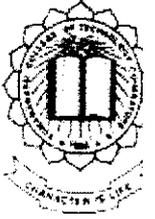# A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMMES IN SESHASAYEE PAPER AND BOARDS LIMITED,ERODE.

A SUMMER PROJECT REPORT (MBA703)

Submitted by

K.REMIKA
Register No: 0920400045

Under the Guidance of

Mr.V.KAARTHIEKHEYAN

in partial fulfillment for the award of the degree

of

MASTER OF BUSINESS ADMINISTRATION

in

Department of Management Studies

KUMARAGURU COLLEGE OF TECHNOLOGY
(An Autonomous Institution Affiliated to Anna University of Technology, Coimbatore)

COIMBATORE – 641 049

October, 2010

KUMARAGURU COLLEGE OF TECHNOLOGY
COIMBATORE -641 049

Department of Management Studies

A SUMMER PROJECT WORK (MBA703)
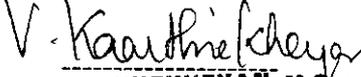**OCTOBER 2010**

This is to certify that the project entitled

## A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMMES IN SESHASAYEE PAPER AND BOARDS LIMITED,ERODE

is the bonafide record of project work done by

K.REMIKA

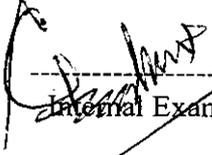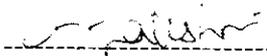## Register No: 0920400045

of Master of Business Administration during the year 2010 – 2011

V. KAARTHIEKHEYAN, M.Com.,MBA.,
PROJECT GUIDE FESSOR
ASSISTANT PROFESSOR
KCT BUSINESS SCHOOL
Kumaraguru College of Technology
COIMBATORE 641 006
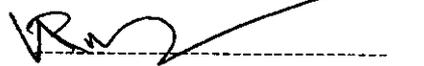
Head of the Department

Submitted for the Summer Project Viva-Voce examination held on 02| 11 | 2010

Internal Examiner

External Examiner

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BONAFIDE CERTIFICATE

Seshasayee Paper and Boards Limited

Pallipalayam, Cauvery R.S. P.O, Erode - 638007

To whomsoever it may concern

This is to certify that **Ms Remika.K (Roll No:09MBA45)**, a student of KCT Business school, Kumaraguru college of technology has done the project work entitled '**A study on Effectiveness of Training Programmes in Seshasayee Paper and Boards Limited, Erode**' from 21-07-2010 to 20-08-2010 in our organization.

During the tenure, her performance was good.

For SPB Mills

Authorized Signatory

Deputy Head(pers) HRD

Phone: (04288) 240221-240228 Fax: 240229 E-mail: edoff@spbltd.com

DECLARATION

DECLARATION

I affirm that the project work titled "**a study on the effectiveness of training programmes in Seshasayee paper and boards limited,Erode**" being submitted in partial fulfillment
for the award of Master of Business Administration is the original work carried out by me. It has not formed the part of any other project work submitted for award of any degree or diploma, either in this or any other University.
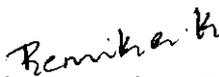
(Signature of the Candidate)

K.REMIKA

0920400045

I certify that the declaration made above by the candidate is true
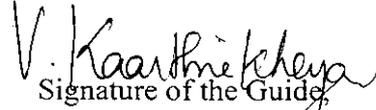
Signature of the Guide

Mr.V.Kaarthiekheyan

Assistant Professor

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

I express my sincere gratitude to our beloved chairman **Arutchelvar Dr. N.Mahalingam and Management** for the prime guiding spirit of Kumaraguru College of Technology.

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ABSTRACT

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.The effectiveness of training is a measurement of learning. Many training programs fail to deliver the expected organizational benefits. Having a well-structured measuring system in place can help determine where the problem lies. On a positive note, being able to demonstrate a real and significant benefit to the organization from the training provided can help gain more resources from important decision-makers.

A study has been carried out to determine the effectiveness of training programmes in Seshasayee Papers and Boards limited, Erode. The primary objective of this study is to determine the impact of the training programmes conducted for the shop floor level employees in SPB mills. Random samples of 200 employees of SPB mills have been selected and they had been asked to fill up the questionnaire consisting of 24 questions. Finally all the data collected was categorized and statistical analysis has been carried out. The inference based on results and finding of data was submitted to the company.

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INTRODUCTION

1.1. Introduction to the Study

Organizational training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. Training increases the knowledge and skills of an employee for doing a particular job. The main output of training is learning. Training offers & inculcates new habits, refined skills & useful knowledge during the training that helps him improve performance. Training is a learning experience that is planned & carried out by the organization to enable more skilled task behavior by the trainee. Training provides the ability to detect & correct error. Training provides skills & abilities that may lie called on the future to satisfy the organization's human resource needs.

Designing a training and development program involves a sequence of steps that can be grouped into five phases: needs assessment, instructionalobjectives, design,implementation and evaluation. To be effective and efficient, all training programs must start with a needs assessment. Long before any actual training occurs, the training manager must determine the who, what, when, where, why and how of training.

Training Needs Assessment

There are three levels of needs assessment: organizational analysis, task analysis and Individual analysis.

Organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what conditions it will be conducted. Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance.Individual analysis analyzes how well the individual employee is doing the job and determines which employees need training and what kind.

Assuming that the needs assessment identifies more than one training need, the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness), the extent of the need (how many employees need to be trained) and the resources available. Based on this information, the training manager can develop the

instructional objectives for the training and development program.

Measuring training effectiveness

Measuring the effectiveness of training programs consumes valuable time and resources. Many training programs fail to deliver the expected organizational benefits. Having a well-structured measuring system in place can help you determine where the problem lies. On a positive note, being able to demonstrate a real and significant benefit to your organization from the training you provide can help you gain more resources from important decision-makers.

The most well-known and used model for measuring the effectiveness of training programs was developed by Donald Kirkpatrick in the late 1950s. It has since been adapted and modified by a number of writers, however, the basic structure has well stood the test of time This model articulates a four-step process.

Level 1: Reactions.

At this level, we measure the participants' reaction to the programme. This is measured through the use of feedback forms . It throws light on the level of learner satisfaction. The analysis at this level serves as inputs to the facilitator and training administrator. It enables them to make decisions on continuing the programme, making changes to the content, methodology, etc.

Level 2: Participant learning.

We measure changes pertaining to knowledge, skill and attitude. These are changes that can be attributed to the training. Facilitators utilise pre-test and post-test measures to check on the learning that has occurred. However, it is important to note that learning at this level does not necessarily translate into application on the job.

Measuring the effectiveness of training at this level is important as it gives an indication about the quantum of change vis-à-vis the learning objectives that were set. It provides critical inputs to fine-tuning the design of the programme. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.

Level 3: Transfer of learning.

At this level, we measure the application of the learning in the work context, which is not an easy task. Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job. This can be done a few weeks after the programme so that it gives the participants sufficient time to implement what they have learnt.

Level 4: Results.

This measures effectiveness of the programme in terms of business objectives. At this level we look at aspects such as increase in productivity, decrease in defects, cycle time reduction, etc.

Many organisations would like to measure effectiveness of training at this level; the fact remains that it is not very easy to do this, as it is improbable that we can show direct linkage. However, it is worthwhile making the attempt even if the linkage at this level is indirect.

1.2.Review of literature

This section deals with the review of literature collected from different sources:

D. A. Olaniyan , Lucas. B. Ojo (2000)[1] have stated in their study ,that the need for improved productivity has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus the role played by staff training and development can no longer be over-emphasized. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organizations have various skills, though not all are relevant to organizational needs.Training and development are required for staff to enable them work towards taking the organization to its expected destination. It is against the backdrop of the relative importance of staff training and development in relation to organization effectiveness that this paper addressed.

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[1] Journal of Ibadan University,Nigeria, September 2000,Vol.3 Issue 3,p107-120,13p;

Kirkpatrick.D. L. (1959)[2] has stated in his study about why organizations should measure the training effectiveness. Measuring the effectiveness of training programs consumes valuable time and resources. These things are in short supply in organizations today. Many training programs fail to deliver the expected organizational benefits. Having a well-structured measuring system in place can help you determine where the problem lies. On a positive note, being able to demonstrate a real and significant benefit to your organization from the training you provide can help you gain more resources from important decision-makers. The most well-known and used model for measuring the effectiveness of training programs was developed by Donald Kirkpatrick in the late 1950s. The basic structure of Kirkpatrick's four-level model is shown below:

Level 1:How did participants react to the program?

Level 2:To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3:To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4:What organizational benefits resulted from the training?

Thus the paper suggested a model for evaluating the effectiveness of training programs in organizations

Leslie Allan(2002)[3] has done a study that is at aimed training managers who want to improve the organisational impact of their activities and consultants who want to advise clients as to how best to leverage their services for maximum organisational impact. Organisational improvement and change arises from training only to the extent that the training participants change their behaviour once they return to the workplace.

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[2] Evaluating Training Programs, Berrett Koehler, San Francisco ,January 1959.2nd ed.,p45-60,15p;

[3] Learning and Development Australia. September 2002,Vol 29 ,Issue 1,p 210-217,7p;

Underpinning knowledge and attitudinal changes are highly significant in that they underlie longer-term behaviour change. However, it is the resulting change in actual work practices that in the final analysis results in improved organisational effectiveness.The study states that the direction and extent of behaviour change is not only a function of the training event. It also depends on the organisational history, structure and culture in which the trainers, managers and participants find themselves.Hence,a training manager should consider the above factors while formulating a training programme.

Smitha Das(2010)[4] has stated in the study that training is an important factor in all firm'sbusiness strategy, but firms don't assess the impact of training programme over the employees all the time. Training is effective only if it produces desired outcome. When the organization is implementing a training programme, there should be an ideal forum on which the evaluation scheme can be build and assessment of effectiveness of training and development activities can be done. The study also elucidates the impact of an effective training programme on the career growth and development of employees. The author has also put forward some suggestions for increasing the effectiveness of the training that will help the organization to step into a bright future.

Daniel J. Kealey ,David R. Protheroe(1999)[5] have explained in their study about the effectiveness of cross-cultural training to expatriates. This study attempts four tasks. First, it aims to dissaggregate the concept of intercultural training such that statements made about the effectiveness of training relate as precisely as possible to specific kinds of training, a desideratum which is often absent in the literature. Second, several criteria for reliable empirical research on the effectiveness of cross-cultural training are itemized. Third, the strength and weaknesses of the major studies to date on the issue are reviewed. And finally, an outline of the requisites for a more definitive empirical study, which would attempt to measure the impact of inter cultural training on overseas performance, is presented.

K.Aswathappa(1999)[6] has described in his study certain steps as how to make training

[4] Human resource Management Journal,June 2010,Vol 20,p 47-51,4p;
[5] People in Development Journal,Canada,February 1999,Vol.49,Issue 4,p38- 42, 4p;

[6] Human Resource and personnel Management, June 1999,Second edition, p215-249,44p;

effective? These steps are listed below:

- Ensure that the management commits itself to allocate major resources & adequate time to training.

- Ensure that training contributes to competitive strategies of the firm. Different strategies need different HR skills for implementation.

- Ensure that a comprehensive & systematic approach to training exists, & training & retraining are done at all levels on a continuous & ongoing basis.

The study also suggests that the steps should be repeated on a continuous basis in order to ensure that the results of training programs are consistent.The study also provides suggestions to streamline the training process in such a manner ,so as to contribute to the organizational performance.

Ian Roffe (1999)[7] in his study , reviews the contributions to the understanding of creativity and innovation in organisations and interprets the implications for training and development. The study highlights key and recurrent principles: the benefits of an integrated organisational approach, the right climate for creativity, appropriate incentives for innovators, a structured means of search and a systematic way to convert an opportunity into an innovation. It implies a broad range of skills development including: team working, communications, coaching, project management, learning to learn, visioning, change management and leadership. Likewise, although the transition from idea to innovation can be systematised, problems arise from customised applications that involve the management of the change process. The paper concludes by stating that training and development of employees stimulates creativity and innovation in organisations.

Amalia Santos , Mark Stuart(2006)[8]have stated in their study about employees perceptions and their influence on training effectiveness.The authors state that the benefits of human resource development for organisations have assumed a direct connection between training strategy and a hierarchy of performance outcomes: learning, behavioural change and performance improvement. The influence of workplace practices and employees' experiences on training effectiveness has received little attention. This study investigates

[7] Journal of European Industrial Training,October 2009, Vol. 23, Issue 4/5, pp.224 -241,17 p;
[8] Human resource Management Journal,August 2006,Vol.13,Issue 1,pp 27-45,18 p;

evaluation strategies designed to elicit greater training effectiveness, and explores the influence of trainees perceptions and work environment factors on this. The authors highlight the importance of management practices, trainees' perceptions of the work environment and systems of reward in explaining behaviour change after training.Hence the study concludes that the employees attitude has a significant impact on the training effectiveness.

Herman Aguinis,Kurt Kraiger(2009)[9] have stated in the study the benefits of training and development for individuals and teams, organizations, and society. The author adopts a multidisciplinary, multilevel, and global perspective to demonstrate that training and development activities in work organizations that can produce important benefits for each of these stakeholders. The study also focuses on needs assessment and pretraining states, training design and delivery, training evaluation, and transfer of training to identify the conditions under which the benefits of training and development are maximized. Finally, the study aims to identify research gaps and offer directions for future research.

J.kevin Ford (1997)[10] explains that the concept of training effectiveness has expanded in recent years to incorporate notions about trainee & organizational characteristics. Training needs are to be viewed as more central to the functioning of organizations alongside financial, strategic & operational concerns.The challenge for training researchers is to infuse the "old bottles" - current training effectiveness paradigms with "new wine" - expanded & enhanced thinking about the potential offered through sound training design.The study concludes that training has started to gain momentum in recent years as it has a direct relation to organizational performance.

Swanson Richard A,Catherine.M (1987)[11]have described a training Effectiveness Evaluation (TEE) system in their study,that can be applied to any training program in industry. It consists of three major elements: (1) an effectiveness evaluation plan, (2) tools for measuring training effectiveness, and (3) the evaluation report. The completed plan specifies the tools that will be used to assess whether the training has produced the desired results. The three categories of evaluation tools--satisfaction, learning, and performance-- can be presented as three scores, one for each category. The completed report is a powerful

[9] Annual Review of Psychology Department,January 2009, Vol. 60,Issue:10,pp.451-474,23p;
[10]Improving Training Effectiveness in work Organizations,June 1997,pp. 364-368,4p;
[11]Training and Development Project Center,January 1987,Vol.16,pp 232-261.26p;

tool for communicating the results of a training program. It provides the management decision maker with the necessary information for understanding the impact of a training program. Content includes the employee/organization performance need, the employee/organization performance goal, the approved solution with both training and nontraining component, narrative summarizing training effectiveness, an evaluation summary with visual presentation and/or comparison to performance goal, and an improvement proposal.

Irwin L. Goldstein(1980)[12] has examined issues and topics concerning systematic modes of instruction designed to produce environments that shape behaviour to satisfy stated training objectives. First, consistent with the definition of training, the selection process emphasized topics related to systematic instruction designed to produce transfer in work organizations. Therefore, this study examines discussions on such topics as criterion development, found in the educational psychology literature; need assessment methodology, developed in vocational education; and instructional systems approaches, evaluated in military environments.This study also attempts to conceptualize training issues broadly. Also, it is important to consider training and its evaluation as an intervention which affects the lives of people in work organizations.

Sleezer.M(2008)[13] has stated in his study that training Effectiveness depends upon the learning of trainees and its transfer on the job. There are various organizational and individual factors which affect the success of a training program. The present study is focussed on the impact of Locus of Control, Trainer 's Effectiveness and Design of Training on learning in a training program conducted in a government training institute. The study reveals that Internal Locus of Control, Trainer 's Effectiveness and Training Design have positive correlation with learning, whereas External Locus of Control has negative correlation with learning.Education through training programs is even more valued in companies because upgrading skills is a necessity rather than a choice. The study states that it is critical that training is delivered in a way that ensures that trainees receive the right messages and are imparted in ways that would benefit them and the organisations they serve. Effectiveness of training depends upon the learning and its transfer on the job. Learning from training varies from one individual to the other and depends on motivation

[12] Annual review of Psychology Department,Maryland,January 1980,Vol.31,Issue 10,pp 229-272,43p;
[13] Indian Journal of Industrial Relations,July 2008,Vol.43,Issue 18,pp 134-145,11p;

to learn, Locus of Control, job involvement etc. Learning also depends on organisational factors like culture of organisation, Design of Training, infrastructure support etc. The present study finds the relation of individual factor (Locus of Control) and organisational factors (Design of Training and Trainer's Effectiveness) to the learning of a trainee.

Nitin Gupta(2010)[14] states that the main objective of the study is to show that training & development is required for an organization to retain its employees, as Training is activity leading to skilled behavior and it enables the employees to realize what they want in life& know how to reach it.Training is seen as expensive and a way of making their employees attractive to others. The risks involved, when weighed against the benefits, often mean that retraining is overlooked in favour of recruiting externally. However, the recruitment costs of staff time before and after the hire and direct expenses compare favorably against staff development costs.Training employees reinforces their sense of value. A mixed approach of valuing staff by developing skills, providing interesting/motivating work while recognizing their individual contribution, along side benefits and perks, will mean that you are an employer that employees don't want to leave.

Biswajeet Pattanayak (2002)[15] discussed that training effectiveness is to impart new entrants the basic knowledge & skill they need for an intelligent performance of defined tasks. To assist employees to function more effectively in their present positions by exposing them to latest concepts, information & techniques & developing the skills they will need in their future roles training is required. Through training, employers help employees achieve goals and ensure they have a solid understanding of their job requirements. To broaden the minds of managers by providing them with opportunities for an interchange of experiences within & outside with a view to correct the narrow outlook that may arise from over specialization This study reveals the importance of training and specifies the long term benefits that arise as a result of it.

Donna Heeter(2006)[16] states in her study that as we push forward into the 21st century, organizations are realizing the very real value of having high quality and focused training available to their employees.A dollar value return on investment is the reward to any organization willing to make the bold move towards providing the kind of high quality

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[14] Human Resource Management Journal,March 2007,Vol.26,Issue:6,pp 67-76,9p;
[15] Human Resource Management,second edition,July 2002,pp156 -160,4p;
[16] Employee Relations Journal,Phoenix,October 2006,Vol 63,Issue 34,pp 109-126,17p;

training. The emphasis and value an organization places on how much and the quality of training it gives its people is the most important factor in regards to organizational training.Once the organization recognizes the potential benefits and the return on the investment, then the wheels may begin to turn and high quality results will follow. The study reaveals that the organization, Keller Williams Realty (KWR), is the industry leader and standard for its recognition of high quality, high density due to its intense focus training for its associates.The reason KWR has been the fastest growing real estate company for 11 years straight and is currently the 4th largest real estate company in the world is due to its high quality training that is available for its newest and most veteran associates.

Kaye Alvarez,Eduardo Salas(2004)[17] have reviewed a decade of training evaluation and training effectiveness research to construct an integrated model of training evaluation and effectiveness. The model suggested in this study integrates four prior evaluation models and results of 10 years of training effectiveness research. It is the first to be constructed using a set of strict criteria and to investigate the evaluation and effectiveness relationships with an evaluation measure proposed several years ago, post training attitudes. Evaluation measures found to be related to posttraining attitudes were cognitive learning, training performance, and transfer performance. Training effectiveness variables found to be related to posttraining attitudes were pretraining self-efficacy, experience, posttraining mastery orientation, learning principles, and post-training interventions. Results of the study also reveal that reaction measures and training motivation are two areas needing further development and research.

Indira Pattni, Geoffrey N. Soutar(2009)[18] have conducted a study on the effectiveness of self-management training in organisations from two culturally different countries.The purpose of this paper is to examine the impact of short training in self-management skills on employees' efficacious beliefs and skills across cultures. The effectiveness of this low-cost training for enhancing employee efficacy has positive organisational outcomes, especially for those that have a multicultural workforce. It may be particularly useful for organisations in developing countries where cost is of concern. The results of the study suggest that there is a significant improvement in the learning of skills and efficacious

[17] Human Resource Development Review,December 2004,Vol 3,Issue 43,pp 28-37,9p;
[18] Journal of Management Development,October 2009,Vol. 28 ,Issue 7, pp.633 – 646,13p;

beliefs post-training (24 weeks). However, there are no significant differences in improvement between the two cultures and the training is similarly effective in both cultures.

Sasmita Palo, Nayantara Padhi(2003)[19] have discussed in their study, ways of measuring effectiveness of TQM training. The study seeks to examine the role of training as well as measuring its effectiveness for successful implementation of TQM. For this purpose, data had been retrieved from a public sector enterprise manufacturing crude steel in India. The findings of the study are based purely on primary survey. Pearson's Correlation Coefficient with their significance levels have been used to measure the effectiveness of TQM training and the correlation between TQM training and selected factors. The study reveals that training creates awareness, builds employees' commitment to quality policy and strategy, facilitates teamwork, enhances performance standards, and bolsters the skills and abilities of employees. However, the organisation needs to focus more upon improving communication competencies, multiple skill development and customer value training. Successful TQM training in the organisation needs more budgetary allocation and commitment, support and enthusiasm of the top management.

Ai-Yee Ooi, Syin-Hau Lee, Bryan Ching-Wing Lo(2007)[20] have discussed about the determinants of training effectiveness in Malaysian organizations. This study examines the importance, relevance, and implications of training in organizations today, and attempts to identify the significant determinants of training effectiveness. By constructing a hypothetical research model to investigate the effect of 4 moderating variables on the training participants (independent variable) towards training effectiveness (dependent variable), a survey questionnaire was distributed to employees in various organizations who have attended training programs. Data from a sample size of 200 was obtained and subjected to reliability tests using Cronbach's Alpha, and the 8 hypotheses drawn up from the research model were subjected to Two-way ANOVA tests of significance. Out of the 8 hypotheses, only 2 moderating variables: instructor competence and training type (in-house vs. external consultant) were found to be significant factors contributing to training effectiveness. Though not an exhaustive conclusion, this finding holds extensive implications for training in organizations and would pave the way for further research.

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[19] International Journal of Training and Development,September 2003,Vol.7, Issue 3, pp.203–216, 13p;
[20] International Journal of Business Research, July 2007,Vol.13,Issue 23,pp.147-156,9p;

1.3.Statement of the problem

In SPB mills there are 3040 employees working. Training programmes are conducted on a regular basis for the employees at the senior level and shop floor level. The research has been conducted to determine the effectiveness of training programmes with special reference to the shop floor level employees of Seshasayee paper and boards Limited,as a topic for the study.

1.4.Company profile

1.4.1. Introduction about SPB Mills

Seshasayee Paper and Boards Limited (SPB), the flagship company belonging to 'ESVIN GROUP', operates an integrated pulp, paper and paper board Mill at Pallipalayam, Erode District ,Tamilnadu. The headquarters of Esvin group is at Chennai. The other companies belonging to the group are: ESVIN Advanced Technologies,Ponni Sugars, High Energy Batteries ,SPB - PC.

SPB, incorporated in June 1960, was promoted by Seshasayee Brothers (Pvt) Limited in association with a foreign collaborator M/s Parsons and Whittemore, South East Asia Inc., USA. After commencement of commercial production, having fulfilled their performance guarantee obligations, the foreign collaborators withdrew in 1969. Main promoters of the Company as on date are a group of companies belonging to the ESVIN group headed by Mr. N Gopalaratnam.

Sri S Viswanathan was the Founder of the Company . He was responsible for the growth of the Company and bringing it to its present stature. He joined in 1957, the House of Seshasayees, a Managing Agency firm of repute in that era. With the untimely death of Sri V Seshasayee , SV took on the mantle, and his entrepreneurial drive and vision helped him establish, between 1958 and 1961, three Industrial enterprises, viz. Seshasayee Industries Limited, Simco Meters Ltd, and Seshasayee Paper and Boards Ltd. The 'Magnum Opus' of SV was the creation of Tamil Nadu Newsprint & Papers Ltd. He took total charge and responsibility from concept to commissioning of this project.

1.4.2. Corporate Governance

The company's vision is:

To excel as a trusted, socially responsible and customer driven organization providing maximum value to all stake holders.

The company's mission is:

To manufacture quality products at competitive cost through technology and team work.

The company's values are:

- Ethical practices
- Customer focus
- Commitment to society, safety and environment
- Professional and Transparent Management
- Empowerment and Accountability
- Adaptability to "Change"
- Innovation and Creativity
- Emphasis on human resources development, cost reduction, productivity enhancement and resource conservation.

1.4.3. Board of Directors

The Company's Board is broad based comprising of 10 Directors. All Directors and Senior Management employees shall act within the bounds of the authority conferred upon them with commitment to make policies and take informed decisions in the best interest of the Company and its stakeholders.

With a view to maintain the high standards that company has set, the following Rules / Code of Conduct shall be observed by all Directors (which term shall also include Senior Management where the context so admits) and by all employees as well, where applicable.All Directors and employees shall diligently follow and steadfastly pursue the 'Statement of Value' as basic tenets in their conduct.

1.4.4. Raw Materials

The Company's paper plant was originally designed for using bagasse, as the primary raw material mixed with 20% bamboo fibre. Bagasse was being obtained from nearby sugar mill on substitution basis using oil fired boilers. With sharp increase in oil prices in 1970-71, the Company shifted over to the use of hardwood, at the time of its expansion undertaken in 1978. Raw material mix underwent a substantial change, with bamboo and hardwood forming 60% and 40%, respectively, of its raw material consumption.

Soon the Company started apprehending difficulties in procurement of bamboo. In 1981, it added one more digester, to increase the share of the hardwood in the furnish mix to 80% and restricting bamboo use to only 20%. With the commissioning of more wood based industries in Tamilnadu, there was again an apprehension about availability of hardwood. As a long term strategy, the Company at this time decided on restructuring use of bagasse which was seen to be the most reliable source of fibre for the entire Industry.

In 1984, the Company promoted Ponni Sugars and Chemicals Limited, as the captive source for bagasse supply. It added bagasse handling systems and modernised PM-1 and PM-2, to shift over to the use of bagasse. The furnish mix for the existing Paper Machines of the Company is 55% bagasse and 45% hardwood. For the new Paper Machine, the furnish is imported waste paper and imported pulp which are sourced from far east countries, Europe and USA. A small quantity is supplemented out of captive pulp production.

1.4.5. Exports

SPB's exports are nearly 20% of its production and is a significant exporter in the Indian Paper Industry. Due to its excellent export performance, SPB has been awarded 'Golden Export House' status.

1.4.6.Machines and Products

SPB Mills mainly use 5 type of machines: MF1, MF2, MG, Yankee, MF3.

Each of these machines are used to manufacture a variety of products.They are shown in the table below.

Particulars	MF1	MF2	MG	Yankee	MF3

Deckle,cm	300-305	300-305	300-305	230-234	267-275
Capacity t/day	40	55	55	18	150
Configuration	Fourdrinier Cylinders	Fourdrinier Cylinders	Fourdrinier MG Dryer Cylinders	Fourdrinier Single MG Dryer	Duoformer & Cylinders
Special Features	Provision For Dandy Size Press	Inclined Size Press	Provision For Dandy Size Press	Provision to Make Ribbed & Low gsm Papers	Thick Stock Screening Speed Sizer For online Coating
Substance gsm	45 - 90	45 - 130	70 - 250	28 - 90	47 - 130
Products	Azurelaid Color Ptg. Creamwove Creamlaid	Creamwove Book Ptg. Duplicating	MG Poster Bristol Paper Bristol Board Manila Board MG Maplitho Pulp Board UBAK	Plain Poster Color Poster Plain Kraft Ribbed Kraft	

1.4.7. Expansion of the Mill

SPB commenced commercial production in December 1962, on commissioning a 20000 tpa integrated facility, comprising a Pulp Mill and two Paper Machines (PM-1 and PM-2), capable of producing, writing, printing, kraft and poster varieties of paper.The Plant capacity was expanded to 35000 tpa in 1967-68, by modification of PM-2 and addition of a third Paper Machine (PM-3). The cost of the expansion scheme, at Rs 34 Millions, was part financed by All India Financial Institutions (Rs 31 Millions).

In the second stage of expansion, undertaken in 1976, capacity was enhanced to 55000 tpa, through addition of a 60 tpd new Paper Machine (PM-4). Cost of the project, including cost of a Chemical Recovery Boiler and other facilities for enhanced requirement of utilities, was estimated at Rs. 176 Millions. The same was part financed by term loans from Institutions and Banks to the extent of Rs. 145 Millions and the balance out of internal generation.

The Company embarked on an Expansion / Modernisation Project to enhance its production capacity from 60000 tonnes per annum, to 1,15,000 tonnes per annum and to upgrade some of the existing facilities, at an estimated cost of Rs 1890 millions.Currently the mill comprises of 5 plants with an annual capacity of 1,15,000 tonnes.

1.4.8.Training in S.P.B Mills:

Training programmes are conducted on a regular basis in S.P.B mills.The training provided can be considered in two categories:

- Training provided to senior level employees:
  Since S.P.B Mills is certified with ISO 9001,ISO 14001 it is necessary for the organization to keep its employees aware of quality maintenance and environmental protection.Hence,for this purpose every year it conducts a training programme for the senior level employees and executives.This training programme is usually conducted prior to the quality audit or environmental audit. The main objective of this training programme is to ensure that the senior level managers are well aware of the quality specifications and environment safeguarding measures.This would enable them to employ these measures in the real time.The senior level employees will also be able to regulate the units under their control as per the requirements of the certification bodies.

- Training provided to middle and lower level employees:

  The middle and lower level employees comprise a major portion of the employee population in S.P.B Mills.The middle level employees include unit managers, divisional managers etc.The lower level employees include supervisors,laboratory assistants and apprentices.Training provided to middle and lower level employees is on a regular basis.The training programmes conducted for lower level employees are mostly regarding the manufacturing process,Handling of equipments and machinery,usage of chemicals,laboratory testing of raw materials, biopulping and bleaching,evaluation of fibre and recycling of water.The main objective of these training programmes is to keep the lower level employees aware of the various intricacies in paper and board manufacturing.The training programmes are conducted for middle level employees during the installation of new equipments and machinery in the plant.The trainers for the lower level employees are mostly employees at a senior level with a large number of years of experience in the company.

1.4.9.Certificates obtained

SPB Mills has obtained the following certificates for having complied with the standards:

- Quality management system - ISO 9001
- Environmental management system - ISO 14001
- Occupational health and safety assessment series - OHSAS 18001
- Forest stewardship council certificate.

1.4.10.Corporate Social Responsibility

SPB Mills extends its care to the society through the following activities:

- Lift Irrigation

SPB introduced an innovative scheme for using its treated effluent. Even though it's treated water meets the surface water discharge standards, instead of letting it into the river SPB diverts its treated water for the cultivation of sugarcane, transforming non-arable dry land to wet land SPB's structured Lift Irrigation project model, has converted the

surrounding dry lands into wetlands providing a vast green belt. SPB has entered into a tripartite agreement with the local farmers society and its sister concern Ponni Sugars (Erode). Under this agreement the treated water from SPB is supplied free to the local farmers for the cultivation of sugarcane. The farmers in turn sell the sugarcane they produce to Ponni Sugars. Ponni Sugars uses the sugarcane to produce sugar and supplies its by-product bagasse to SPB.

This unique model has transformed the livelihood of the local farming community and has provided a reliable and continuous supply of essential raw material for not only SPB but also Ponni Sugars. This unique method has won the admiration of nations worldwide.

- Contract Farming

SPB launched the Contract Farming Programme under which SPB provides technical expertise for growing Eucalyptus and Casuarina wood by marginal farmers with buy back guarantee. Over 20000 acres of land are expected to be covered under the scheme in the next 5 years.

- Community Development

SPB is actively and effectively involved in the social.economic and cultural development communities surrounding its production facilities. Its community development measures include:

- providing Protected and treated drinking water through a network of about 240 water taps and 4 overhead tanks.
- Provision of Community Health Centres with a full-time qualified physician, paramedical staff and free medical facilities.
- Providing Education from the primary up to the secondary level.
- Construction of rain water harvesting structures, public toilets, village roads and culverts.
- Renovation of old village temples.
- Organising yearly Blood donation and eye camps.

1.4.11.Awards

SPB Mills has been awarded in various sectors.They are listed below:

- Environment conservation :

Year	Award
1993-94	Environmental Conservation Award Federation of Indian Chambers of Commerce & Industry
1995-96	Tamilnadu Pollution Control Board - State Environmental Award
2000-01	"TERI Corporate Environmental Award" Large Category - I Prize by The Energy Resources Institute

- Energy conservation :

Year	Award	Given by
1994	First Prize	Ministry of Power Government of India
1995	First Prize	Ministry of Power Government of India
1998	Best Energy Efficient unit	Confederation of Indian Industry and Tamilnad Electricity Board
1999	First Prize	Indian Paper Manufacturers Association
2001	Certificate of merit	Indian Paper Manufacturers Association
2002	Second Prize	Ministry of Power Government of India
2003	National Energy Conservation Award - Second Prize	Ministry of Power Government of India
2004	National Energy Conservation Award	Ministry of Power Government of India

- Export Promotion Award:

Year	Award	Given by
2000 - 01	Certificate of Recognition of "Golden Export House Status"	GOI
2001-02	Certificate of Merit in Recognition of Export Achievement	CAPEXIL
2002-03	Niryat Shree Golden Trophy Award	GOI
2002-03	Certificate of Merit in Recognition of Export Achievement	CAPEXIL
2003-04	Certificate of Export Recognition for Outstanding Export Performance	CAPEXIL

1.5.Objectives of the study

1.5.1.Primary Objective:

The main Objective of the study is:

- To determine the effectiveness of the existing training programmes in SPB mills.

1.5.2.Secondary Objectives:

The secondary objectives of the study are:

- To analyse the opinion & suggestions of the trainees regarding the contents, trainers & training facilities in the company.
- To identify the extent of participation & alertness of employees during the training programmes.
- To study the degree of improvement in the employee skills and knowledge if any, after attending the training programme.

1.6.Scope of the study

This study gives a broad framework of the various training programmes conducted for the employees of SPB Mills. It focuses on determining the efficiency of employees after the programme & also to find out the opinion of the trainees towards the programme, trainer, contents & organization. The study serves as a guideline in the formulation of future training programmes. It provides suggestions to the organization regarding the areas in which employees are interested to be trained.

The study seeks to find out training validity (whether the trainees have learnt during training) & transfer validity (whether what has been learnt is translated to enhance performance in the organization). It aims to increase the professional growth of employees.It also aids in designing the content of the training programmes.

1.7. Limitations of the study

The limitations of the study are:

- Trainees attend variety of training programmes, hence it was difficult to analyze the effectiveness of programmes individually.
- Sample size considered is small compared to the population.
- The findings of the study cannot be generalized for other organisations.

CHAPTER-II

RESEARCH METHODOLOGY

CHAPTER II

RESEARCH METHODOLOGY

2.1.Type of Study:

The type of the study is survey approach since it determines the opinion, attitude of trainees towards the training programmes conducted in SPB mills through questionnaires. **Descriptive research**

This study had adopted Descriptive research module for analysis.Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied.It 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. It deals with everything that can be counted and studied.

2.2 .Sampling Design&Technique:

The Sampling design is Probablity sampling.The total population of the study is 3040 employees.The target population is 542 employees.The target population comprises of middle level and low level employees working in a single plant.The sampling technique used is Simple random sampling, since the study focuses on the training programmes conducted for entire shop floor employees viz., since the respondents belong to different designations such as unit managers, supervisors, laboratory assistants and apprentices.

2.3.Source of Data:

- **Primary Data:**

  The data used is primary in nature. The data has been collected from the employees who attend the training programmes in SPB Mills.The data has been collected from the middle level and low level employees.

- **Secondary Data:**

  Secondary data is obtained from the organization records,books and websites.

2.4.Instrument Used:

The instrument used to obtain data from the trainees is questionnaires. Questionnaires have been circulated to the employees who have attended training programmes. Interviews have also been conducted with certain trainers to determine their opinion about the training programmes.

2.5.Tools for Analysis:

The statistical tools used for analysis is:

- Simple Percentage analysis:

Simple percentage analysis is used to analyse the data. It refers to a specified paid off ratio. These are used in making comparison between a series of percentage used to describe the relationships. Different tables and charts were drawn to interpret the collected data.

The statistical tests conducted are:

- **Chi-Square test:**

The chi square test is a useful measure of experimentally obtained result based on the hypothesis. The test is a useful measure of experimentally obtained result based on the hypothesis. The formula for calculating chi-square $(\chi^2)$is:

$$\chi^2 = (o-e)^2/e$$

That is, chi-square is the sum of the squared difference between observed (*o*) and the expected (*e*) data (or the deviation, *d*), divided by the expected data in all possible categories.

- **Weighted Average Method:**

An average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average. Weightings are the equivalent of having that many like items with the same value involved in the average.

The formula for weighted average is:

$$\text{Weighted average} = \frac{\text{sum of weighted terms}}{\text{Total number of terms}}$$

2.6.Time frame of the study:

The study has been conducted from July to August 2010.

CHAPTER-III

DATA ANALYSIS AND INTERPRETATION

CHAPTER III

ANALYSIS AND INTERPRETATION

3.1 DEMOGRAPHICS

SIMPLE PERCENTAGE ANALYSIS

3.1.1 Age of the Respondents:

The following table gives the age of the respondents considered in the study.

Table no: 3.1.1

Table showing the age of the respondents

Age of respondents	No. of respondents	Percentage
Less than 20	4	2.0
21 – 25	55	27.5
26 – 30	51	25.5
31 – 35	54	27.0
Above 35	36	18.0
Total	200	100

Source: Primary data

Interpretation:

From the above table it can be inferred that most of the respondents belong to the age group between 21-25 (i.e. 27.5%) , 27% of the respondents belong to the age group between 31-35 , 25.5% of the respondents belong to the age group between 26-30 ,18% of the respondents belong to the age group above 35 and only 2% of the respondents are less than 20 years of age.

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3.1.2 Gender of the Respondents:

The following table gives the gender of the respondents.

Table no: 3.1.2

Table showing the gender of the respondents

Gender of respondents	No. of respondents	Percentage
Male	200	100
Female	-	-
Total	200	100

Source:Primary data

Interpretation:

From the table above it can be inferred that that all the respondents are male(i.e. 100%) and there are no female respondents.

3.1.3 Marital Status of the Respondents:

The following table gives the marital status of respondents.

Table no: 3.1.3

Table showing the marital status of the respondents

Marital status of respondents	No. of respondents	Percentage
Married	117	58.5
Unmarried	83	41.5
Total	200	100

Interpretation:

From the table above it can be inferred that that 58.5% of the respondents are married and 41.5% of the respondents are unmarried.

3.1.4 Educational Qualification of the Respondents:

The following table gives the educational qualification of the respondents.

Table no: 3.1.4

Table showing the educational qualification of the respondents

Educational Qualification	No. of respondents	Percentage
10th	3	1.5
12th	7	3.5
ITI	47	23.5
Diploma	65	32.5
Engineering	44	22
Others(B.sc,applied sciences)	34	17
Total	200	100

Interpretation:

From the table above it can be inferred that 1.5% of the respondents are class 10 qualified,3.5% of the respondents have studied up to class 12,23.5% of the respondents have done ITI , 32.5% of the respondents have done diploma,22% of the respondents have done their engineering and 17% of the respondents have done other courses like Bsc,applied sciences.

3.1.5 Designation of the Respondents:

The following table gives the designation of the respondents.

Table no: 3.1.5

Table showing the designation of the respondents

Designation	No of Respondents	Percentage
Apprentice	69	34.5
Lab Assistant	45	22.5
Supervisor	43	21.5
Unit manager	7	3.5
Others	36	18
Total	200	100

Source:Primary data

Interpretation:

From the table above it can be inferred that 34.5% of the respondents are apprentices,22.5% of the respondents are lab assistants,21.5% of the respondents are supervisors ,3.5% of the respondents are unit managers,and 18% of the respondents belong to other designations like plant manager,etc.

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3.1.6 Income level of Respondents:

The following table gives the income level of the respondents.

Table no: 3.1.6

Table showing the income level of respondents.

Income Level	No. of Respondents	Percentage
Less than Rs.5000	51	25.5
Rs.5001-10000	71	35.5
Rs.10001- 15000	51	25.5
Above Rs.15000	27	13.5
Total	200	100

Source: Primary data

Interpretation:

From the above table it can be seen that majority of the respondents have income level between Rs.5001- 10000 (i.e. 35.5%), and only 13.5% of the respondents have an income more than Rs15000.

3.1.7 Service of the Respondents:

The following table gives the number of years of service of the respondents.

Table no: 3.1.7

Table showing the years of service of respondents.

No. of years of service	No. of Respondents	Percentage
Less than 5	69	34.5
5-10	56	28
11-15	44	22
Above 15	31	15.5
Total	200	100

Source:Primary data

Interpretation:

From the table above it can be inferred that 34.5% of the respondents have less than 5 years of experience,28% of the respondents have between 5 to 10 years of experience,22% of the respondents have 11 to 15 years of experience ,and only 15.5% of the respondents have more than 15 years of experience.

3.1.8. Training Programmes attended by the Respondents:

The following table gives the number of training programmes attended by the respondents.

Table no: 3.1.8

Table showing the no of training programs attended by respondents

No. of training programs attended	No. of Respondents	Percentage
Less than 5	22	11
5-10	50	25
11-15	63	31.5
16-20	35	17.5
Above 20	30	15
Total	200	100

Source:Primary data

Interpretation:

From the table above it can be inferred that 11% of the respondents have attended less than 5 training programmes,25% of the respondents have attended between 5 to 10 training programmes , 31.5% of the respondents have attended 11 to 15 training programmes ,and 15% of the respondents have attended more than 20 training programmes.

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3.1.9. Superior identifies the training needs of Respondents:

The following table specifies if the superior identifies the training needs of the respondents.

Table no: 3.1.9

Table showing whether the superior identifies the training needs of respondents

Identification of training needs by superior	No. of Respondents	Percentage
Yes	191	95.5
No	9	4.5
Total	200	100

Source:Primary data

Interpretation:

From the above table it can be inferred that 95.5% of respondents agree that the superior identifies the appropriate training needs and only 4.5% of respondents feel that the superior does not identify the appropriate training needs.

3.2 RESPONDENTS OPINION

3.2.1 Respondents Opinion about the Trainers:

The following table gives the respondents opinion about the trainers regarding the listed parameters.

Table no:3.2.1

Table showing the respondents opinion about the trainers regarding the listed parameters

Parameters regarding trainer	Rate of response										Total
	Highly satisfied		Satisfied		Neutral		dissatisfied		Highly dissatisfied		
	No	%	No	%	No	%	No	%	No	%	%
Interaction with trainees	109	54.5	73	6.5	17	8.5	1	0.5	-	-	100
Way of delivery	93	46.5	91	45.5	13	6.5	2	1.0	1	0.5	100
Subject Knowledge	111	55.5	66	33.0	20	10	3	1.5	-	-	100
Practical Demonstrations	56	28.0	108	54.0	25	12.5	9	4.5	2	1.0	100
Ability to clear doubts	51	25.5	109	54.5	32	16	8	4.0	-	-	100
Total	420		447		107		23		3		

Source:Primary data

Interpretation:

From the above table it can be inferred that 54.5% of the respondents are highly satisfied with the trainers way of interacting with the trainees,46.5% of the respondents are highly satisfied with the trainers way of delivery,55.5% of the respondents are highly satisfied with the subject knowledge of the trainer,only 28% of the respondents are highly satisfied with the practical demonstrations of the trainer and only 25.5% are highly satisfied with the trainer's ability to clear doubts.

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3.1. Chart showing the respondents opinion about the trainers:

The following bar chart represents the respondent's opinion about the trainers regarding the listed parameters.

Chart 3.1

Legend:
- ■ Interaction with trainees
- ■ Way of delivery
- Subject knowledge
- ■ Practical demonstrations
- ▩ Ability to clear doubts
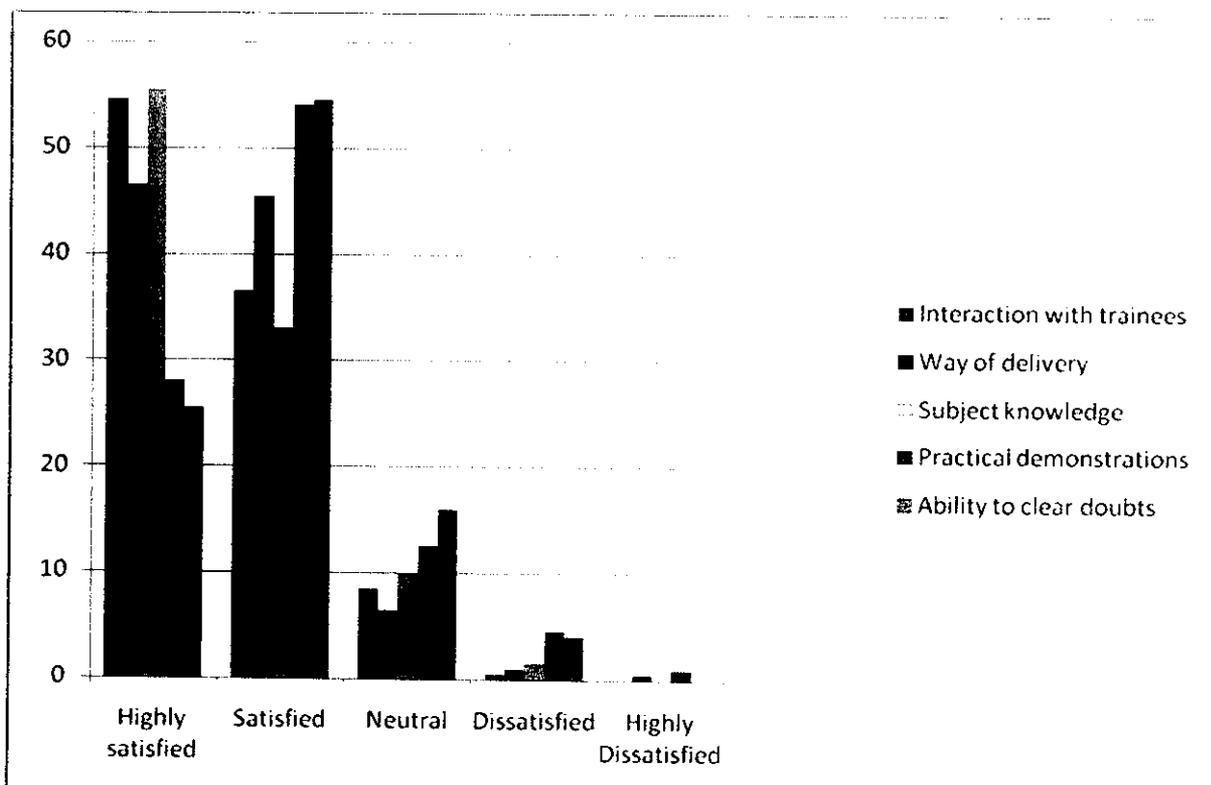
3.2.2. Respondents Opinion about the Training process:

The following table gives the respondents opinion about the training process regarding the listed parameters.

Table no: 3.2.2

Table showing the respondents opinion about the training process regarding the listed parameters

Parameters regarding training process	Rate of response(percentage)										Total (%)
	Highly satisfied		Satisfied		Neutral		dissatisfied		Highly dissatisfied		
	No	%	No	%	No	%	No	%	No	%	
Duration of training programme	122	61.0	56	28.0	14	7.0	8	4.0	-	-	100
Training Centre Infrastructure	58	29.0	120	60.0	13	6.5	7	3.5	2	1.0	100
Training content matches Job requirements	135	67.5	52	26.0	7	3.5	6	3.0	-	-	100
Training methods used	95	47.5	69	34.5	29	14.5	5	2.5	2	1.0	100
Total	410		297		63		26		4		

Source:Primary data

Interpretation:

From the above table it can be inferred that 61% of the respondents are highly satisfied with the duration of the training programme,29% of the respondents are highly satisfied with the training centre infrastructure,67.5% of the respondents are highly satisfied that the training content matches the job requirements and 47.5% of the respondents are highly satisfied with the training methods used.

3.2.Chart showing the respondents opinion about the training process:

The following bar chart represents the respondent's opinion about the training process regarding the listed parameters.

Chart 3.2
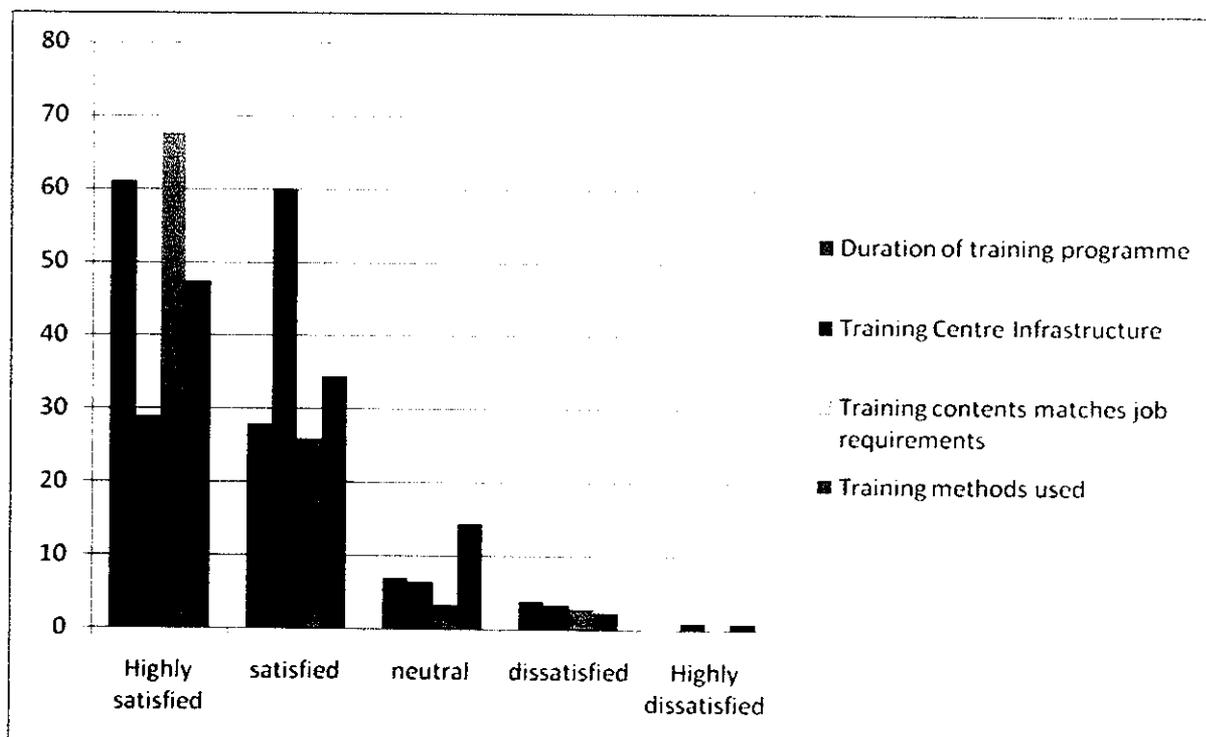
3.2.3 Respondents Opinion about the Impact of Training:

The following table gives the respondents opinion about impact of training regarding the listed parameters.

Table no:3.2.3

Table showing the respondents opinion about the impact of training regarding the listed parameters

Parameters regarding impact of training	Rate of response(percentage)										Total
	Highly agree		agree		Neutral		disagree		Highly Disagree		
	No	%	No	%	No	%	No	%	No	%	%
Improvement of on the job skills	93	46.5	88	44.0	18	9.0	1	0.5	-	-	100
Improvement of technical knowledge	46	23.0	127	63.5	22	11.0	4	2.0	1	0.5	100
Opportunities for growth	97	48.5	85	42.5	12	6.0	5	2.5	1	0.5	100
Increased involvement in work	119	59.5	68	34.0	12	6.0	1	0.5	-	-	100
Total	355		368		64		11		2		

Source:Primary data

Interpretation:

From the above table it can be inferred that 46.5% of the respondents highly agree that there is an improvement of on the job skills,23% of the respondents highly agree that there is an improvement of technical knowledge,48.5% of the respondents highly agree that training results in increased opportunities of career growth and 59.5% of the respondents highly agree that training has resulted in increased involvement in work.

3.3. Chart showing the respondents opinion about the impact of training:

The following bar chart represents the respondent's opinion about the impact of training regarding the listed parameters.

Chart 3.3
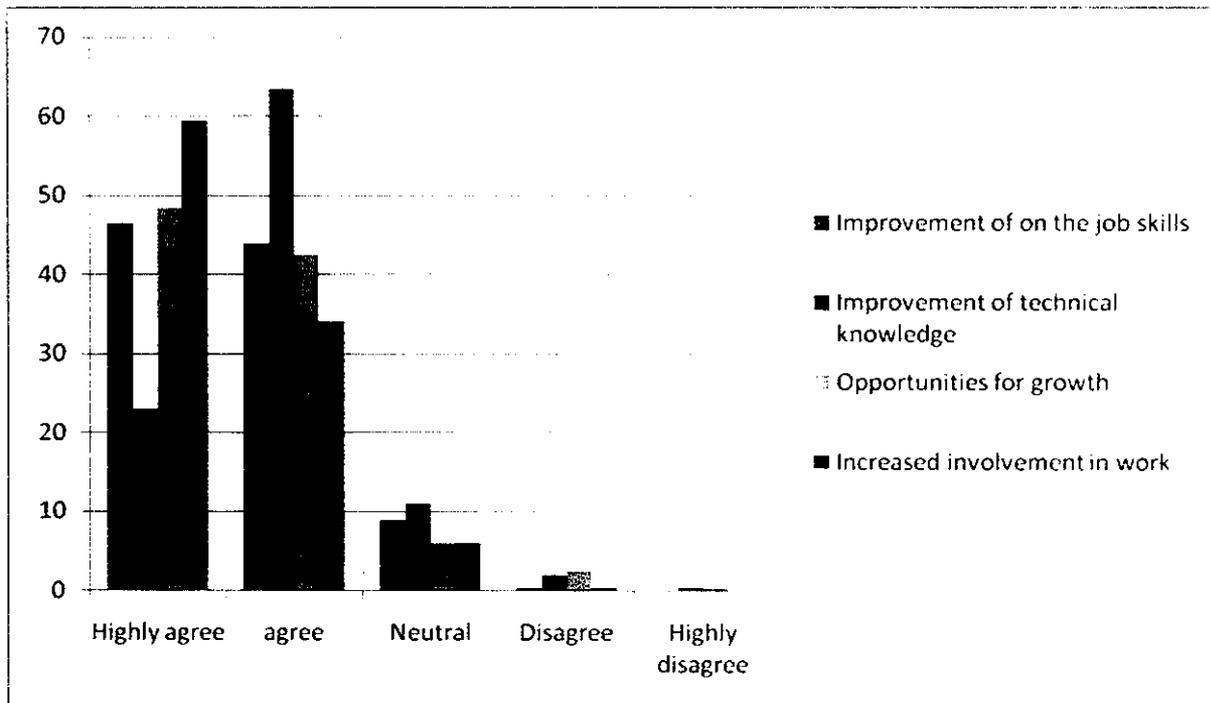
3.3 STATISTICAL ANALYSIS

CHI-SQUARE TEST

3.3.1. Association between Age of respondents and parameters related to the trainer, training process and impact of training

S.no	Parameters	Calculated Value	Chi-square Table value	Df	S/NS
1	Trainer Interaction with trainees	19.955	21.026	12	NS
2	Trainers way of delivery	21.501	26.296	16	NS
3	Subject knowledge of trainer	13.852	21.026	12	NS
4	Use of practical demonstrations	9.700	26.296	16	NS
5	Trainers ability to clear doubts	8.422	21.026	12	NS
6	Duration of training program	21.561	21.026	12	S
7	Training centre infrastructure	13.596	26.296	16	NS
8	Content matches job requirements	19.538	21.026	12	NS
9	Training methods used	13.893	26.296	16	NS
11	Improvement of on the job skills	21.320	21.026	12	S
12	Improvement of technical knowledge	27.051	26.296	16	S
13	Opportunities for growth	10.508	26.296	16	NS
14	Involvement in work	21.497	21.026	12	S

Source: Primary Data.   S-Significant   NS-Not significant

Interpretation:

There is an association between age of the respondents and parameters related to the trainer,training process and impact of training,namely duration of the training programme (calculated value 21.561 > table value 21.026),improvement of on the job skills(calculated value 21.320 > table value 21.026),improvement of technical knowledge value 27.051 > table value 26.296),involvement in work(calculated value 21.497 > table value 21.026).Hence it is concluded that the overall opinion on the training process is statistically significant.

3.3.2. Association between Educational qualification of respondents and parameters related to the trainer,training process and impact of training

S.no	Parameters	Calculated Value	Chi-square Table value	Df	S/NS
1	Trainer Interaction with trainees	25.429	24.996	15	S
2	Trainers way of delivery	22.592	31.410	20	NS
3	Subject knowledge of trainer	27.391	24.996	15	S
4	Use of practical demonstrations	12.997	31.410	20	NS
5	Trainers ability to clear doubts	9.478	24.996	15	NS
6	Duration of training program	11.022	24.996	15	NS
7	Training centre infrastructure	11.205	31.410	20	NS
8	Content matches job requirements	25.829	24.996	15	S
9	Training methods used	9.970	31.410	20	NS
11	Improvement of on the job skills	25.300	24.996	15	S
12	Improvement of technical knowledge	31.579	31.410	20	S
13	Opportunities for growth	32.783	31.410	20	S
14	Involvement in work	10.283	24.996	15	NS

Source:Primary Data   S-Significant   NS-Not Significant

Interpretation:

There is an association between educational qualification of the respondents and parameters related to the trainer,training process and impact of training,namely trainer interaction with trainees(calculated value 25.429 > table value 24.996), subject knowledge of trainer(calculated value 27.391 > table value 24.996),content matches job requirements (calculated value 25.829 > table value 24.996),improvement of on the job skills(calculated value 25.300 > table value 24.996),improvement of technical knowledge(calculated value 31.579 > table value 31.410),opportunities for growth (calculated value 32.783 > table value 31.410).Hence it is concluded that overall opinion on the training process is statistically significant.

3.3.3.Association between Designation of respondents and parameters related to the trainer,training process and impact of training

S.no	Parameters	Calculated Value	Chi-square Table value	df	S/NS
1	Trainer Interaction with trainees	23.803	21.026	12	S
2	Trainers way of delivery	18.747	26.296	16	NS
3	Subject knowledge of trainer	28.715	21.026	12	S
4	Use of practical demonstrations	13.646	26.296	16	NS
5	Trainers ability to clear doubts	19.522	21.026	12	NS
6	Duration of training program	21.301	21.026	12	S
7	Training centre infrastructure	16.379	26.296	16	NS
8	Content matches job requirements	21.600	21.026	12	S
9	Training methods used	21.374	26.296	16	NS
11	Improvement of on the job skills	21.521	21.026	12	S
12	Improvement of technical knowledge	27.827	26.296	16	S
13	Opportunities for growth	26.596	26.296	16	S
14	Involvement in work	21.096	21.026	12	S

Source:Primary Data   S-Significant   NS-Not Significant

\

Interpretation:

There is an association between designation of the respondents and parameters related to the trainer,training process and impact of training,namely trainer interaction with trainees(calculated value 23.803 > table value 21.026),subject knowledge of the trainer(calculated value 28.715 > table value 21.026),duration of the training programme (calculated value 21.301 > table value 21.026),content matches job requirements (calculated value 21.600 > table value 21.026),improvement of on the job skills (calculated value 21.521 > table value 21.026),improvement of technical knowledge (calculated value 27.827 > table value 26.296), opportunities for growth (calculated value 26.596 > table value 26.296),involvement in work (calculated value 21.096 > table value 21.026). Hence it is concluded that overall opinion on the training process is statistically significant.

3.3.4.Association between Income of respondents and parameters related to the trainer,training process and impact of training

S.no	Parameters	Calculated Value	Chi-square Table value	df	S/NS
1	Trainer Interaction with trainees	19.162	16.919	9	S
2	Trainers way of delivery	21.243	21.026	12	S
3	Subject knowledge of trainer	17.245	16.919	9	S
4	Use of practical demonstrations	15.285	21.026	12	NS
5	Trainers ability to clear doubts	11.043	16.919	9	NS
6	Duration of training program	17.230	16.919	9	S
7	Training centre infrastructure	15.588	21.026	12	NS
8	Content matches job requirements	17.483	16.919	9	NS
9	Training methods used	29.265	21.026	12	S
11	Improvement of on the job skills	15.112	16.919	9	NS
12	Improvement of technical knowledge	21.759	21.026	12	S
13	Opportunities for growth	22.164	21.026	12	S
14	Involvement in work	17.679	16.919	9	S

Source:Primary Data   S-Significant   NS-Not Significant

Interpretation:

There is an association between income of the respondents and parameters related to the trainer,training process and impact of training,namely trainer interaction with trainees(calculated value 19.162 > table value 16.919),trainers way of delivery (calculated value 21.243 > table value 21.026), subject knowledge of trainer (calculated value 17.245 > table value 16.919),duration of training program(calculated value 17.230 > table value 16.919), training methods used (calculated value 29.265 > table value 21.026),improvement of technical knowledge (calculated value 21.759 > table value 21.026),opportunities for growth (calculated value 22.164 > table value 21.026),involvement in work (calculated value 17.679 > table value 16.919). Hence it is concluded that overall opinion on the training process is statistically significant.

3.3.5.Association between Work Experience of respondents and parameters related to the trainer,training process and impact of training

S.no	Parameters	Calculated Value	Chi-square Table value	Df	S/NS
1	Trainer Interaction with trainees	17.503	16.919	9	S
2	Trainers way of delivery	6.468	21.026	12	NS
3	Subject knowledge of trainer	11.977	16.919	9	NS
4	Use of practical demonstrations	29.840	21.026	12	S
5	Trainers ability to clear doubts	13.630	16.919	9	NS
6	Duration of training program	17.766	16.919	9	S
7	Training centre infrastructure	14.149	21.026	12	NS
8	Content matches job requirements	18.239	16.919	9	S
9	Training methods used	21.147	21.026	12	S
11	Improvement of on the job skills	12.530	16.919	9	NS
12	Improvement of technical knowledge	16.927	21.026	12	NS
13	Opportunities for growth	21.201	21.026	12	S
14	Involvement in work	18.716	16.919	9	S

Source:Primary Data   S-Significant   NS-Not Significant

Interpretation:

There is an association between work experience of the respondents and parameters related to the trainer,training process and impact of training,namely trainer interaction with trainees(calculated value 17.503 > table value 16.919),use of practical demonstrations (calculated value 29.840 > table value 21.026),duration of training program (calculated value 17.766 > table value 16.919),content matches job requirements (calculated value 18.239 > table value 16.919),training methods used (calculated value 21.147 > table value 21.026),opportunities for growth (calculated value 21.201 > table value 21.026),involvement in work (calculated value 18.716 > table value 16.919). Hence it is concluded that overall opinion on the training process is statistically significant.

WEIGHTED AVERAGE METHOD

3.3.6 Respondents Opinion about the Trainers:

The following table gives the weighted average of the respondents opinion about the trainers regarding the listed parameters. The weight assigned is as follows:

Highly Satisfied:5   Satisfied:4   Neutral:3   Dissatisfied:2   Highly dissatisfied:1

Table no:3.3.6

Table showing the respondents opinion about the trainers regarding the listed parameters

Parameters regarding the trainers	No of respondents					Weighted average	Rank
	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied		
Interaction with trainees	109	73	17	1	-	59.33	1
Way of delivery	93	91	13	2	1	58.2	3
Subject Knowledge	111	66	20	3	-	59	2
Practical Demonstrations	56	108	25	9	2	53.8	4
Ability to clear doubts	51	109	32	8	-	53.53	5

Source:Primary data

Interpretation:

From the above table it can be inferred that the weighted average of interaction with trainees is maximum i.e 59.33 and the weighted average of ability to clear doubts is minimum that is 53.53.

3.3.7. Respondents Opinion about the Training process:

The following table gives the weighted average of the respondents opinion about the training process regarding the listed parameters. The weight assigned is as follows:

Highly Satisfied:5   Satisfied:4   Neutral:3   Dissatisfied:2   Highly dissatisfied:1

Table no:3.3.7

Table showing the respondents opinion about the training process regarding the listed parameters

Parameters regarding the training process	No of respondents					Weighted average	Rank
	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied		
Duration of training programme	122	56	14	8	-	59.47	2
Training Centre Infrastructure	58	120	13	7	2	55	4
Training content matches Job requirements	135	52	7	6	-	61.07	1
Training methods used	95	69	29	5	2	56.67	3

Source:Primary data

Interpretation:

From the above table it can be inferred that the weighted average of training content matches job requirements is maximum i.e 61.07 and the weighted average of training centre infrastructure is minimum that is 55.

3.3.8. Respondents Opinion about the Impact of Training:

The following table gives the weighted average of the respondents opinion about impact of training regarding the listed parameters. The weight assigned is as follows:

Highly Satisfied:5   Satisfied:4   Neutral:3   Dissatisfied:2   Highly dissatisfied:1

Table no:3.3.8

Table showing the respondents opinion about the impact of training regarding the listed parameters

S.No	Parameters regarding impact of training	No of respondents					Weighted average	Rank
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatis fied		
1	Improvement of on the job skills	93	88	18	1	-	58.2	2
2	Improvement of technical knowledge	46	127	22	4	1	54.2	4
3	Opportunities for growth	97	85	12	5	1	58.07	3
4	Increased involvement in work	119	68	12	1	-	60.33	1

Source:Primary data

Interpretation:

From the above table it can be inferred that the weighted average of increased involvement in work is maximum i.e 60.33 and the weighted average of improvement in technical knowledge is minimum that is 54.2.

CHAPTER-IV

FINDINGS

CHAPTER IV

CONCLUSION

This chapter deals with the results and discussions of the study:

4.1.Findings

4.1.1.Findings from demographics:

- Majority of the respondents belong to the age group between 21-25(i.e. 27.5%) and 27% of the respondents constitute the age group between 31-35.

- The entire sample size of 200 is constituted by male respondents(i.e.100%).
- Majority of the respondents, that is about 58.5% are married.

- Majority of about 32.5% of the respondents have done their Diploma, and 23.5% of the respondents have done their ITI.

- Out of the total sample size of 250,34.5% of the respondents have their designation as apprentice and 22.5% of the respondents have their designation as Lab assistants.

- With regard to the income level, majority of about 35.5% of the respondents have their income between Rs.5001 to Rs.10000.

- About 34.5% out of the total sample of 200 have less than 5 years of experience, which implies that training is conducted mostly for less experienced respondents.

- Majority of about 31.5% of the respondents have attended about 11 to 15 training programmes conducted in the organization and only 11% of the respondents have attended less than 5 training programmes.

- About 95.5% of the respondents agree that their superiors identify the training needs at the appropriate time.

4.1.2.Findings from Respondents Opinion:

4.1.2.1. About Trainers:

- About 54.5% of the respondents are highly satisfied with the trainer's way of interaction and only 0.5% of the respondents are dissatisfied.
- Majority of the respondents that is 46.5% of them are highly satisfied with the trainers way of conducting the training programme.

- With regard to the subject knowledge of the trainer ,55.5% of the respondents are highly satisfied and only 1.5% of the respondents are dissatisfied.

- Practical and real time demonstrations of the trainer are considered satisfactory by 54% of the respondents and only 1% of the respondents are dissatisfied.

- 54.5% of the respondents are satisfied with the trainers ability to clear doubts and only 4% of the respondents are dissatisfied.

4.1.2.2.About the Training Process:

- With regard to the training duration,61% of the respondents are highly satisfied and only 4% of the respondents are dissatisfied.

- Majority of the respondents of about 60% are satisfied with the training centre infrastructure and only 1% of the respondents are highly dissatisfied.

- Most of the respondents,that is 67.5% highly agree that the training programme contents matches their job requirements.

- 47.5% of the respondents are highly satisfied with the methods used to conduct the training programme.

4.1.2.3.About the Impact of Training:

- Majority of the respondents that is 46.5% of the respondents strongly agree that that there is an improvement in on the job skills as a result of the training programme conducted.

- 63.5% of the respondents agree that there is an improvement in their technical knowledge as a result of the training programmes attended by them.

- 48.5% of the respondents highly agree that training programmes provide them opportunities for growth.

- 59.5% of the respondents strongly agree that there is an increased involvement in work at the end of the training programme.

4.1.3.Findings from chisquare test:

- There is a significant association between the respondents age and duration of the training programme,improvement of on the job skills,improvement of technical knowledge ,and involvement in work.

- There is a significant association between the educational qualification of the respondents and trainer interaction with trainees, subject knowledge of trainer,content

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matches job requirements ,improvement of on the job skills,improvement of technical knowledge and opportunities for growth.

- There is a significant association between the designation of respondents and trainer interaction with trainees,subject knowledge of the trainer,duration of the training programme,content matches job requirements ,improvement of on the job skills ,improvement of technical knowledge . opportunities for growth and involvement in work.

- There is a significant association between Income of respondents and trainer interaction with trainees,trainers way of delivery , subject knowledge of trainer ,duration of training program, training methods used ,improvement of technical knowledge,opportunities for growth and involvement in work.

- There is a significant association between work experience of respondents and trainer interaction with trainees,use of practical demonstrations ,duration of training program ,content matches job requirements ,training methods used ,opportunities for growth and involvement in work.

4.1.4.Findings from weighted average method:

- The weighted average of interaction with trainees is maximum i.e 59.33 and the weighted average of ability to clear doubts is minimum that is 53.53.

- The weighted average of training content matches job requirements is maximum i.e 61.07 and the weighted average of training centre infrastructure is minimum that is 55.

- The weighted average of increased involvement in work is maximum i.e 60.33 and the weighted average of improvement in technical knowledge is minimum that is 54.2.

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SUGGESTIONS

4.2.Suggestions and Conclusion

Training is a learning experience that seeks a relatively permanent change in an individual that will improve the activity to perform on the job. It involves the changing of skills, knowledge, attitudes and behaviours. It may mean changing what employees know, how they work, their attitudes towards their work, or their interaction with their co-workers or supervisor. Training in SPB mills increases the knowledge and skills of an employee for doing a particular job.It enables the shop floor level employees to have a better understanding of the working methods and ways of handling of equipments.A Study on the Effectiveness of Training Programmes at SPB Mills has been designed mainly to evaluate the system of training which includes the trainers, the training process and the impact of training.The study reveals that the training programmes are highly effective and directed towards the objectives.The findings from the study reveals that the employees are highly satisfied with the training programmes conducted at SPB Mills. The findings would enable the company to formulate training programmes based on the needs of employees and hence make the training more effective.The findings also reveal that the employees are satisfied with the trainer and the content of the training programmes.Hence,it can be concluded that the training programmes conducted in SPB mills play a significant role in enhancing the skills and knowledge of the employees.

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ANNEXURE

A STUDY ON EFFECTIVENESS OF TRAINING PROGRAMME IN SPB LTD.ERODE.

The questionnaire below is to determine your perception and impact of the training program held at spb mills, erode. Kindly provide the details asked by encircling the option of your choice.

I.Personal Information

1. Name:

2. Age:

a) less than 20 years b)21 -25 years c)26 to 30 years d) 31 - 35 years e) above 35 years

3. Gender:

a) Male   b) Female

4.Marital Status:

a) Married   b) Unmarried.

II.Demographic Information

5. Qualification:

a) X   b) XII   c) ITI d) Diploma e) Engineering Graduate f) others.

6. Designation:

a) Apprentice b) Lab Assistant c) Supervisor d) Unit Manager e) others.

7. Income(Rs):

a) less than 5000 b) 5000 – 10,000 c) 10,001–15,000 d) above 15,000.

8. Year of Service:

a) less than 5 years b) 5 – 10 years c) 11 – 15 years d) above 15 years.

9. How many Training Programmes have you attended in this Organization?

a) less than 5 b) 5 – 10 c) 11 – 15 d) 16 – 20 e) above 20.

10. Whether the superior identifies the Training needs within the appropriate time?

a) Yes b) No.

III.Please mark your opinion about the trainer regarding the listed parameters:

Parameters	Highly satisfied	satisfied	Neutral	Dissatisfied	Highly dissatisfied
11. Interaction with the trainees					
12.Trainers way of delivery					
13.Subject knowledge of the trainers					
14.use of practical demonstrations					
15.Ability to clear doubts and queries					

IV. Please mark your opinion about the training process regarding the listed parameters:

Parameters	Highly satisfied	satisfied	Neutral	Dissatisfied	Highly dissatisfied
16.Duration of training program					
17.Training centre infrastructure					
18.Training content matches job requirements					
19. Training methods used					

V. Please mark your opinion about the impact of training regarding the listed parameters:

Parameters	Highly agree	agree	Neutral	Disagree	Highly disagree
20.Improvement of on the job skills					
21.Improvement of technical knowledge					
22.opportunities for growth					
23.Increased involvement in work					

24. Please give your suggestions, if any