

**EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES  
UNDERTAKEN BY KARNATAKA STATE COOPERATIVE FEDERATION  
LIMITED: A SPECIAL REFERENCE TO MYSORE DIVISION**

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**ABSTRACT**

*Cooperative movement in India and even at the state level in Karnataka has played an important role in rural development, and the welfare of stakeholders of the cooperative societies. Co-operative movement has continuously put its efforts by focusing towards development of cooperative set-up, and thereby achieving welfare of the rural folk, based on their occupation. It provides a platform for member participants to find the solution in economic manner (welfare) through helping themselves within the groups. For success of any enterprise or at least from sustainability point of view, there is a need of effective training and development of human resources, to look after its state of affairs and ultimately to enhance the performance. The present research is undertaken to know the effectiveness of training and development programs adopted by Karnataka State Cooperative Federation Ltd. To achieve the aforesaid objectives, data is gathered from 200 respondents randomly. It is found that most of the employees are satisfied with training and development programs adopted by Karnataka State Cooperative Federation Ltd. Employees of cooperative societies, in operations confined to Mysore Division, are considered for the purpose of research in respect of training and development programs, helping the employees to increase efficiency in their job.*

***Keywords: Effectiveness, Training and Development, Professionalism, Karnataka State Cooperative Federation Ltd, Cooperatives of Mysore Division***

**INTRODUCTION**

Today, in an era where many people believe that no power may change their lives, cooperatives represent a strong, vibrant, and viable economic alternative. Cooperatives are structured to meet peoples' mutual needs. The successful example of cooperative business provided by the Rochdale Society; which also established between 1850 and 1855, a flourmill, a shoe factory, and a textile plant, was quickly emulated throughout the country. More than 400 British cooperative associations, modeled after the Rochdale Society, were in operation by 1863. Thereafter, the English movement grew steadily, becoming the model for similar movements worldwide. Notable among the European countries in which consumer cooperation received early popular support were France, Germany, Belgium, Austria, Italy, Denmark, Finland, Norway, and Sweden (Abell, 2004). Co-operation facilitates mass voluntary participation in an organized way to enlist the support of millions of small farmers, artisans, craftsmen, and cottage and small-scale enterprises (Jha, D. (1969). In fact, Co-operation in India has been recognized as part of the pattern of Indian socialism, especially interpreted in terms of rural society (Margaret, 1981). Co-operation thus, has a very significant role to play in any program of social and economic development of an underdeveloped country like India.

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## TRAINING AND DEVELOPMENT

**Training:** The aim of any training program is to provide instruction and experience to new employees to help them reach the required level of performance in their jobs quickly and economically. For the existing staff, training will help develop capabilities to improve their performance in their present jobs, to learn new technologies or procedures, and to prepare them taking on increased and higher responsibilities in the future.

**Development:** Employee Development Programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These include; reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants' quality of work life.

### Definitions of Training and Development

According to the Michael Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".

According to the Edwin B Flippo, "Training is the act of increasing knowledge and skills of an employee for doing a particular job."

Dale S Beach defined "Training is usually considered as the organized procedure by which people gain knowledge and increase skill for a definite purpose"

**Differences between Training and Development:** Employee training is different from management development or executive development. While the former refers to training given to employees in the operational, technical and allied areas, the latter refers to developing an employee in the areas of principles, and techniques of management, administration, organization and allied ones.

Area	Training	Development
Content	Technical skills and Knowledge	Managerial, Behavioral Skills and Knowledge
Purpose	Specific and Job Related	Conceptual and General Knowledge
Duration	Short term	Long term
For Whom	Technical and Non-Managerial Personnel	Managerial Personnel

### TRAINING& DEVELOPMENT POLICIES:

An employee training and development policy may also be referred to as Staff Training and Development Policy or Employee Development Policy. **Employee Development Company Policy** refers to the organization's learning and development programs and activities. In the modern competitive environment, employees need to replenish their knowledge and acquire new skills to do their jobs better.

This will benefit both-the employees and the company. Organization wants its employees to feel confident about improving efficiency and productivity, as well as finding new ways towards personal development and success. This policy applies to all permanent, full-time or part-time, employees of the company. Employees with temporary/short-term contracts might attend trainings at their manager's discretion.

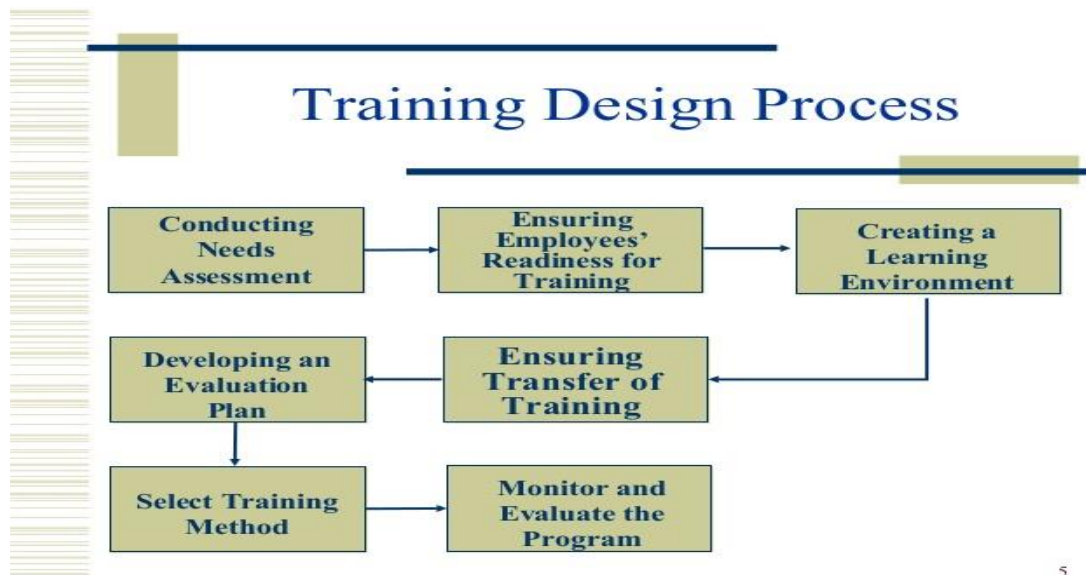
Policy elements cover employees, managers and the Human Resources (HR) should all collaborate to build a Continuous Professional Development (CPD) culture. It's an employee's responsibility to seek new learning opportunities. It's a manager's responsibility to coach his/her teams and identify employee development needs and HR's responsibility to facilitate any staff.

## TRAINING AND DEVELOPMENT PRACTICES

Generally training and development practices include, the usual practices concerning the designing of training and development programs, training need analysis, methods of training and development and inputs of training and development of programs. These variables have been explained below:

### (a) Designing of Training and Development Programs

Well-designed training policies are vital for the success of any organization. This helps organizations to have structured training programs. Designing of training and development programs is very challenging task for any organization. Generally, the process of designing of training has a set of sequential steps that need to be adopted for a successful training program. Designing of training primarily starts with need analysis, helps to assess the needs of employees to perform the job.



**Figure: Training Process**

Need analysis for CEOs comprises of operational guidelines to perform the job, flow of authority, communication, span of control, co-ordination, execution of various function as CEOs specifically, to perform operational functions such as meeting arrangements for members of co-operatives, conducting election process, maintenance of books of accounts, in understanding the legal requirements stipulated to perform functions as CEOs. Designing of training and development programs are not only based on the requirements of employee needs, but also as per the requirements of organizations. While designing training programs, after analyzing needs of the employees, the organization has to ensure readiness of the employees to undergo training by ascertaining whether employees are provided with physical and other supportive facilities by the federation besides, encouragement of the cooperatives by allowing CEOs to attend the training. Creating learning environment is very essential for federations while designing training. This would comprise of location of training, convenience of training venue, class rooms, team of trainers, quality of training, study material used and its standard, etc. Once the basic preparations are made, organizations need to know whether the training reached the employees. Despite organization expending a great deal of effort in setting up training and development programs, comparatively little

attention is paid to developing of evaluation plan, that helps to know its adaptability. As a result of the phased process of designing, selection of training method is required, such as on the job training or off the job training. It may also be assessed if any special training could be conducted.

### **(b) Training Need Analysis**

Training Needs Analysis (TNA) is the process in which the company identifies training and development needs of its employees so that, they can do their job effectively. It involves a complete analysis of training needs required at various levels of the organization. TNA is usually part of the appraisal process and at the end of the year an employee has to complete all the training and development needs identified by the manager. Technology is changing at a very fast pace and so are the training and development needs of employees. It helps in grooming employees for the next level. It helps the manager to identify key development areas of his/her employees. With proper training and development, the productivity increases manifold.

There are many aspects when managers are identifying training needs of their team members. Firstly, the managers need to identify what skill set is required to complete the job or the process. Second, is to assess existing skill levels of the team members, and lastly, determine the training gap. Training gap is defined as the difference between the skills required to complete the job and existing skill set of any particular team member.

### **Types of Needs Analysis**

Many need-assessments are available for use in different employment contexts. Sources that can help you determine which need-analysis is appropriate for your situation, are described below:

- **Organizational Analysis.** An analysis of the business needs or other reasons for which the training is desired. An analysis of the organization's strategies, goals, and objectives. *What is the organization overall trying to accomplish?* The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.
- **Person Analysis.** Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what their learning style is, and who will conduct the training. *Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?*
- **Work analysis / Task Analysis.** Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the tasks involved. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- **Performance Analysis.** Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap?*
- **Content Analysis.** Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training

does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

- **Training Suitability Analysis.** Analysis of whether training is the desired solution. Training is one of the several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- **Cost-Benefit Analysis.** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

### **Karnataka State Co-operative Federation(KSCF):**

In Karnataka, the Karnataka State Cooperative Federation established under the 1959 Act is a federation of District Cooperative Unions, Apex Federal Cooperatives, Cooperative Sugar Factories and Cooperative Spinning Mills. The Governing Council manages the business of the federation and it consists of 15 members. Managing Director and Secretary are appointed by the Government.

Cooperative education fund contributed by the members of the Federation is the main financial resource. Every co-operative society shall pay its contribution to the Karnataka State Cooperative Federation within thirty days from the date of its annual general meeting. All contributions made by the cooperative societies towards co-operative education fund, grants received from the Government of India or the State Government and donations, if any, made by any person shall be credited to the cooperative education fund. The cooperative education fund shall be maintained and administered by the Karnataka State Cooperative Federation Limited for such programs and in such a manner as may be prescribed. The cooperative education fund is utilized mainly for the purpose of promotion of the cooperative movement in the State and specifically for providing training and development, education to the members, directors and employees of the cooperative societies.

## **REVIEW OF LITERATURE**

In every study a good literature review does not only provide knowledge about what has been done in the research area but also strengths and weaknesses upon which one can also build an insightful and purposeful study.

Researcher has gone through various studies in the area of relevance of cooperative training and development for the success of cooperatives. Following are the selected review of literatures from various research papers, and theses which makes sense to undertake the research of the selected topic and helps to determine gap of research and relevance of the selected topic:

**Lynton and Pareek (1972)** stated in an article on ‘Training and Development and Evaluation’ that the trainers are key in designing of training. They should share their own experience as a trainer felt during training delivery period and they should also consider evaluation process under the pre-training and post-training phases with each having implications for the training design.

**Paranjape (1980)** in his study on ‘Analysis of training for better organizational performance’, has stated that medium scale organizations should put conscious efforts in introducing training scheme by due consideration to organizational requirement. The study has also stated that the employees were happy with the training arrangements by the company and led to positive correlation between training activities with organizational performance.

**Sharma and Jain (1990)** has pointed out in their study that option of Trained and dedicated workers but no capital should be selected than the option of untrained workers in newly established co-operatives.

**The Times of India (2000)** conducted a study on managerial issues in cooperatives and found that 50 per cent of cooperatives were dormant in the country mainly due to inadequate availability of timely credit, lack of managerial expertise, inadequate marketing support and inefficient training to create committed staff.

**Mohan Mishra** in his publication on “Role of Apex Cooperative Federations in Liberal Market Regime” has stated that a federation needs to promote and nurture value based management among its members as a prerequisite condition. It should organize a series of training programs to equip board members of the cooperatives with knowledge and understanding of their roles and responsibilities as the key elements of good governance.

Above review of literatures has revealed that there is scope for training and development of employees of cooperatives, and is very much needed due to job requirements; to understand nature of the job and its operation, and to accomplish managerial tasks. Hence the present study is very much relevant to know the effectiveness of training and development of employees of selected cooperatives of Mysore Division.

## **STATEMENT OF THE PROBLEM**

The success or failure of any organization depends on employees and their skills. The skills of any employee depend on the training and development programs which are adopted by the organization. It is important to mention that skills of employees improve the efficiency, productivity and effectiveness of the organization. In this background, the present study has chosen to know the training and development programs adopted in Karnataka State Cooperative Federation Limited to improve the skill of an employee in order to accomplish the objectives of the cooperatives. Hence study is undertaken.

## **OBJECTIVES OF THE STUDY**

1. To understand the concept of training and development.
2. To know the nature of training and development programs.
3. To examine the satisfaction level of employees regarding training.
4. To know the effectiveness of training and development programs.
5. To offer suggestions based on findings of the study.

## **SCOPE OF THE STUDY**

The present study is confined to Training and development programs adopted and implemented by the Karnataka State Cooperative Federation Limited on select cooperative societies within the limits of Mysore Division. Mysore division covers districts such as Udupi, Chikmagalur, Dakshina Kannada, Hassan, Kodagu, Mandya, Mysore and Chamarajanagar. The study aimed to find out effectiveness of training and development programs on the employees of Cooperatives.

## **METHODOLOGY**

Researcher has applied convenience sampling method for the study. Primary data and secondary data are used to collect facts and figures. Primary data is collected through questionnaire from employees of select cooperatives that have been covered under Karnataka State Cooperative Federation Limited. Secondary data collected through cooperatives federation published Magazines, research articles, cooperatives website and annual reports.

## SAMPLING DESIGN

Present research has undertaken based on the samples within the Mysore Division. Samples units are obtained from the select cooperatives covered within the purview of the cooperative societies Act, 1959 and as far as training and development concerned, initiatives undertaken by Karnataka State Cooperative Federation Limited are considered. The total sample size used for the study is 200 respondents as a convenient sampling, out of which, 158 are Male respondents and 42 are Female respondents of Cooperatives of Mysore. Simple average methods of statistical tools are used for analysis and inferences purpose. Population and samples selected for this research.

**Table: Co-operative societies in Karnataka as on 31-03-2018**

Sl.No	Types of Cooperative Societies	Working	Defunct	Liquidation	Total
1	Primary Co-operative Agricultural and Rural Development Bank Ltd.,(PCARDB)	176	-	2	178
2	Primary Agriculture Co-operative Societies (PACS)	5343	15	165	5523
3	Urban Cooperative Banks	248	Nil	41	289

**Source: Sahakara Sindhu: Department of Co-operation, Government of Karnataka**

**Table: Sample Units from Mysore Division**

Sr.No	Types of Cooperative Societies	Sample	Total
1	Primary Co-operative Agricultural and Rural Development Bank Ltd.,(PCARDB)	7	35
2	Primary Agriculture Co-operative Societies (PACS)	180	560
3	Urban Cooperative Banks	11	23
	Total	200	618

**Source: Mysore Division, Department of Co-operation, Government of Karnataka**

## DATA ANALYSIS

Data is collected through questionnaire and verified, classified and tabulated. Based on the data classification, tables are formed. Percentage was calculated wherever necessary for better analysis and interpretation. Pie charts and bar charts are used for data interpretations and better understanding of report.

**Table 1: No. of respondents on the basis of Sex**

Particulars	No. of Respondents	Percentage
Male	158	79
Female	42	21
Total	200	100

**Source: Primary Data**

**Interpretation:** The above table represents total numbers of respondents on the basis of gender of selected samples. Out of total respondents 79% respondents are male and 21% respondent's female.

**Table 2: No. of respondents attended training programme**

Particulars	No. of Respondents	Percentage
Yes	200	100
No	0	0
Total	200	100

**Source: Primary Data**

**Interpretation:** The above table depicts that, 100% of the respondents attended the training programs conducted by federation.

**Table 3: Objectives Of Training Conveyed to the Respondents Prior to the Commencement Of Training Program**

Particulars	No. of Respondents	Percentage
Yes	172	86
No	28	14
Total	200	100

**Source: Primary Data**

**Interpretation:** The above table depicts that, 86% of the respondents were very clear about the training objectives before they underwent the training programs and remaining 14% of respondents were not clear.

**Table 4: Purpose for attending the training program**

Purpose	No. of respondents	Percentage
Improve Skills	120	60
Promotion and Career	16	08
Because Mandatory	08	04
Motivation	56	28
Total	200	100

**Source: Primary Data**

**Interpretation:** The above table depicts that, 28% of the respondents were motivated to attend the training program, 60% of them have attended to upgrade their skills and knowledge, only 8% of them have attended for the sake of promotion and salary benefits and remaining 4% of them have attended because of legal mandate. That means majority of employees felt that reason for their intention of attending program is to improve their skills and knowledge.

**Table 5: Contents and Module Covered in Training Program are Basis of Needs of Employee**

Particulars	No. of Respondents	Percentage
Yes	70	35
Some Extent	110	55
No	20	10
Total	200	100

**Source: Primary Data**

**Inference:** The above table represents that, 35% of the respondents, state that training modules and contents met their needs and it was adequate. Another 55% of the respondents felt, it fulfilled the needs of employees partially, and remaining 10% of them state that training modules and contents did not meet their needs.

**Table 6: Professionalism Followed by the Federation in Designing of Training and Development Programs**

Particulars	No. of Respondents	Percentage
Strongly Agree	80	40
Agrees	35	17.5
Disagree	45	22.5
Strongly Disagree	40	20
Total	200	100

**Source: Primary Data**



**Inference:** The above table depicts that, about 42.5% of the respondents have felt that there is lack of professionalism, such as the preparation of training program in such a manner that the federations role in selection of competitive and effective training tools and trainers and environment of training and development suitable for learning of desired skills to perform their duties in work place. Remaining 57.5% of respondents have felt that there exists professionalism in the training and development programs organized by the federation.

**Table 7: Training and Development Programs Result in Professionalism Building in Employees**

Particulars	No. of Respondents	Percentage
Agree	120	60
Some Extent	30	15
Disagree	50	25
Total	200	100

**Source: Primary Data**

**Inference:** The above table depicts that, there is a positive response by employees in respect of having professionalism due to effective training and development. They felt that professionalism building was key goal of the training so as to accomplish and perform their duties in better way. This helps them to find themselves in professional manner and improves their dignity at work place. Very few, to mention 25% of respondents have felt negatively with respect to training and development in bringing professionalism within employees.

**Table 8: Training and Development Required Area**

Nature of Training	No. of Respondents	Percentage
Technical Training	22	11
Operating Procedure	54	27
Quality Related	36	18
Personality Development	26	13
Job Oriented	62	31
Total	200	100

**Source: Primary Data**

**Interpretation:**

The above table depicts the area of requirement of training for employees. 31% of the respondents have the need of training in terms of job orientation to learn more about nature of job and to perform the same. 27% like to have training with respect to operating procedure, 11% of them need training in technical aspects. However, 18% need in quality aspects and the rest 13% needed training for Personality Development.

**Table 9: Level of Job Satisfaction due to Training and Development Programs in Employees**

Particulars	No. of Respondents	Percentage
Satisfied	90	45
Some Extent	40	20
Dissatisfied	70	35
Total	200	100

**Source: Primary Data**

**Inference:**

The above table depicts that, there is a mixed response in their level of satisfaction by having training and development programs in performing their role as employees. About 45% of employees felt that they were satisfied to greater extent because of federation's effective training and development programs. Only 20% respondents have the feeling of 'satisfaction to some extent' about the training programs of the federation. 35% of respondents have negatively responded with respect to their satisfaction level because of training programs.

**Table 10: Impact Training and development Programs in Performing Job**

Statements	No. of Respondents	% of respondents
Reduction of Errors	48	24
Productivity Improved	60	30
High level commitment	60	30
Coordination improved	20	10
No changes brought	12	06
Total	200	100

**Source: Primary Data**

**Interpretation:** Above table depicts the impact of training and development programs on employee's jobs. 30% of the respondents have stated that, it increases efficiency. 24% are saying it reduces errors, 30% have the perception that it helps in involvement in level of commitment in performing job. And remaining 6% of the respondents said that there is no change brought about within them.

As the above table represents, it can be inferred that most of the respondents were of the opinion that training program increases the efficiency and improved their commitment towards job. And few of the respondents have opined that the impact of training programs has no impact in bringing changes of any form in perform one's job.

**Table 11: Effectiveness measurement based on Outcomes of Training and development Programs**

Statements	No. of Respondents	% of respondents
Leads to motivation	40	20
Increased efficiency	64	32
Enhanced Knowledge and Skill	38	19
Career Development	20	10
Improved Interpersonal Relationship	15	7.5
All of the above	23	11.5
Total	200	100

**Source: Primary Data**

**Interpretation:** The above table depicts the outcomes of training and development programs. 32% of the respondents said that it increases efficiency, 19% felt that it enhanced their level of knowledge, only 7.5% have stated that it improves interpersonal relationship. Another 10% were saying that it helps in career development and 23% respondents are saying training helps to get all the above aspects.

From the above data, it is inferred that most of the respondents were of the opinion that the outcomes of training and development programs have increased efficiency and few of them are also of the opinion that it improved interpersonal relationships. And few of them are saying the output is all the above stated aspects.

## **FINDINGS OF THE STUDY**

1. Majority of the employees have positive opinion towards the satisfaction on the training and development programs of the federation.
2. Opinion of employees are positive in respect of their improvements in the level of commitment, increasing their efficiency and reduction of errors shows increased productivity level in the organization.
3. Employees said that, training programs brought motivation, increased efficiency, enhancement in the level of skills and career development.
4. Majority of employees are very clear about the training programs and its objectives, well before attending the training.
5. For most of the employees, training and development program content has met their needs only to some extent.
6. Most of the employees have attended training and development programs to upgrade their skills and knowledge levels.
7. Most of the respondents, being employees are very much satisfied in terms of Job. It means job satisfaction with employees is the key for any organization to show their level of commitments and approach towards work and hence efficiency and effectiveness can be achieved.

## **SUGGESTIONS**

1. Federations have to trace the needs of employees of cooperatives through training need analysis (TNA) to know the requirement and to plan regarding training and development programs.
2. Significant advancements in technological environment of organizations are taking place. It is needed to cope up with these challenging changes so as to create conducive environment to perform one's job.
3. Feedback mechanism is very much necessary to know the impact of training programs immediately after sessions of training so that federation can have proper plan in upcoming training programs.
4. Training is needed to all of the employees in all areas like personality development, technical training, standard operating procedures, etc. This would help the employees handle multi tasks and balance their pressures.
6. Employee's performance level and organizational requirements should be considered for selecting employees for training programs.

### **Limitations:**

1. Researcher has considered all categories of employees working in co-operatives such as Managers, subordinates to the managers being accountants, and clerical level employees. Training and development programs are unique for each level and designation, based on the hierarchy of any organization.
2. Nature of Co-operative in its operation differs, if training is provided in a general platform may be inadequate and irrelevant for some of the employees. So inferences on perception of employees towards training program cannot be drawn.
3. Scope of research in terms of locality is concerned is restricted to Mysore Division covers only Mysore, Mandya, Hassan and Chamarajanagar. So, the inferences may differ beyond the research area.

## Conclusion

The training and development programs used by federation in training of employees of cooperatives are mainly focused on areas like job oriented trainings, to know more about Operational procedure and technical skills and knowledge. Most of the respondents reacted positively on the overall quality and effectiveness of the training and development programs and satisfied with the present training methods. Majority of them also perceived that training and development programs adopted by the federations lead to building professionalism in employees. Also, cooperatives have to trace-out and concentrate on small percentage of respondents who are not satisfied with the training programs; ones who felt it has not helped them in any matters related to training and development, to overcome from their short comings or work related problems. And training and development programs provided by Karnataka State Cooperative Federation are found to be effective; goal oriented and acceptable by employees, still there is scope for improvement in designing and implementation of training and development programs.

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