

EFFECTIVENESS OF TRAINING IN SJB AUTOMOBILES (P) ltd

Coimbatore

M.POORNIMA

(13PBM015)

A Major Project Report submitted to

**Avinashilingam Institute for Home Science and Higher Education for Women,
Coimbatore-641043**

In Partial Fulfillment of the Requirements for the

Degree of Master in Business Administration

March, 2015


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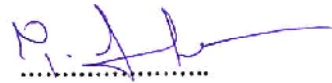
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CERTIFIED AS BONAFIDE RESEARCH WORK



Signature Of the
HOD(I/C)



signature of the
Supervisor



SJB AUTOMOBILES (P)Ltd.

February 02nd, 2015

CERTIFICATE

(To whomsoever it may concern)

This is to certify that **Ms.M.POORNIMA**, student of Final year **MBA (IT)** from **AVINASHILINGAM SCHOOL OF MANAGEMENT** has successfully completed her Project Work in our organization from 11th December 2014 to 31st January 2015 in **"EFFECTIVENESS OF TRAINING" IN SJB AUTOMOBILES (P).LTD**

During the above period we found her sincere & hard working and she has taken proper initiative and efforts towards completing her Project.

"WE WISH HIM ALL THE BEST FOR HIS FUTURE CAREER"

For SJB Automobiles (P) Ltd

A handwritten signature in blue ink, appearing to read 'M. Vijayaprabu', is written over the printed name.

**M.VIJAYAPRABU
OFFICER - HR**

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SYNOPSIS

Training is the act of increasing the knowledge and skill of an employee for doing particular job. Employee Training and Development programs tries to improve skills or add to the existing level of Knowledge so that the employee is better equipped to do his present job or to prepare him for a higher position with increased responsibilities. The main objective of the study is to measure the effectiveness of the training; the efficiency of any organization depends directly to the effective training provided for the employees. Every organization needs to have trained and experienced people to perform the activities that have to be done.

For collecting the required primary data, a structured questionnaire, with multiple choice and close-ended questions was administered to one twenty employees in the organization through the simple random sampling method. In this study Chi-square test and Correlation have been used to interpret the data collected. Based on the research findings suitable suggestions are given for improving the employees training in the organization.

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

“Training is the act of increasing the knowledge and skills of an employee for doing a particular job management development includes the process by which managers and executive acquire not only skills and competence in their present jobs, but also capacities for future managerial tasks of increasing difficulty and scope” Since training imparts specific skills for specific purpose, it is mainly job oriented and given to both new and old employees throughout their stay in the organization.

It may be noted here that term “training “refers to the programs that facilitate the Training process which result in development (a consequence of training).Hence the terms ‘Training and development are applicable to managers, executive, and non-managerial personnel.

The term ‘Training’ is used in the contest of imparting skills to operative workers. But the term development is used in the context of management development. Training programmers are directed towards maintaining and improving current job performance, while development programmers seek to develop skill and competence for future jobs.

CONCEPT OF TRAINING

After the selection of most suitable persons for various jobs, the next function of management within the staffing function is to arrange for their training and development. This is because a person, however carefully selected, is not mounded to specification and rarely meets the demands of his adequately.

Training is different from education as it is concerned with imparting specific skills for particular purpose. On the other hand education is a broader term concerned with increasing the general knowledge and understanding of the employees in total environment. Thus when we teach a person how to assemble two objects and tighten. We are training him to do specific job, but when we are giving a course in management.

BENEFITS OF TRAINING

Benefits of training to the organization

Better Management

A manager can make use of training to manage in a better way and improve his, planning, organizing, directing, and controlling. For instance, maintaining higher standards of quality, building a satisfactory organization structure, delegating authority, and stimulating employees are all assisted by effective training.

Higher morale

The moral of employees increases if they are given proper training. A common objective of training programmes is to mould employees' attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty. With the help of training, dissatisfaction, complaints, absenteeism and turnover can also be reduced among the employees.

Preparation of future managers

When totally new skills are required by an organization, it has to face great difficulties in the selection process. Training can be used in spotting out promising in the selection process. It is better to select and train from the within the organization rather than seek skilled employees from outside sources.

Quick learning

Training reduces the learning time to reach an acceptable level performance. With formal training programmes, the employees, the employees need not waste time observing others to learn new skills as qualified instructors help the new employees acquire the skills and knowledge to do particular jobs within a short interval of time.

NEED FOR TRAINING

- To match the employee specifications with the job requirements and organizational needs.
- To improve organizations viability and aid in the transformation process.
- Technological advances.
- Human relations.
- Change in the job assignments

TYPES OF TRAINING

The various types of training programmes are not mutually exclusive, but invariably overlap and employ many of the same techniques. Some of the more common types of training programmes are discussed below.

Induction or Orientation Training

Induction is a training programme used to induct a new employee into the social setting of his work. When he is introduced to his job situations and to his co-employees. He is also informed about the rules, working conditions, privileges, and activities of the company, what it does, how it services the community, and other particulars pertaining to the company.

Refresher training

The refresher training is meant for the old employees of the enterprises, the basic purpose being to acquaint the existing workforce with the latest methods of performing their work and improving their efficiency. Refresher training becomes necessary because many new jobs which are created due to changes in the demand for goods and services are to be manned by the existing employees. When existing talented employees are given adequate training to make them eligible for promotion to higher positions in the organization it is known as 'training for promotion'.

On the job training

In this training an employee will be placed in a new job and is told how it is to be performed. It aims at developing skills and habits consistent with the existing practices of an organization and by orienting him to his immediate problems.

Apprenticeship

Under this method, each apprentice or trainee will be given a programme of assignments according to a predetermined schedule, which provides for efficient training in trade skills

Coaching and Mentoring

Coaching establishes one-on-one relationship between trainees and supervisors, which offer workers, continued guidance and feedback on how well they are handling their tasks

Job Rotation

It means the movement of trainee from one job to another. This helps him to understand how the job functions.

Off-the-job-Methods

Under this method, training will be given in company classroom, an outside place owned by the organization, an education institution, or association, which is not the part of the company. The following are the methods.

Lectures

These are classroom lectures given by an instructor on specific topic, formally. This method is useful when philosophy, concepts, attitudes, theories and problem solving have to be discussed.

Conferences

Normally a conference will be held in accordance with an organized plan. Different topics with their problems relating to training of personnel are discussed.

Promotional training

This policy increases the morale of the workers and they try to put in maximum efficiency so that they may be considered for promotion. When the existing employees are promoted to superior positions in the organization, they are required to shoulder new responsibilities, for which training has to be given.

1.2 OBJECTIVES OF THE STUDY

Primary objective

- To identify the effectiveness of training through different methods of job training

Secondary objective

- To know the level of satisfaction of the employees towards the training given by SJB.
- To know the benefits gained by the employee through the training programme.

1.3 RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. It includes the overall research design, the sampling procedure, data collection method and analysis procedure.

1.3.1. SAMPLE DESIGN

A sampling design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher would adopt in selecting items for the sample. Sampling design deals with the method of selecting items to be observed for the given study.

Descriptive Research design is used for this study. Descriptive research is also called statistical research. The main goal of this research is to describe the collected data and its characteristic in this research.

POPULATION

For this study all employees in SJB Automobiles (p) ltd are taken as sampling frame. The population size is 250.

SAMPLING TECHNIQUE

Probability sampling technique is used for the study. Sample units of 120 respondents are selected for the collection of data. Simple Random sampling is used for the study.

1.4 DATA COLLECTION

Data collection method is the integral part of research design. There are several data collection method, each with its own advantages and disadvantages. Data can be collected in a variety of ways in different settings from different sources. The data are classified into two categories.

Primary data

Primary data refer to information obtained first hand by researcher. The primary data is collected through structured questionnaires from the employees of SJB.

Secondary data

Secondary data can be obtained from the publications, industry analysis offered by the websites, internet and so on. In this survey the secondary data can be collected from journals such as Journal of Management Development, International Journal of Contemporary Hospitality Management, and International Journal of Manpower.

1.5 Tools for data collection

Primary data is collected using a **structured questionnaire**.

1.6 FRAME WORK OF ANALYSIS

The framework of this study can be explained based on the demographic profile of employees' plays an important role in deciding organisational training of employees. The training methods is depended variable and The independent factors such as age, gender, income, qualification and experience are used to test the significance with effective training programs.

Hypothesis 1:

Ho: There is no significant relationship between the years of experience and the usefulness of Training Method.

Hypothesis 2:

Ha: There is no significant relationship between the Age and the usefulness Training Method.

1.7 DATA ANALYSIS

The data collected through questionnaires is analyzed using

- Percentage method
- Mean
- Standard deviation
- Chi-square test,
- Correlation

1.7.1 TOOLS USED

Percentage analysis

One of the simplest methods of analysis is percentage method. It is one of the traditional statistical tools. Through the use of percentage, the data are reduced in the standard form with the equal to 100, which facilitates comparison.

The formula used to compute percentage analysis is,

$$\text{Percentage of respondents} = \frac{\text{Number of respondents}}{\text{Total number of samples}} * 100$$

Mean

The mean (also known as average), is obtained by dividing the sum of observed values by the number of observations, n. Although data points fall above, below, or on the mean, it can be considered a good estimate for predicting subsequent data points. The formula for the mean is given below.

$$\text{Mean} = \frac{\text{Sum of observed Respondents}}{\text{Total number of respondents}}$$

Standard deviation

The standard deviation (SD) is a measure that is used to quantify the amount of variation or dispersion of a set of data values. A Standard deviation close to 0 indicates that the data points tend to be very close to the mean of the set, while a high standard deviation indicates that the data points are spread out over a wide range of values.

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (xi - \mu)^2}$$

Correlation

Correlation test is used to test whether one attributes are associated with another attributes. It has been used to check statistically whether different aspects taken for the study are dependent or differ in various aspects which give scientific flavour for the findings.

$$r = \Sigma xy / \sqrt{\Sigma x^2 \times \Sigma y^2}$$

CHI-SQUARE ANALYSIS

A chi-square test, also referred to as χ^2 test (infrequently as the chi-squared test), is any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-square distribution when the null hypothesis is true.

Also considered a chi-square test is a test in which this is asymptotically true, meaning that the sampling distribution (if the null hypothesis is true) can be made to approximate a chi-square distribution as closely as desired by making the sample size large enough. The chi-square (I) test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.

$$\chi^2 = \sum \frac{(\text{Observed frequency} - \text{Expected frequency})^2}{\text{Expected frequency}}$$

1.8 SCOPE OF THE STUDY

The scope of the study is to observe the present conditions, to collect and analyses the data and to suggest the ways and mean to increase the employee training methods. The scope of the study can be viewed under the following headings.

To the Researcher

The researcher could find the training practices of employees improves their skills and knowledge based on their work The researcher had opportunity to interact with employees of different levels about the training procedures of the company and got to know their ideas and views about training programmes and its effectiveness.

To the Organisation

The researcher was very helpful for the organisation. The organisation could know the specific factor that helps to improve the training methods of employees and the organisation can take necessary steps to improve the effectiveness of training in the organisation.

To the Respondents

The respondents of the organisation could indirectly convey their message to the organisation thought that data provided for the study. The study enables the organisation to make provision to increase the effectiveness of training among employees in the organisation.

1.9 LIMITATIONS OF STUDY

- Limited time was given to the employees to fill up the questionnaires.
- Some of the employees did not feel free to answer. So the data provided by them may be biased.

CHAPTER II

REVIEW OF LITERATURE

“A study on **training effectiveness** is conducted by **Dr. Donald Kirkpatrick**. Measurement model – Evaluating Training & Development. Measuring the impact of training on workplace performance and its contribution to organizational results is a matter of great concern for management in all types of organizations. As a result of growing economic pressures, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. In the current economic downturn, such pressures have further increased. Human resource managers and training professionals have to justify training expenses by providing some evidence about the positive impact of training dollars upon business results. Consequently, the issue of measuring training effectiveness has gained lot of importance over the last few years. During the past four decades workplace learning & development professionals have done lot of work in the area of evaluating training effectiveness. Dr. Donald Kirkpatrick did some pioneering work in this field and introduced the well known four level evaluation models, which is still widely used in training industry.

Donald Kirkpatrick (1996)¹ “Human Resource development “in this book they conducted research to evaluate a supervisory training program. Kirkpatrick’s goal was to measure the participant’s reaction to the program, the amount of learning that took place, the extent of behaviour change after participants returned to their jobs, and final results from a change in behaviour achieved by participants after they returned of work. From Kirkpatrick’s doctoral research, the concept of the four Kirkpatrick measurement levels of evaluation emerged. While writing an article about training in 1959, Kirkpatrick (1996) referred to these four measurement levels as the four steps of a training evaluation. It is unclear even to Kirkpatrick how these four steps became known as the Kirkpatrick Model, but this description persists today (Kirkpatrick, 1998). As reported in the literature, this model is most frequently applies to either educational or technical training.

Kirkpatrick, (1971)² in the article “Kirkpatrick’s first level of measurement, reaction”, are defined as how well the trainees liked the training program. The second

measurement level, learning, is designated as the determination of what knowledge, attitudes, and skills were learned in the training. The third measurement level is defined as behaviour. Behaviour outlines a relationship of learning (the previous measurement level) to the actualization of doing. Kirkpatrick recognized a big difference between knowing principles and techniques and using those principles and techniques and using those principles and techniques on the job. The fourth measurement level, results, is to expected outcomes of most educational training programs such as reduced costs, reduced turnover and absenteeism, reduced grievances, improved profits or morale, and increased quality and quantity of production (Kirkpatrick, 1971). Numerous studies reported use of components of the Kirkpatrick Model; however, no study was found that applied all four levels of the model. Although level one is the least complex of the measures of evaluation developed by Kirkpatrick, no studies were found that reported use of level one as a sole measure of training. One application of the second level of evaluation and knowledge was reported by Alleger and Horowitz (1989)

Banahan (2007)³, in this article “Alternative paths to leadership: New models of development training” Global journal of effectiveness of training the different approaches to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organisations. The current traditional training continuously facing the challenges in the selection of the employees, in maintaining the uncertainty related to the purpose and in introducing new tactics for the environment of work and by recognizing this, they advising on all the problems, which reiterates the requirement for flexible approach. Usually the managers have the choice to select the best training and development programme for their staff but they always have to bear in mind that to increase their chances of achieve the target.

Komal K Das (2013)⁴ “published in the Tenth AIMS International Conference on Management on the topic Sales-Training Evaluation and Effectiveness stated that there are three primary reasons why training evaluation is needed. First, training evaluation provides information on how to improve future training programs, second, aids trainers in determining learning-training design, and finally, justifies the existence of the training department.

Raja Abdul Ghafoor Khana, et.al (2011)⁵ in this article “Impact of Training and Development on Organizational Performance”, Global Journal of Management and Business Research Training has a positive effect on the organizational performance. In the article Training improves the organizational performance. On the job training is very effective and it also saves time and cost .training and development, On the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance. It means it increases the overall organizational performance.

Davenport (2006)⁶ in this article “Competing on Analysis”: The journal of Haravard business Review mentioned in his studies that it’s easy to implement strategy with the internet supported software. Some of the Training theories can be effective immediately on the future of the skill and developments. The “content” and the “access” are the actual factors for the process. It is a representation itself by the Access on main aspect what is effective to the adopted practice in training development. As per the recent theories to access the knowledge is changing from substantial in the traditional to deliver the knowledge for the virtual forms to use the new meaning of information with electronic learning use.

Campbell (1998)⁷ in this paper”Personnel training and development” Annual Review of psychology suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course a program. Everyone needs feedback on how they are doing, and evidence that training is worthwhile is a source of pride. Apart from this, periodic evaluations are necessary to assure optimum training relevance, effectiveness, and cost efficiency.

Saxena (1997)⁸ in this article ” Rawat Publications undertook a study on the role of evaluation of training programs” in institutions of government, private, public and banking sectors. It was found that the institutions and HRD canters defined the scope of training evaluation from trainee’s development level to the organizational effectiveness level. Overall impact on the performance of organizations’, ‘change in skills and attitudes of trainees’ and ‘quality of subject matter in course’ are cited as the most important indicators of course effectiveness. Training institutions concentrate their evaluation efforts mostly on reaction and learning levels.

Philips and Pulliam (2000)⁹ in this article “measure of training effectiveness” *Journal of European Industrial Training*, in this paper always define return on investment (ROI), and was used by companies because of the pressures placed on Human Resource Departments to produce measures of output for total quality management (TQM) and continuous quality improvements (CQI) and the threat of outsourcing due to downsizing. Great debate was found in the training and development literature about the use of ROI measures of training programs. Many training and development professionals believed that ROI was too difficult and unreliable a measure to use for training evaluation (Barron, 1997).

Mann and Robertson (1996)¹⁰ in this article “Training evaluation” *Wall Street Journal*, conducted a study in Europe to answer the question ‘What should training evaluation evaluate? The results showed that the trainees did learn from the training sessions and, although they did not retain all they learned, they did know more one month after training than they did before training. They recommended that an effective way for practitioners to evaluate training is to measure self-efficacy regarding the trained tasks, immediately after training.

Sackett and Mullen, (1993)¹¹ in this paper “Beyond formal experimental design: Towards an expanded view of the training evaluation process” suggested a broader perspective on a variety of aspects of training of training process. The purpose of evaluation is to help organizations make decision about future training activities, and provide tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible given the constraints of the situation, and to communicate to organizational decision maker both the strengths and the limitations of whatever evaluation data is obtained.

Fuchsberg (1993)¹² in this article “effectiveness of training and development programs” *Wall Street Journal*, observed that many organizations base their training and development budgets on annual projections for new initiatives that link. Optimistically, with business requirements. Now, the need to rigorously evaluate training and development initiatives in economic terms is becoming more apparent. As the training and development efforts in many organisations continue to expand and grow, many new competing programs will be proposed and senior management and board members will continue to ask hard questions about the projected value or likely

financial impact of training and development investments. Evaluation of the economic and non-economic benefits, and the investments associated with the training and development programs is absolutely critical to determining how training and development initiatives contribute to corporate performance. Many are currently struggling to evolve a valid, reliable and operationally viable model to measure and evaluate the effectiveness of training and development programs (Phillips, 1997, 1999; Taylor & associates, 1993; Lawson, 1993, 1994; Cronshaw & Alexander, 1991 ;)

Kraiger et.al (1993)¹³ in this article “measurement techniques” Journal of management criticized the traditional training and development proposed cognitive, skill-based and affective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated theory and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs, measurement foci, and measurement techniques.

Lewis and Thorn hill (1994)¹⁴ in this article “improve the effectiveness of evaluation” in the Journal of European Industrial Training examined the relationship between training evaluation, organizational objectives, and organizational culture. Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of or ineffective practice of training evaluation within so many organizations is directly related to the nature of organizational culture.

Wexley and Baldwin (1986)¹⁵ in this article “Training budget and Training programs” in the Journal of management criticized the traditional training and development for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable in part to an unfounded belief that “Training and development is good for the employees and the organization; so let there be training budget and Training programs”. This target-based (e.g., a specific number of employees to be trained during a given year) or budget-driven (influenced by the ultimately lead to the result that “Training is only a paid perquisite or free time for the employees devoid of daily stressors and distractions of the workplace on the one hand, and a wasteful expenditure for the management on the other”.

Winfred, Bennett, Winston, et. all (1896)¹⁶ in this article “A meta-analysis of design and evaluation features” Suzanne Journal of Applied Psychology. The authors used meta-analytic procedures to examine the relationship between specified training design and evaluation features and the effectiveness of training in organizations. Results of the meta-analysis revealed training effectiveness sample-weighted mean of 0.60 (k = 15, N = 936) for reaction criteria, 0.63 (k = 234, N = 15,014) for learning criteria, 0.62 (k = 122, N = 15,627) for behavioural criteria, and 0.62 (k = 26, N = 1,748) for results criteria. These results suggest a medium to large effect size for organizational training. In addition, the training method used, the skill or task characteristic trained, and the choice of evaluation criteria were related to the effectiveness of training programs.

Sthapit (2012)¹⁷ in this article “Human Resource Development Factors Affecting the evaluation of induction training effectiveness” in Nepali banks. in the Journal of management criticized the traditional training and development pointed out that the strategic The study was based on the survey which was conducted for low and middle level managers of Nepali development banks established from June 2001 to June 2010. The study revealed that induction training as most effective in terms of learning and least effective on the behaviour change criterion.

Srimannarayana M. (2011)¹⁸ in this article “Training and Development” in the Journal of management criticized the traditional training and development is very important component in the modern Human Resource Management” in the article found that and the scope of training and development vary from one organization to another. Data is collected from 105 HR/Training professionals working in manufacturing, IT/ITES and service sector with a minimum experience of three year in their respective organization in the functional area of training and development. The study revealed that more than 75% of respondents have believed that performance improvements made because of training is an extremely valuable measure and 70.48% have believed that transfer of learning is extremely important. Almost (95.24%) respondents have mentioned that they collect feedback of the participants after completion of the training programme routinely. There is a gap between the measures that that are used actually in assessing training and development and HR/Training professionals do not have control over data that is required for measuring training and development.

Nagar (2009)¹⁹ “Effectiveness of Training Programmes” in the article Himalaya publication house being conducted by the commercial banks in public as well as in the private sector. The data is collected through a structured questionnaire containing several questions relating to various aspects of training programme. The focus of the study is mainly the opinions of the trainees regarding various aspects of training like course duration, library facilities, trainer, teaching & computer aided programme and other infrastructural facilities and the calculated t values are less than table value of t, hence null hypothesis is accepted or hence there is no significant difference in the opinion of respondent at the two staff training centres.

Onattu (2005)²⁰ “Qualified and Trainable employee is recognized as an important factor to compete in the global market” in the article European Industrial Training examined the relationship between training evaluation, explored that the need for This study was conducted to generate information that can be used by industry, policy maker and the consultants to develop appropriate training initiatives. The present study was based on primary data which collected with help of questionnaire filled by 50 respondents.

Raju (2005)²¹ “Various Aspects of Training” in the article global market survey conducted an opinion survey on the like management’s attitude, selection process, quality of training, impact of training on productivity & individual and post-training assessment in different categories of banks in Coimbatore. A questionnaire was formulated comprising various aspects of training and opinion on the statements was sought from 154 employees of 24 banks in Coimbatore.

David Pollitt (2009)²² in this article “Training team shines at AXA Sun Life Staff Development adapts to economic downturn” Journal of human resource management international digest has done his research in the topic Ensuring that its 200 employees have up-to-date skills and knowledge falls to regulated-sales training manager Paul Ingle by and his team of four, who operate from AXA’s Coventry head office. Feedback suggests that enhanced training proficiency is being translated into improved skills within the business.

David (2008)²³ in this article “Training restores pride among customer service” Journal of human resource management international digest has done his research in the topic staff at john sons apparel master project highlights path to

significant and lasting change and he has done a review in a training initiative helped to boost customer service and improve customer relations at a large UK work wear-rental supplier, despite difficult trading conditions across its sector. The author says that the training targeted staff who could contribute most to the improvements. These included line managers and office and field-based customer-service teams. Each group was given a clear set of performance-improvement objectives for the training. Improvements would be monitored through assessment by the trainer during individual IT training, coaching during individual training, discussion and questioning during group sessions, delegate feedback as part of the format review process, system analysis of new procedures being put into practice, and - monitoring of business improvements.

Anupama Narayan and Debra Steele Johnson (2007)²⁴ in this article “Relationships between Prior Experience of Training”, gender, goal orientation and training attitudes. Journal of European beneficial Training, has done a review in these topics The participants were 174 undergraduate students from a Midwestern university. Participation in the study was voluntary and participants received extra credit points that could be applied to their course grade. So total 165 participants were taken for the analysis (men, and = 71; women, and = 94) with a mean age of 20.5 years (SD = 3.14). Hence, results from regression analysis indicated that mastery-approach goal orientation had a beneficial effect on training attitudes of men but not for women.

Shreya Sarkar-Barney (2004)²⁵ in this article “The Role of National culture in Enhancing Training Effectiveness” Journal of European effectiveness of Training, has done her research in these topic The population of the study is (N= 44,000) from 54 nations. Finally, the goal of this paper was to present a framework that considers the influence of culture on Transfer of Training (TOT). Finally he says that by combining information about a country’s culture value score and the relationships proposed by the framework, practitioners can make more informed decisions about ways of adapting their training systems to meet the needs of any particular culture in which training is to be conducted.

D.K Pradhap sign (2006)²⁶ in this article “A study on Effectiveness Training among middle level employees in VSK motors PVT ltd Mumbai”. Journal of vsk

motors pvt ltd Training, and the study reveals that there is no significant relation between the personal variables like age, gender, and marital status, religion of the respondent and effectiveness of training.

Jadhav (2013)²⁷ in this article “Training and Development Programmes” Journal of European Industrial Training and development, undertaken by banks for their employees. A sample of 40 employees is selected by the use of random sampling from different banks in Mumbai. It is concluded that private and public Indian banks undertake training and development programmes for their employees to increase their efficiency. Banks provide training programmes to enhance their knowledge and skills to satisfy the customers. Growth of banking sector in India is the result of skilled manpower which is the outcome of training and development.

Purohit (2012)²⁸ in this article “The existing policies practiced in c-operative banks to appraise the level of HRD practices”, Journal of human resource development, to assess the satisfaction level of employees about HRD practices particularly Training and development & reward and recognition of employees. From large number of banks in pune region 16 are selected for the study. Information was collected from 30 employees of different level. The study adopted random sampling with regard to the selection of cooperative banks. The study revealed that straining helps employees to gain better understanding in the area of Job and this will enhance their stock of knowledge. Extensive training providing the continuous development, such as on-the-job training, training programmes and workshops can be a driving factor for the activities in the firm.

Ramakrishna et al. (2012)²⁹ in this article “Human Resource Development” department has to play a more proactive role in shaping the employees to fight out the challenges. Journal of bank Industrial Training, A sample of 85 employees covering all canara bank branches in Kurnool District has been considered for the study at random. The study revealed that the employees have attended more training and development programmes, employees strongly agreed about the necessity of training and development programmes, majority of the employees rated trainer’s preparation as good, employees rated trainers creating learning atmosphere and employees given overall rating for training and development programmes.

Kraiker et,al (1993)³⁰ in this article “measurement techniques.” journal of applied psychology proposed cognitive, skill-based and effective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs, measurement foci, and measurement techniques.

“A Study on Employee Attitudes Towards Training Effectiveness” (2008)³¹ conducted by P.R.China Business Administration South China University of Technology. This study within a large university aims to explore the cleaning staff’s attitudes towards training effectiveness at four evaluation levels: reaction to training course, learning environment, behaviour change and employee perceived training outcomes. Results of the study suggest that employees have positive attitude towards training effectiveness when management development integrated approach to training which place emphasis on the identification of training needs, the role of supervisors and reward system. Practical implication of the findings and future research are discussed.

Banahan (2007)³², “The current traditional training “in the article Effectiveness of Training and Development its different approaches to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organisations. The current traditional training continuously facing the challenges in the selection of the employees, in maintaining the uncertainty related to the purpose and in introducing new tactics for the environment of work and by recognizing this, they advising on all the problems, which reiterates the requirement for flexible approach. Usually the managers have the choice to select the best training and development programme for their staff but they always have to bear in mind that to increase their chances of achieve the target.

CHAPTER III

3.1 INDUSTRY PROFILE

Auto mobile industry in India

Since a scintillating 2.3 million units produced in 2008 the Indian automobile industry bagged the position of being the ninth largest in the world. Following economic liberalization, Indian domestic automobile companies like Tata Motors Maruti Suzuki and Mahindra and Mahindra expanded their production and export operations in and across the country and since then the industry has only shown signs of growth. The automobile industry comprises of heavy vehicles (trucks, buses, tempos, tractors), passenger cars, and two-wheelers.

The Indian automobile industry seems to come a long way since the first car that was manufactured in Mumbai in 1898. The automobile sector today is one of the key sectors of the country contributing majorly to the economy of India. It directly and indirectly provides employment to over 10 million people in the country. The Indian automobile industry has a well established name globally being the second largest two wheeler market in the world, fourth largest commercial vehicle market in the world, and eleventh largest passenger car market in the world and expected to become the third largest automobile market in the world only behind USA and china.

The growth of the Indian middleclass along with the growth of the economy over the last few years has resulted in a host of global auto giants setting their foot inside the Indian Territory. Moreover India also provides trained manpower at competitive costs making the country a manufacturing hub for many foreign automobile companies. India proves to be a potential market as compared to most of the other countries which are witnessing stagnation as far as automobile industry growth is concerned. A recent research conducted by the global consultancy firm Deloitte says that at least one Indian automobile company will feature among the top six automobile companies that will dominate the car market by 2020.

3.2 COMPANY PROFILE

SJB Automobiles is the authorized dealer for the entire range of Mahindra & Mahindra Ltd. personal and Light Commercial Vehicles in the state of Tamil Nadu. Incepted as a subsidiary of S J Balakrishnan & Co., SJB Automobiles was established in 1980 as a vehicle dealership in Coimbatore region for handling commercial vehicles, tractors & three wheelers. Over the years, the company has shown exemplary performance in the field of sales and has been recognised by its principals for outstanding sales and service, and providing only genuine spares to customers. SJB Automobiles welcomes you to a new dimension in automobile sales and service! From exemplary after sales support to top line maintenance services, they are always with you in your needs. they are automobile dealership with ample technical expertise and equipment to maintain your vehicle in an absolute running condition. they are dedicated to our customers and their vehicles in providing quality services. SJB Automobiles has become a phenomenal success with their exemplary service and customer satisfaction. they offer world class facilities and state-of-the-art services for your Mahindra & Mahindra Cars. We offer pick and drop facilities at your doorsteps of your car as per your convenience. they offer services to the wide range of target segments constituting of individuals, traders, entrepreneurs, contractors, tourist cab operators, schools, and other institutions with products and services to meet their requirements. As leading automobile dealers in the state, SJB Automobiles has expanded its customer fraternity on the basis of our expertise.

VISION

SJB chosen of Business will grow in new opportunity and leader in an ever changing market.

- Customer expectations.
- Continuous quality Improvement.
- Efficient and profitable.
- Top ten most admired companies in India.

MISSION

- Be a role model dealer in customer satisfaction and employee satisfaction by achieving 70%+
- Scores in CAP (customer as promoter) and 80%+ scores in EAP (employee as promoter) in all our dealerships.
- Achieve award winning high scores in processes and systems adherence in our dealerships.
- Grow a strong leadership team of competent managers who can spearhead the company
- Into the future and who will share the wealth generated.

VALUES & BENEFITS

INTEGRITY

The company professional and personal integrity above all else. The company achieves our goals by being honest and straightforward with all our stakeholders. The companies earn trust with every action, every minute of every day.

PASSION

The company plan to win. The company has a healthy desire to stretch, to achieve personal goals and accelerate business growth. The company strives constantly to improve and be energetic in everything that we do.

QUALITY

The company takes ownership of our work. The company unfailingly meet high standards of quality in both what we do and the way we do it .we take pride in excellence

THE GROUP COMPANIES

- TVS Motor Ltd
- Mahindra & Mahindra Ltd
- Bajaj Auto Limited
- Nissan Automobile Company

BUSINESS CUSTOMERS

- Ashok Leyland
- Hero Honda
- Yamaha Motor
- Force Motors
- Toyota Kirlosakar Automobiles Limited
- Microtel Forgings
- Q H Tabors
- Tenneco RC India
- Escorts Ltd
- Bajaj sons Ltd.

PRODUCTS & SERVICES

- XUV 500

- Quanto

- Scorpio

- Verito

SERVICES

Car for a complete periodic maintenance service at our SJB service centre. Especially Mahindra Trained professionals care for your car with Mahindra Genuine Parts. You may even Observe Work-in Progress. Our comfortable Express Lounge Facilities allow you to relax. All you have to do is take an appointment and enjoy the experience. Easy Appointment Scheduling Benefits while you wait for conveniences .Services include Body Wash & Vacuum Cleaning and is available for all Mahindra vehicles. Service centre: Coimbatore, Ooty, Tripur, erode, Pollachi

CHAPTER IV

ANALYSIS AND INTERPRETATION

Analysis means the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis particularly in case of survey or experimental study, involves estimating the values of unknown parameters of the population and testing of the hypothesis for drawing inferences. Analysis may, therefore, Analysis is of descriptive type largely the study of distributions of one variable. This study provides with profiles of companies, workgroups, persons, and other objects.

Interpretation refers to the task of drawing inferences from the collected facts after an analytical and experimental study. It is connected with relationships within the collected data, partially overlapping analysis; Interpretation also extends beyond the data of the study to include the result of other research, theory and hypothesis. Thus, interpretation is the devices through which factors that seem too essential to explain what has been absorbed by researcher in the course of study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches.

Interpretation is essential for the simple reason that the usefulness and the utility of research findings lie in proper interpretation.

Analysis is the process of breaking a complex topic of substance into smaller parts to gain a better understanding of it. The techniques have been applied in the study of mathematics and logic since before Aristotle, though analysis is a formal concept is a relatively recent development.

- The act of interpretation; elucidation; explication.
- The meaning assigned to another's creative work, action, behavior, etc.
- Oral translation
- The performing of a dramatic part, music, etc., so as to bring out the meaning or to demonstrate one's conception of it.
- The assignment of meaning to abstract symbols in a logical system.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

4.1 AGE

Analysis of personal data reveals with age which is a important factor, The age of respondents play a vital role in their participation to the training period as the organisation targets the young age group. The table shows the age of the respondents.

TABLE 4.1

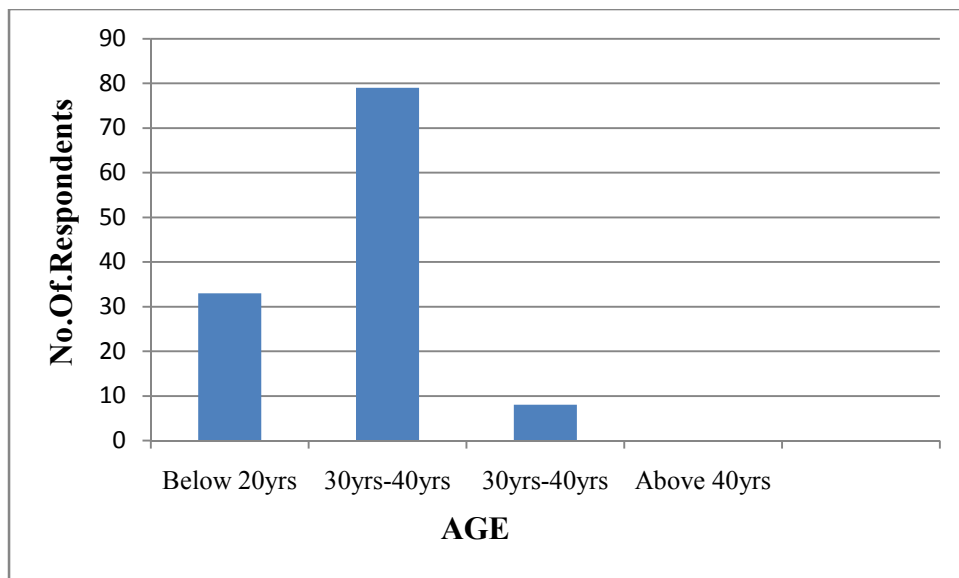
AGE

S.NO	Age	NOR	Percentage (%)
1	Below 20yrs	33	27.5
2	20yrs-30yrs	79	65.8
3	30yrs-40yrs	8	6.7
4	Above 40yrs	0	0
	Total	120	100

The table 4.1 reveals that mainstream of the workers belong to the age group between 20 to 30years so it is evident that most of the employees have joined the company after finishing their studies. Hence, all the employees are fresher so it is essential to conduct training programme for them.

CHART 1.1

AGE



4.2 GENDER

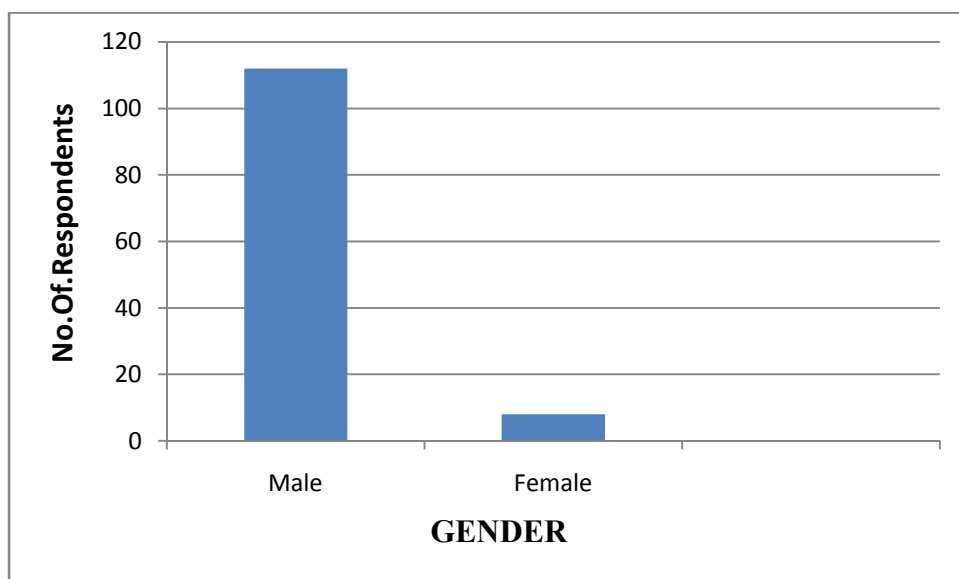
This classification shows the demographic aspect where the survey divides the respondents on the basis of gender into male and female seeking to know the type of employee training. The table shows the gender of the respondents.

TABLE 4.2
GENDER

S.NO	Gender	NOR	Percentage (%)
1	Male	112	93.3
2	Female	8	6.7
	Total	120	100

The table 4.2 reveals that most of the workers are male as the job is related to marketing sector. And most of the Indian women does not prefer for the marketing job.

CHART 4.2
GENDER



4.3 MARITAL STATUS

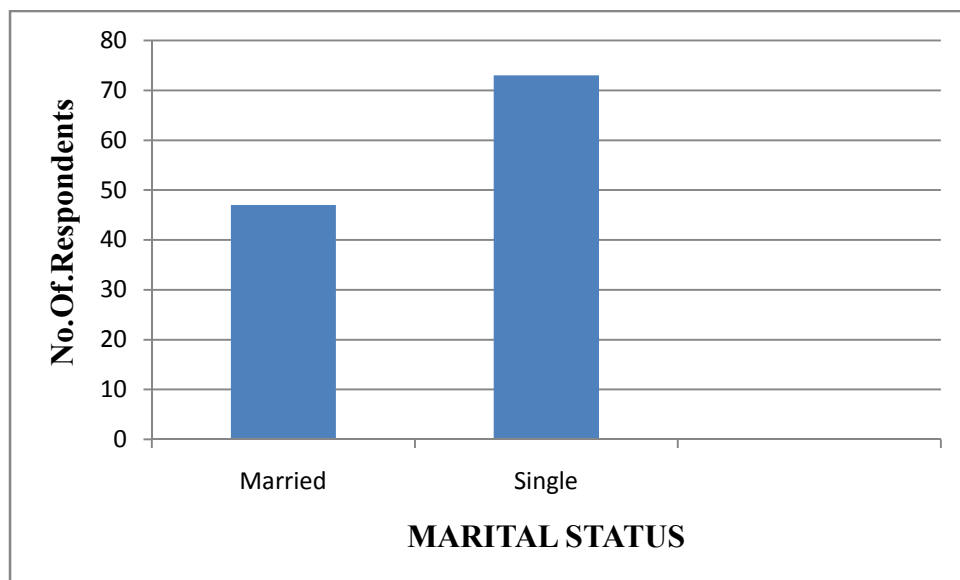
This classification shows the demographic aspect where the survey divides the respondents on the basis of marital status into single and married. The table shows the marital status of the respondents.

TABLE 4.3
MARITAL STATUS

S.NO	Marital status	NOR	Percentage (%)
1	Married	47	39.2
2	Single	73	60.8
	Total	120	100

Table 4.3 shows that most of the employees are single because now a day employees are more career orientated and take their professional life more serious than their personal life.

CHART 4.3
MARITAL STATUS



4.4 EDUCATION QUALIFICATION

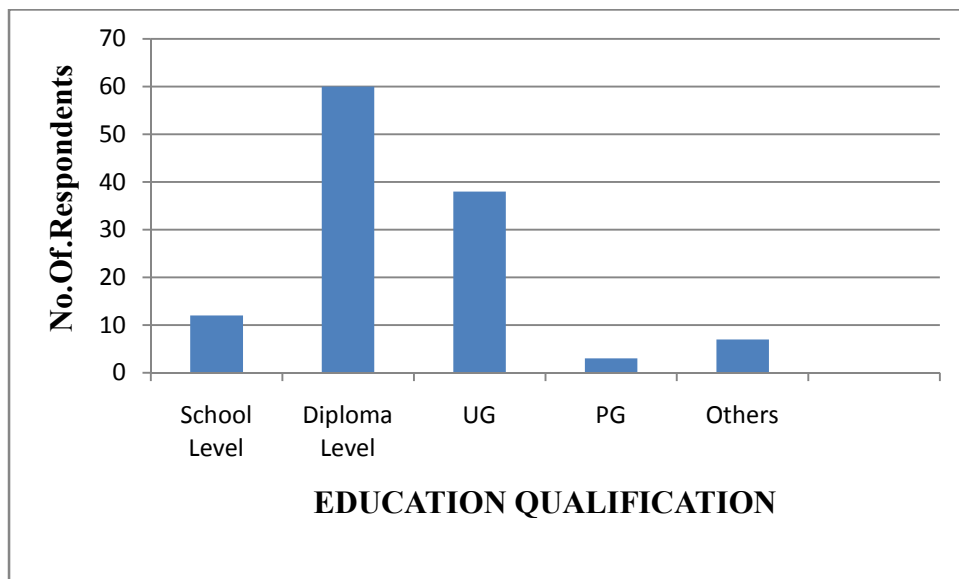
Analysis of personal data reveals with qualification which is a important factor, as qualification increases knowledge, and skills also increases. The table shows the Education qualification of the respondents.

TABLE 4.4
EDUCATION QUALIFICATION

S.NO	Edu qualification	NOR	Percentage (%)
1	School Level	12	10
2	Diploma Level	60	50
3	UG	38	31.7
4	PG	3	2.5
5	Others	7	5.8
	Total	120	100

Table 4.4 indicates that maximum number of the employee in the company have completed Diploma as the job description of the employee does not need a well qualified employee.

CHART 4.4
EDUCATION QUALIFICATION



4.5 EXPERIENCE

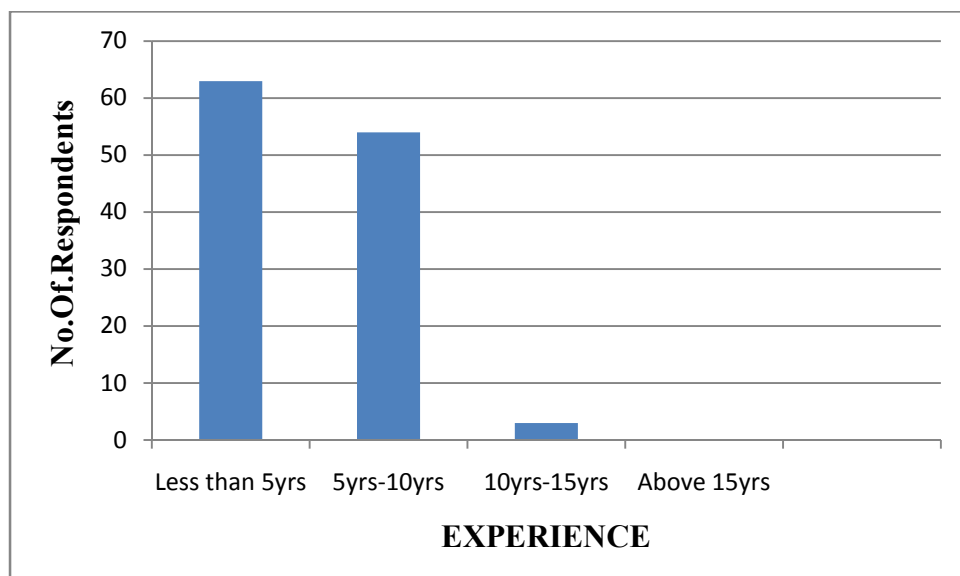
Experience in the organisation may also lead to the effective training, the table show the years of experience of employees working in the organization.

TABLE 4.5
EXPERIENCE

S.NO	Experience	Nor	Percentage (%)
1	Less than 5yrs	63	52.5
2	5yrs-10yrs	54	45
3	10yrs-15yrs	3	2.5
4	Above 15yrs	0	0
5	Total	120	100

Table 4.5 infers that most of the employee have less than 5 years experience because it been only few years that the company has started its branch in Coimbatore.

CHART 4.5
EXPERIENCE



4.6 ANNUAL INCOME

Income of an employee may also affect the organisational training. The table shows the Annual income of the respondents.

TABLE 4.6

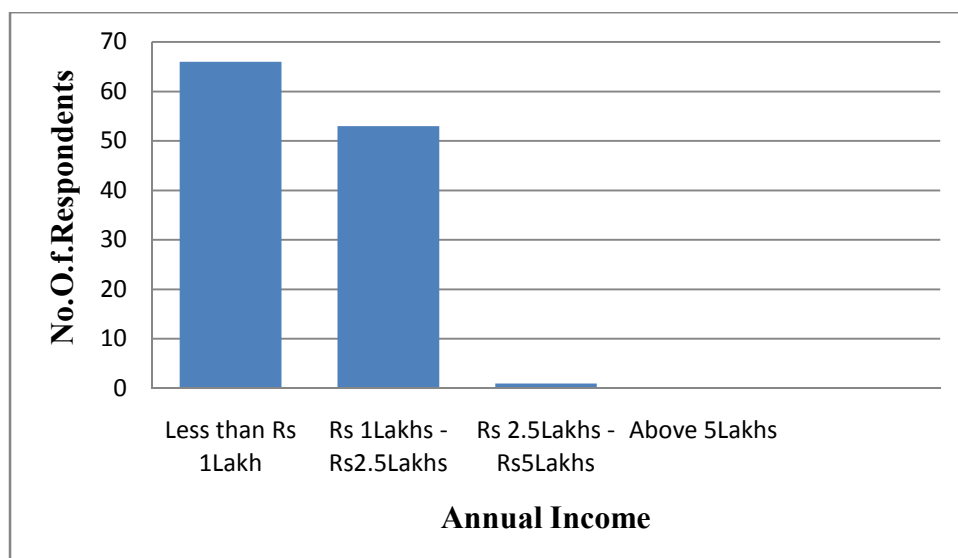
ANNUAL INCOME

S.NO	Annual income	Nor	Percentage (%)
1	Less than Rs 1Lakh	66	55.0
2	Rs 1Lakhs - Rs2.5Lakhs	53	44.2
3	Rs 2.5Lakhs - Rs5Lakhs	1	8
4	Above 5Lakhs	0	0
	Total	120	100

Table 4.6 implies that maximum of the employees in the company receive less than Rs 1lakh as their job is to do only sales and marketing which can be easy job if the employee works smarter rather than harder.

CHART 4.6

ANNUAL INCOME



4.7 TRAINING PROGRAMS

The success of training programs helps in identifying right training, and to make better performance for the employee job. The table shows the Training programs of the respondents..

TABLE 4.7

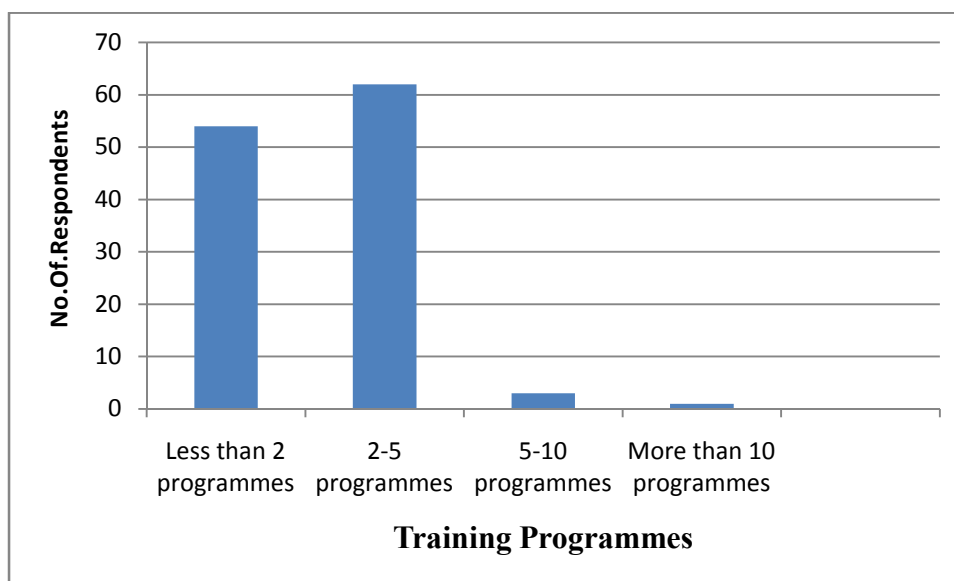
TRAINING PROGRAMS

S.NO	Training programmes	NOR	Percentage (%)
1	Less than 2 programmes	54	45
2	2-5 programmes	62	51.7
3	5-10 programmes	3	2.5
4	More than 10 programmes	1	8
	Total	120	100

Table 4.7 indicates that employee mostly attend 2-5 training programmes per year as each employee themselves need training programme to make their performance better along with performing their job at the same time. Hence, the employees participate only in important training programmes.

CHART 4.7

TRAINING PROGRAMS



4.8 TRAINING METHOD

The success of Training method helps in identifying right job and effective training. The table shows the Training method of the respondents.

TABLE 4.8

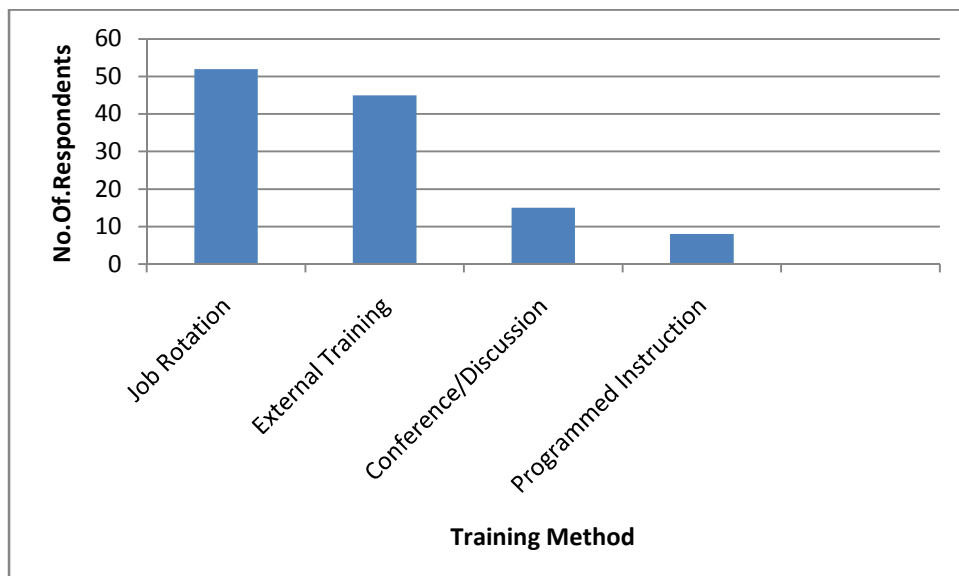
TRAINING METHODS

S.NO	Training methods	NOR	Percentage (%)
1	Job Rotation	52	43.3
2	External Training	45	37.5
3	Conference/Discussion	15	12.5
4	Programmed Instruction	8	6.7
	Total	120	100

Table 4.8 shows that maximum number of employees select job rotation for their training programme as every employee seek for variation and try to explore various job so as the identify the ideal job for themselves and also to get a break from their monotonous job.

CHART 4.8

TRAINING METHODS



4.9 JOB TRAINING METHODS

Job training methods should bring a positive experience. It is a very effective tool to improve performance and productivity and for developing employees. This type of method gives an opportunity to the employee to understand the problems of on other jobs.

TABLE 4.9

TRAINING METHOD

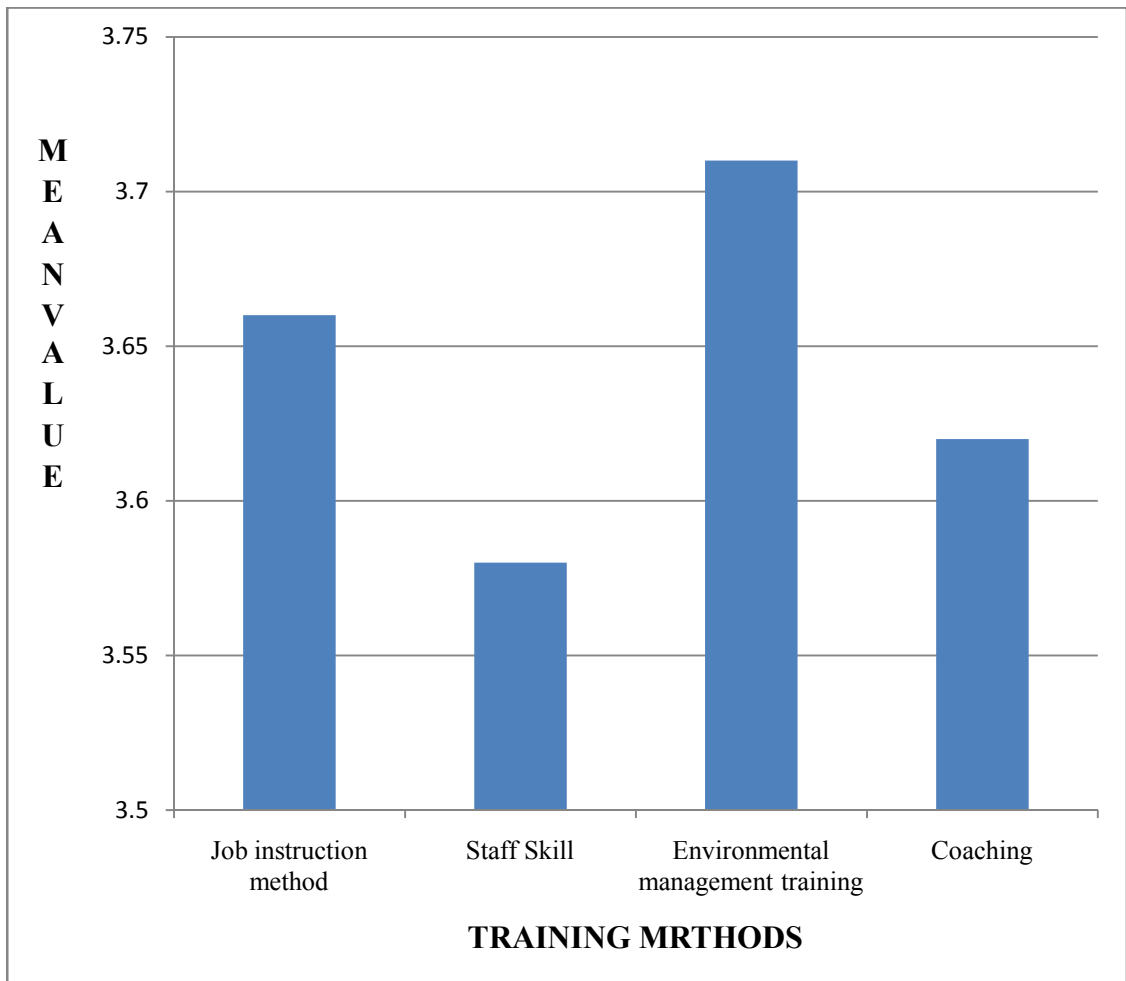
S.N O	Training method	Most effectiv e (5)	Effectiv e (4)	Moderat e (3)	Least effectiv e (2)	Not at all effectiv e (1)	MS V	SD
1	Job instruction method	28	43	32	14	3	3.66	1.18 0
2	Staff Skill	21	47	33	19	0	3.58	1.14 7
3	Environment al management training	27	44	36	13	0	3.71	1.11 3
4	Coaching	25	45	32	15	3	3.62	1.20 3

$$\text{MSV} = 3.64$$

From the above table 4.9 it is interpreted that the respondents agree that the environmental management training system effective based on the job training methods. The job instruction methods are above the average mean score value is considered as strong factors. This shows that the organisation follows good system to improve performance.

CHART 4.9

TRAINING METHODS



4.10 TRAINING COURSE

Training courses are ways of improving the effectiveness of employee current workforce, Training courses are designed to be at par with the latest developments in the field of training. Training courses are planned to improve upon the basic training skills which are the skills of observation, analysis and evaluation. These training courses provide a huge motivation and absorb a lot of confidence in trainees.

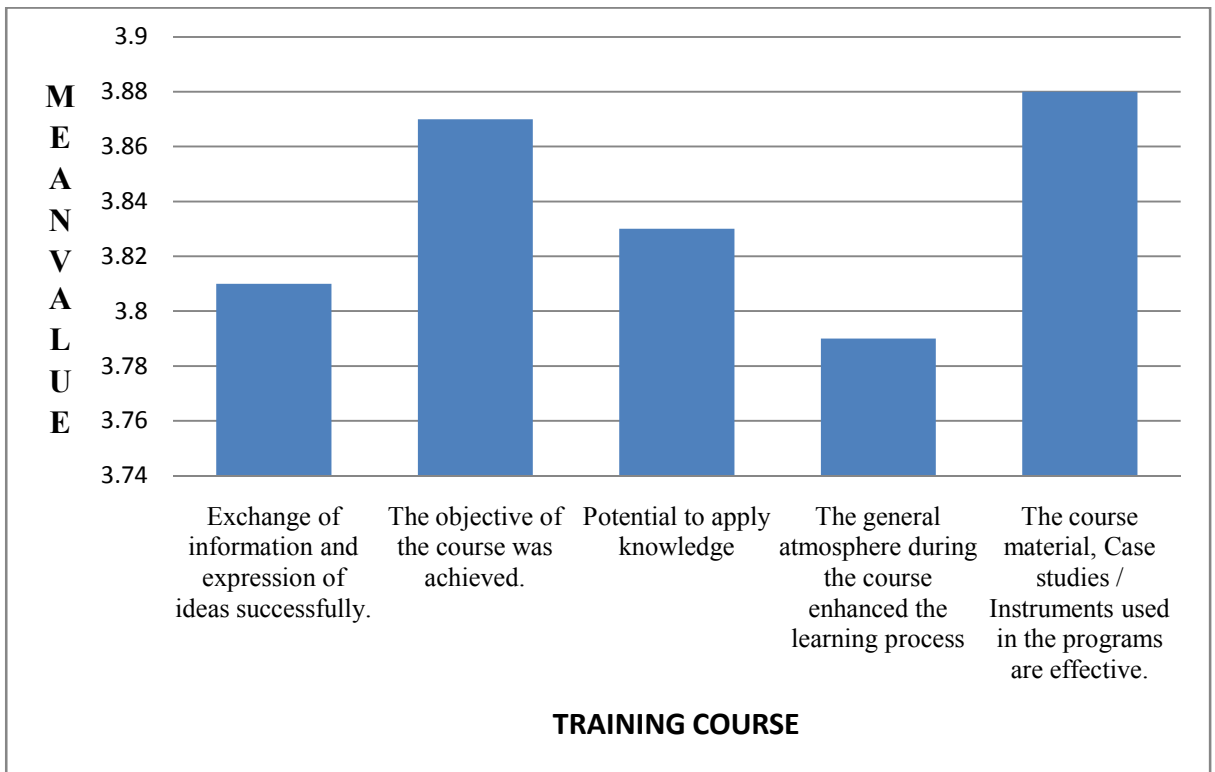
TABLE 4.10
TRAINING COURSE

S.NO	Training Course	SA	A	N	D	SD	MSV	SD
1	Exchange of information and expression of ideas successfully.	27	55	29	6	3	3.81	.957
2	The objective of the course was achieved	26	58	33	0	3	3.87	.853
3	Potential to apply knowledge	24	60	30	4	2	3.83	.865
4	The general atmosphere during the course enhanced the learning process	25	57	30	4	4	3.79	.967
5	The course material, Case studies / Instruments used in the programs are effective.	27	57	32	2	2	3.88	.861

MSV= 3.84

From the above table 4.10 it is interpreted that the respondents agree that the course material, Case studies / Instruments used in the programs are effective. Based on the job training course. The objective of the course was achieved are above the average mean score value is considered as strong factors. This shows that the organisation follows good system to improve performance.

CHART 4.10
TRAINING COURSE



4.11 TRAINERS

Trainer training is important for various reasons as training in various professional levels have become quite popular. Another reason behind the importance of trainer training is that the trainers are required to have certain professional training before starting this career.

TABLE 4.11

OPINION ABOUT TRAINERS

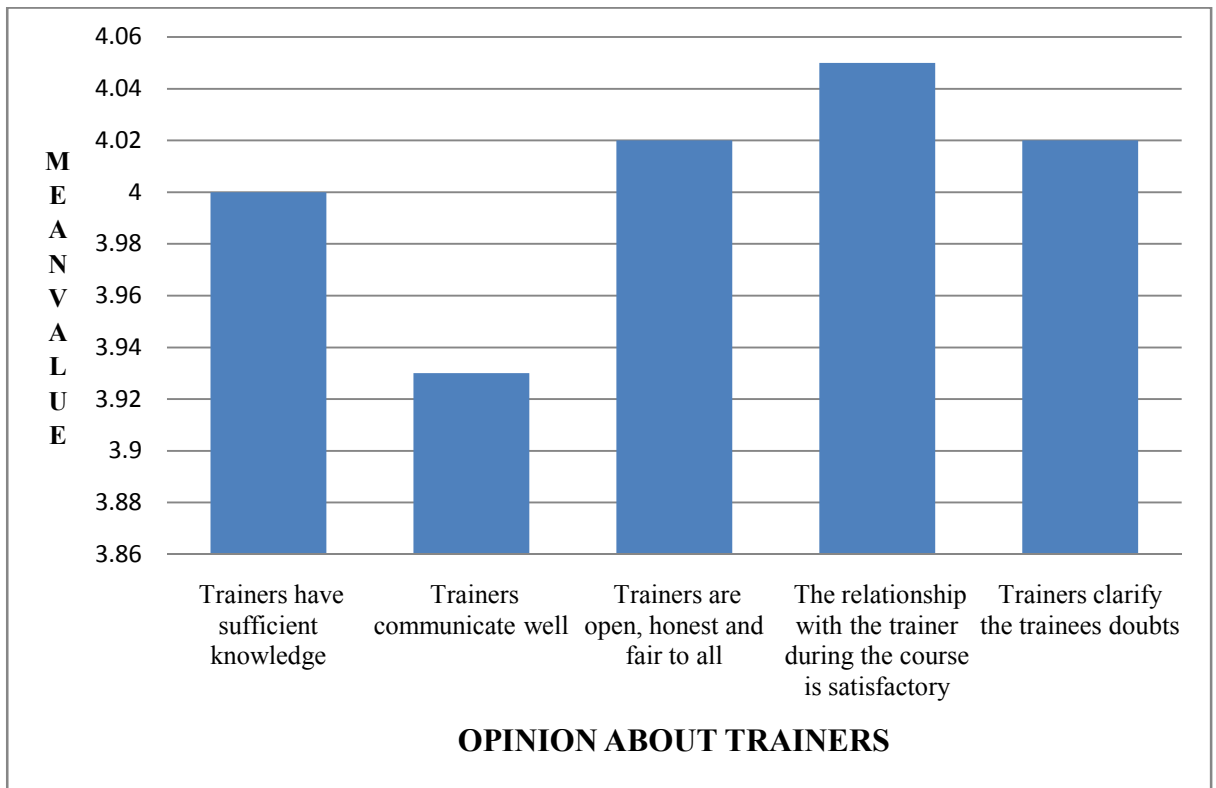
S.NO	Opinion About Trainers	SA	A	N	DA	SDA	MSV	SD
1	Trainers have sufficient knowledge	37	56	26	1	3	4.00	.920
2	Trainers communicate well	33	30	35	0	2	3.93	.872
3	Trainers are open, honest and fair to all	34	60	22	2	2	4.02	.859
4	The relationship with the trainer during the course is satisfactory	41	50	25	2	2	4.05	.899
5	Trainers clarify the trainees doubts	40	54	18	4	4	4.02	.985

From the above table 4.11 it is interpreted that the respondents agree that the relationship with the trainer during the course is satisfactory are effective. Based on the job training. Trainers are open, honest and fair to all and Trainers clarify the trainees doubts are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV= 4.01

CHART 4.11

OPINION ABOUT TRAINERS



4.12 WORK ATMOSPHERE

The work environment following training has a significant impact on transfer outcomes. The effectiveness of a training program is largely dependent on the trainees' ability to use their newly acquired competencies on the job. When the subsequent work environment does not encourage the use of targeted behaviours. The most critical components of the work environment include transfer climate, support, opportunity and timings.

TABLE 4.12

WORK ATMOSPHERE

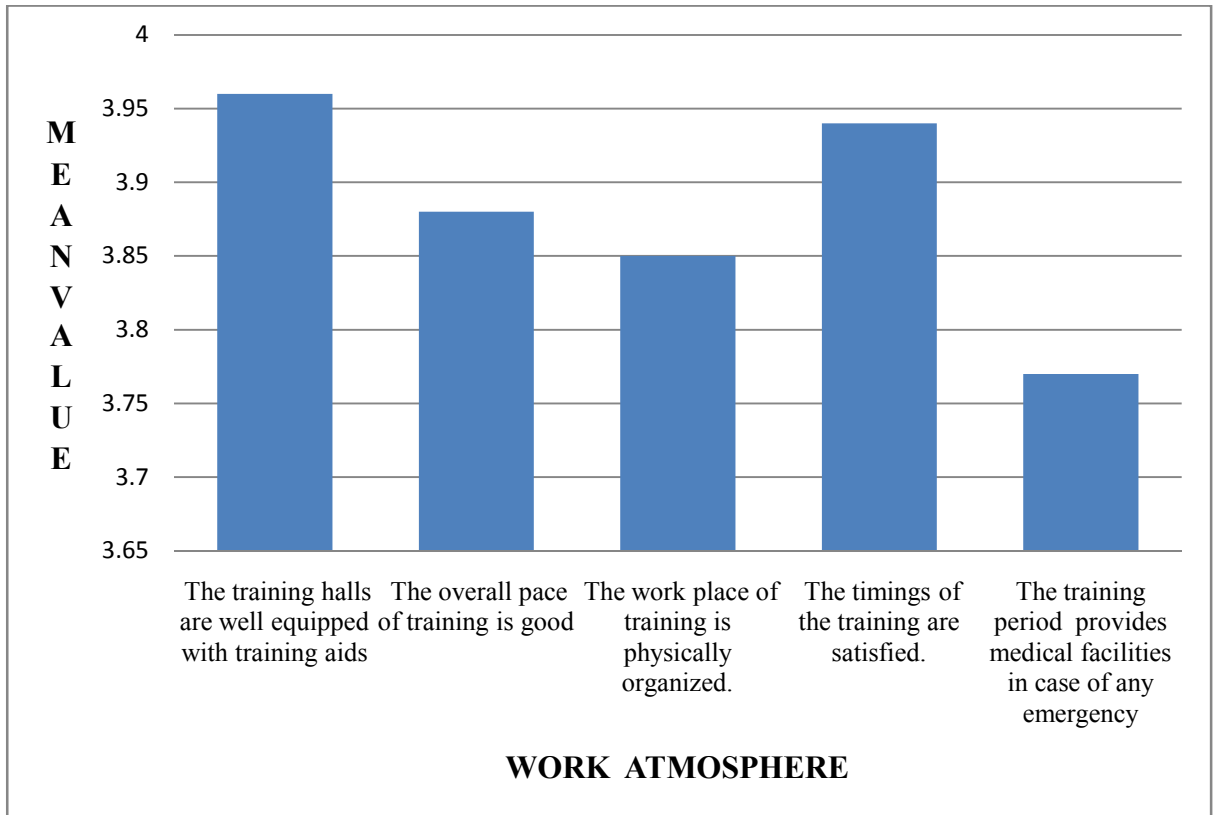
S.NO	Work Atmosphere	SA	A	N	D	SD	MSV	SD
1	The training halls are well equipped with training aids	34	56	23	5	2	3.96	.908
2	The overall pace of training is good	28	59	25	6	2	3.88	.916
3	The work place of training is physically organized.	27	58	28	4	3	3.85	.925
4	The timings of the training are satisfied.	37	50	26	3	4	3.94	.974
5	The training period provides medical facilities in case of any emergency	28	48	35	6	3	3.77	.947

From the above table 4.12 it is interpreted that the respondents agree that the training halls are well equipped with training aids are effective. Based on the job training. The timings of the training are satisfied are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV= 3.88

CHART 4.12

WORK ATMOSPHERE



4.13 BENEFITS GAINED FROM THE TRAINING PROGRAM

Training helps to business run better. Trained employees will be better equipped to handle customer inquiries, make a sale or use computer systems. Training is essential for knowledge transfer. Training promotes job satisfaction. Nurturing employees to develop more rounded skill sets will help them contribute to the company.

TABLE 4.13

BENEFITS GAINED FROM THE TRAINING PROGRAM

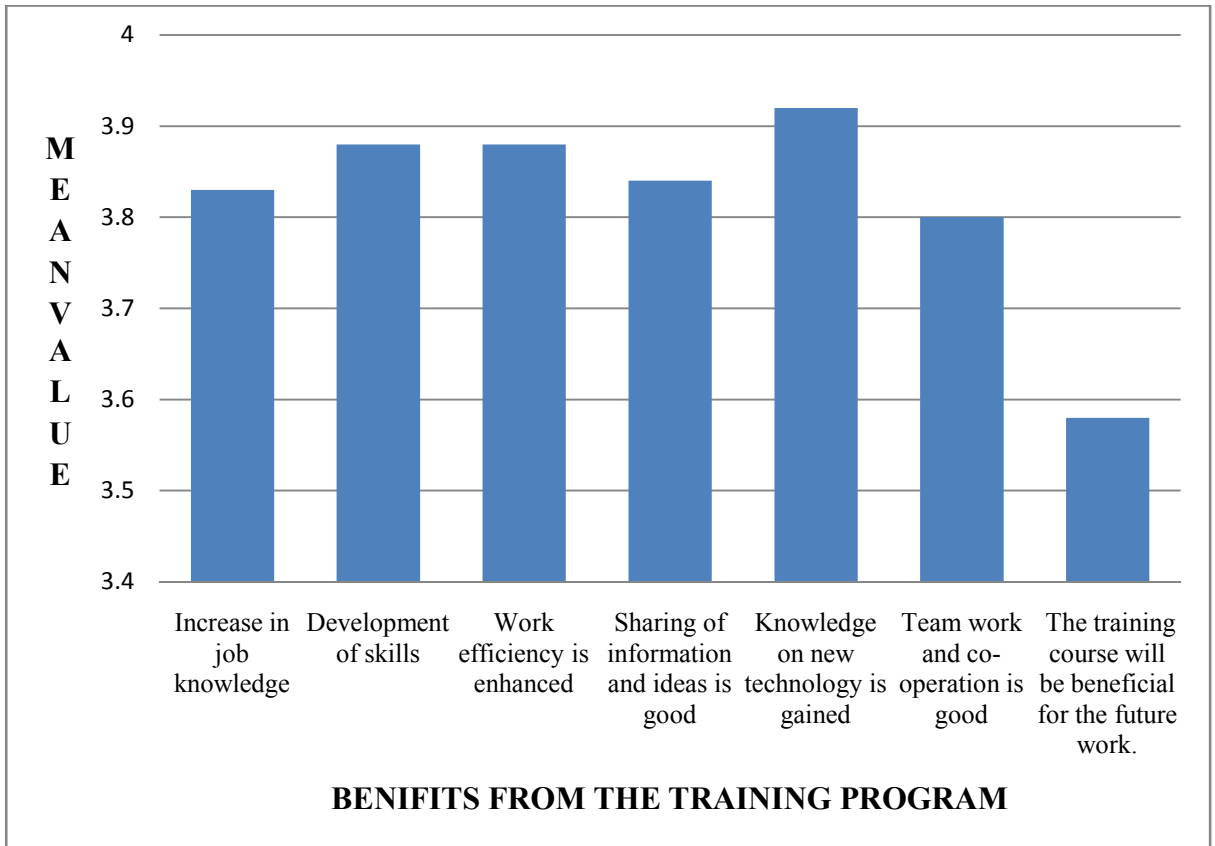
S.NO	Benefits Gained From Training Program	SA	A	N	D	SD	MSV	SD
1	Increase in job knowledge	3	51	36	3	2	3.83	.881
2	Development of skills	6	57	26	6	2	3.88	.920
3	Work efficiency is enhanced	5	55	28	5	2	3.88	.917
4	Sharing of information and ideas is good	4	63	26	4	3	3.84	.884
5	Knowledge on new technology is gained	6	50	27	6	2	3.92	.961
6	Team work and co-operation is good	4	54	35	4	2	3.80	.896
7	The training course will be beneficial for the future work.	11	46	42	11	2	3.58	.939

From the above table 4.13 it is interpreted that the respondents agree that the Knowledge on new technology is gained are effective. Based on the job training Development of skills and Work efficiency is enhanced are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV = 3.82

CHART 4.13

BENEFITS GAINED FROM THE TRAINING PROGRAM



4.14 LEADERSHIP TRAINING

Leadership is the ability of an individual to set rules for others and lead from the front. The ability of an individual to influence motivates, and enables others to contribute towards the effectiveness and success of the organisation.

TABLE4-14

LEADERSHIP

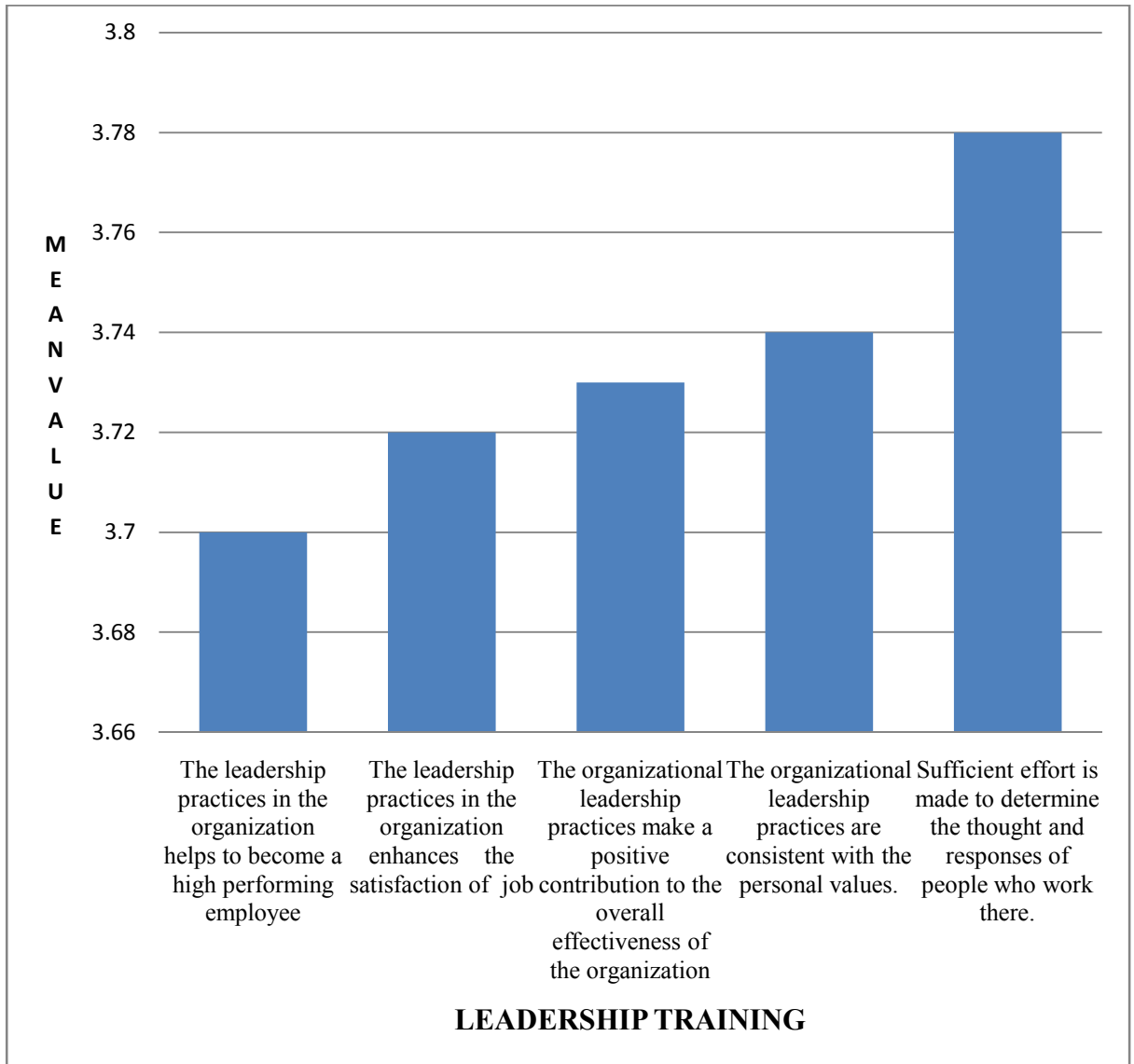
S.NO	Leadership	SA	A	N	DA	SDA	MSV	SD
1	The leadership practices in the organization helps to become a high performing employee	23	51	35	9	2	3.70	.961
2	The leadership practices in the organization enhances the satisfaction of job	23	53	36	10	1	3.72	.962
3	The organizational leadership practices make a positive contribution to the overall effectiveness of the organization	27	47	37	6	3	3.73	.915
4	The organizational leadership practices are consistent with the personal values.	27	47	37	6	3	3.74	.975
5	Sufficient effort is made to determine the thought and responses of people who work there.	31	43	37	7	2	3.78	.983

From the above table 4.14 it is interpreted that the respondents agree that the sufficient effort is made to determine the thought and responses of people who work there. Are effective Based on the job training. The organizational leadership practices are consistent with the personal values are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV = 3.73

CHART 4.14

LEADERSHIP



4.15 MOTIVATIONAL FACTORS AND REWARDS IN THE TRAINING PERIOD

Individual's motivation will affect their attitude and commitment and will be influenced by their supervisors and other individuals. And equally important is how company manage employees performance and reward them, the principal goal is to increase people's willingness to work in one's company, to enhance their productivity. The reward also needs to be according to the employee's personality

TABLE 4.15

MOTIVATIONAL FACTORS AND REWARDS

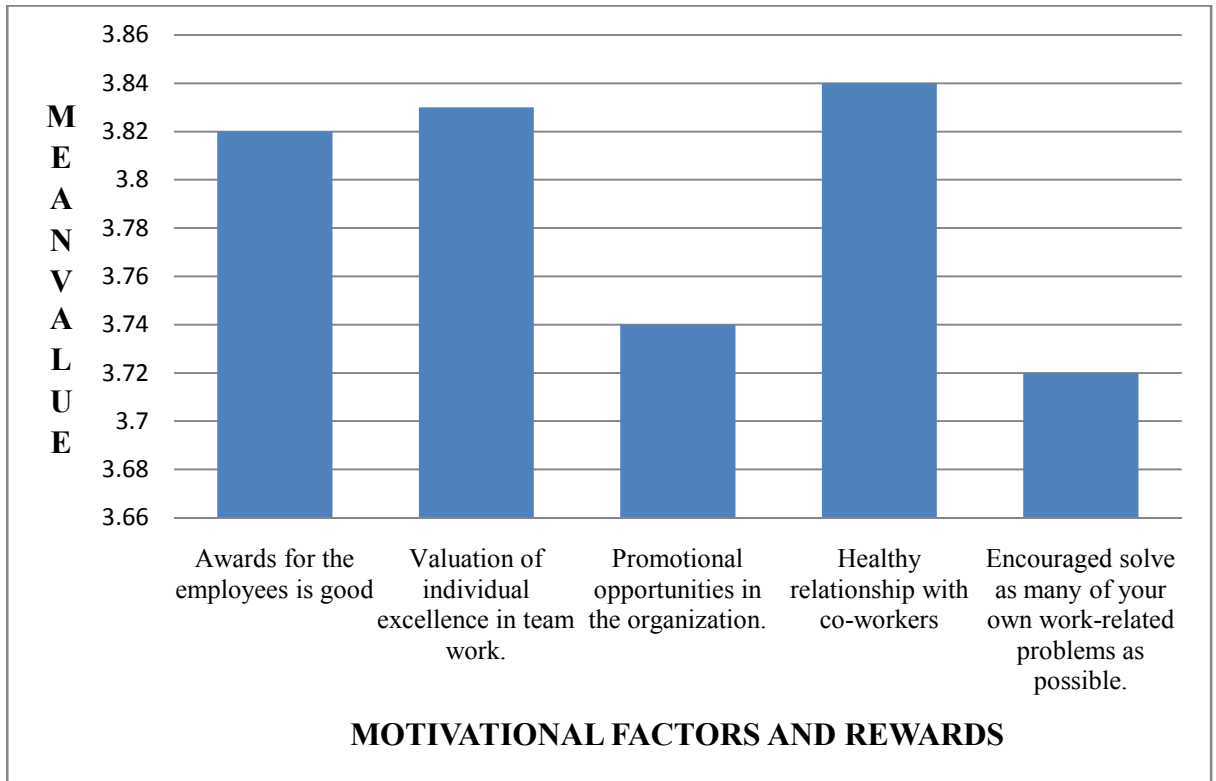
S.NO	Motivational Factors & Rewards	SA	A	N	DA	SDA	MSV	SD
1	Awards for the employees is good	29	50	32	8	1	3.82	1.140
2	Valuation of individual excellence in team work.	30	48	35	6	1	3.83	1.147
3	Promotional opportunities in the organization.	26	47	35	8	2	3.74	1.123
4	Healthy relationship with co-workers	36	40	36	5	3	3.84	1.203
5	Encouraged solve as many of your own work-related problems as possible.	24	51	36	6	3	3.72	.986

From the above table 4.15 it is interpreted that the respondents agree that the Healthy relationship with co-workers are effective. Based on the job training. Valuation of individual excellence in team work are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV = 3.79

CHART 4.15

MOTIVATIONAL FACTORS AND REWARDS



4.16 CAREER DEVELOPMENT

Career Development Program assignment and the training period designed to help the trainee identify their strength and weakness requirements for the target position at the end of the training program.

TABLE4-16
TRAINING AND CAREER DEVELOPMENT

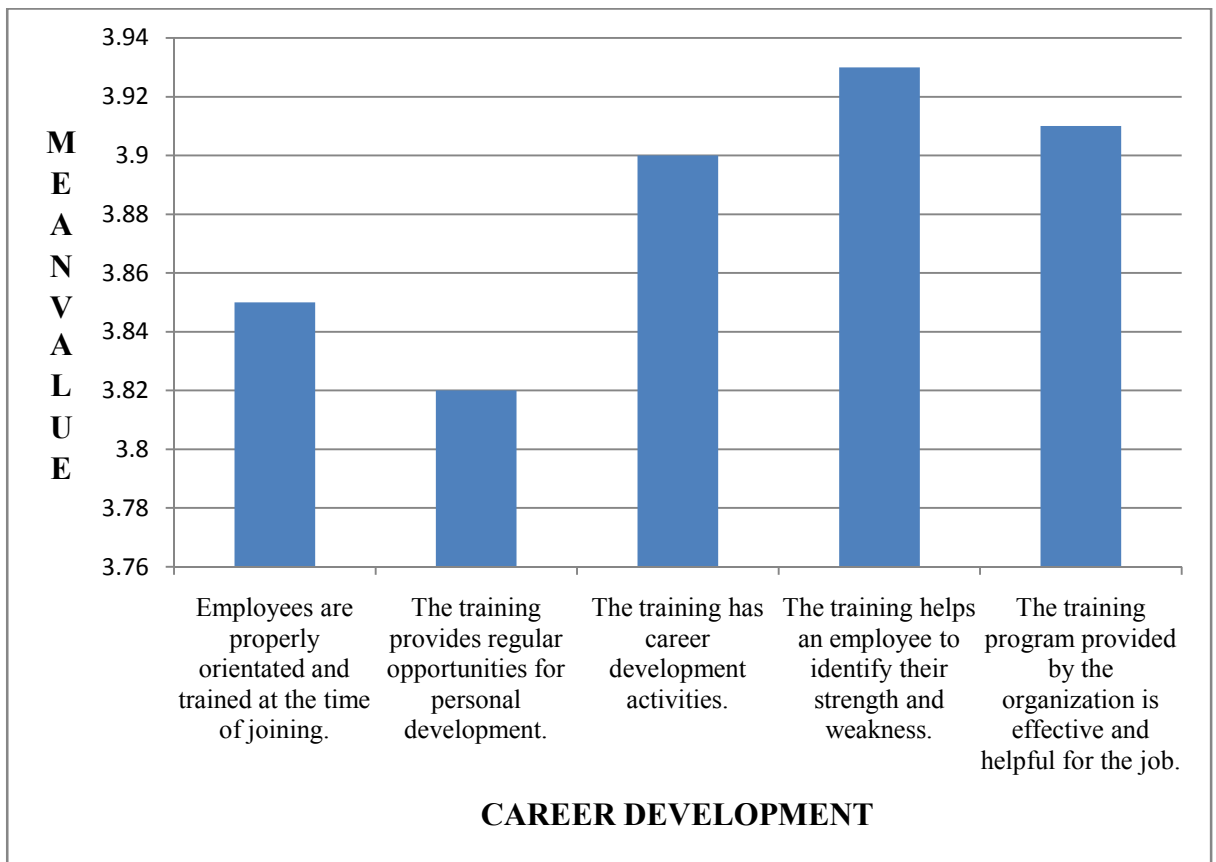
S.NO	Training & Career Development	SA	A	N	DA	SDA	MSV	SD
1	Employees are properly orientated and trained at the time of joining.	31	47	37	3	2	3.85	.957
2	The training provides regular opportunities for personal development.	28	52	32	6	2	3.82	.853
3	The training has career development activities.	32	52	29	6	1	3.90	.865
4	The training helps an employee to identify their strength and weakness.	33	53	28	5	1	3.93	.967
5	The training program provided by the organization is effective And helpful for the job.	29	69	22	6	2	3.91	.861

From the above table 4.16 it is interpreted that the respondents agree that the training helps an employee to identify their strength and weakness are effective. Based on the job training. The training program provided by the organization is effective and helpful for jobs are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV = 3.88

CHART 4.16

TRAINING AND CAREER DEVELOPMENT



4.17 MOTIVATION FOR ATTITUDES TOWARDS TRAINING

Attitudes and behaviours displayed in the workplace can directly affect the atmosphere and productivity within an organization. As an employee, they want to create an environment that's professional and safe. This keeps the employees motivated, wherein they're likely to work hard and successfully complete each assignment.

TABLE 4.17

ATTITUDES AND BEHAVIOUR

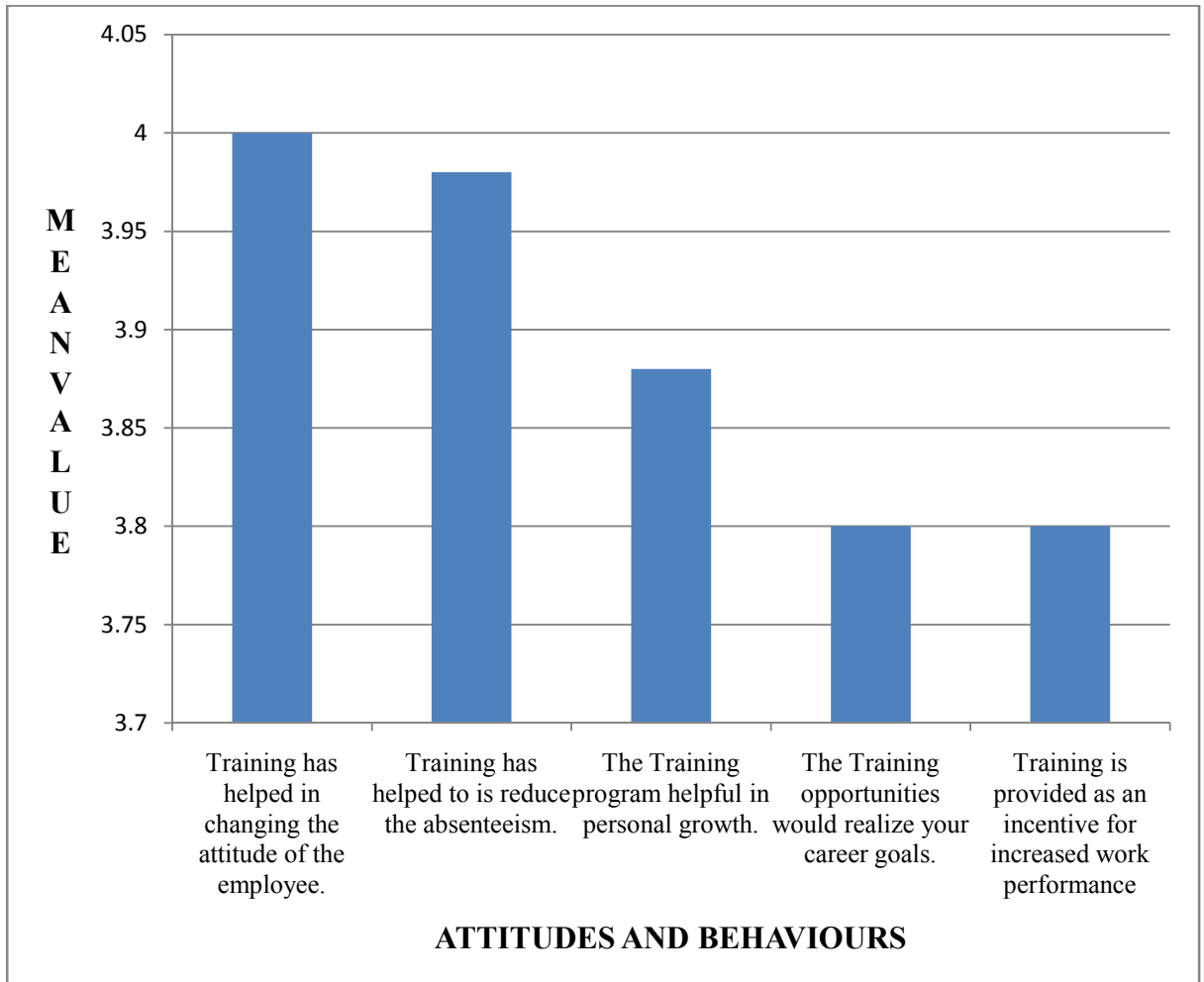
S.NO	Attitudes & Behaviour	SA	A	N	DA	SDA	MSV	SD
1	Training has helped in changing the attitude of the employee.	37	51	28	3	1	4.00	.861
2	Training has helped to reduce the absenteeism.	38	49	26	6	1	3.98	.902
3	The Training program helpful in personal growth.	30	53	30	6	1	3.88	.817
4	The Training opportunities would realize your career goals.	29	50	32	6	3	3.80	.904
5	Training is provided as an incentive for increased work performance	28	53	30	5	4	3.80	1.048

From the above table 4.17 it is interpreted that the respondents agree that the Training has helped in changing the attitude of the employees are effective. Based on the job training. Training has helps to reducing the absenteeism above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV =3.89

CHART 4.17

ATTITUDES AND BEHAVIOUR



4.18 EVALUATION TOWARDS THE TRAINING

A Training evaluation can lead to conclude as to whether or not a training activity has been effective in terms of expected benefits. There is a need to adopt different approaches of evaluation in accordance to the different situation specific training activities.

TABLE 4.18

TRAINING EVALUATION

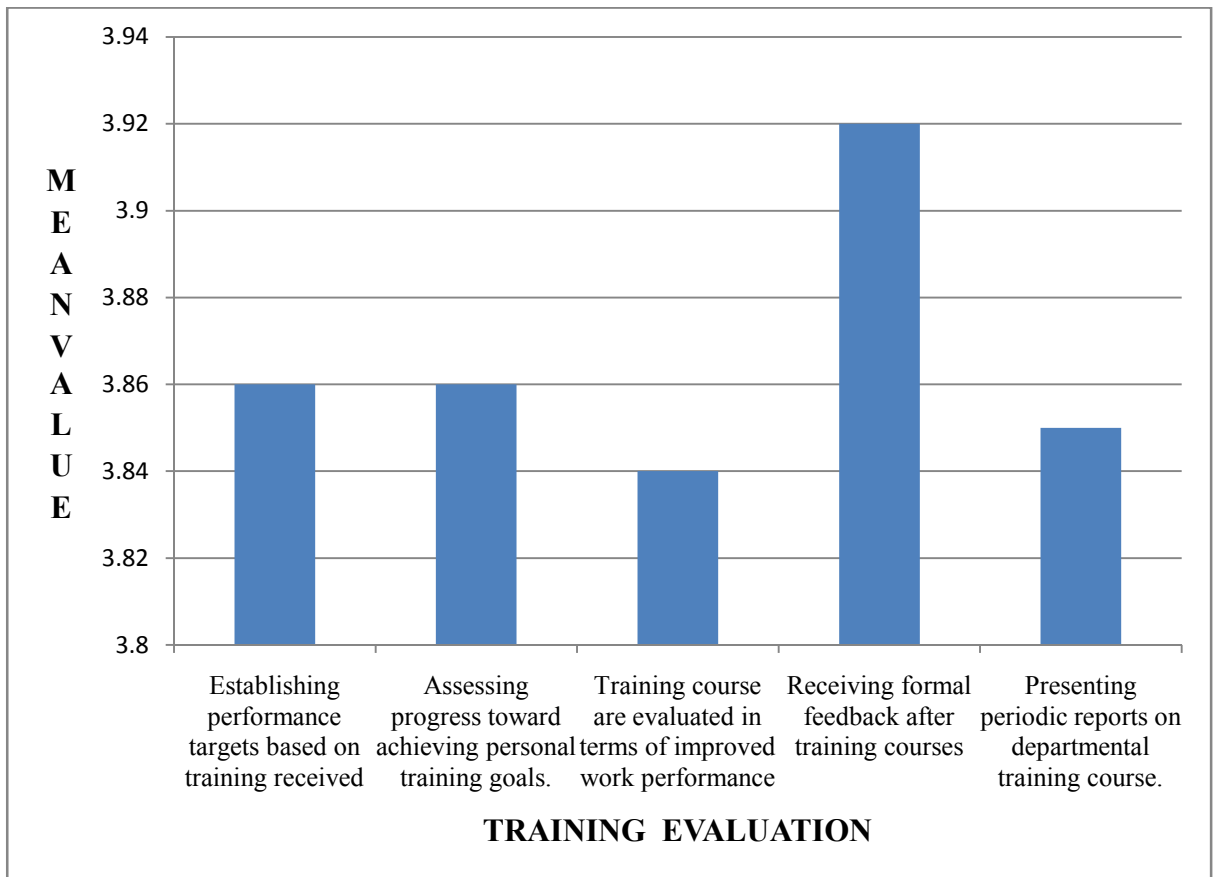
S.NO	Training Evaluation	SA	A	N	DA	SDA	MSV	SD
1	Establishing performance targets based on training received	27	58	27	7	1	3.86	.914
2	Assessing progress toward achieving personal training goals.	28	55	30	6	1	3.86	.933
3	Training course are evaluated in terms of improved work performance	21	67	26	4	2	3.84	1.110
4	Receiving formal feedback after training courses	33	54	24	8	1	3.92	1.182
5	Presenting periodic reports on departmental training course.	33	52	22	10	3	3.85	1.252

From the above table 4.18 it is interpreted that the respondents agree that the Receiving formal feedback after training courses are effective. Based on the job training. Establishing performance targets based on training received and Assessing progress toward achieving personal training goals are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

$$\text{MSV} = 3.87$$

CHART 4.18

TRAINING EVALUATION



4.19 SATISFACTION LEVEL TOWARDS THE TRAINING PROGRAM

Satisfaction level analysis whether the employee feels happy and secure with the company. It considers how they feel about topics relating to training, including whether they feel encouraged in their professional development, It will helps to make changes to help the business grow while employees also grow professionally.

TABLE 4.19

SATISFACTION LEVEL

S.NO	Satisfaction Level	SA	A	N	DA	SDA	MSV	SD
1	Enough practices are given during training session.	37	46	31	5	4	3.87	1.031
2	The training sessions conducted in your organization is useful.	38	48	29	5	1	3.97	.910
3	Exposure of talent during the training period is good	38	46	28	7	1	3.94	.956
4	Positive acknowledgment of my performance throughout the training period is made	29	48	35	6	2	3.80	.960
5	Effective TNI process during the training period is good.	37	46	30	4	3	3.92	.988

From the above table 4.19 it is interpreted that the respondents agree that the training sessions conducted in the organization it is useful. Based on the job training. Exposure of talent during the training period is good are above the average mean score value is considered as strong factors. This shows that the training follows good system to improve performance.

MSV = 3.92

CHART 4.19

SATISFACTION LEVEL



CHI-SQUARE TEST:

- It is used to test the goodness of fit of distribution
- It is used to find the significance of the difference between the observed frequency and they expected frequency obtained from the theoretical distribution.

4.20 YEARS OF EXPERIENCE AND USEFULNESS OF TRAINING METHOD

Ho: There is no significant relationship between the years of experience and the usefulness of Training Method.

Ha: There is significant relationship between the years of experience and the usefulness of Training Method.

To find out the Effectiveness of training method

TABLE 4.21

Effective Training Method to Employees* Years of Experience Cross Tabulation						
		Experience				Total
Depended Variable		<5years	5yrs-10yrs	10yrs-15yrs	Above15yrs	
USEFULLNES OF TRAINING METHOD	Strongly disagree	0	1	0	0	1
	Disagree	8	7	2	0	17
	Neutral	25	25	0	0	50
	Agree	24	17	1	0	41
	Strongly Agree	6	5	0	0	11
Total		63	54	3	0	120

Chi-Square Test	Value	Df	Asymp.sig (2-sided)
Pearson Chi-Square	45.239 ^a	26	.011
Likelihood Ratio	33.964	26	.136
Linear-by-Linear Association	1.020	1	.312
N of Valid Cases	120		

33cells (78.6%) have expected count less than 5. The minimum expected count is .03.

Since there is no significant relationship between the two variables the null hypothesis is accepted

4.22 AGE AND USEFULNESS OF TRAINING METHOD

Ho: There is no significant relationship between the Age and the usefulness of Training Method.

Ha: There is significant relationship between the Age and the usefulness of Training Method.

TABLE 4.22

Effective Training Method to Employees* Years of Experience						
Experience						Total
Depended variable		<20years	20yrs-300yrs	30yrs-40yrs	Above40yrs	
USEFULLNES OF TRAINING METHOD	Strongly disagree	0	0	0	0	0
	Disagree	4	10	0	0	14
	Neutral	20	55	5	0	80
	Agree	9	14	2	0	25
	Strongly Agree	0	0	1	0	1
Total		33	79	8	0	120

Chi-Square Test	Value	Df	Asymp.sig.(2-sided)
Pearson Chi-Square	43.050 ^a	22	.005
Likelihood Ratio	29.101	22	.142
Linear-by-Linear Association	.242	1	.623
N of Valid Cases	120		

33cells (78.6%) have expected count less than 5. The minimum expected count is .03.

Since there is no significant relationship between the two variables the null hypothesis is accepted.

CORRELATION

4.23 EDUCATION QUALIFICATION AND LEVEL OF SATISFACTION TOWARDS THE TRAINING PROGRAM

H0: There is no significant relationship between the Education qualification and the level of satisfaction towards the training program

H1: There is significant relationship between the Education qualification and the level of satisfaction towards the training program.

TABLE 4.23

		Education Qualification	Satisfaction Level
EDUCATION QUALIFICATION	Pearson correlation	1	.255**
	sig.(2-tailed)		.005
	N	120	120
SATISFACTION LEVEL	Pearson correlation	.255**	1
	sig.(2-tailed)	.005	
	N	120	120

Significant level=.05

From the above table, it is found that the significant level of correlation between Education qualification and Training Satisfaction level is .005

Therefore H0 is rejected and H1 is accepted.

Hence, there is a significant relationship between Education qualification and Training Satisfaction

4.24 AGE AND LEVEL OF SATISFACTION TOWARDS THE TRAINING PROGRAM

H0: There is no significant relationship between the Education qualification and the level of satisfaction towards the training program

H1: There is significant relationship between the Education qualification and the level of satisfaction towards the training program.

TABLE 4.24

		Education Qualification	Satisfaction Level
AGE	Pearson correlation	1	.431**
	sig.(2-tailed)		.000
	N	120	120
SATISFACTION LEVEL	Pearson correlation	.431**	1
	sig.(2-tailed)	.000	
	N	120	120

Significant level=.05

From the above table, it is found that the significant level of correlation between Education qualification and Training Satisfaction level is .000

Therefore H0 is rejected and H1 is accepted.

Hence, there is a significant relationship between Age and Training Satisfaction Level

V SUMMARY

5.1 FINDINGS

- 65.8% of the employees belong to the age group between the age group of 20-30years, 27.5% of them are above the age group of below 20 years, 6.7% of the respondents are between the age group of 30-40years.
- 93.3% are of the sample include male and 6.7% includes female.
- 39.2% of the employee are include married and 60.8%of the employee are single.
- 50% of the respondents holds Diploma, 31.7%of them holds UG,10% of them hold school, and 5.8% of them holds others, and 5.8% of them holds others
- 52.5% of the employees have experience less than 5 years, 45% have experience between 5 to 10years, and 2.5% have experience between 10 to 15 years
.41.5 %of the employees have experience between10-20 yrs,
- 55% of the respondents are belong to the income level of less than Rs1Lakh,44.2% of the respondents are Rs1Lakhs –Rs2.5Lakhs,8% of the respondents are Rs2.5Lakhs –Rs5Lakhs
- 51.7% of the respondents attend 2-5 training programmes, peryear,45% of the respondents attend less than two programmes,peryear,2.5% of the respondents attend 5-10 programmes, per year 8% of the respondents attend More than 10programmes per year.
- 43.3% of the respondents following Job rotation type of training method, 37.5% of the respondents following External training type of training method ,12.5% of the respondents following (Conference/Discussion) type of training and 6.7% of the respondents following Programmed instruction type of training method.
- The respondents are more satisfied with the environmental management training followed by staff skill, coaching method and job instruction method provided by SJB.
- The respondents are highly agree with the teamwork and co-operation followed by Increase in job knowledge, Healthy relationship with co-workers, Work efficiency, Development of skill, Sharing of information on ideas and its reduced the absenteeism.

5.2 SUGGESTION:

- ❖ The organization can appoint experts for providing staff skill training to the employees.
- ❖ Post training activities should be conducted and periodical evaluation should be made in order to check the improvement of the employees.
- ❖ Training contents should be as simple as possible and it should be easy to understand.
- ❖ The management should spend enough time during the training method to provided for the new comers to make them understand the norms followed in the organization.
- ❖ Trainers should concentrate to clear the trainees' doubts.
- ❖ Off the job training is to be improved
- ❖ The organization should spend enough time to during programmed instruction method provided for the employees to make them understand the norms followed in the organization
- ❖ The organization can appoint experts for providing staff skill training to the employees.
- ❖ The Training method should be sufficient duration and well planned

5.3 CONCLUSION

In order to improve the efficiency of trainees and to prepare him for the job, effective training program is necessary. This study reveals the trainees opinions regarding the training program in SJB Automobiles Pvt Ltd Coimbatore. From the findings drawn from this study, we clearly know that the training centre facilities are excellent and the course material provided is highly useful. A study on effectiveness of training programme in SJB reveals the fact that the training program is found to be effective in most of the cases except for some factors as mentioned in the suggestions. The improvements are needed in some cases such as sequence of training program and the trainers' method of teaching. If the management implements the given suggestions, the performance of the employees can be improved.

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CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

“Training is the act of increasing the knowledge and skills of an employee for doing a particular job management development includes the process by which managers and executive acquire not only skills and competence in their present jobs, but also capacities for future managerial tasks of increasing difficulty and scope” Since training imparts specific skills for specific purpose, it is mainly job oriented and given to both new and old employees throughout their stay in the organization.

It may be noted here that term “training “refers to the programs that facilitate the Training process which result in development (a consequence of training).Hence the terms ‘Training and development are applicable to managers, executive, and non-managerial personnel.

The term ‘Training’ is used in the contest of imparting skills to operative workers. But the term development is used in the context of management development. Training programmers are directed towards maintaining and improving current job performance, while development programmers seek to develop skill and competence for future jobs.

CONCEPT OF TRAINING

After the selection of most suitable persons for various jobs, the next function of management within the staffing function is to arrange for their training and development. This is because a person, however carefully selected, is not mounded to specification and rarely meets the demands of his adequately.

Training is different from education as it is concerned with imparting specific skills for particular purpose. On the other hand education is a broader term concerned with increasing the general knowledge and understanding of the employees in total environment. Thus when we teach a person how to assemble two objects and tighten. We are training him to do specific job, but when we are giving a course in management.