



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2015; 1(8): 294-297
www.allresearchjournal.com
Received: 28-05-2015
Accepted: 29-06-2015

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A study on employee training and development in MRK sugar mill in sethiathope

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Abstract

This study is aimed to analyze the training and development in MRK sugar mill. A sample of 60 employees participated in this survey. Course content, trainer, facilities, development and employee efficiency are considered to evaluate the training and development in MRK sugar mill. The result of the study found that influence course content and development on employee efficiency. The findings of the clearly highlighted that the there is no influence of facilities and trainer on employee efficiency in MRK sugar mill. Hence, it is concluded that MRK sugar mill should focus the factors simple training material, understandable of the course material and training materials supported the objectives. MRK sugar mill should focus while selecting trainer, ways to acquire new knowledge, ways of delivery tee training, paper designing, taking quizzes and how to enhance relations with employees etc thus all this effect the behaviors of trainee in the long run. However, follow up and impact study of such training is still to be evaluated in future.

Keywords: Training and development, employee efficiency, MRK sugar mill and course content

Introduction

Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviours that are critical for successful job performance in the immediate term or near future. This is in contrast with development, which is training that provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programs and to apply them to their day-to-day activities. Recently it has been acknowledged that to impart a competitive advantage, training has to involve more than just basic skill development. That is, to use training to gain a competitive advantage, companies should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity.

Keep in mind that traditionally most of the emphasis on training has been at the basic and advanced skill levels. This requires employees to share knowledge and creatively use it to modify a product or serve the customer, as well as to understand the service or product development system. Many companies have adopted this broader perspective, which is known as high-leverage training. High-leverage training is linked to strategic business goals and objectives, uses an instructional design process to ensure that training is effective, and compares or benchmarks the company's training programs against training programs in other companies.

Employees are expected to acquire new skills and knowledge, apply them on the job, and share this information with other employees. Managers take an active role in identifying training needs and help to ensure that employees use training in their work. To facilitate the sharing of knowledge, managers may use informational maps that show where knowledge lies within the company (for example, directories and/or skills inventories that list what individuals do as well as the specialized knowledge they possess) and use technology such as groupware or the internet that allows employees in various business units to work simultaneously on problems and share information.

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Review of Literature

Ogunu (2002) ^[5] in his study examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertain its relevance adequacy and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire MTDQ developed by the researcher. Hypothesis testing in the study revealed that facilities for staff training were adequate for effective training of management staff. Training programmes for management staff were relevant to the jobs they performed and these programmes undergone by staff did indeed improve their performance and effectiveness at works.

Peter Bramley (1990) ^[6] in his research "Evaluating training effectiveness", opines that the evaluation exercise should be carried out covering the aspects of context, input, reaction and outcome of the training programme. The process of evaluation can be in three stages, pre-training stage, training stage and post-training stage.

Adrian Thornhill (1994) ^[1] in his study "The Evaluation of 'Training'", recognizes the various difficulties of evaluating training and suggests what is required to make it more effective. He also discusses the reasons for the absence of, or ineffective practice of evaluation and he wants to identify the evaluation in the context of the nature and meaning of organizational culture from a practical point of view.

Geber, Beverly (1995) ^[3] in his article "Does your training make a difference? Prove it!" focuses on the pressures on trainers to evaluate training courses in deeper levels: renewed interests of trainers on course evaluation; levels of training evaluation; reasons for neglecting deep evaluations; trainers' efforts to prove training efficiency and advantages of conducting deeper training evaluation.

Dayal (1970) ^[2] in his study "Management Training in Organization" stated that the effectiveness of training depends upon its serving a need shared by a large number of managers in the enterprise, on the way it is imparted, and on a variety of administrative practices within the organization. Unless the training is need-based, it would not serve any useful purpose; and this is very fundamental. The trainee's learning from a formal classroom situation depends on (i) his receptivity, (ii) the effectiveness of the trainer's communication with him and (iii) the environment in which the training is administered. Now, the trainer's communication may be highly satisfactory, but still the learning would be ineffective if the trainee is not receptive to the inputs.

Nandy (1974) ^[4] in "Assessing the effectiveness of training: A note of dissent", assesses that evaluation of training is as important as its effectiveness. Appraisal of training as a corporate activity is quite possible and he advocates it to be adopted as a continuous process-to see that its objectives are in conformity with those of the organization and that its methods are appropriate. He is rather unsure about whether the effects of training can be measured in concrete terms. The reason obviously lies in the qualitative nature of both the activity and its results.

Ullhas Pagey (1981) ^[7] in "Assessing the Effectiveness of Training", explains that most of the organizations allocate very little amount in the budget for the training. The reason is that the return on training investment is very little. So, many organizations invest less on training. Pagey has developed a rational and quantitative approach to measure the 'Return on Training Investment' (ROTI), by a cost-benefit analysis. He finds that the higher the ROTI index, the more effective is the training.

Research Design

Descriptive research design will be employed to determine the relationship between the dependent and the independent variables and to establish any association between these variables. The researcher will employ the survey strategy for the study. This strategy is proposed because it allows the collection of a large amount of data from a sizable population in an economical manner. The method is also perceived as authoritative by people in general and is both comparatively easy to explain and to understand.

Objectives of the study

- To study the employees training and development of MRK Sugur Mill.
- To identify the influence of training and development on employee efficiency.

Hypotheses of the study

- Employees' opinion does not differ towards training and development with respect to gender.
- There is no influence of training and development on employee efficiency.

Sampling Technique

Then simple random sampling will be employed to ensure that all employees stand equal chance of being selected to avoid sample bias and ensure that the results are reliable enough to be generalized.

Sampling Size

Out of the sample frame of 200 employees in MRK Sugur Mill, a sample of 60 will be chosen based on the percentage method, representing 29% of the population.

Tools for data analysis

- Independent sample t test
- Regressions

Independent Sample t-Test

Independent sample t-test was adopted to find the significant differences between two means which the frequency analysis yielded.

Multiple Regressions

Multiple regressions are used to find the influence of independent variables over the dependent variable.

Analysis and Interpretation

Table 1: Independent Sample Test Showing Employees Opinion towards Training and Development with respect to Gender of the Employees

Training and Development	Gender	N	Mean	SD	f	p
Course Content	Male	52	4.1683	.71181	4.113	.000
	Female	8	2.8438	1.50557		
Facilities	Male	52	2.8558	.98686	-2.403	.019
	Female	8	3.8125	1.41894		
Trainer	Male	52	4.0038	.75198	.455	.651
	Female	8	3.8750	.69230		
Development	Male	52	3.5962	.79701	.327	.745
	Female	8	3.5000	.58154		
Training and Development	Male	52	3.6560	.28966	1.385	.171
	Female	8	3.5078	.21566		

Source: Primary data

The independent sample t test has been carried out for the sample of 60 employees, to test the below hypothesis:

Ho-There is no significant difference towards training and development with respect to gender of the employees.

H1-There is a significant difference towards training and development with respect to gender of the employees.

The above table shows that overall value for training and development scores are (Male-52, M-3.6560, SD-0.28966, Female-8, M-3.5078, SD-0.21566, t-1.385 and p-0.171). Hence the p value is not significant. It is affirmed that there is no significant difference towards training and development with respect to gender of the employees.

The table also exhibits scores for all the four factors separately to know the differences among gender groups of the employees. Among these factors, course content is significant at 1% level and the dimensions such as facilities, trainer and development do not differ with respect to gender

groups of the employees. It is identified that the p value is greater than 0.05; so the null hypothesis is accepted and not significant. From the independent sample t result, it is shown that gender group of the employees have do not differ towards training and development. It is noted that independent sample t result that moderately perceived towards training and development with respect to gender group of the employees. The table clearly exhibits male mean scores are higher than the female employees.

Table 2: Regression Analysis Showing Influence of training and development on Employee Efficiency Model Summary

R	R Square	Adjusted R Square	F	Sig.
.948	.899	.892	122.615	.000

Coefficients

S. No	Training and Development	Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Constant	-3.939	3.216		-1.225	.226
1	Course content	4.252	.298	.820	14.292	.000
2	Facilities	.330	.334	.073	.989	.327
3	Trainer	-.617	.400	-.092	-1.542	.129
4	Development	3.937	.280	.611	14.040	.000

Dependent Variable: Employee Efficiency

The multiple regression analysis has been carried a sample of 60 and data considering employee efficiency as a dependent variable and the independent variable is training and development. The reaction of the employees and influence of the independent variable on employee efficiency have been studied by the regression analysis.

The F value obtained for the analysis is 122.615 which are significant at 1% level. Hence the assumed regression model may be considered as a good fit. The value of R² is 0.899 and implies that 90% of employee efficiency is influenced by the training and development.

Ho: There is no influence of training and development on employee efficiency.

HA: There is an influence of training and development on employee efficiency.

The analysis found that there is influence of course content and development on employee efficiency. The analysis also found that there is no influence of facilities and trainer on employee efficiency.

Findings

- It is identified that the p value is greater than 0.05; so the null hypothesis is accepted and not significant. From the independent sample t result, it is shown that gender group of the employees have do not differ towards training and development. It is noted that independent sample t result that moderately perceived towards training and development with respect to gender group of the employees. The table clearly exhibits male mean scores are higher than the female employees.
- The analysis found that there is influence of course content and development on employee efficiency. The analysis also found that there is no influence of facilities and trainer on employee efficiency.

Recommendations

- Overall, the result confirms that the training program facilities are moderately satisfied of the employees. MRK sugar mill should maintain and focus training program facilities. However, follow up and impact study of such training is still to be evaluated in future.

- Course content not influences over job satisfaction of employees in MRK sugar mill. So the MRK sugar mill should focus the course content of the training program.

Conclusion

This study is aimed to analyze the training and development in MRK sugar mill. A sample of 60 employees participated in this survey. Course content, trainer, facilities, development and employee efficiency are considered to evaluate the training and development in MRK sugar mill. The result of the study found that influence course content and development on employee efficiency. The findings of the clearly highlighted that the there is no influence of facilities and trainer on employee efficiency in MRK sugar mill. Hence, it is concluded that MRK sugar mill should focus the factors simple training material, understandable of the course material and training materials supported the objectives. MRK sugar mill should focus while selecting trainer, ways to acquire new knowledge, ways of delivery tee training, paper designing, taking quizzes and how to enhance relations with employees etc. thus all this effect the behaviors of trainee in the long run. However, follow up and impact study of such training is still to be evaluated in future.

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