Research Paper

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A STUDY ON ROLE OF TRAINING IN CAREER DEVELOPMENT AND ATTITUDE ENHANCENENT OF EMPLOYEES AT MEENAKSHI HOSPITAL, THANJAVUR

HRM

KEYWORDS: Employee Training, Performance, Job, Meenakshi Hospital, Thanjavur.

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ABSTRACT

Training is the act of increasing the knowledge and skill of an employee for doing particular job .The training is to acquire new skill, technical knowledge, problem- solving, etc. Training improves the performance of employees on present jobs and prepares them for taking up new assignments in the future. Training also helps in the development of the employees. The main objective of the study is to measure the effectiveness of the training in the organization and its impact on employee job performance in the organization. For collecting the required primary data, a structured questionnaire, with multiple choice and close-ended questions was administered to 100 employees in the organization through the simple random sampling method. In this study percentage analysis and Chi-Square test were used to interpret the data collected. Based on the research findings the researcher offered suitable suggestions for improving the employee training and development in the organization.

2. INTRODUCTION:

Training is vital for any and every organization. With the changing socio-economic and technological relevance of training, the definitions, scope, methods and evaluation of training programs have also changed One of the earlier classic definitions of training is 'bringing lasting improvement in skills in jobs'. The present day definitions take a multi-dimensional perspective enveloping the needs of individuals, teams, organizations and the society. The steps in the training program development are planning, program implementation, and program evaluation and follow-up. The evaluation of any training system helps measure the 'knowledge gap', what is defined by Riech as 'the gap between what the trainer teaches and what the trainee learns'. Evaluations help to measure Reich's gap by determining the value and effectiveness of a learning programs. It uses assessment and validation tools to provide data for the evaluation. Evaluation of training systems, programs or courses tends to be a demand of a social, institutional or economic nature. A training program is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation.

3. LITERATURE REVIEW:

Williams (2000) a definition of evaluation is given, the majority of writers tend to view it as the gathering of information in order to make a value judgment about the program, such as necessary changes or the possible cessation of the program. Defines evaluation as the assessment of value or worth.

Bramley and Newby (2001a) identify five main purposes of evaluation feedback (linking learning outcomes to objectives, and providing a form of quality control), control (using evaluation to make links from training to organizational activities, and to consider cost effectiveness), research (determining relationships between learning, training, transfer to the job), intervention (in which the results of the evaluation influence the context in which it is occurring), and power games (manipulating evaluative data for organizational politics)

Sims (2003) defined that the goal of evaluation is to improve the training programme; provide feedback to the program planners, managers and participants; and to assess employee skills levels. Training is evaluated because evaluation is one way in which trainers can assess their effectiveness. From an administrative point of view, training is evaluated to justify the time and money spent on training.

According to Van Dyk et al. (2004), definitions of evaluation have several implications: Evaluation is an ongoing process. It is not done at the end of course only the evaluation process is directed towards a specific goal and objectives. Evaluation requires the use of accurate and appropriate measuring instruments to collect information for decision making. Evaluation is a form of quality control. Evaluation is not only concerned with the evaluation of students but with the wider training system as a whole.

Horwitz (2005) states that the challenge facing human resource development practitioners is to ensure that all training and development activity meets the organization's requirements for strategic functioning in order to give it centrality in organizational life. It is therefore vital to identify and implement factors associated with human resource development effectiveness. A strategic approach to the transfer of learning raises an important but often situational contingent question about roles, responsibility, accountability and performance management and reward systems for training.

Tziner et. al. (2007) studied six employee characteristics (conscientiousness, self-efficacy, motivation to learn, learning goal orientation, performance goal orientation, instrumentality) and one work environment characteristic (transfer of training climate) on 130 trainees in a large industrial company in an attempt to predict training effectiveness (training grade, supervisor evaluation of the application of training). The results strongly support the predicted links, although not all the predictor variables contributed a statistically significant share of the explained variance of the training outcomes. Motivation to learn and learning goal orientation were found to contribute most to predicting training outcomes.

Alipour et. al. (2008) who states that the measure for evaluating effectiveness and effort in this regard appear to have increased. The first level of evaluation is seen as reliance on informal feedback from the line managers and trainees and formal course evaluations. The second level requires more systematic, objective measures for evaluating the transfer of learning from the classroom to the job. This is not only an essential criterion against which training effectiveness should be evaluated, but is also related to the concern raised by Patrick (1997) that much of the training conducted in organizations fail to transfer to the work setting.

Carnevale and Schulz, (2009) evaluation is an integral part of most instructional design (ID) models. Evaluation tools and methodologies help determine the effectiveness of instructional interventions despite its importance, there is evidence that evaluations of training programs are often inconsistent or missing.

Rajeev et. al. (2010) used a combination of formative and summative evaluation techniques and is an approximation of

Kirkpatrick's model. Multiple methods are employed to determine the knowledge gain, performance of skills and organizational effectiveness of training.

Foxon (2012) there are three categories of evaluation techniques are the first is the interview. This can be of the trainer, trainee or trainee's superior. It may be pre, during or post training; structured or unstructured. Questionnaires can be used to evaluate at several levels, either qualitatively or quantitatively; as self-assessment or objective measures.

According to Bramley and Kitson (2013) the reaction level measure is useful in providing information on how well run, the training sessions were and how much they liked, etc. A positive attitude does not predict how well participant are able to perform trained tasks. The reaction measure is not linked to subsequent performance and such a measure should be used with caution.

According Molenda et. al. (2014) design of instruction can proceed in an orderly and systematic way if the processes are carried out in a logical manner and the output of each set-up provides the input for the next. Erasmus et al (2000) supports this view and states that a systematic approach to the development of training is essential.

4. RESEARCH METHODOLOGY:

4.1 OBJECTIVES OF THE STUDY:

- To measure the extent to which the training helped in career development of the employees at Meenakshi Hospital, Thanjavur.
- To identify the attitude of employees towards need for training evaluation

4.2 STATEMENT OF THE PROBLEM:

The statement of the study covers in depth, the various training practices, modules, formats being followed ant its limited to the MEENAKSHI HOSPITAL and its employees. The different training programmers incorporated facilitated in MEENAKSHI HOSPITAL though its faculties outside agencies or professional groups. It also judges the enhancement of the knowledge & skills of employees and feedback on its effectiveness. Training and Evaluation programs in MEENAKSHI HOSPITAL was positive in response but still more training is needed in MEENAKSHI HOSPITAL so that the employees are motivated time by time and they should know their strength & weakness so that they can work on it & improve their knowledge & skills for the betterment of their organization.

4.3 SCOPE OF STUDY:

In this project I have tried to present details about the training and evaluation programs being presently followed in MEENAKSHI HOSPITAL and the feedback, I collected from different employees during my interaction with them. The scope of training and development can be explained with the help of following points

- Exact position of performance of employees through their feedback
- Development of the employees through various training and development programs.
- Developing altered of unbiased treatment to all employees

4.4 RESEARCH DESIGN:

The research design adopted for the study is descriptive. Research is under taken with the idea to know about the training evaluation of the employee in the organization.

4.4.1 SAMPLING TECHNIQUE:

The Sampling technique adopted for this study is Simple Random Sampling.

4.4.2 SAMPLE SIZE:

The size of sample taken for this study is 100

4.4.3 METHOD OF DATA COLLECTION:

The researcher has collected the primary data through the questionnaire. The questionnaire was distributed directly by the researcher to these sample employees.

4.4.4 TOOLS FOR ANALYSIS:

Simple Percentage Analysis & Chi-Square Test used for data analysis and interpretation.

4.5 LIMITATIONS OF THE STUDY:

- During the period of my collecting data in that firm the managing department permit me only collect data's from employees of lunch or break time.
- Some of employees not be co- operate with me because they scare about managing of the firm.
- The Higher authority not gives a freedom for doing my research in some times.

5. DATA ANALYSIS & INTERPRETATION:

TABLE: 1
FREQUENCY OF TRAINING PROGRAM AT MEENAKHI HOSPITAL

Program conducted	No of Respondents	Percentage
Daily	26	26%
Weekly once	40	40%
Monthly once	32	32%
yearly	2	2%
Total	100	100%

Source: Primary Data

Interpretation:
It is clear from the above table that 40% of respondents undergo training weekly once training, 32% of respondents undergo training monthly once training, 26% of respondents to daily training, 2% of respondents to yearly once training program at Meenakshi Hospital, Thanjavur.

FIGURE: 1

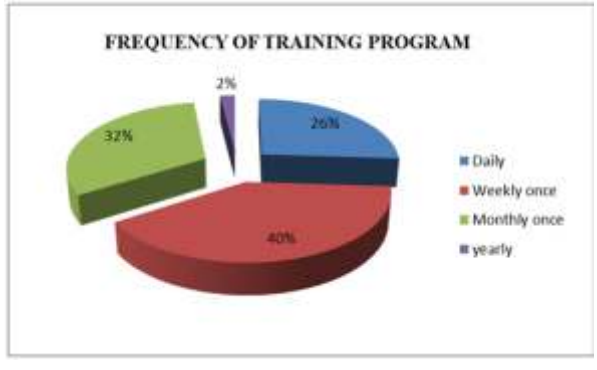

TABLE: 2
ROLE OF TRAINING IN CAREER DEVELOPMENT OF EMPLOYEES

Training helps to develop my career	No of Respondents	Percentage
Strongly agree	19	19%
Agree	63	63%
Neutral	13	13%
Disagree	4	4%
Strongly disagree	1	1%
Total	100	100%

Source: Primary Data

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Interpretation:
It is clear from the above table that 63% of respondents agree that training play a major role in their career development, 19% of respondents strongly agree, 13% of respondents were neutral, 4% of respondents were disagree, and 1% of respondents were strongly disagreed about Training helps to develop my career.

FIGURE: 2



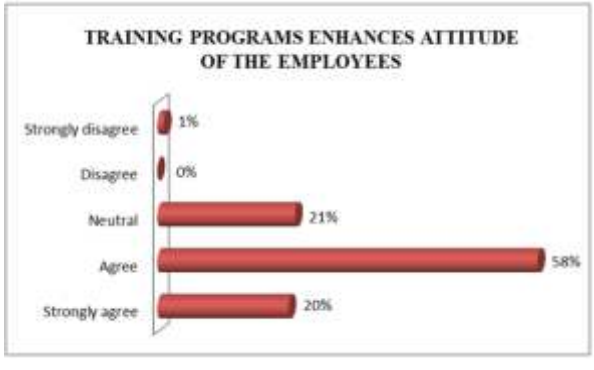
TABLE: 3
TRAINING PROGRAMS ENHANCES ATTITUDE OF THE EMPLOYEES

Attitudinal changes	No. of Respondents	Percentage
Strongly agree	20	20%
Agree	58	58%
Neutral	21	21%
Disagree	0	0%
Strongly disagree	1	1%
TOTAL	100	100%

Source: Primary Data

Interpretation:
It is clear that above table shows that 58% of respondents were agree, 21% of respondents were neutral, 20% of respondents were strongly agree, 1% of respondents were strongly disagree of attitudinal change as well as efficiency.

FIGURE: 3



ASSOCIATION BETWEEN THE TOPICS COVERED IN THE TRAINING PROGRAM AND THE EMPLOYEES SATISFACTION WITH THE DURATION OF TRAINING PERIOD

H_o: There exists no association between the topics covered in the training program and the employee satisfaction with the duration of training period.

H_a: There exists association between the topics covered in the training program and the employee satisfaction with the duration of training period.

TABLE: 4

Factors	SA	A	N	D	SD	Total
Yes	24	47	18	0	0	89
No	2	4	3	1	1	11
Total	26	51	21	1	1	100

Calculated value = 17.2203
Degree of freedom = 4
At 5% significant level of the table value is 9.488
Calculated value > Table value

Hence, Null hypothesis (Ho) is rejected & Alternative hypothesis (Ha) is accepted.

INFERENCE: There exists significant association between the topics covered in the training program and the employee's satisfaction with the duration of training period.

6. SUGGESTIONS:
The findings from this descriptive study supports the assertion that TEP is indeed an important issue, be it public or private hospitals. Hospital management should be aware that evaluation of training programmes is gradually becoming a concern, but not all has gone far enough to actually evaluate the training effectiveness. More often than not, Training Departments concentrate more on providing training for the employees rather than evaluating the effectiveness of it. Based on respondents' moderate rating to most of the questions, the researchers are of the opinion that TEP among hospitals is still at its nascent stage. Therefore, it may be concluded that the focus on training evaluation is yet to come to the centre stage in both public and private hospitals.

7. CONCLUSION:
Training is essential for an employee who has just been promoted to a higher level job. Similarly the training increases the skill and knowledge of employees. This helps employee to perform his job much better and improve their personality and attitude and also increases their level of self-confidence and commitment to work. Training also helps in the development of employees

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