CHAPTER-VI

FINDINGS AND CONCLUSIONS

The findings and recommendations on the basis of analysis of results of the study as already presented in Chapter-IV and Chapter-V are described in this Chapter. The Findings are presented in terms of the objectives of the Study as already given.

6.1: Findings

6.1.1 Existing skill level of employees

Training consists of organizing of learning activities with a view to improving the capability of individual performance through changes in knowledge, skills and attitude. Understanding of existing skill level of employees of the Organisation is one of the key factors which helps in identifying employee training needs, devising training objectives, implementing training programmes and evaluation of results from the training practices.

In the present study the existing knowledge of majority of employees of participating higher educational institution was found ‘Somewhat Satisfactory’ in respect of Job Knowledge, Accuracy of Assigned work, Level of work Output, Enthusiastic/ attitude towards the job, Reliability on Performance, Skills on Expression-written & verbal, Skills on use of Computer & relevant Software relevant to the job. Amongst all the selected higher educational institutions for the study, existing skill level of employees from Tezpur University were found ‘Very much Satisfactory’ in respect of Job Knowledge (40%), Accuracy of assigned work (43.53%), Enthusiastic/ Attitude towards the job (40%), Reliability on Performance (47.50%). Further, the existing skill level of employees from Dibrugarh University were found ‘Very much Satisfactory’ in respect of Level of work output (44.70%), Enthusiastic/Attitude towards the job, Skills
on Expression-written & verbal (50.59%) & Skill on use of Computer & related Software relevant to the job (55.29%). It was further observed that as ‘Agreed’ 37.30% to 59.26% of respondents from participating higher educational institutions not required very high level of supervision, while only 13.73% of the respondents ‘strongly agreed’ that they do not required very high level of supervision while performing their assigned job.

The parameters that were chosen to study the existing skill level of employees are most important for a higher educational institution to make it more efficient. It is observed that as opined by the immediate Controlling Officers less than half of the participating employees existing skills levels are ‘somewhat satisfactory’ in most of the parameters under study. In order to review the performance of employees in most of the higher educational institutions performance appraisal system, which is known as Annual Confidential Report (ACR) is done annually. The ACR is written by the immediate supervisor of the section and reviewed by the Head of the department or division. In general this is a one way process in most of the higher educational institutions and the concerned employees are not informed about their performance. The system of ACR ends with keeping the records in the safe custody. This may be the reason of not having the skill level of employees ‘Very much satisfactory’ under the parameters identified for study. It may be concluded that there is enormous scope to upgrade the existing skill level of employees under the parameters chosen for study through constant review of their performance and through appropriate measures to be undertaken frequently for upgradation of their skills as per need based on existing skill level.
6.1.2 Training need of employees

6.1.2.1 Job knowledge

This is ‘Strongly Agreed’ that 37.34% of respondents from the participating Institutes/Universities required training on Job Knowledge to make them more perfect in their allotted job. Again, in respect of 37.34% of the total respondents, this is ‘Agreed’ that they need training on Job Knowledge. As observed, training need on Job Knowledge is ‘Strongly agreed’ in respect of 46.30% of the respondents from the IIT Guwahati and ‘Agreed’ in respect of 50.00% of the respondents from the Tezpur University.

6.1.2.2 Accuracy in Work

This is ‘Strongly Agreed’ that 38.63% of total respondents from the participating Institutes/Universities required training on accuracy in assigned work. Further, in respect of 34.98% of the total respondents, it is ‘Agreed’ that they need training to perform their assigned job more accurately. As observed, training need on Accuracy in Work is ‘Agreed’ in respect of 47.50% of respondents from the Tezpur University and same is ‘Strongly Agreed’ in respect of 45.37% of respondents from the IIT Guwahati.

6.1.2.3 Level of Work Output

The quantity of Work Output of the allotted work indicates the productivity level of employees. This is ‘Strongly Agreed’ that 44.85 % of the total respondents from the participating Institutes/Universities required training in order to increase the level of Work Output of their assigned duties. Further, in respect of 34.98% of the total respondents, it is ‘Agreed’ that they need training to increase their Work Output level, i.e. productivity. As observed, training need on quantity of Output is ‘Strongly Agreed’
in respect of 58.33 % of respondents from the IIT Guwahati and same is ‘Agreed’ in respect of 40.00% of respondents from the Tezpur University.

6.1.2.4 Use of Computer & relevant Software

Knowledge on use of Computer & its relevant Software is highly essential for the employees working in a modern office. In the present study, this is observed that training need on Skill in use of Computer & relevant Software is ‘Strongly Agreed’ in respect of 32.62% of the total respondents. Further, in respect of 31.33% of the total respondents, this is ‘Agreed’ that they need training on use of Computer and relevant Software. As observed, training need on Computer and relevant Software is ‘Strongly Agreed’ in respect of 52.38% of respondents from the Gauhati University and is ‘Agreed’ in respect of 45.37% of respondents from the IIT Guwahati.

6.1.2.5 Knowledge of Drafting

This is ‘Strongly Agreed’ that 33.05% of the respondents from the participating Institute/Universities required training on their knowledge of drafting of various official documents. Further, in respect of 46.78% of the respondents, this is ‘Agreed’ that they need training to upgrade their knowledge in drafting of official papers. As observed, training need on Knowledge of Drafting is ‘Strongly Agreed’ in respect of 47.62% of respondents from the Gauhati University and is ‘Agreed’ in respect of 62.50% of respondents from the Tezpur University.

6.1.2.6 Dealings with Seniors & Juniors

This is ‘Strongly Agreed’ that 19.96% of the total respondents from participating Institute/Universities required training on their dealings with Seniors & Juniors, which is required to have a congenial work culture within the Organisation. Further, in respect
of 54.72% of the respondents, it is ‘Agreed’ that they need training in their dealings with Seniors and Juniors. As observed, training need on dealings with Seniors & Juniors is ‘Agreed’ in respect of 65.00% of respondents from the Tezpur University.

6.1.2.7 Preservation of records and files

This is ‘Strongly Agreed’ that 37.34% of the respondents from the participating Institute/Universities required training on preservation of records and files systematically to retrieve it in future. Further, in respect of 48.07% of the respondents, it is ‘Agreed’ that they required training on systematic preservation of records and files. As observed, training need on preservation of records and files is ‘Strongly Agreed’ in respect of 49.07% of respondents from the IIT Guwahati and is ‘Agreed’ in respect of 54.12% of respondents from the Dibrugarh University.

6.1.2.8 Professional Competencies

This is ‘Strongly Agreed’ that 48.71% of the total respondents from the participating Institute/Universities required training to develop their professional competencies, which is important to make an Organisation productive. As observed, this is ‘Strongly Agreed’ that 62.50% of respondents’ from the Tezpur University needs training to upgrade their professional competencies and is followed by the Gauhati University with 59.52% of respondents. Further, in respect of 33.69 % of the total respondents from the participating Institute/Universities, this is ‘Agreed’ that they need training to upgrade their professional competencies.

6.1.2.9 Professional Attitudes

Attitude of the employees towards the job is one of the important parameters, on which overall functioning of the Organisation depends. Productivity of employees
always depends on their positive attitude towards their job. This is ‘Strongly Agreed’ that 48.71% of the total respondents from the participating Institutes/Universities required training on their Professional Attitudes. Further, in respect of 34.98% of the total respondents, this is ‘Agreed’ that they need training on Professional Attitude. As observed this is ‘Strongly Agreed’ that 60.00% of the respondents from the Tezpur University needs training on developing their professional attitudes and the same is followed by the Gauhati University with 52.38% of respondents.

6.1.2.10 Professional Ethics

This is ‘Strongly Agreed’ that 54.51% of the total respondents from the participating Institute/Universities required training on professional ethics. Further, in respect of 34.76% of the total respondents, it is ‘Agreed’ that they required training on professional ethics. As observed this is ‘Strongly Agreed’ that 66.67% of the respondents from the IIT Guwahati needs training on Professional Ethics and the same is followed by the Tezpur University with 60.00% of respondents.

6.1.2.11 Time management

Time management, while performing their assigned job is important for employees to make them effective. As observed, this is ‘Strongly Agreed’ that 32.62% of respondents needs training for effective management of their time while in office. Further, in respect of 52.79% of respondents, this is ‘Agreed’ that they need training on effective time management. As observed, in respect of 50.00% of the respondents from the Gauhati University, it is ‘Strongly Agreed’ that they needs training on management of time and same is ‘Agreed’ in respect of 65.42% of respondents from the Assam Agricultural University.
6.1.2.12 Capability to execute job with minimum supervision

Overall efficiency of an Organisation is always depending on the capability of its employees to execute their assigned job independently with minimum supervision. In the present study, as observed, this is ‘Strongly Agreed’ that 29.18% of the respondents needs training to enhance their capability to execute assigned job independently with minimum supervision. Further, in respect of 53.00% of respondents, this is ‘Agreed’ that they need training to enhance their capability to perform their assigned job independently with minimum supervision. As observed, it is ‘Agreed’ that 65.42% of respondents from the Assam Agricultural University needs training to execute their job independently with minimum supervision and is followed by respondents from the IIT Guwahati with 58.33% of respondents.

6.1.2.13 Stress Management Skill

As observed, this is ‘Strongly Agreed’ that 41.20% of the total respondents needs training on skills related to Stress Management, which is important for employees to become mentally and physically fit, while in work. Further, this is ‘Agreed’ in respect of 51.72% of total respondents from all participating Institute/Universities that they need training on developing skills related to Stress Management. Out of the total respondents from the Tezpur University, as ‘Agreed’ in respect of 59.81% of respondents training is required on skills pertaining to Stress Management and in respect of 52.50% of the respondents from the same University, need to have training in Stress Management is ‘Strongly Agreed’.

A systematic pre-training arrangement process is necessary for the success of any training programme. This process will consist of various elements like training need
identification, selection of right participants and imparting training through an appropriate method with proper application of training technique. Through, the need identification process, the persons who are in real need are nominated and thus the training becomes ‘need based’.

As discussed above Training Need of employees (more than 50%) is ‘Strongly Agreed’ in developing Professional Competencies & Professional Attitudes in respect of participants from the Tezpur University and in case of respondents from all participating Institutes/Universities required training in Professional Ethics. Further, majority of the participants from the Gauhati University required training in use of Computer & relevant software. In most of the other parameters under study, i.e. Job Knowledge, Accuracy in Work, Level of Output, Knowledge on Drafting, Preservation of records and Files, Effective time management & Skill on Stress Management, it is ‘Agreed’ that appropriate training is required for the participants.

6.1.3 Testing of Hypothesis on parameters of study on existing skill level and training need of employees

Numbers of Hypothesis are formulated and designed to test the association and relationship between various parameters under study related to existing skill level and training need of employees to support the findings. Following are the observations on testing of various Hypotheses.

(a) Significant association is observed in between respondents of different Higher Educational Institutions and their Skill level on Job Knowledge, Accuracy in assigned Job, Level of Output, Attitudes towards the Job, Reliability in Performance, Skill on Expression, Punctuality in Duty, Systematic preservation
of records/files and Level of Supervision required. This implied that respondents from different Higher Educational Institutions have difference in their level of Skill pertaining to the parameters under study.

(b) Significant association is observed in between respondents of different Higher Educational Institutions and their training need on Job Knowledge, Accuracy in Work, Level of Output, use of Computer and relevant Software, Drafting Knowledge, Skill of Expression, dealings with Seniors & Juniors, Preservation of records & files, Skill of Professional Competency, Professional Attitudes, Professional Ethics, Capability of execution of assign job with minimum supervision. This implied that the training need on various parameters under study is different for the respondents from different Higher Educational Institutions.

6.1.4 Correlation & Regression analysis on parameters of study of existing skill level

(i) Positive relationship is observed in between the parameters as given below:

(a) Job Knowledge and Level of Accuracy

(b) Level of Output and Job Knowledge, Level of Accuracy & Attitude towards the Job.

(c) Attitude towards the Job and Preservation of Records.

(d) Reliability on Performance and Job Knowledge, Level of Accuracy.

(e) Skill on Expression and Work Output Level, Attitude towards the Job.

(f) Skill on use of Computer with Level of Work Output & Attitude towards the Job.
(g) Dealings and relations with Seniors & Juniors with Level of Work Output.

(h) Punctuality in Duty and Preservation of Records.

(i) Preservation of Records and Attitudes towards the Job.

(j) Level of Supervision required with Job Knowledge, Level of Accuracy, Work Output Level, Attitude towards the Job, Reliability on Performance, Skill on Expression, Skill on use of Computer, Dealings and Relations with Seniors & Juniors, Punctuality in duty & Preservation of Records.

(ii) From Regression Analysis, it is found that Level of Supervision required by the respondents has a high positive relationship with Job Knowledge, Level of Accuracy, Work Output Level, Attitude towards the Job, Reliability on Performance, Skill on Expression, Skill on use of Computer & relevant Software, dealings and relations with Seniors & Juniors, Punctuality in Duty & Preservation of Records/Files. Further, variables Level of Accuracy, Level of Work Output, Skill on Expression, Punctuality in duty & Preservation of Records & Files have significant impact on Level of Supervision required.

6.1.5 Perception of respondents towards the existing training Practices

6.1.5.1 Management Attitude towards Training

From the study, it is found that out of the total respondents from all selected Universities/Institutes, 26.01% are ‘Strongly Agreed’ and 41.26% are ‘Somewhat Agreed’ that management of their Institution/University is concerned for training of employees. Out of the total respondents from the IIT Guwahati, 58.93% have ‘Strongly Agreed’ that Management is concerned for training of employees. Similarly, 59.38% of
the total respondents from the Tezpur University have ‘Strongly Agreed’ that Management is concerned for training of employees.

Again, 40.81 % of the total respondents from all selected Universities/Institutes are ‘Somewhat Agreed’ that Management takes initiative in arranging training programme, while 33.63% of the total respondents from all selected Universities/Institutes are ‘Strongly Agreed’ that Management takes initiative in arranging training programmes. Out of the total respondents from the Tezpur University, 65.63% have ‘Strongly Agreed’ that Management of their University takes initiative in arranging training programmes and 56.00% of respondents from the Gauhati University are ‘Indifferent’ in their opinion.

As observed, out of the total respondents from all selected Universities/Institutes, 48.43% are ‘Strongly Agreed’ that in their University/Institute, junior employees gets opportunity to learn their job from the seniors. Again, 54.71% of the respondents from the selected Universities/Institutes are ‘Strongly Agreed’ that all employees are always encouraged by the management to participate in the training programme for their self development. Further, 87.50% and 68.06% of the respondents from the Tezpur University & IIT Guwahati respectively have ‘Strongly Agreed’ that all employees of their University/Institute are always encouraged by the Management to participate in the training programme.

Out of the total respondents from the selected Universities/Institutes, 47.98% are ‘Somewhat Agreed’ and 39.46% are ‘Strongly Agreed’ that training programmes attended by them are well structured and sufficient time is allotted for each subject/session for discussion. As observed, 62.50% of the respondents from the Tezpur
University ‘Strongly Agreed’ that training programme are well organized and sufficient time is allotted for each subject/session. Further, 58.33% of the respondents from the Assam Agricultural University ‘Somewhat Agreed’ that training programme organized are well organized and sufficient time is allotted for each subject/session and is followed by the respondents from the Tezpur University with 55.26% of respondents. Again, 55.61% of the total respondents from the selected Universities/Institutes are ‘Strongly Agreed’ that needs based selection of employees is done by the management to attend the training. Out of the total respondents from the IIT Guwahati, 66.07% are ‘Strongly Agreed’ that there is need based selection of employees to attend training, which is followed by 64.00% respondents from the Gauhati University.

As observed from the Study, 55.16% of the total respondents from the selected Universities/Institute are ‘Somewhat Agreed’ that training programme attended by them is relevant to their present job. On the other hand, 65.63% of the respondents from the Tezpur University opined that training programme attended by them was relevant to their present job.

6.1.5.2 Conduct of Training

As observed from the Study, 48.43 % of the total respondents from the selected Universities/Institute are ‘Strongly Agreed’ that training environment was favourable and helped in sharing of information. Out of the total respondents from the IIT Guwahati, 64.29% are ‘Strongly Agreed’ and followed by 64.00% of respondents from the Gauhati University are ‘Somewhat Agreed’ that training environment was favourable and helped in sharing of information. Again, 55.61% of total respondents are ‘Strongly Agreed’ that required training materials and assistance are given during the training. Out of the total respondents 49.33% are ‘Strongly Agreed’ that trainers
presented the materials satisfactorily during training and was easy to understand. Again, 52.47% of the total respondents from the participating Institute/Universities are ‘Strongly Agreed’ that training helped them in getting awareness of the latest trend in the areas of functioning of the University and 60.99% of the total respondents ‘Strongly Agreed’ that training programme attended by them are relevant in terms of functioning and goals of the University/Institution. Again, 63.68% of the respondents are ‘Strongly Agreed’ that content and time allotted for the training programme is satisfactory and 61.88% of the respondents ‘Strongly Agreed’ that quality reading materials are provided during the training and useful in future. Further, 69.96% of the respondents are ‘Strongly Agreed’ that instructors have good knowledge on the subject and they also interacted with trainees well.

6.1.5.3 Perception of trainees about training programme

The respondents ‘Strongly Agreed’ that training helps them in performing their assigned job more perfectly by utilizing the full capabilities & potentialities (51.57%), to enhance the quality of assigned work & to complete it in time (55.61%), make it possible to get additional information in the relevant areas (60.09%), enables them to take up additional assignments, which are of challenging in nature (57.40%), training is useful and very much relevant in terms of the job assigned to them (51.57%).

6.1.5.4 Outcome of training in improving personal quality

The respondents are ‘Somewhat Agreed’ that training improves their self-confidence (50.22%), decision making skill (49.78%), problem solving skill (52.02%), their personality (46.64%), quality of service (50.22%), overall productivity (48.43%). On the other hand, 46.64%, 44.39%, 40.81% & 42.60% of the total respondents are
‘Strongly Agreed’ that training improves their self-confidence, decision making skill, problem solving skill and their personality respectively.

6.1.5.5 Utility of training

Out of the total respondents, 53.36% are ‘Strongly Agreed’ that they have been given enough opportunity to implement the knowledge & skills learning during training. Again, 55.61% of the total respondents are ‘Strongly Agreed’ that they are always encouraged to give suggestion by the higher officials. Further, 78.92% of the total respondents are ‘Strongly Agreed’ that training will always be helpful for their future career.

Again, out of the total respondents from the selected Universities/Institute, 54.71% are ‘Satisfied’ on the training programmes attended by them. On the other hand, 27.80% of the total respondents from the selected Universities/Institute are ‘Highly Satisfied’ on the training programmes attended by them. As observed from the Study, 41.07% of the respondents from the IIT Guwahati are ‘Highly Satisfied’ on the training programme attended. Further, 71.88% of the respondents from the Tezpur University followed by 69.44% of the respondents from the Assam Agricultural University are ‘Satisfied’ on the training programme attended by them.

6.1.6 Effectiveness of training on the basis of perception of trainees

The effectiveness of training is evaluated at four levels of Krikpatrick Model on the basis of trainees’ perception. In the first level of the Krikpatrick Model, i.e. reaction of trainees towards training, it is found that trainees are agreed on (i) Instructors have good knowledge on the subject & they interacted with the trainees well (4.69), (ii) training was relevant in terms of the functioning & goals of the University/Institute (4.55), (iii) required training materials and assistance were given during the
training programme (4.52), (iv) training environment was favourable (4.43), (v) all employees were always encouraged to participate in the training programme (4.41) & (vi) there is a need based selection for the training programme (4.45).

In the second level of the Krikpatrick Model, i.e. measurement of learning on training content, the participating trainees agreed on (i) training attended by them was useful and relevant in terms of the job assigned to them (4.57), (ii) it was possible for them to get additional information in relevant areas through training (4.52), (iii) training is helpful for them in performing the assigned job/ work more perfectly (4.33) and also to enhance the quality of the assigned work (4.50).

In the third level of the Krikpatrick Model, i.e. measurement of changes in job behaviour, the trainees opined that the training attended by them helps in improving self-confidence (4.41), problem solving skill (4.32), personality (4.30), decision making skill (4.29), quality of service (4.18) and overall productivity (4.00).

In the fourth level of the Krikpatrick Model, i.e. Outcome/Utility of training, the trainees expressed that training would always be helpful in their future career (4.77). They also opined that the higher officials always encourage them to give suggestion (4.48) and enough opportunities are given to them to implement the knowledge and skills learned during training (4.46).

Hypothesis are formulated and tested to find out the impact of one criterion upon other criterion of training evaluation model and the results are given below:

(i) There is positive relationship between reaction of trainees towards training and measurement of learning on training contents.
(ii) There is positive relationship between measurement of learning on training contents and measurement of changes in job behaviour.

(iii) There is positive relationship between measurement of changes in job behaviour and Outcome/ Utility of training.

Pre-training, during training and after-training evaluation are three important parameters for measurement of training effectiveness. On the basis of selected dimensions, effectiveness of training in respect of sample respondents is measured by using these three parameters.

As observed in pre-training evaluation, the trainees are agreed that there is need based selection for the training programme (4.45) and employees are always encourage to participate in the training programme (4.41). Further, the management of the University takes initiative in arranging training programmes and allots adequate funds for training (4.04).

In respect of measurement of training effectiveness, during training evaluation, the trainees opined that instructors have good knowledge on the subject and they interacted with the trainees well (4.69), content & time allotted for the training programme is satisfactory (4.59) and quality reading materials are provided during the training, which will be useful in future (4.57).

During after training evaluation, it is agreed by the participating trainees that the training programme is useful and very much relevant in terms of the job assigned to them (4.57), it helps to enhance the quality of assigned work and to complete it in time (4.50), it is possible to get additional information in the relevant areas through training (4.52). It is further opined that training is helpful in performing the assigned job/work
more perfectly by utilizing their full capabilities and potentialities (4.48) and the training also enables them to take up additional assignments, which are of challenging in nature (4.48).

The significant impact of ‘organisation training practices’ on ‘employee performance after attending training programme’ is established.

F- Test was applied to test the Hypothesis formulated to analyse the differences of respondents’ opinion on effectiveness of training towards different parameters on the basis of their University/ Institution, Age group & Qualification.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Hypothesis Tested</th>
<th>F-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence on the basis of their University/ Institution.</td>
<td>1.85</td>
<td>F value is Significant Hypothesis rejected.</td>
</tr>
<tr>
<td>2</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence on the basis of their age group.</td>
<td>1.77</td>
<td>F value is Significant Hypothesis rejected.</td>
</tr>
<tr>
<td>3</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence on the basis of their qualification.</td>
<td>0.79</td>
<td>F value is Significant Hypothesis rejected.</td>
</tr>
<tr>
<td>4</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence on the basis of their designation</td>
<td>0.73</td>
<td>F value is Significant Hypothesis rejected.</td>
</tr>
<tr>
<td>5</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill on</td>
<td>2.92</td>
<td>F value is Significant Hypothesis rejected.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>6</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill on the basis of their Age group.</td>
<td>3.13</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>7</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill on the basis of their Qualification.</td>
<td>0.26</td>
<td>F value is not significant. Hypothesis accepted.</td>
</tr>
<tr>
<td>8</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill on the basis of their Designation</td>
<td>1.07</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>9</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill on the basis of their University/Institution.</td>
<td>3.02</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>10</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill on the basis of their Age group.</td>
<td>3.31</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>11</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill on the basis of their Qualification.</td>
<td>0.28</td>
<td>F value is not Significant. Hypothesis accepted.</td>
</tr>
<tr>
<td>12</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill on the basis of their Designation.</td>
<td>2.24</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>13</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity on</td>
<td>4.32</td>
<td>F value is Significant. Hypothesis</td>
</tr>
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<tr>
<td>14</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity on the basis of their Age group.</td>
<td>2.23</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>15</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity on the basis of their Qualification.</td>
<td>1.27</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>16</td>
<td>There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity on the basis of their Designation.</td>
<td>2.39</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>17</td>
<td>There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended on the basis of their University/Institution.</td>
<td>5.73</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>18</td>
<td>There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended on the basis of their Age group.</td>
<td>0.45</td>
<td>F value is not Significant. Hypothesis accepted.</td>
</tr>
<tr>
<td>19</td>
<td>There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended on the basis of their Qualification.</td>
<td>1.76</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
<tr>
<td>20</td>
<td>There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended on the basis of their Designation.</td>
<td>0.64</td>
<td>F value is Significant. Hypothesis rejected.</td>
</tr>
</tbody>
</table>
All Hypothesis formulated were rejected as because of significant F value, except the Hypothesis in Sl Nos (7), (11) & (18) above. As such from the testing of Hypothesis, it is established that there is no difference in respondents’ opinion possessing different qualification on effectiveness of training in improving their decision making skill. Again, there is no significant difference in respondents’ opinion possessing different Qualification and from different Age group on effectiveness of training in improving problem solving skill and overall level of satisfaction respectively.

These findings may be due to the fact that the outcome of training programmes of higher educational institutions are not generally evaluated how they benefit the trainees of the institution concerned. Further, training programmes of higher educational institutions do not concentrate on future needs of the individual organization, which may vary depending on some local conditions, age of the institution, work culture as well as composition of existing human resources in the Organisation. Therefore, due to own institutional environmental factors, training practices as well as applications of training are not homogeneous. Further, the impact of training depends on the caliber of the trainees, which varies from individual to individual.

6.2 Summary of Findings

The first objective of the study was to study the existing skill level of non teaching employees of selected Higher Educational Institutions and indentifies their training needs. The existing skill level and areas of training needs as per the performance in the job assigned to non teaching employees of the selected Higher Educational Institutions under study were gathered, analyzed, consolidated and presented in Chapter IV. It was found that there is the scope for improvement of
existing skill level of employees up to the level of ‘Very much Satisfactory’ in the parameters like Job Knowledge, Accuracy of assigned work, Output level, Enthusiastic/attitude towards the job, Reliability on performance, Skill on expression-written & verbal and in use of Computer. Therefore, it indicates the strong training need of employees through appropriate training practices for enhancement of their skill and to develop their competency in performance. From the analysis it was observed that respondents from different Higher Educational Institutions have difference in their level of Skill pertaining to the parameters under study and also training need is different for respondents from different Higher Educational Institutions.

The second objective of the study was to study about perception of non teaching employees of the selected Higher Educational Institutions on existing training practices followed in their respective Organizations. Perception of trainees towards the existing training practices were presented in Chapter V. Perceptions of various levels of employees towards the existing training practices in their respective Organizations were analysed. It was found that management takes initiative in arranging training programmes and majority of the respondents opined that training attended by them are relevant to their assigned job, which helps in improving their self-confidence, decision making skill, problem solving skill, personality of the respondents, quality of service and improving overall productivity in their assigned job.

The third objective of the study was the Evaluation of the effectiveness of training attended by the non teaching employees of the selected Higher Educational Institutions. The employees’ perception on effectiveness training was evaluated using Krikpatrick’s Model of evaluation of training and presented in Chapter V. From the observation, it is interpreted that there is a need of accurate design of the training programmes as per the
job requirement for effective changes in job behaviour of participants with effective outcome/utility of training. Positive inferences of the respondents from the Higher Educational Institutions on effective contributions of training programmes attended are observed towards their performance and organizational development. This is supported by the Hypothesis formulated and tested to find out the relationship amongst the criterion of training evaluation model and positive relationship is established. F- Test was applied to test the Hypothesis formulated to analyse the differences of respondents’ opinion on effectiveness of training towards different parameters on the basis of their University/ Institution, Age group & Qualification. Significant differences in respondents opinion on effectiveness of training was observed in most of the parameters under study which may be due to because of institutional own environmental factors training practices as well as applications of training are not homogeneous. Further, the impact of training depends on the caliber of the trainees, which varies from individual to individual.

The fourth objective of this study was to suggest better ways and means for improving the effectiveness and performance of non teaching employees to attain desirable productivity level. It is observed during study that Level of Supervision required by the respondents has a high positive relationship with Job Knowledge, Level of Accuracy, Work Output Level, Attitude towards the Job, Reliability on Performance, Skill on Expression, Skill on use of Computer & relevant Software, dealings and relations with Seniors & Juniors, Punctuality in Duty & Preservation of Records/Files. Therefore, Organisation may take appropriate steps by devising appropriate & effective training practices to improve these practices, which improves the performance level of employees to attain desirable productivity level and also simultaneously decreases the
level of Supervision required by them. Based on the results of the study, the researcher recommended more training programme for employees, which are more suitable to the skills needed in work as well as to give employees equal opportunities for attending the training courses. Using of modern methods for delivering the content of the training is also recommended.

6.3 Limitations of the Study

The study is subjected to some limitations like all fields of survey research.

First, the data were collected only from the non-academic employees from the selected Higher Educational Institutions. Human resource of a Higher Education Institute consists of both academic and non academic staff. Limitation of the study is that the academic employees were not considered for this study.

Secondly, respondents selected were drawn largely from the employees working in different departments under Administration & Finance. The non teaching employees working under different academic departments as well as technical departments were not covered in the study. Further, part time as well as contractual staff appointed in different administrative departments of selected Higher Educational Institutions was not included in this study.

Thirdly, in most of the previous studies regarding evaluation of the impact of training was carried out at the level of workforce that is ‘executives’ or ‘management trainees’ or ‘students of management’ level only. The training programmes of Government establishments are different from a Private establishment, where the administrative rules are guiding factors. In such a situation,
the participants may not freely express the impact of training and the evaluation may
be an incomplete one.

Fourthly, training-effectiveness indicators used in this study are based on
subjective responses to questions about the impact of training on improving of self-
confidence, decision making skill, problem solving skill, personality, quality of
service, overall productivity etc. A few scholars believe the subjective measures
may be as reliable as more objective indicators (Dess and Robinson, 1984).
However, in order to achieve greater accuracy, the future study may be carried out
by employing both subjective and objective measures of training effectiveness, so
that comparisons can be made between the two.

Fifthly, in this study the casual relationship between the methods of delivering
training and training effectiveness has not been established. Since, data used are
cross-sectional, the only conclusion that can be drawn from the study is that better
training systems are strongly correlated with training effectiveness. Longitudinal
data must be collected and studied over the long term, or comparison made with an
appropriate control group (Westhead and Storey, 1997), in order to determine the
casual linkage between comprehensive training systems and improved business
performance. Further, utility analysis may be helpful in order to know even if the
improvement in training systems leads to more effective training; the benefits of
better training justify its cost.

6.4 Future Research Directions

There are number of areas where future studies can be conducted. The findings
of this study provides some insight into existing training practices for employees of
selected Higher Educational Institutions and assessment of its effectiveness in
improving their performance. However, to understand fully the factors affecting employees’ performance in Higher Educational Institutions, studies may be conducted to explore the relationship between the human resource practice and employee performance in University set up and other Higher Educational Institutions.

The findings of this study may be helpful for researcher and practitioners to find out the new and effective ways of training and increase the importance of training and development with their future research. As such further studies can be conducted in the area and following are some of the themes which can be researches:

(i) Influence of motivation on training effectiveness
(ii) Effect of Emotional intelligence in learning and decision making, its ultimate impact on performance.
(iii) Effect of organizational support system on training effectiveness.
(iv) Influence of different training models in enhancing effectiveness of training.

Further studies on cost, benefits and return on investment from the training programmes in Higher Educational Institutions can also be carried out. Costs refers to direct costs like salaries for all employees involved in training, expenses towards trainers, instructors, consultants, programme materials, supply of equipments and indirect costs like design, development & delivery costs. This also includes costs against general office supplies, facilities, equipment and related expenses like salary of administrative and support staff. Benefits refer to the value the Company gains from the training programme. Return on investment from training is the outcome of results from training, which can be measured from employee turnover, decrease in accident rate,
increased in production, improvement in the product quality and also in customer service.

**6.5 Conclusions:**

It is always recognized that training to the administrative staff of the Higher Educational Institutions is important in order to make them professionally competent. Identification of existing skill of employees is necessity before devising of suitable training Policy. In majority of the Higher Educational Institutions, the development of human resources is one of the most neglected areas. Most of the Higher Educational Institutions selected for this study are not organizing any planned training programme frequently for up gradation of skills of their employees. Further, most of the employees have not undergone any training/refresher course since their joining.

The result of the study showed positive attitude from administration towards the identification of training needs while developing training programme, selection of employees and also in designing of training programme. Results also showed positive result in impact of training on the performance of employees of the Higher Educational Institutions. However, due to own institutional environmental factors, training practices as well as applications of training are not homogeneous. Further, the impact of training depends on the caliber of the trainees, which varies from individual to individual. It is important that the employees of Higher Educational Institutions should be provided with opportunities to attend various Workshop of Academic Administration, Conferences, Short term Courses, study tours and also to undergo in service training courses organized by Association of Indian Universities, UGC-Human Resource Development Centres located in different Universities and also by Universities and national institutes. Suitable mechanisms should be in place in Higher Educational...
Institutions to facilitate the employees to attend training programmes by providing travel grants etc as well as encourage them to visit other Institutions to study innovative practices and to motive them to apply those in their own institutions with a view to improving overall functioning of the Institute.

The findings also implied that the Higher Educational Institutions under study should prioritize training based on need. For example, how many employees need to be trained and what are the resources available. In order to accomplish training, a training plan would then be designed consisting of one or more training interventions to meet competency gap. Further, supplementary individual training interventions may also need to be arranged to meet additional needs of each specific employee. Again, it is also important to note that sometime training is not the solution in some performance related problems. Supporting work environment and also by communicating expectations some of the competency or performance gap can be reduced.

The induction training for new recruits in the Institution during the induction period must be put in place. The senior Officers of the Institution should also take interest in spending time with new recruits after their joining. This will help them in creating a rapport with the juniors, which will make it easier and manageable for working together at a later stage.

Resources spent on conducting the training programme should be utilized judiciously. It is equally necessary to develop proper mechanism to monitor and evaluate the training activities. Employees must also take the training programme seriously.
Training programme imparted besides fulfilling the needs of the short term assignment, it must also help in executing long term assignments and other jobs in the Organisation. Therefore, sufficient time and energy should be devoted while finalizing the experts and in efficient organization of training programme.

Effective training programme must focus results that facilitate learning and has to provide data that can guide action and decision making. Further, officers must be provided with adequate resources to implement and enhance the knowledge gained from the training programmes. This will enable the employees to retain the information and knowledge gained during the training programme.

Training must be an ongoing activity of the Higher Educational Institutions. In build culture of training and knowledge creation should be an integral part of a Higher Educational Institution. As the environment of the Organisation is likely to change with time, the practices and procedures which are effective now, may be ineffective in future.

To encourage the trainees to undergone training seriously and positively, suitable rewards and incentives should also be attached with the training programme. Incentives may be either in monetary or non-monetary terms.

Training programme organized must be of right kind and right duration to be identified based on appropriate Training Needs Assessment. Training imparted must be able to solve the root cause of performance problem.

It is important that the training in the organizational context must be closely coordinated with overall institutional strategy and activities of the line departments. Therefore, in order to make the training more effective, setting up of a specific department in the Institution to organize and implement employee training and
development, setting up of a specific department needs to be considered. However, it is important to evaluate the costs and benefits of establishing such an independent training unit.

In order to achieve success from a training programme, the training activities must be co-ordinated with other HRM practices. It is also recommended that the training specialists should seek to improve their knowledge of various training delivery methods and apply that knowledge broadly and frequently in implementing training programmes.

Further, commitment and support of top management for training is also an important factor towards effectiveness of a training programme. As this study reveals, because of strong relationship between management support and training effectiveness, support from the management is the most critical element in achieving training effectiveness.

Assessment of training need at periodical interval shall have to be undertaken and based on need assessment, suitable training module like orientation, refresher or short term training programme should be developed to meet the requirement with aim to develop overall qualities of the employees. This can be integrated with ‘research and development activities’ to bring innovation in actual work place for improving overall performance of employees in the University/Institution with suitable budgetary allocation with required fund towards development of ‘human capital’.

For overall development of the Organisation well motivated, committed, joyous, highly trained and confident workforce is the prime requirement and to attain this appropriate strategy towards training and development is a must. Motivational level of
employees is an important component, which determines success of the training and development. The management must make their employees aware of their skill, strength and weakness highlighting its necessity to link with training. Once the employees understand the factors of inhibition and convinced that training is the measure to remove it, then the performance is assured.

For success of a training programme, involvement of all concerned, i.e. the officers, employees and trainers (specialized staff) must be ensured. Particularly, for identification of training need, the role of officers is always significant and valuable. Officers’ commitment is always required to make the training effective.

With invent of new technologies, the future trends of training and development is likely to be affected. This may be in the areas of training delivery and training function. The technological development may have significant impact on delivery of training. Because of the technological invention to be used, emphasis must be given on the integration of training with other functions that help in human resource development. Hence, the training and development must be viewed as an integrated activity for overall development of human resources.

Providing of training and opportunity for learning is recognized as one of the best practices to develop and retain employees. The organization has to increase investment in training to provide the employees with opportunity to update their knowledge and skills in order to have a work force of trained manpower. In the current scenario, the overall development of the organization is only assured by the training and development programmes for its work force including of Higher Educational Institutions.
For quality education to become a reality, the teaching and non-teaching staff should always be the central focus of all developmental plans and programmes. A highly responsive curriculum, a physically well-equipped Institutions and state of the art technology are of no relevance, if the teachers and non-teaching staff themselves do not deliver their maximum potentials and capabilities (Javier & Deligero, 2014).