A Study on the Impact of Training on Employees in SRF Ltd, Viralimalai, Trichy

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Abstract: ***The objective of this research paper is to access the impact of training on the employees in SRF Ltd Viralimalai, Trichy, Tamil Nadu, India. To achieve this objective, a sample of 90 members was randomly selected out of the 300 employees. The statistical technique used was chi square test. Simple percentage method was used in analyzing the questions which were presented in a tabular form. The findings are that modern training brought changes in the attitudes of the employees, a rise in job satisfaction level, productivity, reduction of absenteeism/turn over, employees' performance and organization's growth. It is suggested that evaluation of training should be treated not only as a corrective measure for the existing training programs but also as a pro-active measure for making future training programs more effective. To conclude, today, more than ever, organizations are under pressure to keep pace with ever changing business scenarios. To stay afloat they must develop the competence to turn every challenge into an opportunity. Rigid method of technology must be given up.***

Keywords: In-house training, training effectiveness, employee turnover, performance, employee retention

1. Introduction

The success of any business organization, whether in the private or public sector, lies mainly in the quality of its human resources. The increasing importance of human capital as a source of competitive strength has intensified the demand for a high-skilled and trained work force. Now it is vital for employees to be multi-skilled in order to perform better in the global market, which requires innovation and quick response for transformation. In other words, sustainable growth necessitates higher level of training and skill development than the past. The importance of training and re-training of employees in any concern or establishment that wants to keep pace with the times, cannot be considered as over emphasized. This becomes indispensable nowadays as new industrial units emerge daily and the number of raw recruits they appoint is also on the rise. Similarly, already existing employees need to be refreshed or reoriented from time to time.

2. Review of Literature

A good literature review is characterized by: a logical flow of ideas; current and relevant references with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of the previous research on the topic. It helps with all types of assignments as well.

In 1952, Donald Kirkpatrick conducted doctoral research to evaluate a supervisory training program. Kirkpatrick's goal was to measure the participants' reaction to the program, the amount of learning that took place, the extent of behavior change after participants returned to their jobs, and any final results from a change in behavior achieved by participants after they returned to work. From Kirkpatrick's doctoral research, the concept of the four Kirkpatrick measurement levels of evaluation emerged.

The Human Capital Model (Becker 1962; Mincer 1962) suggests that an individual's decision to invest in training is based on an examination of the net present value of the costs and benefits of such an investment. Individuals are assumed to invest in training during an initial period and receive returns to the investment in subsequent periods.

Paulet & Moult, (1987), British Airways assessed the effectiveness of the Managing People First (MPF) training by measuring the value shift, commitment, and empowerment of trainees.

Joshi (1989) conducted a study in industrial establishment in Bombay on the effectiveness of the training program and found that the training programs were effective.

Armstrong (1991) states that training should not be regarded simply as an act of faith but that it 'must be supported by a positive and realistic philosophy of how training contributes to organizational success.'

Bramley and Kitson (1994) discussed four levels of training evaluation. The first is the trainee's reaction to the program. It focuses on assessing what the trainees thought of the training program, usually in the form of a questionnaire. The second level is trainers' learning. It focuses on measuring their gained skills that were specified as training objectives. The third level is the behavioral outcome. It focused on measuring aspects of job performance, which are related to the training objectives. The fourth level is the organizational results. It focused on the results of the training program to organizational objectives and other criteria of

effectiveness. The authors indicated that evaluation at the third and fourth levels are not understood because of measurement problems.

Bartel (1994) presents one of the first attempts to estimate the effects of private training on productivity. She finds that the provision of training programs and productivity of workers in terms of sales after training positively correlated with firms' sales per employee.

Mann and Robertson, (1996): examined trainees' reaction and knowledge gained as measures for effective training. The results indicated that training increased trainee's knowledge; however, positive attitudes did not predict how well people are able to perform actual tasks. Attitudes and reaction measure are not linked to later performance and therefore, such measures should be used with caution as ways of evaluating training programs.

Warr et al. (1999) suggested that the levels in the Kirkpatrick Model may be interrelated. They investigated six trainee features and one organizational characteristic that might predict outcomes at each measurement level. The six trainee features studied were learning motivation, confidence about the learning task, learning strategies, technical qualifications, tenure, and age. The one organizational feature evaluated was transfer climate which was defined as the extent to which the learning from the training was actually applied on the job.

Hashim (2001) in a survey identified the practices to training providers for evaluating training programs. The results showed that training providers use different evaluation methods that include trainee's feedback, observation, interview, performance analyses, and training reaction forms. However, the most used method was the training reaction forms as clients require them.
Klink and Streumer (2002) examined the effectiveness of on-the-job training and some potential factors that explain effectiveness of two samples viz. telephone sales call and counter sales.

Selvam (2003) in his study conducted at Neyveli Lignite Corporation Ltd., Neyveli (TN) for evaluation of Executive Training at NLC Ltd.-a Case Study which found that the training programs of the respondent's organization are generally effective.
The review presented by Paul & Anantharaman (2003), shows that training can have positive and significant effects on firm's performance in specific sectors (steel and software industries).

Cushway (2004) His research findings pointed that training is concerned with equipping one's responsibilities to the required standard in their job and is concerned with giving individuals the necessary knowledge, skills and experience to enable them to take greater and more demanding roles and responsibilities.

Christopher & Smith (2005) state that training is supposed to do the following:

- Develop employees' skills, abilities and performance and thus improve product quality and quantity (whether the product be goods or services) on individuals, group and organization levels.
- Help fill present and future workforce needs and create a more flexible workforce through such programs as multi-skilling and management development.
- Maintain a high performance as possible, as economically as possible, when people move to new jobs through recruitment, transfer or promotion.

A Survey on the effectiveness of training program in the Insurance Sector reveals that the training sensitivity among the private insurers stands at 3 on the scale of 0-5, where 0 represents not sensitive and 5 represents highly sensitive.

A study of the Indian Insurance Sector by McKinsey & Co., the global consultancy firm, says a mere 25-30% of the insurance agents have the acceptable level of training and sales standards set by their cos.

The focus of the training during the last decade has shifted from 'training for survival' to 'training for success.' Training, therefore, has to serve as a vehicle for change.

3. An Introduction to SRF Limited

Established in 1973, SRF has today grown into a global entity with operations in 4 countries. Apart from Technical Textiles Business, in which it enjoys a global leadership position. SRF is a domestic leader in Refrigerant, Engineering Plastics and Industrial Yarns as well. The Company also enjoys a significant presence among the key domestic manufacturers of Polyester Films and Fluro specialties. Building on its in-house R & D facilities for Technical Textiles Business and Chemicals Business, the Company strives to stay ahead in business through innovations in operations and product development. A winner of the prestigious Deming Application Prize for its tyre cord business, SRF continues to redefine its work and corporate culture with the TQM as its management way.

Types of training and other programs being carried out in SRF:

- On-the-job training
- Awareness programs on safety like First Aid, Fire Fighting, Home Safety etc. to the employees as well as public like nearby schools
- Training on TQM, QC Circles, Housekeeping, and ISO clauses etc
- Training on Functional knowledge in the different processes

4. Definition of Training

The term training is concerned with imparting specific skills for particular purposes.

- Edwin B. Flippo has defined training as "the act of increasing the knowledge and skills of an employee for doing a particular job."

- Cushway defined training as the process by which people are taught skills and given necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard.

- In-House Training: A training which is being provided within the campus of the organization

5. Research Methodology

Research is an essential and powerful tool in leading man towards progress. Without systematic research there would have been very little progress. John W. Best has rightly said, "The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products."

6. Scope of the Study

The study is conducted in SRF Ltd. to evaluate the effectiveness of training program and to provide suggestions for improvisation if needed.

Research Design

Research design is a blue print for conducting the research project. The study is a descriptive research. Descriptive research involves describing and interpreting events, conditions or situations of the present. Generally, findings and conclusions only apply to the sample or population studied.

Data Collection Process

Questionnaire

Data were collected through questionnaires. A questionnaire consists of a list of questions which are relevant in getting the facts. It comprises two parts.

- The first part deals with questions relating to the personal details of the respondents.
- The second part pertains to topic of relevance.

Source of Data Collection

Data collected were from primary and secondary sources.

Primary data:
The information for this study was collected directly from the respondents by using questionnaire method.

Secondary Data:

The record and the document pertaining to details of the organization and the secondary source have been collected from the standard text book and from the web sites.

Sampling Design

For the Study, 90 respondents out of 300 have been selected at random using convenient sampling.

Tools Used

The data collected were analyzed and interpreted with the help of statistical tables, diagrams and chi-square test.

7. Data Analysis and Interpretation

To know the changes that have taken place in the work place, employee attitude and the organization's productivity after training, response has been obtained from 90 employees out of 300 employees in SRF Ltd. Trichy, through Questionnaire and on the basis of the data collected, analysis and interpretations have been made as follows.

Table 1: Distribution of Respondents by their Educational Qualification

Sr. No.	*Educational Qualification*	*No. of Respondents*	*%*
1	SSLC	40	44.44
2	Diploma	50	55.56

It is inferred that 44.44% of the respondents have studied SSLC while the remaining 55.56% have passed Diploma

Table 2: Distribution of Respondents on the Basis of the Opinion Regarding the Reason for Attending the Training Program

Sr. No.	*Reasons for Attending Training*	*No. of Respondents*	*%*
1	To update knowledge	12	13.33
2	To improve skill	19	21.11
3	For promotion	29	32.22
4	To faster teamwork & participation	10	11.11
5	For personal devt.	20	22.22

From the table it is clear that 13.33% of the respondents attended training to update their knowledge; 21.11% attended training to improve their skill; 32.22% for promotional opportunity; 11.11% to faster team work while the remaining 22.22% attended training for their personal development.

Table 3: Distribution of Respondents on the Basis of the Opinion Regarding the Design and Schedule of the Training Program

Sr No.	*Opinion*	*Respondents*	*%*
1	Highly satisfied	30	33.33
2	Satisfied	28	31.11
3	Neutral	16	17.78
4	Dissatisfied	10	11.11
5	Highly dissatisfied	6	6.67

It is clear that 33.33% of the respondents were highly satisfied with the design and schedule of the training program. 31.11% were satisfied; 17.78% were neutral; 11.11% were dissatisfied and 6.67% of the respondents were highly dissatisfied with the design and schedule of the training program.

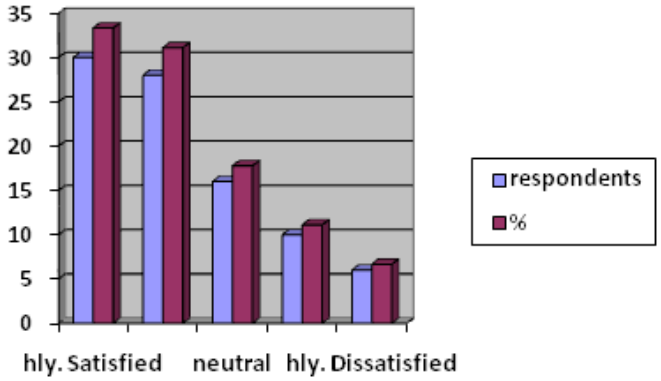

Figure 1: Diagrammatic Representation of Respondents

Table 4: Distribution of Respondents on the Basis of the Opinion that Adequate Knowledge was gained for Job Requirements and Job Responsibilities

Sr. No	*Opinion*	*Respondents*	*%*
1	Strongly agree	30	33.33
2	Agree	28	31.11
3	Neutral	16	17.78
4	Disagree	8	8.89
5	Strongly disagree	8	8.89

It is found that 33.33% and 31.11% of the respondents strongly agree and agree that they gained adequate knowledge required for the job and job responsibilities respectively and 17.78% of the respondents are neutral while 8.89% of the respondents each disagree and strongly disagree to the opinion regarding the knowledge gained.

Table 5: Distribution of respondents on the basis of opinion regarding different methods of training being used in the training program

Sr. No	*Opinion*	*Respondents*	*%*
1	Strongly agree	32	35.56
2	Agree	28	31.11
3	Neutral	20	22.22
4	Disagree	6	6.67
5	Strongly disagree	4	4.44

It is found that 35.56% of the respondents strongly agree to the various training methods used; 31.11% agree; 22.22% neutral; 6.67% disagree; while the remaining 4.44% of the respondents strongly disagree with the various training methods being used.

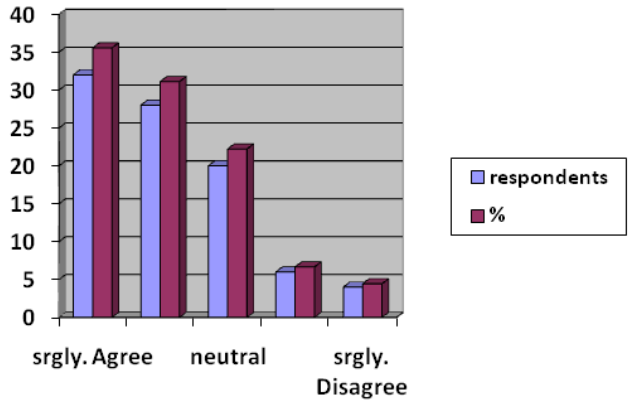

Figure 2: Diagrammatic Representation of Respondents

Table 6: Distribution of respondents on the basis of the opinion that training has improved their skill, knowledge and performance

Sr. No	*Opinion*	*No. of Respondents*	*%*
1	Strongly agree	42	46.67
2	Agree	28	31.11
3	Neutral	10	11.11
4	Disagree	5	5.56
5	Strongly disagree	5	5.56

46.67% and 31.11% of the respondents strongly agree and agree respectively that training has improved their skill, knowledge and performance. 11.11% were neutral and the rest disagree and strongly disagree with the opinion.

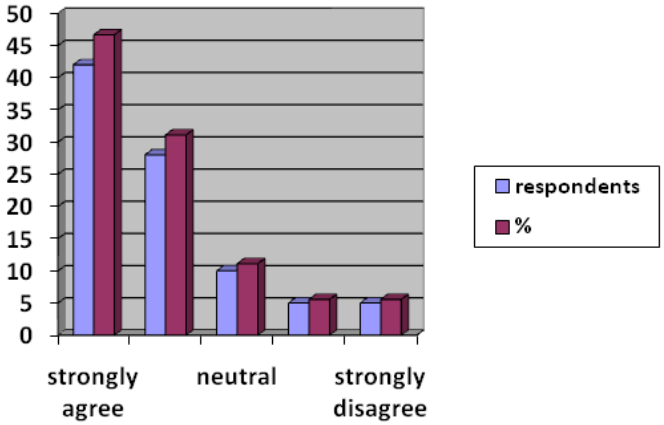

Figure 3: Diagrammatic Representation of Respondents

Table 7: Distribution of respondents on the basis of the opinion regarding the sufficiency of the duration of the training program:

Sr. No	*Opinion*	*No. of Respondents*	*%*
1	YES	81	90
2	NO	9	10

90% of the respondents agree that the duration of the training program was sufficient and only 10% disagreeing with this opinion.

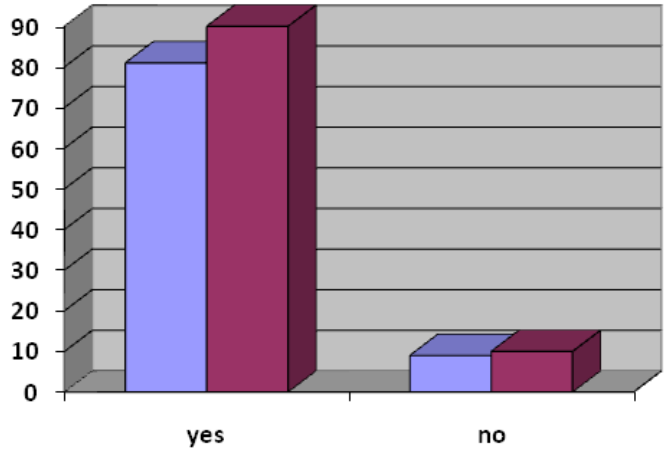

Figure 4: Diagrammatic Representation of Respondents

Table 8: Distribution of respondents on the basis of the view that the overall performance of the training program was excellent

Sr. No	*Opinion*	*Respondents*	*%*
1	Yes	75	83.33
2	No	15	16.67

It is clear that nearly 83% of the respondents agree and 17% of the respondents disagree that the training program was excellent.

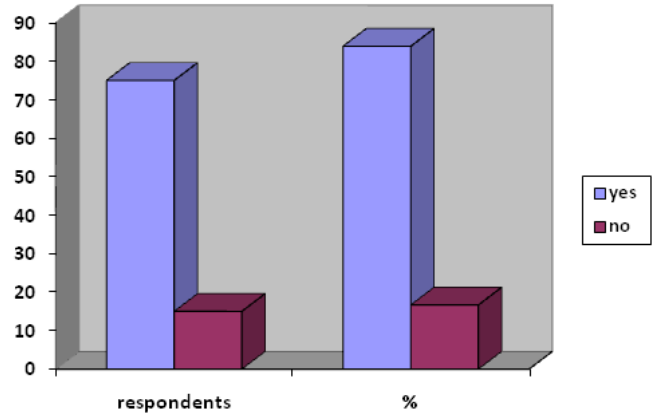

Figure 5: Diagrammatic Representation of Respondents

Table 9: Distribution of respondents on the basis of the evaluation of training program

Sr. No	*Opinion*	*Respondents*	*%*
1	Highly worthy	30	33,33
2	Worthy	40	44.44
3	Neutral	10	11.11
4	Unworthy	6	6.67
5	Highly unworthy	4	4.44

33.33% & 44.44% of the respondents consider this training program as highly worthy and worthy respectively. 10% are neutral and the rest consider the training program as unworthy.

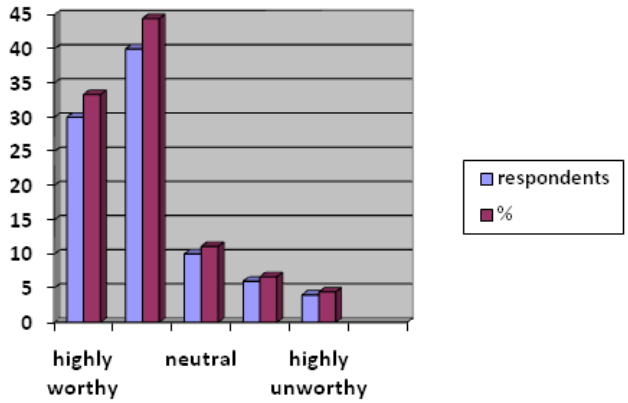

Figure 6: Diagrammatic Representation of Respondents

8. Research Hypothesis

Null Hypothesis 1:
There is no significant relationship between the respondents' age and their various dimensions of evaluation of training.

Null Hypothesis 2:
There is no significant relationship between the respondents' experience and their various dimensions of evaluation of training.

Null Hypothesis 3:
There is no significant relationship between the respondents' educational qualification and the various dimensions of evaluation of training.

Table 10: Association between the age of respondents and their various training impact evaluation dimensions

S. NO.	VARIABLE		AGE 15-20	AGE 21-25	AGE 26-30	STATISTICAL INFERENCE
3	The content available in the training program	Highly satisfactory	-	20	16	
		Satisfactory	2	15	12	$\chi^2 = 2.65$
		Neutral	-	6	3	d. f. = 8
		Dissatisfactory	-	5	5	p = 0.05
		Highly dissatisfactory	-	4	2	insignificant
1	Reason for attending the training program	To update knowledge	-	6	6	
		To improve skill	1	10	8	χ^2=0.63
		for promotional opportunity	1	16	12	d.f. = 8
		to faster team work & participation	-	6	4	p=0.05
			-	12	8	insignificant
2	Participation in the training program	for personal development	1	18	14	
		strongly agree	1	15	12	χ^2=0.45
		agree	-	5	4	d.f. = 8
		neutral	-	8	5	p=0.05
		disagree	-	4	3	insignificant
		strongly disagree				

Inference: It is inferred from the table that there is no significant association between the age of respondents and their various training impact evaluation dimensions since the calculated value of chi-square is lesser than the table value at 0.05 level of significance.

Table 11: Association between the experience of respondents and their various training impact evaluation dimensions

S. NO.	VARIABLE		EXP	ERIEN	CE	STATISTICAL INFERENCE
			1 year	2 years	3years& above	
1	Reason for attending training program	To update knowledge For promotional opportunities For personal development	21 10 21	2 9 7	3 9 8	$\chi^2 = 10.95$ d. f. = 4 p = 0.05 significant
2	Basis of training program structure	Organizational goal Departmental goal Individual goal	19 14 19	6 7 5	10 3 7	$\chi^2 = 5.96$ d. f. = 4 p = 0.05 insignificant
3	Kind of training program	Practical Theoretical both	17 11 24	5 7 6	10 3 7	$\chi^2 = 5.59$ d. f. =4 p = 0.05 insignificant
4	Selection of trainer	Internal External both	15 13 24	3 9 6	7 7 6	$\chi^2 = 7.45$ d. f. = 4 p = 0.05 insignificant
5	Content available in training suits the current job	Strongly agree Agree Strongly disagree	14 24 14	2 14 2	9 9 2	$\chi^2 = 10.5$ d. f. = 4 p = 0.05 significant
6	Training is essential	Strongly agree Agree Strongly disagree	27 17 8	3 11 4	13 4 3	$\chi^2 = 10$ d. f. = 4 p = 0.05 significant
7	Evaluation of training	Worthy Neutral Unworthy	47 3 2	12 3 3	11 4 5	$\chi^2 = 14.5$ d. f. = 4 p = 0.05 significant
8	Improvement realized	Agree Neutral Disagree	38 7 7	12 4 2	18 1 1	$\chi^2 = 4$ d. f. = 4 p = 0.05 insignificant
9	Different methods of training used	Agree Neutral Disagree	38 5 9	9 3 6	13 2 5	$\chi^2 = 3.5$ d. f. = 4 p = 0.05 insignificant
10	Training faster teamwork, participation and co-operation	Agree Neutral disagree	44 5 3	11 3 4	17 2 1	$\chi^2 = 6$ d. f. 4 p = 0.05 insignificant
11	Adequate knowledge gained for job requirements	Agree Neutral Disagree	38 7 7	9 4 5	11 5 4	$\chi^2 = 4.32$ d. f. = 4 p = 0.05 insignificant

Inference: It is inferred from the table that there is no significant association between the experience of respondents and their various training impact evaluation dimensions since the majority (7 out of 11) of the calculated value of chi-square is less than the table value at 0.05 level of significance.

Table 12: Association between the educational qualification of respondents and their various training impact evaluation dimensions

S. NO.	VARIABLE		EDUCATIONAL QUALIFICATION SSLC	Diploma	STATISTICAL INFERENCE
1	Reason for attending the training program	To update knowledge For promotion For personal development	12 15 13	18 20 12	$\chi^2 = 0.9$ d. f. = 2 p = 0.05 insignificant
2	Kind of training program	Practical Theoretical Both	16 14 10	18 17 15	$\chi^2 = 0.28$ d. f. = 2 p = 0.05 insignificant
3	Overall training	Highly satisfactory Satisfactory dissatisfactory	15 13 12	30 12 8	$\chi^2 = 4.79$ d. f. = 2 p = 0.05 insignificant

Inference: It is inferred from the table that there is no significant association between the educational qualification of respondents and their various training impact evaluation dimensions as the calculated value of chi-square is lesser than the table value at 0.05% level of significance. Therefore accept Ho.

9. Limitations of the Study

- Random and convenient sampling had been adopted. It therefore inherits its defects.
- Lack of time prevented in depth study.

10. Findings

- Enhanced the value of training programs
- Good incorporation of training provided by the firm and employee improvement
- Changes in the attitudes of the employees have taken place after continuous in-house training in the following ways.
  - ✓ Basic discipline in the work place
  - ✓ More participation in any events
  - ✓ A rise in job satisfaction level
  - ✓ Reduction of absenteeism
  - ✓ Received appreciation in time
  - ✓ Retention of employees

11. Hypotheses Findings

- There is no significant association between the age of respondents and their various training impact evaluation dimensions. So Ho is accepted.
- There is no significant association between the experience of respondents and their various training impact evaluations as six out of eleven dimensions have chi-square value lesser than the table value. Therefore Ho is accepted. But at the same time, the remaining five dimensions have greater chi - square value than the table value at 0.05 level of significance.
- There is no significant association between the educational qualification of respondents and their various training impact evaluation dimensions. Therefore, Ho is to be accepted.

12. Suggestions

1) Evaluation of training effectiveness should be treated not only as a corrective measure for the existing training programs offered by the organization, but also as a pro-active measure for making future training programs effective.
2) It is also a process that a firm must place resources to it if it is to retain workable and talented employees.
3) Training program should be conducted for employees periodically and ensure that all of them attend at least one training program.
4) Additional training program should be given on the aspects of the subjects, upon which training has already been given, so that it will help the executives to implement their assigned projects in an effective manner.
5) A detailed need based analysis should be conducted and personnel should be given training accordingly.
6) The organization must ensure that proper training is imparted before each promotion. Eminent trainers from the corporate world have to be brought in order to enhance the quality of training.
7) After the training programs, booklets of the same in detail should be given for future reference.
8) It is necessary to ensure that trainers who are called for sessions are experts and have sound knowledge in the subject.
9) As the trainee acquires new knowledge, skills and attitude and applies them in work situations, they should be appraised and significantly rewarded for their efforts.
10) Though the objectives of the training programs have been achieved to a great extent, depending on the nature and complexity of subjects, enough time need to be allotted so that the employees benefit maximum out of it.
11) Steps must be taken to seek opinion of trainees' expectations before the training program and collecting their views regarding the expectations after the training.

13. Conclusion

Today, more than ever, organizations are under pressure to keep pace with ever changing business scenarios. To stay afloat they must develop the competence to turn every challenge into an opportunity. The trainer must be an expert at imparting technical skills or soft skills. It's time to develop innovative training programs that deliver results to participants. For any training program to be effective the trainer must know exactly the requirements of the clients. The clients may not always be able to express their needs in clear terms. It is the responsibility of the trainer to extract information from them.

The world of training is fast changing. Till some time back, generic trainings were considered good enough. Trainings that imparted just a basic knowledge in some area with no particular links to business objectives or personal development plans were quite popular. But today, it is no longer so. The focus has shifted from building general competence to value addition. Now, the emphasis is more on practical objectives.

The winds of change take place across the business scenario every day. It is the responsibility of the trainer to identify what corresponding changes the organization must take to overcome the turbulence. He should give up the rigid methodology of training. Vast differences in learning skills as well as learning preferences exist among people. Always a range of alternative strategies should be used to cater for the differences in trainees.

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