



Employee Attitude towards Training - Key to improve Work Proficiency

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ABSTRACT

Training & Development is vital for every organization to strengthen or expand the knowledge base, skills, and abilities of their employees. Organizations invest in T&D to improve production proficiency and return on human capital. The effectiveness of T&D is of paramount importance for organizations and depends on the employee attitude towards training. Positive attitude towards training helps employees become stakeholders in the process, have higher priority for job accomplishment and reduce workplace anxiety or frustration. Negative or Indifferent attitude towards training does not help employees add value to them.

The purpose of the present study is to explore relationship between T&D and its impact on employee attitudes and perceived work performance proficiencies. The study uses chi-square & gamma statistical analysis to establish the relation between employees having positive attitude towards training & improvement in their work proficiency.

KEYWORDS : Attitude, Training & Development, Work Proficiency

Introduction

Training and development is defined as 'the systematic process concerned with facilitating the acquisition of skills, knowledge and attitudes which results to improved organisational performance' (Taylor, 1996). He also found that training and development increases effectiveness and efficiency of employees leading to cost reduction in terms of less supervision & time, less wastages, errors & reworks and increased delegation leading to proper time management resulting into increased speed, productivity and quality. Chiaburu & Teklab (2005) defined "Training is the planned intervention that is designed to enhance the determinants of individual job performance". Few decades ago, Employee Training was considered to be a useless and expensive exercise undertaken for legal compliance with no effect on work performance. In recent years, Organizations across the world have changed their perception towards employees, and their training. Organizations now consider employees as Human Resource with knowledge and skills necessary for their performance, competitiveness and innovation.

Organizations invest in Training and Development to strengthen or expand the knowledge base, skills, and abilities of their employees with objective of improving production proficiency and return on human capital. Oyedijo (2007) defined training as the activity involved in helping workers to bridge the gap or deficiency between the skills required for their jobs and those they actually possess. Kehinde and Oladayo (2007) in Oludayo et al (2014) found that for an employee to be effective and efficient on the job, he needs to acquire and develop certain necessary knowledge and skills.

Training and Development not only helps in increasing productivity but also helps in conflict management and develop a sense of belongingness to the organization. Zwick (2006) found significant positive effects of training on corporate performance in form of improved productivity, better quality and reduced conflict and attrition. Cheng and Ho (2001) indicated that adequate training produces marked improvements in employee communication and performance proficiency as well as extends retention time. Positive training offered to employees may assist with reduction of anxiety or frustration. Constantino and Merchant (1996) found that "both training and education are necessary components for a successful conflict management system". Rowden and Conine (2005) believed that trained employees can satisfy the needs of customer in better manner.

The effectiveness of T&D is the basis of a good employer-employee relationship. The effectiveness of a T&D programme depends on the need assessment and design of programme, efficacy of the delivery mechanism, employee attitude towards training programme and recapitulation & implementation of learnings after completion of the programme. Positive attitude towards training helps employees become stakeholders in the process and have higher priority for job accomplishment. Tsai et al (2007) found that employees committed to learning showed higher levels of job satisfaction & better work performance. As large amounts of money are being spent by organisations on training of their employees, the study has been undertaken to find

the efficacy of training, i.e., whether updated training has any impact on training attitude and work proficiency of employees.

Research Methodology

The objective of the present research is to explore the relationship between training and development, its perceived impact on employee attitudes towards training and work performance proficiencies (Truitt, 2011).

A sample of 100 employees was chosen on basis of convenience sampling. The employees selected for the study were either daily wage or shop floor workers, as the impact of training and development on their attitudes and work proficiency can be very clearly visualised as compared to middle and senior level management. Structured questionnaire was used to collect data from the sample of employees. The questionnaire consisted of demographic details of employees and questions related to updated training, employee attitude and perceived work proficiency, based on 4-point Likert scale. As the data is non-parametric in nature, it was analysed using gamma statistical analysis and chi-square test. Gamma shows the degree and direction of association between two non-parametric variables. Chi-Square is a non-parametric test to determine whether the difference between observed and expected value is due to chance or some assignable causes.

Hypotheses

Three hypotheses were prepared for the study:

H_{01} : There is no association between updated training and positive attitude of employees towards training, $\gamma = 0$.

H_{02} : There is no association between updated training and increased work proficiency, $\gamma = 0$.

H_{03} : There is no association between positive attitude of employees towards training and better work proficiency, $\gamma = 0$.

Data Analysis and Interpretation

The independent variables for the study included demographic characteristics and updated training. The dependent variable for the study included employee attitude towards training and work proficiency. Questions 1 to 3 related to demographic details of the respondent, questions 4 to 8 were used to measure attitude towards training while questions 9 and 10 were used to measure updated training and perceived work proficiency.

Out of the sample of 100 employees, only 76 responses were received. Of the 76 respondents, 73.68% were male and 26.32% female. 68.42% respondents were from age group 20-40 years while 31.58% were from age - group 41-60 years. 81.58% respondents were salaried employees while 18.42% were daily wage workers.

Chi-square test was applied to find out if there is any significant difference in the training attitude and work proficiency based on gen-

der, age or job status. The chi-square values for gender vs. training attitude and work proficiency were found to be 0.99 and 1.25 respectively, at 3 degrees of freedom. The chi-square critical value at 3 degrees of freedom at 5% level of significance is 7.81. Thus, we conclude that training attitude and work proficiency is similar for both genders.

The chi-square values for age vs. training attitude and work proficiency were found to be 2.06 and 0.83 respectively, at 3 degrees of freedom. Thus, we conclude that there is no difference of training attitude and work proficiency among the two age groups.

The chi-square values for job status vs. training attitude and work proficiency were found to be 9.71 and 9.65 respectively, at 3 degrees of freedom which is greater than chi-square critical value of 7.81. Thus, we conclude that there is significant difference in the training attitude and work proficiency of salaried employees and daily wage workers. The salaried employees have more positive attitude towards training and better work proficiency as compared to daily wage workers.

Table 1 shows the gamma statistics for training attitude (TA) vs. updated training (UT).

Table 1: Gamma Score for TA vs. UT

Updated Trng.					
Training Attitude	FD	D	A	FA	Total
FD	1	1	1	3	6
D	1	2	4	8	15
A	0	1	12	24	37
FA	0	0	2	16	18
Total	2	4	19	51	76
$\gamma = 0.4932, p < 0.05$					

It is observed that Gamma value is 0.4932, i.e. there is moderate degree of association between training attitude and updated training. Thus, the first hypothesis, that there is no association between updated training and positive attitude of employees towards training, is rejected.

Table 2 shows the gamma statistics for work proficiency (WP) vs. updated training (UT).

Table 2: Gamma Score for WP vs. UT

Updated Trng.					
Work Proficiency	FD	D	A	FA	Total
FD	1	2	3	2	8
D	1	1	4	8	14
A	0	1	5	17	23
FA	0	0	7	24	31
Total	2	4	19	51	76
$\gamma = 0.4874, p < 0.05$					

It is observed that Gamma value is 0.4874, i.e. there is moderate degree of association between work proficiency and updated training. Thus, the second hypothesis, that there is no association between updated training and increased work proficiency, is rejected.

Table 3 shows the gamma statistics for work proficiency (WP) vs. training attitude (TA).

Table 3: Gamma Score for WP vs. TA

Training Attitude					
Work Proficiency	FD	D	A	FA	Total
FD	1	2	4	1	8
D	1	2	7	4	14
A	0	0	7	16	23
FA	0	0	1	30	31
Total	2	4	19	51	76
$\gamma = 0.8634, p < 0.01$					

It is observed that Gamma value is 0.8634, i.e. there is very high degree of association between work proficiency and training attitude. Thus, the third hypothesis, that there is no association between positive attitude of employee towards training and better work proficiency, is rejected.

Conclusion

The study reveals that though training attitude and work proficiency do not differ with the gender and age of employees, but there is a significant difference with the job status. The salaried employees had more positive attitude and better work proficiency than daily wage workers.

Updated Training, Training Attitude & Work Proficiency are associated with each other. Updated Training had moderate impact on Training Aptitude and Work Proficiency, while training attitude had significant impact on Work Proficiency.

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