CONCLUSIONS, SUMMARY AND RECOMMENDATIONS
CHAPTER-6

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

6.1 CONCLUSIONS

The following conclusions were drawn on the basis of the analysis and interpretation of data in Chapters 4 and 5.

The present study was an attempt to measure the impact of SSTP as a strategy for social security development at different educational levels. This was done by comparing the outcomes with stated objectives of the SSTP. The evaluation of the impact was done in accordance with the objectives of the study mentioned below.

The main objectives of the study were to evaluate the impact of social security training programme by assessing:

1) The usefulness and effectiveness of the training programme at different educational levels, on the basis of opinions, reactions and suggestions of respondents;

2) The practicability, utility and adequacy of the training course content in the context of social security situations; and

3) Comparison of financial implications of social security development and awareness of insurance objectives among elementary, secondary and higher educational levels of people in Iran.

The impact was studied in the context of changes brought about by the programme in the behaviour of TS as reflected in their learning of essential knowledge and skills.
The following conclusions have been drawn as a result of the evaluation of SSTP. The conclusions are based on the results of analysis and interpretation of the data obtained through questionnaires and tests. The criteria of evaluation are the intended changes which are termed as constructs of the impact as reported in chapter one.

6.1.1 Impact of the SSTP

Some of the constructs related to each other, are consolidated for meaningful conclusions. The figures in the percentages are also consolidated on the basis of larger positive agreements on the point-scale. These conclusions have been drawn on the basis of the opinions and reactions of the CAP, INST, UT, insurants and the employers.

Construct No. 1

Trained staff are able to extend social security all over the country.

Observation

Forty-two per cent of the CAP expressed the view that at least 50 per cent of TS were able to do so.

Construct No. 2

The trained staff provide minimum living standards and legal protection to insurants.

Observations

Forty-two per cent of the CAP rated at least 50 per cent of TS being able to provide minimum living standards and legal protection to insurants (Table 4.1.7).
Seventy-eight per cent of the INST reported the TS were able to provide minimum living standards and legal protection to insurants (Table 4.2.1).

Though INST was more satisfied with TS in relation to this objective, CAP seemed less satisfied.

Construct No. 3

Trained staff are able to ensure the satisfaction of insurants and employers.

Observations

Almost forty-two per cent of CAP agreed that at least 50 per cent TS were able to ensure satisfaction of the insurants and employers (Table 4.1.7).

About sixty-three per cent of INST pointed out that insurants and employers were satisfied with TS (Table 4.2.1).

Seventy-three per cent of the insurants and 71 per cent of the employers were satisfied with TS (Tables 5.3.3 and 5.4.3). On the whole observations regarding the ensuring of satisfaction of insurants and employers with TS, most of the insurants and employers expressed their satisfaction.

Construct No. 4

Trained staff are able to transfer central organization policy to the executive units.
Observations

Fifty per cent of the CAP supported the view that at least 50 per cent of TS were able to transfer central organisation policy to executive units (Table 4.1.7).

Forty-eight per cent of the INST reported that the TS were able to transfer central organization policy to executive units (Table 4.2.1.).

Sixty per cent of the insurants and seventy-one per cent of the employers did not have unresolved problems at local level. (Tables 5.3.3. and 5.4.3).

The observation indicates that the SSTP, with respect to this objective, was successful to some extent.

Construct No. 5

The trained staff provide prompt services to insurants and employers.

Observations

About 50 per cent of CAP were agreed that at least 50 per cent of TS provided prompt service to insurants and employers (Table 4.1.7.).

The INST, up to sixty-seven per cent agreed that trained staff provided prompt services to insurants and employers (Table 4.2.2.).

Thirty-six per cent of insurants and 62 per cent of employers were satisfied with the promptness of service of the local units (Table 5.3.3. and 5.4.3.).

The findings indicate that SSTP succeeded in providing prompt service to insurants and employers to a large extent.
Construct No. 6

The trained staff are capable of enhancing their own efficiency and skills.

Observations

Forty-one per cent of CAP reported that at least 50 per cent of TS were efficient and skillful in their job (Table 4.1.7.).

Eighty-eight per cent of INST expressed the view that the training programme had made the staff skillful and improved their efficiency (Table 4.2.1.).

Sixty-two per cent of the employers and 36 per cent of the insurants observed that skill and efficiency of the TS are up to the mark (Tables 5.3.4 and 5.4.4).

About sixty-seven per cent of UT believed that training is effective in developing the skill of the trainees (Table 5.5.7).

On the whole, observations regarding the impact of training programme on efficiency and skill development of staff are positive.

6.1.2 Conclusions based on the Results of the Achievement Tests

The purpose of the tests was to evaluate the practicability, utility and adequacy of the course contents at secondary and higher levels separately in context of social security system.

According to the results of the tests administered to the TS, UT and PT, the performance of the UT in comparison to TS and PT in both levels
were significantly low (Tables 5.6.1 and 5.6.2. section VI). The low performance of the UT could be due to lack of motivation and low level of educational background of the trainees and the course being unrelated to their work experience. About fifty-two per cent of the INST felt that lack of motivation was the cause of low performance of the UT (Table 4.2.6).

These facts are supported by the INST's opinions and the suggestion to raise the minimum eligibility level and experience of trainees at the entry level (Table 4.2.8). Considering the results of the tests and the nature of the job required of the TS, the suggestion to raise the eligibility level appears to be sound and the trainees need to be motivated in the light of the present situation of the training programme (Table 4.2.7).

The significant difference in achievement of the TS and PT on the test (Tables 5.6.1 and 5.6.1.1 of section VI) at secondary level reveal that the courses designed to prepare trained staff lack specific and adequate emphasis on scope and sequence, as PT's performance was significantly better than that of TS. On the other hand, at the higher level, TS and PT do not differ significantly in their achievement and therefore the course content at this level needs to be strengthened (Table 5.6.2).

The achievement of the TS should have been significantly better than that of the UT and particularly PT. But the performance of the PT is better. If at secondary level (Table 5.6.1) this training had been properly and efficiently conducted, and the courses given to UT in SSTC were adequate and meaningful, the performance of TS, UT and PT should have been graded from high to low. Hence the tests results indicate the shortcomings in the course contents (particularly at the secondary level)
and the training programme as a whole, which need to be enriched in several areas.

6.1.3 Conclusions based on the Financial Implications and Awareness of Insurance Objectives of Insurants and Employers

The purpose of the section was to compare financial implications of the social security development and awareness of insurance objectives among elementary, secondary and higher educational levels of the people in Iran.

(1) The findings indicate that the insurant's benefits are according to their educational levels in form of money given to them. The higher the level of education more insurance money they get (Table 5.7).

(2) Similarly awareness of insurance objectives among the people differs according to their educational levels i.e. the higher educated people have more awareness than those at secondary and elementary educational levels (Tables 5.3.1 and 5.4.1).

On the whole, observations indicate that higher educated people benefit more from SSTP.

6.1.4 Suggestions based on Responses of Respondents

The following discussion is based on the measures suggested by the CAP, INST, UT and interviews for improving the SSTP.

(1) Educational Qualifications and Experience of Trainees

The INST suggested that the minimum qualifications and experience for joining the SSTP has to be raised for staff trainees.
Reasons

Most trainees come from local offices and agencies with, only 6 months experience. So, the INST has to face a lot of problems in devising methods and appropriate materials to teach the trainees who have less experience.

The dissatisfactory performance of the trainees at secondary level in achievement test, is another reason why minimum educational background and experience of the prospective trained staff should be raised.

The above become necessary because after completion of the training, the prospective trained staffs are required to perform a lot of work such as solving the problem of insurants and employers, to provide prompt service, transfer central policy to executive units, participate in social security development and transfer insurance knowledge to the insurants and employers.

In the light of these arguments and the suggestions given by INST, it can be recommended that prerequisite qualifications for entering SSTP be raised (minimum being BA/SA graduation). Similarly experience at the entry point should be one year instead of usual six months. In support of the above discussion Reaves (1993), concluded that the level of formal education, years of experience and size of staff have a positive attitudinal effect on leadership training participants, as measured by their evaluations of training experience.
(2) Course Contents

Most of the INST suggested that the courses be modified and changed to meet the need of the staff.

Reasons

The achievement test results at secondary level shows difference in the achievement of the TS and PT, PT having performed significantly better than TS. This shows that the courses designed to prepare trained staff lack specific and adequate emphasis on scope and sequence.

The performance of the TS on the achievement test should have been significantly better than UT and particularly the PT. But the performance of the PT was better than TS and significantly superior to UT, while their educational background and experience was almost the same. On the other hand at higher level the performance of TS was significantly better than UT. But there was not significant difference between TS and PT performance at achievement test.

On the basis of the results of the achievements tests, the suggestion of the INST seems to be convincing that the course contents need changes and modifications in specific areas such as income affairs, technical insurance, registration, social security law, etc. at both the levels.

Almost all the subjects taught to prospective trained staff need modification in contents. This is supported by Tuck (1981), "A study should be conducted to find out what specific kinds of staff development programmes best fit the needs of the individuals".
(3) Organizational Structure

The INST suggested some changes in the structure of the programme in terms of organization conductive to the improvement of the SSTP. The recommended changes are (concluded on the basis of interviews):

- SSTC should be given academic autonomy in order to provide the INST with ample opportunities to develop and conduct training programme in accordance with the need of trainees and the local units, as envisaged in the policies (Table 4.1.2).

- There should be a provision for the representation of faculty members of the SSTC in the central development boards at least when the board is discussing the policies regarding the SSTP (Table 4.1.1). In this way, the organizational structure will provide feedback regarding the problems of the functioning of the SSTC. The provincial scenario can be supplied to the control and decision-making body, which may not be actually visiting the centres to observe and collect facts. This will enable the board to formulate policies and develop programme catering to the actual local needs and conditions.

- There should be a direct link between the SSTC and the central education and training office, though the SSTC is under the latter’s administration (Table 4.2.12).

In spite of the shortcomings of the SSTP, all the respondents were of the opinion that SSTP is a necessary programme for social security through the development of the staff. If SSTP is to be made a more effective strategy for social security development, some basic changes and modifications as suggested above are needed in the programme.
6.1.5 Conclusions based on Objectives of the Study

The following conclusions are drawn as a result of evaluation of the SSTP based on the opinions, reactions and suggestions of the respondents and those of the results of achievement tests. The discussion has been done in accordance with the objectives of the study. Each objective is evaluated in such a way as to see to what extent it has been achieved.

Objective (1)

To evaluate the usefulness and effectiveness of the training programme.

Outcome: Usefulness of SSTP

The analysis of all the opinions, reactions and suggestions indicate that the SSTP has been effective and useful to some extent. It is very difficult to quantify the achievements because the changes brought about by the training are of affective domain and the rating is based on opinions. However, as the results indicates out of the six objectives SSTP has been successful more than 50 per cent in five of them, hence it can be safely concluded that SSTP has been partially successful. The results, at the same time, assess the potential of the programme as felt by all the respondents. But it needs some changes and modifications in course contents and the structure of the programme as suggested by the respondents.

Objective (2)

To evaluate the practicability, utility and adequacy of the course contents in the context of social security.
Adequacy of the Course Contents

Some courses like Income Affairs, Technical Insurance and Registration are reported to have more utility (Table 5.5.1). Subjects like Income Affairs, Technical Insurance, Public Dealings, Registration and Financial Affairs are found more useful than other subjects by the UT (Table 5.5.2).

The importance and relevance of the subjects are to be emphasized more during the training first to motivate the trainees to learn and second to transfer and propagate the ideas efficiently to insurants and employers.

The courses lack adequacy of contents because even staff (PT) with almost the same educational background and no training knows more than TS and UT in the total achievement score at secondary level. And at the higher level PT knows more than UT and equal to TS (Tables 5.6.1 and 5.6.2). It is reflected in the total achievement test results. So the course contents should be enriched in terms of their scope and sequence.

Objective (3)

A comparison of the financial implications of social security development and awareness of insurance objectives among elementary, secondary and higher educational levels of the people in Iran.

The finding indicates that the people were benefiting according to their educational level higher educated people get more insurance money than secondary educated and secondary educated received more insurance money than elementary educated people (Table 5.7). Similarly, the awareness of insurance objectives of the people differs according to
their educational levels i.e. the higher educated people have greater awareness of insurance than the secondary educated and secondary educated have greater awareness than the elementary educated (Table 5.3.1 and 5.4.1).

6.1.6 General Conclusions

The total perspective of the impact of SSTP is reflected in the observations of all the respondents (CAP, INST, UT, insurants and employers)

1) The TS are found able to provide prompt service and satisfy insurants and employers and transfer the central organization policy to executive unit, enhance their efficiency, skills and extend the social security all over the country to some extent.

2) Tests results indicate that the present requirements in terms of educational background and experience for entry into the SSTP is low.

3) The achievement tests results clearly reveal the shortcomings in the course contents provided in the programme in terms of adequacy, relevance and scope.

4) The higher educated people get more financial benefit from social security development.

5) Higher educated people have more awareness of insurance objectives.

All these findings indicate that the SSTP has achieved its objective only partially. This may be due to many reasons. One of them could be, as the INST report, the lack of motivation.
Since SSTP is the only programme specifically designed for the development of the staff, all the respondents feel that the importance of the SSTP as a strategy for social security development, through the improvement of staff skills cannot be denied. The analyses, discussions and the suggestions of the respondents, reveal that though the degree of its effectiveness is not too high, the positive impact of the SSTP cannot be overlooked. Hence, there should be no plan to discontinue the programme.

On the basis of the general findings, it is concluded that with some changes and modifications in the total programme, the SSTP can be one of the most effective strategies for social security development. The integrative nature of the programme cannot be substituted by any other programme.

6.2 SUMMARY

Introduction

Social security is universally acknowledged as the aim of all social welfare activity of a country including programmes for the protection of the old and invalid. It is primarily an instrument of social and economic justice as it works for horizontal and vertical redistribution of incomes in society. It is a dynamic concept, the contents of which change with the social, economic and political system obtaining at a given time. It is a wise investment which yields good dividends in the long run.

Development of Social Security

The importance of social security has been emphasized by different political leaders, social reformers, philanthropists, economists and
sociologists alike. Although the term was made popular only during the thirties, the philosophy of the scheme had existed earlier. It is much more than a charitable and humanitarian device. Social security programmes are now increasingly being accepted as useful and necessary instrument for the protection and stability of the labour force. It is a constructive policy which promotes industrial efficiency.

**Need of the Training**

Changes in behaviour and skill development can be brought about only through proper education and training. Training is always associated with development which means improvement through more efficient methodology.

**People's Participation**

The success of any development project depends largely upon the people who are participating. The staff of a social security organization is the most vital and significant component in a social security system. Therefore, it should be properly qualified and continually trained in order to increase its professional competence in meeting its responsibilities effectively. Staff improvement is necessary for organizational development.

**Need for Training the Staff for Development**

Social security development and national development demand educated and trained persons. So the need to train staff for national as well as developmental duties has been universally felt.

All jobs involve skills and right attitudes for performance at optimum efficiency. The skills have to be methodologically cultivated along with the inculcation of the right attitudes among the workers at the grassroot level.

223
Training helps staff do their work with skill and precision, widens their mental horizon and creates in them an awareness of their situation.

Problems of Training

Training can be used or abused by the centralized decision making process. These are growing reservations about its effectiveness. The training apparatus and its cost, in some cases, multiply but not the benefits.

Effectiveness of Training

Effectiveness of training refers to the extent it has benefited the trainees.

Effective training requires qualities like dedication, commitment, skills and knowledge. Without these qualities, the skills lose much of their edge. Training is a three-way process: the participants, the instructor and the organization. So, effectiveness in training is determined by all the three.

A properly conducted training programme inculcates among trainees: (a) favourable attitude towards social security (b) ability to collect information, (c) ability to discuss problems related to social security (d) proper attitudes to work, and (e) ability to provide feedback.

Evaluation of Training Programme

To evaluate the training programmes, the basic question is: to what extent has the programme been effective? What did it set out to achieve? Any programme consists of a series of measures by the persons involved in the programme. These measures can be implemented
well or poorly. Effectively implemented measures are usually described as competent work.

Evaluation is viewed as a way to assess the rationality of policy-making.

**Purposes of Evaluation**

Programme evaluation is generally conducted to examine the programme with respect to the following aspects:

i) to continue or discontinue the programme

ii) to improve its practices and procedures

iii) to add or drop specific programme strategies and techniques

iv) to institute similar programmes in other areas

v) to allot resources, and

vi) to accept or reject a programme approach

Evaluation is done by comparing the achievements of the programme against its objectives.

Systematic evaluation produces meaningful results which helps to form judgements and consequently decisions about the programme.

**Emergence and Statement of the Problem**

Many programmes have been implemented for social security development. Some of the programmes are geared towards direct economic growth while others are infrastructural. Education and training sector is infrastructural, which is basic to development. But there are only
limited programmes specially designed and developed to train the staff. Social Security Training Programmes (SSTP) is one of them.

Whether programmes function properly, is a question that can be raised. In order to seek answers to the question as to what extent the SSTP has been effective in making the insurance movement meet its programme objectives, the investigator proposed to study and assess the effectiveness and usefulness of the Social Security Training Programme, at different educational levels. The problem thus, is stated as under:

A STUDY OF SOCIAL SECURITY TRAINING PROGRAMME AS A STRATEGY FOR SOCIAL SECURITY DEVELOPMENT AT DIFFERENT EDUCATIONAL LEVELS OF THE PEOPLE IN IRAN

The Need of The Study

Social Security Training Programme (SSTP) has been functioning as a strategy for social security development. A big amount of input in terms of money, manpower, time and other resources has been expended without exactly knowing if the programme has been successful in achieving its objectives. Thus, the programme needs to be justified in terms of resources incurred. An evaluation of the impact of Social Security Training Programme (SSTP) has been long overdue. The result of the study will help the central authorities and policy-makers modify the policies and design of the programme and to help the instructors bring about changes in courses of study and methods of training.

6.2.1 The Objectives of the Study

The present study was conducted with the following objectives:
1. To evaluate the usefulness and effectiveness of the training programmes on the basis of opinions, reactions and suggestions of the respondents.

2. To evaluate the practicability, utility and adequacy of the course contents in the context of the social security situation.

3. To compare the financial implications of social security development and awareness of insurance objectives among elementary, secondary and higher educational levels of the people of Iran.

6.2.2 Impact of Training on Trained Staff

At the end of the training programme, staff are able to:

1. Extend social security development all over the country.

2. Provide the minimum living standards and legal protection to insurants.

3. Ensure satisfaction of insurants and employers.

4. Transfer the central organization policy to executive units.

5. Provide prompt service to the insurants and employers.

6. Enhance their own efficiency and skills.

The term impact is used in the context to evaluate how well the trained staff are performing the duties expected of them as a result of their training.
**Constructs of the Impact of SSTP**

The analysis of the impact of SSTP is based on the specified objectives (constructs) of the SSTP, which are observable in terms of the competence of the staff. These are listed below:

1. Extension of social security development all over the country.
2. Providing minimum living standards and legal protection to the insurants.
3. Ensuring satisfaction of insurants and employers.
4. Transferring of central organization policy to the executive units.
5. Providing prompt service to insurants and employers.
6. Capable of enhancing their own efficiency and skill.

**6.2.3 Method and Procedure**

The present study entitled *'A STUDY OF SOCIAL SECURITY TRAINING PROGRAMME AS A STRATEGY FOR SOCIAL SECURITY DEVELOPMENT AT DIFFERENT EDUCATIONAL LEVELS OF THE PEOPLE IN IRAN'* is an evaluative research which, in part, is ex-post facto design or 'Outcome Evaluation' and partly 'Impact Effectiveness Model'. It is essentially an evaluation research as well as an exploratory, descriptive survey.

This study attempted to measure the impact of the programme against the goals it had set out to accomplish. This was done on the basis of the opinions and reactions of the respondents (that is, personnel at all levels involved in the SSTP). For the evaluation of usefulness, relevance,
and adequacy of the course contents designed and developed for preparing trained staff, ex-post facto design was adopted and employed by taking three groups - TS, UT, and PT.

Statistical techniques used for analysis of the data were Means, SDs, t-ratios and percentages.

6.2.4 Sample of the Study

The sample included those persons who were directly or indirectly involved in the SSTP. The subjects involved in the study were classified as benefactor group and beneficiary group.

The benefactor group consisted of central authorities and policy-makers (CAP) and instructors (INST) of SSTC's. The beneficiary group consisted of trained staff (TS), those who were under training (UT), insurants (Is) and employers (Es). A separate group termed potential trainees (PT), was also included. The benefactor group consisted of 39 subjects, and the beneficiary group of 360. Thus, the total number of the subjects in the sample was 399.

The technique used for drawing the sample was purposive, incidental coupled with multi-stage stratification. Using this technique, the subjects in the sample were drawn from four local offices in Tehran.

6.2.5 Data Collection for the Study

The data for the study were collected by using questionnaires, achievement tests and informal interviews. The questionnaires and achievement tests were administered by the investigator and a tained assistant. The investigator interviewed four INST to supplement the data obtained through questionnaires.
6.2.6 Tools Used

There were five constructed questionnaires for every group of the subjects except TS and PT, which were given tests. UT was given a test as well as a questionnaire.

Since the present study was an evaluation research as well as exploratory and descriptive, it was carried out by seeking the opinions and reactions of five different groups with the help of questionnaires.

To see the adequacy and relevance of the training course, tests were also constructed. These were administered to TS, UT and PT to examine the achievements of the three groups at different educational levels. The interview was used to augment facts about the SSTP to supplement the data obtained through the questionnaires.

Since there were no readymade tools related to the present problem, the questionnaires and achievement tests were constructed. The format of the questionnaire was mainly rating-scale with a few open-ended questions.

The final form of the questionnaire for the CAP consisted of seven categories and had thirty-two questions in all. The questionnaire for the INST consisted of 49 questions under 13 categories. Similarly, questionnaires for UT consisted of 31 questions under 7 categories, and questionnaire for insurants and employers consisted of 11 questions under 7 categories.

The achievement test at secondary educational level consisted of 12 items under the six subject area and the one at higher educational level consisted of 14 items under the seven subject areas.
6.2.7 Analysis of the Data

The analysis of data obtained through the questionnaires was done mainly in terms of percentages. Means, SDs, and t-ratios were used to analyze the data obtained through the achievement tests.

6.2.8 Conclusions

The total perspective of the impact of SSTP is reflected in the observations of all the respondents (CAP, INST, UT, insurants and employers)

1) The TS are found able to provide prompt service and satisfy insurants and employers and transfer the central organization policy to executive unit, enhance their efficiency, skills and extend the social security all over the country to some extent.

2) Tests results indicate that the present requirements in terms of educational background and experience for entry into the SSTP is low.

3) The achievement tests results clearly reveal the shortcomings in the course contents provided in the programme in terms of adequacy, relevance and scope.

4) The higher educated people get more financial benefit from social security development.

5) Higher educated people have more awareness of insurance objectives.
All these findings indicate that the SSTP has achieved its objective only partially. This may be due to many reasons. One of them could be, as the INST report, the lack of motivation.

On the basis of the general findings, it is concluded that with some changes and modifications in the total programme, the SSTP can be one of the most effective strategies for social security development. The integrative nature of the programme cannot be substituted by any other programme.

6.3 RECOMMENDATIONS

Some supplementary suggestions are forwarded by the investigator as measures to improve SSTP based on the findings of the present study and the related literature.

6.3.1 Need Assessment

Studies must be conducted to assess and analyse the needs of the social security organization, with special emphasis on the conditions and needs of the staff. Planning for staff development programme should begin with a need assessment and should be collaborative and programme content should be related to professional goals and job improvements and meet individual needs and interests (Kajonpai, 1985).

6.3.2 Usefulness of Certain Courses and Methods of Teaching

The present course contents need adequate emphasis both in terms of scope and sequence. Since some differences are observed in the performance of TS and the PT (p.194-197) in each level regarding their knowledge on the subjects taught in SSTP, an adequate emphasis is required to be given in certain subjects which are to be enriched to meet the needs of the staff. Because the TS are in turn to transfer to Insurants
and employers the same subjects such as income affairs, technical insurance, registration and social security law, etc., these courses not only serve as essential skills of learning, but are also useful to increase insurance knowledge of insurants and employers.

It was revealed from study and observation during field visits for collecting data, the TS and UT are found to be interested only in income affairs and technical insurance (p.172 and 173). This reflects that either only those subjects are taught in the centres, or these subject are more useful to the trainees in their field work. Secondly, the presentation of contents in other important subjects was either reduced to suit trainees, or the trainees did not find as much relevance and importance of these subjects as other subjects they claim to know better, like income affairs and technical insurance, or public dealing, registration, social security law etc. But, the results of the achievement tests reveal that they do not possess the essential knowledge of these subjects.

In order to make the subject more attractive to the trainees at SSTC, the INST must emphasize the importance of the subjects and relate them to working situations, so that the trainees find these subjects meaningful and relevant to their needs.

The INST have to modify and change their strategies of presenting the subject matter in an interesting manner, as the situation and course contents demand. Usually, course contents are presented with applications, which directly involve the trainees. Theoretical presentation is not very popular with trainees, and they may not relate the subjects to their needs and tastes.

6.3.3 Supervisory Practices

Supervision of SSTCs is another dimension needed to be added in SSTP for improved performance, higher morale and career development.
So, supervision should be carried out to observe regularity in functioning of SSTCs in accordance with the policies and objectives of the SSTP.

Supervision will also include a follow-up study. It will have the following benefits:

1. To regulate and streamline the training programme
2. The success of the training programme reflects the success of TS which, in turn, benefits both TS insurants and employers.
3. The supervision benefits the INST by providing them with first-hand knowledge about staff problems, and a feedback with regard to the success of the SSTP in producing capable TS. This feedback helps the INST plan and redesign the training course and methodology of teaching to meet organizational needs and solve problems.

The supervision wing should be attached to SSTCs. To involve the INST in the supervisory job will be more fruitful as mentioned above. So, they may be asked to become supervisors and be given some incentives in terms of extra allowances or promotion. Supervision increases the efficiency of the SSTCs. It will give a boost to their status. Coiner (1991) discussed the potential role that follow-up programmes can play in supervisory skills training programme as well as the applicability of interpersonal skills training for all levels of management.

6.3.4 Job Satisfaction

The findings of the study clearly indicate that the INST are satisfied with their jobs, but there are no further prospects. Such a state of affairs is bad for the morale. Besides there is a vast difference in a the job done willingly and one done unwillingly. The degree of success of the programme depends much upon the satisfaction one derives out of the performance.
So, the job related to development, should provide benefits to make it attractive in terms of future prospects and immediate gains like allowances and provision for the faculty improvement programme.

6.3.5 Seminars and Workshops

Seminars and workshops need to be conducted regularly for the INST at least once a year. The need of such programmes was indicated by the INST in their response to the questionnaire.

Advantages

The seminars and workshops for the INST of central education and training office will help them and training officer analyse organizational problems and devise solutions to those problems, to plan strategies for the training programmes to suit the requirements of the trainees.

Similarly, workshop training or refresher courses for the INST in SSTCs will enrich their experiences regarding the problems in running SSTCs, and help them devise solutions to these problems. It will also enable them to prepare new training materials under the supervision of the central education and training office to train the staff. It will keep the participants abreast with new knowledge related to skills.

The participants must be given allowances for the period of involvement in the workshop. All these activities will contribute to developing desirable professional attitudes among the INST and TS. Battiste (1991) in his study perceived that exchange programmes, short seminars and workshops, and national conventions were helpful in improving job skills.

6.3.6 Motivation of Trainees

According to the study conducted, the instructors maintain that the main cause of trainees failure has been lack of motivation. Thus the
objectives are to make trainees realise their role in the organization, preparing them psychologically to receive the training in the right perspectives, using their potential well. If the trainees are active and their responses are positive, training will be effective and well received, proper conditions are to be provided to increase learning by the trainees to make them feel motivated. For this, training period can be properly planned and utilized.

The above recommendations are largely in consonance with the recommendations of National Training Survey (1986):

1. Give on-the-job training the importance it deserves.
2. Do not treat on-the-job training differently. On-the-job training should be seen for what it is: a significant element of an organization's total training programmes.
3. Integrate on-the-job training with other methods. On the job training works most effectively when supported by other training methods. It should not be employed in isolation.
4. Do not lose control of your programmes. This rule is offered primarily for organizations contemplating using external inputs or consultants to help design new training initiatives.
5. Train the trainers. The final suggestion offered is the most obvious one, but also the most difficult to implement. Given that half an organization's training effort is delivered through its under-recognized trainers acting on a part-time basis, an improvement in their effectiveness must pay considerable dividends.