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**EFFECTIVENESS OF POST TRAINING WITH SPECIAL REFERENCE TO
ASHOK LEYLAND LTD CHENNAI**

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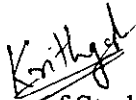
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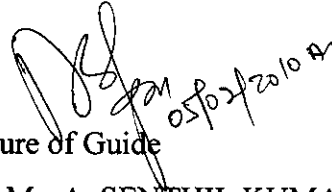


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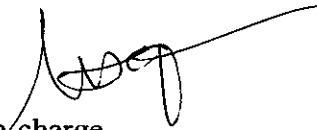
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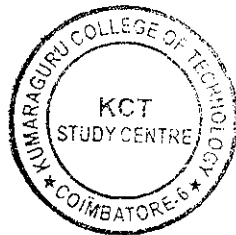
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(NADAR KRITIGA RAJASEKARAN)

ABSTRACT

The research title “Effectiveness of Post Training” has carried in Ashok Leyland LTD, Chennai.

Training is a process of learning a sequence of programmed behaviors. It is an application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviors. Trainees, after completing their training and reporting back to their Units, they should assess to what extent the training was useful to the day to day work in the field. The superiors/team leaders of the concerned Trainee should submit the Post Training Evaluation as to whether the training undergone by the employee has significantly improved the day-to-day working of the system. Thus the team leader or the superiors/team leaders should do the post training from the performance of the participant after attending the training programme.

The objective of the study is to know the satisfaction level of superiors /team leaders with the performance of their subordinates who has gained knowledge from the training objectives.

The respondents were the employees of the company. The sample consisted of 100 employees out of the total population. The data for the study was primary in nature.

The descriptive research design is used for the study. The sampling technique used is non-probability sampling method. This type of sampling is very convenient and is relatively inexpensive. The data is analyzed using percentage analysis, MSV method. The analysis reveals that the training program given to the workers were effective. It is clear that the management has provided proper training program, the trainees to the extent had learned new habits, refined skills and useful knowledge during the training periods.

Thus post training evaluation can help the organization by building good communication and relationship between the superior/team leader and their employees.

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CHAPTER 1 - INTRODUCTION

1.1. RESEARCH BACKGROUND

ASHOK LEYLAND – PROFILE

The origin of Ashok Leyland can be traced to the urge for self-reliance, felt by independent India. Pandit Jawaharlal Nehru, India's first Prime Minister persuaded Mr. Raghunandan Saran, an industrialist, to enter automotive manufacture. In 1948, Ashok Motors was set up in what was then Madras, for the assembly of Austin Cars. Since then Ashok Leyland has been a major presence in India's commercial vehicle industry with a tradition of technological leadership, achieved through tie-ups with international technology leaders and through vigorous in-house R&D. In 1987, the overseas holding by Land Rover Leyland International Holdings Limited (LRLIH) was taken over by a joint venture between the Hinduja Group, the Non-Resident Indian transnational group and IVECO. (Since July 2006, the Hinduja Group is 100% holder of LRLIH).

The blueprint prepared for the future reflected the global ambitions of the company, captured in four words: Global Standards, Global Markets. This was at a time when liberalization and globalization were not yet in the air. Ashok Leyland embarked on a major product and process upgradation to match world-class standards of technology. In the journey towards global standards of quality, Ashok Leyland reached a major milestone in 1993 when it became the **first in India's automobile history to win the ISO 9002 certification**. The more comprehensive ISO 9001 certification came in 1994, QS 9000 in 1998 and ISO 14001 certification for all vehicle manufacturing units in 2002. It has also become **the first Indian auto company to receive the latest ISO/TS 16949 Corporate Certification** (in July 2006) which is specific to the auto industry.

Green Mission

Driver Training Centre

Ashok Leyland's Namakkal Driver Training Centre near Salem in Tamil Nadu was started in 1995 "to ready a driver for life on the road and off the road". From the very beginning, the curriculum had included, besides functional subjects, health education including yoga and AIDS awareness (along with the education on the vehicle and traffic rules cum sessions on physical fitness, personality development and health risks like smoking. The drivers also attend awareness sessions on Sexually Transmitted Diseases [STDs] and AIDS.) Namakkal is virtually the heartland of trucking in South India. The Training Centre has integrated itself well with the community, the various fleet owners associations and local NGOs, which has enhanced its ability to create mass awareness about AIDS. Video cassettes, leaflets and booklets received from AIDS Control Society, supplement sessions on AIDS, which are part of the structured training programme. The Driver Training Centre at Namakkal is recognized as one of the best in the private sector.

Manufacturing Plants

Ashok Leyland has six manufacturing plants - the mother plant at Ennore near Chennai, two plants at Hosur (called Hosur I and Hosur II, along with a Press shop), the assembly plants at Alwar and Bhandara. The total covered space at these **six plants exceeds 450,000 sq m** and together employ over 11,500 personnel.

Ennore

Spread over 135 acres, Ashok Leyland Ennore is a highly integrated Mother Plant accounting for over 40% ALL production. The plant manufactures a wide range of vehicles and house production facilities for important aggregates such as Engines, Gear Box, Axles and other key in-house components.

HOSUR- UNIT 1

Established in 1980, Hosur-I is the engine-manufacturing center within the Ashok Leyland production system. Apart from producing various types of diesel engines (including the engines manufactured under license from Hino of Japan) and CNG engines, the plant also manufactures and assembles heavy duty and special vehicles, Axles, AGBs, Marine Gear Box, etc. The facility is spread over 103 acres and is innovatively laid out, optimizing the use of all resources.

Hosur unit 2

Ashok Leyland established this state-of-the-art production facility in 1994 at Hosur. Spread over 236 acres, Hosur II houses finishing and assembly facilities including sophisticated painting facilities.

Hosur unit 2A

Ashok Leyland's brand new Cab Panel Press Shop is an imposing addition to the industrial skyline of Hosur. At 800 m above sea level, it is also the tallest in the Hosur industrial belt. This state-of-the-art facility is housed in a 99-acre expanse with a built up area of over 15,000 sq.m. The Shop is equipped to stamp select panels for Cargo cab, G-45 and C-45 FES - totally, 55 panels and their variants.

Alwar

Established in 1982, the Alwar Unit in Rajasthan is an assembly plant for a wide range of vehicles with an emphasis on passenger chassis, including CNG buses, situated close to the northern market.

Bhandara

Ashok Leyland's Bhandara Unit houses manufacturing and assembly facilities for sophisticated synchromesh transmission and also has facilities for assembly of vehicles.

Innovations

Corporate Philosophy

We believe that our impressive strides in the marketplace stem in equal parts from our proactive approach and our customers' unstinting support, earned the only way we know: by giving our customers the most appropriate transport solutions for each of their applications, and by backing them up with consultancy, finance, driver training and a responsive after-market network. We are conscious of the fact that vehicles are more than just a means of transporting people and goods; we understand that they have a deep and far-reaching impact on society the national economy and the environment. We have, therefore, always endeavored to engineer products and systems that promote progress on all these fronts. We firmly believe that this honest approach will make the Ashok Leyland marquee the symbol of the very best in transportation, today and tomorrow.

The five AL values are:

- International
- Speedy
- Value creator
- Innovation
- Ethical

Corporate Governance

The Board of Directors and the Management of Ashok Leyland are committed to the enhancement of shareholder value.

- Through sound business decisions, prudent financial management and high standards of ethics throughout the organization
- By ensuring transparency and professionalism in all decisions and transactions and
- Achieving excellence in Corporate Governance by conforming to, and exceeding wherever possible, the prevalent mandatory guidelines on Corporate Governance and by regularly reviewing the Board processes and the Management systems for further improvement.

1.2. IDENTIFIED PROBLEM

The study would help in identifying the training need analysis, the motivation level of the trainees, and evaluating the accomplishment of objectives of the training programme undergone by trainees.

1.3. NEED FOR STUDY

Training is a vital element of human resource development in an organization. The effectiveness of an organization also depends upon the effectiveness of post training performance of the trainees. Hence assessing the post training effectiveness of is identified as a problem for the study.

1.4. OBJECTIVES & SCOPE

The “Effectiveness of Post Training” with special reference to Ashok Leyland Ltd was taken up with the following objectives.

PRIMARY OBJECTIVE:

- To know the satisfaction level of superiors /team leaders with the performance of their subordinates who had recently undergone training programme.

SECONDARY OBJECTIVES:

- To find out the effectiveness of training program.
- To know the level of knowledge gained and implemented out of training by the trainer

SCOPE OF THE STUDY

The main aim of the project was to study the Post Training evaluation in Ashok Leyland Ltd; the study focuses on the satisfaction and performance level of the superiors/ team

leaders about the trainee after attending the training program. It is the superior's/Team leader's opinion about the trainee and his performance level after the training.

To the Researcher

The study helps the researcher to have a practical exposure in the field of Human Resource Management. It enables the researcher to identify the factors, which help in training, and enables him to suggest various strategies to improve training techniques in the organizations.

To the Organization

The study will help the company to understand the present scenario in the organizations. It aims to analyze and understand the factors that need to be incorporated and improved in order to have effective Post Training Evaluation.

To the Respondents

The study will help the respondents i.e. the superiors/team leaders to disclose their opinions and views about the satisfaction and performance level of the trainee after attending the training program.

1.5 DELIVERABLES

- Effectiveness of Post Training program to supervisors.

CHAPTER 2 - LITERATURE SURVEY

2.1. REVIEW OF LITERATURE

Review of literature shows the previous studies carried out by the researchers in their fields. The previous studies are reviewed in order to gain an insight into the extent of research done on this topic. The study is done in the area of effectiveness of training so it focuses on satisfaction level of employees in the organization.

In my project “**Effectiveness of Post Training**” I have referred to **Donald L Kirkpatrick's training evaluation model**.

Donald L Kirkpatrick, Professor Emeritus, University Of Wisconsin (where he achieved his BBA, MBA and PhD), first published his ideas in 1959, in a series of articles in the US Training and Development Journal. The articles were subsequently included in Kirkpatrick's book *Evaluating Training Programs* (1975 and since revised), published by the American Society for Training and Development (ASTD), for whom Kirkpatrick previously served as president and with whom he maintained strong connections. Donald Kirkpatrick has written several other significant books about training and evaluation, more recently with his similarly inclined son James, and has consulted with some of the world's largest corporations.

Donald Kirkpatrick's 1975 book *Evaluating Training Programs* defined his originally published ideas of 1959, thereby further increasing awareness of them, so that his theory has now become arguably the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called '*Evaluating Training Programs: The Four Levels*'.

The four levels of Kirkpatrick's evaluation model essentially measure:

- Reaction of student - what they thought and felt about the training

- Learning - the resulting increase in knowledge or capability
- Behavior - extent of behavior and capability improvement and implementation/application
- Results - the effects on the business or environment resulting from the trainee's performance

All these measures are recommended for full and meaningful evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4.

Reaction: What is the participant's feedback on the training? This is typically measured through a survey and usually covers such items as program methodology, group and individual exercises, quality of materials and media, facilitator capabilities, facilities, etc.

Bradford S. Bell and J. Kevin Ford (2007)¹ in their study on “**Reactions to skill assessment: The forgotten factor in explaining motivation to learn**” presented the study and examined the effects of trainees' reactions to skill assessment on their motivation to learn. A model was developed that suggests that two dimensions of trainees' assessment reactions, distributive justice and utility, influence training motivation and overall training effectiveness. The model was tested using a sample of individuals (N = 113) enrolled in a truck driving training program. Results revealed that trainees who perceived higher levels of distributive justice and utility had higher motivation to learn. Training motivation was found to significantly predict several measures of training effectiveness. Trainees' performance on the pretraining assessment and trait goal orientation exhibited direct and interactive effects on their reactions to the skill assessment. Implications of these findings for future research on reactions to skill assessments are identified, along with the practical implications for the design and conduct of training needs assessment.

Learning: This is the process of collecting, analyzing and reporting information to assess how many the participants learned and applied in the learning in the learning environment.

Eddie W.L. Cheng, Danny C. K. Ho (2001)² in their study “**A review of transfer of training studies in the past decade**” highlights that the This article reviews some major studies that were conducted in the past decade (1989-1998) on the transfer of what employees learned from training programmes back to their jobs. A conceptual framework is developed for this article to better present the “popular” constructs that have been tested empirically. The achievement is twofold. First, this review paper highlights that some individual, motivational and environmental factors are related to transfer of training. Second, some directions for further studies have been suggested. For example, longitudinal study was highly recommended for measuring transfer outcomes. Some new individual (e.g. achievement striving), motivational (e.g. trainee-control-over-training) and environmental (e.g. transfer climate) constructs are recommended to be incorporated in newly created models. These models can then be examined using structural equation modeling. After extensive testing and refinement of these models, a set of critical constructs can be distilled. By that time, convergence of research efforts focusing on major themes can be achieved.

Result: This is the process of determining the impact of training organizational productivity, improved customer satisfaction and the organization’s strategic business plan. What is the change in business metrics attributable to training? What is the return on the training investment? (Typically calculated by dividing the net dollar value of the benefit by the cost of training)

Post Training Evaluation

Xinyuan Zhao, Anna S. Mattila, Li-Shan Eva Tao (1990)³ suggested “**The role of post-training self-efficacy in customers' use of self service technologies**” **Purpose** – The current study aims to investigate the role of post-training self-efficacy in influencing customer perceptions and usage of self-service technologies (SSTs). Specifically, the aim is to propose that high post-training self-efficacy will reduce technology anxiety and hence increase perceptions of ease of use associated with SSTs.

Design/methodology/approach – A self-checkout machine in a library setting served as the study context. A total of 131 subjects were randomly assigned to two training groups (written instructions and a demonstration).

Findings – The results partially support the research hypotheses and suggest that post-training self-efficacy has a positive impact on customer satisfaction and ease of use. Ease of use, in turn, increased customer intention to reuse SSTs while decreasing technology anxiety.

Research limitations/implications – The study has a relatively small sample size and only two training methods were tested. A control group should be included in future research.

Originality/value – As the first trial, the study investigated customers' post-training self-efficacy in SSTs by integrating training theories and SSTs studies. The results suggest service organizations use effective training programs to customers' participation in the service delivery process via SSTs. The study also explored customers' ease of use and technology anxiety in a single research. Different from previous SSTs studies, the current study suggest that ease of use and technology anxiety play various roles in customers' participation at SSTs encounters .

Michael J. Tews , J. Bruce Tracey(1992)⁴ studied “**An Empirical Examination of Post Training on – the-job supplements for enhancing the effectiveness of interpersonal skills training**” This study examined the impact of 2 post training on-the-job supplements to a training program focused on interpersonal skill development for newly hired managers—self-coaching and upward feedback. Utilizing a sample of 87 trainees from 75 units of a national restaurant chain, the impact of these supplements was assessed by examining post training performance across 4 training conditions in a quasi-experimental framework: (1) classroom training only, (2) classroom training with self-coaching, (3) classroom training with upward feedback, and (4) classroom training with

self-coaching and upward feedback. The results demonstrated that both supplements are useful extensions to formal classroom training for enhancing trainees' interpersonal performance. These findings are discussed along with directions for future training effectiveness research.

Yabome Gilpin-Jackson, Gervase R. Bushe (1996)⁵ said in an article “**Leadership development training transfer: a case study of post-training determinants**” **Purpose** – The purpose of this paper is to understand what contributes to transfer of soft-skill, leadership.

Design/methodology/approach – The paper presents a literature review resulted in five broad factors that may influence transfer of leadership training. These were used to guide a qualitative, descriptive study. Interviews were conducted with 18 participants of an extensive, soft skill oriented leadership development program, along with peer observers. Where possible, quantitative analyses are used to test and confirm qualitative findings.

Findings – The results showed substantial transfer of training and suggest that actual utilization of newly learned skills is influenced differently than judgments about the value of the training. The greatest inhibitor to transfer appeared to be fear of breaking cultural norms and the most important remedy, the number of other managers who receive the training. In particular, having one's boss take the same training was strongly associated with post-training utilization. Some kinds of social support, like encouragement and verbal praise, were associated with positive judgments of the training but not with utilization.

Research limitations/implications – As a descriptive case study, the study lacks a large sample and the kind of methodology that could prove the validity of the findings.

Practical implications – A number of implications for training managers wanting to ensure their leadership development programs have real impact are discussed. In particular, the study points to a need to plan for rapid diffusion of the training and for cultural change processes in parallel with leadership development courses.



Originality/value – The paper meets a need for empirical investigation of factors associated with transfer of soft skills into the workplace, as called for by researchers like Cheng and Ho. It identifies differences in what impacts judgments of value versus what actually impacts transfer. It also identifies how changing leadership behavior is as much a cultural intervention as a change in skill sets.

Susan E. Cromwell, Judith A. Kolb⁶, The Pennsylvania State University, University Park (2004) studied “**An examination of work-environment support factors affecting transfer of supervisory skills training to the workplace**” Organizations invest a significant amount of time and money on management and supervisory training programs. The intent of this study was to examine the relationship between four specific work-environment factors (organization support, supervisor support, peer support, and participation in a peer support network) and transfer of training at one-month, six-month, and one-year points following supervisory skills training. Quantitative and qualitative data were collected from both trainees and their direct supervisors. ANOVA results of aggregate data showed that trainees who reported receiving high levels of organization, supervisor, and peer support, and who also participated in a peer support network, reported higher levels of transfer of knowledge and skills. When data were segregated and examined according to length of time since trainees had completed training, findings were still significant for organization, supervisor, and peer support but only at the one-year point, not at one month or six months. Participation in a peer support network was not significant at any of the three points of time. In short-answer responses, trainees indicated that lack of time and lack of management support and buy-in were significant barriers to transfer. T-test results indicated that trainees and their supervisors did not differ in their perceptions of level of transfer of skills or amount of organizational or direct supervisor support received by the trainees.

Doo Hun Lim, Michael Lane Morris⁷, University of Tennessee, Knoxville (2006) studied “**Influence of trainee characteristics, instructional satisfaction, and**

organizational climate on perceived learning and training transfer” This study examines the effect of transfer variables on trainee characteristics, instructional satisfaction, and organizational factors of perceived learning and training transfer made by a group of trainees who attended a financial training program conducted for a Korean conglomerate. Data analyses revealed several variables in the three domains that significantly influenced the trainees' perceived learning and learning transfer immediately after and three months after the training. Discussions and implications for practice and future research are included.

Kevin Ford Miguel A. Quinones Douglas J. Sejo Joann Speer Sorra⁸, Michigan State University (2006) said **“Factors affecting the opportunity to perform trained tasks on the job”** One factor that can affect the transfer of technical skills to the job is the extent to which the trainee is given the opportunity to perform trained tasks on the job. The opportunity to perform trained tasks was conceptualized as consisting of three dimensions: breadth, activity level, and type of tasks performed. Graduates from an Air Force technical training program and their supervisors

(N= 180) responded to questionnaires measuring these three dimensions and various organizational, work context, and individual factors 4 months after the airmen had completed the training program. The results indicated that airmen obtained differential opportunities to perform trained tasks and that these differences were related to supervisory attitudes and workgroup support as well as the trainee's self-efficacy and cognitive ability. Implications for training research and practice are discussed.

HuczynskiJ. W. Lewis (2007)⁹ said **“An empirical study into the learning transfer process in management training”** Two management technique courses with very specific objectives were compared. Participants completed a series of pre-and post-course questionnaires to establish whether they intended to transfer their training to their work and whether they had in fact done so. A number of characteristics were found to distinguish the learning 'experimenters' from the 'non-experimenters'. More of the experimenters had attended the course on their own initiative, more of them believed the course would be beneficial to them on the job prior to attending it, and a greater

proportion had had pre-course discussions with their boss. It was found that transfer attempts were more likely to be successful and beneficial where the boss 'sponsored' the new idea. Organizational factors found to inhibit training transfer included 'overload of work', 'crisis work' and 'failure to convince older workers'. The main facilitating factors were related to the preparedness of the superior to listen to new ideas and allow experimentation with them. The management style and attitudes of the trainee's boss were found to be the single most important factor in management training transfer.

Noe, Raymond (1986)¹⁰ A presents “**Trainees' attributes and attitudes: Neglected influences on training effectiveness.**” Presents a model of motivational influence on training effectiveness, which is purported to describe the possible influences of trainees' attitudes toward their behavior, job, career, and work environment on learning, behavior change, and the attainment of desirable organizational outcomes. Motivational components of the model include locus of control, expectancies, career and job attitudes, reaction to skill assessment feedback, motivation to learn, motivation to transfer, and perceptions concerning the work environment/environmental favorability. It is noted that only the relationship between locus of control and the proposed antecedents of motivation to learn and the motivation-to-learning linkage have been investigated empirically. Validation of the model may have implications for the selection and development of trainees; self-assessment measures concerning career goals, interests, and skills may increase training effectiveness; and providing employees with information concerning the needs assessment technique may reduce suspicion, fear, and animosity toward training programs. It is concluded that research is needed to determine the importance of trainees' perceptions concerning work group support and situational resources for facilitating behavior change.

Tannenbaum S. I.; Mathieu J. E.; Salase. ; Cannon-Bowers J. A (2002)¹¹ developed **“Meeting trainees’ expectations : the influence of training fulfillment on the development of commitment, self-efficacy, and motivation”** The development of organizational commitment, academic self-efficacy, physical self-efficacy, and motivation was examined in a socialization-type training context with data collected from 666 military trainees. The hypotheses were that (a) training fulfillment, or the extent to which training meets or fulfills a trainee's expectations and desires, (b) trainee reactions, and (c) training performance would be related to the development of post training attitudes. Support was obtained for each hypothesis.

Jean(1989)¹² in his study on **“Evaluation on Training”** identifies that the training evaluation is always a challenging area especially when training a new recruiter because it is necessary to have clear understanding of their baseline before the training starts, otherwise one cannot be sure how far employees have progressed as a result of their participation in training. Therefore, return on investment works much better when a full training need analysis is undertaken at the beginning of the work.

Jack. J and Phillips(1997)¹³ in their study on **“Training Evaluation and Measurement Methods”** opines that training evaluation is a means by which participant’s team leader express their feedback regarding the effectiveness of training through a series of quantitative and qualitative survey question complete at the end of training programme.

2.2. RESEARCH GAP

A number of studies and research has been conducted regarding the post training and its effectiveness in this division. Also a number of studies have been made relating to the troubles faced by the Management and employees. Different studies have concentrated and analyzed on various problems like determining the acceptance level of the employees.

Such studies and researches imply that Post Training Evaluation evaluates whether the training undergone by the employee has significantly improved the day to day working of the system.

So far, the research has suggested that the management should consider the employee Satisfaction and also make them knowing the additional business and learn new technology. However, the existing literature does not have studies done for supervisors. This is considered as a research gap and the researcher intends to pursue a study to fill this gap.

CHAPTER 3 - METHODOLOGIES

3.1 TYPE OF PROJECT

The study has been conducted in the form of survey, so that the inputs can be received from the respondents. This study identifies the major factors for knowledge sharing and attempts to capture the areas of improvement if any so as to increase and fine-tune the benefits of implementing new ideas at right time.

3.2 TARGET RESPONDENTS

The target respondents are the Supervisors/Team leads of middle level employees of the organization.

3.3 ASSUMPTIONS, CONSTRAINTS AND LIMITATIONS

The study “Effectiveness Of Post training” is based on the opinion and data collected from the number of superiors/team leaders in every department of organization. The study is mainly focused on the opinion from the superiors/team leaders about the performance level of the trainee after the training program. The limitations that can be a restriction to the accuracy of the research findings are.

1. The study is conducted only for a short period of time.
2. The study is conducted only in Ashok Leyland Ltd Saidapet Chennai.
3. The study of post training is collected only from the superiors/team leaders and they are only limited no. of superiors/team leaders available at Ashok Leyland Ltd., Chennai.
4. The study is limited with certain statistical tools only.

3.4 RESEARCH APPROACH

Research can be defined as a systematic and scientific search for pertinent information. It is the manipulation of things, concept or symbols for the purpose of generalizing to extend or verify knowledge aids in construction of theory or in the practice of an art.

Research methodology is the method by which a research is conducted. It is a way to systematically solve a problem. In research methodology the researcher studies the various steps that are generally adopted in studying a research problem along with the logic behind them.

Research design

A research design is the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is the conceptual structure within which research is conducted it constitutes the blueprint for the collection, measurement and analysis of data.

Descriptive research design is used for this study where the pilot study was conducted among the employees and with that knowledge, questionnaires were given to the respondents. Research design includes:

- Formulating the objectives of the study.
- Designing the methods of data collection.
- Selecting the sample.
- Collecting the data.
- Processing and analyzing the data.
- Reporting the findings.

Sources of data

The task of data collection begins after a research problem has been defined and research design plan chalked out. The primary data are those, which are collected afresh and for the first time, and thus happen to be original in character. The secondary data are those

which have already existing collected data by some other else and which have already been passed through the statistical process.

Primary data

The data was collected using questionnaire on “Effectiveness of Post Training” from the employees.

Secondary data

Secondary sources of information are summaries of information gathered from primary sources. These include translations, summaries and review of research abstracts, guide books and other publications and so on.

Research instrument

The questionnaire is prepared with Multiple Five Point scale.

The questionnaire was administered in the following way:-

Scales	Scores
Excellent	5
Very Good	4
Good	3
Average	2
Below average	1

Sample design

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sampling design, which deals with the method of selecting items to be observed for the given study.

The researcher conducted field survey and used questionnaire as the instrument for collecting data.

Sampling unit

A decision has to be taken concerning a sampling unit before selecting sample. Employees of Ashok Leyland are taken as sampling unit as the study was conducted only at Ashok Leyland Ltd, Chennai.

Sample size

The size refers to the number of items or the units to be selected from the population or the universe to constitute a sample. The sample size must not be too large or too small it should be optimum. The sample size for the study includes 100 respondents.

Sampling procedure

The researcher must decide about the technique to be used in selecting the items for the sample. Convenient sampling method is used for the study.

3.5 DATA PROCESSING

The data thus gathered were appropriately summarized and analyzed using

Percentage Method

We analyses our data by using the Percentage method. This method helps in reducing number to a common base, which is turn helps in comparisons. The following formula is used to analysis the data.

$$\frac{\text{No. of Responses}}{\text{Total No. of Respondents}} \times 100$$

3.6 TOOLS FOR ANALYSIS:

➤ **Chi-Square Test**

The Chi-Square test is one of the simplest and most widely used non-parametric tests in statistical work. The quantity Chi-square describes the magnitude of the discrepancy between theory and observation. A chi-square test allows us to test whether the observed proportions for a categorical variable differ from hypothesized proportions. A chi-square test is used when you want to see if there is a relationship between two categorical variables.

➤ **Percentage**

Percentage analysis was mainly used by the research to analyze and interpret the data. The percentage refers to special kinds of ratio. Percentage is used in making comparison between two or more series of data.

➤ **Mean score Value**

The questionnaire is framed using five- point likert type scaling techniques. The responses to various statement are scored in such a way that responses indicative of excellent is given the highest score of 5 and very good is given the score of 4 and good is given the moderate score of 3, average is given the score of 2 and that with the below average is given the lowest score of 1.

TECHNIQUES USED FOR REPRESENTATION OF DATA

➤ **Bar charts:**

It is a Clustered column with 3 – D visual effect the bars are of same width and only the length varies.

➤ **Pie - chart graphs:**

Division of the whole or parts of the whole. It can lay out large portion first clockwise position. It is easy to group.

CHAPTER 4 – DATA ANALYSIS & INTERPRETATION

4.1. ANALYSIS AND INTERPRETATION

Analysis means the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis, particularly in case of survey or experimental data, involves estimating the values of unknown parameters of the population.

Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study. It is essential for the simple reason that the usefulness and utility of research finds lie in proper interpretation.

The data after collected has been processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a study and for ensuring that we have all the relevant data for making comparisons and analysis.

The real value of this research lies in its ability to arrive at central generalization. So the data collected for measuring the “**Post Training Evaluation**” in Ashok Leyland Pvt., Ltd., has been tabulated, analyzed interpreted and presented in this chapter.

The analysis is based on the following tools

- Percentage
- MSV

Percentage

Percentage analysis was mainly used by the research to analyze and interpret the data. The percentage refers to special kinds of ratio. Percentage is used in making comparison between two or more series of data.

Mean score Value

The questionnaire is framed using five- point likert type scaling techniques. The responses to various statement are scored in such a way that responses indicative of excellent is given the highest score of 5 and very good is given the score of 4 and good is

given the moderate score of 3, average is given the score of 2 and that with the below average is given the lowest score of 1.

1. Gender

Post Training Evaluation is done by the superiors/team leaders regarding the performance level of the employee after attending the training program. The superiors/ team leader includes both male and female. The table shows the gender of respondents.

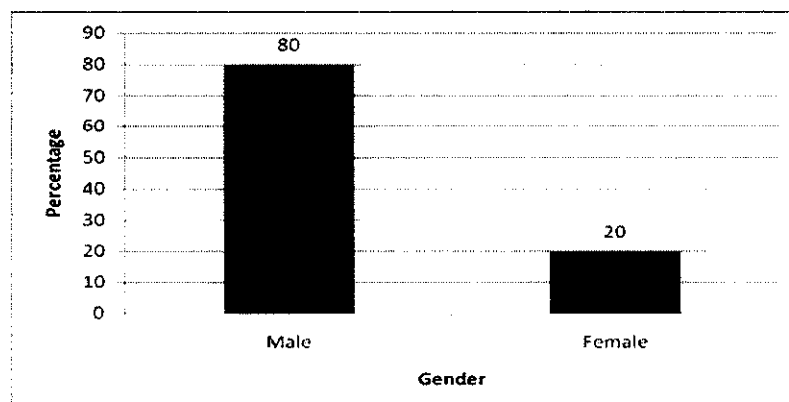
Table 1

Sex	No of Respondents	Percentage
Male	80	80
Female	20	20
Total	100	100

From the above table 80 percentage are male and remaining 20 percentage are female which shows the most of them are male who are employed as superiors/team leaders in Ashok Leyland Pvt., Ltd.

Chart -1

Gender



2. Experience and Responsibility

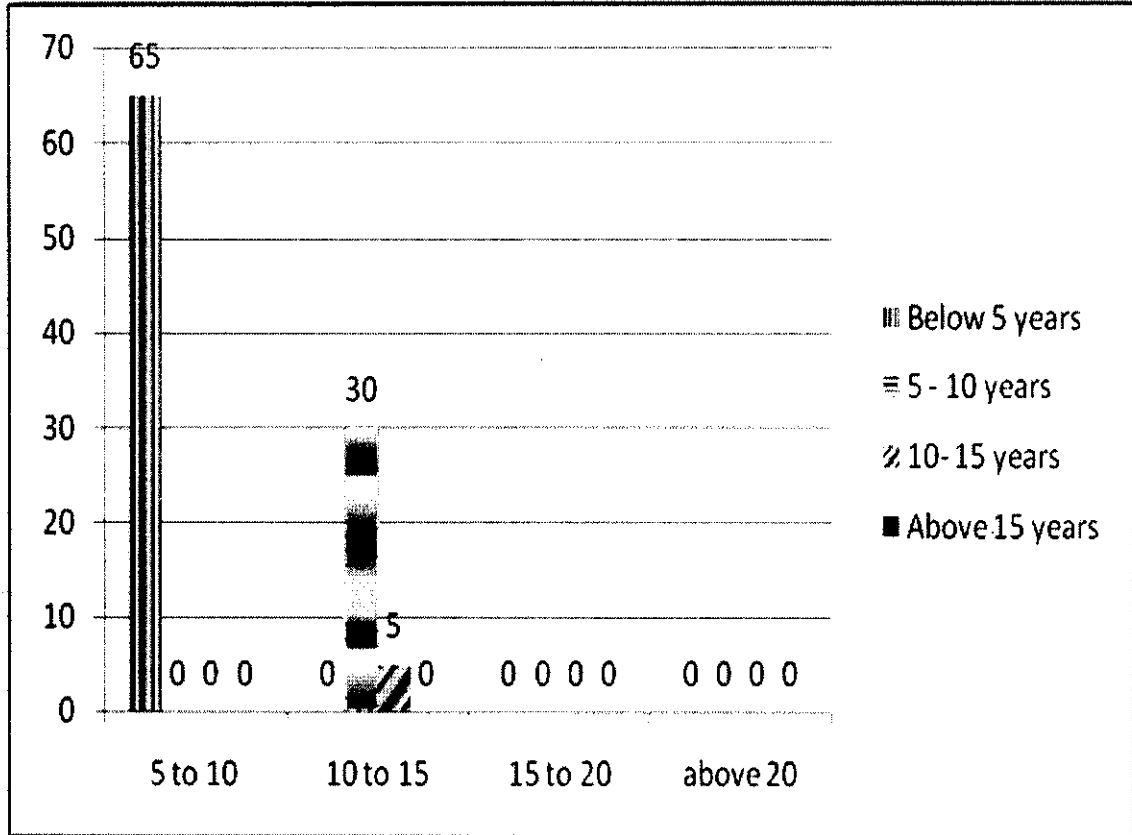
Experience of the respondents i.e. the superiors/team leaders experience is shown in this table. As to reach the level of superior/team leaders experience play an important role. Based on Experience people working under their responsibility are also found.

Table 2
Experience and Responsibility

Experience/responsibility	5-10 members	10-15 members	15-20 members	Total
Below 5 years	65	0	0	65
5 – 10 years	0	30	0	30
10 -15 years	0	5	0	5
Total	65	35	0	100

From the above table we infer that the superiors/team leader with high experience has high number of people under their responsibility. This is because experience employee will have more knowledge about the organization and also the technical knowledge, which could be shared with others.

Chart -2
Experience and Responsibility



3. Nature of the Program

Training program is of two types on the job training and off the job training. On the job training is to allow the person to learn the job by actually performing it and off the job. Training is allowing the person to learn rather than performing it.

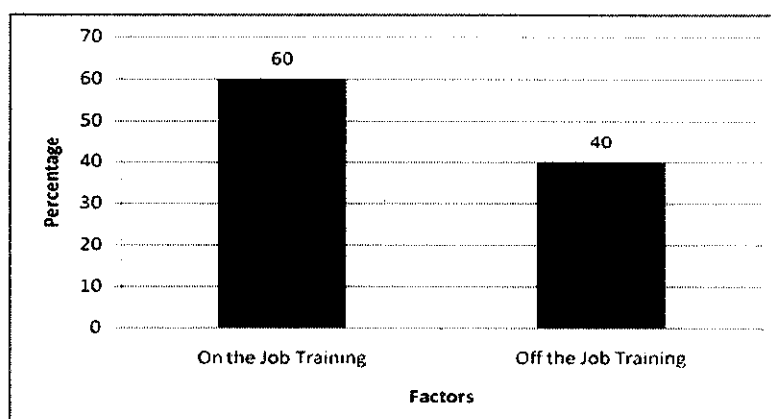
Table 3
Nature of the training program

Factors	No of Respondents	Percentage
On the Job Training	60	60
Off the Job Training	40	40
Total	100	100

From the above table is shows that 100 percentage of the program was on the job training and this show Ashok Leyland Pvt ., Ltd conduct all the programs in the working hours only.

Chart -3

Nature of the Program



4. Comfortableness of the training time

As there are two type of training program ie., on the job training and off the job training, the respondents were asked that the training program conducted was comfortable for their team members with the availability of the time schedule.

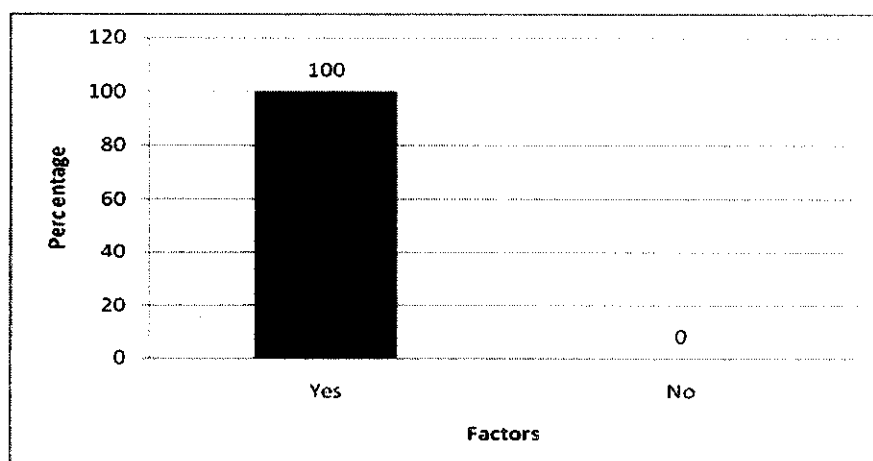
Table 4
Comfortableness of the training time

Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100

The above table shows that 100 percentage of the respondents have said that the program conducted were comfortable with the available time schedule.

Chart -4

Comfortableness of the training time



5. Schedule of the training program

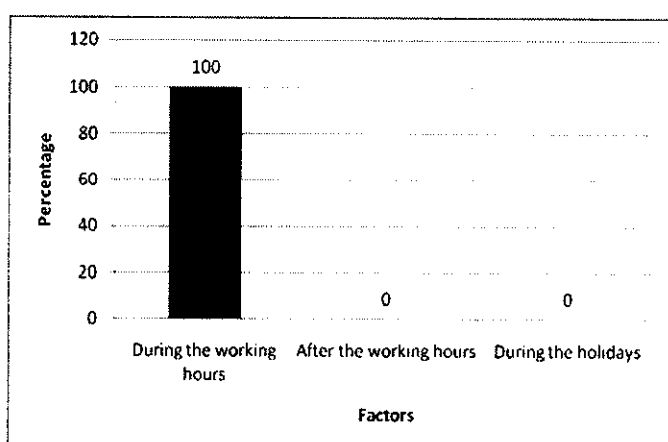
The schedule of the training program gives an idea on framing the time schedule for the employee which can be during the working hours. After the working hours or during holidays.

Table 5
Schedule of the training program

Factors	Number of Respondents	Percentage
During the working hours	100	100
After the working hours	0	0
During holidays	0	0
Total	100	100

From the above table 100 percentage of the respondents have said that the training program was conducted during the working hours and they felt comfortable with it.

Chart -5
Schedule of the training program



6. Identifying the resource for training

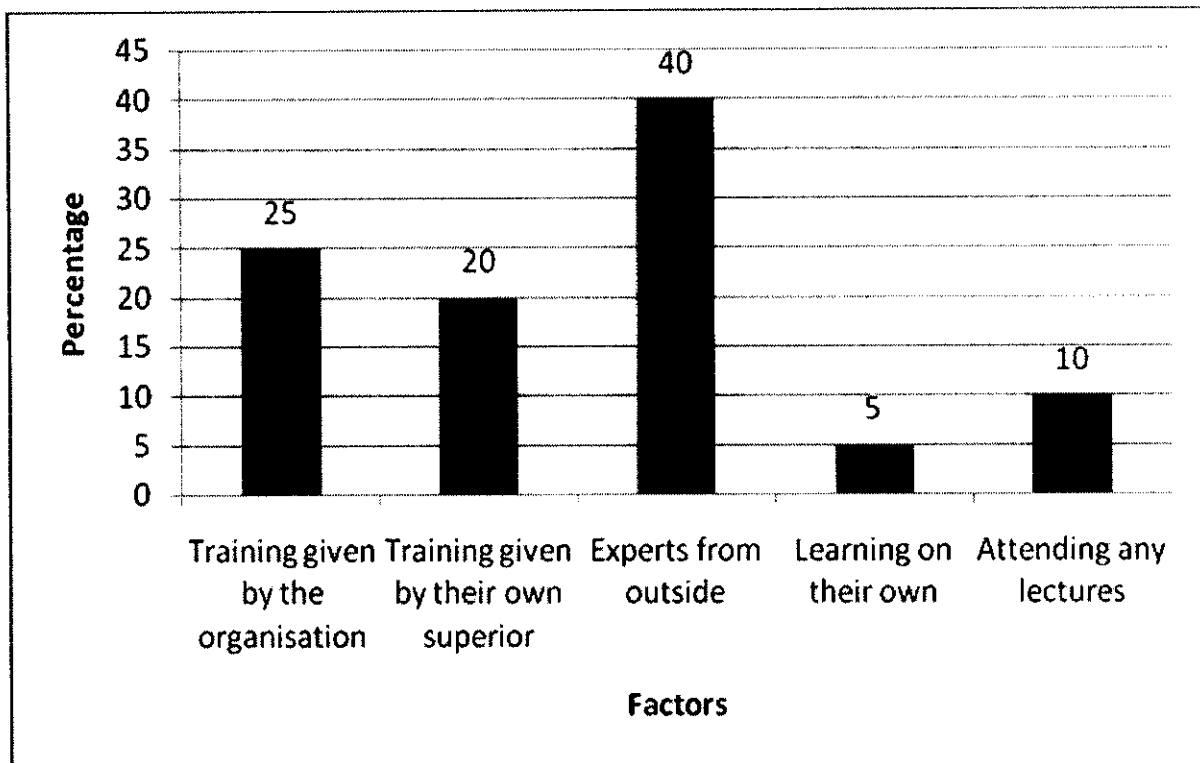
Training can be conducted by many people who are taken as the resource for training program. The employees find a particular mode as a comfortable resource for their training. The following factors show the various resources for training.

Table 6
Identifying the resource for training

Factors	Number of Respondents	Percentage
Training given by the organization	25	25
Training given by their own superior	20	20
Experts from outside	40	40
Learning on their own	5	5
Attending any lectures	10	10
Total	100	100

The above table indicates that 25 percentage of the trainee prefer training given by the organization, 20 percentage of the trainee prefer training given by their own superior, 40 percentage of the trainee prefer training given by the experts from outside, 5 percentage of the trainee prefer learning on their own and 10 percentage of the trainee prefer attending any lectures.

Chart -6
Identifying the resource for training



7. Application of Knowledge

Application of knowledge is the knowledge acquired by the trainee after attending the training program. This shows the effectiveness of the training program conducted. And through the level of application the trainee has incurred some knowledge from the training program conducted and to what extent the employee is applying his knowledge in work after attending the training program.

Table7
Application of Knowledge

Factors	Number of Respondents	Percentage
Excellent	15	15
Very Good	75	75
Good	10	10
Average	0	0
Below Average	0	0
Total	100	100

MSV	20.25
-----	-------

From the above table 15 percentage of the respondent's performance level after training was excellent, 75 percentage of the respondents performance level after training was very good, 10 percentage of the respondents performance level after training was good. And its Mean score value is 20.25

Chart -7
Application of Knowledge



8. Availability of course material

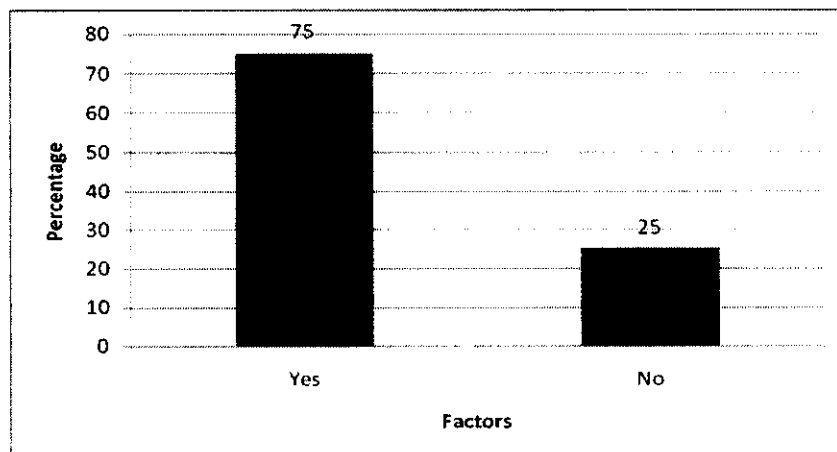
Study material plays a vital role to gain much more knowledge from the training program. Many training programs are conducted in an organization for trainees. But only a few training programs may provide course materials for the trainees who are attending the training. So the following factors shows the availability of course material provided

Table 8
Availability of course material

Factors	Number of Respondents	Percentage
Yes	75	75
No	25	25
Total	100	100

From the above table 75 percentage of the respondents says that they were provided with the course material during the training program and 25 percentage of the respondents says that they were not provided with study material. This shows that certain program they provide with course material and for certain program they do not provide any course material.

Chart -8
Availability of course material



9. Information through study material

Many training programs provided study materials and some training programs will not have a necessity to provide study material as it is technical programs. The weightage of the knowledge gained is based upon the training study materials. Thus the table shows the study material, which is provided by the organization during the training program.

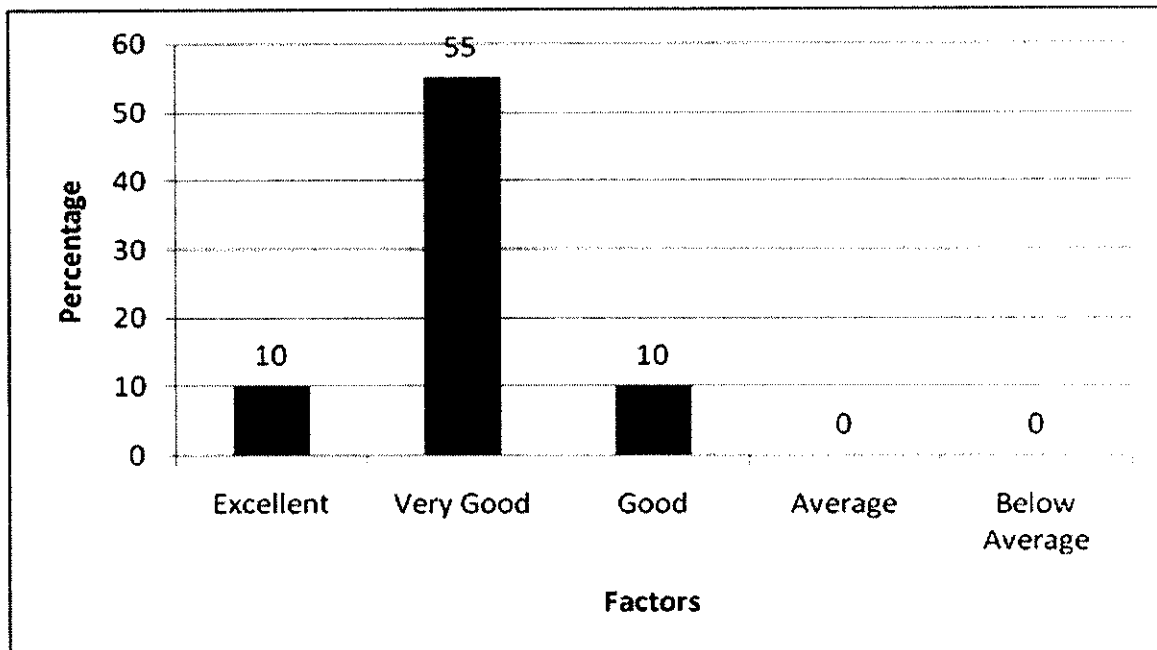
Table 9
Information through study material

Factors	Number of Respondents	Percentage
Excellent	10	10
Very Good	55	55
Good	10	10
Average	0	0
Below Average	0	0
Total	75	75

MSV	15
-----	----

From the above table , 10 percentage of the respondents say that the information provided by the study material is excellent, 55 percentage of the respondents say that the information provided by the study material is very good, 10 percentage of the respondents say that the information provided by the study material is good. And its Mean score value is 15.

Chart -9
Information through study material



10. Self study by staff members

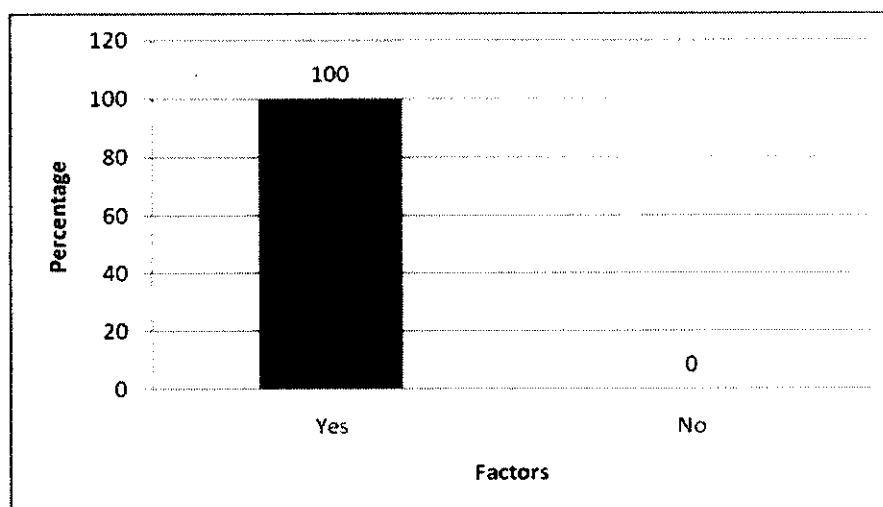
The superior/team leader expects their staffs to study on their own as a part of staff training. E.g. View assigned videotapes, read assigned materials. Instead of giving lectures for the above types of methods it leads to more practical knowledge.

Table 10
Self study by staff members

Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100

From the above table 100 percentage of the respondents say that the company allows the staff members to study on their own.

Chart -10
Self study by staff members



11. Inviting experts

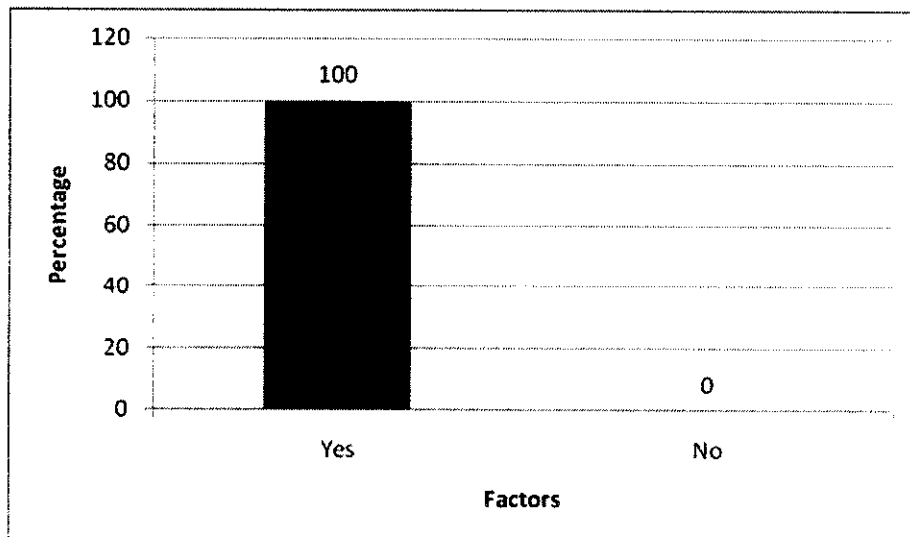
The superiors/team leaders will invite experts from outside to give training for their staff members on a particular topic as a part of staff training, other than training conducted by them in their organization. The outside experts are more specialized on their own topics so that they can share new ideas about the topic in more practical manner.

Table 11
Inviting experts

Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100

From the above table 100 percentage of the respondents say that the company invites the experts to meet with staffs.

Chart -11
Inviting experts



12. Training to staff by superiors/team leaders

The training given by the superior/team leaders is one of the factors that involve the training efficiency. So it depends on the superior/team leaders comfortableness to share the knowledge to the staff members it also includes mutual co-operation of the staff with the superior/team leaders.

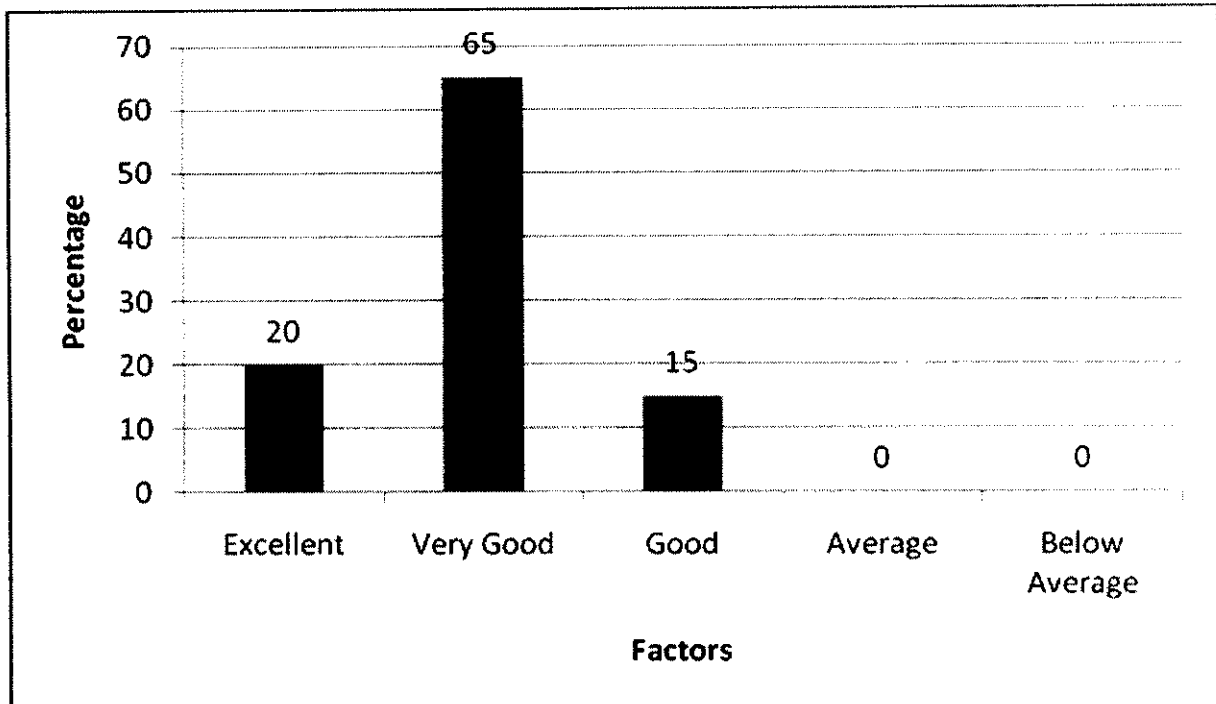
Table 12
Training to staff by superiors/team leaders

Factors	Number of Respondents	Percentage
Excellent	20	20
Very Good	65	65
Good	15	15
Average	0	0
Below Average	0	0
Total	100	100

MSV	16.5
-----	------

From the above table 20 percentage of the superiors/team leaders are comfortable in giving training to their staff, 65 of the superiors/team leaders show high interest, 15 percentage of the respondents show normal interest and comfortable in giving training to their staff. And their Mean score value is 16.5.

Chart -12
Training to staff by superiors/team leaders



13. Knowledge level of trainee before training

The level of knowledge that an employee possesses will determines the level of application of it, in to the work. So it is also an important factor to determine what kind of training to be provided to a certain kind of employees.

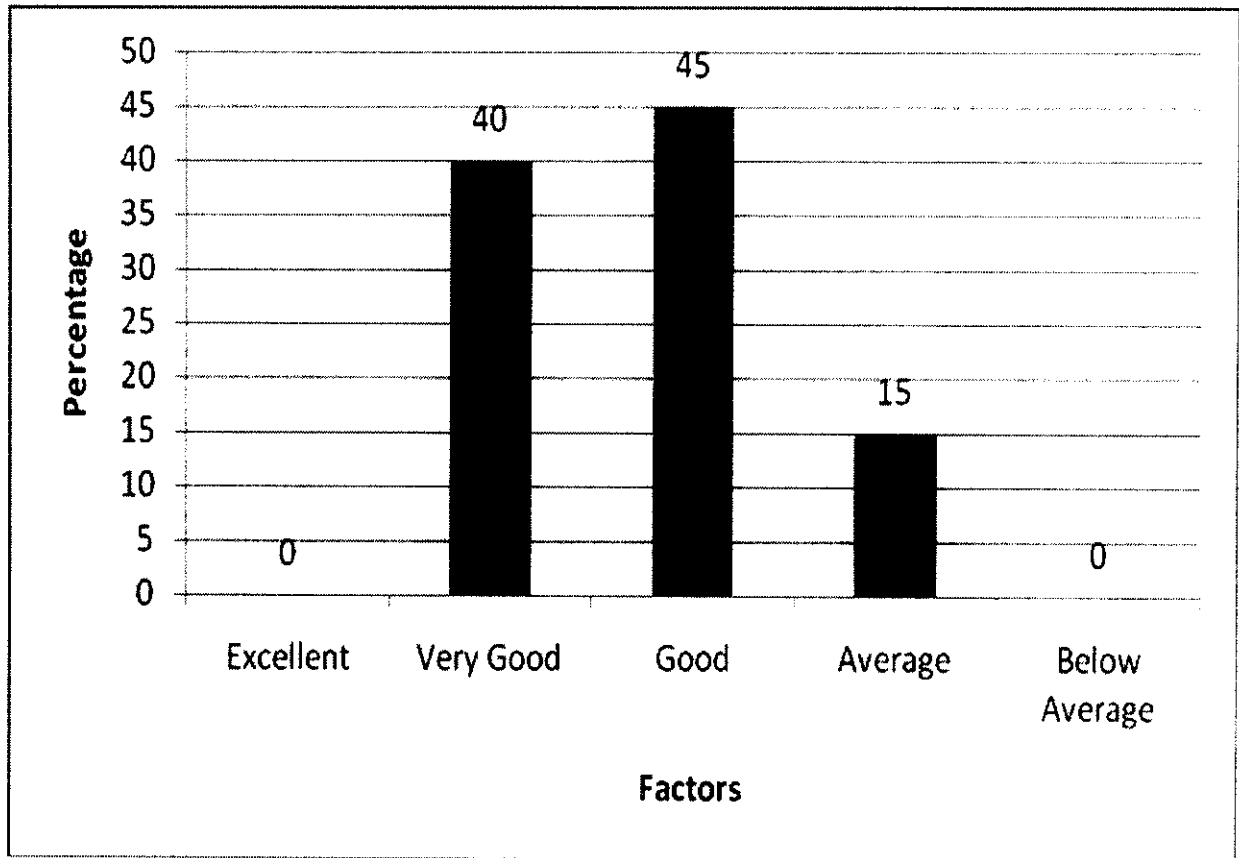
Table 13
Knowledge level of trainee before training

Factors	Number of Respondents	Percentage
Excellent	0	0
Very Good	40	40
Good	45	45
Average	15	15
Below Average	0	0
Total	100	100

MSV	16.25
-----	-------

From the above table 40 percentage of superior/team leaders say that the knowledge level of their trainee was very good, 45 percentage of superior/team leaders say that the knowledge level of their trainee was good, 15 percentage of superior/team leaders say that the knowledge level of their trainee was averagely good. And their Mean score value was 16.25

Chart -13
Knowledge level of trainee before training



14. Pre –Programming objective

Many of the trainees may lack in certain things while the employee is at work. So the superior/team leader has to find out in which area/factors the employee is lacking and the employee has to be trained. This is said to be the pre-program objective of the training program.

Table 14
Pre- Program objective

Factors	Number of Respondents	Percentage
Excellent	0	0
Very Good	25	25
Good	60	60
Average	15	15
Below Average	0	0
Total	100	100

MSV	15.5
-----	------

From the above table 25 percentage of the superior/team leaders say that the pre program objective of the trainee for the program was very good, 60 percentage of the superior/team leaders say that the pre program objective of the trainee for the program was good, 15 percentage of the superior/team leaders say that the pre program objective of the trainee for the program was average. And their Mean score value was 15.5

Chart -14
Pre –Programming objective



15. Discussion with the executives on the learning program

To evaluate the effectiveness of any program it is necessary that the executives have to report and discuss to his superior/team leader regarding the effective training conducted by the organization. Once the interaction happens it will help the management to bridge the gap between the expectations of the management with the actual.

Table 15

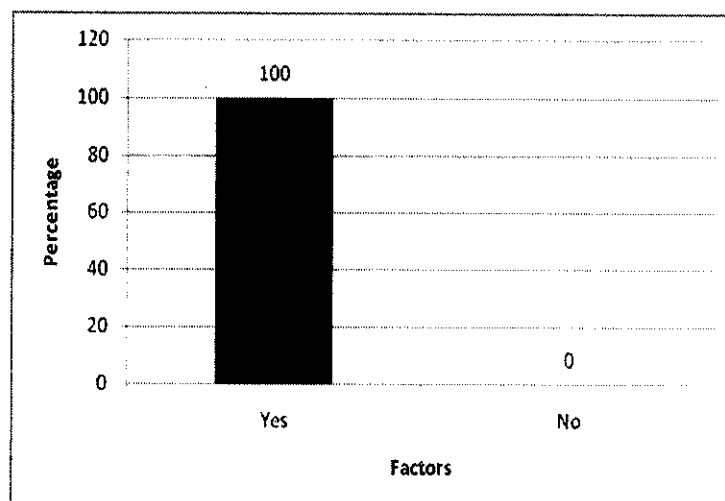
Discussion with the executives on the learning program

Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100

From the above table 100 percentages of the superiors/team leaders have said that they have discussed with the executives about the subsequent learning from the program.

Chart -15

Discussion with the executives on the learning program



16. Concept understanding by the trainees

From the extent of knowledge applied by the trainees after attending the training program and the discussion with the trainees about the superior/team leader may come to know the concepts explained by the trainer is clearly understood by the trainee.

Table 16
Concept understanding by the trainees

Factors	Number of Respondents	Percentage
Excellent	15	15
Very Good	65	65
Good	20	20
Average	0	0
Below Average	0	0
Total	100	100

MSV	15.5
-----	------

From the above table 15 percentage of the superior/team leaders have said that the trainee has excellently understood the concept explained by trainer, 65 percentage of the superior/team leaders have said that the trainee has understood the concept explained by trainer was very good, 20 percentage of the superior/team leaders have said that the trainee has understood the concept explained by trainer was good. And their Mean score value is 15.5.

Chart -16
Concept understanding by the trainees



17. Level of standard topics covered

There are several topics in which training are conducted inside the organization. As there are periodic training program it should be evaluated with standards that match to the organization and also to the employees who can take it and apply at the right time.

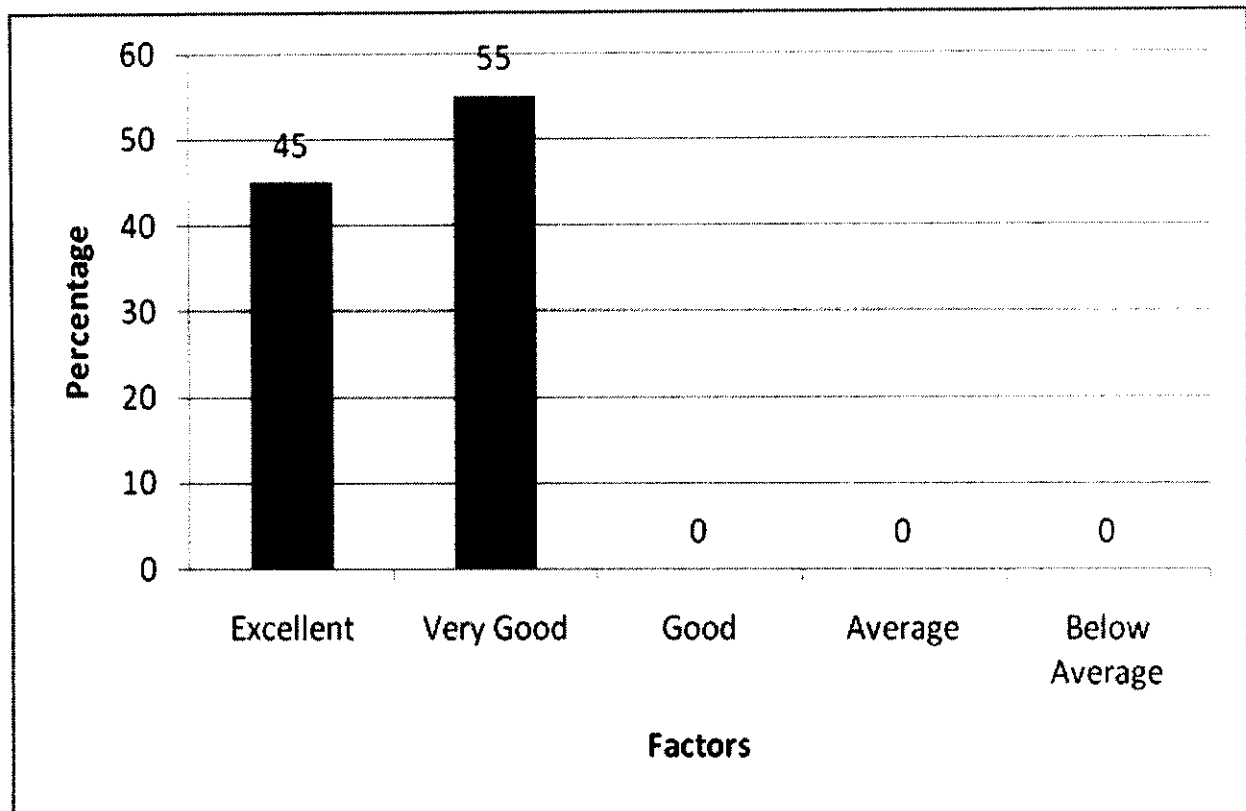
Table 17
Level of standard topics covered

Factors	Number of Respondents	Percentage
Excellent	45	45
Very Good	55	55
Good	0	0
Average	0	0
Below Average	0	0
Total	100	100

MSV	22.25
-----	-------

From the above table 45 percentage of the respondents have said that the topics covered in the training program were upto the standard was excellent, 55 percentage of the respondents have said that the topics covered in the training program were upto the standard was very good. And their Mean score value was 22.25.

Chart -17
Level of standard topics covered



18. Interaction between the trainee and the trainer

The trainee and the trainer are the two important people in a training program. In order to have an effective program the interaction and communication between the trainer and trainee should be proper to have effective training.

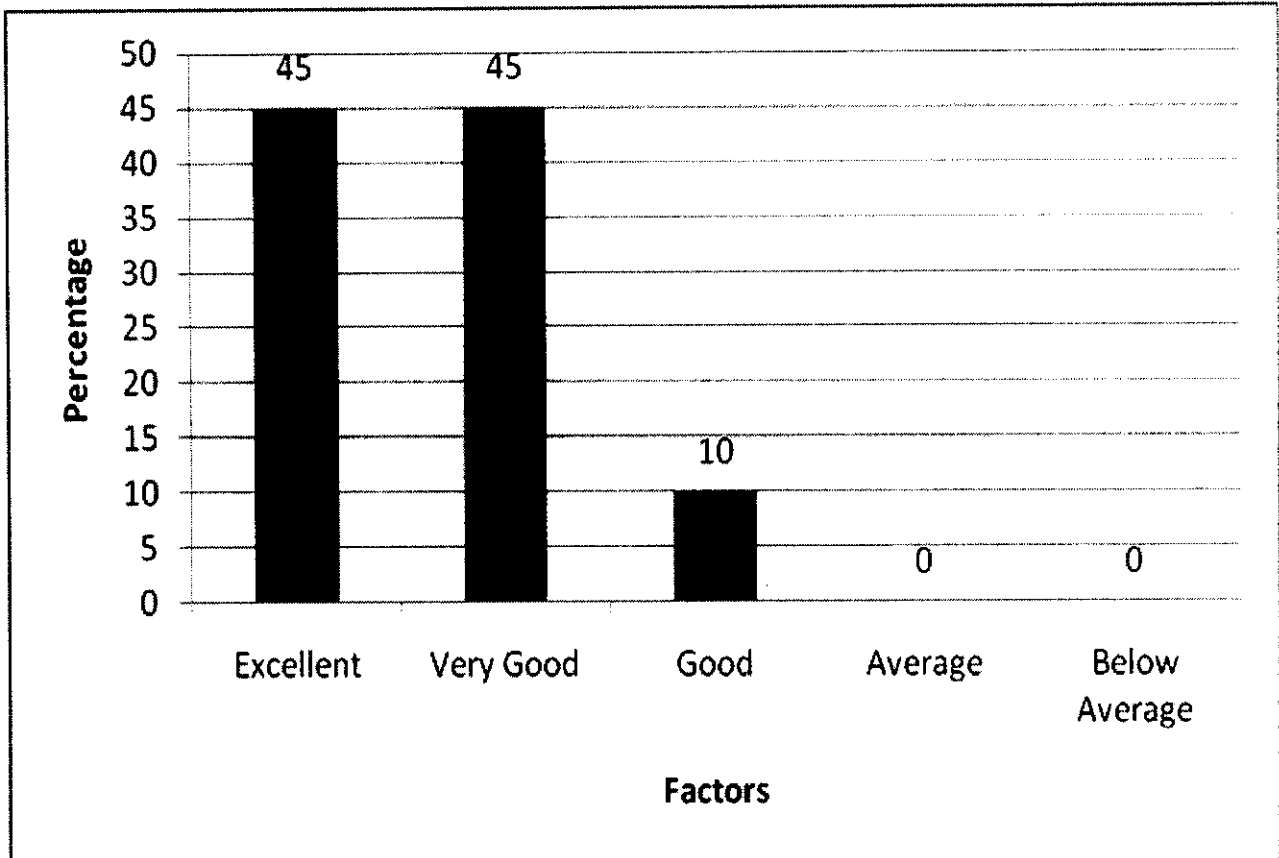
Table 18
Interaction between the trainee and the trainer

Factors	Number of Respondents	Percentage
Excellent	45	45
Very Good	45	45
Good	10	10
Average	0	0
Below Average	0	0
Total	100	100

MSV	21.75
-----	-------

From the above table 45 percentage of the respondents say the interaction level between the trainee and the trainer during the training program was excellent, 45 percentage of the respondents say the interaction level between the trainee and the trainer during the training program was very good, 10 percentage of the respondents say the interaction level between the trainee and the trainer during the training program was good. And their Mean score value was 21.75.

Chart -18
Interaction between the trainee and the trainer



19. Executives have shown job improvement after the acquired learning

Training focuses on improving the employee's worth to the job. The below table shows the executive's acceptance of their worth to the job.

Table 19

Executives have shown job improvement after the acquired learning

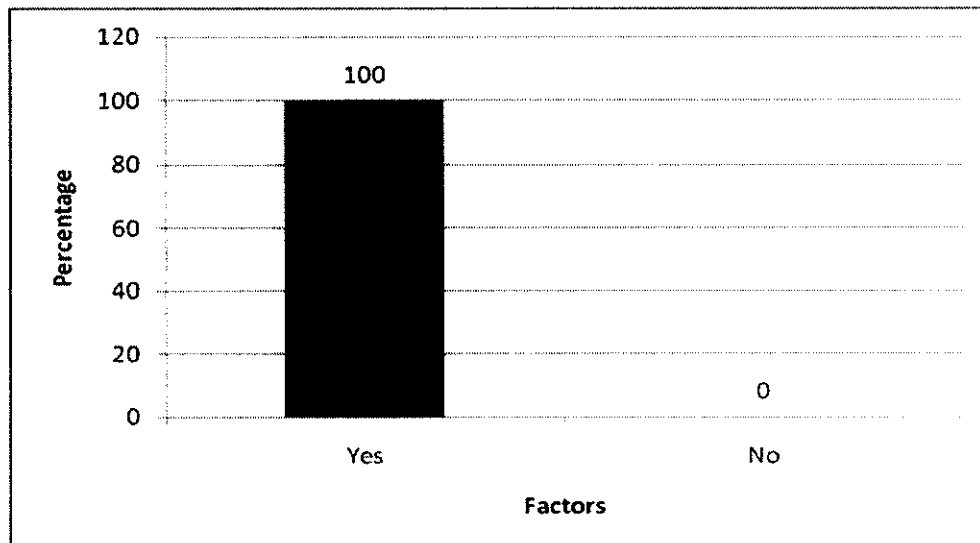
Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100



From the above table 100 percentage of the respondent have said the executives have shown Job improvement after acquired learning.

Chart -19

Executives have shown job improvement after the acquired learning



20. Performance level of the trainee after the training program

The training program conducted can be measured only with the performing of the training program. The performance level of trainee helps to know more about the training program and also the level of the trainee.

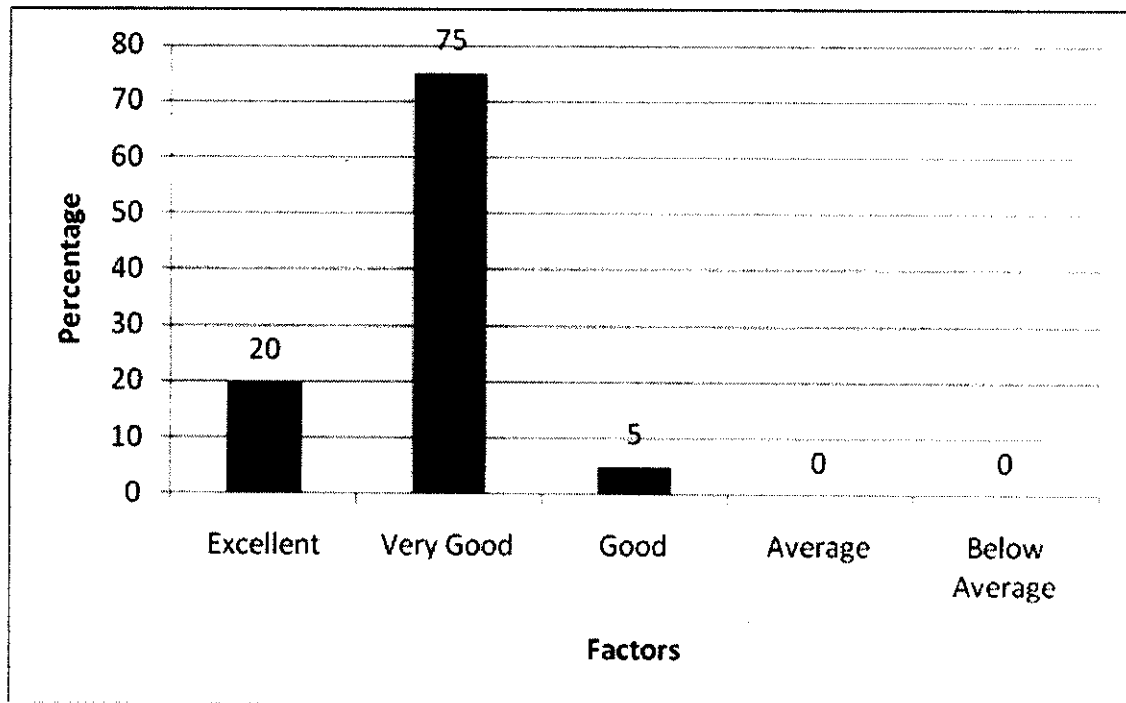
Table 20
Performance level of the trainee after the training program

Factors	Number of Respondents	Percentage
Excellent	20	20
Very Good	75	75
Good	5	5
Average	0	0
Below Average	0	0
Total	100	100

MSV	20.75
-----	-------

From the above table 20 percent of the superior/team leader have said that the performance level of the trainee after the training program was excellent, 75 percent of the superior/team leader have said that the performance level of the trainee after the training program was very good, 5 percent of the superior/team leader have said that the performance level of the trainee after the training program was good. And the Mean score value was 20.75.

Chart -20

Performance level of the trainee after the training program

21. Extent of application of learning at work

The full fruit ness of the training can be observed from the extent of application of the knowledge obtained from the training. The training is said to be fully satisfied when the employees put his full extent into the application of training program.

Table 21
Extent of application of learning work

Factors	Number of Respondents	Percentage
Excellent	0	0
Very Good	60	60
Good	40	40
Average	0	0
Below Average	0	0
Total	100	100

MSV	18
-----	----

From the above table 60 percent of the superiors/team leaders have said that the extent of application of learning at work was very good, 40 percent of the superiors/team leaders have said that the extent of application of learning at work was good. And the Mean score value was 18.

Chart -21
Extent of application of learning at work



22. Training enhancement

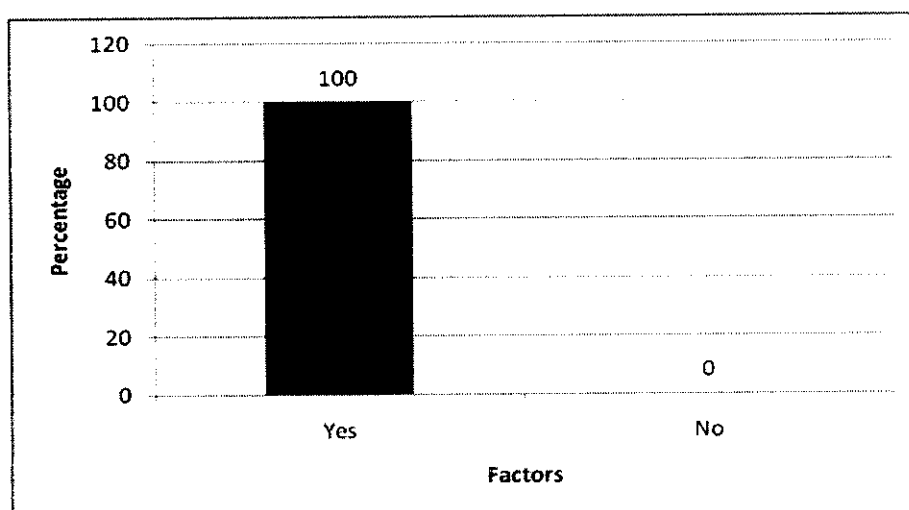
Training is provided to mould the employees to the organization's needs. Opinion of the respondents towards training may vary accordingly. The below table shows the opinion of the respondents towards training effectiveness.

Table 22
Training enhancement

Factors	Number of Respondents	Percentage
Yes	100	100
No	0	0
Total	100	100

From the above table 100 of the respondents have said that the training enhances the training skills and competency levels.

Chart -22
Training enhancement



23. Competency level of the trainee after the training program

The superior/team leader judges the competency level of the trainee after attending the training period. To analyze the competency level the superior/team leader closely watches the knowledge gained by the trainee, performance level and job improvement

after the training program. Thus he rates the extent of competency level by the trainee after the training program.

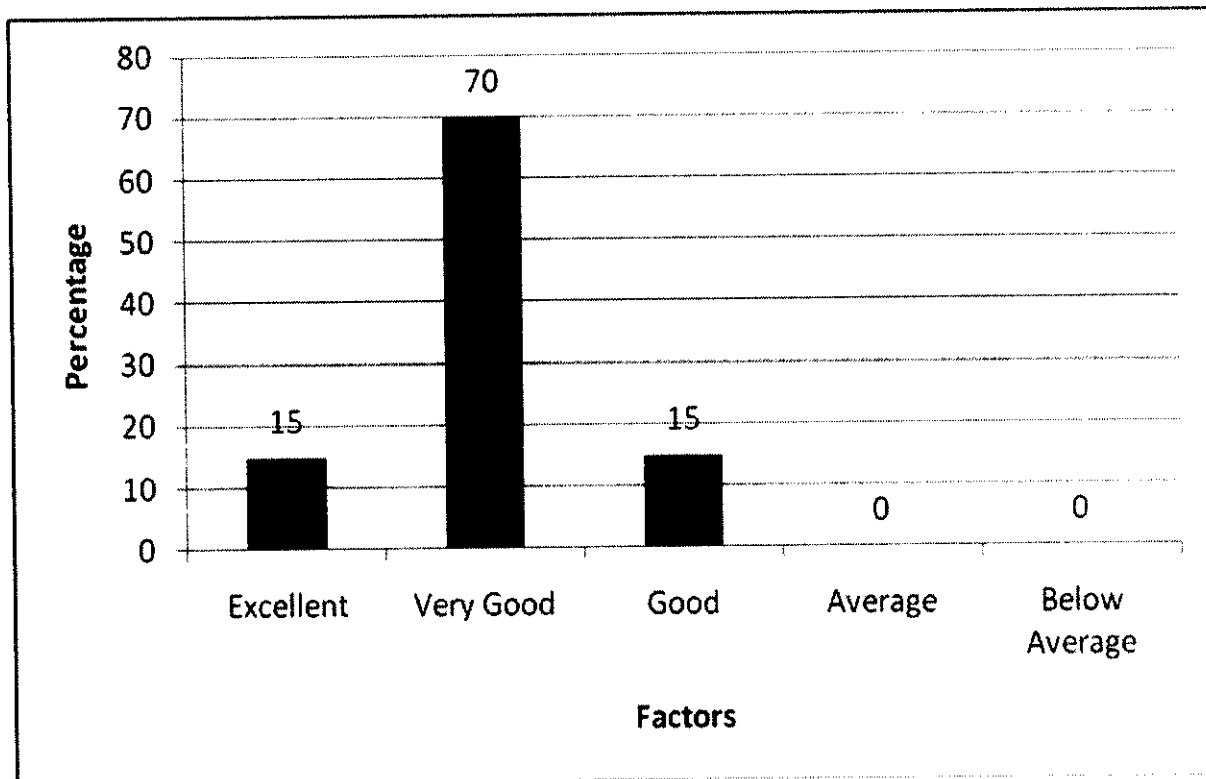
Table 23
Competency level of the trainee after the training program

Factors	Number of Respondents	Percentage
Excellent	15	15
Very Good	70	70
Good	15	15
Average	0	0
Below Average	0	0
Total	100	100

MSV	20
-----	----

From the above table 15 percentage of the superior/team leaders have said that the competency level of the trainee after the training program was excellent, 70 percentage of the superior/team leaders have said that the competency level of the trainee after the training program was very good, 15 percentage of the superior/team leaders have said that the competency level of the trainee after the training program was good. And the Mean score value was 20.

Chart -23

Competency level of the trainee after the training program

24. Trainee's feedback

Feedback is a method where information is collected by the trainee after the training program, regards the positive and negative of the training. After attending the training program the trainees are given the full rights to say their feedback about the training program conducted by the organization. It plays a vital role in effectiveness of post training evaluation.

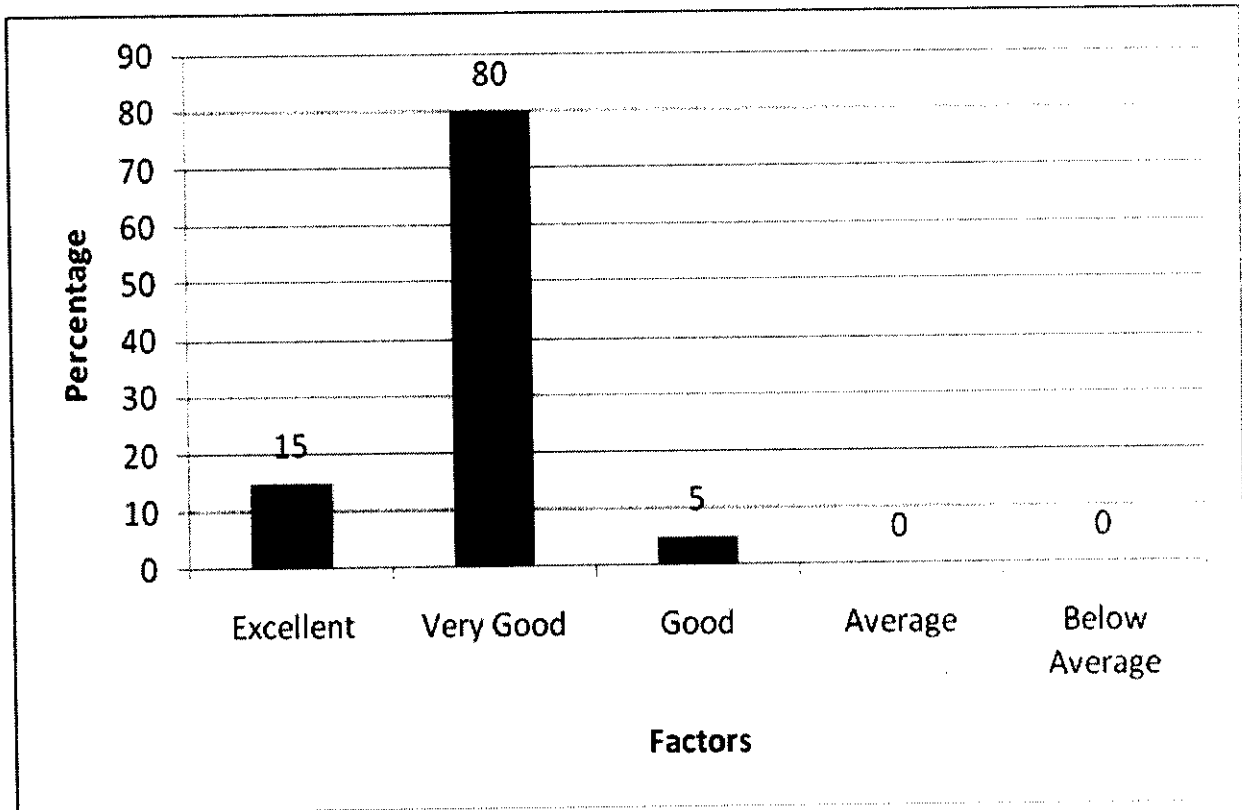
Table 24
Trainee's feedback

Factors	Number of Respondents	Percentage
Excellent	15	15
Very Good	80	80
Good	5	5
Average	0	0
Below Average	0	0
Total	100	100

MSV	22
-----	----

From the above table 15 percentage of the respondent have said that the trainee's feedback about the training was excellent, 80 percentage of the respondent have said that the trainee's feedback about the training was very good, 5 percentage of the respondent have said that the trainee's feedback about the training was good. And the mean score value was 22.

Chart -24
Trainee's feedback



25. Program certification

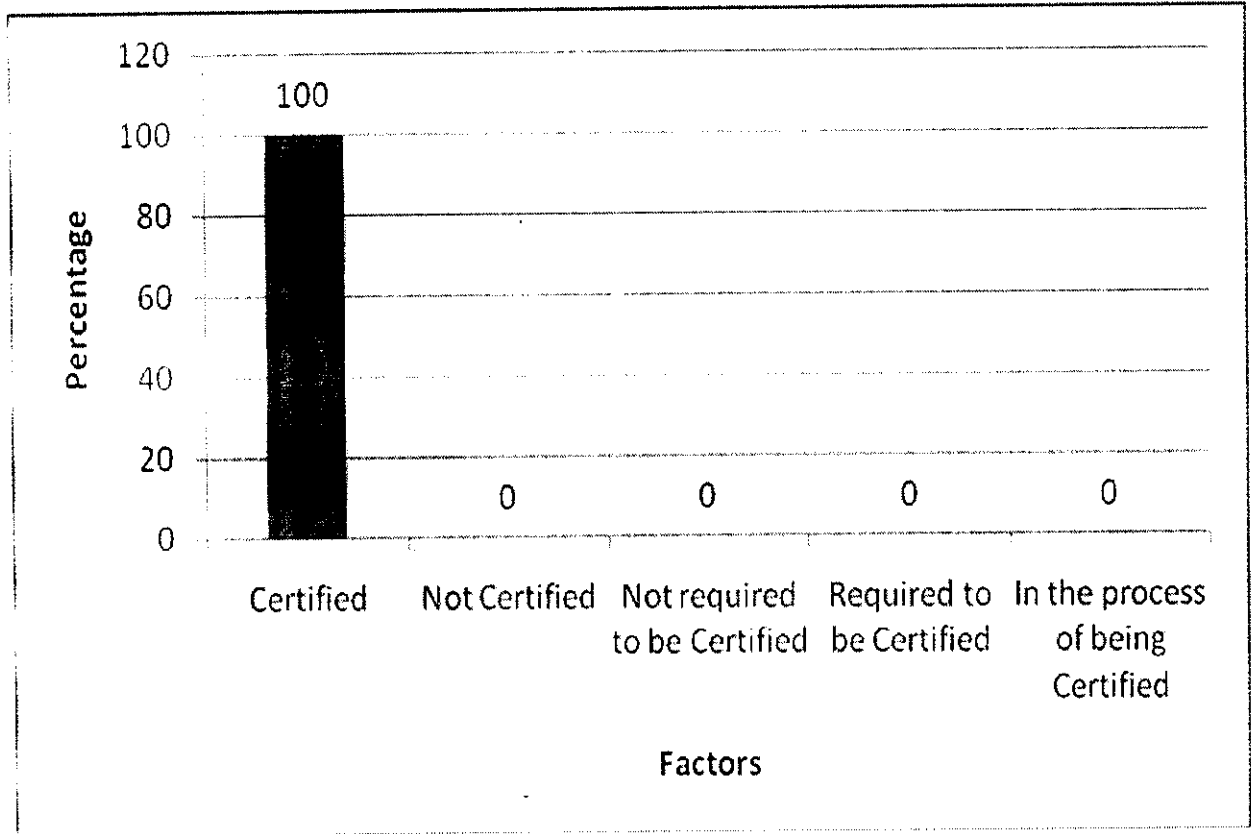
The certificate of the training program adds credit to the trainees. All training programs are not certified only a few training are been certified. But in Ashok Leyland all training programs are been certified. This table shows the program are been certified or not. Trainees involve a lot in training program as, if the program is certified. Through this, it is easy to analyse the effectiveness of the taining.

Table 25
Program certification

Factors	Number of Respondents	Percentage
Certified	100	100
Not Certified	0	0
Not required to be Certified	0	0
Required to be Certified	0	0
In the process of being Certified	0	0
Total	100	100

From the above table we come to know that 100 percentage of the programmes are been certified.

Chart -25
Program certification



26. Knowledge on subject trained in Pre- training, Post- training

Pre-training refers to the knowledge level of the trainee prior to the training program. Based on the status of knowledge of the trainee, they decide the mode and the approach of training program be provided to the trainees. Status of the knowledge of the trainee after the training program is analyzed, so that the efficiency of the training can be predicted where it helps to enhance the mode and the way of training program in the future. This also helps to identify the individual knowledge gained by the trainee, so the level of effectiveness of training program is based upon the post training knowledge and thus the extent of the effectiveness of training can be found out with the analyzed result on the post training.

Table 26

Knowledge on subject trained in pre-training, post-training

Factors	Pre- Training	Post - Training
Excellent	0	10
Very Good	30	75
Good	65	15
Average	5	0
Below Average	0	0
Total	100	100

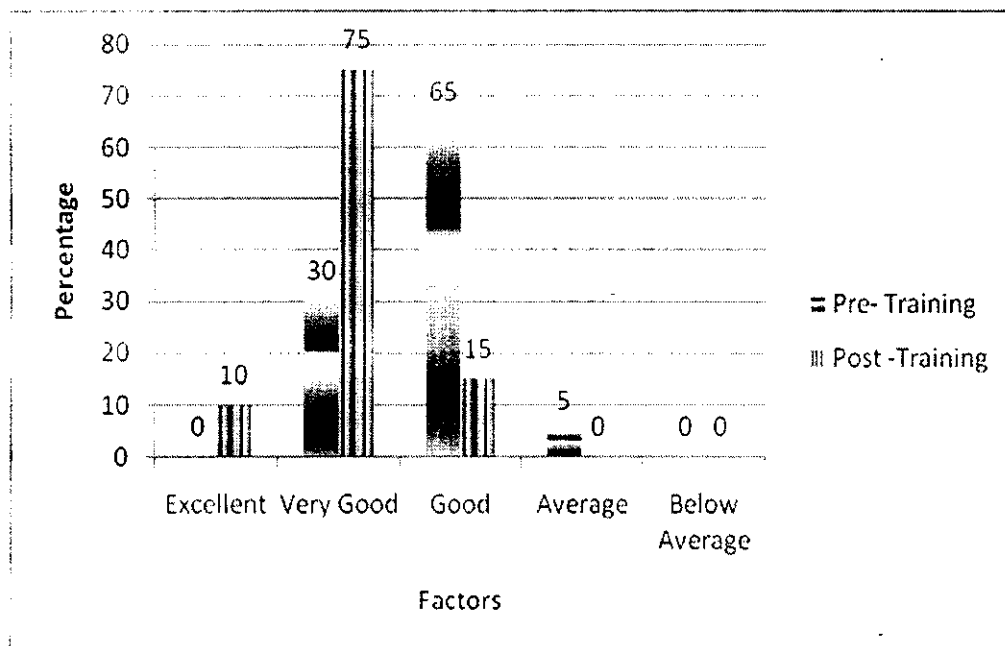
MSV (Pre-training)	16.25
MSV (Post-training)	19.75

From the above table Pre- training and the Post-training is being compared, 0 percentage of the superiors/team leaders have said that the trainee's knowledge on subject trained in Pre-training was excellent were as 10 percentage of the respondents have said that the trainee's knowledge on subject trained in Post training were excellent , 30 percentage of the respondents have said that the trainee's knowledge on subject trained in Pre-training was very good were as 75 percentage of the respondents have said that the trainee's knowledge on subject trained in Post training was very good, 65 percentage of the

respondents have said that the trainee's knowledge on subject trained in Pre-training was good were as 15 percentage of the respondents have said that the trainee's knowledge on subject trained in Post training was good, 5 percentage of the respondents have said that the trainee's knowledge on subject trained in Pre-training was average were as 0 percentage of the respondents have said that the trainee's knowledge on subject trained in Post training was average. While comparing the Mean score value Pre-training mean score value was 16.25 and Mean score value of Post training was 19.75. So when comparing all Post training is excellent than the Pre- training.

Chart -26

Knowledge on subject trained in Pre- training, Post- training



27. Rating the training

After comparing the pre-training and post-training, training is again rated as a whole. The trainees are given full rights to rate their training program which ever they attended. From this rating they come to know the effectiveness of the training program conducted.

Table 27
Rating the training

Factors	Number of Respondents	Percentage
Excellent	15	15
Very Good	80	80
Good	5	5
Average	0	0
Below Average	0	0
Total	100	100

MSV	20.5
-----	------

From the above table the training has been rated by the respondents, 15 percentage of the respondents have said that the training was excellent, 80 percentage of the respondents have said that the training was very good, 5 percentage of the respondents have said that the training was good. And the Mean score value was 20.5

Chart -27
Rating the training



28. The benefits for the best performer of the training program

Most of the companies used to give benefits for the best performer of the training program likewise promotions, incentives, increment, allowances, gifts. Through this scheme, employees of the organization get motivated and perform well in the training program.

Table 28

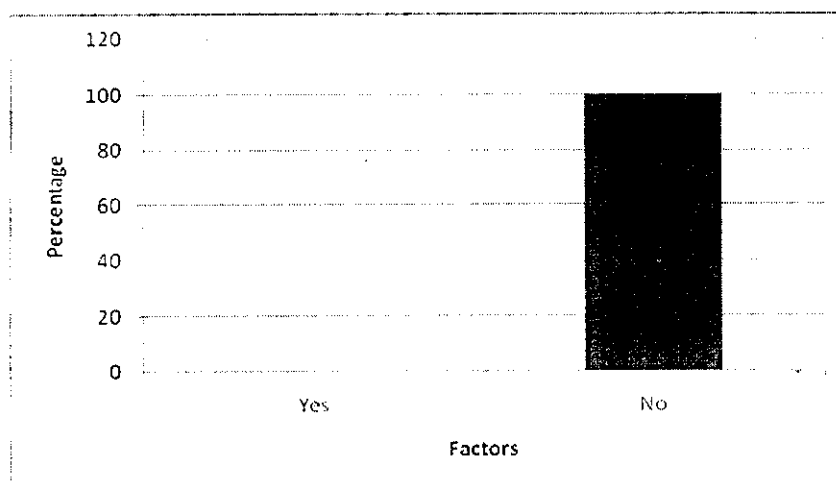
The benefits for the best performer of the training program

Factors	Number of Respondents	Percentage
Yes	0	0
No	100	100
Total	100	100

From the above table 100 percentage of the superiors/team leaders have said that no benefits is given for the best performance of the training program. This shows that Ashok Leyland does not gives any benefits for the best participants of the trainees during the training program.

Chart -28

The benefits for the best performer of the training program



4.2 ANALYSIS USING CHI-SQUARE

H₀: There is no significant relationship with age and job satisfaction

H₁: There is significant relationship with age and job satisfaction

29.a. Experience * Understanding the concept explained by the trainer

		Understanding the concept explained by the trainer					Total
		Highly Dissatisfied	Dissatisfied	Neither Nor	Satisfied	Highly Satisfied	
Experience	Below 5 years	0	0	0	30	4	34
	5-10 years	2	0	0	20	4	26
	10-15 years	2	0	2	18	8	30
	15+ years	0	2	0	4	4	10
	Total	4	2	2	72	20	100

INFERENCE

It is evident from the tabulation that the 34% of the employees are able to understand the concept explained by the trainer and are from category below 5 years of experience.

29.b. Experience * Understand the concept explained by the trainer Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.297 ^a	12	.001
N of Valid Cases	100		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .20.

INFERENCE

The Calculated Value : 0.001

Critical Value : 0.05

H₀ is accepted

H₁ is rejected. Hence there is no significant association with age and job satisfaction

H₀: There is no significant association with Experience and Level of trainee's knowledge applied in work

H₁: There is significant association with Experience and Level of trainee's knowledge applied in work

30. a. Experience * Level of trainee's knowledge applied in work

		Level of trainee's knowledge applied in work					
		Highly Dissatisfied	Dissatisfied	Neither Nor	Satisfied	Highly Satisfied	Total
Experience	Below 5 years	0	0	0	30	4	34
	5-10 years	2	0	0	20	4	26
	10-15 years	2	0	2	18	8	30
	15+ years	0	2	0	4	4	10
	Total	4	2	2	72	20	100

INFERENCE

34% of the employees apply their training knowledge in their work and their experiences are under category below 5 years.

30.b. Experience * Level of trainee's knowledge applied in work Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.297 ^a	12	.001
N of Valid Cases	100		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .20.

INFERENCE

The Calculated Value : 0.001

Critical Value : 0.05

H₀ is accepted

H₁ is rejected

Hence there is no significant association with Experience and Level of trainee's knowledge applied in work

CHAPTER 5 - CONCLUSION

5.1 SUMMARY OF FINDINGS

The study conducted on Ashok Leyland Ltd., was to study the “Effectiveness of Post Training ” for the trainees who have attended the training program. The main aim of researcher is to find out the truth which is hidden and which has not been discovered as yet. A detailed presentation of the findings of the study generally comprises the main body of the report. This contains statistical summaries and reductions of the data rather than the raw data, which is presented in a logical sequence and splitted into readily identification sections.

- ✚ 80% of the Respondents are male
- ✚ Superiors/team leaders with more experience are having high number of respondents working under them.
- ✚ 60% of the respondents have undergone, on the job training
- ✚ All the respondents have said that the timings of the training program where comfortable for the trainees.
- ✚ All the respondents have said that the training program conducted in Ashok Leyland were during the working hours.
- ✚ 40% of the respondents prefer training given by the experts from outside.
- ✚ Superiors/team leaders have said that 75% of their trainee’s knowledge applied by them after attending the training program was very good.
- ✚ 75% of the respondents have said that they have provided with study material during the training program. And most of the respondents have also said that the study material provided was very good.
- ✚ All the respondents are agreeing that they expect their staff members to study on their own.
- ✚ All the respondents are agreeing that they invite experts on particular topics to meet with the staff members as a part of staff training.
- ✚ 65% of the respondents feel very good comfortableness in doing training for their staff.

- ✚ 45% of the respondents have said that the knowledge level of their trainees was good before training.
- ✚ 60% of the respondents have said that the pre-program objective of their trainee for the program was good.
- ✚ All the respondents have said that they have discussed with their trainees about the subsequent learning from the program.
- ✚ 65% of the trainees have understood the concept explained by the trainer , very good.
- ✚ 65% of the respondents have said that the topics covered in the training program were very good.
- ✚ Interaction between the trainer and the trainee in the training program was very good.
- ✚ All the trainees have shown job improvement after training and their performance level was very good.
- ✚ Extent of application of learning at work was very good.
- ✚ The training enhanced the training skills and competency levels and their competency level was very good.
- ✚ 80% of the trainees' feedback about the training program was very good.
- ✚ It has been said that 100% of all the training programs conducted in Ashok Leyland is certified.
- ✚ 65% of the trainees' knowledge on subject trained in pre-training is good and also 75% of the trainees' knowledge on subject trained in post-training is very good.
- ✚ 80% of respondents have rated the training programs is very good.
- ✚ It has been said that they are provided with any benefits for the best performer of the training program.
- ✚ There is no significant association with age and job satisfaction
There is no significant association with experience and level of trainee's knowledge applied in work

5.2. SUGGESTIONS & RECOMMENDATIONS

Training is conducted in all organizations to improve the skills of their employees. So that they learn new things or get experienced practically. The performance level of the employees are evaluated after the training, the superiors/team leaders do this evaluation for the purpose to know their improvement in their work. This is called as Post training. Trainees, after completing their training and reporting back to their Units, they should assess to what extent the training was useful to the day to day work in the field. The superiors/team leaders of the concerned Trainee should submit the Post Training Evaluation as to whether the training undergone by the employee has significantly improved the day to day working of the system. Thus the team leader or the superiors/team leaders should do the post training from the performance of the participant after attending the training programme.

Trainer

- Live examples from the organization can be delivered to the employees for better understanding of concept.
- Respondents need to be oriented about the importance of training and its usefulness at the beginning of a training session.
- Real time examples and the application in actual work during the session itself may be an added advantage like vestibule training, on the job etc.,

Trainee

- Every respondents needs to be motivated to work hard to gain the desired knowledge and skill.

Management

- Training need analysis should be carried out.
- Training can be given based on the employee's education background and the required job skills.

- Ensure the trainer would accomplish the objective of the training program.
- Frequent training can be given to employees so that their job performance improves.

Training Programme

- Determine needs and generating new training programs for an employee is important. There is a need to evaluate the effectiveness of training efforts in order to rationalize them.
- The training could be in such a way, which increases performance and individual career objectives as well.

5.3. CONCLUSIONS

The study conducted on Ashok Leyland Ltd., was to study the “Effectiveness of Post Training ” for the trainees who have attended the training program. The superior/team leader does this post training evaluation for their trainees who are working under their responsibility. This evaluation motivates the employees to improve their performance level. The purpose of this post training is to know their improvement in their work.

Trainees, after completing their training and reporting back to their Units, they should assess to what extent the training was useful to the day to day work in the field. The superiors/team leaders of the concerned Trainee should submit the Post Training Evaluation as to whether the training undergone by the employee has significantly improved the day to day working of the system. Thus the team leader or the superiors/team leaders should do the post training from the performance of the participant after attending the training programme.

The objective of the study is to know the satisfaction level of superiors /team leaders with the performance of their subordinates who has gained knowledge from the training objectives.

The respondents were the middle level Team Leads/Supervisors of the company. The sample consisted of 100 respondents out of the total population. The data for the study was primary in nature.

The descriptive research design is used for the study. The sampling technique used is non-probability sampling method. This type of sampling is very convenient and is relatively inexpensive. The data is analyzed using percentage analysis, MSV method.

The employees of the organization are satisfied about the Post training evaluation. Live examples from the organization can be delivered to the employees for better understanding of concept . Every respondents needs to be motivated to work hard to gain the desired knowledge and skill. Training can be given based on the employee's education background and the required job skills. Determine needs and generating new training programs for an employee is important. There is a need to evaluate the effectiveness of training efforts in order to rationalize them.

The training could be in such a way, which increases performance and individual career objectives as well.

Every team/leader should know their trainee working under responsibility. The Relationship between the trainer and the trainee should be very good so that each one knows thoroughly about the other. It makes easier for the team leader/superior to rate the performance of the trainee. And according to the trainee, it makes easier to perform the job as expected by their superior.

Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs.

The study at Ashok Leyland Ltd Chennai enables the researcher to conclude that the post-training performance of the trainees is found to be effective.

5.4. DIRECTIONS FOR FUTURE RESEARCH

- The role of employee reactions in predicting training effectiveness.
- Transfer of Training.

- Simulation Learning
- Cost-Benefit Analysis of Employee Training

APPENDIX

QUESTIONNAIRE

1. Name of the respondent _____
2. Gender of the respondent
 Male Female
3. Experience of the respondent in Ashok Leyland
 below 5 years 5-10 years 10-15 years Above 15 years
4. Number of people working under your responsibility
 5-10 10-15 15-20 above 20
5. What type of training the trainee has undergone
 on the job training off the job training
6. Did the timings of the training program where comfortable for the trainees
 Yes No
7. If yes, what time the program was conducted
 during the working hours after the working hours
 during the holidays
8. Among the following which type of program is preferred by the trainee
 training given by the organization training given by their own superior
 experts from outside learning on their own Attending any lectures
9. Rate the level of trainee's knowledge applied by them in work after attending the training programme
 Excellent Very Good Good Average Below average
10. Do they provide study materials during the training program
 Yes No
11. If yes, Was the study material provided to the trainees were informative
 Excellent Very Good Good Average Below average

12. Will you expect staff members to “Study ”on their own as part of staff training, e.g., view assigned video tapes, read assigned materials?
 Yes No
13. Will you invite “experts” on particular topics to meet with the staff as part of staff training
 Yes No
14. As program director/manager/training how comfortable do you feel about doing training for your staff
 Excellent Very Good Good Average Below average
15. What is the knowledge level of trainee before the training
 Excellent Very Good Good Average Below average
16. Rate the Pre-Programming objective of the trainee for the programme
 Excellent Very Good Good Average Below average
17. Have you ever discussed with the executives the subsequent learning from the program
 Yes No
18. Understanding of the concept explained by the trainer
 Excellent Very Good Good Average Below average
19. Were the topics covered were up to the standard
 Excellent Very Good Good Average Below average
20. How was the interaction between the trainee and the trainer
 Excellent Very Good Good Average Below average
21. Has the executive shown any job improvement after the acquired learning
 Yes No
22. If yes, rate the performance level of the trainee after the training program
 Excellent Very Good Good Average Below average
23. Extent of application of learning work
 Excellent Very Good Good Average Below average
24. Did the training enhance the training skills and competency levels?
 Yes No

25. If yes, rate the competency level of the training after the training program

Excellent Very Good Good Average Below average

26. Trainee's feedback about the training

Excellent Very Good Good Average Below average

27. Is your program

certified not certified not required to be certified
 require to be certified in the process of being certified

28. Knowledge on subject trained in

a) Pre Training

Excellent Very Good Good Average Below average

b) Post Training

Excellent Very Good Good Average Below average

c) Rate the training

Excellent Very Good Good Average Below average

29. Do you offer any benefits for the best performer of the training programme

Yes No

30. If yes, what kind of the following benefits do you offer

Promotions Incentives Increments Allowances Gifts

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