

A STUDY ON TRAINING NEED ANALYSIS OF EMPLOYEES

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ABSTRACT

This investigation describes the results of a qualitative study, which investigates the training needs of employees on their probationary period. Training Needs Analysis (TNA) is a review of learning and development needs of the employees within an organization. It considers the skills, knowledge and behaviour that people need, to develop themselves effectively. The main aim of this investigation is to identify the factors that contribute to Training Need Analysis. After identifying the factors, significance of association was tested by chi square. Structural Equation Model was framed to identify the model fitness of Training Need Analysis. The outcome of Training Need Analysis should be a robust training and development plan, linked to organisational, team and individual objectives.

Keywords: qualitative study, Training Needs Analysis, chi square

1. INTRODUCTION

MEANING AND DEFINITION OF TRAINING

Human Resource Development (TRAINING) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities.

Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

TRAINING RELATING TO OTHER FIELDS

Notably, TRAINING is not only a field of study but also a profession. TRAINING practitioners and academia focus on TRAINING as a process. TRAINING as a process occurs within organizations and encapsulates: 1) Training and Development (TD), that is, the development of human expertise for the purpose of improving performance, and 2) Organization Development (OD), that is, empowering the organization to take advantage of its human resource capital. TD alone can leave an organization unable to tap into the increase in human, knowledge or talent capital. OD alone can result in an oppressed, under-realized workforce. TRAINING practitioners find the interstices of win/win solutions that develop the employee and the organization in a mutually beneficial manner.

TRAINING does not occur without the organization, so the practice of TRAINING within an organization is inhibited or promoted upon the platform of the organization's mission, vision and values.

Other typical TRAINING practices include: Executive and supervisory/management development, new employee orientation, professional skills training, technical/job training, customer service training, sales and marketing training, and health and safety training.

TRAINING positions in businesses, health care, non-profit, and other fields include: TRAINING manager, vice president of organizational effectiveness, training manager, ordirector, management development specialist, blended learning designer, training needs analyst, chief learning officer, and individual career development advisor.

PRINCIPLES OF TRAINING

Training is a continuous process and not a one shot affair, and since it consumes time and entails much expenditure, it is necessary that a training program and policy should be prepared with great thought and care, for it should serve the purpose of the establishment as well as the needs of employees. Moreover it must guard against over training programs, misuse of testing techniques, inadequate tools and equipment's and over reliance on single technique, e.g. on slides, pictures, or lectures and not enough on practice. Certain general principles need to be considered while organizing training programs.

2. REVIEW OF LITERATURE

Evaluation of training and development programs: A review of the literature

Shakila P

This paper aims to provide a synthetic review of the literature on the training and development. Review of literature justifies the reason for our research. It demonstrates the topic. It narrates a brief elaboration of prior studies. Prior research will help us to ensure that we have included all of our major relevant constructs in our study. It talks about the knowledge of our field which allows us to identify the gap which our research could fill and also strength's the topic that we chosen for our research. The literature review will help us to find and select appropriate measurement instruments. The literature review is needed because it is a necessary skill both for researchers and for practitioners of a profession which claims to be founded on acknowledge base and also to locate and summarize the findings of research on a given topic not uncritically but assessing the evidence and for argument to sustain the conclusions. It is also useful to obviate the need for fresh research or to replicate the study. Polit and Hungler in the year (2001) stated that the term "Literature Review" is often used to cover both the process of searching for relevant literature and the critical reporting of the literature. Cormack in the year (1991) stated that "Literature Review" means to systematically read, critically appraise, and then synthesize the material into a coherent, structured, and logical review of the literature.

Muhammad Zahid Iqbal et. Al in the year (2011) has done their research in the topic

"AN EMPIRICAL ANALYSIS OF THE RELATIONSHIP BETWEEN CHARACTERISTICS AND FORMATIVE EVALUATION OF TRAINING"

Their analysis is about the relationship between characteristics and formative evaluation of Training. This paper attempted to signify the use of formative training evaluation. The authors have carried out a study at three public-sector training institutions to empirically test the predicted relationship between the training characteristics and formative training evaluation under the Kirkpatrick model (reaction and learning). This study explains the causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated. The principal finding revealed that a set of seven training characteristics explained 59% and 61% variance in reaction and learning respectively. All training characteristics were found to have a positive impact on reaction and learning except training contents.

RESEARCH GAP:

Training activities in which employees had participated bring new potentials of employees in performing task and resulted in employee effectiveness. Individual employee development plans, where you are training to fill a skill or knowledge gap, address a performance issue, or prepare the employee to take on greater managerial and/or leadership responsibilities.

OBJECTIVES:

- To study the overview of Nagarjuna Agrichem Limited, Ethakota.
- To find out the relevance of training in achieving goals of the organization.
- The basis on which the training is planned and scheduled.
- To study the different methods of training in the organization
- To study the relation between performance and training.
- To study on training programs that affect employees in getting promotion.

3. RESEARCH METHODOLOGY

Need For The Study

Human Resource Management is needed by any organization for the reason to be dynamic and growth oriented to succeed in the fast changing environment, which is possible through the efforts, and competencies of their human resources. Personal policies can keep the morale and motivation of the employees high and the capabilities must be continuously acquired, sharpened and used. When the manager uses the manpower properly then only he can be able to achieve the required objectives.

Scope Of The Study:

Even though Nagarjuna Agrichem group is one of the leading industrial houses in India with diverse interests in Agrochemicals, Fertilizers, Power, Steel, etc., the scope of organization study confined Nagarjuna Agrichem Limited as subsidiary in the Nagarjuna group. The study is based 455 employees of the organization. Hence the scope is

limited to the employees of NACL only. But some of the suggestion, observation may be useful to the other organizations.

Methodology

Sampling Design:

Population 135

members sampling unit Sample size 50

Sampling procedure Methods of Data Collection:

There are two types of data collection

1. Primary data

- Primary data is personally developed data and it gives latest information and offers much greater accuracy and reliability.
- There are various sources for obtaining primary data i.e., mail survey, personal interview,
- Field survey, panel research and observation etc.
- The study is dependent on primary data to a maximum approach extent, which is collected by way of structures personal interview with customers.

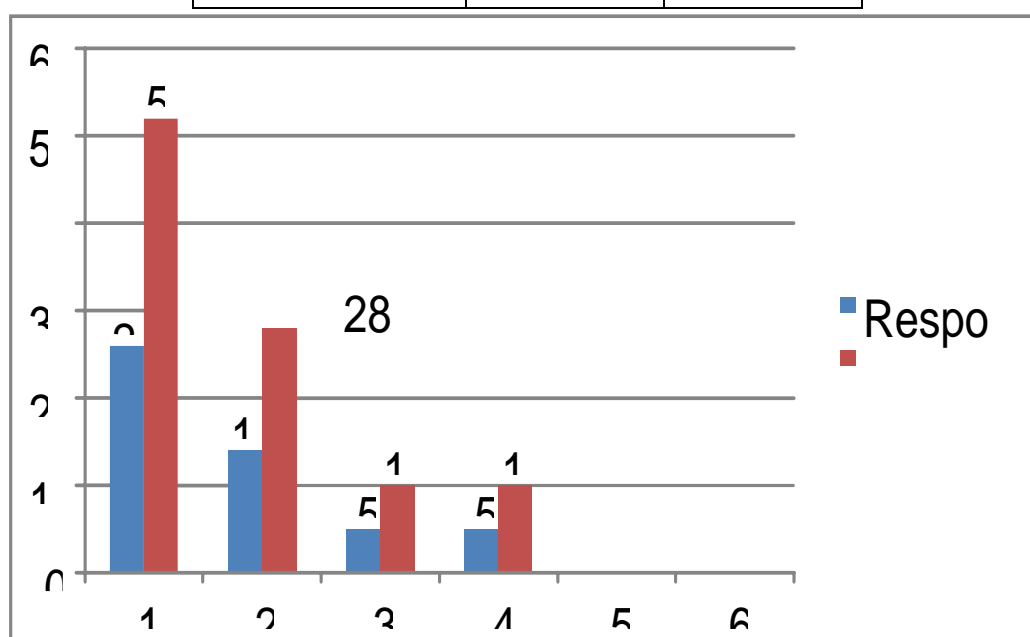
Secondary data

Secondary data is the published data. It is already available for using and its saves time. The mail source of secondary data are published market surveys, government publications advertising research report and internal source such as sales, sales records orders, customers complaints and other business record etc.

4. DATA ANALYSIS & INTERPRETATION

1) How Much the Training is Helpful To Achieve the Individual Goals?

Opinion	Respondents	Percentage
Fully	26	52
Up to Some Extent	14	28
Very little extent	5	10
Never	5	10
Total	50	100

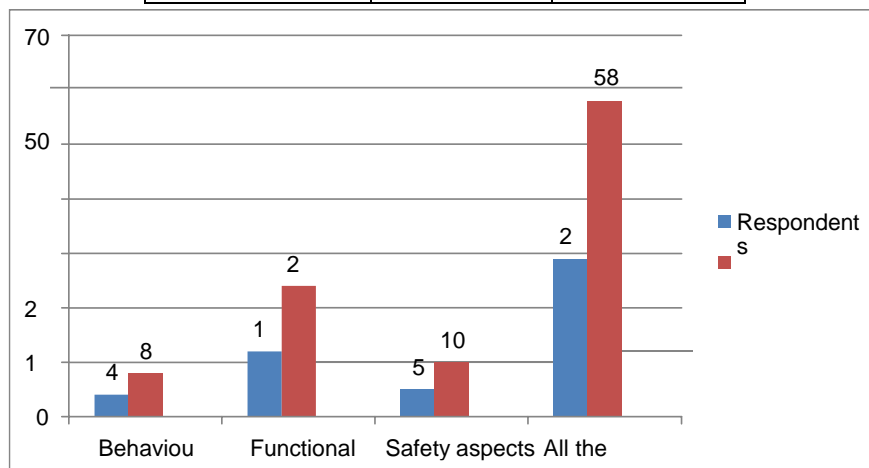


INTERPRETATION

It is seen from the above table that twenty six percentage respondents constituting fifty two percentage of total are highly satisfied, majority i.e. twenty eight percentage of respondent were of the option that this facility was average. Were below average and five percentage dissatisfied with this facility.

2) Which Type of Training Programs You have Basically Attended?

Opinion	Respondents	Percentage
Behaviour	4	8
Functional	12	24
Safety aspects	5	10
All the above	29	58
Total	50	100

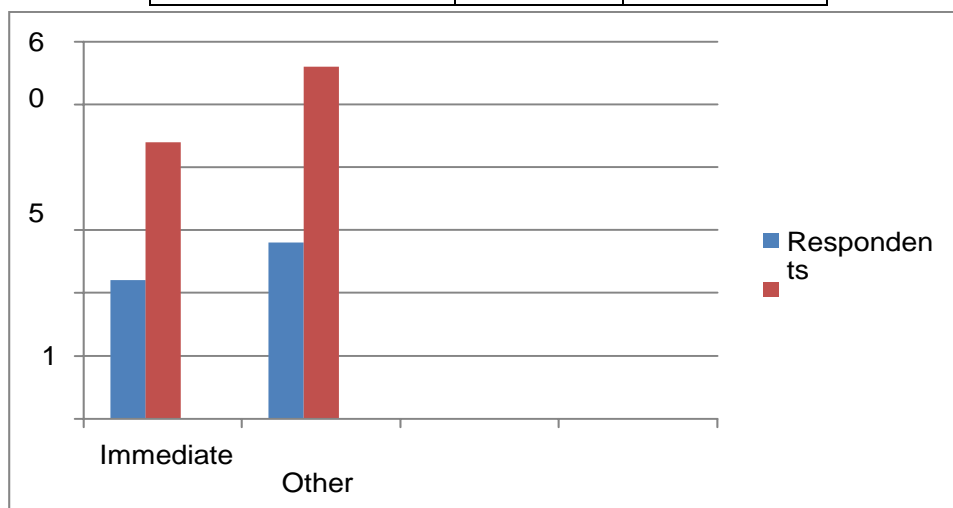


INTERPRETATION

From the above table it is clear that eight percentage of respondents have attended behavior training programs, where as twenty four percentage have attended functional training programs, while ten percentage have attended safety aspects and fifty eight percentage respondents have attended all the above. Hence it is clear that training activity in NACL is need based and diversified.

3)If on the Job Who Provides the Training?

Opinion	Respondents	Percentage
Immediate Supervisor	22	44 %
Other	28	56 %
Total	50	100 %

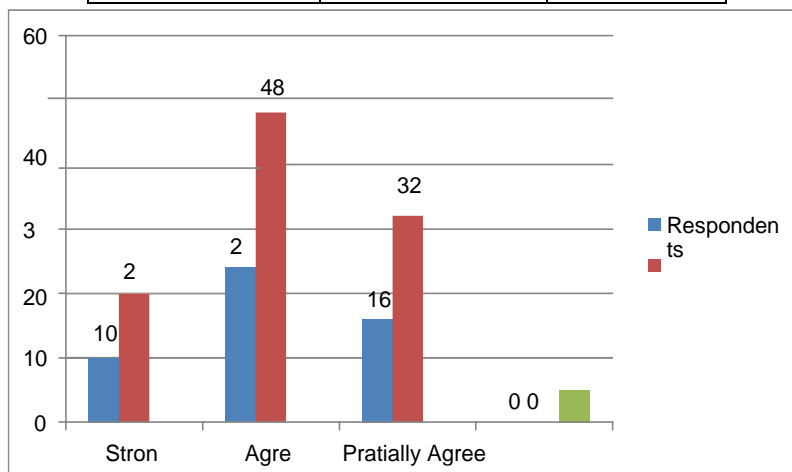


INTERPRETATION

From the above table it is clear that, Forty four percentage felt that if the training is on the job then it will be provide by immediate supervisor and fifty two percentage felt that it will be provide by other. In NACL training is imported through immediate supervisor and other in many occasions.

4)Is the Training Policy Adopted in Your Organization is well Designed and Widelyspread?

Opinion	Respondents	Percentage
Strong	10	20
Agree	24	48
Partially Agree	16	32
Disagree	0	0
Total	50	100

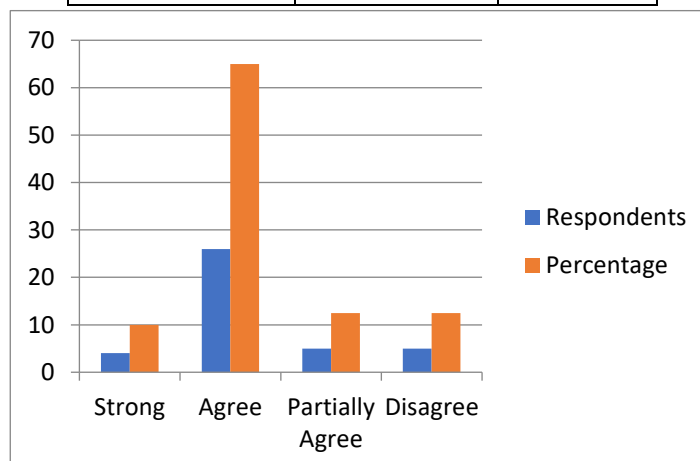


INTERPRETATION

From the above table Forty eight percentage agreed that training policy adopted in your organization is well designed and widely spread, twenty percentage were strongly agreed, thirty two percentage were partially agreed and nobody has disagree. It can be perceived that training policy adopted in NACL is well designed and widely spread.

5)Are the Employees satisfied with the way of being consulted Before Nominatingfor Training?

Opinion	Respondents	Percentage
Strong	4	10
Agree	26	65
Partially Agree	5	12.5
Disagree	5	12.5
Total	50	100

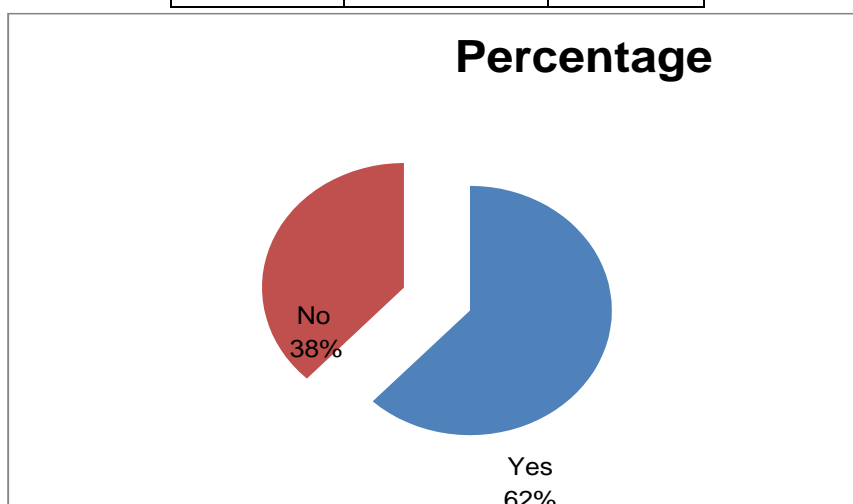


INTERPRETATION

From the above table Sixty five percentage agreed that employees are consulted before nominating for training and development, ten percentage are strongly agreed, twelve percentage disagreed and thirteen percentage of respondents are natural with regard to this.

6) Whether the Employees Use skills acquired through training techniques for their own efficiency Development?

Opinion	Respondents	Percentage
Yes	31	62
No	19	38
Total	50	100



INTERPRETATION

From the above table sixty two felt that employees use it for their own efficiency development and thirty eight percentage felt no. Hence it can be said that the skills acquired through training are being utilised in NACC for improving their own efficiency.

5. CONCLUSION

A better explanatory framework for this type of training is a combination of knowledge from different kinds of professional fields that consider the client educational needs as very important and satisfy those needs from different aspects. Experiential learning in general- and more specifically MD- has become a useful approach to eliminate the gap between management theory and practice. Specifically, combinations of MD and metaphor intervention promote awareness of the interplay among organizational performing, assessing, visioning and strategy. As far as the evaluation of the MD program is concerned, there is a gap in establishing measurable main effects of this type of programs. Possible reasons for that may be the variance in time duration of these programs and the variety of specialized outdoor training activities.

Future research on MD programs and their impact on organizational performance should be more carefully designed and controlled including observation and report activities to lead to more valid results.

6. REFERENCES

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