

## EVALUATION OF TRAINING: A STUDY ACROSS THE EMPLOYEES WITH REFERENCE TO SELECTED IT COMPANIES IN CHENNAI



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### ABSTRACT

*There have been several studies related to training and development. Very few of them have been conducted in It companies. The present paper provides empirical evidence to ascertain the evaluation of the training offered by the IT companies across the employees in Chennai, Tamilnadu .Data was obtained from 146 employees working in the different IT Companies in Chennai. The respondents in the age range between 26 years to 30 years also have high value towards the performance standard of the training. The respondents who are single has high value towards objective evaluation (1.60).Additionally, results indicate that when the various 15 aspects of the training evaluated individually in relation to their demographical background, only 3 demographical factors are significantly correlated with over all training facets.*

**Key words:** Need Evaluations, Objective evaluation, Performance standard, Trainee profile, Training methodology, IT and Training,

### INTRODUCTION

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including human resource development, and learning and development<sup>1</sup>.

Harrison observes that the name was endlessly debated by the Chartered Institute of Personnel and Development during its review of professional standards in 1999/2000. Employee Development was seen as too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to feel comfortable with. "Human Resource Development" was rejected by academics, who objected to the idea that people were "resources" & dash; an idea that they felt to be demeaning to the individual. Eventually, the CIPD settled upon "Learning and Development", although that was itself not free from problems, "learning" being an over general and ambiguous name. Moreover, the field is still widely known by the other names. There has been little experiential work in the twenty-first century on designing and validating new evaluation measures, although there have been several conceptual contributions to frameworks guiding evaluation decisions (Holton 2005, Kraiger 2002, Spitzer 2005, Wang & Wilcox 2006)<sup>2</sup>.

"The country's top five software companies will together spend close to \$438 million (Rs1,721 crore) this financial year in training the around 100,000 engineers they would have hired in the same period. In the case of most companies, up to 80% of the hires are made at the entry level, and up to 80% of the training budget is spent on them."<sup>3</sup>

Under this situation, it is important to understand the effectiveness of training given by the IT companies in India. Therefore this study has made an attempt to understand the effectiveness of Training programmed offered by the IT companies with reference to selected companies in Chennai

### **REVIEW OF LITERATURE**

It proposes an inclusive taxonomy for evaluation, including assessing the training program, changes in the learner, and changes in the organization. Notably, a number of authors have criticized the lack of firmness in training evaluation designs (e.g., Edkins 2002 et al.)<sup>4</sup>. Although Kraiger's model emphasizes the importance of solid designs (as compared to more or better measures), he argued that meaningful evaluation can be done with incomplete research designs, a point raised earlier by Sackett & Mullen (1993)<sup>5</sup>. The internal referencing strategy, in which effect sizes for trained behavior (or knowledge) are compared to effect sizes for non-trained behaviors (or knowledge), was used in several studies as an alternative to more rigorous designs with a control group (Aguinis 2007)<sup>6</sup>. How people react to training has continued to receive attention in the literature, particularly around the question of how best to use reactions for improving training design and delivery. Morgan & Casper (2000)<sup>7</sup> factor analyzed a set of training reaction items from 9128 government employees and found evidence of two underlying factors: overall affect toward training and perceived utility of the training. Aguinis & Branstetter (2007) also discussed the need to distinguish between affective and utility reactions because utility reactions are more strongly related to learning than are affective reactions

Problem focussed

Training is very important for employees in doing the job and it improves the performance or skills. Training strongly influences the productivity, efficiency, innovative ideas and complete knowledge about the job. Indian companies will have to double their spends on workforce training as they move from cost-based to value-based offerings. Consulting companies like Deloitte and PwC say that currently, Indian IT and ITeS companies

spend anywhere between 3-3.5 per cent of their payroll costs in training talent, which has to be increased to 5-6 per cent<sup>8</sup>.

Ms Padmaja Alaganandan, Executive Director, Consulting, PwC consulting, says that the learning and development cost in India is around 3.5 per cent of the payroll. According to the American Society for Training and Development, companies there spend around 3-4 per cent, she points out. Although conventional training is going on, companies now have to map and build people to add value as this is how India is going to stay ahead. In many companies, business strategy is being worked out quite independent of talent strategy and three years later they realise that there's a mismatch.

Therefore, it is necessary to know the training given to the employees in the organization provide them level of acceptance, care and confidence after the training programme and their satisfaction about the training programme.

#### **OBJECTIVES OF THE STUDY**

1. To study the effectiveness of the training imparted by IT and ITeS Companies in Chennai
2. To identify how training assists the employees to acquire skills, knowledge and also enhance the same.
3. To review how employees perceive the training programmes conducted by the company.

#### **METHODOLOGY**

The study is based on primary data collection methods. Primary data were obtained through a questionnaire survey administered on a population of 150 employees of a private limited company. Out of it there are only 146 respondents has filled questionnaire. The sampling technique used for the research is called convenience sampling. A detailed questionnaire was constructed in a structured form based on the objectives of the research. The questionnaire consisted of 15 questions with respective alternate answers as options. Close ended questions were given more weightage because it enables the respondents to answer more effectively without giving much thought. The responses were coded on a 5-point scale ranging from 5 - Strongly agree 4 - Agree 3 - Neutral 2 - Disagree 1 - Strongly Disagree. These questions covered the following parameters: Need Evaluations, objective evaluation, performance standard, trainee profile and training methodology and also cover some aspects of output level and knowledge level of the employees and **Input variables:** training content, training duration, trainers' knowledge, interactivity level among the trainer and trainee during the training, relevance of the training to the job.

#### **ANALYSIS AND DISCUSSION**

Demographical back ground of the respondents represents that there are 54.1% of the respondents were female and 45.9% of the respondents were male. It can be inferred that IT industry has attracted large number of the female than the male. Of all, 29.5% of the respondents were under the age range between 26 years to 30 years and least 17.1 % of the respondents were under age range of 36 years and above, it shows that this industry retain more number of the youngsters than the elderly peoples who cross above 35 years. The highest 58.9% of the respondents were single and 41.1 % of the respondents were married. Out of the total the highest 41.1% of the respondents were post graduates degree holders from arts and science background and 23.3% of the respondents were under graduates. 17.1 % of the respondents were under graduates in engineering. There are 35.6% of the

respondents experience range between 3 years to 5 years and 28.8 % of the respondents were in the experience range below 2 years and least 17.1% of them were in the experience range 6 years and above. Out of the total respondents 35.6 % of the respondents were in the salary range between Rs.20, 001 to Rs.25, 000 and 29.5 % of the respondents were under the salary range between Rs.25, 001 to Rs.30, 001.

Table 1

Gender wise distribution of respondents based on mean value towards various parameters of training

S.No	Gender	N	Need Evaluations	Objective evaluation	Performance standard	Trainee profile	Training methodology
1	Male	67	1.37	1.62	1.25	1.37	1.50
2	Female	79	1.31	1.65	1.79	1.43	1.31
Total		146	1.34	1.64	1.54	1.40	1.40

Source: Primary data.

The above table representing that mean wise distribution of respondents opinion towards the various dimensions of training, it show that, the male respondents has agree training need has been identifies before starting training it is mean score is 1.37 %. The highest 79 female respondents highly satisfied towards the object framed and obtained it show mean vale of 1.65. With regard to the performance standard female respondents strongly agree with all the facets of the performance stands its mean score is 1.79 and female respondents highly satisfied towards the trainee profile (mean score is 1.43). 67 male respondents were highly satisfied towards the training methodology than the male respondents with the mean score of 1.50

Table 2

Age wise distribution of respondents based on mean value towards various parameters of training

S.No	Age	N	Need Evaluations	Objective evaluation	Performance standard	Trainee profile	Training methodology
1	Less than 25 years	36	1.25	1.50	2.0	1.25	1.25
2	26 years to 30 years	43	1.18	1.58	1.81	1.18	1.18
3	31Years to 35years	42	1.38	1.80	1.21	1.59	1.59
4	36 years and above	25	1.68	1.68	1.00	1.68	1.68
Total		146	1.34	1.64	1.54	1.40	1.40

Sources: Primary data

The above table describe that age wise distribution of respondents, it shows the respondents under the age range less than 25 years has high value on performance standard of the training offered by the IT companies (mean score is 2.0), the respondents in the age range between 26 years to 30 years also has high value towards the performance standard of the training. Out of the total 42 respondents were in the age range between 31 years to 35 years has high value towards the objectives of the evaluation. The respondents

who are in the age range between 36 years and above has high value towards the almost all the variable like, Need evaluation, objective evolution, Trainee profile and training methodology.

Table 3

Marital status wise distribution of respondents based on mean value towards various parameters of training

S.No	Marital Status	N	Need Evaluations	Objective evaluation	Performance standard	Trainee profile	Training methodology
1	Single	86	1.19	1.60	1.51	1.39	1.50
2	Married	60	1.55	1.70	1.60	1.41	1.26
Total		146	1.34	1.64	1.54	1.40	1.40

Sources: Primary data

The above table inferred marital status wise distribution of the respondents towards the various facets of the training, it shows that the respondents who are single has high value towards objective evaluation (1.60) and they have least value on training profile that is 1.39. The respondents who come under the married category have high value towards the objective evaluation and have least score on training methodology. It can be inferred that both single and married has similar type of opinion with the various parameters of the training evaluation.

Table 4

Educational qualification wise distribution of respondents based on mean value towards various parameters of training

S.No	Educational Background	N	Need Evaluations	Objective evaluation	Performance standard	Trainee profile	Training methodology
1	UG Arts & Science	34	1.76	1.76	1.26	1.50	1.50
2	PG Arts & Science	60	1.26	1.71	1.45	1.56	1.56
3	UG Engineering	25	1.24	1.72	1.76	1.20	1.20
4	PG Engineering	27	1.07	1.25	1.9	1.11	1.11
Total		146	1.34	1.64	1.54	1.40	1.40

Source: Primary data

The above table explain about the educational wise distribution of the respondents towards the various facets of the training given by IT companies' respondents who were in the UG Arts & Science background has highly satisfied towards the need and objective evaluation. The respondents who were come under PG Arts & Science background have high satisfaction towards objective evaluation. Respondents who are in the undergraduate engineering background have high satisfaction towards the objective evaluation. The respondents who were in the PG engineering background has high satisfaction towards the objective evaluation (Mean score is 1.25) and least satisfied are Trainee profile and methodology it is mean score 1.11 respectively

## CONCLUSION

This study evaluation of training effectiveness with reference to IT companies in Chennai. Results indicate that male respondents has agree training need has been identifies before starting training it is mean score is 1.37 %. With regard to the performance standard female respondents strongly agree with all the facets of the performance stands its mean score is 1.79 and female respondents highly satisfied towards the trainee profile (mean score is 1.43). The respondents in the age range between 26 years to 30 years also have high value towards the performance standard of the training. The respondents who are single has high value towards objective evaluation (1.60). Additionally, results indicate that when the various 15 aspects of the training evaluated individually in relation to their demographical background, only 3 demographical factors are significantly correlated with over all training facets.

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