A study on employee training with special reference to mysore industrial region-India

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ABSTRACT
The present study attempts to make a descriptive research on the employee training in different industries selected for the study. It is intended to develop an understanding and to build up a theory to the extent possible, on the different aspects of employee training. The main aim of the research is to study the existing employee training practices of public and private sector industries selected by the researcher.

Introduction

Organization gets output, because people perform tasks to a desired standard, before people can perform their tasks properly, they must master the special technology used by their organization. This means acquisition of the technology which permits employees to perform to standard thus training is an essential activity to perform the tasks better.

Training is an essential input in providing learning to employees of an organization to enable them optimally contribute towards meeting the short and long term objectives of the organization. Hence, all the activities pertaining to training must be related to the specific needs of both organization and individual employees. Training is a systematic program of the organization which aims at continuously improving the knowledge, skills, attitudes, values and competencies of the workforce to perform current and future jobs.

Training in industry should have a specific purpose. It should provide experience which develop or modify behaviours of employees in such a way that, what the employee does at work is effective in the attainment of goals and objectives of the organization.

Since training is a continuous process, a successful training programme presumes that sufficient care has been taken to discover areas in which it is needed most and to create the necessary environment for its conduct, by which organizational1. and individual needs are fulfilled.

Training the employees is becoming the number one priority in today's work place. Today's employer no longer has the option to train or not to train, but the question simply arises, how much and when training is being brought to the forefront by the changing nature of the workforce. As we move further into the information age, there will be need for the training and retraining for jobs. Management now look for innovative practices and latest technology to survive. To the list of the factors influencing this approach are the challenges poled by globalization and open competition. If there is anything uppermost in the minds of the entrepreneurs today, it is the need

for survival (Rao.A.K 2005). This is one of the reasons why well known business houses, with a view to the future needs are either setting up their own training institutions or making generous donations and contributions to the existing management schools.

At present time, because of ineffective performance of lecture method, participatory training methods such as case study, role playing, exercise, application project, simulation games etc., are getting popularity and being used in training Besides, modern electronic technologies viz., computer Aided Instruction (CAI), Interactive computer video Technology (ICVT) Video tapes teleconferencing etc., are likely to make a deep impact on training of extension personnel in India. (Mishra O.P. and Ganguli.D 2002) .

Statement of the Problem

The present study attempts to make a descriptive research on the employee training in different industries selected for the study. It is intended to develop an understanding and to build up a theory to the extent possible, on the different aspects of employee training.

Aim and Objectives of the study

The main aim of the research is to study the existing employee training practices of public and private sector industries selected by the researcher.

Specific Objectives:

To study the existing training practices of selected industries.

1. For the purpose of understanding the system variables in-depth, the objective has been split into two;
2. To study the different types of training programmes offered by the industries selected
3. To study the methods of training practiced by the industries
4. To study the impact of training on productivity of the employees
5. To collect the opinions of the employees existing training practices
6. To study the changing trends in training practices of different industries

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7. To suggest the ways and means to improve the existing system

Research Design

The researcher adopted Descriptive design in his study. It aims to find out the existing training practices, impact of training on productivity and efficiency of the employees, changing trends in training.

Hypotheses

1. There is a significant difference between public and private sector industries in the practices of training

2. There is a significant difference between public and private sector industries in relation to the impact of training on productivity of the employees.

3. There is a significant difference between the opinions of public and private sector employees about existing training practices.

Scope of the Study

The present study is confined to only Mysore Industrial Region, which comes under the jurisdiction of Assistant Labour commissioner of Mysore Region. It consists of three districts namely, Mysore, Mandya, and Chamarajanagar.

Universe of the study

In the course of understanding a study of this size and content, it is of paramount importance to determine the study area and the study universe. The study area was chosen to compromise 10 public and 10 private large and medium scale industries of Mysore industrial region satisfying different consumer needs and operating in different markets. The study mainly focused on the opinions of the respondents associated with these industries. The employees of these organizations constitute sample of this study.

Sample Design

Out of 20 industries (10 from public and 10 from private sector) selected for the study, the researcher selected 10 employees from each industry by adopting purposive sampling method.

Tools of Data collection

An Interview schedule was used to collect the opinion of the employees regarding training practices.

This self prepared Interview Schedule is to understand level of participation of the employees in training, their involvement and attitude towards training. This Schedule has total of 4 sections covering all the objectives of the study.

The collected data was fed into tables, pie charts, graphs and diagrams mechanically and the, it was interpreted and presented systematically using Chi-Square, Student t-test, standard deviation, mean deviation etc., for the clear understanding of the concept.

Results and Discussion

Personal profile of the Respondents

1. Department:

Unless the workmen is made clear, what he has to do at the workplace, what is his role, what is his job description, the workmen is unable to proceed. Hence the nature of the job has to be made clear to him about what operation he has to work and what exactly his activities are. Each workman has to know his sequence of operation or production process in the organization. Since the study is concentrated only for manufacturing industries, the respondents selected for the study belong to production department.

2. Age of the Respondents:

For the purpose of finding out as to the age of the respondents, the information is elicited from the respondents by direct interviews. It is represented in the above table-1. Among the respondents of public sector, only 3 percent belong to 20 to 30 years, 31 percent of them belong to 30 to 40 years, 52 percent belong to the age group of 40 to 50 and 14 percent of them belong to 50 and above years of age.

On the other side, in private sectors, 28 percent of them belong to the age group of 20 to 30, 45 percent are between 30 to 40, 24 percent between the age of 40 to 50 and only 3 percent of them are 50 and above years of age.

It is concluded that, when compare to public sector, private sector employees are little young, because of high turnover. Attractive salary, employee favorable HR policies, healthy work environment, non –political intervention attract people in private sector enterprises. So the young employees get into the organizations. Where as in public sector, because of the job security people do not wish to move from the organization. Therefore we could find through the study that in public sector industries most of the employees are aged.

3. Length of Service

The human factor in any industry is so important. When this human resource is developed in terms of skill, aptitude and abilities inturn the productivity would be increased. The experienced human resource definitely have proper skills and abilities to perform the job better, so it leads to increase productivity.

The result of the above table No.2 shows that among the respondents of public sector no one has below 5 years only 3percent have 5 to 10 years of experience, 8 percent of them between 10 to 15 years, 43 percent are having 15 to 20 years of experience, 33 percent have between 20 to 25 years and 13 percent of them have 25 and above years of experience.

In private sector industries, only 15 percent of the respondents have even below 5 years of experience, 30 percent of them have between 5 to 10 years, 34 percent of respondents have between 10 to 15 years, 16 percent of them have 15 to 20 years and no one has more than 25 years of experience. It can be concluded from the above result that , compare to public sector, private sector employees have less experience , because frequently they are changing jobs with a higher amount of opportunities.

The organizations prefer well qualified and skilled people according to the requirement of the job. The well qualified and competent people perform better in order to increase productivity in the organization.

4. Educational Qualification

It is shown in the table No.3, the respondents of this study hail from different educational qualifications.

Among the respondents in public sector, 11 percent of them have below metric level education, 18 percent of them have SSLC, 40 percent have PUC qualification, 17 percent have degrees, only 2 percent have technical education like, ITI and Diplomas.

On the other side in private sector, no one has below metric level education, 23 percent have SSLC, 27 percent have PUC level education, 23 percent have degree qualification, only 2 percent have master degree and 25 percent of them have technical education like, ITI and Diplomas.

It is easy to analyze that compare to public sector, private sector industries have better qualified people and for the workman category the higher education is not required. PUC and technical education like ITI and Diploma are the need of hour for workers category in manufacturing set up.

Training Practices

Steinmetz (1969) distinguishes that, training is a short –term process utilizing a systematic and organized procedure by which

non – managerial personnel learn technical knowledge and skills for a definite purpose.

Development is a long – term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purposes.

One may say that, if the key to productivity is managerial efficiency, then the key to management efficiency is training.

Hence it is necessary to give a good number of training to enhance the knowledge, skills and attitude of the employees. It leads to the person to be more creative in their job.

The analysis of Table -4 shows that , in public sector majority 83 percent of the respondents have attended below 5 number of trainings and only 17 percent of them attended between 5 to 10 training programmes, and no one has attended more than 10 training programmes.

On the other side in private sector, 33 percent of the respondents attended below 5 training programmes, 42 percent attended between 5 to 10 programmes. 21 percent attended 10 to 15 programmes and only 4 percent attended even more than 15 training programmes. It is shown from the above result that, private sector employees have received more number of training programmes compare to public sector employees. In public sector, because of their non improved and non updated training policy they show less interest in conducting good number of training programmes.

Bhatia (1986) Today management recognize the importance of employee training and development, consider it an investment to meet its objectives, and do not deem it an overhead cost.

The underlying need for this is the integration of training objectives and strategies with the business plans of the organization. The key factor is that employee training is becoming effective in improving organizational performance and climate. The author also advocates that "The current feeling that technology will displace workers is vastly overstated. In fact, the rural impact will be on the skills of the employees. Rather than displace workers in the long run, technology will cause their skills to be absolute. While technology creates new jobs, the people who get displaced by the technology are not the people who get new jobs. Therefore, we have to retain them. For retaining the people, they are to be trained in different areas in each department.

The analysis of the results shows through table-5 that, in public sector, 30 percent of the respondents attended technical trainings, 52 percent attended quality consciousness, 71 percent of them attended safety and first – aid training, 45 percent about skill development, 51 percent about inter personal relations, 26 percent about health and hygiene, and 68 percent of them attended team work and team building training programmes.

In private sector, among the respondents, 44 percent about technical oriented, 92 percent quality consciousness, another 92 percent about safety and first aid, only 25 percent skill development, 53 percent about interpersonal relations, 63 percent about health and hygiene and 72 percent of them attended team work and team building training programmes. Hence it is analyzed that, majority of the respondents in both sectors have attended quality consciousness, safety and first aid, and team work and team building training programmes. Because, these organizations recognized the above training programmes are much essential.

Respondents of Public sector attended the training programmes 1.37 times more than Public Sector. It is due to the facilitation by the private sector organization for more participation.

Gosh (1986) is of the opinion that, the training need of an organization arises from three main causes. He says; It is not always possible to have the right man for the right job, the see and need arises from changes in structure in relationships, in polices, processes or procedures. Lately, there is need for training in the organization to bring about changes in performance, attitude, behaviour or relationship. Therefore organizations have to rightly identify the needs of the training.

The above table-6 indicates that, in public sector 60 percent of the respondents opined that the companies are rightly identifying their training needs, 24 percent of them say that they are not identifying properly and 16 percent of them are not aware of this.

Where as in the private sector, 85 percent of the respondents say that, their companies are rightly and 15 percent of them say that it is not rightly identifying . And none of them are not aware of this. Hence, it is concluded that, compare to public sector, private sector organizations are better in rightly identifying the needs of the employees training and it clearly indicates that, private enterprises are serious about training programmes.

Advance technology is perhaps the biggest single impetus for training programme. Training could be useful in improving any transformation process, provided one should know; where training is required, what training is required to whom. The training has to be related both to the needs of the organization and those of individuals. Hence it is significant to give importance for training in the area in which the individual impressed need of training.

From the above table-7 , it is revealed that 42 percent of the respondents in public sector opined that, their companies give training based on identified needs, and 58 percent of the respondents opined that, it is given based on the training calendar.

On the other hand in private sector, a large majority 82 percent of the respondents say that, their companies give training based on the identified needs, and only 18 percent of them say that, it is given based on the training calendar. Hence we can conclude that, comparatively private sectors give much importance for need identification. For every training programme they identify the training needs, and based on the need they design the programme and implement it. Where as in public sector normally, beginning of the year and based on the training calendar they prepare the training schedule or time table and conduct the programme.

Training need is always different for different category of people and the people working in different departments based on nature of job, its complexity and the working environment. Hence it is necessary to analyze training needs of workmen of different departments separately by the experienced person, who has the managerial / supervisory capacity.

The results of the above table-8 shows that, in public sector, 22 percent of the respondents opined that, their training needs are identified by the line managers, 30 percent say that it is by personnel department, and 86 percent of them say that it is identified by their immediate supervisors.

Whereas in private sector, 53 percent of the respondents opined that, their training needs are identified by line managers, 29 percent of them say that it is personnel department and 71 percent of them say that it is identified by their supervisors.

It can be concluded that, in the need identification, supervisory capacity employees have a major role in both the sectors. And the personnel department will not play much role in training needs identification. It is also revealed that, the

supervisors are the suitable people in identifying their subordinates training needs.

So there is a significant difference between Public Sector and Private Sector in the importance of training.

It is analyzed from the above table-9 that in public sector, 64 percent of the respondents have given the opinion that, their organizations give much importance for training and 36 percent of them have said that, their organizations do not give importance. Whereas in private sector, 87 percent say that it is given much importance and only 13 percent say no to the above statement.

It is concluded that, private organizations give much importance for training than public sector industries but, public sectors are also not neglecting the training programmes. They also consider that, the training is important in the organization.

Organizations have to take a due care in informing the importance and objectives of the training for all trainees. The place of the training, duration of the training, training faculty, methodology and the purpose of the training programmes have to be communicated properly to all the trainees well in advance.

The responses of the above table-10 shows that, in public sector, all 100 percent respondents have given the opinion that, their training programmes are announced well in advance by the organizations. Whereas in private sector, 84 percent of respondents opined that it is announced well in advance and only 16 percent no to the above statement.

It is clearly analyzed that, in both the organizations a due care would be taken by the organizations to properly communicate the training programmes. It can make the trainees to be active participant and prepare them mentally to attend the training programmes.

A well equipped training center or department is necessary to be an independent department under the charge of a director of training to conduct the training. It should be provided with modern equipment and facilities such as CGI visual system, multi- Media Theater, air conditioned rooms etc.

The above table-11 shows that, in public sector, 50% of the respondents said that, they have training centers in this organizations, and another 50% said that they do not have training centers. On the other side, in private sector all the above 100% of respondents opined that they have training centers in their organizations. It is observed through the study that, private sectors have well equipped training centers, and all the training programmes would be conducted in their training centers only. Whereas in public sectors most of the organizations send their employees outside for training, and sometimes these programmes are organized in some hotel conference halls.

There is need for initiating / improving training programmes covering the various levels of employees. Provision should exist for making the training programmes compulsory. Management should take an indepth care for making the training programme compulsory without disturbing the regular production process.

The result of the above table-12 shows that, in public sector, all the 100% respondents opined that the training programmes are compulsory in their organization. Where as in private sector, 93% of the respondents said it is compulsory and only 7% said it is not compulsory. Hence it can be concluded from the above result that, in both the organizations training programmes are compulsory. There is no possibility of opting, because as it is earlier stated training is a systematically planned activity. It is arranged with due care and there is also not any possibility of disturbance in the production process. Therefore both the organizations make the training programmes compulsory for their employees.

Bhatia (1986) emphasis that, the need of the hour is to re-orient training strategies and methodology so as to; a) Meet, the demands of optimum human development and b) Market changes and competition as these have a direct bearing on the priorities of the coming decade.

To implement these colossal training activities, it is necessary that competent trainers are available to bring about re – orientation in work – ethics and on the existing work culture. While we really on external faculty in the management institutes, it is imperative to develop internal faculty in organizations will generate greater interest and commitment to training in like and top management.

The above table-13 shows that, among the respondents of public sectors, 69 percent the method of training they were given is on the job training, and in the real life situation only 18 percent experienced role play method, no one experienced laboratory training, and 41 percent of them participated in the discussion method, a large majority 96 percent of them participated in lecture method.

On the other side, in private sector 80 percent of the respondents experienced on the job training, 52 percent experienced simulating real life situation, like business games and role plays, 35 percent of them participated in laboratory trainings, and 52 percent have experienced discussion method and a large majority 81 percent of them experienced lecture method of training.

Therefore, it can be concluded that, a widely popular method called lecture method is practiced in all most all the industries in both sectors and major amount of trainees have undergone on the job method of training in both sectors of industries.

Electronic technology is a genetic term covering an array of technologies which are already in use or have tremendous potential for use in a wide variety of educational use (Mishra , 1990) . Time has come to use appropriate electronic technology for better implementation of training. Some of recent technologies which are in use for training extension are; computers, video – tapes, interactive computer video technology (ICVT) broadcast television, cable television, capacitance disc, Computer aided instruction (CIA) Interactive System, Laser Disc, Tele Text and Tele Conferencing (D.P. Mishra and D. Ganguli 2002) .

It is indicated from the above table-14 that, in public sector all the 100% respondents opined that, effective tools like, L.C.D, O.H.P; Computer Aided instructions are used by their organizations while imparting training. In private sector also all the 100% respondents agreed that, their organizational are using effective tools in training programmes.

It clearly shows that, both the organizations are using effective tools for imparting training. But both of them have to equip themselves with the above mentioned modern methods of training.

Impact of Training

Employee obsolescence and lack of commitment are two major drawbacks of Indian Industry. Employees become obsolete when they fail to adopt the new technology and procedures. A properly designed training module is then an effective tool to meet the revised requirements. Training helps an employee to become more employable, to be more effective in the current job and it prepares the employee to shoulder higher responsibility.

The training programme becomes essential for the purpose of meeting the specific problems of a particular organization arising out of the introduction of new lines of production,

changes in design, the demands of competition and economy. The whole impact of training results in increasing the productivity, improving quality, improving organizational climate, improving health and safety, reducing the number of accidents increasing work commitment and team work among employees in the organization.

As experienced by the employees in the above table-15, it is observed that, in public sector, majority of the employees agreed that, training results in increasing the productivity and efficiency with a mean score of 2.85. They have also experienced that, it also results in reducing the wastage, with a mean score of 2.83, a mean score of 2.43 shows that it helps in improving the regularity in work, but not a massive change. Mean score of 2.50 shows that training helps in building interest in work, but in an average amount. But certainly training helps in increasing the work commitment with a mean score of 2.67. Better co-ordination also taken place by training with the score of 2.70 and a mean score 2.64 tells that training results in improving team work. But no respondent says that it results in deteriorating any aspect mentioned above.

On the other side, private sector, employees experienced that, training results in improving productivity and efficiency with a highest mean score of 2.89. A mean score of 2.74 shows that training helps in reducing wastages. A score of 1.93 clearly shows that training will not help in improving the regularity to work, 2.15 mean score also says that training does not create interest in work drastically. A mean score of 2.29 clearly indicates that training does not help in improving work commitment, and 2.52 mean score shows that, training helps for better co-ordination, but it is average. With regard to team work the mean score of 2.76 clearly shows that, training results in improving team work. But no respondent says that training resulted in deteriorating the above mentioned aspects.

However the S.D value of 0.16 of public sector, and S.D value of 0.31 of private sector industries clearly shows that, comparatively public sector employees have experienced a greater impact of training than private sector. Despite of the limitations or drawbacks of training programmes, the impact of training is little effective for public sector employees than private sector employees, but not much.

It was assumed that, there is a significant difference in the impact of training between public sector and private sector. But the t- value shows that, the observed value (t obs = 1.35) is lesser than the table value (t tab = 5% 2.179 1% = 3.055) . Hence it is concluded that, there is no significant difference between the public sector and private sector organizations with regard to the impact of training.

Opinions of the employees regarding training practices:

The training programmes should be organized monthly, quarterly and so on. It should be an ongoing and continuous process. Training given once in a year does not yield any result. The analysis of the above table-16 shows that in public sector all 100 percent respondents agreed that training should be given in a regular basis and even in private sector also all 100 percent respondents opined that, it should be an on line activity and be given continuously.

Hence it is concluded that both the   sector employees accepted that training is an ongoing activity in order to solve the work related and personal problems. It keeps the employees update their skills and knowledge and employees would be productive and competent enough to perform the current and future jobs.

The organization feel that investment on training yields better results through improving the productivity of the employees. It is their responsibility to allocate a separate budget for training every year and budget has to be enhanced every year according to the needs of the training. The employees should also treat this training is an investment. Because a productive investment yields a better results at the end.

The results of the above table-17 shows that, among the public sector employees, 65 percent of respondents treat this training as an investment and only 35 percent of them treat it is an incentive. And in private sector, 75 percent of the respondents treat this training is an investment, and only 25 percent of them treat that, it is an incentive. Therefore it is concluded that a large majority of the respondent of both the sectors have treated the training programmes as an investment than incentive. But compare to public sector, private sector employees gave a better amount of respondents with regard to the above statement.So there is no significant difference between Public Sector and Private Sector with respect implementation of learning in day today activities.

It is needless to say that, training improves the productivity of the employee provided an employee has to implement his learnings in day to day activities after attending training programmes.

The table-18 shows that, in public sector industries, 69 percent of the respondents opined that, they are implementing their learnings in day today activities and only 35 percent of them are not implementing and in private sector 80 percent of the respondents said that, they are implementing their learnings in their day today business and only 20 percent of them are not implementing.

It clearly indicated that private sector industries employees are so serious about the training programmes. Because even after attending training they are practicing better whatever they learnt during training programme.

It is imperative to say that, in the knowledge era employee has to capable enough to do their assigned work without any difficulties. It is possible only if he is trained properly in that particular area. But all employees are not enthusiastic in increasing their efficiency by attending training programme. So it is inevitable that, the trained and experienced employees have to motivate and recommend them to attend the training.

The result of the above table-19 shows that, in public sector, all the 100 percent respondents agreed that they recommend their colleagues to attend the training programmes on the other side in private sector also all 100 percent agreed that, they recommend their colleagues to attend the training programmes. Hence it is concluded that; in both sectors employees recommend their colleagues to attend the training programmes. Because, they are experienced the benefits of the training programmes, and also realized that, how training helped them to mend their personality.So there is significant difference between Public Sector and Private Sector with the overall reaction of the respondents about the training

The quality of the training is based on the feedback given by the trainees those who have attended training. Effectiveness can be seen only after getting the positive feedback from trainees about all the process of training.

The analysis of the above table-20 shows that how employees perceived the overall training programmes. It is evident from the above result that, in public sector, no respondent say that, the training programme is excellent, 23 percent of them say that it is very good , 39 percent say that it is just good, 38 percent say that is only average and no one say that it is poor. On the other side in private sector, 18 percent of the respondents say that the programme is excellent 38 percent of them say it is very good,

34 percent can say it is only good and10 percent of them say it is only average and no one says that it is poor. However, the overall reaction about the training programme comparatively little appreciable in private sector, than public sector. Because in public sector, very less number of employees opined that, it is very good and no one could say , it is excellent. But in private sector the opinion is excellent as identified by the study. Hence it is concluded that, the programmes conducted by both the organizations are comparatively good which is shown through : x^2obs = 38.34 > x^2 tab = 7.82 So there is significant difference between Public Sector and Private Sector with the overall reaction of the respondents about the training.

It might be the reasons that the companies are no at all making effort to bring it to the notice of their employees about the training policies so majority of the employees said that, they do not have the policy or they are not at all aware about the policy. And also the other reason is that, majority of the companies do not have their own standardized training policies. So the study is concluded that, comparatively private sector organizations have better training policy and their employees know about the policy little better than public sector organizations. However, both the organizations need to work on this to communicate their training policies to all employees through seminars, workshops, trainings or awareness programmes.

Conclusion:

Training is a vital function of any organization whether it is public or private. It is a crucial requirement for HRD Managers in any organization. The effectiveness of various training programmes depends heavily on meeting required skills and knowledge in employees. This present study has made a sincere effort to show the importance of training in all the organizations and exhibited its duties and responsibilities regarding various positions at all levels like corporate, unit departments through proper organization structure.

This study has also attempted to bring out the differences in training practices between public sector & private sector industries. There are certain amount of similarities and dissimilarities in practice of training between these two.

Therefore, the study of this nature becomes more effective as it touches the important aspects of training like, methods, types, standardized operating procedures and evaluation of training in management, employees' trade unions, and the HRD department also looking at employee development in the organization and prosperity of the nation. Training certainly brings transformation in the hearts and minds of people in these organizations.

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Table -1 Age Distribution of Respondents

Sl. No.		Public Sector		Private Sector	
	Age group	No. of Respondents	Percentage	No. of Respondents	Percentage
1.	Below 20	0	0	0	0
2.	20 to 30	3	3	28	28
3.	30 to 40	31	31	45	45
4.	40 to 50	52	52	24	24
5.	50 & above	14	14	3	3
	Total	100	100	100	100

Table -2: Length of Service of the Respondents

Sl.No.		Public Sector		Private Sector	
	Experience	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Below 5 years	0	0	15	15
2	5 to 10	3	3	30	30
3	10 to 15	8	8	34	34
4	15 to 20	43	43	16	16
5	20 to 30	33	33	5	5
6	30 & above	13	13	0	0
	Total	100	100	100	100

Table -3 The Educational Qualification of the Respondents

Sl.No.	Public Sector			Private Sector	
	Qualification level	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Below Metric level	11	11		
2	SSLC	18	18	0	0
3	PUC	40	40	23	23
4	Degree	17	17	27	27
5	Masters Degree	2	2	23	23
6	Technical - ITI & Diploma	12	12	2	2
7	Others	0	0	25	25
	Total	100	100	100	100

Table -4 The Number of Training Programmes Attended by the Respondents

Sl. No.	Public Sector			Private Sector	
	No. of Training Programmes	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Below 5	83	83	33	33
2	5 to 10	17	17	42	42
3	10 to 15	0	0	21	21
4	15 & above	0	0	4	4
	Total	100	100	100	100

Table -5 Types of Training Programmes Attended by the Respondents

N=100

Sl.No.	Public Sector			Private Sector		Degree of Facilitation (No. of times)
	Types	No. of Respondents	Percentage	No. of Respondents	Percentage	
1	Technical oriented	30	30	44	44	1.47
2	Quality consciousness	52	52	92	92	1.77
3	Safety and first aid	71	71	92	92	1.29
4	Skill development	45	45	25	25	0.56
5	Inter personal Relations	51	51	53	53	1.04
6	Health and Environment	26	26	63	63	2.42
7	Team Building	68	68	72	72	1.06

$n = 7$, $\sum f = 9.61$
Mean = 1.37

Table - 6 Right Identification of Training Needs

		Public Sector		Private Sector	
Sl. No.	Opinion	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	60	60	85	85
2	No	24	24	15	15
3	Not aware	16	16	0	0
	Total	100	100	100	100

Table-7 Basis of Giving Training

		Public Sector		Private Sector	
Sl.No.	Basis	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Identified needs	18	18	82	82
2	Training calendar	82	82	18	18
	Total	100	100	100	100

Table – 8: Personnel Responsible for Training Needs Identification

N=100

Sl.No.	Public Sector			Private Sector	
	Personnel	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Line Mangers	32	32	53	53
2	Personnel Department	30	30	27	27
3	Supervisors	86	86	71	71

Table -9 Organizations Give Importance for Training.

		Public Sector		Private Sector	
Sl.No.	Opinion	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	64	64	87	87
2	No	36	36	13	13
	Total	100	100	100	100

Table -10 announcement of Training Programmes in Advance

		Public Sector		Private Sector	
Sl.No.	Opinion	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	100	100	84	84
2	No	0	0	16	16
Total		100	100	100	100

Table-11 Existence of Training Centers in the Organizations

		Public Sector		Private Sector	
Sl.No.	Opinion	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	50	50	100	100
2	No	50	50	0	0
Total		100	100	100	100

Table-12 Training Programmes Made Compulsory or Optional

		Public Sector		Private Sector	
Sl. No.	Type	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Compulsory	100	100	93	93
2	Optional	0	0	7	7
Total		100	100	100	100

Table-13 Methods of Training Programmes

N = 100

	Public Sector			Private Sector	
Sl. No.	Types	No. of Respondents	Percentage	No. of Respondents	Percentage
1	On the job training	69	69	80	80
2	Simulating real live situation (Role play & Business games)	18	18	52	52
3	Laboratory training	0	0	35	35
4	Discussion method	41	41	52	52
5	Lecture method	96	96	81	81

Table -14 Effective Usage of Audio- Visual Tools in Training Programmes

		Public Sector		Private Sector	
Sl.No.	Opinion	No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	100	100	100	100
2	No	0	0	0	0
3	Not aware	0	0	0	0
Total		100	100	100	100

Table – 15 The Impact of Training

Sl.No.	Terms	Public Sector				Private sector			
		No. of Respondents (f)				No. of Respondents (f)			
		03	02	01	Total Mean	03	02	01	Total Mean
1	Productivity and efficiency of the employee	85	15	0	2.85	89	11	0	2.89
2	Reduction in wastage	71	29	0	2.83	74	26	0	2.74
3	Regularity to work	43	57	0	2.43	03	97	0	1.93
4	Interest in work	50	50	0	2.50	15	85	0	2.15
5	Work commitment	67	33	0	2.67	29	71	0	2.29
6	Better co-ordination	70	30	0	2.70	52	48	0	2.52
7	Team work	64	36	0	2.64	76	24	0	2.76

$\sum f = 100$

Score : 03- Improved   02- Remained so   01 – Deteriorating

Public : S.D = 0.16 $s^2 = 0.0725$ d.f =12

Private : S.D = 0.31   t value = 1.35   5% = 0.05   2.179

N = 7   1% = 0.01   3.055

Result : t.obs < t.tab therefore , no significant difference among sample means.

Table -16 Opinions of the Respondents on Making Training as a Continuous Process

Sl.No.	Opinion	Public Sector		Private sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	100	100	100	100
2	No	0	0	0	0
Total		100	100	100	100

Table -17 Treating Training as an Incentive or Investment

Sl.No.	Opinion	Public Sector		Private sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Incentive	35	35	25	25
2	Investment	65	65	75	75
Total		100	100	100	100

Table -18 Showing the opinion of the respondents about the implementation of learnings in day today activities

Sl.No.	Opinion	Public Sector		Private sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	69	69	80	80
2	No	31	31	20	20
Total		100	100	100	100

x^2**obs = 2.03   d. f = 1 at 5 % level x^2 tab = 3.84**

Result: x²obs = 2.03   < x² tab = 3.84. So there is no significant difference between Public Sector and Private Sector with respect implementation of learning in day today activities.

Table -19 Showing the responses of the respondents in recommending their colleagues to attend training

Sl.No.	Opinion	Public Sector		Private sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Yes	100	100	100	100
2	No	0	0	0	0
Total		100	100	100	100

Table – 20 Showing the respondents overall reaction about the training

Sl.No.	Opinion	Public Sector		Private sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Excellent	0	0	18	18
2	Very Good	23	23	38	38
3	Good	39	39	34	34
4	Average	38	38	10	10
5	Poor	0	0	0	0
Total		100	100	100	100