CHAPTER - V

Findings, Suggestions, Implications and Conclusion
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The research study resulted in the following major findings. These findings are presented in the subsequent sections.

RESULTS OF ANALYTICAL STUDY

Analytical findings are drawn based on the responses given by the respondents. Following are the dimension wise findings of the researcher.

PERSONAL PROFILES

This dimension shows the individual details of the respondents. Category wise details of the respondents show that for the study the researcher had taken only responses from initial trainees, refresher and promotional. 39% of them belonged to the age group 30 - 40 years. Majority of the respondents who attended training programme were male (i.e. 94%). Qualification details show that most of them were undergraduates. Majority of the respondents who attended training programme had below 5 years of work experience. 59% of the respondents were married. Most of them who attended the training were from rural areas, and majority of them belonged to the monthly income category Rs.5001-10000. Analytical findings show that majority of the respondents who attended the training programme had attended prior conferences and seminars.

PRE AND POST TEST

Initial trainees in pre-test scored 38% of marks, promotional scored 42% of marks and refresher scored 44% of marks. In pre-test refresher attained the
maximum scores, followed by promotional. Initial scored minimum scores when comparing with the other category.

In the post-test initial scored 82% of scores, 76% of the score was attained by promotional, and refresher attained 64% of scores. Comparing with pre and post result category wise, initial were found to have attained maximum training input, followed by promotional, and refresher.

EVALUATION – REACTIONS

Reaction informs how relevant the training is to the work the learners perform (it measures how well the training requirement analysis processes worked). Evaluation often called a “smilesheet.” is used to ask questions regarding the participants perceptions like - did they like it? Whether the material was relevant? Reactions are simply measures of the trainees impressions or feelings about the programme and are typically collected via self support measures at the conclusion of the training. Every program should at least be evaluated at this level to provide for the improvement of a training program. Participants' reactions have important consequences for learning. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility. Reaction data are the most common form of training evaluation outcome data collected and represent the lowest level of rigor.

Tabular findings show that 46% of the respondents who attended the training programme had good awareness of the objectives at the time of their nomination. 43% of them expressed very high level of willingness to attend the programme. The extent to which the objectives were explained at the commencement of the programme was very good to 42% of the respondents. 40%
each of the respondents felt the objectives of the programme were fulfilled to a
great extent and the training was in line with their needs. 37% of respondents felt
that their individual needs were satisfied to a good extent. To 42% of the
respondents believed that the programme will enhance the assertiveness in the
work field to a very good extent. To 38% of them the duration fixed for the
programme was good. To 40% and 44% of the respondents there was good
effectiveness of the training methodology and good communication effectiveness
respectively. 34% of them felt the quality of the training material was good. 41%
of the respondents felt that their involvement and participation was very good and
that they gained knowledge to a very good extent by interacting with their co-
participants.

Regarding rating the training aids provided the respondents felt that the
lectures, group discussions, practical sessions, audio-visuals aids and training
equipments, labs and model rooms were all good. 36% each of the respondents
felt that the leadership qualities exhibited by the trainer were good and very good,
and the personal care and concern shown by the trainer was very good. According
to 38% of the respondents there was a good improvement in the quality of inputs
in comparison to the previous year.

EVALUATION – LEARNING

Learning informs the degree of relevance that the training package worked
to transfer KSAs from the training material to the learners (it measures how well
the design and development processes worked). Evaluation at learning level shifts
the level of evaluation beyond the learner’s satisfaction and attempts to assess the
extent to which the trainees have advanced in their skills, knowledge, or attitude.
Measurement at this level is more difficult and laborious. To assess the amount of learning, methods like formal, informal testing, team assessment and self-assessment are conducted. Learning can be evaluated with the help of participants taking up the test or assessment before the training (pretest) and after training (post test).

Learning evaluations of the researcher shows that 47% and 49% of the respondents agreed that the training programme helped improve their knowledge and helped solve work related problems respectively. 46% and 44% of them strongly agreed that training helped minimize mistakes and accidents and that training contributed to a large extent in improving the confidence and commitment of the employee respectively. 50% of the respondents agreed that training programmes helped trainees remain updated with the latest technology and policies and that training programmes had reinforced their belief in the usefulness of training. 43% of them agreed that training helped them to develop their technical skills and 52% agreed that training helped them plan their work better. 49% and 44% of the respondents agreed that attending the training programme was of great help in maintaining cordial atmosphere in the organization and training contributed to a large extent in improving the confidence and commitment of the employee respectively.

EVALUATION - TRANSFER

The performance level informs the degree that learning can actually be applied to the learner's job (it measures how well the performance analysis process worked). This data involves both the trainees and their managers' evaluation of training and measures on-the-job changes in work behaviors and
performance as a result of the training event. Transfer refers to the change that has occurred in the learners' behavior due to the training program. This can be evaluated with the help of questions like - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? Learning is likely to transfer only if the conditions in the work setting are favorable for transfer. In addition, there are obviously many things that trainers can do to increase the likelihood of transfer. In other words, transfer is affected by “training factors” before the trainees go back to their workplace as well as “workplace factors” that operate in their workplace when they return. This assessment at transfer level brings out the truest assessment of a program's effectiveness. Measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate.

According to the researcher analytical findings show that 38% and 39% agreed that the training programme was useful on the job and off the job respectively. 50% of them agreed that training helped develop others. 46% and 43% of the respondents agreed that programme was useful in the long run and helpful in personal growth and development respectively. 49% of them agreed that the organization conducted training programme to increase the efficiency. “Training programme increased career performance” to this 47% of them agreed. 56% of the respondents agreed that they were made aware through training regarding where to improve their performance. 59% of the respondents agreed that training programme had reinforced the usefulness of training and 52% of
them responded that training programme helped them avoid any detention, delay to locomotive, trains and customers.

EVALUATION – RESULTS

The final goal is to find out if the training program led to final results, especially business results that contribute to the “bottom line” (i.e., business profits). At this level the outcomes are not limited to return on training investment (ROI). The outcomes can include other major results that contribute to the well functioning of an organization and also includes any outcome that most people would agree is “good for the business.” Outcomes are either changes in financial outcomes (such as positive ROI or increased profits) or changes in variables that should have a relatively direct effect on financial outcomes at some point in the future. Evaluation - Results is difficult in the sense that it is quite difficult to establish firm evidence that a training program was the key or the only source that produced the “level four” outcomes. For example, time has to elapse after the training program in order for these outcomes to occur. Other factors may also occur during that time period. Second, it is hard to isolate the effect of the training program because there are usually many additional causal variables operating on the outcome variables (i.e., the training event is just one of many potential causes).

Results show that 58% of the respondents rated the overall training programme as a learning experience as high. 42% of them agreed that the concepts taught were implementable in their work. 52% agreed that organization goals will be achieved with the help of adequate training. 57% of the respondents found difference in their work performance after attending the training
programme. 50% of the respondents agreed that they were now transformed employee committed to safety and service after the training programme. 50% and 46% of the respondents strongly agreed that after attending the training programme given any higher responsibility they will discharge their duties to the need of the organization and that they have become aware of their role in the society/social responsibility. 52% of the respondents agreed that their morale and efficiency had increased after training. 57% of them agreed that after attending the programme their sensitivity towards preservation and conservation of natural resources were enhanced. 66% of them strongly agreed that serving the customer with due care was their prime responsibility. According to 53% of the respondents the rate of overall training effectiveness was high.

**CHI - SQUARE FINDINGS**

The following are the hypothetical findings.

Firstly, association between age and overall training effectiveness showed that there was association between the two, as the table value was greater the hypothesis was accepted. Secondly, association between qualification and overall training effectiveness showed both the variables were significant and hence the hypothesis was rejected. Thirdly, association between category and overall training effectiveness showed no association between the two variables. Fourthly, there was no association between work experience and overall training effectiveness and hence the hypothesis was rejected. Further there is association between marital status and overall training effectiveness and hence the hypothesis was accepted. Association between native place and overall training effectiveness showed significant relationship and hence the hypothesis was rejected. Finally
there was no significant association between monthly income and overall training effectiveness hence the hypothesis was rejected.

**FACTOR ANALYSIS**

The dimension Reaction of training effectiveness comprises of 17 statements. Out of 17 statements in reaction, 4 statements contribute more towards reaction. The statements are (1) Training programme will enhance assertiveness in your field working, (2) Leadership exhibited by the trainer, (3) To what extent it gained from the co-participants. (4) Awareness of the objectives of the programme. The 4 statements accounted for 52.806 percent of the variance in the original 17 statements. The remaining 13 statements contribute minimum towards reaction in training effectiveness (i.e) 47.194 percent of the variance only.

The dimension learning contributes only one variable, which is not appropriate in factor analysis. Hence this dimension was skipped from factor analysis.

The dimension Transfer of training effectiveness comprises of 10 statements. Out of 10 statements in transfer, 2 statements contribute more towards transfer. The statements are (1) Usefulness of the programme in developing others, (2) Usefulness of programme - Off the Job. The 2 statements accounted for 56.260 percent of the variance in the original 10 statements. The remaining 8 statements contribute minimum towards transfer in training effectiveness (i.e) 43.74 percent of the variance only.

The dimension Results of training comprises of 10 statements. Out of 10 statements in results, 2 statements contribute more towards results. The
statements are (1) Serving the customer with due care is prime responsibility, (2) Overall performance of training programme. The 2 statements accounted for 54.519 percent of the variance in the original 10 statements. The remaining 8 statements contribute minimum towards results in training effectiveness (i.e) 45.481 percent of the variance only.

**CORRELATION**

The dimension reaction, learning, transfer and results are highly correlated, and it is significant at the 0.01 level.

**ANOVA**

There is significant relationship between the personal profiles and dimensions of training effectiveness. In category wise, the dimension reaction is not significant at the 0.05 level.

**MULTIPLE REGRESSIONS**

The standardized coefficient beta column reveals that reactions have a beta coefficient \(0.281\), which is significant (.000). Learning has a beta coefficient \(0.162\), which is significant (.000). Transfer has a beta coefficient \(0.112\), which is significant (.000). Result has a beta coefficient \(0.291\), which is significant (.000).

**CORRESPONDENCE ANALYSIS**

Overall training effectiveness is very high for initial, then promotional followed by refresher. Over all training effectiveness is found to be high for promotional, initial and followed by refresher. Training effectiveness if found to be moderate for refresher, then initial and followed by promotional.
PATH ANALYSIS – I

Modeling Training Effectiveness and variables contributed by Factor Analysis

When Training Effectiveness goes up by 1 standard deviation, Training programme will enhance assertiveness in fieldwork goes up by 0.598 standard deviations. Like wise when Training Effectiveness goes up by 1 standard deviation, Leadership exhibited by the trainer goes up by 0.274 standard deviations. Similarly, when Training Effectiveness goes up by 1 standard deviation the extent gained from the co participants goes up by 0.323 standard deviations. When Training Effectiveness goes up by 1 standard deviation, Awareness of the objectives of the programme goes up by 0.145 standard deviations. When Training Effectiveness goes up by 1 standard deviation, Usefulness of the programme in developing others goes up by 0.532 standard deviations. When Training Effectiveness goes up by 1 standard deviation, Usefulness of programme - On the Job goes up by 0.498 standard deviations. When Training Effectiveness goes up by 1 standard deviation, Serving the customer with due care is prime responsibility goes up by 0.44 standard deviations. When Training Effectiveness goes up by 1 standard deviation, Overall performance of training programme goes up by 0.628 standard deviations.

PATH ANALYSIS – II

Modeling the Dimensions of overall Training Effectiveness

When Reaction goes up by 1 unit, Learning goes up by 0.476 units. Likewise when Learning goes up by 1 unit, Transfer goes up by 0.746 units. Similarly when Transfer goes up by 1 unit, Results goes up by 0.533 units.
SUGGESTIONS

EVALUATION - REACTION

1. Greater awareness about the objectives of the programme must be created among the trainees at the time of their nomination for the training that it helps the trainees easily understand and attain the objectives and goals of the programme.

2. Employees must be motivated to take up frequent training programmes to update their skills and learn new techniques to perform their work effectively and efficiently.

3. Objectives of the training programme must be in line with the needs of the trainees and must be clearly explained to them so that they can be easily attained.

4. Training programmes must be conducted at frequent intervals to help the workers update with new technologies and improve their performance.

5. Superior quality of training material and training aids provided to the trainees will increase their involvement and participation for the training which in turn helps in their performance, effective communication and to enhance good relationship among co-workers.

6. Trainers must extend their personal care and concern to create a friendly atmosphere and always be ready to help the trainees in difficult situations.

7. Organizations must take efforts and see that trainees are provided with the best of facilities bringing in new improvements with every training programme.
EVALUATION - LEARNING

1. Learning through training is the best way to improve ones’ skills. Organization must concentrate on providing quality training as this provides a base for their learning experience.

2. Organizations must ensure the learning package supports a climate for organizational change, innovation, and the growth of individuals.

3. Quality training must not only aim at the achievement of results but inspire confidence to solve work related problems and perfection in their work.

4. Attending training programmes helps employees master their field and plan out their work better.

5. Motivation is very essential in the process of training. Taking up the training programmes seriously helps them in bridging the communication gap, and also help reinforce their belief in the training itself.

6. Helps in cost reduction - If training programmes are well designed.

EVALUATION - TRANSFER

1. The success of any training programme lies in the achievement of the goals, which would be possible with the support of the workers only after the implementation of the learned concepts in their work.

2. Objectives must be framed in such a way that they could be easily attained and help in the development of the organization in the long run.

3. Training provided must induce self interest in the worker to take up the programme seriously and help in personal growth and development in career opportunities.
4. Evaluation at this stage is very essential as it provides a clear picture of whether training has been appropriate and effective, whether learning transfer has effectively taken place, and whether the new knowledge and skills are being supported by workplace culture.

5. Behaviour change evaluation is possible with the help of good support and involvement from managers and trainees, so it is helpful to involve them from the beginning, and to identify benefits for them, which helps in the evaluation of the final results.

EVALUATION – RESULTS

1. The proof of the pudding lies in the eating. So too, the proof of training lies in its effectiveness. Which is why, measuring - or evaluating - the impact of training is almost as important as the training itself which will help in the success of the organization.

2. Training program provided in the organization must inturn help in improving the overall performance of the trainee and which will benefit the employee and the organization and provide job satisfaction to the employee.

3. Appropriate planning and Execution of the training programme will help increase the effectiveness of Training.

4. The training programme must give importance to the expectations of the employees.

5. Training increases the skill set of your workforce enabling it to engage in a wider range of tasks and responsibilities.
6. Trainees enjoy learning when the material is relevant to their interests and many will be eager to apply their new skills and knowledge in practical situations.

7. Training, inculcates a feeling that their employer has assigned the job having confidence in their ability and the organization values their hard work.

8. Effective training will help employees become self-starters and develop further competencies such as leadership and teambuilding and be more willing to undertake further training.

9. Training is also a perfect opportunity for employers to get to know their staff better, and for staff to develop stronger working relationships.

10. The benefits of a trained workforce will be passed on to the customer who become more satisfied with the improved quality of products and services.

11. Fund allocation to training activity must be increased in order to improve organisation’s turnover.

12. The organization development (OD) and leadership development training can be given to the employee to improve the productivity.
IMPLICATIONS OF THE STUDY

Training should develop trainee’s skill, help modify behaviour & increase their competencies.

1. At Zonal Railway Training Institute, the overall training effectiveness is perceived to be very high for the probationers during their initial training period compared to the promotional & refresher categories. Since the refresher course is mandatory and the trainees are compelled to attend the programme without any additional fringe benefits / incentives the motivation to undergo training is very low. An element of incentive in any form may be introduced to motivate the trainees to participate in the programme which will lead to the desired outcome.

2. The learning and transfer of knowledge and skill is inadequate for the refresher and promotional categories with respect to the area of practical applicability. There exists a mismatch between what is being taught theoretically and the system being practiced in the field / open line as perceived by the participants. To bridge this need gap it is a must that more case studies from real life situation that a participant encounters in the field work and role-play / Brain storming session shall be organized which will enhance the effectiveness of the Training Programme.

3. Similarly during induction programme, the initial course trainees shall be exposed to more practical sessions which will result in improved training effectiveness.

4. The Quality of visual aids are to be enhanced and more use of CBT which is proved to have a better impact.
5. When the nominations are made for training, all trainees may be provided with a “WELCOME KIT” - which will serve the purpose of creating awareness regarding training and kindle interest which will create a positive impact in the mindset. Hence, the participant will be mentally prepared with a positive frame of mind that could result in better training effectiveness. The welcome kit may contain - A brochure indicating all infrastructural facilities, recreational facilities, course content, training calendar, statement of purpose - objectives and needs etc.

6. Study material in printed form and e-book format may be supplied during the commencement of the programme.

7. Feedback mechanism may be adopted and suitable remedial steps are initiated to modify / incorporate the changes in training needs.

8. Change in inevitable. The world keeps changing - so as our needs. A periodical review of training need is an absolute necessity to upgrade the quality of training imparted. Hence, a Business Process Reengineering (BPR) shall be carried out at an appropriate level of the management which should identify the need gap due to changes that take place on account of new technology and other environmental factors and implement necessary policy changes to improve the system.

9. An appropriate mechanism to monitor ‘performance problem in safety and Customer Relation’ is to be developed and the factors that contribute towards these problems are to be identified and discussed during the session duly incorporating them in the curriculum.
10. Sensitising the employee towards safety, Customer Care and social Responsibilities are to be given priority at all levels of training.

11. Special session with expert resource persons from the reputed management institutes may be used to impart training on ‘Personality Development, Effective communication skill and leadership etc. will help inculcate value system of an individual and lead to self growth - a positive self.

12. To build the brand image of the institute in long term will be appreciated. The institute can be upgraded into a research centre duly affiliating themselves with leading universities and certifications like ISO / Accreditation by renowned agencies are desirable.

13. The training institute can provide consultancy services and implement few turn key projects in certain specialized areas which they are capable of and run short term courses on Management Development, Customer Care, Disaster Management, First Aid for other Government Departments / Corporates.

Finally, the above mentioned key factors should result in increasing organization’s profitability thro’ effective employee training programme.

The researcher felt that the present training system in zonal railway training institute is very effective with a high level of satisfaction. It is an appreciable factor in government sector.
Scope for Future Study:

1. Only four the dimensions viz., reaction, learning, transfer and result were analyzed. Research on few more new dimensions may be thought off.

2. Replicating the study using all category of employees would provide additional and useful information that would facilitate making comparisons between the groups and allow for more generalizability of the results.

3. When replicating the study using stratified sampling methodology, each stratum should represent a specific job level (i.e. administrative jobs, operational jobs, production job, etc.). This should facilitate making comparisons between different strata and provide additional information with respect to employee training effectiveness.

4. In the near future, the domination of computers in the process of training is unavoidable. This study has brought forward the fact that the CBT is more effective compared to conventional methods. Further research is needed to enhance the usefulness of the CBT in the following areas of training.

5. The CBT which was studied was basically a tutorial targeted at the initial/induction course trainees. But for training institutions like zonal railway training institute there is a need to design the CBT to the need of the refresher course trainees also, where concentration shall be on enhancing skill and modify the attitude of the participants. Hence a separate study is needed to assess the effectiveness of the CBT for the refresher course trainees.
6. This analysis is restricted for the subjects related to train operations topic which is basically a procedure/ rule orientated. The effectiveness of CBT on the topics/subjects related to customer relation/ customer orientation which is fully influenced by the attitude of the individual - needs further research.

7. This study is targeted at the important dimensions of training in macro level. But a detailed analysis shall be done on what type of computer aided visual is needed for the particular session on hand.
CONCLUSION

The new millennium will be one of knowledge and competition. This inevitably means that people as carriers of knowledge, will be the most important asset of the organisation. Indian Railways shall therefore endeavour to make every employee’s career an exciting one with adequate opportunities for personal development. When ever a need for knowledge requirement arises in the system, this institute will serve as the inventory of knowledge to satisfy the need.

The corporate objective of Indian Railway on Training is “To develop organizationally effective personnel with pride in their work and faith in the management”. The zonal railway training institute, Southern railway being a pioneer in providing training to the Railway men for the past Six decades who form the backbone of Indian Railways and our country’s economy is sure to achieve its objectives and in the near future will occupy the top slot among the training institute of its kind in our country.