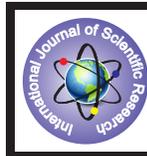


# A Study on The Effectiveness of Training When A Company Considers Workforce Development



## Management

**KEYWORDS :** Training effectiveness; Employee performance level; Training improvements ;Suggestions

**Ms. R. Devi**

Ph.D Research Scholar, Pachaiyappas College, Chennai-30. Asst Professor Dept of Corporate Secretaryship, K.C.S Kasi Nadar College of Arts & Science, Chennai –600021.

**Ms. Anitha. S**

Asst Professor, Department of Commerce, K.C.S Kasi Nadar College of Arts & Science, Chennai- 600 021.

### ABSTRACT

*The purpose of the study was to better understand how training involves helping an individual in learning how to perform job satisfactorily and preparing the individual for a future job and growth in all aspects when a company or enterprise considers workforce development. The objective knows the performance level of employees, providing suggestions for improving the training programme more effective and knowing how employees motivated towards training. The research method performed through the study is descriptive research. In the research design questionnaire was prepared in the unbiased manner giving enough scope to employees to speak out what they feel.*

### INTRODUCTION

Training is the process of increasing the knowledge and skills of employee for doing a particular job. It is an organized procedure by which people learn knowledge and skills for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is closely related with education and development. Employee training is distinct from management development. Training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical and mechanical operations like operation of a machine it is designed primarily for non-managers. It is for a short duration and for a specific job-related purpose. Designing a training and development program involves a sequence of steps that can be grouped into five phases: needs assessment, instructional objectives, design implementation and evaluation. To be effective and efficient all training programs must start with a needs assessment. Training and development refers to a variety of educational and learning-based activities that are used to acquire knowledge or skills needed by an employee to perform effectively on the present job. Training activities can vary in complexity - a classroom seminar, computer-based learning, an in-house executive course, individual coaching and mentoring.

Training is important to establish specific skills, abilities and knowledge to an employee. For an organization, training and development are important as well as organizational growth, because the organizational growth and profit are also dependent on the training. But the training is not a core of organizational development. It is a function of the organizational development.

### OBJECTIVES OF THE STUDY

- To know the performance level of employees in the organization.
- To provide suggestions for improving the training programmed more effective.
- To know the motivation of employees towards training.
- To identifying timing involved in existing training programmed and the satisfaction of employees towards the same.

### LIMITATIONS OF THE STUDY

Any research study will be restricted in scope by certain inherent limitations that are participated by the choice of research design, sampling procedure and respondent selection. Information changes and whatever we learn today will probably change by next month or next week, so what's the purpose of training something that on time will no longer be relevant or accurate. We just have to do the training all over again.

### ANALYSIS AND INTERPRETATION

The research performed through the study is descriptive research. Descriptive research is used when objectives are to

provide systematic description that is factual and accurate as possible. It provides the number of times something occurs or frequency, lends itself to statistical calculation such as determining the average number of occurrences or central tendencies.

### Research design

This method of data collection is very common and has been used to perform this research the questionnaire was prepared in the unbiased manner giving enough scope to the employees to speak out what they feel. A total of 20 questions were asked in the questionnaire with multiple choices, dichotomous and open ended questions.

### SAMPLE SIZE

Sample size is derived from the population of the study. The sample sizes of 224 were taken for study.

### DATA COLLECTION

Data refers to information or facts. It includes numerical figures, non numerical figures, and descriptive facts and qualitative and quantitative information. The task of data collection begins after a research plan has been decided.

The nature of data is both the primary and secondary data which are collected to achieve the objectives of the study. Secondary data are collected from the records of company books, websites, etc., the primary data are data for the fresh which is collected using the research instrument in the study.

### Tools used for analysis

The data was collected using simple percentage method and tables were used for representation to achieve the objective of the study.

### Methods of training given to employees

**TABLE NO.1**

Opinion	No of Respondents	Percentage
Class room	99	44.2
Role based training	40	17.9
Leadership training	26	11.6
Technical training	19	8.4
Safety training	40	17.9
Total	224	100

### Inference

It is identified from the above table the maximum number of respondents 44.2% of employees said that class room training is provided to them in the organisation.

**Training programmes benefits the employees**

**TABLE NO.2**

Opinion	No of respondents	Percentage
Increase in productivity	65	29
Change in behaviour	24	10.7
Increase in quality	64	28.6
Improved skills	71	31.7
Others	0	0
Total	224	100

**Inference**

It is identified from the above table that maximum numbers of respondents 31.7% of employees are improving skills regarding benefited the training programmes and 29% of employees benefited through increase in productivity.

**Skills acquired through training programme**

**TABLE NO.3**

Opinion	No of respondents	Percentage
Interpersonal skills	57	25.4
Creativity	45	20.1
Decision making & problem solving	78	34.8
Self awareness	17	7.6
Positive attitude	27	12.1
Total	224	100

**Inference**

It is implied from the above table that most of the respondents 34.8% of employees are acquired decision making & problem solving, 25% of employees are acquired interpersonal skills and 20% of employees which comes to creativity through training programme.

**FINDINGS OF THE STUDY**

- ♣ 54% of the respondents this is their first job.
- ♣ 46% of the respondents agree with the statement they are performing a job that matches their skills.
- ♣ 41% of the respondents agree with the statement they are given sample flexibility to perform their job.

- ♣ 40% of the respondents agree with statement they are achieving the level of the performance prescribed by the company.
- ♣ 40% of the respondents strongly agree with the statement the organization recognizes and rewards employee involvement.
- ♣ 44% of the respondents agree with the statement rewards in the organization are immediate and appropriate.
- ♣ 31% of the respondents say they attend the training programme quarterly.
- ♣ 61% of the respondents are highly satisfied with the training programme.
- ♣ 41% of the respondents say the duration of training programme is one day.
- ♣ 97% of the respondents say that the organization analyzes requirements for training.

**SUGGESTIONS**

- ❖ It is suggested to maintain and improve work environment since if the job is matching the skills with specific task, variety and flexibility in the job, the performance of the employee is better achieved.
- ❖ It is suggested to maintain and improve motivation of employees since it is found performance measurement, involvement recognition and rewards make the employees feel they have opportunity to grow with the organization.
- ❖ In context of training it is suggested to concentrate on performance not the experience of the employees since it is found there is no association between experience and formed achievement.
- ❖ It is suggested concentrate on all the employees towards satisfaction of training since the employees are achieving the performance of they are satisfied with training in the organization.
- ❖ It is suggested to provide education to employees about the task variety and particular of their job to make them better involvement.

**CONCLUSION**

It is concluded that the organization training and need assessment procedures are good and the employees also satisfied with the existing training. The performance motivation and satisfaction of the employees by the company is good.

**REFERENCE**

Davis Keith & News trom.WJohn Organizational Behavior at work. Tata McGraw | Hill, 11th Edition, 2002. | Khanka. S.S. Human resource management. S.Chand Publisher, 1st Edition, 1998 | Luthans Fred. Organizational Behavior McGraw Hill International Edition, 9th Edition. | Moorhead & Giffin. Organizational Behavior Managing people and Organizations. AITBS | Publishers & Virendir Kumar Arya, 5th Edition.