

# **Employees' Satisfaction for Training and Development Activities of Power Companies of Gujarat**

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## **Abstract**

Training and development initiatives aim to equip employees with the necessary knowledge, skills, and competencies to perform their roles effectively and adapt to evolving industry demands. In the context of power companies, especially those in Gujarat, T&D activities are vital for maintaining high standards of operational efficiency, safety, and compliance with regulatory requirements. The objective of this paper is to study employees' satisfaction with training and development practices adopted by the selected power companies of Gujarat State. The data has been collected with the help of structured questionnaire from 206 employees of 6 power companies. Data has been analyzed in SPSS software and it has been concluded that employees are dissatisfied with majority of the parameters of training and development activities.

**Keywords: Training, Development, Employees' Satisfaction**

## Introduction:

Employees' satisfaction with training and development (T&D) activities is a critical factor in the success of these programs, particularly in industries such as the power sector, where continuous learning and skill enhancement are essential. The goal of training and development programs is to give staff members the know-how, abilities, and competences they need to carry out their jobs well and adjust to changing market conditions. T&D activities are essential for power companies, particularly those in Gujarat, to maintain high levels of operational efficiency, safety, and regulatory compliance.

However, the degree of happiness that employees have with these T&D programs has a big impact on how effective they are. A number of factors contribute to employees' satisfaction with T&D initiatives, including the training material's quality and relevance, the trainers' experience, the transferability of newly acquired skills to other jobs, and the organization's general support. Employee satisfaction with T&D programs increases employee engagement and motivation, which improves knowledge and skill retention, boosts job performance, and increases employee loyalty to the company.

A skilled staff is essential in the power industry, especially in Gujarat, a state renowned for its quick industrialization and economic expansion. Gujarat's power firms are faced with particular opportunities and problems because of the state's strict regulations, growing need for sustainable energy solutions, and technological breakthroughs. Employees must participate in training and development (T&D) activities in order to acquire the skills needed to successfully handle these difficulties. However, the happiness of the employees who take part in these initiatives is a major factor in determining their success. The degree to which workers are satisfied with T&D initiatives can have a big impact on their motivation, output, and overall value to the company. Therefore, understanding the factors that affect employees' satisfaction with these programs is essential for optimizing their effectiveness and ensuring that they meet both organizational and individual needs.

The goal of the study "Employees' Satisfaction for Training and Development Activities of Power Companies of Gujarat" is to look into the many aspects of employee satisfaction with

T&D programs in Gujarat's power industry. Employee satisfaction with T&D activities is a complex matter that is impacted by a number of variables, including the organization's support, the trainers' caliber, the training material's relevancy, and the transferability of newly acquired skills. The purpose of this study is to determine the critical factors that either positively or negatively affect workers' satisfaction with T&D activities. Our goal in conducting this study is to offer insights that power firms in Gujarat can use to improve their T&D programs, which will increase employee engagement, performance, and overall efficiency. HR specialists, trainers, and management teams will find the results useful in formulating plans that match training programs to workers' expectations and company objectives. In the end, our research hopes to help Gujarat's power industry develop a more capable and driven staff, which will promote both individual career advancement and organizational success.

## Literature Review:

The efficacy of training and development (T&D) programs and the cultivation of a skilled and motivated workforce are contingent upon the degree to which employees are satisfied with these activities. Customer satisfaction affects long-term organizational success in addition to the immediate results of T&D projects. Drawing from previous studies, this review of the literature examines a range of factors and factors that influence employee satisfaction with T&D activities, offering a thorough grasp of the subject.

Theories pertaining to motivation and job happiness, such as Herzberg's two-factor theory and Maslow's hierarchy of needs, offer a fundamental comprehension of the ways in which T&D initiatives might influence employee satisfaction. Higher-level psychological needs can be met by training possibilities for growth and self-actualization, which can boost satisfaction, in accordance with Maslow's theory (Maslow, 1943). Herzberg's approach makes a further distinction between hygiene elements and motivators, arguing that although job happiness may be passively increased by advanced development chances, basic training may be sufficient to prevent dissatisfaction (Herzberg, 1966).

Training content's quality and relevancy are the main determinants of employee satisfaction. Noe (2010) asserts that training initiatives that are in line with the job

responsibilities and professional goals of staff members are more likely to be well-received. According to research by Tannenbaum and Yukl (1992), employees choose training that is useful and relevant to their day-to-day responsibilities. In dynamic sectors such as the power industry, it is especially crucial to provide high-quality material that addresses current industry trends and technological breakthroughs (Salas et al., 2012).

Training delivery techniques and trainer expertise have a big impact on trainee satisfaction as well. Strong pedagogical abilities and subject matter competence combined with effective training can improve student satisfaction and learning experiences (Burke & Hutchins, 2007). Furthermore, a variety of dynamic and varied training approaches, including e-learning, simulations, and hands-on activities, accommodate various learning preferences and enhance student satisfaction and engagement (Salas et al., 2012).

Support from the organization is essential to the success of T&D initiatives. The significance of managerial support, sufficient resources, and a supportive learning culture is emphasized by Garavan et al. (2004). When workers believe their company supports their professional growth and gives them the time, money, and training materials they need, they are more likely to be content with T&D initiatives (Aguinis & Kraiger, 2009).

Two important factors that determine satisfaction are the ability to put newly learned abilities to use and the perception of the influence of training on professional advancement. According to research by Saks (2006), employees are more likely to think favorably of training when they can put what they have learned to use right away in their jobs. Moreover, T&D programs with definite career paths and prospects for growth typically have better satisfaction rates (Noe, 2010).

Sustaining high levels of satisfaction requires giving feedback and doing program reviews. Constant feedback improves the training experience overall by assisting staff in understanding their progress and areas for development (Kirkpatrick, 1994). In order to make sure that future programs are more in line with employee needs and expectations, evaluations also enable businesses to find and fix any gaps or problems in the training process (Phillips, 1996).

Numerous aspects, such as the quality and relevancy of the training materials, the trainer's experience, the delivery strategies, organizational support, application opportunities, career advancement, and feedback mechanisms, all have an impact on how satisfied employees are with T&D activities. Comprehending these elements is essential to creating and executing T&D initiatives that satisfy company objectives and staff ambitions. Future research should continue to explore these dimensions in different contexts to identify best practices and further enhance the effectiveness of T&D initiatives.

## **Objective:**

The purpose of this research paper is to study employees' satisfaction with training and development practices adopted by the selected power companies of Gujarat State.

## **Hypothesis:**

H<sub>0</sub>: There is no significant difference in employees' satisfaction with training and development practices with respect to their management level.

H<sub>1</sub>: There is a significant difference in employees' satisfaction with training and development practices with respect to their management level.

## **Research Methodology**

**(a) Research Design:** - For this research descriptive research design has been adopted and data is collected by using closed ended questionnaire.

**(b) Sample Design:** - 206 employees of 6 power companies were selected by using stratified purposive sampling method.

**(c) Analysis:** - The data collected was analyzed with the help of Arithmetic mean and ANOVA.

## **Analysis & Interpretations**

### **1. Management Level of Employees**

Employees were asked about their management level in power companies. As per results shown in table 1 majority of employees (N=77, Percentage=37.38%) were working at

middle management followed by upper management (N=74, Percentage=35.92%) and lower management (N=55, Percentage=26.70%).

**Table 1: Management Level of Respondents**

Level	N	Percentage
Lower Management	55	26.70
Middle Management	77	37.38
Upper Management	74	35.92
<b>Total</b>	<b>206</b>	<b>100</b>

## 2. Employees' Satisfaction with Training & Development activities

The objective of research was to study the employees' satisfaction with training and development practices adopted by the selected power companies of Gujarat State and to serve this objective respondents were asked to indicate their satisfaction level on five point scale ranging from highly dissatisfied (1) to highly satisfied (5). The Table 2 is showing the count and percentages of employees' satisfaction with T&D attributes; further table 3 is presenting the mean, standard deviations and coefficient of variations for each attribute.

As per results employees were dissatisfied with course content, trainers' effectiveness, study material, training duration, in-class practice, out class practice, financial resources and time management. The same employees were neither satisfied nor dissatisfied with learning objectives, question handling skills of trainer and learning environment.

**Table 2: Frequency Distribution of Employees' Satisfaction with Training & Development activities**

Attributes	Highly Dissatisfied		Dissatisfied		Neutral		Satisfied		Highly Satisfied	
	N	%age	N	%age	N	%age	N	%age	N	%age
Course Content	89	43.20	29	14.08	41	19.90	47	22.82	0	0.00
Effectiveness of Trainer	79	38.35	41	19.90	37	17.96	19	9.22	30	14.56
Learning Objectives	52	25.24	15	7.28	68	33.01	41	19.90	30	14.56
Question Handling Skill of Trainer	62	30.10	17	8.25	70	33.98	56	27.18	1	0.49
Study Material	67	32.52	31	15.05	75	36.41	27	13.11	6	2.91
Training Duration	36	17.48	73	35.44	76	36.89	21	10.19	0	0.00

In-Class Practice	152	73.79	9	4.37	28	13.59	9	4.37	8	3.88
Out-of Class Practice	94	45.63	23	11.17	41	19.90	37	17.96	11	5.34
Learning Environment	67	32.52	28	13.59	49	23.79	39	18.93	23	11.17
Financial Resources	96	46.60	21	10.19	22	10.68	67	32.52	0	0.00
Time Management	94	45.63	48	23.30	51	24.76	7	3.40	6	2.91

**Table 3: Mean, Standard Deviation and Coefficient of Variation of Employees' Satisfaction with Training & Development activities**

Attributes	Mean	S.D.	C.V.	Satisfaction Level
Course Content	2.22	1.01	0.45	Dissatisfied
Effectiveness of Trainer	2.42	1.16	0.48	Dissatisfied
Learning Objectives	2.91	1.65	0.57	Neutral
Question Handling Skill of Trainer	2.61	1.16	0.45	Neutral
Study Material	2.39	1.56	0.65	Dissatisfied
Training Duration	2.40	1.79	0.74	Dissatisfied
In-Class Practice	1.61	1.27	0.79	Highly Dissatisfied
Out-of Class Practice	2.26	1.48	0.65	Dissatisfied
Learning Environment	2.63	1.05	0.40	Neutral
Financial Resources	2.29	1.37	0.60	Dissatisfied
Time Management	1.95	1.28	0.66	Dissatisfied

The table 4 is presenting the overall satisfaction of power companies' employees with training and development activities. It can be observed that only 11.65% employees (N=24) have indicated satisfaction with training and development activities whereas majority of employees (N=182, Percentage=88.35) were dissatisfied with training and development activities, the mean score (25.67) also projected dissatisfaction of employees.

**Table 4: Employees' Overall Satisfaction with Training & Development**

Overall Satisfaction	N	Percentage
Dissatisfied	182	88.35
Satisfied	24	11.65
<b>Total</b>	<b>206</b>	<b>100</b>

<b>Mean Score</b>	25.67
<b>Result</b>	<b>Dissatisfied</b>

To measure difference in employees' satisfaction with respect to their management level following hypothesis has been taken:-

**H<sub>0</sub>: There is no significant difference in employees' satisfaction with training and development practices with respect to their management level**

**H<sub>1</sub>: There is a significant difference in employees' satisfaction with training and development practices with respect to their management level**

To test the hypothesis ANOVA test has been applied as presented in table 5. The value of F-statistic is not significant for all the attributes which lead to the acceptance of hypothesis so it can be concluded that there is no significant difference in employees' satisfaction with training and development practices with respect to their management level

**Table 5: ANOVA Test Result**

<b>Attribute</b>	<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>Degree of Freedom</b>	<b>Mean Sum of Squares</b>	<b>F-Ratio</b>	<b>p-value</b>	<b>Result</b>
<b>Course Content</b>	Between Samples	229.125	3	76.375	1.319	0.259	<b>Not Significant</b>
	Within Samples	11696.6	202	57.904			
	Total	11925.8	205				
<b>Effectiveness of Trainer</b>	Between Samples	15.289	3	5.096	0.086	0.914	<b>Not Significant</b>
	Within Samples	11968.6	202	59.250			
	Total	11983.9	205				
<b>Learning Objective</b>	Between Samples	341.389	3	113.796	1.984	0.419	<b>Not Significant</b>
	Within Samples	11584.4	202	57.348			
	Total	11925.8	205				
<b>Question Handling Skill of Trainer</b>	Between Samples	12.659	3	4.220	0.071	0.987	<b>Not Significant</b>
	Within Samples	11970.3	202	59.259			
	Total	11983	205				
<b>Study Material</b>	Between Samples	21.111	3	7.037	0.120	0.902	<b>Not Significant</b>
	Within Samples	11829.1	202	58.560			
	Total	11850.3	205				
<b>Training Duration</b>	Between Samples	389.9	3	129.967	1.677	0.215	<b>Not Significant</b>
	Within Samples	15652.3	202	77.487			



	Total	16042.2	205				
<b>In-Class Practice</b>	Between Samples	25.98	3	8.660	0.159	0.851	<b>Not Significant</b>
	Within Samples	10984.8	202	54.380			
	Total	11010.8	205				
<b>Out-of Class Practice</b>	Between Samples	227.55	3	75.850	1.538	0.421	<b>Not Significant</b>
	Within Samples	9961.02	202	49.312			
	Total	10188.6	205				
<b>Learning Environment</b>	Between Samples	52.369	3	17.456	0.310	0.425	<b>Not Significant</b>
	Within Samples	11372.4	202	56.299			
	Total	11424.8	205				
<b>Financial Resources</b>	Between Samples	29.84	3	9.947	0.138	0.874	<b>Not Significant</b>
	Within Samples	14510.4	202	71.834			
	Total	14540.2	205				
<b>Time Management</b>	Between Samples	102.83	3	34.277	0.630	0.159	<b>Not Significant</b>
	Within Samples	10984.4	202	54.378			
	Total	11087.3	205				

Level of Significance = 5%

## Conclusion:

From this research it has been concluded that employees have indicated dissatisfaction with majority of parameters of training and development. Overall approximately 90% of the employees have indicated dissatisfaction with training and development. The ANOVA result indicated that there is no significant difference in employees' satisfaction with training and development practices with respect to their management level.

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