

“Study on Training and Development Practices of Uttar Pradesh Power Corporation Limited (UPPCL) in Lucknow”

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Abstract

Employee happiness is among the topics relating to the workplace that have received the greatest attention in human resource management. There is a wealth of research that examines the connection between work satisfaction, retention, and training via the use of quantitative methods that show the connections between training and job turnover. No matter the genre of the writing, there is a scarcity of empirical studies on the link between the sort of training received and the degree of satisfaction. To address this gap in the literature, this study will investigate the association between kind of training and work satisfaction among UPPCL personnel. The study discovered that four of the seven satisfaction variables of UPPCL employees, namely "I feel more engaged," "I feel appreciated at work," "I feel my job provides me with learning and career development opportunities," and "I feel more committed and grateful towards the organization," had no relationship with the type of skill acquired during training. The study identifies three factors that were shown to have a significant relationship between "kind of skill learned" and "satisfaction level."

Keywords: Training and development, UPPCL, Type of skill, satisfaction level of employees

1. INTRODUCTION

TRAINING AND DEVELOPMENT

Motivating someone to accomplish their best work is a difficult undertaking. Training programmes are primarily designed to boost performance and encourage participants to push themselves beyond their comfort zones. Employee trainings and workshops are intended to define systems and techniques that provide optimal employee performance.

Employees frequently fail to fulfill particular goals and expectations, and they struggle to link together various components of their job and give precise performances.

Training allows leaders, supervisors, and managers in charge of coaching and mentoring employees for enhanced performance to clearly express goals, expectations, and methods for accomplishing them, as well as constructive and effective performance review.

1.1 UPPCL

UPPCL or Uttar Pradesh Power Corporation is a professionally managed utility responsible for supplying consistent and cost-efficient electricity within the state of Uttar Pradesh in India.

For efficient management and supervision, UPPCL is further categorized into:

- DVVNL (Dakshinanchal Vidyut Vitaran Nigam Limited)
- MVVNL (Madhyanchal Vidyut Vitaran Nigam Limited)
- PVVNL (Pashchimanchal Vidyut Vitaran Nigam Limited)
- PUVVNL (Purvanchal Vidyut Vitaran Nigam Limited)
- KESCO (Kanpur Electricity Supply Company)
- LESA (Lucknow Electricity Supply Administration)
- UPPTCL (Uttar Pradesh Power Transmission Corporation Limited)

UPPCL aims at being a dynamic and trustworthy organization, focused on customer's interests, profitability and sustainability in the long run, and delivering uninterrupted supply of quality power, with lucidity and integrity in its operations.

2. JUSTIFICATION

As the power sector (here specifically the electricity sector) involves a number of intricate and high-tech. In order for those concerned in these specialized concerns to properly carry out their jobs, it is necessary to provide them with clear inputs in the form of skills, knowledge, and attitude.

These necessary skills must be regularly updated to keep up with the constantly advancing and quickly expanding technology used in the power industry, where the rate of obsolescence frequently exceeds the rate of acquisition of a specific skill.

This demonstrates how training is becoming more and more significant, which raises the bar for personnel quality standards. The

electrical business is also a very capital-intensive industry, which is another factor. This necessitates sharpening of skills through workshops and development programs and integration of training activities along with the job.

It is important to emphasize significant changes in the responsibilities of technical and management professionals at various levels for both soft skill and hard skill augmentation as a result of several reforms in the power industry in India.

3. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

According to **Yew (2011)** building career development opportunities by means of one of the finest human resource management strategies is to invest in the training and development of personnel. Untrained employees end up costing the business more money over time. (**Poulston, 2008**).

Several benefits associated with training were identified by **Wesley and Skip (1999)** which included: Increased employee satisfaction, consistency in job performance, financial savings, and increased visitor satisfaction.

Many researchers were of the opinion that organizations had positive replies towards the effects of learning as this was favourable for the company and provided it with a competitive edge (**Khandekar and Sharma, 2005**).

3.1 Skill development

Various studies claim that (Grunberg et al., 2018; Pratscher, Rose, Markovitz, & Bettencourt, 2017) Intrapersonal and interpersonal (socio-emotional) skills are soft talents that are crucial for success.

- Personal Development
- Workplace Success
- Social Participation

Sanghi (2014) argues that as training must serve the objectives of the company, it is really a service role. As a result, a training programme has to include relevant goals, evaluation goals, and methods. AACSB (2005), Mitchell et al. (2010), and Stewart et al. (2011) all assert that soft skills are equally crucial to success as technical abilities or competence (2016). **Jaworski et al., (2018)** highlighted the association between training in organizations and benefits including: increased job satisfaction Job performance consistency, Cost-cutting measures in the firm, increased visitor satisfaction.

Muhammad Maimuna et al. (2013) give an analysis of the research on how training and development affect employee output. However, a company's most significant asset in the face of fierce and dynamic competition is its human capital. Methods that help in the finding of human capital's dexterity include training and development. As a result, training and development are essential to a company's ability to maximize staff productivity.

Khawaja Jehanzeb and Dr. Nadeem Ahmed Bashir (2013) will deliver a conceptual research on staff training and development programmes and their advantages. Companies are struggling to stay competitive in today's global economy. The research offered here is an in-depth analysis of the literature on the tenets of staff development programmes and the benefits they offer to businesses and people.

According to Kelley Walters and Joel Rodriguez (2018) Employee performance has an impact on the bottom line of a company. Therefore, it is important for organizational leaders to understand how training and development affect employee performance and assessment. Employee development and training help businesses and people accomplish a variety of objectives, including boosted morale, a sense of security, employee engagement, and the general skills required to do a particular job.

Bharthvajan R, and S Fabiyola Kavitha (2019) conducted a research in which employee effectiveness was assessed and examined. The chi-square and percentage methods are used to analyze the respondents' responses. Following the conclusion that the aims of this investigation and the results discovered in this study meet the same point. Whereas the goal of this study is to be satisfied We discovered a substantial difference in employee performance in this investigation.

Based on intrinsic motivation theory, **Simon C.H. Chan (2020)** investigates if self-efficacy is an important modulator of the connection between transformative leadership and volunteer performance. Transformational leadership was connected with improved volunteer performance.

Ansar Abbas et al. (2021) Study the intricate interactions between leadership, people, and organizations in great detail. Counterattackers could be more motivated by social and cognitive reasons including a sense of power within themselves and resource dependence. The authors have developed crucial conclusions on the transfer of authority and resource dependency from organizations to people and the variables influencing their motivations, attitudes, and behaviours based on information from the larger management literature and social psychology research. As a result, this study provides a basic map for academics interested in organizational learning and individuals' responsibilities as leaders.

Nechirwan Burhan Ismael et al. (2021) look into the link the relationship between training & development and organizational success. The researchers found answers to two study questions: first, there is a connection between training and development; second, development programmes have a direct bearing on organizational performance and advancement, and development is necessary for a successful organization.

The goal of **Mahesh Prabhu and Amit Kumar Srivastava(2022)** is to assess the current level of knowledge on the link between leadership and the firm's supply chain. The review results suggest an increase in the number of studies investigating the impact of leadership in the supply chain.

4. METHODOLOGY

The electricity industry is undergoing transformation and encounters competition to achieve higher productivity and customer satisfaction. To survive in this competitive place, organizations will have to question the prevailing fundamental principles,

procedures, and approaches, and emphasize experiential learning inculcate the necessary knowledge, skills and attitudes in their personnel. One of the most important approaches to assist staff in acquiring the new information and abilities required to comply with competitive standards is through training and development techniques [Tsai, & Tai, 2003]. A number of earlier studies [McElroy (2001) & Meyer JP, Allen NJ (1997)] have demonstrated that procedures like extensive trainings foster a sense of organizational support. It is important to understand the association existing between the type of training rendered and satisfaction level of the employees for performance upliftment and retention of employees.

To achieve the present study's objectives, quantitative as well as qualitative methodology was adopted in which data was collected through questionnaires from the employees of UPPCL, Lucknow.

The population of the research were the employees of UPPCL, Lucknow. The sampling technique used was convenience sampling keeping in mind the current pandemic situation.

4.1 Data collection

Questionnaire has been used for collection of primary data from 80 respondents (sample size). The questionnaire was adapted from previous research to define and select job satisfaction variables. All of the questionnaire's satisfaction-related questions used a five-point Likert scale (1 = strongly disagree, 2 = strongly agree, 3 = neutral, 4 = agree, and 5 = very agree).

4.2 Objectives of the study

To find out the association between Type of skill acquired and variables of satisfaction level of employees of UPPCL (Lucknow)

4.3 Research Hypotheses of the study

- ❖ **Null Hypothesis-1:** The variable-I feel motivated has no relationship to the type of skill learned.
- ❖ **Null Hypothesis-2:** No relationship exists between gained skill type and the variable, "I feel more involved."
- ❖ **Null Hypothesis-3:** There is no connection between gained skill type and the variable- I feel more devoted to and appreciative of the organization.
- ❖ **Null Hypothesis-4:** There is no association between Type of skill acquired and variable- I feel satisfied with my job even though I do not necessarily agree with the compensation I receive.
- ❖ **Null Hypothesis-5:** There is no association between Type of skill acquired and variable- I feel appreciated at work.
- ❖ **Null Hypothesis-6:** There is no association between Type of skill acquired and variable- I have good relationships with colleagues and superiors.
- ❖ **Null Hypothesis-7:** There is no association between Type of skill acquired and variable- I feel my job provides me with learning and career development opportunities.

4.4 Statistical data analysis:

To examine the objective of the study, chi-square analysis was performed on SPSS V.25.

5. ANALYSIS AND RESULTS

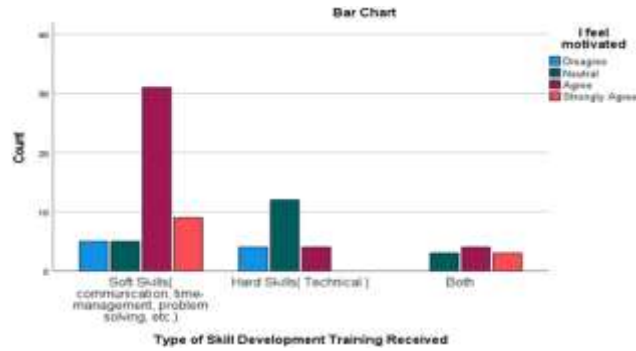
Chi Square Analysis: Association between the “Type of skill acquired” and the “Variables of Satisfaction” for the employees of UPPCL.

Chi-square-1

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.104 ^a	6	<.001
Likelihood Ratio	30.004	6	<.001
Linear-by-Linear Association	1.625	1	.202
N of Valid Cases	80		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.13.

At the 5% level of significance, we reject null hypothesis 1, since the table shows that asymptotic significance for Pearson Chi Square is less than 0.05. So, it is clear that there is a relationship between the two variables.

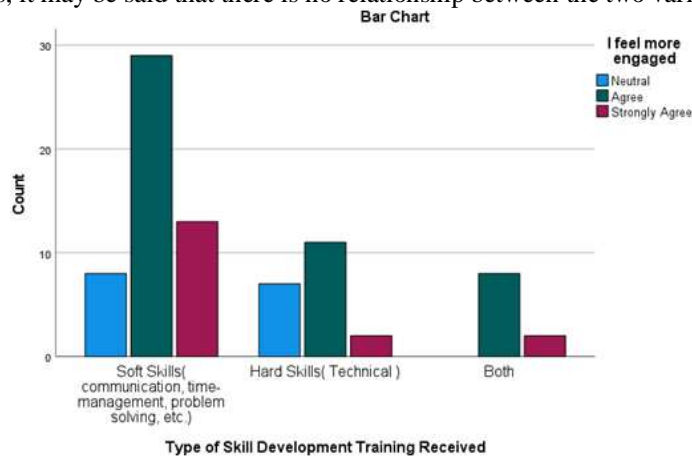


Chi-square-2

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.406 ^a	4	.116
Likelihood Ratio	8.910	4	.063
Linear-by-Linear Association	.247	1	.619
N of Valid Cases	80		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 1.88.

At the 5% level of significance, we reject null hypothesis 2, since the table shows that asymptotic significance for Pearson Chi Square is greater than 0.05. Thus, it may be said that there is no relationship between the two variables.

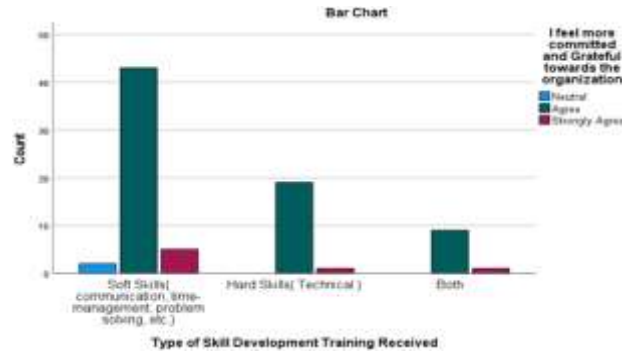


Chi-square-3

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.761 ^a	4	.780
Likelihood Ratio	2.494	4	.646
Linear-by-Linear Association	.057	1	.812
N of Valid Cases	80		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .25.

At the 5% level of significance, we reject null hypothesis 3, since the table shows that asymptotic significance for Pearson Chi Square is greater than 0.05. Thus, it may be said that there is no relationship between the two variables.

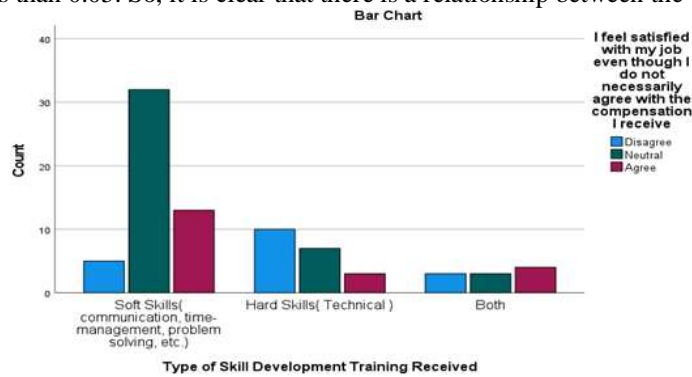


Chi-square-4

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.555 ^a	4	.004
Likelihood Ratio	14.944	4	.005
Linear-by-Linear Association	1.874	1	.171
N of Valid Cases	80		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 2.25.

At the 5% level of significance, we reject null hypothesis 4, since the table shows that asymptotic significance for Pearson Chi Square is less than 0.05. So, it is clear that there is a relationship between the two variables.

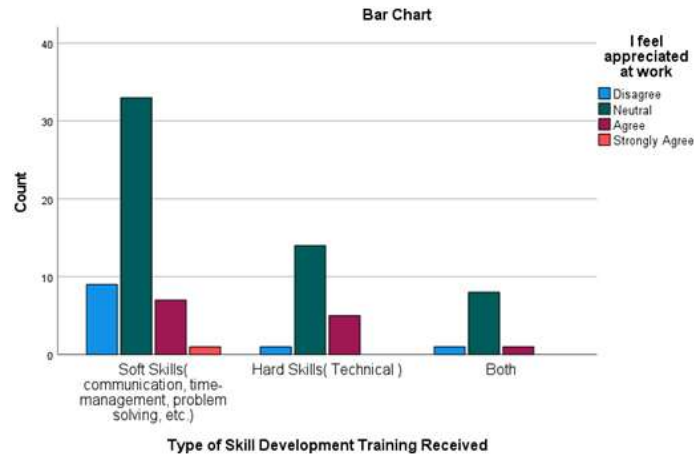


Chi-square-5

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.055 ^a	6	.669
Likelihood Ratio	4.613	6	.594
Linear-by-Linear Association	.284	1	.594
N of Valid Cases	80		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .13.

Interpretation & Findings: At the 5% level of significance, we reject null hypothesis 5, since the table shows that asymptotic significance for Pearson Chi Square is greater than 0.05. Thus, it may be said that there is no relationship between the two variables.



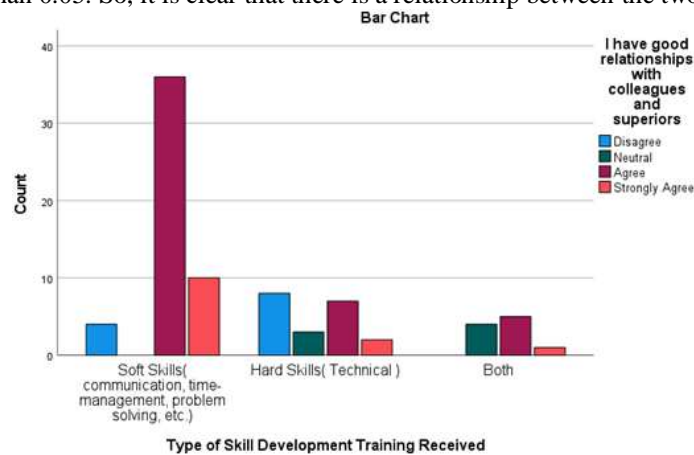
❖ **Null Hypothesis-6:** There is no association between **Type of skill acquired** and variable- **I have good relationships with colleagues and superiors.**

Chi-square-6

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.499 ^a	6	<.001
Likelihood Ratio	31.055	6	<.001
Linear-by-Linear Association	6.053	1	.014
N of Valid Cases	80		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .88.

Interpretation & Findings: At a threshold of significance of 5%, we reject null hypothesis 6, because Pearson Chi Square's asymptotic significance is less than 0.05. So, it is clear that there is a relationship between the two variables.

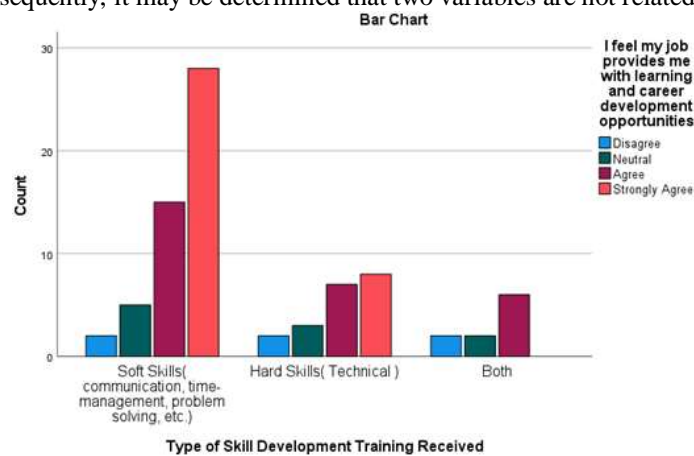


Chi-square-7

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.965 ^a	6	.063
Likelihood Ratio	15.508	6	.017
Linear-by-Linear Association	9.473	1	.002
N of Valid Cases	80		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .75.

At the 5% level of significance, we reject null hypothesis 7, since the table shows that asymptotic significance for Pearson Chi Square is greater than 0.05. Consequently, it may be determined that two variables are not related.



6. FINDINGS, CONCLUSIONS AND SUGGESTIONS OF THE STUDY

6.1 FINDINGS

- It was found that out of a total 80 respondents, 50 respondents received soft skills training, 20 respondents received hard skills training and 10 respondents received both types of training.
- Out of the 50 respondents that received soft skills training, 10% disagreed, 10% were neutral, 62% agreed and 18% strongly agreed that they felt motivated.
- Out of the 20 respondents that received hard skills training, 20% disagreed, 60% were neutral, 20% agreed that they felt motivated.
- Out of the 10 respondents that received both types of training, 30% were neutral, 40% agreed and 30% strongly agreed that they felt motivated.
- Out of the 50 respondents that received soft skills training, 16% were neutral, 58% agreed and 26% strongly agreed that they felt more engaged.
- Out of the 20 respondents that received hard skills training, 35% were neutral, 55% agreed and 10% strongly agreed that they felt more engaged.
- Out of the 10 respondents that received both types of training, 80% agreed and 20% strongly agreed that they felt more engaged.
- Out of the 50 respondents that received soft skills training, 4% were neutral, 86% agreed and 10% strongly agreed that they felt more committed and grateful towards the organization.
- Out of the 20 respondents that received hard skills training, 95% agreed and 5% strongly agreed that they felt more committed and grateful towards the organization.
- Out of the 10 respondents that received both types of training, 90% agreed and 10% strongly agreed that they felt more committed and grateful towards the organization.
- Out of the 50 respondents that received soft skills training, 10% disagreed, 64% were neutral and 26% agreed that they felt satisfied with their job even though they did not necessarily agree with the compensation they received.
- Out of the 20 respondents that received hard skills training, 50% disagreed, 35% were neutral and 15% agreed that they felt satisfied with their job even though they did not necessarily agree with the compensation they received.
- Out of the 10 respondents that received both types of training, 30% disagreed, 30% were neutral and 40% agreed that they felt

satisfied with their job even though they did not necessarily agree with the compensation they received.

- Out of the 50 respondents that received soft skills training, 18% disagreed, 66% were neutral, 14% agreed and 2% strongly agreed that they felt appreciated at work.
- Out of the 20 respondents that received hard skills training, 5% disagreed, 70% were neutral, 25% agreed and 0% strongly agreed that they felt appreciated at work.
- Out of the 10 respondents that received both types of training, 10% disagreed, 80% were neutral, 10% agreed and 0% strongly agreed that they felt appreciated at work.
- Out of the 50 respondents that received soft skills training, 8% disagreed, 0% were neutral, 72% agreed and 20% strongly agreed that they had good relationships with colleagues and superiors.
- Out of the 20 respondents that received hard skills training, 40% disagreed, 15% were neutral, 35% agreed and 10% strongly agreed that they had good relationships with colleagues and superiors.
- Out of the 10 respondents that received both types of training, 0% disagreed, 40% were neutral, 50% agreed and 10% strongly agreed that they had good relationships with colleagues and superiors.
- Out of the 50 respondents that received soft skills training, 4% disagreed, 10% were neutral, 30% agreed and 56% strongly agreed that they felt their job provides them with learning and career development opportunities.
- Out of the 20 respondents that received hard skills training, 10% of respondents disagreed, and 15% were undecided. 40 percent strongly agreed and 35 percent agreed that they felt their job provides them with learning and career development opportunities.
- Out of the 10 respondents that received both types of training, 20% disagreed, 20% were neutral and 60% agreed that they felt their job provides them with learning and career development opportunities.

6.2 CONCLUSION

- The results of the research tell us that there was a significant association between the type of skill acquired and feeling motivated. It was evidently seen that the respondents that received soft skills training felt more motivated than the respondents that had received hard skills training.
- Whereas it was found that the respondents that had received both types of training had the greatest level of motivation compared to the respondents that had only received either of the training (only soft skills or only hard skills).
- This can be concluded that through hard skills training an individual only receives technical expertise and might remain at the same level of motivation at which they were before the training. They might gain confidence in performing their job after the hard skills training but may not be motivated to perform it.
- On the other hand, the soft skills training brushes the communication, personal competence, time-management, and relationship-building aspects of a person which instills in them a stronger feeling of motivation as they are able to explore and expand other areas of themselves. The discovery of one's competencies inspires them to out-perform themselves not only in their daily activities but also in additional activities.
- Another critical finding of the research is the presence of a significant association between "type of skill acquired" and the variable "I feel satisfied with my job even though I do not necessarily agree with the compensation I receive".
- It was found that the respondents who received both types of training were most satisfied with their jobs in spite of the fact that they did not approve of their compensation. This means that people are not only looking for monetary benefits of compensation but also value non-monetary compensations like benefits that enhance their knowledge and personal development and make their job roles more meaningful.
- The research also exhibits that approximately 90% of the respondents that received soft skills training had good relationships with their colleagues and superiors. While only 45% of respondents that received hard skills training had good relationships with the members within their organization.

6.3 SUGGESTIONS

- The HR managers, trainers and policy makers should keep in mind these key findings in order to enhance the impacts of their training modules. The training should have synergy between technical skill development and relationship building skills.
- In present time soft skills have high acknowledgement in every organization. Therefore, it is suggested that the trainings programs should inculcate creative thinking and critical thinking modules in order to enhance team-work abilities, efficiency and productivity of employees.
- It is recommended to organize open platform training programs where every individual is provided with an opportunity of expressing themselves. This will lead to growth in effective communication as well as prove to be a great learning platform for all the participants.
- Brainstorming sessions and small task-oriented workshops and discussions will increase the level of involvement, commitment and retention of employees.
- The problem solving abilities of the individuals can be magnified with the infusion of technical knowledge and ingenious knowledge.

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