



IMPACT OF EMPLOYEE TRAINING ON THE ORGANIZATIONAL EFFECTIVENESS IN BSNL

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ABSTRACT

Training and development of employees is critical in organisations in this era of competition due to the fact that organizations need to survive, grow and develop. Consequentially, training and development has become an issue of strategic importance. The purpose of study was to find out how training and development practices are used as one of the strategies of enhancing organisational effectiveness. In addition, it is also focuses on the role of training the employees, methods used in the training program and evaluation of training programs. In this paper, an attempt has been made to analyze the effectiveness of training and development programs at BSNL by taking only 45 sample respondents out of 150 based on random sampling. For that a null hypothesis has been formulated and tested in order to draw the inference. It is found that there is a significant relation between the quality of the training program and the satisfaction of participants/trainees.

Key words: Training, Education, development, employee performance.

INTRODUCTION

Most of the organizations including modern ones hire though qualified employees but may not be skilled employees. It means, whatever skills that required by a particular organization. Even if, they are skilled they may not competent to equip with the entire work environment. Time and again employees have to undergo some orientation, refresh their knowledge, skills; abilities, competence, etc need improvement. Further, advancement of technological knowhow and sometimes when an employee moves upward as career advancement, employees may not be updated just like that. In order to overcome all these barriers, employee training is essential at all levels. The two biggest



resources used for job training are time and money. Some of the excuses not to train are: “We are too busy to learn something new right now.” “We just don’t have the money to pay for training.” Training the employees costs time, money, and materials. Often, third parties are needed to conduct job training. Not only will there be missed time and unbuildable hours, but there will also be additional costs. Another reason businesses often neglect to train employees is because of past training experiences. Sometimes the training was done poorly, or the topics just didn’t help. That could happen for several reasons. Failed training comes at a high cost, and businesses often don’t want to take that risk. However, *not* training your employees also comes at a cost. Here are six reasons untrained employees can end up costing you more than trained ones.

Very purpose of employee training is to improve skills or add to the existing level of the knowledge so that the employee is better equipped to do his/her present job or to prepare for higher position with increased responsibilities. However, individual growth is not an end itself. Organization growth needs to be meshed with the individual’s growth. The concern is for the organization viability that it should adapt itself to a changing environment. Employee growth and development has to be seen in the context of this change. It is in this context, training can be defined as “training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job” (Randall S. Schuler, et al, 1989).

IMPORTANCE OF TRAINING

All the above, productivity is utmost important for any organization whether it may be manufacturing sector or service sector. Therefore, the need for improvement in the productivity in an organization has become universally accepted and that it depends on efficient and effective training. However, the need for organizations to embark on staff development programmes for employees has become obvious. Absence of these training programmes often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. So training and development aim at developing competences author calls them as CHAT skills often considered as conceptual, human, analytical and technical skills for the furtherance of individual and organization growth which makes it a continuous process. Training and development play vital role in any given organization in the modern day. It is



aimed at preparing employees for future or current job. The efficiency and productivity of the firm can be increased considerably with right training methods. This is reason why HR department gives training such a huge importance and it is essential that we conduct research and experiments to improvise training methods (Singh, N.K, 1995). The motive behind this study is to understand the effectiveness of training and development programs on the employees of BSNL. The training cannot be measured directly but the change in attitude and behaviour that occurs as a result of training only.

LITERATURE REVIEW

Evaluating Training:

Bramely (1992) in the article “Evaluating Training Effectiveness” believes that behavioural change is introduced through training evaluation presents a, three part approach: (i) Evaluation of training as a process; (ii) Evaluation of changes in knowledge, skills, attitudes and levels of effectiveness and (iii) Various approaches to evaluation such as interviews, surveys, various methods of observing behaviour and testing. Evaluation of the economic and non-economic benefits, and the investments associated with the training and development programmes is absolutely critical to determining how T&D initiatives contribute to corporate performance. Kraiger et. al (1993) they proposed cognitive, skill-based and affective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated theory and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs and measurement techniques.

Training and organizational culture:

Lewis and Thorn hill and others (1994) they have examined the relationship between training evaluation, organizational objectives, and organizational culture. Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of or ineffective practice of training evaluation within so many organizational are directly related to the nature of organizational culture. Yadapadithaya (2001) studied the current practices of evaluating training and development



programmes in the Indian corporate sector. Srivastava. et al. (2001) evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors, and departmental heads. Grider et. al (1990) in their article “Training Evaluation” conducted a study to determine which training evaluation method were perceived to be the most effective by training professionals, and which methods were most frequently used. For this purpose they selected members of American Society for Training & Development (ASTD).

Training Effectiveness:

An effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts (Pidd,2004; Pearson’s, 2002). However, (Berman et al, 2001) argues that training effectiveness is constrained because of inadequate transfer of learning from training environment to workplace environment. They also critics the current belief that effective training is necessary, the argument is that training is not sufficient in improving performance. This line of argument emphasizes that no discussion of the effectiveness of training would be complete without considering the role of human resource utilization. However, most training attempts to improve the organisation and process performance by addressing only one level (the job level) and only one dimension of the job level (skills and knowledge). As a result the training has no significant long term, training money is wasted, and trainees are frustrated and confused. If inappropriate training method is used then the results will not play any role into the business organisation, which will be waste of resources. Rolf, (2002) outlines some of the consequences of inadequate training as poor planning skills and decision making, which in turn will impair the organisation’s profit and success. Other symptoms of inadequate training include overtime, high labour turnover and poor employee morale.

SIGNIFICANCE OF THE STUDY



The development of any organization depends on its employees. For organizational productivity training and development assumes great significance. Training aims at increasing the knowledge and skills of the employee whereas organizational development on the other hand refers to overall improvement of the organization such as its structure, objectives, policies and procedures including managers and employees. Organizational development can be achieved by hiring the services of the professional consultants but not all the time. Training and development programs are often viewed as part of organizational effectiveness and overall development (Tessin, 1978).

OBJECTIVES OF THE STUDY

The main objective of this study is to measure the impact of training on the organizational effectiveness in BSNL. The specific objectives of the study are:

1. To study the effectiveness of training program in terms of need assessment, relevance and methodology adopted;
2. To analyze whether the quality of training and satisfaction of respondents towards the training programme with special reference to BSNL.

HYPOTHESIS

H_0 = there is no significant indifference between quality of the training program and the satisfaction of the trainees.

METHODOLOGY

Research methodology is a way to systematically solve the research problem. It has many dimensions and research methods do constitute a part of the research methodology. This study focuses on the effectiveness of training and development processes in BSNL. It is for increasing the skills and knowledge of the employees. For this study both secondary and primary sources of data has been used. However, major focus was given to primary data with the help of structured questionnaire consisting of part-A & part-B. A contain personal information and Part-B contain 15 questions are provided with options and all of them were given with checkbox such that the employees can easily record their response. Sample size- the total number of population (employees) is 150 and the researcher has selected 45 (30%) of respondents based on simple random sample. Each individual is



chosen randomly and entirely by chance so that each individual has the same probability of being chosen at any stage during the sampling process. Tools used for data analysis- Pearson's chi-square is used to assess two types of comparison: tests of goodness of fit and tests of independence.

Scope and limitations of the study- the present study is confined to BSNL, Hyderabad Unit and sample size was 30 percent only. The scope of the study include: (i) training need assessment; (ii) training relevance & methodology ; (iii) duration of the training period ; (iv) motivation given to the participants; (v) overall quality of the training program and (vi) Satisfaction of the trainees towards the training program conducted at BSNL. However, this study like any other study has certain limitations. They include: (i) The employees of the BSNL found it difficult to answer questions properly due to their busy and heavy workload; (ii) Some were reluctant to answer some questions thinking that might affect their job negatively; (iii) The working individuals are not preferred to give complete information, etc.

RESULTS AND DISCUSSION

In this section, an attempt has been made to present the both demographic profile as well as employees' perception on the effectiveness of training and development programmes at BSNL, Hyderabad Unit. The responses of the questionnaires are tabulated and represented in percentages to get clear cut picture about the responses. Table analysis presents the there are 33 percent of respondents with the age group between 18-28 years.

Training Need Assessment:

For any activity there must be purpose and it is not exception in case of training and development programme undertaken by every organization. However, it should be how are training needs assessed? Several methods are available for the purpose. Some are useful for organizational level needs others for individual level needs. Here an attempt has been made to analyze the whether the regular need assessment is there or not at BSNL is presented hereunder. The study shows there are 72 percent of respondents agreed that training needs are assessed regularly at BSNL. While 29 percent respondents are of the opinion that training needs aren't assessed properly.



Training Relevance & Methodology:

Mere training programs cannot serve the purpose but its relevance and sound methodology is the need of the hour. We can see from the study that gives learning experience by the employees and it found that there are 56 percent of respondents say that training process as learning experience is good. While 29 percent are of the opinion it is an average and only 15 percent of them rated training process as poor. As far as performance of the training faculty is concerned it is observed that 58 percent of the respondents are of the opinion that training faculty/trainers were good whereas 29 percent of them said it is an average and 15 percent of respondents voted it as poor. Relevance of training program with the job reveals that 76 percent of respondents said that the training provided is good and very much relevant. While 18 percent and 6 percent of them opined as it is an average and poor. Regarding the design & training policy of the company 40 percent of respondents said that the company's training policy designed was found good whereas 44 percent of them opined as an average and rest 15 percent reveal that they are of dissatisfactory i.e., poor.

Table-1 Training Relevance & Methodology

Parameters/Factors	Responses			
	Good	Average	Poor	Total
Training as a learning experience	25 (56)	13(29)	7 (15)	45(100)
Performance of the training faculty	26 (58)	12 (27)	7 (15)	45(100)
Relevance of training program with the job	34 (76)	8 (18)	3(6)	45(100)
Design & training policy of the company	18 (40)	20(44)	7(15)	45(100)
Content & methodology used	23 (51)	15(33)	7(15)	45(100)
Usefulness of training materials	27 (60)	15 (33)	3(6)	45(100)
Use of Audio-visual aids	9 (20)	24(53)	12(27)	45(100)
Practical sessions in the training program	14 (31)	28(62)	3(6)	45(100)
Working environment	27(60)	18 (40)	0	45(100)
Participants Feedback System	28 (62)	11 (24)	6 (13)	45(100)

Source: Field data



It is also examined that the content & methodology used in the training from the perspectives of the employees and it reveals 51 percent of respondents are of the opinion that content and the methodology used was good while 33 percent of them said it was an average and rest 15 percent reveal that they are of dissatisfactory i.e., poor. Regarding training materials it is observed that 60 percent of respondents revealed that it was good and really useful, whereas 33 percent and 6 percent of them said it was an average and poor i.e., material provided to the participants was not so useful. There are 20 percent of respondents are satisfied with the use of Audio-visual aids, 53 percent of them felt as it was an average and 27 percent of the participants declared the use of Audio-visual aids was very poor and no useful. Practical sessions in the training program found good which accounted for 31 percent whereas 62 percent said that it was an average and rest 6 percent of them rated as poor. However, working environment and participant's feedback system found good which accounted for 60 percent and 62 percent respectively.

Duration of the training period:

This study further presents the opinion of respondents on the duration of the training period and it was found that 27 percent and 53 percent revealed as more than adequate and adequate respectively. Only 18 percent of them opined as duration of the training period is inadequate i.e., need to be more number of days.

Motivation given to the Participants:

It is also reveals that there are 52 percent of respondents agreed somewhat, 40 percent of them disagreed, 6 percent are strongly disagree and only 2 percent have responded as strongly agree with given motivation to participants in the training process.

Overall quality of the training program:

It is pertinent to measure the overall quality of the training program from the view pint of the participant employees. We can observe that 52 percent of respondents said the quality of the training program is good. 31 percent opined as very good, rest of them rated quality as poor and very poor respectively (17%).



Employees' satisfaction of the training program:

It is also important to know that the given training program is up to the satisfaction level of the participants and it is revealed that 42 percent of the respondents are satisfied with the training program conducted as per schedule. 33 percent respondents are highly satisfied whereas 16% and 9 percent respondents are dissatisfied and highly dissatisfied.

N_0 = there is no significant indifference between quality of the training program and the satisfaction of the trainees.

OBSERVED FREQUENCY

Question	Quality of the training program					
	Opinion	Very good	Good	Poor	Very poor	Total
Satisfaction of the training program	Highly satisfied	5	8	2	0	15
	Satisfied	8	12	2	0	22
	Dissatisfied	1	3	2	1	7
	Highly dissatisfied	0	0	1	0	1
	Total	14	23	7	1	45

EXPECTED FREQUENCY

Question	Quality of the training program					
	Opinion	Very good	Good	Poor	Very poor	Total
Satisfaction of the training program	Highly satisfied	4.67	7.66	2.33	0.33	15
	Satisfied	6.84	11.24	3.42	0.048	22
	Dissatisfied	2.17	3.57	1.08	0.156	7
	Highly dissatisfied	0.311	0.511	0.15	0.022	1
	Total	14	23	7	1	45

O	E	O-E	(O.E) ²	(O.E) ² /E
5	4.67	0.33	0.1089	0.023319



8	6.84	1.16	1.3456	0.196725
1	2.17	-1.17	1.3689	0.630829
0	0.311	-0.311	0.096721	0.311
8	7.66	0.34	0.1156	0.015091
12	11.24	0.76	0.5776	0.051388
3	3.57	-0.57	0.3249	0.091008
0	0.511	0.511	0.261121	0.511
2	2.33	-0.33	0.1089	0.046738
2	3.42	-1.42	2.0164	0.589591
2	1.08	0.92	0.8464	0.783704
1	0.15	0.85	0.7225	4.816667
0	0.33	-0.33	0.1089	0.33
0	0.048	-0.048	0.002304	0.048
1	0.156	0.844	0.712336	4.566256
0	0.022	0.022	0.000484	0.022
TOTAL				13.03332

Calculated Value of $X^2 = 13.03332$

DF=(R-1)*(C-1) Where; r: Number of rows; c: Number of columns

$$= (4-1) * (4-1)$$

$$= 3 * 3$$

$$= 9.$$

Table value of X^2 for dof=16.91 @ 5% level of significance.

Calculated Value of X^2 is less than table value of X^2 . Hence, null hypothesis is accepted and it is concluded that there is no significant indifference between quality of the training program and the satisfaction of participants/trainees.

Inference:

The calculated value is 13.27 is lesser than tabulated value is 16.91. Therefore, we accept null hypothesis and alternative hypothesis obviously rejected and it is concluded that there is a significant relation between the quality of the training program and the satisfaction of participants/trainees.



MAJOR FINDINGS

Though by and large, substantial number of employees are content with the way the training is conducted, till there is a scope to analyze at micro level whether the negatives respondents were either no attentive confronted confused or otherwise. Based up on the data there is a scope to take corrective action.

- Majority of the employees who have attended the training program were well educated and their level of education was from diploma holders to engineering graduates. The employees stated that they were informed about the purpose of training, its intended results and significance of training. This reflects that the management was keenly interested in achieving the objectives for which the training programs were conducted.
- As far as infrastructure facilities are concerned, majority of employees have stated that the learning atmosphere was quite good and the facilities provided during the process of training were adequate and conducive to learning.
- Majority of the employees have express satisfactory opinion about the training faculty and their ability to train but a few numbers of the respondents were neither satisfied with the way the training programs were conducted by trainer/faculty.
- With regards to the enhancement of skills and knowledge of the employee who have attended the training program, eighty percent of them have cited there was an enhancement in their knowledge and skills compared to the other employees who have not attended the training program. The skill and knowledge learned through training were helpful to them in exercising on the job.
- Only few members of the respondents have the opinion of significance of training in developing the personality of the individual. This shows that the training programs conducted were related only with their job but not concerned with personal development of the employees. The training expectations of the respondents were found to be moderate. It could be observed from these facts that the employee's expectations were not completely fulfilled through training.



SUGGESTIONS

- In today's competitive world attitude is the factor which is the dividing line between failures and success. Thus, recruitment of the employees must be made not only on skills and attitude but also the attitude of the employee. If an employee has a positive attitude then training for him can be more effective, he has a positive effect on the climate.
- Training needs should be assessed regularly by observing the performance of employees and also from feedback. Training records must be maintained, preserved properly and updated timely.
- Proper care should be taken while selecting the trainers. Trainers must be given continuous feedback and the training should be performed as a continuous planned activity. New and different trainers should be invited so that the maximum impact can be got from the training programmes.
- Co-ordination and interaction of the employees of all levels must be encouraged to locate new talents among the employees. Individual care should be given as much as possible in case of practical sessions.
- Try to consider the personal goals of participants also when designing the training module. By which the interest and satisfaction of participant can be increased. Try to use more visual and audio aides to make training programmes more interactive and active.

CONCLUSION

Analysis of all the facts and figures, the observations and the experience during the training period gives very positive impressions regarding the training imparted by the BSNL trainers. It is performing its role up to the mark and the trainees enjoy the training imparted especially the practical sessions and simulations. The training imparted meets the objectives like: a) effectiveness of the training and its resultant in the performance of the employees b) assist the employees to acquire skills, knowledge and attitude and also enhance the same and c) helps to motivate employees and helps in avoiding mistakes. It becomes quite clear that there is no other alternative or short cut to the development of human resources. Training when used in a planned and purposeful manner can be an



extremely effective management tool as they increase the knowledge and skills of workers and thereby increasing the productivity and wealth of the organization.

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