

‘STUDY ON EFFETIVENESS OF TRAINING AND DEVELOPMENT’ AT DIGIPIN TECHNOLOGY IN CHENNAI

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Abstract

This study explores the role of human resource development through structured employee training and development initiatives. It examines how these practices influence employee performance and job satisfaction. The primary goal of training and development programs is to enhance both individual competencies and overall organizational effectiveness. This research specifically investigates the training and development strategies implemented at DIGIPIN TECHNOLOGY, Chennai. The main objective is to evaluate how these practices are carried out within the organization and assess their impact on employee perceptions, which in turn affect performance and job satisfaction. Investments in training often yield returns by fostering more skilled and efficient employees. The findings suggest that organizations adopting well-planned and methodical training approaches tend to achieve higher levels of employee satisfaction. Consequently, these satisfied employees demonstrate greater dedication and improved performance.

Keywords: Performance Improvement, Employee Development, Training Evaluation, Learning Outcomes.

Introduction

Training Is The Process Of improving an employee's knowledge and skills to ensure they can carry out their job responsibilities efficiently. It focuses on developing the specific skills necessary for job performance, aiming to bring about a behavioral improvement that helps employees perform their duties more efficiently. For newly hired employees, training is essential to ensure they become productive in the shortest time possible.

However, training is not just limited to new employees. It is equally vital for existing staff members, especially when there are technological advancements, updated procedures, or changes in operational methods. Essentially, training is an ongoing activity. Managers play a crucial role in continuously guiding and training their teams. Any training initiative should be designed to positively influence the following areas:

1. Knowledge.
2. Skills.
3. Attittudes.

Modern training programs have evolved within organizations to address these objectives. They aim to boost individual and organizational performance and foster meaningful employee contributions. The core purpose of training is to nurture talent within the organization itself.

Objective of The Study

1. To identify the various training and development methods provided to employees.
2. To assess how training and development initiatives influence employee performance
3. To evaluate employee satisfaction with the training programs offered.
4. To offer appropriate recommendations for improvement.

Need for the Study

Training and development play a vital role in equipping employees with the skills and knowledge required to meet both present and future organizational demands. These programs help in pinpointing skill gaps, enabling the design of focused training strategies that enhance job performance, elevate employee satisfaction and promote a culture of ongoing learning. For organizations aiming to strengthen their workforce capabilities, training and development are indispensable. Investing in these areas contributes to a more competent, motivated, and productive team aligned with the company's strategic objectives.

Scope of The Study

1. To understand how to assess the effectiveness of training program in the organization.
2. To understand the reasons and benefits of the training program.
3. This study focuses on today's environment commercial success depends on employees.
4. Making use of their talents from what they learned in the training programs.

Review of Literature

The assessment of training effectiveness was notably advanced by Kirkpatrick (1971), who introduced a four-level evaluation framework that remains widely influential. His model begins with the Reaction level, which captures participants' initial responses and overall satisfaction with the training program. The second level, Learning, evaluates the degree to which trainees have gained new knowledge, skills, or shifted their attitudes. The third, Behavior, focuses on the practical application of these competencies in the workplace. Finally, the Results level measures the broader organizational outcomes of training, such as improvements in efficiency, product quality, reduced absenteeism, and employee retention.

In an examination of British Airways' "Managing People First" initiative, Paulet and Moulton (1987) investigated how training affected employees' values, motivation, and behavior. By conducting interviews, they categorized the extent of behavioral change as significant, moderate, or minor, thus offering a qualitative insight into training impacts.

According to Alliger and Horowitz (1989), although Kirkpatrick's framework is widely acknowledged, it is rarely implemented in full. They observed that the Reaction phase is commonly evaluated due to its simplicity, while the Results level is often overlooked due to its complexity. For example, at IBM, particular attention was given to the Learning stage, using it as a tool to enhance training through continuous evaluation during sessions.

Bushnell (1990) extended the evaluation scope by proposing a model that spans the entire training process. His framework underscores the importance of pre-training design, execution, and post-training assessment. It incorporates various indicators such as the preparedness of participants, the relevance and delivery quality of training content, available resources, and financial inputs.

Reinforcing Kirkpatrick's model, Phillips (1991) emphasized its significance in contemporary training evaluation. Supporting this perspective, an ASTD (1997) study reported that 81% of HR professionals acknowledged the necessity of evaluating training efforts, with 67% of them employing Kirkpatrick's model in their respective organizations.

However, Lookatch (1991) and a subsequent ASTD (2002) report revealed that only a small fraction—around 10%—of organizations extend their evaluation to the Results level. Interestingly, Kirkpatrick's earlier research from 1952 already considered a comprehensive evaluation strategy, assessing reactions, learning outcomes, behavioral shifts, and organizational performance within supervisory training programs.

In a study spanning over 20 companies and involving more than 5,000 employees, Wagner and Roland (1992) conducted a robust analysis using pre - and post - training assessments, managerial feedback, and executive interviews. Despite the multi- method approach, the overall behavioral changes observed were modest.

Hopkins (1995) stressed the necessity for ongoing learning and continuous professional development within organizations. He advocated for a culture where leaders actively promote growth opportunities and support employees in taking ownership of their development journey.

Holli and Calabrese(1998) described training evaluation as a comparative process, where expected outcomes are measured against actual performance results to determine training effectiveness.

In a similar approach, Boulmetis and Dutwin (2000) viewed evaluation as a structured process involving the collection and analysis of data to verify the achievement of training goals.

Adding a financial dimension, Phillips and Pulliam (2001) introduced the Return on Investment (ROI) approach to training evaluation. Their model integrates principles from Total Quality Management (TQM) and Continuous Quality Improvement (CQI), enabling organizations to assess the economic returns from training investments. This financial analysis strengthen justifications for internal training programs and helps safe guard against the risks of outsourcing.

Research Methodology

Effectiveness The purpose of this study is to evaluate the of training and development programs on employee performance. To achieve this, a descriptive research design has been adopted, as it helps in understanding the current practices and their impact within the organization. The research methodology followed in this project includes the following steps
Establishing clear objectives for the study.
Design in gan interview schedule ealigned with the study's goals
Collecting feedback from employees
Analyzing the responses received
Drawing conclusions, identifying key findings, and offering relevant suggestions.

Research Design: This research is guided by a structured design that serves as a strategic plan for each stage of the study. It acts as a guide, outlining the methods, steps, and overall structure required to conduct the research in an organized and logical way. The design is developed after thoroughly defining the research issue.

Research Method: The study makes use of a descriptive research approach, which is aimed at presenting an accurate account of the traits or behaviors of a particular individual or group. It focuses on examining the current state of affairs through methodical data gathering and evaluation.

Research Instrument

A structured questionnaire was the primary instrument for data collection in this research. This questionnaire consisted of standardized questions designed to obtain relevant and consistent information from participants. Respondents were asked to complete the Form based on their own opinions and real-life experiences.

Sampling Techniques

Sampling Technique: Simple Random Sampling. This study employs simple random sampling, a fundamental sampling method in which each individual within the population has an equal opportunity of being chosen. It is a straight forward and unbiased technique, often used independently or as a part of more advanced sampling methods.



Sample Size and Location: The search was conducted with a sample of 100 respondents from Digip in Technology, located in Chennai.

Data Collection

Primary Data: Primary data consists of first hand information collected specifically for the purpose of this study. In this case, data was directly gathered from employees by administering a well- designed questionnaire, ensuring that the responses were both original and relevant to the research objectives.

Secondary Data: Secondary data used in this study was obtained from already existing sources, including the company's records, official websites, published articles, magazines, and academic journals. These materials served to enhance and validate the findings derived from the primary data.

Statistical Tools Used For Analysis

Data Analysis Methods: Primary Data Collection and Analytical Techniques. The foundation of this research lies in firsthand data gathered through a well- designed questionnaire. The responses were Evaluated using two essential statistical tools: percentage-based analysis and the chi-square test of independence.

Percentage-Based Analysis

This analytical method is used to convert raw figures into a percentage format ranging from 0 to 100. Doing so facilitates clearer comparisons and enhances interpretability. It's especially valuable when creating contingency tables that summarize and display data distributions in an organized manner.

The formula applied for percentage calculation is:

Percentage=(Number in a Given Category/ Total Respondents) × 100. This approach simplifies large sets of data into manageable insights, aiding in effective decision-making and interpretation.

Limitation of The Study: During the course of data collection, several obstacles were encountered that may have influenced the accuracy and depth of the findings:

Time Constraints Among Respondents: Some participants were unable to provide detailed or thoughtful responses due to limited time, potentially impacting the reliability and validity of the data collected.
Reluctance Due to Fear of Repercussions: A few respondents were hesitant to share honest opinions out of concern that their feedback might be closed to management, possibly resulting in unfavorable consequences.

Sample Size Limitations: Ideally, a large sample size enhances the generalizability of survey results. However, expanding the sample size often requires additional time and resources, making it more costly and time- consuming to administer questionnaires effectively.

Restricted Study Population: The total number of respondents was capped at 120, mainly due to time constraints during the data collection phase. This limitation may affect the broader applicability of the research outcomes.

Data Analysis And Interpretation

Table:1 Qualification

S.No	Qualification	No. of Respondents	Percentage
1	Graduate	20	20%
2	Post graduate	34	34%
3	Diploma	30	30%
4	SSLC/ +2	15	15%
5	Others	1	1%
	TOTAL	100	100%

Source: Primary Data Interpretation

The above table shows that qualification of the respondents, 20% of the respondents are graduate, 34% of the respondents are post graduate, 30% of the respondents are diploma, 15% of the respondents are SSLC/+2, 1% of the respondents are others. Majority 34% of the respondents are post graduate.

Table N0 2: Experience

S.No	Experience	No.of. Respondents	%
1	Less than 10 years	25	25%
2	10-15years	28	28%
3	15-20years	21	21%
4	More than 20 years	26	26%
	Total	100	100 %

Interpretation

The above table shows that experience of the respondents, 25% of the respondents are less than 10 years, 28% of the respondents are 10–15 years, 21% of the 15 – 20 years, 26% of the respondents are more than 20 years. Majority 28% of the respondents are 10 – 15 years.

Table 3:Salary

S.No	Annual Salary	No.of Respondents	Percentage
1	50000	11	11%
2	50000-70000	21	21%
3	70000-100000	38	38%
4	100000-125000	23	23%
5	Above 125000	7	7%
	TOTAL	100	100%

Interpretation: The above table shows that salary of the respondents, 11% of the respondents are 50000, 21% of the respondents are 50000 - 70000, 38% of the respondents are 70000- 100000, 23% of the respondents are 100000- 125000, 7% of the respondents are above 125000. Majority 38% of the respondents are 70000 – 100000.



Conclusion

The analysis indicates that a majority of employees expressed satisfaction with the training programs provided by the organization. However, a noticeable challenge observed was the lack of enthusiasm among some employees, which served as a hindrance to the overall effectiveness of the training sessions.

The training and development initiatives were generally well-received, with employees acknowledging that these programs significantly contributed to enhancing their skill sets.

Post-training, many employees observed a positive shift in their attitude toward their work responsibilities. Additionally, there was a general consensus that participation in the training programs led to improved productivity.

While some employees felt that certain portions of the training involved unproductive use of time, the majority appreciated the relevance of the training activities to their actual job roles. Overall, the trainees were content with the structure and delivery of the programs. It is recommended that the organization continues its current training practices, as they appear to effectively support employee growth and performance.

Reference

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