

# A Study on Effectiveness of Training in Select it Companies at Chennai

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**Abstract:** *In the world that shows no signs of slowing down, no individual can ever rest on his or her acquired intellectual laurels, It has become far more aware of the necessity of continuing Training. The study is conducted mainly to find out the methods and effectiveness of Training practices of select Information Technology in Chennai. The present - day economy is very much dependent upon the various functions of Information Technology and its practices; it is unthinkable for the country's economy for its growth, sustenance and development without the role of Information Technology. In this study the researcher has made an attempt to compare the existing practices of the various aspects of Training practices in the Information Technology sectors in Chennai.*

**Keywords:** TNA (Training Need Analysis), IT (Information Technology)

## 1. Introduction

India is fast emerging as a winner in this Information Technology services hype. Today, the US based companies are ranking India to be their first choice as an offshore outsourcing destination. India stands as one of the major players in the outsourcing industry, in terms of well educated, talented, low cost and English speaking workforce, excellent IT and networking infrastructure, a fairly stable political scenario, friendly laws and well laid taxes and quality certified software firms. Information Technology is one of the big sectors accounted for the huge employment in India. After the privatization and globalization, IT Sector has tremendous challenges in terms of Training of their employees in order to maintain good services for their customers. Hence, this research has made an attempt to compare the Training practices of Information Technology sectors in Chennai.

## 2. Objectives of the Study

- 1) To assess the Training needs of employees working in IT companies at Chennai
- 2) To analyse the different methods of Training practices prevailing in IT companies at Chennai
- 3) To identify and compare the Training evaluation practices of IT companies in Chennai

## 3. Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

## 4. Research Design

The research problem having been formulated in clear cut terms, the researcher will be required to prepare a research design, i.e., he will have to state the conceptual structure

within which research would be conducted. The preparation of such a design facilitates research to be as efficient as possible yielding maximal information. In other words, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose.

## 5. Sample Design

The Population is comparatively large in size. Hence the study was undertaken with suitable sampling technique. The sampling is done by Multistage Sampling Technique. In the first stage the researcher identified the selected Information technology company's employees list through Simple Random Sampling. In the second stage the respondents have been selected by Non Probability Convenient Sampling Technique.

### Sample Size

The total sample size was 400 respondents who were selected unequally from all three companies invariably their position.

### Data Collection

#### Primary Data Collection

The primary data were collected through questionnaire-cum-interview schedule method. A well-structured questionnaire was used as the instrument to collect the primary data from the manufacturing companies.

**Secondary data** were collected from previous studies, research papers, journals, magazines, text Books, websites and records of associations and Government institutions.

## 6. Review of Literature

“Pallavi & Kulkarni (2013) stated that training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. It was further stated that the development is a process that leads to qualitative as well as quantitative advancements in the

organization, especially at the managerial level, it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills.

“Josep-Maria Batalla-Busquets, and María-Jesús Martínez-Argüelles (2014) sets out the features of companies that use e-learning to train their workers. Moreover, the factors that determine why companies use this education methodology are analysed.

**Kamala Saranya Senthil Prabhu, Dr. S. Duraisamy(2014)**, An assessment process is a diagnostic tool for determining what training needs to take place. It is an assessment that looks at employee and organizational knowledge, skills, and abilities, to identify any gaps or areas of need. Once the training needs are identified, then you need to determine/develop objectives to be accomplished by the training.

**Bahram Mahmoudi Mazraeh Shadi, Nader Angoutin, Nematollah Asayesh(2015)**, investigates explore analysis and questionnaires factor analysis found The Influential four factors that affect on Training Needs Assessment (TNA) namely Dominance on Problems And Analyses, Dominance on Organizational Development, Dominance on Resource Applications, and Capability for Implementation of TNA.

## 7. Statistical Techniques

The researcher had applied the relevant standard statistical tools to analyse the multivariate variables by using, Cross tabulation, five point scale measurement, mean, median, standard deviation, Inter Correlation matrix, Regression, Chi – Square Test, One way ANOVA and Non – parametric – Kruskal-Wallis test, Mann – Whitney U test, Kolmogorov-Smirnov Test, Karl Pearson coefficient correlation. Besides percentage analysis is made to exhibit the results with the help of pictographic presentations wherever required

## 8. Data Analysis

**Table 1:** Respondents opinion towards the suitable training Methods

S. No	Methods of Training	No. of respondents (n=400)	Percentage (100%)
1	On-the-job methods	142	35.4
2	Off-the-job methods	123	30.8
3	Both	135	33.8

Source: Primary data

The above table shows that 35.4 percentages of the respondents prefers on the job training methods and 30.8% of them prefers off the job training methods. There are 33.8 of the respondents prefers both methods of Training.

**Table 2:** Distribution of the respondents based on their ranking towards the various dimensions off the Job training

Ranks	E-learning		Lecture		Conference		Case Study		Simulation		Others	
	N	%	N	%	N	%	N	%	n	%	N	%
1 <sup>st</sup>	71	17.8	82	20.5	71	17.8	80	20.0	72	18.0	62	15.5
2 <sup>nd</sup>	84	21.0	64	16.0	62	15.5	67	16.8	69	17.3	65	16.3
3 <sup>rd</sup>	69	17.3	69	17.3	70	17.5	88	22.0	77	19.3	62	15.5
4 <sup>th</sup>	59	14.8	64	16.0	83	20.8	63	15.8	73	18.3	60	15.0
5 <sup>th</sup>	59	14.8	79	19.8	80	20.0	70	17.5	82	20.5	61	15.3
6 <sup>th</sup>	58	14.5	42	10.5	34	8.5	32	8.0	27	6.8	90	22.5
Results	2 <sup>nd</sup>		1 <sup>st</sup>		4 <sup>th</sup>		3 <sup>rd</sup>		5 <sup>th</sup>		6 <sup>th</sup>	

Source: Primary data

The above table disclose that, lecturing method is most preferred method of off the job training which secured 1<sup>st</sup> Rank, followed by E learning registered rank 2. Case study

method of the training secured rank 3. Conference method of training secured 4<sup>th</sup> rank, simulation method of training has secured 5<sup>th</sup> rank out of the studied dimensions.

**Table 3:** Distribution of the respondents based on their ranking towards various dimensions of on-the job training

Rank	Orientation	Job rotation	Internship Training	Apprenticeship	Vestibule school	Job Instruction Training	Special Assignments /Committees	Coaching	Others
	N	N	N	N	n	n	n	N	N
1	56 (14.0)	52 (13.0)	64 (16.0)	48 (12.0)	42 (10.5)	46 (11.5)	47 (11.8)	86 (21.5)	44 (11.0)
2	49 (12.3)	47 (11.8)	48 (12.0)	43 (10.8)	47 (11.8)	54 (13.5)	40 (10.0)	36 (9.0)	43 (10.8)
3	74 (18.5)	58 (14.5)	56 (14.0)	48 (12.0)	51 (12.8)	49 (12.3)	42 (10.5)	47 (11.8)	37 (9.3)
4	34 (8.5)	46 (11.5)	32 (8.0)	41 (10.3)	34 (8.5)	44 (11.0)	65 (16.3)	52 (13.0)	45 (11.3)
5	53 (13.3)	83 (20.8)	26 (6.5)	36 (9.0)	26 (6.5)	50 (12.5)	55 (13.8)	50 (12.5)	41 (10.3)
6	23 (5.8)	20 (5.0)	17 (4.3)	20 (5.0)	77 (19.3)	36 (9.0)	34 (8.5)	20 (5.0)	41 (10.3)
7	24 (6.0)	22 (5.5)	30 (7.5)	83 (20.8)	41 (10.3)	50 (12.5)	45 (11.3)	38 (9.5)	33 (8.3)
8	35 (8.8)	26 (6.5)	71 (17.8)	27 (6.8)	32 (8.0)	25 (6.3)	24 (6.0)	26 (6.5)	40 (10.0)

9	52 (13.0)	46 (11.5)	56 (14.0)	54 (13.5)	50 (12.5)	46 (11.5)	48 (12.0)	45 (11.3)	76 (19.0)
<b>Result</b>	<b>3<sup>rd</sup></b>	<b>5<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>2<sup>nd</sup></b>	<b>4<sup>th</sup></b>	<b>1<sup>st</sup></b>	<b>9<sup>th</sup></b>

Source: Primary data

Table represents the factors in the analysis

S. No	Factors
1	Orientation
2	Job rotation
3	Internship Training
4	Apprenticeship
5	Vestibule school
6	Job Instruction Training
7	Special Assignments /Committees
8	Coaching
9	Others

The above table discloses that, rank order of the various dimensions of on the Job training it shows that coaching method has registered rank 1 followed by Job instruction training. Orientation method of training has secured 3<sup>rd</sup> rank and Special assignment and committee training registered 4<sup>th</sup> rank. Job rotation, vestibule schooling, apprenticeship training and Internship training has secured 5<sup>th</sup>, 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> rank respectively.

**Table 4:** Satisfaction level of the respondents towards reaction dimensions of post training

S.No	Reaction	SD	D	NAND	A	SA
<b>N=400 (%)</b>						
1	I like the training programme.	23 (5.8%)	39 (9.8%)	78 (19.4%)	140 (35%)	120 (30%)
2	I find the training worthwhile.	26 (6.5%)	42 (10.5%)	79 (19.8%)	147 (36.8%)	106 (26.4%)
3	My doubts got clarified out of the training programme.	31 (7.8%)	40 (10%)	71 (17.8%)	138 (34.4%)	120 (30%)
4	The training would help me to do a better job.	17 (4.2%)	46 (11.4%)	63 (15.8%)	167 (41.8%)	107 (26.8%)

Source: Primary data

The above table shows that respondent's satisfaction towards the reaction dimensions of post training.

I like the training programme: Out of the total, 35% of the respondents agree with the statement that "I like the training programme". 30 % of them strongly agree. 9.8% of them disagree with the statement, followed by 5.8% of them strongly disagree with the statement. I find the training worthwhile: 36.8% of the respondents agree with the statement that, "I find the training worthwhile".26.4% of them strongly agree with the statement. 10.5% of them disagree and 6.5% of them strongly disagree with the statement. My doubts got clarified out of the training programme: Of all,34.4% of the respondents agree with the statement that " My doubts got clarified out of the training programme". 30% of them strongly agree. 10% of them disagree with the statement and 7.8% of them strongly disagree.17.8% of them neither agree nor disagree with the statement. The training would help me to do a better job: There are 41.8% of the respondents agree with the statement that "The training would help me to do a better job". 26.8%

of them strongly agree. 11.4% of the respondents disagree with the statement and 4.2% of them strongly disagree with the statement.

**Table 5:** Satisfaction level of the respondents towards the behaviour dimensions of the Training

S.No	Behaviour	SD	D	NAND	A	SA
<b>N= 400 (%)</b>						
1	I am able to do my work quickly after the training programme.	81 (20.3%)	48 (12%)	78 (19.5%)	102 (25.5%)	91 (22.8%)
2	I am able to do my job accurately without any mistakes after the training.	86 (21.5%)	68 (17%)	76 (19%)	83 (20.8%)	87 (21.8%)

### Regression Analysis

#### Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137	.019	-.007	.836

a Predictors: (Constant), Varies dimensions of training effectiveness

#### Anova

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.180	10	.518	.742	.685
Residual	271.698	389	.698		
Total	276.877	399			

a. Predictors: (Constant), Varies dimensions of training effectiveness  
 b. Dependent Variable: S14.Which method of training best suits your job profile?

The above table represents the regression analysis between various dimension of training effectiveness and method of training it indicates that, B value for the performance analysis is 6.320 and standard error is .017. Therefore p value is greater than the calculated value that is (P>0.05). Hence it can be infer that there is no difference between test variable. The same results indicate for the all dimension of the tested variables.

## 9. Findings and Suggestions

- 1) **Assess and agree training needs:** Conduct some sort of training needs analysis. Another method example of assessing and prioritizing training is DIF analysis DIF stands for Difficulty, Importance, and Frequency. DIF Analysis is a sophisticated (and potentially very complex) method of assessing performance, prioritizing training needs and planning training, based on three perspectives, Since need analysis in the study are showed 49% of dissatisfaction among the respondents. Hence it is suggested to do the need analysis based on the priority.

- 2) **More employees' relationship training across the manager and supervisor and among employee:** If your supervisors have the knowledge, training and sensitivity to work effectively with people on an individual level, you'll probably get the bonding you need to retain employees

## 10. Conclusion

Success of the Information Technology operations depend upon the people, the employee and the effectiveness of the employee is very much depending on the Training input given to them. The effectiveness of Training is not static, it has to be periodically reviewed, updated and upgraded in tune with demanding situation of the economy, Government policy, advancements in Information Technology and expectations of customers.

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