

Effectiveness of Management Development Programmes and its Impact on Job Satisfaction

S. Chandrashekar and C. Madhavi

Abstract--- *Management development programme is an act that provides managerial skill or knowledge that is needed for the present job for the future career. The present study was performed in a manufacturing unit, focussing the managerial personnel. The respondents were those who underwent training in the past one year. Their feedback was sought after completion of training about its effectiveness and their job satisfaction was also measured. Correlation between training effectiveness and job satisfaction was tested. Also, regression was also performed to test the influence level of the independent variable training effectiveness on the dependent variable, job satisfaction.*

Keywords--- *Training Effectiveness, Comprehension, Attractiveness, Engagement, Suggestion and Job Satisfaction.*

I. INTRODUCTION

There is continuous development that takes place in an individual through education, experience, exploration, training etc. Executive or management development programmes are planned process to bring in behavioural changes, attitude modification or developing managerial skills. This may result in improvement in the present job performance or creates potential for future position. According to *Molander*, "Management development is a conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies," (Roshina, 2017). Short term programmes for a duration of 1 to 14 days are suitable for working candidates to train on managerial skills like leadership, attitudinal change, emotional intelligence etc. *Illumine Training*, (2016), stated seven essential for effective training and they are: i) good tutor, ii) initial input, iii) appropriate course, iv) opportunity to participate, v) implementation, vi) similar team members, and vii) mentor. These seven aspects decides the success of Management Development Programme. But, the training effectiveness can be measured by evaluating five aspects such as, perception of trainees about effectiveness, comprehension, attractiveness, engagement and suggestions (Nikos Andriotis, 2018).

II. REVIEW OF LITERATURE

Jalal and Putri (2016) studied university staff members in Malaysia and found that there is significant positive contribution of training on job satisfaction. Vasudevan (2014) stated that applicable training helps in career development, commitment and increase in performance. It is mandatory to have mentor to observe the effectiveness of training. The four components of training such as training commitment, training needs assessment, training contents and delivery approaches and training evaluation are important. One hundred and eighty employees in Malaysian educational institutions were surveyed and carried psychoanalysis. These four aspects of training were positively correlated with their commitment, job satisfaction and job performance. Khawaja et al (2015) studied the

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role of training and job satisfaction on employees' turnover intension. The study was executed at fast food franchise employees. The result established a positive relationship between effective training on job satisfaction and that resulted in less employees' retention. Hasan (2018) reviewed published articles from 2006 to 2015 on training effectiveness. It was stated that there is need to incorporate the suggestions of participated to be included for improving training. Training effectiveness is to be modified to identify the achievement of training goal. It should also measure reaction, learning behavior and results are to be evaluated. Dineshkumar and Vijayakumar (2018) studied apparel exporters in Tirupur. It was found that training are to be practical driven to make it more effective. Antony and Anbu (2016) found that around 55% of trainees used their training effectively. Also there was positive correlation between training effectiveness and job satisfaction of employees in Ashok Leyland. Divaranjani and Rajasekar (2017) studied the training effectiveness in automobile manufacturing companies in Chennai. It was observed that major reasons for stress or noise, family problems, change in technology and noise. Employees were having negative attitude towards stress reduction training. But, training was found to effective and it reduced the stress of those who have attended training programme. Farjad (2012) studied training effectiveness of training in a university. It was found that training effectiveness can be improved by optimizing training design, budgeting, management support and motivation mechanism. Eshna (2020) discussed about Krikpartic model of evaluation of training effectiveness. It measures reaction, learning, behavior and results. It was also stated that during evaluation training goals achievement are to be measured and also certain factors like job satisfaction cannot be measured. Bruce and Michael (1995) studied the effect of training based on work environment and trainees characteristics in hospitality industry.

It was stated that the money spent on training becomes waste unless there is positive attitude towards training and drive them with proper motivation drive to make training effective. Taan and Madina (2018) said that training will be effective when it is linked with the job. Content of training, presentation style, training environment, training schedule and materials provided were correlated with training effectiveness. Brijmohan and Chandrika (2015) brought out that the training provided was effective but, the trainees opined that feedback was not used effectively. Further, trainees stated that management should make policies modification based on their feedback. Bharath and Bist (2017) stated that realistic approach alone lead to effective training and there should be proper need assessment and plan should be made for training. Ganesh and Indradevi (2015) study was in educational institutions and it was stated that trainers play vital role in deciding the effectiveness of training. Good management practice is to have expertise to train. Training brought change in trainees and added expertise in the field and said mandatory for everyone. Further it was mentioned that it builds positive culture among trainees. Prakash (2016) studied the satisfaction level about various training aspects in seven point scale. Safety was the only aspect which had dissatisfaction because it was less than 4. Almost all other aspects were having the man value scale of more than 5. Hence, the training given in the hospital for the staff were found to be effective. Khaled (2016) found that private companies are providing effective training. Few said that they found that training was not comprehensive, materials were not satisfactory and motivation was absent. Kodwani (2017) emphasized the importance of transferring training to workplace. It also suggested identifying the level of transfer of training as well as to identifying the moderating role for effective training.

Research Gap

Reviewing the articles on training effectiveness, the studies focused on medical and education sector. This paper attempts the training and development programmes offered to management personnel both on and off campus in a manufacturing unit was performed. The company also wanted to identify the effectiveness of the programmes and to check its relationship with employees' satisfaction.

Need for the Study

There is need to assure the effectiveness of training because it involves cost and also steps to create asset. Hence, there is need to verify how far the training is effective in meeting its goal. In the manufacturing unit, workers training can be observed by their output. But, for managerial personnel it is mainly based on their feedback and it is mandatory to check the effectiveness of training. Also, based on training their performance improves and there is not much benefits to employees. The advantage might be only their job satisfaction and there is need to check whether there is relationship between job satisfaction and the effective training.

Objectives

The objectives are:

- i) To find the effectiveness of training and development programmes organized for managerial personnel and
- ii) To check the relationship between training effectiveness and job satisfaction.

III. RESEARCH METHODOLOGY

The research design is descriptive and cross sectional study. There were 82 managers who were trained in the last 12 months in technical and administrative side. Among them 40 were selected randomly to collect data. Questionnaire was used to collect data. Nikos Andriotis (2018) model was adopted to measure the training effectiveness and Minnesota Satisfaction Questionnaire was adopted for job satisfaction. Based on the pilot study and by using Cronbach alpha test the reliability of the tools was retested to Indian condition and it was 0.85 and 0.71 correspondingly. Descriptive Statistics, Factor Analysis, Correlation and Regression were used to study the stated objectives.

IV. FINDINGS

Nikos Andriotis stated that there are five components that measures the training effectiveness. It was stated that post training evaluation tool need to have five aspects such as effectiveness, comprehension, attractiveness, engagement and suggestion. Effectiveness relates to how far the training attain its goals. Comprehension measures mainly about the course delivery. Attractiveness is about measuring the training environment and facilities during training. Engagement measures how far the training provided active learning and made as interactive and collaborative learning. Suggestions for improving the training were also solicited from the participants to improve the training effectiveness more effectively. Each dimension consists of related sub factors and they were individually measured in five point scale and satisfaction tool was also measured using Likert's scale. Factor analysis was performed for the data collected relating to training effectiveness using principal component analysis.

The five dimensions represented 68.79 per cent of the total factors considered for the study. This is above 0.50 and hence this could be accepted.

The mean and standard deviation for the five factors were calculated and presented in the table below.

Table 1: Descriptive Statistics of Training Effectiveness Dimensions

<i>Dimensions</i>	<i>Mean</i>	<i>S.D</i>
Effectiveness	4.01	0.78
Comprehension	3.92	0.81
Attractiveness	3.64	0.73
Engagement	3.44	0.94
Suggestions	2.82	1.02

Source: Primary data computed

Considering the mean scores of training effectiveness dimensions, it was observed the mean scores were above 2.5 relating to all the five aspects. The highest mean value was found to be for effectiveness with 4.01 and least was for the factor suggestion. It was found that the trainees felt that usefulness of training, learning level, meeting the goal, potential usage etc., were found to be effective. The trainees perceived the effectiveness of training was found to be effective. Perception about suggestions from trainees was found to be least effective. The chance of registering the trainees' suggestions for improvement, consideration and implementation of such suggestion were found to be least. Comprehension was with the mean value of 3.92. Aspects such as trainers capacity, presentation, simplicity, communication etc., were found to be effective and the mean score was at second level. Attractiveness was at the third level with mean value of 3.64. Indicating the trainees perception about training duration, training facilities, infrastructure, materials etc., were found to be good. The next level was for the factor engagement and the mean value was 3.44. This includes aspects such as practical orientation, participation of trainees, collaboration among trainees and interaction between trainer and trainees.

Table 2: Correlation between Training Effectiveness and Job Satisfaction

<i>Dimensions</i>	<i>Job Satisfaction r-value</i>
Effectiveness	0.456**
Comprehension	0.582**
Attractiveness	0.564**
Engagement	0.608**
Suggestions	0.610**

Source: Primary data computed **One per cent level of significance

The correlation between training effectiveness aspects and job satisfaction were calculated. From the result it was observed that all the five aspects of training effectiveness was significantly correlated with job satisfaction at one per cent level. The correlation between suggestion and job satisfaction was the highest with r-value of 0.610; followed by engagement with value of 0.608. There exists good level of correlation for the aspects suggestion and engagement. Apart from that comprehension and attractiveness were correlated moderately with r-values 0.582 and 0.564 respectively. The correlation between effectiveness and job satisfaction was the least with the correlation value of 0.456. It was found that listening to the suggestion is the most important aspect that is very much related to their job satisfaction.

These aspects of training effectiveness were related to job satisfaction, so, their influence on job satisfaction is tested.

Table 3: Influence of Training Effectiveness on Job Satisfaction

<i>Factors</i>	<i>B</i>	<i>S.E.</i>	<i>Beta</i>	<i>T</i>	<i>P</i>
Constant	131.955	10.243		12.882	0.001
Effectiveness (X1)	0.564	0.328	0.109	1.279	0.036*
Comprehension (X2)	0.700	0.326	0.126	1.979	0.032*
Attractiveness (X3)	0.926	0.468	0.149	2.149	0.049*
Engagement (X4)	1.304	0.523	0.212	2.493	0.013*
Suggestion (X5)	1.674	0.472	0.203	3.545	0.001**

Source: Primary data Computed. * 5% level of Significance ** 1% level of significance

Adjusted R-square value is 0.459. F-value is 6.654, p-value is 0.001.

The model is best because the F-value is significant at one per cent level. The adjusted r-square value is 0.459 indicates that these five factors predict job satisfaction to an extent of 45.90 %. Among the five factors suggestion was highly influencing the job satisfaction with the highest beta value of 3.545. Job satisfaction is then predicted by engagement with beta value of 2.493. Comprehension the third influencing factor with the beta value of 2.149 and which is followed by attractiveness and effectiveness with their respective beta value of 1.979 and 1.279. The linear equation can be expressed as

$$\text{Job Satisfaction (Y)} = 131.96 + 0.564X1 + 0.700X2 + 0.926X3 + 1.304X4 + 1.674X5$$

To increase one unit of job satisfaction effectiveness level is to be improved by the tune of 0.56 when all other factors are kept constant. Comprehension is to be improved by 0.70 to have one unit of job satisfaction to be increased when all other aspects are kept constant. Attractiveness of the training programme is to be improved by 0.93 to have one unit of job satisfaction when other aspects are kept unchanged. Making the trainees to take part in the training programme is to be increased to 1.30 units to increase one unit of job satisfaction when all other factors remain the same. Considering the suggestions of trainees by 1.67 units will increase one unit of job satisfaction.

V. SUGGESTIONS

Suggestions are to be solicited from trainees and that are to be genuinely need to be considered for its feasibility to increase the effectiveness of the training programme. There is scope to increase the correlation level in all aspects and this is feasible by focusing on the aspects with low mean scores in each aspect. To increase the job satisfaction of trainees it is very much important to consider their suggestions. The next focus should be on making trainees to participate in the training programme. While considering training factor influencing job satisfaction trainees think of the training facilities then only training presentation and its effectiveness. So, organisers need to focus on suggestion, participation, attractiveness, comprehension and effectiveness as the order of the priority.

VI. LIMITATIONS

The limitation of questionnaire method of data collection is applicable for this study too. Sincere attempt is made to minimize this error by explaining the significance of the study to employees and requesting to provide their real opinion. This study findings are need to be compared with other industries for generalization of studies.

VII. MANAGERIAL IMPLICATIONS

This study directs the management mainly those who are organizing training must understand that meeting the goals of training is mandatory and that does not leads to their job satisfaction. To enhance job satisfaction, more focus aspects are identified. Keeping this in mind the training programmes are to be planned and focus on considering their feasible suggestion and designing training involving the trainees' participation are of high significance.

Scope for Future Research

Training for the present position and for future position can be compared and whether the importances of these aspects are similar are different can be identified. For managerial personnel individuals' attitude, abilities and motivation could also be considered as intervening factors in deciding the job satisfaction can also be performed.

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