Modelling: Employee Perception on Training and Development

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Abstract: The purpose of this study is to bring out the employee perception on the training and development program that is given in the industry. Workers in an organisation are always in need of training and development programs that help to develop their skills that are necessary at work. Every organisation spends money and time for these programs. In industry these programs are given at regular intervals and the management wants to know the perception of employees towards the provided training and development program. The study employs competing model selection by proposing three structural equation model to bring out the employee perception. Among these three proposed models, model no-2 and model no-3 is best according to Akaike information criterion and Schwartz Bayesian information criterion. So, any of these models can be used to measure Employee perception of training and development of a manufacturing industry.

Keywords: *Employee perception, Training and development, Structural equation modelling, Akaike information criterion, and Swartz Bayesian information criterion.*

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Training is a process of learning sequence of programmed behaviour. Training involves a combination of skills development, knowledge transfer, development and support of understanding and sustained attitude change. It gives people an awareness of the rules and procedure to guide their performance on the current job or prepare them for an intended job. Christopher Orpen (1999) studied the influence of the training environment on trainee motivation and perceived training quality. Further, Alexandros G. Sahinidis and John Bouris (2007) researched the employee perceived training effectiveness relationship to employee attitudes and Francis Sudhakar et.al, (2011) studied employees perception about the training & development as a qualitative study. Raja Abdul Ghafoor Khan et.al., (2011) and Samuel Howard Quartey (2012) measured the impact and effect of training and development towards the performance of an organisation. Henry Ongori and Jennifer Chishamiso Nzonzo (2011) proposed that the organisational effectiveness can be enhanced through practising training and development program.

Ana Paula Ferreira and Regina Leite (2012) studied the employee perception towards the training and development in the Portuguese organisations. Similarly, Afshan Sultana (2012) measured the impact of training program on employee performance on telecommunication sector in Pakistan. Similarly, Mehedi Hasan et.al, (2013) made an assessment on the employee perception towards the training program provided on private commercial banks.

Theoretical Framework

Training and Development System : status quo

The status of the training and development system included the elements from the original design that used for the previous training. The strategic goals and mission of the organization are to continuously improve the training and development system. The strategic role of the training and development system included top managers' visible commitment to support the system. The status of the training and development depends on the value which received by them in the previous training program. The organization has to verify the previous response from the employees and set the training according to it. It may be composed of various needs of the employees which help them in the development of the organization. The training has to be in high standards which help them to reach a high level.

Effectiveness

The effectiveness of the training and development system deals with issues of what is commonly called transfer of training: the degree to which what is learned in training and development activities, is transferred to improved job performance. Indicators of effectiveness included formal mechanisms for building transfer into the job, such as employee accountability for using new knowledge and skills on the job and for providing feedback of training's effectiveness and worth. The effectiveness of training program is based on the training received by them. How much the importance given by the top management to the training will reflect in the effectiveness of the training? The communication between the employees and the managers, is high, which helps the manager to know their needs and according to that the training will be provided. There are certain factors which help the organization to know about the effectiveness of the training program. Manager's feedback, employee's feedback and etc.., which helps to know about the effectiveness of the training program. These factors help the organization to find the needs of the employees and what the organization needs to do for the employees in the future.

Value

The value of the training program depends on the feedback which is given by the employees to the organization. How much they learnt, what are the uses of the training program and how it will be useful for them in their future. Likewise the organization has to identify the needs of the employees by the survey given by them. It's more important for the company to know about the feedback of the employees. It will reflect in the status of the training program which has to be designed for the future training. If the satisfaction of the employees and company is high means the effectiveness of the training is also very high. The value of training reflects in both effectiveness and status of the company's training program. The training is provided by the company has the ability to help the employees to meet their future plan, increment and also promotion in their job. For the company the training program will meet their goal and make the employees to face the competition among the competitors

Methodology and Instrumentation

Sampling framework

The research is a census survey that evaluates the perception of employees towards the provided training and development program of manufacturing industry in Trichy. The sample size of the study is 427.

Pilot study:

A questionnaire was drafted to evaluate the employee's perception towards training and development program which comprises of different dimensions and they are personal demographic (7), status (13), effectiveness (9), and value (4). 60 employees were randomly selected and the data collection was made. After the data collection is over, reliability of the 26 variables under 3 dimensions was checked and the value of Cronbach's alpha for 26 conceptual items is 72.9% and it shows the dimensions achieve internal consistency and it is reliable. Finally, the questionnaire was raised to the final data collection.

Instrumentation and data collection

The finalised questionnaire after the pilot study is used for the final data collection without any change. The questionnaire comprises four dimensions personal demographic (7), status (13), effectiveness (9), and value (4). And the secondary data regarding the profile of the company and related reviews were collected, through internet and the researcher also visited the industry for the purpose of data collection.

Data analysis and Interpretation

After the final data collection was completed, the researcher conducted a computerised data analysis using statistical software namely SYSTAT13, IBM SPSS21 and IBM AMOS 22. At first the reliability of the variables is checked, then the Univariate and Multivariate normality test was performed to know, whether the variables follow the normal distribution. Finally, three types of structural equation model was proposed to bring out the employee perception towards training and development program in manufacturing industry and best among the three model is selected using selected information criteria.

Table-1 Reliability Statistics

Constructs	No. of items	Cronbach's Alpha
Status	13	0.866
Effectiveness	9	0.770
Value	4	0.693
Over all	26	0.877

Table:2 Test of Univariate Normality

Constructs name	Items	Shapiro-Wilk test	Anderson-Darling test
Status	Managers commitment	0.762	43.783
	Development of new skills	0.714	55.818
	Preserving training and development opportunities	0.694	59.605
	Way to achieve mission	0.654	68.862
	Satisfied with training and development	0.614	70.743
	Training and development towards goal	0.621	77.334
	Meets- employee needs	0.666	66.053
	Improve skills	0.636	75.996
	Individual importance	0.600	75.052
	Direction towards goals	0.636	76.391
	Broad selection of courses	0.601	83.686
	Continuous updates	0.637	70.493
	Participation regardless to position	0.649	68.252
Effectiven ess	Manager's feedback	0.695	59.836
	Subordinates feedback	0.713	55.387
	Responsibility of manager	0.652	71.005
	Training feedback	0.703	57.966
	Responsibility of employees	0.683	66.468
	Recognition	0.691	64.153
	Training and development by managers	0.697	55.675
	Activities to learn constantly	0.676	62.610
	Training and development for new position	0.595	80.011
Value	Well spent	0.449	121.668
	Worth the time and money	0.426	126.622
	Helps in practical use	0.382	134.435
	Training and development helps in promotion	0.352	138.402

p-value<0.01

Table-3 Multivariate test of Normality

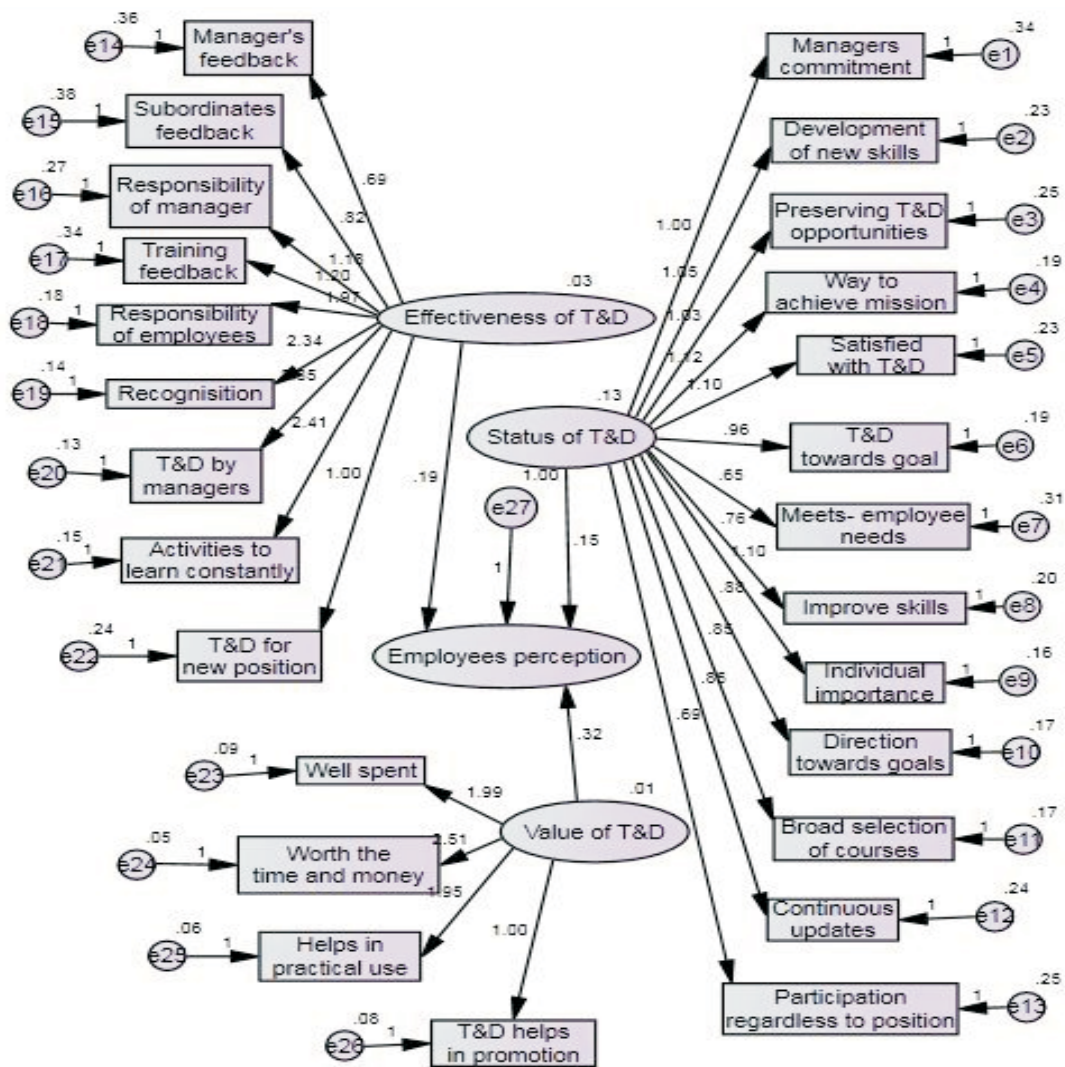| Test name	Value
Mardia's Skewness	12,932.897*
Mardia's Kurtosis	45.826*
Henze Zirkler	3.588*

*p-value<0.01

Figure-1: Multi-dimensional Structural Model -1 of Employee perception of training and development

Table- 4

Results of Multi-dimensional Structural Model -1 of Employee perception of training and development

Constructs name	Indicators	Un-standardized coefficient	Standard error	Standardized coefficient	Critical ratio
Status	Managers commitment	1.000	-	.530	-
	Development of new skills	1.052	.111	.625	9.447*
	Preserving Training and development opportunities	1.030	.112	.602	9.227*
	Way to achieve mission	1.117	.112	.682	9.942*
	Satisfied with Training and development	1.100	.114	.644	9.612*
	Training and development towards goal	.955	.101	.626	9.450*
	Meets- employee needs	.648	.096	.391	6.773*
	Improve skills	.761	.090	.523	8.414*
	Individual importance	1.101	.108	.711	10.169*
	Direction towards goals	.885	.095	.613	9.336*
	Broad selection of courses	.850	.092	.601	9.222*
	Continuous updates	.848	.099	.536	8.534*
	Participation regardless to position	.693	.092	.450	7.554*
Effectiveness	Manager's feedback	.694	.215	.193	3.221*
	Subordinates feedback	.818	.229	.221	3.572*
	Responsibility of manager	1.183	.243	.623	4.860*
	Training feedback	1.205	.259	.333	4.656*
	Responsibility of employees	1.969	.330	.623	5.960*
	Recognition	2.336	.379	.726	6.166*
	Training and development by managers	2.854	.456	.804	6.265*
	Activities to learn constantly	2.413	.396	.724	6.162*
	Training and development for new position	1.000	-	.328	-
Value	Well spent	1.995	.327	.597	6.099*
	Worth the time and money	2.514	.398	.794	6.318*
	Helps in practical use	1.946	.310	.671	6.282*
	Training and development helps in promotion	1.000	-	.364	-
Employees Perception	Status	.145	-	.033	-
	Effectiveness	.323	-	.053	-
	Value	.192	-	.036	-

RMR=.052   GFI=.652   AGFI=.591   PGFI =.555   RMSEA=.135   LL (RMSEA) =.131

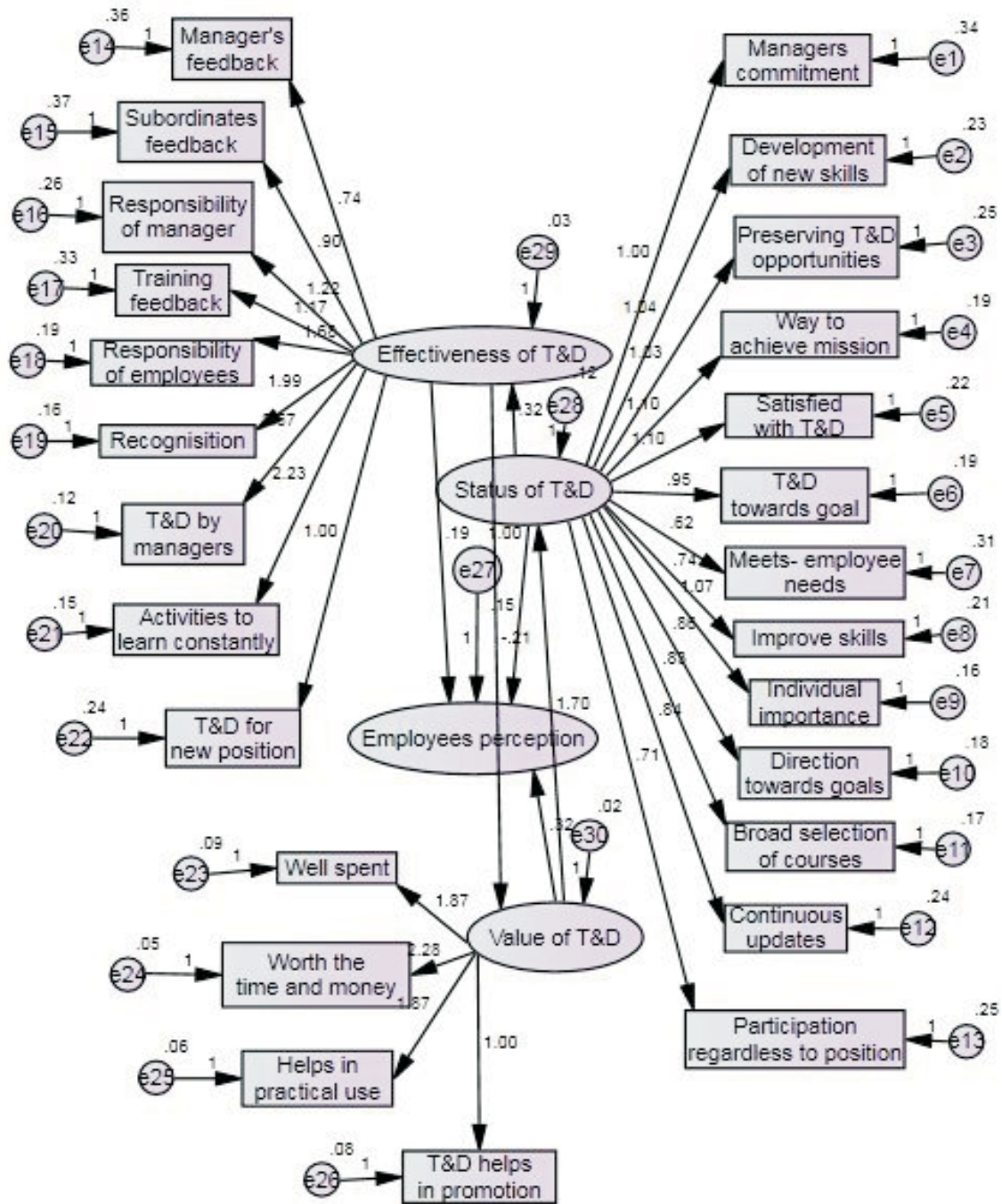UL (RMSEA) =.140   PCLOSE=.000   *p-value <0.001   AIC=2747.77   SBIC=2974.95

Figure-2

Multi-dimensional Structural Model -2 of Employee perception of training and development

Table-5

Results of Multi-dimensional Structural Model -2 of Employee perception of training and development

Constructs name	Indicators	Un-standardized coefficient	Standard error	Standardized coefficient	Critical ratio
Status	Managers commitment	1.000	-	.537	-
	Development of new skills	1.040	.108	.626	9.606*
	Preserving Training and development opportunities	1.025	.109	.607	9.421*
	Way to achieve mission	1.098	.109	.679	10.087*
	Satisfied with Training and development	1.104	.112	.655	9.873*
	Training and development towards goal	.949	.098	.630	9.641*
	Meets- employee needs	.619	.093	.379	6.660*
	Improve skills	.744	.088	.518	8.467*
	Individual importance	1.069	.104	.699	10.260*
	Direction towards goals	.863	.092	.606	9.413*
	Broad selection of courses	.833	.089	.597	9.319*
	Continuous updates	.841	.097	.539	8.706*
	Participation regardless to position	.706	.090	.465	7.827*
Effectiveness	Manager's feedback	.740	.197	.225	3.745*
	Subordinates feedback	.895	.213	.264	4.213*
	Responsibility of manager	1.216	.222	.406	5.479*
	Training feedback	1.170	.230	.353	5.084*
	Responsibility of employees	1.684	.265	.406	6.364*
	Recognition	1.989	.299	.675	6.652*
	Training and development by managers	2.665	.385	.820	6.926*
	Activities to learn constantly	2.225	.328	.729	6.777*
	Training and development for new position	1.000	-	.358	-
Value	Well spent	1.871	.290	.598	6.451*
	Worth the time and money	1.280	.336	.768	6.796*
	Helps in practical use	2.870	.279	.687	6.710*
	Training and development helps in promotion	1.000	-	.388	-
Effectiveness	Status	.319	.065	.632	4.920*
Value	Effectiveness	-.209	.090	-.324	2.319**
Status	Value	1.700	.394	.553	4.313*

RMR=.038   GFI=.664 AGFI=.602 PGFI =.560 RMSEA=.132 LL (RMSEA) =.127 UL (RMSEA) =.137 PCLOSE=.000 * p-value <0.001 **p-value <0.05   AIC=2613.85   SBIC=2853.20
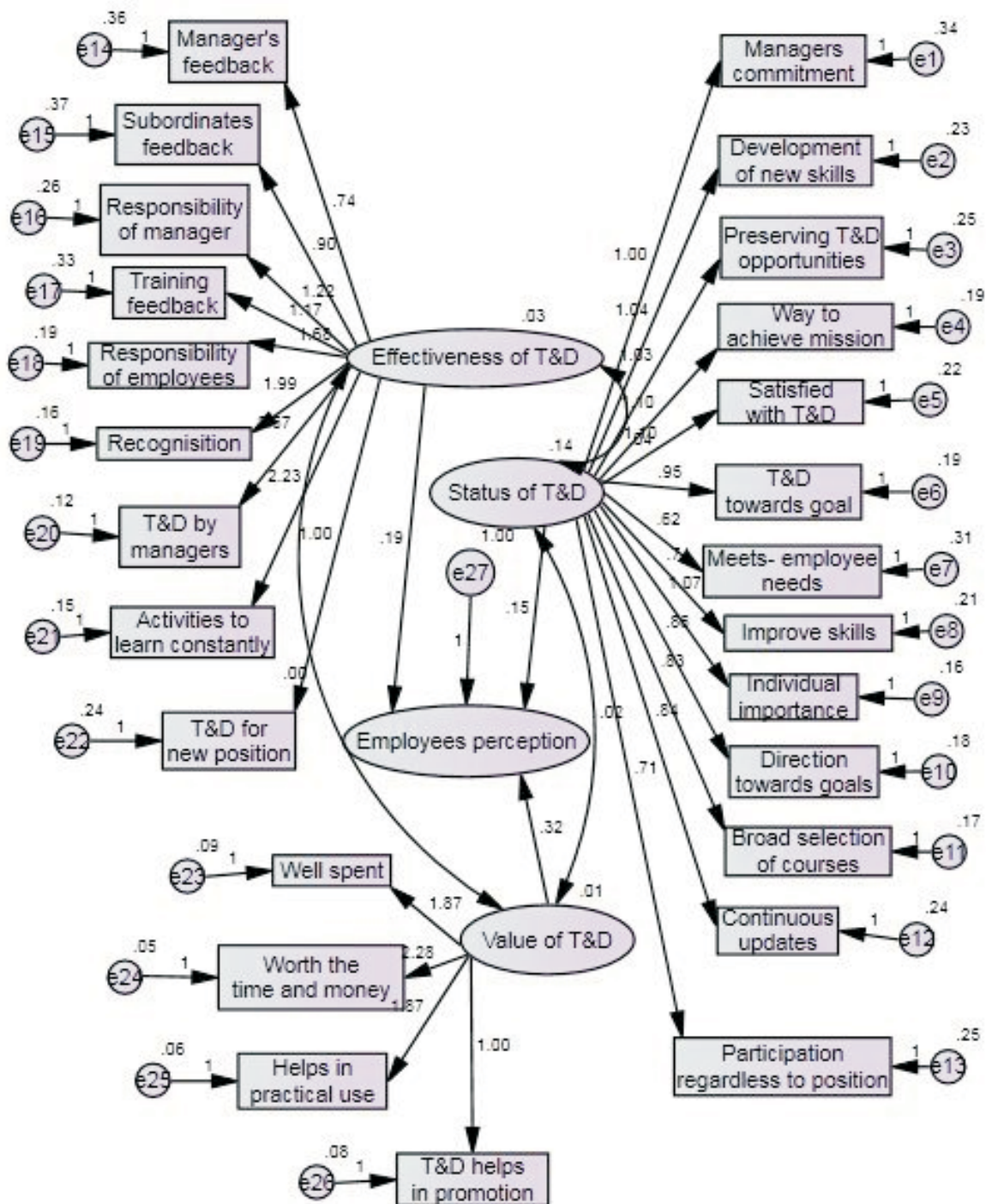
Figure-3

Multi-dimensional Structural Model -3 of Employee perception of training and development

Table-6

Results of Multi-dimensional Structural Model -3 of Employee perception of training and development

Constructs name	Indicators	Un-standardized coefficient	Standard error	Standardized coefficient	Critical ratio
Status	Managers commitment	1.000	-	.537	-
	Development of new skills	1.040	.108	.626	9.606*
	Preserving training and development opportunities	1.025	.109	.607	9.421*
	Way to achieve mission	1.098	.109	.679	**10.**087*
	Satisfied with training and development	1.104	.112	.655	9.873*
	training and development towards goal	.949	.098	.630	9.641*
	Meets- employee needs	.619	.093	.379	6.660*
	Improve skills	.744	.088	.518	8.467*
	Individual importance	1.069	.104	.699	**10.260***
	Direction towards goals	.863	.092	.606	9.413*
	Broad selection of courses	.833	.089	.597	9.319*
	Continuous updates	.841	.097	.539	8.706*
	Participation regardless to position	.706	.090	.465	7.827*
Effectiveness	Manager's feedback	.740	.197	.225	3.745*
	Subordinates feedback	.895	.213	.264	4.213*
	Responsibility of manager	1.216	.222	.406	5.479*
	Training feedback	1.170	.230	.353	5.084*
	Responsibility of employees	1.684	.265	.582	6.364*
	Recognition	1.989	.299	.675	6.652*
	training and development by managers	2.665	.385	.820	6.926*
	Activities to learn constantly	2.225	.328	.729	6.777*
	training and development for new position	1.000	-	.358	-
Value	Well spent	1.871	.290	.598	6.451
	Worth the time and money	2.280	.336	.768	6.796
	Helps in practical use	1.870	.279	.687	6.710
	training and development helps in promotion	1.000	-	.388	-
Employees Perception	Status	.145	-	.036	-
	Effectiveness	.192	-	.053	-
	Value	.323	-	.039	-

RMR=.038   GFI=.664 AGFI=.602 PGFI =.560 RMSEA=.132 LL (RMSEA)=.127 UL (RMSEA) =.137 PCLOSE=.000   * p-value <0.001

AIC=2613.85   SBIC=2853.20

Table 1 shows the reliability of dimensions and overall conceptual variables. The dimensions are status, efficiency and values. The result of Cronbach's alpha shows the variables and dimension are very reliable and so the further analysis is continued towards the objective of the study. Table 2 visualizes the result of Shapiro-Wilk test and Anderson Darling test for checking the univariate normality of the items under three different dimensions such as status (13), effectiveness (9), and value (4). From the table it is confirmed that the items are fully departed from univariate normality at 1% significant level. This shows the items are non-normally distributed and it followed an abnormal distribution hence the researcher assume all the items followed the univariate normal distribution. Table 3 exhibits the result of multivariate test of normality such as Mardia's Skewness, Mardia' Kurtosis, Henze Zirkler. These tests are valid under the assumption that all the items are inter correlated, the results of the test confirm that the items are deviated from normality, and it followed a multivariate non normally distributed and it followed up normal distribution. Hence the researcher assumes all the items follow a multivariate normal distribution and this assumption was carried out due to a further analysis. The Table 4 visualizes structural equation modelling of dimensions of employee perception in training and development. The result of structural equation model has a moderate goodness of (GFI =0.652), RMSEA is 0.135 and PCLOSE is 0 which shows the results are reliable. The results show that, in training and development program each employee is given importance at their work (0.699). The employees also feel that the program conducted is focussed towards the mission of the organisation. The employees have their own needs which are not met at the time of attending training and development program which has a low-co-efficient of 0.391. In the organisation the manager take effort to arrange training and development programs which are necessary for the employers for the nature of work (0.804). The employees are properly recognised and activities for consistent learning, creates effectiveness in the training and development program (0.726 & 0.724). The feedback of training and development program from managers and subordinates is not effective and these feedbacks should be developed to identify any problem in the training and development program. In the case of the value received by the employees, the time spent by the employees and the money spent by the management, are worth spending, which also helps in practical use at their work. Any how the training and development programs do not help in any promotion for the employees. The above table visualizes structural equation modelling of dimensions of employee perception in training and development. The result of structural equation model has a moderate goodness of (GFI =0.664), RMSEA is 0.132 and PCLOSE is 0 which shows the results are reliable. The results

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Suggestion

Status

The organisation has to take steps to understand the needs and wants of the employees and to conduct training programs which

meets their needs. The management has to conduct some training programs for all along with the top level people, it helps them to make them to know each other and to create a friendly environment in the working area. It also makes some difference and reflects in their work. The management has to give more importance in updating new technology in their training program. Providing training program related to their interpersonal skill helps in creating a good working culture and environment in the organization. If the manager increases his commitment towards training program, it will give a good result in their production. Not only the manager but also the organization takes steps to show their commitment in introducing new techniques in their training program, while organization showing commitment creates some close bonding between the employees and organization. Commitment shown by the management towards the training programs will reflect in the development of skills of the employees. An appropriate mechanism should be evolved for assessing the level of understanding of the trainees and to ensure that the doubts are properly clarified. In the competitive environment by giving a proper training, we can achiever success.

Effectiveness

Without receiving the feedback form the organization it will not be to identify the uses of the training program. The feedback shows the quality of the training and how it reaches the employee and what are the changes to be done in that program. There is a good relationship with the manager and their sub ordinates. It is clearly shown in the table. By conducting training program which meets the needs of the employees helps them to extend the same relationship to the organization. Measuring the effectiveness of a training program is more important for an organization, it acts as a mirror to reflect the ideas and thoughts of employees. The company has to survey the employees to know their ideas and in what sector they have to improve their training. It helps to know what development it makes in them. The organization has to improve the training which is provided for the new joining employees. They have to use the feedback of previous training as a scale for their next training programs and have to make changes according to the requirement of employees. The company should ensure that all the trainees are provided adequate opportunities to apply the new knowledge they have acquired and new techniques they have learned

Value

The training program conducted by the organization is mainly focused on developing the skills which is needed for the organization, they have to give training to develop their supervisory, managerial skills of the employees, which help them in their promotion. The values are very high among the employees about the organization, the top authority has to take continuous steps to maintain the value of their firm among their employees. The organization has to provide training which is useful for their promotion and career development. The employees also feel that the time and money spent for their training is worth, by providing the needed training program, helps to increase the value. There is some interval between the training programs, the company has to take it as serious concern and try to provide training program in regular basis. By assessing this suggestion, it will make some changes in the production as well as the development of employees.

Conclusion

The employee perception of training and development in industry was made and preferred suggestions are given. Among the three proposed models, model no-2 and model no-3 is best according to Akaike information criterion and Swartz Bayesian information criterion. So, any of these models can be used to measure Employee perception towards training and development of a manufacturing industry. Through this study it has been found that the training and development programmes have enhanced productivity, motivation level, and morale of employees and so on. In spite of some negative findings the company has a strong base to improve its training and development activities. If the company carries out the suggestions and recommendations offered by the research, without doubt the company would do a lot of wonders through training and development programmes.

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Annexure

Questionnaire

A study on employees perception of training and development in Manufacturing industry

Personal demographic:

1 Age:

    20- 25 ☐   26-30 ☐   31-40 ☐   41-50 ☐   Above 50 ☐

2 Gender:

    Male ☐   Female ☐

3 Marital status:

    Married ☐   Unmarried ☐

4 Educational qualification:

    SSLC ☐   ITI ☐   HSC ☐   Diploma ☐   others ☐

5 Designation:

    supervisors ☐   skilled ☐   unskilled ☐

6 Experience:

    Below 5yrs ☐   5-10yrs ☐   10-15yrs ☐   above 15 yrs ☐

7 Monthly income:

    Below 10000 ☐   10001-15000 ☐   15001-25000 ☐   25001-35000 ☐   above 35001 ☐

Please tick the appropriate box to indicate your degree of agreement

1= Strongly disagree   2= disagree   3= Neither agree nor disagree   4 = agree   5 = Strongly agree

STATUS OF TRAINING AND DEVELOPMENT

8	Your company's top manager show commitment to training and development by spending time promoting and delivering it.	1	2	3	4	5
9	Company's manager strongly support the development of new skills and Knowledge among all levels of employees	1	2	3	4	5
10	Even during budget cuts, your company top managers do all they can to preserve training and development opportunities for their employees	1	2	3	4	5
11	Your company's top managers see training and development as an important way of helping the company to achieve its mission	1	2	3	4	5
12	In general I am satisfied with the range of training and development opportunities available	1	2	3	4	5
13	The kinds of training and development activities that are encouraged clearly relate to what top Managers are trying to accomplish for your company	1	2	3	4	5
14	The company provides a program of training and development activities that meets the needs of Employees	1	2	3	4	5
15	In general, the company supports me in my efforts to continuously improve my knowledge and skills	1	2	3	4	5
16	Company managers help employees meet personal training and development goals and needs	1	2	3	4	5
17	Your company's top manager's are closely involved in determining the direction and goals for the company training and development activities	1	2	3	4	5
18	The company makes available a broad selection of courses and other training and development activities	1	2	3	4	5
19	The company continuously updates and improves its training and development programs	1	2	3	4	5
20	There are some training and development activities that everyone in the company participants in, regardless of position	1	2	3	4	5
EFFECTIVENESS OF TRAINING AND DEVELOPMENT						
21	Managers are asked to provide feedback on the effectiveness of the training and development by their subordinates	1	2	3	4	5
22	Subordinates are asked to provide feedback on the effectiveness of the training and development received by their managers	1	2	3	4	5
23	Managers are held accountable for following up and encouraging their employees to apply what they've learned through their training and development activities	1	2	3	4	5
24	After employees receive training and development, they are asked to provide feedback on how much they learned	1	2	3	4	5
25	Employees are held accountable for using what they've learned in their training and development activities	1	2	3	4	5
26	Individuals are publicly recognized for their training and development accomplishments	1	2	3	4	5
27	Company managers personally provide training and development **for** their employees	1	2	3	4	5
28	Structured learning activities are built into the job so that employees are constantly learning	1	2	3	4	5
29	Following hiring or selection for a new position, there is a requirement to take training and development targeted to the new job	1	2	3	4	5

	VALUE OF TRAINING AND DEVELOPMENT					
30	The time spend on training and development is time well spent	1	2	3	4	5
31	The training and development activities supported by the company are worth the time and money spent on them	1	2	3	4	5
32	Training and development activities provide learning that is practical for use on the job	1	2	3	4	5
33	Training and development gives employees an opportunity to learn the skills and behaviors that will help them to get rewarded and promoted	1	2	3	4	5