

Effectiveness of Training and Development Program with Reference to Real Image Media Technologies (P) Ltd.

K. Baranidharan¹, S. Sankar², P. S. Immaculate³, N. Selvakumar⁴, T. Surulipal⁵

^{1,3}Assistant Professor, Department of MBA, Sri Sai Ram Institute of Technology, Chennai, India

²Associate Professor, Department of MBA, Sri Sai Ram Institute of Technology, Chennai, India

⁴Assistant Professor, Department of Commerce, Annai Vailankanni Arts and Science College, Thanajvur, India

⁵Assistant Professor, Department of Commerce, Srinivasan College of Arts & Science, Permbalur, India

Abstract: The project aim is analysis the effectiveness of training and development program in an organization. The study starts with the industry profile, Company profile, and also the need for study, review of literature and objectives are set out for the study. Research methodology, Limitations, Scope, Data analysis & Interpretation, Findings and Suggestions of the study follow. This study is based on questionnaire from the employees by using this tools combined it enables to determine in an effective manner. The main area of the project is the analysis part, where the data are analyzed & interpreted, to find out the methods of training and used in size effect an organization are regarding to and then conclusions, limitations & scope for further study were discussed.

Keywords: Employee, Training, Development.

1. Introduction

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve performance in an activity or range of activities. The purpose of training in the work station is to develop the abilities of the individual and safety the current and future needs of the organization.

In earlier practice, training programme focused more on preparation for improved performance in particular job. Most of the trainees used to be from operative levels like mechanics, machines operators and other kinds of skilled workers. When the problems of supervision increased, the steps were taken to train supervisors for better supervision. For training to be effective it is necessary to training needs. Many organizations invest considerable resource in training and development but never really examine how training and development can most effectively promote organizational objectives, or how training and development activities should be attended in the light of business. Training effectiveness is a highly desirable step in total training programs so that one can judge the value or worth of the training. It has been given special importance to develop the skills of the employees in turn leads to the productivity and quality of both the employees and organization as well. This study has undergone to identify the effectiveness of the training

and development effectively.

Development is all those activities and programme when recognized and controlled have substantial influence in changing the capacity of the individual to perform his assignment better and in going so all likely to increase his potential for future assignments. Thus, management development is a combination of various training programme, though some kind of training is necessary, it is the overall development of the competency of managerial personal in the light of the present requirement as well as the future requirement. Development an activity designed to improve the performance of existing managers and to provide for a planned growth of managers to meet future organizational requirements is management development. Training need identification is a tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity. Here the focus should be placed on needs as opposed to desires of the employees for a constructive outcome. In order to emphasize the importance of training need identification we can focus on the following areas: -

- To pinpoint if training will make a difference in productivity and the bottom line.
- To decide what specific training each employee needs and what will improve his other job performance.
- To differentiate between the need for training and organizational issues and bring about a match between individual aspirations and organizational goals.

Identification of training needs is important from both the organizational point of view as well as from an individual's point of view. From an organisation's point of view it is important because an organization has objectives that it wants to achieve for the benefit of all stakeholders or members, including owners, employees, customers, suppliers, and neighbours. These objectives can be achieved only through harnessing the abilities of its people, releasing potential and maximizing opportunities for development.

Therefore, people must know what they need to learn in order

to achieve organizational goals. Similarly, if seen from an individual's point of view, people have aspirations, they want to develop and in order to learn and use new abilities, and people need appropriate opportunities, resources, and conditions. Therefore, to meet people's aspirations, the organization must provide effective and attractive learning resources and conditions. And it is also important to see that there is suitable match between achieving organizational goals and providing attractive learning opportunities.

The organisation's point of view it is important because an organization has objectives that it wants to achieve for the benefit of all stakeholders or members, including owners, employees, customers, suppliers, and neighbors. These objectives can be achieved only through harnessing the abilities of its people, releasing potential and maximizing opportunities for development. Therefore, people must know what they need to learn in order to achieve organizational goals. Similarly, if seen from an individual's point of view, people have aspirations, they want to develop and in order to learn and use new abilities, people need appropriate opportunities, resources, and conditions. Therefore, to meet people's aspirations, the organization must provide effective and attractive learning resources and conditions.

A. Boost to training effectiveness

- Before and after skills assessment. Take a snapshot of a student's understanding and skill level before and after training. Survey students when they begin course or program, and give them the same survey at the end to show improvement.
- Ongoing progress toward goals. Poll individuals at the outset of a longer training program to baseline where they are in relation to their goals. Chart their progress: Throughout training, ask students to assess their progress. Deliver your survey on mobile devices in the training environment for near real-time feedback or on social media to broadcast their achievements to their network.
- Trainee satisfaction with course or program. Find out if the training you're delivering is engaging and effective. Are you meeting the expectations of participants? Are they getting the instruction or information they thought they would? Use this feedback for continuous improvement.
- Instructor or teacher effectiveness. Two trainers might deliver the same course material quite differently—and that diversity allows you to attract more students. Still, you want to know that all trainers are capably delivering training. Use surveys to gather students' opinions of teacher effectiveness.
- Career training and development. What do students or employees think of your organization's job training and development programs? Do offerings support their career goals and ambitions? What education

programs do they need to meet their objectives?

- Training needs and opportunities. Could seniors in your community use a hands-on technology course? Are newbie parents interested in childbirth and parenting classes?

B. Training Method

Training methods are usually classified by the location of instruction. On the job training is provided when the workers are taught relevant knowledge, skills and abilities at the actual workplace; off-the-job training, on the other hand, requires that trainees learn at a location other than the real work spot. Some of the widely used training methods are listed below.

- *On-the-job method:* 1. Job Instruction Training (JIT) 2. Coaching: 3. Mentoring:
- *Job Rotation:* 5. Apprenticeship Training: 6. Committee Assignments:
- *Off-the-Job Methods:* a. Vestibule training: b. Role playing. c. *Lecture method:* d. Conference/discussion approach: e. Programmed instruction: Evaluation of a Training Programme
- *Methods of Evaluation* Various methods can be used to collect data on the outcomes of training. Some of these are:
- *Questionnaires:* Comprehensive questionnaires could be used to obtain opinions, reactions, and views of trainees.
- *Tests:* Standard tests could be used to find out whether trainees have learnt anything during and after the training.
- *Interviews:* Interviews could be conducted to find the usefulness of training offered to operatives.
- *Studies:* Comprehensive studies could be carried out eliciting the opinions and judgments of trainers, superiors and peer groups about the training.
- *Human resource factors:* Training can also be evaluated on the basis of employee satisfaction, which in turn can be examined on the basis of decrease in employee turnover, absenteeism, accidents, grievances, discharges, dismissals, etc.
- *Cost benefit analysis:* The costs of training (cost of hiring trainers, tools to learn, training centre, wastage, production stoppage, opportunity cost of trainers and trainees) could be compared with its value (in terms of reduced learning time, improved learning, superior performance) in order to evaluate a training programme.
- *Feedback:* After the evaluation, the situation should be examined to identify the probable causes for gaps in performance. The training evaluation information (about costs, time spent, outcomes, etc.) should be provided to the instructors, trainees and other parties concerned for control, correction and improvement of trainees' activities. The training evaluator should

follow it up sincerely so as to ensure effective implementation of the feedback report at every stage.

C. Company profile

Real Image Media Technologies is India's leading provider of technology in the film, video and audio domains and has pioneered several technology revolutions over the last 25 years. Established in 1986, the company was instrumental in bringing computer-based digital non-linear editing to India with Avid Technology, transforming the industry and forever changing the way Indian film and television programs were edited. Real Image subsequently brought digital cinema sound to India with DTS and helped Indian cinema leapfrog a generation, from mono sound directly to digital. With its Qube Cinema end-to-end digital cinema product line, Real Image has made an impact worldwide. It is the only Indian company – and amongst a handful worldwide – with DCI compliant digital cinema technology.

Today, if there are only a handful of companies across the world that are working to fulfill the exacting needs of DCI, there are fewer still who look beyond. Qube Cinema is committed to creating a seamless world of Digital Cinema with products that are innovative, powerful, reliable and cost-effective. Qube Cinema, Inc. is a company with a passion for cinema and a thorough understanding of film, video, audio and computer technology along with vast experience in the production, post-production and exhibition industries – a unique combination of expertise that has helped in the development of the company's digital cinema technology.



The latest and most dramatic transformation came in the form of the indigenous development of standards compliant, end-to-end Digital Cinema solutions called Qube Digital Cinema. The Qube range of products and services has been designed ground up with the end user in mind. With flexibility, versatility, and power being its driving force, Qube has impressed exhibitors, film makers; post houses and audiences the world over.

The very first revolution by RI that radically altered the way audiences related to cinema came with the introduction of DTS 5.1 digital surround sound, skipping two generations of cinema theater sound technology.



In 1993, Real Image introduced Avid online editing systems in India, changing forever the way films were edited. Avid is currently the undisputed leader in the broadcast and film editing industries in India.



The latest technology to be introduced to the Indian film making industry by Real Image, Image Systems perfectly complements the Avid workflow with its world class color correction and restoration tools, enhancing the quality of film production.



The latest venture by Real Image, RI Production Services proves the complete faith that the company has in the products it brings to the Indian media. It specializes in executing productions with all the technologies promoted by the Real Image Technology Marketing division. Margazhi Raagam, the first ever Carnatic music concert film, was also the first production executed here.



An obvious offshoot of the digitization of media, Real Image holds the patent for India and the US for remote delivery, screening and electronic play logs of advertising material. This technology is put to use through QCN, the digital media marketing arm of Real Image.



The oldest wing of Real Image, Media Artists is one of the most respected and renowned sound mixing facilities in the country. With a long list of celebrated artists and movies using the facilities to mix their sounds, Media Artists has transcended the boundaries of state and country, bringing many international artists to its doors.



Established in 2000, sE Electronics' condenser microphones are now the No. 1 brand in the United Kingdom, and the fastest growing microphone brand in Europe. In its short history, the brand has already won almost every major European award possible for excellence including the Future Publishing Readers Poll 'Mic of the Year' Award.



D. Need for study

The company is incurring cost in training so they want to

know about the effect of training program that has been conducted. Therefore, it is very much needed to undertake the study on the training and its effectiveness provided by the company to the employees. This study helps to analyze the training activities at Real image and it depends upon the responses obtained from the employees with the aid of questionnaire. It helps to know the overall enhancement of employees of organization after undergoing the training programmes.

E. Objectives of study

- To a study on Effectiveness of training and development program towards Real image Media Technologies (p) ltd.
- To find out the satisfaction level of employees towards training and development activities.
- To analyze the various methods of training.
- To know the level of involvement of employees in training and development programmes.

F. Scope for study

The study aims to evaluate the overall effectiveness of training and development activities in Real image. Based on the response of employees and it helps the organization to implement best techniques of training. It makes the employees to improve their performance and the overall efficiency of the organization. Therefore, this study helps the management to identify the level of impact the above factors have on the effectiveness of training and development helps them to find better solution to enhance the training and development program and overcome its limitations in the future.

2. Review of literature

Ashish Malik (2014): The level of the class and the emphasis, one or more of the following learning outcomes can be achieved from this case study. Following the case analysis, students should be able to: discuss the key challenges faced by the organizational identify and analyze the various influences of internal and external factors on training provision; understand the importance of forging partnerships with key functional groups for shaping training and organizational capabilities; analyze the dynamic interactions between the various factors and training provision.

Raghubir (2016): manager skills include not only knowing what to do, why to do it, and how to do it; but, also knowing when to do it. On-the-job experiences often translate into tacit knowledge in areas as they relate to specific productivity tasks, however, knowing what, why, how, and when with management skills are more problematic. This is even more problematic when the skill development program is left up to the individual manager the dynamic interactions between the various factors and training provision; analyse the relationship between competitive strategy and its training choices evaluate the role of training in developing organizational capabilities;

and strategies a way forward for the person responsible for learning and development.

Lewis and Thornhill (2017): examined the relationship between training evaluation, organizational objectives, and organizational culture.

Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of ineffective practice of training evaluation within in so many organizations is directly related to the nature of the organization culture.

Srivastava (2018): Evaluated the effectiveness of various training programmes offered by the house center of Tata Steel, Shavak Nanavati Training Institute (SNTI), India.

Effectiveness of training was measured in the terms of various outcomes such as satisfaction level. Reaction and feedback of the participants and change in performance and behavior as perceived by participants, their immediate supervisors and departmental heads. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for the all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors.

3. Research methodology

Research Methodology is considered as the nerve of the project. Without a proper well-organized research plan, it is impossible to complete the project and reach to any conclusion. The project was based on the survey plan. The main objective of the survey was to collect appropriate data, which work as a base for drawing conclusion and getting result. Therefore, research methodology is the way to systematically solve the research problem. Research methodology not only talks of the methods but also the logic behind the methods used in the context of a research study and it explains why a particular method has been used and preferred over the other methods.

A. The purpose of the research is as follows

- To discover answers to questions to the application of scientific procedure
- To portray accurately the characteristics of a particular individual, situation or a group.
- To determine the frequency with something occurs or with which is associated with something else
- To test the hypothesis of a casual relationship between variables.

4. Research design

Descriptive research is used in this project. Primary data is collected using a structured questionnaire which contains both open ended and closed ended questions. Descriptive research is one, which involves describing the state of affairs, as they exist. This type of research was used in the study of marketing

strategies for the sale of company's product also while studying about the parameters, which affect competitiveness of the product.

5. Data collection

Type of Research:

This research is Descriptive Research in nature because in this we are conducting an employee based survey to know the effectiveness of training and development towards real image media technologies (p) ltd chennai.

Types of data:

There are two types of data has been used in this research. Primary and Secondary.

- *Primary Data:* - The primary data are those which are collected a fresh and for the first time and thus it are original in nature. The primary data in this study is collected with the aid of structured questionnaire prepared based on objectives of the study. The questionnaire consists of a number of questions printed in a definite order. The questionnaire has both open-ended questions and close-ended questions.
- *Secondary Data:* - The secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data needed for the study is been collected from the reports, internet and books.

Questionnaire:

- A twenty-four item questionnaire containing both open ended and closed ended questions are used for collecting data from the employees.
- Research Instrument: - for this purpose Questionnaire & Observation have been used as tool.
- Sampling Area: Real image media technologies (p) ltd. Chennai.
- Contact Method: Direct survey in the organization and questionnaire of the employees.

A. Sampling technique

The selection process is called sampling technique. The

sampling technique used in this study is Probability-Simple random sampling. In this sampling each unit of the universe has been known and has equal chance of being selected. The tools used for selection are lots or random numbers.

- *Sample size:* The sample size selected in the researcher is 90.
- *Tools used:* Percentage analysis, Chi-square Test.

6. Limitations of the study

- Few employees might have given biased answer.
- Few respondents gave incomplete information.
- The answers given by the respondents have to be believed and have to be taken for granted as truly reflecting their perception. Few respondents gave incomplete information.

A. Data analysis and interpretation Statistical analysis

B. Chi – square test

Interpretation: The null hypothesis is accepted because the calculated values is less than the table value ($0 > .05$). So there is a no significant relationship between the experience of the employees and their satisfaction level towards the training program.

Interpretation: The null hypothesis is accepted because the calculated values is less than the table value ($0 > .05$). So there is a no significant relationship between the type of training programs attended and opinion about the effectiveness of training materials.

HO: There is no significant relationship between the mode of training and development program and your rate of trainer.

H1: There is significant relationship between the mode of training and development program and your rate of trainer.

Interpretation: The null hypothesis is accepted because the calculated values is less than the table value ($0 > .05$). So there is a no significant relationship between the mode of training and development program and your rate of trainer.

Interpretation: The null hypothesis is accepted because the calculated values is less than the table value ($0 > .05$). So there is a no significant relationship between the mode of training and

Table 1
 The Relationship between the experience of the employees and their satisfaction level towards the training program

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EXPERIENCE * SATISFACTION TOWARDS METHOD OF TRAINING	90	100.0%	0	.0%	90	100.0%
H ₀ : There is no significant relationship between the experience of the employees and their satisfaction level towards the training program. H ₁ : There is significant relationship between the experience of the employees and their satisfaction level towards the training program.						
	Value	df	Asymp. Sig. (2-sided)			
Pearson Chi-Square	1.216E2 ^a	9	.000			
Likelihood Ratio	114.574	9	.000			
Linear-by-Linear Association	60.796	1	.000			
N of Valid Cases	90					
a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is .17.						

Table 2
 The relationship between the type of training programs attended and opinion about the effectiveness of training materials

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
OPINION ABOUT EFFECTIVENESS OF TRAINING MATERIALS * TYPE OF TRAINING PROGRAMS ATTENDED	90	100.0%	0	.0%	90	100.0%

HO: There is no significant relationship between the type of training programs attended and opinion about the effectiveness of training materials.
 H1: There is significant relationship between the type of training programs attended and opinion about the effectiveness of training materials.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.353E2 ^a	12	.000
Likelihood Ratio	133.665	12	.000
Linear-by-Linear Association	68.688	1	.000
N of Valid Cases	90		

Kruskal-Wallis Test

Table 3

Relationship between the mode of training and development program and your rate of trainer

MODE OF TRAINING AND DEVELOPMENT	RATE OF TRAINER	N	Mean Rank
	VERY GOOD	29	16.00
	GOOD	44	52.77
	FAIR	6	77.00
	POOR	5	77.00
	VERY GOOD	6	77.00
	Total	90	

	MODE OF TRAINING AND DEVELOPMENT
Chi-Square	73.372
Df	4
Asymp. Sig.	.000

Kruskal-Wallis Test

Table 4

Relationship between the mode of training and development program and training helps to increase the knowledge in present job

MODE OF TRAINING AND DEVELOPMENT	TRAINING HELPS TO INCREASE IN A PRESENT JOB	N	Mean Rank
	STRONGLY AGREE	31	16.00
	AGREE	38	52.16
	DISAGREE	12	77.00
	STRONGLY DISAGREE	9	77.00
	Total	90	

HO: There is no significant relationship between the mode of training and development program and training helps to increase the knowledge in present job.
 H1: There is significant relationship between the mode of training and development program and training helps to increase the knowledge in present job.

	MODE OF TRAINING AND DEVELOPMENT
Chi-Square	81.739
Df	3
Asymp. Sig.	.000

development program and training helps to increase the knowledge in present job.

7. Findings

- 31.11% of the respondents are to less than 25 yrs.
- Majority of the Respondents are (70%) Male.
- Majority of the respondents are (71.22%) unmarried.
- Majority of the respondents are (46.6%) Undergraduate
- 42.2% of the employees got less than 1-year experience.
- 52.22% of employees each less than < 2lakhs (per

annum) income level.

- 38.89% of employees are attended less than 3 training programs in a year.
- 35.66% of employees are undergone on Off- the-job training program.
- 45.55% employees attended communication & skills training program.
- 54.44% of employees are frequently gone training in once in 6 months.
- 28.88% of employees not interested in their training skills at their present job.
- 43.33% of employee's organization communicates training schedule in advance.

- 70% of employees says organization didn't arrange external trainers.
- 48.88% of employees like rate of training is good.
- 28.88% of employees got the study materials in often.
- 42.22% of employees agree training and development helps the knowledge in present job.
- 43.33% of employees satisfied towards the training methods.
- 42.22% of employee's effective opinion about the training materials.
- 43.33% of employees prefer the lecture based training methods.
- 34.45% of employee's good opinion about the teaching methods.
- 31.11% of employees like organization is overall training program is good.

A. Statistical Findings

- There is relationship between the type of training programs attended and opinion about the effectiveness of training materials.
- There is relationship between the mode of training and development program and your rate of trainer.
- To find relationship between the mode of training and development program and training helps to increase the knowledge in present job.
- There is relationship between the experience of the employees and their satisfaction level towards the training program.

8. Suggestion

- The number of training programs very few in a year, so increase training programs.
- More training programs can be conducted by external trainers for a positive change in the mindset of the employees.
- The training schedule must be informed to the employees well in advance and provide the study materials.
- The training program can be more interactive so that the talent of the participants can be exploded.
- They should also focus on role-playing, self-motivation class and communication training.
- They organization should get the complete feedback from all the employees.

9. Conclusion

The conclusion drawn from a study on effectiveness of

training and development program towards Real Image media has bought various information about the flow of the training activities. From this study it is found that the company has to make some improvement in their external training program for the employees. They have to make more measures to improve their frequently in training and analyze to follow best training methods. The company should analyze the problems that are specified by the respondents and to make corrective measures immediately to bring their effective training at a higher level.

References

- [1] Ashwatappa. K (2004). Human resources management, Mir Publications, New Delhi, 3rd Edition.
- [2] Aime Heene (2006), Evaluation of training helps to decision about future training activities, Journal 3(1).
- [3] Ashish malik (2010), Effectiveness of training program – Journal of management education 2(6).
- [4] Arya. P. P. (2002), Research methodology in management, Deep Publications (P) Ltd, New Delhi, 4th Edition.
- [5] Brain H. kleiner (1995), Training and Development practices at management level. Journal of Management Development, Vol,3.
- [6] Deepak chawala and Neena Sondhi (2011). "Research methodology", Aldine publishers.
- [7] Dessler Gray (2005), Human resources management, Eastern Economy Edition publications, New Delhi, 10th Edition.
- [8] French Wendell (2008), Organization Development, Prentice – Hall of India publications, New Delhi, 2nd Edition.
- [9] Frank M. Horwitz (2000), Effective way of training, Human Resource Management Journal 2(1).
- [10] Ghosh (2006), Human resources management, Vikas Publishing (P) Ltd., New Delhi, 6th Edition.
- [11] Irene Chew Kong (2001) improvement of training and development program, Journals 2(4).
- [12] John C. Principles in (2003), evaluating performance, Thomos on Publications, Delhi, and 5th Edition.
- [13] Joe Perdue (2004), Training evaluation and Organizational culture. Journal of Managerial psychology 5(1).
- [14] Janice A Black (2006) a managerial training activities journals 2(4).
- [15] Kothari C.R(2004)., Research methodology, Tata McGraw-Hill Publishing Company Ltd.
- [16] Khawaja Fawad Latif (2002), Evaluation of management training and Development.
- [17] Philip Tom (2004), Making performance work effectively, Prentice- Hall of India Private Limited, New Delhi, 4th edition.
- [18] S. P. Gupta (2005)., "Statistical methods", New Delhi, Sulton Chand & sons.
- [19] S. L. Geol (2008), Public Personal Administration, Prentice – Hall of India publications, New Delhi, 4th Edition.
- [20] Srivastava (2013), Effective training methods, Journal 2(3).
- [21] Robert H. Woods (1998), Training & Development: A Better Way Journal 1(2).
- [22] Robbins. P. Stephen (2008)., Human resources management, Prentice – Hall of India publications, New Delhi, 6th Edition.
- [23] Rymond. A. Noe (2004), Training Methods, Tata McGraw-Hill Publishing, Delhi, 2nd Edition.
- [24] www.realimage.com
- [25] www.onlineresearcher.com
- [26] www.studymode.com
- [27] www.emraldinsight.com