

A Study on Impact of Training on the Performance of Employees

K. SUPRIYA, LECTURER IN COMMERCE, DEPARTMENT OF COMMERCE,
A.S.M COLLEGE FOR WOMEN Degree & PG, WARANGAL, TELANGANA STATE.
mansinaina2009@gmail.com

ABSTRACT: *In today's environment of uncertainties and globalization people are being recognized as being crucial for the growth of companies. The expansion of labor market boundaries and the need for candidates to result in higher productivity is increasing modern management culture in the realm of personnel administration to make administrative more attractive sensitive and responsive. This awareness springs in the form conviction that the management culture is capable of fulfilling the adequate task of orientation. This is of particular value in that it paves the way for greater professionalism in personnel administration and also facilities development of an infrastructure for a dynamic system of organization design to make administration more efficient and human.*

INTRODUCTION: Training and development has emerged as a major educational system in the last two decades in India, it has been widely accepted as critical input for improving managerial performance and organizational effectiveness. Every organization needs to have well-trained and experienced people to perform activities that have to be done. On the other hand, top notch consultants such as Hangnail and Prahalad argue, "Every manager must face a cold hard fact: intellectual capital steadily depreciates laggards companies have under invested in creating new intellectual capital because fast successes reduce genetic diversity". Organizations effectiveness is dependent on its ability to accomplish the following three objectives: 1) To achieve its goals 2) To maintain itself internally 3) To adapt to its environment

Training benefits management by raising the standards of quality, building the organization structure but also heightens the morale of employees, reduces dissatisfaction and enables them to develop and rise within the

organization by earning power and job security. Training courses are most effective when they are intensive and are held over a few days away from the office. This helps in getting feedback on all aspects of organization as well as vital check on training itself. Training enhances four C's for the organisation. viz Competence Commitment, Creativity and Contribution.

Training is the responsibility of four main groups:

- ❖ Top management – which plans the instructional programs.
- ❖ The personal department-which the instructional programs.
- ❖ Supervisors – who implement and apply development procedure.
- ❖ Employees – who provide feedback, suggestions for corporate endeavor.

Training needs can be identified through identified the organizational needs based on:

Strengths and weakness in areas likes accidents, excessive scrap, frequent breakage of machinery, excessive labor turnover, market share and marketing areas, quantity and quality of the output, production schedule, raw materials and other production areas personal finance. Department strength and weaknesses including specific problems of the department or a common problem of a group of employees like acquiring skill and knowledge in operating computer by accounting personnel.

The following methods are used to assess the training needs:

- Organizational requirements & weakness
- Departmental strength & weakness
- Job specification and employee specification
- Identifying specific problems
- Anticipating future problems

- Management's request
- Observation
- Interviews
- Group conferences
- Questionnaire surveys
- Test or examinations
- Checklists
- Performance appraisal

TRAINING PROCEDURES: Training procedure is done as follows:

❖ **Preparing the instructor:**

The instructor is made to make to know both job to be taught and how to teach it. The job is divided into logical parts so that each can be taught at a proper time without the trainee losing prospective of the whole. This becomes a lesson plan. For each part one should have in mind the desired technique of instruction, that is, whether a particular point is best taught by illustration, demonstration or explanation.

❖ **Preparing the trainee:**

As in interviewing, the first step in training is to put the trainee at ease, most people are somewhat nervous when approaching an unfamiliar task. Though the instructor may have executed this training procedure, many times hr or she never forgets its newness to the trainee. The quality of empathy is a mark of the good instructor.

❖ **Getting ready to teach:**

This stage of the program is class hour teaching involving the following activities:

- Planning the program
- Preparing the instructor's outline
- Does not try to cover too much material
- Keeping the session moving along logically,
- Discussing each item in depth,
- Repeat, but in different words.
- Take the material from standardized tasks when it is available.

When the standardized text is not available, developing the program and course content based on group approach. Group consists of

employer, skilled employees, supervisors, trade union leaders and others familiar with job requirements, group prepares teaching material. Teaching about the standards for the trainee like quality, quantity, waste or scrap. Ability to work without supervision, knowledge of procedures, safety rules, human relations etc.

❖ **Presenting the operation:**

There are various alternative ways of presenting the operation viz., explanation demonstration etc. An instructor mostly uses the method of explanation. In addition one may illustrate various points through the use of pictures, charts, diagrams and other training aids; demonstration is an excellent device when the job is essentially physical in nature. The following sequence is a favorite with these company instructors.

- Explain in the sequence of the entire job
- Do the jobs step by step according to the procedure.
- Explain each step that he is performing. Have each step that he is performing

❖ **Try out the trainee's performance:**

The trainee should now be asked to start the job independently. Here the instructors prefer that the trainee explains each step before doing it, particularly if the operation involves any danger, the trainee, through repetitive practice, will acquire more skill.

METHODOLOGY: The present study is intended to find out: 1) to find out the post training responses of the trainees.2) to check whether there are any significance impact of training programs and its impact on trainees performance. There were 20 items / attributes which were categorized into three levels as described below.

Table – 1 classification of items into three levels.

LEARNIN G	RESOURC ES	MANAGEME NT
Participatio	Professional	Periodical

n	trainers	training
Expression of ideas	PowerPoint presentations	Training at all levels
Self satisfaction	Adequate knowledge	Choice of method
Individual growth	New skills	Induction training
Work objectives	Easy to understand	Objectives of management
feedback	coverage of topics	Career growth.

The final attributes / items were overall efficacy and outcome of the training programs.

Sample design: A private retail manufacturer ltd was chosen for conducting this study. The study has taken into consideration the training programs of the firm conducted for its juniors (New entrants) and middle level employees for testing its efficacy. The decision to select this particular firm was taken because the authorities allowed to conducting this study on their trainees. The firm wanted to make their training Calendars keep busy its employees across businesses, encompassing technical, functional and behavioral modules. Training is imparted on the job, as well as through classrooms and seminars. Career and succession planning initiatives are implemented through role elevation and enhancement, evaluating intercompany and inter unit opportunities, and special development plans for top talent. Thus, a training program was scheduled responses was taken from a sample of 100 employees (50 – juniors, 50 – middle level employees) from all departments in general, based on the easy availability and accessibility of the trainees through convenience sampling Non probability sampling.

RESULTS:

S.NO		Chi Square Statistic
1	New Entrants - Improvement	0.1428
	New Entrants – No Improvement	0.1739
2	Middle Level Managers- Improvement	2.2857
	Middle Level Managers- No Improvement	0.1739

Measurement scale: The questionnaire consisted of a series of statements, where the trainee respondents were requested to provide answers in the form of strongly disagree to strongly agree to express their experiences towards the training programs Likert Scale was used so that the respondent can select a numerical Score ranging from 1 to 5 for each statement to indicate response or otherwise, where 1,2,3,4,5 denote “strongly disagree”, “disagree”, “neither agree nor disagree”, “agree”, “strongly disagree”, respectively. An analysis was conducted for checking the reliability of the questionnaire. The calculated coefficient of Cronbach’s alpha is 0.729 as it meets the minimum acceptable level of 0.7

Problem Identification: Whether there is any significance impact of training on the performance of employees.

Hypothesis: H0: There is a significance impact of training programs on the performance of employees (Null Hypothesis)

H1: There is no significant impact of training programs on the performance of employees. (Alternate Hypothesis)

Test Statistics: Since N = 100 large Sample Z-Test for finding the significance of the differences between the means at 1% (99%level of confidence).

Chi Square Analysis: Hypothesis:

H0: There is significant improvement of performance among juniors. (Null Hypothesis).

H1: There is significant improvement of performance among middle level managers. (Alternate Hypothesis)

The values of Chi Square Statistics obtained from the Chi Square distribution table are 0.1428, 0.1739, 2.2857 and 0.1739. In that order and the calculated Chi Square Statistic Values are----- which lie in the non rejection. Thus the null hypothesis is not rejected and it can be concluded that there is significant improvement of performance among New Entrants.

DISCUSSION: Training of employees is necessary in all organizations for improving the quality of work at levels to meet present competitive world requirement.

Limitations of the study: The study does not cover the entire organization. This study covers only those employees who are working presently in the organization.

CONCLUSION: Most respondents expressed that feedback is collected from all the participants in the program. The employee in the organization are well participated in the training program. The training is being given to the employees at regular interval. Most of the employees are very much satisfied about the selection of the candidates for training. And also they expressed that the training programs is imparting the latest technology in the market to them. Most of the employees especially new entrants agree with the training programmes meet pre-specified objectives of their work in achieving their targets. To highlight the firm's approach to the training function, provide guidance for design and execution, and to provide information regarding programs to all employees. The objectives of the TQPM (Total Quality Productivity Management) can be achieved only through training, which develops human skills and efficiency. The overall Training process is a fair and effective one and it is a knowledgeable experience

SUGGESTIONS: The Training policy should be flexible to meet the changing needs of the organization. The organization should go for

manpower planning before Training process. Evaluation of Training should be done after the Training process.

REFERENCES:

- [1] Hamblin, "Evaluation and Control of Training" New York, McGraw hill, 1990.
- [2] A.Rossett, "Overcoming Obstacles to needs Assessment", Training, 27, 1990.
- [3] B.M.Bass and V.A Vaughan, Training in industry the Management of Learning, Tavistock Publications 1969, London.
- [4] Donald L.Kirkpatrick, "Training and Development Handbook, 2nded, McGraw hill, 1976.
- [5] D.E.Bartz et al, "Differences between T and D, "Personnel Administrator, 34, 1989.
- [6] Garn stern, "Small slights Bring big problems", workforce, 81:8, p-17.
- [7] Hanblin A.C., Evaluation and Control of Training Mc graw hill, 1974.
- [8] Irwin L.Goldsterin and J. Kevin ford, training in organization, Thomson, 2002, p.25
- [9] I.L.Goldstin, "Training in Organizations", Monetary, C.A.Brooks, 1993.
- [10] John Dopyera and Louise Pitone, "Decision points in planning the evaluation of training, "Training and Development, Journal, 37, 1983.
- [11] J.W.Thacker, "Effective Training, Englewood Cliffs," N.J.Prentice Hall, 1999.
- [12] John H.Zenger, Kenneth .Hargis, "Assessing Training Results: it's time to lake the plunge", Training and Development, Journal 36, 1986.
- [13] John.B.Bennett, "Trainers as leaders of learning, "Training and Development, 55:3, March, 2001.
- [14] J.R.Hinrichs, "Personal Training", Handbook of Industrial Organizational Psychology, Rand Mc Nally, Chicago, 1976, p.856.