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SATISFACTION AND EFFECTIVENESS OF TRAINING AMONG THE EMPLOYEES OF TWAD BOARD – A CASE STUDY

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ABSTRACT

The liberalization of the Indian economy and the many changes has put an unprecedented pressure on most organization to improve performance. Many organizations in the private corporate sector are working on creating sustainable competitive advantage and on progressive globalization. The public sector is being called upon to improve its services or face privatization. People and their development are quite central to meeting these needs with more people and organization recognizing this fact now. The stress today is on wholeness development, which is awakening of the spiritual, moral and cultured economic and political dimensions. There has been a gradual shift in emphasis from machine to man. In other words organizations have to build up competitiveness on strength of not only in physical resources but also on its human resources and on its respective fields. Training attempts to improve staff performance on the current job or prepare them for an intended job. The service sector organizations play a very important social role. By extending benefits to the people of all social and economic segments, provides opportunities for development and for reduction of socio-economic disparities. The range of services in India has increased in both breadth and depth. Services create value by providing a bridge between producer of goods and the beneficiaries or between the production and consumption segments of the society. TWAD Board is a service industry and hence the type of service rendered by is directly affected by the skill and attitude of the TWAD Board employees. Adequate training programmes only improve and enhance the quality of the services. The management is required to understand the various factors which can influence the effectiveness of training among the employees and can give satisfaction to them. This study is conducted to ascertain the views of the employees regarding training.

KEYWORDS

Service Sector, Training, Development, Employee.

INTRODUCTION

As a result of globalization, business is exerting pressure world wide. All the firms need to reduce production cost and improve operational efficiency. Hence, it is important for all organizations to maintain an efficient workforce for attaining these aims. The firms can develop their employees as talented and knowledgeable workers by means of identifying their insufficiency and lack of knowledge in the required areas, and thereby providing sufficient training and development programmes to fill the gap. The organizational training effectiveness and its evaluation play a crucial role in an organization to decide whether the proposed business upshots are attained or not. An effective training programme is emerging as one of the most vibrant and exhilarating aspect for the firms to solve their managerial and human resource issues, and thereby winning advantage in the competitive market.

Training aims to change behavior at workplace in order to change stimulate efficiency and higher performance standards. It is concerned with work based learning. Evaluation of training effectiveness should not be treated only as a corrective measure for the existing training programmes offered by the organization, but also as a pro-active measure for making future training programmes effective. Today, only those firms are flourishing which became accustomed to the changes in the right time with the right course of action. Only an effective training facilitates in improving the human resource of the organization making them adaptable to changes that take place in their business environment. As the work turn out to be more complicated, the significance of the employee development also raises. However, it is also a process that a firm must place resources to, if it is to uphold workable and talented employees.

Concerning the choice of training methods for specified skills and tasks, our results suggest that the effectiveness of organizational training appears to vary as a function of the specified training delivery method, the skill or task being trained, and the criterion used to operationalize effectiveness However, they have more latitude in the choice and design of the training delivery method and the match between the skill or task and the training method. For a specific task or training content domain, a given training method may be more effective than others. Because all training methods are capable of, and indeed are intended to, communicate specific skill, knowledge, attitudinal, or task information to trainees, different training methods can be selected to deliver different content (i.e., skill, knowledge, attitudinal, or task) information. Thus, the effect of skill or task type on the effectiveness of training is a function of the match between the training delivery method and the skill or task to be trained.

Training function is the corner stone of the sound management. Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior and to enable the workers to do their job better.

EDWIN B. FLIPPO defines training is the art of increasing the knowledge and skill of an employee for doing a particular job.

WHY TO HAVE TRAINING & DEVELOPMENT?

Poor work performance can result due to many reasons, including task requirements that exceed human potential, insufficient infrastructure or equipment, unsatisfactory and frustrating work environments, inadequate selection processes, negative or unhealthy work culture, insensitive policies and management, and contradictory performance standards. Training might not eradicate these problems, but it can be a powerful force in overcoming those, which result from inadequate or poor application of job skills.

METHODS OR TECHNIQUES OF TRAINING

Training methods are multifaceted in scope and dimension. Each method suitable for a particular situation will not suited in another situation. An effective training techniques generally fulfill this objectives provides motivation to the trainee to improve job rotation develop a willingness to change and provide for trainee active participation is the learning process.

I. ON THE JOB TRAINING (OJT)

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www.ijrcm.org.in

38

Virtually every employee from bottom to top gets some on the job training (OJT). Here the trainees earn as they learn under the watchful eye of a trainer. Trainee is practiced in the actual work environment and with the some people they will work with after training immediate feedback is also available. On the job training is mostly given for unskilled and semiskilled jobs. The following are the training with in the industry.

COACHING: This technique involves direct personnel instructions and guidelines usually with extensive demonstration and continuous critical evaluation and correction. The employee is trained usually by his immediate superior. The advantage is increased motivation for the trainers and the disadvantages are possible to coaching by a superior.

UNDERSTUDY: The method makes the trainee an assistant to the current job holder. The trainee learns by experience, observation and limitation the advantage of this method is that training conducted a practical and realistic situations.

JOB INSTRUCTION TRAINING: This method requires skilled trainers, extensive job instruction training schedules and prior assessment of trainer's job knowledge. It involves listing of all necessary steps job in a sequence. Then the instructor describes what is to be done how it is to be done and why. This method is also known as training through step by step learning.

POSITION ROTATION / JOB ROTATION TRAINING: The major objective of job rotation training is boarding of the background of trainee in the organization. The trainee is related periodically from one job to another job. The main advantages are training takes place in actual situation, competition can be stimulation among the rotating trainers and it stimulates a more co-operative attitude by exposing a man to either follow problems of view points.

DEMONSTRATION & EXAMPLES (LEARNING BY SEEING): In this method the trainer describes and displays while he actually perform the activity. There will be a step by step explanation about why and what be is doing. Demonstration is often used in combination with Lectures, pictures, discussion etc.

SPECIAL PROJECT: This training may be asked to perform special assignment through he will be learning the work procedure. It is ordinarily done after identifying the individual weakness. Sometimes a number of trainees (task force) are given such a kind of training.

VESTIBULE TRAINING: In this training on attempt is made to duplicate as nearly as possible the actual material equipment and condition found in the work place. The working condition will be secondary to the actual work ship conditions. The workers are trained on these specific schools run by the organization.

II. OFF THE JOB TRAINING METHOD

This method is not a part of the every day job activity. The actual location may be company's class room or places which are found by the company or universities or associations which have no connection with company.

SPECIAL COURSE AND LECTURES: It is regarded as the simplest way of importing knowledge to the trainees. The ability such as fake, concept, principles, theories etc are taught under this method. It is given by a training specialist of formal superior or regular instructors assigned for training members. They are put to a face to face situation and is asked to communications. The group has no agenda, no established rules or established norms of performance. This creates a tension and anxiety in the mind of group members. To get relief they actively participate in communication, attempt to provide the missing structural: elements leadership set goals and set up or agenda.

TRAINING GROUP TRAINING: Members of a professional association receive training on new techniques and ideas by this method. Here training is provided by regular supply of professional internal; social contacts or gathering and members are kept informed about the latest development in their particular fields.

WHY TRAINING FAILS?

- Training confuses activity with improvement.
- Training in isolation usually fails
- Inappropriate structures for learning and application
- Failure to define useful objectives
- Training Programs lack a means of transferring learning to the job
- Failure to implement follow-up and appropriate support
- Management views training as a cost, not an investment
- Lack of organisational commitment

The Jack Phillips Centre for Research has identified 11 reasons for training/learning failure.

- Lack of alignment with business needs.
- Failure to recognise non-training solutions.
- Lack of specific direction and focus.
- The solution is too expensive.
- Regarding training as an event or series of events.
- Participants not held accountable for results.
- Failure to prepare the environment for transfer.
- Lack of management reinforcement and support.
- Failure to isolate the effects of training.
- Lack of commitment and involvement from executives.
- Failure to provide feedback and use information about results.

The researcher has identified some of these reasons for the failure of training programmes in TWAD Board. To overcome those failures and to offer some suggestions to improve the training programme, the researcher has proposed to take up this study.

INDUSTRY PROFILE

Two statutory Boards, namely, (a) Tamilnadu Water Supply and Drainage Board and (b) Chennai Metropolitan Water Supply and Sewerage Board are the major Governmental agencies through which the Government implements schemes to provide drinking water and sanitation facilities to the rural and urban areas of the State. Subsequently as the importance of the provision of protected drinking water to the residents of rural and urban areas gained significance, it was considered that a separate Board should be constituted to coordinate effectively all the works relating to water supply and drainage schemes. Hence in G.O.Ms.no.1800 R.D & L.A dated 23.9.1969, the TWAD Board was formed. Members of the Board were selected. Subsequently Tamil Nadu Water Supply and Drainage Board was formed on 14.4.1971 by an Act called the Tamil Nadu Water Supply and Drainage Board Act 1970 (Act No. 4 of 1971).

TWAD investigates, formulates and executes water supply and sewerage schemes, water supply schemes are implemented in rural as well as urban areas and sewerage schemes in urban areas. TWAD also maintains a large number of combined water supply schemes.

The Board was formed with a view to be set us as an autonomous body on a statutory footing so as to conduce speedier planning, investigation and execution of schemes and also enable it to raise substantial resources from financing institutions and in the open market to provide drinking water and drainage facilities to urban and rural areas in the State of Tamilnadu within the shortest possible time.

A perspective plan for standardized training should in an integral part of water resource development. It should cover training in information systems, sectoral planning, project planning and formulation, project management operation of projects and their physical structures and systems and the management of the water distribution systems. The training should extent to all the categories of personnel involved in these activities as also the farmers.

The Research Development and Training Activities are in the preview of the Human Research Development Cell, TWAD BOARD. The Research Development and Training Centre housed in the fourth floor of TWAD House, Chennai is vested with the responsibilities of Planning, Organising and Conducting training courses on

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT 39
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www.ijrcm.org.in

the Water Supply and Sanitation sector for TWAD Board staff besides Refresher courses sponsored by Government of India for Engineers drawn from various states at National level and courses for sister Government Organisations based on their request.

TWAD Board's training center is conducting various training programmes and refresher courses for the employees of TWAD Board and other State public health engineers by obtaining financial assistance from Central Public Health & Environmental Engineering Organization. The Main Training centre is at Chennai. Sub-training centres are at Madurai, Trichy and Coimbatore

STATEMENT OF THE PROBLEM

This particular topic is chosen because the training plays a major role in determining the performance of an employee. The study is to be conducted to evaluate the effectiveness of training and also the satisfaction the employees get through training, as only through training the employee should be made capable to withstand in this competitive environment.

It can be stated aptly that in the current scenario, training is no longer a choice but a necessity. A well-functioning training and development cell can also be used for generating revenue for the organisation by training members from other organisations. If well planned, it can be certainly beneficial for the individual; but for organisational success; training needs to be combined with effective HR planning, policy development, management and a positive organisation culture.

REVIEW OF LITERATURE

This section discloses the review of literatures on training effectiveness and the satisfaction of training and highlights the significant works on the same.

In a study conducted by the Foundation for Organisational Research and Education (FORE) which covered 50 undertakings in the Central Public Sector. The respondents were asked to express the extent of gaps existing in knowledge, skills and attitudinal aspects of the existing training programmes across top, senior, middle and junior management levels. The ranks, in the areas perceived to have gaps in the order of importance, as given below in the table.

TABLE: 1.1

Gaps in Existing Training Programmes in the order of priority				
Gap Areas	Levels of Management			
	Top	Senior	Middle	Junior
Knowledge in the functional area	6	6	1	4.5
Leadership and human relations	4	2	3	2
Managerial skills	2	1	2	3
Job-related attitudes	5	5	5	1
Attitudes-general	1	3	6	6
Teamwork	3	4	4	4.5

(1-Largest Gap, 6-Least Gap)

Source: Foundation for Organisational Research and Education (FORE)

In a study conducted by Earley, 1987; Harrison, 1992, found a match between high consideration and high structure and employee satisfaction with supervision. But, while high consideration was the preferred leadership behavior within each of the tested categories, this was not the case for structure. Low structure was the preferred leadership style by non-professional employees.

In his study Caroll, evaluate the effectiveness of training programmes. The training directors were asked to evaluate nine training techniques on their effectiveness in achieving knowledge acquisition, changing attitudes, providing problem-solving skills, developing interpersonal skills, gaining participant acceptance and achieving knowledge retention. For this purpose, a questionnaire was issued to 200 training directors with the request to rank the training methods(Case study, Conference, Lecture, Business games, Movie films, Role playing, sensitivity training and Programmed instruction) from "highly effective (5) to "not effective" (1). The directors judged the "Programmed instruction" as the most useful technique where Knowledge acquisition and knowledge retention were important. "Sensitivity training" ranked highest on changing attitudes and developing interpersonal skills. The "case study" method led in the problem-solving skill category and the conference method was said to be the most effective in gaining participant acceptance.

According to Van Dyk et al (1997), evaluation has the following three purposes: it is performed to make decisions about individual learners (their needs, the instructional plan and sequence, their grouping and feedback); course improvement (deciding on the most appropriate methods and material, and where and how to revise the material); and how effective the system is.

The social-learning model and learning principles tells that the training should provide the trainee with a given model to follow, specify goals to achieve, an opportunity to perfect the skills, feedback on how well the trainee is progressing and praise for transferring the acquired skills to the job. The value of these recommendations was shown in a training experiment at an international company in the northwestern United States. Forty employees, all supervisors, were identified for the experiment – twenty assigned to the training group and twenty to the control group. The training was done in nine two hour sessions, one session taking place each week. The results confirmed the value of training based on social-learning theory. The trained performed better than the control group. The supervisors who had the training received significantly higher performance appraisals than did those in the control groups.

A revival of Job Instruction Training achieved impressive results. In a journal James H. says that when twenty supervisors who had received training for twenty five hours over ten weeks in turn retrained their subordinates, all but three supervisors were able to show tangible results of job training in their areas. Productivity was significantly improved and reject sure cut by approximately two-thirds.

In a material from Saratoga Institute says that the evaluation of the training program can be done by its effectiveness. To conduct these analysis three measures has to be generated: costs, change and impact. The costs are those monetary outlays for providing the training. The change factor looks at the difference between what one knew after the training as compared with before the training. The last factor, impact, tries to show what change was solely attributed to the training program. It measures "after training results" to "before training status". This will determine the training effectiveness. If quantifiable differences are measured and recorded, and the ratios positive, then the program is effective and a justifiable expenditure.

OBJECTIVES OF STUDY

1. To find out and study the necessity of training programme in the organization.
2. To evaluate the effectiveness of training and the satisfaction of training among the employees in the organization.
3. To give suggestions to improve the existing training programme.

METHODOLOGY

This study is based on data from primary and secondary sources. Primary data is collected from the employees of TWAD Board of various cadres through a structured questionnaire. Secondary data were collected from the earlier research studies on training from different authors, books, training journals, internet and departmental circulars. Samples of 100 employees were selected from various branches of TWAD Board. A structural questionnaire was used to elicit information pertaining to the study from 100 respondents. For analysis a Master chart was prepared to cater the responses of each respondent and small cross tables were made from the master chart to obtain the total score of the sample respondents, Likert scaling technique was adopted. Chi-square was used to study the relationship between satisfaction of employees regarding training and the type of training given in the institution and also the effectiveness of training.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT   40

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RESULTS AND DISCUSSION

This part of the chapter analyse the relationship between the type of training programme given in the institution and the satisfaction of the employees.

TABLE 1.2: SATISFACTION OF THE EMPLOYEES AND THE TYPE OF TRAINING PROGRAMME IN THE INSTITUTION

S.No.	Type of Training Programme	SATISFACTION					
		Excellent	Very Good	Good	Fair	Bad	total
1.	**On the job**	**9**	**8**	**12**	**4**	**0**	33
2.	**Off the job**	**3**	**5**	**6**	**3**	**0**	17
3.	**Workshop series**	**3**	**4**	**6**	**2**	**1**	16
4.	**Role play series**	**3**	**3**	**3**	**2**	**0**	11
5.	**Executive training series**	**0**	**1**	**3**	**5**	**0**	9
6	**Others**	**1**	**4**	**5**	**4**	**0**	14
	Total	19	25	35	20	1	100

Bold figures indicates percentage
Source: Field Survey

The consolidated table 3.1 shows the comparison between the satisfaction of the employees of TWAD Board about the training programme and training programmes given in the institution. The table clearly points out that 35% of TWAD Board employees are of the view that all the training programmes are good, 25% of employees say it is very good and 19% says that it is excellent.

The table also reveals that 12% of employees are of the opinion that on the job training is good, 5% of employees said that executive training series is fair and 1% of employees are of the view that workshop series are bad.

In order to find the relationship between the satisfaction of the employees of TWAD Board about the training programme and training programmes given in the institution, the following null hypothesis were formulated "There is no significant difference between the satisfaction of the employees of TWAD Board about the training programme and training programmes given in the institution", the Chi-square test was applied to examine the null hypothesis and the computed results are given in the Table 1.3

TABLE 1.3: SATISFACTION AND THE TYPE OF TRAINING PROGRAMME IN THE INSTITUTION- CHI-SQUARE TEST

S.No.	PARTICULARS	TWAD EMPLOYEES
1.	**Calculated Value**	**18. 890**
2.	**Table Value at 5% level**	**31.410**
3.	**Degrees of freedom**	**20**
	Inference	Not Significant

Table 1.3 reveals that the calculated value of Chi-square test is lower than the table value. Hence, the null hypothesis is accepted. Hence, there is no significant relationship between the satisfaction of the employees and the training programmes given in the institution.

The below table shows the effectiveness of the training programmes by the institution.

TABLE 1.4

S.No.	Type of Training Programme	Effectiveness			
		Very Effective	Effective	Fair	total
1.	**On the job**	**15**	**30**	**7**	52
2.	**Off the job**	**8**	**18**	**8**	34
3.	**Others**	**3**	**7**	**4**	14
	Total	26	55	19	100

Bold figures indicates percentage
Source: Field Survey

Effectiveness of training programmes

- On the job — 52%
- Off the job — 34%
- Others — 14%
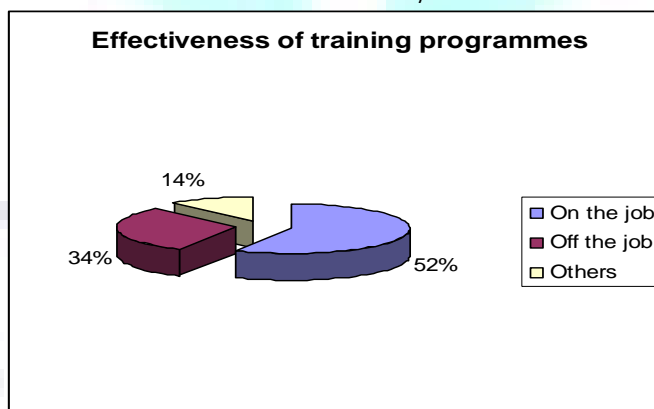
From the above table, it is clear that 52% of the respondents prefer On Job Training, 34% prefer off the job training and the remaining 14% of the respondents prefer both the training programmes. Therefore, it is inferred that most of the respondents prefers On the Job type of training.

FINDINGS AND SUGGESTIONS

TWAD Board trainees are not held responsible for providing solid proof that the training course has really made an effect on them. Staff who go on training courses are often not followed up in any way after the course to ensure that the acquiring of new skills and knowledge has indeed taken place and is being used in the workplace. This can be solved by ensuring that a member of TWAD Board management organises a quick meeting with each member of staff who goes on a training course. In this meeting targets should be set for the training session. This will help the trainee to have clearly defined goals to work to, as well as ensuring that he/she has the right mentality of learning with the final aim of using these skills in the workplace. This will also eliminate the common employee belief that there is no reason for training courses apart from giving workers a break from the office.

A common problem is that several training methods are experimented with, and no real rewards are gained from any of them. TWAD Board must make sure that time must be allowed for the training to come into effect and the Board should support the training method in any way possible

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A further problem with training is that workers are sometimes isolated on training courses, left to work and learn on their own, because the team can only afford one person out of the office on training at any one time. This means that on returning, the worker is the only one to have learnt a specific skill, and this new and effective method cannot be put into effect in a team where the vast majority use an older, more familiar method. A way of solving this is by finding the time to send entire teams off together on training courses, so that they all return with the same skills, and can each encourage one another to implement newly learnt methods. The trainers themselves also need clearly defined objectives for the course, so that they do not waste employees' time. The Board that sends employees on training courses is often at fault by putting too many time constraints on the training course. This means that trainers can skip over valuable points, making the course much less worthwhile.

The development of new training programmes and training methods should be based on a clear understanding of the needs within TWAD Board and should take into account the possibilities and limitations for training. Remove the barriers of participation in training progrmmes by the employees of TWAD Board. Enhance the incentives for training programmes.

1. In consultation with private management consultants and TWAD Board Senior Engineers, the existing TWAD policy in training programme may be suitably redesigned in future.

2. The apex management may allot more funds to its HRD wing and to do HRD activities without any barriers in future.

3. The employees may be given refresher courses frequently to extract better performance in future.

4. On the job training to the employees are strongly recommended.

5. The employees may be invariably given chances to work in all disciplines in the TWAD Board by providing them suitable training in future.

6. The training programmes may be monitored and reviewed periodically by the apex management so as to rectify the bottlenecks.

7. Updated/ advanced programmes in relevant categories may be introduced in association with technical institutions/ universities.

8. Suitable training courses may be conducted for apex management personnel such as General Manager, Directors, Chief Engineers, Superintending Engineers and Accounts/Administrative officers in order to focus their attention in future development of the organization.

The service sector organizations play a very important social role. By extending benefits to the people of all social and economic segments, provides opportunities for development and for reduction of socio-economic disparities. The range of services in India has increased in both breadth and depth. Services create value by providing a bridge between producer of goods and the beneficiaries or between the production and consumption segments of the society. TWAD Board is a service industry and hence the type of service rendered by is directly affected by the skill and attitude of the TWAD Board employees. Adequate training programmes only improve and enhance the quality of the services.

Most of the present training programmes are conducted by the external agencies. It will be appreciated if the field expertise of the department and veterans of the retired personnel added to the team; the outcome of the training performance will be good, more beneficial and purpose serving nature. The evaluation and the impact of assessment of the training programme may be monitored and reviewed periodically by the apex management so as to rectify the bottlenecks if any.

Regarding training programme 40% of the staff is given training according to their option. The training should be compulsory given to all employees so as to avoid a same person repeatedly attending all the programmes which will serve no benefit to the department.

This study has a few shortcomings or discussible issues, which may be taken into account when conducting similar studies in the future. Some points can be taken care which could guide in future research in this area. The present study is partly restricted through the small sample size. Larger samples will help to investigate more on training programmes.

The evaluation of training programme has to be done in the future research which will help to know more about the effectiveness of the training programmes.

Finally depending on how training is done, it can be very productive and useful or a complete waste of time and money, it can bring teams together or split them apart. A systematic process is used to determine job performance requirements, specify training programme content, prepare supporting training materials, and maintain the training programme. As a global economy becomes reality, workplace training, continuing professional education and full-degree programs may be needed in distributive formats that can reach learners worldwide. The feasibility of long-distance training will depend on the availability of advanced cognitive learning formats that can transmit quality instruction without exhausting the resources of workplace safety programs and university degree programs. Studies will be needed to assure the quality and effectiveness of these nontraditional learning resources. It is clear that to identify the value added by training, requires either statistical separation of the actual performance data or institute work controls to try to isolate the training effects alone.

The efficiency and performance of an employee is often hampered by his personal characteristics and socio-economic background conditions. As these are out of the periphery of formal organizational jurisdiction and could hardly be changed, it is always better to concentrate on the employee morale and to increase the productivity. So the Management should aim to provide training based on their needs and personal characteristics which will result in an effective training.

- It seems that through training the organization can develop internal leadership, reinforce worker morale and motivation, and encourage a strong sense of team work.
- Management has to get through from unrealistic expectations for false results, lack of management commitment and support, resistance by middle level management, resentment by non participants and failure to get solutions implemented.
- The Company has to give more effective training programme based on the needs of employee to increase the employee performance.
- The Company should increase the training facilities to get a maximum out of the employees.
- More coaching should be provided to the employees to make the performance effective.
- Better communication channel should be adopted to make the employee performance better for the upcoming years.

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