

A STUDY ON TRAINING NEEDS ANALYSIS IN JBM AUTO SYSTEM PRIVATE LIMITED, HOSUR

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Abstract—Training Needs Analysis (TNA) is the process by which training and development needs are identified. The purpose of a TNA is to outline at the start of a project how the organizational objectives will be realized through the delivery of a staff training program that will focus on improved and changed skills, knowledge or attitudes of those directly involved or affected by the change. As well as analyzing training needs at an individual level, the process must consider the links to both functional and organizational objectives. There are many benefits to an effective and rigorous TNA. It leads to the development of a clear and agreed approach to training and designing of training solutions that match required need. It facilitates identification of pre-requisites to training and risks, assumptions, constraints and dependencies that affect the training plan. It increases the likelihood of developing a culture of learning, enabling faster and more effective change. This project report completely focuses on the Training Needs Analysis process at JBM Auto System Private Limited. This project is an attempt to highlight the essential procedure followed for identifying the training needs of the employees. "TRAINING NEEDS ANALYSIS" is the major and most important systems to be followed by every organisation for further other jobs to be accomplished successfully. Methods, techniques and process are briefly explained in this project with respect to training needs analysis process.

INTRODUCTION

The Training Needs Analysis (TNA) also known as a gap needs analysis identifies performance gaps by isolating the difference between current and future performance. This is achieved by collecting both quantitative and qualitative data for analysis. An analysis of training need is an essential requirement to the design of effective training. The purpose of training need analysis is to determine whether there is a gap between what is required for effective performance and present level of performance. Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the budget of the company, areas where training is required, and highlights the occasions where training might not be appropriate but requires alternate action.

STATEMENT OF THE PROBLEM:

Generally in organizations, an adequate training program has been regularly given to the employees. It enhances their efficiency towards improve their career

Even though employees were trained regularly, still standing back due to few difficulties regarding training policies, which are directly affecting their current job.

The problem is to determine if training deficiencies do exist and, if so, to identify the common training needs that influence employees

Training needs analysis has been carried out to know that difficulties to be rectified in future. Need different attitudes towards what additional training needed to the employees to be delivered

Regular gap analysis (Training Needs Analysis) required to determine employee's current status and what should be given to improve them.

NEEDS FOR THE STUDY:

- To collect and document information concerning any of the following issues:
- Performance problems
- Anticipated introduction of new program, course, task or technology

- Get a clear idea of the problem or specific interest, look at all possible remedies and report on their findings to the management before deciding on the best solution
- A well-performed analysis provides the data that can lead to solutions that focus on the areas of greatest need.
- Needs analysis proceeds in stages, with the findings of one stage affecting and helping to shape the next one
- Increasing the employee's working efficiency to cope with the future opportunities.

OBJECTIVES OF THE STUDY:

- To analyse about the various method of Training needs analysis
- To prepare a plan for the identification of current and future training needs.
- To Select and use information-gathering techniques effectively.
- To analyse the information to priorities training needs.
- Isolate training issue and non- training issue arising from performance problems or from internal and external source of trigger
- To analyse about the full concept of Training needs analysis

SCOPE ON THE STUDY:

It completely focuses on the overall training procedures

- Covers the current performances, area of improvement and action to improve present situation
- To get the job done more efficiently and effectively
- Also it is helpful to assess the employee's area of lacking which influences the performances
- Provides better solutions to rectify the arising problems at working levels

LIMITATIONS OF THE STUDY:

- The responses may be influenced by personal bias
- Generally do not provide in-depth understanding of underlying issues, reasons or behavior patterns
- Incorrectly designed surveys may produce invalid and misleading results
- Interactions with the employees were difficult.

REVIEW OF LITERATURE

TRAINING NEEDS ANALYSIS:

An analysis of training need is an essential requirements to design of effective training the purpose of training need analysis is to determine whether there is a gap between what is required for effective performance and present level of performance

PURPOSE OF CONDUCTING TRAINING NEEDS ANALYSIS:

Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the budget of the company, areas where training is required, and also highlights the occasions where training might not be appropriate but requires alternate action

A training needs analysis must be carried out to employees within an organization as it helps to define the current training received by the employee and to then take it one step further to clarify whether or not the training is sufficient, or perhaps outdated and whether or not that employee feels as if they need to do more in terms of analyzing the training they have received and to evaluate it to then make the next step.

“let us examine the phrase “Training Need”. The word ‘need’ implies that something is lacking- there is a shortfall somewhere. The word ‘training’ further implies that this lack can be supplied by systematic training. It can thus be said that a training need exist when the application of systematic training will serve to overcome a particular weakness”

Moore, 1978

The training needs analysis is important within an organization and to those who work there in short the training needs analysis is to “utilize most effectively training dollars and resources”. The analysis also helps to increase efficiency and effectiveness in the workforce which can only be achieved through the use of a training needs analysis. Training needs analysis relates to job performance and therefore leads to many different reasons as to where a training need can occur.

Anderson, 1994

Training needs analysis is clearly important within an organization and its employees however, “a lot of training programs are based on personal wants rather than identified needs”. This can be clearly shown when the employee is being trained on a specific task and for it to be left at that.

“Trainers seem to lack a theoretical basis for what they are doing and often fail to integrate training activities into the wider organizational context”.

Clearer pathways to training needs analysis can be done through the use of initiating the needs of the analysis and to then conduct an organizational scan. Following this, a focused search should be carried out where data can then be properly collected and interpreted on and then for action to be taken out shortly after. By following these steps of training needs analysis cycle, helps to cut out unwanted and irrelevant training as training needs analysis is carried out.

Eighteen, 1999

“A training needs analysis is a tool used to establish the organization, departmental and individual objectives of those to be trained”

However, job performance seems to be most relevant towards training needs yet when faced with the task of being trained, it seems as though with different jobs, different training and training needs analysis must be carried out since many different job work in different environments and are changing all the time

Mc Gehee and Thayer, 1999

Training as, “The formal procedures accompany uses to facilitate employees’ learning so that their resultant behaviour contributes to attainment of the company’s goals and objectives”

Kaufman and Valentine, 1999

Needs assessment as the process for identifying and prioritizing gaps in performance. In contrast, they define needs analysis as the process for attributing cause to identify performance gaps. Hence, the entire process will be referred as needs assessment. So, once training has been conducted, a comprehensive evaluation should follow.

Hence, training effectiveness is a board construct that identifies situational or contextual factors impacting learning, retention and transfer. This focus is critical for uncovering whether a training program was effective or ineffective due to characteristics of the program or to factors outside the control of the training system.

Anderson. J.E, 2000

The needs assessment is the starting point in the training process. It is the phase in which an organization’s needs are identified, forming the foundation of an effective training effort. The needs assessment tells where and what kind of training programs are needed, who needs to be included, conditions under which training will occur, and criteria to guide program evaluation.

Goldstein, 2001

Training is a systematic approach to skills and knowledge acquisition or attitudinal enhancement that improves performance.

Goldstein, 2001

Claims that, of all of the best practices, needs assessment is probably the most important part of the process. Therefore, training needs assessment is the foundation of the entire instructional design process. It establishes the content of subsequent training. If not done correctly, or at all, the job-relatedness, effectiveness and validity of any training program is jeopardized. In addition, needs assessment provides a database to support or justify resource allocation for other human resource functions.

Rothwell, 2002

Indicates effective training as systematically designed learning, based on a complete analysis of job requirements and trainee compatibility. This clarification implies a definite training process, one highly regarded model for describing the systematic development of training programs is the instruction design process

Clarke, 2003

“Training needs analysis refers to organizations’ data collection activities that underpin decision making, particularly in relation to whether training, can improve performance, who should receive training and training content”

Decenzo and Robins, 2003

State “Training brings about the changes in ability, awareness, approach and behavior”

Griffin, 2003

Support training usually in human resources management perspective refers to teaching. Operational and technical employees as to how to do the job for which they were hired

Furthermore, Mathis and Jackson, 2004

State “Training as a procedure whereby people obtain capabilities to assist in the accomplishment of organizational objectives”.

RESEARCH METHODOLOGY

INTRODUCTION ABOUT RESEARCH DESIGN:

A research design is a basis of frame work, which provides guidelines for the rest of research process. It is the map of blueprint according to which, the research is to be conducted. The research design specifies the method of study. Research design is prepared after formulating the research problem

RESEARCH DESIGN:

Research methodology is a way to systematically solve the research problem. It deals with the objective of a research study, the method of defining the research problem, the type of hypothesis formulated, the type of data collected, method used for data collecting and analyzing the data etc.,

“The procedures by which researcher goes about their work of describing, explaining and predicting phenomenon are called methodology”

TYPES OF RESEARCH:

DESCRIPTIVE RESEARCH:

The study follows descriptive research method. Descriptive studies aims at portraying accurately the characteristics of a particular group or situation, descriptive research is concerned with describing the characteristics of a particular individual or group. Here the researcher attempts to describe the existing facts by the existing data.

SAMPLE DESIGN:

Sampling design is a design, or a working plan, that specifies the population frame, sample size, sample selection, and estimation method in detail. Objective of the sampling design is to know the characteristic of the population.

A sample design is made up of two elements

SAMPLING METHOD:

Sampling method refers to the rule and procedures by which some elements of the population are included in the sample. Some common sampling method are simple random sampling.

ESTIMATOR:

The estimation process for calculating sample statistics is called the estimator. Different sampling methods may use different estimators. For example, the formula for computing a mean score with a simple random sample is different from the formula for computing a mean score with a stratified sample. Similarly, the formula for the standard error may vary from one sampling method to the next.

The “best” sample design depends on survey objectives and on survey resources. For example, a researcher might select the most economical design that provides a desired level of precision. Or, if the budget is limited, a researcher might choose the design that provides the greatest precision without going over budget.

SAMPLING:

Sampling is the process of selecting units (e.g. people, organization) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.

TYPE OF SAMPLING:

PROBABILITY SAMPLING:

Probability methods require a sample frame (a comprehensive list of the population of interest). Probability methods rely on random selection in a variety of ways from of the sample frame of the population. They permit the use of higher level statistical techniques which require random selection, and allow you a calculate the difference between your sample results and the population equivalent value so that you can confidently state that you know the population values

SAMPLING TECHNIQUES:

Sampling technique used in this study is ‘Simple Random Sampling’.

In simple random sampling, each item or element of the population has an equal chance of being chosen at each draw. A sample is random if the method for obtaining the sample meets the criterion of randomness (each element having an equal chance at each draw). The actual composition of the sample itself does not determine whether or not it was a random sample.

SAMPLE SIZE:

The sample size taken for this study is 70 out of 80

POPULATION:

A group of individuals or items that share one or more characteristics from which data can be gathered and analysed

The total population of JBM Auto System PVT LTD is 1000 employees

DATA COLLECTION METHOD:

Data are the raw materials in which marketing research works. The task of data collection begins after research problem has been defined and research design chalked out. Data collected are classified into primary data and secondary data.

PRIMARY DATA:

Data collected directly from the respondents

METHODS OF PRIMARY DATA:

There are methods of primary data

DATA PERSONAL INTERVIEW:

- Under this method the investigate himself goes to the field of enquiry and collects the data
- Either by observation or through personal interview with the information present in the field

- The information or data thus collected will be first hand or original in character.

STRUCTURED QUESTIONNAIRE:

- Closed or structured questionnaire are a quantitative method of research, it is a positivist research method.
- It includes the low level of involvement of the researcher and high number of respondents (the individuals who answer the questions)

RESEARCH INSTRUMENTS:

A research instrument is what you use to collect the information in a qualitative field study or observation. It helps you keep track of what you observe and how to report it. It must be both valid and precise. Research instruments are used to gauge some quality or ability of your subjects. The purpose of the instrument is to elicit the data for your study.

TOOLS FOR STATISTICAL ANALYSIS:

SIMPLE PERCENTAGE:

It is used for analysis of the data that is collected for research work, simple percentage are often used in data presentation for the simplify numbers, through the use of percentage, the data are reduced in standard form with base equal to which it facilitates the relative comparisons.

$$\text{Simple Percentage Analysis} = \frac{\text{Number of Respondents}}{\text{Total Respondents}} \times 100$$

CORRELATION ANALYSIS:

Correlation refers to a linear relationship between two variables

FORMULA:

$$r = \frac{n(\sum dx y) - \sum dx \sum dy}{\sqrt{[n\sum dx^2 - (\sum dx)^2][n\sum dy^2 - (\sum dy)^2]}}$$

CHI-SQUARE ANALYSIS

The Chi- square test is one of the simplest and most wickedly used non-parametric tests in statistical work. The quantity χ^2 describes the magnitude at the discrepancy between theory and observation.

Chi – square test

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = Observed Frequency

E = Expected Frequency

In general the expected frequency for any call can be calculated from the following equation.

$$E = RT \times CT / N$$

The calculated value of chi-square is compared with the table value of χ^2 given degrees of freedom of a certain specified level of significance. It at the stated level of the calculated value of χ^2 the difference between theory and observation is considered to be significant. Otherwise it is in significant.

DEGREE OF FREEDOM

$$df = (r-1) (c-1)$$

DATA ANALYSIS AND INTERPRETATION

CORRELATION ANALYSIS

Correlation between the feedback regarding the training programs and its impact on career growth

Table No: 1 Feedback regarding the training programs and its impact on career growth

Training programs(X)	Improves performances	Improves interpersonal skills	Improves knowledge	Improves specific skills to job	Improves confidence level
Number of respondents	15	9	8	20	18
Career growth (Y)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Number of respondents	13	36	10	2	9

X	Y	dx= X-A	dy= Y-B	dx ²	dy ²	Dxdy
15	13	1	-6	1	36	-6
9	36	-5	17	25	289	-85
8	10	-6	-9	36	81	54
20	2	6	-17	36	289	-102
18	9	4	-10	16	100	-40
		∑dx= 0	∑dy= -25	∑dx ² = 114	∑dy ² = 795	∑dxdy= -179

Formula:

$$r = \frac{n(\sum dxy) - \sum dx \sum dy}{\sqrt{[n\sum dx^2 - (\sum dx)^2][n\sum dy^2 - (\sum dy)^2]}}$$

$$r = \frac{-865}{1375.6}$$

$$r = - 0.6$$

Interpretation:

Since the value of **r = - 0.6**, there is negative correlation between the training programs and its impact on career growth of the respondents in the JBM Auto system private limited.

RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND TRAINING FOR NEWLY RECRUITING EMPLOYEES

E.Q TNE	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
HSC	1	2	2	0	0	5
DIPLOMA	3	10	5	2	0	20
UG	3	13	10	4	0	30
PG	2	3	2	3	0	10
OTHERS	1	1	1	1	1	5
TOTAL	10	25	20	10	5	70

Null hypothesis (H0):

There is no significant relationship between educational qualification and training for newly recruiting employees

Alternate hypothesis (Ha):

There is significant relationship between educational qualification and training for newly recruiting employees

PARTICULARS	O	E	(O-E)	(O-E)²	(O-E)²/E
R1C1	1	0.71	0.29	0.08	0.11
R1C2	2	1.78	0.22	0.04	0.02
R1C3	2	1.42	0.58	0.33	0.23
R1C4	0	0.71	-0.71	0.50	0.70
R1C5	0	0.35	-0.35	0.12	0.34
R2C1	3	2.85	0.15	0.02	0.007
R2C2	10	7.14	2.86	8.17	1.14

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R2C3	5	5.71	-0.71	0.50	0.08
R2C4	2	2.85	-0.85	0.72	0.25
R2C5	0	1.42	-1.42	2.06	1.45
R3C1	3	4.28	-1.28	1.63	0.38
R3C2	13	10.71	2.29	5.24	0.48
R3C3	10	8.57	1.43	2.04	0.23
R3C4	4	4.28	-0.28	0.07	0.01
R3C5	0	2.14	-2.14	4.57	2.13
R4C1	2	1.42	0.58	0.33	0.23
R4C2	3	3.57	-0.57	0.32	0.08
R4C3	2	2.85	-0.85	0.72	0.25
R4C4	3	1.42	1.58	2.49	1.75
R4C5	0	0.71	-0.71	0.50	0.70
R5C1	1	0.71	0.29	0.08	0.11
R5C2	1	1.78	-0.78	0.60	0.33
R5C3	1	1.42	-0.42	0.17	0.11
R5C4	1	0.71	0.29	0.08	0.47
R5C5	1	0.35	0.65	0.42	1.2
Total					12.737

CHI- SQUARE TEST:

Chi- square test $(O-E)^2/E$

O= Observed frequency

E= Expected frequency

$E = RT * CT / N$

RT= Row total

CT=Column total

N= Total Number of respondents

CHI- SQUARE RESULT:

Calculated chi-square value = 12.737

Degree of freedom = $(r-1) (c-1)$

= $(5-1) (5-1) = (4) (4)$

=16

Level of significant = 5%

Table value: 26.30

RESULT:

Since the calculated value is less than table value. So we accept the null hypothesis. There is no significant relationship between educational qualification and training for newly recruiting employees

RELATIONSHIP BETWEEN AGE AND TRAINING PROGRAMME DO YOU FEEL MORE EFFECTIVE

AGE	Audio visual	lectures	Hand materials	Presentations	Total
18-25 years	8	5	10	5	28
25-30 years	3	3	3	4	13
30-35 years	2	2	2	3	9
35-45 years	3	1	1	1	6
Above 45 years	10	1	2	1	14
Total	26	12	18	14	70

Null hypothesis (H0):

There is no significant relationship between age and training program do you feel more effective

Alternate hypothesis (Ha):

There is significant relationship between age and training program do you feel more effective

PARTICULARS	O	E	(O-E)	(O-E) ²	(O-E) ² /E
R1C1	8	11.2	-3.2	10.24	0.91
R1C2	5	4.8	0.2	0.04	8.3
R1C3	10	7.2	2.8	7.84	1.08
R1C4	5	5.6	-0.6	0.36	0.06
R2C1	3	4.82	-1.82	3.32	0.68
R2C2	3	2.22	0.78	0.60	0.27
R2C3	3	3.34	-0.34	0.11	0.03
R2C4	4	2.6	1.4	1.96	0.75
R3C1	2	3.34	-1.34	1.79	0.54
R3C2	2	1.54	0.46	0.21	0.13
R3C3	2	2.31	-0.31	0.09	0.03
R3C4	3	1.8	1.2	0.04	0.02

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R4C1	3	2.22	0.78	0.60	0.27
R4C2	1	1.02	-0.02	0.04	0.03
R4C3	1	1.54	-0.54	0.25	0.16
R4C4	1	1.2	-0.2	0.04	0.03
R5C1	10	5.2	4.8	23.04	4.43
R5C2	1	2.4	-1.4	1.96	0.81
R5C3	2	3.6	-1.6	2.56	0.71
R5C4	1	2.8	-1.8	3.24	1.15
Total					20.39

CHI- SQUARE TEST:

Chi- square test $(O-E)^2/E$

O= Observed frequency

E= Expected frequency

$E = RT * CT / N$

RT= Row total

CT=Column total

N= Total Number of respondents

CHI- SQUARE RESULT:

Calculated chi-square value = 20.39

Degree of freedom = $(r-1) (c-1)$

$$= (4-1) (5-1) = (3) (4)$$

$$=12$$

Level of significant = 5%

Table value= 21.026

RESULT:

Since the calculated value is less than table value. So we accept the null hypothesis. There is no significant relationship between age and training program do you feel more effective

FINDINGS:

- ✓ 72% of the respondents are male.
- ✓ 52% of the respondents are in the age 25-30 years.
- ✓ 60% of the respondents are unmarried.
- ✓ 60% of the respondents are HSC.
- ✓ 27% of the respondents were working between 5-10 years.
- ✓ 51% of the respondents were agreeing with that the existing training program were effective
- ✓ 80% of the respondents agreeing with that new employees also getting adequate training.
- ✓ 61% of the respondents were agreeing with that training useful to adapt towards new responsibilities.

- ✓ 92% of the respondents having difference in their performances after attending the training programs.
- ✓ 90% of the respondents agreeing with that motivational program are also Conducted.
- ✓ 60% of the respondents feel audio visual is more effective training method.
- ✓ 40% of the respondents feel training methods improving the skills specific to the job.
- ✓ 65% of the respondents agreeing with that management putting their own interest towards conducting training programs.
- ✓ 61% of the respondents agreeing with that training programs providing essential skills to perform the current job.
- ✓ 54% of the respondents agreeing with that training programs helps to build healthy family and social life.
- ✓ 81% of the respondents agreeing with that the training programs creating social awareness.
- ✓ 57% of the respondents agreeing with that the employees getting relief from the work stress through training programs.
- ✓ 49% of the respondents given the statement that the training programs conducting at monthly once.
- ✓ 95% of the respondents not facing any difficulties in attending the training programs.

FINDING FROM CORRELATION

Since the value of $r = -0.6$, there is negative correlation between the training programs and its impact on career growth of the respondents in the JBM Auto system private limited.

SUGGESTIONS AND RECOMMENDATIONS:

- Periodical gap analysis could help the organisation to know the lacking behind the employees
- Motivational programs needed to encourage the employees
- First of all complete awareness must be needed among the employees about to what extent that the training programs will be helpful to do the job competently.
- Regular monitoring is needed to know the changes in the employees' performances.
- To remove the mismatch between the identified needs and the functional goals of the training need analysis.

CONCLUSION:

The organisation is giving the real importance to the training need analysis to achieve the organizational goals. The study tries to reveal the factors influencing the employees with some suggestions which will be of immense aid for the employees as well as the organisation to reduce the chance for inadequate training for the employees. I earnestly desire that, the study might bring some descend in the organisation, if taken into consideration practically.

People are the major assets of any organisation and taking care of their performances and their satisfaction in their duty through proper training as a whole apart from earning profit. As work environment is becoming more challenging and complex, the management must also see through it that, it is capable of managing and bringing in changes at the same pace so as to survive in this competitive scenario by enabling the employees to learn more to do their job perfectly

If employees are to remain productive, career development and training programs need to be available that can support an employee's task and emotional needs at each stage. Training needs analysis is the initial step in a cyclical process which contributes to the overall training and education strategy of staff in an organisation or a professional group. The cycle commences with a systematic consultation to identify the learning needs of the population considered followed by course planning delivery and evaluation.

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