

A Study on Employees Self-Managed Learning Techniques at Garment Industry in Tirupur

V. Shruthi

Student, Department of Commerce, Mount Carmel College, Bengaluru, India

Abstract: Characterizes self-managed learning and investigates a portion of the issues included. Talks about the continuum connection among designers and students who are endeavouring to assume liability for their own learning. Depicts a program created by experts to build up individual duty regarding long-term learning and Talks about the continuum connection among employees and organization who are attempting to assume liability for their own learning. Depicts a program created by specialists to set up individual obligation regarding long haul learning.

Keywords: Dynamic environment, Garment industry and preliminary

1. Introduction

Rapid technological advances and other changes continuously alter the nature and complexity of work. These changes require substantial, continuous training to ensure a productive workforce and organizational effectiveness. Organizations shoulder the heavy burden to find or create workers with the necessary skills. The scarcity of well skilled workers requires organizations to train and continually retrain their employees. Alternative training methods such as self-Managed learning allow employees to assume responsibility for their own training and serve as a means to meet the growing demand for training. Individuals assume responsibility for their own learning and seek out their own learning experiences. The individual serves as a self-trainer by assessing his or her own needs and acquiring the desired skills without the aid of a trainer or instructor. In a work world where continuous learning is a necessity, self-Managed learning as a training approach may serve as a great benefit to organizations and individuals it allows for a broad range of individuals to address their training needs individually. There are certain approaches to self-managed learning such as seminars, conferences, social networks, and internet. Benefits of Self-managed learning helps employee to improve quality, productivity, greater flexibility and reduce operating cost. Self-managed learning helps the employees to develop the self-confidence, initiative, perseverance and life satisfaction. As a result, organizations are readily implementing self-Managed learning programs in an effort to maintain a well-skilled workforce.

A. Objectives

To analyze the challenges faced by the employees in self-managed learning.

B. Research methodology

The study has been carried out by questionnaire based data. The techniques of sampling unit in this study are convenience sampling.

C. Statement of problem:

There is evidence that employees who are not self-managed learners have a great risk of failure when they work in the effective and dynamic environment of garment industry. In order to attain the corporate goals garment industry, provide opportunities for employees to improve their self-managed learning skills. Garment industry faces hardship to keep the employees updated with the latest technologies in the market.

D. Limitation of the study

- The data is collected only around the tirupur city.
- Getting suggestions from the employees were difficult as they had only very little free time to spare.
- Some employees might not have understood the real purpose behind the survey and hence their answers would be vague and not to the point.

2. Review of literature

Brockett (1985) and Fitzgibbons (1990), self-Managed learning research has followed three streams. The first stream consists of survey research that has focused on "the frequency and nature of learning".

The second stream deals with primarily qualitative research concerned with understanding the meaning of self-Managed learning. And the third stream consists of a growing body of research surrounding the Self-Managed Learning Readiness Scale (SMLRS), an instrument that diagnoses an individual's readiness to engage in self-Managed learning.

Ruta Daciulyte Discusses the importance of self-Managed learning for different aspects of successful self-Managed learning at both individual and organizational levels. The article presents empirical findings on employees' attitude towards self-Managed learning and its components, the results of the comparative analysis of the attitudes of employees working in public and private organizations.

According to Drucker (2004), people admit that learning is a continuous process that helps to keep up with daily changes. But the most difficult task is to teach people to learn. Therefore,

when analyzing Managed learning, the role of a mentor or an institution is still relevant in this type of learning context.

3. Analysis and interpretation:

Tools used for the study are

- Percentage method
- Chi-square method

A. Percentage method

Percentage analysis is a statistical tool which is used to identify the percentage from the respondent's response to single question which is accounted samples. It is used to compare the relative terms and distributions of two or more data.

$$\text{Percentage} = \frac{\text{Number of responses}}{\text{Total number of respondents}} \times 100$$

B. Chi-square test

Chi-square test enables the researchers to find out whether the divergence between the expected and actual frequencies is significant or not.

$$\text{CHI - SQUARE} = \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where,

O_{ij} – observed value

E_{ij} – expected value

E_{ij} = Row total x Column total / Grand total

Degree of freedom = (C-1) X (R-1)

Where C = No. of column

R = No. of row

C. Percentage analysis

Table 1
Gender wise representation

OPTION	MALE	FEMALE	Total
No of Respondents	52	48	100
Percentage (%)	52	48	100

Interpretation:

The above table shows that 52% of the respondents are male, 48% of the respondents are female. It is inferred that majority of the respondents (52%) are male.

Table 2
Age wise representation

OPTION	18-25 years	26-35 years	36-45 years	45 and above	Total
No of Respondents	22	43	22	13	100
Percentage (%)	22	43	22	13	100

Interpretation:

The above table shows that 22% of the respondents are under the age group of 18-25 years, 43% are under the 26-35 years group, 22% are under the 36-45 years group, 13% are under the 45 years and above category.

It is inferred that majority of the respondents (43%) are in the age group of 26-35 years category.

D. Chi-Square analysis

Relationship between gender of the respondent and the challenges faced by the employees in self-managed learning

H0: There is no significance difference between the gender of the respondents and the challenges faced by the employees in self-managed learning.

H1: There is significance difference between the gender of the respondents and the challenges faced by the employees in self-managed learning.

Table 3
Chi-Square Table

Degree of freedom	Calculated value	Table value	Level of significance	Accepted/Not accepted
3	0.589	7.815	5%	accepted

Interpretation:

The table value (7.158) is higher than the calculated value (0.589). Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected. So there is no significant relationship between gender of respondents and the challenges faced by the employees in self-managed learning.

4. Findings and Suggestions

A. Findings

- Majority of the employees 52% are male in the organization.
- Majority of the employees 43% are in the age group of 26-35 years category.
- 90% of the employees in the organization are self-managed learners.
- Most of the employees are benefited by time management.
- 77% of the respondents are capable of doing self-managed learning.
- Majority of the employees say that self-managed learning is the best option to learn.
- 42% of employees that high productivity helps in their promotion practices.
- The organization takes initiative by taking seminars and lectures on self-managed learning to employees.

B. Suggestions

Self-managed learning is becoming one of the top internet activities and has a huge growth on the business sector as more manufacturers and distributors are integrating the internet into their sales model. But there are many changes that needs to occur in online shopping to generate higher revenues and satisfied the ultimate customers.

- Organization must give more importance to self-managed workers for developing their skills.
- Organization must offer more learning resources to employees to gain knowledge about self-managed

learning.

- Employees should approach the manager for any risks that takes place during self-managed learning.
- Employees must have goal setting while learning new strategies and techniques.

5. Conclusion

By doing self-managed learning, people may have experienced personal things which are ways in lifelong learning in personal and professional contexts that could be encouraged. It is clear that self-managed learning has such huge numbers of positive ascribes to offer both to the individual and to the

association. Individual and expert abilities are likewise observed to be very in the work place. People who are outfitted with different aptitudes will in general be fruitful in their own just as expert life.

References

- [1] <https://drum.lib.umd.edu/bitstream/handle/1903/16020/882528.pdf?sequence=1&isAllowed=y>
- [2] https://frcatel.fri.uniza.sk/hrme/files/2010/2010_1_02.pdf
- [3] Brockett (1985) and Fitzgibbons (1990) self-Managed learning research.
- [4] Ruta Daciulyte (1988) Importance of self-Managed learning.
- [5] Drucker (2004) Analyzing of self-Managed learning.