Chapter – VI
SUMMARY OF FINDINGS, SUGGESTIONS & CONCLUSION

The reward of a thing well done, is to have done it
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SUMMARY OF THE STUDY

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviours that can be transferred back to the workplace.

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people’s attention on incorporating their new skills and ideas back at work.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviours.

DESIGN OF THE STUDY

This study aims to undertake a study in the “evaluation of training programs at Brakes India Limited and its effectiveness.” The training complex of Brakes India Limited, which is the study area of the researcher, has been imparting training to its
employees since several decades. In addition to its own training programs, it is also conducting several training programs with outside management experts and consultants. Further, its executives are deputed to different trainings offered by other leading and well known institutions.

Descriptive as well as analytical research design was used for the research. An exploratory survey was conducted using well-structured questionnaires. The present study is based on both primary and secondary data. The primary data were collected from different category of employees from 14 departments such as ER & D, Actuation, Press shop, SDI, Hose & Rubber, Process shop, MSE &NP, Wichitra Auto, Drum Brake, Wheel Cylinder, Freings Engineering, Aztec Auto, Task Pressings, and Rolltec Engineering, Avadi out of 41 departments, which came to 30 percent. The total number of employees working in Brakes India Ltd., Padi, Chennai as on 31.7.2011 was 2370. Since only 14 departments were taken for the study, 500 employees were chosen as the sample for the study, which accounted to 30 percent again by using random sampling technique.

The primary data have been collected from the workers and supervisors, working in Brakes India Ltd. In order to collect the primary data from cross section of employees, questionnaire, containing 20 well thought out questions were issued to 520 respondents, selected on the basis of convenient sampling technique. The questionnaire is given as Appendix-I. In addition to the primary data, secondary data have been collected from published records and reports of Brakes India Ltd., Padi, Chennai, various journals, websites and books and records of Madras Institution of
developmental studies, Adyar, Chennai and various other libraries situated in Chennai.

Prior to the administration of the questionnaire, a pilot study was also conducted. Based on the pilot study, some questions were dropped and some questions were modified. The data so collected through primary, secondary and other sources were analysed by using the appropriate statistical tools such as Percentage analysis, Anova test, factor analysis, Regression Analysis, Chi-square test, which are presented as the tables. The study covers for a period of 10 years from 2001-2002 to 2010-2011.

**FINDINGS**

The results of the analysis are listed out here as the findings of the study.

1. The respondents belonging to 20-30 age groups were the majority with 42.31 per cent.

2. 41.15 per cent of the respondents had secondary level of educational qualification, which accounts to the majority.

3. 43.27 per cent of the respondents were technical staff, which is the majority.

4. 34.23 per cent of the respondents had 10-15 years of experience, which accounts to the majority.

5. 43.08 per cent of the respondents have attended 5-10 training programs.
6. Middle age group respondents are highly satisfied about the Evaluation of training programs than the other age groups

7. Secondary level qualified group respondents are highly satisfied about the Evaluation of training programs than the other education level.

8. Clerical workers are highly satisfied about the Evaluation of training programs than the other age groups.

9. The respondents with 21 – 25 years of experience are highly satisfied about the Evaluation of training programs than the other groups

10. The respondents, who have attended from 5–10 training programs are highly satisfied about the Evaluation of training programs than the other groups.

11. The respondents belonging to the age group of 20-30 are highly satisfied about the Induction training programs than the other age groups.

12. The respondents with secondary level educational qualification are highly satisfied about the Induction training programs than the other qualified groups.

13. The technical workers are highly satisfied about the Induction training programs than the other workers.

14. The respondents with 21-25 years of service are highly satisfied about the Induction training programs than the other groups.
15. The respondents, who have attended more than 10 training programs are highly satisfied about the Induction training programs than the other groups.

16. Middle age group respondents are highly satisfied about the Training and development than the other age groups.

17. The respondents with post graduation are highly satisfied about the Training and development than the other groups.

18. The technical workers are highly satisfied about the Training and Development than the other groups.

19. The respondents with 10-15 years of experience are highly satisfied about Training and Development than the other groups.

20. The respondents, who have attended 1-5 training programs are highly satisfied about the Training and Development than the other groups.

21. Four variables namely, age, educational level, nature of work and length of service have significantly contributed for predicting the evaluation of Training programs.

22. Two variables namely, age and educational level have significantly contributed for predicting the Training and Development.

23. Respondents' age and nature of work would be the possible predictors of the respondents’ belief on how far the training would help them. The results
indicate that, the two variables are very significant in predicting the belief of the respondents’ on how far the training would help them.

24. Three variables namely, educational level, nature of work and length of service have significantly contributed for predicting the Induction training.

25. The evaluation of training programs is positively and significantly related to age (0.398), educational level (0.398) and nature of work (0.374). It shows a negative relationship with length of service and evaluation of training programs.

26. Middle age group respondents are highly satisfied about the effectiveness of training programs than the other age groups.

27. The respondents with post graduation are highly satisfied about the Effectiveness of training programs than the other groups.

28. The technical workers are highly satisfied about the Effectiveness of training programs than the other category staff.

29. The employees with 1 to 5 years of service are highly satisfied about the effectiveness of training programs than the other service groups.

30. The respondents felt that, 1 – 5 training programs are more effective and enthusiastic than the other respondents, who have attended more than 5 training programs.
31. Majority of the respondents belonged to the age group of 20-30 to opine that, they preferred below 10 days duration of training programs.

There is no relationship between duration of training preferred and their age.

32. Most of the respondents (76.73%) have opined that, the training programs were highly useful for their development.

There is an association between the usefulness of the training and educational level.

33. All the type of workers responded that, the promotions are attached with the training programs, in which other category workers were the majority with 40.77 per cent.

There is an association between the training programs with the promotions and the nature of work.

34. The majority (73.27%) of the respondents have opined that, they were given incentives for attending the training programs as a motivational factor.

There is an association between the incentives for attending the training programs and the length of service.

35. 64.62 per cent of the respondents have preferred for the job related training programs only, as that would be more useful for their development in all the ways.
There is an association between the preference of training programs and the number of training programs attended by the respondents.

36. The majority of the respondents have responded that, the organization only selects the type training programs for them, which accounts to 87.31 per cent. There is no association between the preference of training programs and the number of training programs attended by the respondents.

37. The majority (91.92%) of the respondents have opined that, there was a positive change among them after attending various training programs in the company and outside the company.

There is no association between the positive change after the training programs and their educational qualification.

38. 89.42 per cent of the respondents in total have responded that, they have acquired new skills and knowledge due to the various training programs that they have attended based on their nature of work in the company.

There is no association between the acquisition of new skills and nature of work.

39. 88.85 per cent of the respondents have responded that the training programs create the awareness among the workers.
There is an association between the increase in the awareness and the length of service.

40.  94.04 per cent of the respondents have responded that, the training programs increase the organizational culture due to the various training programs.

There is no association between the increase in the organizational culture and number of training programs attended.

41.  91.35 per cent of the respondents have accepted that, the training programs increase the creativity, in which 40.38 per cent of them belonged to the age group of 20-30 years.

There is an association between the increase in the creativity and their age.

42.  85.38 per cent of the respondents have accepted that, the training programs certainly enrich their job knowledge.

There is an association between the enrichment of the job knowledge and their educational qualification.

43.  93.46 per cent of the respondents have accepted that, the training programs considerably increase the decision making skills of the workers.

There is an association between the improvement in the decision making skills and nature of their job.
44. 89.81 per cent of the respondents have accepted that, the training programs improve the technical skills of the workers.

There is an association between the improvement in the technical skills and the length of their service.

45. 91.35 per cent of the respondents have accepted that, the training programs have obviously increased their self development and management in them.

There is no association between the self development and management and the number of training programs attended.

46. 9.31 per cent of the respondents have agreed that, the training programs develop their inter-personal skills.

There is no association between the inter-personal skills and the number of training programs attended.

47. 90 per cent of the respondents have opined that, the training programs have obviously helped for the development of the communication skills.

There is no association between the development of communication skills and the educational level.

48. 92.88 per cent of the respondents have agreed that, the training programs have helped them to increase the job involvement.
There is an association between the increase in the involvement of the job and nature of their job.

49. Three variables namely, educational level, length of service and number of training programs attended have significantly contributed for predicting the effectiveness of training programs.

50. The effectiveness of training programs is positively and significantly related to age (0.178), nature of work (0.174) and length of service (0.129). It shows a negative relationship with educational level and effectiveness of training programs.

51. The training and development is positively and significantly related to age (0.148), educational qualification (0.139), nature of work (0.212) and length of service (0.118).

52. The Induction training is positively and significantly related to age (0.182), nature of work (0.179) and length of service (0.132). It shows a negative relationship to educational level and induction training.

53. The factors such as Evaluation of training programs, Effectiveness of training programs, Training and development and Induction training has a strong statistical support and the Kaiser-Maya-Olkin (KMO) test of sampling adequacy concurs that, the sample taken to process the factor analysis is statistically sufficient (KMO Value = 0.97523)
SUGGESTIONS

The purpose of this study was to evaluate the training and development. To achieve this, theoretical and empirical studies were conducted.

The evaluation of training and development can serve as a guideline for organizations that went to pro-actively manage training and development and constructively evaluate training programs in Brakes India Limited, Padi, Chennai.

The following Recommendations emerged from the Research conducted:

- Training and development in the organization should be addressed in an integrated manner. To achieve this goal, organizations need to draw up a training policy that guides the training department and the rest of the organization on how to conduct training and its evaluation.

- The organization needs consistently to apply strategies for the evaluation of training and development initiatives. Also, these strategies must be reflected in the organization’s training policy. In view of these strategies, it is important that, the organization becomes a learning one, in which training and development become critical components of efficiency and effectiveness and that a performance management system be incorporated into the training strategy.

- A comprehensive and supportive culture, leadership, creation of a learning organization and effective performance management system should be
established and maintained for the effective evaluation of training and development initiatives aimed at improving individual, team and organizational performance.

- The employees must be given enough training materials for their needs. So that, they could refer it, whenever they require it.

- Since the employees are continuously involved in the production, they can be given training programs related to their personality or how to balance their work life with personal life.

- After taking up training programs, employees can be given opportunity to implement the learned changes necessary in their work environment.

- Company has to make the employees understand that, the main reason for the conduction of training programs is not only for one or two factors, but also for the overall efficiency of the company.

- Planning has to be given much importance, since it is the most important function in an organization.

- Efforts have to be made to improve the level of interest of the employees towards training.

- For transfer to be maximised, staff will require a clear message that they are to be held accountable for their actions and performance following the training. Role descriptions will need to be updated with unambiguous statements on
required behaviours and performance expectations. Role descriptions can be
made into a powerful link between training and later workplace performance
through transcribing the behaviourally and performance based learning
outcomes of the training program into the role descriptions

- Planning for on-the-job coaching in the program design and implementing
  such help conveys to participants that management is serious about inculcating
  the new behaviours. All too many participants report that on returning to the
  job they have had no or little opportunity to apply the skills learned. If learned
  skills are not applied within a short period, the learning will extinguish
  rapidly. On-the-job coaches may be of assistance here in identifying
  workplace opportunities for the application of skills

- Setting organisational objectives before training design begins is the
  cornerstone of successful improvement and training programs. If the
  organisation doesn't know where it is going, all roads will take it there. So,
  firstly, identify the organisational outcomes that the improvement and training
  programs will serve to achieve.

- Teaching, training and learning must be aligned with individual potential,
  individual learning styles and wider life development needs and this wide
  flexible individual approach to human development is vital for the work place.

- The program’s implementation must be fully explained to the organisation to
  achieve support for its implementation and commitment of necessary
  resources. This explanation includes expectations of agency management and
staff support, as well as expected results of the program and benefits to the organisation. Funding issues must be also addressed.

- The needs assessment should be conducted by the authority, because they determine the strategy for the awareness and the training programs. Policy, Strategy and budget should be passed from the central authority to the organisational units. Based on the strategy, the organisational units must develop their own training plans.

- The managers and supervisors should continuously appraise employee performance. They should give directions to their employees for future performance, based on the results of their performance appraisal.

CONCLUSION

The skills challenges facing business include international competition from companies that have highly skilled employees, the need to increase productivity, the need to improve performance and service quality, a skills shortage, the need for skilled employees, poor quality education and training, the need to develop affirmative action candidates and the need to increase diversity. Those companies that are able to meet the challenges well and become responsive will gain competitive advantages over those that struggle or fail to meet the challenges. For a company to meet these challenges, skills development must be fully aligned to business strategies and objectives, as well as to employee performance levels. From the employee's point of view, the only valid objectives of skills development are competencies and performance management.
The main objective of this research study is to evaluate the effectiveness of training and development initiatives in Brakes India Limited, Padi, Chennai. The preliminary step in achieving this objective was to carry out a literature review in order to identify critical organizational factors, which affect training and development. These factors include the following: training culture, leadership, performance management and performance appraisal and the implementation and management of a learning organization.

Descriptive and evaluative feedback provides an indication of how successful the training has been. The evaluation should be built into the phases of the program from the initial identification of the training needs to the maintenance of the training. Evaluation should not be viewed as an action, which must be undertaken by the trainer at the completion of the course, but rather viewed in relation to the evaluation of the course content prior to presenting the program, a continual evaluation of the presentation and progress of the program and the comparison of the final results of the program with a set of criteria. Once the evaluation has been completed, it is necessary to decide who should be given feedback on the evaluation information.

It can be concluded that, for training and development to be effective, the organisation should become a learning organisation, whereby learning is encouraged by all stakeholders from individual employees to management. It is therefore imperative, for management to implement and proper learning processes in the organisation.

Training and development are strategies used by the modern organisations aimed at enhancing the individual, teams and organisational performance. For training
to have an impact on organisational performance, a conducive learning environment must prevail. It is enough for the organisation to spend millions on training and development initiatives without first creating an atmosphere for learning. The organisations must first become a learning organisation for it to flourish and benefit immensely from investing on its people.

From the above discussion, it may be concluded that, there is a general perception that for the benefits of decentralisation to be fully realised, the implementation process must be optimal. The objectives and the strategies for implementations must be clear. Also, the human and material resources must be available at local level. Importantly, managerial and technical capacity must be build for decentralisation. In addition, there must be regulatory mechanisms and safeguards against possible abuse of the system.

The effectiveness of the training programs lies in the company’s training process. On the whole, the employees are satisfied with the present training processes of the company, which is analysed through various statistical tools. The company is suggested to follow the recommendations, which is given by the researcher after a deep study. Thus, the employees will be to obtain considerable satisfaction in their training programs.