



A STUDY ON TRAINING AND DEVELOPMENT OF EMPLOYEES IN MANUFACTURING INDUSTRY AT B.H.E.L. TIRUCHIRAPPALLI

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RESEARCH ARTICLE



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Abstract

It is important to the public sector companies to know the impact of training program's among the employees. The researcher has chosen Simple random technique for this study to estimate the sample size among the total population 500. The sample size selected for this study was 101 employees out of 500 employees. The study covers nearly 20% of the employees in the Bharath Heavy Electricals Limited, Thiruchirappalli. The sampling design used in the study is stratified random sampling. The purpose of the study is to know the demographic details of respondents and significant difference among the age groups of respondents towards impact of training programme. Frequency analysis and one way ANOVA has been used for this study.

Keywords: *Public sector Company, Impact of training programme, Employees, Significant difference*

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Introduction

Training is an integral part of an organisation which help to promote employee performance in production and satisfaction. Employee training is a program that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. Training program is periodical and given at regular intervals, it is never continuous. Training increases the needed skill set and helps in development of an employee as well as overall growth of the organization. It is necessary to promote employee training in a proper manner that will reflects employee confident and satisfaction. Training is necessary to keep the employees updated with the latest trends and technologies that are needed to survive in this competitive environment. Employee training is equally essential for the new as well as the old employees. It allows the new employees to get familiar with their jobs and enhance their job-related skills and knowledge. Training can be costly to the company both in terms of the time and money. Following are few of the benefits of the employee training such as increased efficiency, broader value creation opportunities, better dealing between different departments, increased employee loyalty. It is very essential to promote the employee training in a concern.

Every organization needs to have well-trained and knowledgeable people to perform the activities that have to be done. So, every contemporary Management has to develop Human Resource Development. In a quickly changing the world, employee training is that an organization must arrange if it is to maintain a feasible and knowledgeable work force. Training is thus a practical and vital inevitability.

Training is the process of increasing the knowledge and skills of an employee for doing a particular job. Training is short-term educational process and utilizing a organized and systematic procedure by which employees learn knowledge and skills for a specific purpose. Training improves, moulds, requirement of the job and organization.

Benefits of Trained Employees

Training is a considered as an important part of the work environment and culture, which help to motivate employees. Training is a significant tool for employee development. Training has assumed great importance because of exceptional rate of change in the internal and external organizational environment. The importance/benefits of trained personnel towards organizational

development are as follows-

- a. Trained employees do not require tight control and supervision as they are well aware of how to perform a job.
- b. Trained employees can show higher performance by making optimum and best utilization of the materials, tools, equipments and other resources provided to them.
- c. Trained employees minimize wastages of resources in the organization and work both efficiently and effectively.
- d. Training makes employees more committed to an organization as the employees are provided with growth, advancement and learning opportunities.
- e. Training develops a line of proficient and skilled managers as it prepares employees for complex and higher level tasks.
- f. Trained employees adjust to the job better and there are fewer rates of absenteeism and turnover.
- g. Trained employees produce quality and quantity output.
- h. Trained employees enable the organization to face competition from rival firms.
- i. Trained employees can respond and adapt to the changing technology well.
- j. Trained employees become more proficient and, thus, their earning potential increase.

Steps in Employee Training Programme

Employee training depends open nature of work and employees in the concern. Training programme involves the following steps:

1. **Identifying the training needs-** The training needs of each employee should be identified. Programmes should be developed that are best suited to their needs.
2. **Prepare the trainer-** The trainer must do his homework well. He should know both what to teach and how to teach. Time management is required by the trainer. Training should be delivered in such a manner that the trainee should not lose the interest in the job.
3. **Prepare the trainee-** The trainee should remain active during training. He should know that why is he being trained. He should put across the trainer questions and doubts. The trainee should be put at ease during the training programme.
4. **Explain and demonstrate the operations-** The trainer should explain the logical sequence of the job. The trainee should perform the job systematically and explain the complete job he is performing. His mistakes should be rectified and the complex step should be done for him once. When the trainee demonstrates that he can do the job in right manner, he is left to himself. Through repetitive practices, the trainee acquires more skill.
5. **Follow up and feedback-** The trainee should be given feedback on how well he performed the job. He should be asked to give a feedback on the effectiveness of training programme.

Importance of Training

- (i) **Higher Productivity:** It is essential to increase productivity and reduce cost of production for meeting competition in the market. Effective training can help increase productivity of workers by imparting the required skills.
- (ii) **Quality Improvement:** The customers have become quality conscious and their requirement keep on changing. To satisfy the customers, quality of products must be continuously improved through training of workers.
- (iii) **Reduction of Learning Time:** Systematic training through trained instructors is essential to reduce the training period. If the workers learn through trial and error, they will take a longer time and even may not be able to learn right methods of doing work.
- (iv) **Industrial Safety:** Trained workers can handle the machines safely. They also know the use of various safety devices in the factory. Thus, they are less prone to industrial accidents.
- (v) **Technology Update:** Technology is changing at a fast pace. The workers must learn new techniques to make use of advance technology. Thus, training should be treated as a continuous process to update the employees in the new methods and procedures.
- (vi) **Effective Management:** Training can be used as an effective tool of planning and control. It develops skills among workers and prepares them for handling present and future jobs. It helps in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality which are the cherished goals of any modern organization.

Literature Review

Gosim Martin Chukwu, "Trainer attributes as drivers of training effectiveness", *Industrial and Commercial Training*, Vol. 48 Issue: 7, pp.367-373.

The purpose of this paper is to discover trainer variables that act as driving forces on training effectiveness. This can be a catalyst for improving the quality of training outcomes thereby making training firms more competitive as well as bridge the gap in literature. This qualitative research study used the grounded theory methodology. Data analysis was performed using open, axial and selective coding with a discursive set of theoretical propositions emerging. Qualitative data were collected through a focus group, one-on-one interviews and secondary sources. The subjects comprised primarily 26 past participants to the researcher's firm's training programs.

Seven major trainer attributes – facilitator disposition, real life examples, group work, interaction, participant involvement, stories/illustrations and demonstrations were recognized by trainees whose post-training appraisals confirm that the training was

effective. This trainer attributes combine with environmental factors to trigger trainee characteristics leading to behaviour change and performance improvement. The paper makes a significant contribution to training evaluation literature. Researchers can take up any of the discovered attributes to further refine training evaluation theories or models. New knowledge can be utilized to improve quality training presentations to improve learning outcomes. Organizational performance improvement, which is the desired return on investment of training, can better be achieved.

Tim Bauerle, Michael J. Brnich, Jason Navovski, "Exploring virtual mental practice in maintenance task training", *Journal of Workplace Learning*, Vol. 28 Issue: 5, pp.294-306.

This paper aims to contribute to a general understanding of mental practice by investigating the utility of and participant reaction to a virtual reality maintenance training among underground coal mine first responders. Researchers at the National Institute for Occupational Safety and Health's Office of Mine Safety and Health Research (OMSHR) developed software to provide opportunities for mine rescue team members to learn to inspect, assemble and test their closed-circuit breathing apparatus and to practice those skills. In total, 31 mine rescue team members utilized OMSHR's BG 4 Benching Trainer software and provided feedback to the development team. After training, participants completed a brief post-training questionnaire, which included demographics, perceived training climate and general training evaluation items.

The results overall indicate a generally positive reaction to and high perceived utility of the BG 4 benching software. In addition, the perceived training climate appears to have an effect on the perceived utility of the mental practice virtual reality game, with bench men from mines with more positive training climates reporting greater perceived efficacy in the training's ability to prepare trainees for real emergencies. This paper helps to broaden current applications of mental practice and is one of the few empirical investigations into a non-rehabilitation virtual reality extension of mental practice. This paper also contributes to the growing literature advocating for greater usage of accurate and well-informed mental practice techniques, tools and methodologies, especially for occupational populations with limitations on exposure to hands-on training.

Piyali Ghosh, Ragini Chauhan, Alka Rai, "Supervisor support in transfer of training: looking back at past research", *Industrial and Commercial Training*, Vol. 47 Issue: 4, pp.201- 207.

Of the various factors directly or indirectly influencing transfer of training, supervisor support as a work environment variable is found to have diverse relationships with transfer, further complicated with the perspective of time. The purpose of this paper is to bring together findings from past research to have a better insight on the impact of supervisor support on training transfer. A qualitative approach has been adopted to review existing research on the selected constructs.

Literature reveals divergent influences of supervisor support on transfer: some researchers have established a direct-indirect relationship; some opine a positive-negative relationship and few show mixed results. Usually the relation is found to be indirect when trainee characteristics have been used as mediators. The authors may infer that the influence of supervisor support on transfer is contextual and nothing can be said affirmatively on their relation.

Supervisors can harness trainee characteristics by enhancing their motivation to learn and motivation to transfer. They can familiarize trainees with the programme, discuss how to apply newly learnt skills to jobs, set goals and provide timely feedback. Trainers should train supervisors about how to support trainees before, during and after training. Overall, organizations must structure the role of supervisors in a way that would ensure maximized training transfer and effective management of a training programme. This study provides a better understanding of the association between supervisor support and training transfer, taking into consideration all dimensions, namely positive or negative, direct or indirect and even mixed.

Pattanee Susomrith, Alan Coetzer, (2015) "Employees' perceptions of barriers to participation in training and development in small engineering businesses", *Journal of Workplace Learning*. Vol. 27 Issue: 7, pp.561-578.

This paper aims to investigate barriers to employee participation in voluntary formal training and development opportunities from the perspective of employees in small engineering businesses. An exploratory qualitative methodology involving data collection via site visits and in-depth semi-structured interviews with 20 employees in five small engineering businesses was used. Interviews explored the role of developmental proactively and employees' perceptions of conditions in the immediate work environment and industry sector that represent barriers to their participation in formal training and development. Interview transcripts were analysed using thematic analysis.

Three key findings are as follows. First, proactive behaviour regarding access to external training and development is muted in small business settings because of strong resource allocation norms. Second, factors in the internal work environment rather than the industry sector constitute the major barriers to training and development. Third, owner-managers and employees appear to have significantly differing perspectives of barriers to training and development. The findings suggest avenues for future research. These include examining how workplace norms influence employee behaviour with regard to accessing formal training and development and investigating the learning strategies that employees use to compensate for a lack of access to training and development.

Research into relatively low levels of employee participation in formal training and development in small businesses is deficient because it predominantly involves surveys of owner-managers' opinions. This study is novel because it seeks to generate new insights not previously articulated by employees. The study yielded four propositions that have practical and research implications.

Singh and Mohanti (2012) suggested that the training had an important role to play on output, but there are other dominant market

forces which reduce its significance. Authors’ analysis was a proportional study of training practices and other macroeconomic and market force both of which affect efficiency.

Objectives of the Study

1. To know the demographic details of the respondents.
2. To know the significant difference among the employees demographic profile towards impact of training programs provided by BHEL-Tiruchirapalli.

Methodology

Sample Area: Bharath Heavy Electricals Limited, Tiruchirapalli Unit.

Sampling Technique: The researcher has chosen Simple random technique for this study to estimate the sample size among the total population 500.

Sample Size: The sample size selected for this study was 101 employees out of 500 employees. The study covers nearly 20% of the employees in the Bharath Heavy Electricals Limited, Thiruchirappalli.

Statistical tools: Frequency Analysis, One way ANOVA.

Analysia

Demographic Details of the Respondents

		FREQUENCY	PERCENTAGE
Age in years	25 to 30	16	15.8
	31 to 35	49	48.5
	Above 35 years	36	35.6
	Total	101	100
Gender	Male	89	88.1
	Female	12	11.9
	Total	101	100
Educational Qualification	ITI	38	37.6
	Diploma	06	5.9
	Graduation	30	29.7
	PG & above	27	26.7
	Total	101	100
Experience	1 to 10	6	5.9
	11 to 20	13	12.9
	21 & above	82	82.2
	Total	101	100
Marital Status	Married	86	85.9
	Unmarried	15	15.1
	Total	101	100
Department	Technical	83	82.2
	Non Technical	18	17.8
	Total	101	100
Designation	Senior level	12	11.9
	Middle level	66	65.3
	Entry Level	23	22.8
	Total	101	100

Table – 1: Shows that Frequency Analysis of Respondents Demographic Details Interpretation:

- It is found that 15.8 percentages of respondents are above 25-30 years of age, 48.5 percentages of respondents are above 31-35 years of age, 35.6 percentages of respondents are above 35 years of age.
- It is found that 88.1 percentages of respondents are male and 11.9 percentages of respondents are female.
- It is found that 82.2 percentages of respondents is technical department, 17.8 percentages of respondents is Non-technical department.

- It is found that 11.9 percentage of respondent’s designation is senior level, 65.3 percentage of respondent’s designation is middle level, and 22.8 percentage of respondent’s designation is entry level.
- It is found that 37.6 percentage of respondent’s education qualification is ITI, 5.9 percentage of respondent’s is Diploma, 29.7 percentage of respondents are graduate, 26.7 percentage of respondents are educational qualification is PG& Above.
- It is found that 5.9 percentage of respondents have 1-2 years of working experience, 12.9 percentage of respondents have 3-4 years of working experience and 81.2 percentage of respondents have working experience of above 4 years.
- It is found that 85.1 percentages of respondents are married and 14.9 percentage of respondents are unmarried.

Hypothesis

H0: There is NO significant difference among the age groups of respondents towards Reaction to training program.

H1: There is significant difference among the age groups of respondents towards Reaction to training program.

In order to check the formulated Hypothesis the researcher has used one way ANOVA

Impact of Training Programme	Age (in years)	Frequency	Mean	Std. deviation	F	Sig (p)
Reaction to training	25-30 yrs	16	1.5625	0.51235	3.998	0.048
	31-35 yrs	49	1.4898	0.50508		
	Above 35 yrs	36	1.8889	0.66667		
	Total	10	1.6436	0.59303		
Skills Acquired	25-30 yrs	16	1.1250	0.34157	0.115	0.735
	31-35 yrs	49	1.2041	0.40721		
	Above 35 yrs	36	1.3611	0.76168		
	Total	101	1.2475	0.55508		
Behavioural Changes	25-30 yrs	16	1.4375	0.51235	4.302	0.041
	31-35 yrs	49	1.2041	0.40721		
	Above 35 yrs	36	1.3611	0.48714		
	Total	101	1.2970	0.45923		
Effects of training	25-30 yrs	16	1.8750	0.34157	25.610	0.000*
	31-35 yrs	49	1.2449	0.43448		
	Above 35 yrs	36	1.5556	0.50395		
	Total	101	1.4554	0.50049		

** Significant at 5 points level

Table – 2: Shows Impact Of Training Programme Dimensions Based On Respondents Age Groups

From the above table it is shown and that F value of Reaction to training Programme, Skills acquired, and behavioral are changes is 3.998, 0.115, 4.30 and P value is 0.048, 0.735, and .041 all the P values are greater than 0.05. So, there is no significant difference among the respondents age group towards reaction to training, Skills acquired and Behavioral Changes. Hence, H0 is accepted and effect of training programme F value is 25.6 and p value is 0.000. This p value shows that less than 0.05. So its significant hence H1 is rejected.

Conclusion

This research concludes that the study is entitled, A study on Training and Development in BHEL, Thiruchirappalli. The demographic details have studied carefully and the age group shows the significant difference towards effects of training programme.

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Dr. N. Maheswari: Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing

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Competing Interest: No

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