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# **Efficacy of Training and Development Programs on Employees Productivity at Bharat Heavy Electricals Limited**

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**Abstract** - Training is equipping the employees with required skill to perform their job. Development is the growth of employees at every level of management by planned and organized process. The main aim of training and development is the best possible utilization of employees' capabilities. The present study an attempt has been made to study the impact of training and development programmes on employees' efficiency of the Bharat Heavy Electricals Ltd.(BHEL). The study showed the impact of training and development programme on employees' efficiency, which appended to be good in BHEL. The average mean score and percentage score of the overall 20 items has been computed at 3.62 (65.5%).

**Key words:** *Training, Development, Employees Efficiency, Employees Attitude, BHEL*

## **I. Introduction**

Profitability of an organization depends upon the performance of their employees. Employees performance depends upon the level of training being given to them, hence employees training and development programmes are becoming a necessity for every organization now a days. Training is equipping the employees with the required skill to perform the job. It makes people aware of the rules and procedures to improve the performance in current job and prepare them for identical job.

Development is the growth of employees at every level of management by planned and organized processes. The main aim of development is the best possible utilization of employees' capability. Employees development is thus an organized activity of employees professional growth.

In the present study an attempt has been made to study the impact of training and development programmes on employees' efficiency at Bharat Heavy Electricals Ltd. (BHEL).

## II. Objectives

1. To get knowledge of training trends in the employees of the organization.
2. To study, through analysis, the general behavior and pattern of employees towards training.
3. To know about training facilities of BHEL.
4. To know whether trainers are satisfied with the training facility.
5. To know the satisfaction level of employees.
6. To know the stability of the employees.
7. To know the employees turnover ratio.
8. To analyze the cost effectiveness of training.
9. To study the impact of training and development programs on employees.

## III. Hypothesis

1. There may be some need for improvement in training and development programmes.
2. All the employees may be satisfied with these training programmes.
3. There are some employees who might disagree with the behaviours of training officers.
4. Training programmes can encourage to the employees.
5. Management can appreciate if they perform well and give best efforts.

## IV. Methodology

With a view to analyze the impact of training and development programmes on employees' efficiency at BHEL, questionnaires were distributed among the various cadres of employees. To measure the employees' efficiency 20 items questionnaire was administered to the selected respondents. Interview and discussion with some employees was another tool for study. Secondary data collected from the past literature, annual and training reports maintained by BHEL were also considered. The study was conducted in various BHEL offices of Jhansi Division. The scoring was analysed on a five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e.

$$\square \text{ Percentage score} = \text{Mean score} \times 25$$

## V. Review of Literature

It is incumbent on training and development professionals to design, implement and evaluate the effectiveness of their programme in reducing disputes in workplace performance. Some studies conducted to highlight the impact of training and development programmes on employee efficiency included these of Alan H Anderson (1992), Bartraa & Gibson (1999), Blanchard –Training & development. (2000), Shrivastava et.al. (2001), Bee, Francis & Roland (1994), Beldwin T.T(2008), Boydell-BACIE (1976), Craig R.L & Lester Brittel R (1967), Cascio, W F (1982), Hamblin A C (1974), Harless,J (1981), Kenney, J, Reid, M (1992), Kidder , Louise H & Judd, Charles M (1985), Mager RF (1984), Mc Gregor,Douglas (1960), Mills H R(2010), Kartikeyan et.al. (2010), Rae L(2011), Taylor H (2012), Warr Peter (2010), Watson, Charles (1989),and Zuber Skerritt (2002), Debra (2011), etc.

Blanchard et. al. (2000) studied training evaluation practices at both management and non-management levels in Canada through a survey of 202 organisations comprising of total of over 70,000 employees, thus representing a significant portion of Canadian work force. The survey data indicated that only one-fifth of the Canadian organisation evaluated their training as suggested by academic standard. The researchers prescribed practioner perspective as a supporting rationale for the survey results. Shrivastava et.al. (2001) evaluated the effectiveness of various training programmes offered by the in-house training center of Tata Steel, Shavak Nanawati Training Institute (SNT), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level, reaction and feedback of participants, and change in performance and behaviors as perceived by the participants, their immediate supervisors and department heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through a structured interview schedule. It was found that the satisfaction level of participants, their supervisors and division heads were above average for all types of programmes. The participants were benefitted from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 percent. Training programmes could meet the objectives only to a limited extent.

Zuber (2002) studied the current practices of evaluating training and development programmes in the Indian corporate sector on the basis of data collected from written questionnaires mailed to 252 respondent companies - 127 private, 99 public and 26 multinational corporations (MNCS), The major findings in his study include the following -

High pressure for increased quality, innovation and productivity acts as a major driving force for the Indian corporate training and development programmes.

1. Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.
2. Nearly 86 percent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other.
3. The major purpose of evaluation is to determine the effectiveness of the various components of training and development programmes.
4. Organizations rely mostly on the participants' reactions to monitor the effectiveness of training.
5. An overwhelming of the organization uses 'questionnaires' as an instrument to gather relevant data for evaluation.

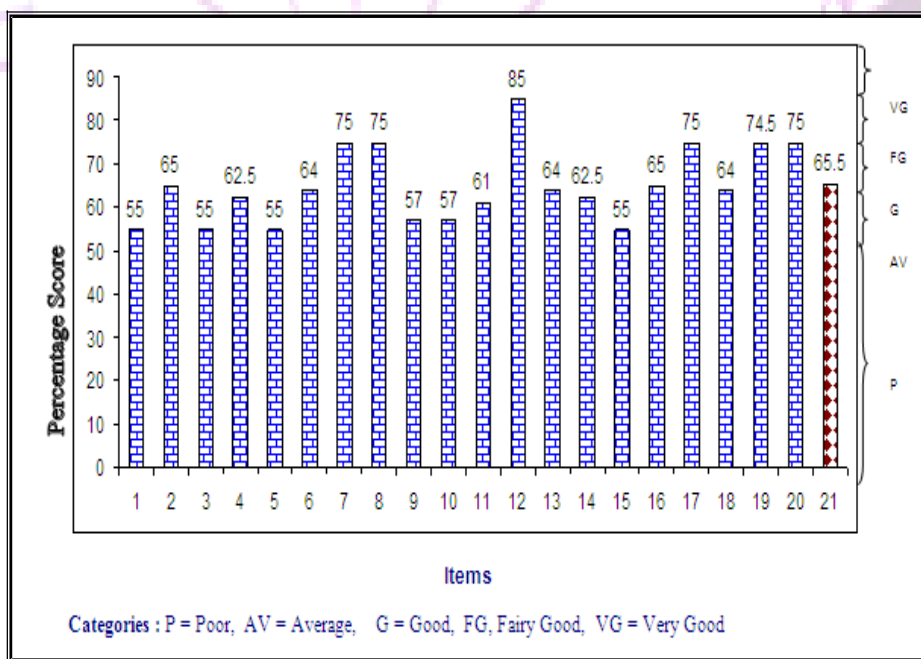
6. In most of the cases, evaluation was done immediately after the training.
7. The majority of the private and public sector organizations use one-shot programme design and more than half of the MNCS also use single group pre-test and post-test design for evaluating the effectiveness of training and development programmes.
8. Absence of transfer of learning from the place of training in the work places has been a major perceived deficiency of the corporate training and development system.
9. The Indian corporate sector is currently facing the challenges of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.
10. Ogunu (2002) in his study examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertain its relevance adequacy and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire MTDQ developed by the researcher. Hypothesis testing in the study revealed that facilities for staff training were adequate for effective training of management staff. Training programmes for management staff were relevant to the jobs they performed and these programmes undergone by staff did indeed improve their performance and effectiveness at works.
11. Kartikeyan et.al. (2010) studied the existing practices of the various aspects of the training programme and its effectiveness in selected public and private sector banks in south India. This was mainly to assess the present status of the employee effectiveness in discharging the roles and responsibilities in tune with the objective of the bank. The authors assessed the effectiveness of the various facets of training, i.e. employee's attitudes towards training inputs, quality of training programmes, training inputs and application of training inputs to the actual job.
12. Debra (2011), explored the relationship between training experiences and attitudes about perceived job proficiency. The author found a direct relationship between one's positive training experiences, attitudes and proficiency. In this study, those who updated training had the most positive attitudes toward training. Further, more of those who have negative training, attitudes also had a negative view on their proficiency.
13. Singh and Mohanti (2012) suggested that the training had a significant role to play on productivity, but there are other dominant market forces which reduce its significance. Authors' analysis was a comparative study of training practices and other macroeconomic and market force both of which affect productivity.

According to Saxena (2012) training and development programme are, undoubtedly a costly investment which will yield rich dividends in the long run. Hence the role and relevance of this most important human resource management function must be recognised and valued at all levels of the organisation. Accordingly, training and development programme should be planned, developed, budgeted, conducted and evaluated with great care. The HRD literature to date has not proved to be very helpful in unraveling the nature of corporate training and development evaluation policies and practices in Indian context. It is, therefore, both relevant and interesting to examine the trends and status, evaluating the effectiveness of HRD programme in the Indian corporate sector.

No.	Item	MS	% Score	CAG
1.	Training improve the personal growth	3.20	55	AV
2.	Training help to improve level of performance	3.60	65	G
3.	Training help company fulfill personal need	3.20	55	AV
4.	Training has helped me to increase internal	3.50	62.5	G
5.	Are you satisfied with the promotion facilities by BHEL	3.20	55	AV
6.	Training help me to improve health and safety	3.56	64	G
7.	Do you fed better job can be performed after attending the	4.00	75	FG
8.	Training has helped in minimising accident	4.00	75	FG
9.	Training has helped to reduce labour turnover.	3.28	57	AV
10.	Training has helped to career development.	3.68	57	G
11.	Any opportunity for further training will be helpful to	3.44	61	G
12.	Training knowledge of new employee	4.40	85	VG
13.	Training has helped refresher to old	3.56	64	G
14.	Training help develop their potential.	3.50	62.5	G
15.	Training has reduced waste and spoilage of raw materials	3.20	55	AV
16.	Training has helped to new entrants in basic knowledøe and skill they	3.60	65	G
17.	Training helped better job adjustment and	4.0	75	FG
18.	Training reduces fatigue and struggle with the	3.56	64	G
19.	Training has helped in learning about working in	3.98	74.5	FG
20.	Have you attended any training programmes during three years	4.00	75	FG
Over all (AMS)		3.62	65.5	G

**Table 1: Item wise mean score, percentage score and categories of employee efficiency towards training and development programmes at BHEL**

MS=Mean Score, CAG=Category, VG= Very Good, FG=Fairly Good, G=Good, AV=Average, P=Poor



**Figure 1: Item wise percentage score and categories of employee efficiency towards training and development programmes at BHEL**

N.	Categories	% Range	Item No.	Total No.
1.	Very Good	80-100%	12	01
2.	Fairly Good	70-80%	7,8,17,19,20	05
3.	Good	60-70%	2,4,6,10,11,13,14,16	09
4.	Average	50-60%	1,3,5,9,15	05
5.	Poor	40-50%	----	Nil

**Table 2: Category wise employees efficiency towards training and development programmes at BHEL**

## VI. Result

The Tables 1, 2 and fig-1 under reference show the item wise mean score and percentage score of 20 items obtained during study on impact of training and development programmes in employees efficiency at Bharat Heavy Electricals Ltd (BHEL). Some trends notices are given below.

The impact of training and development programmes on employees efficiency appears to be good. The average mean score and percentage score of the overall of 20 items has been computed at 3.62 (65.5%). The most important factor contributing very good score is (i) training gives knowledge to new employees (item 12). Other important factors resulting fairly good score are, (i) better job can be performed after attending the training programme (item 7), (ii) training has help in minimizing accidental rates (item 8), (iii) training has helped the employees toward better job adjustment and high morale (item-17), (iv) training has helped in learning about working in organization (item-19),and (v) attended any training programme during last three years (item-20). The items on which BHEL scored good are (i) training helps a company to fulfill its personnel need (item 3), (ii) training has helped me to increase internal promotion (item 4), (iii) training has helped to improve health and safety (item 6), (iv) training has helped to career development (item 10), (v) any opportunity for further training will be helpful to you (item 11), (vi) training has helped refresher to old employees (item 13), (vii) training helped and develop their potential (item 14), (viii) training has helped to new entrants the basic knowledge and skill they need (item 16), and (ix) training reduces fatigue and struggle with the job (item 18).

The factors on which BHEL has scored average are (i) training has helped to improve the personnel growth (item 1), (ii) training has helped a company to fulfill its personnel needs (item 3), (iii) employees satisfied with the training facilities provided by BHEL (item 5), (iv) training helped to reduce labour turnover (item 9), and (v) training has reduced waste and spoilage of raw materials (item 15).

## VII. Conclusion

The study revealed that most employees are satisfied with their job condition and nature of the job. The working environment is very good. The senior's interaction behaviors with subordinates are good. The employees are highly secured in their jobs. The way of supervision by the superiors is lined by the employees. They think that their job helps to achieve their ambition. The salary structured is also satisfactory, so they do not want to change their job. At this juncture, it can be concluded that employees are highly satisfied from BHEL, but there is some need of implementation in its training programmes, policy, reward system and other important issues.

### **VIII. Suggestion**

1. All the employees should be subjected to integrated and sound training program.
2. Adequate review mechanisms for gaining the effectiveness and relevance of training programmes should be developed.
3. BHEL setup is good, but there is some need for improvement.
4. Training practices must be flexible.
5. Requires some training for the employee to make good and healthy relations with the employees needs more improvement.
6. The board should introduce more reward based scheme.
7. There is a need to increase leave and holidays for employees.
8. There should be need to establish a department of HR.

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## **X. Impact of Training and Development Programmes on Employees Efficiency at Bharat Heavy Electrical Ltd (BHEL)**

### **Questionnaire**

1. Training has helped me to improve the personal growth.



(a) Strongly agree      (b) somewhat agree    (c) Neutral   (d) Somewhat disagree  
(e) Strongly disagree

2. Does training help to improve level of performance?
3. Training has helped to fulfill personal needs of company.
4. Training has helped me to increase internal promotion.
5. Are you satisfied with the training facilities provided by BHEL.
6. Training has helped me to improve health and safety.
7. Do you feel that better job can be performed after attending the training programmes?
8. Does training help in minimizing accident rates?
9. Training has helped to reduce labour turnover.
10. Training has helped in career development.
11. Whether any opportunity for further training will be helpful to you.
12. Training gives knowledge to new employee.
13. Training has helped refresher to old employees.
14. Has training helped to develop their potential?
15. Training has reduced waste and spoilage of raw materials.
16. Training has helped to new entrants in the basic knowledge and skills they need.
17. Training has helped the employees toward better job adjustment and high moral.
18. Training reduces fatigue and struggle with the job.
19. Training has helped me in learning about working in organization.
20. Have you attended any training programmes during last 3 years?