

Analysing the Effectiveness of Training Program in Marico Ltd

K.A. Sulfiya

(13PBM025)

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 Master Degree in Business
Administration**

March 2015

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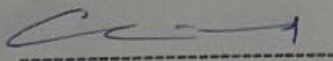
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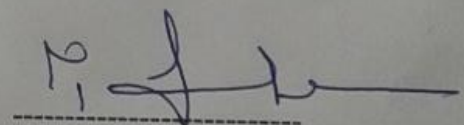
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**Signature of the
HOD (I/C)**



**Signature of the
Supervisor**

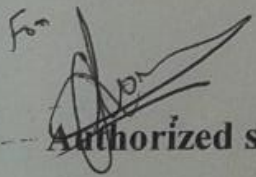
MARICO/HR/01/2015

31st January, 2015

WHOMSOEVER IT MAY CONCERN

This is to certify that the K.A Sulfiya (Reg No. 13PBM025) 2nd Year MBA Student at Avinashilingam University has successfully completed her Project on " **Training Effectiveness Analysis**" at Marico Ltd, from **11th December 2014** to **31st January 2015** .

For MARICO LIMITED

For


Authorized signatory



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SYNOPSIS

There is a need to analyse the training effectiveness in every organisation as companies are investing time and money in upgrading the skills of their employees. Training is an act of increasing the knowledge and skills of an employee for performing a particular job. The project is a study related to “Analysing the Effectiveness of Training Program” was carried out at Marico Ltd, Kanjikode. The study connects with the factors essential training effectiveness and the skills, knowledge and learning’s of employees in an organisation.

The study concerns about the objective to analyse the effectiveness of training program in specific organisation. The framework of the study encompasses the variables such as the pre-training needs, knowledge of employees, cognitive skills and interpersonal skills of employees, criteria for analysing the training results and finally the satisfaction of employees regarding the training program existing in the organisation.

The employees of Marico Ltd were taken as the respondents for the study based on their designation which may include the Executives, Foreman and contract labourers. The sample taken for the study consists of 90 employees out of the total population of 150. Data regarding various factors were collected from the respondents by means of structured questionnaire. The scaling technique followed in the questionnaire is Likert- Scale. The research design used is descriptive. The sampling technique used is simple random technique.

The data analysis had done by the tools percentage analysis, mean score value, and one-way ANOVA. From the study it can be analysed that training offers innumerable benefits to both employees and employers. The company provides training to all the employees which improve their knowledge regarding the new technology. The training effectiveness should be measured so as to analyse whether money invested for training is properly utilised by the employees of organisation.

The study on analysing the training effectiveness in Marico Ltd invest a positive result as the frequently change their method to find the training effectiveness. It has been found by the researcher that their training method is unique and the management come up the new ideas to increase the capability of employees. The organisation evaluates the employee’s performance without interfering in their time of work. The training program or method for the employee’s differs according to their designation.

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CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 Introduction

The study analyses the Effectiveness of training program in Marico Ltd. The effectiveness of training is a measured in terms of learning and knowledge gained after undergoing the training program. It is determined by comparing post-test scores with pre-test scores and then measuring the net change. Effective employee training program is vital to the long-term success of Marico Ltd. The company follow the Kirkpatrick learning evaluation model to find the effectiveness of training program. The training programs provide multiple benefits for employee and the company, as they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for organisation. Training provided to employees is a means to a specific end, so keeping goals in mind during the development and implementation stages of training program will assist in creating a clearly defined and effective program.

The training effectiveness is measured by understanding the scope of training which helps in identifying skill gap, formulation of training calendar, imparting the training, effective analysis and maintenance of related records. The training effectiveness is measured with the employees of organisation which may include the executives, staff members, skilled and unskilled members. Training provide to the entire category of employees to improve the technical process and soft skills aspects.

The organisation provides guideline for education and training of members and executives. Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. The organisation focuses on development aspects, ongoing multi-faceted set of activities to push them up to another threshold of performance including the new role in future. Effective employee training program is vital to the long-term success of any business. Training programs provide multiple benefits for employee and the company, but only if they are carefully planned and properly implemented.

1.1.1 Operational Variable

1. Training Effectiveness Models

i) Kirkpatrick's Four Levels of Evaluation

Kirkpatrick's four levels are designed as a sequence of ways to evaluate training programs. The four levels of Kirkpatrick's evaluation model are as follows:

✓ Reaction

Reaction involves what participants thought and felt about the training.

✓ Learning

The learning factor results in increased knowledge and skills, also shows change in attitudes. This evaluation occurs during the training in the form of either a knowledge demonstration or test.

✓ Behaviour

Transfer of knowledge, skills, and/or attitudes from classroom to the job (change in job behaviour due to training program). This evaluation occurs 3–6 months post training while the trainee is performing the job. Evaluation usually occurs through observation.

✓ Results

The final results that occurred because of attendance and participation in a training program (can be monetary, performance-based, etc.)

• CIRO evaluation

Employers should conduct their evaluation in the following areas:

C- Context or environment within which the training took place

I-Inputs to the training event

R- Reactions to the training event

O- Outcomes

➤ **Context**

Evaluation mentions the reasons for the training or development event or strategy. Employers should look at the methods used to decide on the original training or development specification. Employers need to look at how the information was analysed and how the needs were identified.

➤ **Inputs**

Evaluation looks at the planning and design processes, which led to the selection of trainers, programmes, employees and materials. Determining the appropriateness and accuracy of the inputs is crucial to the success of the training or development initiative.

➤ **Reactions**

Evaluation methods should be appropriate to the nature of the training undertaken. Employers may want to measure the reaction from learners to the training and to assess the relevance of the training course to the learner's roles. Indeed assessment might also look at the content and presentation of the training event to evaluate its quality.

➤ **Outcomes**

Employers may want to measure the levels at which the learning has been transferred to the work place.

ii) Development and learning system for leaders in Marico Ltd

Personal Development Plan (PDP)

PDP process is applicable to Executives, Managers and Partners.

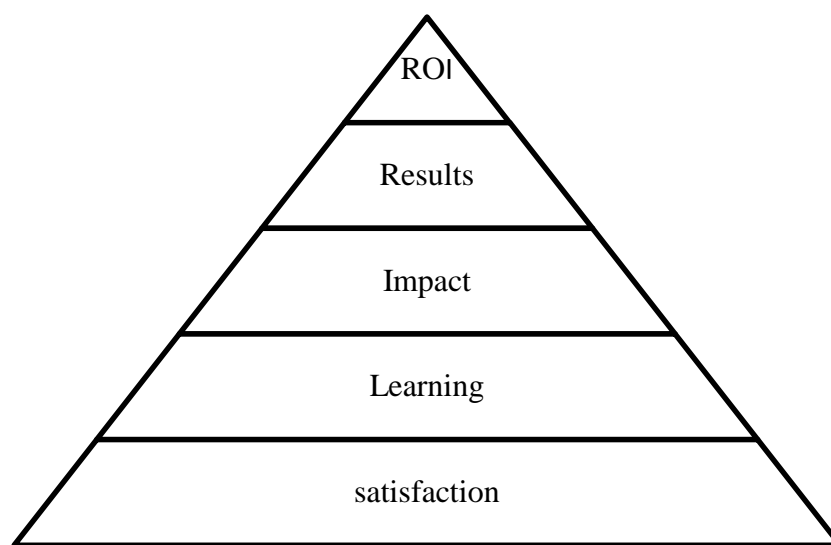
PDP Aims to:

- Enabling the member in enhancing his employability.
- Leveraging the individual's strength in terms of roles.
- Building perspectives through participation in critical projects, coaching etc.
- Motivates employee to engage in jobs.
- Involving them in decision making.

Personal Appraisal and Development Plan (PADP)

PADP is applicable to Junior Management. PADP is required to capture key contributions and assess performance during the year. It also helps in assessing and planning the developmental inputs together with the supervisor. It ascertains the training needs. **Training Effectiveness is measured using** Pre-quiz, immediate feedback after training, post quiz, feedback from supervisors, quarterly effectiveness analysis, book review, PDP/PADP process and Goal setting.

iii) Training Effectiveness Monitor Model of Marico Ltd



Satisfaction

Assessment through the structured questionnaire to assess the feedback on the training program organized. Also consider the ratings given to the trainer are also treated as an assessment factor. The employee's satisfaction is one of the essential factor to understand the effectiveness of training. The level of satisfaction can be analysed for employees as the management wants to understand whether the employees are able to understand the training program or else the management has to introduce new methods which may be useful for the employees

Learning

Pre/post quiz and the quiz organised at quarterly will assess the learning of the trainees.

Impact

Assessed based on the number on the number of abnormalities identified and closed and also on the number of Kaizen's generated by the members. For instance zero accidents in a year is the great impact of the training provided on safety committee meet. To meet the training effectiveness the impact should be essentially identified and should take preventive measure to decrease the effect of training. Impact of training can be analysed by the defect or default happened after undergoing the training program.

Results

Business results delivered through improvement projects. It is necessary to analyse that the organisational goals are should be properly achieved. There should be a positive business result for the organisation to understand the effectiveness of training implementing in the organisation

ROI

ROI is used to determine the return on investment from the training. The cost incurred for the training program should be analysed to evaluate whether the training program conducted by the management is beneficial to the organisation.

$$\text{ROI\%} = \text{Net programme benefits} / \text{programme cost} \times 100$$

1.2 Objectives of the Study

Primary objective

Analyse the effectiveness of training program

Secondary objective

- To identify and analyse the skill improvement among the employees after training in Marico. Ltd.
- To analyse the level of learning and satisfaction among the employees of Marico Ltd.

1.3 Methodology

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with branch knowledge.

1.3.1 Sampling Design

The population of this study includes the employees of Marico Ltd who have attended training. Sample size of 90 has been selected from the population of 150. The method used for the study is Probability sampling. The techniques used were Simple random sampling.

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. The descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect. Descriptive research can be either quantitative or qualitative.

1.4 Data collection

Data collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of the study and ultimately leads to invalid results.

Primary data collection was used for the study. The primary data was collected through a structured questionnaire designed exclusively for employees of Marico Ltd.

Secondary data was collected from the International journal of management studies, IOSR journal of business and management and the journal of forensic psychiatry & psychology which was related to the training effectiveness.

1.4.1 Tools for data collection

A structured questionnaire was used for collecting data from the Marico Ltd.

1.4.2 Hypothesis

- ❖ H₀: There is no significant difference between years of experience and the level of employee skill gap after training.
- ❖ H₁: There is significant difference between years of experience and level of skill gap after training
- ❖ H₀: There is no significant difference between annual income and level of satisfaction after training.
- ❖ H₁: There is a significant difference between annual income and level of satisfaction after training.
- ❖ H₀: There is no significant difference between designation of employees and evaluation of training.
- ❖ H₁: There is a significant difference between designation of employees and evaluation of training
- ❖ H₀: There is no significant difference between age and the level of cognitive skills among employees after training.
- ❖ H₁: There is a significant difference between age and the level of cognitive skills among employees after training.
- ❖ H₀: There is no significant difference between the educational qualification and level of opinion about knowledge acquired after training.
- ❖ H₁: There is a significant difference between the educational qualification and level of opinion about knowledge acquired after training.

1.5 Frame work of Analysis

The framework of the study involves certain dependent variable and independent variable. The independent variables for finding the effectiveness of training program include the following:

- Age.
- Designation.
- Annual income
- Educational Qualification.
- Years of Experience.

The dependent variable includes the Employee skill gap, pre-training needs, level of satisfaction after training and knowledge gained after training.

1.6 Data Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense, recap and evaluate data. The tools used were chi-square test, One-way ANOVA, percentage method and mean score value.

1.6.1 Chi-square test

- ❖ A chi-square test, χ^2 (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. The test is known as chi square test or test of goodness of fit. Chi-square test has been used in this study to find the association between year of experience and the level of employee skill gap after training.

$$\chi^2 = \sum (\text{O}-\text{E})^2 / \text{E}$$

O=Observed Frequency

E=Expected Frequency

The chi-square test is done to analyse the level of significance in the educational qualification and the level of improvement in skill. The independent variable used is educational qualification and dependent variable is the level of improvement in skill.

1.6.2 ANOVA test

Analysis of variance is the name given to a collection of statistical methods used to analyze the impact of one or more nominal variables as independent variables on a quantitative variable as the dependent variable. The One- way ANOVA test helps to find the significance difference between the variables. The dependent and independent variable significant difference can be analyzed along with the responses of employees

F (ANOVA test) = Estimate of population variance based on between samples

Estimate of population variance based on within samples.

In ANOVA, the independent variable is the educational qualification and dependent variable is the level of knowledge gained after the training program.

1.6.3 Percentage Method

The percentage analysis method is used to calculate the percent of the favourable and unfavourable responses.

$$\text{Percentage} = (\text{No. of respondents} / \text{Total No. Of respondents}) * 10$$

In percentage method, the percentage of the demographic profile such as the age, annual income, designation of employees, educational qualification, year of experience are analysed. In addition to that, other factors such as training period, its duration, methods of training and types of training are used for analysing the effectiveness of the training program.

The percentage of the demographic profile helps to identify the basic factors of an individual.

1.6.4 Mean Score Value

Mean score value method is used to find the mean score of the factor from the respondents.

$$\text{Score value} = \text{No. of Respondents} * \text{Score}$$

$$\text{Mean Score Value} = \text{Score value} / \text{No. of Respondents.}$$

1.7 Scope of the study

The scope of the study broadly refers to the use and application of the study in various dimensions.

To the researcher-The researcher is interested in knowing the effectiveness of training program in Marico Ltd. The researcher was able to identify the factors used to measure the effectiveness of training program. The researcher was able to identify the impact of training effectiveness in the organization.

To the respondent- The study provides an opportunity to the respondents to express their ideas, feelings and opinion about the training program in the company. This in turn

enabled the management to create more useful training methods to motivate and use the work force in an efficient manner.

To the organization-This study was carried out to know about the effectiveness of training and development in the organization and to understand whether the employees and organization have benefited on the account of training undertaken.

1.8 Limitation of the study

Limitation of this study will help the future researchers on “Analyze the effectiveness of training program” to understand the different aspects and uses. In this section limitations are highlighted.

- Some respondents did not give information because of their busy schedule.
- Due to time constraint the sample taken the study was only 90 out of 150 sample size.
- The organization has strict control, so it acts as another barrier for getting data.

CHAPTER II

REVIEW OF LITERATURE

A literature review is an evaluative report of information found in the literature related to your selected area of study. The review should describe summaries, evaluate and clarify this literature. It should give a theoretical base for the research and help the author to determine the nature of research.

Quester. A.marcus (1984) conducted a study on “Training effectiveness for U.S naval personnel. In his study the measure of effectiveness comes from the survey response of the supervisors of first –term enlisted naval personnel. These supervisors were asked about the productivity of “typical” first-term personnel who were schooled in the classroom or trained on the job. The survey is the enlisted utilization survey (EUS) conducted by the RAND Corporation for the department of defense in the mid 70’s, the U.S included over 200 supervisor’s productivity assessments for the 122 navy occupational categories; 7 of the specialties offer the alternative of formal schooling or on the job training. These specialties characterised a board cross of navy jobs which vary considerably in technical complexity and formal length.

Kaufman(1986)conducted study on “ The scope and characteristic of employer based training in the united states”. In his study he summarizes the literature describing the scope and characteristics of employer based training in the United States and the accumulated evidence concerning its effectiveness. This literature review categorizes the type of programs or strategies that show promise in terms of improving skills or increasing productivity. Both job training partnership act (JTPCA) and private training are included in this review, with an emphasis on training for those who have characteristics similar to JTPA participants and on those programs that offer occupational skills and training.

Garrett J. Endres and Brain H. Kleiner (1990) conducted a study on “How to measure the management training effectiveness” found that maintaining a balance among the factors such as reaction, learning, behaviour and results is the final key to success in measuring the effectiveness of management training. Design of a valid measurement program should include evaluation in key areas; including emotional reaction and knowledge gained is measured after training. Behavioural change and organisational impact measurements should

be used on a longer time horizon to evaluate the progress of currency of the management development program.

Cengermanon. P.A (1992) conducted a study on “Training in behavioural inputs for effective functioning”. The study states that the training spreads over a period of 3 years during which a pre-post design of study was used on a sample of 82 bureaucrats. They were given training in behavioural inputs for effective functioning and were exposed to human relationship skills, interpersonal communication, motivation, team building, transactional analysis, johari window and effective leadership. They were tested on entry of the week training program. After training was imparted, again on the last day they were tested on LEAD self-instrument. The result shows that the highest scores were obtained on the participative style and least on the declamatory style.

Peter Adamson and Jim Caple (1996) conducted a study “The training and development audit evolves: is your training and development budget wasted?” found three-level model to enable the design and conduct of an audit of training and development. Three levels- event /programmes/ function in organization levels. This extended model permits the bench marking of training and development against established best practice. Use of the model enables the identification of where an organization’s training and development can be considered successful and where challenges and opportunities for improvement exist.

Edwin Leuven (1997) conducted study on “Recent developments in the on-the job training”. The researcher states about existing theoretical work on private sector training. The theoretical model focuses on investment efficiency, finance and turn over. Recent developments in the on the job training literature are characterized by strategic interaction between employees and emphasize market imperfection.

Kave Alvarez (1998) conducted a study on “Integrated model of training evaluation and effectiveness”. In his study he suggested a model that integrates four prior evaluation models and results of 10 years of training effectiveness research. It is the first to be constructed using a set of strict criteria and to investigate the evaluation and effectiveness relationship with an evaluation measure proposed several years ago, post training attitudes were cognitive learning, training performance, and transfer performance. Training effectiveness variables found to be related to post training attitudes were pre- training self-efficacy, experience, post

training mastery orientation learning principles, and post-training interventions. Overall, 10 training effectiveness variables were found to consistently influence training outcomes.

Robert T. Rosti Jr and Frank Shipper (1998) conducted the study on “A study of the impact of training in a management development program based on 360 feedback” found that changes in individual skills could not be contributed to the training program, but that changes in the overall profile of skills could. The study shows that the managers will evaluate their subordinates and the subordinates will evaluate the knowledge and skill of employees after training. The management development program builds the confidence of employees and they are ready to undergo the training program.

Ridha Al-Khayyat (1998) in his study “Training and development needs assessment: a practice model for partner institutes” found that a practical model of training and development needs assessment for partner institutes. The proposed model is competency-based, which allows for the incorporation of various data gathering techniques, the elimination of redundancies and role conflict, and therefore, the integration of the partner institute with member organization’s infrastructure to systematically and effectively assess the actual training and development needs of the industry to which they belong.

Zane Berge et al., (2002) in his study “The increasing scope of training and development competency” found that Leader in the workplace are using benchmarking, competency, competency model and competency studies to help make human resources decision, such as hiring, training and promotion. In training and development (T&D), it is helpful for competencies to focus on knowledge, skill and/or abilities.

Brettle. A (2003) conducted study on “The effectiveness of information skills training”. The researcher undertook a systematic review to determine the effectiveness of information skills training affects patient care. A systematic review, using an iterative approach to searching, was employed. Studies selected for inclusion in the review were critically appraised using a tool. A tabular approach was used to provide a summary of each paper allowing synthesis of results. On the basis of titles and abstracts, 41 potentially relevant papers were identified for potential.

Deb Stewart and Dianne Waddell (2003) in his study “Future considerations for the training and development of Australian quality managers” found that there was a general lack of systematization, most programs were short-term and delivered by a fragmented set of providers. Many managers had received no training in the past five years. While the respondents were generally satisfied with the training they had received, there was evidence that their insight into their own needs was imperfect. The respondents were divided between those who thought quality management would remain a discrete find those who saw it being absorbed by other management system.

Winfred Arthur Jr., et al., from Air force Research Laboratory (2003) conducted a research on “Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features”. Their analysis on training effectiveness was based on the commonly used training method in organisation and evaluation of training through the skill and task characteristics of training. They evaluated various aspects of training effectiveness stages such as learning, reaction, behaviour and result through the meta-analysis. From their study they analysed that the training method used, the skill or task characteristic trained, and the choice of training evaluation criteria are related to the observed effectiveness of training programs.

Ginamarie Scott et al., from the University of Oklahoma (2004) conducted study on “The Effectiveness of Creativity Training: A Quantitative Review”. Their study shows focus of creativity training on the development of creative thinking skills also analyse the value of creativity training in the areas of divergent thinking, problem solving, performance and attitude/behaviour. From their findings they suggest that creativity training should be subject to revision and extension as they develop a better understanding of creative thought and better understanding of the approaches that might be used to enhance creative thought.

Eduardo Salas (2005) conducted a study on “An effective training programme to the right employee”. The researcher states that there are chances in which firms can make mistakes if they are not assessing the training effectiveness needs. An employee requires training when he found to be not capable enough to meet the goals of the organisation and when there is gap between the current performance and expected performance. Meagreness in recital occurs due to the lack of sufficient knowledge and expertise, monotonous management or any other personal and official issues.

Jie Shen and Roger Darby (2006) conducted a study on “Training and management development in Chinese multinational enterprises” finds that Chinese MNC’s provide only limited training to expatriates and other nationals and lack a systematic international management development system. They usually adopt an ethnocentric approach to international training and development.

AlYahya Mohammed Saad and Dr. Norsiah Binti Mat of University Utara Malaysia (2007) conducted a study on “Evaluation of effectiveness of training and development: The Kirkpatrick model”. They analysed about the effectiveness of training through 3 stages: such as accurate identification of training needs; accurate selection of participants and appropriate course content. They concluded their findings by suggesting that training effectiveness can directly be facilitated by employee’s awareness about the objectives of training courses, continuity of training, and application of training in the work place and proper implementation of the program.

Mrs. R. Vijayalakshmi (2008) conducted a business study on “A Research on the Efficacy of Employee Training in Cement Manufacturing Company, Trichirapalli”. The research covered the pre/during/post training needs of the company. Researcher concluded the study by inferring that an organisation need to measure what has improved, in what ways the training had been occurred, and the precise amount of profit gained by organisation.

Stephen Porter *et al.*, (2010) conducted study on “Evaluation of the effectiveness of a brief deception detection training program”. The study covers the pre/post training aspects and found that pre-training test was ‘harder’ than the post-training test in terms of its level of difficulty for the participants, and that this difference was responsible for the observed increases in total accuracy and sensitivity.

Akhila Kunche *et al.*, (2011) conducted research on “Analysis and Evaluation of Training Effectiveness.” which was based on training environment, training design and development, training delivery, training implementation and training evaluation. In research they discussed about various training methods also evaluated the training model. They concluded their findings as training environment is favourable, material provided was good, training offered a mix of pedagogical and technological experience to deliver effective solutions, the learning phase is evaluated by conducting test before and after training.

Dr. Michael Anastasiou (2011) conducted a study on “Assessing training effectiveness in Larnaca’s hotels”. The researcher notifies the assessment of different stages in CIRO training evaluation model. The researcher concluded the study that the hotel organisation has effectively integrated the training process in their operations and the training have a positive impact on the workforce and human capital.

Neomi Kaplan-Mor *et al.*, (2011) in his study on “A comparative analysis of end-user training methods” found that the differences between the various training methods indicates that all training methods are significantly different except for frontal and simulator and therefore an organisation considering these two methods can select them indifferently.

Pilar Pineda-Herrero, *et al.*, (2011) in their study on “Evaluation of training effectiveness in the Spanish health sector” states that most of the trainees had improved their professional performance, especially the duties related to the selection and use of medicines. The key factors for providing promotion to employees are motivation and support from the organisation.

Piyali Ghosh *et al.*, (2011) in their study on “Evaluating the effectiveness of a training program with trainee reaction” proposed six factors namely clarity of trainer, other facilities, venue of the program, food served, practical application, and communication of trainer. These factors shows a significant difference in means for one factor, namely communication of trainer, which implies that the manager could relate better to the trainer according to their intellectual ability.

Dr. Vimala Sanjeevkumar, University of Utara Malaysia (2011) conducted study on “A Study on training factors and its impact on training effectiveness in Kedah State Development Corporation, Kedah, Malaysia”. They analysed the various factors in training such as job performance, skills, technological advances, training and work environment. They concluded their findings that each organisation should upgrade their training programs. To maintain the effectiveness of training organisation should organise continuous evaluation of training.

Valentini Kalargyrou and Robert H. Woods (2011) in his study on “Wanted: training competencies for the twenty-first century” found some training competencies such as teamwork, inspiration, motivation, creativity, mentoring, activeness, staying healthy, training measurement, consistency and passion for the profession which are imperative for the effectiveness of training.

Milton Mayfield (2011) in his study “Creating training and development programs: using the ADDIE method” found that the ADDIE (Analysis, Design, Development, Implementation and Evaluation) method is useful in providing a system-based, iterative training development method that lends itself to a feed-back approach to creating a learning environment.

Dawie Lu and Alan Betts (2011) in his study “Why process improvement training fails” found three underlying reason for the failure of the process improvement training: an un-sound prerequisite knowledge basis, too short a time span for the feedback dynamics to take effect and weak culture commitment in the management population. A training provision framework that put those factors into a structure has been developed.

Khawaja Jehanzeb and Dr. Nadeem Ahmed Bashir (2012) conducted a study on “Training and development program and its benefits to employees and organizations: a conceptual study”. Their study analysed various aspects such as employee performance, satisfaction, organisational performance and employee retention. They observed that training leads to important benefits for individuals and organizations. The training and development include giving attention to the training design, delivery, and transfer of training. They also inform that it is important for the organizations to timely evaluate the success of employee training and development program.

Mohammed Rejaul Karim *et al.*, (2012) conducted a study on “Significance of Training and Post Training Evaluation for Employee Effectiveness: An Empirical Study on Sainsbury’s Supermarket Ltd, UK”. Their study covers the post training evaluation and individual employee effectiveness. Their study informs that training is the process to build up confidence of employees at workplace in terms of better performance. The study indicates that training play an important role in human resource development to meet the overall objectives of an enterprise.

Olusanya *et al.*, (2012) conducted study on “Training and Development, A Vital Tool for Organizational Effectiveness”. Their study analysed the importance of management training, leadership skills, language and technical skills training, should be the interest of the management in an organisation. Classroom-based training was also seen as one of the secret behind good performance in the organisation.

RamaDevi. V and Nagurvali shaik (2012) conducted a study on “Evaluating training & development effectiveness - A measurement model”. They analysed the training need assessment, training design, trainer performance, trainee performance. They concluded findings as there is a casual relation between training and employee performance. They suggest that the employee should attend training program to acquire specific skills and return to work to apply them. When new knowledge and skill becomes necessary the organisation should conduct new training program to enhance the effectiveness.

Zenetta Rosaline (2013) conducted a study on “Gap analysis for managerial skill development in the large scale units of the Tirupur knitwear industry, Tamilnadu”. Their study analysed Communication skills, People skills, Customer skill, Leadership skill, Business skill, Analytical skill. The managerial skills are inevitably the essential building blocks of any organizational work progress. Without a supportive organizational culture management training and development efforts can easily be neglected.

Dr. B.K. Punia and Saurabh Kant (2013) conducted a study on “A review of factors affecting training effectiveness vis-à-vis managerial implications and future research directions.” They examined the factors affecting training effectiveness and its implications. Their study provides an insight of training and development and training effectiveness. Their study has collected different observations and analysis about training, its importance and methods of training.

CHAPTER III

INDUSTRY PROFILE

3.1 FMCG industry

The Indian FMCG sector is the fourth largest in the economy and has a market size of US\$13.1 billion. Well-established distribution networks, as well as intense competition between the organized and unorganized segments are the characteristics of this sector. FMCG in India has a strong and competitive MNC presence across the entire value chain. It has been predicted that the FMCG market will reach to US\$ 33.4 billion in 2015 from US \$ billion 11.6 in 2003. The middle class and the rural segments of the Indian population are the most promising market for FMCG, and give brand makers the opportunity to convert them to branded products. Most of the product categories like jams, toothpaste, skin care, shampoos, etc, in India, have low per capita consumption as well as low penetration level, but the potential for growth is huge.

The Indian Economy is surging ahead by leaps and bounds, keeping pace with rapid urbanization, increased literacy levels, and rising per capita income. The big firms are growing bigger and small-time companies are catching up as well.

3.2 Company profile

Marico is one of the leading Indian FMCG players in the beauty and wellness space offering products and services, health care and skin care segments to consumers in domestic and international markets. The company was incorporated on 13th oct 1988, under the name Marico Foods Ltd, and it began commercial operations in April 1990 when it took over the consumer products division of Bombay oil industries, Marico acquirer Parachute and Saffola brands from Mumbai oil Industries in 2000. On April 25 2005 the company was renamed as Marico Limited and subsequently got listed on the Bombay stock exchange in 19 percentage based in Mumbai. The company has a distribution network of over 3.3mn outlets in India and overseas.

The International presence was primarily in Middle East, SAARC countries, Egypt and South Africa. The Manufacturing facilities of the company are located at Goa, Kanjikode, Jaigon, Pondicherry, Dehradun.

The Company's portfolio comprises of well-known brands such as Parachute, saffola, Hair & care, Nihar, ShanthiAmla, Medikar and Revive. Apart from the Robust led by introduction of new products under flagship brand under pursued the inorganic route aggressively to accelerate growth and capture market share. The company has strengthened its product portfolio through acquisition in domestic and international markets.

Marico has a flat organisational structure with just five levels between the Managing Director and the shop floor operator. At Marico; everyone is a member and not an employee. As a member each individual is empowered. Marico believes that when you empower people to take decisions independently, to think and act as entrepreneurs, they push their own boundaries. Marico's structure is dynamic and constantly evolving which defines clear roles and supporting relationships. At the same time it is also flexible, keeping in mind the fast and ever changing business environment.

3.3 Kanjikode unit of Marico

The organisation is located in new industries development area, Menonpara road, Kanjikode, Kerala. The Kanjikode unit was established in 1993; plant is located in 25 acres. The registered office is in "Rang Shardha", K.C.Marg, Bandra and Mumbai. The Products manufactured here in the unit are Parachute oil and uttam. In this plant whole process of extracting oil starting from copra till finished product, packing material like bottles, cartons are brought from vendors. There are four sub- contractors nearby this plant namely: kairaley, chavady plant, poorna and vianney.

The plant has got different HR, systems, commercial, oil mill supply chain, filling supply chain.RM stores, PM stores, FG stores, engineering stores. The products manufacture in this plant is Parachute oil and uttam. Parachute in premium edible grade oil, a market leader in the category synonymous with pure coconut oil in the market; parachute is positioned on platform of vital nourishment today. From a loosely available commodity to a path breaking brand parachute pioneered the switch from coconut oil sold in tins to plastics. Parachute is also available in pouches to serve the rural sectors, increasing penetrations. The positioning of parachute has evolved over time. They have an initial stand of purity and clarity towards the coconut dream theme. The transformation of Marico from what was in 1990 to present day is clearly evident from the fact that all the management and workers are clear towards their business direction i.e.; "what we would want to do were we would want to go".

3.4 Vision and mission of Marico Ltd

Vision

- Consumer: For they are the reason we exists
- Membership: For a sense of ownership empowers us.
- Excellence: For it unleashes our potential
- Wealth: For on its hinges our growth.
- Innovation: For it gives wings to ideas.

Mission 2020

The Marico Innovation Foundation's mission is to provide the nation with:

- A belief that innovation is possible and is the way to leap frog India into the centre stage of global business leadership.
- A framework to leverage for quantum growth.

3.5 Market share of Marico Ltd

Brands	Category	Market share in %
Parachute	Coconut oil	53
Revive	Fabric Starch	80
Mediker	Anti-lice treatment	96
Hair & care, Parachute Jasmine, ShanthiAmla, Nihar	Non sticky hair oil	23

3.6 Analysing the effectiveness of training program in Marico Ltd

3.6.1 Training and its meaning

Training is a process of planned programs and procedures undertaken for the improvement of employee's performance in terms of his attitude, skills, knowledge and behaviour. These training programs can significantly improve the overall performance of organization. When applied to lower and middle management staff it is called as training and for senior level it is called as managerial development program. According to Rabin hood, it is the systematic analytical based designing of methods and media so as to enable an

individual or group to learn pre-determined knowledge and or processes against pre-determined objectives and apply it to a required standard.

3.6.2 Effectiveness and Evaluation of training program

The effectiveness of training is a measurement of learning. It is determined by comparing post-test scores with pre-test scores and then measuring the net change. Effective employee training program is vital to the long-term success of any business. Training programs provide multiple benefits for employee and the company, but only if they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for organisation. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of training program will assist in creating a clearly defined and effective program.

The Training evaluation is a means by which participants express their feedback regarding the effectiveness of training through a series of quantitative and Qualitative survey question completed at the end of the Training programme. Participant's reaction to training can represent instrumental feedback that can drive important changes in any part of the training delivery process, such as refining of training materials and methods or revisions to content. These are some criteria for evaluating training program:

- **Participants' Opinions:**

Evaluating a training program by asking the participants 'opinions of it is an inexpensive approach that provides an immediate response and suggestions for improvements. The basic problem with this type of evaluation is that it is based on opinion rather than fact. In reality, the trainee may have learned nothing, but perceived that a learning experience occurred.

- **Extent of Learning**

The organizations administer tests to determine what the participants in training program have learned. The pre-test, post-test, control group design is one evaluation procedure that may be used.

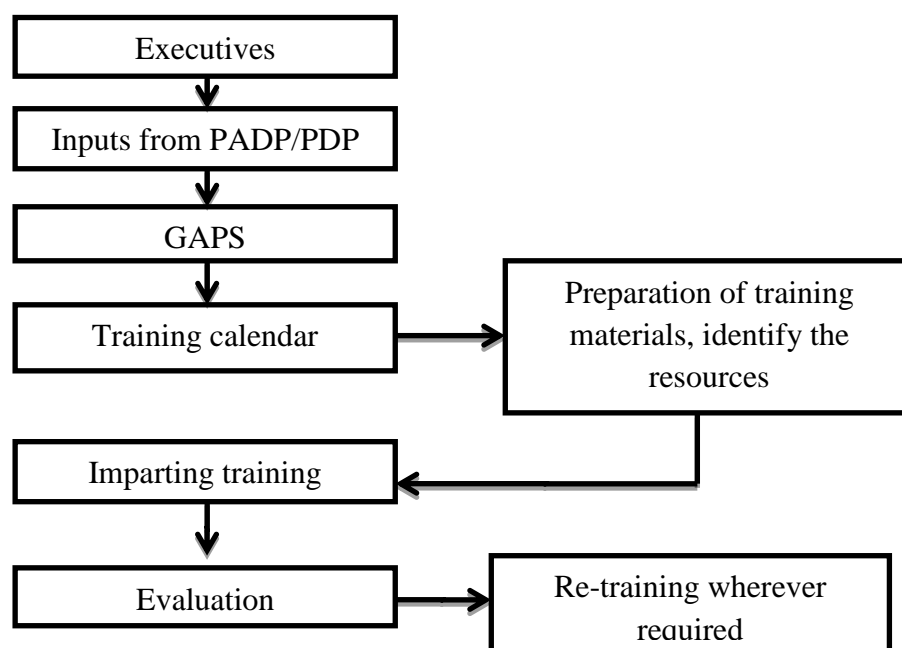
- **Behavioural Change**

Tests may indicate fairly accurately what has been learned, but they give little insight into desired behavioural changes.

i. Training Plan in Marico Ltd

Skill inventory and skill gap analysis

A comprehensive status of skills that currently exists in the unit. This includes the skill required for operations of all the departments. Skill gap analysis is a systematic process of evaluating the existing skills, identifying gaps for the future skills; that align with organisation vision, goals and thrust areas. For skill gap analysis the system followed for Executives & staff and members are different. The executives and members undergo the PADP process enhances their abilities and skills. The outputs are used to evaluate their performance. The training effectiveness improves their motivation and self-confidence. During the skill gap analysis training plan and training calendar are prepared as they want to schedule their work to measure and analyse the effectiveness of training.



Skill Gap Analysis Process

3.6.4 Approaches used to determine the effectiveness of training programs

- **Post Training Performance Method**

In this method the participants' performance is measured after attending a training program to determine if behavioural changes have been made. The post-training inferences the behaviour but it is difficult to analyse the behaviour of employees and the employer.

- **Pre-Post Test approach**

Most commonly used approach towards measurement of effectiveness of training is Pre-test Post- test approach this approach performances the employees is measured prior to training and if required training is provided. After completion if the training again the performance is measured this is compared with performance before training if evaluation is positive e.g. increase in productivity that means that training is effective.

- **Pre- Post Training Performance with control group Method**

Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instructions. On the other hand, the experimental group is given the instructions. At the conclusion of the training, the two groups are re-evaluated. If the training is really effective, the experimental group's performance will have improved, and its performance will be substantially better than that of the control group.

3.6.5 Types of training method followed in Marico Ltd

The commonly used training tools are In house training, external training, on the job training, induction manual, induction training for new employees, cross plant exposure, associate operations induction. These methods enhance the employee's performance.

1. In-House training

Based on topic; faculty may be invited externally or allotted to the internal trainees to handle the session. The communication on the same to targeted group will be communicated minimum 4 days in advance to ready for the session for the session. The training materials generated is forwarded to concerned member for expert opinion. Associate key members are also invited for the session.

2. External training

Based on the requirements; members used to send for external training programmes organised by the professional bodies like Total productive maintenance (TPM), National Institute of personal management (NIPM) etc. The members attended the external training are instructed to deliver the re-brief on the learning's.

3. On the job training

It is delivered by the supervisors to the members newly joining in their departments through the job rotation system. In any case of newly joined staff members also the peers will provide the training; which will be monitored by the concerned supervisor.

4. Induction manual

An induction manual is designed; which explain in detail about the manufacturing process, Product Quality Assurance (PQA) activities, commercial and HR aspects of the plant. This also delivers information on the key improvement projects done at Marico.

5. Cross plant Exposure

Staff members are permitted to visit other Marico plants and also other manufactures to understand the good practices.

6. Associate Operations Induction

A presentation is designed in the local language basically to understand the Good Manufactures practice (GMP) aspects to the shop floor/line operators functioning at associate filling locations.

CHAPTER IV

ANALYSIS AND INTERPRETATION

Analysis means the computation of certain indices or measures along with searching for patterns of relationship that exists among the data groups. Analysis, particularly in case of survey or experimental data, involves estimating the values of unknown parameters of the population.

Interpretation refers to the task of drawing inferences from the collected facts after an analytical and experimental study. The data after collected has been processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. The real value of this research lies in the ability to arrive at the central generalization. So, the data collected for “Analyzing the effectiveness of training program” has been tabulated, analyzed, interpreted and presented in this chapter.

To analyse the training effectiveness certain tools are used for certain factors which measures its effectiveness. The factors analyses the relationship between the training effectiveness. The variables are the factor which helps in analysing the training effectiveness which may include the dependent variable and independent variable. The dependent variables are considered as the demographic profile of respondents and others are the factors that help to measure the effectiveness of training. The tools used for analysis includes the Percentage, chi-square test, One-way ANOVA and Mean score value. The tools are used to measure the respondent’s reactions towards the analysis.

The interpretation of the study helps in analyse the proposed data and find the result which are appropriate for the study. The data’s are interpreted by analysing the values that has been collected from the hypothesis test. The hypothesis shows the significance difference among the factors. Interpretation is essential for the study and for ensuring that the data collected are relevant for making comparisons and analysis. The study helps to analyse the training effectiveness of Marico Ltd.

4.1 No. of respondents in different age groups

Age is a factor which may determine the training experience of employees in the work environment. It determines the level of training provided to different age groups.

Table 4.1

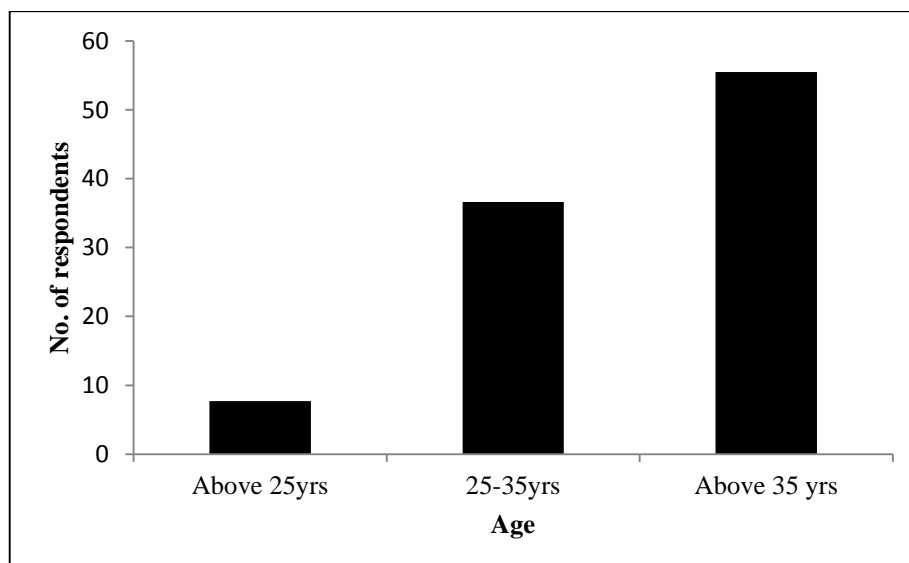
Age wise classification

Age	No. of respondents	Percentage (%)
Above 25yrs	7	7.7
25-35yrs	33	36.6
Above 35 yrs	50	55.5
Total	90	100

From the table it is interpreted that the maximum number of employees belongs to the age group above 35 yrs. The employees of this age group will be undergone more training and hence more knowledge will be acquired through the training program.

Chart 4.1

Age wise classification



4.2 Designation of employees

Training is provided to all levels of employees in the organisation. Designation is a factor which may determine the group of employees in the organisation who are being trained and their training effectiveness should be analysed according to their designation.

Table 4.2

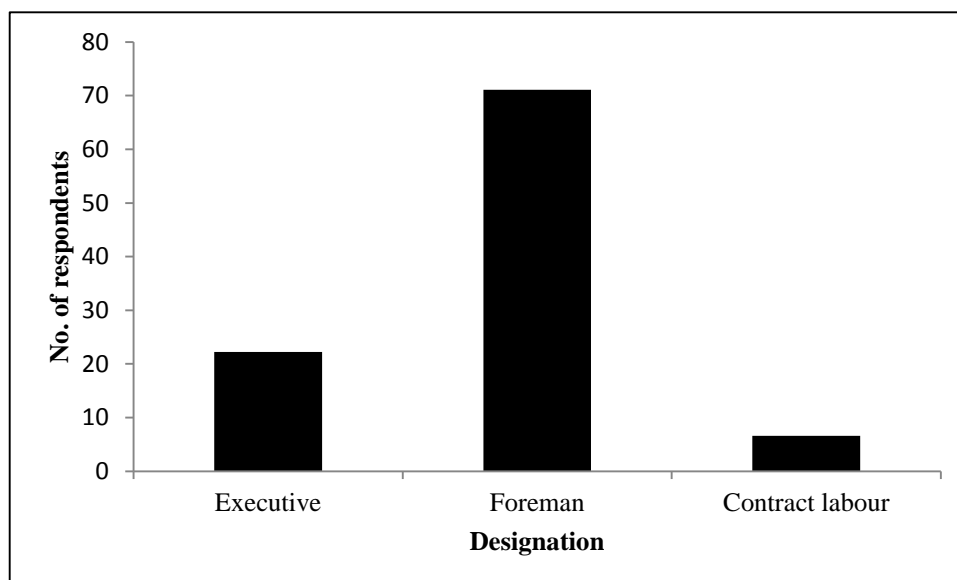
Designation of employees

Designation	No. of respondents	Percentage (%)
Executive	20	22.2
Foreman	64	71.1
Contract labour	6	6.6
Total	90	100

From the table it is interpreted that the categories of designation in the Marico Ltd. This shows that more training should be given to the foreman and executives as they constitute the major population of Marico Ltd.

Chart 4.2

Designation of employees



4.3 Educational Qualification of employees

Educational qualification is a factor which may determine the educational level of employees and according to their educational qualification the training method may differ so that they can better understand and adapt the training methods.

Table 4.3

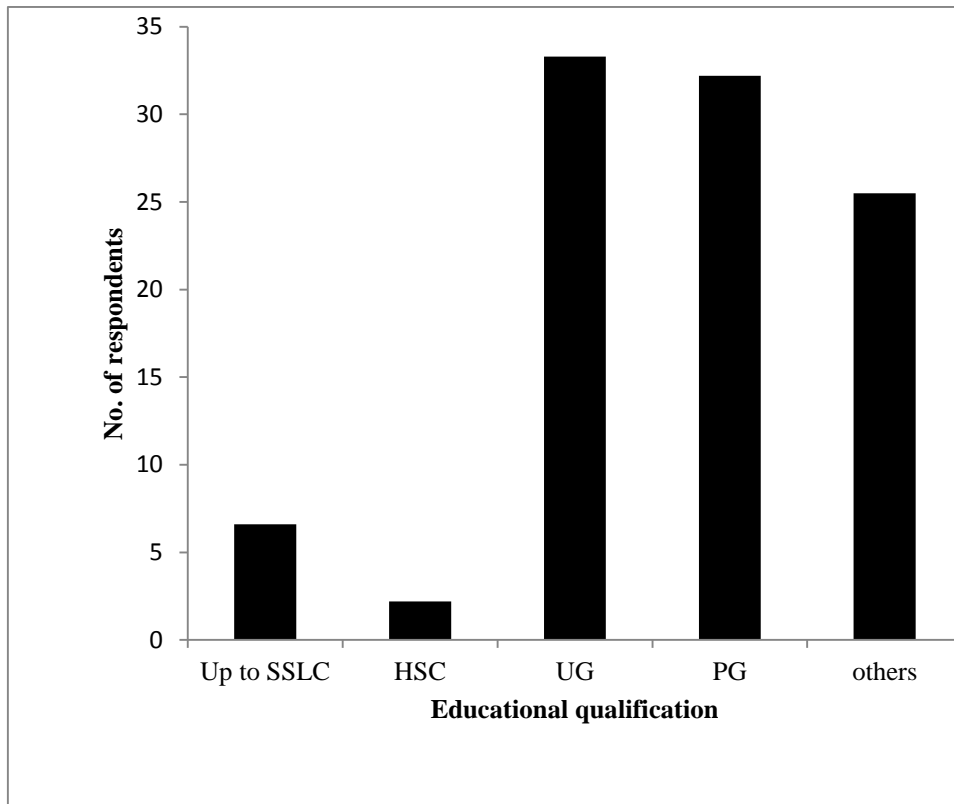
Educational qualification of employees

Educational Qualification	No. of respondents	Percentage (%)
Up to SSLC	6	6.6
HSC	2	2.2
UG	30	33.3
PG	29	32.2
others	23	25.5
Total	90	100

From the table 4.3 it can be interpreted that most of the employees have completed at least an under graduate degree. So the training providing to them will be helpful for organisation to meet the specific goals and to implement a cost effective training program. The educational level of employees help the management to design an effective training plan and the training method can be implemented based on their level of understanding. Most of the employees are educated this simplifies the work of management to plan the training program.

Chart 4.3

Educational qualification of employees



4.4 Annual income of employees

Annual Income is a factor which may determine financial status of employees in an organisation. It determines their progress in performance in yearly basis. This factor measures the effectiveness of training program by analysing their income.

Table 4.4

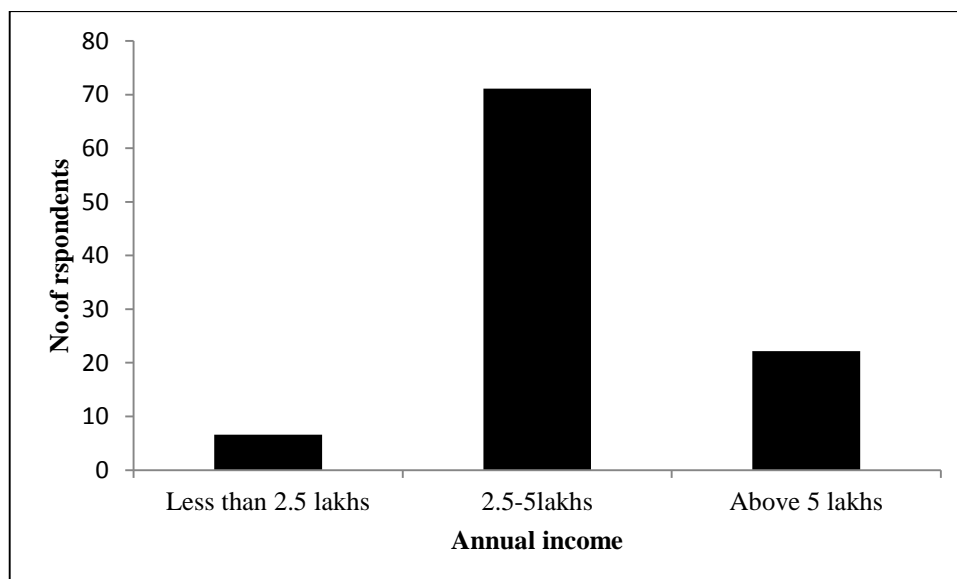
Annual income of employees

Annual Income	No. of respondents	Percentage (%)
Less than 2.5 lakhs	6	6.6
2.5-5lakhs	64	71.1
Above 5 lakhs	20	22.2
Total	90	100

From the table 4.4 it can be interpreted about the annual income of employees of Marico Ltd. The employees are paid around 2.5 lakhs -5 lakhs per annum.

Chart 4.4

Annual income of employees



4.5 Year of experience

Experience is empirical knowledge, knowledge by means of connected perception. Year of Experience is a factor which may determine the satisfaction level of employees and measures the knowledge gained during the years. This factor measures the effectiveness of training as their learning, skills, knowledge and attitude can be analysed.

Table 4.5

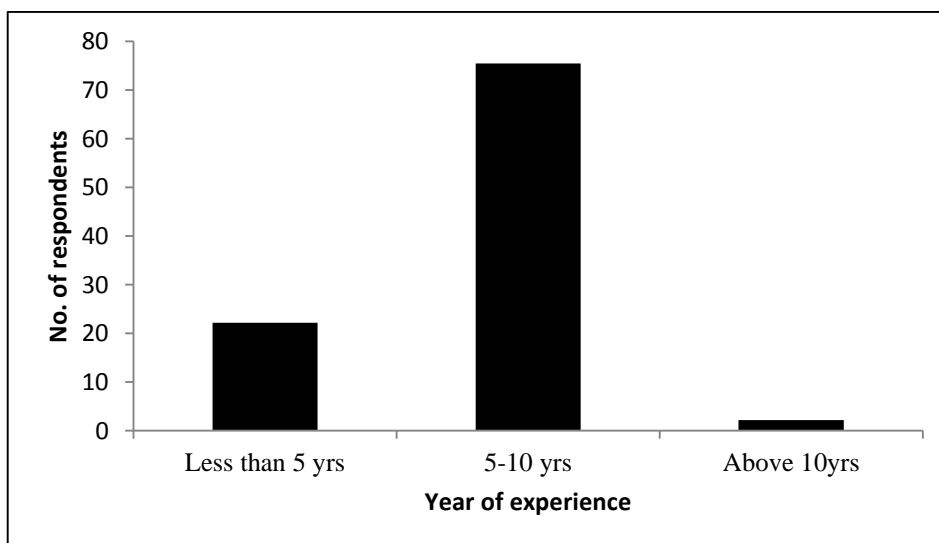
Year of experience

Year of Experience	No. of Respondents	Percentage (%)
Less than 5 yrs	20	22.2
5-10 yrs	68	75.5
Above 10yrs	2	2.2
Total	90	100

From the table 4.5 it is inferred that most of the employees have worked from 5-10 yrs. The employees have undergone more training program and they might have acquired more knowledge. This category of employees will be more skill full.

Chart 4.5

Year of experience



4.6 Training period

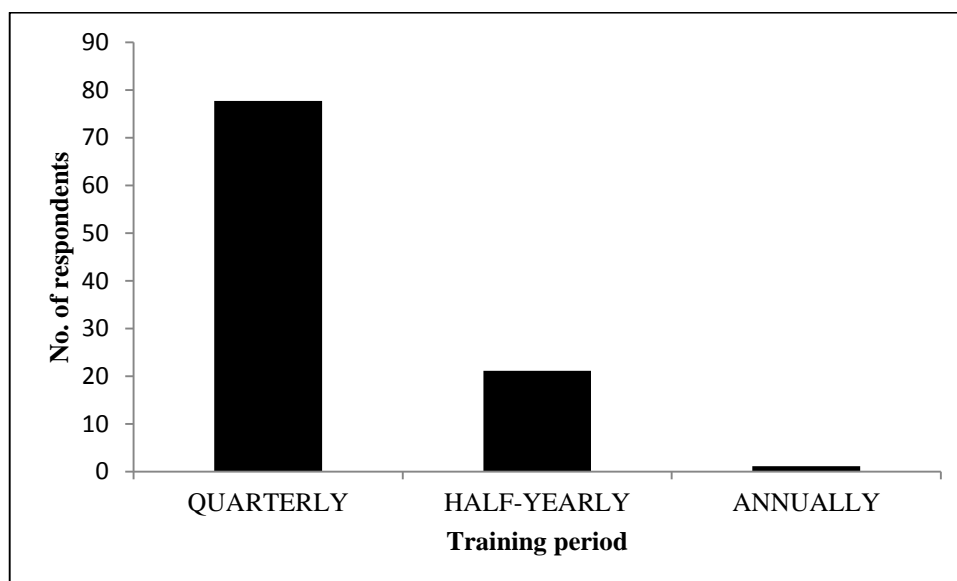
Training period is a factor which may depict the training given to employees at regular intervals. This factor determines the intervals of training and how the organisation is financially investing for training.

Table 4.6
Training period

Training period	No. of respondents	Percentage
Quarterly	70	77.7
Half yearly	19	21.1
Annually	1	1.1
Total	90	100

From the table 4.6 it is inferred that training period of organisation is of quarterly basis so as that the employees are well trained to enhance their ability and skills. They train the employees to update the new methods which are beneficial to organisation.

Chart 4.6
Training period



4.7 Duration of training period

Duration of training period is a factor which may determine the number of days training provided to employees. It shows the effectiveness of training as it determines how well the organisation understands the importance of training.

Table 4.7

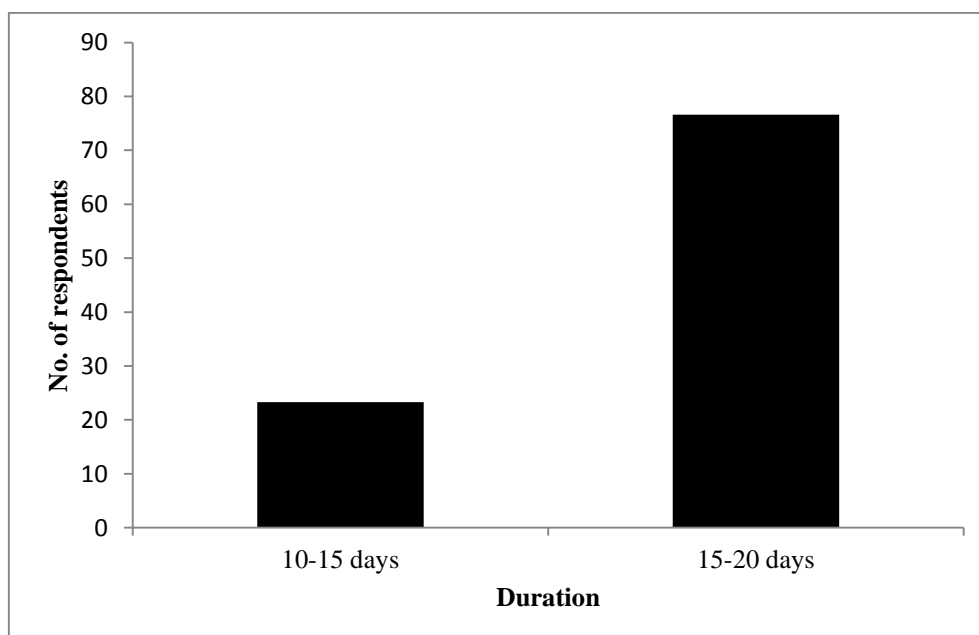
Duration of training period

Duration	No. of respondents	Percentage
10-15 days	21	23.3
15-20 days	69	76.6
Total	90	100

From the above table 4.7 it is inferred that the maximum duration of training period will be 15-20 days. More number of days is given to employees undergo training provide more effectiveness in their job.

Chart 4.7

Duration of training period



4.8 Methods of training

Method of training is a factor which may determine training provided to employees according to their job. This is one of the important factor which determine which type of training method can be given to a particular group of employees

Table 4.8

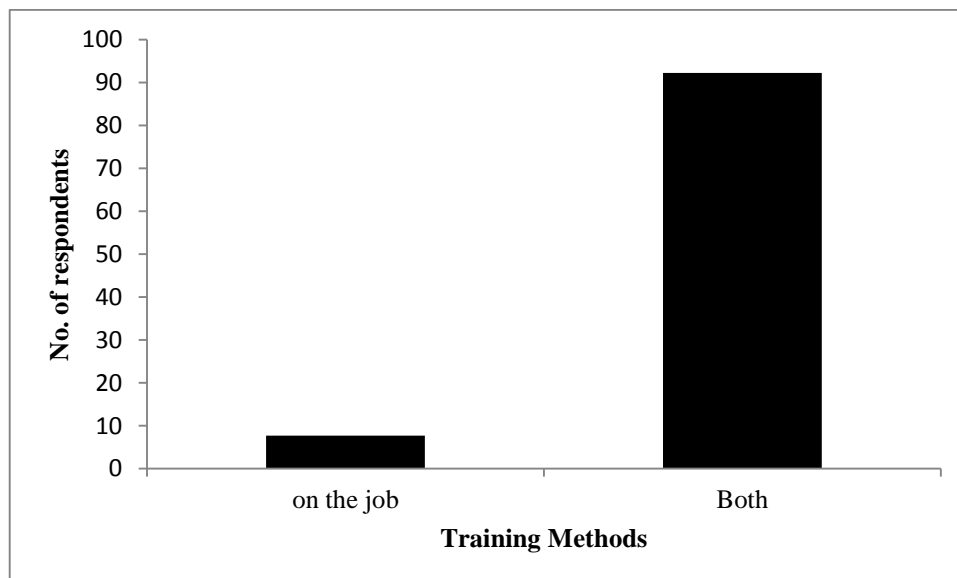
Methods of training

Training method	No. of respondents	Percentage
on the job	7	7.7
Both	83	92.2
Total	90	100

From the above table 4.8 it is inferred that the employees had undergone both the on the job training and off the job training. The maximum number of employees had undergone both the training.

Chart 4.8

Methods of training



4.9 Types of training method

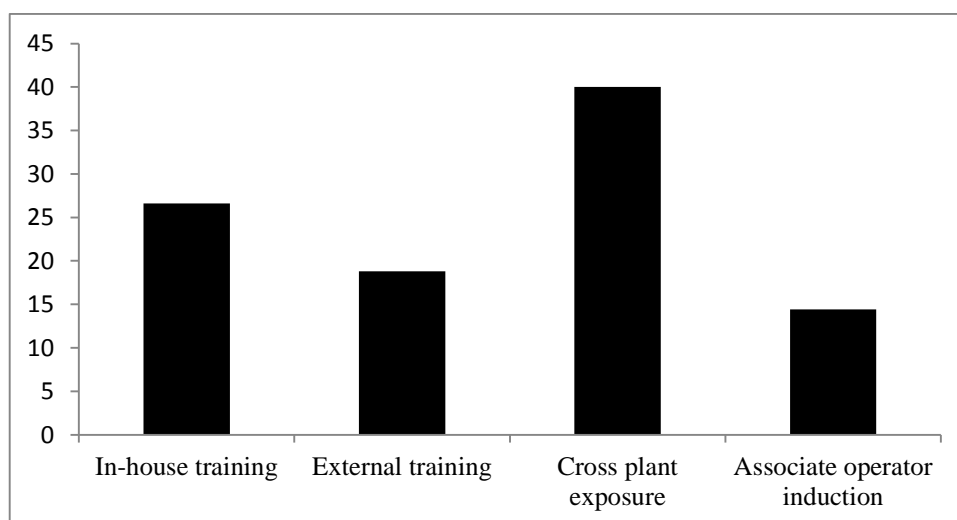
Types of training are a factor which may determine the different on the job and off the job methods which are practiced in a particular organisation. In each organisation the training method will be unique according to their type of work done in organisation.

Table 4.9
Types of training method

Training Methods	No. of respondents	Percentage
In-house training	24	26.6
External training	17	18.8
Cross plant exposure	36	40
Associate operator induction	13	14.4
Total	90	100

From the above table 4.9 it is inferred that there are different types of training methods followed in Marico Ltd. The cross plant exposure training method is mostly used in Marico Ltd as it brings more experiential learning to employees.

Chart 4.9
Types of training method



4.10 Chi –square test on year of experience and level of interpersonal skills after training

Experience in work helps in gains interpersonal skills and tasks are related to interacting with others in a workgroup or with clients and customers.

Table 4.10

Year of experience and level of interpersonal skills

YOE	Skill gap	attitude & ability	Team work	performance	Learning
Less than 5 yrs	16	2	2	0	0
5-10 yrs	0	14	34	17	3
Above 10yrs	0	0	0	0	2
Total	16	16	36	17	5

YOR Vs Skill gap	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.032E2 ^a	8	.000
Likelihood Ratio	79.276	8	.000
Linear-by-Linear Association	61.437	1	.000
N of Valid Cases	90		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .11.

- ❖ H0: There is no significant relationship between years of experience and the level of employee skill gap after training.
- ❖ H1: There is significant relationship between years of experience and level of skill gap after training.

From the table 4.10 it is inferred that there is a significant relationship between the year of experience and the skills acquired by the employees of the organisation.

4.11 One way ANOVA between the annual income and level of employee's satisfaction after training

The satisfaction of employees after training can be set as a motivational factor to be committed in work which evaluates the training effectiveness. If the employees are trained well then their performance increases which result high income.

Table 4.11

Annual income and employee satisfaction

Satisfaction	Annual Income	N	Mean	F	Sig.
My level of knowledge/expertise in this area prior to the programme	less than 2.5 lakhs	6	2.00	126.895	.000
	2.5-5lakhs	64	1.92		
	Above 5 lakhs	20	1.00		
	Total	90	1.72		
Amount of time to practise new training material	less than 2.5 lakhs	6	1.00	14.770	.000
	2.5-5lakhs	64	2.34		
	Above 5 lakhs	20	3.00		
	Total	90	2.40		
Quality of instructor presentation	less than 2.5 lakhs	6	3.00	126.895	.000
	2.5-5lakhs	64	2.92		
	Above 5 lakhs	20	2.00		
	Total	90	2.72		
Quality of information presented	less than 2.5 lakhs	6	1.00	2.517	.087
	2.5-5lakhs	64	1.39		
	Above 5 lakhs	20	1.85		
	Total	90	1.47		
The use of my time in participating in this programme	Less than 2.5 lakhs	6	2.00	216.982	.000
	2.5-5lakhs	64	1.95		
	Above 5 lakhs	20	1.00		
	Total	90	1.74		

- ❖ H_0 : There is no significant difference between annual income and level of satisfaction after training.
- ❖ H_1 : There is a significant difference between annual income and level of satisfaction after training.

To analyse hypothesis using One-way ANOVA, the independent variable used is annual income and the dependent variable is the satisfaction level of employees. In the order to measure the primary objective of analysing the effectiveness of training program the satisfaction level of training and income level is analysed. From this it can be inferred that effective training result in employee satisfaction. As a result, their level of performance excels with increased income and standard of living. Thus the hypothesis have been developed and the means between and within the group of different income of employees have been compared with periodic review to determine whether any of those means are significantly different from each other.

From the table 4.11 significance value is found to be less than 0.05. The significant difference to the other factors such as the level of knowledge of employees regarding the training, time given to go through the training material, presentation of instructor, utilisation of time in participating in training program shows as a significance value of .000.

This shows that the null hypothesis (H_0) is rejected. Therefore it is clear that there is a significant difference among the annual income of employees and employee satisfaction

4.12 One way ANOVA between the designation of employees and evaluation of training

The employees of different designation evaluate the training factors to analyse the effectiveness of training.

Table 4.12

Designation of employees and training evaluation

Training result	Designation	N	Mean	F	Sig.
Training investment	Executive	20	2.00	304.500	.000
	Foreman	64	2.00		
	Contract labour	6	2.00		
	Total	90	1.80		
Staff involved in training	Executive	20	2.85	7.195	.001
	Foreman	64	2.48		
	Contract labour	6	3.00		
	Total	90	2.60		
Newness of training method	Executive	20	2.00	20.300	.000
	Foreman	64	2.00		
	Contract labour	6	1.67		
	Total	90	1.98		
Criticality of training to the business	Executive	20	2.00	120.147	.000
	Foreman	64	2.03		
	Contract labour	6	3.00		
	Total	90	2.09		

- ❖ H_0 : There is no significant difference between designation of employees and evaluation of training.
- ❖ H_1 : There is a significant difference between designation of employees and evaluation of training

To analyse hypothesis using One-way ANOVA, the independent variable used is designation and the dependent variable is the evaluation of training. In the order to measure the primary objective of analysing the effectiveness of training program the evaluation of training program is done. The evaluation involves the understanding of employees, staff involved, newness in training method, and the most important factor investment in training. From the one way ANOVA it can be inferred that effective training evaluation is needed and it should be evaluated based on the category of employees in the organisation. The employees of different designation should be analysed to understand how well the management had conducted a training program. The result of training program infers that, the training program conducted was effective as the above hypothesis shows significance.

From the table 4.12 significance value is found to be less than 0.01. The significant difference has been found in the staff involved. All the factors such as the training investment, newness in method and criticality in training shows a significance value of .000.

This shows that the null hypothesis (H_0) is rejected. Therefore it is clear that there is a significant difference among the designation of employees and evaluation of training.

4.13 One way ANOVA between the Age and the cognitive skills of employees

The training effectiveness can be analysed from the age and the cognitive skills of employees after undergoing the training.

Table 4.13

Age and the cognitive skills of employees

Cognitive skill	Age	N	Mean	F	Sig.
Thinking	Above 25yrs	8	1.88	35.239	.000
	25-35yrs	32	1.41		
	Above 35 yrs	50	2.00		
	Total	90	1.78		
Idea generation	Above 25yrs	8	2.88	24.085	.000
	25-35yrs	32	2.50		
	Above 35 yrs	50	3.00		
	Total	90	2.81		
Problem solving	Above 25yrs	8	3.75	11.008	.000
	25-35yrs	32	2.91		
	Above 35 yrs	50	3.58		
	Total	90	3.36		
Knowledge requirement of skills	Above 25yrs	8	1.88	5.785	.004
	25-35yrs	32	1.34		
	Above 35 yrs	50	1.64		
	Total	90	1.56		

- ❖ H_0 : There is no significant difference between age and the level of cognitive skills among employees after training.
- ❖ H_1 : There is a significant difference between age and the level of cognitive skills among employees after training

To analyse hypothesis using One-way ANOVA, the independent variable used is age and the dependent variable is cognitive skills of employees. In the order to measure the secondary objective to analyse the skill improvement among employees after the training program using One-way ANOVA. The analysis involves the different age groups and their change in acquiring the skills after undergoing a training program. From the One-way ANOVA it can be inferred that the employees thinking ability, idea generation, problem solving and knowledge requirements of skills has been increased, the age group of all levels agrees that the training ensure and enhance their cognitive thinking.

From the table 4.13 significance value is found to be less than 0.01. A significant difference has been found in factors such as thinking, idea generation and problem solving shows a significance of .000

This shows that the null hypothesis (H_0) is rejected. Therefore it is clear that there is a significant difference among the age and cognitive skills of employees after the training

Table 4.14

Educational qualification and level of opinion about knowledge acquired

Opinion on knowledge gained	Educational Qualification	N	Mean	F	Sig.
Good performance in work	Up to SSLC	6	3.00	3.793	.007
	HSC	2	3.00		
	UG degree	30	3.83		
	PG degree	29	3.48		
	Others	23	3.78		
	Total	90	3.72		
Learner emotional investment is positive	Upto SSLC	6	3.00	20.913	.000
	HSC	2	3.00		
	UG degree	30	3.30		
	PG degree	29	3.00		
	Others	23	3.00		
	Total	90	3.17		
Learner's able to adapt new technologies	Up to SSLC	6	3.00	14.169	.000
	HSC	2	3.00		
	UG degree	30	3.70		
	PG degree	29	3.55		
	Others	23	3.00		
	Total	90	3.48		
Learners readiness in work improved	Up to SSLC	6	3.00	10.183	000
	HSC	2	3.00		
	UG degree	30	3.53		
	PG degree	29	2.76		
	Others	23	3.00		
	Total	90	3.70		
Learner ability and motivation level is increased.	Up to SSLC	6	3.00	61.726	.000
	HSC	2	3.00		
	UG degree	30	3.93		
	PG degree	29	3.00		
	Others	23	3.00		
	Total	90	3.91		
Learner ethical responsibility increased.	Upto SSLC	6	4.00	7.414	.000
	HSC	2	4.00		
	UG degree	30	4.00		
	PG degree	29	3.45		
	Others	23	3.96		
	Total	90	3.56		

- ❖ H0: There is no significant relationship between the educational qualification and level of opinion about knowledge acquired after training.
- ❖ H1: There is a significant relationship between the educational qualification and level of opinion about knowledge acquired after training.

To analyse hypothesis using One-way ANOVA, the independent variable used is educational qualification and the dependent variable is the opinion of employees about the knowledge acquired after training. In the order to measure the secondary objective to analyse the skill improvement and the knowledge gained after the training program is acquired by using one-way ANOVA. The analysis involves the educational qualification and opinion of knowledge gained after undergoing the training program. From one way ANOVA it can be inferred that the employee's education qualification enhances the skills or knowledge acquired during the training. The educational qualification plays an important role in analysing their increased level of opinion about the knowledge gained after training by analysing their performance, readiness, positivity towards their work.

From the table 4.14 significance value is found to be less than 0.01. A significant difference has been found in factors such as learner's readiness, positivity, adaptability new technologies, learner's motivation shows a significant value of .000.

This shows that the null hypothesis (H_0) is rejected. Therefore it is clear that there is a significant difference among the educational qualification and level of opinion about knowledge acquired after training.

4.15 Pre-training needs

Before conducting a training program it is very important to analyse the training needs in order to conduct an effective training program.

Table-4.15

Pre-	Pre-training needs	E	VG	G	F	P	Mean score value
	Contents	40	15	9	10	16	3.82
	Time allotted	67	6	0	17	0	3.88
	Quality of Material	48	31	0	11	0	3.22
	Knowledge about content	16	74	0	0	0	3.82
	Practicality	24	0	66	0	0	3.21
	Presentation	0	27	63	0	0	3.73
	communication	27	0	63	0	0	3.73
	Interaction	43	43	2	0	2	3.52

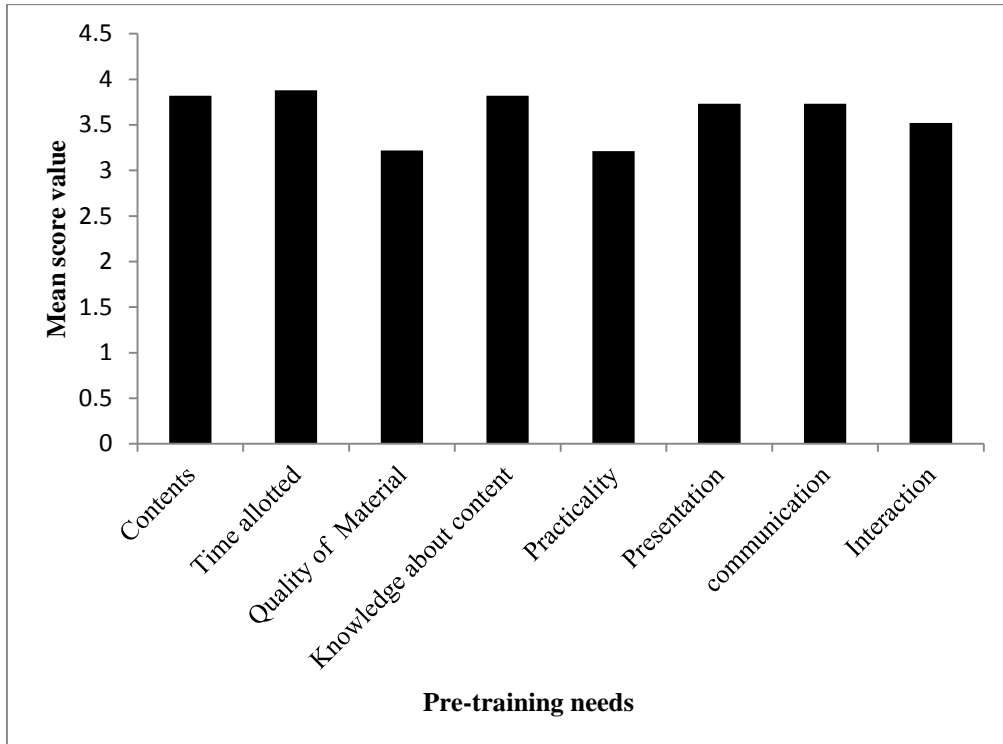
training needs

MSV=3.15

From the table 4.15 it is inferred that the organisation should analyse the pre-training needs of training program so that the training program conducted will be useful for employees to adapt new things and at the end the organisation goals must be met. The table shows that the time allotted, knowledge about the content and communication between the trainees and trainers are the most important factors which are influences the effectiveness of training in Marico Ltd. All the factors are important to analyse the effectiveness of training program. Most of the respondents agree that the above factors should be analysed before undergoing any training program in organisation so as to analyse the impact on training.

Chart 4.15

Pre-training needs of training



4.16 Level of cognitive skills after training

Cognitive skills and tasks are related to the thinking, idea generation, understanding, problem solving, or the knowledge requirements of the job. The training effectiveness can be analysed by measuring these factors.

Table 4.16

Level of cognitive skills after training

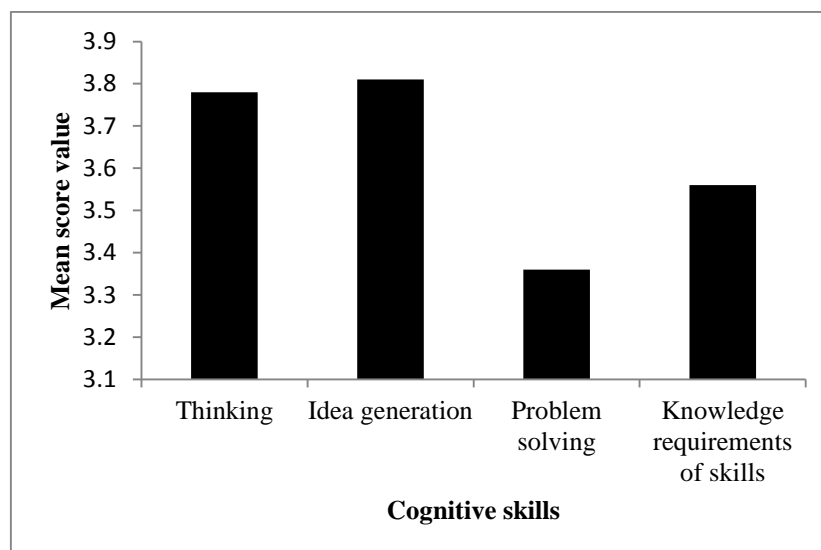
Cognitive skills	E	VG	G	F	P	Mean score value
Thinking	43	43	2	0	2	3.78
Idea generation	61	10	0	10	9	3.81
Problem solving	50	12	6	10	12	3.36
Knowledge requirements of skills	35	35	6	10	4	3.56

MSV=3.62

From the table 4.16 it is inferred that the idea generation, thinking, skills and problem solving capabilities of employees had increased after the training program. This shows that the training program in organisation is effective.

Chart 4.16

Level of cognitive skills after training



4.17 Evaluation of training

Training evaluation is an important factor to analyse the effectiveness of training program. The training evaluation is necessary for an organisation to analyse that the investment is properly used to attain the organisational goals.

Table 4.17

Evaluation of training

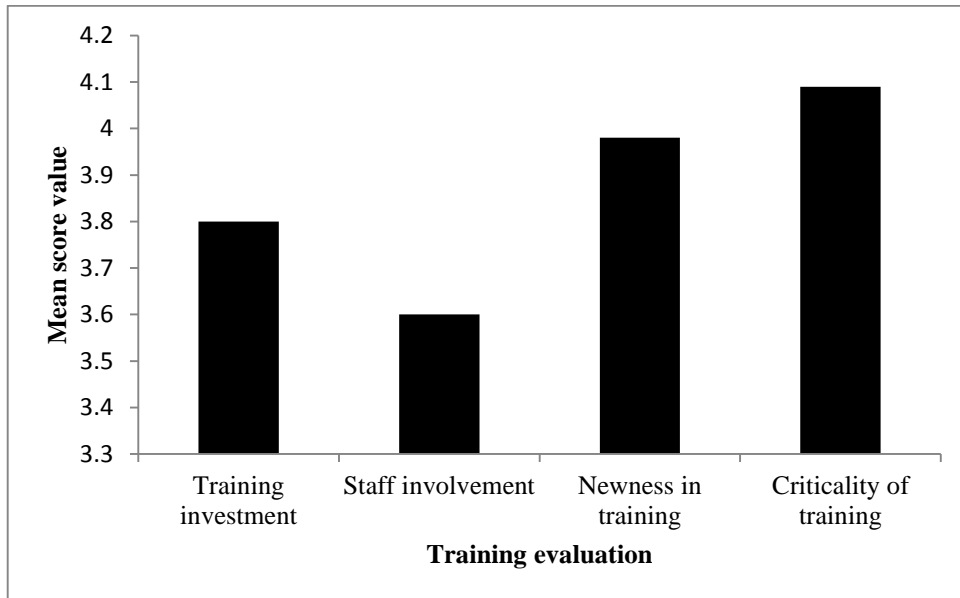
Evaluation of training	SA	A	N	D	SD	Mean score value
Training investment	45	23	10	12	0	3.98
Staff involvement	20	12	6	12	40	3.60
Newness in training	32	42	8	0	8	3.80
Criticality of training	50	20	6	8	6	4.09

MSV=3.86

From the above table 4.17 it is inferred that during training evaluation the organisation should analyse the critical conditions of training, cost involved in training, newness in training methods and human resources. The table infers that training investment and criticality of training are the strong factors to analyse the training effectiveness. The company Marico Ltd considers these factors to analyse the effectiveness of training. The table explains that training effectiveness should be evaluated to understand the cost incurred in the training. The certain factors of training are evaluated to analyse whether the employees have properly utilized the training as company has invested a lot into the training program to attain certain organisational goals

Chart 4.17

Evaluation of training



4.18 Level of satisfaction

Satisfaction of employees is a major factor in analysing the effectiveness of training program. It depicts how well the organisation is able to implement the training program to the employees.

Table 4.18

Level of satisfaction

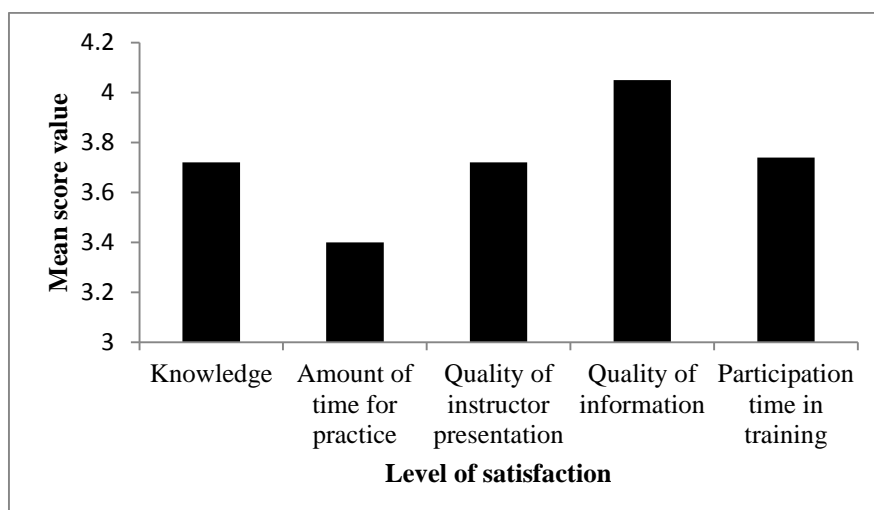
Level of satisfaction	E	VG	G	F	P	Mean score value
Knowledge	32	21	23	8	6	3.72
Amount of time for practice	50	19	8	10	3	3.40
Quality of instructor presentation	55	15	8	6	6	3.72
Quality of information	65	19	6	0	0	4.05
Participation time in training	40	23	10	7	10	3.74

MSV=3.72

From the table 4.18 it can be interpreted that the employees are highly satisfied by the training provided by the organisation and hence they are more committed and dedicated to their work. The employees are satisfied with the contents, information, knowledge and presentation.

Chart 4.18

Level of satisfaction



CHAPTER V

SUMMARY

5.1 Findings

The data collected were analysed carefully and the following findings were drawn.

- Training providing to employees will be helpful for organisation to meet the specific goals and to implement a cost effective training program.
- The training provided to employees increases their performance and increases the level of income.
- The experience in work relates to work competencies such as acquisition of skills, attitude, ability, teamwork, performance and learning that has been enhanced through the training program.
- The satisfaction of employees after training can be set as a motivational factor to be committed in work. If the employees are trained well then their performance increases which result high income.
- An effective training evaluation is needed and it should be evaluated based on the category of employees in the organisation. The employees of different designation should be analysed to understand how well the management had conducted a training program.
- Employees thinking ability, idea generation, and problem solving and knowledge requirements of skills have been increased, the age group of all levels agrees that the training ensure and enhance their cognitive thinking.
- The educational qualification plays an important role in analysing their increased level of opinion about the knowledge gained after training by analysing their performance, readiness, positivity towards their work.
- The employee's educational qualification plays an important role in analysing their increased level of opinion about the knowledge gained after training.
- The time allotted for employees, knowledge about the content and communication between the trainees and trainers are the most important factors which influence the effectiveness of training in Marico Ltd.

5.2 Suggestions

- Training can be made cost effective in the organisation by understanding the pre-training needs and pre-cost estimation for the training program.
- The organisation should propose certain training methods to analyse the behavioural aspect of employees.
- Challenge the employees by providing freshness in training program so that their knowledge and skills should improve to set new goals to the organisation.
- The organisation should orient the employees about the training program before conducting the training plan.
- The management should discuss with employees about the critical factors involved in training.
- The management should conduct meetings with all employees to consolidate their ideas and suggestions; to come up with an effective training program which will be beneficial to both the employees and employer.

5.3 Conclusion

Training effectiveness of Marico Ltd shows that the employees are commitment and participative in the organisational activities. In order to improve the performance and productivity of workers it is necessary to provide training program and to get an effective outcome or productivity. The study on analysing the training effectiveness in Marico Ltd invest a positive result as the frequently change their method to find the training effectiveness. It has been found by the researcher that their training method is unique and the management come up the new ideas to increase the capability of employees. The organisation evaluates the employee's performance without interfering in their time of work. The training program or method for the employee's differs according to their designation.

Analysis of Training effectiveness is important for an organisation like Marico Ltd as it is one of the top 10 FMCG companies. Through the study we can analyse the cost involved during the training program. The training effectiveness should be measured to analyse whether right training is provided by the company. The company analyse whether the employees are satisfied with the training program also the learning and knowledge level of the trainers and trainees. Employee's feedback on training program is essential to understand the effectiveness of training program. It is important to get employee's opinion before the creation of new training programs. Training plays a big role in increasing the loyalty that an employee's feels towards its organisation.

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ANNEXURE

QUESTIONNAIRE

Dear Respondents,

Dear sir I am K.A Sulfiya pursuing MBA at Avinashilingam University. I'm collecting the information for my research on "Analyse the effectiveness of training programme in Marico Limited". Your report will be treated confidential and will be used for the academic purpose only. So I kindly request you to fill in the following information

Demographic profile

1. Name:

2. Age:

Above25yrs

25yrs-35 yrs

Above 35yrs

3. Designation:

Executive

Foreman

Contract labour

4. Educational Qualification:

Up to SSLC

HSC

UG

PG

Others

5. Annual income:

Less than 2.5lakhs

2.5 lakhs-5 lakhs

More than 5 lakhs

6. Years of experience

Less than5 yrs

5-10 yrs

Above 10yrs

7. How training is organized?

Quarterly

Half yearly

Annually

8. Specify the duration of training programme

10-15 days

15-20 days

20-25days

9. Specify the method of training attended

On the job

off the job

Both

10. Which method is most suitable for training?

In-house training

External training

Cross plant exposure

Associate operator induction

11. Evaluation of Pre training needs

(Excellent-E, Very good –VG, Good-G, Fair-F, Poor-P)

Pre-training needs	E	VG	G	F	P
Contents of course					
Time allotted for the course					
Quality of material provided					
Instructor knowledge about subject					
Illustration by practical examples					
Presentation methods					
Communication skills					
Interaction of the trainer with the trainees					

12. State the level of opinion about interpersonal skills after training programme

(Strongly agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Interpersonal skills	SA	A	N	D	SD
a) It bridges the Gap between job requirement and employee specification.					
b) It improved attitude and ability of trainees.					
c) Improved the teamwork.					
d) Changes in job related performance					
e) Learning from the training					

13. State the level of opinion regarding knowledge gained after training

(Strongly agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Knowledge gained after training	SA	A	N	D	SD
Good performance in work					
Learner emotional investment is positive					
Learner's able to adapt new technologies					
Learners readiness in work improved					
Learner ability and motivation level is increased.					
Learner ethical responsibility increased					

14. Training result can be evaluated based on

(Strongly agree –SA, Agree –A, Neutral – N, Disagree – D, Strongly Disagree – SD)

Training evaluation criteria	SA	A	N	D	SD
Training investment					
Staff involved in training					
Newness of training method					
Criticality of training to the business					

15. State the level of satisfaction of employees after training programme

(Excellent-E, Very Good-VG, Good-G, Fair –F, Poor-P)

Satisfaction of employees	E	VG	G	F	P
My level of knowledge/expertise in this area prior to the programme					
Amount of time to practise new training material					
Quality of instructor presentation					
Quality of information presented					
The use of my time in participating in this programme					