Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2016 = 4.44, www.srjis.com
UGC Approved Sr. No.48612, FEB-MAR 2018, VOL- 6/26
https://doi.org/10.21922/srjhsel.v6i26.11620

ATTITUDE AND PERCEPTION OF EMPLOYEES TOWARDS TRAINING AND DEVELOPMENT IN MANUFACTURING INDUSTRIES

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Abstract

Training and Development is one of the crucial differentiator for business especially manufacturing industries. The training and development system in manufacturing industries in Ahmednagar as needs a systematic overhaul. The present training and development programs lack a systematic approach especially in regards to design and planning approach. If the testimony of the employees is to be believed then manufacturing industries lack a clear policy of training and development and seldom are employees deputed to external organizations. The attitudes towards training are influenced due to individual and institutional attributes.

1. Introduction

The Indian economy which is the sixth largest economy in the world by GDP has shifted significantly from protectionist and social democratic policies to market based economies by adopting and in fact embracing the process of globalization, liberalization and privatization. The importance of manufacturing the country's GDP has been described aptly by the then Union finance Minister Mr. P. Chidambaram during his budget speech as follows

"Manufacturing is the Achilles heel of the Indian economy. The deceleration in investment in manufacturing is particularly worrying. Consequently, there is no uptick yet in manufacturing."

Manufacturing holds an important position in the Indian economy, accounting for nearly 16 per cent of real GDP in FY12 and employing about 12.0 per cent of India's labour force. (Neeraj.Arya, 2017). The impact of the post-crisis slowdown on industrial growth has been relatively mild on developing countries including India yet the downward trend in MVA has

been significant. (Kanda, 2013).The lower contribution of the country in the manufacturing value added can be attributed to low-level technology, higher input costs and poor quality infrastructure. In fact from traces back to century, it has done better in labor-intensive sectors such as textiles, wearing apparel and leather products. To achieve a considerable improvement in the MVA contribution industry leaders need to pay heed to 2 major enablers namely technology adoption and building a skillful work force. Given the stiff competition ahead both from within the country and outside the manufacturing industries shall be at tremendous advantage if they are able to create a diverse, motivated and mutli-skilled workforce. The role of training and development in achieving these objectives has been undisputed and there is plenty of evidence and literature to support this view**.** The present study shall augment the present knowledge about training and development but with special consideration for small, medium and micro industries especially those industries in C or D block of the present industrial zones in the state. The study shall be of immense utility to the practioners in this field as they would be able to identify the drivers and barriers regarding the present training and development programs which would be imperative for the success of these programs. Hence the research problem is stated as below

What is attitude and perception of participants regarding present training development programs in manufacturing across participants and industries according to their individual and institutional attributes?"

2. Literature review

According to Goldstein & Ford, "Training is a systematic way for employee development of existing employees and enhances quality of new and existing employees in particular and organizations in general" (Goldstein & Ford, 2002).As supported by (Noe, Hollenbeck, Gerhart, & Wright, 2006) organizations spend an enormous amount of money and time on training in order to aid employee's learning of job-related competencies. Thus it is important to fully provide the results from training efforts (Dowling & Welch, 2005). Hence it becomes imperative for the organizations to review their training efforts and its outcomes at regular intervals.

A research by Yadapadithaya and Jim Stewart (2003), on corporate training and development policies and practices in India and Britain reveals that in more than 71% of Indian organizations, the responsibility of training function lies with HR or training specialist, 55% of staff receives training and an amount of Rs. 253.3 was spent on an employee as training

investment. Further the author report that 78.6% of Indian companies provide training with an objective to improve productivity, quality and innovation among employees. 89.3% of organizations conduct training evaluation to determine effectiveness of T&D. Thus as observed from the authors findings the percentage of employees receiving training is much lower as compared to global standards.

Kate Hutchings, Cherrie J. Zhu, Brian K. Cooper, Yiming Zhang and Sijun Shao (2009) conducted an interesting study amongst semi skilled workers especially technicians to understand their perceptions regarding training and development programs in the organization. The survey revealed that participants often link their progression in an organization with training intervention and try to gauge the value in terms of benefits received post training in form of increments and promotions. According to author, 52.3% of respondents reported that in spite of attending training, the organization had not provided them with an increase in salary. 36.2% of respondents reported that training had not provided them with an opportunity for promotion. 25.2% of respondents reported that training was limited only to their initial joining of organization. However, respondents acknowledged that training and development practices had a positive influence regarding their work preparedness, technical abilities, interpersonal abilities, team work, job confidence and work motivation.

Contrary to the findings of Kate Hutchings, Cherrie J. Zhu, Brian K. Cooper, Yiming Zhang and Sijun Shao (2009), Schmidt Steven W. (2009) in his study of training satisfaction of American and Canadian organizations found that none of the sociodemographic variables including age, education, race, ethnicity or organizational position influenced job training satisfaction. Infact the author concluded that tenure of the respondent in organization was far more effective in influencing training satisfaction. (Schmidt, 2009) The author further was able to distinguish training satisfaction according to segment in which the respondent rendered his services. In case of customer service representative though the intial satisfaction level is higher it begins to decline with the tenure of employee and sharply increases for employees having service tenure of more than 12 years. (Santos & Stuart, 2003), reported that the successful transfer of training was found to be reliant on the opportunities and resources available to apply new knowledge. The opinion of trainees regarding learning environment was a significant factor responsible for any behavioral change expected from training. Trainees who had positive attitude towards learning environment were more likely

to adhere to behavioral changes through training. (LI Chun Yan, 2007).(Heyes, 1994), underlined the importance of reward system in training which shall ultimately influence the trainee attitude towards training which in turn shall dictate the success of training. (Noe, 1986)'s, through his training effectiveness model, identified participants' attitudes relating to their jobs and careers and their discernment of the work climate that might have an impact on training outcomes.

3. Methodology

Research design according to Saunders, Lewis and Thornhill (2009) can be classified into **exploratory**, **descriptive** and **explanatory** methods. For conducting this research, a Descriptive research methodology is adopted, as it Quantitative research. This research utilized deductive approach. For this the Primary Data was collected through Questionnaires. The method of sampling is simple random sampling. The method is used because we are soliciting data from various blocks of Ahmednagar MIDC. In the present study "employees" were the prime sampling unit. In addition to employees a survey on employers regarding their perception was understood. So the second sampling unit is "Top Management executives". 450 employees; 30 each from 15 manufacturing industries of Ahmednagar District along with top executives were approached and selected. Secondary data has been collected through various sources. It includes references books, research journals, websites, dealer records, government reports, newspaper and other sources related with the subject. Considering, the scope of the work, it is decided to restrict the present study to the strategies employed by the companies located in Ahmednagar MIDC. Considering the area and large number of companies and number of employees involved in the study, the sampling will be done from ten companies using stratified random sampling method. Data will be collected from 10 participating companies, comprising of small, medium and large scale industries, the employees, their immediate superiors, decision makers and the HR staff from each of the companies. The sample size will be large and medium size industries.

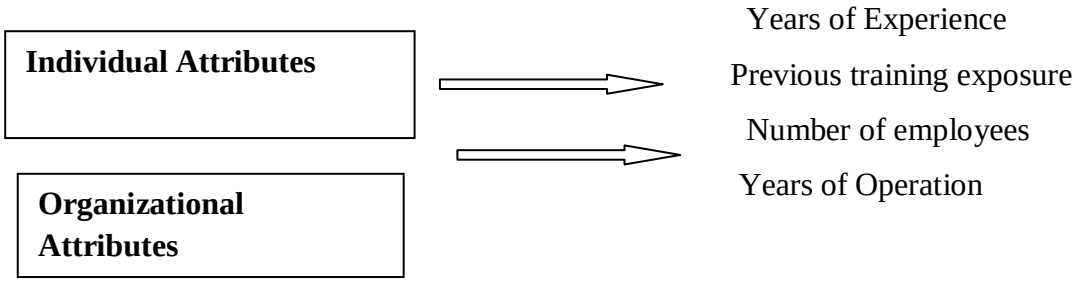
4. Discussion

The sample consists of 80% male respondents and seems to represent all age categories and no particular age category is dominant. The sample consists of 31% SSC or ITI graduates whereas Diploma holders are 36%. 43% employees who have less than 5 years of employment or association with the present company whereas 38% of sample consists of employees having experience of 5-10 years.48% of the respondents have reported that

frequency of training program in their organization is annual. Most importantly one out of every three respondent has reported that there is no fix schedule for training program in the institute.

25% of employees out rightly reject that supervisors make sure that employees have the opportunity to use their training immediately.28% of the respondents report that it is seldom true that equipments used in training are almost similar to equipments on the job. 27% of the respondents endorse the fact that colleagues support new learning on the job which is highest amongst all agreed areas. 26.7% of the respondents have cited their job commitments as one of the prime reason for refraining from training and development program. 25% respondents have cited peer pressure as one of the important barriers for refraining from indulging in training and development. To a moderate level the program delivery method proves to be a road block for attending the program.78% of respondents have shown indifference towards the subject matter of training either as a driver or a barrier towards participation in training. The participation in training program either mandatory or voluntary is a driver for 33% respondents.

Ho: The opinion regarding modification in training and development does not differ significantly according to individual and organizational attributes.



Opinion regarding modifications in training and individual attribute including experience and previous training exposure.

Table 1: Anova table for T&D practices across training exposure

		Sum of Squares	df	Mean Square	F	Sig.
Training curriculum	Between Groups	8.943	2	4.472	6.132	.002
	Within Groups	271.281	372	.729		
	Total	280.224	374			
Training delivery	Between Groups	2.450	2	1.225	1.216	.298
	Within Groups	374.807	372	1.008		
	Total	377.257	374			
Training admin	Between Groups	1.099	2	.550	.592	.554
	Within Groups	345.418	372	.929		
	Total	346.517	374			

From the above table it can be seen that opinion regarding various dimensions of training program apart from syllabus does not vary significantly across groups of employees according to their experience. From the post hoc test it can be seen that significant differences amongst employees having experience less than 5 years of experience differ significantly from employees having higher experience in regards to modifications in training syllabus. The score of experienced employees regarding modifications in training syllabus is higher as compared to employees having less than5 years of experience. The higher score means a lesser degree of modifications which in turn means employees having lesser experience are more vocal about modifications in training syllabus as compared to experienced employees. In sum, we accept the null hypothesis that modifications in training apart from syllabus does not differ significantly according to experience of employee.

Modifications in training and previous training, exposure of employee

Table 2: ANOVA table for modifications in T&D

		Sum of Squares	df	Mean Square	F	Sig.
Training curriculum	Between Groups	10.655	17	.627	.830	.658
	Within Groups	269.569	357	.755		
	Total	280.224	374			
Training delivery	Between Groups	11.682	17	.687	.671	.831
	Within Groups	365.575	357	1.024		
	Total	377.257	374			
Training admin	Between Groups	12.592	17	.741	.792	.703
	Within Groups	333.925	357	.935		
	Total	346.517	374			

From the above table, we can observe that desired modifications in training and development do not vary according to previous training exposure of an employee. In other words, we can quote that employees irrespective of their training, exposure do not vary significantly across groups of employees who are in line with modifications desired in the training program.

Modifications in training and institutional attribute including number of employees and years of inception.

Table 3: ANOVA statistics for modifications in T&D across size of organizations

		Sum of Squares	df	Mean Square	F	Sig.
Training curriculum	Between Groups	2.969	3	.990	1.324	.266
	Within Groups	277.255	371	.747		
	Total	280.224	374			
Training delivery	Between Groups	1.221	3	.407	.401	.752
	Within Groups	376.037	371	1.014		
	Total	377.257	374			
Training admin	Between Groups	10.195	3	3.398	3.749	.011
	Within Groups	336.322	371	.907		
	Total	346.517	374			

From the above table it can be seen that the opinion regarding various dimensions of training and development apart from training administration does not vary significantly across organizations according to their size. The size of organization is here presumed to be related to number of employees in the organization. Hence we can conclude that opinion of the employees in regards to training administration varies according to scale of operations of organization.

Table 4: ANOVA for modifications in T&D across organizations

		Sum of Squares	df	Mean Square	F	Sig.
Training curriculum	Between Groups	29.357	25	1.174	1.634	.030
	Within Groups	250.867	349	.719		
	Total	280.224	374			
Training delivery	Between Groups	44.362	25	1.774	1.860	.008
	Within Groups	332.896	349	.954		
	Total	377.257	374			
Training admin	Between Groups	42.170	25	1.687	1.934	.005
	Within Groups	304.347	349	.872		
	Total	346.517	374			

From the above table it can be seen that organizations having higher operational experience differ significantly from those organizations having lesser operational experience in regards to modifications and level of such modifications in training and development. Thus employee's opinion regarding training delivery and training modifications differ significantly across according to older and newer organizations. Considerable difference exists in case of desirable modifications in regards to training curriculum. The adjusted standardized residual is more than 2 indicating a significant deviation from expected count.11% of employees in organizations existing for more than 10 years report that not to a great extent modifications are required in existing training and development syllabus whereas 21% of employees from organizations having less than 10 years of operational experience report the same. In sum it can be seen that a significant difference in regards to percentages of employees seeking lesser modifications in training curriculum is observed amongst organizations according to their years of operations. The employees in lesser established or newer organizations seem to be satisfied in regards to training curriculum. A significant difference amongst those organizations having employees more than 50 but less than 75 differ from other organizations in case of their opinion in regards to modifications in training curriculum.15.6% employees of those organizations having employees up to 75 demand modifications in training syllabus

to a great extent as compared to other organizations where the percentage of such employees is significantly lower.

5. Conclusion

The participants have suggested modifications in training methodology and further inquiry into exact modifications needed by them should be inquired. The training and development system in manufacturing industries in Ahmednagar as reported by respondents needs a systematic overhaul. The present training and development programs lack a systematic approach especially in regards to design and planning approach. If the testimony of the employees is to be believed then manufacturing industries lack a clear policy of training and development and seldom are employees deputed to external organizations. The methodology of training followed is on the job training and on most of occasions the resource person are internal resource persons or employees of the company.

Table 4.51: Summary of test

Variable	Independent variable	Remark
Modifications in training & Individual attributes	Employee experience	No variations apart from syllabus modifications is observed in other areas
	Employee training exposure	No variations observed across groups
Modifications in training & Institutional attributes	Years of operations	Significant variations across groups observed
	Number of Employees	No significant variations observed.

One of the serious grievances put forth by employees is in regards to identification of training and development needs and have ranked it as one of the most important factor influencing their decision to participate in training and development programs. Considering all of the above organizations need to develop a holistic and scientific approach towards training and development. First and foremost organizations need to conduct a orientation of its employee regarding the objective of training and development is not job rotation as perceived by them but on other hand an important strategic tool for organizational development.The scientific approach regarding training need analysis complemented by employee involvement in design of training design shall in the long run ensure enthusiastic and active contribution by employees.

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