

Impact on Job Satisfaction through Training Programs Offered By a Leading Training Institution at Salem, Tamil Nadu.

Dr.P.Kavitha MBA, M.Phil, PGEXIM, Phd, . Dr. Suja Sundram, MBA, Mphil,
PGDIB, Phd.

Professor & Head KIT – Kalaignarkarunaanidhi Institute of Technology Coimbatore
Assistant Professor Jubail University College-Female Branch PO Box 10001 Jubail Industrial City 39161
Kingdom of Saudi Arabia

Corresponding author: Dr.P.Kavitha MBA, M.Phil, PGEXIM, Phd

ABSTRACT: Training and development work to increase knowledge of employees so that high returns are realized after they undergo. The training and development department faced the substantial issue of the inefficient courses which did not provide the appropriate outcome in the knowledge of employees. Frequently, it occurs when an employee applies to the course which is not related to the job description. The attitude of the employees towards corporate training is based on their culture and mindset. The scope of the study is to identify a better way that the company can employ to optimize the impact of training and development on employee performance. The impact of training on Job satisfaction is studied by applying Simple Linear Regression method. Correlation is a statistical technique of assessing the extent of the linear relationship between two or more variables. The Pearson correlation coefficient approach to evaluate the effect of the training on the job satisfaction and the results is analyzed. The outcomes of this study is clear that some areas need improvement. This study has summarily revealed that Training and Development program enables employees effectively adapt to their work environment due to changes in programs, services as well as technology their clients need.

KEY WORDS: Training & development, Job description, Employee attitude & Job satisfaction.

DATE OF SUBMISSION: 26-02-2018

DATE OF ACCEPTANCE: 13-03-2018

I. INTRODUCTION

One of the major ways the HR can prove their value to the business is through the Learning. The company carries out training and development programs for its employees so that their input can suit market needs and upcoming production trends. Training and development is required to increase knowledge of employees so that high returns are achieved. Employees register for specific training program meant to boost their productivity and input into the art of working and increase their knowledge. However, studies have indicated that most organizations carry out training and development for their employees without necessarily considering whether they meet the needs of the company.

The company carries out training and development programs for its employees so that their input can suit market needs and upcoming production trends. However, results indicate that the corporation has been carrying out inefficient training program that negatively affect the T&D budget and also not related to employees' career path. Therefore, this study is conducted to impact of training and development program on employee's performance and satisfaction.

II. PROBLEM IDENTIFICATION

The influence of training program on employees is vital. The impact may be direct or indirect. In this regard, the training and development department faced the substantial issue of an inefficient training programs which do not provide the appropriate outcome in the knowledge of employees. Hence, the training program are considered to be wasting of the budget and inefficient distribution of knowledge that is lead inappropriate learning. Specially, it occurs when an employee applies to the training program which is not related to employees' job description. As a result, the knowledge from the training program cannot be utilized during the job, which means that knowledge that is gained can't be applied in the daily work in general.

The company offer various training programs for the employees as a strategy of human resource department to increase the input and output of the corporation. Considering the variety of program, the employees have opportunity take training program in the different areas of interests. Particularly, where Region Corporation operates. Employees can take all levels of technical and management training program. Sometimes, employees register for training program that are not related to their professional requirements and needs.

The attitude of the employees towards corporate training is based on their culture and mindset. Therefore, the results indicate that employees do not consider training program as an opportunity to develop professional skills. Unfortunately, for the employees, the option to take a training program as the chance to take a break from the routine duties and daily responsibilities. The substantial advice rendered from the management would improve the quality of the training program.

The primary issue related to the training is the lack of technology that facilitates the learning process. In addition, the process of registration of training program was considered to be complicated. As the result, it leads to the delays and cancellations of the application. Although it is difficult to identify the return on investment of the training program, it can be observed in the performance of employee's.

III. RESEARCH QUESTIONS

- To know how the training program offered by the company's training and development department affect employees' performance.
- To study as how the training program meet the company's needs and employee requirements.
- To identify if there a better way that the company can employ to optimize the impact of the courses offered by the training and development department on the organization's overall performance

IV. SCOPE OF THE STUDY

The study would focus on the company's employees, to determinethe impact of the training program on the employees, and how the program affect their performance,production.To determine the importance of meeting the company's needs and employee requirements when training program is offered. The major problem is the unnecessary training that are not related to their job descriptionand add insignificant value on employee professional skills which cost a lot of expense. This research aims to find a solution to solve the issue and make the training program more useful to the employees.

V. SIGNIFICANCE OF THE STUDY

The study is important because it is expected that it will provide sufficient feedback on the importance of carrying out training and development interventions in line with the corporation's goals and objectives. It is as well hoped that the study may reveal the different gaps that exist between previous training interventions and recommended interventions. The study hopes to help the organization reduce time and resource wastage and focus on need perspective.

VI. RESEARCH OBJECTIVES

- To study the impact of the training courses on the job satisfaction of the employees.
- To study the impact of training courses to attain the objectives of the company.

VII. REVIEW OF LITERATURE

According to Maaly Mefleh Mohammed Al-Mzary et, (2015) "Before coming up with a training program, three major reasons have to be considered after which an internal needs analysis is conducted. One is career plateaus that identifies the need to bring along educative and training programs, employee turnover which looks at development plans for new employees and employee obsolescence, which looks at business cultural changes, computerization, new changes and technical advancement".

Punia and Saurabh Kant (2013) explains in his article, "Training procedures are carried out in an organization depending on the specialization and the priority listings. However, every organization has the intention of maintaining qualified services and products as well achieve even greater standards or production than the current ones. The other purpose is to refresh the memory of employees on production procedures and market trends.

Lubin (2013) Elaborates on "Training and development appear to be similar concepts but have different meanings. Training is a short-term intervention that is task oriented with the aim of attaining a change of skills, attitude and knowledge about a specific area and is more job related. Unlike training, development is long-term and taken to be an investment in human resource".

Bellrich (2013) "Using the GAP concept, training is used as a means to use constructive activities in order to fill performance gaps that exist between actual results and expected results. GAP training is necessitated after carrying out a need analysis that will be used to develop a monitoring and evaluation scheme, which will track progress of the training interventions".

Rush (2011) "The GAP Concept in Human Resource Development advocates that gaps always exist among employees and the have to be filled though continuous training and skill development. It is important to determine why employees are failing to meet the organization's target. Four options normally appear in the

picture; expected results are too high, the target is unachievable, poor resources including machines as well as poor staffing skills”.

Andrew (2011) “ In order for a training and development program to be in tandem with the organization’s goals and objectives, training needs have to be assessed. It is important to use an external approach that involves outside key parties especially if a company is operating in a competitive industry that has diverse business interventions”.

Rush (2011) “Internal approach is also applicable where the human resource department will have to use staff opinion survey and ideas developed from employees themselves. Therefore, organizations can assess and evaluate the value of training progress through continuous monitoring of employee needs. The continuous monitoring aspect is aimed at checking whether the gaps are actually getting filled or they are widening”.

According to Alexandra Blaga (2014), “Poor follow-up post-attending a training course can occur due to the fact that, in many cases, employees are being trained as part of the succession management strategy. In such cases, where succession management is the foundation of a training process, once the sessions are completed, most of the participants will not have the possibility to actively and immediately operate with their newly acquired skills, given that the participants represent an alternative option, for as long as the predecessor still operates on the same position within the company. In some cases, employees are being trained as a compliance measure for extreme situations, which occur very rarely. Thus, they cannot put their instruction into practice. In other, somewhat uncommon cases, training can represent a step in the motivation and retention process. Here, employers provide training opportunities that are more related to their employees’ interests, rather than current and future responsibilities. In circumstances where a number of trained employees represents the target, it is recommendable to balance the quantitative approach with relevant training programs for employees, which will add value to both their actual and future work”.

Hans Bader (2012), “Diversity training triggers workplace conflict and lawsuits, by compelling employees to talk about contentious racial or sexual issues, with resulting acrimony, and remarks that are misinterpreted or perceived as racist or sexist.

Peter Bregman (2012), “A study of 829 companies over 31 years showed that diversity training had "no positive effects in the average workplace." Millions of dollars a year were spent on the training resulting in, well, nothing. Attitudes — and the diversity of the organizations — remained the same. It gets worse. The researchers — Frank Dobbin of Harvard, Alexandra Kalev of Berkeley, and Erin Kelly of the University of Minnesota — concluded that "In firms where training is mandatory or emphasizes the threat of lawsuits, training actually has negative effects on management diversity." Which shouldn't come as a surprise, actually. Anybody who has ever been scolded is familiar with the tendency to rebel against the scolding. But it's deeper than that. When people divide into categories to illustrate the idea of diversity, it reinforces the idea of the categories”.

VIII. RESEARCH METHODOLOGY

SAMPLING METHOD

The sampling method used for the descriptive research is probability method, which implies that the participants chosen from the case are not random and refer to the specific group of people. It is obtained by a simple sampling and refers to specific strata of the population. However, the non-probability method is predetermined by volunteer participation of the chosen group.

Sample Size

50 respondents were collected for this study

COLLECTION OF DATA:

Primary Data

The primary data refers to the responses of the employees who participate in the research and reflect on the way courses influence their performance, knowledge, and production. Through filling out questionnaire the primary data was analyzed using tables and graphs

IMITATIONS OF THE STUDY

The limitations of the study are as follows:

- Limited access to data due to confidentiality.
- The process of collecting the data was time consuming; respondents were sometimes unavailable due to their busy work schedules.

IX. DATA ANALYSIS AND INTERPRETATION

Regression analysis is a statistical approach used to assess (model) and estimate the relationships between dependent and independent variables. Simple regression analysis is statistical technique used to evaluate the relative impact of a given predictor variable on a specific outcome (Zou, Kelly H. et al.). Predominantly, regression analysis is used in different business ventures to assess the effects of the factors of production on the performance or the level of investment that ascertains productivity in a business venture. In

this study, the researcher used the simple linear regression model to investigate the impact of training on job satisfaction. The SPSS analysis results are as presented in the following instances.

X. SIMPLE LINEAR REGRESSION

The table shows the impact of training on Job satisfaction. Using SPSS version 20, Simple Linear Regression using Enter method, the impact of training on job satisfaction is studied. The Independent variable Training Impact and the dependent variable is job satisfaction.

REGRESSION

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	q1 Training impact ^b	.	Enter

- a. Dependent Variable: q2 Job Satisfaction
- b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922 ^a	.850	.847	.349

- a. Predictors: (Constant), q1 Training impact

The inference of the above table shows that 85 percent of employee’s job satisfaction is due to the impact of training program offered by company. Other 15 percent is influenced by other variables like salary, environment.

Impact of job satisfaction through training program.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig./P value
1	Regression	33.042	1	33.042	271.665	.000 ^b
	Residual	5.838	48	.122		
	Total	38.880	49			

Offered by the company

- a. Dependent Variable: q2 Job Satisfaction
- b. Predictors: (Constant), q1 Training impact

Since the P value of f statistics (ANOVA) is less than 0.05, it indicated that the present model is good.

Test of parameters and model estimation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig./P Value
		B	Std. Error	Beta		
1	(Constant)	.239	.156		1.530	.133
	q1 Training impact	.860	.052	.922	16.482	.001

- a. Dependent Variable: q2 Job Satisfaction

$Y=a +bx$. Y – job satisfaction, x – training impact, a – constant, b- beta coefficient

Job satisfaction = 0.239 (constant) +0.860(impact of training).

The above table shows that P value for training impact is 0.001, it is less than 0.05 therefore it highly significant at 5 % level.

Regression

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	q1 Training impact ^b	.	Enter

- a. Dependent Variable: q3 Possible to attain the Objectives
- b. All requested variables entered.

Model Fit

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.528	.518	.712

a. Predictors: (Constant), q1 Training impact

The table above shows our simple linear regression model summary statistics. We find that the adjusted R² of our model is 0.518 with R²= 0.528 which implies that the simple linear regression model explains 52.8% of the variance in the data while the remaining 47.2% can be explained by other factors not studied in this research e.g salary, working environment and others.

The overall significance of the model

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.268	1	27.268	53.746	.000 ^b
	Residual	24.352	48	.507		
	Total	51.620	49			

a. Dependent Variable: q3 Possible to attain the Objectives

b. Predictors: (Constant), q1 Training impact

H₀: β1 =0 (model is not significant)

V_s

H₁: β1 ≠0 (model is significant)

Since p-value 0.001 is less than α value 0.05, we reject the null hypothesis and conclude that the model is statistically significant (model is good) thus can be used for further analysis.

Test of parameters and model estimation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.522	.319		1.638	.108
	q1 Training impact	.781	.107	.727	7.331	.000

a. Dependent Variable: q3 Possible to attain the Objectives

$$Y = a + bX_1 + \epsilon$$

Y – Job satisfaction (dependent variable), X₁ – training impact (independent variable), a– constant, b- beta coefficient, ε= Error term

$$E(Y) = 0.522 + 0.781X_1$$

Job satisfaction = 0.522 (constant) +0.781(impact of training).

The above table shows that holding the training aspect constant at zero, the expected level of job satisfaction is 0.522. Similarly, a unit increase in impact training will lead to a 0.781 increase in job satisfaction. The P value for training impact is 0.001 and t-value 7.331 indicating that the variable was statistically significant and highly contributing to the job satisfaction.

XI. CORRELATION

Correlation is a statistical technique of assessing the extent of the linear relationship between two or more variables. The main purpose of the correlational analysis is to measure the strength of linear and nonlinear relationships between variables taking into account the Pearson and Spearman correlation coefficients which assumes both negative and positive values between -1(negatively correlated, 0 (uncorrelated) and 1(positively correlated) signifying the direction of the relationship (Zou, Kelly H. et al.). In this study, the researcher employed the Pearson correlational coefficient approach to evaluate the effect of the training on the job satisfaction and the presented the analysis results as follows.

Correlations Coefficients among training impact, job satisfaction and possible to attain the objectives.

Correlations		q1 Training impact	q2 Job Satisfaction	q3 Possible to attain the Objectives
q1 Training impact	Pearson Correlation	1	.922**	.727**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
q2 Job Satisfaction	Pearson Correlation	.922**	1	.711**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
q3 Possible to attain the Objectives	Pearson Correlation	.727**	.711**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows the Correlations Coefficients among training impact, job satisfaction and possible to attain the objectives. The analysis revealed that the training impact and job satisfaction were positively correlated ($r= 0.922$) with a p-value 0.001 ($p<0.05$) indicating that the relationship between the two variables was statistically significant.

From the analysis, it was realized that the training impact and possible to attain objective were positively correlated ($r= 0.727$) with a p-value 0.001 ($p<0.05$) indicating that the relationship between the two variables was statistically significant.

The Correlations Coefficients between job satisfaction and possible to attain the objectives was 0.711 that is, ($r=0.711$) with a p-value 0.001 ($p<0.05$) indicating that the relationship between the two variables was statistically significant.

XII. RESULTS AND DISCUSSIONS

The study pointed out various results that the company could use to improve their training programs.

- The first recommendation would be to first conduct internal analysis of needs assessment to identify gaps within the employees' levels of expertise. It is from the expertise gaps that appropriate training program would be designed to suit employee needs for the right production procedures. After conducting the internal analysis, the company can set the desired levels that the employees had to accomplish. This also will help to reduce wasted time and decrease wasted effort and most importantly wasted learning, the employee should have a clear career plan that the manager is aware of, there for the employee should take a training program that will help him reach his goals. Moreover, the manager must be aware of the job description and the training program relation before approving the program, the programs offered in all sessions should exhibit a high relevance to the job description of the employees being trained. These programs should be done at regular intervals so as to improve incrementally the competences of the employees in a sustainable manner.
- The other recommendation would be a calendar with the confirmed training program that is provided in the system should have a clear training outcome for each training program so that if the employee wants to register he knows exactly the purpose of the training program he's applying for. In the calendar, training areas to be identified as belonging to attitude, production techniques, job competency among other employee needs. Training objectives to be identified at the inception stage of the training program, with these objectives being in tandem with the overall objectives.
- Learning is no longer an "event", but a series of actions that together build the capabilities of the organization over time. Learning takes place everywhere, and not only through structured formal training such as courses. One of the recommendations is to minimize the number of training program and replace it with action learning. it's a powerful management tool that creates dynamic opportunities for individuals, teams, leaders and organizations to successfully, learn and innovate It is a process of learning and reflection that happens continuously amongst team, working towards solving a problem by taking action and learning while doing so. This tool helps in solving complex problems and challenges in a systems-thinking approach, promotes holistic thinking, builds powerful teams, enables teams to learn and reflect while working, creates a corporate culture that can handle change, develops leadership competencies, develops systems thinking and creativity. the components of an action learning is challenge, task, or problem, team with diverse perspectives, reflective listening and questioning, developing strategies and taking action, commitment to learning, action Learning coach. the applied learning provides coaching and training to teams to realize a significant business improvement opportunity.
- Employee training and development courses have proven to be extremely expensive to conduct thereby becoming a key factor preventing the scheduling of more frequent training program for all employees. This

is a major problem to the company as employees without proper training may not be as productive as those who have received the appropriate training. The consequences of lack of training and development will in the long haul affects the company's output.

- The management is responsible for making decisions that directly affects the smooth operations of the company. Consequently, it is imperative to adequately and constantly train the management team through properly designed training program. The management should be encouraged to attend the training program with their employees so that the manager be aware of what their employees are learning and be familiar with the program
- The employee should share their experience and teach what they learned to their colleagues, every time someone learn something new teach it immediately to someone. It reinforce the confidence, the manager also should be arranging the opportunity for such experience, this method is effective
- The study recommended that clusters be created, where the employees were to be put into different groups for training purposes. This was meant to save time and financial resources.
- The company should undertake appropriate negotiations with vendors offering the training program. These negotiations will be elemental in negotiating down the training costs to be incurred.

XIII. CONCLUSION

Established from the outcomes of this study, it is extremely clear that some areas need improvement. Although many employees participated in training program results indicate that there are some inefficient courses that negatively affect the T&D budget and also not related to employees' career path.

Additionally, it can be established clearly that training and development should be tied more closely to the needs as well as strategies of the company. Training and development is an important exercise in any given company. These training and development sessions offer many benefits to the smooth operation of the companies conducting them. The trained employees will exhibit better-working relations at the end of this training and these positive results will be reflected in the general output of the company. Irrespective of the high costs incurred in the implementation of T&D course, evaluation afterwards has often indicated its improved workability. This study has extensively examined how the company can improve the T&D program that will ensure its employees attain the vital knowledge, skills as well as abilities that would be needed by the company in the future. This will make them highly productive assets for the company both at the moment as well as in the future. This study has summarily revealed that Training and Development courses enables employees effectively adapt to their work environment due to changes in programs, services as well as technology their clients need.

REFERENCES

- [1]. Andrew, C. (2011). *The Consumer Behavior: Employee Management and Strategy*. Oklahoma: Penwell Corporation Publishing.
- [2]. Anita Archer. (2012). *Explicit Instruction: Effective and Efficient Training*. New York: Guilford Press.
- [3]. Bellrich, S. D. (2013). *Technology, Management and Society*. Harvard: Harvard School of
- [4]. Publishing.
- [5]. Burns, R. (2014). *Introduction to Research Methods*. New York : SAGE Publications. Cottrell, S. (2013). *Skills for Success: The Personal Development Planning Handbook*. New York: Palgrave Macmillan Publishers.
- [6]. Lancaster, G. (2015). *Research Methods in Management: A Concise Introduction to Research in*
- [7]. *Management*. New York : Routledge Publishers .
- [8]. Lubin, G. (2013). *Human Resource Applications in the Workplace*. New York : Routledge Learning.
- [9]. Maaly Mefleh Mohammed Al-Mzary et al. (2015). Training and its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: The Case of Yarmouk University. *Journal of Education and Practice*, 128-140.
- [10]. Punia and Saurabh Kant. (2013). A Review Of Factors Affecting Training Effectiveness VIS-A- VIS Managerial Implications And Future Research Directions. *International Journal of Advanced Research in Management and Social Sciences*, 151-164.
- [11]. Rush, R. (2011). *Human Resource Leadership*. Nashville: Liberty University Custom: Lifeway
- [12]. Church Resources.
- [13]. Silva, E. (2012). *The Routledge Handbook of Planning Research Methods*. New York : Routledge. Blaga, A. (2016). Training courses: useful or useless for employee development?.
- [14]. *Performancemagazine.org*. Retrieved 26 December 2016, from [http://www.performancemagazine.org/training-courses-useful-or-useless-for-employee-](http://www.performancemagazine.org/training-courses-useful-or-useless-for-employee-development/)
- [15]. http://www.mindingthecampus.org/2012/04/diversity_training_useless_but_mandatory/ Bader, H. (2016). Diversity Training: Useless but Mandatory | Minding The Campus. *Mindingthecampus.org*. Retrieved 26 December 2016, from
- [16]. http://www.mindingthecampus.org/2012/04/diversity_training_useless_but_mandatory/ Bregman, P. (2016). Diversity Training Doesn't Work. *Psychology Today*. Retrieved 26
- [17]. December 2016, from <https://www.psychologytoday.com/blog/how-we-work/201203/diversity-training-doesn-t-work> Kledge Publishers

Dr.P.Kavitha MBA, M.Phil, PGEXIM, Phd. "Impact on Job Satisfaction through Training Programs Offered By a Leading Training Institution at Salem, Tamil Nadu" *International Journal of Business and Management Invention (IJBMI)*, vol. 07, no. 03, 2018, pp. 23–29.