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Effectiveness of Employee Training and Development at AV Thomas Pvt. Ltd, Chennai

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Abstract

Employee Training helps to improve the level of performance. Trained employees perform better try by using better method of work. A systematic training programme helps to reduce the time and cost involved in learning. Training helps to reduction in wastage and spoilage together with increase in productivity help to minimise cost of operations per unit. Training enlarges the knowledge and skills of the participants. Trained employees are more valuable asset to any organisation. The project aims at analysing the employee training and development at A.V. Thomas Pvt. Ltd Chennai. The study was undertaken to know about the employee training and development practices in the organisation, the training programmes for their employees, allocation of timing for the training programmes, the performance of the trainer and the facilities arranged by the organization to the employees for the training. Descriptive research design is used in this project. The population of for the study is determined in the way of convenience sampling method and it was comprised only with the employees from A.V. Thomas Pvt. Ltd, Chennai. Primary data was collected by the form of questionnaire. The statistical tool was used in the research is Chi-square, Regression and correlation. The feedbacks which received from the employees helps to make some suggestions regarding the training and development in the organization.

Keywords: Employee Training, Training Programme and Employee performance.

Introduction

Training and development is a subsystem of an organisation. It ensures that randomness is reduced and learning or behavioural changes take place in structural format. Indian Leather Tanning

industry is providing employment opportunities to India. This industry is labour intensive especially for unskilled persons and it is raw material supplier/provider to the leather products industries. There is a need to look into this industry and its potential creation of more employment opportunities to the nation.

Review of Literature

Dr Phyllis Tharenou (Dec 2001) To assess how training motivation in terms of the expectation of gaining valued outcomes and motivation to learn explains participation in training and development. Direct, mediator, and moderated explanations were tested. Survey data were gathered at Time 1 and half year later at Time 2, providing a longitudinal sample of 1705 Australians. Multiple regression analyses showed that, the higher the training motivation (both types), the more employees participated in training and development in the next 12 months, as they also did from higher supervisor support.

Thomas W. Gainey, Brian S. KlaasFirst (April -2003) To better understand the effects of outsourcing in this key area, they use transaction cost economics, social exchange theory, and the resource-based view to identify factors thought to impact client satisfaction with external training vendors. Using data obtained from 157 organizations, structural equation modelling results suggest that socially-oriented trust and contractual specificity mediate the relationship between client satisfaction and a number of vendor, relationship, training, and firm characteristics.

Campbell, John P. Dunnette, Marvin D, Effectiveness of T-group (Nov-2003) This research review relating t-group experiences to human behaviour in organizations. Attention is also devoted to summarizing the stated objectives of the method and its technological elements. Speculations are made about the nature and viability of implicit assumptions underlying t-group training. Examination of the research literature leads to the conclusion that while t-group training seems to produce observable changes in behaviour.

Stephen Choo, Christine Bowley (May -2007) To address the shortfall of research by investigating the influence of training and development on an employee's job satisfaction at one of Australia's fastest growing franchises. This study collected data from 135 frontline staff at one of Australia's largest bakery retail franchises. The data were gathered by means of a structured questionnaire, 16 items of which were devoted to an evaluation of the organisation's training and development programmes and six items were dedicated to job satisfaction

Herman Aguinis and Kurt Kraiger (Jan-2009) A review of the training and development literature since the year 2000. And they review of literature focusing on the benefits of training and development for individuals, teams, organizations, and society. They adopt a multidisciplinary, multilevel, and global perspective to demonstrate that training and development activities in work organizations can produce important benefits for each of these stakeholders.

Annelis E.M Van Vianen, Betty A.G.W. Dalhoeven, (Jan-2011) They examined individual and situational factors that impact the relationship between age and employee training and development willingness. They proposed that the relationship between age and training and development willingness would be moderated by employees' entity self-theory and perceived developmental support.

Objectives of The Study

The objectives of the study as follows:

- To study the training methods adopted in A.V. Thomas Pvt. Ltd.
- To determine the training objectives in A.V. Thomas Pvt. Ltd with outcomes.
- To analyse the effectiveness of (Trainer's Performance, Time Schedule, Training facilities, Training Group and Training support materials)

Research Methodology

Descriptive research design is used as it will ensure the minimization of biased results and maximization of reliability of data collected. The sample units can be chosen primarily on the basis of the convenience to the investigator. The sample size is chosen for the survey is 75. This work is carried out through self-administered questionnaire. The questions included were of five-point likert scale, multiple choice, open ended questions, close ended questions and dichotomous questions. Research work is only carried for 16 weeks. The data was collected directly from respondents with the help of structured questionnaire. The secondary data was collected from interest and reference such as books, magazines, Journals etc.

Data Analysis

Table 1 chi-square test of gender and the daily work schedule.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.362 ^a	3	.715
Likelihood Ratio	1.433	3	.698
Linear-by-Linear Association	1.021	1	.312
N of Valid Cases	75		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.

There is no significant association between the gender and the daily schedule was easy.

Table 2 chi-square test of educational qualification and the programme document.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.946 ^a	6	.684
Likelihood Ratio	4.330	6	.632
Linear-by-Linear Association	.835	1	.361
N of Valid Cases	75		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 11.

There is no significant association between the educational Qualification and the programme document which they expressed in the beginning.

Regression Analysis

Table 3 Model summary of designation, gender, work experience, department, educational qualification, age.

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.425 ^a	.180	.108	.634

Table 4 Anova table of designation, gender, work experience, department, educational qualification, age

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.022	6	1.004	2.494	.031 ^a
Residual	27.364	68	.402		
Total	33.387	74			

Table 5 Regression table of selection procedure and age, gender, educational qualification.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.386	.656		5.160	.000
	Age	-.012	.108	-.016	-.111	.912
	Gender	.013	.160	.009	.080	.936
	educational qualification	.025	.133	.026	.191	.849
	work experience	.105	.150	.095	.700	.486
	Department	-.102	.033	-.371	-3.098	.003
	Designation	-.047	.097	-.063	-.483	.631

a. Dependent variable q20 selection procedure.

There is a relationship between the selection procedure and the age, gender, educational qualification (independent variables).

Summary of Findings

- 38.7% of the employees opine that the programme document was average.
- 60% of the employees opine that the participant's learning objectives was average.
- 50.7% of the employees opine that the skills of the trainers in using training methods are average.
- 72% of the employees opine that the trainer's attitude towards the participants is average.
- 62.7% of the employees opine that there is need for improvement in appropriateness to the programme and the topic modules.
- 52% of the employees disagree that the training room has good ambience.
- 74.7% of the employees disagree that the quality of the equipment is used appropriate.
- 60% of the employees opine that the selection procedure is average.
- 54.7% of the employees opine that there is need for improvement in duration of the programme and its appropriateness.
- 61.3% of the employees opine that there is need for improvement in the easy daily schedule.
- 60% of the employees opine that their timely distribution of materials is average.

Inferential Analysis Findings

Chi- Square Analysis

- T value is not less than 0.05. Calculated value is 1.362, Alternative hypothesis is rejected, and the null hypothesis is accepted. So, there is no significant association between the gender and the daily schedule was easy.
- T value is not less than 0.05. Calculated value is 3.946, Alternative hypothesis is rejected, and the null hypothesis is accepted. So, there is no significant association between the educational Qualification and the programme document which they expressed in the beginning.

Regression Analysis

- T value is less than 0.05. The calculated regression value is 6.022, Alternative hypothesis is accepted, and the null hypothesis is rejected. So, there is a relationship between the selection procedure and the age, gender, educational qualification (independent variables)

Suggestions and Recommendations

- The document of the training programme should have clarity because trainees can easily understand the content stated in the training document and it should be explained by the training team at the beginning of the training programme.
- Good trainers should be developed both from inside and outside the organisation. The best trainer encourages learners to ask questions, involved in activity.
- Trainer can draw from various training methods, one that will be the most suitable for the particular topic (modules).
- Good ambience in training rooms for conducting training programme for their employees. The materials or tools and equipments which are given to the trainees for training should be appropriate.
- The selecting procedure for the training group should be diligent. So, they can give positive feedback, gain insights into themselves, others and groups regarding the training programme.
- Learning takes time and teaching in segments is better than one go. Several short sessions spread over a long period. Enable the trainees to learn, reinforce and review.
- A complete outline of the whole course should be distributed in advance. So, the trainees can prepare themselves before coming to the class.

Implication

It is necessary to evaluate the extent to which training programmes have achieved the aims for which they were designed. Such an evaluation would provide useful information about the effectiveness training as well as about the design or future training programmes. Evaluation enables an organisation to monitor the training programme and also to update or modify in future programmes of training. Training programme should be pre-planned and well organised taking in view the objectives of training programme. The document of the training programme should have clarity because trainees can easily understand the content stated in the training document and it should be explained by the training team at the beginning of the training programme so, the participants (individual response) can understand the learning objectives. The instructor or the trainer is the key figure in a training programme. The trainer should not only be a good teacher, but most know the subject and the job also. Good trainers should be developed both from inside and outside the organisation. The best trainer encourages learners to ask questions, involved in activity, and be active in their learning rather than passively absorbing the material.

Once the trainer has decided upon the training method that he should use some techniques and methods for transferring the knowledge and skills to the trainees, trainer can draw from various training methods, one that will be the most suitable for the particular topic (modules). So, the trainee's response towards the topic and the programme will be improved. The place where the training programme is conducted must have all the basic facilities like proper lightening, suitable seating arrangement to the participants for the training programme and also the organisation should always maintain good ambience in training rooms for conducting training programme for their employees. The materials or tools and equipments which are given to the trainees for training should be appropriate. It is necessary to decide who are to be trained- new or old employees, unskilled or semi-skilled workers, supervisors or executives. The selecting procedure for the training group should be diligent. So, they can give positive feedback, gain insights into themselves, others and groups regarding the training programme.

Learning takes time and teaching in segments is better than one go. Several short sessions spread over a long period. Enable the trainees to learn, reinforce and review. Training material should be properly organised. A complete outline of the whole course should be distributed in advance. So, the trainees can prepare themselves before coming to the class. Training material should be prepared by the training section in consultation with line supervisors.

Conclusion

Training plays a significant role to improve an individual and organisational performance. The training programme in every organisation is aiming at increasing individual efficiency, productivity and to have positive and optimistic culture. Different training and developmental programmes are conducted on needs and requirement of the organisation. Employees show certain special interest towards particular training, which has deep impact with their nature of work. Employees are interested to update their knowledge and skills. Top management also supports for identification of training needs for improvement of training. Potential approval of top management increases the quality and efficiency of the employees.

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