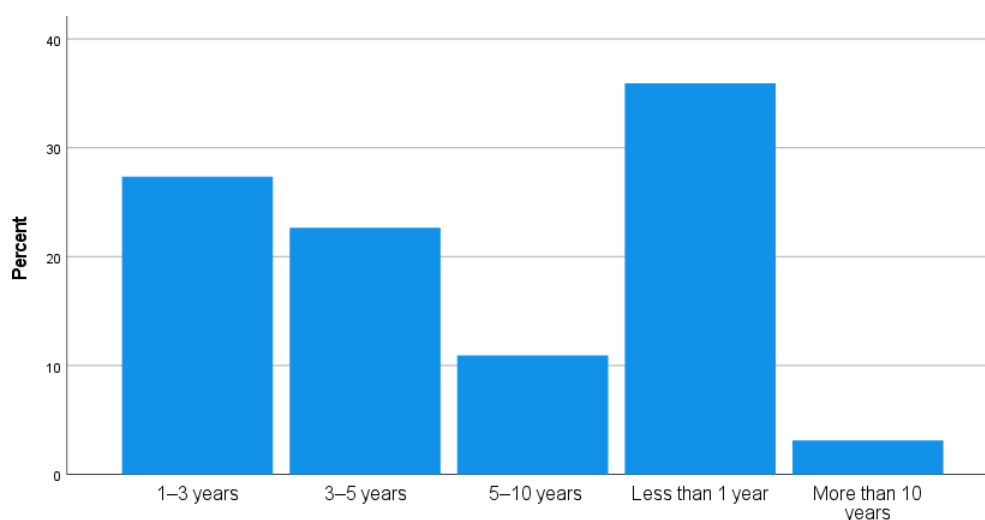
INTERPRETATION:

From the above table, it is inferred that less than 1 year (35.9%), followed by those with 1–3 years (27.3%) and 3–5 years (22.7%) of experience. A smaller proportion of respondents have 5–10 years (10.9%) and more than 10 years (3.1%) of experience. This suggests that the workforce is predominantly composed of newer employees.

TABLE 5.1.10

TABLE SHOWING THE RESPONDENTS. DID YOU ATTEND THE OFFICIAL ONBOARDING TRAINING PROGRAM WHEN YOU JOINED

S.NO	Particular	Frequency	Percent
1	No, not at all	36	28.1
2	Somewhat	25	19.5
3	Yes, partially	25	19.5
4	Yes, fully	29	22.7
5	Definitely yes	13	10.2
	Total	128	100.0

Source: Primary data

CHART 5.2.10
CHART SHOWING THE RESPONDENTS. DID YOU ATTEND THE OFFICIAL ONBOARDING TRAINING PROGRAM WHEN YOU JOINED
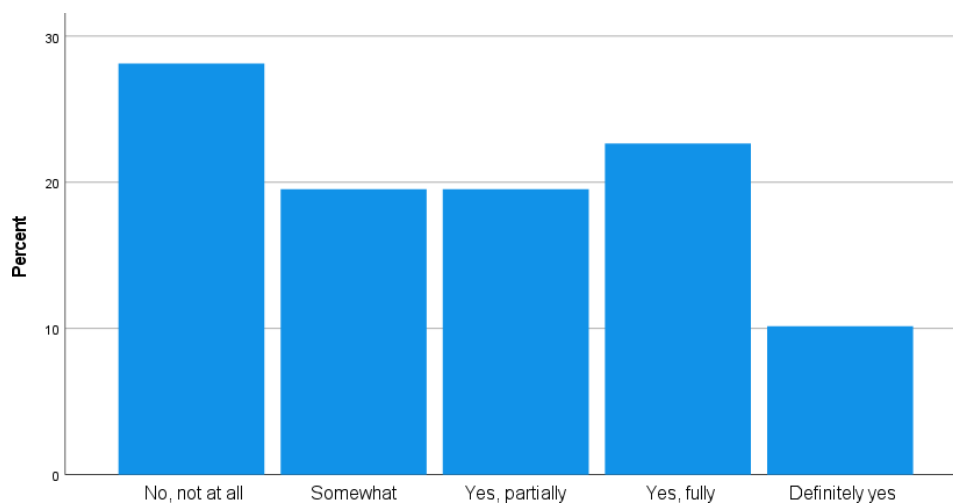
INTERPRETATION:

From the above table, it is inferred that. A total of 28.1% reported "No, not at all," while 22.7% stated they fully attended, and 10.2% responded "definitely yes." The remaining 39% either partially or somewhat attended the onboarding training. This suggests that respondents had varied onboarding experiences.

TABLE 5.1.11

TABLE SHOWING THE RESPONDENTS WAS THE
ONBOARDING PROGRAM WELL-STRUCTURED AND
ORGANIZED.

S.NO	Particular	Frequency	Percentage
1	Strongly Disagree	16	12.5
2	Disagree	15	11.7
3	Neutral	42	32.8
4	Agree	48	37.5
5	Strongly Agree	7	5.5
	Total	128	100.0

Source: Primary data

CHART 5.2.11
CHART SHOWING THE RESPONDENTS WAS THE
ONBOARDING PROGRAM WELL-STRUCTURED
AND ORGANIZED.
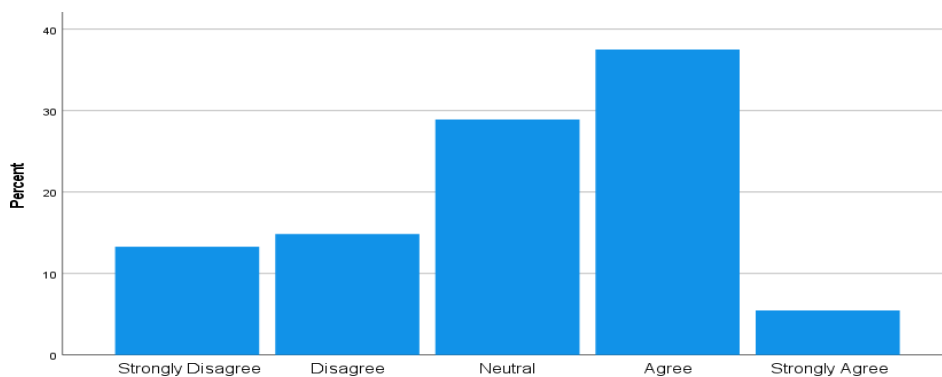
INTERPRETATION:

From the above table, it is inferred that (37.5%) agreed that the
onboarding program was well-structured and organized, while 32.8%
remained neutral. A smaller proportion strongly disagreed (12.5%),
disagreed (11.7%), or strongly agreed (5.5%). This indicates overall
positive but moderately divided opinions regarding the onboarding
program.

TABLE 5.1.12

TABLE SHOWING THE RESPONDENTS. DID THE TRAINING COVER ALL THE ESSENTIAL ASPECTS OF YOUR ROLE.

S.NO	Particular	Frequency	Percent
1	Not at all	20	15.6
2	To a small extent	34	26.6
3	To some extent	48	37.5
4	To a great extent	26	20.3
	Total	128	100.0

Source: Primary data

CHART 5.2.12

CHART SHOWING THE RESPONDENTS. DID THE TRAINING COVER ALL THE ESSENTIAL ASPECTS OF YOUR ROLE.

INTERPRETATION:

From the above table, it is inferred that (37.5%) felt the training covered their role to some extent, followed by 26.6% who indicated it covered their role to a small extent and 20.3% to a great extent. A smaller proportion (15.6%) reported that the training did not cover their role at all. This indicates that the training provided moderate but not comprehensive role coverage for many respondents.

TABLE 5.1.13

TABLE SHOWING THE RESPONDENTS WERE COMPANY POLICIES, RULES, CULTUREEXPLAINED CLEARLY

S.NO	Particular	Frequency	Percent
1	No, not at all	23	18.1
2	Slightly clear	17	13.3
3	Moderately clear	45	35.2
4	Mostly clear	31	24.2
5	Extremely clear	12	9.4
	Total	128	100.0

Source: Primary data

CHART 5.2.13

CHART SHOWING THE RESPONDENTS WERE COMPANY POLICIES, RULES, CULTURE EXPLAINED CLEARLY
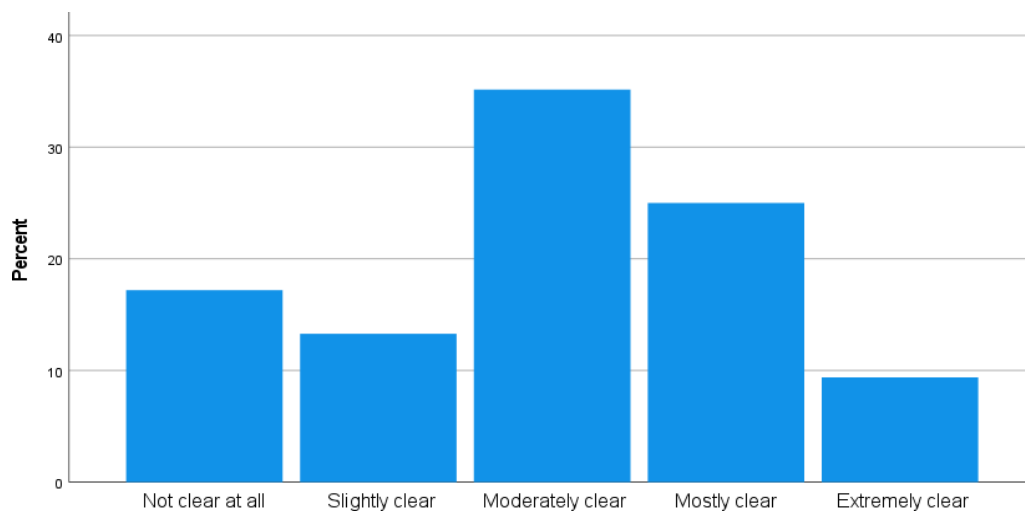
INTERPRETATION:

From the above table, it is inferred that (35.2%) felt that company policies, rules, and culture were communicated moderately clearly. A further 24.2% indicated they were communicated mostly clearly, and 9.4% reported extremely clear communication. On the other hand, 18.1% stated that they were not communicated at all, and 13.3% felt they were only slightly clear.

This suggests mixed perceptions regarding the clarity of communication about company policies, rules, and culture.

TABLE 5.1.14

TABLE SHOWING THE RESPONDENTS WAS THE TRAINING MATERIAL EASY TO UNDERSTAND.

S.NO	Particular	Frequency	Percent
1	Very difficult	14	10.9
2	Difficult	20	15.6
3	Neutral	40	31.3
4	Easy	37	28.9
5	Very easy	17	13.3
	Total	128	100.0

Source: Primary data

CHART 5.2.14
CHART SHOWING THE RESPONDENTS WAS THE TRAINING MATERIAL EASY TO UNDERSTAND.
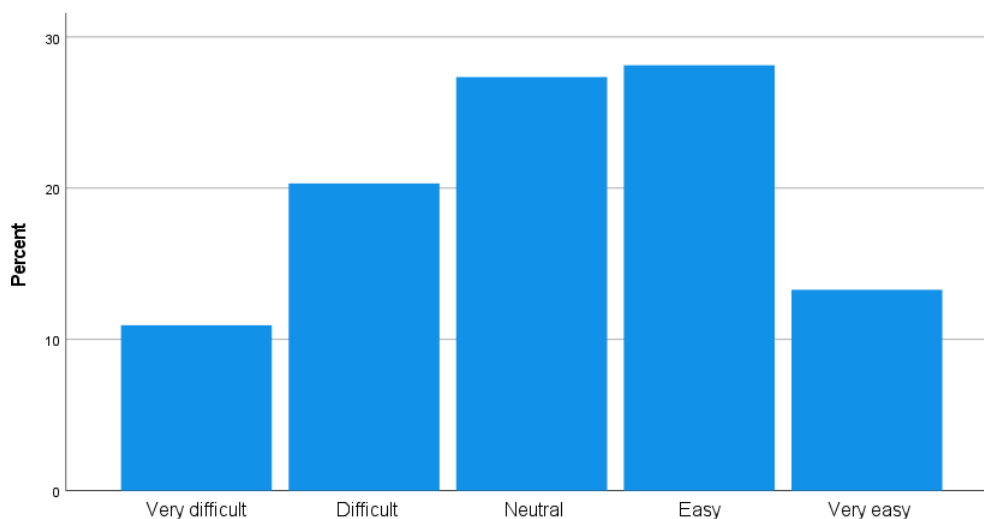
INTERPRETATION:

From the above table, it is inferred that (31.3%) were neutral about the ease of understanding the training material. A considerable proportion found it easy (28.9%) or very easy (13.3%), while smaller groups reported it as difficult (15.6%) or very difficult (10.9%). This indicates generally positive but mixed perceptions overall regarding the ease of understanding the training material.

TABLE 5.1.15

TABLE SHOWING THE RESPONDENTS DID YOU RECEIVE ADEQUATE INFORMATION ABOUT COMPANY MISSION, VISION, AND VALUES.

S.NO	Particular	Frequency	Percent
1	Not at all	19	14.8
2	Slightly adequate	26	20.3
3	Moderately adequate	49	38.3
4	Mostly adequate	25	19.5
5	Fully adequate	9	7.0
	Total	128	100.0

Source: Primary data

CHART 5.2.15
TABLE SHOWING THE RESPONDENTS DID YOU RECEIVE ADEQUATE INFORMATION ABOUT COMPANY MISSION, VISION, AND VALUES.
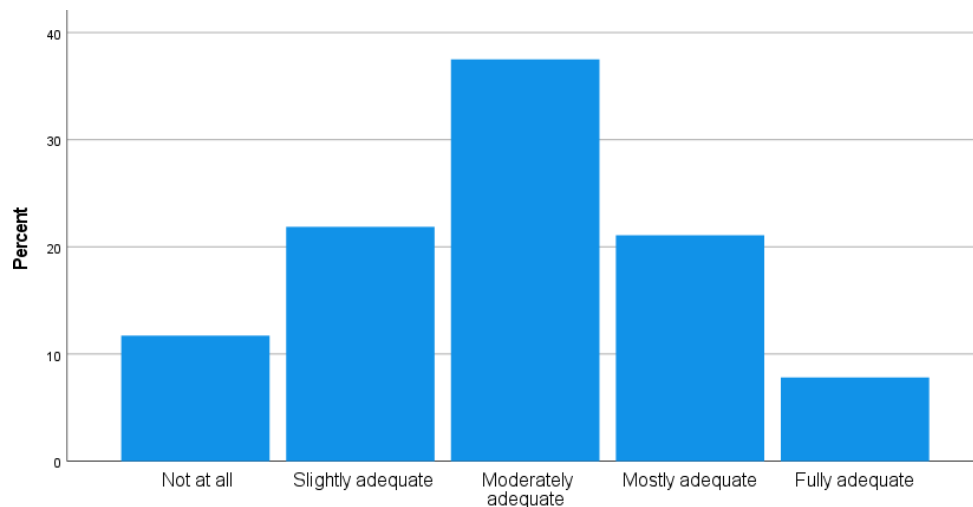
INTERPRETATION:

From the above table, it is inferred that (38.3%) reported receiving moderately adequate information about the company's mission, vision, and values. This was followed by 20.3% who reported slightly adequate and 19.5% who reported mostly adequate information. A smaller proportion indicated not at all (14.8%) or fully adequate (7.0%). This suggests that while communication is somewhat effective, there is scope for improvement in conveying the company's mission, vision, and values.

TABLE 5.1.16

TABLE SHOWING THE RESPONDENTS WAS TECHNOLOGY SOFTWARE PROPERLY INTRODUCED

S.NO	Particular	Frequency	Percent
1	Not introduced	15	11.7
2	Poorly introduced	15	11.7
3	Somewhat introduced	46	35.9
4	Well introduced	35	27.3
5	Very well introduced	17	13.3
	Total	128	100.0

Source: Primary data

CHART 5.2.16
CHART SHOWING THE RESPONDENTS WAS TECHNOLOGY SOFTWARE PROPERLY INTRODUCED
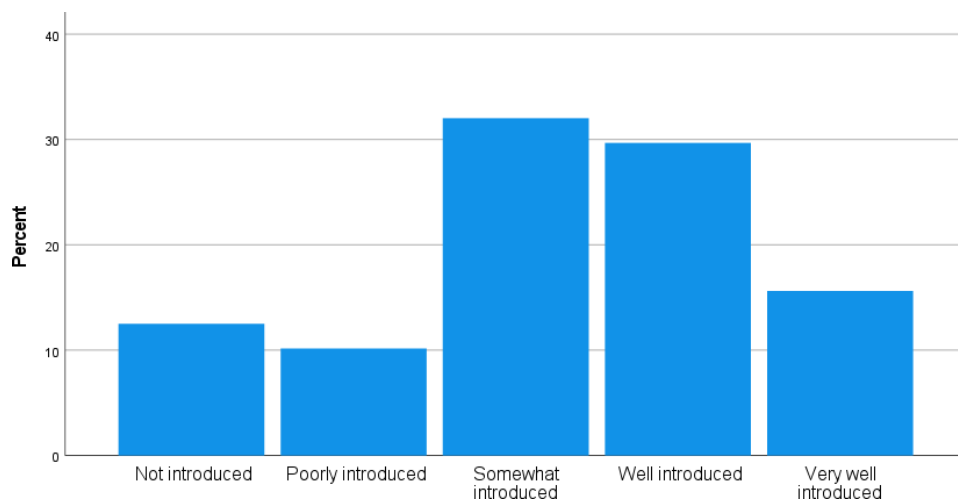
INTERPRETATION:

From the above table, it is inferred that (35.9%) stated that the trainers delivered the content somewhat well, followed by 27.3% who said well and 13.3% who said very well. Smaller proportions indicated that the content was either not introduced or poorly introduced (11.7% each). This suggests that trainer effectiveness was moderate overall.

TABLE 5.1.17

**TABLE SHOWING THE RESPONDENTS HOW EFFECTIVE
WERE THE TRAINERS IN DELIVERING THE CONTENT**

S.NO	Particular	Frequency	Percent
1	Very ineffective	17	13.3
2	Ineffective	18	14.1
3	Neutral	44	34.4
4	Effective	33	25.8
5	Very effective	16	12.5
	Total	128	100.0

Source: Primary data

CHART 5.2.17

**CHART SHOWING THE RESPONDENTS HOW EFFECTIVE
WERE THE TRAINERS IN DELIVERING THE CONTENT**
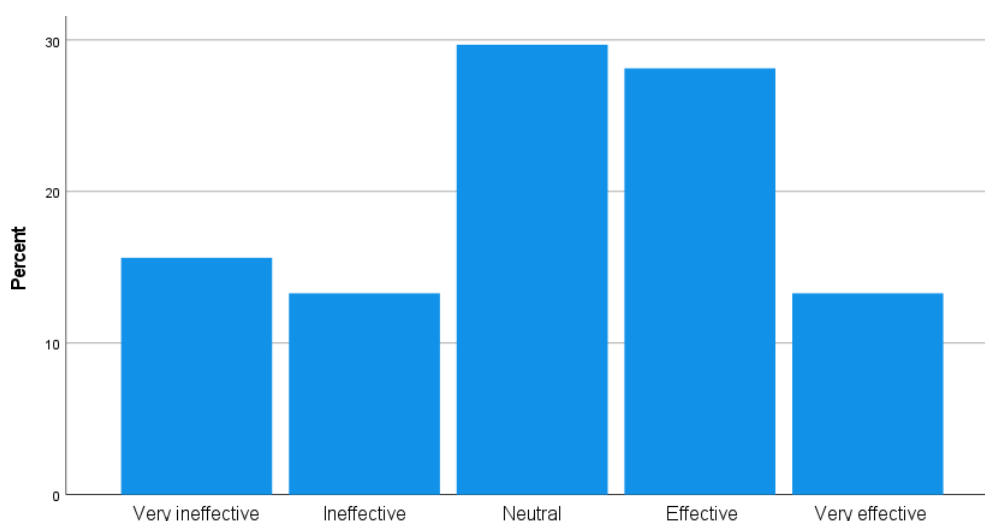
INTERPRETATION:

From the above table, it is inferred that (34.4%) were neutral about the trainers' effectiveness, while 25.8% considered them effective and 12.5% very effective. On the other hand, 14.1% felt the trainers were ineffective and 13.3% very ineffective. This indicates mixed perceptions regarding trainer performance.

TABLE 5.1.18

TABLE SHOWING THE RESPONDENTS DID ONBOARDING HELP YOU ADJUST TO THE WORK ENVIRONMENT?

S.NO	Particular	Frequency	Percent
1	Not at all	**14**	**10.9**
2	Rarely	**24**	**18.8**
3	Sometimes	**37**	**28.9**
4	Often	**33**	**25.8**
5	Always	**20**	**15.6**
	Total	128	100.0

Source: Primary data

CHART 5.2.18
CHART SHOWING THE RESPONDENTS DID ONBOARDING HELP YOU ADJUST TO THE WORK ENVIRONMENT?
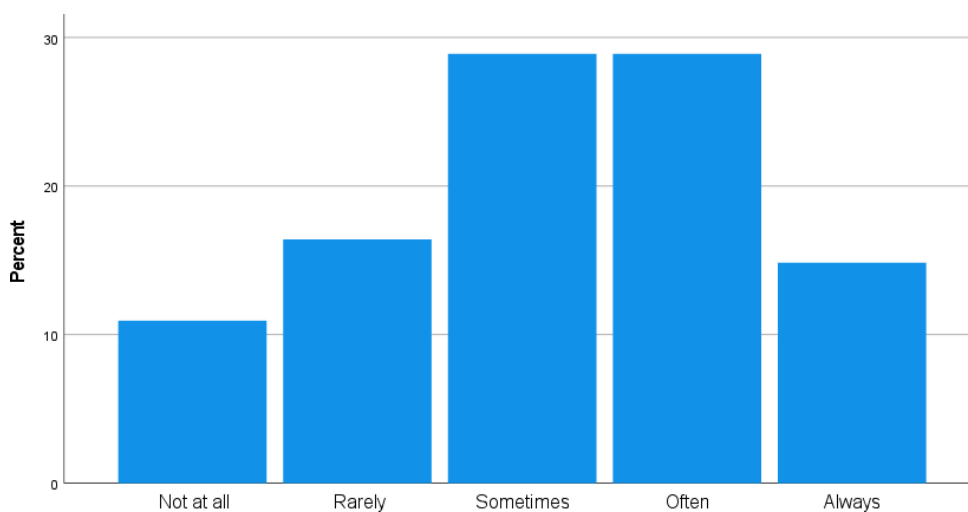
INTERPRETATION:

From the above table, it is inferred that (28.9%) felt the training pace was sometimes comfortable, followed by 25.8% who felt it was often comfortable and 15.6% who felt it was always comfortable. Conversely, 18.8% reported that it was rarely comfortable, and 10.9% did not feel comfortable at all. This indicates a generally moderate level of satisfaction with the pace of training.

TABLE 5.1.19

TABLE SHOWING THE RESPONDENTS WAS THE PACE OF TRAINING COMFORTABLE

S.NO	Particular	Frequency	Percent
1	Very uncomfortable	12	9.4
2	Uncomfortable	17	13.3
3	Neutral	48	37.5
4	Comfortable	40	31.3
5	Very comfortable	11	8.6
	Total	128	100.0

Source: Primary data

CHART 5.2.19

CHART SHOWING THE RESPONDENTS WAS THE PACE OF TRAINING COMFORTABLE
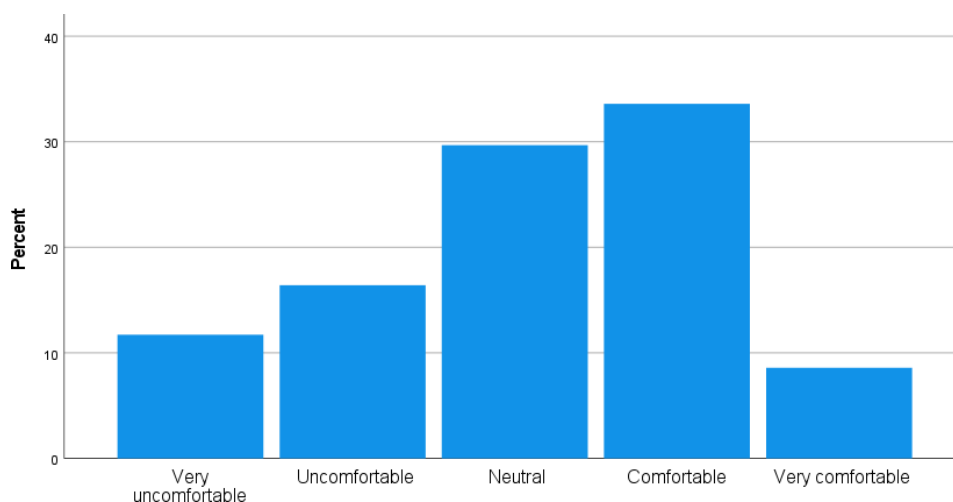
INTERPRETATION:

From the above table, it is inferred that (37.5%) were neutral about the inclusion of practical sessions, followed by 31.3% who felt comfortable and 8.6% who felt very comfortable. Conversely, 13.3% reported that they felt uncomfortable, and 9.4% felt very uncomfortable. This indicates a moderate level of satisfaction with the inclusion of practical sessions.

TABLE 5.1.20

TABLE SHOWING THE RESPONDENTS WERE PRACTICAL SESSIONS INCLUDED IN TRAINING?

S.NO	Particular	Frequency	Percent
1	Not included	18	14.1
2	Rarely included	19	14.8
3	Occasionally included	40	31.3
4	Mostly included	32	25.0
5	Always included	19	14.8
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.20

CHART SHOWING THE RESPONDENTS WERE PRACTICAL SESSIONS INCLUDED IN TRAINING?
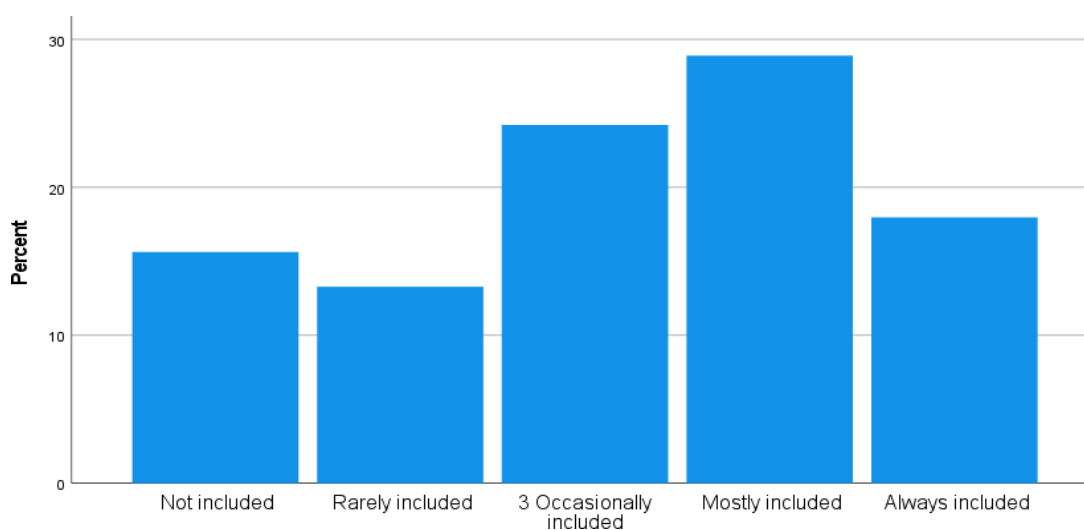
INTERPRETATION:

From the above table, it is inferred that (31.3%) said practical sessions were occasionally included, followed by 25.0% who said they were mostly included and 14.8% who said they were always included. Conversely, 14.8% reported that practical sessions were rarely included, and 14.1% said they were not included at all. This indicates an irregular inclusion of practical sessions in training.

TABLE 5.1.21

TABLE SHOWING THE RESPONDENTS DID THE TRAINERS MAKE YOU FEEL COMFORTABLE AND WELCOMED

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	12	9.4
2	Disagree	13	10.2
3	Neutral	42	32.8
4	Agree	45	35.2
5	Strongly Agree	16	12.5
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.21
CHART SHOWING THE RESPONDENTS DID THE TRAINERS MAKE YOU FEEL COMFORTABLE AND WELCOMED
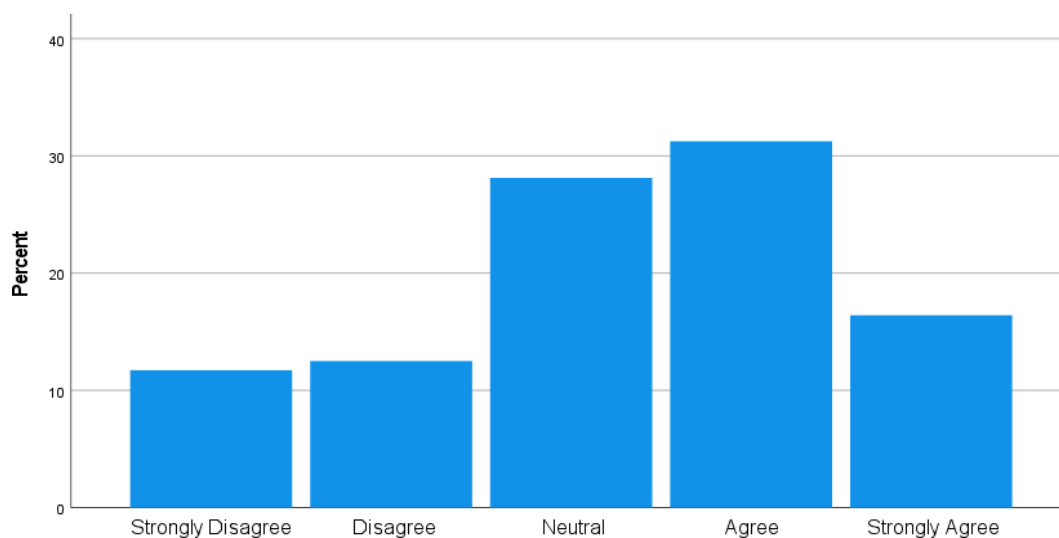
INTERPRETATION:

From the above table, it is inferred that (35.2%) agreed that trainers made them feel comfortable and welcomed, followed by 32.8% who were neutral and 12.5% who strongly agreed. Conversely, 10.2% reported that they disagreed and 9.4% strongly disagreed. This indicates generally positive perceptions of trainer approachability.

TABLE 5.1.22

TABLE SHOWING THE RESPONDENTS DID ONBOARDING HELP YOU ADJUSTTO THE WORK ENVIRONMENT?

S.NO	Particular	Frequency	Percent
1	Not at all	13	10.2
2	Slightly	20	15.6
3	Moderately	38	29.7
4	Mostly	40	31.3
5	Completely	17	13.3
	Total	**128**	**100.0**

Source: Primary data
CHART 5.2.22
CHART SHOWING THE RESPONDENTS DID ONBOARDING HELP YOU ADJUSTTO THE WORK ENVIRONMENT
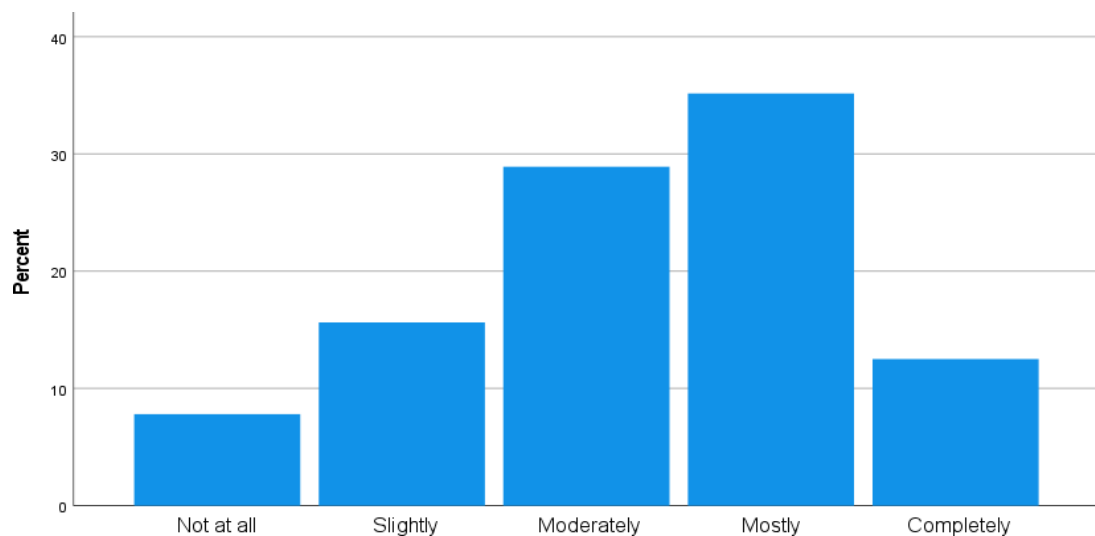
INTERPRETATION:

From the above table, it is inferred that (31.3%) felt the training mostly improved their confidence, followed by 29.7% who felt it moderately improved and 13.3% who felt it completely improved. Conversely, 15.6% reported that it slightly improved their confidence, and 10.2% felt it did not improve at all. This indicates a generally positive impact on job confidence.

TABLE 5.1.23

TABLE SHOWING THE RESPONDENTS DID THE TRAINING IMPROVE YOUR CONFIDENCE IN PERFORMING YOUR JOB?

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	18	14.1
2	Disagree	12	9.4
3	Neutral	44	34.4
4	Agree	40	31.3
5	Strongly Agree	14	10.9
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.23

CHART SHOWING THE RESPONDENTS DID THE TRAINING IMPROVE YOUR CONFIDENCE IN PERFORMING YOUR JOB?
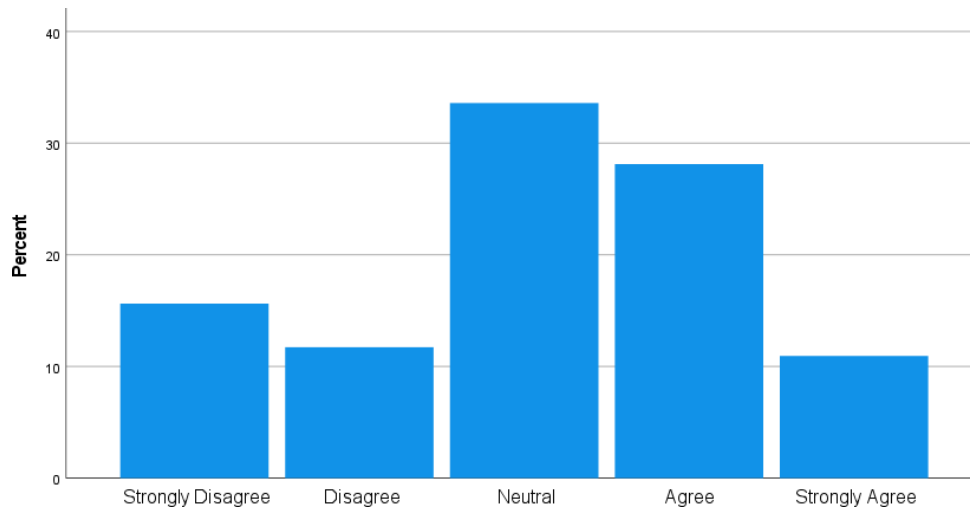
INTERPRETATION:

From the above table, it is inferred that 34.4%) felt neutral regarding their increased feeling of connection with colleagues and supervisors following onboarding. Next, a total of 41.7% either agreed (31.3%) or strongly agreed (10.9%) with the statement. Conversely, 14.1% strongly disagreed and 9.4% disagreed. This illustrates a mild improvement in the feeling of connection in the workplace context.

TABLE 5.1.24

TABLE SHOWING THE RESPONDENTS DO YOU FEEL MORE CONNECTED WITH COLLEAGUES AND SUPERVISORS AFTER ONBOARDING?

S.NO	Particular	Frequency	Percent
1	Not at all	13	10.2
2	Slightly	23	18.0
3	Somewhat	48	37.5
4	Mostly	33	25.8
5	Completely	11	8.6
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.24
CHART SHOWING THE RESPONDENTS DO YOU FEEL MORE CONNECTED WITH COLLEAGUES AND SUPERVISORS AFTER ONBOARDING?
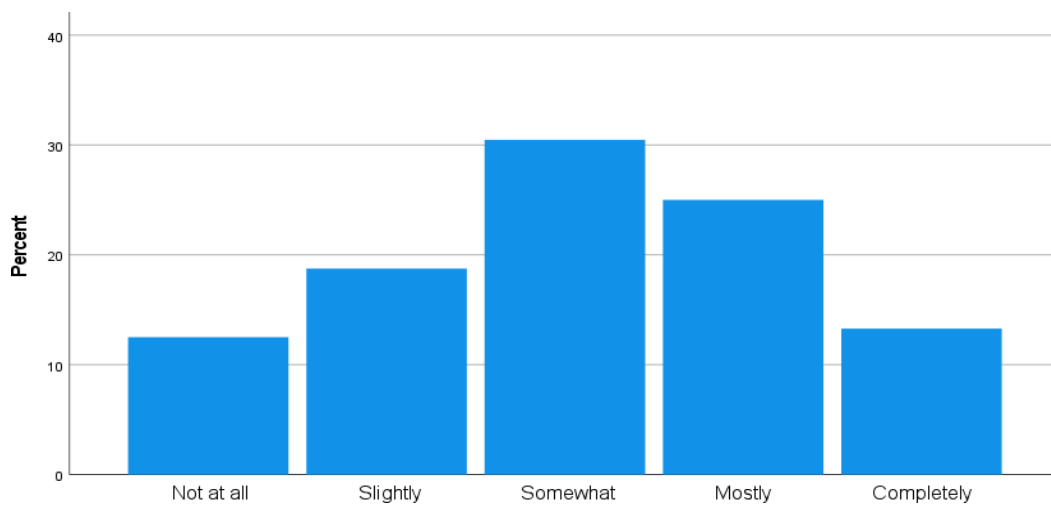
INTERPRETATION:

From the above table, it is inferred that (37.5%) felt that onboarding had somewhat lowered their initial stress or confusion, followed by 25.8% who felt it mostly lowered and 8.6% who felt it completely lowered. Conversely, 18.0% reported that it slightly lowered the stress, and 10.2% felt it had not lowered the stress at all. This suggests that onboarding reduces new- joiner stress to a moderate extent

TABLE 5.1.25

**TABLE SHOWING THE RESPONDENTSDID ONBOARDING
REDUCE YOUR INITIAL STRESS/CONFUSION?**

S.NO	Particular	Frequency	Percent
1	Not at all	9	7.0
2	Slightly	28	21.9
3	Moderately	44	34.4
4	Mostly	38	29.7
5	Completely	9	7.0
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.25
**CHART SHOWING THE RESPONDENTSDID ONBOARDING
REDUCE YOUR INITIAL STRESS/CONFUSION?**
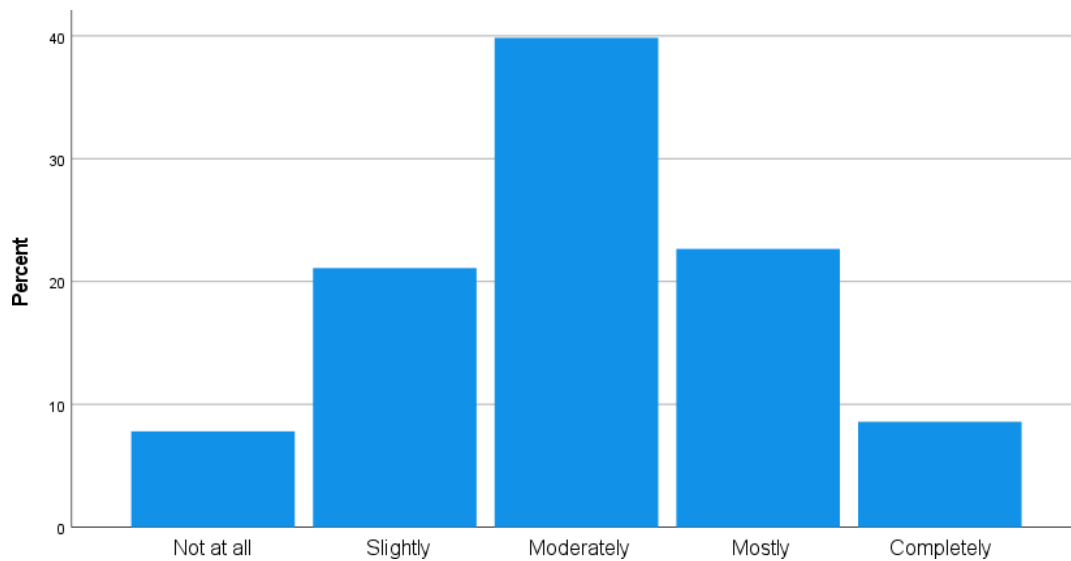
INTERPRETATION:

From the above table, it is inferred that (34.4%) indicated the training improved
their overall job satisfaction moderately, followed by 29.7% who felt it mostly
improved and 21.9% who felt it slightly improved. Conversely, 7.0% reported
that it either did not improve at all or completely improved. This resulted in an
overall positive impact on job satisfaction

TABLE 5.1.26

TABLE SHOWING THE RESPONDENTS DID THE TRAINING IMPROVE YOUR OVERALL JOB SATISFACTION?

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	9	7.0
2	Disagree	18	14.1
3	Neutral	41	32.0
4	Agree	49	38.3
5	Strongly Agree	11	8.6
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.26
CHART SHOWING THE RESPONDENTS DID THE TRAINING IMPROVE YOUR OVERALL JOB SATISFACTION?
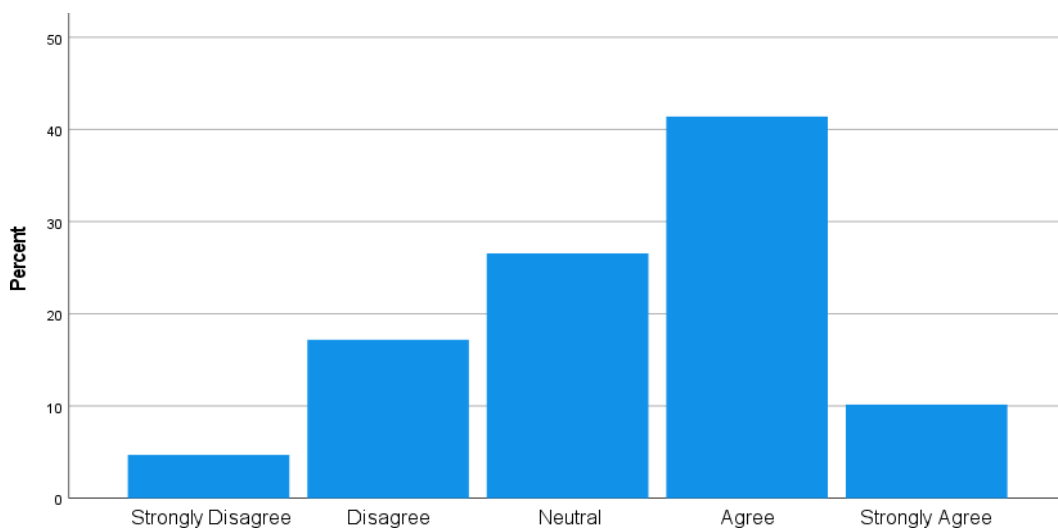
INTERPRETATION:

From the above table, it is inferred that (38.3%) agreed that the time spent in the onboarding program was adequate, followed by 32.0% who were neutral and 8.6% who strongly agreed. Conversely, 14.1% reported that they disagreed and 7.0% strongly disagreed. Overall, this shows a high level of agreement that the length of the program was acceptable

TABLE 5.1.27

**TABLE SHOWING THE RESPONDENTS WAS THE
DURATION OF THE ONBOARDING PROGRAM
SUFFICIENT**

S.NO	Particular	Frequency	Percent
1	Very insufficient	7	5.5
2	Insufficient	21	16.4
3	Neutral	46	35.9
4	Sufficient	34	26.6
5	Very sufficient	20	15.6
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.27
**CHART SHOWING THE RESPONDENTS WAS THE DURATION
OF THE ONBOARDING PROGRAM SUFFICIENT**
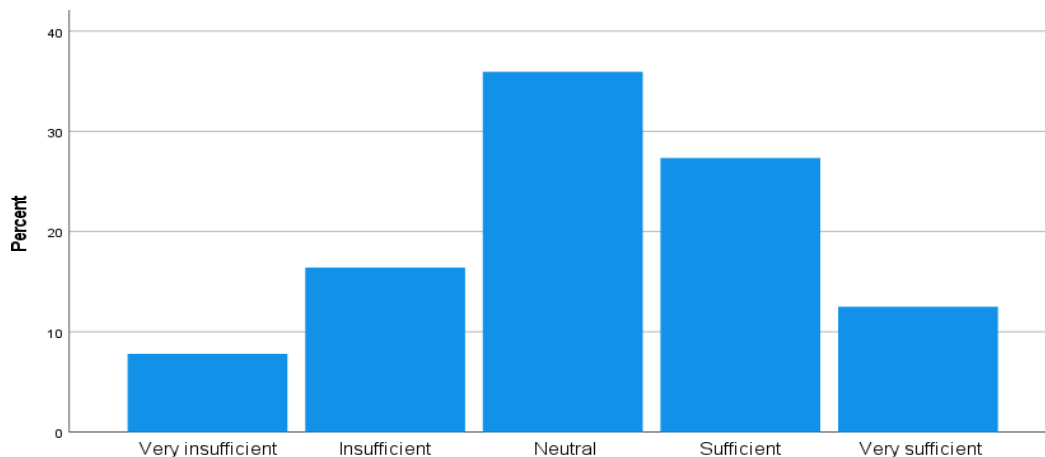
INTERPRETATION:

From the above table, it is inferred that (35.9%) expressed no opinion about which portion was the most useful aspect of the onboarding program, followed by 26.6% who thought it was sufficient and 15.6% who thought it was very sufficient. Conversely, 16.4% reported that it was insufficient and 5.5% thought it was very insufficient. The overall conclusion is moderate usefulness. This transient focus on onboarding was from the bottom of the organizational pyramid and might include skill-based areas that support building relationships rather than an overview of the organization.

TABLE 5.1.28

TABLE SHOWING THE RESPONDENTS WHICH PART OF THE ONBOARDING PROGRAM WAS MOST USEFUL?

S.NO	Particular	Frequency	Percent
1	Role-specific technical/functional training	22	17.2
2	Company policies, rules, and culture sessions	28	21.9
3	Team-building and networking activities	40	31.3
4	Practical sessions (hands-on training, demos, role plays)	33	25.8
5	Orientation on company mission, vision, and values	5	3.9
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.28

TABLE SHOWING THE RESPONDENTS WHICH PART OF THE ONBOARDING PROGRAM WAS MOST USEFUL?
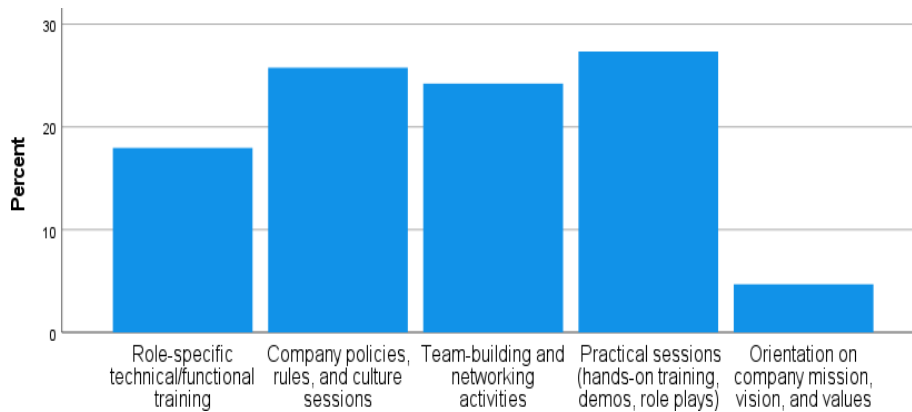
INTERPRETATION:

From the above table, it is inferred that team-building and networking activities (31.3%) practical sessions (25.8%) and company policies, rules, and culture sessions (21.9%). Fewer respondents considered role-specific training (17.2%) and orientation on mission, vision, and values (3.9%) as the least useful.

TABLE 5.1.29
TABLE SHOWING THE RESPONDENTS WHICH PART OF THE PROGRAM WAS LEAST USEFUL?

S.NO	Particular	Frequency	Percent
1	Role-specific technical/functional training	25	19.5
2	Company policies, rules, and culture sessions	37	28.9
3	Team-building and networking activities	37	28.9
4	Practical sessions (hands-on training, demos, role plays)	25	19.5
5	Orientation on company mission, vision, and values	4	3.1
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.29
CHART SHOWING THE RESPONDENTS WHICH PART OF THE PROGRAM WAS LEAST USEFUL?
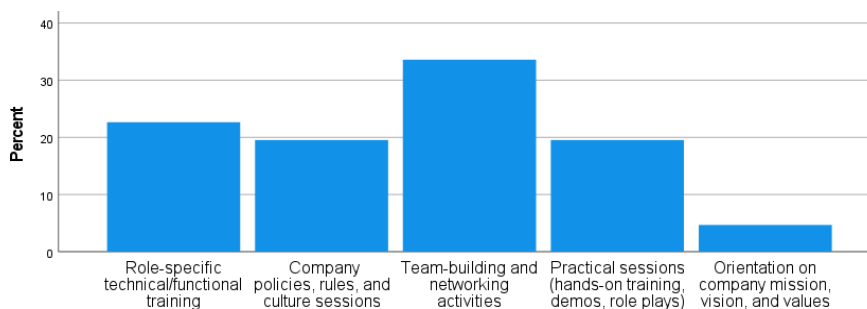
INTERPRETATION:

From the above table, it is inferred that (28.9%) used their comments to suggest more sessions on company policies, rules, and culture. An equal percentage (28.9%) suggested more team- building/networking activities, while 19.5% wanted more role-specific training, 19.5% wanted more practical sessions, and 3.1% suggested more orientation on the mission, vision, and values. This suggests a desire for balanced improvements in programming.

TABLE 5.1.30

**TABLE SHOWING THE RESPONDENTS DO YOU THINK THE
PROGRAM SHOULD INCLUDE MORE ROLE-SPECIFIC
TRAINING**

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	13	10.2
2	Disagree	18	14.1
3	Neutral	39	30.5
4	Agree	37	28.9
5	Strongly Agree	21	16.4
	Total	**128**	**100.0**

Source: Primary data
CHART 5.2.30
**CHART SHOWING THE RESPONDENTS DO YOU THINK
THE PROGRAM SHOULD INCLUDE MORE ROLE-
SPECIFIC TRAINING**
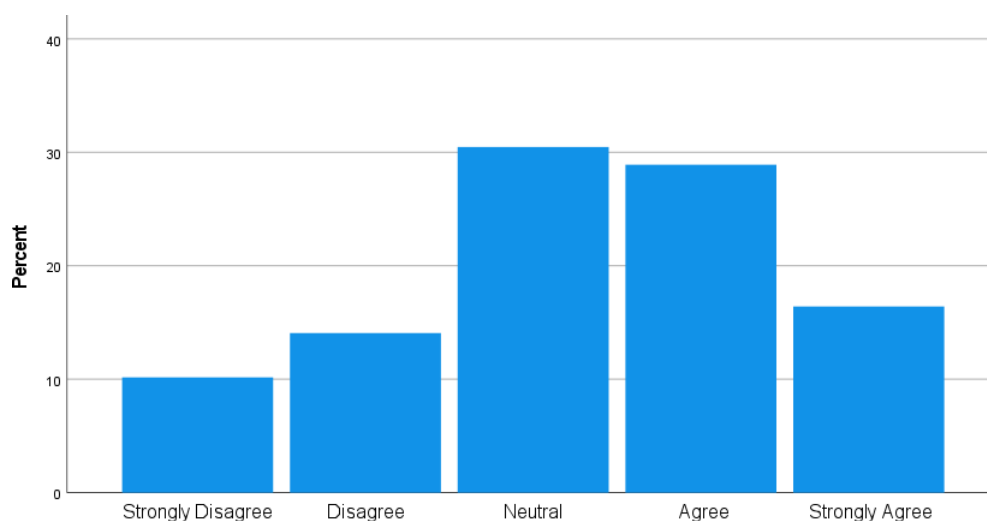
INTERPRETATION:

From the above table, it is inferred that most respondents (36.5%) agreed that
follow-up training sessions are necessary, followed by 22.6% who were neutral
and 13.0% who strongly agreed. Conversely, 9.6% reported that they disagreed
and 7.0% strongly disagreed. This indicates general support for follow-up
training.

TABLE 5.1.31

**TABLE SHOWING THE RESPONDENTS DO YOU FEEL
FOLLOW-UP TRAINING SESSIONS ARE NECESSARY**

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	12	9.4
2	Disagree	12	9.4
3	Neutral	38	29.7
4	Agree	35	27.3
5	Strongly Agree	31	24.2
	Total	**128**	**100.0**

Source: Primary data
CHART 5.2.31
**TABLE SHOWING THE RESPONDENTS DO YOU FEEL
FOLLOW-UP TRAINING SESSIONS ARE NECESSARY**
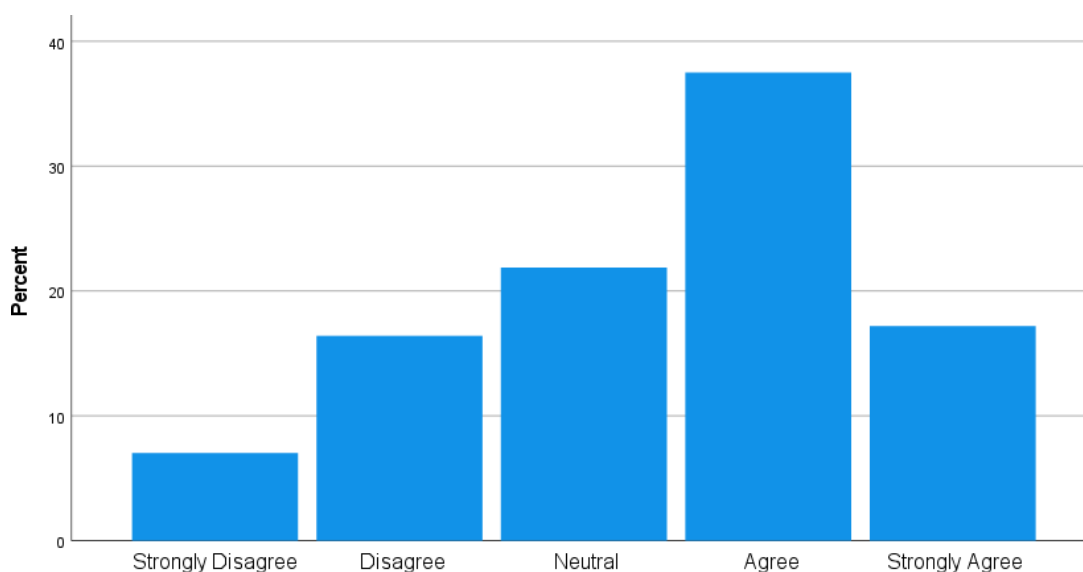
INTERPRETATION:

From the above table, it is inferred that neutral about the effectiveness of the
onboarding program (29.7%), followed by 27.3% who agreed and 24.2% who
strongly agreed. Conversely, 9.4% reported that they disagreed and 9.4% strongly
disagreed. This results in a pattern of responses that are positive but varied in
direction regarding the effectiveness of the onboarding program

TABLE 5.1.32

TABLE SHOWING THE RESPONDENTS HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF THE ONBOARDING PROGRAM

S.NO	Particular	Frequency	Percent
1	Strongly Disagree	8	6.3
2	Disagree	14	10.9
3	Neutral	32	25.0
4	Agree	47	36.7
5	Strongly Agree	27	21.1
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.32

TABLE SHOWING THE RESPONDENTS HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF THE ONBOARDING PROGRAM
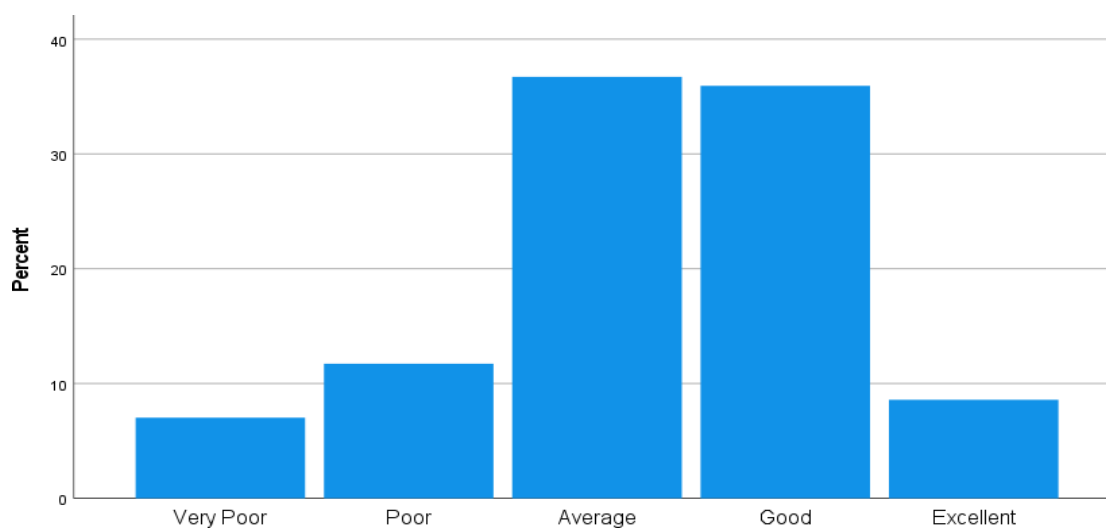
INTERPRETATION:

From the above table, it is inferred that most participants (36.7%) agreed with the need for more topics in the onboarding program, followed by 25.0% who were neutral and 21.1% who strongly endorsed the idea. Conversely, 10.9% reported that they disagreed and 6.3% strongly disagreed. This indicates a general desire for more content in the program.

TABLE 5.1.33

TABLE SHOWING THE RESPONDENTS WHAT ADDITIONAL TOPICS SHOULD BE INCLUDED

S.NO	Particular	Frequency	Percent
1	Very Poor	8	6.3
2	Poor	13	10.2
3	Average	41	32.0
4	Good	46	35.9
5	Excellent	20	15.6
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.33
CHART SHOWING THE RESPONDENTS WHAT ADDITIONAL TOPICS SHOULD BE INCLUDED
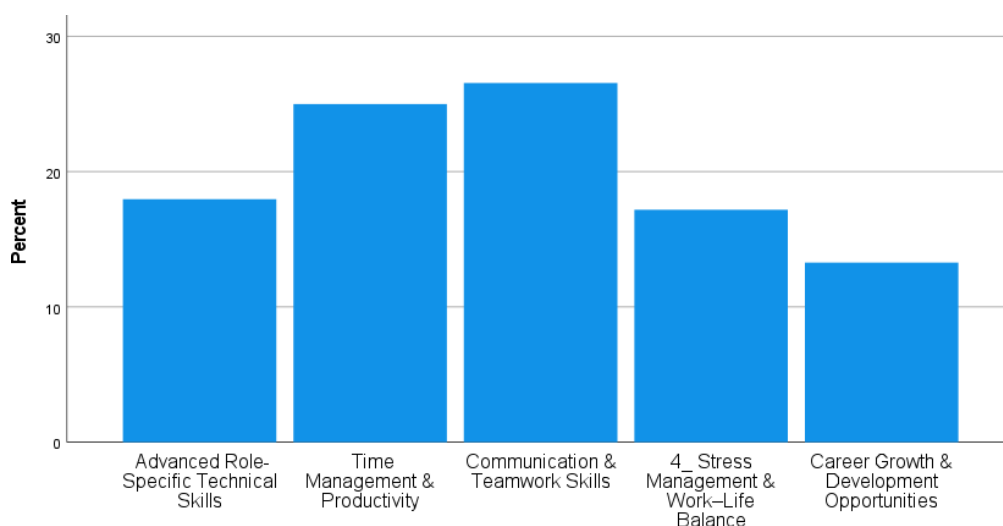
INTERPRETATION:

From the above table, it is inferred that (35.9%) rated the delivery of the onboarding program as good, followed by 32.0% who rated it average and 15.6% who rated it excellent. Conversely, 10.2% reported it as poor and 6.3% as very poor. This indicates generally positive perceptions with room for improvement.

TABLE 5.1.34

**TABLE SHOWING THE RESPONDENTS WHAT
IMPROVEMENTS WOULD YOU SUGGEST IN
DELIVERY**

S.NO	Particular	Frequency	Percent
1	Advanced Role-Specific Technical Skills	19	14.8
2	Time Management & Productivity	32	25.0
3	Communication & Teamwork Skills	35	27.3
4	Stress Management & Work–Life Balance	24	18.8
5	Career Growth & Development Opportunities	18	14.1
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.34
**CHART SHOWING THE RESPONDENTS WHAT
IMPROVEMENTS WOULD YOU SUGGEST IN
DELIVERY**
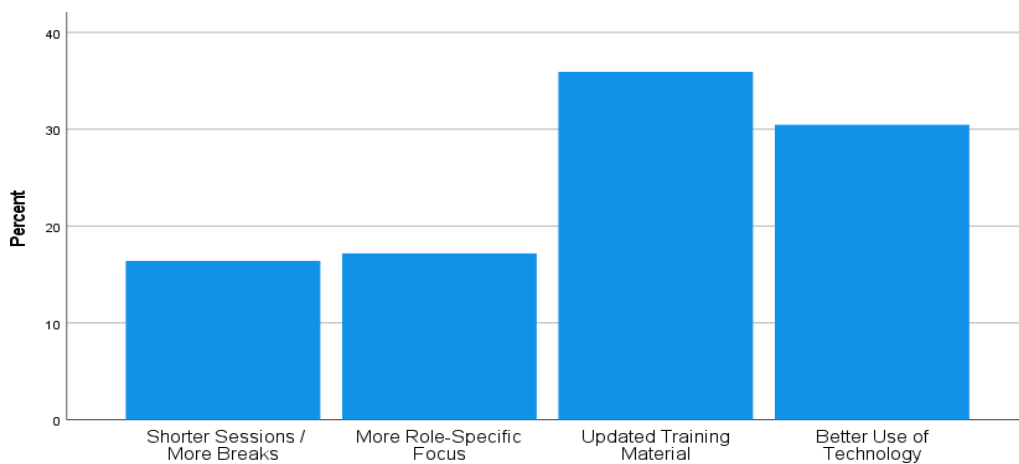
INTERPRETATION:

From the above table, it is inferred that (27.3%) suggested the onboarding program should address communication and teamwork skills, followed by 25.0% who recommended productivity and time management, and 18.8% who suggested stress management and work-life balance. Further, 14.8% recommended advanced role-specific technical skills, and 14.1% suggested career growth and development. This shows a preference for soft skills and productivity-based training.

TABLE 5.1.35

TABLE SHOWING THE RESPONDENTS WOULD YOU RECOMMEND THE CURRENT ONBOARDING PROGRAM TO FUTURE RECRUITS

		Frequency	Percent
	Shorter Sessions / More Breaks	16	12.5
	More Role-Specific Focus	27	21.1
	Updated Training Material	39	30.5
	Better Use of Technology	45	35.2
	Other:	1	.8
	Total	**128**	**100.0**

Source: Primary data

CHART 5.2.35
CHART SHOWING THE RESPONDENTS WOULD YOU RECOMMEND THE CURRENT ONBOARDING PROGRAM TO FUTURE RECRUITS
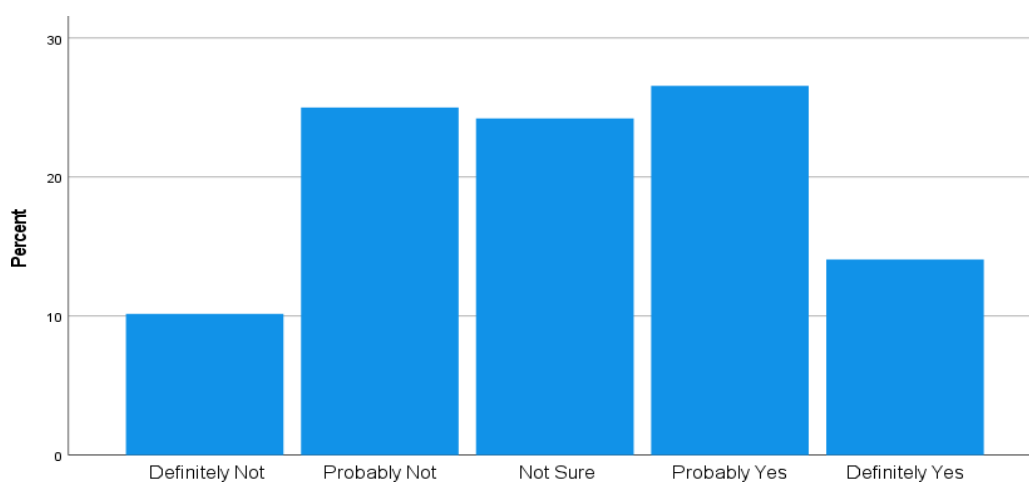
INTERPRETATION:

From the above table, it is inferred that (35.2%) suggested using technology better to improve compliance with onboarding, followed by 30.5% who recommended updated training material and 21.1% who suggested a greater role-specific focus. Notably, only 12.5% expressed a preference for shorter training sessions or more breaks. This shows a clear preference for keeping training relevant and modernized.

CHAPTER 6

FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 FINDINGS

- It is found that **57.8%** of the respondents are female.

- It is found that **54.6%** of the respondents are below **20** age.

- It is found that **47.7%** of the respondents are **it/** Software development

- It is found that **39.1%** of the respondents are software developer / engineer role.

- It is found that **57.8%** of the respondents are single marital status.

- It is found that **54.7%** of the respondents are undergraduate education qualification.

- It is found that **21.1%** of the respondents are 30,001 income range.

- It is found that **34.4%** of the respondents are urban residence.

- It is found that 35.9**%** of the respondents are less than 1 year. Years associated with astonish infotech.

- It is found that 28.1% of the respondents are no, not at all. Did you attend the official onboarding training program when you joined

- It is found that **37.5**% of the respondents are agree. Was the onboarding program well structured and organized

- It is found that 37.5% of the respondents are to some extent. Did the training cover all the essential aspects your role.

- It is found that **35.2%** of the respondents are moderately clear was the training material easy to understand

- It is found that **31.3**% of the respondents are neutral was the training material easy to understand

- It is found that **38.3**% of the respondents are moderately adequate. Did you receive adequate information about company mission, vision, and values

- It is found that **35.9** % of the respondents are somewhat introduced was technology (software/tools) proper introduced

- It is found that **34.4**% of the respondents are neutral. How effective were the trainers in delivering the content.

- It is found that **28.9**% of the respondents say that sometimes effective were the trainers in delivering the content

- It is found that **37.5**% of the respondents are neutral. Was the pace of training comfortable.

- It is found that 31.3% of the respondents are occasionally included. Were practical sessions included in training.

- It is found that **35.2**% of the respondents are agree. Did the trainers make you feel comfortable and welcomed

- It is found that **31.3%** of the respondents are mostly. Did onboarding help you adjust to the work environment

- It is found that **34.4%** of the respondents are netural. Did the training improve your confidence in performing your job.

- It is found that **37.5**% of the respondents are somewhat. Do you feel more connected with colleagues and supervisors after onboarding.

- It is found that **34.4**% of the respondents are moderatly. Did onboarding reduce your initial stress/confusion.

- It is found that **38.3**% of the respondents are agree. Did the training improve your overall job satisfaction.

- It is found that **35.9**% of the respondents are neutral. Was the duration of the onboarding program sufficient.

- It is found that **35.2**% of the respondents are agree. Did the trainers make you feel comfortable and welcomed

- It is found that **31.3%** of the respondents are mostly. Did onboarding help you adjust to the work environment

- It is found that **34.4%** of the respondents are netural. Did the training improve your confidence in performing your job.

- It is found that **37.5**% of the respondents are somewhat. Do you feel more connected with colleagues and supervisors after onboarding.

- It is found that **34.4**% of the respondents are moderatly. Did onboarding reduce your initial stress/confusion.

- It is found that **38.3**% of the respondents are agree. Did the training improve your overall job satisfaction.

- It is found that **35.9**% of the respondents are neutral. Was the duration of the onboarding program sufficient.

- It is found that **35.2**% of the respondents are agree. Did the trainers make you feel comfortable and welcomed

- It is found that **31.3%** of the respondents are mostly. Did onboarding help you adjust to the work environment

- It is found that **34.4%** of the respondents are netural. Did the training improve your confidence in performing your job.

- It is found that **37.5**% of the respondents are somewhat. Do you feel more connected with colleagues and supervisors after onboarding.

- It is found that **34.4**% of the respondents are moderatly. Did onboarding reduce your initial stress/confusion.

- It is found that **38.3**% of the respondents are agree. Did the training improve your overall job satisfaction.

- It is found that **35.9**% of the respondents are neutral. Was the duration of the onboarding program sufficient.

- It is found that **25.8**% of the respondents are practical sessions (hands-on training, demos, role plays)
  Which part of the onboarding program was most useful.

- It is found that **28.9**% of the respondents are team building networking activities. Which part of the program was least useful.

- It is found that **30.5**% of the respondents are neutral do you think the program should include more role-specific training.

- It is found that **29.7**% of the respondents are neutral. Do you feel follow-up training sessions are necessary.

- It is found that **36.7**% of the respondents are agree. How would you rate the overall effectiveness of the onboarding program.

- It is found that **35.9**% of the respondents are good. What additional topics should be included.

- It is found that **27.3**% of the respondents are communication& team work skill . What improvements would you suggest in delivery.

- It is found that **35.2**% of the respondents are better use of technology. Would you recommend the current onboarding program to future recruits.

6.2 SUGGESTIONS

➢ It is found that 28.1% of the respondents are no, not at all. Did you attend the official onboarding training program when you joined

➢ It is found that **28.9**% of the respondents say that sometimes effective were the trainers in delivering the content

➢ It is found that **25.8**% of the respondents are practical sessions (hands-on training, demos, role plays) Which part of the onboarding program was most useful.

➢ It is found that **28.9**% of the respondents are team building networking activities. Which part of the program was least useful.

➢ It is found that **29.7**% of the respondents are neutral. Do you feel follow-up training sessions are necessary.

➢ It is found that **27.3**% of the respondents are communication& team work skill . What improvements would you suggest in delivery.

6.3 CONCLUSION

The Effectiveness of Onboarding Training Programs for New Recruits: A Study at Astonish Infotech indicates that structured onboarding is crucial to employee performance, satisfaction, and retention. The results showed that although there were a considerable number of employees that stated that the training modules were useful, enough employees remained neutral which suggested a need for refinements to the overall program design and implementation.

What the results indicate is that onboarding programs assist new recruits with their adjustment to the work environment, understanding organizational purpose, and educating them on developing skills for their role in the organization. Practical sessions, hands-on activities, and role plays were after moderate value in effectively training new recruits, however employees believed more effort should be made to improve relevance, interactivity, and trainer engagement. Additionally, the study illustrates that effective onboarding has a positive impact on motivation, decreases work stress, and strengthens the employer-employee relationship, ultimately leading to enhanced organizational performance.

On the contrary, neutral and dissatisfied responses from employees indicate that onboarding practices do not have the same impact across the organization. Consequently, Astonish Infotech should try to improve the overall quality of their training through more interactive learning; constant and two-way feedback; and designing programs to meet role-sensitive tasks. Additionally, enhancing trainer effectiveness and connecting onboarding to long-term development will improve overall outcomes.

CHAPTER 7

BIBLOGRAPHY

- https://astonishinfotech.com/

- https://shodhganga.inflibnet.ac.in/

- https://digilib.k.utb.cz/handle/10563/53405

- https://books.google.com/books?hl=en&lr=&id=gKZMAgA
  AQBAJ&oi=
  fnd&pg=PR13&dq=EFFECTIVENESS+OF+ONBOARDI
  NG+TRAINI
  NG+PROGRAMS+FOR+NEW+RECRUITS+AT+ASTON
  ISH+INFOTE
  CH&ots=VcqkIEtv8a&sig=Xg2Z8n80FzZe9scsQN-gx0wxlAA

CHAPTER 8

ANNEXURE

"EFFECTIVENESS OF ONBOARDING TRAINING PROGRAMS FOR NEW RECRUITS AT ASTONISH INFOTECH;

Questionnaires:

Name: _____

1. Gender:

☐ Male

☐ Female

☐ Prefer not to say

☐ Other
2. Age Group:
☐ Below 20

☐ 21–30

☐ 31–40

☐ 41–50

☐ 51 and above Other:

3. Department:

☐ Human Resources

☐ Finance

☐ Marketing

☐ IT / Software Development

☐ Operations

☐ Sales

☐ Other: _____

4. Role: _____

1_Software Developer /
Engineer 2_ Human Resources
Executive 3_Marketing & Sales
Executive 4_ Finance /
Accounts Executive 5_
Operations / Support Executive

5. Marital Status:

☐ Single

☐ Married

☐ Divorced

☐ Widowed

☐ Prefer not to say

6. **Education QualItication:**

☐ High School

☐ Diploma

☐ Undergraduate

☐ Postgraduate

☐ Doctorate

☐ Other:

8. Income Range (per month):

☐ Below ₹15,000

☐ ₹15,001

– ₹30,000

☐ ₹30,001

– ₹50,000

☐ ₹50,001

– ₹75,000

☐ ₹75,001

 – ₹1,00,000

 ☐ Above ₹1,00,000

 ☐ Prefer not to say

 Other:

7. Residence:

☐ Urban

☐ Semi-Urban

☐ Rural

☐ Oth

er: ‗

Other:

8. Years associated with Astonish Infotech:

☐ Less than 1 year

☐ 1–3 years

☐ 3–5 years

☐ 5–10 years

☐ More than 10 years Other:

9. Did you attend the official onboarding training program when you joined?

1 – No, not at all

2 – Somewhat

3 – Yes, partially

4 – Yes, fully

5 – Definitely yes

10. **Was the onboarding program well-structured and organized?**

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

11. **Did the training cover all the essential aspects of your role?**

1 – Not at all

2 – To a small extent

3 – To some extent

4 – To a great extent Other:

12. **Were company policies, rules, and culture explained clearly?**

1 – Not clear at all

2 – Slightly clear

3 – Moderately clear

4 – Mostly clear

5 – Extremely clear

13. **Was the training material easy to understand?**

1 – Very dItficult

2 – DItficult

3 – Neutral

4 – Easy

5 – Very easy

14. **Did you receive adequate information about company's mission, vision, and values?**

1 – Not at all

2 – Slightly adequate

3 – Moderately adequate

4 – Mostly adequate

5 – Fully adequate

15. **Was technology (software/tools) properly introduced?**

1 – Not introduced

2 – Poorly introduced

3 – Somewhat introduced

4 – Well introduced

5 – Very well introduced

16. **How effective were the trainers in delivering the content?**

1 – Very ineffective

2 – Ineffective

3 – Neutral

4 – Effective

5 – Very effective

17. **Did the trainers encourage interaction and clarIty doubts effectively?**

1 – Not at all

2 – Rarely

3 – Sometimes

4 – Often

5 – Always

18. **Was the pace of training comfortable?**

1 – Very uncomfortable

2 – Uncomfortable

3 – Neutral

4 – Comfortable

5 – Very comfortable

19. **Were practical sessions included in training?**

1 – Not included

2 – Rarely included

3 – Occasionally included

4 – Mostly included

5 – Always included

20. **Did the trainers make you feel comfortable and welcomed?**

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

21. **Did onboarding help you adjust to the work environment?**

1 – Not at all

2 – Slightly

3 – Moderately

4 – Mostly

5 – Completely

22. **Did the training improve your confidence in performing your job?**

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

23. **Do you feel more connected with colleagues and supervisors after onboarding?**

1 – Not at all

2 – Slightly

3 – Somewhat

4 – Mostly

5 – Completely

24. **Did onboarding reduce your initial stress/confusion?**

1 – Not at all

2 – Slightly

3 – Moderately

4 – Mostly

5 – Completely

25. **Did the training improve your overall job satisfaction?**

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

26. **Was the duration of the onboarding program sufficient?**

1 – Very insufficient

2 – Insufficient

3 – Neutral

4 – Sufficient

5 – Very sufficient

27. Which part of the onboarding program was most useful? → Open-ended

1_Role-specItic technical/functional training

2_Company policies, rules, and culture sessions

3_ Team-building and networking activities

4_ Practical sessions (hands-on training, demos, role plays)

5_ Orientation on company mission, vision, and values

28. Which part of the program was least useful? → Open-ended

1_ Role-specItic technical/functional training

2_ Company policies, rules, and culture sessions

3_ Team-building and networking activities

4_ Practical sessions (hands-on training, demos, role plays)

5_ Orientation on company mission, vision, and values

29. Do you think the program should include more role-specItic training?

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

30. Do you feel follow-up training sessions are necessary?

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 Strongly Agree Other

31. How would you rate the overall effectiveness of the onboarding program?

1 – Very Poor

2 – Poor

3 – Average

4 – Good

5 – Excellent

32. What additional topics should be included? → Open-ended

1_ Advanced Role-SpecItic Technical Skills

2_ Time Management & Productivity

3_ Communication & Teamwork Skills

4_ Stress Management & Work–LIte Balance

5_ Career Growth & Development Opportunities

33. How would you rate the overall effectiveness of the onboarding program?

1 – Very Poor

2 – Poor

3 – Average

4 – Good

5 – Excellent

34. What additional topics should be included? → Open-ended

1_ Advanced Role-Specific Technical Skills

2_ Time Management & Productivity

3_ Communication & Teamwork Skills

4_ Stress Management & Work–Life Balance

5_ Career Growth & Development Opportunities

35 What improvements would you suggest in delivery? → Open- ended

1_ Shorter Sessions / More Breaks

2_ More Role-SpecItic Focus

3_Updated Training Material

4_ Better Use of Technology

5_ Other: _____

36. Would you recommend the current onboarding program to future recruits?

1 – Definitely Not

2 – Probably Not

3 – Not Sure

4 – Probably Yes

5 – Definitely Yes

PHOTOGRAPHY

Tiruchirappalli, Tamil Nadu, India
G10 Bharathidasan University Technology Park Khajamalai Campus, Race Course Road, Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.7771° Long 78.695246°
07/08/2025 10:32 AM GMT +05:30

Tiruchirappalli, Tamil Nadu, India
G10 Bharathidasan University Technology Park Khajamalai Campus, Race Course Road, Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.777253° Long 78.695343°
08/08/2025 12:55 PM GMT +05:30

Tiruchirappalli, Tamil Nadu, India
G3 Bharathidasan University Technology Park, Race Course Road, Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.777167° Long 78.695262°
14/08/2025 12:16 PM GMT +05:30

Tiruchirappalli, Tamil Nadu, India
G3 Bharathidasan University Technology Park, Race Course Road,
Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.777227° Long 78.695262°
18/08/2025 01:10 PM GMT +05:30

Tiruchirappalli, Tamil Nadu, India
G10 Bharathidasan University Technology Park Khajamalai Campus, Race Course
Road, Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.777089° Long 78.695262°
25/08/2025 01:17 PM GMT +05:30

Tiruchirappalli, Tamil Nadu, India
G10 Bharathidasan University Technology Park Khajamalai Campus, Race Course
Road, Tiruchirappalli, Tamil Nadu 620023, India
Lat 10.777081° Long 78.695315°
22/08/2025 01:10 PM GMT +05:30