Chapter 7

Findings, Suggestions and Conclusion

7.1 Findings

7.2 Suggestions

7.3 Conclusion
7.1 Findings:

1. In India Post, the superiors ascertain the training need for 72.50% respondents and for 27.49% respondents they themselves determine their training needs.

2. 73.49% of trainees are not aware of their learning objectives before attending the training programme. The learning objectives describe the KSAs’ (Knowledge, Skill and Attitude) that trainees are expected to acquire throughout the training programme.

3. 76.80% of the respondents have not discussed their learning objectives with their superiors, though procedurally they should have done. The postal training centre has informed the learning objective to the divisional heads. The divisional heads should have informed the learning objectives to all employees and the employees’ in turn discuss the learning objectives with their superiors.

4. According to 47.56% of the trainees, trainers explain the schedule of the full training programme on the day of commencement, but 33.72% of the trainees are not aware of the schedule of the training programme. The reason may be the late coming of the trainees on the first day when the schedule is been explained to all the participants.
5. According to 60.24% of the trainees, there is no well-designed training policy in India Post. Even though there is a written document about the training policy, many employees are not aware of the policy. It may be due to the indifference on the part of trainees.

6. 76.42% of the trainees want to use both internal and external trainers in the training programme. But the postal training centre uses the seven internal trainers. Trainees believe that the practitioners from the industry can present their views on marketing, customer care much better than internal trainers.

7. The internal trainers were of the opinion that the external trainers should be included in all training programmes in one or two sessions to provide information about current trends, changes and problems faced by the industry.

8. 86.94% of the non-gazetted officers preferred to have training out of the work place. A few training programme for executives and top officials have been conducted at the work place itself. For the non-gazetted officers mostly the training programmes are conducted at the postal training centre in Madurai.
9. 69.01% of the trainees prefer to have a mix of Tamil and English as the medium of instruction in the training programme. Though some of the trainees are educated upto SSLC and HSC, they would like to have a mix of English and Tamil as medium of instruction for effective and interactive training programme.

10. All the trainers use a mix of English and Tamil as the medium of instruction in all training sessions as it is preferred by the trainees.

11. All the trainers give equal importance to all the three methods viz lecture, discussion and exercise. Lecture method is mostly used in all training programmes.

12. 46.98% respondents attend the training programme to enhance financial benefits such as increment and promotion. 36.26% of the trainees are really interested in participating in the training programme to improve their job performance, 16.76% of the trainees are really interested in self-development through training.

13. The relationship between gender and intention for training programme has been studied by applying chi-square test. The test shows that there is no relationship between the gender of the respondents and the intention for participating in the training programme. It shows that both men and
women do not differ with regard to their intention for participating in the training programme.

14. By applying the anova test it is observed that, irrespective of the gender and age, there is no significant difference in dimensions of post-training evaluation.

15. Duncan multiple range test points out that the respondents educational qualification differs in instructional material and planned improvement of post-training evaluation.

16. Duncan multiple range test points out that the respondents’ experience differs in instructional material of post training evaluation.

17. The objectives are explained in the beginning of the training programme, 45.42% of the respondents agreed that the explained objectives have been realized. However for 27.10% of the respondents the objectives were not been realized fully.

18. Trainers describe expected outcomes, outline training content, plan specific training activities, develop course material, design evaluation procedures, communicate programme intent to trainees and ensure that training is realistic and appropriate. They develop overall and segment (lesson) objectives and present them to participants on the first day of the training programme.
19.36.06% of the trainees are of the view that training failed to increase their effectiveness. 28.26% of trainee’s opinion that the training has increased their effectiveness.

20. The significant difference between the objective explained and the extent of achievement of objective after the training has been studied by applying paired t test. The test has revealed that there is a significant difference between the objective explained and the extent of achievement of objective after the training.

21. 47.95% of the trainees agreed that trainer possesses a good knowledge of the subject. 45.42% of the trainees are satisfied with the trainers’ presentation. 35.87% of the trainees are satisfied with the trainers’ style and delivery. 42.69% of the trainees are of the opinion that the trainers are more responsive. 45.41% of the trainees agree that the trainers’ utilization of time is quite effective. But 47.17% of the trainees felt that the trainer might put in more effort in creating a better learning climate.

22. The performance of trainers with various dimensions has been studied with Friedman test. The test shows that the performance of trainers in various dimensions is significantly different. The outcome of the result shows that the performance of the trainer is not the same in all dimensions.
23. 68.81% of the respondents say that the trainers used the chalk and talk method for their presentation and 24.17% of the trainers use the overhead projector for their presentation. The exposure to the laser disk projector is very less and it is not widely used in the training programme.

24. All the class rooms have facility to use all the training aids. All the trainers are aware and are able to use all the training aids. Still mostly the trainers use chalk and talk method for their presentation.

25. The trainers’ presentation with various dimensions such as knowledge of subject, organization and presentation, style and delivery, responsiveness to trainees, creating good learning climate and use of time has been studied with Friedman test. The test shows that there is a significant difference among the various dimensions such as length of the programme, content, repetition, balancing of theory and practice of trainers’ presentation. It shows that the trainees’ perception about various dimensions of presentation differs.

26. 44.64% of the trainees commented that the length of the training programme is adequate. 41.52% of the trainees are of the opinion that the content of the training programme is logically sequenced. 40.57% of the trainees stated that the training programme is novel to them, but according to 49.13% of the trainees, the theoretical and practical aspects of the training are not well balanced.
27. Everyone who attended the training programme is supplied with the handout material for all training modules and it is supplied on the first day of the training programme.

28. 50.29% of the trainees are of the opinion that the quality of handout material is good, but 26.32% of the trainees are not satisfied with the quality of the handout material supplied.

29. 97.08% of the trainees agreed that the handout material provided to them is relevant to the training programme.

30. As the training programme was residential, the trainees were given evening assignments by the trainers. There was unanimous agreement in this matter among the trainees.

31. 55.95% of the trainees are of the opinion that the assignment given to them in the evening is very valuable but 44.05% of the trainees have viewed that the assignment is of no real value. The opinions are divided and they show mixed reaction.

32. 44.45% of the respondents have viewed that the assignment given to them was easy and could be done in the time allotted. 36.84% of the trainees are of opinion that the assignment given was too difficult.
33. According to 46.98% of the trainees, the assignment given to them was related to the handout material provided by postal training centre. Hence it is easy for them to complete the assignment.

34. 75.63% of the trainees are satisfied with the food provided in the training centre. 74.07% of the trainees felt happy with the accommodation provided to them in the postal training centre and 70.46% of the trainees are satisfied with the physical environment in the training centre.

35. After completing the training programme, the trainees estimated their level of increase in personal effectiveness. 35.70% of the trainees felt that their personal effectiveness could increase upto 60% and 33.30% of trainees felt that their effectiveness can increase upto 90%.

36. 30.80% of the respondents very much happy with what they received in the training. 35.28% of the respondents are of the opinion that they are satisfied with the training programme attended and 33.92% of the respondents are of the opinion that the quality of training programme is average.

37. From the chi-square test, irrespective of gender, age, educational qualification and experience in the present position, the trainees’
perception is the same with respect to all the follow up variables such as extent of practice allowed, superiors’ response, attitudinal change, usage of training material, changes after training, increase of personal effectiveness, impression of training programme and importance of need identification.

38.60.90% of the trainees are not able to practise what they learned in the training programme. Only 39.10% of the trainees are able to transfer what they have learned in the training to work place.

39. The relationship between the extent of learning and extent of practise after three months of training has been tested with chi-square test. The test shows that there is no relationship between extent of learning and extent of practice after three months of training. The result shows that the trainees’ learning during training has no relationship with that of practice in the job.

40. 61.99% trainees’ perception is that they do not develop positive attitude because of training programme. Only 38.01% of the trainee’s attitude is influenced for providing positive environment after the training.

41. The significant relationship between the quality of the handout material with uses of handout material has been tested with t test. The test result shows that there is a significant relationship between the quality of the handout material with uses of handout material in the work. The handout
material provided might be very good, but when the trainees returned to
the job they are not able to transfer learning to work situation.

42. The significant difference between the estimation of personal effectiveness
immediately after the training and increase of personal effectiveness after
completion of 3 months has been tested with paired t test. The test shows
that there is a significant difference between the estimation of personal
effectiveness immediately after the training and increase of personal
effectiveness after completion of 3 months. This is because of two reasons.
The trainees may not have utilized the gained skills properly in their work
place and the trainees’ superiors may not have allowed the trainees to use
the skills fully. Both reasons are applicable to India Post. Skills gained from
training are not that much effectively utilized.

43. The significant difference between the overall opinion immediately after
the training and after three months of job performance has been tested
with paired t test. The result shows that there is a significant difference
between the overall opinion immediately after the training and after three
months of job performance. The result shows that when the trainees
complete their training, the opinion is different from what they had when
they got into the work. It means the trainees think that skills and
knowledge gained after the training could be utilized in the work place. As
soon as they got into the job, they were not able to practise what they had
learned.
44. 83.43% of the trainees realized after attending the training programme that it was necessary to identify the need for training before attending the training. The training should have been designed based on the need or else the whole exercise was a waste.

45. All the trainers say that only 50% of the trainees actively interact and participate effectively in the training programme.

46. All the trainers were regularly sent for various trainers training programme conducted by various institution and Postal Training Centres in other parts of India. Apart from attending the training programme, the trainers also read regularly to update their KSAs’ (Knowledge, Skills and Attitude).

47. In almost all the training programmes at the Postal Training Centre, Madurai, on the last day of the training, a few trainees are asked to give oral feedback about the training and the trainers. In addition written feedback is also obtained.

48. All the trainers are very much effective in developing the employees of India Post. The trainers feel that their contribution is great to the India Post.
49. From the multiple regression analysis, it has been found that the independent variables such as programme content, assignment and planned improvement represent positive effect on overall opinion of training programme, holding other independent variables such as general evaluation, evaluation of trainer, methods of presentation, instructional material and facilities represent the negative effect on the overall opinion of the training programme.

50. From the discriminant analysis, it has been found that independent variables such as general evaluation, evaluation of trainer, methods of presentation, programme content, instructional material, assignments, facilities and planned improvement are a better predictor of an overall opinion of the training programme. The effectiveness of this model is 78.80%. This model is significant at 1% level.

7.2 Suggestions:

1. Most of the trainees who participated did not identify the need for training. At the outset 3 months after the training programme they realize the importance of identifying the training need before going to the training programme. Otherwise, the effectiveness of the training and the trainee’s performance will come down. So, it is necessary that the Divisional Head should impress upon the employees to identify their need through suitable examination or by discussing with their superior. Otherwise they should not be sent to the training programme.
2. Each division sends employees as per the prescribed norms. It should change, because without any need many employees are sent for the training. As the result, they do not actively participate in the training, and training tends to be ineffective.

3. Training Centre should make use of more external trainers. Now, only a few external trainers are used for the training. Trainees assumed that the practitioners from industry could present themes like marketing and customer care better than internal trainer.

4. The superior should help and support their subordinates to practise what they have learned in the training. Otherwise the training received will be of no use.

5. The internal trainers should be sent for outside training frequently to upgrade KSAs’ (Knowledge, Skills and Attitude) to enhance their ability to teach effectively.

6. After the training programme, the training centre should try to evaluate the training before they go back to their position.
7. Most of the trainees did not take the training seriously. Such people should be penalized as soon as they returned from the training.

8. While designing the curriculum for training, the postal training centre can discuss with the practitioner from industry, so that the current issues can be added to the new curriculum.

9. The training methodology should use modern methods like business games, discussion, role-play and practical exercises that will involve them in the training session.

10. The latest teaching aids like LCD, OHP can be used for the training.

11. The training given to the employee is not properly utilized. The fault is with both the employees and their superiors. The employees in India Post should be trained on changing attitude.

12. As soon as the trainee completes his / her training, he / she should be able to check whether the objective had been met. Otherwise, the training center Director, the Divisional Head and their superior should be informed for remedial measures.
13. If trainees do not upgrade the knowledge, skill and attitude (KSAs’) their increments and promotions should be stopped until they get upgrade the skills.

14. The Training Centre can think of organizing role-play as a part of training, so that the trainees are able to learn the real life work situations.

15. The department can think of starting a training cell in all division to train the Non-Gazetted employees. Instead of sending all the Non-Gazetted employees to the training centre at Madurai, the department can train them for one or two days in some soft skills.

16. To get the right trainees for the training, the training centre should conduct a test on the last day of the training, and make it compulsory. Promotions, incentives or increments should be given only to those who underwent training. The training centre should issue them a certificate of merit.

17. Monetary and non-monetary rewards and compliments may be given to the trainees based on the performance and involvement during the training programme.

18. The training activity should follow AIM Model (Appraisal, Intervention and Measure). First the need should be identified with the help of the superior. Secondly in the training centre, based on the need, a set of sequential steps of training (Methods, Process) should be followed and finally the trainees
should undergo evaluation by the training centre and as well as by their superior.

7.3 Conclusion:

The success of an organization depends largely on a sound training strategy. In the face of continuous technological innovation, higher levels of knowledge and skills and their applications are crucial resources that can only be mobilized by training.

Many researches conducted so far on training and development and their evaluation indicate that no objective and reliable yardsticks have been evolved for measuring learning during training and subsequently by various tools have been suggested but still there exists a lack of complete understanding about the entire training process.

However, evaluation should be a continues process which would help the trainer to constantly improve the programme amidst global competition. It is necessary for the organization to build up effective human resource capital, by providing effective training. Hence training effectiveness is the most vital / key area where the individual and organizational goals are integrated to bring about the desired performance levels to win over the global competition. India Post is also providing training throughout the year to their employees to improve the performance level and to face the competition.
Based on these three levels of opinion collected from the employees in India Post and opinion collected from the trainers, the researcher has evolved a new model for evaluation of training programme i.e., AIM (Appraisal, Intervention & Measure) Model that will try to achieve the training purpose of the India Post and will enhance the quality and effectiveness of the training programme. The mantra for effective training should be, learn fast, remember often and apply with sincerely.