
A Analysis on Effective of Training Practices on Worker's Productivity in Manufacturing Companies With Special Reference to Chennai City

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INTRODUCTION

The research on training and development starts with evaluating the training in true effective manner, the evaluation process must be appropriate for workers and the situation. The training evaluation and changes in development pull out more skills and knowledge required for the job or organisation or qualification. Effective training and development to the workers must also consider: individual potential (natural abilities often hidden or suppressed); individual learning styles; and whole person development (life skills, in other words). Where training seeks to develop people rather than merely being focused on a specific qualification or skill, the development must be approached on a more flexible and individual basis than in traditional paternalistic (authoritarian, prescribed) methods of design, delivery and testing. These principles apply to train and develop young people too, which interestingly provides some useful lessons for workplace training, development and evaluation.

An essential part of any sort of evaluation is its effect on the person being evaluated. Feedback is essential for workers to know how they are progressing and also critical

evaluation is done to check the workers confidence too.

The commitment of the workers towards training determines the high confidence and a belief that the evaluation of change in development after training is achieved, the possible outcomes of the test and assessment are designed and managed, and results presented back to the workers, is the important part of training and development process.

The workers were judged about the whole idea of training and development process even if they receive negative critical test results and feedback. Always look for positives in negative results. Encourage and support - don't criticize without adding some positives and certainly never focus on failure, or that's just what you'll produce. This is always an ignorable factor in all sorts of evaluation and testing, and since this element is not typically included within evaluation and assessment tools. The information has to be evaluated for all workers in the organisation, it is not just for the trainer or teacher or organisation or policy-makers, which is perhaps the most important reason of all for evaluating

workers properly, fairly, and with as much encouragement as the situation allows.

Most of the specific content and tools below for workplace training evaluation is based on the work of Leslie Rae, an expert and author on the evaluation of learning and training programmes and this contribution is greatly appreciated. W Leslie Rae has written over 30 books on training and the evaluation of learning - he is an expert in his field. His guide to the effective evaluation of training and learning, training courses and learning programmes, is a useful set of rules and techniques for all trainers and HR professionals. This training evaluation guide is augmented by an excellent set of free learning evaluation and follow-up tools, created by Leslie Rae.

OBJECTIVES

1. To evaluate the effectiveness of training in overall development of workforce

2. To measure the growth of skill of pre and post training and development programme
3. To determine the workers level of improvement towards various factors
4. To identify the results of training programme provided.

STATEMENT OF THE PROBLEM

There have been many surveys on the use of evaluation in training and development. While surveys might initially appear heartening, suggesting that many trainers/organisations use training evaluation extensively, when more specific and penetrating questions are asked, it is often the case that many professional trainers and training departments are found to use only reactionaries (general vague feedback forms), including the invidious 'Happy Sheet' relying on questions such as 'How good did you feel the trainer was?', and 'How enjoyable was the training course?'. As Kirkpatrick, among others, teaches us, even well-produced reactionaries' do not constitute proper validation or evaluation of training.

Significance of selecting automobile manufacturing companies in Chennai city

Major automotive manufactures:

Company	Description	Product
Ford	Ford India has a manufacturing facility in Maraimalai Nagar, 45 km from Chennai. On a three-shift basis, the company can produce 200,000 cars per annum.	Escort (discontinued) Ikon Fiesta Mondeo (discontinued) Fusion (discontinued) Endeavour Figo

Company	Description	Product
		Ecosport
Hyundai	Hyundai entered India in 1996 with its plant at Irungattukottai in Sriperumbudur, about 40 km from Chennai. ^[11] It set up a second plant in 2006 which raised its total capacity to 600,000 cars per annum.	Accent - 2nd generation Accent Elantra (discontinued) - 3rd generation Elantra Getz (discontinued) i10 - brand new small car, global launch in India in 2007 i20 - brand new small car, global launch in 2008 Verna - 3rd generation Accent Santro - 2nd generation Hyundai Atos Sonata Terracan* (discontinued) Tucson*
Nissan	Nissan entered India in 2005. It is currently is setting up a full-scale manufacturing plant in Oragadam situated about 45 km from Chennai. The plant will have a capacity of 200,000 cars per annum. It plans to introduce 9 new models in India in the coming months including its small car Micra.	Teana* X-Trail* Datsun Go
Renault	Renault entered India in 2007 in a Joint venture with Mahindra. It is currently is setting up a full-scale manufacturing plant in Oragadam situated about 45 km from Chennai. The plant will have a capacity of 200,000 cars per annum. It plans to introduce many new models in India, particularly to attract small car buyers.	Logan, Pulse, Scala, Fluence, Duster and Koleos
Royal Enfield	Royal Enfield, a subsidiary of Eicher Motors, has a two-wheeler manufacturing plant in Tiruvottiyur, Chennai.	* Classic (350 & 500 cc) - close to the original 1955 specification with some basic modifications, 5 speed gear box and left foot gear shift. * Bullet 500 ES - Classic with electric start and 4-speed gearbox * Bullet Continental - US model 350 or 500 with 4 speed gearbox with left foot

Company	Description	Product
		<p>gear change.</p> <ul style="list-style-type: none"> * Bullet Sixty-5 - Bullet 500 ES with new 5 speed gearbox and left foot gear change. * Lightning 535cc - 4 speed cast iron engine. Cruiser model on which the Thunderbird is based. * Thunderbird (350 cc)- New 5 speed gearbox, left foot gear change, stylish look with dual colour/shade body, curved handle bars and electric start. It is also compliant with UK/EU emission standards. * Bullet Electra-X (500 cc) - Much modified/re-designed lean burn, alloy barreled engine with the new gearbox and many chassis modifications. The Electra-X looks like a modified and improved Bullet. * Bullet Machismo 350/500 * Mini-Bullet 200 * Fury * Explorer * Silver plus * Mofa a 22 cc shock-absorber-less mobike.

Major tyre manufacturers:

Major tyre manufacturing companies alone have committed investments around \$5

billion in Tamil Nadu of which 90% is in this corridor. A number of tyre manufacturing companies have set up factories in this corridor and are as follows.

Company	Plant Locations	Investments (crores of INR)
Apollo Tyres	Oragadam	2100
JK Tyres	Sriperumbudur	1000
Michelin	Thervaikandikai	11000 (4000 Phase 1 till 2016)
MRF	Arakkonam, Tiruvottiyur (2 plants)	1400

REVIEW OF LITERATURE

Erik Erikson's Psychosocial (Life Stages)^[1] Theory is very helpful in understanding how employees training and development needs change according to age and stage of life. These generational aspects are increasingly important in meeting people's needs (now firmly a legal requirement within age discrimination law) and also in making the most of what different age groups can offer work and organisations. Erikson's theory is helpful particularly when considering broader personal development needs and possibilities outside of the obvious job-related skills and knowledge. Multiple Intelligence theory (section includes free self-tests) is extremely relevant to training and learning. This model helps address natural abilities and individual potential which can be hidden or suppressed in many people (often by employers). Learning Styles theory is extremely relevant to training and teaching, and features in Kolb's model, and in the VAK learning styles model (also including a free self-test tool). Learning Styles theory also relates to methods of assessment and evaluation, in which inappropriate testing can severely skew results. Testing, as well as delivery, must take account of people's learning styles, for example some people find it very difficult to prove their competence in a written test, but can show remarkable competence when asked to give a physical demonstration. Text-based evaluation tools are not the best way to assess everybody.

The Conscious Competence learning stages theory is also a helpful perspective for learners and teachers. The model helps explain the process of learning to trainers and to learners, and is also helps to refine judgments about competence, since competence is rarely a simple question of 'can or cannot'. The Conscious Competence model particularly provides encouragement to teachers and learners when feelings of frustration arise due to apparent lack of progress. Progress is not always easy to see, but can often be happening nevertheless.

European Vocational Education and Training: A Prerequisite for Mobility, Felix Rauner,^[2] Journal of European Industrial Training, 2013 has demonstrate that the internationalization of nearly all spheres of society and the process of European integration will be leading to the development of a European vocational education and training (VET) architecture. Design/methodology/approach – The analysis of the “Copenhagen process” is based on the EU documents on the realization of a European Qualifications Framework and a credit transfer system. The result of the study shows that the strategy adopted by the European Union for the establishment of a European area of vocational education is confronted with a dilemma. The European Qualifications Framework is highly abstract since any reference to real educational programmes and qualifications and any concrete provision for the transition and for the transferability between educational levels and was avoided in order to adhere to the

anti-harmonization clause. The result is an abstract, one-dimensional qualifications framework that lacks any reference to existing VET systems and that contradicts all scientific insights from VET research and knowledge research.

Practical implications for VET policy are far-reaching. A European area of vocational education can be established only on the basis of European open core occupations and an open VET architecture, which ensures that vocational education becomes an integral part of national educational systems. The qualification of employees for the intermediary sector can be realized only as a European project.

Mapping The Context And Practices Of Training, Development And HRD In European Call Centres^[3], Thomas N. Garavan, Jhon P. Wilson, Christine Cross, Ronan Carbery, *Journal of European Industrial Training*, 2011, is utilizing data from 18 in-depth case studies, this study seeks to explore training, development and human resource development (HRD) practices in European call centers. It aims to argue that the complexity and diversity of training, development and HRD practices is best understood by studying the multilayered contexts within which call centers operate. Call centers operate as open systems and training, development and HRD practices are influenced by environmental, strategic, organizational and temporal conditions. Design/methodology/approach: The study utilized a range of research methods, including in-depth interviews with

multiple stakeholders, documentary analysis and observation. The study was conducted over a two-year period. The results indicate that normative models of HRD are not particularly valuable and that training, development and HRD in call centers is emergent and highly complex. This study represents one of the first studies to investigate training and development and HRD practices and systems in European call centers.

Affective predictors of the effectiveness of training moderated by the cognitive complexity of expected competencies^[4], Ronaldo Pilati and Jairo Eduardo Borges-Andrade, 2015, has conducted a research in training, development and education (TD&E) in organizations has produced important results in the last two decades. Evaluation of TD&E has been a special focus of this research, which has resulted in the production of relevant predictive models. The present study has the aim of testing a model of effectiveness of training on work, with the trainee's motivation and satisfaction with training as the antecedent variables and the type of training as a moderator variable. Data collection with 600 participants in a Brazilian bank was conducted with measurement scales before training, at its end and three months later. The data were analyzed through structural equation modeling. The results indicate that the motivation of the trainee and satisfaction with training are predictors of its effectiveness on work and that the type of training affects this predictive relationship. The key feature of the type of training was



the cognitive complexity of expected competencies.

How To Measure Management Training and Development Effectiveness^[5], Garrett J. Endres, Brian H. Klieiner, Journal of European Industrial Training, 2015, MCB UP Ltd. Successfully measuring effectiveness in management training and development can be a difficult task. Design of a valid measurement programme should include evaluation in key areas; including

emotional reaction and knowledge gain measured after training interventions. Behavioral change and organizational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development programme. Finally, research shows that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development

CONCEPTUAL FRAMEWORK

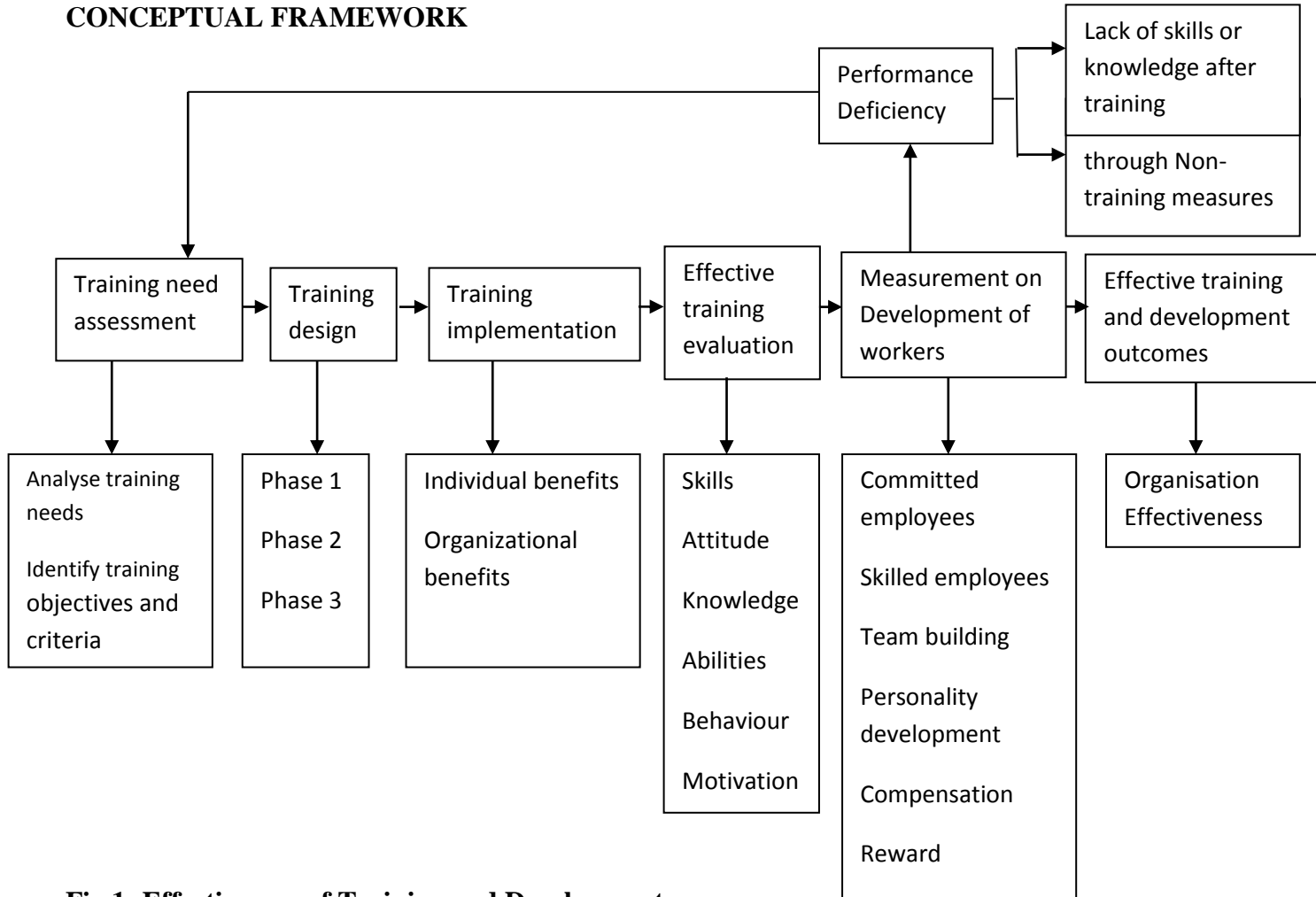


Fig 1: Effectiveness of Training and Development

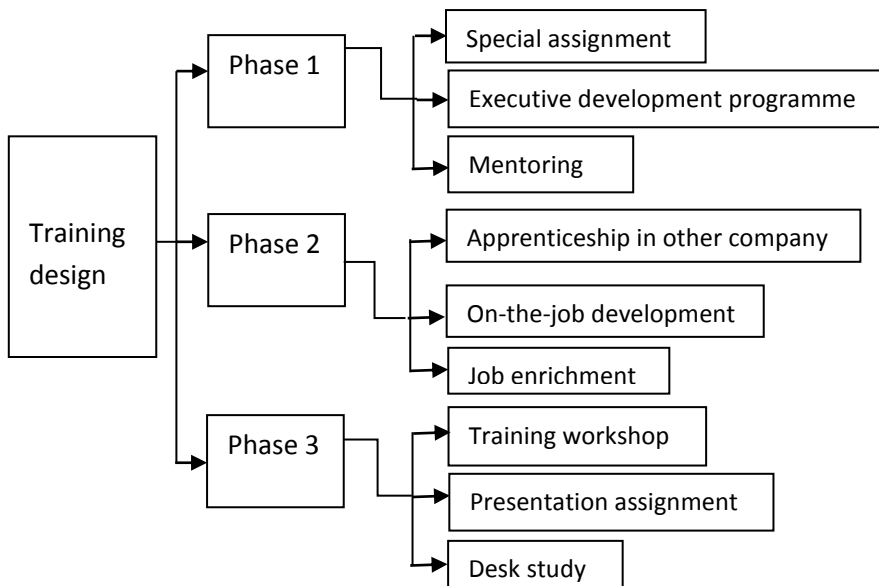


Fig 2: Training Design

RESEARCH QUESTIONS

For effective training and development evaluation, the principal questions should be:

1. To what extent were the identified training needs objectives achieved by the programme?
2. To what extent were the development objectives achieved?
3. What specifically did the employers learn or be usefully reminded of?
4. What commitment have the employers made about after training period they are going to implement on their return to work?

And back at work to verify the change in development,

1. How successful were the trainees in implementing their action plans?
2. To what extent were they supported after the training period?
3. To what extent the development of an employee has been identified?

Organizations commonly fail to perform these evaluation processes, especially where:

1. The HR department and trainers, do not have sufficient time to do so, and/or
2. The HR department does not have sufficient resources - people and money - to do so.

Obviously the evaluation method must be cut according to available resources (and the culture atmosphere), which tend to vary substantially from one organization to another. The fact remains that good methodical evaluation produces a good reliable data; conversely, where little evaluation is performed, little is ever known about the effectiveness of the training.

RESEARCH METHODOLOGY

Research is a systematic method of finding solutions to problems. It is essentially an investigation, a recording and an analysis of evidence for the purpose of gaining knowledge. According to Clifford woody, “research comprises of defining and redefining problem, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, reaching conclusions, testing conclusions to determine whether they fit the formulated hypothesis”

Sampling Design

A sample design is a finite plan for obtaining a sample from a given population. Convenience sampling is used for this study.

Universe

The universe chooses for the research study is the workers of automobile industry with reference to Chennai city.

Sample Size

Number of the sampling units selected from the population is called the size of the sample. Sample of 456 respondents were obtained from the population.

Sampling Procedure

The procedure adopted in the present study is probability sampling, which is also known as chance sampling. Under this sampling design, every item of the frame has an equal chance of inclusion in the sample.

Methods of Data Collection

The data's were collected through Primary and secondary sources.

Primary Sources: Primary data are in the form of "raw material" to which statistical methods are applied for the purpose of analysis and interpretations. The primary sources are discussion with employees, data's collected through questionnaire.

Secondary Sources: Secondary data's are in the form of finished products as they have already been treated statistically in some form or other. The secondary data mainly consists of data and information collected from records, company websites and also discussion with the management of the organization. Secondary data was also collected from journals, magazines and books.

Nature of Research

Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Descriptive

research answers the questions who, what, where, when and how.

Although the data description is factual, accurate and systematic, the research cannot describe what caused a situation. Thus, descriptive research cannot be used to create a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity.

Questionnaire

A well defined questionnaire that is used effectively can gather information on both overall performance of the test system as well as information on specific components of the system. A defeated questionnaire was carefully prepared and specially numbered. The questions were arranged in proper order, in accordance with the relevance.

Nature of Questions Asked.

The questionnaire consists of open ended, dichotomous, rating and ranking questions.

Pre-testing

A pre-testing of questionnaire was conducted with 10 questionnaires, which were distributed and all of them were collected back as completed questionnaire. On the basis of doubts raised by the respondents the questionnaire was redesigned to its present form.

Sample

A finite subset of population, selected from it with the objective of investigating its properties called a sample. A sample is a representative part of the population. A sample of 456 respondents in total has been randomly selected. The response to various elements under each questions were totaled for the purpose of various statistical testing.

Variables of the Study

The direct variable of the research is the training needs and evaluation after training

Indirect variables are the incentives, interpersonal relations, career development opportunities and performance appraisal system.

Presentation of Data

The data are presented through charts and tables.

Data Analysis

Data analysis is conducted using SPSS V-15. Sample means, standard deviation and N are presented in the analysis chapter for all the variables of the study. The data are screened in order to obtain the variance between various consumer behavioural aspects. One way analysis of variance, Karl Pearson's co-efficient of correlation, percentage analysis are discussed here.

Tools and Techniques for Analysis

Chi-Square is used to test the hypothesis and draw inferences.

T-Test

t-tests are used in situations where the research wants to compare two statistics. The basic utility of a t-test is that it produces a straight forward easy to interpret results of significance. In this thesis, two tailed t-tests are used after all other analysis is completed only to note the differences of assumed mean and computed mean directly. The basic assumptions for t-tests are one random sampling, independent, measurements, normal distribution and equal variance (Jowncend, 2002). The t-test are further strengthened by the use of the Bonferroni correction test which uses t-tests to perform pair-wise comparison between group means. It controls overall error rate by setting the error rate for each test, to the experiment-wise error rate divided by the total number of tests. Hence, the observed significance level is adjusted and the multiple comparisons are being made (SPSS In. 2001).

Non-Parametric Chi-square Analysis

Chi-square association test is a non-parametric test useful to establish an

association between two categorical variables. The frequency dumping in each cell of the cross tabs allows identification of the association between two types

heterogeneous groups and also the nature of cases in that particular cell. It also exhibits linear by linear relationship, and crammer's phi-statistics to study the relationship.

Tabulation:

Table 1: Training awareness in automobile industry

Automobile industries		Frequency	Percent	Valid Percent	Cumulative Percent
1.	Hyundai	176	38.6	38.6	38.6
2.	Ford	45	9.9	9.9	48.5
3.	Royal Enfield	149	32.7	32.7	81.1
4.	Renault	10	2.2	2.2	83.3
5.	Apollo tyres	25	5.5	5.5	88.8
6.	JK tyres	41	9.0	9.0	97.8
7.	Michelin	10	2.2	2.2	100.0
	Total	456	100.0	100.0	

The percentage analysis revealed that Hyundai have 38.6 percent plays highest role towards training awareness followed by 32.7 percent obtain their awareness in Royal Enfield. Only 9.9 percent possessed their

awareness on training in Ford. The remaining 18.8 percent of workers are influenced by the various automobile industries.

Table 2: Training design specification

Training design	Frequency	Percentage
Special assignment	23	5.043
Executive development programme	59	12.938

Mentoring	39	8.552
Apprenticeship in other company	108	23.684
On-the-job training	56	12.28
Job enrichment	32	7.017
Training workshop	78	17.105
Presentation workshop	40	8.771
Desk study	21	4.605
Total	456	100.00

From the above table it is identified that apprenticeship is the powerful training design to create more awareness among the workers of automobile industries in Chennai city. It is found 17.105 percent of workers are influenced by Training workshop followed by executive development

programme and on-the-job training (12 percent) and mentoring & presentation workshop (8 percent) are considered as significant training design. A minimum of other types of training design in combination 17 percent of workers specifically knows about the design.

Table 3: One-Sample Statistics for measuring development of workers after training

Automobile industries	N	Mean	Std. Deviation	Std. Error Mean
Hyundai	456	2.7478	.93761	.04391
Ford	456	2.7303	.91366	.04279
Royal Enfield	456	3.6096	.98841	.04629
Renault	456	3.0000	1.02496	.04800
Apollo tyres	456	3.4868	.99440	.04657
JK tyres	456	2.9101	1.09275	.05117
MRF tyres	456	3.0548	1.15752	.05421
Michelin	456	2.3947	1.12411	.05264
Others	456	3.9912	1.00544	.04708

Table 4: One Sample Test for development measures towards workers after training

Test Value = 3						
Automobile industries	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	Lower	Upper	Lower	Upper	Lower	Upper
Hyundai	-5.744	456	.000	-.25219	-.3385	-.1659
Ford	-6.304	456	.000	-.26974	-.3538	-.1857
Royal Enfield	13.171	456	.000	.60965	.5187	.7006
Renault	.000	456	1.000	.00000	-.0943	.0943
Apollo tyres	10.455	456	.000	.48684	.3953	.5784
JK tyres	-1.757	456	.080	-.08991	-.1905	.0107
MRF tyres	1.011	456	.312	.05482	-.0517	.1613
Michelin	-11.498	456	.000	-.60526	-.7087	-.5018

From the above parametric table, the mean values indicate Hyundai (mean = 2.75), Ford (mean = 2.73), JK Tyres (mean = 2.91) and Michelin (mean = 2.39) are less than 3. Similarly the mean values of Royal Enfield (mean = 3.61), Renault (mean = 3.00), Apollo (mean = 3.49), MRF Tyres (mean = 3.05) and others (mean = 3.99) are greater than 3. But the negative t-values of Hyundai (t = -5.744), JK Tyres (t = -1.757). This indicates that the automobile industries in Chennai city, the training programme are conducted regularly in industries like

Hyundai and JK Tyres, but moderate awareness on Ford. It is found workers have moderate awareness on training programmes conducted by Renault (t = 0.000) and MRF Tyres (t = 1.011). The parametric t-values indicate Royal Enfield (t = 13.171), Apollo Tyres (t = 10.455) are more popular in providing training programmes to the workers for their personal development and career development which possess high impact on training need. The research revealed that effective training has been provided to the workers in all aspects.

Table 5: Levels of training programme in periodical basis

Automobile industries	More than 5 years	1-5 years	Recently	Total
Hyundai	210(46.1)	84(18.4)	162(35.05)	456(100)
Ford	187(41.0)	112(24.6)	157(34.4)	456(100)
Royal Enfield	181(39.7)	148(32.5)	127(27.9)	456(100)
Renault	196(43)	137(30)	127(27)	456(100)
Apollo tyres	78(17.1)	152(33.3)	226(49.6)	456(100)
JK tyres	133(29.2)	144(31.6)	179(39.3)	456(100)
MRF tyres	29(6.4)	110(24.1)	317(69.5)	456(100)
Michelin	280(61.4)	72(15.8)	104(22.8)	456(100)

The percentages in the above table revealed that the training programme was conducted in periodical basis and the workers in automobile industry in Chennai city have conducted levels of training in continuous process i.e Michelin (61.4%) for more than 5 years followed by Hyundai (46.1%), Renault (43 percent) and Royal Enfield (39.7%) for more than 5 years. In the years interval 1-5 years Apollo tyres (33.3%) obtained by conducting many training programmes as per their requirement

followed by Royal Enfield (32.5%) and JK tyres (31.6%) among the workers in automobile industry in Chennai city. In recent years the percentage analysis ascertained that the workers are highly aware training programmes in MRF tyres (69.5%) followed by Apollo tyres (49.6%), JK tyres (39.3%) and Hyundai (35.05%). Therefore it is concluded that Michelin has conducted more training programmes to their workers for effective development in their career needs.

The frequency for the Levels of training programme in periodical basis and measuring the development of the workers after training are presented in the frequency table

Table 6: Levels of training to the workers and measuring the development of the workers after training

Automobile industries	Chi-square	Significance
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Hyundai	107.651	0.000
Ford	101.519	0.315
Royal Enfield	132.825	0.000
Renault	70.974	0.000
Apollo tyres	122.043	0.001
JK tyres	132.386	0.437
MRF tyres	70.261	0.490
Michelin	193.686	0.216

From the above table it is found that 249 (54.6%) workers possess very high development after training for more than 5 years in auto mobile industry. The chi-square value indicates 107.651 the significant level at 5 percent. Therefore, it can be concluded that the levels of training provided to the workers has improved the development in their skills, abilities, attitude, personality development and also in their career development. The analysis also revealed that the training conducted in automobile industry has created the awareness to the workers which is very well associated in the case of Ford (Chi-square = 101.519), Royal Enfield (Chi-square = 132.825) and Renault (Chi-square = 70.974). The Chi-square analysis of association also ascertained that JK Tyres (Chi-square = 132.386), MRF Tyres (Chi-square = 70.261), Michelin (chi-square = 193.686) and Apollo Tyres (Chi-

square = 122.043) awareness level of training are intimately associated with each other. This non-parametric approach profoundly concluded that the training provided to the workers has improved their development in all the aspects of automobile industry and proved that training programme is effectively done to improve their skills and abilities in their future career.

Findings

The percentage analysis revealed that Hyundai have 38.6 percent plays highest role towards training awareness followed by 32.7 percent obtain their awareness in Royal Enfield. Only 9.9 percent possessed their awareness on training in Ford. The remaining 18.8 percent of workers are influenced by the various automobile industries. The apprenticeship is the powerful training design to create more

awareness among the workers of automobile industries in Chennai city. It is found 17.105 percent of workers are influenced by Training workshop followed by executive development programme and on-the-job training (12 percent) and mentoring & presentation workshop (8 percent) are considered as significant training design. A minimum of other types of training design in combination 17 percent of workers specifically knows about the design.

The parametric t-values indicate Royal Enfield ($t = 13.171$), Apollo Tyres ($t = 10.455$) are more popular in providing training programmes to the workers for their personal development and career development which possess high impact on training need. The research revealed that effective training has been provided to the workers in all aspects. The training programme was conducted in periodical basis and the workers in automobile industry in Chennai city have conducted levels of training in continuous process i.e Michelin (61.4%) for more than 5 years followed by Hyundai (46.1%), Renault (43 percent) and Royal Enfield (39.7%) for more than 5 years. In the years interval 1-5 years Apollo tyres (33.3%) obtained by conducting many

training programmes as per their requirement followed by Royal Enfield (32.5%) and JK tyres (31.6%) among the workers in automobile industry in Chennai city. In recent years the percentage analysis ascertained that the workers are highly aware training programmes in MRF tyres (69.5%) followed by Apollo tyres (49.6%), JK tyres (39.3%) and Hyundai (35.05%). Therefore it is concluded that Michelin has conducted more training programmes to their workers for effective development in their career needs. It is found that 249 (54.6%) workers possess very high development after training for more than 5 years in auto mobile industry. The chi-square value indicates 107.651 the significant level at 5 percent. Therefore, it can be concluded that the levels of training provided to the workers has improved the development in their skills, abilities, attitude and personality development and also in their career development. The analysis also revealed that the training conducted in automobile industry has created the awareness to the workers which is very well associated in the case of Ford (Chi-square = 101.519), Royal Enfield (Chi-square = 132.825) and Renault (Chi-square = 70.974). The Chi-square analysis of association also ascertained that

JK Tyres (Chi-square = 132.386), MRF Tyres (Chi-square = 70.261), Michelin (chi-square = 193.686) and Apollo Tyres (Chi-square = 122.043) awareness level of training are intimately associated with each other. This non-parametric approach profoundly concluded that the training provided to the workers has improved their development in all the aspects of automobile industry and proved that training programme is effectively done to improve their skills and abilities in their future career.

Suggestions and Conclusion

Training is a key element for improved performance; it can increase the level of individual and organizational competency. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Training need is any shortfall in workers performance, or potential performance which can be remedied by appropriate training.

There are many ways of overcoming deficiencies in human performance at work, and training is one of them. Training enhances skills, competency, ability and

ultimately worker performance and productivity in organizations. It followed that organizational success relied on the skills and abilities of their employees, and this means that organizational success depends to an extent on considerable and continuous investment in training. This would ensure an adequate supply of staff that is technically and socially competent and capable of being developed into specialists for the relevant departments or management positions. In the organizations there is a continual need for the process of staff development, and training fulfils an important part of this process.

In other ways this research pointed out the negative reaction towards orientation training so this finding would help the management to address this low level of perceived orientation training opportunities for workers which may lead to high level of organizational outcome in automobile industries. This may also imply the government becomes so concerned about training and developing statisticians practitioners regularly and sufficiently due to their strategic national role toward political, socio-cultural, economic and political developments. Arguably, this may mean the

government increasing training and development budgetary allocations for statisticians due to their immense contributions to societal and national developments.

The findings may point to the importance of training and development efforts as an integral part of higher organizational performances. This may motivate training and development opportunities in the agencies which are under ministry of finance and any other agencies in general. Consequently, the findings from

This study might guide public sector HR practitioners in improving their training and development efforts by permeating them more fully with theoretical knowledge and empirical findings by focusing on the relationships between such training and development investments and organizational outcomes.

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