

# A Study on Effectiveness of Training and Development with Special Reference to Chennai Port Trust

Dr. V.P. Matheswaran<sup>1</sup>, M. Charumathi<sup>2</sup>

<sup>1</sup>Professor, Department of Adult and Continuing Education, University of Madras

<sup>2</sup>Scholar, Department of Adult and Continuing Education, University of Madras

**Abstract-** The project Title is “A STUDY ON EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN CHENNAI PORT TRUST”. The main objective of this study is to examine the effectiveness of training Programs conducted by the Chennai Port Trust. Then the type of research design is descriptive design. The data require for this study is collected within the organization. This study has been complied with both primary and secondary data. Primary data has been collected from 200 respondents who have participated in the training program conducted by the Chennai Port Trust through questionnaire. The secondary data sources were collected from the Chennai port Trust website and other related library books. Statistical tools are used for the analysis and find out the relationships between the data's. Statistical tools include simple percentage analysis; Chi-Square, Correlation and one way ANOVA, Reliability Statistics and five point scales, sampling techniques is simple random methods. The main findings shows that 97 per cent of the respondents get a monthly income more than 30000; 3Per cent of the respondents getting salary from 20001 to 30000 per month. 67 Per cent of the respondents agree that they satisfied with the training program; 25 Per cent of the respondents are neutral; 5 Per cent of the respondents disagree; 3 Per cent of the respondents strongly agree. None of the respondents rated strongly disagree. The suggestion made by the employees where mostly implemented whenever they were applicable.

**Index Terms-** Training and Development, Effectiveness, Statistical analysis, Convenience Sampling, Questionnaire, suggestion.

## INTRODUCTION

The man is ultimate resources of any organization because the success or failure of any organization depends on efficient and effectiveness of man power and their functioning. The entire gamut of activities of an organization revolves around the human

resources. Training and development is one of the sub-systems of Human Resource Development. Therefore, this article helps to ascertain the effectiveness of training and development. Human Resource Management includes conducting job analysis, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels. Therefore, this article helps to ascertain the effectiveness of training and development.

Training is said to be the acquisition of knowledge of skills, and the competencies. It has specific goals of improving one's knowledge, skills and their capacity, capability, performance and their productivity. It is said that observers of labor market has clearly mentioned, more than initial qualifications for a work, to upgrade and update skills. Vigorous training and development should be there in the organization. The skills which were utilized by the human resource of firm can increase in output, quality improvement at the company. Training and development increase in efficiency, increase of morale of employees, better human relationship, reduction in supervision, increased in organizational productivity & flexibility. Training can take place by number of ways, on the job and off- the job. As per Adult (1995), Staff training & development is a work or an activity that makes a significant contribution to the overall effectiveness & profitability to the organization.

This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

## NEED FOR THE STUDY

The study on “Effectiveness of Training and development” helps the organization to maintain the standards and increase their boundaries in training. This study tells us opinion of the participants about their organization, the training program and how well they get prepared for their job after attending this training program. The study helps to improve the standards of the training provided by the organization and to know how the participants feel after attending the training program.

#### SCOPE OF THE STUDY

The study was conducted in Chennai Port Trust. People are the resources of the organization. Providing adequate training to them and help them to contribute more to the organization. Hence scope of the study throws light to identify the effectiveness of training provided. The study on “EFFECTIVENESS OF TRAINING AND DEVELOPMENT” helps the Chennai Port Trust to maintain a standard and increase productivity. This study tells us how the participants show their interest in the training program and what changes to be done to increase their performance.

#### OBJECTIVES OF THE STUDY

The main aim of the study is to analyze the effectiveness of training program in Chennai port trust

- To identify whether training increases the quality of output among the employees.
- To analyze whether the training program is conducted by a competent trainer.
- To understand the relevance of training program for the employees.
- To study the employees opinion towards the training program.
- To identify whether overall training program is satisfactory.

#### PREVIOUS STUDY

In the previous study, we take the fact of observation that training leads to important benefits for individuals and organizations. The existing analysis of literature proposes that these benefits vary from individual and organizational performance. To understand the effectiveness of training and

development program, we implemented different level and different disciplinary perspective of employee development program. In our study, we also involved the discussion, how to increase the benefits of training. The following are some of the Indian and Foreign authors' views about the Training and Development of the employees.

YADAPADITHAYA P.S (2001) conducted a study on ‘Evaluating Corporate Training and Development: An Indian Experience’ to observe the major drivers and key result areas of training and development; purposes, levels, instruments, timing, and designs of evaluation and major challenges currently faced by the Indian corporate sector in strengthening the training and development function.

ELEANOR MACDONALD (1985) in his study ‘The need for Training and Development’ has pointed out that in recent years training and development have come to be regarded as perquisites to promotion. He has concluded that training and development are important management tools.

GLENN E. SUMNERS , RICHARD A. ROY AND THOMAS A. GAVIN (1991)in their work ‘Developing a Training Program have come up with providing a methodology for developing a training program that is responsible for the expanding scope of internal audit functions.

DIANE WALTER (2000) in his study on ‘Competency-based on-the-job training for aviation maintenance and inspection-a human factors approach’ observed that more than 90% of the critical skills that an aviation maintenance technician uses are acquired through on-the-job training (OJT). In general, the process helps to instill mutual respect and trust, enhance goal-directed behavior, strengthen technicians' self-esteem and responsiveness to new ideas and encourage technicians to make worthwhile contributions. He also discussed major elements of the model including needs identification, outlining targeted jobs, writing and verifying training procedures, an approval system, sequencing of training, certifying trainers, implementing, employing tracking mechanisms, evaluating, and establishing a maintenance/audit plan.

## METHODS OF TRAINING

### ON-THE-JOB TRAINING (OJT) METHODS:

- Job rotation: This training method involves movement of trainee from one job to another gain knowledge and experience from different job assignments. This method helps the trainee understand the problems of other employees.
- Job instructions: Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.
- Committee assignments: A group of trainees are asked to solve a given organizational problem by discussing the problem. This helps to improve team work.
- Internship training: Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

### OFF-THE-JOB METHODS

- Case study method: The trainee is given an opportunity to analyze the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.
  - Incident method: Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.
  - Role play: In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.
  - In-basket method: The employees are given information about an imaginary company, its activities and products. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.
- Business games: According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary organization. They will discuss and decide about various subjects like production, promotion, pricing etc. This gives result in co-operative decision making process.
  - Lectures: This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.
  - Simulation: Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.
  - Management education: At present universities and management institutes give great emphasis on management education. For e.g., Mumbai University has started bachelors and postgraduate degree in Management. Many management Institutes provide not only degrees but also hands on experience having collaboration with business concerns.
  - Conferences: A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.

### TYPES OF TRAINING CLASSROOM OR INSTRUCTOR-LED TRAINING

- Blackboard or whiteboard: This may be the most “old-fashioned” method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.
- Overhead projector: This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.

- Video portion: Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.
- PowerPoint presentation: Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods. [See page 37 for PowerPoint presentation tips.
- Storytelling: Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This technique makes communication easier since it is nonthreatening with no one right answer. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know. You can also find many training stories online.

#### INTERACTIVE METHODS

- Quizzes: For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a prequiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their prequiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.
- Small group discussions: Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.
- Case studies: Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, employees can learn how to

handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

- Active summaries: Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.
- Question and Answer sessions: Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills.
- Question cards: During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
- Role-playing: By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.
- Participant control: Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.
- Demonstrations. Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.

#### HANDS-ON TRAINING

- Cross-training: This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job.
- Demonstrations: Demonstrations is an excellent way to teach employees to use new equipment or to teach the steps in a new process.
- Coaching: The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of

training. There are usually no set training sessions. A manager, supervisor, or veteran employee serves as the coach.

- Apprenticeships: Apprenticeships give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income.
- Drills: Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness.

#### COMPUTER-BASED TRAINING (CBT)

- Text-only: The simplest computer-based training programs which can be highly effective and present complicated information and concepts in a comprehensible and easily accessible way.
- Customized CD based training: Programs can also be created by training consultants for the specific needs of the particular organization or individual departments.
- Multimedia: These training materials are an advanced form of computer-based training which includes graphics, audio, animation, and/or video. Multimedia tends to be more provocative and challenging and, therefore, more stimulating to the adult mind.
- Virtual reality: Virtual reality is three-dimensional and interactive, immersing the trainee in a learning experience. Most virtual reality training programs take the form of simulation, which is a highly effective form of training.

#### INDUCTION TRAINING

It is also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization.

1. Job instruction training: This training provides an overview about the job and experienced trainers demonstrates the entire job. Addition training is offered to employees after evaluating their performance if necessary.
2. Vestibule training: It is the training on actual work to be done by an employee but conducted away from the work place.

3. Refresher training: This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

#### RESEARCH METHODOLOGY

Research Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. The process used to collect information and data for the purpose of making business decisions. The methodology may include publication research, interviews, surveys and other research techniques, and could include both present and historical information.

#### RESEARCH DESIGN

Descriptive research is used to describe characteristic of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristic occurred. Rather it addresses the "What" question (what are the characteristics of the population or situation being studied) the characteristics used to describe the situation or population are usually some kind of categories.

#### UNIVERSE / POPULATION

The research has been conducted in Chennai Port Trust which consists of 4500 government employers and 10000 above contract employees. In that HR Department consists of 700 employees.

#### SAMPLE SIZE

Sample size means the number of sampling units selected from the total population (700) of the organization for investigation. The total sample size that is taken for the study is 200.

#### DATA COLLECTION TOOL

The method used for data collection in this research is survey method. The research instrument used in this study is structured questionnaire and it consists of 25 closed ended questions with the purpose of gathering prompt information from respondents.

#### DATA COLLECTION PROCEDURE

Both primary data and secondary data are used for the data collection.

**PRIMARY DATA**

Primary data is a type of information that is obtained directly from first hand sources by mean of surveys, observation or experimentation. It is a data that has not been previously published and is derived from a new or original research study and collected at the source such as in marketing. Here is questionnaire is used.

**SECONDARY DATA**

Secondary data is all the information collected for purposes other than the completion of a research project and it's used to gain initial insight into the research problem. The information on the subject is collected from book, websites etc. the company data is collected from the company data is collected from the company website.

**STATISTICAL TOOLS USED FOR ANALYSIS**

SPSS 16.0 releases (Sep 13, 2007) this product uses win wrap basic, copyright 1993-2007 polar engineering and consulting and SPSS is used for statistical analysis. The software name originally stood for Statistical Package for the Social Science (SPSS), Percentage Analysis, Chi-Square Analysis, and Correlation Coefficient.

**DATA ANALYSIS AND INTERPRETATION**

Data analysis is the process of interpreting the meaning of the data we have collected, organized, and displayed in the form of a table, bar chart, line graph, or other representation. Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. There are many types of data analysis. Some of them are more basic in nature, such as descriptive, exploratory, inferential, predictive, and causal. Some, however, are more specific, such as qualitative analysis, which looks for things like patterns and colors, and quantitative analysis, which focuses on numbers.

There are 200 respondents for the study. The questionnaire is created in a way that the ambiguity is avoided. After preliminary scrutiny of the filled questionnaires, it is noticed that all respondents

marked their responses to important questions which will leads the study. The responses of the questionnaires are tabulated in percentage to get a clear picture about the response.

**FOCUS OF THE TRAINING PROGRAM ABOUT THE TRAINNING PROGRAM PROVIDED BY THE ORGANIZATION**

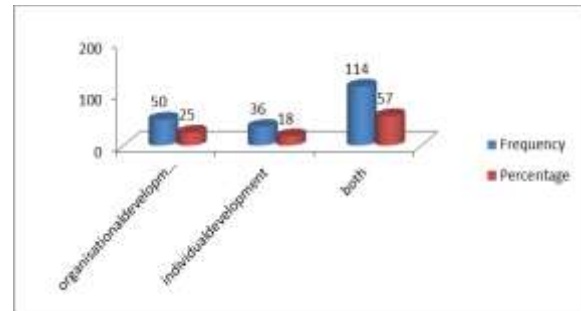
Table No.1

OPTIONS	NO.OF.RESPONSE	PERCENTAGE
Organizational development	50	25
Individual development	36	18
Both	114	57
Total	200	100

**Inference**

As per above table no.1 shows that 25 Per cent of the respondents agree that the focus of the training program towards organizational development; 18 Per cent of the respondents agree that the focus of the training program towards individual development; 57 Per cent of the respondents are said both.

**FOCUS OF THE TRAINING PROGRAM**



**SATISFACTION LEVEL OF THE RESPONDENTS ABOUT THE TRAINNING PROGRAM PROVIDED BY THE ORGANIZATION**

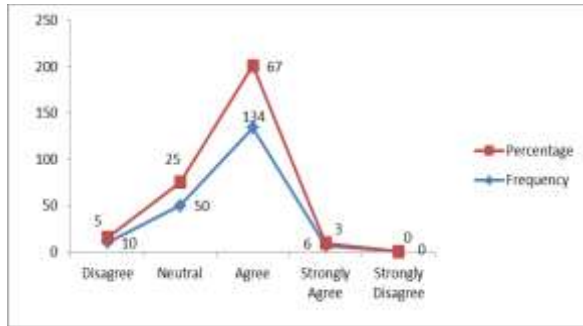
Table No.2

OPTIONS	NO.OF.RESPONSE	PERCENTAGE
Disagree	10	5
Neutral	50	25
Agree	134	67
Strongly Agree	6	3
Strongly Disagree	0	0
Total	200	100

**Inference**

Thus the above table no .2 shows 67 Per cent of the respondents agree that they satisfied with the training program; 25 Per cent of the respondents are neutral; 5 Per cent of the respondents disagree; 3 Per cent of the respondents strongly agree. None of the respondents rated strongly disagree.

**SATISFACTION LEVEL OF THE RESPONDENTS**



**KARL PEARSON CORRELATION BETWEEN AVERAGE PERFORMANCE BEFORE TRAINING PROGRAM AND TRAINING PROGRAM HELPED IN APPRAISAL AND PROMOTION OF THE EMPLOYEES.**

**Null hypothesis (H<sub>0</sub>):**

There is no significant relationship between average performance before training program and enhanced performance and training program helped in appraisal and promotion of the employees.

**Alternative hypothesis (H<sup>1</sup>):**

There is significant relationship between average performance before training program and enhanced performance and training program helped in appraisal and promotion of the employees.

Table No. 3 Correlations

		Average performance before training	Appraisal and promotion
Average performance before training	Pearson Correlation	1	.239**
	Sig. (2-tailed)		.001
	N	200	200
Appraisal and promotion	Pearson Correlation	.239**	1

	Sig. (2-tailed)	.001	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

**Inference**

Calculated Value P = 0.000, Level of significance  $\alpha = 0.05$  and P Value = 0.000 < 0.05. Hence calculated value is 0.000, it is lesser than the  $\alpha$  value 0.05, H<sub>1</sub> (Alternative hypothesis) accepted.

There is significant relationship between average performance before training program and enhanced performance and training program helped in appraisal and promotion of the employees.

**ONE WAY ANOVA ON MONTHLY INCOME AND SATISFACTION LEVEL OF THE EMPLOYEES**

**NULL HYPOTHESIS (H<sub>0</sub>):**

There is no significant relationship between monthly income of the employees and satisfaction level of the employees.

**ALTERNATIVE HYPOTHESIS (H<sup>1</sup>):**

There is significant relationship between monthly income of the employees and satisfaction level of the employees.

Table No. 4

Satisfaction Level	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.860	1	2.860	7.794	.006
Within Groups	72.660	198	.367		
Total	75.520	199			

**Inference**

Calculated Value P = 0.006, Level of significance  $\alpha = 0.05$ , P Value = 0.006 < 0.05. Hence calculated value is 0.006, it is lesser than the  $\alpha$  value 0.05, H<sub>1</sub> (Alternative hypothesis) accepted.

There is significant relationship between income level of the employees and satisfaction level of the training program.

**FINDINGS**

- 57 Per cent of the respondents said that the frequency of the training program once in the year; 36 Per cent of the respondents are said once

in 6 months; 7 Per cent of the respondents are said once in 3 months.

- 53 Per cent of the respondents agree that the training program helped them to modify their behavior and enhanced their performance at work; 28 Per cent of the respondents are neutral; 14 Per cent of the respondents are disagree; 4 Per cent of the respondents are strongly disagree and 1 Per cent of the respondents are strongly agree.
- 97 Per cent of the respondents get a monthly income more than 30000; 3 Per cent of the respondents get from 20001 to 30000 as monthly income.
- 67 Per cent of the respondents agree that they satisfied with the training program; 25 Per cent of the respondents are neutral; 5 Per cent of the respondents disagree; 3 Per cent of the respondents strongly agree. None of the respondents rated strongly disagree
- 40 Per cent of the respondents agree that their performance was average before the training program; 35 Per cent of the respondents are neutral; 18 Per cent of the respondents are disagree; 5 Per cent of the respondents are strongly disagree and 2 Per cent of the respondents are strongly agree.

#### SUGGESTIONS

- The organization must recognize employee's talents from top level management to foreman level and must invite innovative ideas of the employees and empowerment to the employees.
- Each session must have feedback through appropriate feedback system.
- A training calendar should be provided to all the employees at the beginning of the sessions. The training needs should be assessed and accordingly the training should be scheduled every year.
- Training should be given on rational basis with equal opportunities to all the employees so that everyone can be benefitted.
- Improvements should be needed in the field of training materials.
- The feedback provided by the respondents should be taken into consideration so that they can gain interest towards the training program conducted by the port Trust.

#### CONCLUSION

The Study throws light on the effectiveness of training and development programs being conducted in one of the Chennai Port Trust. Based on the findings, the Port Trust can redesign and develop new modules in the training and development program, so that ultimately the resources of employees are utilized at optimum level. Training is an incomparable resource among the resources of the universe "no training no development". Therefore, training and development is a part of any organization in the world.

The new Millennium will be one of knowledge and competition. The Chennai Port Trust shall therefore endeavor to make every employees job an exciting one with adequate opportunities for personal development. Whenever a need for knowledge request arises in the system the organization should take steps to update the knowledge and skill of the employees by organizing training programs. Effective training and development evaluation strategies are required to measure change in individual, and team in respect of organizational efficiency and effectiveness.

Training is importation for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills.

From the details collected and with the help of analysis report, gained from the survey, I would like to conclude about the topic "EFFECTIVENESS OF TRAINING AND DEVELOPMENT". An effective measurement system must focus on the specific standards to which the participants must be trained. The participants must be trained to perform tasks exactly as it was trained to perform. This study has highlighted the effectiveness of training program and the survey was conducted with the help of questionnaire. The result of the study may be used for exploring more details about the training needs of the participants. However, there could be improvements in the case of conducting reviews to analyze the status of the participants who have attended the training program.



REFERENCE

- [1] Ashwathappa (2012), Human Resource Management: *In the concept of training*, New Delhi, Tata McGraw Hill Education Private LTD, Vol. 67, No.2, pp.46-234.
- [2] Bose Ranjit, (2004), “E-government: infrastructure and technologies for education and training”, *Electronic Government an International Journal*, Vol.1, No.4, pp.349-361.
- [3] Matheswaran.V.P., and Charumathi. M (2018) “A Novel Training Methodologies to Upgrade Employee’s Effectiveness”, *International journal of Innovative Research in Technology*, New Delhi, Volume 5, issue 1 June, ISSN: 2349-6002, Pg.482.
- [4] Hassan, A., (2007), “Human Resource Development and Organizational Values”, *Journal of European Industrial Training*, Vol.31, No.6, pp.435-448.
- [5] Hicks W.D., and Klimoski R.J., (1987), “Entry into Training Program and Its Effect on Training Outcomes: A Field Experiment”, *Academy of Management Journal*, Vol.30, No, 3, pp.542-552.
- [6] Jameson Stephanie, M., (2000), “Recruitment and training in small firms”, *Journal of European Industrial Training*, Vol.24, No.1, pp.43-49.
- [7] Walter Diane, (2000), “Competency-based on-the-job training for aviation maintenance and inspection - a human factors approach”, *Journal of Industrial Ergonomics*, Vol.26, No.2, pp.249-259.
- [8] Wentling Rose Mary, and Palma-Rivas Nilda, (1999), “Components of effective diversity training programmes”, *International Journal of Training and Development*, Vol.3, No.3, pp.215-226.
- [9] Wills Mike, (1994), “Managing the Training Process: Putting the Basics into Practice”, *Journal of European Industrial Training*, Vol.18, No.6, pp.04-28.
- [10] Yadapadithaya P.S., (2001), “Evaluating Corporate Training and Development: An Indian Experience”, *International Journal of Training and Development*, Vol.5 No.4:pp.261-274.
- [www.managementstudyguide.com](http://www.managementstudyguide.com)
  - [www.yourarticlelibrary.com](http://www.yourarticlelibrary.com)
  - [www.ukessays.com](http://www.ukessays.com)
  - [www.trainingtoday.blr.com](http://www.trainingtoday.blr.com)
  - [www.projectguru.com](http://www.projectguru.com)