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Impact of training and development on employee development aspect of job satisfaction at Amara Raja Batteries Pvt Ltd.

Jahnvi

jahnvi62@ymail.com

Vellore Institute of Technology, Vellore, Tamil Nadu

Susan Chirayath

susan.chirayath@vit.ac.in

Vellore Institute of Technology, Vellore, Tamil Nadu

ABSTRACT

Training and development became vital for organizations in the dynamic business environment with cut-throat competition. Many organizations are willing to invest in it. Job Satisfaction is necessary for employees to give higher productivity which also benefits organizations. It further reduces the turnover ratio and helps retain the skillful workforce. This study aims to find the association between training and development and employee development aspect of job satisfaction. Training satisfaction was divided into four variables such as Satisfaction with Training Session, Training Content Satisfaction, Trainer Satisfaction and Transfer of Learning. High to a moderately significant positive relationship is found between Employee development aspect of job satisfaction and Training satisfaction variables. The organization must concentrate on variables with the least positive relationship to ensure the highest satisfaction for the employees.

Keywords— Job satisfaction, Training satisfaction, Employee development

1. INTRODUCTION

Training and Development has become an important strategic tool for the organization in the dynamic business environment (Brown, 2001; Quesada, 2011; Olaniyan, 2008). Training programs are seen as means to improve productivity of employees, improve quality of their produced goods and services, better adapt to new required skills and help organization grow (Olaniyan and Ojo, 2008). There are certain times employees get miscommunication that training and development means that their jobs are at risk, so the organizations must let the employees know that their jobs are not at risk but the training programs also act as a catalyst to reach their personal and professional goals (Moses, 2000). Further organizations have started viewing employees as assets and prefer to retain and recruit skilled workforce. Job satisfaction is essential for employees to remain loyal to the organization and lower the turnover ratio. Training and Development plays a major role in increasing job satisfaction of the employees (Punia and Kant, 2013; Latif, 2012; Brown, 2001). Though there are many factors influencing the job satisfaction of employees, employee development aspect is a major factor.

Over all training satisfaction depends on the Satisfaction with Training Session (STS), Trainer Satisfaction (TS), Training Content Satisfaction (TCS) and Transfer of Learning (TLS) of what is learned in training onto the job (Latif, 2012). Training programs therefore helps in Employee Development (ED) in turn increasing job satisfaction. In this study the impact of Training and development (T and D) on employee development aspect of Job Satisfaction (JS) is associated with each other which would help the organizations concentrate on factors with least association and improve them so as to create better job satisfaction among employees.

2. LITERATURE REVIEW

Gary and Mc Gregor (2001): surveyed 100 times on workers around age 55 years and above with another one for the employers. Higher respondent attention of around 50% was received on both the surveys which spoke about the problems of old workers. The harmony of responses between employers and the workers turned negative. The main objective of the study was regarding the stereotypes concerning training. Older workers stated that training was difficult to learn and adapting to new methods and technology was not easy. Further, they also expressed concerns over their jobs in regards to training. Whereas skilled old workers felt that training symbolized that the employers consider them as major contributors for the organization.

Wagner S (2000): expressed in his research that although training and development with regards to employee development is inducing higher satisfaction among employees and reducing the turnover rate, the major reason for retaining and recruiting

employees shall be salary and the benefits obtained. Employees further look at novel growth opportunities, healthy career challenges for motivation and career advancement with personal growth. Retention and satisfaction of employees was found higher in Gallup Company when the employers were willing to train their employees.

Moses (2000): observed that training and development we important for employees for career planning as the organizations could not guarantee any longer employee career advancements in reaching higher positions. There exists a worry among some organizations that the talk about career planning would cause miscommunication among the workforce that their employment is at problem due to this training, but it can be rectified with some effort from organizations, it can be communicated of their willingness to invest in improving employee potential. Employee’s worries can be set aside if career planning becomes a standard procedure in employee development process of restructuring or downsizing. Employee commitment increases towards their working company when it can communicate to its employees that they can be attractive in outside job market and still is willing to invest in improving their potential. This would clearly portray the organizations values and morals increasing the employee loyalty.

Bates and Davis (2010): feel that training and development can only be effective if there is practical application of learned theory by the employees. Otherwise it is a useless expenditure for the organization and resources. So, the way training is imparted on employees is also important. They outline the potential usefulness in utilizing real examples of case studies, role playing and simulations along with software build learning and executed exercises which provide better revealing of present necessary knowledge along with the dynamic scenario.

Brown (2001): studies on various misconceptions and myths regarding T and D as it became a huge business in the U.S and various organizations are becoming more eager to invest in it. Brown tries to answer various questions regarding this scenario. But with the dwindling margins of organization’s profits and rapid changes in the economy are making them question their own willingness to invest in training programs. They question themselves if they gain anything from the training of its employees, or if it’s a miscommunication to the workforce that they are being prepared to jobs elsewhere. If the employees truly realize the potential of T and D and the personal and professional benefits that come along with the training. The study also speaks about ROI (Return on Investment) for the organizations spent on T and D.

3. METHODOLOGY

3.1 Research framework

The research framework identifying interrelationship between various factors and their association with overall training satisfaction and employee development aspect of job satisfaction.



Fig. 1: Research framework

The aim is to first identify the relationship of individual variables and their effect on overall training satisfaction. Next the impact of complete training satisfaction is checked onto the specific ED aspect of JS. Further, individual independent variables such as STS, TLS, TS and TCS.

3.2 Hypothesis

- H1: There is a positive relationship between satisfaction with the Trainer and overall training Satisfaction
- H2: There is a positive relationship between Training Session satisfaction and overall training Satisfaction
- H3: There is positive relationship between Training content satisfaction and overall training satisfaction
- H4: There is a positive relationship between Transfer of learning from training program into job overall Training satisfaction
- H5: There is a positive relationship between overall training satisfaction and Employee development aspect of job satisfaction
- H6: There is a positive relationship between satisfaction with the Trainer and Employee development aspect of job satisfaction
- H7: There is a positive relationship between Training Session satisfaction and Employee development aspect of job satisfaction
- H8: There is positive relationship between Training content satisfaction and Employee development aspect of job satisfaction
- H9: There is a positive relationship between Transfer of learning from training program into job and Employee development aspect of job satisfaction

Convenience sampling technique was used and questionnaires were distributed to the employees at Amara Raja batteries. Sample size was around 200 employees. 200 employees were selected as there are only few employees who work in office and most of them

work on shop floor. Moreover, even shop floor employees were selected for the sample. It was difficult to go beyond that because of rotational shifts. 100 responses were received.

3.3 Analysis

Table 1: Factor loading for the training satisfaction and job satisfaction components of the study

| Factor | Variable | Loading items | Items |
|--------|-----------|--|-------|
| 1 | STS1 | The training objectives are accurately conveyed | 0.993 |
| | STS2 | The training objectives are properly accomplished | 0.980 |
| | STS3 | I was clearly told on my benefits from training | 0.995 |
| | STS4 | Knowing personal benefits of training helped me increase my commitment towards training | 0.903 |
| | STS5 | Feedback of personal opinions on training session was collected | 0.962 |
| | STS6 | Adequate resources are provided to me for implementing the learning from training session | 0.839 |
| 2 | TCS1 | Training session increased my understanding of the content taught | 0.928 |
| | TCS2 | Training content is relevant to my job | 0.845 |
| | TCS3 | Skills learnt from training help me in performing my job | 0.822 |
| | TCS4 | The skills learnt through training and development program increased my capability to perform my job | 0.849 |
| | TCS5 | Training provided opportunity to develop new skills and knowledge | 0.766 |
| 3 | TS1 | Trainer is helpful and patient | 0.747 |
| | TS2 | Trainer is well prepared on the content | 0.778 |
| | TS3 | Training encourages and motivates trainees to learn | 0.841 |
| | TS4 | Trainer uses various learning methods to make the session interesting (e.g. slides, images, videos, practical demos) | 0.879 |
| | TS5 | The training session is collaborative and involves interaction with the trainer | 0.852 |
| 4 | TLS1 | Management supports me to transfer my learning from training to work | 0.993 |
| | TLS2 | I am able to transfer training to my job | 0.980 |
| | TLS3 | I am in control on implementation of learning onto my job | 0.995 |
| | TLS4 | I am allowed to learn from my mistakes that happens during transfer of learning | 0.903 |
| | TLS5 | The training put me in further control over my job | 0.962 |
| | TLS6 | The training increased my job efficiency and effectiveness | 0.839 |
| 5 | Training1 | I am satisfied with overall training | 0.928 |
| | Training2 | I attend training frequently | 0.845 |
| | Training3 | I am satisfied with training duration | 0.822 |
| 6 | JS1 | I made progress towards the goals I set for myself | 0.849 |
| | JS2 | The job increased my career expectations | 0.766 |
| | JS3 | Organisational steps for employee growth such as training have positive impact on my job | 0.747 |
| | JS4 | I get rewards and praises when my job is done effectively and efficiently | 0.778 |
| | JS5 | The job helps me use best of my abilities | 0.841 |
| | JS6 | I learn new skills and knowledge because of my job | 0.879 |
| | JS7 | I feel proud working for this organization | 0.852 |
| | JS8 | I have chances for career advancements in my current job | 0.993 |
| | JS9 | I feel a sense of accomplishment performing my duties | 0.980 |
| | JS10 | I would like to work long term for this organization | 0.995 |

Table 2: Reliability test is summarised in Table

| Subscales | Reliability Coefficient |
|------------------------------------|-------------------------|
| Satisfaction with Training Session | 0.911 |
| Training Content Satisfaction | 0.896 |
| Training Satisfaction | 0.920 |
| Transfer of Learning | 0.911 |
| Scale: Training Satisfaction | 0.916 |
| Scale: Job Satisfaction | 0.896 |

Inter correlation analysis output depicting the association between each other, with overall training satisfaction and with ED aspect of JS.

Table 3: Inter-relationship between various factors of the overall training satisfaction

| | STS | TCS | TS | TLS | Training | JS |
|----------|---------|--------|--------|---------|----------|--------|
| STS | 1 | .607** | .479** | 1.000** | .558** | .720** |
| TCS | .607** | 1 | .673** | .607** | .927** | .790** |
| TS | .479** | .673** | 1 | .479** | .529** | .905** |
| TLS | 1.000** | .607** | .479** | 1 | .558** | .720** |
| Training | .558** | .927** | .529** | .558** | 1 | .611** |
| JS | .720** | .790** | .905** | .720** | .611** | 1 |

** Correlation is significant at the 0.01 level (2-tailed). (TS = Training Session Satisfaction, TC = Training Content Satisfaction, TRS = Trainer Satisfaction, and TL = Transfer of Learning)

From the tests of correlation and its results a positive relationship between various factors attributing to the complete training satisfaction. A significant and slightly stronger relationship exists between TS and TCS and TS and STS followed by a medium relationship of TS and TLS and STS and TLS. The existence of positive relationship between different variables of complete training satisfaction helps in making a conclusion that the factors are positively associated with each other and made a major contribution in achievement of complete training satisfaction. A high positive relationship exists between TS and JS followed by TCS. Overall there exists a positive relationship between training satisfaction and ED aspect of JS.

Below table shows the output of multiple regression analysis with R square value of 0.939 for the equations evaluation the effects of various factors on ED aspect of JS. R square value of 93.

Table 4: Regression Analysis

| Variable | B | SE B | β |
|----------|-------|-------|-------|
| STS | 0.732 | 0.071 | 0.720 |
| TCS | 0.144 | 0.032 | 0.170 |
| TS | 0.555 | 0.030 | 0.642 |
| TLS | 0.314 | 0.032 | 0.309 |

9% implies an effect of independent variables on the dependent variables.

The Correlation analysis showed significant positive relationship between complete training satisfactions with ED aspect of JS. Regression analysis evaluates the effect of training on JS. The results shows the training satisfaction R square value as 0.374 which explains 37.4% of ED aspect of JS.

Table 5: Regression analysis with respect to job satisfaction

| Variable | B | SE B | β |
|----------|-------|-------|-------|
| Training | 0.478 | 0.062 | 0.611 |

R-Square = 0.374, p = 0.000

Table 6: Summarises result of hypothesis after analysis

| Hypothesis | Relationship | Result |
|------------|----------------|-----------|
| H1 | STS → Training | Supported |
| H2 | TS → Training | Supported |
| H3 | TCS → Training | Supported |
| H4 | TLS → Training | Supported |
| H5 | Training → JS | Supported |
| H6 | STS → JS | Supported |
| H7 | TS → JS | Supported |
| H8 | TCS → JS | Supported |
| H9 | TLS → JS | Supported |

4. FINDINGS AND DISCUSSION

The objective of the study is to evaluate the effects of several factors such as STS, TS, TCS and TLS into the complete Satisfaction with training and association with the JS in specific employee development. JS leads to increased loyalty and commitment from employees which prompt the organizations to invest into the training and development. This study analysis the effect of specific employee development aspect on job satisfaction with respect to training.

Though there are various factors affecting JS, in this study since we examine only specific aspect of ED (Employee Development), it is found that STS, TCS, TLS and TS all have positive relationship with JS. In particular TS had significantly higher positive relationship with JS followed by TCS and STS and TLS. Complete training satisfaction also has a positive relationship with JS.

When comparing with complete Training satisfaction, TCS had higher positive relationship followed by TLS and STS with least positive relationship with TS. So, the success of the Training mainly comes from TCS with least from TS.

At Amara Raja batteries since the employees are happy with TCS, there needs to be an improvement with TS and it can be achieved by changing the Trainer or letting the trainer know how to make the session interesting and reach out to the employees understand what he is trying to convey. Since there is no problem with TLS of what the employees are learning, it is important that employees understand completely what the trainer is teaching so as to further improve TLS and increase training satisfaction, thus further improving JS.

5. CONCLUSION

The intent of the current research study is to verify if there is an association between complete training satisfaction and ED aspect of JS. Overall training satisfaction was subdivided into TCS, TS, STS and TLS. A scale was used to measure ED feature of JS. A significant correlation was found to exist between ED aspect of JS and complete training satisfaction.

The study supports the idea for the organizations that investing in training is a wise decision not just a mere expense. Training increases knowledge, imparts skills and help utilize maximum potential of the workforce. Moreover, training opportunities add value to employees beyond the content taught. These incentives increase job satisfaction, loyalty and commitment which further motivates employees and reduce turnover intent.

6. FUTURE RESEARCH

This study is limited to only one organization, this can be conducted in multiple organizations and the results can be compared. Furthermore, among various other factors affecting Job Satisfaction only employee development aspect is associated with Training satisfaction. Other factors affecting job satisfaction can be verified for their association with Training and Development.

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