

“A STUDY ON TRAINING PROGRAMME AT SUGAR MILLS CO-OP LTD COMPANY”

¹V.S.Palaniammal, ²G.Kanimozhi, ³Dr.B.Saravanan, ⁴M.Saranya

¹Assistant Professor, D.K.M College for Women, Vellore.

^{2,4}Research Scholar, D.K.M College for Women, Vellore.

³Associate Professor, School of Electrical Engineering, VIT University, Vellore.

Abstract:

This paper is focus on the effect of training programme and the scope of improvement among the employees in Vellore co-operate sugar mills limited. They have taken many initiatives' to develop a strong level of commitment and involvement among towards the organization and its values with various training. It is a positive attitude held by the employees towards the organization and its values. The main objective of this paper is to identify the satisfaction level based on the previous training given and the scope or area where more training is needed. The data for the research is collected from primary source through the questionnaire. The central part of the study lies in the analysis and interpretation. The data is analyses with help of statistical tool like percentage analysis, chi-square analysis, and ANOVA method. Charts are used for pictorial representation of data. The interpretations are summarized and suggestions are provided for the company based on the analysis.

INTRODUCTION:

Effectiveness of training program is a subsystem of an organization and core function of human resource management. It ensures continuous skill development of employees working in organization and habituates process of learning for developing knowledge to work. Training and Development is the foundation for obtaining quality output from employees. Training and Program is a structured program with different methods will be designed by professionals in particular job. It has become most common and continuous task any organization for updating skills and knowledge of employees in accordance with changing environment. Optimization of cost with available resources has become pressing need for every organization which will be possible only by way of improving efficiency and productivity of employees, possible only by way of providing proper employee training and development conditioned to that it should be provided by professionals.

OBJECTIVES OF THE STUDY

1. To know satisfaction level of employees in training programmes.
2. To analysis the morale and motivation of the employees.
3. To know the need of the training.
4. To analysis individuals and organizational development.

LIMITATIONS

1. The study was limited to Vellore co-operative sugar mill ltd.
2. The sample size is confined to 130 Sample only.
3. The work is done on shift basis so it was difficult to meet all the employees.
4. The most important drawback of this study was time limitation.

RESEARCH METHODOLOGY

The survey is conducted in Vellore Co-operative sugar mills -LTD. Primary data is collected through structured questionnaire which is circulated to customers. An empirical study is conducted among employees with 130 respondents are taken for the survey and simple random technique was adopted.

Secondary data is collected from various journals, books, etc., data is analysed by Percentage method, chisquare, ANOVA statistical method. Finally hypothesis is calculated at the level of significance at 5%.

HYPOTHESIS TESTING AND CALCULATIONS

TABLE - 1 DEMOGRAPHIC DETAIL

Factors	Category	Frequency	Percentage
GENDER	Male	113	87%
	Female	17	13%
AGE	21 – 25	9	7%
	26-30	13	10%
	31-35	20	15%
	36-40	23	18%
	41-45	20	15%
	>45	45	35%
	EXPERIENCE	Upto 3 yrs	11
3 – 5 yrs		26	20%
6-10Yrs		37	28%
>11 Yrs		56	43%
QUALIFICATION	Up to SSLC	82	63%
	Hsc	39	30%
	ITI	3	2%
	Diploma	1	1%
	UG	05	4%
INCOME	10000-20000	93	72%
	20000-30000	33	25%
	30000- 40000	4	3%

Source: Primary data

Table 2 RELATIONSHIPS WITH GENDER AND TRAINING ENVIRONMENT

Gender	S.A	A	P	D.A	S.D.A	TOTAL
Male	40	50	15	6	2	113
Female	2	11	2	0	2	17
TOTAL	42	61	17	6	4	130

Expected frequency = $\frac{\text{column total} \times \text{row total}}{N}$

Degree of Freedom = $(r-1 * c-1)$

D.F=4

The table value at 5% of level of significance is 9.488

The calculated value is 12.964.

RESULT

H_1 =Accepted

H_0 =Rejected

CONCLUSION:

Calculated value is greater than the table value. So alternative hypothesis H_1 is accepted. There is a significant relationship between given gender and comfortable training environment.

RELATIONSHIP WITH GENDER AND COMFORTABLE IN TRAINING ENVIRONMENT.

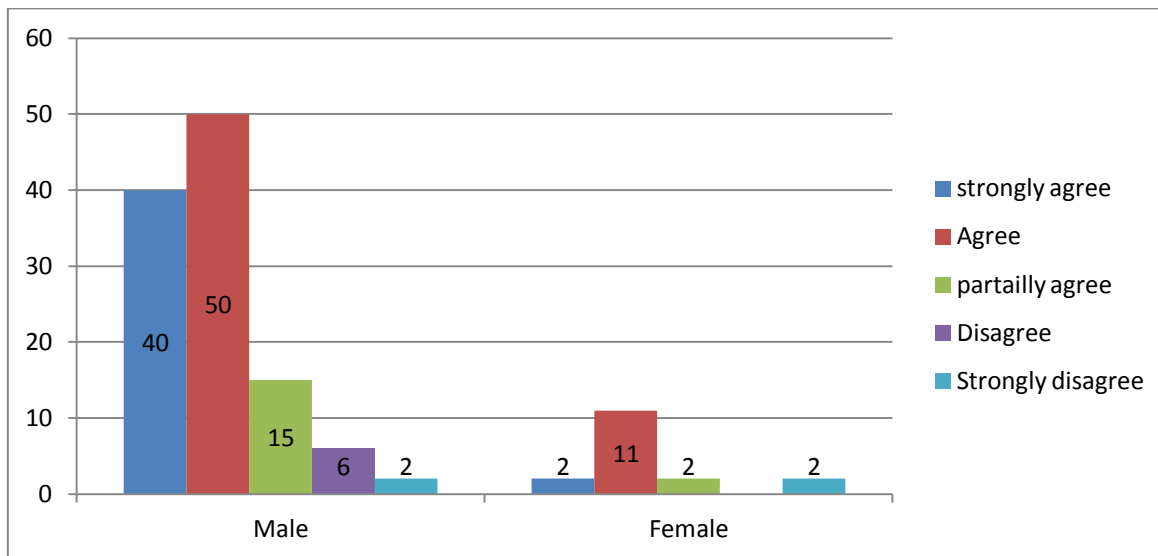


Table 3. RELATIONSHIP BETWEEN WITH GENDER AND PERSONAL IMPORTANCE IN THE TRAINING PROGRAMME.

Gender	S.A	A	P	D.A	TOTAL
Male	40	33	35	5	113
Female	10	3	3	1	17
TOTAL	50	36	38	6	130

Degree of Freedom= $(r-1 * c-1)$

D.F=3

The table value at 5% of level of significance is 7.815

The calculated value is 12.6847

CONCLUSION:

Calculated value is greater than the table value. So alternative hypothesis H_1 is accepted there is significant between given gender and personal importance of the training programme.

RELATIONSHIP BETWEEN GENDER AND PERSONAL IMPORTANCE OF THE TRAINING PROGRAMME.

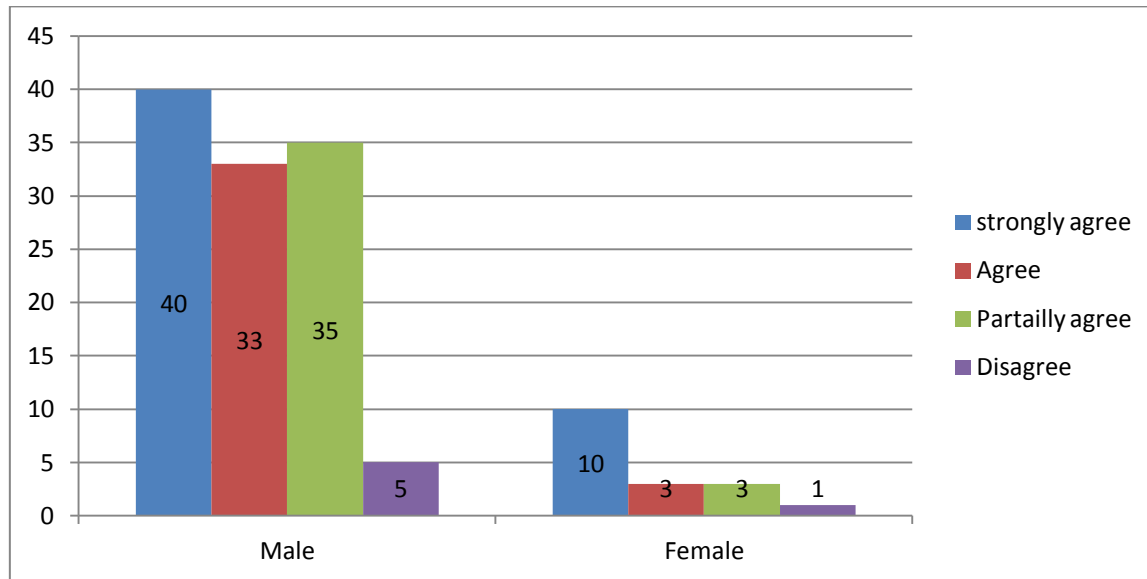


Table 4. RELATIONSHIP BETWEEN EXPERIENCE AND TRAINING PROGRAMMES ARE HANDLED BY COMPETENT FACULTY.

OBSERVED FREQUENCY TABLE

Experience	S.A	A	P.A	D.S	TOTAL
0-3	3	7	0	0	10
3-5	11	11	5	1	28
6-10	14	18	4	0	36
>11	19	27	9	1	57
TOTAL	47	63	18	2	130

Expected frequency = $\frac{\text{column total} * \text{row total}}{N}$

N

Degree of Freedom = $(r-1 * c-1)$

$$D.F = 9$$

The table value at 5% of level of significant is 16.919

The calculated value is 5.3931

CONCLUSION:

Calculated value is greater than table value. So alternative hypothesis H1 is accepted there is significant between given experience and training programme are handled by competent faculty.

RELATIONSHIP BETWEEN EXPERIENCE AND TRAINING PROGRAMMES ARE HANDLED BY COMPLETE FACULTY.

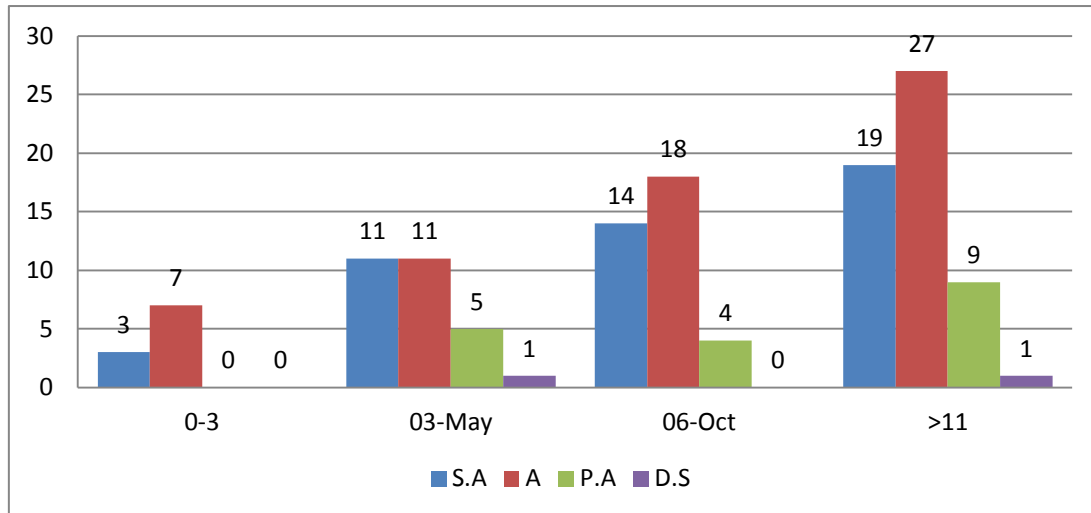


Table 5. RELATIONSHIP BETWEEN EXPERIENCE AND MINIMIZE ACCIDENT AND EQUIPMENT.

OBSERVED FREQUENCY TABLE

Experience	S.A	A	P	D.A	S.D.A	TOTAL
0-3	3	7	1	0	0	11
3-5	9	11	5	1	0	26
6-10	17	11	6	2	1	37
>11	24	19	6	4	3	56
TOTAL	53	48	18	7	4	130

Expected frequency = $\frac{\text{column total} \times \text{row total}}{N}$

N

Degree of Freedom = $(r-1 * c-1)$

D.F = 12

The table value at 5% of level of significance is 21.026

The calculated value is 12.056

CONCLUSION:

Calculated value is greater than the table value. So alternative hypothesis H1 is accepted. There is a significant relationship between given experience and minimize accident and equipment.

RELATIONSHIP WITH EXPERIENCE MINIMIZES ACCIDENT AND EQUIPUPMENT.

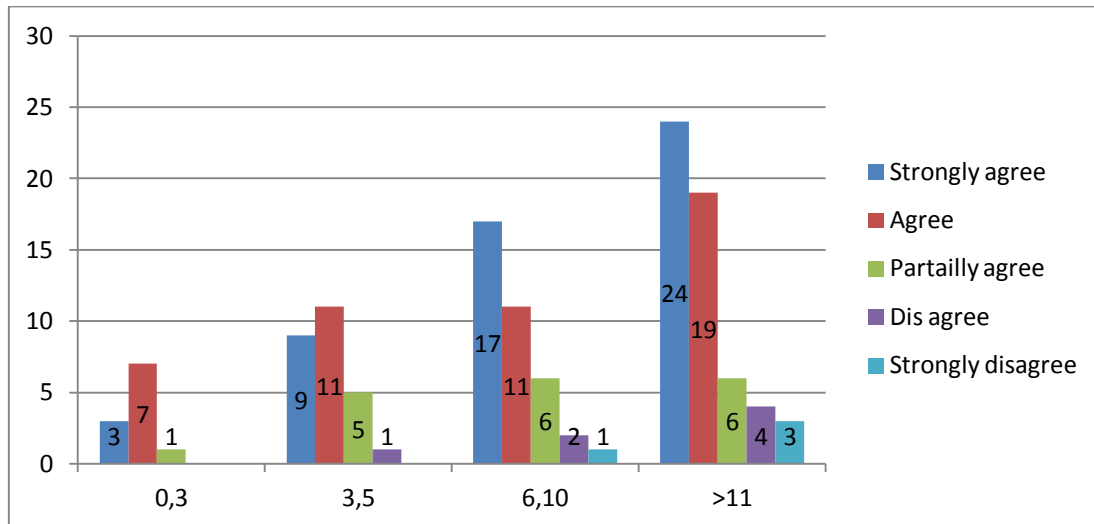


Table 6: RELATIONSHIP BETWEEN GENDER AND SATISFACTION OF OVERALL TRAINING PROGRAMME.

Degree of Rating	Strongly agree	Agree	Partially agree	Disagree	Strongly disagree
Male	53	41	12	3	4
Female	9	7	0	1	0

X1	X1 ²	X2	X2 ²	X3	X3 ²	X4	X4 ²	X5	X5 ²
53	2809	41	1681	12	144	3	9	4	16
9	81	7	49	0	0	1	1	0	0
62	2890	48	1730	12	144	4	10	4	16

Sources	Sum of squares	Degree of freedom	Mean square	F – test
Between	847.9	c-1 2-1=1	$\frac{847.9}{1} = 847.9$	$F = \frac{847.9}{304.9} = 2.78$
With in	1829.6	n-c 8-2=6	$\frac{1829.6}{6} = 304.9$	

F – Test =2.78

$V_1 = 1$

$V_2 = 6 ()$

$(C.V < T.V) = 2.78 < (5.99)$

CONCLUSION:

Hence the calculated value is less than the table value, H_0 is rejected. There is no significant difference between gender and Satisfaction of overall training program .

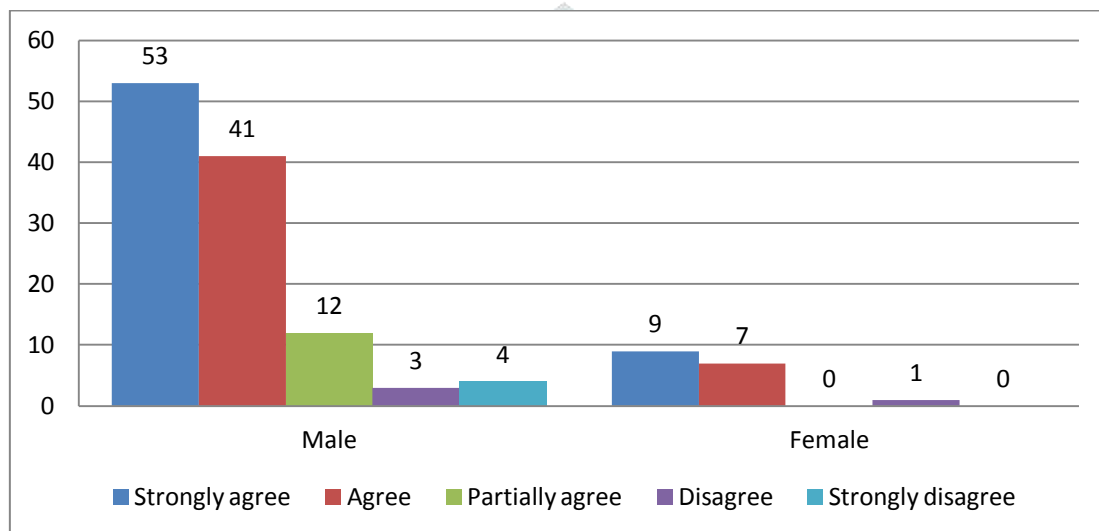


Table 6. RELATIONSHIP BETWEEN AGE AND SATISFACTION OF OVERALL TRAINING PROGRAMME.

Degree of Rating	Strongly agree	Agree	Partially agree	disagree	Strongly disagree
21-25	4	3	2	0	0
26-30	5	5	3	0	1
31-35	12	7	0	0	0
36-40	13	9	2	0	1
41-45	8	8	3	1	1
More than 45 year	18	18	2	2	2

x_1	x_1^2	x_2	x_2^2	x_3	x_3^2	x_4	x_4^2	x_5	x_5^2
4	16	3	9	2	4	0	0	0	0
5	25	5	25	3	9	0	0	1	1
12	144	7	49	0	0	0	0	0	0
13	169	9	81	2	4	0	0	1	1
8	64	8	64	3	9	1	1	1	1
18	324	18	324	2	4	2	4	2	4
60	742	50	552	30	30	3	5	5	7

The sum of all items of various samples $(T)^2/N = \sum x_1 + \sum x_2 + \sum x_3 + \sum x_4 + \sum x_5$

$$= 60 + 50 + 12 + 3 + 5 = 130$$

REVIEW OF LITERATURE

Muhammad Zahid Iqbal et. al in the year (2011) has done their research in the topic “AN EMPIRICAL ANALYSIS OF THE RELATIONSHIP BETWEEN CHARACTERISTICS AND FORMATIVE EVALUATION OF TRAINING” Their analysis is about the relationship between characteristics and formative evaluation of Training. This paper attempted to signify the use of formative training evaluation. The authors have carried out a study at three public-sector training institutions to empirically test the predicted relationship between the training characteristics and formative training evaluation under the Kirkpatrick model (reaction and learning) . This study explains the causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated. The principal finding revealed that a set of seven training characteristics explained 59% and 61% variance in reaction and learning respectively.

Eugen Rotarescu in the year (2010) has reviewed on the topic “ALTERNATIVE SELECTION UNDER RISK CONDITIONS IN HUMAN RESOURCES TRAINING AND DEVELOPMENT THROUGH THE APPLICATION OF THE ESTIMATED MONETARY VALUE AND DECISION TREE ANALYSIS”. The topic in this article is the presentation in a succinct and applicative manner of several decision making processes and the methods applied to human resources training and development in environments with risk factors. The decisions have been optimized by the human resources training and development, the decision makers have readily available with two methods of analysis they are: (1) the decision matrix and (2) the decision tree method. Both methods compute the alternatives based on the estimated monetary value (EMV).

Pilar Pineda in the year (2010) has done his research in this topic “EVALUATION OF TRAINING IN ORGANIZATIONS: A PROPOSAL FOR AN INTEGRATED MODEL” and the author’s purpose of this paper is to present an evaluation model that has been successfully applied in the Spanish context that integrates all training dimensions and effects, to act as a global tool for organizations. This model analyses satisfaction, learning, pedagogical aspects, transfer, impact and profitability of training and is therefore a global model. The author says that training is a key strategy for human resources development and in achieving organizational objectives. Organizations and public authorities invest large amounts of resources in training, but rarely have the data to show the results of that investment. Only a few organizations evaluate training in depth due to the difficulty involved and the lack of valid instruments and viable models. The paper’s approach is theoretical, and the methodology used involves a review of previous

evaluation models and their improvement by comparing their application in practice.

Cary Cherniss et.al. In the year (2010) has done their research in the topic “PROCESS–DESIGNED TRAINING: A NEW APPROACH FOR HELPING LEADERS DEVELOP EMOTIONAL AND SOCIAL COMPETENCE” and they have evaluated the effectiveness of a leadership development program based on International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence. The study involved 162 managers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. His results indicated that after two years the intervention group had improved more than the controls on all Emotional Competence Inventory variables.⁸

Thomas Andersson in the year (2010) has done his research in the topic “STRUGGLES OF MANAGERIAL BEING AND BECOMING (Experiences from manager’s personal development training)” and has reviewed this paper to investigate the struggles of managerial identity in relation to the process of becoming/being a manager, and the personal conflicts involved within this process. Management training tends to be based on the idea that management concerns the acquisition of competencies, techniques and personal awareness, while managerial practice is more fluid and contextually based. There is a challenge for organizers of all types of management training to bridge gap between a fixed idea of what is to be a manager and how management is actually practiced. The methodology used in this paper is a qualitative longitudinal project. The longitudinal and in-depth qualitative approach facilitates an important contribution to understanding issues in developing a managerial ability.

David Mc Guire and Mammed Bagher in the year (2010) has done their research in the topic “DIVERSITY TRAINING IN ORGANIZATIONS: AN INTRODUCTION” and has reviewed the literature on diversity training and examine the effect of power, privilege and politics of diversity in organizations. This is a conceptual paper examining the arguments in favor and against diversity training in organizations. It identifies the presence of dominant groups in society leading to the marginalization and oppression of minority diverse groups. Diversity training has a significant role to play in fostering greater equality, inclusion and fairness in the workplace. Critically, it can help diverse individuals and communities recoup important aspects of their identity and enjoy productive fulfilling careers in the workplace. Diversity fosters a new outlook in organizations through capitalizing on the perspectives of all employees and giving voice to silenced minorities.

Franco Gandolfi in the year (2009) has done his research in the topic “TRAINING AND DEVELOPMENT IN AN ERA OF DOWNSIZING” and he has analyzed that downsizing as a restructuring strategy which has been actively implemented for the last three decades. While employee reductions were utilized mainly in response to crises prior to the mid 1980s, downsizing developed into a fully-fledged managerial strategy for tens of thousands of companies in the mid to late 1980s. Since then, downsizing has transformed the international corporate landscape and affected the lives of hundreds of millions of individuals around the world. While the overall effects of downsizing have been widely reported, many misconceptions surrounding the concept of downsizing have remained. This conceptual paper focuses on the role of training and development (T&D) during the downsizing process. In particular, the research depicts the current body of literature associated with the function of HR and its plans, programs, and policies that firms adopting downsizing must provide to their surviving workforces. Finally, this paper offers concluding comments regarding effective downsizing practices that have emerged in the

literature.

FINIDINGS

- 42 % of the respondent are coming under the male category.
- 35% of the employees are coming under the more than 45 years age group.
- 63% of the employees are qualified 10th standard.
- 72% of the employees are having income between(10,000-20,000).
- 43% of the employees are having more than 11 years of experience.
- 36% of the employees are attended (4-3) training programmes.
- 43% of the employees are saying training programme is good.
- 34% of the employees are saying through feedback of the training given by oral communication.
- 46% of the employees are accepted knowledge of the work is increased through training.
- 28% of the employees are expected (9-12) days duration of training programme
- 70% of the employees are accepted the about the evaluation of training programme is good.
- 36% of the employees are agreed about off the job training method.
- 43% of the employees are saying the skill oriented training programme is conducted an organization.
- 70% of the employees are strongly agreed are saying is the training help to manage effective job.
- 51% of the employees are agreed the training programmes are handled by competent faculty.
- 43% of the employees are strongly agreed the training provides opportunity to learn and accomplish the task.
- 48% of the employees agreed to about an acquired technical knowledge and skill is good
- 39% of the employees are agreed team co-ordination is satisfied
- 64% of the employees are strongly agreed with good relationship with co-workers.
- 46% of the employees are agreed with good relationship with supervisors.
- 47% of the employees are strongly agreed the importance of training of the organization.
- 47% of the employees are agreed the information gained from the training programme is good
- 37% of the employees are agreed the evaluated of the training programmes are good
- 40% of the employees are strongly agreed about the personal importance of the training programme.
- 47% of the employee is strongly agreed about the training helps to develop the career.
- 39% of the employees are strongly agreed the induction training is a well planned exercise in the organization.
- 42% of the employees are strongly agreed the training programme is related to self and organization development.
- 39% of the employees are strongly agreed the training is to enhance the technical skill.
- 37% of the employees are strongly agreed the training makes better job satisfaction.
- 36% of the employees are agreed the training minimize accident and equipment damages.
- 35% of the employees are agreed the training is to improve the working condition.
- 42% of the employees are strongly agreed about the satisfaction of overall training programme.

SUGGESTIONS

- Innovation training techniques can be implemented to increases effectiveness interest towards the job.
- Effective training can be given to the employees related to their specific job to complete their work in time.

- Level of confidence should be increased among employees through effective training methods.
- More discussion may be carried among employees and management to improve their co-ordination level.
- Training techniques such as role play, case study can be implement to relieve employees from stress and frustration.
- Management can take more steps to evaluate the training programmes regularly.
- Team co-ordination, technical & skill oriented, Off-the-job training programmes will be implementation.
- Induction training programmes, self and organization development training programmes need more.

CONCLUSION:

To conclude training today has become an integral part of any company's operations. Since completed and technology changes are accelerating day by day there is an ever increasing shortage of adequately educated and trained man power. It means that companies must organize a total training system to utilize two possible sources of man power. The employee trained through such programmes can be promoted to hold the challenging assignments. It is always essential for an organization, whether big or small, to have a comprehensive training policy. Training enables the employees adopts organizational culture. Effective training helps to improve the self-confidence of an employee also enables him to approach and perform his job with enthusiasm. It can also help an employee to use various safety devices. He can handle the machines safety and becomes less prone to accidents. Training develops new knowledge and skills among employees. The new skills are valuable asset of an employee and remain permanently with him. The trained employee in greaves performs better and helps in increasing the output.

REFERENCES

1. Muhammad Zahid Iqbal, et.al., (2011). An Empirical Analysis of the Relationship between Characteristics and Formative Evaluation of Training. *The International Journal of Business Research* 4 (1): 273-86.
2. Eugen Rotarescu, (2010). Alternative selection under risk conditions in Human Resource Training and Development through the application of the estimated monetary value and decision tree analysis. *Journal of Management and Economics* 4 (60): 468-75.
3. Pilar Pineda, (2010). Evaluation of training in organizations: a proposal for an integrated model. *Journal of European Industrial Training* 34(7): 673-93.
4. Cary Cherniss, et.al., (2010). Process-designed training: A new approach for helping leaders develop emotional and social competence. *Journal of Management development* 29(5): 413-31.
5. Thomas Andersson, (2010). Struggles of managerial being and becoming: Experiences from managers' personal development training. *Journal of Management development* 29(2): 167-76.
6. David McGuire and Mammed Bagher, (2010). Diversity training in organisations: an introduction. *Journal of European Industrial Training* 34 (6): 493-505.
7. Cody B. Cox and Margaret E. Beier, (2009). The Moderating effect of individual differences on the relationship between the framing of training and interest in training. *The International Journal Training and Development* 13(4): 247-60.
8. Franco Gandolfi, (2009). Training and Development in an Era of Downsizing. *Journal of management research* 9(1): 3-14.

9. David pollitt, (2009). Training team shines at AXA sun life. *Journal of human resource management international digest* 17(5): 23-24.
10. David pollitt, (2009). Thomson reuters maps new relationships in learning and collaboration. *Journal of human resource management international digest* 17(4): 24-6. Vol 3 Issue 1 (January, 2014)
11. David pollitt, (2009). Southern coaches managers in a better way of working. *Journal of human resource management international digest* 17(5): 17-19.
12. Olaniyan, D. A. and Lucas. B. Ojo, (2008). Staff Training and Development: A vital tool for Organizational Effectiveness. *European journal of Scientific Research* 24(3): 326-31.
13. David pollitt, (2008). Training restores pride among customer service staff at Johnson apparelmaster. *Journal of human resource management international digest* 16(1): 13-15.
14. David pollitt, (2008). Wyps cuts stress-related illness. *Journal of human resource management international digest* 16(1): 35-37.
15. David pollitt, (2008). Training accounts for big improvements at Fairbairn private bank. *Journal of human resource management international digest* 16(1): 32-34.
16. David pollitt, (2008). Mitie's real apprentices earn real jobs. *Journal of human resource management international digest* 16(1): 26-28.
17. David pollitt, (2008). A-plant makes the grade through targeted training. *Journal of human resource management international digest* 16(1): 20-23.
18. Chu-Mei Liu, (2007). The early employment influences of sales representatives on the development of organizational commitment. *Journal of Employee relations* 29(1): 5-15.
19. Anupama Narayanan and Debra Steele-Johnson, (2007). Relationships between prior experience of training, gender, goal orientation and training attitudes. *The International Journal Training and Development* 11(3): 167-80.
20. Shreya Sarkar-Barney, (2004). The role of national culture in enhancing Training Effectiveness: A Framework, *Advances in Human Performance and Cognitive Engineering Research* 4: 183-213.
21. Martin Mulder, (2001). Customer satisfaction with training programs. *Journal of European Industrial Training* 25(6): 321-31.
22. John, P. W., and Steven Western. (2000). Performance appraisal: An obstacle to training and development. *Journal of European Industrial Training* 24(7): 384-90.
23. John Loan-Clarke, et.al., (1999). Investment in management training and development by small businesses. *Journal of Employee relations* 21(3): 296-310.
24. Premila Seth, (1980). Management Training and Development: A Critique. *The Indian Journal of Industrial Relations* 15(4): 507-524.

25. Fox, Wayne, L., and et. al., (1969). Aptitude level and the acquisition of skills and knowledges in a variety of military training tasks. *Journal of Training and Development* 45.

26. Greenberg, D. H., (1968). Employers and manpower training programs: data collection and analysis. *Journal of training and development* 69 (10): 34.

27. Ammerman, Harry, L., (1966). Development of procedures for deriving training objectives for junior officer jobs. *Journal of training and development* 82.