



IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE ENGAGEMENT IN INFORMATION TECHNOLOGY INDUSTRY: AN EMPIRICAL STUDY

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Abstract

This research article aims to “To study the impact of employee training & development on employee engagement in IT industry”. The paper applies data reduction using Confirmatory Factor Analysis (CFA) on a sample of 274 respondents drawn from IT companies in the Chennai city and condenses of three key attributes. The present study proposes a model of the impact of key attributes of training and development on employee engagement. The study found that stress management training, ethics training and conflict management trainings are impacting significantly the employee engagement. Therefore, IT companies should focus on the above factors to enrich employee engagement. The study investigated the impact of key attributes of training and development on employee engagement of the IT employees concluded that stress management training had the highest impact on employee engagement followed by ethics training and conflict management trainings.

Keywords: *Ethics Training, Stress Management Training, Conflict Management Training, Employee Engagement and IT industry.*

Introduction

The main goal of each organization is not only to choose the right people for the right job, but also to attract and retain them in the organization. Employees are the primary asset of any organization. Their positive role in corporate success cannot be underestimated. Armstrong (2003) argues that human resource management is organized, a key way to achieve, create, monitor and motivate and gain worker dedication. Human resource practices are critical to administrative development (Hallberg and Schaufeli, 2006). There is some practices which done by human resource are recruitment, selection, preparation, employee performance improvement, planning strategy and evaluation (Tessema & Soeters, 2006). Therefore, effective training and communication must be provided for these unique assets to maximize professional commitment. In addition, they are able to cope with the challenges of today's competitive business environment. Despite extensive research in the field of human resource management, training for staff, especially in developing countries, is not satisfactory. Today, employee engagement is very important. Sims (2002) recently suggested that employee engagement can ultimately show how powerful human resource management practices can be more effective in implementing individuals and businesses.

The organizational goal is to improve its performance, but without the effective performance of its employees, this will never be possible. As a result, the performance management system has become a management transformation to discourse and accurate organizational concerns. A series of performance-oriented reforms have also been implemented in the banking industry. Current businesses face uncertainty in terms of presence and profitability and have begun to view employees as an asset and to support global competitiveness of the industry by using their skills, knowledge and abilities. According to the 2006 Gallup Management Daily survey, only 29% of the US workforce is involved (loyal and productive), 55% are not involved (to save time), and 15% are separated (not satisfied and spread them Dissatisfaction) ("Gallup Research", 2006). For companies, training & development, you can rise your profitability by encouraging a positive attitude towards profit. For individuals, training and development



can enhance work information while helping to determine organizational goals. Training and development are defined as strategic knowledge and experiences that show employees how to perform and complete their existing and future tasks. Improving the performance of those involved in training and development activities is at the heart of this process.

Learning is achieved through training and development tools that translate into organizational resources that people learn, deduce, and use to enable students to learn. As a result, performance contributes to the development of the organization; especially they can jointly implement the skills and expertise gained through training and development. In addition, their impact on the performance of employees in the corporate world, have also attracted the attention of researchers. However, employee engagement and communication play a crucial role in ensuring correct relationship between employees. For employee engagement consistent and honest communication is an important management tool. Communication with employees is defined as transactions between individuals and or groups at different levels and in different areas of expertise, with the aim of designing and redefining the organization, implementing the design and contributing daily activities (Jaupi, F., & Llaci, S. (2015). In the absence of consistent and honest communication, employees began to focus on the future of the organization and began to consider leaving the organization (Durkin, 2007).

Literature Review

Spitzer (2014) argued that training participation should be treated as zero level with regard to four level evaluation proposed. Most training plans are originated and sponsored by the organizations to accomplish its goal, and the decisions are made by the management. It is significant to note that research on participation in training program is very sparse most issues on this subject came alive on human resources literature around late 1980's.

Noe and Wilk (1993) explore the factors influencing employee participation in training programs. Some of the factors identified are self-efficacy and work environment perception as reinforced by learning attitude and the developmental needs perception. Through empirical studies, motivation to learn was observed to be an important attitudinal variable. An expectancy-valence model was suggested by Robinson (1997)³⁸ to address the combination of social and structural division of adult apprentices. In this example, the determination to participate was affected by a combination of negative and positive forces within the socioeconomic environment.

Naquin, S. S., & Holton III, E. F. (2006). in this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growths and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned.

Sandamali, J. G. P., Padmasiri, M. D., Mahalekamge, W. G. S., & Mendis, M. V. S. (2018) these two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their



effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors' that can be transferred back to the workplace.

Kahn, (1990) initiated his study titled "Psychological Conditions of Personal Engagement and Disengagement at Work" with the ground that individuals can use varying degrees of their selves physically, cognitively and emotionally in work role performances which has implications for their work and experiences. He mentioned three psychological conditions-namely meaningfulness, safety and availability - and their individual sources and how it can be linked to existing theoretical concepts and directions for future research.

Hakanen, Bakker, & Schaufeli, (2006) in their study described that, there are two similar processes involved in work-related well-being among teachers which can be grouped as energetically process and motivational process. Job Demands - Resources Model was used for this purpose. Structural equation modeling was used to test the hypotheses formulated for a sample of 2038 Finnish teachers. The results established that both processes exist, but the energetically process seems to be more prominent (1) burnout mediated the effect of high job demands on ill health, (2) work engagement mediated the effects of job resources on organizational commitment, and (3) burnout mediated the effects of lacking resources on poor engagement. This model was hence considered to operate as a realistic and suitable practical tool for schools to increase the well-being of teachers.

Wilmar B. Schaufeli & Bakker, (2003) in their study developed a short questionnaire to measure work engagement. Structural equation modeling two-factor models were tested across samples in 10 different countries (N = 14,521). Results point out that the original 17-item Utrecht Work Engagement Scale (UWES) can be condensed to 9 items (UWES-9). The factorial validity of the UWES-9 was demonstrated using confirmatory factor analyses and the three scale scores have good internal consistency and test-retest reliability. A two-factor model with a reduced Burnout factor (such as exhaustion and cynicism) and an expanded Engagement factor (such as vigor, dedication, absorption, and professional efficacy) fit best to the data.

Macey & Schneider, (2008) in their study made an attempt to study the effects of job attributes and leadership as main effects on engagement (both state and behavioral) and as moderators of the relationships among the three facets of engagement. They presented a conceptual framework that will help both researchers and practitioners know the variety of meanings the engagement construct subsumes and the research traditions that give rise to or support those meanings. Macey and Schneider's conceptual piece illustrates a process in which academics attempt to bridge between practitioners' usage of labels that convey meaning to an organizational audience honoring practitioners' intimacy with organizational phenomena and the decades of empirical evidence on closely related constructs collected by social scientists.

Newman & Harrison, (2008) in their study mentioned that they believed the notion of state engagement enlarges nothing beyond the advanced order "overall job attitude" construct and that employee engagement can be intuitively and parsimoniously understood as the behavioral provision of time and energy into one's work role, specified as the shared variance.

Salanova & Schaufeli, (2008) in their study examined the mediating role of work engagement between job resources (eg: job control, feedback and variety) and proactive behavior at work of 386 technology employees and 338 telecom managers in their cross-national study. The verdicts from analysis done with



Structural Equation Modeling confirmed that in both samples work engagement totally mediates the effect of job resources on proactive behavior.

Shuck & Wollard, (2010) made an attempt to understand the perspectives on practice employee engagement, also motivating and retaining tomorrow's workforce. The foresaid study mentioned the necessity of engagement perspectives and points out what engagement is, why it matters, and how HRD professionals can be strategic corporate partners in creating the changes necessary to engage the talent in their employees. An employee's perspective of work could support drive training programs, compensation packages and productivity if taken seriously by managers and employees.

Kong, (2009) in their article investigated the relationships between individual characteristics of the employees in the company and their job engagement. UWES (Utrecht Work Engagement Scale) was used to measure the engagement of 248 employees randomly chosen from three different companies. The analysis finds out that the regression is significant between company employees' individual characteristics and the dimensions (vigor, dedication, and absorption) of job engagement. The study was able to predict the degree of employees' engagement into working based on gender and length of working.

Shuck, M. B., & Wollard, K. K. (2009) explored the historical development of employee engagement through an integrated literature review and proposed a working definition of the employee engagement construct. It was identified that the disjointed approach to defining employee engagement has lent itself to the mischaracterization of the construct and the potential for misinterpretation which challenged interventions for the development of such a construct. They argued that employee engagement can be defined as a positive cognitive, emotional, and behavioral state directed toward organizational outcomes.

Research Problem

Employees of the company must need to be trained to meet the challenges of the Information Technology industry. So, considering the preceding basis, the study is carried out to examine the improvement of employee engagement due to training and development. On the basis of above discussion of the statement of problem, this research can be observed as follows"

Research Objectives

- To assess the employee training & development and employee engagement in IT industry.
- To study the impact of employee training & development on employee engagement in IT industry.

Research Hypothesis

Ho1: There is no significant positive relationship between training & development on employee engagement of IT employees.

- **Ho_{1.1}:** There is no significant positive relationship between stress management training on employee engagement of IT employees.
- **Ho_{1.2}:** There is no significant positive relationship between ethics training on employee engagement of IT employees.
- **Ho_{1.3}:** There is no significant positive relationship between conflict management training on employee engagement of IT employees.



Statistical Tools

- Reliability & Validity Test
- Descriptive Statistics
- Correlation

Research Methodology

Sampling Procedure

Purpose of this study was hypothesis testing as this study was conduct to establish and explain the relationship between training & development and employee engagement. The type of the investigation was correlation since the study has conducted in no contrived settings. The unit of study in this research was an individual. Specifically, IT employees since the data were gathered from IT employees of a well-recognized global IT Companies in Chennai city.

The study was conducted with the help of self-administered questionnaires which prepared according to the measures of above mentioned dimensions. Five point Likert scale was used to weight from strongly disagree to strongly agree and the questionnaires were distributed personally, mailed to the respondents, and electronically distributed. Total IT employees working in the mentioned company was the population of this research study. There were 427 IT employees working in this organization and 274 employees were selected to the sample by using simple random sampling technique (lottery method). The questionnaire method was chosen for data collection purpose assuming anonymity of the respondents. The collected data was analyzed by statistical data analysis package, SPSS version 20.0

Data Analysis & Results

Reliability & Validity

Table: 1. Reliability Statistics

Cronbach's Alpha	N of Items
.816	12

The internal consistency of the items of 12 questions with a value of the Cronbach's Alpha is 0.816, which shows that data is 81.6 per cent reliable

Correlation

The correlation test conducted for the purpose of measuring the relationship between training and development attributes and employee engagement.

		Stress Management Training	Ethics Training	Conflict Management Training	Employee Engagement
Stress Management Training	Pearson Correlation	1	0.172**	0.186**	0.178**
	Sig. (2-tailed)	.000	.003	.001	.000
	N	274	274	274	274
Ethics Training	Pearson Correlation	0.192**	1	0.231**	0.334**
	Sig. (2-tailed)	.010	.000	.003	.000
	N	274	274	274	274



Conflict Management Training	Pearson Correlation	0.339**	0.162*	1	0.817**
	Sig. (2-tailed)	.000	.030		
	N	274	274	274	274
Employee Engagement	Pearson Correlation	0.258**	0.195**	0.264**	1
	Sig. (2-tailed)	0.000	.000	.004	0.023
	N	274	274	274	274
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

The correlation between the employee engagement and stress management training is 0.178, which is perfect positive correlation. The p-value is .000, this consistent with the correlation. The p-value is less than alpha therefore it is statistically significant. Thus we reject the null hypothesis and conclude that there is a relationship between employee engagement and stress management training.

The correlation between the employee engagement and ethics training is 0.192, which is perfect positive correlation. The p-value is .003, this consistent with the correlation. The p-value is less than alpha therefore it is statistically significant. Thus we reject the null hypothesis and conclude that there is a relationship between employee engagement and ethics training.

The correlation between the employee engagement and conflict management training is 0.339, which is perfect positive correlation. The p-value is .000, this consistent with the correlation. The p-value is less than alpha therefore it is statistically significant. Thus we reject the null hypothesis and conclude that there is a relationship between employee engagement and conflict management training.

Suggestions

Conclusion

The study attempted to identify the link between Stress Management, Ethics training & conflict management and employee engagement. The broad objective of the study was to create a general awareness about the impact of the said three types of trainings on Employee Engagement, in order to identify the maximize the employee engagement for the overall performance of the employees and the organization. Past studies heaving the impact of training & development upon employee engagement have been though made following various constructs in bits and pieces but the said study variable have not been discussed earlier under the head of training at one time.

The existing study provided the researchers and managers with the evidence in information technology industry of Chennai city that the researched variables are significantly and positively linked with employee engagement.



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