

“A Study on Effectiveness of Behavioural Training in Improving Performance With Special Reference to Iron Manufacturing Industry, Coimbatore, India”

Dr. Suja Sundram

Dept of Business Administration,
Jubail University College – Female Branch,
Kingdom of Saudi Arabia

Abstract

The important and vital component of an effectual organization is Training and development. Behavioural training enhances the performances of the organization. It requires valuable time and resources for assessing the effectiveness of behavioral training programs. The prime purpose of the study is to know the effectiveness of behavioral training, which is an important tool to increase the productivity of organization. Thus, the purpose of the study is to know the effectiveness of behavioural training in improving performance.

In this study, 220 samples were collected from leading Iron manufacturing industry at Coimbatore, India. A structured questionnaire was prepared using both open and close ended questions. Based on the analysis, findings and suitable suggestions were drawn. Chi – square was used to find the relationship between the demographic variable (education and experience) and the performance of the employees. Further, factor analysis was also used to analyze the data. Based on the analysis, findings and suitable suggestions were drawn.

Key words: Behavioural Training, Performance, Effectiveness

Introduction

In the global environment, organizations need to sustain in the market by focusing on competitive advantage. It becomes very important to maintain the competitive advantage by viewing the advancement of the modern world. Economic factors, political factors, technological factors and cultural dynamics too have a great influence in today's organization performance. Thus, it becomes necessary for the organization to train the employees and make them flexible, multi skilled and committed towards work so as to improve the performance of the organization.

This study focus on the training programs based on behavioral training. behavioural training stands for overall variable training to a candidate for his overall development, behavioural training includes soft skill training techniques. behavioural skills deals with how you interact within your own organization/corporation

and with other members of the human resource to include external individuals that involves your organizational/corporation work. In order to get intended outcome, effectiveness of the employees are required.

Measuring the effectiveness of behavioural training programs consumes valuable time and resources, these things are in short supply in organizations today. Sometimes, training program fails to deliver the expected organizational benefit. So, to find the problem related to training, a well-structured measuring system is required. On a positive note, being able to demonstrate a real and significant benefit to organization from the behavioral training. So the company should follow effective training.

Thus the aim of this paper is to highlight the need to focus on the evaluation of effectiveness of behavioural training and development programmes not only qualitatively but quantitatively as well. Any behavioural training and development program is not complete until results are evaluated. A key to obtaining consistent success with such programmes is to have a systematic approach to measurement and evaluation.

Review of Literature

Yahya Khosravi Hassan, Asilian-Mahabadi, Ebrahim Hajizadeh et. al. has studied on factors Influencing Unsafe Behaviors and Accidents on Construction Sites[1]. They have identified 8 main categories: (a) society, (b) organization, (c) project management, (d) supervision,(e) contractor, (f) site condition, (g) work group, and (h) individual characteristics as the reasons for the safety hazards.

Pual S. Ray, Phillip S. Bishop et. al. (1995) has analysed the components of behavioural safety program [2]. Their present study was conducted to access the individual effectiveness of training, performance feedback and goal setting on the safe behaviour of workers in an industrial setting.

According to **Cooper** (2000) “Culture can be seen as a concept that describes the shared corporate values within an organization which influences the attitudes and behaviours of its members. Safety culture is a part of the overall culture of the organization and is seen as affecting the attitudes and beliefs of members in terms of health and safety performance”.

According to **Flin et al.**, (2000) “Safety climate is a distinct yet related concept which can be seen as the current surface features of safety culture which are discerned from the employees attitudes and perceptions. However, in reality the terms are not so clear cut and many writers use the terms safety culture and safety climate interchangeably.

Clarke (1998) has studied on perceptions of organizational safety. He suggests the development of a positive safety culture should be within the context of the organizational culture as a whole and not viewed as a separate entity.

Stake (1975) pointed out that the major obstacle to success of any evaluation model was a federal directive which prevented any federal office to spend its funds to evaluate its own work and allowed only a higher up to do the evaluation and partly because managers were unwilling to examine their own operations. Though the scenario has changed a little and evaluation is done to some extent by organizations but a rigorous approach is not yet followed for evaluation of behavioural training and development programmes.

When training is not evaluated, the investment and its effects cannot be tested and resources get wasted in inadequate activities [**Foot & Hook**, 1996]. The availability of limited capital resources necessitates quantitative evaluation of such programmes to see if the programme has positive utility.

Today, training programmes have to respond to clearer expectations concerning their organizational impact and ROI [**Wang et al.**, 2002]. Just because employees completed the training programme does not guarantee a positive return; some training programmes can have negative utility [**Morrow et al.**, 1997].

Thus there emerges a need to calculate utility of every such programme including behavioural training and development programmes.

Organizational decision-makers and stakeholders want to ensure that programmes are accomplishing their intended purpose. They are interested in assessing the effects of programmes as to understand, "What changes occurred?" or "Are we satisfied with the results?" [French et al., 2000]. Merely telling them that we observed that the trainees were satisfied with the training and development programme, they liked it and found it useful does not serve their purpose to ensure that the resources spent on providing such programmes have been utilized efficiently and could not have been put to a better use.

Hunter & Schmidt (1983) point out, "to assess the impact of findings, one must translate such arcane psychological jargon as $p < .01$ into economically meaningful statements such as '10% increase in output' or 'a reduction of \$100 million in labour costs.'" This can be done by devising a way to calculate utility of such programmes and thereby converting it into ROI (Return on Investment) terms. This method though is quite popular in assessing the impact of many HR interventions, its application to behavioural training and development programmes is still in question.

Organizations in developed countries like United States invest a remarkable \$55.3 billion annually in training and development activities [Bassi & Van Buren, 1998] and developing countries need to show a similar pattern to compete with them.

Ms. Pallavi P. Kulkarni(2013). A literature review on training & development and quality of work life. This paper focuses and analyses the literature findings on importance of training and development and its relation with the employees' quality of work life.

Mubashar Farooq and Dr. Muhamamd Aslam Khan (2011) have analysed the Impact of Training and Feedback on Employee Performance [3]. An empirical study was conducted and data was collected through questionnaires to find the results. Findings of this study suggest arranging and adopting more effective training programs and techniques in order to give the progressive shape to the results achieved through this study.

Ameeq-ul-Ameeq and Furqan Hanif (2013) have studied the Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan [4]. The focus of the study is to find out whether the training programs which are been used by the HR departments of the hotels of Lahore are actually helping employees to develop and performance of their task.

Shefali Sachdeva (2014) has studied on Effectiveness Evaluation of Behavioural Training and Development Programmes [5]. The paper explains trends and issues in evaluating the impact of such programmes, as mediated by HR outcome (i.e. behaviour) of programmes by reviewing the results of previous studies that have investigated the relationship between behavioural training and development programmes and their effectiveness and impact on the individual and the organization.

Objectives of the Study

1. To find the relationship between demographic variables and the training effectiveness to improve the performance.
2. To identify the factor that dominates in improving the effectiveness of performance.

Limitations of the Study

1. Due to constraints of time and cost, a comprehensive study was not possible.
2. The sample size was restricted to only 220.
3. Fear of expressing the true facts among the respondents could be a simulation.

Methodology and Sampling Scheme

The responses are collected from the employees of leading manufacturing industry at Coimbatore, India, and analyzed with the help of different statistical tools. The study exposed the facts based on survey method. The data was collected through a structured questionnaire. Both open ended and close ended questions were used to collect the information from the respondents. Data was collected through primary and secondary sources. A simple random sample method was used to collect 220 respondents. Chi – Square and Factor analysis were used to analyze the data and interpretations were drawn by the researcher.

Data Analysis and Interpretation

1. Educational qualification and rating of training overall effectiveness in improving performance:

Null Hypothesis (H0):

There is no significant relationship between education and rating of training overall effectiveness in improving performance.

Alternative Hypothesis (H1):

There is significant relationship between education and rating of training overall effectiveness in improving performance.

Frequencies

Rating of Training Overall Effectiveness in Improving Performance

	Observed N	Expected N	Residual
Very Helpful	84	73.3	10.7
Helpful	94	73.3	20.7
Not Helpful	42	73.3	-31.3
Total	220		

Test Statistics

	Educational Qualification	Rating of Training Overall Effectiveness in Improving Performance
Chi-Square	238.364 ^a	20.764 ^b
df	4	2
Asymp. Sig.	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 73.3.

Interpretation:

Hence the P value is less than 0.05, since the alternative hypothesis is accepted and there is significant relationship between education and rating of training overall effectiveness in improving performance.

2. Year of experience and rating of training overall effectiveness in improving performance.

Null Hypothesis (H0):

There is no significant relationship between experience and rating of training overall effectiveness in improving performance.

Alternative Hypothesis (H1):

There is significant relationship between experience and rating of training overall effectiveness in improving performance.

Frequencies:

Rating of Training Overall Effectiveness in Improving Performance

	Observed N	Expected N	Residual
Very Helpful	84	73.3	10.7
Helpful	94	73.3	20.7
Not Helpful	42	73.3	-31.3
Total	220		

Test Statistics

	Year of Experience	Rating of Training Overall Effectiveness in Improving Performance
Chi-Square	114.691 ^a	20.764 ^b
df	3	2
Asymp. Sig.	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 55.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 73.3.

Interpretation:

Hence the P value is less than 0.05, since the alternative hypothesis is accepted and there is significant relationship between Year of experience and rating of training overall effectiveness in improving performance.

3 Factor Analysis

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Training Needs Identified Through Performance	.236	.258	.145	.529	.256
Program Conducted After Careful Analysis of Needs	.284			.680	
Objectives Clear and Stated in Advance		.778	.261		
Program Helps to Improve Efficiency	.584	.147	.126		-.115
Trainer Effective at Communication	-.110	.207	.717		
Objectives Achieved at End of Program	.773	-.154		.118	.168
Program Identified Strength and Weakness			.685	.182	
Program Brought Changes in Communication and Coordination		.505		.228	
Program Brought Changes in Attitude			.160		.912
Program Improved Quality of Work Life	.343	.410	.245	.235	
Program Improved Awareness on Safety Methods		.621			.532
Program Highlighted Dangers of Unsafe Practices	.728	.168		.185	
Participation Improved Career Path	.204		.661	.230	
Organization Conducts Extensive Training in All Aspects	.468	.479		-.435	.182
Employees Go Through Training Periodically as Planned		.515	.246	.508	
Overall Training Improved Job Satisfaction	.351		.574	-.349	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. **Rotation converged in 11 iterations.**

Component	Factor				
	1	2	3	4	5
Training Needs Identified Through Performance				.529	
Program Conducted After Careful Analysis of Needs				.680	
Objectives Clear and Stated in Advance		.778			
Program Helps to Improve Efficiency	.584				
Trainer Effective at Communication			.717		
Objectives Achieved at End of Program	.773				
Program Identified Strength and Weakness			.685		
Program Brought Changes in Communication and Coordination		.505			
Program Brought Changes in Attitude					.912
Program Improved Quality of Work Life		.410			
Program Improved Awareness on Safety Methods		.621			
Program Highlighted Dangers of Unsafe Practices	.728				
Participation Improved Career Path			.661		
Organization Conducts Extensive Training in All Aspects		.479			
Employees Go Through Training Periodically as Planned		.515			
Overall Training Improved Job Satisfaction			.574		

Result and Discussion

Factors included were, Safety Norms and Practices, Employee Improvement and Development, Self-Appraisal and Performance Appraisal, Identification of Training Needs, Behavioural Change.

Program Helps to Improve Efficiency, Objectives Achieved at End of Program, and Program Highlighted Dangers of Unsafe were considered under the factor of Safety Norms and Practices. Objectives Clear and Stated in Advance, Program Brought Changes in Communication and Coordination, Program Improved Quality of Work Life, Program Improved Awareness on Safety Methods, Organization Conducts Extensive Training in All Aspects and Employees Go Through Training Periodically as Planned were considered under the factor of Employee Improvement and Development.

Trainer Effective at Communication, Program Identified Strength and Weakness, Participation Improved Career Path and Overall Training Improved Job Satisfaction were considered under the factor of Self Appraisal and Performance Appraisal. Training, Needs Identified through Performance and Program Conducted after Careful Analysis of Needs were considered under the factor of Identification of Training Needs.

The strongest factor is identified as **factor of Safety Norms and Practices** with the indicators viz., Program Helps to Improve Efficiency, Objectives Achieved at End of Program, and Program Highlighted Dangers of Unsafe practices. The **factor of Employee Improvement and Development** with the indicators viz., Program Brought Changes in Communication and Coordination, Program Improved Quality of Work Life is identified as a strong factor

The **factor of Self Appraisal and Performance Appraisal** with the indicators viz., Program Identified Strength and Weakness, Participation Improved Career Path and Overall Training Improved Job Satisfaction is a neutral factor. The **factor of Identification of Training Needs** with the indicators viz., Training Needs Identified Through Performance and Program Conducted After Careful Analysis of Needs is a weak factor. The weakest factor is identified as the **factor of Behavioural Change** with the indicators viz., Program Brought Changes in Attitude.

More number of the respondents strongly agree that objectives achieved at end of program, it is suggested that a review is conducted after every training program to ensure that the objectives of the training programs have been achieved. More number of the respondents agree that employees go through training periodically as planned suggests that the employees welcome the training programs in general.

Scope for Further Research

Organizations improvement and development requires enhancing the knowledge, skills, and attitudes (KSAs) or abilities of the workforce. Of all these areas Behaviour modification is drawing attention increasingly in shaping behaviour of people in the organization. If behaviour of employees is not positive, productive and supportive, the attainment of organizational goal will suffer. Behaviour modification involves encouraging others to behave in a desired way, while discouraging the undesirable behaviour. Behaviour modification has a prominent role to play in all workplace interactions, to produce more satisfied workers and increase employer's profitability. The evaluation process is not carried out with a sense of purpose, pride, and direction.

Conclusion

Most of the respondents strongly agree that objectives of the training program are achieved at the end of the program. Training needs are carefully analyzed and identified and so a right training program is adapted. The much acclaimed model of Management by Objectives (MBO) where in the superiors and subordinates take part in determining the objectives is visible.

Most of the respondents agree that objectives are clear and stated well in advance and so it is suggested that a preparatory session should be conducted before any new training program in which the objectives are explained to the employees in a thorough and clear cut way. This is the essence of the much acclaimed model of Management by Objectives (MBO) where in the superiors and sub-ordinates take part in determining the objectives and ensures the voluntary contribution from the employees to achieve the objectives of the organisation.

Program Brought Changes in Attitude is considered under the factor of Behavioural Change. Maximum number of the respondents agrees that program conducted after careful analysis of needs, it is suggested that the organization continue with this practice of periodically reviewing the training needs of the employees before venturing in to any new training modules.

References

- [1] Mubashar Farooq & Dr. Muhamamd Aslam Khan (2011). "Impact of Training and Feedback on Employee Performance". *Far East Journal of Psychology and Business*, Vol. 5 No. 1 October 2011.
- [2] Ameerq-ul-Ameerq & Furqan Hanif (2013). "Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan". *Journal of Business Studies Quarterly*, Volume 4, Number 4.
- [3] Yahya Khosravi Hassan Asilian-Mahabadi Ebrahim Hajizadeh, Narmin Hassanzadeh-Rangi, Hamid Bastani & Amir H. Behzadan (2014). "Factors Influencing Unsafe Behaviors and Accidents on Construction Sites: A Review". *International Journal of Occupational Safety and Ergonomics (JOSE)* 2014, Vol. 20, No. 1, 111–125.
- [4] Shefali Sachdeva (2014) "Effectiveness Evaluation of Behavioural Training and Development Programmes". *The SIJ Transactions on Industrial, Financial & Business Management (IFBM)*, Volume 2, No. 4
- [5] Cooper, MD (2000). Towards a model of safety culture. *Safety Science*. vol.36. pp111-136.
- [6] Flin, R., Mearns, K., O'Connor, P. & Bryden, R. (2000). Measuring safety climate: Identifying the common features. *Safety Science*, Vol.34, No.1-3, pp177-193.
- [7] Paul S. Ray, Phillip A. Bishop & Min Qi Wang (1995). "Efficacy of the components of a behavioral safety program". *International Journal of Industrial Ergonomics*, 19 (1997) 19-29.
- [8] Clarke, S (1998). Perceptions of organizational safety: implications for the development of safety culture. *Journal of organizational Behavior*, 20, pp185-198.
- [9] R.E. Stake (1975), "Program Evaluation Particularly Responsive Evaluation", *Conference on New Trends in Evaluation*, Goteborg, Sweden.
- [10] M. Foot & C. Hook (1996), "Introducing Human Resource Management". *Longman*, Singapore, Pp.183.
- [11] G.G. Wang, Z. Dou & N. Li (2002), "A Systems Approach to Measuring Return on Investment for HRD Interventions", *Human Resource Development Quarterly*, Vol. 13, No. 2, Pp. 203–224.
- [12] B. Morrow, Q. Jarrett & M. Rupinski (1997), "An Investigation of the Effect and Economic Utility of Corporate-wide Training", *Personnel Psychology*, Vol. 50, No. 1, Pp. 91–117.
- [13] W.L. French, C.H. Bell & R.A. Zawacki (2000), "Organisational Development and Transformation: Manage Effective Change", *Irwin McGraw-Hill*, 5th ed., New York.
- [14] J.E. Hunter & F.L. Schmidt (1983), "Quantifying the Effects of Psychological Interventions on Employee Job Performance and Workforce Productivity", *American Psychologist*, Vol. 38, No.4, Pp. 473–479.
- [15] L.J. Bassi & M.E. Van Buren (1998), "State of the Industry Report", *Training and Development*, Vol. 52, No. 1, Pp. 21–43.
- [16] Ms. Pallavi P. Kulkarni (2013). "A literature review on training & development and quality of work life". *International Refereed Research Journal*, Vol.-IV, Issue-2, April 2013[136].