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IMPACT OF TRAINING ON EMPLOYEES' PERFORMANCE:

A CASE STUDY OF ITC LTD

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ABSTRACT

The aim of the paper to study impact of training on employees' performance, to analyze this concept ITC ltd is consider as a case. Chirala and Anaparti two divisions of ITC ltd, prakasam District, Andhra Pradesh are selected purposefully and sample size of employees 250 member from each branch. Total 500 employees are interviewed in order to collect information regarding influence of training on their job performance. A structured questionnaire is used to collect opinions of employees; employees are questioned many ways in order to have quality of information. One interesting fact that both divisions employees given similar opinion in answering questions. Chi square test has applied to test training impact on employees' performance. The analysis found that more than 90.00 per cent employees at both branches motivated to attend work regularly and conceptual skills and procedures having much impact on employees' performance.

KEY WORDS

Employees, Knowledge, Performance, Training and Skills.

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INTRODUCTION

Employee training is important sub-system of human resource development. Employee training is a specialized function and is one of the fundamental operative functions of human resource Management. Training is a process that develops and improves skills related to performance. Effective training programme can result in increased production, reduced labor turnover and grater employee satisfaction. After the selection of

people for various jobs, the next function of Management is to arrange for their employees is training and development. Training is a process, which endeavors to import knowledge, skills and attitude necessary to perform job related tasks. It aims to improve job performance in a direct way.

According to De Cenzo and Robbins (1996), "training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior. This means that, there is the need to improving employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Almost all organizations have recognized the importance of training to the development of their organizations. The birth of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce. Many of the jobs and skills that have been replaced by machines, equipments and other technological devices are as a result of their unskilled nature, thus this emphasizes the need for labor to attain more education and skills to be able to secure employment in the future.

For a training program to be successful there is the need for the organization to identify the training needs of the organization. The organization can measure if the training has been successful or not if the trainees do not learn what they are supposed to learn, thus do not perform better than they used to. However, if trainees return empty from the course designed for them without any substantial contribution, it could also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidates might have been selected for the training program.

Leaning takes place when the behavior of people changes based on the results from experiences. (McGhee *et al*, 1996). Thus one can examine if learning has effectively taken place by comparing individual's behavior before on specific jobs and tasks to after experiences on jobs and task. It can, therefore be concluded that there is no learning if there is no evident behavioral change. Since training is generally intended to provide learning experiences that will help employees attain more

skills and knowledge, it must follow the learning principle.

Friedman and Yarborough highlighted HRD practices in two different approaches as 'adaptive' (bottom up) and 'directive' (top down). According to them, these approaches are effective in motivating trainees and improving their efficiency. Although, the adaptive and directive approaches are contradictory to each other, both are effective when used appropriately.

Arthur Lumsdaine, gave a three dimensional approach to HRD, viz., hardware, software and combination of both. The hardware approach focuses on the importance of teaching aids, while software approach emphasizes on the importance of learning aids. The combination of both hard and software approaches involves in four primary activities such as organization (of the problem), planning, construction (appropriate training programme) and evaluation. Pointing out the approaches of HRD, Kenney and Donnelly have analyzed them in three ways viz., comprehensive analysis, key task analysis and problem analysis. Ahkilesh and Mary Mathew identified various issues that have emerged out of technological changes and training needs. Some of the issues are work standards, designation, career growth, surplus manpower, collective action, skill change and job security. Bapat[1] recommended modular approach to supervisory training in Indian context. This approach is extremely useful in conducting number of training programmes.

Alun Jones classifies the training process into eight stages viz., diagnosing (helping to diagnose the need), translating (identifying what learning as required), designing (designing learning strategies and methods), resourcing (developing and organizing resources required), implementing (bringing about the acquisition of the learning required), enabling (ensuring application and development of learning), catalyzing (helping to bring about support action required) and evaluation (helping to evaluate in organizational terms).

METHODOLOGY

The study is based on both primary and secondary information and data. The main sources of secondary data are the annual reports and bulletins of the respective enterprises. A structured questionnaire has been used as an important tool to collect the primary data from the sample respondents of the two select companies namely ITC-ILTD, Chirala and ITC-ILTD, Anaparti. The study has covered a total sample of 500 Employees randomly, out of which 250 from ITC-ILTD, Chirala and 250 from ITC-ILTD, Anaparti All the staff of the ITC-ILTD, Chirala and Anaparti was included in the study to allow for adequate representation of the various views expressed. Convenience sampling selection method was used. Percentage and Chi-Square tests are applied to analyze results.

RESULTS AND DISCUSSION

Socio-Economic Characteristics of Employees

The socio-economic characteristics of employees were analyzed and the results are presented in Table No.1.The results indicate that about 74.8 per cent of the employees are males at chiral division and 76.8 per cent of the employees are males at Anaparti division while the rest of 25.20 per cent of the employees are females at Chirala division and 23.2. Per cent of the employees are females at Aanparti division. The results also show that about73.2 per cent of employees are employed at production department at chiral division and about 75.2are employed at anaparti division. From the table, it is clear that majority of employees are workers, at Chirala division about 35.2 per cent and Anaparti division about 47.2 per cent. Employees belong to the age group of 30-40 years majority followed by 40-50 years and then above 50 years in two divisions. The majority of the employees 32.4 per cent at Chirala and 41.2 per cent at Anaparti division are below 10 class and post graduate at Chirala division 18.8 per cent and Anaparti division 15.2 Per cent .The results also show that about 32.2 per cent of the employees at chirala and 44.4 per cent at Anaparti have experience 10-20 years and very less per cent having above 30 years of experience. Belong to the monthly salary of Rs. 10000-20000 followed by Rs.20000-30000 at both divisions. More than 65.00 per cent of employees are married at both divisions; divorce, widow and separated cases are below 20.00 per cent at both divisions. The results are showed in Table No.1.

Training Impact on Development of Employee Skills

The results show that about 32.00 per cent of the employees are agreed that the conceptual skills are highly impact on development at employees at Chirala divisions and32.8 per cent employees at Aaparti division. It is proven software skills are very low impact on development of employees at two divisions. The above table reveals that both the division respondents have similar opinion on the aspect "training has developed one or more following skills in you" i.e., There is no significant impact on the above said statement due to division. The chi-square test and its corresponding insignificant p-value reveals that as the division changes the opinion of the respondent does not changes statistically at 5% level i.e., the respondents belongs to both the divisions opined similar passion. The results are showed in Table No.2.

Training Impact on Development of Employee Knowledge

Table shows training impact on development of employees' knowledge in both divisions. Among the total sample respondents, majority of them who accounts for 27.2 percent is opinioned that procedures have much impact on development of employee knowledge at Chirala division and about 29.6 at Anaparti division. It is also clear Culture of the organization is impact very low on employee knowledge development which account for 10.4 per cent and 15.6 per cent at Chirala and Anparti divisions respectively. The results are showed in Table No.3.

Training Skills Has Facilitated and Enhance Employees' Performance

The results indicate that Majority of the respondents (26.8 per cent) opined that conceptual skills has facilitated to enhance their performance most when compare with other skills followed by managerial skills (22.00 per cent), technical skill (19.6 per cent), operational skill (18.4 per cent) and software skill (13.2) at Chirala division. In case of Anaparti division majority of employees (28.40 per cent) opinioned conceptual skills has facilitated to

enhance their performance most when compare with other skills followed by technical skills (26.00 per cent), managerial skills (18.80 per cent), operational skill (15.60 per cent) and software skills (11.20 per cent). The opinions of the respondents between both the divisions are almost similar as per the insignificant p-value of chi-square at 5% level. The results are showed in Table No.4.

Employee Satisfaction on Training Programme
From the above table it is conclude that 82 per cent of the respondents from both the divisions are satisfied about the design of the training programme and only 18% of the respondents are not satisfied with this aspect and the difference in the opinion between the two divisions are more or less similar. Satisfaction levels of employees on training programme at both divisions mostly similar in both divisions. The results are showed in Table No.5.

Training Has Facilitated You to Hone Skills and Knowledge
When raise questions regarding both training hone skill and knowledge or not, the results Surprisingly reveals that half of the respondents from both the divisions opined that the training has facilitated them to hone skills and knowledge and the remaining 50% are against to the above said statement and the difference is not statistically significant as per the chi-square test. The results are showed in Table No.6.

Training Motivation to Attend the Work Regularly
A vast majority (92%) of the respondents from both the divisions opined that the training has motivated them to attend the work regularly and the difference in their opinion is not statistically significant at 5% level. The results are showed in Table No.7.

Table No.1: Socio-Economic Characteristics of Employees

Variables	Respondents(N=500)		Variables	Respondents(N=200)		Variables	Respondents(N=200)	
	Chirala (N=250)	Anaparti (N=250)		Chirala (N=250)	Anaparti (N=250)		Chirala (N=250)	Anaparti (N=250)
Gender			**Educational Qualification**			**Experience**		
Male	187(74.8)	192(76.8)	Bellow 10 class	81(32.4)	103(41.2)	Bellow 5 years	26(10.4)	20(8)
Female	63(25.2)	58(23.2)	Intermediate	63(25.2)	66(26.4)	5-10 Years	90(36)	67(26.8)
Department			Graduation	59(23.6)	43()17.2	10-20 Years	83(33.2)	111(44.4)
Administration	19(7.6)	28(11.2)	Post-graduation	47(18.8)	38(15.2)	20-30 Years	45(18)	37(14.8)
Production	183(73.2)	188(75.2)	**Age(Years)**			Above 30 Years	**6**(2.4)	**15**(6)
Fiancé	28(11.2)	17(6.8)	Below 20	14(5.6)	12(4.8)	**Marital Status**		
Sales	8(3.2)	8(3.2)	20-30	55	38(15.2)	Married	171(68.4)	166(66.4)
HR	12(4.8)	9(3.6)	30-40	82(32.8)	84(33.6)	Separated	12(4.8)	13(5.2)
Designation					40-50	55(22)	73(29.2)	12(4.8)
Managerial	17(6.8)	16(6.4)	Above 50	44(17.6)	43(17.2)	Widow	13(5.2)	25(10)
Clerical	36(14.4)	34(13.6)	**Salary (Rs.)**			Unmarried	46(18.4)	34(13.6)
Technical	25(10)	18(7.2)	Less than 10000	42(16.8)	48(19.2)	---	---	---
Supervisor	36(14.4)	29(11.6)	10000-20000	148(59.2)	140 (56)	---	---	---
Attender	15(6)	29(11.6)	20000-30000	51(20.4)	54(21.6)	---	---	---
Watch Men	32(12.8)	16(6.4)	30000 above	9(3.6)	8 (3.2)	---	---	---
Worker	89(35.6)	118(47.2)	---	---	---	---	---	---

Table No.2: Training impact on development of employee skills

S.No	Skills/Division	Chirala	Aanaparti	Chi-square	P-value
1	Conceptual skills	83(33.2%)	82(32.8%)		
2	Technical skills	61(24.4%)	50(20.0%)		
3	Operational skills	53(21.2%)	57(22.8%)	2.502	0.726
4	Managerial skills	32(12.8%)	34(13.6%)		
5	Software skills	21(8.4%)	27(10.8%)		
6	Total	250(100.00%)	250(100.00%)		

Source: Primary and Computed Data

Note: The figures in the parentheses are per cent to total.

Table No.3: Training impact on development of employee Knowledge

S.No	Variables/Division	Chirala	Aanaparti	Chi-square	P-value
1	Procedures	68(27.2%)	74(29.6%)		
2	Policy	41(16.4%)	44(17.6%)		
3	Value	62(24.8%)	45(18.0%)	5.908	0.206
4	Responsibility	53(21.2%)	48(19.2%)		
5	Culture	26(10.4%)	39(15.6%)		
6	Total	250(100.00%)	250(100.00%)		

Source: Primary and Computed Data

Note: The figures in the parentheses are per cent to total.

Table No.4: Training skills has facilitated and enhance employees' performance

S.No	Skills/Division	Chirala	Aanaparti	Chi-square	P-value
1	Conceptual skills	67(26.8%)	71(28.4%)		
2	Technical skills	49(19.6%)	65(26.0%)		
3	Operational skills	46(18.4%)	39(15.6%)	3.975	0.409
4	Managerial skills	55(22.0%)	47(18.8%)		
5	Software skills	33(13.2%)	28(11.2%)		
6	Total	250(100.00%)	250(100.00%)		

Source: Primary and Computed Data

Note: The figures in the parentheses are per cent to total.

Table No.5: Employee satisfaction on training programme

S.No	Opinion/Division	Chirala	Anaparti	Chi-Square	P-Value
1	Yes	205(82.0%)	207(82.8%)		
2	No	45(18.0%)	43(17.2%)	0.055	0.814
3	Total	250(100.0%)	250(100.0%)		

Source: Primary and Computed Data

Note: The figures in the parentheses are per cent to total.

Table No.6: Training has facilitated you to hone skills and knowledge

S.No	Opinion/Division	Chirala	Anaparti	Chi-Square	P-Value
1	Yes	130(52.0%)	120(48.0%)		
2	No	120(48.0%)	130(52.0%)	0.800	0.371
3	Total	250(100.0%)	250(100.0%)		

Table No.7: Training motivation to attend the work regularly

S.No	Opinion/Division	Chirala	Anaparti	Chi-Square	P-Value
1	Yes	230(92.0%)	229(91.6%)		
2	No	20(8.0%)	21(8.4%)	0.027	0.871
3	Total	250(100.0%)	250(100.0%)		

Source: Primary and Computed Data

Note: The figures in the parentheses are per cent to total.

CONCLUSION

The foregoing analysis shows that about 74.8 per cent of the employees are males at Chirala division and 76.8 per cent of the employees are males at Anaparti division while the rest of 25.20 per cent of the employees are females at Chirala division and 23.2. per cent of the employees are females at Aanparti division. The results show that about 32.00 per cent of the employees are agreed that the conceptual skills are highly impact on development at employees at Chirala divisions and 32.8 per cent employees at Anaparti division. In case of training impact on development of employees' knowledge, majority of them who accounts for 27.2 percent is opinioned that procedures have much impact on development of employee knowledge at Chirala division and about 29.6 per cent at Anaparti division. One more imperative facet that satisfaction levels of employees on training programme at both divisions mostly similar in both divisions.Finally training is motivating employees more than 90 per cent in both divisions.

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