TRAINING REDIAL: THREE FACTOR APPROACH

Dr G. K. Deshmukh,

Assistant Professor, Institute of Management,
Pt. Ravishankar Shukla University Raipur, India

Dr. Sanskrity Joseph,

Assistant Professor,
Institute of Management,
Pt. Ravishankar Shukla University,
Raipur, India

Ms Rashmi Dewangan,

MBA 3rd Semester,
Institute of Management,
Pt. Ravishankar Shukla University,
Raipur, India.

ABSTRACT

Training has now been developed as an important means of Human Resource Management to control the turnover of employees as it helps in motivating employees by suggesting them means to achieve their professional and personal goals. The researchers and practitioners have constantly emphasised on the importance of training due to its role and investment. For the purpose of the study data was collected from the non-executives of Monnet Ispat & Energy Limited, Raipur. Factor Analysis was performed to identify the underlying factors from an array of important variables. In this paper the authors have proposed the training redial which can be used to develop framework for staff training in organisations.

Keywords: Training Priority Matrix, Kaiser Criterion, Factor Analysis, Training Redial

INTRODUCTION:

Training has now been developed as an important means of Human Resource Management to control the turnover of employees as it helps in motivating employees by suggesting them means to achieve their professional and personal goals. Karthik R (2012) opined that training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; Trainer, trainee, designer, evaluator. Seyler, Holton III, Bates, Burnett and Carvalho (1998) highlighted that in the continuous changing scenario of business world, training is an effective measure used by employers to supplement employees' knowledge, skills and behaviour. Further Tan, Hall and Boyce (2003) highlighted that companies are making huge investment on training programmes to prepare them for future needs. The researchers and practitioners have constantly emphasised on the importance of training due to its role and investment. Training Priority matrix proposed by Kalaiselvan & Naachimuthu (2011) highlighted that training cost and business benefits are drawn on X and Y axis respectively. Four quadrants were identified to highlight (i) strategic (Lower training cost and higher business benefits), (ii) Payback (Higher training cost and higher business benefits) (iii) Think (Lower training cost and lower business benefits) (iv) Drop (Higher training cost and higher business benefits)

MODELS OF TRAINING:

There have been various approaches to identify the factor affecting a training programmes for instance Subramanian, Sinha and Gupta (2012) developed ROI plan document which captures information on several key issues necessary and the factors related with training: (i) significant data items (ii)the method for isolating the effects of the training and education programme (iii)the method for converting data into monetary values (iv)the cost categories, noting how certain costs should be prorated (v)the anticipated intangible benefits (vi)the communication targets to receive the information and (vii)other issues or events that might influence programme implementation attitude into appropriate behaviour. Chih , Li and Lee (2008) indentified that a training programme is dependent on the following parameters for its success (i) perceived value of leaning programme (ii) attitude to teacher (iii) response to learning conditions (iv) desire to learn: the degree to which trainees really want to learn and do well. Giangreco, Sebastiano, and Peccei (2009), identified three key determinants of overall satisfaction with training (OST) namely (i) perceived training efficiency (PTE), (ii) Perceived usefulness of training (PUT) . Further application bridge model developed by Bates and Davis (2010) stressed that usefulness of training programme is possible only when the trainee is able to practise the theoretical aspects learned in training programme in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations. The ID model (Roux and Oosthuizen, 2010) impacts positively on job-specific knowledge and productive behaviour, and finally resulting in improvement in the human capital.
In the above backdrop we propose the training redial which can be used to develop framework for staff training in organisations.

RESEARCH METHODOLOGY:

All the non-executives of Monnet Ispat & Energy Limited, Raipur constitute the population for the purpose of the study. Researchers administered structured Questionnaire to sample the non-executives. Questionnaire included specific questions using Likerts' 5 point scale on benefits of training programme. The data was collected from 50 respondents and analysed through Factor Analysis.

DATA ANALYSIS AND FINDINGS:

Factor Analysis using SPSS was performed to identify the underlying factors from an array of important variables. Eight variables were identified and loaded by the researchers and after principal component analysis three factors were extracted.

Table 1: Factor Matrix[a]

	Factor			Communalities
	1	2	3	
1. Training Program improves interpersonal skills	.751	-.485	.041	.801
2.Training Program improves attitude towards work and organization	.721	-.414	.272	.766
3.Training Program improves job knowledge and job skills	.863	.128	.099	.771
4.Training Program provide opportunity for learning new dimensions and career growth	.768	.370	.081	.734
5.Work environment allows application of learned things	.722	-.547	-.003	.821
6.Training Program improves quality of work which results in profitability and productivity	.743	-.156	-.358	.705
7.Training Program fosters authenticity, openness and trust	.605	.507	-.398	.781
8.Training Program improves superior subordinate relations	.667	.369	-.244	.641
9.Training Program provide information on Govt. policies, laws and organizational policies	.455	.497	.652	.879

a = 3 Factor extracted using Extraction Method: Principal Component Analysis.

Table 2: Rotated Factor Matrix[a]

	Factor		
	1	2	3
1.Training Program improves interpersonal skills	**.874**	.182	.065
2.Training Program improves attitude towards work and organization	**.827**	.073	.277
3.Training Program improves job knowledge and job skills	.527	.552	.434
4.Training Program provide opportunity for learning new dimensions and career growth	.289	.634	.498
5.Work environment allows application of learned things	**.892**	.156	-.009
6.Training Program improves quality of work which results in profitability and productivity	.596	.581	-.112
7.Training Program fosters authenticity, openness and trust	.028	**.876**	.114
8.Training Program improves superior subordinate relations	.185	**.753**	.198
9.Training Program provide information on Govt. policies, laws and organizational policies	.038	.185	**.918**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization
a. Rotation converged in 5 iterations.

Table 3: Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	**4.510**	50.115	50.115	**2.996**	33.286	33.286
2	**1.524**	16.934	67.049	**2.475**	27.498	60.784
3	**.862**	9.581	76.630	**1.426**	15.846	76.630
Extraction Method: Principal Component Analysis.						

Factor analysis of non -executive's opinion about benefit of training programme resulted in three factors accounting for 76.63 percent variance. 'Organisational Behaviour' came out as the first dimension/ factor accounted for highest percentage variance of 33.28 among all the three factors. The first factor includes attributes like interpersonal skills, attitude toward work & organisation, application of learned things. The second factor identified as 'Organisational Culture' which accounted for 27.49 percent variance. This factor includes attributes like authenticity, openness, trust and superior subordinate relations. The third factor identified as 'Policy & Law' which includes Government policies, Organisational policies and laws. Summary of the result of factor analysis is shown in the table above. The training redial which is an outcome of Factor analysis highlights the three factors and its components which can be helpful in developing a framework for staff training.

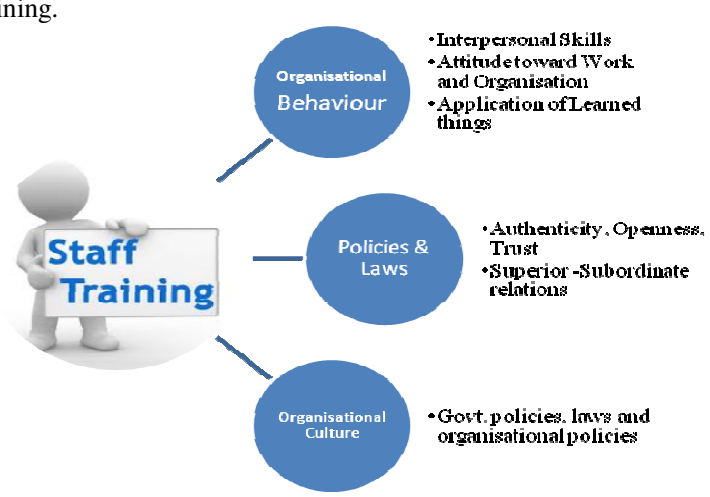

Figure 1: Training Redial

Table 4: Factor Analysis Summary highlighting the Factors of Training Redial

Factors	Description	Factor Loading	Eigenvalue	% of varience	Cummulative %
Factor 1 Organisational Behaviour	Interpersonal Skills	.874	2.996	33.28	33.28
	Attitude toward Work and Organisation	.827			
	Application of Learned things	.892			
Factor 2 Organisational Culture	Authenticity, Openness, Trust	.876	2.475	27.49	60.78
	Superior -Subordinate relations	.753			
Factor 3 Policies & Laws	Govt. policies, laws and organizational policies	.918	1.426	15.84	76.63

In table number 4, Factor 1 organizational behavior comprising of three variables had eigen value of 2.966 which is more than the accepted value of Kaiser criterion which is 1 (Kaiser 1960). Second factor was identified as organizational culture which had two variables with an eigen value of 2.475 which is more than and the accepted value of Kaiser criterion which is 1 (Kaiser 1960). The third factor was identified as policies and laws which had eigen value of 1.426 which is more than and the accepted value of Kaiser criterion which is 1 (Kaiser 1960).

Table 4 describes the summary of the result of the factor analysis and the perceived opinion of the non-executives about training programme. According to non-executives maximum importance should be given to three factors namely organizational behaviour, organizational culture and policies & laws by the organization while providing training to employees.

CONCLUSION:

Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the challenges in an organizational environment. The paper has tried to identify the important components of training programme which can enhance the effectiveness of training and developed a training redial which can be used by organisation. The training redial has emphasised on specific personal skills and organisational skill that an individual need to posses to be successful for a future role. Further knowledge of policies and laws is also necessary component for an employee to work efficiently and effectively.

REFERENCES:

[1] Karthik, R. (2012), "Training and Development in ITI Limited – Bangalore", Advances In Management, Vol. 5 (2), pp. 54-60.
[2] Seyler, D.L., Holton, E.F. III, Bates, R.A., Burnett, M.F., and Carvalho, M.A. (1998), "Factors Affecting Motivation to Transfer Training", International Journal of Training and Development, Vol. 2 (1), pp. 2–16.
[3] Tan, J.A., Hall, R.J., and Boyce, C. (2003), 'The Role of Employee Reactions in Predicting Training,' Human Resource Development Quarterly, Vol. 14, 4, pp. 397–411.
[4] Kalaiselvan, K. and Naachimuthu, K. P. (2011), "A Synergetic Model to Training & Development", The Indian Journal of Industrial Relations, Vol. 47, No. 2, pp. 366-379.
[5] Subramanian, K. S.; Sinha, Vinita and Gupta, Priya D. (2012), "A Study on Return on Investment of Training Programme in a Government Enterprise in India", VIKALPA, Vol. 37, No. 1, January – March, pp. 31-48.
[6] Chih, Jin-Ton.; Li, Ching-Hsiang and Lee, Hung-Wen. (2008), "Relationship between Trainee Attitudes and Dimensions of Training Satisfaction: An Empirical Study with Training Institute Employees", International Journal of Management, Vol. 25, No. 4, December, pp. 756-765.
[7] Giangreco, A., Sebastiano, A., and Peccei, R. (2009), "Trainees' Reactions to Training: An Analysis of the Factors Affecting Overall Satisfaction with Training" The International Journal of Human Resources Management, Vol. 20, 1, pp. 96–111.
[8] Bates, Donald L. and Davis, Tammy J. (2010), "The Application Bridge: A Model for Improving Trainee Engagement in the Training Process", International Journal of Management, Vol. 27, No. 3, Part 2, December, pp. 770-776.
[9] Roux, L. Le and Oosthuizen, H. (2010), "The Development of An Instructional Design Model as a Strategic Enabler for Sustainable Competitive Advantage", South African Journal of Business Management, Vol. 41(2), pp. 29-38
[10] Kaiser, H.F. (1960). The Application of Electronic Computers to Factor Analysis. Educational and Psychological Measurement, Vol. 20, pp. 141-151.
