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Training for Employees: Major Constraints Automobile Industries are Facing

OVERVIEW

Organizations spend considerable amounts of money on training. Training is conducted in organizations generally for two purposes. The first objective is to ensure that people perform their current jobs effectively and efficiently. The second objective is to prepare people to be able to carry on future responsibilities. Often organizations subscribe to an immensely popular but rarely admitted training fallacy, that training is not as natural as any other activity that the organization and its workforce conducts for its survival and growth. They tend to look at the training department as a bunch of supercilious idealists, far removed from the grime and rut of their daily "operational" survival. But after going through all these efforts mostly the attempt is just a failure and only due to some constraints, some limitations in pre-training preparation and post-training evaluation.

Abstract:

The purpose of this paper is to present finding on employee perspective regarding training constraints which are minimizing the benefits of training in automobile industries. Data were collected through structured questionnaires, unstructured checklists and review of documents from the websites. Despite a well designed training program, the findings established that much importance was assigned to skill development in comparison to personal development and inadequate and poor allocation of training funds, unfriendly training environment, unsuitable training venue and unclear criteria for trainees' up-gradation were considered as problems of efficient training program within the automobile industry. Furthermore the results show that training and development is not motivating the employees in order to determine what benefits it could bring to the industry. From these findings it is recommended that current training program needs to be re-analyzed and improved in order to promote efficacy as well as profitable implementation of training plans.

INTRODUCTION OF TRAINING AND TRAINING HURDLES

According to Mathis and Jackson (1998) training can be defined as a learning process in which people acquire knowledge (K), skills(S), experience (E), and attitudes (A) that they need in order to perform their jobs well for the achievement of organizational goals. Training is the systematic and analytical based designing of methods and types so as to enable an individual or group to learn predetermined knowledge and/or processes against predetermined objectives and apply it to a required standard. The extent to which organizations will support employee training and development certainly fluctuates, and that variability leads to an interesting question—why do some organizations value training more than others? After doing deeper analysis, researcher found the actual fact that some big automobile companies (with more than 1,000 employees) are not really satisfied with their own HR in Training service. This is interesting, as when researchers try to look inward (trying to find where are our own faults), instead of looking outward (trying to find the best HR outsource solutions), they reveal more possible solutions. Of course, organizational

constraints can limit the amount of training regardless of how much the company values it.

Imparting the right concepts during the training program:

Let us list the factors that affect the impact of the training program -

- 1. Selection of suitable participants** - this is an important activity as selection of wrong participants could hamper the smooth conduct of the program. The wrong participants pull the trainer in unrelated directions with irrelevant discussions and waste of time. As these wrong participants do not have the right pre-requisites for attending the program may not grasp the concept being imparted and in their frustration pull the whole batch into gloom and misunderstanding. One recommendation, when in doubt about the suitability of a participant, elimination is better than inclusion of that person in the training program.
- 2. Prerequisite of training facilities** - right facilities aids learning. Continuous learning can cause fatigue in the participants, which can be alleviated with proper facilities that include right temperature, lighting, ventilation and right breaks etc. Improper facilities could divert the attention of the participants from the trainer, which would result in lack of understanding of what is being imparted.
- 3. Training materials and Presentation** - including computer slides or transparencies, exercise material, and handouts etc will assist the participants in grasping the subject at hand more fully.
- 4. Training Content** - When establishing a training program it is important to determine the content. However, because of organizational constraints, usable content tends to be less than the potential content. Constraints can include restrictions on time, personnel and spending; lack of training facilities, materials or equipment; and the attitude of senior management.
- 5. Faculty / trainer** - it is the most important aspect that either makes or mars a training program. The faculty must be very carefully chosen.
- 6. Training venue** - Training venue should be according to the comfort and adjustments of the trainees so that they won't feel burdened or inattentive.
- 7. Budget Allocation** - budget should be allocated according to the requirements and type of training. Likewise health and safety training require more handouts and practical approach whereas, In-basket exercises require only some space and practical exercises from trainer.

8. Trainees' Motivation - Trainees must be aware about the importance and benefits of training so that they can participate it with enthusiasm and complete attention.

There are so many other factors too which should get proper attention from side of management like return on investment, less pressure on actual work place so that trainees don't take training as other burden etc.

REVIEW OF EXISTING LITERATURE

Adult learning theory (andragogy) and implications for workplace training traditionally, pedagogy dominated the literature in education. More recently educational psychologists recognized the need to focus on adult learning and developed the theory of adult learning, andragogy. Malcolm Knowles (1990) is most frequently associated with adult learning theory. Some implications regarding adult learning theory for workplace training are summarized below (Noc, 1999): Employees learn best when they understand the objective of the training program. The training objective should have three components: an explanation of what the employee is expected to do (performance); a statement of the quality or level of performance that is acceptable (criterion); and, finally, a declaration of the conditions under which the trainee is expected to perform the desired outcome (conditions).

* Employees tend to learn better when the training is linked to their current job experiences, because this enhances the meaningfulness of the training. By providing trainees with opportunities to choose their practice strategy as well as other characteristics of the learning situation the training experience can be further enhanced.

* Employees learn best when they have the opportunity to practice. In addition, the trainer should identify what the trainees will be doing when practicing the objectives (performance), the criteria for attaining the objective, and the conditions under which the practice sessions will be conducted.

* Employees need feedback, and, to be effective, the feedback should focus on specific behaviors and be provided as soon as possible after the trainee's behavior.

* Employees need the training program to be properly coordinated and arranged. Good coordination ensures that trainees are not distracted by events (such as an uncomfortable room or poorly organized materials) that could interfere with learning.

The linking of adult learning theory with the strategic objectives of the organization is referred to

as high-leverage training. High-leverage training helps to establish a corporate culture that encourages continuous learning. Continuous learning requires employees to understand the entire work system, including the relationships among their jobs, work units, and the overall company. Employees are expected to acquire new skills and knowledge, apply them on the job, and share them with other employees (Noe, 1999).

A survey of the literature shows that T&D are variously defined in a narrow as well as in a broad sense. For example Jackson and Schuler (2000) refers to training as the act of improving competencies needed today or in the future while development refers to improving competencies over the long term.

Matthews, et.al., (2004) argues that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. Also training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully (Singh and Vinnicombe, 2003).

OBJECTIVES OF THE STUDY:

The review of literature provides the deep insight of the work done by the experts and researcher on various aspects of Training and Development. The maximum researchers have done their work on Training Need Identification and Training Assessment. Only a few studies have been taken up to know the constraints management is facing in maximizing the benefits of training in automobile industries. So the study is related to answer the questions regarding the constraints that may adversely affect training efficacy, and suggestions to overcome these limitations.

After reviewing the above mentioned studies, the following objectives are taken for the present study. The objectives are as follows:

1. To study the employee perspective regarding constraints of training program that may adversely affect the training efficacy.
2. To study the effect of two demographic profiles- Position (cadre) and Age on the perspective of employees regarding constraints of training program.

RESEARCH METHODOLOGY

Type of research: Present study is Descriptive in nature.

Sample Design: In most of the research studies, it becomes almost impossible to examine the entire

universe; the only alternative thus is to resort to sampling and good sample design involves the following:

- Sample Unit
- Sampling Techniques
- Sample Size

Sample Unit: Since the objective of the present study was to analyze the satisfaction of employees in purview Training constraints in Automobile Industries; individual employee is taken as the sample unit.

Sampling technique: In the present study, Non-probability sampling has been used. **Judgmental sampling** has been used but utmost care has been taken to take respondents from all age groups and Cadre/Positions.

Sample Size: The sample size was taken as 200. A total of 38 refused to participate and another 14 questionnaires were discarded because the employees failed to complete them properly. The effective sample size was thus 148.

Data collection method: Both primary and secondary data has been collected in this research. Secondary data has been collected from journals, unpublished thesis works, websites, and research articles from magazines while the primary data has been collected through the well-structures comprehensive questionnaire.

Respondents' Profile

Demographic	Category/ Class	Percent
Position	Top Level	9.2
	Middle Level	32.6
	Operative Level	58.2
Age	Up to 30 yrs	39.7
	31-45 yrs	50.4
	Above 45 yrs	9.9

DATA ANALYSIS

In order to conduct meaningful data analysis, the data were analyzed using the Statistical Package for the Social Sciences Software 13.0(SPSS). Data regarding Cadre or Position were broken into three discrete levels [Top Level Employee, Middle Level Employee and Operative Level Employee] and age into three categories [up to 30yrs, 31-45 yrs, and above 45 yrs]. The various questions regarding types and hurdles of training were coded using the technique of SPSS. The analyses of data were done through Descriptive Analysis, Factor Analysis,

Percentage and Cross Tabulation against the Cadre Variable. As the data were not normally distributed so, to K Independent Sample Test was used.

Table 1: provides the factor analysis to the question - **To study the employee perspective regarding constraints of training program which may adversely affect the training efficacy.** (1= Strongly Agree.....5= Strongly Disagree). Factor analysis is a good way of identifying latent or underlying factors from an array of seemingly important variables. In a more general way, factor analysis is a set of techniques, which, by analyzing correlations between variables, reduces their number into fewer factors, which explain much of the original data, more economically (Nargundkar 2005).

The KMO value found (0.770) is indicative of a data set considered to be highly desirable for factor analysis. The result of Bartlett's sphericity test (Approx. Chi-square 1618.126, df 120, p 0.000) implies that the data are approximately multivariate normal and acceptable for factor analysis. In factor analysis, a rotation procedure is commonly applied which maximizes the correlations of item on a factor. Principal Component analysis was used for extracting factors and four factors were retained depending on Eigen values and variance explained. The solution of factor analysis gave four factors, which explained 71.333% of the total variance. The name of the factors, variable labels and factor loadings are summarized in following table.

Table1:

F. No.	Name of Dimension	Variable	Factor	Cronbach
F1	Stumbling Blocks of Training	5.6Standard of trainers is/are not up to mark	.871	.895
		5.7Ineffective and unfriendly training presentation methods.	.847	
		5.5Disinterest shown by the responsible person	.758	
		5.4Lack of information for participation in training	.758	
		5.8Inadequacy of physical facilities(temp, light etc.)	.628	
		5.10Large group size of trainees in the programs.	.596	
		5.2Lack of objective clarity for imparting training	.580	
F2	Improper Designing of Training	5.14Duplication of training programs	.891	.845
		5.15Unsuitable training date and timings.	.887	
		5.16Unsuitable training venue.	.590	
		5.9Longer duration of training programs	.573	
		5.13High work pressure in the present positions.	.526	
F3	Dispirited-ness	5.12Lack of competitive spirit in the trainees.	.909	.548
		5.11No linkage between training and promotions.	.521	
F4	Investment Negligence	5.3Budget shortage for training function.	.886	.785
		5.1High training cost with limited ROI	.859	

Table 1 clearly depicts that Factor 1 is linear combination of variable number 6, 7, 5, 4, 8, 10, and 2 ($\alpha=0.895$). Factor 2 is linear combination of variable number 14, 15, 16, 9, and 13 ($\alpha=0.845$). Factor 3 is linear combination of variable number 12, and 11 ($\alpha=0.548$). Factor 4 is the linear combination of variable number 3 and 1 ($\alpha=0.785$).

The Cronbach's alpha estimate also tells us how highly the items in our questionnaire are interrelated. Coefficient (Cronbach's) alpha is the basic measure for reliability (Green et al., 2000). Nunnally (1978) suggested that an alpha value of 0.7 is acceptable. The alpha values found for the scale indicated, therefore, that it is a sufficiently reliable measure of Training constraints. All the

factors have been given appropriate names according to the variables that have been loaded on each factor. The four factors depicted in table above are discussed below:

F1: Stumbling Blocks of Training: The rotated matrix has revealed that respondents have perceived this factor to be the most important factor containing major constraints that should get proper

consideration from management. This factor contributes the highest explained variance of 27.224 %. Seven out of sixteen training types load on significantly to this factor. Researcher has named this factor as Stumbling Blocks of Training as it includes unclear training objectives, lack of information for participation, disinterest shown by management, incompetent trainer, unfriendly presentation methods, inadequacy of physical facilities, and larger trainees group.

F2: **Improper Designing of Training:** It has been revealed to be the second most important factor with explained variance of 20.253 %. This is the second major factor loading five types of training constraints that management should remove to increase the effectiveness of training. Improper Designing of training factor includes variables such as longer training program, High work pressure on employees, duplication of training program, unsuitable training date & time, and unsuitable venue.

F3: **Dispiritedness:** This is the next important factor, which accounts for 11.958% of the variance. Two types of constraints were loaded on to this factor.

No linkage between training and further promotion and lack of competitive spirit in trainees are included under dispiritedness. It means management should motivate its employees to participate in training program with enthusiasm by providing a direction to it.

F4: **Investment Negligence:** This is the last factor and two variables loaded on this factor account for 11.898% of the variance. Investment negligence included high training cost and budget shortage as variables. All the above constraints can maximize the cost of training and will minimize the return on investment.

Table 2: provides the answer of the question: **To study the effect of Position (cadre) on the employee perspective regarding constraints of training program.** Non-Parametric - K independent samples test has been used to determine whether these factors are influenced by the Cadre. Significance value less than 0.05 indicate existence of some relationship between the independent (Cadre variable) and dependent variables (factors).

Table 2: K Independent Sample between

Dependent variable: Factors of Employee Perspective
Independent Variable: Cadre

Factor No.	Factors	Chi-Square	df	Asymp. Sig.
1	Stumbling Blocks of Training	8.367	2	.015
2	Improper Designing of Training	9.482	2	.009
3	Dispiritedness	3.614	2	.164
4	Investment Negligence	1.455	2	.483

Table3: Descriptive Mean of Stumbling Blocks of Training and Improper Designing of Training

Cadre	Stumbling Blocks of Training	Improper Designing of Training
top	.0651396	.8048858
middle	.3723822	.0208596
operative	-.2192243	-.1393056
Total	.0000000	.0000000

Non Parametric - K independent samples test shown in the table represents that factor 3 and 4 has no influence of Position i.e. people from all Positions perceived these factors as same. But Factor 1 and 2 have sig. value less than .05 so people from all Positions don't perceive these factors as same. Respondents differed significantly on the basis of Stumbling Blocks of Training and Improper Designing of Training.

The mean score of Stumbling Blocks of Training for top level employees was .0651, for Middle level employees it was .372 whereas for Operative level employees it was -.219. The mean score of Improper Designing of Training for top level employees was .805, for middle level employees it was .021, and for operative level employees it was -.139. For further analysis Post hoc analysis was used.

Table 4: Post Hoc Tests- Multiple Comparisons using LSD (Least Significant Difference) Method

Dépendent Variable: Stumbling Blocks of Training and Improper Designing of Training.

Dependent Variable	(I) cadre	(J) cadre	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Stumbling Blocks of Training	top	middle	-.30724260	.30442522	.315	-.9091837	.2946985
		operative	.28436395	.28932664	.327	-.2877226	.8564505
	middle	top	.30724260	.30442522	.315	-.2946985	.9091837
		operative	.59160655(*)	.17853541	.001	.2385879	.9446252
	operative	top	-.28436395	.28932664	.327	-.8564505	.2877226
Improper Designing of Training		middle	-.59160655(*)	.17853541	.001	-.9446252	-.2385879
	top	middle	.78402625(*)	.30482600	.011	.1812927	1.3867598
		operative	.94419138(*)	.28970754	.001	.3713516	1.5170311
	middle	top	-.78402625(*)	.30482600	.011	-1.3867598	-.1812927
		operative	.16016514	.17877045	.372	-.1933183	.5136486
	operative	top	-.94419138(*)	.28970754	.001	-1.5170311	-.3713516
	middle	-.16016514	.17877045	.372	-.5136486	.1933183	

* The mean difference is significant at the .05 level.

Post hoc analysis revealed that respondents of middle level differ significantly from other category people for the factor stumbling blocks of training. Positive mean difference marked that these people (middle level) are more concerned regarding stumbling blocks of training factor than other category people. This category indicated that objectives of training should be clear with proper training information, efficient trainer, best teaching methodology, shorter trainees group and proper physical facilities.

For the factor improper designing of training the top level employees have different perspective than other two cadres. As this factor includes variables such as longer training program, high work pressure

on employees, unsuitable venue and time with training duplicity, it means that top level is more concerned about the proper utilization of the resources so that trainees get maximum out of training without burden and to get proper return on investment.

Table 5: provides the answer of the question: **To study the effect of Age on the employee perspective regarding constraints of training program.** Non-Parametric - K independent samples test has been used to determine whether these factors are influenced by the Age. Significance value less than 0.05 indicate existence of some relationship between the independent (Age variable) and dependent variables (factors).

Table 5: K Independent Sample between

Dependent variable: Factors of Employee Perspective

Independent Variable: Age

Factor No.	Factors	Chi-Square	df	Asymp. Sig.
1	Stumbling Blocks of Training	1.148	2	.563
2	Improper Designing of Training	1.683	2	.431
3	Dispiritedness	7.253	2	.027
4	Investment Negligence	.352	2	.839

Non Parametric - K independent samples test shown in the table represents that factor 1, 2 and 4 has no influence of age i.e. people from all age groups perceived these factors as same. But Factor 3 has sig. value less than .05 so employees from all age group don't perceive these factors as same. Respondents differed significantly on the basis of Dispiritedness.

Table 6: Descriptive Mean of Dispiritedness

Age	Dispiritedness
Upto 30yrs	.0216374
31-45 yrs.	-.1256304
Above 45yrs	.5505764
Total	.0000000

The mean score of dispiritedness for age group up to 30 yrs was .0216, for age group 31-45 yrs it was -.126 whereas for above 45 yrs employees it was .550. For further analysis Post hoc analysis was used.

Table 7: Post Hoc Tests- Multiple Comparisons using LSD (Least Significant Difference) Method

Dependent Variable: Dispiritedness

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Dispiritedness	Upto 30yrs	31-45 yrs.	.14726780	.17651299	.406	-.2017520	.4962876
		Above 45yrs	-.52893901	.29511344	.075	-1.1124679	.0545898
	31-45 yrs.	Up to 30yrs.	-.14726780	.17651299	.406	-.4962876	.2017520
		Above 45yrs	-.67620681	.28881136	.021	-1.2472745	-.1051391
	Above 45yrs	Up to 30yrs.	.52893901	.29511344	.075	-.0545898	1.1124679
		31-45 yrs.	.67620681	.28881136	.021	.1051391	1.2472745

* The mean difference is significant at the .05 level.

Post hoc analysis revealed that respondents of age group above 45 yrs differ significantly from other category people for the factor Dispiritedness. Positive mean difference marked that these people (age above 45 yrs) are more concerned regarding dispiritedness factor than other category people. This category indicated that management should motivate the employees for training, its applications, and training effectiveness. This group also emphasized that training results should be a factor of promotions and other increments considerations.

CONCLUSION AND IMPLICATIONS

Automobile industry must set the criteria of sponsoring employees to training programs. The majority of the employees reported a number of practical constraints in relation to training. Most had felt that trainer's standard & presentation methods were not up to mark, and disinterest of management and trainees were another obstacles of training efficacy. They perceived that training was problematic and increased the responsibilities and

work load. These problems affected the vast majority of staff regardless of their position or age.

Improper designing of training was reportedly the biggest constraints from view point of top level employees. They perceived that inadequate training objectives & training facilities, repetition of training, and unsuitable time and venue were the major hurdles in training effectiveness.

Dispiritedness was the major concern for the upper age group employees. They felt that management was not encouraging and motivating employees regarding training objectives and importance, and sensed no linkage between trainings and further promotions. Maximum staff spoke of a 'Cinderella effect', whereby they perceived that training budgets were allocated and so were often forgotten. They also believed that their managers knew too little about their area of work to make informed decisions about their training needs.

The results of this study hopefully will help researchers, businesses and managers/trainers to better understand the perspective of employees that

what are the major areas of training that need more concentration to get the best out of the program. To enhance effective improvement of the training programs, it's important to;

- Develop a more uniform TNA exercise that aims to improve the level of efficiency of training function and eventually have clarity in scope and objectives.
- Encouragement to employee participation in training.
- Prioritize the issue of increasing employee capacity, by allocating adequate training budget.
- Implement training function openly and involve every individual in determining the kind of training they need.
- Training timing and venue according to the suitability of trainees.
- Quality of trainer and presentation methods should get proper concentration.

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