

TRAINING OF IN-PLANT TRAINEES IN A DAIRY PLAN : A FEEDBACK STUDY

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ABSTRACT

A present study was done among the 'in-plant' trainees undergoing training at a dairy plant. The data was collected from the respondents, personally, through an interview schedule. A feedback apropos training satisfaction and constraints as perceived by the 'in-plant' trainees was obtained. The respondents rated the overall training satisfaction as 'medium'; and none was found to be highly dissatisfied with the training being imparted to them. Also, the constraints, like: lack of full time instructor, poor canteen and toilet facilities, lengthy training duration, etc. were found to be perceived by majority of the respondents. Moreover, the respondents were of the view that: in-plant training should be organized during the final year of degree programme; the duration of the training should be reduced from one year to six months; and, there must be some opportunities for them to have exposure at some commercial dairy plants.

Keywords : In-plant trainees, Instructor,

INTRODUCTION

The "Model Dairy Plant" (MDP) having "state-of-the-art" facilities is the only Model Dairy Plant of Northern India having unique features of imparting 'round-the-year' training to B.Tech. (DT) students in the areas of processing of milk and milk products; quality control, to use quality equipments, innovative processes meant for the professionalization of dairy technology, and engineering aspects of dairy processing equipments. And, this all leads to a situation, where the question of having satisfaction or dissatisfaction among the in-plant trainees apropos their respective training arises. Tiftin* (1946) emphasized that workers must be systematically trained, if they are to do their jobs well. He, further, told that no matter, how carefully men have been selected or how much aptitude they have for their jobs, systematic training is essential, if they are to reach of satisfactory level of job performance. The working conditions existing in a dairy plant work as a aegis for providing training satisfaction to the in-plant trainees. Therefore, as the students undergone training construed as an integral part of this Model Dairy Plant, keeping this fact in mind, the specific objective was led to ascertain the training satisfaction and constraints of in-plant trainees working in a dairy plant.

METHODOLOGY

The present study was undertaken at Model Dairy Plant, Karnal. All the in-plant trainees who had undergone one full year's training programme at MDP

were selected as the respondents. In all, 21 numbers of respondents were selected for study and data were collected through 'interview schedule' personally.

RESULTS AND DISCUSSION

The training satisfaction comprising of different components like: recognition and rewards, creativity, feeling of achievements, utilization of potential, professional growth, behaviour of immediate officer, adequacy of stipend, and physical conditions through these components were ascertained. Table 1 clearly shows that in-plant trainees rated recognition and rewards as low (57.14%) and medium (42.86%), respectively. No one felt that they were not rewarded and recognized for their work, but none was satisfied to the maximum. The sub-component of 'creativity' was rated as high, 'feeling of achievement' was rated as high by the majority; while 'utilization of potential' was rated as medium by a large majority (71.43%) and none rated it as poor. 'Professional growth' was found to be rated as 'medium' by two-third of the in-plant trainees, while the rest rated it as high. Therefore, no one had the opinion of no professional growth. Only a small number (9.52%) said the behaviour of the immediate officer was poor, rest rated as fair (71.43%) and good (19.05). The adequacy of stipend was felt as sufficiently high by 19.05 percent, only 14.29 percent rated it as low. The 'physical condition' sub-component was rated as 'fair' by around 90 percent of the in-plant trainees. The overall score for training satisfaction was rated as 'medium' (71.42%) and

'high' (28.58%) by the in-plant trainees. Therefore, majority of the 'in-plant trainees' had 'medium' level of satisfaction with the training and no one was highly dissatisfied with the training.

Table 1. Training Satisfaction Among In-Plant Trainees (N=21)

Sl. No.	Parameters	Category	No. of Respondents
(a)	Recognition and rewards	(i) Poor (< 12)	12 (57.14)
		(ii) Fair (13 - 24)	9 (42.86)
		(iii) Good (> 25)	-
(b)	Creativity	(i) Low (< 6.6)	-
		(ii) Medium (6.7 - 13.2)	13 (61.90)
		(iii) High (> 13.2)	8 (38.10)
(c)	Feeling of achievement	(i) Low (< 5.3)	-
		(ii) Medium (5.4 - 10.8)	8 (38.10)
		(iii) High (> 10.8)	13 (61.90)
(d)	Utilization of potential	(i) Low (< 6.6)	-
		(ii) Medium (6.7 - 13.2)	15 (71.43)
		(iii) High (> 13.2)	6 (28.57)
(e)	Professional growth	(i) Low (< 6.6)	-
		(ii) Medium (6.7 - 13.2)	14 (66.67)
		(iii) High (> 13.2)	7 (33.33)
(f)	Behaviour of immediate officer	(i) Poor (< 10.6)	2 (9.52)
		(ii) Fair (10.7 - 21.2)	15 (71.43)
		(iii) Good (> 21.2)	4 (19.05)
(g)	Adequacy of stipend	(i) Low (< 5.3)	3 (14.29)
		(ii) Medium (5.4 - 10.6)	14 (66.66)
		(iii) High (> 10.6)	4 (19.05)
(h)	Physical condition	(i) Poor (< 9.3)	1 (4.76)
		(ii) Fair (9.4 - 18.6)	19 (90.48)
		(iii) Good (> 18.6)	1 (4.76)
	Overall TS Score	(i) Less / Low (0 - 62.67)	-
		(ii) Medium (62.68-125.30)	15 (71.42)
		(iii) More / High (> 125.30)	6 (28.58)

Note : The figures in parentheses indicate the respective percentage.

* The total number of responses could be more than 21, as almost all of them had worked in different duty-shifts!

Also, Table 2 clearly indicate the constraints felt by the in-plant trainees like: lack of full time instructor, they needed a instructor who should specifically instruct the students, motivate the students, monitor the students and see the progress of students. The canteen facilities

were poor as rated by the students as the infrastructure, facilities were not adequate, and 'girl in-plant trainees' felt some problem for the toilet facilities available at the plant. Besides, this in-plant trainees also wanted that the in-plant training should be shifted from 3rd year, and instead, it should be arranged in the final year of their degree programme. Likewise, they had the view that only 6 months training should be held at Model Dairy Plant, and the remaining 6 months training may be arranged at some other commercial dairy plants.

Table 2. Constraints Perceived by In-Plant Trainees (N=21)

Parameters	Category	No. of Respondents
Perceived constraints*	(i) Lack of full time instructor	20 (95.23)
	(ii) Ill-equipped canteen facilities	18 (85.71)
	(iii) Inadequate toilet facilities	15 (71.42)
	(iv) Lengthy training duration at Model Dairy Plant	21 (100.00)
	(v) Timing of in-plant training vis-à-vis the year of graduation programme	21 (100.00)
	(vi) Lack of training exposure at other commercial dairies	21 (100.00)

Note : The figures in parentheses indicate the respective percentage.

* The total number of responses could be more than 21, as some of the respondents may

CONCLUSION

The present study revealed that the overall training satisfaction among the in-plant trainees working at Model Dairy Plant was rated as 'high' by around 29 percent of the 'in-plant trainees'; whereas, the remaining ones rated it as medium. And the major constraints as perceived by the in-plant trainees were related to: lack of full time instructor, poor canteen and toilet facilities, lengthy training duration at Model Dairy Plant, timing of in-plant training to be organized at final year of degree programme, and lack of training exposure at other commercial dairies.

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* As observed in the unpublished M.Sc. thesis of M.B.Huli, 1986, an organisational study of dairy plants of Haryana. Kurukshetra University, India.

