

## **Training And Development Impact Among The Employees Of Chemical Industries**

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### **ABSTRACT**

Training and development is a vital part of human resource development. It is assuming a very important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. Training enables them to carry out these roles and responsibilities efficiently and also learn new things, which will prepare them to take up higher responsibilities in the future. In the industrial sector, training and development function holds a key responsibility by helping employees to upgrade their performance on a continuous basis. Therefore, the present study helps to ascertain the effectiveness of training and development in the chemical industries of Thoothukudi District.

**Key words: Training and development**

### **Introduction**

Training and development is a vital part of human resource development. It is assuming a very important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It also becomes more important globally in order to prepare workers for new jobs. Some training and development programs teach new hires to perform a specific job, while others update the skills and knowledge of established employees.

Before we say that technology is responsible for increased need of training inputs to employees, it is important to understand that there are other factors too that contribute to the latter. Training is also necessary for the individual development and progress of the employee, which motivates him to work for a certain organization apart from just money. We also require training to update employees of the market trends, the change in the employment policies and other things.

The following are the two biggest factors that contribute to the increased need to training and development in organizations:

**Change:** It is one of the biggest factors that contribute to the need of training and development. Change leads to the need for training and development and training and development leads to individual and organizational change. More specifically it is the technology that is driving the need; changing the way how businesses function, compete and deliver.

**Development:** It is again one of the strong reasons for training. People who work with organizations seek more than just employment out of their work; they look at holistic development of self.

**Review of Literature**

Ammar Ahmed, Faiz Muhammad Khuwaja, Noor Ahmed Brohi, Ismail bin Lebai Othman (2018), examined the crucial role of strategic orientation and organizational culture that work as important organizational factors in implementing the organizational strategies and how they influence the organizational commitment, and ultimately enhances the organizational performance. This study has acknowledged the significance of organizational factors including the strategic orientation, organizational culture, and organizational commitment which can directly and indirectly contribute in enhancing the organizational performance.

Meddaoui and Kamal Rekloui (2017) conducted a study on collective competence level towards measuring the organizational performance. The authors used indicators like work load, man power efficiency and effective utilization of equipment. The authors measured the organizational performance on the basis of chosen indicators.

Geoffrey Wood and Chris Brewster (2016) compared the corporate governance of different companies over a period of time. The authors found the country wise variation with respect to corporate governance of different companies and its implications on human resource management.

**Statement of the Problem**

Training plays a vital role of management control. A successful training program brings about an improvement in employee skill; which in turn increases the quality and quantity of output. Employee development is not an end in itself but rather a means to greater productivity, lower costs and higher profits. The present study is confined to Training and development programs adopted by the chemical industries. The study aimed to find out the effectiveness of training and development programs on the employees of the selected industries. The study will be useful for the organization to determine the organization success of training provided.

**Objective of the study**

To study the perception of the employees towards the training and development based on demographic factors viz, Gender, Occupation, educational qualification and experience.

**Hypothesis**

*There is no significant difference on the effectiveness of Training and development with respect to the demographic variables viz, Gender, occupation, experience, and educational status of the respondents.*

**Research Methodology**

This study aims at identifying the process of Training and development by conducting an experimental study in the chemical industries of Thoothukudi District. In this study, the indicators relating to Training and development were recognized under the exploratory research framework. The identified variables are cross tabulated with the socio-economic status of the employees and thereby it gives analytical orientation and hence this study is descriptive in nature. A disproportionate stratified sampling technique has been adopted for this study and 375 employees were taken for this study. With disproportionate stratification, the sample size of each stratum is equal in all strata. The reliability value 0.7832 was established and validity 0.8748.

**RESULTS AND DISCUSSIONS**

Socio-Economic condition is an economic and sociological combined measure of an employees' professional experience and of an individual's or family's economic and social

position in relation to others, based on educational qualification, gender and occupational status.

**Table: 3 Socio–Economic Status**

<b>Gender</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Male	250	66.67
Female	125	33.33
<b>Total</b>	<b>375</b>	<b>100.00</b>
<b>Occupation</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Office employees	60	16
Technicians	112	29.86
General workers	132	35.20
Casual labour	71	18.94
<b>Total</b>	<b>375</b>	<b>100.00</b>
<b>Education</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Secondary	112	29.87
Higher secondary	78	20.8
Diploma	84	22.40
Under graduate	64	17.06
Post graduate	37	9.87
<b>Total</b>	<b>375</b>	<b>100.00</b>
<b>Length of service</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Up to 5 years	71	18.93
5-10 years	88	23.47
10-15 years	66	17.60
15-20 years	102	27.20
Above 20 years	48	12.80
<b>Total</b>	<b>375</b>	<b>100.00</b>

From the above table it is noticed that out of the total 375 respondents, 66.67 per cent of them are male employees and 33.33 per cent of them are female employees. 16 per cent were office employees, 27.20 per cent are technicians; 35.20 per cent were general workers and the rest of 18.94 per cent are casual laborers. Regarding the educational status, majority of the employees were secondary school educated and post graduated holds the least position with 9.87 percent. Only 18.93 per cent of the respondents have less than 5 years of work experience; 23.47 per cent of them lies in the group of 5-10 years; 17.50 per cent of the respondents are in the range of 10-15 years; 27.20 per cent of them are having a working experience of 15-20 years; and 12.80 per cent of them are having experience of more than 20 years.

**Training and Development**

**Table: 4 Gender-wise Respondents Rating of Training and Development**

<b>Variables</b>	<b>Male</b>	<b>Female</b>	<b>Mean</b>
Workers are properly trained and trained upon joining the organization	3.47	2.81	3.14
Provision of regular opportunity for personal and career development	2.18	1.72	1.95
Innovation and creativity are encouraged in the organization	3.93	3.27	3.60
Career development activities to improve employee ability, goals, strength and weakness	2.92	2.26	2.59
Provision of equal training opportunities for all cadres of staff	4.25	3.99	4.12
Workshops and seminars are organized to improve the performance of employees	4.07	3.41	3.74
Workshops and seminars are organized relevant to the needs of the organization	3.69	3.03	3.36
Employees are permitted to attend the workshops both within and outside the organization	3.04	2.38	2.71
Provision of opportunity for both on the job and off the job training	2.31	2.01	2.16
Elaborate policy in training and development	4.21	3.55	3.88
Organization’s committee to review and evaluate the training needs and assessment	3.82	3.16	3.49

<b>Variables</b>	<b>Male</b>	<b>Female</b>	<b>Mean</b>
Proper funding for training and development	3.22	2.56	2.89
Different types of training on different jobs	2.66	2.00	2.33
Possibility of peer group learning	4.19	3.73	3.96
After formal training the organization recognizes the employees efforts	3.31	2.65	2.98
Average	3.42	2.84	3.13

The male' occupy the first position in their overall rating of the indicator's of training and development with a mean score of 3.42 followed by the female workers with a mean score of 2.84.

For further analysis the 't' test is applied and the calculated 't' value is 15.96 which is higher than the tabulated value at 5 per cent significant level. Hence, there is a significant variation in training and development based on the genders of the employees.

*Null Hypothesis: There is no significant difference between educational qualification and training and development.*

Table- 5 presents data on the education-wise respondents rating of the indicators of training and development. The post graduates rank the top position with a secured mean score of 3.52. The graduates record the second with a mean score of 3.30, the diploma holders the third position with a mean score of 3.17, the higher secondary level educated respondents the fourth, the secondary level educated respondents in the last position with a mean score of 2.78.

**Table: 5 Education-wise Respondents Rating of Training and Development**

<b>Variables</b>	<b>Secondary</b>	<b>Higher Secondary</b>	<b>Diploma</b>	<b>Under Graduate</b>	<b>Post Graduate</b>	<b>Mean</b>
Workers are properly trained and trained upon joining the organization	2.76	2.87	3.18	3.32	3.64	3.14
Provision of regular opportunity for personal and career development	1.72	1.78	1.99	2.13	2.20	1.95
Innovation and creativity are encouraged in the organization	3.32	3.43	3.64	3.78	3.90	3.60
Career development activities to improve employee ability, goals, strength and weakness	2.21	2.32	2.63	2.77	3.09	2.59
Provision of equal training opportunities for all cadres of staff	3.79	4.15	4.18	4.20	4.22	4.12
Workshops and seminars to improve the performance of employees	3.36	3.47	3.78	3.97	4.04	3.74
Workshops and seminars are organized relevant to the needs of the organization	2.98	3.09	3.40	3.54	3.86	3.36
Employees are permitted to attend the workshops both within and outside the organization	2.33	2.44	2.75	2.89	3.21	2.71
Provision of opportunity for both on the job and off the job training	1.78	1.89	2.20	2.34	2.66	2.16
Elaborate policy in training and development	3.60	3.71	3.92	4.06	4.08	3.88

<b>Variables</b>	<b>Secondary</b>	<b>Higher Secondary</b>	<b>Diploma</b>	<b>Under Graduate</b>	<b>Post Graduate</b>	<b>Mean</b>
Organization's committee to review and evaluate the training needs and assessment	3.11	3.22	3.53	3.67	3.99	3.49
Proper funding for training and development	2.51	2.62	2.93	3.07	3.39	2.89
Different types of training on different jobs	1.95	2.06	2.37	2.51	2.83	2.33
Possibility of peer group learning	3.68	3.79	4.00	4.14	4.16	3.96
After formal training the organization recognizes the employees efforts	2.60	2.71	3.02	3.16	3.48	2.98
<b>Average</b>	<b>2.78</b>	<b>2.90</b>	<b>3.17</b>	<b>3.30</b>	<b>3.52</b>	<b>3.13</b>

Table- 5 presents data on the education-wise respondents rating of the indicators of training and development. The post graduates rank the top position with a secured mean score of 3.52. The graduates record the second with a mean score of 3.30, the diploma holders the third position with a mean score of 3.17, the higher secondary level educated respondents the fourth, the secondary level educated respondents in the last position with a mean score of 2.78.

**Table: 6 Occupation-wise Respondents Rating of Training and Development**

<b>Variables</b>	<b>Office Employees</b>	<b>Technicians</b>	<b>Workers</b>	<b>Casual laborers</b>	<b>Mean</b>
Workers are properly trained and trained upon joining the organization	3.46	3.25	3.03	2.82	3.14
Provision of regular opportunity for personal and career development	2.24	2.06	1.84	1.66	1.95
Innovation and creativity are encouraged in the organization	3.92	3.71	3.49	3.28	3.60
Career development activities to improve employee ability, goals, strength and weakness	2.91	2.70	2.48	2.27	2.59
Provision of equal training opportunities for all cadres of staff	4.26	4.23	4.11	3.88	4.12
Workshops and seminars to improve the performance of employees	4.06	3.85	3.63	3.42	3.74
Workshops and seminars are organized relevant to the needs of the organization	3.68	3.47	3.25	3.04	3.36
Employees are permitted to attend the workshops both within and outside the organization	3.03	2.82	2.60	2.39	2.71
Provision of opportunity for both on the job and off the job training	2.44	2.27	2.05	1.88	2.16
Elaborate policy in training and development	4.15	3.99	3.77	3.61	3.88
Organization's committee to review and evaluate	3.81	3.60	3.38	3.17	3.49

Variables	Office Employees	Technicians	Workers	Casual laborers	Mean
the training needs and assessment					
Proper funding for training and development	3.21	3.00	2.78	2.57	2.89
Different types of training on different jobs	2.65	2.44	2.22	2.01	2.33
Possibility of peer group learning	4.18	4.07	3.90	3.69	3.96
After formal training the organization recognizes the employees efforts	3.30	3.09	2.87	2.66	2.98
Average	3.42	3.24	3.03	2.82	3.13

Table- 6 shows the occupation-wise respondents rating of training and development. The office employees hold the top with a mean score of 3.42. The technician’s register the second position with a mean score of 3.24, the workers the third positions with a mean score of 3.03. The casual labourers stood back in the last position with a mean score of 2.82.

*Null Hypothesis: There is no significant difference between the work experience of the respondents and their rating on training and development*

**Table: 7Length of Service-wise Respondents Rating of Training and Development**

Variables	Up to 5 years	5-10 years	10-15 years	15-20 years	Above 20 years	Mean
Workers are properly trained and trained upon joining the organization	2.69	2.81	3.00	3.43	3.77	3.14
Provision of regular opportunity for personal and career development	1.69	1.72	1.81	2.20	2.33	1.95
Innovation and creativity are encouraged in the organization	3.25	3.37	3.46	3.89	4.03	3.60
Career development activities to improve employee ability, goals, strength and weakness	2.14	2.26	2.45	2.88	3.22	2.59
Provision of equal training opportunities for all cadres of staff	3.72	4.17	4.19	4.21	4.24	4.12
Workshops and seminars to improve the performance of employees	3.29	3.41	3.65	4.08	4.17	3.74
Workshops and seminars are organized relevant to the needs of the organization	2.91	3.03	3.22	3.65	3.99	3.36
Employees are permitted to attend the workshops both within and outside the organization	2.26	2.38	2.57	3.00	3.34	2.71
Provision of opportunity for both on the job and off the job training	1.71	1.83	2.02	2.45	2.79	2.16

Elaborate policy in training and development	3.53	3.65	3.84	4.17	4.21	3.88
Organization's committee to review and evaluate the training needs and assessment	3.04	3.16	3.35	3.78	4.12	3.49
Proper funding for training and development	2.44	2.56	2.75	3.18	3.52	2.89
Different types of training on different jobs	1.88	2.00	2.19	2.62	2.96	2.33
Possibility of peer group learning	3.61	3.83	4.02	4.15	4.19	3.96
After formal training the organization recognizes the employees efforts	2.53	2.65	2.84	3.27	3.61	2.98
Average	2.71	2.86	3.02	3.40	3.63	3.13

The respondents with more than 20 years of work experience hold the top position in their overall of training and development in their organization with a secured mean score of 3.63. The respondents falling between 15-20 years register the second position with a mean score of 3.40; the employees with 10-15 years of service occupy the third position with a mean score of 3.02. The respondents with 5-10 years of service occupy the fourth position with a mean score of 2.8, the respondents with up to 5 years of service stood back in the last position with a secured mean score of 2.71.

### Findings

The findings of respondents rating on training and development system in the selected chemical industries reveal the following facts.

Training and development programs of the company has positive impact on employees jobs in various ways like, increase in efficiency, lesser errors, high involvement.

The respondents rate a high level training and development of the organization by citing the indicators like provision of equal training opportunities for all cadres of staff, possibility of peer group learning, elaborate policy in training and development

The male employees prefer the present training and development practices than their counter part.

The post graduate secured the top position in their overall training and development in their organization.

The office employees secured the top position in their training and development practices in their organization and casual labour the last.

Employees who possess more than 20 years of service secured the top position and employees having less than 5 years of service group fall in the last.

### Recommendations

There is a need for a continuous programme of training for every individual to work as a member of an effective team and activate the potential to achieve the corporation's goal. Than traditional and passive methods such as class room and lecture, trainings like case study, business games, and simulations have to be used.

Industries have to use extensive e-learning methods, which can save a lot of time and need not require employees to be away from jobs which hamper work. Most of the employees are secondary level educated. So the organisations should conduct more training sessions in order to fill the gap. A standard measures before and after each training program on level of knowledge, skills, attitudes and behaviour, Will help to measure its effectiveness more accurately.

**Conclusion**

Due to the increased concentration on administrative management in the current scenario, HRM plays a dominating role in managing an organization. Training and Development is an important aspect of HRM. Training and development among staff is inevitable in any modern organisational set-up. It is indeed a crucial tool for the survival of every organisation. Competition among organisations is a serious key factor to consider because of the growing number of innovative products or services. In order for organisations to achieve their overall objectives, it is essential for organisations to apply training and development in their broad activities to attain organisational goals and mission. On the other hand, employees are the resources and assets of an organization if they are skilled and trained would perform better than those who are unskilled and untrained. Employers need to pay serious attention and apply all the resources allocated within their budget for training and development for this crucial exercise, to enhance the performance of the organisation as well as the workers for smooth co-existence in the organisation. By providing training, employers support the skill development of their employees. Training and Development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased. On the other hand, employees are the resources and assets of an organization if they are skilled and trained would perform better than those who are unskilled and untrained.

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