



A STUDY ON IMPACT OF TRAINING AND DEVELOPMENT ON HRM IN ORGANIZATIONS AT CHENNAI.

Dr.K.Anbzhagan

Assistant Professor, Department of Business Administration, Annamalai University, Annamalai Nagar.

Abstract

The organizations now a day's came to know how to manage these human resources in order to get good yield and good productivity form other 'M's effectively. Hence we need to pay utmost importance to learn the concept of Human Resource Management. A nation with abundance of physical resources will not benefit itself unless Human resource makes use of them¹. Human resources have been recognized as one of the contributing factor for economic growth for social political and technology development of many nations. Human Resource Management emerged in India because of government interventions and compulsions, royal commission of labour in India. This paper concentrates and discussed about the Impact of Training and Development on HRM in organizations at Chennai. The performance of employees in the organizations are depends upon the training given to them.

Keywords: Training and Development, Human Resource Management and Performance.

Introduction

Training and development is part of Human Resource development (or) Personnel Management. Its start will be after the recruitment the recruitment happens through advertisements and other sources. Once the person has been shortlisted and offer letter is been given to the person he/she needs to join the organization as per the date mentioned in appointment letter. The training starts from the very first day itself. This training focuses on the nature of the job which the employee has to perform in future. During the course of training he/she needs to undergo the designed curriculum by the training team it might be a week or months programme. Most of the organizations training play a vital role because during this period only nature of job, assignments, technical knowledge etc., will be taught to the people. There will be a gate way in end of the training i.e. selection or certification. Once the person is been certified then he/she can continue their job in their organizations otherwise they are suppose to undergo retraining.

There was a time when a training solution consisted of a few learning strategies aimed of facilitating the knowledge and skills required to deal with a specific performance need or deficiency. These isolated 'training – only' solutions were designed training alone was enough to bring about the desired results. Through training we can expect the remarkable changes from the will and skill of the human being. Now a day's most of the organizations are spending plenty of money into training development.

They are recruiting various skilled trainers for their organization, the training rooms of the organizations are also well equipped with all modern technology also some important training will be conducted at off site as a tour and this will become a routine process for the organizations. The top level management believes that through training we can change the people attitude and skill. A good deal of training Programme does, in fact take place in a specially set aside training room but there may be other means of achieving learning some of them are generally more effective.

Training is an attempt to improve the current or future performance of an employee. The meaning of training is as follows: Training is a organized way to enhance the behaviour of human being to reach direction in order to achieve the goals, It's a well designed programme by the organization and readily available to provide the same to the employees to learn the job related knowledge, skills and behaviour, Training should provide one time solution in the behavioural change human being through learning and practicing, Training is transferring a good and useful measurable knowledge of skill to the participants.



Objectives

1. To study the need and significance of Human Resource Management.
2. To identify the impact of training and development on Human Resource Management functions in organizations at Chennai.
3. To identify the various types of training and methodology adopted by Organizations in Chennai.

Review of Literature

Thomas N. Garavan, Carole Hogan, Amanda Chir – O'Donell, in their book explaining about, the first and most important concept is learning. Learning implies that the individual has measured new knowledge or skills and is able to apply them. It is, therefore, part of the process of successful training and development in organisations.

Kenneth R. Robinson, in his book explains, the policy and plans of training. Every organisation should have a declared training policy which understood and supported by employees at all levels. It is not enough for the statement simply say that it is the policy of organisation to ensure that everyone is developed to the limit of his or her ability in the interest of corporate excellence. Everyone should be clear as to how this will be carried out.

Roa V.S.P., and Narayana P.S., in their book they explains about what is learning, The learning is, there seems to be general consensus among social scientist that learning can be defined as “relatively permanent change in behaviour that occurs as a result of experience of reinforced practise”

Dinkar Pagare, explains in his book, about what training is, Training means to impart information or skill instruction or drill. Training means imparting knowledge, skill and aptitudes necessary to undertake the required job efficiently with a view to develop the worker to his fullest potential.

Michael J. Marquart, tells in his book learning in organization settings, the learning is composed of learning three complementary dimensions: level on learning individual, group and organisation types of learning (adaptive, anticipatory and action), and skills (system thinking, mental model , personal mastery, self directed learning and dialogue).

Hilarie Owen, explains about training education and development policy, The training, educations and development policy aims to provide a flexible framework that will enable managers to maximise the skills and abilities of their staff to deliver the diverse range of modernised mental heal service within the trust.

Sardar N.K., tells in his book bout identification of training and development needs, managers are expected to discuss the training and development with each of their staff at least annually as part of the performance review, planning and Projects. The training and development needs of the staff newly appointed to their positions should be discussed with in four week of their taking up their position, whether or not they are now to the university staff of the training and development.

Research Methodology

This paper concentrates and discussed about the Impact of Training and Development on HRM in organizations at Chennai.. The researcher used both of the primary and secondary data. Random sampling used to collect the data. The sample was collected from the lower level employees working in manufacturing industry in Chennai and the sample size is 150. The researcher used One Sample T – Test to find the result.



Data Analysis

Table – 1: Opinion of Respondents towards Study Variable Based on Age

Factors	Age and Mean value				Significant		Scheffe Posthoc test
	30 and below (1)	31-40 (2)	41-50 (3)	Above 50 (4)	F- value	P- value	
Perceived benefits	4.5728	4.6834	4.5271	4.6852	0.883	.450(NS)	--
Training content	4.4003	4.3884	4.0549	4.6563	2.130	.025*	1 vs 3
Training efficiency	4.5679	4.4953	4.1907	4.6778	2.610	.013*	1 vs 3
Training premises	3.6250	3.4060	3.3459	3.6667	1.761	.154(NS)	--
Training need identification	4.1026	3.9640	3.8414	4.1313	2.189	.088	--
Satisfaction	4.4053	4.2023	3.6013	4.3016	12.147	.000*	1,2 vs 3
Performance	4.5638	4.3725	4.1163	4.6250	6.608	.000*	2,3 vs 1
Commitment	4.6482	4.4351	4.3760	4.5741	2.199	.023**	1 vs 2
Productivity	4.6387	4.4094	4.3688	4.5714	2.528	.015**	1 vs 2
Turnover intention	4.4270	4.2252	4.1512	4.4167	4.235	.001*	2,3 vs 1
Involvement	3.6250	3.4060	3.3459	3.6667	1.761	.154(NS)	
Patient satisfaction	4.1026	3.9640	3.8414	4.1313	2.189	.088	

Source: Primary data, * Significant at one percent level and ** Significant at five percent level

H02: There is no significant variation in opinion of respondents towards study variables based on age.

To find out the variance among different age group members, one way analysis of variance is carried out for the variables perceived benefits, Training content, perceived use fullness, training premises, training need identification, satisfaction, performance, commitment, productivity and turnover intention, involvement and patient satisfaction. Table explains respondents’ opinion towards study variables based on age. Respondents in the age group of 30 years and below category have a high mean score on productivity (4.6). The age group between 31-40 years and 41-50 years respondents and above 50 years age group respondents gives importance to perceived benefits.

From the below result, it is found that the different age classifications have variance on all the factors, except perceived benefits, training premises and training need identification. This implies that the training of different ages does not have same opinion about the factors of output of the training. For the multiple comparisons between the study variables and age of respondents, Scheffe Post hoc test was applied. From the result it is observed that for Training content and training efficiency, there is a significant difference between 30 and below and 41-50 years category. For the satisfaction the age category 30 and below, 31-40 differ significantly with 41-50 years. For commitment and productivity, 30 and below differs significantly with 31-40 years. For turnover intention the age categories namely 31-40 and 41-50 differ significantly with 30 and below years.

Table - 2: Correlation between Selected Determinants and Commitment

Determinants	Commitment	
	r-value	p-value
Perceived benefits	0.440	.001*
Training content	0.553	.001*
Training efficiency	0.596	.001*
Training premises	0.351	.001*
Training need identification	0.558	.001*
Satisfaction	0.476	.001*

Source: Primary data, * Significant at one percent level



To test the correlation between independent variables and dependent variable, Pearson correlation was applied. The independent variables of the study perceived benefits, training content, training efficiency, training premises, training need identification, satisfaction and dependent variable commitment. The following hypothesis was formulated to test the relationship.

H022: There is no relationship between the selected study variables and commitment.

From the result it is observed that there is positive correlation between all independent variables and commitment. From the r-value it is further identified that training efficiency content have highest 'r' value ($r=0.596$). It implies that among all independent, variables it contributes more to commitment. The training premises perceived risk has least r-value ($r=0.351$). This implies that it contributes less to commitment.

From the 'r' value it is further observed that all independent variables have moderate relationship with adoption except training premises. From the p-value in the correlation matrix, it is observed that the level of all independent variables was significant at 0.001 level. Hence, the null hypothesis is rejected. So it is concluded that there is a significant relationship between perceived benefits, training content, training efficiency, training premises, training need identification, satisfaction and dependent variable commitment.

Suggestions

1. The learning environment must be impressive to the employees and the young learners.
2. The organization has to give utmost importance to the two way communication in the training sessions and it will enhance the quality of the Programmes.
3. The training institutions and the management has to concentrate on Training Need Analysis.
4. The Employees has to dedicatedly attend the training programmes given by the management for the fruitful results.

Conclusion

Hospitals whose investment perspective is on human resource management view training as an opportunity to increase long-term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Workers are essentially assets to an organization and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behaviour which can give the organization its competitive edge.

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