TRAINING AND DEVELOPMENT OF EMPLOYEES IN A PLYWOOD MANUFACTURING PLANT IN MINDANAO

LULU HUANG

Technological University of the Philippines, Graduate School, College of Industrial Education, Manila City, Philippines

**Corresponding Author*: -
920352370hll@gmail.com

ABSTRACT

Staff training and development has been identified by various scholars to be very crucial to an organization. Organization is therefore encouraged to train and develop their staff in order to enhance their performance. The product department is among the organizations which provide training and develop their staff to ensure that their staff has the request knowledge and skills, to meet the challenges. While the organization is keeping on training their staff, it is necessary to assess the outcome of these training. The study assessed the training and development process and see whether has improved staff. performance. Data was collected using questionnaires to the selected employees and to the Director of Administration and Human Resource. The data was analyzed using Microsoft word 2003-integrated package on a personal computer and the SPSS software. The result indicated that product department has a training program in place, but it is poorly planned, not systematic and not coordinated. However, all interviewed employees were aware of the existence of training and development program in this organization. However, the training itself had a positive impact on the performance of the staff and the organization. Therefore, it is recommended that, the production department should have a well-planned, systematic and coordinated training and development program through the establishment of specific training section.

KEYWORDS: *Training, Development, Human Resource, Work Knowledge, Work Attitude*

1. INTRODUCTION

Asian production slowly but surely grew until the early 1990's, when continental production mushroomed as the Chinese industry developed. China currently has thousands of plywood plants (possibly as many as 5,000), with a range of technologies from primitive to modern.

Figure 1 identifies the current global production share; China manufactured 73.1% during 2017, with the rest of Asia producing 15.4 million m3, for a total Asian share of 82.7%, North America produced 6.0%; a few European and South American countries collectively manufactured much of the balance.

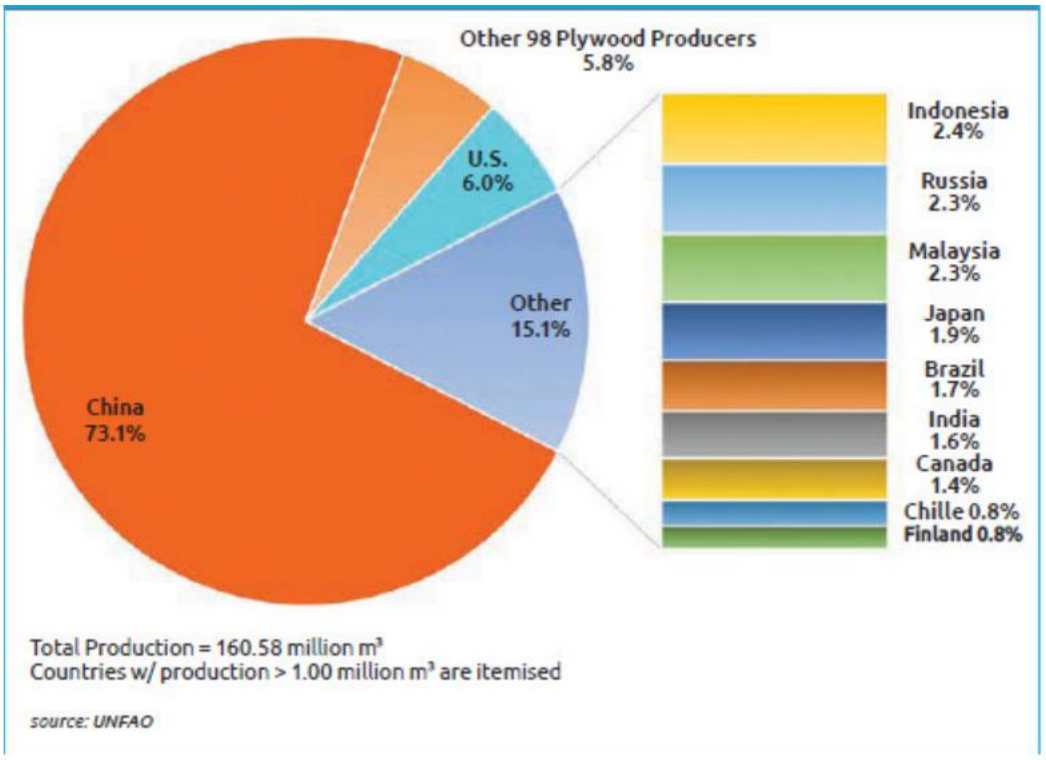

Figure 1. Global plywood production share, 2017

The researcher is a manager of a family-owned plywood manufacturing company in the Philippines, operating in three different locations in Southern Philippines. Mindanao Omega Industries Corporation as one of the three family-owned plywood manufacturing was established on August 24,1999 with the SEC REG NO: D199900760, engaged in manufacturing of plywood, veneer, and with business address located at Davao City.

Plywood products are mainly sold wholesale in the Philippines, with some exported to China. Due to the economic development in the Philippines in recent years, demand for plywood has increased, especially from real estate developers and decoration companies. Because of the location and climate of the Philippines, wood can be cut every five to six years, so the factories have enough raw materials. At the same time, market competition has increased, and customers have raised their demand for plywood quality. As manager she is responsible for making sure that the operations of the company are profitable. She observed that the staff doing administrative work lacks the competence to train and develop the employees who are doing technical work in the manufacturing plywood. As a result, the efficiency

of manufacturing the plywood is below the expectation of management. The bottom line of company financial is negative, losing money.

This study examines the impact of human resource training on employee productivity and organizational development. The core purpose of managers is to make employees become the most valuable assets of the organization. Perfect staff training strategy and a set of work manual is the primary task of developed organizations. Employees are more valuable than anything else, which leads to the feeling of owning or making employees feel part of the organization, which is how the organization leads and competes in the market. Employees are valued through training programs, so they stay and work for the company's development.

1. Materials and Methods

1.1. Related Literature and Studies

1.1.1. Training

Training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors. emphasized in training programs and to apply them to their day-to-day activities. For a company to gain a competitive advantage, its training has to involve more than just basic skill development. That is, to use training to gain a competitive advantage, a company should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity. (Noe, 2010)

2.1.2 Development

Employee development involves more than a training program, Employee development often has its roots in the company's mission, goals, and values and is related to important business outcomes such as employee retention and the creation of an agile and talented management team and work force. Traditionally, development has focused on management level employees, while line employees received training designed to improve a specific set of skills needed for their current job. However, with the increased need to engage employees and the focus on talent management, development is becoming more important for all employees. Development refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees

2.1.3. Human Resource

William R. Tracey (2003), in "The Human Resources Glossary," defines Human Resources as: "The people that staff and operate an organization," as contrasted with the financial and material resources of an organization. A human resource is a single person or employee within your organization. Human resources refer to all of the people you employ. Human Resources is also the function in an organization that deals with the people and issues related to people such as compensation and benefits, recruiting and hiring employees, onboarding employees, performance management, training, and organization development and culture. Human Resources staff is also responsible for advising senior staff about the impact on people (the human resources) of their financial, planning and performance decisions. Managers rarely discuss the effect of their decisions on the people in the organizations. It is often predictable that decisions are driven by more easily measurable processes such as finance and accounting. (Tracey, 2003)

2.2. Population and Sample

The object population of this study are employees in Mindanao Omega Industries Corporation. The study used 140 respondents and a director of administrative and human resources. The sample includes an administrative and human resources supervisor, as he is responsible for training and developing employees, as well as the overall supervisor of all

human resources activities in the organization. The administrative staff was involved because they were the ones who participate or are expected to participate in the training and development programs.

Slovin's formula used to calculate the sample size (n) given the population size (N) and a margin of error (e), it's a random sampling technique formula to estimate sampling size, It is computed as n = N / (1+Ne2), whereas: n = number of samples, N = total population, e = error margin / margin of error.

2.3. Method or Procedure

This study used qualitative and quantitative methods of procedure, there are 10 employees interviewed using focused group discussions, while 100 employees were selected for the questionnaire survey, the researcher conducted statistical analysis on the quantitative data of the respondents.

2. RESULTS AND DISCUSSION

3.1 Age

Table 1. Profile of the Respondents according to Age

Age Group	Frequency (f)	Percentage (%)
18-27 years old	29	20.71
28-37 years old	55	39.29
38-47 years old	39	27.86
Above 48 years old	17	12.14
Total	140	100.00

Table 1 shows the distribution of respondents based on age. It can be noted that 39% of the respondent's age 28-37, this age group is the largest. On the second rank age 38-47 representing 28% of the respondents.

The least number of respondents ranking last are those with the age of 48 above. Because the plywood factory is an assembly line work, most of the work forms are mechanical and difficult, so the proportion of millennial and older people is relatively small.

3.2. Table 2. T-Test on the Assessments of the Respondents on Areas of Improvement According to Years In Service

	2 years-below	2-4 years	5-7 years	8-10 years	Above 10 years	Aver-age	F-statistic	Critical value	Decision
Work Knowledge	2.91	3.70	4.05	4.06	3.69	3.69	2.25	0.9878	Reject Ho
Work Attitude	2.14	2.91	3.61	3.84	3.33	3.17			
Work Skills	3.26	3.90	4.42	4.62	4.00	3.91			
Work habits	3.46	3.97	4.56	4.42	4.75	4.23			
Learning and Training in KASH	4.20	4.48	4.64	4.77	4.25	4.47			

Table 2 shows the test on the significant difference on the assessments of the respondents on areas of improvement

according to years in service. It can be seen from the table that the t-statistic of 2.25 is higher than the critical value of 0.9878. The longer years in service, the employees have more work experience, so the corresponding work knowledge, work attitude, work skill and work habits increase as their years in service. This prompted the researchers to reject the null hypothesis. Therefore, there is significant difference on the assessments of the respondents on areas of improvement according to their years in service profile.

The results say that the years in service profile of the workers that is significant difference on how they view the different areas of improvement in the workplace.

3.3. Learning and training

Table 3. Assessments of the Respondents on Learning and Training

Learning and Training in KASH		**WM**	**Interpretation**
1. How to formulate the specific content of training?	1.1 Pre-job training of the company - human resources department prepares training materials	4.24	Agree
	1.2 Department Post Training - the actual work department of employees is responsible	4.83	Strongly Agree
	1.3 Overall training of the company: the human resources department is responsible for - irregular distribution of employee training manual	4.62	Strongly Agree
2. How to develop and implement training feedback and evaluation?	2.1 The training materials made by the human resources department shall be reviewed by the general manager's office of the company	4.64	Strongly Agree
	2.2 Submitted to the human resources department for filing.	4.79	Strongly Agree
	2.3 The training implementation process shall be serious and strict to ensure the quality. All training materials shall be kept	4.80	Strongly Agree
	2.4 Training materials constantly modified and improved in the implementation process.	4.81	Strongly Agree
	2.5 After the training results are spot checked by the human resources department, they shall be reported to the general manager's office of the company	4.84	Strongly Agree

3. How to well planned, systematic and coordinated implement workshop staff training?	3.1 Solicit the opinions of the participants on the training implementation plan for the employees of the workplace, and improve the training plan.	4.84	Strongly Agree
	3.2 The company shall provide targeted training materials as soon as possible and implement the training candidates.	4.63	Strongly Agree
	3.3 The company publicizes the " employee training program" to let all employees understand the employee training system in various forms and publicize the significance of employee training.	4.67	Strongly Agree
	3.4 All employees must have a centralized training before taking up their posts	4.24	Agree
	3.5 Company implement the corresponding training materials and time according to the basic situation of the employees, the training time is 3-10 days	3.54	Agree
Average Weighted Mean		**4.58**	**Strongly Agree**

Legends Highest Lowest

Table 3 shows the assessments of the respondents on learning and training design as key area of improvement in training and development intervention. The researcher has given emphasis to the colored cells as these represent the lowest and highest. It can be seen from the table that lowest rating of WM 3.54 is given by the respondents to how to well planned, systematic and coordinated implement workshop staff training shown in 3.5" Company implement the corresponding training materials and time according to the basic situation of the employees, the training time is 3-10 days," which is interpreted as strongly disagree. If this will be reversed in order to be positive, it means to say that the respondents have more period to learn and train. Meanwhile, the highest rating of WM 4.84 is given by the respondents to learning and training how to develop and implement training feedback and evaluation shown in 2.5 "After the training results are spot checked by the human resources department, they shall be reported to the general manager's office of the company," and how to well planned, systematic and coordinated implement workshop staff training shown in 3.1 "Solicit the opinions of the participants on the training implementation plan for the employees of the workplace, and improve the training plan," which is interpreted as strongly agree.

The average weighted mean of 4.58 suggests that the respondents strongly agree on the statements under learning and training. This means that the respondents have average assessments on learning and training design as key area of improvement in training and development intervention.

4. CONCLUSION

Majority of the workers in the mining company are male, which by the nature of the work involved requires physical strength, dexterity, agility, and speed. This explains why the work in the company are occupied mostly by the male workers. Due to the plywood factory is an assembly line work, most of the work forms are boring and hard, so the proportion of young people and older people is relatively small. Most of the employees have a long service life. There

are a small number of migrant workers who quit because they are not satisfied with their jobs in the plywood factory. The number of people with more than 11 years of experience is also relatively small, with many older employees quitting because they are physically unable to perform intensive operations. The average weighted mean of 3.77 suggests that the respondents agree on the statements under work knowledge. This means that the respondents have average assessments on their existing work knowledge as key area of improvement in training and development intervention; The average weighted mean of 3.32 suggests that the respondents neutral on the statements under work skill; The average weighted mean of 4.14 suggests that the respondents strongly agree on the statements under work attitudes. This means that the respondents have average assessments on their existing work attitudes as key area of improvement in training and development intervention; This means that the respondents have average assessments on their existing work skill as key area of improvement in training and development intervention; The average weighted mean of 3.19 suggests that the respondents agree on the statements under work habits. This means that the respondents have average assessments on their existing work knowledge as key area of improvement in training and development intervention; The average weighted mean of 4.58 suggests that the respondents strongly agree on the statements under learning and training. This means that the respondents have average assessments on learning and training design as key area of improvement in training and development intervention. The results say that regardless of the sex profile of the workers, this does not matter on how they view the different areas of improvement in the workplace. while the age and years in service profile of the workers that is significant difference on how they view the different areas of improvement in the workplace.

REFERENCES

[1] Anjoran Renaud. (2014). Factory organizational chart. https://qualityinspection. org/factory-org-chart-china/. Accessed 29 September 2019.
Aguinis, Herman, Kraiger & Kurt (2009). Benefits of Training and
[2] Development for Individuals and Teams, Organizations, and Society. California. Annual Review of Psychology publishing.
Armstrong, M. (2006). A Handbook on Personnel Management Practice.
[3] London.Kogan Page Publishing.
Bhat, S. , Prajwal J, Pratheek S. , Kevin Prajwal Pais, Sonal Rohan
[4] Vaz, Hrish R.(2017). A Study on Implementation of Lean Methodology in the Plywood Industry. India. Scientific & Academic Publishing
Cully, D. , Jr. (2014). A Study on Knowledge, attitude, skills & habits.
[5] published on linkedin. Available: https://www.linkedin.com/pulse/201407 2017 103 2-2982 78620-kash-knowledge-attitude-skills-habits/. Accessed 30 October 2019.
[6] Fitzgerald, William. (1992). Training versus development. Training & development. Toronto. Association for Talent Development press.
Hen Xing. (2015). Knowledge of plywood production.
[7] http://www.hengxinmuye.com/news_detail/newsId=35.html. Accessed 24 October 2019.
[8] Hunt, D.M. and Michael, C. (1983). Mentorship: A career training and development tool. United States: Journal of Academy of Management Review.
Hackman, J. R. (1987). The design of work teams. In J. Lorsch (Ed.),
[9] Handbook of organizational behavior (pp. 315-342). New York. Prentice Hall.
[10] Ilgen, D. R. , Hollenbeck, J. R. , Johnson, M. , & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMOI models. California. Annual Review of Psychology, 56, 517-543.
[11] Kothari, C. R. (2004). Research and Methodology. India. New Age
[12] International Limited Publisher.
Knight Rory & Bertoneche Marc. (2000). A Study on financial performance. British. Butterworth-Heinemann press.

[13] Michalchik, V. (2013). Communicating Chemistry in Informal Environments: Evaluating Chemistry Outreach Experiences. Paper prepared for the NRC Committee on Communicating Chemistry in Informal Environments.

[14] Morgan Jecinta. (2018). Difference Between Training and Development. http://www.differencebetween.net/miscellaneous/career-education/difference-between-training-and-development/. Accessed 29 October 2019.

Noe, R. A. (2010). Employee training and development. Boston. MaCrawHill Publishing.

Paynes, E. Joan (2008). Human resource management for public and non-profit organizations(3 edition). The United States. Jossey - Bass Publisher.

[15] Shields John, Brown Michelle, Kaine Sarah, Dolle-Samuel Catherine, North-Samardzic Andrea, Mclean Peter, Johns Robyn, O'Leary Patrick, Plimmmer Geoff & Robinson Jack. (2016). Managing Employee Performance and Reward: Concepts, Practices, Strategies. Cambridge. Cambridge University Press Publisher.

[16] Steiner, I. D. (1972). Group process and productivity. New York. Academic Press.

[17] Tannenbaum, Scott I., Gary Yukl. (1992). Training and development in work organizations. California. Journal of Annual review of psychology.

Tracey, William R. (2003). To Define Human Resources. London. CRC Press.

[18] Wu Feng. (2019). Personal Communication.

[19] Zhong Xin. (2011). Knowledge of plywood.
http://www.zhongxinwood.com/en/newsshow.asp?id=97. Accessed 24 October 2019.