

A Study on Engagement and Training Needs Analysis among Students, Interns, and Working Professionals: A Survey-Based Approach

Nirupama Anjali Kavuru

MBA Student, SCSVMV

ABSTRACT

Engagement and training have increasingly become important factors influencing motivation, performance, and personal development in both academic and professional settings. In today's rapidly evolving environment, respondents are expected to continuously enhance their skills while maintaining active involvement in their work or studies. However, differences in organizational support, communication, and learning opportunities often affect engagement levels and training experiences.

The present study was undertaken to understand engagement levels and training needs among students, interns, and working professionals through a survey-based approach. The study specifically focuses on factors such as motivation, communication, organizational support, recognition, and training effectiveness. Primary data was collected using a structured questionnaire distributed through Google Forms, and responses were gathered from **40 respondents** through convenience sampling.

The findings of the study suggest that respondents generally exhibit moderate levels of engagement and motivation. While a considerable number of respondents acknowledged the positive impact of training on performance, many also reported not receiving formal training opportunities recently. Factors such as communication, recognition, career growth, and organizational support emerged as important influences on engagement. Additionally, respondents showed preference toward flexible and hybrid approaches to learning and development.

The study concludes that improving engagement requires more than motivation alone; it also depends on structured training opportunities, supportive environments, effective communication, and recognition systems. The findings may help educational institutions and organizations better understand the developmental expectations of respondents and design more effective engagement and training strategies.

Keywords: Engagement, Training Need Analysis, Motivation, Organizational Support, Skill Development, Human Resource Management.

1. INTRODUCTION

In today's dynamic academic and professional environment, engagement and continuous learning have become increasingly important for improving individual performance and overall development. Whether in educational institutions or workplaces, respondents are expected not only to perform effectively but also to remain motivated, adaptable, and committed to their responsibilities. As a result, organizations and institutions are paying greater attention to understanding the factors that influence engagement and learning needs.

Engagement refers to the degree of emotional involvement, commitment, and active respondents an individual demonstrates toward their work, studies, or organizational responsibilities. Respondents duals who feel engaged are generally more enthusiastic, motivated, and willing to contribute positively toward achieving goals. At the same time, engagement is influenced by several factors such as communication, recognition, leadership support, work environment, and opportunities for personal growth.

Alongside engagement, training and development have emerged as essential components of personal and professional success. In a rapidly changing environment, respondents are expected to continuously upgrade their skills to meet new challenges and expectations. Training Need Analysis (TNA) plays an important role in identifying gaps in skills and knowledge so that suitable learning opportunities can be designed. Effective training not only improves competencies but also enhances confidence, motivation, and performance.

Despite the increasing emphasis on engagement and training, many respondents continue to experience barriers such as limited support, insufficient recognition, inadequate communication, and lack of relevant learning opportunities. These challenges can directly influence motivation and reduce overall respondents and satisfaction.

Against this background, the present study seeks to explore engagement levels and training needs among students, interns, and working professionals. The study further attempts to understand the influence of motivation, organizational support, and training opportunities on engagement and development. By examining these factors collectively, the research aims to provide useful insights that may help institutions and organizations strengthen their engagement practices and training initiatives.

1.1 Background of the Study

Over the years, engagement has become an important area of interest in both educational and organizational settings. Respondents who remain actively involved in their work or studies are more likely to demonstrate commitment, productivity, and positive performance outcomes. Engagement is often influenced by the quality of communication, support systems, opportunities for growth, and recognition received from institutions or organizations.

At the same time, training and development have gained significant importance due to changing industry expectations and increasing competition. Respondents today are expected to possess not only technical knowledge but also communication, leadership, problem-solving, and time management skills. In this context, continuous learning has become necessary for personal and professional advancement.

Training Need Analysis serves as an effective mechanism for identifying areas where respondents require improvement and support. When training programs are aligned with actual needs, they contribute significantly toward performance enhancement and confidence building. However, when training opportunities are inadequate or disconnected from expectations, engagement levels may decline.

With changing learning preferences and increasing demand for flexible learning methods, understanding engagement and training expectations has become more relevant than ever. This study therefore attempts to examine these aspects among a diverse group of respondents, including students, interns, and working professionals.

1.2 Need for the Study

The need for the present study arises from the growing importance of engagement and training in improving individual effectiveness and long-term development. In both academic and professional environments, motivation, recognition, communication, and skill enhancement play a crucial role in shaping overall experiences and performance.

Although organizations and educational institutions increasingly focus on development initiatives, respondents often continue to experience moderate engagement levels, insufficient training opportunities, and varying degrees of organizational support. Understanding these concerns is important for identifying areas where improvement is required.

The present study therefore aims to gain better insight into engagement patterns, motivation factors, and training expectations among respondents. The findings may assist institutions and organizations in designing more meaningful engagement practices and relevant training programs that align with actual developmental needs.

1.3 Scope of the Study

The present study focuses on understanding engagement levels and training needs among students, interns, and working professionals who participated in the survey conducted through Google Forms.

The scope of the research includes examining:

- Levels of engagement among respondents
- Factors influencing motivation and involvement
- Training and development needs
- Organizational and institutional support systems
- Preferred approaches to learning and skill development

The study is expected to provide useful insights into how engagement and training contribute toward individual development and satisfaction.

1.4 Limitations of the Study

While the study provides useful insights into engagement and training needs, certain limitations should be acknowledged.

1. The study is limited to a sample of **40 respondents**, which may restrict wider generalization of findings.
2. Responses were collected through self-reporting, and therefore reflect personal perceptions and experiences.
3. Due to time limitations, the study could not include a larger or more diverse respondent population.
4. A significant proportion of respondents belonged to the **18–22 age category**, which may influence the overall nature of findings.
5. The study primarily focuses on selected dimensions of engagement and training needs and may not cover all possible influencing factors.

2. REVIEW OF LITERATURE

2.1 Introduction

A review of literature plays an important role in any research study as it helps in understanding previously conducted research related to the topic. It provides a conceptual foundation, highlights major findings from earlier studies, and helps identify research gaps that require further exploration. In the context of engagement and training needs analysis, several researchers have emphasized the importance of motivation, organizational support, communication, recognition, and skill development in influencing individual performance and satisfaction.

The present study reviews selected theories and research contributions relevant to engagement, motivation, and training practices in both academic and professional settings. This review provides a

broader understanding of how these factors influence individual involvement, development, and performance.

2.2 Review of Previous Studies

Engagement and Personal Involvement

William Kahn (1990) introduced the concept of engagement and described it as the level of emotional, cognitive, and physical involvement respondents bring to their roles. According to Kahn, respondents who feel psychologically safe, valued, and supported are more likely to remain actively engaged and committed in their responsibilities

Relevance to the Present Study:

Kahn's work provides a foundational understanding of engagement and supports the present study in examining emotional connection, involvement, and motivation among respondents.

Engagement and Organizational Outcomes

The **Gallup Organization** (2017) highlighted that highly engaged respondents tend to demonstrate stronger commitment, improved productivity, and better performance outcomes. The study further emphasized the role of communication, recognition, and leadership in influencing engagement levels.

Relevance to the Present Study:

The findings are relevant in understanding how communication satisfaction, recognition, and organizational support influence respondent engagement.

Motivation and Human Needs

Abraham Maslow (1954), through the Hierarchy of Needs Theory, explained that respondents are motivated by different levels of needs, ranging from basic security to self-development and achievement. The theory suggests that recognition, belongingness, and growth opportunities contribute significantly to motivation.

Relevance to the Present Study:

Maslow's theory helps explain motivational factors such as recognition, meaningful contribution, and career growth examined in this study.

Job Satisfaction and Motivation

Frederick Herzberg proposed the Two-Factor Theory, which explains that factors such as achievement, recognition, responsibility, and personal growth positively influence motivation and satisfaction. In contrast, poor communication and inadequate support may contribute to dissatisfaction.

Relevance to the Present Study:

The theory supports the study's focus on recognition, organizational support, and communication as factors affecting engagement.

Importance of Training and Development

Peter Drucker emphasized the importance of continuous learning and adaptation in a changing environment. Drucker argued that skill development and learning opportunities are essential for improving both individual and organizational performance.

Relevance to the Present Study:

This perspective supports the importance of Training Need Analysis in identifying areas for skill enhancement among respondents.

Training Effectiveness

Donald Kirkpatrick (1994) developed a model for evaluating training effectiveness and argued that effective training contributes to improvements in knowledge, skills, behavior, and overall performance.

Relevance to the Present Study:

This supports respondent perceptions regarding the positive impact of training on performance and development.

Emotional Connection and Engagement

Daniel Goleman emphasized emotional intelligence as an important factor influencing interpersonal relationships, communication, and engagement. Emotional connection often contributes to stronger commitment and better collaboration.

Relevance to the Present Study:

This supports the study's exploration of emotional connection toward work, studies, and organizational environments.

Changing Learning Preferences

Recent studies in Human Resource Management indicate that younger respondents increasingly prefer flexible and interactive learning methods. Hybrid learning, practical sessions, and digital learning platforms have become more relevant due to changing educational and workplace expectations.

Relevance to the Present Study:

This aligns with respondent preferences regarding training modes and skill development approaches.

2.3 Research Gap

Although previous studies have explored employee engagement, motivation, and training effectiveness independently, relatively limited research has examined these factors collectively among **students, interns, and working professionals** within a single study framework.

Furthermore, the changing expectations of younger respondents, growing emphasis on skill development, and evolving learning preferences have created a need to better understand engagement and training requirements across different respondent groups.

The present study therefore attempts to address this gap by examining engagement levels, motivation factors, organizational support, and training needs together in a broader context.

3. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To understand the level of engagement among students, interns, and working professionals.
2. To identify major factors influencing respondent motivation and engagement.
3. To examine training and development needs among respondents.
4. To understand the relationship between training opportunities and engagement levels.
5. To suggest suitable measures for improving engagement and training effectiveness.

4. HYPOTHESIS OF THE STUDY

The study is guided by the following hypotheses:

Null Hypothesis (H₀)

There is no significant relationship between training and engagement among respondents.

Alternative Hypothesis (H₁)

Training and development opportunities positively influence engagement among respondents.

Hypothesis (H₂)

Organizational support has a positive influence on motivation and engagement.

5. RESEARCH METHODOLOGY

5.1 Research Design

The present study follows a **descriptive research design** to understand engagement levels and training needs among respondents. A descriptive approach was considered suitable because it enables systematic collection and interpretation of respondents' perceptions related to motivation, organizational support, engagement, and skill development.

The study attempts to provide a clearer understanding of how respondents perceive engagement and training opportunities in academic and professional environments.

5.2 Sources of Data

Primary Data

Primary data was collected through a structured questionnaire developed using Google Forms. Responses were obtained directly from respondents, including students, interns, and working professionals.

Secondary Data

Secondary information for the study was collected from:

- Academic journals
- Books related to Human Resource Management
- Scholarly research articles
- HR publications and reports
- Online academic databases

Including:

https://scholar.google.com/?utm_source=chatgpt.com

These sources were used to strengthen the theoretical and conceptual understanding of engagement and training needs.

5.3 Sampling Technique

The study adopted the **Convenience Sampling Technique**, where respondents were selected based on accessibility and willingness to respond to the survey.

This method was considered suitable due to time limitations and ease of collecting responses from different respondent categories.

5.4 Sample Size

The study consists of a sample size of **40 respondents**, including:

- Students
- Interns
- Working Professionals

The selected respondents provided valuable insights into engagement experiences, motivation factors, and training expectations.

5.5 Research Instrument

A structured questionnaire consisting of **multiple sections** was designed to collect data related to engagement, motivation, training needs, and organizational support.

The questionnaire included:

Demographic Information

- Age
- Current Status
- Field of study/work

Engagement-Related Questions

- Engagement level
- Motivation level
- Communication satisfaction
- Recognition and feedback

Training Need Analysis

- Training received
- Training effectiveness
- Skill development preferences
- Preferred training models

Organizational Support

- Management/Faculty support
- Growth opportunities

5.6 Tools Used for Data Analysis

The collected responses were analyzed using:

- Frequency analysis
- Percentage analysis
- Mean interpretation
- Graphical representation

These analytical tools helped in understanding respondent perceptions related to engagement, motivation, training preferences, and organizational support.

6. DATA ANALYSIS AND INTERPRETATION

6.1 Introduction

This chapter presents the analysis and interpretation of responses collected from **40 respondents** through a structured questionnaire. The purpose of the analysis is to better understand respondent perspectives regarding engagement, motivation, training needs, and organizational support.

The collected data was analyzed using percentage analysis, mean interpretation, and graphical representation to identify meaningful patterns and trends. The findings presented below offer insights into how respondents perceive their experiences in academic and professional environments.

6.2 Demographic Profile of Respondents

Table 6.1: Age Group of Respondents

Age Group	Frequency	Percentage
18–22	25	62.5%
23-26	11	27.5%
27+	4	10%
Total	40	100%

Interpretation

The data indicates that a considerable majority of respondents (**62.5%**) belong to the **18–22 age group**, followed by respondents aged **23–26 (27.5%)** and respondents above **27 years (10%)**. This suggests that the study predominantly reflects the perspectives of younger respondents, many of whom are likely to be in the early stages of academic or professional development.

The higher representation of younger respondents may also explain the stronger emphasis placed on learning opportunities, skill development, and organizational support observed throughout the study.

3. Age Group

40 responses

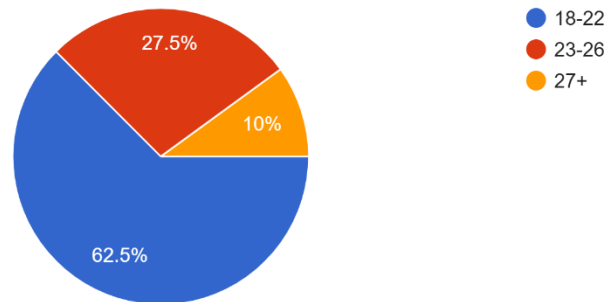


Table 6.2: Current Status of Respondents

Current Status	Frequency	Percentage
Student	29	72.5%
Working Professional	9	22.5%
Intern	2	5%
Total	40	100%

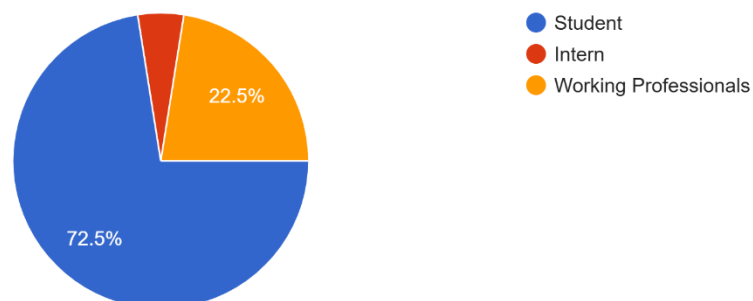
Interpretation

The findings reveal that the majority of respondents (**72.5%**) were students, while **22.5%** identified as working professionals and **5%** as interns. This distribution suggests that the study is largely influenced by the experiences and perceptions of students.

At the same time, the inclusion of interns and working professionals provides broader insight into engagement and training needs across different stages of learning and career development.

4. Current Status

40 responses



6.3 Engagement Analysis

Table 6.3: Level of Engagement

Mean Score: 3.35 / 5

Interpretation

The average engagement score of **3.35 out of 5** indicates that respondents generally experience a **moderat-**

e level of engagement in their work or academic responsibilities.

While the findings suggest that respondents are reasonably involved and committed, the score also indicates scope for improvement. Factors such as better communication, stronger support systems, and increased recognition may contribute toward improving engagement levels further.

The results imply that respondents are neither highly disengaged nor fully engaged, highlighting the importance of creating more supportive and motivating environments.

6. How engaged do you feel in your current work/studies?

40 responses

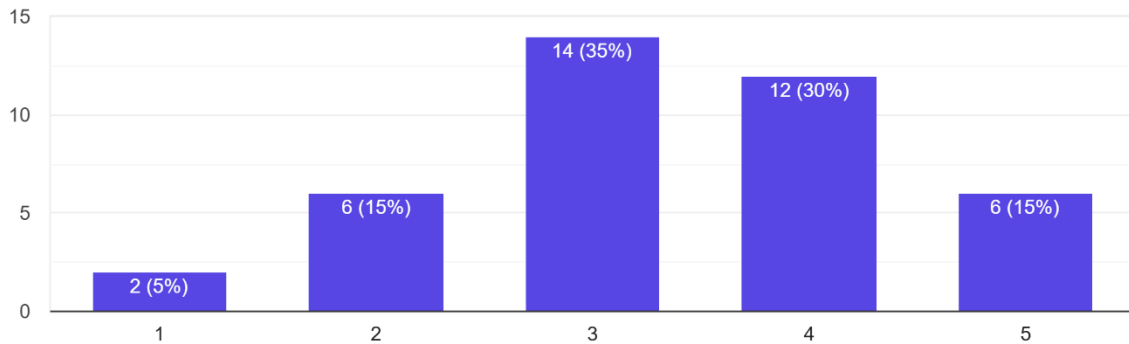


Table 6.4: Motivation Level of Respondents

Mean Score: 3.25 / 5

Interpretation

The mean motivation score of **3.25** reflects a **moderate level of motivation** among respondents in carrying out their daily academic or professional responsibilities.

The findings suggest that while respondents remain reasonably motivated, there are variations in individual experiences that may influence consistency in performance and enthusiasm. Motivational factors such as recognition, opportunities for growth, and meaningful involvement may play an important role in strengthening overall motivation levels.

7. How motivated do you feel to perform your tasks daily?

40 responses

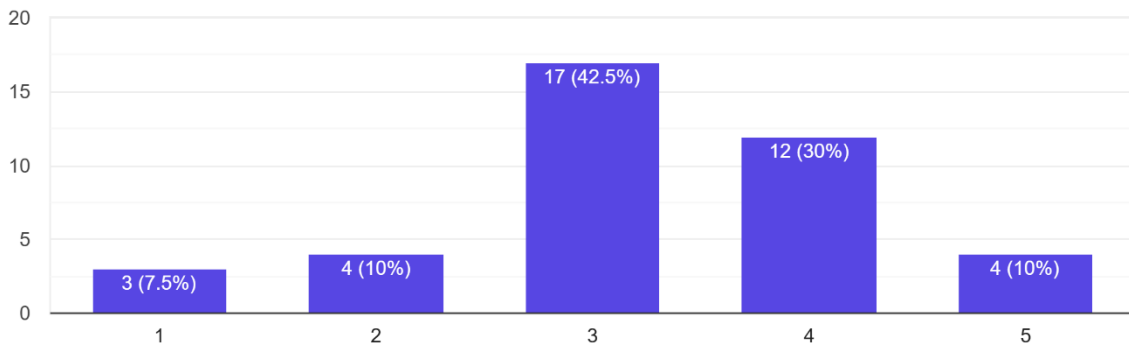


Table 6.5: Emotional Connection to Work/Studies/Organization

Response	Frequency	Percentage
Yes	14	35%
Sometimes	18	45%
No	8	20%
Total	40	100%

Interpretation

The results indicate that **45%** of respondents feel emotionally connected to their work, studies, or organization only **sometimes**, while **35%** reported feeling emotionally connected and **20%** expressed no emotional connection.

This finding suggests that emotional engagement exists to a moderate extent but may not be consistently experienced by all respondents. Emotional connection often develops when respondents feel supported, recognized, and valued. Therefore, institutions and organizations may benefit from creating more inclusive and encouraging environments that foster belongingness.

8. Do you feel emotionally connected to your work/organization?
40 responses

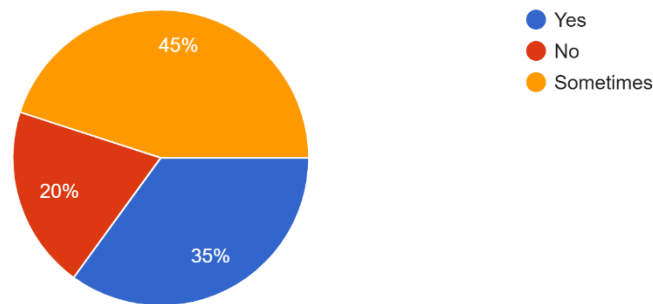


Table 6.6: Recognition for Efforts

Interpretation

Recognition emerged as an important factor influencing respondent motivation and engagement. Respondents who reported receiving acknowledgment for their efforts appeared more likely to demonstrate positive attitudes toward performance and participation.

The findings suggest that appreciation and recognition, even in simple forms, may contribute significantly toward maintaining motivation and encouraging greater involvement.

12. Do you feel recognized for your efforts?
40 responses

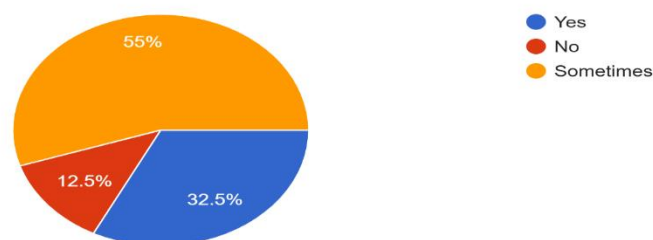


Table 6.7: Communication Satisfaction

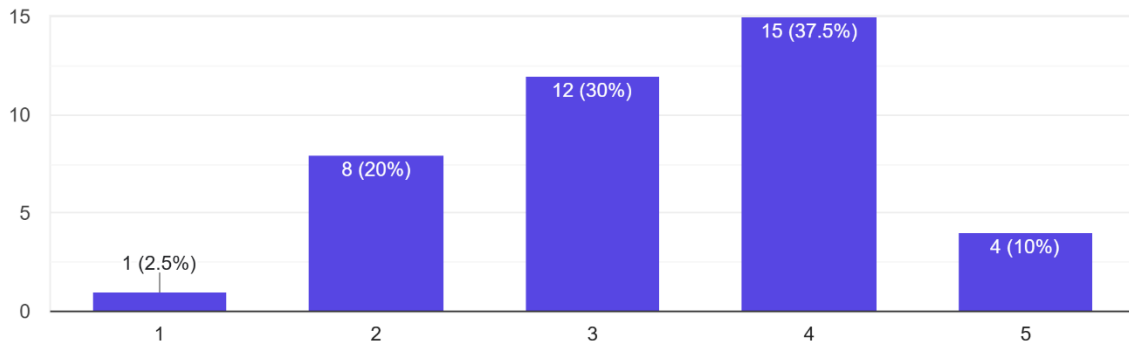
Interpretation

The study indicates that communication plays an important role in shaping respondent engagement and satisfaction. Respondents who expressed satisfaction with communication systems also appeared more likely to feel involved and supported.

Effective communication helps reduce misunderstandings, encourages participation, and strengthens trust between respondents and institutions or organizations.

9. How satisfied are you with communication in your organization/college?

40 responses



6.4 Motivation Factors Analysis

Table 6.8: Major Motivation Factors

Interpretation

The findings suggest that respondents are motivated by a combination of factors, particularly **career growth, learning opportunities, recognition, and work environment**.

This indicates that respondents value both personal development and supportive environments. Rather than financial rewards alone, opportunities for learning and recognition appear to play an important role in maintaining motivation.

16. What motivates you the most?

40 responses

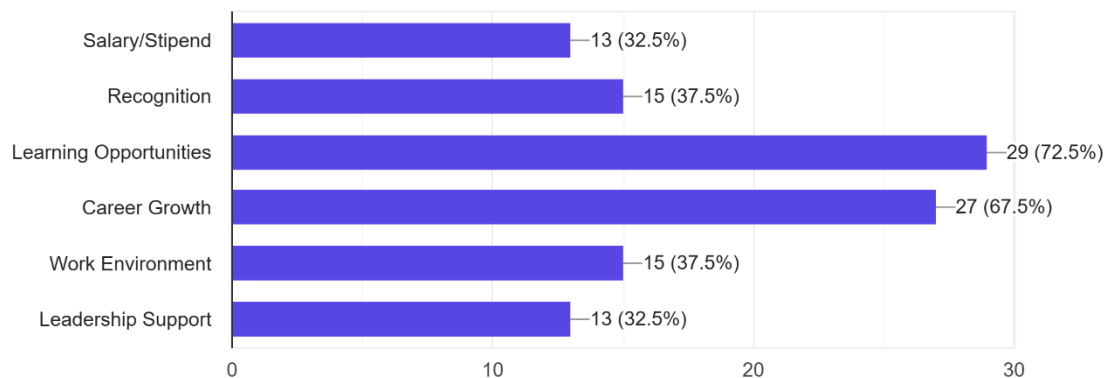


Table 6.9: Factors Affecting Engagement

Interpretation

Leadership, communication, rewards, and organizational culture emerged as important influences on respondent engagement. Respondents appeared more engaged when they experienced supportive environments and clear communication.

This suggests that engagement is shaped not only by individual motivation but also by external organizational and institutional factors.

17. Which factor affects your engagement the most?

40 responses

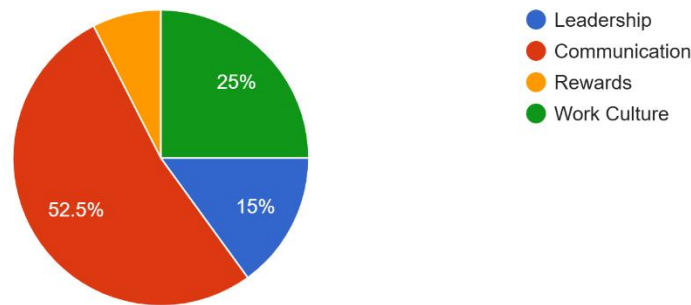


Table 6.10: Recognition Improves Performance

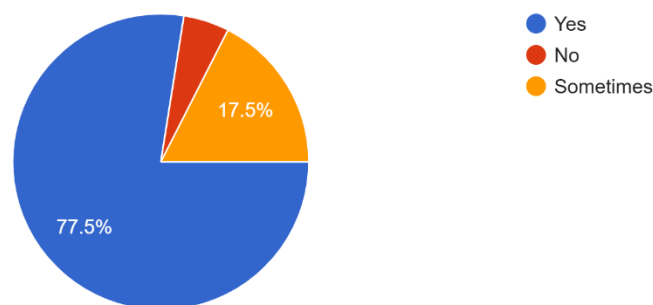
Interpretation

A majority of respondents believed that recognition positively influences performance. This finding highlights the importance of appreciation in encouraging confidence, motivation, and stronger participation.

Recognition appears to function as a reinforcing factor that helps respondents feel valued and acknowledged for their efforts.

18. Does recognition improve your performance?

40 responses



6.5 Training Need Analysis (TNA)

Table 6.11: Formal Training Received Recently

Response	Frequency	Percentage
Yes	13	32.5%
No	27	67.5%
Total	40	100%

Interpretation

The findings reveal that a considerable proportion of respondents (67.5%) had **not received formal training recently**.

This may indicate limited access to structured learning opportunities or insufficient emphasis on continuous skill development. Given the importance respondents placed on training, the findings suggest a noticeable gap between training expectations and actual experiences.

21. Have you received any formal training recently?

40 responses

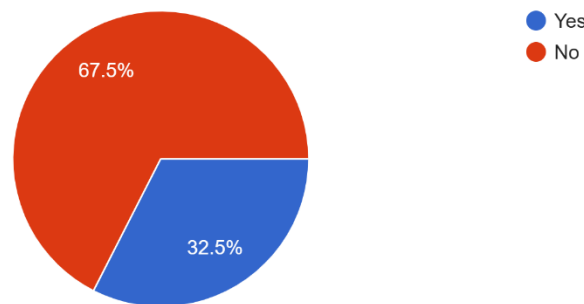


Table 6.12: Training Improves Performance

Response	Frequency	Percentage
Yes	30	75%
Maybe	9	22.5%
No	1	2.5%
Total	40	100%

Interpretation

A significant majority of respondents (75%) believed that training contributes positively toward performance improvement.

This finding reflects a strong perception among respondents that skill development opportunities help improve confidence, efficiency, and effectiveness. The result further highlights the importance of providing relevant and accessible training programs.

23. Do you think training improves your performance?

40 responses

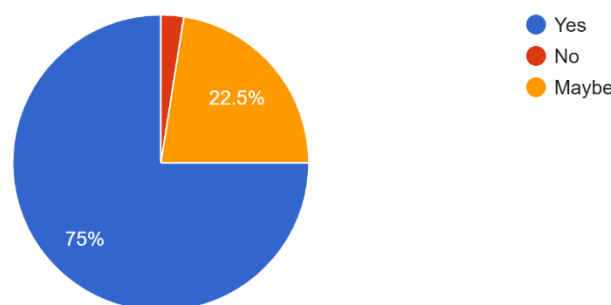


Table 6.13: Preferred Skills for Improvement

Interpretation

Respondents expressed greater interest in developing skills related to **communication, leadership, technical competencies, and problem-solving.**

This finding suggests that respondents recognize the importance of both interpersonal and professional skills in improving future academic and career opportunities.

24. Which skills do you want to improve?

40 responses

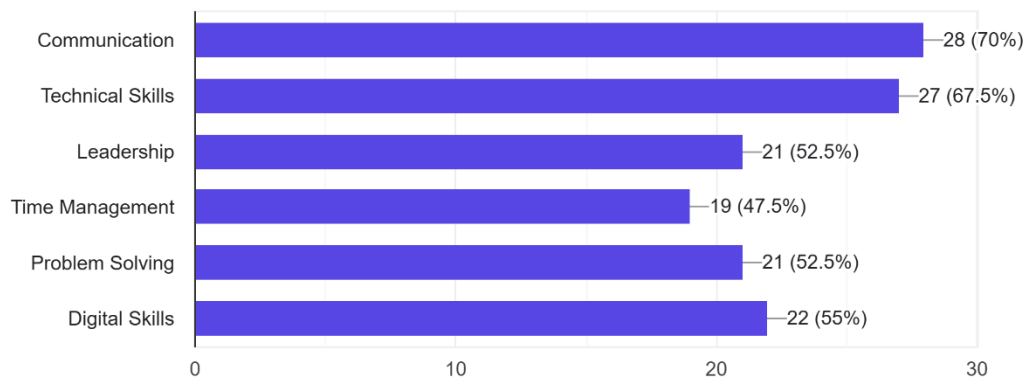


Table 6.14: Preferred Mode of Training

Mode	Frequency	Percentage
Hybrid	14	35%
Online	13	32.5%
Offline	13	32.5%
Total	40	100%

Interpretation

Respondents demonstrated relatively balanced preferences toward training methods. However, a slightly higher preference was observed for **hybrid learning approaches (35%)**, indicating interest in flexible learning environments that combine both online and offline methods.

This may reflect changing learning preferences and increasing comfort with digital learning platforms.

26. Preferred mode of training?

40 responses

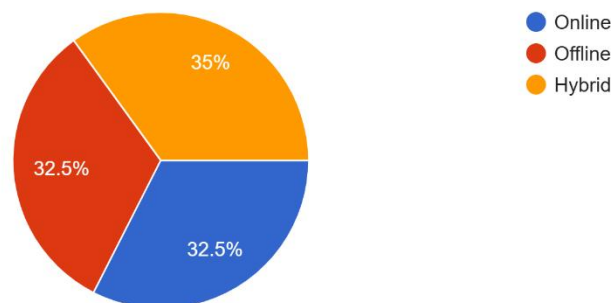


Table 6.15: Organizational Support for Growth

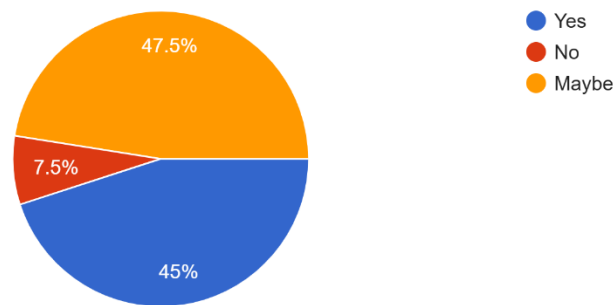
Response	Frequency	Percentage
Yes	18	45%
Sometimes	19	47.5%
No	3	7.5%
Total	40	100%

Interpretation

Nearly half of the respondents (47.5%) indicated that they receive organizational or institutional support only **sometimes**, while 45% reported receiving positive support.

This suggests that although support systems exist, all respondents may not always experience them consistently. Strengthening guidance, mentorship, and developmental opportunities may further enhance respondent satisfaction and engagement.

30. Do you feel your organization/college supports your growth?
40 responses



7. MAJOR FINDINGS OF THE STUDY

Based on the analysis and interpretation of responses collected from **40 respondents**, several meaningful findings emerged regarding engagement, motivation, training needs, and organizational support.

1. Predominance of Younger Respondents

The study found that a majority of respondents (62.5%) belonged to the **18–22 age group**. This indicates that the findings are largely reflective of younger respondents who are either pursuing education or beginning their professional journeys. Their responses suggest increasing awareness regarding skill development, learning opportunities, and career growth.

2. Majority Representation of Students

A significant proportion of respondents (72.5%) were students, while working professionals and interns formed a comparatively smaller segment. This highlights the growing importance of understanding engagement and training expectations among younger academic populations who are preparing to enter professional environments.

3. Moderate Levels of Engagement

The study revealed a **moderate level of engagement** among respondents, with an average engagement score of **3.35 out of 5**. This suggests that while respondents generally remain involved in their responsibilities, engagement may not always be consistent and could be influenced by surrounding support systems and opportunities.

4. Moderate Motivation Among Respondents

Similarly, motivation levels were found to be moderate, with an average score of **3.25 out of 5**. This finding suggests that respondents demonstrate reasonable enthusiasm toward their work or studies, although stronger motivational factors may further enhance participation and commitment.

5. Emotional Connection Requires Improvement

The study found that a large proportion of respondents (**45%**) reported feeling emotionally connected to their work, studies, or organization only **sometimes**. This indicates that emotional engagement may fluctuate and highlights the need for more supportive and encouraging environments.

6. Communication Influences Engagement

Communication emerged as an important element affecting respondent satisfaction and engagement. Respondents who perceived communication positively appeared more likely to feel involved and connected within their academic or professional settings.

7. Recognition Positively Influences Performance

The findings indicate that recognition and appreciation significantly contribute toward motivation and performance. Respondents generally perceived acknowledgment as an important factor that encourages better involvement and commitment.

8. Existence of a Training Gap

One notable finding was that **67.5%** of respondents had **not received formal training recently**, despite recognizing the importance of skill development. This suggests a possible gap between training expectations and actual opportunities available to respondents.

9. Positive Perception Towards Training

A majority of respondents (**75%**) believed that training positively contributes to performance improvement. This finding reflects strong awareness regarding the value of learning and skill enhancement.

10. Preference for Skill Development

Respondents showed greater interest in improving skills related to **communication, leadership, technical abilities, and problem-solving**, suggesting that respondents increasingly value competencies that support long-term career development.

11. Preference for Flexible Learning Approaches

The findings indicate a slight preference toward **hybrid learning methods**, reflecting changing expectations and growing acceptance of flexible approaches to learning and training.

12. Organizational Support Exists but Requires Consistency

Although many respondents acknowledged receiving support for growth, a considerable proportion reported receiving support only **sometimes**. This suggests that institutions and organizations may benefit from strengthening consistency in guidance and developmental support.

8. SUGGESTIONS AND RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested to improve engagement, motivation, and training effectiveness among respondents in academic and professional environments.

8.1 Strengthen Training Opportunities

The findings suggest a noticeable gap in formal training experiences among respondents. Educational institutions and organizations may therefore benefit from conducting regular training sessions that focus on both technical and interpersonal skill development. Training programs should ideally be aligned with

actual learner and employee needs to ensure effectiveness.

8.2 Encourage Better Communication Practices

Communication emerged as an important influence on engagement and satisfaction. Institutions and organizations should therefore focus on creating transparent and open communication channels that encourage participation, clarity, and trust.

8.3 Promote Recognition and Appreciation

Recognition appears to play an important role in maintaining motivation and performance. Simple practices such as appreciation, acknowledgment of contributions, and constructive feedback may help respondents feel valued and more engaged.

8.4 Support Career Growth and Development

Respondents expressed strong interest in learning opportunities and career advancement. Institutions and organizations should consider providing mentorship programs, career guidance, leadership opportunities, and skill-building initiatives to support long-term development.

8.5 Adopt Flexible and Practical Learning Approaches

Since respondents demonstrated preference toward hybrid learning methods, institutions may benefit from incorporating a combination of online and offline training methods. Practical and interactive sessions may further improve engagement and learning outcomes.

8.6 Improve Organizational and Institutional Support

Support systems play an important role in shaping engagement experiences. Organizations and institutions should focus on providing consistent guidance, accessible mentorship, and opportunities for personal growth to improve satisfaction levels.

8.7 Conduct Regular Training Need Analysis (TNA)

Training needs may evolve over time due to changing academic and professional expectations. Conducting regular Training Need Analysis can help institutions better understand existing skill gaps and design relevant development programs.

9. CONCLUSION

The present study was undertaken to better understand engagement levels and training needs among students, interns, and working professionals. In an environment where continuous learning, motivation, and adaptability are increasingly important, understanding these factors becomes essential for both academic institutions and organizations.

The findings suggest that respondents generally experience **moderate levels of engagement and motivation**, indicating that while respondents remain reasonably involved in their responsibilities, there is considerable scope for strengthening participation and satisfaction. Factors such as communication, recognition, organizational support, and opportunities for growth were found to influence respondent experiences in meaningful ways.

The study also identified a notable gap in training opportunities, as many respondents reported not receiving formal training recently despite strongly believing in its importance for performance improvement. This finding highlights the growing expectation among respondents for learning opportunities that support both academic and professional development.

Another important observation relates to changing learning preferences. Respondents demonstrated increasing preference toward flexible and hybrid learning approaches, reflecting the evolving nature of skill development in modern educational and professional settings.

Overall, the study emphasizes that engagement and development are closely interconnected. Creating supportive environments, recognizing contributions, encouraging communication, and offering meaningful training opportunities may contribute significantly toward improving motivation, confidence, and performance.

Although the study is limited to a relatively small sample of respondents, it offers useful insights into contemporary engagement and training expectations among younger populations. Future studies may further expand this research by including larger and more diverse respondent groups.

10. REFERENCES

Books

1. **Motivation and Personality.** Maslow, A. H. (1954). *Motivation and personality*. Harper & Row
2. **Work and the Nature of Man.** Herzberg, F. (1966). *Work and the nature of man*. World Publishing Company.
3. **The Practice of Management.** Drucker, P. F. (1954). *The practice of management*. Harper & Row.
4. **Organizational Behavior.** Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (15th Ed.). Pearson Education.
5. **Emotional Intelligence.** Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Journal Articles and Academic Studies

1. **William Kahn.** Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
2. **Donald Kirkpatrick.** Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. Berrett-Koehler Publishers.
3. **Gallup Organization.** Gallup. (2017). *State of the global workplace: Employee engagement insights for business leaders*.

Online Academic Sources

1. <https://scholar.google.com>
2. Used for reviewing scholarly literature related to engagement, motivation, and training need analysis.
3. <https://www.researchgate.net/>
4. Used for accessing academic studies related to Human Resource Management and organizational behavior.

APPENDIX – QUESTIONNAIRE

The following questionnaire was used for collecting primary data from respondents for the present study.

1. Age Group
2. Current Status
3. Field of Study / Work
4. How engaged do you feel in your current work/studies?
5. How motivated do you feel to perform your tasks daily?
6. Do you feel emotionally connected to your work/organization?

7. How satisfied are you with communication in your organization/college?
8. Do you feel your ideas are valued?
9. How often do you receive feedback on your performance?
10. Do you feel recognized for your efforts?
11. How would you rate your work environment?
12. Do you feel a sense of belonging in your organization/college?
13. How likely are you to recommend your organization/college to others?
14. What motivates you the most?
15. Which factor affects your engagement the most?
16. Does recognition improve your performance?
17. Do you feel your work contributes to a meaningful goal?
18. What reduces your motivation?
19. Have you received any formal training recently?
20. How useful was the training?
21. Do you think training improves your performance?
22. Which skills do you want to improve?
23. How often should training programs be conducted?
24. Preferred mode of training?
25. Do you feel training programs are aligned with your needs?
26. What type of training do you prefer most?
27. How satisfied are you with support from management/faculty?
28. Do you feel your organization/college supports your growth?