Analyzing the Motivational Spirit of Employees after Training Period in Mahanagar Telephone Nigam Limited (MTNL): An Evaluation

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Abstract: Training and development is vital part of the human resource development. It is assuming ever important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It is also become more important globally in order to prepare workers for new jobs. In the current write up, it focus more on the emerging need of training and development, its implications upon individuals and the employers. According to Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers. In United States, for example, according to one estimate technology is de-skilling 75 % of the population. This is true for the developing nations and for those who are on the threshold of development. In Japan for example, with increasing number of women joining traditionally male jobs, training is required not only to impart necessary job skills but also for preparing them for the physically demanding jobs.

Keywords: Training Design, Need Assessment, Job Skills, Industrial Workers

INTRODUCTION:
NATURE OF TRAINING AND DEVELOPMENT

In simple words, training and development refers to the imparting of specific skills, abilities, knowledge to an employee. A formal definition of training and development is determined as follows:

"It is any 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 and development is determined by the employee's performance deficiency, computed as follows:

Training and development needs = Standard performance – Actual performance

We can make a distinction among training, education and development. Such distinctions enables us to acquire a better perspective about the meaning if the term training. Which refers to the process of imparting specific skills, Education, on the other hand is confined theoretically learning in classroom

To distinct more, the training is offered in case of operatives whereas development programs are conducted for employees at higher levels. Education however is common to all the employees.

OBJECTIVES

- To determine the level of performance measures in terms of imparting training.
- To evaluates the impact of training on employee performance on their jobs.

STATEMENT OF THE PROBLEM

The MTNL are complementary and they are considered to be the two wheels of the vehicle of industrialisation. But the growth and modernization of the SSIs in India are constrained by a multitude of factors. So, for the development of MTNL industries in India, the government has brought about a series of measures and programmes. An important programme among these was the industrial estate programme started in the year 1955.

Industrialisation of the country by the development of small industries is the most important objective of the industrial estates programme in India. Industrial estates, a device for promoting dispersed industrial development, play a significant role in promoting MTNL industries. Industrial estates are organized with the objectives of promoting MTNL industries by providing facilities, assistance and guidance to small industries in establishing, operating and managing their units. Industrial estates provide a powerful instrument of indusial growth. But, in practice their effectiveness depends largely upon the planning, execution and operation of the programme. The commonly accepted characteristics of underdeveloped countries are administrative inefficiency, inadequacy of infrastructure, lack of entrepreneurial and technical skill and of capital.
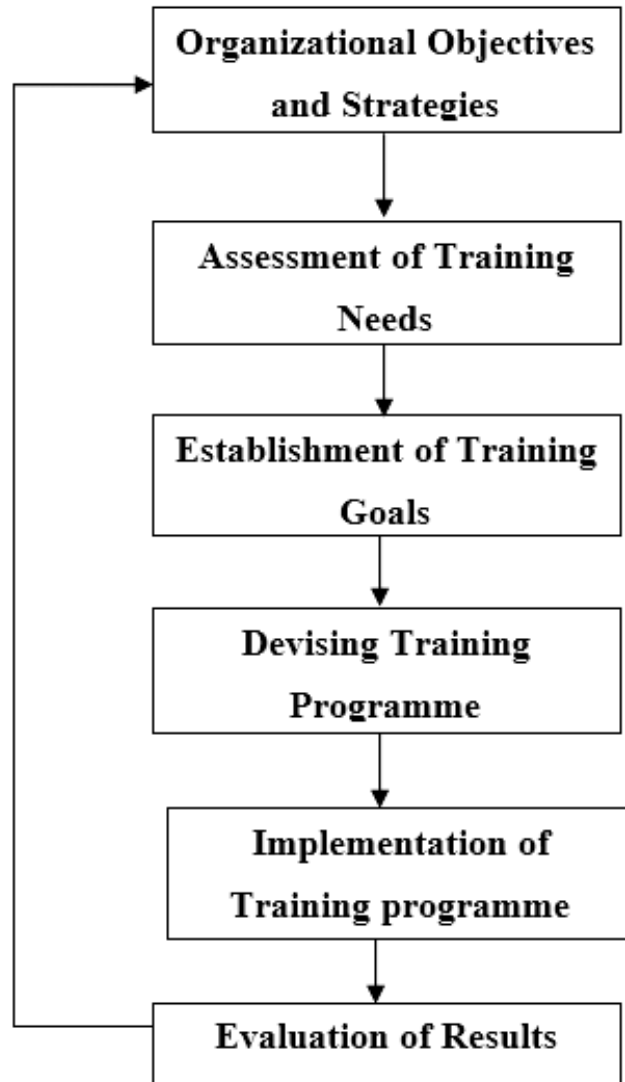
REVIEW OF LITERATURE

Theoretical framework: Importance of Training and development for the organization

There are many benefits of Training and Development to the organization as well as employee. We have categorized as under

1) Benefits for the organization

   a) Improves communication between group and individuals.

   b) Aid in orientation of new employee and those taking new job through transfer or promotion.

   c) Provides information on equal opportunities and affirmative action.

d) Provides information on other government laws and administration policies.

e) Improve interpersonal skills.

f) Makes organizational policies, rules and regulations viable.

g) Builds cohesiveness in group.

h) Provides a good climate for learning, growth and co ordination.

i) Makes the organization a better place to work and live.

2) Benefits for the individual

a) Helps and individual in making better decision and effective problem solving.

b) Through training and development, motivational variables of recognition achievement, growth, responsibility and advancement are internalized and operationalise.

c) Aid in encouraging and achieving self–development and self confidence.

d) Helps a person handle stress, tension, frustration and conflict.

e) Provides information for improving leadership, knowledge, communication skills and attitudes.

f) Increases job satisfaction and recognition.

g) Moves a person towards personal goals while improving interactive skills.

h) Satisfies personal needs of a trainee.

i) Provides the trainee an avenue for growth in his or her future.

j) Develops a sense of learning.

k) Helps eliminate fear in attempting new task.

l) Helps a person improve his listening skill, speaking skills also with his writing skills.

3) Benefits for personnel and human relation, intra group and internal group relation and policy implementation

a) Improves communication between group and individuals.

b) Aid in orientation of new employee and those taking new job through transfer or promotion.

c) Provides information on equal opportunities and affirmative action.

d) Provides information on other government laws and administration policies.

e) Improve interpersonal skills.

f) Makes organizational policies, rules and regulations viable.

g) Builds cohesiveness in group.

Training Process

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┌─────────────────────────┐
│  Organizational Objectives │
│      and Strategies        │
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│  Assessment of Training   │
│         Needs             │
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│  Establishment of Training │
│          Goals            │
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│    Devising Training      │
│       Programme           │
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│   Implementation of       │
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│   Evaluation of Results   │
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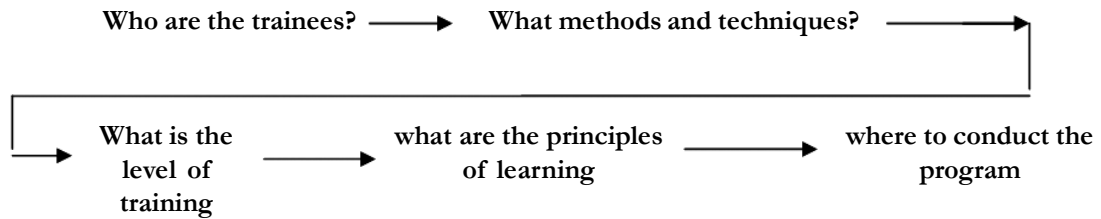
a) *Organizational objectives and strategies:* The first step in the training process is an organization in the assessment of its objectives and strategies. What business are we in? At what level of quality do we wish to provide this product or service? Where do we what to be in the future? Its only after answering these and other related questions that the organization must assess the strength and weakness of its human resources.

b) *Needs assessment:* Needs assessment diagnoses present problems and future challenge to be met through training and development. Needs assessment occurs at two levels i.e. group level and individual level, an individual obviously needs training when his or her performance falls short or standards that is when there is performance deficiency. Inadequate in performance may be due to lack of skills or knowledge or any other problem.

The following diagram explains performance deficiency

Performance Deficiency

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Lack of skills Or knowledge   **other causes**

↓   ↓

Training   **Non training measures**
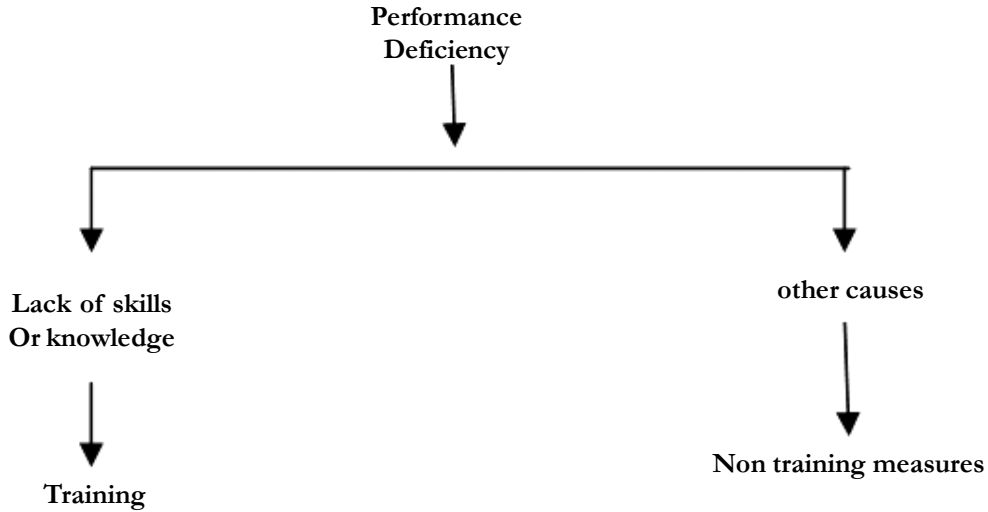
c) *Training and development objectives:* Once training needs are assessed, training and development goals must be established. Without clearly-set goals, it is not possible to design a training and development programme and after it has been implemented, there will be no way of measuring its effectiveness. Goals must be tangible, verifying and measurable. This is easy where skilled training is involved

d) *Designing training and development program:*

Who are the trainees? ⟶ **What methods and techniques?** ⟶

What is the level of training ⟶ **what are the principles of learning** ⟶ **where to conduct the program**

e) *Conducting training activities*: Where is the training going to be conducted and how?

- At the job itself.

- On site but not the job for example in a training room in the company.

- Off site such as a university, college classroom hotel, etc.

f) *Implementation of the training programme*: Program implementation involves actions on the following lines:

- Deciding the location and organizing training and other facilities.

- Scheduling the training programme.

- Conducting the programme.

- Monitoring the progress of the trainees.

g) *Evaluation of the results:* The last stage in the training and development process is the evaluation of the results. Since huge sums of money are spent on training and development, how far the

programme has been useful must be judge/determined. Evaluation helps determine the results of the training and development programme. In the practice, however organizations either overlook or lack facilities for evaluation.

Methods of training

A multitude of techniques are used to train employees. Training techniques represent the medium of imparting skills and knowledge to employees. Training techniques are means employed in the training methods. They are basically of two types.

1) *Lectures*: It is the verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess knowledge about the subject. A virtue in this method is that it can be used for large groups and hence the cost of training per employee is very low. However, this method violates the principle of learning by practice. Also this type of communication is a one-way communication and there is no feedback from the audience because in case of very large groups it is difficult to have interactive sessions. Long lectures can also cause Boredom.

2) *Audio Visuals*: This is an extension of the lecture method. This method includes slides, OHPs, video tapes and films. They can be used to provide a range of realistic examples of job conditions and situations in the condensed period of time. It also improves the quality of presentation to a great extent.

3) *On- the – Job- Training*: It is used primarily to teach workers how to do their present jobs. Majority of the industrial training is on the job training. It is conducted at the work site and in the context of the job. Often, it is informal, as when experienced worker shows a trainee how to perform tasks. In this method, the focus of trainer's focus is on making a good product and not on good training technique. It has several steps; the trainee first receives an overview of the job, its purpose and the desired outcomes. The trainer then demonstrates how the job is to be performed and to give trainee a model to copy. And since a model is given to the trainee, the transferability to the job is very high. Then the employee is allowed to mimic the trainer's example. The trainee repeats these jobs until the job is mastered.

4) *Programmed Instruction (PI):* In this method, training is offered without the intervention of the trainer. Information is provided to the employee in blocks, in form of books or through teaching machine. After going through each block of material, the trainee goes through a test/ answers a question. Feedback in the form of correct answers is provided after each response. Thus PI involves:

   • Presenting questions, facts, and problems to the learner.

   • Allowing the person to respond

   • Providing feedback on the accuracy of the answers

   • If the answers are correct, he proceeds to the next block or else, repeats the same.

5) *Computer Assisted Instruction (CAI)*: This is an extension of the PI method. In this method, the learner's response determines the frequency and difficulty level of the next frame. This is possible thanks to the speed, memory and the data manipulation capabilities of the computer.

6) *Simulation*: It is any equipment or technique that duplicates as nearly as the possible the actual conditions encountered at the job. It is an attempt to create a realistic for decision-making. This method is most widely used in Aeronautical Industry.

7) *Vestibule Training*: This method utilizes equipment which closely resembles the actual ones used in the job. It is performed in a special area set aside for the purpose and not at the workplace. The emphasis is placed on learning skills than on production. It is however difficult to duplicate pressures and realities of actual situations. Even though the kind of tension or pressure may be the same but the employee knows it is just a technique and not a real situation. Also the employees behave differently in real situations than in simulations. Also additional investment is required for the equipment.

8) *Case research*: It is a written description of an actual situation in the business, which provokes the reader to think and make decisions/ suggestions. The trainees read the case, analyze it and develop alternative solutions, select the best one and implement it. It is an ideal method to promote decision making skills. They also provide transference to an extent. They allow participation through discussion. This is the most effective method of developing problem solving skills.

   The method /approach to analysis may not be given importance. Many a times only the result at the end of the case may be considered and not the line of thinking to approach it. This is a major disadvantage since case studies must primarily be used to influence or mend the attitude or thinking of an individual.

9) *Role Playing and Behavior Modeling*: This method mainly focuses on emotional (human relation) issues than other ones. The essences are on creating a real life situation and have trainees assumed parts of specific personalities (mostly interchanged roles of boss and subordinate to create empathy for one another). The consequence is better understanding of issues from the other's point of view.

Concept of Behavior Modeling

- Fundamental psychological process by which new patterns of behavior can be acquired and existing ones can be altered.

- "Vicarious process" learning takes place not by own experience but by observation or imagination of others' action.

- It is referred to as "copying", "observational learning" or "imitation" implying that it a behavior is learned or modified through observation of other's experiences.

- This change may be videotaped and showed to the trainee and he can review and critique it.

- It also helps him see the negative consequences that result from not using the behavior as recommended.

10) *Sensitivity Training*: It uses small number of trainees usually less than 12 in a group. They meet with a passive trainer and get an insight into their own behavior and that of others. These

meetings have no agenda and take place away from the workplace. The discussions focus on why participants behave the way they do and how others perceive them. The objective is to provide the participants with increased awareness of their own behavior, the perception of others about them and increased understanding of group process. Examples: Laboratory training, encounter groups. Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviors for future job responsibilities. A trained professional serves as a facilitator. However once the training is over employees get back to being the way they are.

11) *Apprenticeships and Coaching:* It is involved learning from more experienced employee/s. This method may be supplemented with other off-the-job methods for effectiveness. It is applied in cases of most craft workers, carpenters, plumbers and mechanics. This approach uses high levels of participation and facilitates transferability. Coaching is similar to apprenticeships. But it is always handled by a supervisor and not by the HR department. The person being trained is called under research. It is very similar to on the job training method. But in that case, more stress is laid on productivity, whereas here, the focus is on learning.

In this method skilled workforce is maintained – since the participation, feedback and job transference is very high. Immediate returns can be expected from training – almost as soon as the training is over the desired outcomes can be seen in the trainee.

CONCEPTUAL FRAMEWORK

This framework highlights the drivers which compel managers to train and develop their employees in this era of competition. Similarly various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee who gets the necessary skills benefits the organisation by contributing towards achieving organisational goals. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organisational goals. In the long run it will lead to organisational effectiveness.
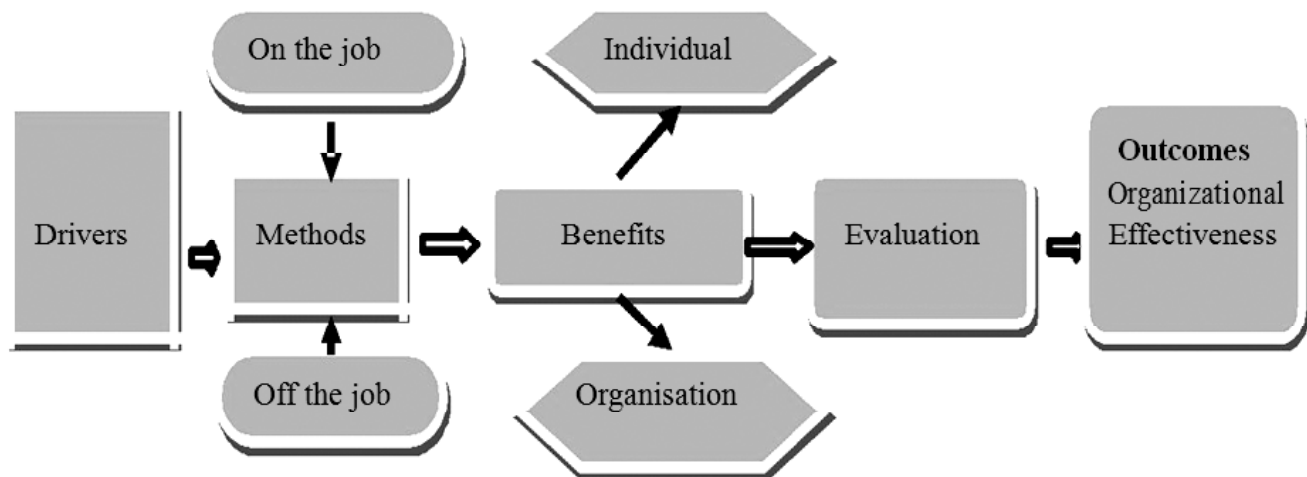

Figure 1: Conceptual Framework training and development of employees

RESEARCH METHODOLOGY

Sample

The research is based on primary data MTNL, the perceptions of the middle-level executives, belonging to selected public and private sector enterprises within Ambattur Industrial Estate in Chennai. The above data were collected through structured questionnaire.

Of the 31 organizations, 6 belong to the public sector and the remaining 25 to the private sector. Totally, 500 questionnaires were distributed, out of which only 430 were received back. 18 questionnaires which were incomplete were not included for analysis and interpretation.

Sample Size for this research is 412.

Out of 6 Public Sector 2 – MTNL & 4 – Medium

Out of 31 Private sector 9 – Tiny, 5 – Small & 11 – Medium

Pre – Testing: Pre-testing of the draft questionnaire was undertaken to know the adequacy, relevance and clarity of the contents of the questionnaire. The questionnaire was personally administered to 20 executives belonging to two companies. In the light of the suggestions given by the respondents, a few modifications were made and the final questionnaire was then drafted.

Instrument Reliability: The Spearman Brown formula of the theory of Domain Sampling has been used to compute the reliability of a K - item test. A reliability coefficient of 0.6 and above is generally considered to be acceptable. The reliability test results show that the questionnaire designed for the present research is highly reliable with respect to all the 6 sections and in its totality.

Hypotheses of the Research: The significant problem is to know the quality of work life pattern of executives, in terms of different training dimensions and further extending the research to find its relation to performance and satisfaction and also the quality of work performed by executives.

a.   There is no significant association among the executives belonging to different age groups in their perception towards training.

b.   There is no significant association among the executives having different work experiences and their perceptions to training.

c.   The relationship between perceptions of the executives towards training and their work experience with the present organisation is not significant.

d.   There is no significant association between functional area or the job of the executives and their perceptions to different levels of training.

e.   There is no significant association between different levels of training as) perceived by the executives and the sector to which they belong.

f.   There is no significant association among the executives belonging to different age groups and their levels of performance

Tools used for data collection and measurement

The following tools were specifically constructed and standardized by the investigator for the purpose of the research.

1. Percentage analysis

2. Factor analysis

3. Chi-Square analysis

Data Collection Method

Primary Data: The research is mainly based on primary data, obtained from a well designed interview schedule and open discussion with entrepreneurs, employees and workers in the selected industrial estates. For this purpose an interview schedule was prepared, covering all aspects of quality of work life. This interview schedule has been finalized after conducting a pilot research among a sample of 20 employees.

Secondary Data: The secondary data have been drawn from various publications and also from personal discussions with the officials of various organizations and websites.

DATA COLLECTION AND ANALYSIS

Hypotheses

H_0 1: There is no significant association in between factors with their Training Need in the Information Technology Sector.

H_0 2: There is no significant model fit among the dimensions of Training Need Analysis.

Factor Analysis

Aggregate data collected from all the 516 respondents from IT companies by using the instrument, were factor analyzed to know its internal structure and grouping of items. Factor analysis was used to empirically assess the dimensionality of the scales which is used for testing the hypotheses. The questions measuring the design features of Training Need Analysis were factor analyzed using the principal component method. The Bartlett's Test of Sphericity (P equal to 0.000) indicates that the correlation matrix has significant correlations among some of the variables. Kaiser-Meyer-Olkin measure of sampling adequacy showed that 0.60 is good sampling adequacy. Further tests were used to determine the number of factors to be extracted; nine -factor structures were suggested.

This analysis was conducted by using Principal component's method with varimax rotation. The rotation revealed 9 factors with Eigen value greater than 1 and factor loading exceed ± 0.62 explaining 71 percent of total variance. It yielded 9 factors with Eigen value more than 1 (refer table 1) the table revealed that the loading vary from 0.62 to 0.88.

Table 1
Factor analysis

Items	Item Loading	Percentage of variance
Attitude (A)	0.620	38.73 percent
Skills (S)	0.770	31.29 percent
Competencies (C)	0.778	51.52 percent
Education (E)	0.723	52.60 percent
On the job Training	0.880	61.78 percent
Off the job Training	0.781	45.28 percent
Absorptive capacity (AC)	0.850	52.54 percent
Knowledge sharing (KS)	0.790	29.00 percent
Training Need Analysis (TNA)	0.860	69.78 percent

Source: Primary Data

After factor analysis, 9 factors were named as 1.Attitude, 2. Skill 3. Competencies, 4. Education, 5. On the job training , 6. Off the job training , 7. Absorbing capacity, 8. Knowledge sharing and 9. Training Need Analysis (TNA) .

Chi – Square Test

H_0 1: There is no significant association in between Factors with their Training Need in the Information Technology Sector.

H 1: There is significant association in between Factors with their Training Need in the Information Technology Sector.

Table 2
Chi-square test for Factors with their Training Needs

Factors	Training Need Analysis			RowTotal	Chi Square Value	P Value
	Low	Average	High			
Low	40(43.5)[54.1]	52(56.5)[14.1]	–	92(17.8)		
Average	32(9.8)[43.2]	272(83.4)[73.5]	22(6.7)[30.6]	326(63.2)	208.52	0.000**
High	2(2.0)[2.7]	46(46.9)[12.4]	50(51.0)[69.4]	98(19.0)		
Column Total	74[14.3]	370[71.7]	72[14.0]	516[100.00]		

Significant *p<0.05 ** p<0.01

Since P value is less than 0.01, and Chi-square value being 208.52, there is a statistically significant association between the factors and their Training Needs. Therefore the null hypothesis is rejected and alternative hypothesis is accepted.

FINDINGS

59 employees are from the administrative department and 41 employees handle the technical job, Majority of the employees disagree saying that management is not interested in motivating them whereas 14% of the respondents

are neutral with respect to motivating efforts by the Management. At MTNL, majority of the employees get influenced by non-monetary incentives rather than monitory gains. Many of the employees say that their superiors give them feedback about their performance and very few employees are neutral with respect to the same. There is mixed response for this question. Some employees feel their skills are underutilized and some believe their skills are utilized effectively. 55% of the employees surveyed, believe they put in their best efforts to reach the goals and 8% are neutral about the same. Majority of the employees believe they are motivated when their efforts are recognized. Next 25% believe a salary hike can motivate them. Few Employees are motivated by leave, motivational talks and very few by appreciation letters. 35% of the employees are satisfied with the incentives provided by the organization, which means the organization should implement new schemes and highlight certain benefits which the employees might be getting but still might not be aware about.

After factor analysis, 9 factors were named as 1.Attitude, 2.Skill 3. Competencies , 4.Education, 5. On the job training , 6.Off the job training , 7. Absorbing capacity, 8.Knowledge sharing and 9.Training Need Analysis (TNA) .

Since P value is less than 0.01, and Chi-square value being 208.52, there is a statistically significant association between the factors and their Training Needs. Therefore the null hypothesis is rejected and alternative hypothesis is accepted.

SUMMARY AND CONCLUSION

It can be concluded that the level of employee motivation at MTNL is neither very high nor low. Though employees seem satisfied with the working hours, vacations, rewards, there seems too much dissatisfaction with respect to the employees of the organization not being recognized much. The employees do not seem very happy with the things are managed in the organization which is likely to have a negative impact on the organization in the long term. It was also noted that the respondents altered their answers in presence of other employees. The main reason for this appears to be the lack of communication between the employees and their supervisors. If the organization does not introduce changes in leadership in the organization it can lead to and increased rate of employee turnover. It is clear from the results that relationship of the employees with their supervisor plays an important role in increasing employee morale and motivation no matter how good the rewarding system of an organization is.

Creating a workplace with excellent morale and motivated employees is a long-term project, and needs to be embedded within the fabric of an organization's daily operations. Highly motivated and engaged personnel are a tremendous asset to any organization. While money is an important foundational consideration, the main factors that attract and maintain "talent" within an organization include:

- Recognition
- Having interesting work to do
- Being heard by management
- Having skilled managers
- Having good communication flows
- Being provided with opportunities for advancement.

Developing well-motivated employees at MTNL leads to more satisfied customers and higher sales; this in turn leads to greater employee motivation and creates a virtuous circle. Highly motivated employees are likely to be engaged employees, willing to go the extra mile with customers, and to reward their employers with loyalty, high levels of productivity, and greater innovation.

RECOMMENDATIONS

- *Increase Communication*: It is recommended that the communication between management and the employees be improved in the organization. Customer service is a very important part of organization and in order to provide the customer with quality services, it is necessary to make sure that the employees of the organization are motivated. This can be achieved by increasing the interaction between the management and the employees. It is recommended that the top managers visit the work floor of the organization and personally communicate the employees so that they motivated to perform better.

- *Decentralization*: It is also recommended that the organization provide the employees with an opportunity to take part in the decision making process. All new ideas and thoughts should be welcomes and employees should be encouraged to express their opinions. This will improve the sense of belongingness of the employees and they will feel like they play an important part in the organization. This will also serve the esteem need mentioned in Maslow's hierarchy of needs theory.

- *Utilization of Skills*: Managers should make sure that the each employee is fit for his or her job. If the skills of the employees are underutilized this can result in boredom and dissatisfaction. Each employee must be suited for his or her job position.

- *Recognition/Attention*: When the employees accomplish something they have achieved something, recognition is appreciation for that achievement. Most managers don't give enough recognition because they don't get enough.

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