

## A Study on Training and Development at Logistics Industry

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### ABSTRACT:

**A STUDY ON TRAINING AND DEVELOPMENT AT REACH LOGISTICS PVT. LTD.** This project report focuses on the crucial aspect of training and development within organizations. Training and development play a vital role in enhancing employee skills, knowledge, and capabilities, leading to improved performance and productivity. The report examines various training and development strategies, including on-the-job training, off-the-job training, mentoring, coaching, and workshops. It also discusses the importance of aligning training programs with organizational goals and objectives. Additionally, the report explores the challenges associated with training and development and provides recommendations for overcoming them. Overall, the report emphasizes the significance of investing in training and development programs to achieve organizational success and growth. Training and development programs play a pivotal role in enhancing employee performance and organizational effectiveness. This research aims to provide a comprehensive review and analysis of the current trends, best practices, and challenges in training and development. The study will explore the impact of training and development on employee engagement, motivation, and skill enhancement, as well as its influence on organizational culture and performance. The findings of this research are expected to contribute to the existing body of knowledge by providing insights into the best practices and strategies for designing and implementing effective training and development programs. The research outcomes will be beneficial for organizations seeking to improve employee performance, engagement, and retention through strategic training and development initiatives.

**Keywords:** Training and development, Performance, Employee, Organization, Goals.

### INTRODUCTION

Training is the formal and systematic modification of behaviours through learning which occurs because of education, instruction, development, and planned experience. Development is any learning activity, which is directed towards future needs rather than present needs and which is more concerned with career growth than immediate performance. In simple terms, training and development refers to the imparting of specific skills, abilities, and knowledge to an employee. A formal definition of training and development is an attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training & development is determined by the employee's performance deficiency, computed as follows. Training and development are a subsystem of an organisation. It ensures that randomness is reduced and learning, or behavioural change takes place in a structured format.

### OBJECTIVES OF THE STUDY

- To study the Employee perception towards the Training and development process at Reach Logistics Pvt Ltd.
- To analyse the Training and development methods available in Reach Logistics Pvt Ltd.
- To study the various Factors affecting the training and development process
- To offer valuable suggestions to improve the training and development program in Reach Logistics Pvt Ltd.

### LITERATURE REVIEW

**Velmurugan P. S., (2009)** Training is the periscope to see the future. It is intended to identify the future of the organization to develop and steer it. Development creates generalists and helps people to think strategically, even when their present jobs do not call for such thinking. It pushes and stretches people beyond their present function.

**Scott Brum, University Of Rhode Island (2007)** To gain an advantage amongst competitors training is of great importance to companies. There is significant debate among professionals and scholars as to the effect that training has on both

employee and organizational goals.

**Chris Obisi (2011)** The aim of any training program is to add value and once a training program cannot add value, it should be reworked or altogether revoked. Acquisition of new skills is only possible with Training Programs and without skills, organizations will not achieve their objectives through people. Some organizations see training as an expensive venture and may put an embargo on training and utilize the money for other projects in the organization.

**Shouvik Sanyal and Mohammed Wamique Hisam (2018)** Training in these organizations are unplanned and unsystematic. Employee training plays an important role as it enhances the efficiency of an organization and helps employees boost their performance efficiently. There exists a strong correlation between Training and Development Practices and Employee Performance in select banking organizations.

**Sneh Lata (2018)** in his article the author studies the various public enterprises growing interest in the training and development function by which the enterprise is giving increased level of production and productivity. The various training efforts organized by public enterprises are supplemented by courses offered by management as well as training institutes will also provide specialized training facilities that are available to public enterprises. As by providing specific objectives of training and ensuring the laying down of goals in improving necessary knowledge to keep up with the change in the external environment. There is no systematic procedure to link performance in training and development to the trainee's prospects. The objective of improved public enterprise performance, management training must be designed in both organizational and individual.

**According to Michel Armstrong**, "Training is a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". (Source: A Handbook of Human Resource Management Practice, Kogan Page, 8th Ed., 2001)

**According to Edwin B Flipppo**, "Training is the act of increasing knowledge and skills of an employee for doing a particular job." (Source: Personnel Management, McGraw Hill; 6th Edition, 1984. The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively'. (Source: Aswath Appa, K. Human resource and Personnel Management, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2000, p.189)

**Philipina Ampomah (2016)** the effect of training and development on employee performance in a private tertiary institution in Ghana. The study also found that employees are motivated through training and training and development results in higher performance. training and development are a very important component of human resource administration and management. Personnel management operations be extended to include personnel support to management in the form of recruitment and selection, basic training and record keeping. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills.

## **RESEARCH METHODOLOGY**

### **Research Design**

The research design specifies the strategy and procedure for gathering the information needed to answer the challenge.

### **Descriptive Research:**

The descriptive research design was used to carry out the research investigation. The descriptive approach is utilised as a research methodology to conduct a quick investigation into the issues.

### **Method of Data Collection**

There are two methods of data collection namely Primary & Secondary

**Primary Data:** Primary data are new information gathered from employees using a questionnaire survey.

**Secondary Data:** Secondary data are ones that have been obtained by someone else and have already been statistically processed. Secondary data to support the critical literature review made prior to data collection.

## Age \* Particulars Crosstabulation

			Particulars					
			Lack of coaching feedback	Lack of opportunity to use skills	Lack of time for use of skills	No supervision for skills practised	Skills learnt were not relevant	Total
Age	0-20	Count	0	1	0	0	0	1
		Expected Count	.2	.2	.2	.2	.2	1.0
	21-30	Count	0	0	1	0	0	1
		Expected Count	.2	.2	.2	.2	.2	1.0
	31-40	Count	0	0	0	0	1	1
		Expected Count	.2	.2	.2	.2	.2	1.0
	41-50	Count	0	0	0	1	0	1
		Expected Count	.2	.2	.2	.2	.2	1.0
	51-60	Count	1	0	0	0	0	1
		Expected Count	.2	.2	.2	.2	.2	1.0
	Total	Count	1	1	1	1	1	5
		Expected Count	1.0	1.0	1.0	1.0	1.0	5.0

## Sample Design

## a) Sampling Method

The entire group from which the sample is chosen is known as the sampling unit. The research data was collected from employees of -- "Reach Logistics Pvt Ltd".

## b) Sample size:

A sample size of 50 respondents has been selected for this research.

## c) Population:

The overall total population size is 50 employees.

## DATA ANALYSIS

## Statistical tools: Chi-square-

**Null hypothesis (Ho):** There is no significant association between age and factor which creates difficulty in applying new skills.

**Alternate hypothesis (H1):** There is a significant association between age and factors which create difficulty in applying new skills.

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.000 <sup>a</sup>	16	.220
Likelihood Ratio	16.094	16	.446
N of Valid Cases	5		

a. 25 cells (100.0%) have expected count less than 5. The minimum expected count is .20.

**RESULT:**

From the above table it is seen that Pearson Chi-Square value ( $X^2$ ) is 20.00 and the Significance is .220 which is greater than 0.05. Hence, the Null hypothesis [ $H_0$ ] is accepted.

**INFERENCE:**

Since the calculated value is greater than the significance value. We accept the  $H_0$  hypothesis and hence there is no association between age and factor which creates difficulty in applying new skills.

**CORRELATION**

**Null hypothesis:**

There is no correlation between improving job performance and enough freedom to utilize and implement the skills.

**Alternate hypothesis:**

There is correlation between improving the job performance and enough freedom to utilize and implement the skills.

**Correlations**

		Respondents 1	Respondents 2
Respondents 1	Pearson Correlation	1	.981**
	Sig. (2-tailed)		.003
	N	5	5
Respondents 2	Pearson Correlation	.981**	1
	Sig. (2-tailed)	.003	
	N	5	5

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**RESULT:**

The result of the correlation indicates the r value is .981 and the significance value is .003 which is lesser than 0.06. Hence  $H_0$  is rejected.

**INFERENCE:**

From the result, it is inferred that there is positive correlation between improving the job performance and enough freedom to utilize and implement the skills.

**One-way Anova:**

**Null Hypothesis ( $H_0$ ):** There is no significant association between training provided in a year and program conducted has improved the quality and productivity.

**Alternate Hypothesis ( $H_1$ ):** There is a significant association between training provided in a year and program conducted has improved the quality and productivity.

**ANOVA**

Particulars

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	163.333	2	81.667	1.644	.234
Within Groups	596.000	12	49.667		
Total	759.333	14			

**RESULT:**

The calculated value of Anova is 0.234. Since the calculated value is greater than 0.05, HO is accepted.

**INFERENCE:**

There is no significant relationship between training provided in a year and the program conducted has improved the quality and productivity.

**FINDINGS:**

- This survey shows that 90% of the respondents are between 21- 30 age group, 8% of the respondents are between 31-40, 2% of the respondents are between 41-50 and 0% of the respondents are above.
- From the above table it is inferred that 36% of the respondents say that there is lack of opportunity to use the skills 34% of respondents is lack of time for use of skills 20% of them say skills they have learnt were not relevant 6% of them say no supervision, 4% of them say there is lack of coaching or feedback.
- From the table it is inferred that 36% of the respondents strongly agree that there is freedom in utilizing the skills 42% of the respondents agree 18% were in neutral and 4% disagree, 0% strongly disagree there is no freedom in utilizing the skills.
- The above table infers that 38% of the respondent says training provided only once in a year 30% says twice in a year 22% says three times in a year 4% says four times in a year and 6% says five times a year.
- The above table shows that the improvement of quality and productivity of their work through the training and development program 42% of the respondents says excellent, 36% of the respondents says very good, 20% of the respondents says neutral, 2% of the respondents says bad.

**SUGGESTION:**

- Rewards can be given to the person who attends the training consistently.
- The employees must be given a motivation on how important training is to meet the organizations' goal.
- Different types of training will create more interest in training among employees. The study infers that work men receive less training compared to other employees but training to workmen also more important.
- The study infers that there is lack of time in using the skills. The organization can provide enough time to use the skills.
- The study infers that there is lack of opportunity in using the skills. The organization can provide more opportunities to use the skills.
- The use of visual aids in training will create interest among the employees.
- Having guest lectures from department guides to inspire the participants would be a world of good for the

employees.

- The study infers that training creates less impact is given in participation and communication. So, training programmes may be conducted with importance to participation and communication.
- The study infers that external trainers were providing the best training. The organization can conduct training by external trainers to make training more effective.

#### **CONCLUSION:**

There are many ways to assess and evaluate capability development programs. Evaluation is for the learner too and evaluation is not just for the trainer or organization. Feedback and test results help the learner know where they are and directly affect the learner's confidence and their determination to continue with the development, in some cases with their future personal development altogether. Central to improving training and learning is the question of bringing more meaning and purpose to people's lives, aside from merely focusing on skills and work-related development and training courses. Learning and training enable positive change and improvement for people and employers when people's work is aligned with people live their strengths, personal potential, goals, and dreams outside work as well as at work. The training and development are extremely good and many of the employees are satisfied with the training provided to them.

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