EMPLOYEE SATISFACTION TOWARDS TRAINING AND DEVELOPMENT PRACTICES WITH SPECIAL REFERENCE TO MANUFACTURING UNITS IN ALLAHABAD

THESIS
Submitted for the Award of the Degree of DOCTOR OF PHILOSOPHY IN MANAGEMENT

By
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CANDIDATE DECLARATION FORM

I, Pooja Jaiswal declare that the work presented in this thesis entitled ‘Employee Satisfaction towards Training and Development Practices with Special Reference to Manufacturing Units in Allahabad’ submitted to the Department of Business Administration in the Joseph School Of Business Studies, Sam Higginbottom Institute of Agriculture, Technology and Sciences, Deemed University, Naini, Allahabad, for the award of the Doctor of Philosophy degree in Management is an original work. I have neither plagiarized nor submitted the same work for the award of any other degree. In case this undertaking is found incorrect, my degree may be withdrawn unconditionally by the University.

Date: Pooja Jaiswal
Place: Allahabad
Signature of Student (ID.No:11PHDM110)
CERTIFICATE

Certified that the thesis entitled ‘Employee Satisfaction towards Training and Development Practices with Special Reference to Manufacturing Units in Allahabad’ submitted to Sam Higginbottom Institute of Agriculture, Technology and Sciences, Deemed University, Naini, Allahabad in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Business Administration is a bonafide record of thesis report carried out by Ms. Pooja Jaiswal (ID.No:11PHDM110) under my supervision and guidance.

Place: Allahabad
Date: 

Signature
(Dr.Archana Chandra)
Advisor /Associate Professor
HOD, Department Of Business Administration
ABSTRACT

For any organization to survive in this competitive world it has to excel in terms of employees competencies as well as their retention with the organization. For this purpose any organization needs to take care of two factors employee development and employee satisfaction. Training and development is essential for any organization for the development of employees personally and for the growth of the organization. Manufacturing units selected for the study Alstom T&D Ltd, Reliance Industries Ltd, BPCL and ITI need high technical knowledge into the manufacturing process and continuously focus on performance excellence due to the changing dynamic environment. Hence the organizations take care that quality training and development programs are provided to the employees. The research study attempts to assess the attitude of employees towards training and development practices in the manufacturing units in Allahabad.

The research was a descriptive study where twelve training and development variables were identified and satisfaction level with these variables was measured with help of a survey. Correlations and Regression analyses was used to refine and increase the accuracy of independent variables of training and development practices and conforming their relationship and impact on dependent variable employee satisfaction. T test was used to compare the satisfaction level between private and public sector organizations.

Result of research study indicates training and development practices had positive impact on employee satisfaction. Employees were found to be highly satisfied with the variables training methods, training types, delivery and quality of training and development programs, training curriculum, and usefulness of training in enhancing their work performance, and performance and encouragement provided by trainer. Employees felt the need of changes in some areas of training and development like training and development facilities, management’s supervision and guidance, organization’s commitment to employees training, appropriateness of skills enhanced and fairness in
training and development opportunities. Result of correlation reveals that variables of training and development correlate with each other and contribute to total satisfaction with training and development practices and employee satisfaction. The result of regression analysis proves the hypothesis that training and development practices in the organization are positively related to employee satisfaction. T test analysis shows that difference in employee satisfaction level with training and development practices was significant between private sector manufacturing units Alstom and Reliance and public sector manufacturing units BPCL and ITI.

**Key Words:** Training, Development, Employee satisfaction, Manufacturing Units, employee’s performance, organization’s performance
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Date:

Place: Allahabad

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SERIAL NO</th>
<th>PARTICULARS</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>2</td>
<td>DECLARATION BY STUDENT</td>
<td>ii</td>
</tr>
<tr>
<td>3</td>
<td>CERTIFICATE BY ADVISOR</td>
<td>iii</td>
</tr>
<tr>
<td>4</td>
<td>ABSTRACT</td>
<td>iv-v</td>
</tr>
<tr>
<td>5</td>
<td>ACKNOWLEDGEMENT</td>
<td>vi-vii</td>
</tr>
<tr>
<td>6</td>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>7</td>
<td>LIST OF TABLES</td>
<td>ix-x</td>
</tr>
<tr>
<td>8</td>
<td>LIST OF FIGURES</td>
<td>xi-xiii</td>
</tr>
<tr>
<td>9</td>
<td>LIST OF ABBREVIATIONS</td>
<td>xiv</td>
</tr>
<tr>
<td>10</td>
<td>LIST OF SYMBOLS</td>
<td>xv</td>
</tr>
<tr>
<td>11</td>
<td>CHAPTER 1 : INTRODUCTION</td>
<td>1-54</td>
</tr>
<tr>
<td>12</td>
<td>CHAPTER 2 : REVIEW OF LITERATURE</td>
<td>55-79</td>
</tr>
<tr>
<td>13</td>
<td>CHAPTER 3 : RESEARCH METHODOLOGY</td>
<td>80-84</td>
</tr>
<tr>
<td>14</td>
<td>CHAPTER 4 : RESULTS AND DISCUSSIONS</td>
<td>85-197</td>
</tr>
<tr>
<td>15</td>
<td>CHAPTER 5 : SUMMARY AND CONCLUSION</td>
<td>198-219</td>
</tr>
<tr>
<td>16</td>
<td>BIBLIOGRAPHY</td>
<td>220-233</td>
</tr>
<tr>
<td>17</td>
<td>APPENDIX</td>
<td>234-240</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>S No</th>
<th>Fig No</th>
<th>Particulars</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.1</td>
<td>Micro Theory Of Instructional Design</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>3.1</td>
<td>Sample size of Respondents</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>4.1</td>
<td>In House Training And Development Programs In Alstom (2013-2014)</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>External Training And Development Programs In Alstom (2013-2014)</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>4.3</td>
<td>Training Programmes In Reliance (2013-14)</td>
<td>96-98</td>
</tr>
<tr>
<td>6</td>
<td>4.4</td>
<td>Training And Development Programmes In BPCL (2013-14)</td>
<td>102</td>
</tr>
<tr>
<td>7</td>
<td>4.5</td>
<td>HRM Performance Indicators In ITI (2013-2014)</td>
<td>103</td>
</tr>
<tr>
<td>8</td>
<td>4.6</td>
<td>Training Budget For In-House Training Programmes In ITI (2013-2014)</td>
<td>106</td>
</tr>
<tr>
<td>9</td>
<td>4.7</td>
<td>In-House Training And Development Programs In ITI (2013-2014)</td>
<td>107</td>
</tr>
<tr>
<td>10</td>
<td>4.8</td>
<td>External Training And Development Programs In ITI (2013-2014)</td>
<td>107</td>
</tr>
<tr>
<td>11</td>
<td>4.9</td>
<td>Correlation Analyses Between Demographic Factors And Training And Development Variables, And Employee Satisfaction In Manufacturing Units In Allahabad</td>
<td>169</td>
</tr>
<tr>
<td>12</td>
<td>4.10</td>
<td>Correlation Analysis For Training And Development Variables And Employee Satisfaction In Manufacturing Units In Allahabad</td>
<td>170</td>
</tr>
<tr>
<td>13</td>
<td>4.11</td>
<td>Correlation Analysis For Training And Development Variables And Employee Satisfaction In Alstom</td>
<td>174</td>
</tr>
<tr>
<td>14</td>
<td>4.12</td>
<td>Correlation Analysis For Training And Development Variables And Employee Satisfaction In Reliance Industries Ltd</td>
<td>175</td>
</tr>
<tr>
<td>15</td>
<td>4.13</td>
<td>Correlation Analysis For Training And Development Variables And Employee Satisfaction In BPCL</td>
<td>176</td>
</tr>
<tr>
<td>16</td>
<td>4.14</td>
<td>Correlation Analysis For Training And Development Variables And Employee Satisfaction In ITI</td>
<td>177</td>
</tr>
<tr>
<td>17</td>
<td>4.15</td>
<td>Regression Analysis For Independent Variable Training Programs With Dependent Variable Employee Satisfaction</td>
<td>178</td>
</tr>
<tr>
<td>18</td>
<td>4.16</td>
<td>Regression Analysis For Independent Variable Training Curriculum With Dependent Variable Employee Satisfaction</td>
<td>179</td>
</tr>
<tr>
<td>19</td>
<td>4.17</td>
<td>Regression Analysis For Independent Variable Trainer With Dependent Variable Employee Satisfaction</td>
<td>180</td>
</tr>
<tr>
<td>20</td>
<td>4.18</td>
<td>Regression Analysis For Independent Variable Transfer Of Learning With Dependent Variable Employee Satisfaction</td>
<td>181</td>
</tr>
<tr>
<td>21</td>
<td>4.19</td>
<td>Regression Analysis For Independent Variable Training</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facility With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4.20</td>
<td>Regression Analysis For Independent Variable Training Methods With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>4.21</td>
<td>Regression Analysis For Independent Variable Training Types With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>4.22</td>
<td>Regression Analysis For Independent Variable Training Usefulness With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>4.23</td>
<td>Regression Analysis For Independent Variable Organization Commitment To Employee Training With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4.24</td>
<td>Regression Analysis For Independent Variable Appropriateness Of Skills Enhanced With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>4.25</td>
<td>Regression Analysis For Independent Variable Fairness In Training Opportunities With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>4.26</td>
<td>Regression Analysis For Independent Variable Management Supervision And Guidance With Dependent Variable Employee Satisfaction</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>4.27</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Training Programs</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>4.28</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Training Curriculum</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>4.29</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Trainer</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>4.30</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Transfer Of Learning</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>4.31</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Training Facilities</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>4.32</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Training Methods</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>4.33</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Types Of Training</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>4.34</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Usefulness Of Training</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>4.35</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Organization’s Commitment To Employees Training</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>4.36</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Appropriateness Of Skills Enhanced</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>4.37</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Fairness In Training And Development Opportunities</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>4.38</td>
<td>Independent Sample T Test For Comparison Of Means For Employee Satisfaction With Management’s Supervision And</td>
<td></td>
</tr>
</tbody>
</table>

10
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>S No</th>
<th>Figure No</th>
<th>Particulars</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.1</td>
<td>ADDIE Model</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>4.1</td>
<td>Age Wise Distribution Of Respondents</td>
<td>108</td>
</tr>
<tr>
<td>3</td>
<td>4.2</td>
<td>Gender Wise Distribution Of Respondents</td>
<td>109</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Qualification Wise Distribution Of Respondents</td>
<td>109</td>
</tr>
<tr>
<td>5</td>
<td>4.4</td>
<td>Designation Wise Distribution Of The Respondents</td>
<td>110</td>
</tr>
<tr>
<td>6</td>
<td>4.5</td>
<td>Employee Satisfaction with Training And Development Programs</td>
<td>111</td>
</tr>
<tr>
<td>7</td>
<td>4.6</td>
<td>Employee Satisfaction with Well Designed Training and Development</td>
<td>112</td>
</tr>
<tr>
<td>8</td>
<td>4.7</td>
<td>Employee Satisfaction with Need Based Training and development Programs</td>
<td>113</td>
</tr>
<tr>
<td>9</td>
<td>4.8</td>
<td>Employee Satisfaction Communication of Goals to Trainees</td>
<td>113</td>
</tr>
<tr>
<td>10</td>
<td>4.9</td>
<td>Employee Satisfaction with Proper Feedback</td>
<td>114</td>
</tr>
<tr>
<td>11</td>
<td>4.10</td>
<td>Employee Satisfaction with Training and Development Curriculum</td>
<td>115</td>
</tr>
<tr>
<td>12</td>
<td>4.11</td>
<td>Training curriculum good in contents</td>
<td>116</td>
</tr>
<tr>
<td>13</td>
<td>4.12</td>
<td>Curriculum based on knowledge needed</td>
<td>117</td>
</tr>
<tr>
<td>14</td>
<td>4.13</td>
<td>Curriculum increase innovation and creativity</td>
<td>117</td>
</tr>
<tr>
<td>15</td>
<td>4.14</td>
<td>Curriculum solves conceptual and practical problems.</td>
<td>118</td>
</tr>
<tr>
<td>16</td>
<td>4.15</td>
<td>Employee Satisfaction With The Trainer</td>
<td>119</td>
</tr>
<tr>
<td>17</td>
<td>4.16</td>
<td>Trainer Good In Presentation Skills</td>
<td>120</td>
</tr>
<tr>
<td>18</td>
<td>4.17</td>
<td>Satisfaction with Encouragement Provided By Trainer</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>4.18</td>
<td>Usage Of Learning Methods And Aids For Varied Learners by Trainers</td>
<td>121</td>
</tr>
<tr>
<td>20</td>
<td>4.19</td>
<td>Identification Of Employees Needs By Trainer</td>
<td>122</td>
</tr>
<tr>
<td>21</td>
<td>4.20</td>
<td>Satisfaction with transfer of Learning to work.</td>
<td>123</td>
</tr>
<tr>
<td>22</td>
<td>4.21</td>
<td>Management supports in transfer of learning or training to work.</td>
<td>124</td>
</tr>
<tr>
<td>23</td>
<td>4.22</td>
<td>Successful transfer the learning from training to work.</td>
<td>124</td>
</tr>
<tr>
<td>24</td>
<td>4.23</td>
<td>Better control over job due to Training and Development</td>
<td>125</td>
</tr>
<tr>
<td>25</td>
<td>4.24</td>
<td>Satisfaction with Training and Development Facilities</td>
<td>126</td>
</tr>
<tr>
<td>26</td>
<td>4.25</td>
<td>Use of latest technology and training aids</td>
<td>127</td>
</tr>
<tr>
<td>27</td>
<td>4.26</td>
<td>Physical facilities (lecture halls)</td>
<td>128</td>
</tr>
<tr>
<td>28</td>
<td>4.27</td>
<td>Use of audio video enhancement and computers</td>
<td>128</td>
</tr>
<tr>
<td>29</td>
<td>4.28</td>
<td>Outer consultants and specialist</td>
<td>129</td>
</tr>
<tr>
<td>30</td>
<td>4.29</td>
<td>Continuous up gradation of training facilities</td>
<td>130</td>
</tr>
<tr>
<td>31</td>
<td>4.30</td>
<td>Employee Satisfaction with Methods Of Training and</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>4.31</td>
<td>Employee Satisfaction with On the Job Training</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>4.32</td>
<td>Employee Satisfaction with Off the Job Training and Development Methods</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>4.33</td>
<td>Employee Satisfaction with Job rotation</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>4.34</td>
<td>Employee Satisfaction with coaching and mentoring practices.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>4.35</td>
<td>Employee Satisfaction with Lectures and demonstrations.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>4.36</td>
<td>Satisfaction With Types Of Training</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>4.37</td>
<td>Employee Satisfaction with Induction training</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>4.38</td>
<td>Employee Satisfaction with Technical training.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>4.39</td>
<td>Employee Satisfaction with Performance Excellence Training.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>4.40</td>
<td>Employee Satisfaction with Human relations</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>4.41</td>
<td>Employee Satisfaction with Safety training</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>4.42</td>
<td>Employee Satisfaction with Usefulness Of Training</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>4.43</td>
<td>Employee’s Satisfaction with Training and Development in Learning new ideas</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>4.44</td>
<td>Employee’s Satisfaction with Training and Development increasing work performance</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>4.45</td>
<td>Employee’s Satisfaction with Training and Development Improving Personal Life</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>4.46</td>
<td>Employee’s Satisfaction with Training and Development Improving, Public Relations, Communication Skills</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>4.47</td>
<td>Employee’s Satisfaction with Training and Development in Creating Motivation</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>4.48</td>
<td>Employees Satisfaction With Organization’s Commitment To Employees Training</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>4.49</td>
<td>Employee’s Satisfaction with Annual Training Conducted</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>4.50</td>
<td>Employee’s Satisfaction with Organization Activity in Providing Programs for Skills up Gradation</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>4.51</td>
<td>Employees’ Satisfaction With Appropriateness Of The Skills Enhanced</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>4.52</td>
<td>Training and Development Programs Improve Chances for Promotion</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>4.53</td>
<td>High Priority Is Given To Providing Appropriate Training</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>4.54</td>
<td>Employee’s Satisfaction with Equal Importance to Technical and Behavioral Training</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>4.55</td>
<td>Employees’ Satisfaction With The Fairness In Training Opportunities</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>4.56</td>
<td>Employee Satisfaction with Fairness Related to Work</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>4.57</td>
<td>Employee’s Satisfaction with Fairness in Job Related Training Opportunities</td>
<td>154</td>
</tr>
<tr>
<td>59</td>
<td>4.58</td>
<td>Employee Satisfaction with Equal Chances for out Station Training</td>
<td>154</td>
</tr>
<tr>
<td>60</td>
<td>4.59</td>
<td>Employee’s Satisfaction with Equal Training and Development Opportunities in All Designations</td>
<td>155</td>
</tr>
<tr>
<td>61</td>
<td>4.60</td>
<td>Employees Satisfaction With Management Supervision And Guidance</td>
<td>156</td>
</tr>
<tr>
<td>62</td>
<td>4.61</td>
<td>Employees Satisfaction with Management Supervision and Guidance</td>
<td>157</td>
</tr>
<tr>
<td>63</td>
<td>4.62</td>
<td>Employees Satisfaction with Appropriate Management supervision and Guidance</td>
<td>158</td>
</tr>
<tr>
<td>64</td>
<td>4.63</td>
<td>Employees Satisfaction with Management’s Assistance in Identifying Training and development Needs</td>
<td>159</td>
</tr>
<tr>
<td>65</td>
<td>4.64</td>
<td>Employees Satisfaction with Management Encouragement in Increasing Educational Level</td>
<td>160</td>
</tr>
<tr>
<td>66</td>
<td>4.65</td>
<td>Employee Satisfaction Measured</td>
<td>161</td>
</tr>
<tr>
<td>67</td>
<td>4.66</td>
<td>Employee Satisfaction with Job</td>
<td>162</td>
</tr>
<tr>
<td>68</td>
<td>4.67</td>
<td>Employees Satisfaction with Organization Leadership and Planning</td>
<td>162</td>
</tr>
<tr>
<td>69</td>
<td>4.68</td>
<td>Employees Satisfaction with Corporate Culture and Communication</td>
<td>163</td>
</tr>
<tr>
<td>70</td>
<td>4.69</td>
<td>Employees Satisfaction with Their Role in the Organization</td>
<td>164</td>
</tr>
<tr>
<td>71</td>
<td>4.70</td>
<td>Employees Satisfaction with Work Environment</td>
<td>165</td>
</tr>
<tr>
<td>72</td>
<td>4.71</td>
<td>Employees Satisfaction with Immediate Supervisor</td>
<td>165</td>
</tr>
<tr>
<td>73</td>
<td>4.72</td>
<td>Employees Satisfaction with Pay and Benefits</td>
<td>166</td>
</tr>
<tr>
<td>74</td>
<td>4.73</td>
<td>Employees Satisfaction with Training and Development Practices</td>
<td>167</td>
</tr>
<tr>
<td>75</td>
<td>4.74</td>
<td>Employees Satisfaction with Career in Organization</td>
<td>168</td>
</tr>
<tr>
<td>76</td>
<td>4.75</td>
<td>Employees Satisfaction with Job Security</td>
<td>168</td>
</tr>
</tbody>
</table>
**LIST OF ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCL</td>
<td>BHARAT PUMPS AND COMPRESSORS LTD</td>
</tr>
<tr>
<td>ITI</td>
<td>INDIAN TELEPHONE INDUSTRY</td>
</tr>
<tr>
<td>HRM</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
</tr>
<tr>
<td>KRM</td>
<td>KEY RESULT AREA</td>
</tr>
<tr>
<td>KSA</td>
<td>KNOWLEDGE SKILLS ATTITUDE</td>
</tr>
<tr>
<td>MOU</td>
<td>MEMORANDUM OF UNDERSTANDING</td>
</tr>
<tr>
<td>EHS</td>
<td>ENVIRONMENT HEALTH AND SAFETY</td>
</tr>
<tr>
<td>ISO</td>
<td>INTERNATIONAL ORGANIZATION FOR STANDARDIZATION</td>
</tr>
<tr>
<td>IT</td>
<td>INFORMATION TECHNOLOGY</td>
</tr>
<tr>
<td>OB</td>
<td>ORGANIZATION BEHAVIOR</td>
</tr>
<tr>
<td>OD</td>
<td>ORGANIZATION DEVELOPMENT</td>
</tr>
<tr>
<td>TNA</td>
<td>TRAINING NEED ANALYSIS</td>
</tr>
<tr>
<td>T&amp;D</td>
<td>TRANSMISSION AND DISTRIBUTION</td>
</tr>
<tr>
<td>RDAT</td>
<td>REGIONAL DIRECTORATE OF APPRENTICE TRAINING</td>
</tr>
<tr>
<td>BOAT</td>
<td>BOARD OF APPRENTISHIP TRAINING</td>
</tr>
<tr>
<td>HR</td>
<td>HUMAN RESOURCE</td>
</tr>
</tbody>
</table>
## LIST OF SYMBOLS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Bivariate correlation</td>
</tr>
<tr>
<td>R SQUARE</td>
<td>Proportion of variance in dependent variable due to independent variable</td>
</tr>
<tr>
<td>Adj R²</td>
<td>Accurate Value for sample drawn /adjusted line</td>
</tr>
<tr>
<td>SD Error</td>
<td>Std Deviation of the expected value for the dependent variable</td>
</tr>
<tr>
<td>DF</td>
<td>Degree Of Freedom</td>
</tr>
<tr>
<td>F</td>
<td>Mean Square Regression</td>
</tr>
<tr>
<td>T</td>
<td>Difference between means</td>
</tr>
<tr>
<td>B</td>
<td>Coefficient and constant</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION
CHAPTER 1: INTRODUCTION

1.1 TRAINING AND DEVELOPMENT: AN OVERVIEW

The business environment has changed very much in last few decades. Where manufacturing process has become highly technical and specialized, markets are open for competition from all over the world. The importance of training and development in such a competitive business world is now very well recognized by the organizations. Requirement for good people in creates the need for good training and development practices in the organization. Training and development provide the skills needed for both present and future requirements; it ensures the skills and employee commitment towards organization needed for high quality goods and services, and thus competitiveness and survival.

Many scholars have mentioned the need and importance of training and development in the organizations. Roscoe (2002) mentioning about the ongoing need for training and development said that no professional completes their initial training equipped to practice competently for the rest of their life. He argued that corporate environment is changing day by day and in order to cope with the level of changes, organizations need to implement various dynamic processes including the training programs. Stephenson, J (1999) concluded that there are two basic factors which are very crucial to be present in the employees in this new changing economy i.e. ability to learn and adapt and understanding of the new corporate environment which can be utilized by the corporations through continuous training programs in order to increase their motivation as well as involvement towards their jobs. He argued that continuous training and professional development is not a luxury but a necessity of today’s changing economy, as employees can better understand that in order to cope with the changing corporate environment and to exploit the future job opportunities training programs are very useful to make them up to date.
In the present scenario researchers have realized that training and development have become the necessity for management of organization and its survival. Writing about the importance of training and development in organization Gregory (2001) concluded that training has a great impact on employee’s subsequent job performance and the lack of training and development results in managers not familiar with the task requirements as well as the core competencies such as knowledge, skills and abilities which managers must possess to perform well the organization’s tasks, as a result their performance as well as motivation level decrease. Arnoff (1971) observes that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. Scott, Clothier and Spriegel (1977) agree that training is the corner-stone of sound management, for it makes employees more effective and productive. They argue that training is actively and intimately connected with all the personnel and managerial activities. It would be difficult for a new employee to grow on the job and become a manager without adequate training and development.

According to Mamoria (1995) training is a practical and vital necessity because; it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Mamoria explains that training helps to mould employee’s attitudes and help them to contribute meaningfully to the organization. He further states that a well trained employee would make a better and economic use of materials and equipment which would go a long way to minimize wastages. According to Ohabunwa (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors. Kalemci (2005) explained about the importance of training that training and developing human capital is tremendously important in the effective management and maintenance of a skilled workforce. Training is one of the ways of improving organization’s effectiveness. Bartel (1994) said that training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development.
Research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes. Hall & Mirvis (1996) while studying employee commitment concluded that some researchers believe that providing employees with meaning and purpose, aiding employee development, providing training opportunities, and providing a supportive environment are keys to gaining commitment from their workforce. Evans and Lindsay (1999) in their study related to training and development and employee satisfaction said that quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations.

Where training and development is beneficial in the increase of performance and productivity it also helps employees on individual level. Murphy et al. (2006) concluded that there is positive correlation between training programs and employee’s motivation. According to Muhammad (2012) the importance of training has grown in last few years because of rapid growth in the management practices, and increasing demands of the employee job. Thus training is the best solution to improve employee’s understanding and let them know how to use the specific skills.

Feldman (2000) said in his study that fresh university graduates mostly consider for a firm which provides intensive training programs to their employees. Gerbman (2000) in his study says that training and development is also expected for fresh graduate not appropriately equipped for the continually changing business environment. Feldman (2000) again in his study mentioned that young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future. Watkins and Marsick (1993) mentioned that it has been shown that training has an influence on job satisfaction, and with the increasing importance being placed on continuous learning and education throughout one’s career, its importance will increase. Schmidt (2004) said that as training becomes more a part of an employee’s life; its relationship to job satisfaction will become more prominent. It will be up to organizations to provide employees with the skills that they need to do their jobs
(both at present and in the future), to work successfully within teams, and to continually improve their processes and procedures. In order to do their jobs, employees depend on the training they receive from their employers, and as the workplace continues to evolve, and as demands on employees continue to increase, employee satisfaction with education received on the job will permeate all aspects of overall job satisfaction.

Training and development is therefore properly a part of the grand march towards greater equality between people, toward more widespread opportunities, participation involvement and rising expectations. Therefore Training and Development is one of the interventions of HRD process for improving competence and the ultimate goal of raising the standards of organizational performance and employee satisfaction.

1.1.1 CONCEPTS OF TRAINING AND DEVELOPMENT

Training is an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. Cole (2002), in his book Personnel and Human Resource Management, mentioned that training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Thus the focus of training is the job or task and attaining skills for the mastery of that task for example, the need to have efficiency and safety in the operation of particular machines or equipment. Steven W. Schmidt agrees with this definition and he adds “Training is systematic development of the knowledge, skills, expertise required by a person to effectively perform a given task or job”. Training has been defined similarly by Flippo earlier. Flippo (1984) defined training as “Training is the act of increasing the knowledge and skills of an employee for doing a particular job”. Aswathappa, K. (2000) defined the term ‘training’ as the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs.

Whereas the focus of training is particular job or task development refers to the nature and direction of the change induced in employees, particularly managerial personnel,
through the process of training and educative process. **National Industrial conference Board** has defined development as all those activities and programs when recognized and controlled, have substantial influence in changing the capacity of individual to perform his assignments better and in doing so are likely to increase his potential for future assignments. Thus management development is not merely a training or combination of various training programs, though some kind of training is necessary, it is overall development of the competency of managerial personnel in the light of the present requirement as well as future requirements. **S.B. Budhiraja** former managing director of Indian Oil Corporation has defined development as any activity designed to improve the performance of existing managers and to provide for a planned growth of managers to meet future organizational requirements is managerial development.

The purpose of both training and development is similar. The main difference between the two is in respect to the levels of employees for whom they are meant and the contents and technologies employed. Training is a short term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. It refers to short duration and for a specific job related purpose. Development is a long term educational process utilizing a systematic and organized procedure by which managerial personnel get conceptual and theoretical knowledge. It refers philosophical and theoretical educational concepts and it involves broader education and its purpose is long term

### 1.1.2 NEED AND RATIONALE OF TRAINING AND DEVELOPMENT

In the changing business environment training and development has become necessary not only for the employees but for the organization as a whole. The following conditions in the environment are creating need for training and development in the organizations.

**1) Changing Technology:** Technology is changing at a fast pace. In order to keep themselves abreast with the changes; the employees must learn new techniques to make use of advances in the technology.
(2) **Demanding Customers:** As the free markets become stronger, customers are becoming more demanding. They are much more informed about the products and their requirements also keep on changing. In order to satisfy the customers and to provide best of the quality of products and services, the skills of those producing them need to be continuously improved through training.

(3) **Thrust on Productivity:** In the competitive times, organizations have to be productive in order to survive and grow. Continuous improvement of the employees skills is an essential requirement for maintaining high standards of productivity.

(4) **Improved Motivation:** Training is a source of motivation for the employees as well. They find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development as well.

(5) **Accuracy of Output:** Trained workers handle their job better. They run their machines safely. They achieve greater accuracy is whatever job they do. This reduces accidents in the organizations..

(6) **Better Management:** Training can be used as an effective tool of planning and control. It develops skills of the workers for future and also prepares them for promotion. It helps them in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality.

(7) **Increase Organizational Viability and Flexibility:** viability relates to survival of organizations during bad days and flexibility relates to sustain its effectiveness despite the loss of its key personnel and making short term adjustment with its existing personnel. Such adjustment is possible only when the organization has trained people who can occupy the positions vacated by the trained personnel.

**1.1.3 OBJECTIVES OF TRAINING AND DEVELOPMENT**

The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations of the objectives of training; still they can be stated as under:

1. To impart to new entrants basic knowledge and skills.
2. To assist the employees to function more effectively in their present position by exposing them to the latest concepts, information, and techniques and developing in them the skills required in their fields.

3. To build a second line of competent officers and prepare them as a part of their career progression to occupy more responsible positions.

4. To broaden the minds of the senior managers by providing them opportunities for interchange of experiences within and outside with a view to correct the narrow outlook that may arise from over specification.

5. To impart customer education.

1.1.4 BENEFITS OF TRAINING AND DEVELOPMENT TO EMPLOYERS

The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

(1) Faster Learning of New Skills. If a formal training programme exists in the organization, the qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.

(2) Increased Productivity: Training increases the skill of the new employee as well as old employees. An increased skill level usually helps in increasing both quantity and quality of output.

(3) Standardization of Procedures: Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception.

(4) Lesser Need for Supervision. As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision.

(5) Economy of Operations: Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents and damage to machinery and equipment.

(6) Higher Morale: A good training programme moulds employees’ attitudes towards organization activities and generates better cooperation and greater loyalty. With the help
of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees.

(6) Managerial Development: The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization.

1.1.5 BENEFITS OF TRAINING AND DEVELOPMENT TO EMPLOYEES

The employees are the ultimate link in any organization, which carry out the operations. Training can help them in several ways, as mentioned below:

(I) Increase Confidence. Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges

(II) New Skills. Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(iii) Career Advancement. The employees can develop their skills to take up higher challenges and work in newer job dimensions.

(iv) Higher Earnings. Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contended.

(v) Resilience to Change. In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or resist any change.

(vi) Increased Safety. Trained employees handle the machines safely. They also know the use of various safely devices in the factory, thus, they are less prone to accidents. It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers.
1.2 THEORIES OF LEARNING, MOTIVATION AND PERFORMANCE

The concepts of learning motivation and performance create the background on which different training and development practices in the organization can be adopted. Effective training practices are developed from theories and theoretical constructs that describe how learning occurs and what motivates employees.

LEARNING MOTIVATION AND PERFORMANCE RELATIONSHIP

Person’s performance ($P$) in organization depends upon his knowledge, skills and attitude ($KSA$) the organizational environment he is working in ($E$) and the motivation to work ($M$). Motivation arises from the needs and believes about how best to satisfy these needs. Environment refers to physical surrounding in which performance must occur, including barriers and aids to performance. Following formula best explains this relationship.

$$P = M \times KSA \times E$$

Each of the factors $M$, $KSA$, $E$ can influence performance but the combination of these factors determines the person’s performance, the weakest factor then, limits the likelihood of engaging in any activity. For instance no matter how knowledgeable or skilled an employee is if he is not motivated to perform he will not. Similar formula applies when designing training and development programmes in any organization. All the three factors need to be taken into consideration when designing a program.

**KSA:** Knowledge, skills and attitudes needed by the employee.

**Motivation:** Factors that motivates employees for training.

**Environment:** Environment for training and development and its transfer.

1.2.1 LEARNING THEORIES

Training and development is deeply rooted in the learning process. Learning and training are inseparable and in order to design the training programs it is important to know the basic nature of learning, its principles and its process. A lot of research has been done on learning and a number of theories have been proposed to explain the same. Two current and influential approaches to learning are based on behaviorist psychology and cognitive psychology.
BEHAVIORIST PERSPECTIVE: The basic theme of these theories is that when an act produces satisfaction, it will be associated with a particular situation and probably will be repeated when the situation arises again. If an act produces a psychological or physical discomfort, a person will tend to avoid that behavior in a similar situation. These theories observe that a teacher can increase the amount of learning in a training situation significantly by reinforcing the correct responses rather than by giving some form of punishment when a task is performed incorrectly.

COGNITIVE THEORY. For cognitive theorist learning represent a change in content, organization and storage of information, the mental processing of information is learning. These theories believe that all behavior is always purposive and leads towards a goal. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill. These theories also suggest that training is goal oriented and it must take into consideration the goals of both the organization as well as the trainee. The role of a teacher and trainee is to structure the learning situation so that the relationship among the stimuli, responses and the individual goals (i.e. the motivation to learn) are emphasized.

THE IMPLICATION OF BEHAVIOR VS COGNITIVE APPROACH: The behavioral approach suggests that environment controls learning. Certain external stimuli are present, the person responds to them and certain consequence results. B.F skinner defines learning as a relatively permanent change in behavior in response to a particular stimulus or a set of stimuli. In other words we perceive things in certain way because of consequences of perceiving them in that way. Learning occurs when new consequences are experienced. In the behavior approach the trainer controls learning by controlling the stimuli and the consequences that the learner experience. The learner depends on the trainer to elicit correct association between stimulus and response .The model does not include brain or any mental activity.. In contrast the cognitive approach suggests that learner controls learning .The prospective learners come to training with their own set of goals and priorities .They possess set of cognitive structure for understanding the
environment and how it works. They even set their own set of strategies about how to learn. The learner controls what is learned and how is learned. The trainer and the learning environment facilitate that process to a greater or lesser degree. Adoption of one or other approach leads to implication for how training is conducted and the atmosphere of the training environment. Together the two theoretical approaches provide a more complete picture of the learning process that either can do alone.

**SOCIAL LEARNING THEORY: ALBERT BANDURA**: Social Learning Theory given by Albert Bandura integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. The cognitive process that are a part of social learning theory are motivation, attention, retention, and to some extent behavioral reproduction. This process when kept in mind during training design can help give better results.

**Attention**: The concept of attention is important in training. Learning is improved by making key learning points stand out so that the trainees will focus attention to them. Eliminating extraneous objects, such as cell phones and beepers, keeps trainees becoming distracted during training.

**Retention**: Some of the information received during attention is retained and some will be lost. The more training is designed to facilitate retention process more learning is occurred.

**Behavior reproduction**: Behavior reproduction is the repeated practice. The more a person practice using new information the more it is learned and retained. The effectiveness of practice depends upon how the practice is designed and reinforced.

**Motivation**: Motivation both influences and is influenced by the other process. The learners need determine what things receive attention and are processed for retention. Social learning theory suggests that behavioral consequences are acquired through anticipatory learning which is learning by observing the others behavior and its consequences.
MICRO THEORY OF INSTRUCTIONAL DESIGN: Gagne and his associates suggest that for instructions to be effective a set of events external to the learner must be designed to facilitate the internal learning process. Micro Theory of Instructional Design given by Gagne and his associates is a guide for designing the training events to achieve learning outcomes. There are 9 steps in the process.

Table 2.1 MICRO THEORY OF INSTRUCTIONAL DESIGN

<table>
<thead>
<tr>
<th>Instructional Event</th>
<th>Sample based on Intellectual Skill Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain Attention</td>
<td>Introduce change stimulus</td>
</tr>
<tr>
<td>2. Inform learner of objective</td>
<td>Describe expected performance</td>
</tr>
<tr>
<td>3. Stimulate prerequisite recall</td>
<td>Recall of supporting concepts and rules</td>
</tr>
<tr>
<td>4. Present stimulus material</td>
<td>Present examples of rule/concept</td>
</tr>
<tr>
<td>5. Provide learning guidance</td>
<td>Use verbal cues for proper sequence</td>
</tr>
<tr>
<td>6 Elicit performance</td>
<td>Have learner apply concepts/rule</td>
</tr>
<tr>
<td>7. Provide feedback</td>
<td>Confirm correctness</td>
</tr>
<tr>
<td>8. Assess performance</td>
<td>Learner demonstrates application</td>
</tr>
<tr>
<td>9. Enhance retention and transfer</td>
<td>Provide a variety of reviews</td>
</tr>
</tbody>
</table>


1.2.2 MOTIVATION THEORIES

Motivation theory is necessary to understand while designing training and development because it can help to understand what motivates employees to learn. There are two types of theories of motivation need theories and process theories. The need theories attempt to describe the type of needs people have their relative importance and how they are related to one another whereas process theories attempt to describe and explain how a person’s need is translated into actions to satisfy the needs.
NEED THEORY OF MOTIVATION: Our needs are the basis of our motivation and reason for almost all our activities. Early work to understand the need was done by Maslow. His model of need hierarchy was often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. In an attempt to line up Maslow's Theory of Needs with empirical studies, Alderfer's ERG theory elicits three core requirements: Existence, Relatedness, and Growth. According to Alderfer, the needs aren't in any order and any desire to fulfill a need can be activated at any point in time. This results in the lower level needs not requiring to be satisfied in order to satisfy a higher level need.

The need theories help us to understand what it is that motivates individuals. People work to satisfy their needs. Understanding the strength and types of employees' need is important for training process. It can help to identify some of the causes of poor performances and therefore determine training needs. The best training in corporate satisfy all three categories of needs. Employees will go for training and development program whole heartedly when they associate with some benefits that are important for them. In addition training and development can be associated with need theories also to motivate trainees. The training facility and accommodation address in part existence needs. Demonstrating how the training will improve the trainee competencies and, in turn increase job security and fulfill existence needs will also motivate the trainee. Building a network of positive relationship among trainees and between trainees and trainer will address relatedness needs. Using methods that provide challenging experiences that lead to attainment of target KSA will address growth needs. By having training address all three types of needs in some way, you can be assured that all trainees will find at least one need that can be satisfied. This will go a long way towards motivating all trainees because you offer something for everyone.

PROCESS THEORIES OF MOTIVATION: Process theories of motivation describe how a person’s need translate into action, how an individual need lead to goal directed
behavior. There are three theories of process theories, Classical conditioning and Reinforcement theory, Expectancy theory.

**CLASSICAL CONDITIONING:** Discovered by Russian physiologist Ivan Pavlov, classical conditioning is a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus. It's important to note that classical conditioning involves placing a neutral signal before a naturally occurring reflex. Trainers are able to apply classical conditioning in the training by creating a positive training environment to help trainees overcome anxiety or fear. Pairing an anxiety-provoking situation, such as performing in front of a group, with pleasant surroundings helps the trainees learn new associations. Instead of feeling anxious and tense in these situations, the trainees will learn to stay relaxed and calm.

**REINFORCEMENT THEORY (OPERANT CONDITIONING):** Reinforcement theory of motivation was proposed by BF Skinner. It states that individual’s behavior is a function of its consequences. It is based on law of effect theory given by E.L.Thorndike which states that individual’s behavior with positive consequences tends to be repeated, but individual’s behavior with negative consequences tends not to be repeated. Thus, according to Skinner, the external environment of the organization must be designed effectively and positively so as to motivate the employee. **Positive Reinforcement** - This implies giving a positive response when an individual shows positive and required behavior. For example immediately praising an employee for coming early for job is positive reinforcement. This will increase probability of outstanding behavior occurring again. **Negative Reinforcement** This implies rewarding an employee by removing negative or undesirable consequences. Both positive and negative reinforcement can be used for increasing desirable and required behavior. **Punishment.** Punishment means applying undesirable consequence for showing undesirable behavior. For instance, suspending an employee for breaking the organizational rules is punishment. **Extinction-** It implies absence of reinforcements. In other words, extinction implies lowering the probability of undesired behavior by removing reward for that kind of behavior. Thus positive or negative reinforcement, punishment and extinction are the strategy used for motivating learning and behavior
change. Reinforcement theory suggests that any training must be concerned not only with teaching the KSA but all the consequences attached to the learning process, the old way of doing the job and new way of doing the job.

**EXPECTANCY THEORY:** Expectancy theory given by Victor Vroom is about the mental processes regarding choice, or choosing. This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. The expectancy theory can be explained by the following equation.

\[ M = E \times I \times V \] or Motivation = Expectancy x Instrumentality x Valence

Here M is the motivation of an employee affected by the E (expectancy) i.e. the person's perception that effort will result in performance. I (instrumentality) is the person's perception that performance will be rewarded/punished. V (valence) is the perceived strength of the reward or punishment that will result from the performance. This equation illustrates the cognitive process that links a person's goal, possible course of action and its outcomes. First of all to be willing to try a person must believe there is a reasonable chance of success. Sometimes this belief makes people reluctant to go to training, so trainers must demonstrate that success is likely for the participants. Second and related to needs and reinforcement theory trainers must make sure that the right outcome is attached to the successful completion of training. Training should be able to see clear connection between the content of training and important organizational and personal outcomes. Third, the training outcome must be made as desirable as possible for the trainees rather than just for the organization, the supervisor or the trainer.

**1.2.3 TRAINING IN ADULTS**

Learning occurs in adults when it appears to offer practical application immediately or in the near future. So while designing training programs for adults following points need to be taken into consideration.

1. **Training relevance and value:** Adults go for training when they feel that training has some relevance and value
2. Readiness to learn: Ensuring that the trainee believes that they can successfully master that training content is another important motivator.

3. Allow trainees control over learning: Adult trainees want control over their learning. They reflect a desire to set their own pace, establish their own structure of learning, and employ flexibility in their learning methods.

4 Involving trainees in the process: Involving the trainees in the learning process from need assessment to design and evaluation is a key part of overcoming resistance.

1.2.4 NINE PRINCIPALS OF DEVELOPING TRAINING AND DEVELOPMENT PROGRAMMES

P. Nick Blanchard and James W. Thacker mentioned in their book Effective Training a training professional should consider following nine principals for developing a training and development programs:

1. Identify, wherever possible, the trainee's strengths and challenges relating to motivation to learn and design the training to address as many of these as is practical.

2. Align learning objectives to organizational goals and show how learning is important to the trainee and organizational success.

3. Describe programs' goals and objectives clearly at start of training.

4. Engage the trainee early, thus maximizing attention, expectations, and memory.

5. Use a systematic, logically connected sequencing of learning activities so that trainees master lower levels of learning before the higher levels.

6. Use of variety of training methods.

7. Use realistic job or life relevant training material.

8. Allow trainees to work tighter and share experiences.

9. Provide constant feedback and reinforcement while encouraging self-assessment.
1.3 TRAINING AND DEVELOPMENT PROCESS

An effective training and development system is a set of processes designed to transform organizational inputs into output that meets organizational needs. Training and development should be viewed as a set of integrated processes in which organizational and employees need are analyzed and are responded in a rational logical and strategic manner.

1.3.1 ADDIE MODEL OF INSTRUCTION DESIGN

![ADDIE Model Diagram](http://www.addiesolutions.com)

**Image adapted via http://www.addiesolutions.com**

**Fig No 3.1 ADDIE MODEL OF INSTRUCTION DESIGN**

The ADDIE MODEL is a framework that lists generic processes that instructional designers and training developers use. It represents guidelines for building effective training and performance support tools in five steps:

1. Training Need Analysis
2. Training Design
3. Development of Training
4. Implementation of Training
5. Evaluation of Training
1.3.2 TRAINING NEEDS ANALYSIS (TNA)

Training needs analysis is a systematic method for determining organization performance gap. This gap occurs when actual performance of organization is less than the expected performance. TNA is important because it helps determine whether training can correct the performance problem or not. In some cases, a TNA indicates that employees lack necessary knowledge skills and attitudes to do the job and that they require training and development programs. In other cases employees have KSA to do the job but there are road blocks that prevent effective performance. These obstacles need to be identified and removed. Mc Ghee and Thayer have presented a model for identifying training and development needs which involve organizational analysis, task analysis, and man analysis.

ORGANIZATIONAL ANALYSIS. It is a systematic effort to understand where training efforts needs to be emphasized in the organization. It involves a detailed analysis of the organization structure, objectives, human resources, and future plans. Analysis of these factors would facilitate an understanding of deficiencies that need to be rectified. The starting point of the organizational analysis is identification of its long term objectives, and defining its operational objectives will give idea about the type of the activities to be undertaken by the organization. Based on this organizational structure and consequently manpower planning can be prepared which will give the idea about the type of people needed.

OPERATIONAL ANALYSIS: The operational analysis provides information pertaining to KSA requirements on the job in the question. Operational analysis is done to find out what is exactly needed from the employees to be effective. The typical process to gain the task and KSA data is the job analysis. Job analysis is the formal process of identifying the content of a job in terms activities involved and attributes needed to perform the work and identifies major job requirements. The process of job analysis involves the describing the duties of the incumbent, then the nature and conditions of work, and finally some basic qualifications.
PERSON ANALYSIS: A person analysis is an examination of the employee in the jobs to determine whether they have the required KSA to perform at the expected level. A person analysis will identify those incumbents who are not meeting the performance requirements and determine why. This is the analysis of the person performance in the organization and its appraisal data provide the details of the person deficiencies that need to be work on. The data for the person appraisal can be gathered from the following sources.

1. **Performance Appraisal**: Appraisal form the supervisor is used for person analysis.

2. **Self Ratings**: A possible way to employee performance appraisal is self ratings but this is accurate when subordinates are involved in these tests.

3. **360 Degree Appraisal**: Here employee rates himself on number of dimensions and receive ratings on these dimensions from supervisors peers subordinates and some time from customers also. Various groups see the person on different conditions and have different expectations regarding performance.

4. **Proficiency Test**: These tests are used to examine the KSA of individuals under control conditions.

1.3.3 DESIGN OF TRAINING AND DEVELOPMENT PROGRAMMES

Training design is defining the training and deciding the objectives of the training and development programs. The information obtained from the training need analysis, along with organizational constraints and learning theories becomes the basis of training design. The factors that facilitate learning and transfer of training are taken into consideration while designing training and development programs.

**TRAINING AND DEVELOPMENT OBJECTIVES**: The first step in training design is deciding the objectives of the training and development program. Training and development objectives provide clear, unambiguous goals for the training. There are generally four types of training objectives that need to be taken care while designing the training and development programmes.
**Reaction Objectives:** Refer to the objectives set for how trainees should feel about the training and their learning environment.

**Learning Objectives:** Describe the KSA that trainee are expected to acquire throughout the training program and the ways that learning will be demonstrated.

**Transfer of Training Objectives:** Describe the changes in the job behavior that are expected to occur as a result of transferring the KSA

**Organizational Outcome Objective:** Describes the outcomes that the organization can expect from the changes in the trainees job behaviors.

**ASPECTS OF TRAINING DESIGN:** In the designing training and development programs two aspects learning of training and transfer of training to work is important. Theories and models of learning and transfer should also be taken into consideration while designing a training and development programs.

**LEARNING ASPECT OF TRAINING DESIGN:** In designing training and development programmes all those factors that affect learning of the employees must be taken into consideration.

**FOCUS ON THE TRAINEE:** It is necessary to determine type of trainees, their current level of KSA, their motivation to learn and the degree for homogeneity for the group. Answers to these questions will provide with the framework on which the objective of the training will be developed. In the formula P = M X KSA X E all the three factors are important in designing training.

**INDIVIDUALS DIFFERENCE IN KSA:** The trainees are different from others in KSA. Some will possess high KSA others will posses lesser. The training design must be adjusted to address the difference. TNA supplies not only the need for training KSA but also the readiness for such training.A very different workforce is emerging which consist of women, older and retired people, and disabled people also .So individual difference apart from KSA is also emerging in the workforce.
MOTIVATION OF TRAINEE: As the formula (P=M X KSA XE) indicates that, if motivation is lacking no learning is likely to occur. Thus the training must not only provide the KSA but the motivation also to learn the KSA. The theory of the Vroom’s Expectancy is applicable at this point. These interventions will include:

- Showing the trainee that he or she has the ability to complete training.
- Clarifying the outcomes associated with completed training.
- Showing that if training is completed positive outcomes are more likely to occur.

The employees can be motivated using the implications from **conditioning and reinforcement**.

GOAL SETTING: Goal setting research consistently demonstrates that specific challenging goals results in higher motivation levels. Several conditions related to goal setting affect performances:

1. Individuals who are given challenging role perform better than the who have given easy roles,
2. Goal given with specific terms rather than vague intentions gives better results.
3. Goals must be matched with the ability of the individuals
4. Feedback concerning with the degree of which the goal is attained is necessary.
5. For goal setting the individual must accept the goal which is set.

GOAL ORIENTATION: It is the degree to which a individual is predisposed towards a learning goal orientation or a performance goal orientation. Those with learning goal orientation focus on learning process and increase their competencies whereas the performance goal orientation focus on the end result. They prefer easier task where they can be able to demonstrate their competence rather than learning something new. The research on this topic shows that it is better to have a learning goal orientation rather than a performance goal orientation in training setting. The focus should be in learning new things rather than some end result or performance goals.

LEARNING THEORIES: To develop the training program we need to focus on the learning theory i.e. the how individuals learn. For which we will consider the social
learning theory. Albert Bandura theory incorporates aspects of behavioral and cognitive learning. Behavioral learning assumes that people's environment (surroundings) cause people to behave in certain ways. Cognitive learning presumes that psychological factors are important for influencing how one behaves. Social learning suggests that a combination of environmental (social) and psychological factors influence behavior. Social learning theory outlines three requirements for people to learn and model behavior. These are

- Attention
- Retention (remembering what one observed),
- Reproduction (ability to reproduce the behavior),
- Motivation (good reason to want to adopt the behavior).

**LEARNING PROCESS AND THE CORRESPONDING LEARNING EVENTS.**

**Attention /expectancy:** Eliminating distractions and attracting attention

**Retention**

Activation of memory: Stimulation of prior related learning
Symbolic coding and cognitive organization: Technique of guided discovery, presentation of various encoding schemes and cognitive images associations with previously learned material
Symbolic rehearsal and cues for retrieval: Case studies, hypothetical scenarios, aids of transfer of learning

**Behavioral reproduction:** Active and guided practice (role plays and simulations.)

**Reinforcement:** Assessment and feedback (positive and negative)

**B. TRANSFER ASPECT OF TRAINING DESIGN:** Transfer of training refers to how much of what is learned in training transfers to the job. The aim is to have training results in positive transfer of job. Factors that influence transfer of training are focuses on three areas are:

**CONDITIONS OF PRACTICE:** opportunities for trainees to practice can be designed in several ways;
1. **Massed Vs Spaced Practice:** Research demonstrate that the material learned under the spaced practice is retained longer. Instead of 8 hours workshop 8 days one hour workshop will be beneficial.

2. **Whole vs. Part Learning:** Whether the trainees can learn the whole task or part separately depends upon that the task can be divided into parts or not. When the task can be divided into parts then this become better option. Whole method is preferred when the intelligence of the trainee is higher, the training material is high in task organization but low in complexity, and Practice is spaced rather in massed.

3. **Over Learning.** When a trainee practice a skill beyond the ability to simply do the task the response become more automatic and do not require thinking. So over learning is useful in task performed in high intensity and high stress situation.

4. **Maximize Similarity** More the training is designed as to the actual work situation the more likely is that the transfer will occur.

5. **General Principals:** For much of the management training you can not teach what to be done on every situation rather a general training can be given which can become the base for handling the novel situations.

6. **Knowledge Of Results:** Providing feedback (knowledge of results) to a trainee is important to learning and transfer of training back to the job.

**RELAPSE PREVENTION:** When a trainee returns back on his work setting after training he faces pressure that cause reduces performance. Marx instituted a system of relapse prevention. His strategy sensitizes trainees to the fact that the relapse is likely. Prepare them for it by having them identify high risk situations that will result in relapse and help them develop coping strategy to proven such a relapse. Steps in relapse prevention training are

- Chose a skill to retain
- Set goals
- Commit to retain the skill
- Learn coping strategies
- Identify likely circumstances for first relapse
- Practice coping (relapse prevention strategies).
• Learn to monitor target skill.

**GOAL SETTING:** Goal setting has also been shown to increase the likelihood of transfer. In goal setting is required to meet the trainees the fellow trainees to discuss their goals, keep record of their goal accomplishment, and discuss these accomplishments publicly. This public commitment through documentation of behavior, discussion with fellow trainees and monitoring by trainers, further increase the likelihood of transfer.

**FOCUS ON ORGANIZATIONAL INTERVENTION:** There are many organizational forces other than KSA which inhibit new learning and transfer. To increase the likelihood of transfer it is useful to harness as much help as possible back on the job. These factors are

• Supervisor support
• Peer support
• Trainer support
• Rewards
• Climate and culture

**DESIGN THEORIES:** Theories of training design are prescribes the method of presenting material in a way to enhance the likelihood that the material will be learned. So instructional design theories offer guidelines as to what techniques to use in what situations to design effective training. There are two main theories for instructional design.

1. Elaboration theory
2. Gagne Briggs Theory

**ELABORATION THEORY:** Elaboration theory a macro theory of design given by Charles Reigeluth’s is useful for determining the sequencing of events and just how to present them in training context. This theory argues that training should focus on whole rather than part learning, but to make the whole as simple as possible at the beginning and then make it more difficult in stages until it reaches the level of complexity found in work place. Instruction should be organized in increasing order of complexity for optimal
learning: choose an epitome and add elaborations in subsequent lessons. Reigeluth (1979) used the analogy of a zoom lens to explain the nature of this elaborative sequence. A person starts with a wide angle view, which allows one to see the major part of the picture and the major relationships among those parts (e.g., the composition or balance of the picture), but without any detail. Zooming in at one level on a given part of the picture allows the person to see the major subparts. After having studied those subparts and their interrelationships, the person could then zoom back out to the wide-angle view to review the other parts of the whole picture and to review the context of this part within the whole picture. The person continues this pattern of zooming in at one level to see the major subparts of a part and zooming back out for context and review, until the whole picture has been seen at the first level of detail. The person follows the same zoom-in/zoom-out pattern for the second level of detail, the third level, and so on, until the desired level of detail is reached.

A NEW APPROACH: SCM (SIMPLIFYING CONDITIONS METHOD)
REIGELUTH (1999): Reigeluth (1999) proposed a specific method to provide practical guidelines to make a very different kind of simple-to-complex sequence from the hierarchical sequence. It is more holistic approach than the hierarchical task analysis. SCM is based on the notion that for all complex tasks, simple and more complex version exists. The SCM is based on two parts epitomizing and elaborating. Epitomizing is to identify the simplest version of the task which is still the representative of the task as a whole. Elaborating is process of identifying progressively more complex versions of the tasks. In the design of training the epitomizing version of the task is taught first followed by increasingly more complex versions of the task until the desired level of complexity is reached.
1.3.4 DEVELOPMENT OF TRAINING AND DEVELOPMENT PROGRAMMES

Development includes arrangements of material and equipment, training manuals, and training content. The first step in the development phase is the formulation of instructional strategy which focuses on the achievement of objectives that were created in the design phase.

INSTRUCTIONAL STRATEGY: Instructional strategy is a written document often called program development plan including methods, materials, equipments, facilities and trainers for training.

1. The instructional strategy first identify the target population, the overall training objectives, the location of the training and initial configuration of the training space.
2. It then provides the listing of learning objectives of the training. These objectives are then organized into modules that encompass related topics.
3. For each learning objective a list of key learning points are developed.
4. The training methods to be used to achieve these objectives the material and the equipment needed and the trainer who will deliver the module are identified.
5. Configuration of the training space is changed to according to different training methods.
6. Finally a small description of how training will be evaluated is also included.

MATERIALS AND EQUIPMENTS: Materials include preparation of all necessary material such as text, overheads, charts etc.

TRAINEE'S MANUAL: The trainee’s manual is an important learning tool for the trainee. To keep the trainees involved and interested in discussion trainee’s manual is provided which have notes and all the information that will be presented in the training. It helps trainees to be more engaged in training rather then taking notes.

TRAINERS MANUAL: The trainer’s manual includes all information in trainee manual and the information what the trainer needs to do and how to do it. Well designed trainers manual will have everything that the trainer need to know while training.

FACILITIES: Arrangement of training facilities is also an important part of development of training. Training facilities when proper help in effective training.
1. The environment of the training room should be learner friendly, plane walls adjustable lighting, square shape room, and proper temperature are good for training.
2. Tracks in wall for hanging charts and posters
3. White boards
4. Built in consoles to control lighting, audiovisuals and computers
5. Remote control for lights and AVS.
6. Movable tables and chairs can be put in many configurations.

**SEATING ARRANGEMENTS:** Seating arrangement depends upon the type of the training being conducted. The typical configuration is the classroom is U shape, configuration, conference and circle. The arrangement determines the degree of formality, focus of attention, the level of two way communications. Two extreme type of seating arrangements are circle and classroom style.

**OFF SITE TRAINING FACILITY:** When needed off site training should be included in training. Off site training offers several advantages. Being off site provide more assurance that trainees will not being interrupted. Off site training offers change of pace and trainees associate staying in hotel with a vacation. This change of pace even more important even a great deal of stress is associated with the job.

**THE TRAINERS:** Selection of trainers according to the training needs is important. The trainer should have knowledge skills and attitude.

**A. KNOWLEDGE OF TRAINERS**
1. Knowledge of Subject matter
2. Knowledge about the Organization.
3. Knowledge of Adult learning process
4. Instructional process

**B. SKILLS OF TRAINERS**
1. Interpersonal and communication skills
2. Verbal skills (Active listening, Questioning, Providing feedback)
3. Platform skills (ability to speak with inflection gesture appropriately and maintain eye contact.
4. Organization skills ability to present information in logical manner in logical order and to say on point
C. ATTITUDES OF TRAINERS

1. Commitment to the organization
2. Commitment to helping others
3. High level of self efficacy

OJT TRAINERS: In manufacturing units on the job training makes the important part of their training process. On the job trainers are usually classified as a job holder or supervisor for the job for which they are providing training. For the OJT programs to be effective the trainers need to know the job trained, be knowledgeable in the interpersonal skills, be skilled as trainers, and be motivated to be trainers. None of these people are generally started out to be trainers it should not be expected that they would understand specifies related to teaching others and how to do the job. To be effective training for them is necessary and should include:

1. The company formal OJT process (e.g. JIT) AND the policies and support provided by the organization.
2. Interpersonal skills and feedback techniques
3. Principals of adult learning

Motivation of OJT trainer is also a key factor in making the OJT methods effective. OJT trainers must be effective for conducting the training while doing their jobs. Someone who is training others should not be expected to perform at the same level as before. A higher classification should be given to someone who is capable of training others. And the measure of performance of the trainer should be also seen in how well the trainee performs at the end of the formal training process.

1.3.5 IMPLEMENTATION OF TRAINING AND DEVELOPMENT PROGRAMMES

Implementation is the stage when the instructional strategy is implemented or the real training is delivered. Output from the development phase becomes the input for implementation phase. This phase consist of two steps before your training is ready for general use. They are dry run and pilot program.
DRY RUN: Dry run is the test of new material designed to determine the value and clarity of the various pieces of the training program in a controlled setting. Dry run is used to eliminate any glitches. Here the trainer organizes some modules or part of training. Potential trainees who can provide feedback, content experts who can give feedback about the validity of the material and its usage, members of training design who can give how well the pieces of design fit together are involved in dry run.

PILOT PROGRAM: Pilot program is a full fledged training program where trainees who have positive attitude about training are involved. These employees after completing training spread a word about training program in the organization and create a positive atmosphere about training so as new trainees come for training and development program they come with positive attitude . The main goals of pilot programs are

1. To provide the trainees with relevant training
2. To assess further the timings the relevance of modules and various training components
3. To determine the appropriate clarity and flow of material

IMPLEMENTATION IDEAS FOR TRAINEES: To make trainees interested in training many ideas can be used

1. ICEBREAKERS: Icebreaker can be used in the start of training which is game or exercise that prompts trainee to get involved in the meeting and talking with others. It generates energy, the entire group talk to each others provide information about trainees and release great deal of tension.

2. LEARNING OBJECTIVES: Review of learning objectives help provide focus on training and help trainees understand the need to learn KSA.

3. PROVIDE VARIETY: Breaks and activities maintain interest.

4. EXERCISE OR GAMES: Exercise or game are valuable for gaining and maintaining interest assuming that games are relevant .These games allows trainees to experience first hand process related to current training then hear some information about the topic for comparison with what they did .Then they process new information, generalize it to their situation attempt to apply in a more relevant situation.
IMPLEMENTATION IDEAS FOR TRAINERS: Trainers need to consider several issues for training to be effective. They must ensure that everything is ready on time. This provides an initial positive impression and they gain and maintain trainee’s interest. Few things in this regard are:

1. Trainer should reach at training site early to check everything is ready.
2. Check seating arrangement and make sure materials have arrived.
3. Check if all equipments are working and you know how to operate them.
4. If video is used check out for the working conditions of remote control.
5. Make sure that there is enough newsprint.
6. The attire of the trainer should be according to the training.
7. Greeting and having a small talk to the trainees help make comfortable situation.
8. Start training with ice breakers and understand the trainee’s expectations for training.
9. Effective use of podium.
10. Good listening and questioning skills separate an average trainer from good trainer.

1.3.6 TRAINING AND DEVELOPMENT EVALUATION

The process of evaluating training and development has been defined by Hamblin (1974) as: “any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information. Evaluation leads to control which means deciding whether or not the training and development was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more efficient and effective. The yield from training and development initiatives will be maximized when employees perceive that desirable outcomes are attained as a result of their full commitment to a training and development program. The most effective tool for evaluation of training is the Kirk Patrick Model of Evaluation.

DONALD KIRKPATRICK’S MODEL OF EVALUATION: This model uses four separate stages for the evaluation of the effectiveness of a training program. The four stages are:-
LEVEL 1 REACTION: The first stage is about the reaction of the trainee to the training. This sort of measurement is concerned with how the trainees "feel” about the course. The usual course feedback sheets are an example of the Kirk Patrick level 1 evaluation. What really seems to be being asked of the trainee was how "happy” were you with the course.

LEVEL 2 LEARNING: Learning by training and development programmes can be judged by using a pre-test and post-test and comparing the results. In this way we can determine if the training actually delivered knowledge and this was understood by the trainees at the time.

LEVEL 3 BEHAVIOR: The third step is concerned with "behavior”. By that we mean the measurable change in an individual as a result of their attendance on the training course.

LEVEL 4 RESULTS: The fourth step is concerned with the training to determine if it has actually been translated into tangible benefits to the organization. The factors that can be studied to find out the benefits created by training and development programmes are increase in productivity, improvement of quality, reduction in number of accidents, improvement in utilization of plant, morale of workforce etc. These are metrics which really have an impact on the "bottom line” and for that reason feature in the companies balance sheets.

LEVEL 5 THE RETURN ON INVESTMENT (ROI): The fifth level which is the ROI has been recently added. Training comes at a cost and therefore any organization would be interested in knowing the return on investment (ROI). The basic formula for calculating the ROI for training is as:

\[
\text{ROI (in percent)} = \frac{\text{Program benefits}}{\text{Costs}} \times 100
\]
1.4 TRAINING AND DEVELOPMENT METHODS

Training and development methods can be divided into on the job training methods, off the job training methods and development methods and computer based training methods.

1.4.1. ON-THE-JOB TRAINING: On-the-job training is considered to be the most effective method of training the operative personnel. Under this method, the worker is given training at the work place by his immediate supervisor. In other words, the worker learns in the actual work environment.

COACHING: Under this method, the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching or instructing the subordinate is on learning by doing.

UNDERSTUDY: The superior gives training to a subordinate as his understudy or assistant. It prepares the subordinate to assume the responsibilities of the superior’s job in case the superior leaves the organization.

JOB ROTATION: The purpose of position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of sticking to one job so that he acquires a general background of different jobs. They also come to know the interrelationship between different jobs.

APPRENTICESHIP: Apprenticeship is a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading). Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last 3 to 6 years.

MENTORING The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.
1.4.2 OFF-THE-JOB TRAINING METHODS: Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. When the training is specialized, or needs the use of sophisticated equipment, or needs a specialist trainer, it might not be feasible to provide the training while on job. For such situations, off-the-job training methods are used by the organizations.

VESTIBULE TRAINING: Vestibule means a cabin and the term ‘vestibule training’ is used to designate training in a cabin (or a classroom) for semi-skilled jobs. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc. An attempt is made to duplicate, as nearly as possible, the actual material, equipment and conditions found in the real work place.

LECTURES AND CONFERENCES: Training through lectures is also known as ‘class-room training’. It is more associated with imparting knowledge than with skills. Some executives of the organization or specialists from vocational and professional institutes may deliver the lectures. There are certain aspects of nearly all jobs that can be learnt better in the classroom than on the job. The literal meaning of conference is ‘consultation’. But in practice, conference implies sharing some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed to exchange their views and raise queries.

SIMULATION TRAINING: Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

MANAGEMENT GAMES: Properly designed games help to intrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative
mechanisms for coping with stress. Management games orient a candidate with practical applicability of the subject.

**IN BASKET EXERCISE:** These are more elaborate simulation exercises in which a complex organization is created in the form of an office environment. The trainees work in an office setting with their in-basket full of interdepartmental memos, letters, reports, forecasts and other data on their desks, as one receives in an office. The normal phone calls, emails and face to face meetings also keep on happening to give a real office-like environment. Such a simulation of the office in-basket familiarizes the trainees with the role that they are expected to play.

**CASE STUDY:** Under case study method, the trainees are given a problem or case which is more or less related to the concepts and principles already taught. A case is a description of a situation or a problem to be solved. The case doesn’t have the complete information about the problem as a reader wishes. In real life situation also managers don’t have complete information of any situation and he has to make assumptions about the situation and make decision.

**ROLE PLAY:** In this technique, the trainees are made to experience what others feel of a particular situation. They understand the viewpoint of others and come to know of constrains within which others are working. Besides, this, it is an effective method to prepare the trainees to face the situations that they are likely to face while discharging their duties. For example, the sales staff is often asked to play the role of the customers to understand how they might behave in a given situation. They become trained enough to face the likely situations.

**SENSITIVITY TRAINING:** Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. Sensitivity training consists of three steps: Unfreezing the old values, development of new values and refreezing the new values.
**TRANSACTIONAL ANALYSIS:** It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego states i.e. child, Parent and Adult ego states. The employees are helped to understand different ego states and the transactions between them.

**1.4.2 COMPUTER-BASED TRAINING:** Computer-based training (CBT) involves the use of computers and computer-based instructional materials as the primary medium of instruction. A main benefit of CBT is that it allows employees to learn at their own pace, during convenient times. CBT can provide the student with a simulated experience of operating a particular piece of equipment or machinery while eliminating the risk of damage to costly equipment by a trainee or even a novice user. Effectiveness is improved through standardization and individualization.

**PROGRAMMED INSTRUCTION:** Programmed instruction is a Computer-based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory. Programmed instruction is the procedure of guiding the participants strategically through the information in a way that facilitates the most effective and efficient learning. It provides the participant with content, information, asks questions, and based on the answer goes to the next level of information.

**INTELLIGENT TUTORIAL SYSTEM (ITS):** This Intelligent Tutorial system uses artificial intelligence to assist in training or tutoring the participants. This system learns through trainee responses. Intelligent Tutorial System (ITS) comprises of 5 components: A domain expert also called the expert knowledge base, A trainee model – stores the information on how the trainee is performing during the training program. A scenario
generator, A training session manager – interprets trainees responses and responds either with tutoring, more content or information, A user interface – allows the trainee to communicate with the Intelligent tutorial System.

**VIRTUAL REALITY (VR):** Virtual Reality is a training method that puts the participant in 3-D environment. The three dimensional environment stimulates situations and events that are experienced in the job. The participant interacts with 3-D images to accomplish the training objectives. This type of environment is created to give trainee the impression of physical involvement in an environment.

**SELF-INSTRUCTION:** Self-instruction describes a training method in which the students assume primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, students retain a greater degree of control regarding topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, students can achieve a higher degree of customized learning.
1.5 EMPLOYEE SATISFACTION

The concept of Employee satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. Specter (1997) lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision. A more recent definition of the concept of job satisfaction is from Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

1.5.1 MODELS OF EMPLOYEE SATISFACTION

Many authors have given different models to explain employee satisfaction and its factors in organization.

A. EDWIN A. LOCKE’S RANGE OF AFFECT THEORY (1976): The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet.
B. DISPOSITIONAL APPROACH: The dispositional approach suggests that individuals vary in their tendency to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait. Core Self-evaluations Model, proposed by Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham in 1997. Judge et al. argued that there are four Core Self-evaluations that determine one’s approach towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem, and general self-efficacy, having an internal locus of control, leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

C. EQUITY THEORY: Equity Theory shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Equity Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal.

D. DISCREPANCY THEORY: The concept of discrepancy theory explains the ultimate source of anxiety and dejection. An individual, who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well, they will also feel dejection due to not being able to achieve their hopes and aspirations. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility.

E. TWO-FACTOR THEORY: MOTIVATOR-HYGIENE THEORY: Frederick Herzberg’s two-factor theory (also known as motivator-hygiene theory) states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. Motivating factors are those aspects of the job that make people want to perform, for example achievement in work, recognition, promotion opportunities. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.
F. JOB CHARACTERISTICS MODEL: Hackman & Oldham proposed the job characteristics model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) influence work outcomes (job satisfaction, absenteeism, work motivation, and performance).

1.5.2 VARIABLES ON EMPLOYEE SATISFACTION:
There are many factors which can effect employee satisfaction. Employees are found to be satisfied by organizational and personal factors. The factors can be divided in to two groups

A. Organizational factors
B. Individual factors

A. ORGANIZATIONAL FACTORS: In brief some of the organizational factors for employee satisfaction are as follows:

CLEAR ADVANCEMENT PATH: Inability to move up the career path leads to employee frustration and overall dissatisfaction. Employer, need to understand that in-house promotions lead to better workplace loyalty and overall employee output. When advancement requirements are vague, employees feel stagnant or unimportant to the company.

ACCESS TO MANAGEMENT: If employees feel their voice is lost in company red tape, they lose trust with their organization. Employees need consistent, regular access to company management to voice their concerns, present solutions and offer streamlining suggestions.

PLEASANT WORK ENVIRONMENT. Since employees spend so much time with coworkers and management, they need a pleasant work environment. Courteous team members, the right equipment and clean, roomy work spaces make employees happy.

COMPETITIVE WAGES: When employees are paid well and compensated competitively for their work, they feel valued. Rewarding hard work with bonuses plus perks will develop a layer of employee loyalty other companies can't imitate
**JOB SECURITY:** One way employers can boost the satisfaction at work is to offer job security. Employers that publish their quarterly forecasts in-house along with seminars to explain results are smart. They know that employees want to know all they can about the changing markets, especially in reference to their jobs. Knowing employees are safe from the dreaded pink slip will keep them happy and producing sales for the organization.

**WORK ITSELF:** Jobs that are rich in positive behavioral elements—such as autonomy, task identity, task significance and feedback, responsibility, recognition, empowerment, quality task contribute to employee’s satisfaction.

**RELATIONSHIP WITH SUPERVISOR:** A good working relationship with your supervisor is essential since, at every stage, you need his or her professional input, constructive criticism, and general understanding. Following these points come under this category.

**WORK GROUP:** There is a natural desire of human beings to interact with others and so existence of group in organization is a common observable fact. This characteristics result in formation of work group at the work place. Isolated workers dislike their job. The work groups make use of a remarkable influence on the satisfaction of employees.

**B. INDIVIDUAL FACTORS:** Some individual factors also effect employee satisfaction as different employees have different characteristics and depending upon that they analyze the situations differently.

**EMOTIONS:** Mood and emotions at work are related to job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause. Some research suggests moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction.

**GENETICS:** Some research suggests genetics also play a role in the intrinsic, direct experiences of job satisfaction like challenge or achievement (as opposed to extrinsic, environmental factors like working conditions). While the results indicate the majority of the variance in job satisfaction was due to environmental factors (70%), genetic influence is still a minor factor.
PERSONALITY: Some research suggests an association between personality and job satisfaction. Individuals high in negative affectivity are more prone to experience less job satisfaction. Positive affectivity is related strongly to the personality trait of extraversion. Those high in positive affectivity are more prone to be satisfied in most dimensions of their life, including their job.

PSYCHOLOGICAL WELL-BEING: Psychological well-being (PWB) is defined as “the overall effectiveness of an individual’s psychological functioning” as related to primary facets of one’s life: work, family, community, etc. To better understand job satisfaction (and its close relative, job performance), it is important to take into account an individual’s PWB.

1.6 TRAINING AND DEVELOPMENT AND EMPLOYEE SATISFACTION

Developing an effective training and development practice is a difficult task since it demands to look into the needs of the employees and ensure that the practices are aligned with both company and employees need. According to Eddie W.L. Cheng and Danny C.K. (1998), for any human resource development system to be effective and resulted in employee satisfaction, it must be perceived positively by employees. Hooi Lai Wan, 2007 in his study said that simply providing training and development programs is not the key to better performance and employee’s satisfaction. Organizations should look into the needs of the employee’s and ensure that training and development practices are aligned with both company and individual goals.

Many scholars have written about how to make training and development effective in the organization. According to Armstrong (1995) training and development policy is the most important factor of success of these programs. Any organization that does not have a training philosophy is bound to fail for it invariably means that it does not have a serious approach for training. He further says that training should be an integral part of the management process which in turn requires managers to review regularly with their teams and the individuals reporting to them, performance in relation to agreed objectives. Talking about the relevance Armstrong said that any training program that is not relevant
should not be undertaken. Training and development should not be organized in a haphazard manner. According to Kenney and Reid (1995) training and development practices should be planned. It should first identify and define training needs, define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed, define the objectives of the training, plan training programs to meet the needs and objectives by using right combination for training techniques and locations and decide who provides the training, evaluate training, amend and extend training as necessary.

Wexley & Latham, 1991 said in his study that training programs that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not. Therefore, in assessing and improving the existing training and development practices, the level of employees’ satisfaction with the practices is worth to consider. The inability of organizations to identify training needs is one of the major tragedies in organizations training practice. Employee performance appraisal outcome should reveal strengths and weakness. The weakness revealed should form training needs. Armstrong (1995) presents a clearer understanding of what is meant by training needs. He writes that the gap between what people know and can do and what people should know and be able to do is called training need. Armstrong (1995) gives a diagrammatical analysis of training needs. Training should be analyzed first for the organization as a whole-first for corporate needs, second, for department, teams, functions or occupations within the organization-group needs, and third, for individual employees-individual needs.

The training must be able to increase the capabilities of employee and as well as the organization also. If the training is not successful in making employee and organization more capable then it will be loss of money and loss of reputation of organization. Training motivation of employees represents an important factor in improving the effectiveness of training outcomes (Tai, 2006).
Goldstein, 1991 in his studies said that assessments of employee and organizational needs as well as business strategies should be conducted and then used in selecting training methods and participants. Training faculty should be effective and encouraging in attitude. According to Fajana (1997) training faculty should be made up of competent instructors. Atiomo (2000) explains that the training faculty should be aware in details of planned changes in policy, structure or process within the organization, as regards training. For training programs to be effective, information should be readily available to the trainees. Extensive discussion with the trainees would go a long way to prepare them on various issues like reasons for the training and the benefit of the training to the trainees and the organization. The inability to provide timely information and poor logistics can ruin training programs. Good transport, accommodation, and releasing money for the trainees on time. The location for the training should be conducive to help the participants relax and concentrate on the training activities.

The process of evaluation enables us to know whether a training program has been worthwhile or a waste of time. Hamblin (1974) writes that evaluation of training program is any attempt to obtain information (feedback) on the effects of a training program, and to assess the value of the training in the light of the information obtained. Evaluation of training program would enable organization find out whether or not the training has achieved its purpose, and objectives. Organizations should create conducive environment for training to flourish. Employees at all levels can be persuaded to have interest in training. Robert and Benn (1969) explain that trainees will respond to training programs involving changed behavior if they believe that the resulting modification in the behavior is in their own interest, that they will receive personal benefits as a result of their new behavior. Secondly, trainees will change their behavior if they became aware of better ways of performing (more productive or otherwise more satisfactory ways) and gain experience in the new pattern of behavior so that it becomes their normal manner of operation. Organizations should create a learning environment which will serve as a motivation for employees.
Despite elegant and elaborate training programs, objectives of training programs are at times not achieved. The inability of training programs to achieve their objective is called training snap. According to Armstrong (1995) the reasons suggested as the cause of training snap as are trainees who attended training program may not have learnt anything and they come home empty handed and trainees who participated in the training program may learn something from the training they attended but they may not be allowed to apply it in their organization due to personal influences and awkward attitudes pervading their work environment.

According to Armstrong (1995) there are a wide variety of training techniques that can be used. These can be divided into: On-the-job techniques, and off the job techniques. Fajana (1997) argues that the important thing in choosing training methods is to recognize the nature of the training that will take place and facilitate it. According to him, the biggest problem in training methods lies in the failure to realize the distinction between learning theory and principles, and "how to" in practice. Training administration according to Fashola (2002) is the series of activities undertaken by the coordinator before, during and after a programme to ensure its success. Training administration is the deploying of all necessary inputs to achieve the objectives of a training programme. Fashola argues that the following issues should be considered in training administration: Make your audience or participants feel at home, Brief resource persons properly, Provide decent location, and End the training on a cheerful note.

Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. He further explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution. Birdi (2005) found that poor managerial
support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to him training will be affected negatively if there is less support from department or there is unfavorable condition for training. Fischer, R. (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness. Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer. Haslinda & Mahyuddin (2009) found that lack of support from top management and peers, employees’ individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

Transfer of training is the main part in training effectiveness programme. It is found that transfer of training generally refers to the use of trained knowledge and skills back on the job. Baldwin & Magjuka (1988) mentioned that for transfer to occur, “learned behavior must be generalized to the job context and maintained over a period of time on the job”. According to the transfer of training framework by Saks & Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program. It will help to improve methods of training and identify the needs of employees. This study will identify strategies of training for development so that the trainees will use their potential to the maximum extent possible and the organizations will grow more with satisfied customers.
1.7 ORGANISATION PROFILES OF MANUFACTURING UNITS IN ALLAHABAD

A. ALSTOM: COMPANY PROFILE: Since its inception in the year 1911, Alstom has been at the forefront of leading-edge technology in the field of engineering, manufacturing, project management and supply of power generation, transmission and transport sector requirements. The company works with a number of strategic partners in India to offer a wide range of solutions – Power; Power Transmission, Transport & Grid.

ALSTOM NAJNI: Alstom Naini specializes in three types of products:

ALSTOM GRID. Alstom grid at Naini Allahabad is product manufacturing unit where it manufactures 6000MVA power transformers annually.

SWITCH GEAR DIVISION: The division production put door vacuum circuit breaker (VCB) bulk oil circuit (OCB) and VCB KIKOS. Backed by decades of experiences with over 5000 circuit breakers in operation at various installations within and outside the country, Alstom naini has emerged as the market leader in the field of medium voltage switch gear.

DISTRIBUTION TRANSFORMER DIVISIONS: This division produce distribution transformers of range of to 25000kv , 132 kv class . it also produces general transformers, rectifier transformers, reactors, and various other types pf small scale transformers.

COMPETITORS PROFILE:
ABB, EMCO, CROMPTOM GREAVES, TELK, LARSEN AND TUBRO, ECE, BHEL

MAJOR CUSTOMER: Indian Oil Corporation Ltd, Oil and Natural Gas Corporation, L&T, National Fertilizers Ltd, All State Electrical Board, Power Grid Corporation Of India, National Hydro Power Electric Corporation, Tata Iron And Steel Company, Bhilai Steel Plant, Indian Iron And Steel Company, Bharat Heavy Electrical Ltd
B. RELIANCE INDUSTRIES LIMITED:
The reliance group founded by Dhirubhai H Ambani is India’s largest private sector enterprise with business in energy and materials value chain. Backward vertical integration has been the cornerstone of the evolution and growth of Reliance. Starting in textiles in late 70s, Reliance pursued a strategy of backward integration – in polyester, fiber intermediaries, plastics, petrochemicals, petroleum refining and oil and gas exploration and production – to be fully integrated along the materials and energy value chain.

RELIANCE ALLAHABAD:
Allahabad manufacturing unit is located in Naini, Allahabad Uttar Pradesh. It is into manufacturing of polyester threads and it is equipped with batch polymerization and continuous polymerization facilities, the batch plant produces wider range of specialty polymers and continuous plants produces both commodity and differentiated products. Both the plants are equipped with pilot positions to produce customer specific products and for development activities; the plant also has integrate facilities of Draw Twisting, Draw Texurising, Yarn Dyeing, And Twisting. The first phase of the plant was commissioned with a batch plan in 1991, with technology from Toray Industries Inc Japan. In the second phase the plant was further expanded in 1997 with technology form Toray Engineering Company Japan. Since then plant has developed indigenous technologies with its development activities to produce a range of specialty polymers, for different downstream processes like draw twisting, draw warping, draw texturing, air texturing etc.

CUSTOMERS:
1. Recron Malaysia
2. S.Y Industry Company Ltd. (South Korea)
3. Mahalaxmi Yarn Company Varanasi
4. Benlona India Private Ltd Sonepat
5. Shivam Synthetics, Kanpur
C. BHARAT PUMPS & COMPRESSOR LTD NAINI ALLAHABAD

Bharat Pumps and Compressor Ltd. (BPCL) A public sector undertaking under the control of Ministry of Heavy Industries & public Enterprise, Govt. of India was set up in the year 1970 at Naini, Allahabad. The company is engaged in manufacture and supply of heavy duty pumps and compressors and high pressure seamless and CNG gas cylinders / cascades to cater the needs of oil exploration and exploitation, refineries, petro chemicals, fertilizers and downstream industries.

PRODUCTS OFFERED

COMPRESSORS: BPCL designs and manufactures custom built reciprocating compressors as per API 618 latest edition

CENTRIFUGAL PUMPS: BPCL offers a wide range of centrifugal pumps conforming to latest API 610 edition for refineries, Petroleum Industries and also for Nuclear Power Plants etc.

RECIPROCATING PUMPS: Pumps are suitable for handling drilling mud, cementing slurry, crude oil, steam condensate, heavy water, fatty acids, ammonia carbonate, liquid ammonia and liquid wax effluent water etc. BPCL designs and manufactures custom built Reciprocating pumps conforming to API 674 latest editions for wide range of applications.

CUSTOMERS:

International: Lavan Refinery Tehran (Iran)

National oil and gas sector: HPCL, IOCL, Bharat Petroleum Corporation Ltd, ONGC, Bharat Oman Refiner Ltd, CPCL, Numaligarh Refiners, Oil India Limited

Nuclear power: Department Of Atomic Energy, Nuclear Corporation Ltd, Bhaba Atomic Research Centre

Fertilizers and chemicals: Hindustan Fertilizers and Corporation Ltd, Mangalore Farmers and Fertilizers Corporation, Indian Farmers and Fertilizers Corporation, Rashtriya Chemicals and Fertilizers, Indo –Gulf and Chemicals, National Fertilizers Ltd, Gujarat State Fertilizer Corporation
D. COMPANY PROFILE ITI:

India’s first Public sector unit (PSU) – ITI Ltd was established in 1948. After that for many years, in the field of telecommunications, it had contributed a lot to the national telecom network. It has manufacturing facilities spread across six locations and a countrywide network of marketing/service outlets, the company offers a complete range of telecom products and total solutions covering the whole spectrum of switching, Transmission, Access and Subscriber Premises equipment. ITI started Global system for mobile (GSM) technology with the inauguration of mobile equipment manufacturing facilities at its Mankapur and Rae Bareli plants in 2005-06. These two facilities supplied more than nine million lines per annum to both domestic as well as export markets. The company consolidated its diversification into Information and Communication Technology (ICT), Network Management Systems, encryption and Networking solutions for internet connectivity. Extensive in-house R&D work is devoted towards specialized areas of Encryption, NMS, IT and access products to provide complete customized solutions to various customers.

ITI NAINI

The Naini unit was set up in 1971 for the manufacture of transmission equipment. The major products is optic fiber systems of both PDH and SDH and telephone instruments of various types. It has an R&D centre and facilities for assembly and testing with surface Mount technology. Environmental Lab, Metal parts manufacturing facilities and PCB are part of modern infrastructure.

CUSTOMERS:

Government, Department of telecommunications – BSNL, MTNL, Defense, Railways, Steel sectors, Factories office banks, Hotels, General customers

MAIN COMPETITORS:

Ericson, Modi alcatel, Lucent technologies, Punwire, BPL, Tata telecom, Crystal Telecom British Telecom
1.8 STATEMENT OF THE RESEARCH PROBLEM:
It has been reiterated many times that that training and development is essential for any organization due to change in business environment. Therefore organizations are spending huge budgets on employee development programs. The question then arises whether the training and development programs carried out actually translates into employee satisfaction. What are the variables of training and development that are usually need to be taken into consideration while developing training and development programs, what are employee satisfaction levels with respect to variables of training and development and finally is there any difference with respect to employee’s satisfaction variables of training and development programs between public sector and private sector undertakings. Keeping these research questions in mind scope of the study was defined.

1.9 SCOPE OF THE STUDY:
The study is limited to finding the training and development practices in manufacturing units in Allahabad and its impact on employees’ satisfaction. The study has been done in four organizations Alstom T&D Ltd, Reliance Industries Ltd, Bharat Pumps and Compressor Ltd and Indian telephone Industry Naini Allahabad. Initially the various training and development practices in the organization has been studied with the help of secondary data on training and development policies, procedures, budget allocation, need analysis, transfer of training, training methods, no of training programmes held and no of employees undergone these training programmes. Then employee satisfaction towards training and development practices is measured with the help of statistical tools.

1.10 SIGNIFICANCE OF THE STUDY
The impact of training and development practices on employee satisfaction has emerged as the dominant research issue in the HRM field. This study attempts to find out the satisfaction of employees with different aspects of training and development in manufacturing units in Allahabad. It will help to decide the future needs and changes in training and development practices in organization.
1.11 OBJECTIVES OF THE STUDY

1. To review the training and development policies and practices in manufacturing units in Allahabad.
2. To measure employee satisfaction with respect to variables related to training and development in manufacturing units in Naini Allahabad.
3. To compare employee satisfaction with respect to variables related to training and development between public and private sectors organizations of manufacturing units in Allahabad

1.12 HYPOTHESIS:

Research hypothesis was formulated to prove the relationship between independent variables of training and development identified in literature review and confirmed from pilot study in the organization and employee satisfaction. Secondly to compare employee satisfaction with respect to variables related to training and development between public and private sectors organizations of manufacturing units in Allahabad.

Hypothesis 1

\(H_0\) (null): Training Program are not positively related to Employee satisfaction
\(H_1\) (alternate): Training Programs are positively related to Employee satisfaction

Hypothesis 2

\(H_0\) (null): Training curriculum is not positively related to Employee satisfaction.
\(H_2\) (alternate): Training curriculum is positively related to Employee satisfaction.

Hypothesis 3

\(H_0\) (null): Quality of trainer is not positively related to Employee satisfaction.
\(H_3\) (alternate): Quality of trainer is positively related to Employee satisfaction.

Hypothesis 4

\(H_0\) (null): Transfer of learning is not positively related to Employee satisfaction.
\(H_4\) (alternate): Transfer of learning is positively related to Employee satisfaction.
Hypothesis 5
\( H_0 \) (null): Training facilities are not positively related to Employee satisfaction.
\( H_5 \) (alternate): Training facilities are positively related to Employee satisfaction.

Hypothesis 6
\( H_6 \) (null): Training methods are not positively related to Employee satisfaction.
\( H_6 \) (alternate): Training methods are positively related to Employee satisfaction.

Hypothesis 7
\( H_7 \) (null): Types of training are not positively related to Employee satisfaction.
\( H_7 \) (alternate): Types of training is positively related to Employee satisfaction.

Hypothesis 8
\( H_8 \) (null): Usefulness of Training is not positively related to Employee satisfaction.
\( H_8 \) (alternate): Usefulness of Training is positively related to Employee satisfaction.

Hypothesis 9
\( H_9 \) (null): Organization’s commitment to employee’s training and development is not positively related to employee’s satisfaction.
\( H_9 \) (alternate): Organization’s commitment to employee’s training and development is positively related to employee’s satisfaction.

Hypothesis 10:
\( H_{10} \) (null) Appropriateness of skills enhanced is not positively related to employee’s satisfaction.
\( H_{10} \) (alternate): Appropriateness of skills enhanced is positively related to Employee satisfaction.
Hypothesis 11:

$H_0$ (null): Fairness in Training opportunities are not positively related to Employee satisfaction.

$H_{11}$ (alternate): Fairness in Training opportunities are positively related to Employee satisfaction.

Hypothesis 12:

$H_0$ (null): Management supervision and guidance related to training and development programs are not positively related to Employee satisfaction.

$H_{12}$ (alternate): Management supervision and guidance related to training and development programs is positively related to Employee satisfaction.

Hypothesis 13:

$H_0$ (null): There are no private and public sector differentials in terms of employee satisfaction with respect to training and development practices.

$H_{13}$ (alternate): There are private and public sector differentials in terms of employee satisfaction with respect to training and development practices.

1.13 LIMITATIONS

Problems such as indifference on the part of some respondents were limitations to the study as some of the employees felt uncomfortable and other were simply not bothered. The absence or inaccessibility of records and reports on training and development activities also limited the research investigation. The unwillingness of Management to divulge strategic information in the name of confidentiality is also a limitation to the study.
CHAPTER II
REVIEW OF LITERATURE
CHAPTER 2. REVIEW OF RELATED LITERATURE

To develop an understanding and insight into concepts procedures and variables related to training and development an extensive review of relevant literature was undertaken. This review revealed the following:

2.1 CONCEPTS OF TRAINING AND DEVELOPMENT

Gordon (1992); defined training as the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Krietner (1995); in his book The Good Manager’s Guide said “no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.”

Baldwin and Johnson (1995); in his study mentioned that training refers to an activity which deliberately attempts to improve a person’s skill at a task. He stated that companies conduct training for three purposes which are to carry the company strategy, bringing innovation and advancement in technology. That is done to improve the quality of the product and for the provision of quality services.

Obisi (1996); said that the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development covers not only those activities which improve job performance, but also those which bring about growth of personality.

Steinmetz, Lawrence(1996); noted in their study that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.
Aswathappa K. (2000); noted in his study “the term ‘training’ indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively.

Cole (2002); in his book Personnel and Human Resource Management, said training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force.

Bakare (2012); described training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. He goes on to note that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill.

Sajuyigbe and Amusat (2012) noted that training is a sub-process of the overall process of matching individuals to jobs (a process that begins with the screening, selection and placement of employees). They believed that training serves three important functions within an organization:

1. Maintaining employee’s existing performance as required by the organization.
2. Improving employee motivation by strengthening employees’ beliefs in their abilities to perform their jobs.
3. Assisting with employee socialization and understanding of organizational priorities, norms, and values.

2.2 TRAINING AND DEVELOPMENT POLICIES AND PROCEDURES

Kenney et al (1992); makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:
To provide guidelines for those responsible for planning and implementing training;
To ensure that a company’s training resources are allocated to pre-determined requirements;
To provide for equality of opportunity for training throughout the company; and
To inform employees of training and development opportunities.

Michael Armstrong (1996); in his book A Handbook for Personnel Management Practice said that as much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. Training policies are expressions of the training philosophy of the organization. He further stated that training policy shows the proportion of turnover that should be allocated to training.

Muhammad,S.K. (2012); mentioned in his study that since the objective of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. Organizations invest much of its capital on the training and development of its employees. It makes the case sensitive to investigate whether training is giving benefit to the trainees and to what extent training process could be improved. Training not only enhances the performance of the employees but also helps them to motivate and developed undergoing relationship with the organization.

Zaccarelli (1997); one of the things to consider in designing a training program is what the program is to accomplish that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. He outlines the process of planning training as;

1) Develop a training plan
2) Design a training lesson
3) Select the trainer
4) Prepare the trainer
G.A Cole (2002); the first step in managing training is to determine training needs and set objectives for these needs. If an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

Fashola (2002); Training administration is the series of activities undertaken by the coordinator before, during and after a programme to ensure its success. Training administration is the deploying of all necessary inputs to achieve the objectives of a training programme. Fashola argues that the following issues should be considered in training administration.

- Make your audience or participants feel at home.
- Brief resource persons properly
- Provide decent location
- End the training on a cheerful note.

2.3 METHODS OF TRAINING AND DEVELOPMENT

ON THE JOB TRAINING

Armstrong (1995); There is a wide variety of training techniques that can be used out of which On-the-job techniques are important, which are practiced on a day-to-day basis or as part of specially tailored training programs. These include job rotation, planned experience and mentoring.

Coles (2000); Concludes that on the job training is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work.

Van der Klink and Streumer (2002); suggests that the frequent use of on the job training stems from three incentives, the favorable relationship between training costs and benefits, the responsibility to train just-in-time; and the expectation of a positive transfer of what was learned to the employee’s work situation.
Dessler (2005); defines On-the-job training (OJT) as having a person to learn the job by actually doing it.

Haslinda and Abdullah (2009); has mentioned about on the job training in his studies. He defines coaching as: ‘The art of facilitating the enhanced performance, learning and development of others. It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence.

OFF THE JOB TRAINING

Armstrong (1995); said Off-the-job techniques are used in formal training course away from the place of work. These include lectures, talks, simulation, case study, role playing, workshops etc.

Noe (2005); mentioned in his study that lecture method involves trainers communicating through spoken word what they want the trainees to learn. Class room lectures are used in many organizations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts.

Noe (2005); said in his study that the advantages of lecture method is that it is quick and a simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees. Similarly lecture method has its own limitations like communication of learned capabilities is primarily one-way-from the trainer to the audience and lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not.

Dessler (2005); mentioned in his study that simulation is a reproduction of an event or an item. But true simulation has a specific goal in mind-“to mimic, or simulate, a real system so that we can explore it, perform experiments on it, and understand it before implementing it in the real world.” Simulation makes imitated situations available to the learner to practice and hone necessary skills, rather than having them jump into the real experience-where a ‘do-or-die’ mentality can often make the individual nervous and unconfident. Simulation is a necessity when it is too costly or dangerous to train employees on the job.
Dessler 2005; wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation. Sims (2006), said in his study that a classroom can be any training space set away from the work site, such as the organization cafeteria or meeting room. Conducting training away from the work setting has several advantages over on–the-job training. First, classroom setting permit the use of a training technique, such as video/DVD lecture, discussion, role playing simulation. Second the environment can be designed or controlled to minimize distractions and create a climate conducive for learners. Gutek (2007); defined conferences, seminars and workshops as a meeting on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organization.

COMPUTER BASED TRAINING METHODS
Dessler (2005); in computer-based training (CBT), the trainee uses computer-based learning systems and or DVD systems to interactively increase the knowledge or skills. Computer-based training services are where an employee learns by executing special training programs on a computer relating to their occupation. Sims (2006); CTB can take a variety of forms: Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training, installing learning software on workstation computers, which allows employees to switch back and forth between job applications and training programs as their workload demands. Sims (2006); CBT programs have practical advantages. Interactive technologies reduce learning time by an average of 50%. In addition its cost effective once designed and produced, and encourages instructional consistency, mastery of learning, increased retention, and increased trainee motivation.
2.4 IMPORTANCE OF TRAINING AND DEVELOPMENT

Evans and Lindsay (1999); Organizations that are committed to quality invest in training and development of its employees. The quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase.

Neo et al. (2000); organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training.

Kalemci (2005); mentioned training and developing human capital is tremendously important in the effective management and maintenance of a skilled workforce. Training is one of the ways of improving organization’s effectiveness.

Muhammad (2012); the importance of training has grown in last few years because of rapid growth in the management practices, and increasing demands of the employee job. Thus training is the best solution to improve employee’s understanding and let them know how to use the specific skills.

CAREER COMPETENCIES

Lester (1999); said professionals must relearn and retrain to maintain the relevance of their skills. In this statement, he argued that changing nature of the corporate environment encourages the managers and employees to continuously relearn and retain new skills, knowledge and competencies in order to keep them up to date. He found a positive correlation between the training and the highest prior level of education gained which increase the employee motivation. He concluded that if employees perform well on the training and subsequent to the training, if they perceive that they have learnt something new which would be an enhancement in their CVs as well as beneficial for them to capture the future opportunities.
Feldman (2000); said in his study that fresh university graduates mostly consider for a firm which provides intensive training programs to their employees. Gerbman (2000); in his study says that training and development is also expected for fresh graduate not appropriately equipped for the continually changing business environment. Feldman (2000); in his study found that young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future.

EMPLOYEE PERFORMANCE
Bartel A.P. 1994); Training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes. Grund (2001); agreed that training has improved employees performance in term of increase in productivity, particularly in areas such as sales, customer services and IT, improvement in retention rate, and higher levels of personal job satisfaction. Higher productivity and improved employee performance will rely on employees having the right skills. Gregory (2001); mentioned that training has a great impact on employee’s subsequent job performance and the lack of training and development results in managers not familiar with the task requirements as well as the core competencies such as knowledge, skills and abilities which managers must possess to perform well the organization’s tasks, as a result their performance as well as motivation level decrease. He suggested that the managers in service organizations must be knowledgeable in all newer functions that apply to their departments so that overall organizational objectives can be achieved effectively and efficiently in accordance with the new demands posses by the corporate environment.
Wright & Geroy (2001); noted that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Khattaket et al. (2010); suggests that training and development is directly related with successful performance of managers, organizations and nations. The countries which spend more on training and development of human resources are relatively more developed as human resources contribute to productivity more than physical and other resources.

**MOTIVATION OF EMPLOYEES**

Roscoe (2002); in his study mentioned that no professional completes their initial training equipped to practice competently for the rest of their life. He argued that corporate environment is changing day by day and in order to cope with the level of changes, organizations implement various dynamic processes including the training programs which subsequently increase the motivation levels of employees as after the training process most of the employees seek promotions to higher level jobs which is the main cause of motivation.

Murphy et al. (2006); concluded that there is positive correlation between training programs and employee’s motivation. He argued that there are certain set of factors which motivate the managers and employees to continuously adapt new skills and competencies according to the today’s changing environment and also increase their subsequent motivation level. These motivators may include improving the confidence level and self esteem, higher levels of career satisfaction as well as more future promotion opportunities for those who show improved subsequent performance.

**EMPLOYEE COMMITMENT AND RETENTION**

Hall & Mirvis (1996); in his study mentioned that providing employees with meaning and purpose, aiding employee development, providing training opportunities, and
providing a supportive environment are keys to gaining commitment from their workforce.

Johlke et al (1997); concluded in his study that organizations are increasingly using discretionary, intangible investments in employees, such as training, for their impact on employee performance, satisfaction and commitment.

Tansky and Cohen (2001); argued that employee development can be viewed as a type of social exchange because it offers opportunities and benefits to an employee, who may feel obliged to reciprocate by exhibiting attitudes and behaviors indicative of their commitment to the organization.

Asaju (2008); described that if employees are trained at low level it would increase their tendency towards leaving the organization, while high level training increases the employee satisfaction and focuses him/her to stay in the organization.

ORGANISATIONAL PRODUCTIVITY AND PERFORMANCE

Evans and Lindsay (1999); The quality of employees and their development through training are major factors in determining log-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only. This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements. Organizations that are committed to quality invest in training and development of its employees.

Neo et al. (2000); Now organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training.

Ballot et al, (2001); Through a study in France, showed that between 1986 and 1992 due to increased trained personnel in the field of industry productivity has increased, that is, 1% increase of trained employees results in two percent increase in productivity.
Jamil & Som (2007); concluded that changing nature of today’s corporate environment and the intense global competition where consumers demand more quality services require the organizations to continuously train their human resources in order to maintain market competitiveness and business survival.

2.5 EMPLOYEE SATISFACTION

Nancy C. Morse (1997); Satisfaction refers to the level of fulfillment of one’s needs, wants and desire. Satisfaction depends basically upon what an individual wants from the world, and what he gets. Employee satisfaction is a measure of how happy workers are with their job and working environment.

Spector (1997); defined job satisfaction as all the feelings that a given individual has about his/her job and its various aspects. Employee satisfaction is a comprehensive term that comprises job satisfaction of employees and their satisfaction with overall company’s policies, company environment etc.

George et al. (2008); Job satisfaction is the collection of feelings and beliefs that people have about their current job. People’s levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay.

Kaliski (2007); Job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one’s efforts. Job satisfaction further implies enthusiasm and happiness with one’s work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment

2.5.1 FACTORS OF EMPLOYEE SATISFACTION

Herzberg’s Two Factor Theory (1976); is probably the most often cited point of view. In fact the main idea is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. Therefore all factors that have derived from a large empirical research and divided in factors that
cause job satisfaction (motivators) and factors that cause job dissatisfaction (hygiene factors)

**Janet (1987);** Job satisfaction may be the general behavior emerged due to different happenings at the work place; it may be supervisor’s behavior, relationship with peers or the work environment.

**Rue L.W. and Byars L (2003);** Factors of job satisfaction provided by Rue and Byars are

- Job design (scope, depth, interest, perceived value)
- Compensation (external and internal consistency)
- Working conditions
- Social relationships
- Perceived long-range opportunities
- Perceived opportunities elsewhere
- Levels of aspiration and need achievement.

**Miller J.L.(2006);** Having good relationships with the colleagues, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee satisfaction. Employee satisfaction is the terminology used to describe whether employees are happy, contended and fulfilling their desires and needs at work. Many measures support that employee satisfaction is a factor in employee motivation, employee goal achievement and positive employee morale in the work place.

2.6 TRAINING AND DEVELOPMENT AND EMPLOYEE SATISFACTION

**Watkins and Marsick (1993);** It has been shown that training has an influence on job satisfaction, and with the increasing importance being placed on continuous learning and education throughout one’s career, its importance will increase. The need for lifelong learning is clearly evident in most people’s jobs. The information that people need to perform effectively changes almost as quickly as it is produced. The intelligent technology on which many jobs are based requires a greater grasp of elementary and advanced mathematical and scientific principles. Enhanced needs for communication in
today’s flattened, participatory organization call for new interpersonal skills as well as high levels of ability in reading, writing, and speaking.

**Shields & Ward (2001)**; A study of nurses in the United Kingdom found that dissatisfaction with promotion and training opportunities had a stronger impact on job satisfaction than dissatisfaction with workload or pay. The researchers concluded that UK policies which focus heavily on improving the pay of nurses will have only limited success unless they are accompanied by improved promotion and training opportunities.

**Schmidt (2004)**; mentioned in his study that as training becomes more a part of an employee’s life, its relationship to job satisfaction will become more prominent. It will be up to organizations to provide employees with the skills that they need to do their jobs (both at present and in the future), to work successfully within teams, and to continually improve their processes and procedures. In order to do their jobs, employees depend on the training they receive from their employers, and as the workplace continues to evolve, and as demands on employees continue to increase, employee satisfaction with education received on the job will permeate all aspects of overall job satisfaction.

### 2.7 REASONS FOR TRAINING DISSATISFACTION:

**Burak, Elmer and Smith Robert (1977)**; in their study mentioned that organizations training practices can fail for the following reasons:

- The benefits of training are not clear to the top management.
- The top management hardly rewards supervisors for carrying out effective training.
- The top management rarely plans and budgets systematically for training.
- The middle management, without proper incentives from top management, does not account for training in production organization
- Training external to the employing unit sometimes teaches techniques on method contrary to practice of the participants scheduling.
- Trainers provide limited counseling and consulting services to the rest of the organization.

### 2.8 TRAINING EFFECTIVENESS
Wexley & Latham (1991); Training programs that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not.

Goldstein (1991); Assessments of employee and organizational needs as well as business strategies should be conducted and then used in selecting training methods and participants.

Tannenbaum & Yukl (1992); Effective training programs are systematic and continuous. In other words, training must be viewed as a long term process, not just an infrequent and/or haphazard event.

Armstrong (1995); mentioned some issues relevant to training and development and employee satisfaction. These are organization training and development philosophy, strategic focus in training, relevance of training, training process, identifying training needs, analysis of training need, identifying training objectives, and evaluation of training.

Kalemci (2005); Training is one of the ways of improving organization’s effectiveness. In order to implement right training methods, organization should be aware of the training methods and their effectiveness.

Haslinda & Mahyuddin (2009); found that lack of support from top management and peers, employees’ individual attitudes, job related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training.

Fischer & Ronald (2011); stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Rama & Vaishnavi (2012); identified that to increase or maximize the effectiveness of training programme, an organization needs to use ongoing assessments to establish learning outcomes and link those outcomes to a performance plan.

2.9 VARIABLES OF TRAINING AND DEVELOPMENT IDENTIFIED FOR THE STUDY

Training and development variables identified for the study are as follows:
2.9.1 EMPLOYEE SATISFACTION WITH TAINING AND DEVELOPMENT PROGRAMS

Wexley & Latham (1991); Training programs that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not.

Zaccarelli (1997); one of the things to consider in designing a training program is what the program is to accomplish that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable.

Dawe (2003); specified one of the drivers for a successful training program, he summarized that success in any activity can be thought of in terms of the extent to which an activity achieves its desired objectives.

Buckley and Calpe (2004); underline the significance of training objectives; they help speculate the activities one should be able to perform at the end of training.

Jolles (2005); insisted that establishing utility of training program would make trainees understand the need to learn, the training program should answer the very basic question of the learner i.e. ‘What’s in it for me’?

Mathieson (2006); said that the company’s key objective is to design the training programs which fully utilize the employees potential and motivate the employees to continuously adapt the new skills and competencies according to the changing corporate environment.

Jamil & Som, (2007); The researchers argued that ad-hoc training approaches and the training programs without proper analysis leads to poor training investments, so three levels of analysis (individual, organizational and operational) as well as the multiple data collection methods and techniques should be used to analyze the training needs in order to effectively design and implement the training programs for motivating the employees and achieving the organizational goals more efficiently.

Dahiya & Jha (2011); discussed about the steps in the training programme development, are planning, programme implementation, and programme evaluation and follow-up.
According to them a training programme is not complete until and unless methods and results have been evaluated

2.9.2 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT CURRICULUM

Manu (2004); in his study concluded that the organizations should choose those models of training and development that successfully fit into the organization’s culture. Needs of training and essential business skills should be carefully assessed. Then appropriate managerial techniques as well as the comprehensive plans or models should be implemented for the effective training and development program in order to motivate the employees.

Coho & Bowleg (2007); The course design for the training and the trainer selection speaks about the success and the failure of the training itself.

Driskell (2011); concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given what was the content and who was the trainer.

2.9.3 EMPLOYEE SATISFACTION WITH TRAINER

Moss (1993); Hinting on the characteristics of the successful trainer suggested that trainer needs to plan, be prepared, and show encouragement and empathy to the learners otherwise, he would fail to get them involved in the training process and transform them professionally.

Fajana (1997); training faculty should be made up of competent instructors. The instructor should be competent in his or her areas of specialization and should have the personality to convey competence and ability.

Robotham (1995); found that trainers must have awareness and understanding of individual’s style of trainees to achieve desired outcomes of training.

Atiomo (2000); The training faculty should also have credibility with the trainees and should be able to use the chosen learning methods to meet learning objectives and they should be available whenever they are needed.
Buckley and Caple (2004); Role of trainer is changing, from a mere role of providing some skill set to active communicator, pro-active thinker, one who builds onto achieve training objectives with strategic dimension of the organization holding central importance.

2.9.4 EMPLOYEE SATISFACTION WITH TRANSFER OF LEARNING
Mathieu et al (1992); mentioned in his study that despite any learning in training, an unsupportive organizational climate will decrease employee commitment and chances for transfer of trained material.

Tsang (1997); said in his study that even if the knowledge obtained through training is accurate, organizational performance will not improve if dichotomy in implementation exists in the business organization.

Seyler and colleagues (1998); examined factors affecting motivation to transfer computer-based training. Their investigation found that peer support, supervisory support, supervisory sanctions, and opportunity to use the training were related to trainee’s motivation to transfer newly learned material.

Tracey and associates (2001); demonstrated that a climate for transfer and a continuous learning culture had direct effects on post-training behaviors. These researchers concluded that organizational cues that support learning and innovation encourage the transfer of training to the job.

Clarke (2002); mentioned in his study that variables such as trainees beliefs about the opportunities to use and apply the training and the likelihood of feedback, praise, encouragement, and recognition from supervisors and peers have shown positive effects.

Egan et al (2004); in their study said that trainees returning to a supportive work environment are more motivated and more likely to apply their new skills to the work setting.

Saks & Haccoun (2007); views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time.
2.9.5 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT

**FACILITIES**

*Armstrong (1995);* mentioned in his study that training faculty members should not only come from within the organization but external consultants should also be encouraged to be faculty members so that they can bring independence, experience, expertise and as Armstrong (1995) says that the external faculty members can bring a useful 'extra pair of hands' to the training activities.

*Mamoria (1995);* training materials have to be prepared with care and distributed among the trainees so that they may come well-prepared to a session and are able to understand the operations and demonstrations quickly and correctly. Mamoria argues that the following are the variety of tools and equipment utilized to impart effective training. Use of pamphlets, charts, brochures, booklets, handbook, Graphics, pictures, books, slides, movie projector, film strips, tape records, Reading room and libraries, Teaching machines.

2.9.6 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT

**METHODS**

*Armstrong (1995);* said that there is a wide variety of training techniques that can be used. These can be divided into: On-the-job techniques, which are practiced on a day-to-day basis or as part of specially tailored training programs. These include job rotation, planned experience and mentoring. Off-the-job techniques, which are used in formal training course away from the place of work. These include lectures, talks, simulation, case study, role playing, workshops etc.

*Sims (1996);* Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method (s) to use, it is useful to consider current level of expertise that trainees possess.

*Fajana (1997);* argues that the important thing in choosing training methods is to recognize the nature of the training that will take place and facilitate it. According to him, the biggest problem in training methods lies in the failure to realize the distinction between learning theory and principles, and "how to" practice.
Adeniji (2002); sees the method of conferences, seminars and workshops as planned for management team to discuss new techniques and concepts that are about to be introduced into an organization.

Adomi (2006); found that there is a positive relationship between training i.e. job rotation and employee motivation. He adopted survey method for the study in which he used questionnaire as data collection instrument. He argued that training programs such as job rotation reduce the boredom of the jobs and increase the motivation through diversification of the tasks.

Gutek (2007); defined conferences, seminars and workshops as a meeting on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organization.

2.9.7 EMPLOYEE SATISFACTION WITH TRAINING TYPES

Zenger, (1989); managers are increasingly realizing the importance and need of non technical skills as the foundations of enhancement in quality. Aspects/ areas critical to create some extra advantage consider four major interpersonal and analytical skills conduced into leadership skills; work process skills; teamwork skills and customer partnership skills.

Zenger, (1989); with a positive look upon the leadership skills, managers have a crucial role in communicating the quality message to their employees. Managers need to hone their skills of focusing employees on quality objectives, obtaining their commitment, and sustaining the momentum. By sharpening these leadership skills, they can make the quality message more urgent and personal to everyone.

Katter, (1991); Leadership can and must occur at every stage within the quality improvement effort. The author believes that all employees can benefit from this type of training.

Adetola, (1997); is of the opinion that orientation programmes should be organized regularly for all categories of staff, to keep them abreast of the recent trends in the information industry.
Edkins (2002); another area that has received consistent attention is human factors training. This is an important area of research because human error has been consistently identified as one of the main causes of air crashes since the late 1970.

Edkins (2002); conducted a qualitative review of the aviation human factor training literature and concluded that outcomes of safety and team-based training programs include (a) safety-related benefits, including a reduction in lost time related to injuries, and (b) teamwork-related benefits including improved team performance.

Collins & Holton (2004); conducted a meta-analysis of the benefits of managerial leadership development programs they found that mean ds (comparing training with no training) ranged from 0.96 to 1.37 for knowledge outcomes and from 0.35 to 1.01 for expertise/behavioral outcomes. Knowledge was defined as principles, facts, attitudes, and skills measured using both subjective (e.g., self-reports) and objective (e.g., standardized tests) measures. Expertise/behavioral outcomes were defined as changes in on-the-job behavior and were also assessed using both subjective (e.g., peer ratings) and objective (e.g., behavioral) measures.

Quesada, et al. (2011); examined that Emotional Intelligence training of the leaders is a key aspect to the success of the companies. It was found that leaders are the success pillar of a company and their training is most important thing which should be taken care. Leaders must be emotionally strong to take right decision on right time.

Beigi & Shirmohammadi (2011); found that emotional training have significant impact on service quality. It means there is a relationship between behavior and learning, and service industry can be benefited by emotional training because service industry is basically related to marketing and verbal communication.

2.9.8 EMPLOYEE SATISFACTION WITH TRAINING USEFULLNESS

Cooper et al. (1989); found a positive relationship between training programs and employee’s job involvement. He argued that if there are some recognitions and financial benefits for the high performers at the training programs, the feelings of reciprocity emerges in the high performing employees as well as in other ones which motivate them to extend themselves in many ways such as adapting new skills, knowledge and competencies which ultimately leads to improved organizational performance.
Huselid (1995); said that Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organizational productivity.

Lester.S. (1999); He found a positive correlation between the training and the highest prior level of education gained which increase the employee motivation. He concluded that if employees perform well on the training and subsequent to the training, if they perceive that they have learnt something new which would be an enhancement in their CVs as well as beneficial for them to capture the future opportunities, then their motivation and involvement towards their jobs increase.

Stephenson. (1999); concluded that there are two basic factors which are very crucial to be present in the employees in this new changing economy i.e. ability to learn and adapt and understanding of the new corporate environment which can be utilized by the corporations through continuous training programs in order to increase their motivation as well as involvement towards their jobs.

Ballot et al.,(2001) ; through a study in France, showed that between 1986 and 1992 due to increased trained personnel in the field of industry productivity has increased, that is, 1% increase of trained employees results in two percent increase in productivity.

Wright & Geroy (2001); noted that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Karroubi et al., (2009); through a study done in Mazandaran University, claimed that training has been effective in improving performance, enhancing job skills, job satisfaction and staff's getting ready to perform their duties.

Daneshfard et al., (2010); in a study investigated the effect of training on improving teaching skill of faculty members. The results revealed that there is a significant difference between the teaching skills of faculty members who participate in in-service classes and that of those who do not participate in such classes and the skill level of people who participated in these classes have improved significantly.
2.9.9 EMPLOYEE SATISFACTION WITH ORGANISATION’S COMMITMENT TO EMPLOYEE’S TRAINING AND DEVELOPMENT

Eisenberger, Huntington, Hutchison, & Sowa (1986); mentioned in his study that perceived organizational support concerns the extent to which an employee perceives that an organization values their contributions and cares about their well-being. It is influenced by the organization’s treatment of its employees; thus, providing a means for interpreting the organization’s motives.

Tansky and Cohen (2001); argued that employee development can be viewed as a type of social exchange because it offers opportunities and benefits to an employee, who may feel obligated to reciprocate by exhibiting attitudes and behaviors indicative of their commitment to the organization.

Bartlett (2001); proposed that employees, who have the opportunity for training program, are more committed with their organization.

Patrick and Owens (2006); There is a momentous correlation between training and job satisfaction and particularly those employees who obtain training are more gratified than those who have not participated.

2.9.10 EMPLOYEE SATISFACTION WITH APPROPRIATENESS OF SKILLS ENHANCED

Roscoe (2002); He argued that corporate environment is changing day by day and in order to cope with the level of changes, organizations implement various dynamic processes including the training programs which subsequently increase the motivation levels of employees as after the training process most of the employees seek promotions to higher level jobs which are the main cause of motivation.

Morag Mathieson (2006); in his study said that the company’s key objective is to design the training programs which fully utilize the employees potential and motivate the employees to continuously adapt the new skills and competencies according to the changing corporate environment. He suggested that management buy-in to training and development through bottom-up-approach can be used for this purpose.
2.9.11 EMPLOYEES’ SATISFACTION WITH THE FAIRNESS IN TRAINING OPPORTUNITIES

Bartlett, (1999); accessibility of training and development programs are significant features of increasing job satisfaction and decreasing turnover intentions among employees. It is natural that employees would like to have equal access to job-related training opportunities that would help them improve on their skills and enhance their development and growth. Denying employees of this would likely demoralize employees who would like to go for training. Beside, employees would view this as unfair company’s practices. With limited access to job-related training, employees may not be armed with the necessary skills to do a good job. Probably, frustration may set in affecting the morale and productivity of employees. This can be determined by the following statements.

2.9.12 EMPLOYEES’ SATISFACTION WITH THE MANAGEMENT’S SUPERVISION AND GUIDANCE

Baldwin et al (1991); found that engaging employees in learning activities where follow up from their managers was anticipated led to stronger transfer intentions.

Mathieson (2006); found a positive relationship between the training programs in which managers are anticipatively involved in setting the training design & motivation of employees and employee satisfaction. He argued that everyone should be involved in the journey of training program as in this way employees feel ownership of the process which add value to their performance which in return motivate them to deliver the tangible organizational improvements.

Haccoun (2007); the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program. Role of trainer’s awareness in making flourish a training programme is important.

Hooi Lai Wan (2007); mentioned in his study that supervisors who actively assisted their subordinates to address job-related problems becomes one of the determinants of employees’ satisfaction. Inexperience, new young recruits especially may face difficulties
if left on their own. In addition, managers who show concern would probably have a
more cooperative and motivated workforce- attributes that may make a difference to the
bottom line. In short, managers need to provide assistance to help their subordinates in
addressing work-related problems (Coaching) and identifying their training and
development needs (Mentoring).

Haslinda & Mahyuddin (2009); found that lack of support from top management and
peers, employees’ individual attitudes, job-related factors and also the deficiencies in
training practice are the main factors which affect the effectiveness of training. If there
will be less support from top management and peers, job is not going well or somehow
there is problem in job and absence of training practice then there is less chance of
effective training programme.
CHAPTER 3
RESEARCH METHODOLOGY
CHAPTER 3: RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN:
To achieve the objectives of the present research study a multiple cross sectional descriptive research design was used. The objectives of the study were to review the training and development policies and practices in manufacturing units in Allahabad, to measure employee satisfaction with respect to variables related to training and development, and to compare employee satisfaction with respect to variables related to training and development between public and private sectors organizations of manufacturing units in Allahabad.

3.2 TARGET POPULATION
1. Area Selected For The Study: Area of study is Naini Industrial area, Allahabad
2. Organizations Selected For The Study: Four manufacturing units of Naini Industrial area, were purposely selected for the study namely; Alstom T&D Ltd, Reliance Industries Ltd, Bharat Pumps and Compressors Ltd (BPCL) and Indian Telephone Industry (ITI) out of which Alstom T&D Ltd and Reliance Industries Ltd are private sector organizations and BPCL and ITI are public sector organizations.

To fulfill the first objective i.e. review the training and development programs for employees, company records were referred and unstructured interview with HR manager of the respective organizations was conducted. Variables of training and development were identified with the help of these secondary data, interview of HR manager and literature review. Following variables of training and development were identified, training programs, training curriculum, trainer, transfer of learning, training facilities training methods, types of training, usefulness of training, organization’s commitment to employee’s training, appropriateness of skills enhanced, fairness in training opportunities, management supervision and guidance.
3.3 PILOT STUDY AND QUESTIONNAIRE DEVELOPMENT:

To identify the employee’s satisfaction with training and development practices a structured close ended questionnaire was developed on the basis of the variables identified. First of all a pilot study was carried out with this questionnaire in Alstom on 50 employees. It was taken care that the language and the meaning of questions were clear to the respondents. The questionnaire was subjected to reliability test cronbach’s alpha in order to ensure its reliability. The value of cronbach’s alpha came to be 0.95. The final questionnaire was developed consisting of 58 questions. The questionnaire used for the study was titled “Employee Satisfaction Survey with Training and Development Practices”. It consisted of two sections captioned as follows: Socio Demographic Characteristics of the Respondents and Employee Satisfaction with Training and Development practices. All the questions in this section were on 5 point Likert scale were 5 is highly satisfied, 4 satisfied, 3 neutral, 2 dissatisfied and 1 highly dissatisfied.

3.4. SAMPLING DESIGN:

The sampling design used in this research study was stratified multiple cross sectional sampling. Five Departments from each organization namely Production, Marketing, Finance, HR and Others were considered as strata. Departments like stores, IT, security, health and environment, vigilance were included in others category. Each department was first divided into managerial and non managerial employees. In management employees again top management, middle management and lower management employees were considered. The non management employees were then divided into supervisor and operatives and then 20 % of employees was considered from each category for the sampling of data.

3.5 SAMPLE SIZE

From each selected organization 20% of the total strength of employees was included in the sample. Total sample size for the study was 570 employees including 80 employees from Alstom, 170 from BPCL, 150 from Reliance, and 170 from ITI.
### Table 3.1 SAMPLE SIZE OF THE RESPONDENT

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>20% total</th>
<th>Round Fig</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALSTOM</td>
<td>385</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td>BPCL</td>
<td>814</td>
<td>164</td>
<td>170</td>
</tr>
<tr>
<td>RELIANCE</td>
<td>736</td>
<td>147</td>
<td>150</td>
</tr>
<tr>
<td>ITI</td>
<td>830</td>
<td>167</td>
<td>170</td>
</tr>
</tbody>
</table>

### 3.6 DATA COLLECTION METHODS

For the collection of secondary data company records were referred and an unstructured interview with HR manager of the respective organization was conducted. Primary data was collected with a structured questionnaire having 58 questions. Data collected was from October 2013 to March 2014.

### 3.7 PROCESSING OF DATA:

The data collected above was processed for the further study. Editing, coding, and tabulation of data were done. For editing a careful scrutiny of completed questionnaire was done and incomplete questionnaire were rejected for the study. As 20% of the employees from each organization were selected for the study 100 forms in Alstom, 200 in BPCL, 170 in Reliance and 200 in ITI were distributed. These questionnaires were examined for their completeness, questionnaires which were not complete were removed 85 complete forms in ALSTOM was received out of which 80 forms were used for the study, 182 forms in BPCL were complete out of which 170 forms were used, 154 forms were found complete in Reliance out of which 150 were used and in ITI 176 form were found to be complete out of which 170 forms were used for the study. Coding was done to put the data into categories for tabulation. Data was tabulated on SPSS and further analysis was done.
3.8 DATA ANALYSIS:
Percentage analysis was firstly done with the aim to describe the data. Further statistical analyses were then utilized to test the research hypotheses to determine if a statistical association existed between the research variables. The computerized statistical package, SPSS was used for this purpose. Details of the specific statistical analyses are discussed below.

1. PERCENTAGE ANALYSIS: Percentage analysis was done to find out the percentage satisfaction with all the training and development variables in all organization

2. CORRELATIONS: Pearson Correlation analysis was used in this study to find out the relation among variables and to determine the degree to which values of the two variables are “proportional” to each other.

3. REGRESSION ANALYSIS; Regression analysis was used to measure the relationship between one dependent variable i.e. Employee Satisfaction and independent variables of Training and Development. Regression equation is given below:-

\[ Y = a + bX \]

Y is the value of the Dependent variable (Y) i.e. Employee Satisfaction for a given value of independent variable. X. This equation measure that each unit changes in variables of training and development brings b change in Y.

4. T Test : The t-test was used to determine whether the population means difference related to different variables of Training and development and employee satisfaction exist between private sector organization(Alstom and Reliance)and public sector organizations (BPCL and ITI).
CHAPTER 4
RESULTS AND DISCUSSION
CHAPTER 4: RESULTS AND DISCUSSIONS

The first objective of the study was to review the training and development programs in the manufacturing units in Allahabad. To fulfill this purpose secondary data was collected from the organizations and the results obtained are as follows.

4.1 TRAINING AND DEVELOPMENT PRACTICES IN ALSTOM T&D LTD.

ALSTOM T&D Ltd. has a proper policy and procedure for training and development in the organization. The purpose of this procedure and policy is to ensure that training is organized in systematic way after identifying the training needs related to products / process , managerial skills , quality management system and environment health and safety management system .

SCOPE : This procedure covers all persons performing tasks for it or on their behalf that have the potential to cause significant environmental impacts, and who are exposed to work related health and safety risks identified by the organization or who can effect product/ process requirement

RESPONSIBILITY: The concerned head of the department is responsible for ensuring that adequate training is imparted to the department personnel or persons working on behalf of the department. Head of training department provide resources and organize training. HR department ensures that training needs are identified for all new as well as old / transferred employees, based on the overall requirement of company objectives / needs including legal & other requirements.

TYPES OF TRAINING

A. Class Room Training
   1. In house
   2. External
B. On the Job Training
C. Self Instructions (Correspondence course etc )
IDENTIFICATION OF NEEDS FOR COMPETENCE, TRAINING AND AWARENESS

SITE THRUST AREAS: Management representative identifies the divisional thrust areas for training in consultation with the department heads. Management representatives intimate the same to the training department for each level of employees in the given format. (The company has different formats for different training and development procedures and requirements) This is monitored in training monitoring form.

SPECIFIC REQUIREMENTS: For management staff and other employees including transferred and new employees, department heads identifies need based specific requirements for competence, training and awareness with respect to the incumbent’s functional and managerial responsibilities if any, and intimates the same to training department in form of a format. This training may be classified under into these categories.

A. External or Classroom Training: to be organized by the training department as and when a suitable program is available.

B. On the Job Training: HOD’s responsibility and shall be time bound.

C. Department Quality Procedure Awareness: HOD’s responsibility and be treated as part of on the job training.

D. Training on Area Specific Significant Aspects / Hazards, EHS Objectives, OCPS, Legal and Other Requirements – HOD’s responsibility and shall be treated as part of on the job training.

E. General Awareness on IMS (ISO 9001, ISO 14001, OHSAS 18001) to be organized by training department.

F. Induction Training programs for new employees to be organized by HR department.

CONSOLIDATED LIST OF TRAINING REQUIREMENTS: A consolidated list of training needs is prepared for all employees. Number of employees requiring training under each code is determined to enable the training in charge to arrange for the requisite training made in training calendar.

IMPARTING TRAINING: After identification of training needs, training department organizes the training programs in consultation with department heads, and they are required to justify the recommendations and rejection of identified training being
organized. (Either in house or externally) through the “RECOMMENDATION OF TRAINING” which has a prescribed format. Attendance of training is also maintained in prescribed format.

**IDENTIFICATION OF EXTERNAL AND INTERNAL TRAINERS:** A list of potential trainers (internal as well as external) is prepared by training department in consultation with management representative and functional experts on the basis of their knowledge, experience etc. In addition government agencies, other recognized training agencies, and institutions might also be engaged for training. These agencies will be selected as per evaluation procedure stated in training department manual.

**MONTHLY MANPOWER ADDITION/DELITION AND TRANSFER LIST:**

HR department prepares above information on monthly basis in format, in order to keep the training requirements update and organize training for employees as per training needs of the area.

**CERTIFICATION OF PROFICIENCY:** Concerned departments send their proficiency certificates to the training department for all employees.

A: employees who are working on special process.

B: who have newly joined or who has been transferred from one department to others with respect to on the job training, Department quality procedure awareness training, training on area specific significant aspects / hazards, EHS objectives, OCPS, legal and other requirements and general awareness on IMS (ISO 9001, ISO 14001, OHSAS 18001

C: Who are working on jobs related to safety, maintenance etc.

The collection of proficiency certificates will be monitored once a month by training department. At the time of receiving the monthly addition and deletion report the person responsible for data maintenance scan format for earlier new joiners/transfer cases and wherever required will issue and collect the proficiency certificates.

**EVALUATION OF CLASSROOM/INDUCTION TRAINING:** Evaluation of classroom training/induction training for new employees is being done by taking an immediate feedback through the use of “EVALUATION OF TRAINING PGM” format.
Use of questionnaire or written test can also be used immediately after the training as an alternate method for immediate feedback of training or as an additional check depending upon the type of training / trainees. Interviews on sampling within 15 days of training can also be used to evaluate their effectiveness of action taken and to ensure that necessary competence for personnel that affect the conformity to product requirements has been achieved. Training feedback shall be monitored every half early by training department to measure effectiveness of the training given to personnel to ensure their contribution to achievement of the quality objectives. (Training evaluation/ effectiveness monitoring mechanism).

**FEED BACK OF EXTERNAL TRAINING:**
All people going for external training shall give a brief write up of the training to the training department as well as the HOD within a week of coming back. The write up will contain:

A. Name of the training, Main faculty names, Agency / institute, Venue
B. Brief summary of the training contents,
C. The advantage / gain from the training

This write up would be put n the training news board by the training department and on the departmental notice board by the concerned HOD.

**RECORDS:**
1. Attendance record of training program, details of training, certificate of proficiency, induction training programs for new employees and training evaluation are maintained as record for three years.
2. After this period, certificate of proficiency, and details of training is forwarded to personnel department for maintaining the record in personnel file of the employee.
3. Consolidated training needs and monitoring form and site thrust areas is to be regularly updated and maintained permanently by training department. Specific training needs are maintained by training department for one year. Summary of correct answers given to questionnaires / written test along with the questionnaire / test papers to be kept for three years .
<table>
<thead>
<tr>
<th>S No</th>
<th>Training Program</th>
<th>No Of Non Executives</th>
<th>No Of Executives</th>
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<tbody>
<tr>
<td>A</td>
<td>Safety Health And Environment</td>
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<td>Crane Operating</td>
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<td>Six Sigma Green Belt</td>
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<td>15</td>
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<tr>
<td>C</td>
<td>Production Planning And Performance</td>
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<td></td>
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<tr>
<td>1</td>
<td>IMS Awareness ISO 9001</td>
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<td>Human Resource/Behavioral Training</td>
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<th>No Of Executives</th>
<th>No Of Non Executives</th>
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<td>Total</td>
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<td>19</td>
<td>15</td>
<td>124</td>
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</table>
4.2 REVIEW OF TRAINING AND DEVELOPMENT PRACTICES IN RELIANCE INDUSTRIES LTD.

Training and development policy and process in Reliance is completely guided by the HRD policy and accordingly the training and development objectives are decided which becomes the guiding for the whole process of training and development.

HRD POLICY

1. Aim of employee development is not just acquiring skills to solve specific problems but also expanding minds to address problems and opportunities which have not become apparent with full understanding of cross functional linkages.
2. Continuing personal development is the constant obligation of employees and constant responsibility of all executives and supervisors.

TRAINING AND DEVELOPMENT OBJECTIVES:

The main objectives of training are:

- Increase production
- Reduce cost with quality/improving quality
- Enhance customer satisfaction
- Enhance supplier confidence
- Increase employee satisfaction
- Upgradation of technology/innovations
- Safety and environment

Reliance Industries has well framed training and development procedure for Supervisors (Managers) and non Supervisors (Non Managers).

TRAINING PROCEDURE FOR SUPERVISORS:

Purpose: To establish a system for identification of training as per the requirement.
Scope: Application to all officers of the company.
Responsibility: Head Hr is overall responsible for the compliance of the system. HOD’s are responsible for the identification of training needs in their respective department.
DEFINITIONS:

- **Sups**: Supervisors
- **KSA**: Knowledge, Skills, Abilities
- **ILNA**: Individual Learning Needs Assessments
- **LI**: Learning Index

IDENTIFYING TRAINING NEEDS

1. Each department makes the KSA i.e. knowledge skills and ability or company matrix for each supervisor. HOD can revise it any time.

2. The KSA document details the various knowledge elements required in the functional area, cross functional area, soft skills etc. These knowledge elements are rated by individual and reviewed by his HOD.

3. Based on KSA and organizational goals the KRA (Key result areas) are identified by the individuals which include special assignments, learning needs, and forward path.

4. In the Individual Learning Need assessment (ILNA) the individuals are asked to rate (1-6) scale rating the topics (from their respective KSA) once in two years period through SAP–HR-SDM process on which he wants to upgrade his knowledge. This is followed by review of training needs L1/L2 (HOS/HOD), KSA elements with rating 3 will be considered for training.

5. Learning centre then compiles all data through **SAP HR SDM** system related to training through nominations received against module selection done by respective L1 (HOS) for their subordinate. This details discloses the learning needs of the individuals.

6. The new learning needs can additionally be identified subsequently as and when felt and registered with central agency (T&D DEPT).

7. Learning centre arranges for classroom training wherever possible and individuals are kept informed. In case LC is unable to make arrangements for training in the classroom, the individual is expected to make arrangements for self study through various modules available in library on Learning centre website and knowledge management system (KMS).

TOOLS FOR TRAINING:

Tools of training are named after the alphabets.
A1 = In house training, normally given by internal faculty (who has written the module)
A2 (IH)/A2 = In house training given by external faculty or by sending the person at vendors work,
B = self study, through written modules of RIL.

**TYPES OF MODULES**
L0: Introduction to the subjects
L2: Adding value to the operation/ function, studying a complete system and compare its design versus actual
L3: Expertise in design /modification/improvement and approvals of consultant’s work.

**LEVELS OF TRAINING**
1. At Executive Level: The learning of individual is normally through self study mainly on own discipline subjects and through common lectures and writing L0 module.
2. At Managerial and Leader Level: The learning of individual is normally through self study on cross discipline and through common lectures and writing L2/L3 modules.

**TRAINING PROCEDURE TYPES:**

A. SELF STUDY:
1. Study through Already Available Documents:
   Here the employees who have identified “self study” as the tool for learning and is cleared by HOD, undergoes the learning by studying the selected topics through already written RIL Allahabad’s module or other relevant manual, the validation of learning having taken place is done by the respective departments heads and accordingly informed to T&D department heads and accordingly inform to T&D department for updating the knowledge level in KSA document

2. Self Study and Module Writing
   Here the individuals have to select the topic and after self study write the module (L0/L2/L3) on it. Thereafter they have to give presentation on it if required as a part of dissemination of knowledge to others.

B. IN HOUSE TRAINING
1. Those individuals, who are selected for training, take classroom training as per monthly training scheduled, published on emails and websites.
2. Monthly training calendar is prepared at least 7 days before the preceding month and published on emails and web sites.

**MEASURE ANALYSES AND MONITOR TRAINING EFFECTIVENESS**
1. Wherever applicable before any classroom training the trainee is given pre training questionnaire and marks are evaluated. Similar exercise is done after the training is completed.
2. Feedback form from all trainees is taken for ensuring continual improvement.
3. For self study through L2/L3 module a detailed report is presented before management. The approval of report is a measure of learning taken place.
4. For self study by writing L0 module, report is submitted to HOD and wherever possible the learner giver further training on the subject to other trainees. The approval of report is a measure of learning taken place.
5. Every month end it is monitored as to how many trainings were held w.r.t. the planned figure. Also actual training hour’s w.r.t. to planned hours is monitored.

**TRAINING VALIDATION AND RECORD UPDATION**
1. The respective HOD validates the learning of individuals on prescribed ISO controlled format and sends it to the T&D department, confirming that training needs are met or not. This exercise is based on qualifying marks and talking to trainee. For all HSEF (Health safety environment fire) training the qualifying marks are 80% and for other trainings 50 % and above. Failure will re invite training.
2. Training details of every supervisor is available on SAP-HR-SDM system.
3. Identified learning need status of individual supervisor is maintained and can be viewed on SAP-HR-SDM system.
PROCEDURE FOR TRAINING OF NON SUPERVISOR

IDENTIFYING TRAINING NEEDS:
1. The learning requirement is identified by department HOD (for technical training) and by HRD (for non technical training, HSEF) as and when felt and gets registered with training and development departments.
2. Normally the training topics are pre decided as policy matter environment & plant safety related to own area of work, and general awareness.

TRAINING
1. Monthly training calendar is prepared at least 7 days before the preceding month and published on the notice board along with the list of nominated participants.
2. Classroom training or field training as applicable are conducted as per training schedule.

MEASURE ANALYSIS AND MONITOR TRAINING EFFECTIVENESS
1. Wherever applicable before any classroom training the trainee is given pre training questionnaire and marks evaluated. Similar exercise is done after training is complete. For all HSEF (Health, safety environment fire) training qualifying marks is 80% and for other training 50% and above. Failure will invite retraining.
2. Feedback form from all trainees and trainer is taken for ensuring continual improvement.

PROCESS OF SAP-HR-SDM
The training process at Reliance Industries is completely an online process through which each and every employee of reliance is able to enroll themselves for any training. This online portal is SAP-HR-SDM. Every employee is given a user account with a password, which he; she can use to communicate with the company. The training process at reliance is called as ‘ILNA’ Integrated Learning need assessment. An employee can apply online for various training programs through ‘ILNA FOR SELF.’
### TABLE NO 4.3 TRAINING AND DEVELOPMENT PROGRAMMES

**IN RELIANCE INDUSTRIES (2013-14)**

<table>
<thead>
<tr>
<th>S No</th>
<th>TRAINING AND DEVELOPMENT PROGRAMS</th>
<th>NO OF PROGRAMS</th>
<th>NO OF EMPLOYEES ATTENDED</th>
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<tr>
<td></td>
<td>PRODUCTION / PERFORMANCE EXCELLENCE</td>
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<td>Basics of Costing</td>
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<td>Basics of Electrical Engineering</td>
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<td>CASHe Awareness</td>
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<td>Centrifugal Pump Maintenance Procedure</td>
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<td>ETP : EFFLUENT SPECS. AND TESTING</td>
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<td>FANS AND BLOWERS</td>
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<td>FDY Packing System</td>
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<td>Introduction / Awareness Session on BT STAR</td>
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<td>Presentation on UPS Diesel Engine Rotary</td>
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<td>SAFETY HEALTH AND ENVIRONEMNT</td>
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<td>SAFETY VALVES AND SAFETY DEVICES</td>
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<td>Seminar-Structural Stability &amp; NDT</td>
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<td>Special Session on Security</td>
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<td>Awareness on Basic First Aid Training</td>
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<td>Awareness on BMI &amp; Blood</td>
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<td>Awareness Session on BMI &amp; Blood</td>
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<td>Awareness Session on Personal Security</td>
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<td>QUALITY</td>
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<td>Awareness Session on Q.C. &amp; Lean Q.C.</td>
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<td>HUMAN RESOURCE /BEHAVIORAL TRAINING</td>
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<td>86</td>
<td>Employee Relationship Training</td>
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<td>TOTAL</td>
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</table>
4.3 REVIEW OF TRAINING AND DEVELOPMENT IN BPCL

TYPES OF TRAINING IN BPCL:
Four types of training and development programs are organized every year in BPCL

1. In plant training
2. External
3. Customer
4. Vocational training

IN PLANT TRAINING: Training department of BPCL conducts programs, workshops, seminars etc for all categories of employees of the company on yearly basis within the organization premises. Each in plant program has one single day program with four sessions which can be extended on participants demand for another day. These training programs are for 3 categories: These categories are

A). WORKERS TRAINING: the training areas for workers are:
   Attitude towards work ,Quality management ,Office management ,Quality circle keizen concept ,ISO 9000 awareness programs ,Interpersonal relationship in industry ,Fire and safety ,Computer awareness ,Behavior at work

B). SUPERVISOR TRAINING: The training area for supervisor in BPCL is as follows:
   Role of supervisors for effective performance ,Office management ,Leadership quality and style ,Domestic inquiry ,TQM and TQP (Total Quality management and total quality personnel ),Team building ,Communication in industry ,Group dynamics ,ISO 9000,Work culture in industry ,Computer awareness .

C). OFFICERS TRAINING: Internal auditors course for ISO9000,Human resource management ,Presentation of skills ,Co operate grievances ,Material management ,Lead assessors course (DGM),Managing course for organizational excellence ,Organizational behavior ,ISO 9000 awareness ,Work culture ,Computer awareness ,Finance for non finance and personnel for non personnel.

D). DURATION OF INPLANT TRAINING PROGRAMME
   In BPCL generally in plant training programme are one day but in few cases are of one or more days.
E). FACULTY FOR INPLANT TRAINING: The training department selects the internal faculty for their respective department as per subject but in some cases external faculty is also called with the approval of competent authority.

E). VENUE
1. Conference room
2. Plant building
3. Training hall
4. R and D building

EXTERNAL TRAINING PROGRAM: Training department organizes training program based on the need felt by HOD’s in the specific areas in which the training is required outside the company subject to the approval of the competent authority. Outstation and external training programmes are arranged for all categories as per the recommendation of HOD and their programmes are approved through competent authority for the interest of the company especially welders are send for certificate course.

CUSTOMER TRAINING PROGRAM: Training department conducts customer training programme in every financial year. Customer training program called as Specialized Technical Training in Pumps and Compressors. Company propose to conduct at least 10 no’s of customer training programs during each financial year, consisting of 15 participants at the company site or customer site.

VOCATIONAL TRAINING
A. TRAINING FOR DIFFERENT EMPLOYEES
1. UNSKILLED WORKERS: Unskilled workers require training in improved methods of handling machines and material to reduce the cost of production and waste and to do the job in most economical way. Such employees are given training on the job itself, and the training is imparted by their immediate supervisor /officers.

2. SKILLED WORKERS: Skilled workers are given training through the system of apprenticeship. This training is usually conducted in the industry itself when a skilled worker is recruited. He is given the apprenticeship training. In case of trade apprenticeship the company has to bear the stipend. In case of diploma and degree holders 50 % of the stipend is given by the directorate and 50 % by the organization.
B. PROCEDURE: Previously the ministry of social welfare use to deal with the training and development programs, but now ministry of HRD deals with it. In interest of training, permission from regional director of training is to be taken (certificate holders). First of all bonds is filled by trainees. The bond is contract between employee and the trainee, its conditions are that the employee cannot terminate the training and trainee cannot leave training in between and a prescribed amount of stipend is given to the trainee, and the prescribed training should be provided by the employer. NATIONAL COUNCIL of Vocational Trade Exams is to be cleared by the skilled workers. In training period they have to attend at least 240 days of work. They have to clear the exam in three years of apprentice. There are 2 exams held each year so a worker gets six chances for qualifying the exam. He has to achieve at least 40 % of marks in theoretical subjects and 60 % marks in practical.

There are two directorates to watch the training procedure

RDAT Regional directorate of apprentices training (deals with certificate holders ITI)

BOAT: Board of apprentice training (deals with degree engineers, management trainees and diploma holders).

C. SUPPORT PROVIDED BY BPCL FOR TRAINING:

1. The methods used are lectures (faculty form BPCL and external faculty), conference, seminars and demonstrations.
2. Role playing (training by doing) and job rotation (training by experience for engineering graduates)
3. The facility of library with specified books is provided.
4. Posters, displays, bulletins and notice board in case of ISO 9000 and safety training.
5. Visit to plant

D. TRAINING PERIOD:

Diploma holders: 1 year on the job
Engineering graduate 1 year training
ITI trainees: 1 year
E. BUDGET ALLOCATION: Vocational training and customer training are paid training and development practices which help in collection of funds which are further used for all the four types of training and development programs. In the financial year 2012 and 2013, 35 lakhs have been collected organizing vocational training 20 lakhs approx and 15 lakhs from the customer training. In the view of the above budget proposed for training and development for year 2012-13 is rupees 5 lakhs.

**TABLE 4.4 TRAINING AND DEVELOPMENT PROGRAMS IN BPCL 2013-14**

<table>
<thead>
<tr>
<th>S no</th>
<th>CATEGORIES</th>
<th>NO PROGRAMS</th>
<th>FO PARTICIPANTS</th>
<th>TOTAL</th>
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<td>Workers</td>
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<td>300</td>
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<td>2</td>
<td>Supervisor</td>
<td>6</td>
<td>20</td>
<td>120</td>
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<tr>
<td>3</td>
<td>Officers</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Senior Level Employees</td>
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<td>30</td>
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<td>5</td>
<td>External Training Programs</td>
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<td>6</td>
<td>Customer Training</td>
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<tr>
<td>Total</td>
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<td>34</td>
<td>153</td>
<td>756</td>
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**4.4 REVIEW OF TRAINING AND DEVELOPMENT PRACTICES ITI LIMITED**

ITI Naini has well established employee development centre for training and development practices. This center plays an important role in employee’s learning, training and in developing human resources in line with the company’s business plans. These centers design training programs that impart and inculcate personality, motivation and stress management skills among all the employees. The employee development center focus on in-depth training on new telecom technology, information technology, multi-skill and management development programmes and awareness programmes. The training is imparted through in-house facilities. In addition, executives are sent to renowned training institutes to sharpen their skills.
TRAINING AND DEVELOPMENT PROCEDURE

ITI Naini has different policies for training and development depending on the class or level of employment or level of employees to be trained. These policies provide guidelines for planning and implementing training; to ensure that a company’s training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the company; and to inform employees of training and development opportunities. The strategic process for training need designing and implementation is taken place where the first step in managing training is to determine training needs and set objectives for these needs. This is done on the basis of training and development expenditure. Companywide training needs is identified by Corporate HR (ED) and the plants. The training needs are identified according HRM performance indicators as per the company MOU. Then in-house training programs and external nominations are planned in form of a calendar. Training program as identified through TNA in Telecom, IT and OD and OB areas and Awareness programs (need based only).

TABLE 4.5 HRM PERFORMANCE INDICATORS IN ITI FOR 2013-2014

<table>
<thead>
<tr>
<th>S NO.</th>
<th>HRM Indicators</th>
<th>Overall MOU Target</th>
<th>Min Targets For Each Plant</th>
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<tr>
<td>1</td>
<td>Training programs by Unit(general)</td>
<td>5 programmes</td>
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<tr>
<td>1.</td>
<td>Training program as identified through TNA in Telecom ,IT and OD and OB areas and Awareness programs (need based only)</td>
<td>5 programmes</td>
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<tr>
<td>II</td>
<td>Under MOU :HRM –Training criteria</td>
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<tr>
<td>I</td>
<td>Training to executives</td>
<td>5 programmes</td>
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<tr>
<td>II</td>
<td>Training to non executives</td>
<td>5 programmes</td>
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</tr>
<tr>
<td>III</td>
<td>Risk management training to senior executive</td>
<td>5 nominations</td>
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A. TRAINING NEED ANALYSIS

Head of each department identifies the training needs of the employees in the concerned department and head of training department provide resources and organize training. HR department ensures that training needs are identified for all new as well as old employees, transferred employees, based on the overall requirement of company objectives. After identification of training needs, training department organizes the training programs in consultation with department heads, and they are required to justify the recommendations.
and rejection of identified training being organized. (Either in house or externally)
Attendance of training is also maintained in prescribed format. A list of potential trainers
(internal as well as external) is prepared by training department in consultation with
management representative and functional experts on the basis of their knowledge,
experience etc. HR department prepares above information on monthly basis in format, in
order to keep the training requirements update and organize training for employees as per
training needs of the area. Evaluation is done by feedback form, questionnaire or written
test and interviews. Attendance record of training program, details of training, certificate
of proficiency, and training evaluation are maintained as record for three years.

B. TRAINER
Accordingly keeping in view the company’s present financial constraints the HRM
training initiatives are to be planned and achieved in a more economical way by
mobilizing the services of the company’s executives /non executives as internal resource
persons in conducting in house training programs. As far as possible the services of the
internal faculty has to be utilized either form the same plant or from inter unit .When ever
external expertise is required external resource persons may be engaged in accordance
with the corporate policy circular

C. REGARDING MEETING THE MOU
HRM Training criteria with respect to risk management training to senior executives
(GMs and above), corporate HR will be initiating the action separately. All the heads of
the plant HR (ED) centers are requested to submit their monthly /quarterly/half
yearly/annual HRM report. Training Performance status report enable Corporate HR
(ED) to consolidate the reports and put the same to corporate management well in time.

TRAINING METHODS IN ITI LTD:
1. On the Job Training (Internal)
2. Off the Job Training (Internal and External Both)

TYPES OF TRAINING PROGRAMS : as can be seen from the corporate HR (ED)
and plant proposed calendar of programs for financial year 2013-2014,it contains number
of programs in the area of general management, telecom and information technology and soft skill areas which can be considered and accounted towards meeting the MOU HRM training targets. However plants may ensure to organize exclusive training programs for executives and non-executives as required under the MOU.

A). IN-HOUSE TRAINING PROGRAMS

- Management Development Program (MDP)
- Career Development Program (CDP)
- Multi skilling up Gradation of Non Executives (MSP)
- New/Advanced Technology (NTP)
- Stress Relieving (Yoga)

B). EXTERNAL TRAINING AND DEVELOPMENT PROGRAMS

- Right To Information Act
- Entrepreneurship Development And Management For Women Scientist And Technologies With The Government Sector
- Personality Development
- Mentor For Mentees

**TRAINING BUDGET FOR 2013-2014:**

The corporate management /company board has approved a total training budget of 4 lakhs for the financial year 2013-2014 as indicated below:

1. For organizing in house training programmes using the services of internal / external resource persons Rs 2.4 lakhs.
2. Budget for nominations to external training programmes Rs 1.60 lakhs.

**TRAINING BUDGET FOR IN-HOUSE TRAINING PROGRAMS:**

The approved budget of Rs 2.40 lakhs for organizing in-house training programs allocated to corporate HR (ED) and plant HR(ED) centers is as under:
TABLE 4.6 TRAINING BUDGET FOR IN-HOUSE TRAINING PROGRAMS IN ITI 2013-2014

<table>
<thead>
<tr>
<th>S no</th>
<th>Plant</th>
<th>Training budget allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Corporate hr (ED)</td>
<td>70,000</td>
</tr>
<tr>
<td>2</td>
<td>Bangalore plant &amp; R&amp;D</td>
<td>40,000</td>
</tr>
<tr>
<td>3</td>
<td>Palakkad plant</td>
<td>35,000</td>
</tr>
<tr>
<td>4</td>
<td><strong>Naini plant</strong></td>
<td><strong>20,000</strong></td>
</tr>
<tr>
<td>5</td>
<td>Raebareli plant</td>
<td>30,000</td>
</tr>
<tr>
<td>6</td>
<td>Mankapur plant</td>
<td>45,000</td>
</tr>
<tr>
<td></td>
<td>Total rupees two lakhs forty thousands only</td>
<td>2,40,000</td>
</tr>
</tbody>
</table>

In cases where calendar in house training programs are to be reviewed / revised over a period of time, for value addition, the respective plant may do so ensuring that they operate within the allocated training budget. However for any upward revision of their sectioned budget they may send such proposal to corporate HR (ED) well in advance before the exhaustion of the allocated budget for consideration and approval of the corporate management.

TRAINING BUDGET FOR EXTERNAL NOMINATIONS:
Corporate HR (ED) will centrally monitor the utilization of Rs 1.60 lakhs. Plants has to send their External nominations proposals along with unit heads recommendations/approval on the case, to basis to corporate HR (ED) for the corporate management approval well in advance along with the justification and the total financial implications involved.

EXTERNAL TRAINING INSTITUTES

- CBWE Board Allahabad
- Corporate HR –ED
- Entrepreneurship Development Institute of Gujarat
- Central Board of Workers Education
TABLE NO 4.7 IN HOUSE TRAINING AND DEVELOPMENT PROGRAMS IN ITI IN 2013-14

<table>
<thead>
<tr>
<th>S No</th>
<th>Training Program</th>
<th>No of Programs</th>
<th>No of Executives</th>
<th>No of Non Executives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management Development program (MDP)</td>
<td>21</td>
<td>389</td>
<td>99</td>
<td>488</td>
</tr>
<tr>
<td>2</td>
<td>Career development program (CDP)</td>
<td>2</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Multiskilling Up gradation of non executives (MSP)</td>
<td>10</td>
<td>166</td>
<td>113</td>
<td>279</td>
</tr>
<tr>
<td>4</td>
<td>New/Advanced technology (NTp)</td>
<td>3</td>
<td>96</td>
<td>2</td>
<td>98</td>
</tr>
<tr>
<td>5</td>
<td>Stress relieving (yoga)</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38</td>
<td>691</td>
<td>228</td>
<td>919</td>
</tr>
</tbody>
</table>

TABLE NO 4.8 EXTERNAL TRAINING AND DEVELOPMENT PROGRAMS IN ITI IN 2013-2014

<table>
<thead>
<tr>
<th>S No</th>
<th>Training Program</th>
<th>No of Programs</th>
<th>No of Executives</th>
<th>No of Non Executives</th>
<th>Total</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personality Development</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>CBWE Board Allahabad</td>
</tr>
<tr>
<td>2</td>
<td>Mentor For Mentees</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>Corporate HR –ED</td>
</tr>
<tr>
<td>3</td>
<td>Right To Information Act</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Corporate HR –ED</td>
</tr>
<tr>
<td>4</td>
<td>Entrepreneurship Development And Management For Women Scientist And Technologies With The Government Sector</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Enterpreurship Development Institute Of Gujarat</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
4.5 RESULTS OF SURVEY

Employee satisfaction with respect to variables of training and development in manufacturing units in Naini Allahabad has been measured with help of survey. The opinions of the employees have been presented in the form of bar chart. First of all the demographic details of the employees are given then the satisfaction level with the training and development variables is presented.

4.5.1 DEMOGRAPHIC REPRESENTATION OF DATA

1. AGE WISE DISTRIBUTION OF RESPONDENTS:

The researcher needed to know the age distribution of respondents to help categorize the employees. Figure 4.1 below summarizes the data obtained on the ages of respondents.

As per the above fig 4.1, majority of employees in Alstom i.e. 70 % and Reliance i.e. 71 % are in age group of 26-45 .whereas the majority of employees in BPCL and ITI are in age group of 46 and above i.e. 78 % in BPCL and 97 % in ITI.
2. GENDER WISE DISTRIBUTIONS OF RESPONDENTS

The gender wise distribution of the sample respondents are given in Figure 4.2

FIGURE 4.2 GENDER WISE DISTRIBUTIONS OF RESPONDENTS

As per the above fig 4.2, given above most of the employees in all the four organizations are male employees. Sample data of Alstom gave 96% of male employees, Reliance 100%, BPCL 99% and ITI 99% of male employees.

3. QUALIFICATION WISE DISTRIBUTION OF RESPONDENTS

It was also necessary for the study to determine the educational levels of the respondents as that could determine satisfaction level at different educational level. The qualification wise distribution of the sample respondents are given in Figure 4.3

FIGURE 4.3 QUALIFICATION WISE DISTRIBUTIONS OF RESPONDENTS
As per the figure 4.3 in Alstom 48% of employees are degree holders, 30% ITI and 11% others. In Reliance only 20% of the employees are degree holders and 1% diploma holders, 45% ITI and 34% others. In BPCL 35% degree holders, 14% Diploma holders, 46% ITI and 5% others. In ITI 19% degree holders, 7% diploma holders, 58% ITI and 16% others.

4. DESIGNATION WISE DISTRIBUTIONS OF THE RESPONDENTS
The organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved worker performance. The table below captures the positions of the respondents. The designation wise distribution of the sample respondents are given in Figure 4.4.

FIGURE 4.4 DESIGNATION WISE DISTRIBUTIONS OF THE RESPONDENTS

As per the figure no 4.4 in Alstom 8% employees are in middle management, 34% in lower management, and 25% in supervisory and 33% in operative’s category. In Reliance 1% in middle management, 19% in lower management, 2% supervisory and 78% in Operatives. In BPCL 4% middle management, 23% lower management, 27% in supervisory and 47% in operatives. In ITI 1% middle management, 31% lower management, 11% in supervisory and 57% in operatives.
4.5.2 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PROGRAMS (TRTS)

Training and development programs which have proper goals, are systematic and based on employees needs, can only create proper satisfaction. The satisfaction level of employees with training and development programs was studied in few factors. The factors taken for the study are as follows.

1. Well designed training and development programs
2. Need based training and development programs.
3. Communication of goals to trainees.
4. Proper Feedback procedure.

The total satisfaction of the employees with the training and development programs was calculated by combining the results of all the four factors are presented in figure 4.5 and individual factors presented after that.

FIGURE 4.5 EMPLOYEE’S SATISFACTION WITH TRAINING AND DEVELOPMENT PROGRAMS

Employee satisfaction with training programs is found to be highest in Reliance to be 83% followed by Alstom 82% then BPCL 71% and ITI 67%.
1. WELL DESIGNED TRAINING AND DEVELOPMENT PROGRAMS (TS1)
Employees were asked if the training and development programs are well designed and their opinion is given in the figure no 4.6

**FIGURE: 4.6 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PROGRAMS BEING WELL DESIGNED**

In Alstom 23 % employees are highly satisfied, 66 % satisfied means 89 % employee are satisfied, in Reliance 22 % employees are highly satisfied and 63 % are satisfied means 85 % satisfaction level, in BPCL 17 % are highly satisfied and 68 % satisfied means 85 % satisfaction level, in ITI 10 % is highly satisfied and 59 % satisfied means 69 % employee satisfaction.

2. NEED BASED TRAINING AND DEVELOPMENT PROGRAMS (TS2)
Training programs that are consistent with employee’s needs and organizational goals will meet with greater success than those that are not. The results are presented in fig4.7
FIGURE 4.7 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PROGRAMS BASED ON EMPLOYEES NEED

Need Based Training Programs

3. EMPLOYEE SATISFACTION WITH COMMUNICATION OF TRAINING GOALS (TS3)

Generally management focuses more on the technical part of training and they feel that the employees know the benefits of the training programs but they are mistaken on this point. In most cases, the workforce does not understand the long-term benefits, so this element needs to be shared with everyone early in the process. The result of the survey presented in figure 4.8

FIGURE 4.8 EMPLOYEE SATISFACTION WITH COMMUNICATION OF TRAINING GOALS

In Alstom 20% employees are highly satisfied, 58% satisfied means 78% employee are satisfied, in Reliance 16% employees are highly satisfied and 51% are satisfied means 67% satisfaction level, in BPCL 11% are highly satisfied and 65% satisfied means 76
% satisfaction level, in ITI 18% are highly satisfied and 56% satisfied means 74% employee satisfaction.

4. SATISFACTION WITH PROPER FEEDBACK (TS4)
Questionnaires or feedback forms are a common way of eliciting trainee responses to courses and programs. End of course test, case study and interviews are other forms of evaluation. Employees satisfaction with proper feedback has been measured and the opinion been reported in figure 4.9

FIGURE 4.9 EMPLOYEE SATISFACTION WITH PROPER FEEDBACK

In Alstom 33% employees are highly satisfied, 48% satisfied means 81% employee are satisfied, in Reliance 25% employees are highly satisfied and 71% are satisfied means 96% satisfaction level, in BPCL 3% are highly satisfied and 47% satisfied means 50% satisfaction level, in ITI 23% are highly satisfied and 41% satisfied means 64% employee satisfaction.
4.5.3 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT CURRICULUM (TRTC)

Effective training and development programme depends upon the course content. The curriculum decided should be according to the needs of the employees and the organization goals and strategies. Satisfaction with the Training and development curriculum has been studied in the following factors.

1. Curriculum good in content.
2. Curriculum based on knowledge and skills needed.
3. Curriculum increase innovation and creativity.

The total satisfaction of the employees with the training and development curriculum was calculated by combining the results of all the four factors are presented in figure 4.10 and individual factors presented after that.

FIGURE 4.10 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT CURRICULUM

Employee satisfaction with training curriculum in Alstom and 78 %, Reliance 71 % BPCL 79 % and ITI 77 %.

---

Employee Satisfaction With Training Curriculum

<table>
<thead>
<tr>
<th>Percentage Satisfaction</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>21</td>
<td>57</td>
<td>65</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>60</td>
<td>19</td>
<td>52</td>
<td>48</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>50</td>
<td>13</td>
<td>16</td>
<td>15</td>
<td>10</td>
<td>2</td>
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<tr>
<td>40</td>
<td>19</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
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<td>19</td>
<td>13</td>
<td>12</td>
<td>4</td>
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<tr>
<td>20</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

5 Point Likert Scale
1. EMPLOYEE’S SATISFACTION WITH TRAINING CONTENT (TC1)

Contents of the training and development programmes should be relevant to the needs based and contemporary to the changing environment. It should be according to the job responsibilities, skills needed and changing environment. The result is presented in figure 4.11

FIGURE 4.11 EMPLOYEE’S SATISFACTION WITH TRAINING CONTENT

In Alstom 15 % employees are highly satisfied 61 % satisfied means 76 % employee are satisfied , in Reliance 19 % employees are highly satisfied and 33% are satisfied means 52 % satisfaction level, in BPCL 18 % are highly satisfied and 56 % satisfied means 74 % satisfaction level , in ITI 19 % are highly satisfied and 47 % satisfied means 66 % employee satisfaction.

2. CURRICULUM CONTENT ACCORDING TO SKILLS NEEDED (TC2)

Employees were asked that training and development curriculum is according to the skills needed and the employee attitude is presented in figure 4.12
In Alstom 16% employees are highly satisfied, 61% satisfied means 77% employee are satisfied, in Reliance 18% employees are highly satisfied and 59% are satisfied means 77% satisfaction level, in BPCL 8% are highly satisfied and 68% satisfied means 76% satisfaction level, in ITI 23% are highly satisfied and 43% satisfied means 66% employee satisfaction.

3. CURRICULUM CREATES INNOVATION AND CREATIVITY (TC3)
The curriculum should include the content which not only teach the information provided but also should give chances to the employees for innovation and creativity, creating new ideas and implementing them. The survey result is shown in figure 4.13

FIGURE 4.13 CURRICULUMS CREATES INNOVATION AND CREATIVITY
In Alstom 24% employees are highly satisfied, 55% satisfied means 79% employee are satisfied, in Reliance 15% employees are highly satisfied and 52% are satisfied means 67% satisfaction level, in BPCL 11% are highly satisfied and 65% satisfied means 76% satisfaction level, in ITI 18% are highly satisfied and 56% satisfied means 74% employee satisfaction.

4. CURRICULUM SOLVE CONCEPTUAL AND PRACTICAL PROBLEMS (TC4)

Training curriculum should have a provision of implementing of concepts and ideas in the form of practice sessions. The result is presented in figure 4.14

FIGURE 4.14 EMPLOYEE’S SATISFACTION WITH CURRICULUM SOLVING CONCEPTUAL AND PRACTICAL PROBLEMS

In Alstom 29% employees are highly satisfied, 51% satisfied means 80% employee are satisfied, in Reliance 21% employees are highly satisfied and 65% are satisfied means 86% satisfaction level, in BPCL 14% are highly satisfied and 69% satisfied means 83% satisfaction level, in ITI 17% are highly satisfied and 47% satisfied means 64% employee satisfaction.
4.5.4 EMPLOYEE SATISFACTION WITH TRAINER (TRTR)

Role of trainer is changing, from a mere role of providing some skill set to active communicator, pro-active thinker, one who builds onto achieve training objectives with strategic dimension of the organization. The factors that were used to measure employee satisfaction with trainer are as follows

1. Trainer good in presentation skills
2. Trainer provide encouragement and motivation
3. Trainer use varied learning methods for varied learners
4. Trainer Identify weakness and guide trainees.

The total satisfaction of the employees with the trainer was calculated by combining the results of all the four factors are presented in figure 4.15 and individual factors presented after that.

FIGURE 4.15 EMPLOYEE’S SATISFACTION WITH TRAINER

Employee’s Satisfaction with Trainer is found to be higher in Alstom with 79 % then Reliance 78 % then BPCL is 75 % and ITI 69 %.

1. EMPLOYEE SATISFACTION WITH PRESENTATION SKILLS OF TRAINER (TR1)

Training faculty should be made up of competent instructors. Trainer should be good in presentation and communication skills. He should develop a two way communication that
the trainees can understand the training content properly. The result is given in figure 4.16

FIGURE 4.16 EMPLOYEE’S SATISFACTION WITH PRESENTATION SKILLS OF TRAINER

In Alstom 15 % employees are highly satisfied ,61 % satisfied means 76 % employee are satisfied , in Reliance 23 % employees are highly satisfied and 61 % are satisfied means 84 % satisfaction level, in BPCL 5 % are highly satisfied and 70 % satisfied means 75% satisfaction level , in ITI 15 % are highly satisfied and 56 % satisfied means 71 % employee satisfaction.

2. EMPLOYEE SATISFACTION WITH ENCOURAGEMENT PROVIDED BY TRAINER (TR2)

Trainer who show encouragement and empathy to the learners achieve the goal of effective training, he keep them involved in training process and transform them professionally. The result of employee’s satisfaction with trainer is given in figure 4.17
In Alstom 16% employees are highly satisfied, 61% satisfied means 77% employee are satisfied, in Reliance 19% employees are highly satisfied and 70% are satisfied means 89% satisfaction level, in BPCL 5% are highly satisfied and 70% satisfied means 75% satisfaction level, in ITI 12% are highly satisfied and 51% satisfied means 63% employee satisfaction.

3. USAGE OF TRAINING METHODS AND AIDS FOR DIFFERENT (TR3)

Trainers put an effort of using different training aids and methods to meet the requirement of the employees’. The employee’s opinion is presented in the figure 4.18.
In Alstom 24% employees are highly satisfied, 56% satisfied means 80% employee are satisfied, in Reliance 20% employees are highly satisfied and 64% are satisfied means 84% satisfaction level, in BPCL 15% are highly satisfied and 61% satisfied means 75% satisfaction level, in ITI 11% are highly satisfied and 66% satisfied means 78% employee satisfaction.

4. IDENTIFICATION OF EMPLOYEE’S NEEDS BY TRAINER (TR4)
Trainees who come for training differ in their knowledge, skills and attitudes. Trainers must have awareness and understanding of individual’s needs of employees to achieve desired outcomes of training. The result given in figure 4.19

FIGURE 4.19 EMPLOYEE SATISFACTION WITH IDENTIFICATION OF EMPLOYEES NEEDS BY TRAINER

In Alstom 29% employees are highly satisfied, 53% satisfied means 82% employee are satisfied, in Reliance 15% employees are highly satisfied and 43% are satisfied means 58% satisfaction level, in BPCL 19% are highly satisfied and 54% satisfied means 73% satisfaction level, in ITI 08% are highly satisfied and 61% satisfied means 69% employee satisfaction.
4.5.5 EMPLOYEE SATISFACTION WITH TRANSFER OF LEARNING (TRTL)

Whatever is learned in training and development program should be transferred to the work otherwise the whole effort of these programs will go in vein. Employee satisfaction with transfer of learning to work has been studied in the following factors;

1. Managements support in transfer of learning.
2. Successful transfer of learning from training to work
3. Training has created more control over job.

The total satisfaction of the employees with transfer of learning was calculated by combining the results of all the four factors are presented in figure 4.20 and individual factors presented after that.

**FIGURE 4.20 EMPLOYEE SATISFACTION WITH TRANSFER OF LEARNING**

![Employee Satisfaction With Transfer Of Learning](image)

Employee satisfaction with transfer of learning is found to be highest in Alstom to be 86% followed by Reliance 77 % then BPCL 59 % and ITI 66 %

1. MANAGEMENT SUPPORT IN TRANSFER OF LEARNING (TL1)

The most important factor in transfer of learning is support from management. It has been found that feedback, praise, encouragement, and recognition from supervisors and peers have shown positive effects of transfer of training. Employee’s satisfaction with management support in transfer of learning is given figure 4.21.
FIGURE 4.21 EMPLOYEE SATISFACTION WITH MANAGEMENT SUPPORT IN TRANSFER OF LEARNING

![Bar chart showing employee satisfaction with management support in transfer of learning]

In Alstom 16% employees are highly satisfied, 64% satisfied means 80% employee are satisfied, in Reliance 23% employees are highly satisfied and 47% are satisfied means 70% satisfaction level, in BPCL 7% are highly satisfied and 46% satisfied means 53% satisfaction level, in ITI 18% are highly satisfied and 39% satisfied means 57% employee satisfaction.

2. SUCCESSFUL TRANSFER OF LEARNING FROM TRAINING TO WORK (TL2)

Employee’s perception that they have been able to transfer training and development in their work have been measured in survey and their opinion have been given in figure 4.22

FIGURE 4.22 EMPLOYEE SATISFACTION WITH SUCCESSFUL TRANSFER OF LEARNING TO WORK

![Bar chart showing employee satisfaction with successful transfer of learning from training to work]
In Alstom 21% employees are highly satisfied, 61% satisfied means 82% employee are satisfied, in Reliance 15% employees are highly satisfied and 70% are satisfied means 85% satisfaction level, in BPCL 9% are highly satisfied and 44% satisfied means 53% satisfaction level, in ITI 9% are highly satisfied and 63% satisfied means 72% employee satisfaction.

3. BETTER CONTROL OVER JOB DUE TO TRAINING (TL3)

Employees feel that they have more proficiency on their work and they are in more control over their job due to their training and development programs. This means that the training has been properly implemented on the job. This has been presented in the figure no 4.23

FIGURE 4.23 EMPLOYEE SATISFACTION WITH BETTER CONTROL OVER JOB DUE TO TRAINING

In Alstom 15% employees are highly satisfied, 75% satisfied means 90% employee are satisfied, in Reliance 16% employees are highly satisfied and 60% are satisfied means 76% satisfaction level, in BPCL 15% are highly satisfied and 58% satisfied means 73% satisfaction level, in ITI 1% are highly satisfied and 67% satisfied means 68% employee satisfaction.
4.5.6 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT FACILITIES (TRTF)

Training facilities also play an important role in employee satisfaction. Organizations are spending more budgets on training and development facilities, modern equipments, use of computers internet, training centers equipped with modern facilities, outstation training are becoming common and equally demanded by employees. The factors studied for employee satisfaction with training and development facilities are

1. Use of latest technology and training aids
2. Physical facilities (lecture halls)
3. Use of audio video enhancement and computers.
4. Outer consultants and specialist
5. Continuous up gradation of training facilities.

The total satisfaction of the employees with training and development facilities was calculated by combining the results of all the five factors are presented in figure 4.24 and individual factors presented after that.

FIGURE 4.24 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT FACILITIES

Employee satisfaction with training facilities in Alstom is 64 % followed by Reliance 51 % then BPCL is 47 % and ITI 51 %.
1. USE OF LATEST TECHNOLOGY AND MACHINES IN TRAINING (TF1)

Employee satisfaction with the use of latest technology in training and development methods has been studied and has been presented in figure 4.25.

**FIGURE 4.25 USES OF LATEST TECHNOLOGY AND MACHINES IN TRAINING**

<table>
<thead>
<tr>
<th>Percentage Satisfaction</th>
<th>ALSTOM</th>
<th>RELIANCE</th>
<th>BPCL</th>
<th>ITI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>20</td>
<td>56</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Satisfied</td>
<td>10</td>
<td>53</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>41</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>27</td>
<td>35</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>29</td>
<td>29</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

5 Point Likert Scale

In Alstom 20 % employees are highly satisfied ,56 % satisfied means 76 % employee are satisfied , in Reliance 10 % employees are highly satisfied and 53 % are satisfied means 63 % satisfaction level, in BPCL 6 % are highly satisfied and 28 % satisfied means 34 % satisfaction level , in ITI 11 % are highly satisfied and 41 % satisfied means 52 % employee satisfaction.

2. EMPLOYEE SATISFACTION WITH OVERALL PHYSICAL FACILITIES (TF2)

Lecture halls, auditorium, simulation centers, seating arrangements, lighting, proper training environment, proper accommodation and facilities in outstation training, etc create employee satisfaction among employees. The result is given in figure 4.26.
In Alstom 15% employees are highly satisfied, 63% satisfied means 78% employees are satisfied, in Reliance 11% employees are highly satisfied and 49% are satisfied means 60% satisfaction level, in BPCL 6% are highly satisfied and 24% satisfied means 30% satisfaction level, in ITI 6% are highly satisfied and 53% satisfied means 59% employee satisfaction.

3. USE AUDIO VISUALS ENHANCEMENTS AND COMPUTERS (TF3)
Employee’s satisfaction with use of the training aids like computers, projectors, slides, charts has been surveyed and presented in figure 4.27

FIGURE 4.27 EMPLOYEE’S SATISFACTION WITH USE AUDIO VISUALS ENHANCEMENTS AND COMPUTERS
In Alstom 34 % employees are highly satisfied, 54 % satisfied means 88 % employee are satisfied, in Reliance 18 % employees are highly satisfied and 63 % are satisfied means 81 % satisfaction level, in BPCL 11 % are highly satisfied and 58 % satisfied means 69 % satisfaction level, in ITI 17 % are highly satisfied and 65 % satisfied means 82 % employee satisfaction.

4. EMPLOYEE SATISFACTION WITH OUTER CONSULTANTS FACILITIES (TF4)

Training faculty members should not only come from within the organization but external consultants should also be encouraged to be faculty members so that they can bring independence, experience and expertise. The satisfaction level is given in figure 4.28.

FIGURE 4.28 EMPLOYEE’S SATISFACTION WITH OUTER CONSULTANTS FACILITIES

In Alstom 21 % employees are highly satisfied, 56 % satisfied means 77 % employee are satisfied, in Reliance 17 % employees are highly satisfied and 38 % are satisfied means 55 % satisfaction level, in BPCL 15 % are highly satisfied and 74 % satisfied means 89 % satisfaction level, in ITI 18 % are highly satisfied and 31 % satisfied means 49 % employee satisfaction.
5. CONTINUOUS UP GRADATION OF T&D FACILITIES (TF5)

Employee satisfaction with the continues up gradation of training and development facilities have been surveyed and result presented in figure 4.29

FIGURE 4.29 EMPLOYEE SATISFACTION WITH CONTINUOUS UP GRADATION OF T&D FACILITIES

![Employee Satisfaction With Upgradation Of Training and Development Facilities](chart.png)

In Alstom 1% employees are highly satisfied, 1% satisfied means 2% employee are satisfied, in Reliance 0% employees are highly satisfied and 11% are satisfied means 12% satisfaction level, in BPCL 5% are highly satisfied and 3% satisfied means 8% satisfaction level, in ITI 1% are highly satisfied and 1% satisfied means 2% employee satisfaction.
4.5.7 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT METHODS (TRTM)

There are wide varieties of training techniques that can be used in the organization out of which on the job and off the job training methods are the most popular. Important training and development methods that have been considered in the study are

1. On the Job Training  
2. Off the Job Training  
3. Job Rotation  
4. Coaching and Mentoring  
5. Lectures and Demonstrations.

The result of all the five questions has been combined and presented in the figure 4.30. It gives the total satisfaction level of the employees with training methods and satisfaction with individual methods is presented after that.

FIGURE 4.30 EMPLOYEE’S SATISFACTION WITH TRAINING AND DEVELOPMENT METHODS

Employee satisfaction with training methods in Alstom is 87 % then in Reliance 81 % followed by BPCL 77 % and then ITI 63 %.

1. SATISFACTION WITH ON THE JOB TRAINING (TM1)

Employee satisfaction with on the job training methods has been measured and the opinion of employees have been given in figure 4.31
In Alstom 21% employees are highly satisfied, 65% satisfied means 86% employees are satisfied, in Reliance 19% employees are highly satisfied and 70% are satisfied means 89% satisfaction level, in BPCL 14% are highly satisfied and 69% satisfied means 83% satisfaction level, in ITI 2% are highly satisfied and 67% satisfied means 69% employee satisfaction.

2. SATISFACTION WITH OFF THE JOB TRAINING (TM2)

Employee satisfaction with off the job training methods has been measured and the opinion of employees have been given below in figure 4.32

FIGURE 4.32 EMPLOYEE SATISFACTION WITH OFF THE JOB TRAINING AND DEVELOPMENT METHODS
In Alstom 19% employees are highly satisfied, 69% satisfied means 88% employee are satisfied, in Reliance 29% employees are highly satisfied and 51% are satisfied means 80% satisfaction level, in BPCL 11% are highly satisfied and 65% satisfied means 76% satisfaction level, in ITI 19% are highly satisfied and 51% satisfied means 70% employee satisfaction.

3. SATISFACTION WITH JOB ROTATION (TM3)

The trainees are periodically rotated from job to job instead of sticking to one job so that they acquire a general background of different jobs.

FIGURE 4.33 EMPLOYEE SATISFACTION WITH JOB ROTATION

In Alstom 18% employees are highly satisfied, 68% satisfied means 86% employee are satisfied, in Reliance 20% employees are highly satisfied and 64% are satisfied means 84% satisfaction level, in BPCL 5% are highly satisfied and 70% satisfied means 75% satisfaction level, in ITI 1% are highly satisfied and 62% satisfied means 63% employee satisfaction.

4. SATISFACTION WITH COACHING AND MENTORING (TM4)

Coaching is direct personnel instructions and guidance usually with demonstration and continuous critical evaluation and correction. Mentoring is senior manager acting as a friend, philosopher and guide and provides emotional support, teaching, coaching, counseling, and guidance. Employee satisfaction with coaching and mentoring practices is presented in figure 4.34
In Alstom 18% employees are highly satisfied, 70% satisfied means 88% employee are satisfied, in Reliance 23% employees are highly satisfied and 47% are satisfied means 70% satisfaction level, in BPCL 15% are highly satisfied and 61% satisfied means 76% satisfaction level, in ITI 13% are highly satisfied and 51% satisfied means 64% employee satisfaction.

5. SATISFACTION WITH LECTURES AND DEMONSTRATIONS (TM5)

In lecture method trainees are exposed to concepts, theories, basic principles and pure and applied knowledge. Conferences have opportunity for two way communication.

In Alstom 15% employees are highly satisfied, 75% satisfied means 90% employee are satisfied, in Reliance 28% employees are highly satisfied and 54% are satisfied means
82 % satisfaction level, in BPCL 11 % are highly satisfied and 65 % satisfied means 76 satisfaction level, in ITI 3 % are highly satisfied and 59 % satisfied means 62 % employee satisfaction.

4.5.8 EMPLOYEE SATISFACTIONS WITH TRAINING TYPES (TRTT)

There are various types of training and development programmes needed by the employees. The main types of training and development programmes included in the study are as follows:

1. Induction Training 2. Technical Training

The total satisfaction of the employees with training types was calculated by combining the results of all the five factors are presented in figure 4.36 and individual factors presented after that.

FIGURE 4.36 EMPLOYEE’S SATISFACTION WITH TRAINING TYPES

Employee Satisfaction with Training types has found to be highest in Alstom to be 83 % followed by Reliance 81% then BPCL 70 % and ITI 63 %.

1. SATISFACTION WITH INDUCTION TRAINING (TT1)

Induction training is for the new employees to make them comfortable in the organization and give them a basic knowledge about the organization and its procedure, organization
values, job specific procedures, HR policies etc. the satisfaction level with induction training is given in figure 4.37

**FIGURE 4.37 EMPLOYEE SATISFACTION WITH INDUCTION TRAINING**

![Satisfaction With Induction Training Graph]

In Alstom 23 % employees are highly satisfied, 61 % satisfied means 84 % employees are satisfied, in Reliance 15 % employees are highly satisfied and 52 % are satisfied means 67 % satisfaction level, in BPCL 6 % are highly satisfied and 24 % satisfied means 30 % satisfaction level, in ITI 3 % are highly satisfied and 59 % satisfied means 62 % employee satisfaction.

**2. SATISFACTION WITH TECHNICAL TRAINING (TT2)**

Manufacturing units are very much dependent on technical training for starters and the senior employees also. Technical training received in the start of the career cannot work always as it has to keep on upgrading according to designation, new responsibilities and changing technology.

**FIGURE 4.38 EMPLOYEE SATISFACTION WITH TECHNICAL TRAINING**

![Satisfaction With Technical Training Graph]
In Alstom 28 % employees are highly satisfied ,58 % satisfied means 86 % employee are satisfied , in Reliance 21 % employees are highly satisfied and 65 % are satisfied means 86 % satisfaction level, in BPCL 11 % are highly satisfied and 58 % satisfied means 69 % satisfaction level , in ITI 9 % are highly satisfied and 55 % satisfied means 64 % employee satisfaction.

3. SATISFACTION WITH PERFORMANCE EXCELLENCE TRAINING (TT3)

Performance excellence can be achieved in manufacturing units by continuously improving the processes, product, and performances while keeping in mind the customer and their needs. This involves training about leadership, workforce development, and customer focus, strategic planning, operation and process management etc. the results are given in figure 4.39

FIGURE 4.39 EMPLOYEE SATISFACTION WITH PERFORMANCE EXCELLENCE TRAINING

In Alstom 15 % employees are highly satisfied ,68 % satisfied means 83 % employee are satisfied , in Reliance 23 % employees are highly satisfied and 61 % are satisfied means 84 % satisfaction level, in BPCL 15 % are highly satisfied and 74 % satisfied means 89 % satisfaction level , in ITI 1 % are highly satisfied and 56 % satisfied means 57 % employee satisfaction.
4. SATISFACTION WITH HUMAN RESOURCE TRAINING (TT4)
Interpersonal relationships are very important for employees. When employees move up in corporate ladder employees have to tackle with many human behavior issues. So training and development programmes in behavioral skills, team management and interpersonal skills are necessary. The result have been presented in figure 4.40

FIGURE 4.40 EMPLOYEE SATISFACTION WITH HUMAN RESOURCE TRAINING

In Alstom 11 % employees are highly satisfied ,68 % satisfied means 79 % employee are satisfied , in Reliance 29 % employees are highly satisfied and 51 % are satisfied means 80 % satisfaction level, in BPCL 30% are highly satisfied and 58 % satisfied means 88 % satisfaction level , in ITI 12 % are highly satisfied and 32 % satisfied means 44 % employee satisfaction.

5. SATISFACTION WITH SAFETY TRAINING (TT5)
Production unit’s work on heavy machines, smoke, gases, chemicals hence chances of accidents are high .So safety training is very important for these organizations, plus these organizations can affect health and environment both. So proper focus on safety health and environment is given in these organizations. The result of survey is given in figure 4.41
In Alstom 16% employees are highly satisfied, 68% satisfied means 84% employees are satisfied, in Reliance 19% employees are highly satisfied and 70% are satisfied means 89% satisfaction level, in BPCL 11% are highly satisfied and 65% satisfied means 76% satisfaction level, in ITI 10% are highly satisfied and 59% satisfied means 69% employee satisfaction.
4.5.9 EMPLOYEE SATISFACTION WITH TRAINING USEFULNESS (TRTU)

Usefulness of the training and development programmes for the employees for their day-to-day activities was surveyed in the questionnaire. Factors that were considered for the study are given below

1. T&D helped in learning new ideas
2. T&D improve work performance
3. T&D role in improving personal life
4. T&D improve public relation and communication skills.
5. T&D created motivation.

The total satisfaction of the employees with usefulness of training and development was calculated by combining the results of all the five factors are presented in figure 4.42 and individual factors presented after that.

FIGURE 4.42 EMPLOYEE SATISFACTION WITH USEFULNESS OF TRAINING AND DEVELOPMENT

Cumulative result shows that in Alstom 19 % of employees are highly satisfied and 60 % are satisfied means 79 % employee are satisfied, in Reliance 20 % employees are highly satisfied and 60 % are satisfied means 80 % satisfaction level, in BPCL 10 % are highly satisfied and 56 % satisfied means 66% satisfaction level, in ITI 21 % are highly satisfied and 21 % satisfied means 49 % employee satisfaction.
1. TRAINING AND DEVELOPMENT ROLE IN LEARNING NEW IDEAS (TU1)
Trainings and development programmes should add to the existing knowledge and the trainees should learn new ideas from them. Any training should make the trainees to learn ideas in addition to the existing one, otherwise trainees will not attend further training programmes. The satisfaction level is presented in figure 4.43

FIGURE 4.43 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT IN LEARNING NEW IDEAS

<table>
<thead>
<tr>
<th>Percentage Satisfaction</th>
<th>ALSTOM</th>
<th>RELIANCE</th>
<th>BPCL</th>
<th>ITI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>13</td>
<td>19</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Satisfied</td>
<td>70</td>
<td>69</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Neutral</td>
<td>39</td>
<td>50</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In Alstom 13 % employees are highly satisfied, 50% satisfied means 63 % employee are satisfied with learning new ideas. Means employee satisfaction is found to be average in Alstom. In Reliance 19 % employees are highly satisfied and 70 % are satisfied means 89 % satisfaction level which shows majority of respondents learned new ideas from training and development programs. In BPCL 14 % are highly satisfied and 69 % satisfied means 83 % satisfaction level which also shows satisfaction level in majority of employees. In ITI 21 % are highly satisfied and 59 % satisfied means 80 % employee satisfaction is found with the training and development role in learning new ideas.

2. TRAINING AND DEVELOPMENT INCREASE WORK PERFORMANCE (TU2)
Training should result in improved work performance of the employees. The graph given below shows how the official work performance improved after attending training programmes and the results are presented in 4.44
In Alstom 23 % employees are highly satisfied, 66 % satisfied means 89 % employee are satisfied, in Reliance 20 % employees are highly satisfied and 64 % are satisfied means 84 % satisfaction level, in BPCL 5 % are highly satisfied and 70 % satisfied means 75 % satisfaction level, in ITI 23 % are highly satisfied and 41 % satisfied means 64 % employee satisfaction. So majority are satisfied in Alstom, where average satisfaction level is seen in Reliance, BPCL and ITI.

3. TRAINING AND DEVELOPMENT ROLE IN IMPROVING PERSONAL LIFE (TU3)

Training influences and improves not only official life but also personal, private life. Respondents were asked to indicate the effect of training on domestic and personal life and the result is presented in the figure 4.44.
In Alstom 13% employees are highly satisfied, 66% satisfied means 79% employee are satisfied, in Reliance 23% employees are highly satisfied and 47% are satisfied means 70% satisfaction level, in BPCL 15% are highly satisfied and 61% satisfied means 76% satisfaction level, in ITI 19% are highly satisfied and 47% satisfied means 66% employee satisfaction.

4. TRAINING AND DEVELOPMENT IN IMPROVING PUBLIC RELATIONS, COMMUNICATION SKILLS (TU4)

Development of public relations and communication skills through training programmes has been surveyed. The opinions are given in figure 4.46

**FIGURE 4.46 TRAINING AND DEVELOPMENT IN IMPROVING PUBLIC RELATIONS, COMMUNICATION SKILLS**
In Alstom 29% employees are highly satisfied, 53% satisfied means 82% employee are satisfied, in Reliance 15% employees are highly satisfied and 52% are satisfied means 67% satisfaction level, in BPCL 6% are highly satisfied and 21% satisfied means 27% satisfaction level, in ITI 23% are highly satisfied and 43% satisfied means 66% employee satisfaction with improvement in public relation and communication skills.

5. TRAINING AND DEVELOPMENT CREATING MOTIVATION (TU5)
Trainings should motivate trainees to undergo further trainings and work performance. Opinions regarding motivation with training programmes are presented in graph 4.47

FIGURE 4.47 TRAINING AND DEVELOPMENT IN CREATING MOTIVATION

In Alstom 16% employees are highly satisfied, 64% satisfied means 80% employee are satisfied, in Reliance 21% employees are highly satisfied and 65% are satisfied means 86% satisfaction level, in BPCL 11% are highly satisfied and 58% satisfied means 69% satisfaction level, in ITI 18% are highly satisfied and 57% satisfied means 75% employee satisfaction.
4.5.10 **EMPLOYEE SATISFACTION WITH ORGANISATION’S COMMITMENT TO EMPLOYEES TRAINING (TRSC)**

Organizations commitment to employees training concerns the extent to which an employee perceives that an organization values their contributions and cares about their well-being and career development. It is influenced by the organization’s treatment of its employees; thus, providing a means for interpreting the organization’s motives. The factors studied were

1. **Annual Training conducted.**
2. **Organization is active in providing programs for skills upgradation.**

The total satisfaction of the employees with organization’s commitment to employees training was calculated by combining the results of two factors and presented in figure 4.48 and individual factors presented after that.

**FIGURE 4.48 EMPLOYEE SATISFACTION WITH ORGANISATION’S COMMITMENT TO EMPLOYEES TRAINING**

Employee Satisfaction with organizations commitment to employees training is found to 71% in Alstom, 65% in Reliance %, 57 % in BPCL and 48 % in ITI.
1. ANNUAL TRAINING CONDUCTED (SC1)

Employee satisfaction with the efforts put in training and development programmes is being surveyed and presented. Annual training conducted gives an idea if training and development programmes are held at regular basis. The result given in figure 4.49

FIGURE 4.49 EMPLOYEE SATISFACTION WITH ANNUAL TRAINING CONDUCTED

In Alstom 24 % employees are highly satisfied, 50 % satisfied means 74 % employee are satisfied, in Reliance 17 % employees are highly satisfied and 58 % are satisfied means 75 % satisfaction level, in BPCL 36 % are highly satisfied and 13 % satisfied means 49 % satisfaction level, in ITI 6 % are highly satisfied and 24 % satisfied means 30 % employee satisfaction.

2. ORGANIZATION ACTIVE IN PROVIDING PROGRAMS FOR SKILLS UPGRADE (SC2)

Employee satisfaction with frequency of training and development programmes is being presented in figure 4.50
FIGURE 4.50 EMPLOYEE SATISFACTION WITH ORGANIZATION ACTIVITY IN PROVIDING PROGRAMS FOR SKILLS UPGRADATION

In Alstom 9% employees are highly satisfied, 58% satisfied means 67% employee are satisfied, in Reliance 10% employees are highly satisfied and 43% are satisfied means 53% satisfaction level, in BPCL 1% are highly satisfied and 63% satisfied means 64% satisfaction level, in ITI 19% are highly satisfied and 45% satisfied means 64% employee satisfaction.
4.5.11 EMPLOYEE SATISFACTION WITH APPROPRIATENESS OF THE SKILLS ENHANCED (TRSS)

It has been tried to find out that training and development programmes are designed according to the needs and requirements of the employees and are beneficial in their work. These programmes are just not conducted to fulfill the yearly requirement of HR policy. The factors that were considered for the study were

1. T&D programs improve chances for promotion
2. High priority to providing appropriate training
3. Equal importance to technical and behavioral training

The total satisfaction of the employees with transfer of learning was calculated by combining the results of all the four factors are presented in figure 4.51 and individual factors presented after that.

FIGURE 4.51 EMPLOYEE SATISFACTION WITH APPROPRIATENESS OF SKILLS ENHANCED

Employee Satisfaction with appropriateness of skills enhanced is found to be less in all the organizations with 42 % in Alstom, 51 % in Reliance, 59 % in BPCL and 43 % in ITI
1. TRAINING AND DEVELOPMENT PROGRAMS IMPROVE CHANCES FOR PROMOTION (SS1)

Organization training and development programmes are used to upgrade the skills of the employees not only on the newer technologies but also for the future responsibilities. If the employees feel that these programmes have helped them in getting better promotion opportunities means that training and development programmes are appropriate with the employees needs. The results are shown in figure 4.52

FIGURE 4.52 TRAINING AND DEVELOPMENT PROGRAMS IMPROVE CHANCES FOR PROMOTION

In Alstom 4 % employees are highly satisfied , 33 % satisfied means 37 % employee are satisfied , in Reliance 1 % employees are highly satisfied and 40 % are satisfied means 41 % satisfaction level, in BPCL 4 % are highly satisfied and 55 % satisfied means 59 % satisfaction level , in ITI 6 % are highly satisfied and 24 % satisfied means 30 % employee satisfaction.
2. HIGH PRIORITY TO APPROPRIATE TRAINING (SS2)

Employees were asked if they were satisfied with the appropriateness of training and development programs and the opinion given are presented in figure 4.53

FIGURE 4.53 HIGH PRIORITY TO PROVIDING APPROPRIATE TRAINING

In Alstom 4% employees are highly satisfied, 50% satisfied means 54% employee are satisfied, in Reliance 7% employees are highly satisfied and 57% are satisfied means 64% satisfaction level, in BPCL 2% are highly satisfied and 54% satisfied means 56% satisfaction level, in ITI 1% are highly satisfied and 48% satisfied means 49% employee satisfaction.

3. EQUAL IMPORTANCE TO TECHNICAL /BEHAVIORAL TRAINING (SS3)

For an employee’s advancement in career both technical and behavioral training are needed and employee satisfaction with both have been studied and presented in fig 4.54
In Alstom 4 % employees are highly satisfied, 36 % satisfied means 40 % employee are satisfied, in Reliance 5 % employees are highly satisfied and 46 % are satisfied means 51 % satisfaction level, in BPCL 4 % are highly satisfied and 55 % satisfied means 59 % satisfaction level, in ITI 1 % are highly satisfied and 48 % satisfied means 49 % employee satisfaction.
4.5.12 EMPLOYEE SATISFACTION WITH THE FAIRNESS IN TRAINING OPPORTUNITIES (TRSF)

It is natural that employees would like to have equal access to job-related training opportunities that would help them improve on their skills and enhance their development and growth. Denying employees of this would likely demoralize employees who would like to go for training and development programmes. Beside, employees would view this as unfair company’s practices. The factors studied for fairness in training and development opportunities are:

1. Equal training opportunities in all work units.
2. Fairness in job related opportunities.
3. Equal outstation training opportunities
4. Equal training opportunities in all designations.

The total satisfaction of the employees with fairness in training and development opportunities was calculated by combining the results of all the four factors are presented in figure 4.55 and individual factors presented after that.

FIGURE 4.55 EMPLOYEE SATISFACTION WITH FAIRNESS IN TRAINING OPPORTUNITIES
Employee satisfaction with fairness in training opportunities to be 53 % in Alstom, 46 % in reliance, 54 % in BPCL and 63 % In ITI.

1. FAIRNESS RELATED TO WORK UNITS (SF1)

Fairness in training opportunities related to work units have been studied and opinion of the employees are given in the figure 4.56

FIGURE 4.56 EMPLOYEE SATISFACTION WITH FAIRNESS RELATED TO WORK UNITS

In Alstom 5 % employees are highly satisfied , 38 % satisfied means 43 % employee are satisfied , in Reliance 7 % employees are highly satisfied and 19 % are satisfied means 26 % satisfaction level, in BPCL 12 % are highly satisfied and 52 % satisfied means 64 % satisfaction level , in ITI 0 % are highly satisfied and 66 % satisfied means 66 % employee satisfaction.

2. FAIRNESS IN JOB RELATED TRAINING OPPORTUNITIES (SF2)

Fairness related to job related training opportunities have been studied and opinion of the employees are given in figure 4.57
In Alstom 8% employees are highly satisfied, 56% satisfied means 64% employees are satisfied, in Reliance 11% employees are highly satisfied and 59% are satisfied means 70% satisfaction level, in BPCL 1% are highly satisfied and 41% satisfied means 42% satisfaction level, in ITI 1% are highly satisfied and 48% satisfied means 49% employee satisfaction.

3. EQUAL CHANCES FOR OUT STATION TRAINING (SF3)

Fairness related to outstation training opportunities have been studied and opinion of the employees are given in figure 4.58

FIGURE 4.58 EMPLOYEE SATISFACTION WITH EQUAL CHANCES FOR OUT STATION TRAINING
In Alstom 7% employees are highly satisfied, 36% satisfied means 43% employees are satisfied, in Reliance 12% employees are highly satisfied and 20% are satisfied means 32% satisfaction level, in BPCL 1% are highly satisfied and 41% satisfied means 42% satisfaction level, in ITI 4% are highly satisfied and 45% satisfied means 49% employee satisfaction.

4. EQUAL TRAINING AND DEVELOPMENT OPPORTUNITIES IN ALL DESIGNATIONS (SF4)

Fairness related to training and development opportunities in all designations have been studied and opinion of the employees are given in the figure 4.59

FIGURE 4.59 EMPLOYEE’S SATISFACTION WITH EQUAL TRAINING AND DEVELOPMENT OPPORTUNITIES IN ALL DESIGNATIONS

In Alstom 5% employees are highly satisfied, 58% satisfied means 63% employees are satisfied, in Reliance 15% employees are highly satisfied and 55% are satisfied means 70% satisfaction level, in BPCL 8% are highly satisfied and 47% satisfied means 55% satisfaction level, in ITI 5% are highly satisfied and 50% satisfied means 55% employee satisfaction.
4.5.13 EMPLOYEES SATISFACTION WITH MANAGEMENT SUPERVISION AND GUIDANCE (TRSMC)

Manager or supervisor is the person who is in direct contact with the employees and has the responsibility of identifying the training needs of the employees and help in proper transfer of the training. Many times the supervisor is the trainer on, on the job training. Employee satisfaction with management’s supervision and guidance has been identified in many factors which are as such.

1. Appropriate amount of guidance on the job training and transfer of learning.
2. Easy access to management’s supervision.
3. Management’s assistance in identifying training needs.
4. Managements support in increasing educational level.
5. 

The total satisfaction of the employees with management’s supervision and guidance was calculated by combining the results of all the four factors are presented in figure 4.60 and individual factors presented after that.

FIGURE 4.60 EMPLOYEE SATISFACTION WITH MANAGEMENT SUPERVISION AND GUIDANCE

In Alstom 19 % employees are highly satisfied, 48 % satisfied means 67 % employee are satisfied, in Reliance 16 % employees are highly satisfied and 47 % are satisfied.
means 63 % satisfaction level, in BPCL 25 % are highly satisfied and 54 % satisfied means 78 % satisfaction level, in ITI 19 % are highly satisfied and 47 % satisfied means 66 % employee satisfaction.

1. APPROPRIATE MANAGEMENT SUPERVISION AND GUIDANCE (SMC1)
Whatever the role of the manager is in the training and development practices either of a trainer, mentor or coach it has an important effect on employee satisfaction. Employee satisfaction with the appropriate amount of management’s supervision and guidance is surveyed and the results are given in figure 4.61

FIGURE 4.61 EMPLOYEE SATISFACTION WITH APPROPRIATE MANAGEMENT SUPERVISION AND GUIDANCE

In Alstom 23 % employees are highly satisfied, 48 % satisfied means 71 % employees are satisfied, in Reliance 15 % employees are highly satisfied and 48 % are satisfied means 63 % satisfaction level, in BPCL 32% are highly satisfied and 55 % satisfied means 87 % satisfaction level, in ITI 23 % are highly satisfied and 47 % satisfied means 70 % employee satisfaction.
2. EASY ACCESS TO MANAGEMENT SUPERVISION (SMC2)

Poor managerial support or an unfavorable departmental climate could limit the impact of training with regard to idea implementation. When a manager or trainer is available after the training session also then only can the training be transferred at work. The result is given in figure 4.62

FIGURE 4.62 EMPLOYEE SATISFACTION WITH EASY ACCESSSES TO MANAGEMENT SUPERVISION

In Alstom 28% employees are highly satisfied, 48% satisfied means 76% employee are satisfied, in Reliance 22% employees are highly satisfied and 43% are satisfied means 65% satisfaction level, in BPCL 35% are highly satisfied and 54% satisfied means 89% satisfaction level, in ITI 26% are highly satisfied and 49% satisfied means 75% employee satisfaction.

3. MANAGEMENT ASSISTANCE IN IDENTIFYING TRAINING AND DEVELOPMENT NEEDS (SMC3)

Managers or supervisors work as a coach or mentor for an employee and can help in identifying his area of weakness and identify his training needs. Employee satisfaction
with this management assistance in identifying training and development needs is presented in figure 4.63

**FIGURE 4.63 MANAGEMENT ASSISTANCE IN IDENTIFYING TRAINING AND DEVELOPMENT NEEDS.**

In Alstom 15% employees are highly satisfied, 54% satisfied means 69% employees are satisfied, in Reliance 11% employees are highly satisfied and 61% are satisfied means 72% satisfaction level, in BPCL 17% are highly satisfied and 57% satisfied means 74% satisfaction level, in ITI 8% are highly satisfied and 72% satisfied means 80% employee satisfaction.

**5. MANAGEMENT ENCOURAGEMENT IN INCREASING EDUCATIONAL LEVEL (SMC4)**

Managements support in increasing educational level is studied and the opinion is presented in figure 4.64
In Alstom 9% employees are highly satisfied, 41% satisfied means 50% employees are satisfied, in Reliance 15% employees are highly satisfied and 37% are satisfied means 52% satisfaction level, in BPCL 16% are highly satisfied and 49% satisfied means 65% satisfaction level, in ITI 20% are highly satisfied and 58% satisfied means 78% employee satisfaction.
4.5.16 EMPLOYEE SATISFACTION MEASURED

Employee satisfaction is a measure of how happy workers are with their job and working environment. In this research various variables responsible for employee satisfaction has been identified and measured in survey. Results of all the factors when combined are presented in figure 4.65. The results of the individual factors are given after that.

Factors: The factors which were identified for the study are:
1. Satisfaction with job in the organization
2. Organization’s leadership and planning
3. Role in the organization
4. Relationship with immediate supervisor
5. Pay and Benefits in the organization.
6. Job security provided
7. Corporate culture and communication
8. Work environment
9. Training and development practices
10. Career in company

FIGURE 4.65 TOTAL EMPLOYEE SATISFACTION MEASURED

As per the table in Alstom 23 % employees are highly satisfied ,55 % satisfied means 78 % employee are satisfied , in Reliance 18 % employees are highly satisfied and 53 % are satisfied means 71 % satisfaction level, in BPCL 17 % are highly satisfied and 54 % satisfied means 71 % satisfaction level , in ITI 9 % are highly satisfied and 42 % satisfied means 51 % employee satisfaction.
1. SATISFACTION WITH THE JOB (ES1)

Satisfaction of employees with their work is effected by different aspects of the job like autonomy, task identity, task significance and feedback etc.

FIGURE 4.66 EMPLOYEE SATISFACTION WITH JOB

In Alstom 9% employees are highly satisfied, 66% satisfied means 75% employee are satisfied, in Reliance 9% employees are highly satisfied and 49% are satisfied means 58% satisfaction level, in BPCL 7% are highly satisfied and 40% satisfied means 47% satisfaction level, in ITI 13% are highly satisfied and 56% satisfied means 69% employee satisfaction.

2 EMPLOYEE SATISFACTION WITH ORGANIZATION LEADERSHIP AND PLANNING (ES2)

Leaders promote friendship, respect, motivation and warmth relationship among the employees. The opinion of the employees has been expressed in figure 4.67

FIGURE 4.67 EMPLOYEE SATISFACTION WITH ORGANIZATION LEADERSHIP AND PLANNING
In Alstom 31% employees are highly satisfied, 61% satisfied means 92% employee are satisfied, in Reliance 13% employees are highly satisfied and 71% are satisfied means 84% satisfaction level, in BPCL 27% are highly satisfied and 60% satisfied means 87% satisfaction level, in ITI 19% are highly satisfied and 42% satisfied means 61% employee satisfaction.

3. EMPLOYEE SATISFACTION WITH CORPORATE CULTURE AND COMMUNICATION (ES3)

Organizational culture is dynamic and is created by the interactions among people in the organization. It is shaped by leadership behavior based on structures, routines, rules, and norms. Lack of communication in the workforce is a major contributor to dissatisfaction. This is usually the result of managerial staff that is isolated and does not know how to relate to their employees on a personal or professional level. Employee satisfaction with corporate culture and communication is presented in figure 4.68.

FIGURE 4.68 EMPLOYEE SATISFACTION WITH CORPORATE CULTURE AND COMMUNICATION

In Alstom 34% employees are highly satisfied, 55% satisfied means 89% employee are satisfied, in Reliance 17% employees are highly satisfied and 45% are satisfied means 62% satisfaction level, in BPCL 25% are highly satisfied and 69% satisfied means 95% satisfaction level, in ITI 19% are highly satisfied and 51% satisfied means 70% employee satisfaction.
4. EMPLOYEE SATISFACTION WITH THEIR ROLE IN THE ORGANIZATION (ES4)

An employee can have different roles in organization e.g. of technical expert a team member, managerial role or of development of business. The satisfaction level with the role assigned to the employees in the organization have been measured and presented in the figure 4.69

FIGURE 4.69 EMPLOYEE SATISFACTION WITH THEIR ROLE IN THE ORGANIZATION

In Alstom 39% employees are highly satisfied, 59% satisfied means 98% employee are satisfied, in Reliance 28% employees are highly satisfied and 50% are satisfied means 78% satisfaction level, in BPCL 25% are highly satisfied and 53% satisfied means 78% satisfaction level, in ITI 2% are highly satisfied and 67% satisfied means 69% employee satisfaction.

5. SATISFACTION WITH WORK ENVIRONMENT (ES5)

Employees are highly motivated with good working conditions as they provide a feeling of safety, comfort and motivation. On contrary, poor working condition brings out a fear of bad health in employees. The more comfortable the working environment is more productive will be the employees. The result of survey is given in figure 4.70
FIGURE 4.70 EMPLOYEE SATISFACTION WITH WORK ENVIRONMENT

In Alstom 26% employees are highly satisfied, 54% satisfied means 80% employee are satisfied, in Reliance 23% employees are highly satisfied and 37% are satisfied means 60% satisfaction level, in BPCL 24% are highly satisfied and 62% satisfied means 86% satisfaction level, in ITI 1% is highly satisfied and 62% satisfied means 63% employee satisfaction.

6 EMPLOYEE SATISFACTION WITH IMMEDIATE SUPERVISOR (ES6)
A good working relationship with supervisor is essential since for employee because at every stage, employees need professional input, constructive criticism, and general understanding of the work from their seniors. The result is given in figure 4.71
In Alstom 20% employees are highly satisfied, 60% satisfied means 80% employee are satisfied, in Reliance 21% employees are highly satisfied and 48% are satisfied means 69% satisfaction level, in BPCL 20% are highly satisfied and 49% satisfied means 69% satisfaction level, in ITI 13% are highly satisfied and 51% satisfied means 64% employee satisfaction.

**7 EMPLOYEE SATISFACTION WITH PAY AND BENEFITS (ES7)**

This is the most important variable for employee satisfaction. Compensation can be described as the amount of reward that a worker expects from the job. Employees should be satisfied with competitive salary packages and they should be satisfied with it when comparing their pay packets with those of the outsiders who are working in the same industry. A feeling of satisfaction is felt by attaining fair and equitable rewards. The results given in figure 4.72

**FIGURE 4.72 EMPLOYEES SATISFACTION WITH PAY AND BENEFITS**

In Alstom 16% employees are highly satisfied, 61% satisfied means 77% employee are satisfied, in Reliance 17% employees are highly satisfied and 56% are satisfied means 73% satisfaction level, in BPCL 14% are highly satisfied and 62% satisfied means 76% satisfaction level, in ITI 6% are highly satisfied and 53% satisfied means 59% employee satisfaction.
8 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PRACTICES (ES8)

Employees go through various training and development programmes during their whole career. These programmes help them to master technical and behavioral aspects of their job which help them in their career advancement and success in the organization. The opinion regarding training and development is presented in figure 4.73.

**FIGURE 4.73 EMPLOYEES SATISFACTION WITH TRAINING AND DEVELOPMENT PRACTICES**

In Alstom 28% employees are highly satisfied, 58% satisfied means 86% employee are satisfied, in Reliance 19% employees are highly satisfied and 57% are satisfied means 76% satisfaction level, in BPCL 16% are highly satisfied and 44% satisfied means 60% satisfaction level, in ITI 9% are highly satisfied and 55% satisfied means 64% employee satisfaction.

9 EMPLOYEE SATISFACTION WITH CAREER IN ORGANIZATION (ES9)

Satisfaction with career in the organization depends upon the opportunity to use skills and abilities, opportunity for promotion, equal opportunity to grow despite being male or female, opportunity for training and development programs, and grow in corporate ladder. The result given in 4.74.

**FIGURE 4.74 EMPLOYEES SATISFACTION WITH CAREER IN ORGANIZATION**
In Alstom 16% employees are highly satisfied, 51% satisfied means 67% employee are satisfied, in Reliance 19% employees are highly satisfied and 56% are satisfied means 73% satisfaction level, in BPCL 14% are highly satisfied and 62% satisfied means 76% satisfaction level, in ITI 1% are highly satisfied and 56% satisfied means 57% employee satisfaction.

**10 EMPLOYEE SATISFACTION WITH JOB SECURITY (ES10)**

Job security is an employee's assurance or confidence that they will keep their current job.

**FIGURE 4.75 EMPLOYEE SATISFACTION WITH JOB SECURITY**

In Alstom 13% employees are highly satisfied, 50% satisfied means 63% employee are satisfied, in Reliance 12% employees are highly satisfied and 53% are satisfied means 65% satisfaction level, in BPCL 26% are highly satisfied and 63% satisfied means 89% satisfaction level, in ITI 22% are highly satisfied and 62% satisfied means 82% employee satisfaction.
4.6 RESULTS OF CORRELATION ANALYSIS

4.6.1 Correlation Analysis between Demographic Factors and Training and Development Variables, and Employee Satisfaction.

Correlation analysis between demographic factors and training and development variables and demographic factors and employee satisfaction is calculated to find out the association between these factors i.e. age, gender, education and designation with training and development variables and employee satisfaction.

Table: 4.9 Correlation Analyses between Demographic Factors and Training and Development Variables, and Employee Satisfaction

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**. Correlation is significant at the 0.01 level (2-tailed).
*  Correlation is significant at the 0.05 level (2-tailed).

(TRTS=Training programs, TRTC=Training curriculum, TRTR=Trainer, TRTL=Transfer of learning. TRTF=Training facilities, TRTM=Training methods, TRTT=Training types, TRTU=Training usefulness, TRSC=Organization's commitment to employees training, TRSS= Appropriateness of skills enhanced, TRSF=Fairness in training opportunities, TRSMC=Managements supervision and guidance.)

According to the table 4.9 age has been found to be significantly and positively correlated with appropriateness of skills enhanced 0.187 (but the association is a weak one.) and negatively correlated with training programs -0.198, training types -0.147. Education have been found to be positively but weakly correlated with training methods 0.150, usefulness of training 0.168 and negatively correlated with Training facilities -0.156, organizations commitment to employees training -0.141, appropriateness of skills enhanced -0.229. Designation have been found to be positively but weakly correlated with usefulness of training 0.110 and negatively correlated with training facilities -0.126, organizations commitment to employees training -0.126, appropriateness of skills enhanced -0.112, and employee satisfaction -0.107.
4.6.2 Correlation Analysis Combined For All Four Organizations Between Training And Development Variables And Employee Satisfaction

Training and development variables identified in the literature review have been correlated among themselves and with employee satisfaction. The result have been given in the table no 4.10

Table No 4.10 Correlation Analyses for Training and Development Variables and Employee Satisfaction in Manufacturing Units in Allahabad

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**, Correlation is significant at the 0.01 level (2-tailed).
*, Correlation is significant at the 0.05 level (2-tailed).

1. Training and development variables have been found to be significantly and positively associated with employee satisfaction only the strength of association is different with different variables. According to Cohen r value less than 0.30 is considered to be weak effect size, value above 0.30 to 0.50 medium effect size and values above 0.50 to be strong effect size.
2. Taking into consideration the Cohen study training and development variables that associates with employee satisfaction with strong effect size are training programs 0.514, training and development facilities 0.509, and training types 0.527.

3. Training and development variables which are found to have medium effect size are training curriculum 0.451, transfer of learning 0.436, training methods 0.428, training usefulness, 0.441 and management supervision and guidance 0.441.

4. Training and development variables having small effect size are trainer 0.275; organization’s commitment to employees training 0.258, appropriateness of skills enhanced 0.267, fairness in training opportunities 0.210.

5. Variables of training and development correlate significantly with each other and contribute to total satisfaction with training and development. Training and development programs show large effect size with transfer of learning 0.532, training facilities 0.523, training and development methods 0.533, training types 0.648, and training usefulness 0.689, medium effect size with training curriculum 0.438, trainer 0.480, organization’s commitment to employee’s training 0.359, and management’s supervision and guidance 0.464 and low effect size with appropriateness of skills enhanced 0.242, fairness in training opportunities 0.204.

6. Training and development curriculum show large effect size with trainer 0.513, transfer of learning 0.510, training and development methods 0.557, training types 0.659, and training usefulness 0.644, medium effect size with training programs 0.438, training and development facilities 0.386, organization's commitment to employees training 0.359, managements supervision and guidance 0.464 and weak correlation with appropriateness of skills enhanced 0.242 and fairness in training opportunities 0.236.

7. Trainer show large effect size in correlation with training curriculum 0.513, training methods 0.667, training types 0.678, training usefulness 0.678, medium effect size with training programs 0.450, transfer of learning 0.461, training facilities 0.387, organization's commitment to employees training 0.351, managements supervision and guidance 0.433 and weak correlation with appropriateness of skills enhanced 0.285, fairness in training opportunities 0.277.

8. Employee’s satisfaction with transfer of learning show strong effect size with training programs 0.532, training curriculum, training methods 0.539, training types 0.503,
training usefulness 0.613, moderate correlation with trainer 0.461, training facilities 0.499, organization’s commitment to employees training 0.387, appropriateness of skills enhanced 0.381, fairness in training opportunities 0.302 and managements supervision and guidance 0.401.

9. Training and development facilities correlate strongly with training types 0.593, and training usefulness, moderately correlate with training curriculum 0.386, trainer 0.387, transfer of learning 0.499, training methods 0.492, organization's commitment to employees training 0.353, appropriateness of skills enhanced 0.385, management's supervision and guidance 0.404 and weakly correlate with fairness in training opportunities 0.134.

10. Training and development methods correlate strongly with training and development programs 0.533, training curriculum, 0.557, trainer 0.667, transfer of learning 0.539, training types 0.610, training usefulness 0.715 and moderate correlate with training and development facilities 0.492, organization's commitment to employees training 0.319, appropriateness of skills enhanced 0.379, management's supervision and guidance 0.463 and weakly correlate with fairness in training opportunities 0.267.

11. Training and development types correlate strongly with training programs 0.648, training and development curriculum 0.659, trainer 0.566, transfer of learning 0.503, training facilities 0.593, training methods 0.610, training usefulness 0.730, moderate correlation with management’s supervision and guidance 0.352, and weakly correlate with organization's commitment to employee’s training 0.290, appropriateness of skills enhanced 0.267, fairness in training opportunities 0.224.

12. Training and development usefulness correlate strongly with training programs 0.689, training and development curriculum 0.644, trainer 0.678, transfer of learning 0.613, training facilities 0.534, training methods 0.715, training types 0.730, moderate correlation with organization's commitment to employee’s training 0.339, appropriateness of skills enhanced 0.338, management’s supervision and guidance 0.484 and weakly correlate with fairness in training opportunities 0.291.

13. Organization's commitment to employee’s training strongly correlate with appropriateness of skills enhanced 0.426, moderately correlate with training programs 0.359, trainer 0.351, transfer of learning 0.387, training facilities 0.353, training methods
0.319, training and development usefulness 0.339, and weakly correlate with training and development curriculum 0.286, training types 0.290, management’s supervision and guidance 0.275 and no correlation with fairness in training opportunities 0.094.

14. Appropriateness of skills enhanced organization's commitment to employee’s training 0.426, management’s supervision and guidance 0.443, moderately correlate with transfer of learning 0.381, training facilities 0.385, training methods 0.397, training and development usefulness 0.338 and weakly correlate with training programs 0.242, training and development curriculum 0.296, trainer 0.285, training types 0.267, and fairness in training opportunities 0.210.

15. Fairness in training opportunities correlate moderately with 0.302, and management’s supervision and guidance 0.306 and weakly with training programs 0.204, training curriculum 0.236, trainer 0.277, training facilities 0.137, training methods 0.267, training types 0.224, training and development usefulness 0.291, appropriateness of skills enhanced 0.210 and no correlation with organization's commitment to employee’s training.

16. Management’s supervision and guidance correlate moderately with training programs 0.464, training and development curriculum 0.416, trainer 0.433, transfer of learning 0.401, training facilities 0.404, training methods 0.463, training types 0.352, training usefulness 0.484, appropriateness of skills enhanced 0.443, fairness in training opportunities 0.306 and weakly correlate with organization’s commitment to employees training 0.291.
### 4.6.3 CORRELATION ANALYSIS FOR TRAINING AND DEVELOPMENT VARIABLES AND EMPLOYEE SATISFACTION IN ALSTOM

#### Table No 4.11 Correlation Analyses for Training and Development Variables and Employee Satisfaction in Alstom

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**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

1. Employee satisfaction has been found to be strongly associated with training curriculum 0.627, quality of trainer 0.630, transfer of learning 0.550, training facilities 0.552, training methods 0.652, training types 0.574 and training usefulness 0.667.

2. Moderate relationship between employee satisfaction and training programs 0.381, organization’s commitment to employees training 0.395, appropriateness of skills enhanced 0.347, management supervision and guidance 0.345, employees commitment to organization 0.485.

3. A weak correlation has been found in fairness in training opportunities 0.234 and employee satisfaction.
4.6.4 CORRELATION ANALYSIS FOR TRAINING AND DEVELOPMENT VARIABLES AND EMPLOYEE SATISFACTION IN RELIANCE:

Table: 4.12 Correlation Analyses for Training and Development Variables and Employee Satisfaction in Reliance Industries Ltd

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**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

1. As per the above table a strong correlation has been found between employee satisfaction and training facilities 0.653, usefulness of training 0.515.

2. A moderate relationship has been seen between employee satisfaction and training programs 0.495, training curriculum 0.469, transfer of learning 0.437 training methods 0.386, training types 0.400, organization’s commitment to employees training 0.466, appropriateness of skills enhanced 0.304, management’s supervision and guidance 0.434, and employees commitment to organization 0.452.

3. A weak correlation has been found to be in employee satisfaction and quality trainer 0.266, and fairness in training opportunities 0.279.
4.6.5 CORRELATION ANALYSIS FOR TRAINING AND DEVELOPMENT VARIABLES AND EMPLOYEE SATISFACTION IN BPCL

Table: 4.13 Correlation Analyses for Training and Development Variables and Employee Satisfaction in Reliance Industries Ltd

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**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

1. Employee satisfaction have been found to be strongly associated with training programs 0.724, training curriculum 0.761, transfer of learning 0.599, training facilities 0.634, training methods 0.637, training types 0.664, usefulness of training 0.719, and management’s supervision and guidance 0.459.

2. A moderate relationship has been found between quality of trainer 0.471, and employee’s commitment 0.459.

3. No correlation is found between organization’s commitment to employee’s training 0.146 and employee satisfaction and fairness in training opportunities 0.131.
4.6.6 CORRELATION ANALYSIS FOR TRAINING AND DEVELOPMENT VARIABLES AND EMPLOYEE SATISFACTION IN ITI

Table 4.14 Correlation Analysis for Training and Development Variables and Employee Satisfaction in ITI

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** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

2. Employee satisfaction have been found to be strongly correlated to training methods 0.849, training types 0.798, and fairness in training opportunities 0.516.

3. A moderate relationship have been found between employee satisfaction and training programs 0.341, training curriculum 0.406, quality of trainer 0.307, transfer of learning 0.375, training facilities 0.429, training usefulness 0.438, organizations commitment to employees training 0.478, and employees commitment towards organization 0.375.

4. A weak correlation is found between employee satisfaction and management’s supervision and guidance 0.195.
4.7 RESULTS FOR REGRESSION ANALYSES

Linear regression analyses were used to investigate the relationship between the dependent and independent variables. It was hypothesized that training and development variables relate positively with employee satisfaction.

4.7.1 REGRESSION ANALYSIS FOR TRAINING PROGRAMS WITH EMPLOYEE SATISFACTION

It was hypothesized that training program relate positively with Employee satisfaction. As presented in Table 4.15 adjusted R-squared was found 0.263. It explained 26 percent of the total variance. The overall p-value of model is <0.001. This shows that Training and development programs have highly significant effect on employee satisfaction. The regression coefficient of Training programs is 0.416 with p-value of < 0.001. It shows that a unit changes in Training program causes almost 41% change in employee satisfaction. So the hypothesis that Training program is positively related to employee satisfaction is proved to be true.

Table 4.15 Regression Analysis for Independent Variable Training Programs with Dependent Variable Employee Satisfaction

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<th>Std. Error of the Estimate</th>
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a. Predictors: (Constant), TRTS

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a. Dependent Variable: ESSS
b. Predictors: (Constant), TRTS

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<th>Standardized Coefficients</th>
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a. Dependent Variable: ESSS
4.7.2 REGRESSION ANALYSIS FOR TRAINING CURRICULUM WITH EMPLOYEE SATISFACTION.

It was hypothesized that Training curriculum relate positively with Employee satisfaction. As presented in Table 4.16 adjusted R-squared was found 0.20. It explained 20 percent of the total variance. The overall p-value of model is <0.001. This shows that Training curriculum has significant effect on employee satisfaction. The regression coefficient of training curriculum is 0.357 with p-value of < 0.001. It shows that a unit changes in training curriculum causes almost 35 % change in employee satisfaction. So the hypothesis that training curriculum is positively related to employee satisfaction is proved to be true.

Table 4.16 Regression Analysis for Independent Variable Training Curriculum with Dependent Variable Employee Satisfaction.

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a. Predictors: (Constant), TRTC

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<td>1</td>
<td>Residual</td>
<td>125.479</td>
<td>572</td>
<td>.219</td>
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</tr>
<tr>
<td>Total</td>
<td>157.512</td>
<td>573</td>
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</table>

a. Dependent Variable: ESSS
b. Predictors: (Constant), TRTC

<table>
<thead>
<tr>
<th>Coefficientsa</th>
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<td>Std. Error</td>
<td>Beta</td>
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</table>

a. Dependent Variable: ESSS
4.7.3 REGRESSION ANALYSIS FOR TRAINER WITH DEPENDENT VARIABLE EMPLOYEE SATISFACTION.

It was hypothesized that Trainer relate positively with Employee satisfaction. As presented in Table 4.17 adjusted $R^2$ was found 0.074. The overall $p$-value of model is <0.001. This shows that Trainer has significant effect on employee satisfaction. The regression coefficient of trainer is 0.232 with $p$-value of < 0.001. It shows that a unit changes in trainer causes almost 23% change in employee satisfaction. So the hypothesis that Trainer is positively related to employee satisfaction is proved to be true.

Table 4.17 Regression Analysis for Independent Variable Trainer with Dependent Variable Employee Satisfaction.

<table>
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<th>Model Summary</th>
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<td>R Square</td>
<td>Adjusted R Square</td>
<td>Std. Error of the Estimate</td>
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<td>.074</td>
<td>.50445</td>
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ANOVA<sup>a</sup>

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<th>Mean Square</th>
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<th>Sig.</th>
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<td>11.954</td>
<td>46.975</td>
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</tr>
<tr>
<td>1 Residual</td>
<td>145.558</td>
<td>572</td>
<td>.254</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>157.512</td>
<td>573</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Dependent Variable: ESSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Predictors: (Constant), TRTR</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficients<sup>a</sup>

<table>
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<th>t</th>
<th>Sig.</th>
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<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
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<td>1</td>
<td>(Constant)</td>
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<td>.131</td>
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<td>1 TRTR</td>
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<td>.034</td>
<td>.275</td>
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</table>
4.7.4 REGRESSION ANALYSIS FOR TRANSFER OF LEARNING WITH EMPLOYEE SATISFACTION.

It was hypothesized that Transfer of learning relate positively with employee satisfaction. As presented in Table 4.18 adjusted R-squared was found 0.189. It explained 18 percent of the total variance. The overall p-value of model is <0.001. This shows that transfer of learning has significant effect on employee satisfaction. The regression coefficient transfer of learning is 0.349 with p-value of < 0.001. It shows that a unit changes in Transfer of learning causes almost 35% change in employee satisfaction. So the hypothesis that Transfer of learning is positively related to employee satisfaction is proved to be true.

Table 4.18 Regression Analysis for Independent Variable Transfer of Learning with Dependent Variable Employee Satisfaction

<table>
<thead>
<tr>
<th>Model Summary</th>
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<tbody>
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<td>Model</td>
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</tbody>
</table>

a. Predictors: (Constant), TRTL

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<th>ANOVA(^a)</th>
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<td>1 Residual</td>
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<tr>
<td>Total</td>
</tr>
</tbody>
</table>

a. Dependent Variable: ESSS
b. Predictors: (Constant), TRTL

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<tr>
<th>Coefficients(^a)</th>
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</thead>
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<tr>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
</tr>
<tr>
<td>1 TRTL</td>
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</table>

a. Dependent Variable: ESSS
4.7.5 REGRESSION ANALYSIS FOR TRAINING FACILITY WITH EMPLOYEE SATISFACTION

It was hypothesized that training facility relate positively with employee satisfaction. As presented in Table 4.19, adjusted R-squared was found 0.258 which is a strong effect size. It explained 25 percent of the total variance. The overall p-value of model is <0.001. This shows that training facility has significant effect on employee satisfaction. The regression coefficient of training facility is 0.434 with p-value of < 0.001. It shows that a unit changes in training facility causes almost 43% change in employee satisfaction. So the hypothesis that training facility is positively related to employee satisfaction is proved to be true.

Table 4.19 Regression Analysis for Independent Variable Training Facility with Dependent Variable Employee Satisfaction

<table>
<thead>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANOVAa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
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<tr>
<td>Regression</td>
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<td>Total</td>
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<tr>
<td>a. Dependent Variable: ESSS</td>
</tr>
<tr>
<td>b. Predictors: (Constant), TRTF</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coefficientsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
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<td></td>
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<tr>
<td>TRTF</td>
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<tr>
<td>a. Dependent Variable: ESSS</td>
</tr>
</tbody>
</table>
4.7.6 REGRESSION ANALYSIS FOR TRAINING METHODS WITH EMPLOYEE SATISFACTION.

It was hypothesized that training methods relate positively with employee satisfaction. As presented in Table 4.20, adjusted R-squared was found 0.182. It explained 18 percent of the total variance. The overall p-value of model is <0.001. This shows that Training methods has significant effect on employee satisfaction. The regression coefficient of Training method is 0.379 with p-value of p < 0.001. It shows that a unit changes in Training method causes almost 37% change in employee satisfaction. So the hypothesis that training methods is positively related to employee satisfaction is proved to be true.

Table 4.20 Regression Analysis for Independent Variable Training Methods with Dependent Variable Employee Satisfaction.

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
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<tr>
<td>1</td>
<td>.428a</td>
<td>.183</td>
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a. Predictors: (Constant), TRTM

ANOVA

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<th>Mean Square</th>
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<th>Sig.</th>
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<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>128.643</td>
<td>572</td>
<td>.225</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>157.512</td>
<td>573</td>
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a. Dependent Variable: ESSS
b. Predictors: (Constant), TRTM

Coefficients

<table>
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<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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<th>Sig.</th>
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<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
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<tr>
<td>(Constant)</td>
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<td>.033</td>
<td>.428</td>
<td>11.330</td>
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a. Dependent Variable: ESSS
4.7.7 REGRESSION ANALYSIS FOR TRAINING TYPES WITH EMPLOYEE SATISFACTION

It was hypothesized that training types relate positively with Employee satisfaction. As presented in Table 4.21 adjusted R-squared was found 0.276. It explained 27 percent of the total variance. The overall p-value of model is <0.001. This shows that training types has significant effect on employee satisfaction. The regression coefficient of training types is 0.438 with p-value of p < 0.001. It shows that a unit changes in Training types causes almost 43% change in employee satisfaction. So the hypothesis that types of training are positively related to employee satisfaction is proved to be true.

Table 4.21 Regression Analysis for Independent Variable Training Types with Dependent Variable Employee Satisfaction

<table>
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<tr>
<th>Model Summary</th>
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<tbody>
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<td>Model</td>
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<sup>a</sup> Predictors: (Constant), TRTT

<table>
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<th>ANOVA&lt;sup&gt;a&lt;/sup&gt;</th>
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<tr>
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<tr>
<td>Regression</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

<sup>a</sup> Dependent Variable: ESSS
<sup>b</sup> Predictors: (Constant), TRTT

<table>
<thead>
<tr>
<th>Coefficients&lt;sup&gt;a&lt;/sup&gt;</th>
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<td>Model</td>
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<td></td>
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<tr>
<td>1</td>
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<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: ESSS
4.7.8 REGRESSION ANALYSIS FOR TRAINING USEFULNESS WITH EMPLOYEE SATISFACTION

It was hypothesized that training usefulness relate positively with employee satisfaction. As presented in Table 4.22, adjusted R² squared was found 0.193. It explained 19.3 percent of the total variance. The overall p-value of model is <0.001. This shows that training usefulness has significant effect on employee satisfaction. The regression coefficient of training usefulness is 0.391 with p-value of p = 0.001. It shows that a unit changes in training usefulness causes almost 39 % change in employee satisfaction. So the hypothesis that training usefulness is positively related to employee satisfaction is proved to be true.

Table 4.22 Regression Analysis for Independent Variable Training Usefulness with Dependent Variable Employee Satisfaction

<table>
<thead>
<tr>
<th>Model Summary</th>
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<tbody>
<tr>
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<tr>
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<tr>
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</tbody>
</table>

a. Predictors: (Constant), TRTU

<table>
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<tr>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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</table>

a. Dependent Variable: ESSS
b. Predictors: (Constant), TRTU

c. **Coefficients**

<table>
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<tr>
<th>Coefficients&lt;sup&gt;a&lt;/sup&gt;</th>
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</thead>
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<tr>
<td>1</td>
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<tr>
<td>TRTU</td>
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a. Dependent Variable: ESSS
4.7.9 REGRESSION ANALYSIS FOR ORGANIZATION COMMITMENT TO EMPLOYEE’S TRAINING AND EMPLOYEE SATISFACTION.

It was hypothesized that commitment to employee training relate positively with Employee satisfaction. As presented in Table 4.23 adjusted R-squared was found 0.067. The overall p-value of model is <0.001. This shows that commitment to employee training has significant effect on employee satisfaction. The regression coefficient of commitment to employee training is 0.171 with p-value of p <0.001. It shows that a unit changes in Training Organization’s Commitment to employee’s Training causes almost 17 % changes in employee satisfaction. So the hypothesis that organization commitment to employee’s training is positively related to employee satisfaction is proved to be true.

Table 4.23 Regression Analysis for Independent Variable Organization Commitment to Employee Training with Dependent Variable Employee Satisfaction

<table>
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<tr>
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</table>

a. Predictors: (Constant), TRSC

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<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
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</table>

a. Dependent Variable: ESSS  
b. Predictors: (Constant), TRSC

<table>
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<tr>
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</tr>
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a. Dependent Variable: ESSS
4.7.10 REGRESSION ANALYSIS FOR APPROPRIATENESS OF SKILLS ENHANCED WITH EMPLOYEE SATISFACTION.

It was hypothesized that Appropriateness of skills enhanced relate positively with employee satisfaction. As presented in Table 4.24, adjusted R-squared was found 0.070. The overall p-value of model is <0.001. This shows that appropriateness of skills enhanced has significant effect on employee satisfaction. The regression coefficient of appropriateness of skills enhanced is 0.155 with p-value of p<0.001. It shows that a unit changes in appropriateness of skills enhanced causes almost 15% change in employee satisfaction. So the hypothesis that Appropriateness of skills enhanced relate positively with employee satisfaction is proved to be true.

Table 4.24 Regression Analysis For Independent Variable Appropriateness Of Skills Enhanced with Dependent Variable Employee Satisfaction.

<table>
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<tbody>
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</table>

a. Predictors: (Constant), TRSS

<table>
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</thead>
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<tr>
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</table>

a. Dependent Variable: ESSS
b. Predictors: (Constant), TRSS

c. Coefficientsa

<table>
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<tr>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: ESSS
4.7.11 REGRESSION ANALYSIS: FAIRNESS IN TRAINING AND
DEVELOPMENT OPPORTUNITIES WITH EMPLOYEE SATISFACTION

It was hypothesized that Fairness in training opportunities relate positively with employee satisfaction. As presented in Table 4.25, adjusted R-squared was found 0.042. This shows that Fairness in training opportunities has effect on employee satisfaction. The regression coefficient of is 0.136 with p-value of p<0.001. It shows that a unit changes in Fairness in training opportunities causes almost 13 % change in employee satisfaction. So the hypothesis that Fairness in training opportunities is positively related to employee satisfaction is proved to be true.

Table 4.25 Regression Analysis for Independent Variable Fairness in Training Opportunities with Dependent Variable Employee Satisfaction

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>.210&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.044</td>
<td>.042</td>
<td>.51306</td>
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<sup>a</sup> Predictors: (Constant), TRSF

ANOVA<sup>a</sup>

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<th>Model</th>
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<th>F</th>
<th>Sig.</th>
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<td>1</td>
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<td>572</td>
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</tr>
<tr>
<td>Total</td>
<td>157.512</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: ESSS
<sup>b</sup> Predictors: (Constant), TRSF

Coefficients<sup>a</sup>

<table>
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<tr>
<th>Model</th>
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<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
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<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
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<td>(Constant)</td>
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<td>.026</td>
<td>.210</td>
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<sup>a</sup> Dependent Variable: ESSS
4.7.12 REGRESSION ANALYSIS: MANAGEMENT SUPERVISION AND GUIDANCE WITH EMPLOYEE SATISFACTION.

It was hypothesized that Management Supervision and guidance relate positively with Employee satisfaction. As presented in Table 4.26, adjusted R-squared was found 0.167. The overall p-value of model is <0.001. This shows that Management Supervision and guidance has significant effect on employee satisfaction. The regression coefficient of Management Supervision and guidance is 0.288 with p-value of p<0.001. It shows that a unit changes in Management Supervision and guidance causes almost 28 % changes in employee satisfaction. So the hypothesis that Management Supervision and guidance in training and development is positively related to employee satisfaction is proved to be true.

Table 4.26. Regression Analysis for Independent Variable Management Supervision and Guidance with Dependent Variable Employee Satisfaction.

<table>
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<sup>a</sup> Predictors: (Constant), TRSMC

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>Regression</td>
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<tr>
<td>Residual</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

<sup>a</sup> Dependent Variable: ESSS

<sup>b</sup> Predictors: (Constant), TRSMC

<table>
<thead>
<tr>
<th>Coefficients&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
</tr>
<tr>
<td>TRSMC</td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: ESSS
4.8 INDEPENDENT SAMPLE T TEST

Independent sample t test compares the means of two different samples. Form t test statistics it is interpreted that the difference in employee satisfaction with training and development practices is significant between private sector (Alstom and Reliance) and public sector manufacturing units in Naini Allahabad (BPCL and ITI) at the value of p<0.05 at 95 % confidence level.

Table 4.27 Independent Sample T Test for Comparison of Means of private sec and public sector organizations for Employee Satisfaction with Training Programs

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
<td>230</td>
<td>3.9957</td>
<td>.59879</td>
<td>.03948</td>
</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.5195</td>
<td>.60826</td>
<td>.03279</td>
</tr>
</tbody>
</table>

Levene's Test for Equality of Variances

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRTS</td>
<td>9.555</td>
<td>.002</td>
<td>9.248</td>
<td>572</td>
<td>.000</td>
<td>.47618</td>
<td>.05149</td>
<td>.37505 - .57730</td>
</tr>
</tbody>
</table>

From the above table 4.27 it is interpreted that the difference in employee satisfaction with training program is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with training program is more in private sector companies than public sector organizations.
Table 4.28 Independent Sample T Test for Comparison of Means of private sec and public sector organizations for Employee Satisfaction with Training Curriculum

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.6458</td>
<td>.64025</td>
<td>.03452</td>
</tr>
</tbody>
</table>

Levene’s Test For Equality of Variances

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
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<td>.391</td>
<td>3.338</td>
<td>572</td>
<td>.001</td>
<td>.18678</td>
<td>.05595</td>
<td>.07689</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.298</td>
<td>470.077</td>
<td>.001</td>
<td>.18678</td>
<td>.05664</td>
<td>.07549</td>
<td>.29807</td>
<td></td>
</tr>
</tbody>
</table>

From the above table 4.28 it is interpreted that the difference in employee satisfaction with training curriculum is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with training curriculum is more in private sector companies than public sector organizations.

Table 4.29 Independent Sample T Test for Comparison of Means of private sec and public sector organizations for Employee Satisfaction with Trainer

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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<td>.03546</td>
</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.7108</td>
<td>.64618</td>
<td>.03484</td>
</tr>
</tbody>
</table>

Levene’s Test For Equality of Variances

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>10.608</td>
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<td>5.970</td>
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<td>.20649</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
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<td>.30772</td>
<td>.04971</td>
<td>.21007</td>
<td>.40537</td>
<td></td>
</tr>
</tbody>
</table>

206
From the above table 4.29 it is interpreted that the difference in employee satisfaction with trainer is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with Trainer is more in private sector companies than public sector organizations.

Table 4.30: Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Transfer of Learning

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRTL</td>
<td>PRIVATE SECTOR ORGANISATION</td>
<td>230</td>
<td>3.9101</td>
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</tr>
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<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.5632</td>
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<td>.03478</td>
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</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test For Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>3.324</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>6.475</td>
</tr>
</tbody>
</table>

From the above table 4.30 it is interpreted that the difference in employee satisfaction with transfer of learning is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with transfer of learning is more in private sector companies than public sector organizations.

Table 4.31: Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Training Facilities

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRTF</td>
<td>PRIVATE SECTOR ORGANISATION</td>
<td>230</td>
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</tr>
<tr>
<td></td>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.5847</td>
<td>.65858</td>
<td>.03551</td>
</tr>
</tbody>
</table>
From the above table 4.31 it is interpreted that the difference in employee satisfaction with training facilities is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with training facilities is more in private sector companies than public sector organizations.

Table 4.32 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Training Methods

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
<td>230</td>
<td>3.9343</td>
<td>.57190</td>
<td>.03771</td>
</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.7089</td>
<td>.58876</td>
<td>.03174</td>
</tr>
</tbody>
</table>

From the above table 4.32 it is interpreted that the difference in employee satisfaction with training methods is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level.
. This implies that satisfaction level of employees with training methods is more in private sector companies than public sector organizations.

**Table 4.33 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Types of Training**

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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<td>3.9574</td>
<td>.54661</td>
<td>.03604</td>
</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.6304</td>
<td>.64947</td>
<td>.03502</td>
</tr>
</tbody>
</table>

From the above table 4.33 it is interpreted that the difference in Employee satisfaction with Types of Training is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level . This implies that satisfaction level of employees with types of Training is more in private sector companies than public sector organizations.

**Table 4.34 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Usefulness of Training**

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
<td>230</td>
<td>3.9061</td>
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</tr>
<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.5112</td>
<td>.55967</td>
<td>.03018</td>
</tr>
</tbody>
</table>
From the above table 4.35 it is interpreted that the difference in employee satisfaction with usefulness of training is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level .This implies that satisfaction level of employees with usefulness of training is more in private sector companies then public sector organizations.

Table 4.35 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Organization’s Commitment to employees Training

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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<tr>
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<td>3.3195</td>
<td>.75951</td>
<td>.04095</td>
</tr>
</tbody>
</table>

From the above table 4.35 it is interpreted that the difference in employee satisfaction with organization’s commitment to employees training is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level .This implies that satisfaction level of employees with
organization’s commitment to employees training is more in private sector companies then public sector organizations.

Table 4.36 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Appropriateness of Skills Enhanced

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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<tr>
<td>PUBLIC SECTOR ORGANISATION</td>
<td>344</td>
<td>3.4952</td>
<td>.89774</td>
<td>.04840</td>
</tr>
</tbody>
</table>

From the above table 4.36 it is interpreted that the difference in employee satisfaction with appropriateness of skills enhanced is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level .This implies that satisfaction level of employees with appropriateness of skills enhanced is more in public sector companies then private sector organizations.

Table 4.37 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Fairness in Training and Development Opportunities

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE SECTOR ORGANISATION</td>
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<td>PUBLIC SECTOR ORGANISATION</td>
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<td>3.3062</td>
<td>.85463</td>
<td>.04608</td>
</tr>
</tbody>
</table>

From the above table 4.37 it is interpreted that the difference in employee satisfaction with fairness in training and development opportunities is significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p<0.05 at 95 % confidence level. This implies that satisfaction level of employees with fairness in training and development opportunities is more in public sector companies then private sector organizations.
From the above table 4.37 it is interpreted that the difference in Employee satisfaction fairness in training opportunities is not significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p > 0.05 at 95% confidence level. This implies that satisfaction level of employees fairness in training opportunities is same in both private and public sector organizations.

Table 4.38 Independent Sample T Test for Comparison of Means of private sec and public sector organization for Employee Satisfaction with Management’s supervision and guidance

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>344</td>
<td>3.6533</td>
<td>.70576</td>
<td>.03805</td>
</tr>
</tbody>
</table>

From the above statistics it is interpreted that the difference in Employee satisfaction With management’s supervision and guidance is not significant between private sector and public sector manufacturing units in Naini Allahabad as the value of p > 0.05 at 95% confidence level. This implies that satisfaction level of employee’s with management supervision and guidance is same in both private and public sector organizations.
CHAPTER 5:
SUMMARY AND CONCLUSION
CHAPTER 5: SUMMARY AND CONCLUSION

5.1 TRAINING AND DEVELOPMENT SCENARIO IN MANUFACTURING UNITS IN ALLAHABAD

A. The research study was conducted to assess the attitude of employee’s towards training and development practices in manufacturing units in Naini Allahabad. Secondary data was collected to review the training and development scenario in organization and the findings are given below.

1. ALSTOM T&D Ltd. has a proper policy and procedure for training and development in the organization. Types of training and development programs organized in Alstom are classroom training (in house, external) on the job training and self instruction (correspondence course etc).

2. Training and development programmes in Alstom may be classified into external or classroom training, on the job training, department quality procedure awareness, training on area specific significant aspects / hazards, environment health and safety objectives, legal and other requirements, general awareness on IMS (ISO 9001, ISO 14001, OHSAS 18001) and induction training.

3. Training need analysis is done by management representatives and HOD jointly. For management staff and other employees including transferred and new employees, department heads identifies need based specific requirements for competence, training and awareness with respect to the incumbent’s functional and managerial responsibilities. Training department organizes training and development programmes.

4. Internal as well as external trainers are used for training and development. In addition government agencies, other recognized training agencies, and institutions might also be engaged for training.

5. Evaluation of training is done by feedback through the use of questionnaire or written test, interviews on sampling basis within 15 days of training. All people going for external training give a brief write up of the training to the training department as well as the HOD within a week of coming back.
6. Attendance record of training program, details of training, certificate of proficiency, induction training programs for new employees and training evaluation are maintained as record for three years.

7. No of employees undergone training and development programs in 2013-14 were 926 and 124 went for external training and development programs.

8. Training and Development policy and process in Reliance is completely guided by the HRD policy and accordingly the training and development objectives are decided which becomes the guiding for the whole process of training and development.

9. The main objectives of training are to increase production, reduce cost, improving quality, enhance customer satisfaction, and enhance supplier confidence, increase employee satisfaction, up gradation of technology / innovations, safety and environment.

10. The training process at Reliance Industries is completely an online process known as SAP-HR-SDM where every employee can register themselves online.

11. Training need analysis is done by ILNA i.e. Integrated Learning Need Assessment (ILNA) where the individuals, and HOD and training department together assess the training and development needs of employees.

12. Training and development process is organized by learning centre which organize all training and development programmes. Learning centre arranges for classroom training and self training is done by employees themselves through various modules available in library on learning centre website and knowledge management system (KMS).

13. Various forms of providing training and development to employees are in house training, normally given by internal faculty. In house training given by external faculty or by sending the person at vendors work, and self study, through written modules of RIL.

14. Training and development are held at executive and non executive levels. At executive level the learning of individual is normally through self study mainly on own discipline subjects and through common lectures and writing basic module And at managerial and leader level: The learning of individual is normally through self study on cross discipline and through common lectures and writing advanced modules.

15. Evaluation of training and development programmes is well defined. In class room training pertaining and post training questionnaire is used. For self study through module a detailed report is presented before management and wherever possible the learner gives
further training on the subject to other trainees. Every month end it is monitored as to how many trainings were held w.r.t. the planned figure. Also actual training hour’s w.r.t to planned hours is monitored.

16. Out of 86 training programs 1886 employees went under different training and development programmes.

17. Training and development programs are held on a defined procedure in BPCL. Four types of training and development programs are organized every year, in plant training, external training, customer training, and vocational training.

18. Training department of BPCL conducts programmes, workshops, seminars etc for workers, supervisors and officers which include programs on Attitude towards work, Quality management, Office management, ISO awareness programme, Interpersonal relationship in industry, Fire and safety, Computer awareness, Behavior at work, and technical training.

19. Training department organizes training and development program both internal as well as external based on the need felt and as per the recommendation of HOD. Training and development programmes are conducted by internal as well as external trainers.

20. Customer training programme called as Specialized Technical Training in Pumps and Compressors are held in every financial year.

21. Vocational training for skilled (in form of apprenticeship) and unskilled workers are conducted every year where in case of trade apprenticeship the company provide stipend.

22. Ministry of Human Resource Development deals with training and development programs but in interest of training, permission from regional director of training is to be taken (certificate holders). There are two directorates to watch the training procedure

   RDAT Regional directorate of apprentice training (deals with certificate holders ITI) and

   BOAT: Board of apprentice training (deals with degree engineers, management trainees and diploma holders).

23. The methods used for training and development programs are lectures, conference, seminars and demonstrations, role playing, and job rotation. Training period for Diploma holders is one year, Engineering graduate 1 year training, and ITI trainees 1 year. Vocational training and customer training are paid training and development practices.

   Budget proposed for training and development for year 2013-14 is rupees 5 lakhs.
24. In 2013-2014 total 34 training and development programmes were conducted where 756 employees participated in these programmes.

25. ITI Naini has well defined policies for training and development which provide guidelines for planning and implementing training; to ensure that a company’s training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the company; and to inform employees of training and development opportunities.

26. Training and development programs are provided for in-depth training on new telecom technology information technology, multi-skill and management development programmes and awareness programmes.

27. Companywide training needs is identified by Corporate HR (ED) and the plants. The training needs are identified according HRM performance indicators as per the company MOU. Training program as identified through TNA in Telecom, IT and OD and OB areas and Awareness programs (need based only).

28. Training need analysis is done by each department and training and development is organized by HR department. Training is conducted by internal as well as external trainers.

29. Evaluation is done by feedback form, questionnaire or written test and interviews. Attendance record of training program, details of training, certificate of proficiency, and training evaluation are maintained as record for three years.

30. HRM Training criteria with respect to Risk Management Training to senior executives (GMs and above), corporate HR take the initiative separately. All the heads of the plant HR (ED) Centers are requested to submit their monthly /quarterly/half yearly/annual HRM. Training Performance status report as to enable Corporate HR (ED) to consolidate the reports and put the same to corporate management well in time.
31. Training methods in ITI are on the job training (internal) and off the job training (internal and external both). In house training programs held in ITI are management development program, career development program, multi skilling up gradation of non executives, new/advanced technology, stress relieving (yoga). External training and development programs are right to information act, entrepreneurship development and management for women scientist and technologies with the government sector, personality development, and mentor for mentees.

32. In I T I in the year 2013 -14, 38 Training and development programs were conducted in which 919 employees got trained and 4 external programs were conducted in which 13 employees got trained.

5.2 EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PRACTICES

The research study identified many variables of training and development through literature review and pilot study and employee’s satisfaction with these variables were measured with help of a survey and results represented in the form of percentage satisfaction. The main findings of the employee satisfaction towards training and development are as follows.

1. First variable considered in the study was satisfaction of employees with the training and development programs. **In Alstom** majority of employees have been found to be satisfied with training and development programs and its factors. Employee satisfaction with training and development programmes is 82%.

2. In Reliance Industries employee satisfaction with training and development programmes is even more high then Alstom and found to be 83%. This high level of satisfaction can be due to the very well organized training and development procedure of training and development which is completely an online process where employees can register on the online portal for the training programmes in their area of their required KSA. Here the employees can select programs according to the needs so 81% of employees feel that these programmes are according to their needs.
3. Satisfaction level with feedback procedure in Reliance Industries is also very high i.e. 96%. Feedback procedure in Reliance Industry is also very organized. Wherever applicable before any classroom training the trainees are given pre training questionnaire and marks are evaluated. Similar exercise is done after the training is completed. Feedback form from all trainees is taken for ensuring continual improvement. For self study through module a detailed report is presented before management. The approval of report is a measure of learning taken place. For self study by writing module, report is submitted to HOD and wherever possible the learner giver further training on the subject to other trainees. The approval of report is a measure of learning taken place. Every month end it is monitored as to how many trainings were held w.r.t the planned figure. Also actual training hour’s w.r.t to planned hours is monitored.

4. BPCL 71% of the employees has been found to be satisfied with the training and development programs. 85% of employees think that training and development programs are well designed, 69% think that these programmes are based on employees need, 76% of employees are satisfied with communication of goals and 50% of employees are satisfied with feedback procedure. BPCL need to plan their programs based on employees needs and work on feedback procedure in the organization.

5. Indian Telephone Industry has been declared a sick unit. There is not much production, no new recruitments and not much budget and emphasis for training and development programs is given in the organization. So employee satisfaction with training and development programs have been found to be average in the organization. 69% of the employees have been found to be satisfied with the training and development programs.

6. Training curriculum involves the contents and syllabus of the training programs and training module. 77% of employees of Alstom agreed that they are satisfied with the training curriculum. In Reliance 71% of employees agreed that they are satisfied with the curriculum adopted for training and development programs in their organization. In BPCL 79% and in ITI 66% satisfaction with training and development curriculum is seen.

7. A high percentage of satisfaction i.e. above 80% is seen with curriculum solve conceptual and practical problems. As all the four organizations are manufacturing units
more focus is on the job training and development programs. No of non managerial employees are also high in these organizations. So training involves practical work and satisfaction level is seen high with this aspect of training programs.

8. In Reliance Industry only 52% of employees were found to be satisfied with training content. Reliance Industry should look into the modules provided or contents decided, may be it need some up gradation or change with the changing times.

9. In Alstom employee satisfaction with trainer is found to be 79%, in Reliance Industries 78% BPCL 75% and in ITI 71% of employees is found to be satisfied with trainer. In Reliance Industries 58% employees are satisfied with the trainers identify the skills needed. So the more emphasis on this area can be given in Reliance Industries.

10. The fourth variable identified for the study was transfer of learning from training to work. In Alstom 84% of employees are satisfied with the variable transfer of learning from training to work, where 80% feel that management’s support in transfer of learning, 82% feel successful transfer of learning from training to work has been done and 90% fell more control over job after training and development programmes. This means that training and development have been successfully transferred into the work in Alstom employees showing high satisfaction level.

11. In reliance Industries 77% of employees are satisfied with the variable transfer of learning from training to work, where 70% feel that management’s support in transfer of learning, 85% feel successful transfer of learning from training to work has been done and 76% fell more control over job after training and development programmes. This means that training and development have been successfully transferred into the work of the employees, but more efforts need form the management’s side in supporting employees.

12. In BPCL employee satisfaction with transfer of learning is 59% where 53% feel that managements support in transfer of learning, 53% feel successful transfer of learning from training to work has been done and 73% fell more control over job after training and development programmes. BPCL should take steps to enhance superior subordinate relationship which can be seen in transfer of training to work. The role of trainer or manager also doesn’t end with training sessions; they should ensure that training is
transferred into work. When supervisor is the trainer he should act as a coach which who should ensure what is taught is practiced well on the job.

13. In ITI employee satisfaction with transfer of learning is 66% where 57 % feel that managements support in transfer of learning, 72 % feel successful transfer of learning from training to work has been done and 68 % fell more control over job after training and development programmes.

14. The fifth variable for training and development is training facilities. In Alstom 64 %.of employees have been found to be satisfied with training and development facilities. Where 76% of employees are satisfied with use of latest technology and training aids, 79 % are satisfied with, physical facilities (lecture halls,), 88% use of audio visual enhancement and computers, 77 %, out station training and development facilities and outer consultants and specialist but only 2 % are satisfied with the up gradation of training and development facilities.80 % of employees feel that these facilities need to be upgraded with time to time.

15 In Reliance industries 51 %.of employees have been found to be satisfied with training and development facilities. Where 63 % of employees are satisfied with use of latest technology and training aids, 60 % are satisfied with, physical facilities (lecture halls,), 81% use of audio visual enhancement and computers, 55 %, out station training and development facilities and outer consultants and specialist and 11% are satisfied with the up gradation of training and development facilities.76 % of employees feel that these facilities need to be upgraded with time to time. Reliance industries need to upgrade the training and development facilities in the organization and employees want more outstation training and development programs and outer consultant. Organization should also keep this in mind if it matches with the training and development programs requirements.

16. In BPCL industries 47 %.of employees have been found to be satisfied with training and development facilities. Where 63 % of employees are satisfied with use of latest technology and training aids, 60 % are satisfied with physical facilities (lecture halls,), 81% use of audio visual enhancement and computers, 55 %, out station training and development facilities and outer consultants and specialist and 11% are satisfied with the up gradation of training and development facilities.76 % of employees feel that these
facilities need to be upgraded with time to time. BPCL needs to enhance on training and development facilities in most of the aspects of these facilities specially up gradation of these facilities is necessary 76 % employees feel up gradation is needed .

17. In ITI 51 %.of employees have been found to be satisfied with training and development facilities. Where 52 % of employees are satisfied with use of latest technology and training aids, 59 % are satisfied with physical facilities (lecture halls,), 82% use of audio visual enhancement and computers, 49 %, out station training and development facilities and outer consultants and specialist and 2% are satisfied with the up gradation of training and development facilities .92 % of employees feel that these facilities need to be upgraded with time to time.

18. The sixth variable identified in training and development is employee satisfaction with training and development methods. Majority of employees i.e. 88 % in Alstom have been found to be satisfied with the training and development methods.

19. In reliance 81 % of the respondents agreed that they are satisfied with the training and development methods only somewhat less satisfaction is seen with coaching and mentoring practices i.e. 70 %. Reliance industries need to take care of the coaching and mentoring of employees in the organization.

20. 73 % of the employees in BPCL agree that they are satisfied with training and development methods. Average employee satisfaction in all the categories lies between 70 to 80 %. As the company have come out of the industrial sickness employee satisfaction can be increased with somewhat more effort.

21. 66 % of employees in ITI have found satisfied with training and development methods.

22. The seventh variable identified is satisfaction with training types. Again in Alstom high percentage of satisfaction is seen with training types in the organization. Majority of employees i.e. 83 % agreed that they are satisfied with training types in the organization.

23. Majority of employees in Reliance also agree to be satisfied with training types but 67 % satisfied with induction training .Hence reliance industry should take care of induction training for the new employees.

24. Employee satisfaction with training types is 70 % in BPCL where only 30 % of employees satisfied with Induction training. Generally induction training is not given
emphasis in BPCL as it is felt that employees are trained when they come and they should start working rather than going any training. Employee satisfaction with technical training is 69% which can be increased.

25. Employee satisfaction with performance excellence training in BPCL is 89% and with HR training is 88%. BPCL has gone through turnaround from a sick unit to profit making enterprise so more effort have been given on performance excellence training and development programmes. A new corporate philosophy was established and employees were trained on these lines. Total quality management (TQM) and integrated management system (IMS) were adopted in order to achieve and sustain reputation for quality at a competitive cost in national and international markets of BPCL products and services through collective involvement of all was established. The short term and long term initiatives with respect to turnover, delivery commitment, market planning, measurement of productivity cost reduction and technology etc, were undertaken and key personnel’s were trained on these dimensions.

26. 88% of employees have been found to be satisfied with HR training. BPCL have a good number of human behavior training for all designations like work culture, discipline in industry, attitude towards work, interpersonal relationship, behavior at work, total quality personnel and team building etc.

27. 52% of employees in ITI found to be satisfied with training types. As there is no new production and budget is low for training no much training and development programs are conducted, hence low satisfaction level in organization.

28. Eight variable identified is usefulness of training in the perception of employees, 79% of employees of Alstom feel that they are satisfied with the usefulness of training and development programs. Only somewhat less satisfaction is seen in training and development helping in learning new ideas i.e. 63%. In Alstom general satisfaction level with all aspects of organization is high so employees expectations is also high and they want to be innovative and creative and want more form training and development programmes rather than routine course work.

29. In Reliance industries 80% of employees are satisfied with training types only somewhat less satisfaction is seen in training and development improving personal relations and communication skills i.e. 67%. More of the employees in the organization
are non executives and work on production so not much emphasis on communication and interpersonal skills is given. But if the organization feels that theses skills need to be enhanced it should take care of the employees who need this. Majority of employees i.e. 86 % feel motivated form training and development programmes in Reliance Industries Ltd.

30. 67 % of employees in BPCL agree that they are satisfied with training types in the organization, where only less satisfaction is seen with public relations and communication skills. As manufacturing unit’s workers are not given training on these aspect only supervisors go for communication training. So employees of need should be given some amount of public relations and communication skills training in the organization.

31. 70 % of employee satisfaction is seen in ITI with usefulness of training and development programmes.

32. The ninth variable identified is organization’s commitment to employees training. 71 % of employees in Alstom have been found to be satisfied with organization’s commitment to employees training.

33. In Reliance 64 % of employee satisfaction is found with organization commitment where 75 % employees feel that training and development program has helped them in gaining promotion opportunities and 53 % feel that the organization is active in up gradation of employee’s skills. 53 % means only half of the employees are feeling satisfied. As far as supervisors are considered they select their programs from ILNA according to their requirements but the non supervisors are completely dependent on the management for their training and development programmes. As the number of non supervisors is high in organization less satisfaction level in the above given percentage can be seen as an effect of dissatisfaction in non supervisors. So the organization needs to take care of increasing number of programmes for non supervisors.

34. In BPCL total employee satisfaction with organization’s commitment to employee training is 57 % where 49 % of employees being satisfied with annual training conducted and 64 % satisfied with the fact that organization is active in organizing programs in skill up gradation .This result show that employees want more career development initiatives from the organization and somewhere employees are having the feeling that organization
is not taking required steps in this area. So BPCL should increase the number and frequency of training and development programmes.

35. In ITI 48 % employees found satisfied with organization’s commitment with employee training. Since ITI is a sick unit so there is no relevance of increasing the number of programs unless and until the organization goes for a revival strategy. Only programs to maintain the present situation of organization are held and that is reasonable too.

36. The tenth variable identified is employee satisfaction with appropriateness of skills enhanced. 42 % in Alstom employees agreed that they are satisfied with the appropriateness of skills enhanced, where 37 % feel that training and development programs have helped in gaining promotion, 54 % feel that high priority given to providing appropriate training and 40 % feel that equal importance on technical and behavioral training.

37. Dissatisfaction with appropriateness with training and development programs is seen in Reliance where 51 % employees, in BPCL where 59 % employees and in ITI where 43 % employee satisfaction is seen with appropriateness of skills enhanced. Organizations should take steps for making training and development programs relevant to the career development of employees and providing such programs which can help them in gaining promotion and career advancement. More of non executive’s employees should also be included in behavioral training and development programs.

38. The next variable identified for the study is employee’s satisfaction with fairness in training and development opportunities. 50 % of employees of Alstom are found to be satisfied with fairness in training and development opportunities. 43 % think that equal chances of training and development programs is there in all work units 26 % think that equal chances of job related training is provided to all 64 % think that equal chances for outstation training and 66% think that equal chances for training in all designations. 26 % employee satisfaction with job related training opportunities proves that training and development programs should be more specific to the work.

39. Employee satisfaction with fairness in training and development opportunities in Reliance is 56 % where 64% of employees have are satisfied with fairness in all work units, 70 % feel equal chances for job related training and development programs, 42 %
equal chances for outstation training and 49% training in all designations. More outstation training and development programs can be increased in the organization if needed and number of training and development programmes in all designations should be increased.

40. Employee satisfaction with fairness in training and development opportunities in BPCL is 40% where 43% of employees have are satisfied with fairness in all work units, 26% feel equal chances for job related training and development programmes, 42% equal chances for outstation training and 49% training in all designations. BPCL can increase number of training and development programmes at all level and designations and include more employees for outstation training and development programmes.

41. 61% of employees in ITI are satisfied with fairness in training and development opportunities where 63% of employees have are satisfied with fairness in all work units, 70% feel equal chances for job related training and development programmes, 55% equal chances for outstation training and 55% training in all designations.

42. The next variable identified for the study is management’s supervision and guidance and employee satisfaction. 67% employees in Alstom have been found to be satisfied with appropriate amount of supervision and guidance, 71% with easy access to management guidance, 69% with managements support in identifying training and development needs and 50% management encouragement in increasing educational level.

43. Employees want more support from the management in increasing their educational level, so help outside the prescribed area of training and development i.e. more towards mentoring is felt by the employees. Overall 70% of employees are satisfied with management’s supervision and guidance but looking at satisfaction level with other aspects of training and development it can be increased. A better relationship between superior and subordinate can be developed at all level in organization hierarchy.

44. Same type of trend is seen in Reliance also where satisfaction level with appropriate amount of guidance is 63%, where satisfaction with easy access to management guidance is 63%, satisfaction management identifying training needs is 72%, managements encouragement in improving educational level is 52%. Employee want
their trainer and manager in new roles not just providing information but a coach and mentor who can help them guide in their career paths.

45. In BPCL majority of employees i.e. 79 % are satisfied with management’s supervision and guidance, where satisfaction level with appropriate amount of guidance is 85 % and easy access to management guidance is 89 %. It seems that as a public sector company people working here for long have build a good interpersonal relationship which is seen in the form of satisfaction with the managers and supervisors. Management identifying training needs is 74 %, managements encouragement in improving educational level is 65 %. These two aspects can be improved in the organization.

46. 66 % of employee satisfaction is seen in ITI with management’s supervision and guidance where satisfaction level with appropriate amount of guidance is 70 % and easy access to management guidance is 75 %. Management identifying training needs is 60%, managements encouragement in improving educational level is 58 %.

47. As far as the demographics and their association with satisfaction with training and development variables and employee satisfaction is concerned it was found in the study that age does not correlate with most of the training and development variables and employee satisfaction. A weak and negative correlation have been found between age and training programs -0.198 and training usefulness -0.147 means that as the age increase employees have been found to be dissatisfied with the training programs and usefulness of training and development programs and weak positive correlation with appropriateness of skills enhanced means with increase in age employees get satisfied with what training and development programs are conducted in the organization.

48. The study found that education correlate positively with training and development methods0.150 and training usefulness 0.168 and negatively with training and development facilities -0.156, organizations commitment to employees training -0.141 and appropriateness of skills enhanced -0.229. The results clearly indicate that more educated employees consider the efforts of organization in providing different training and development methods and understand the usefulness of training and development in day to day life and performance but they clearly show dissatisfaction with facilities, organizations commitment towards training and development of employees and appropriateness of skills enhanced. This indicates that the training and development
programmes should be more vigorous and more careers oriented, giving more opportunities for promotion and based on the needs of employees rather than a formality. 

49. Similar results have been seen with designation where negative correlation with training facilities -0.126, organizations commitment towards employees training -0.126 and appropriateness of skills enhanced -0.112 have been found in the study. As the employee moves upwards in designations their expectations also rises and they want more result oriented training and development practices.

50. The result of correlation matrix highlights significant and positive relationship among the variables of training and development among themselves and with employee satisfaction. The strength of association is different with different variables.

51. Training programs, training curriculum, satisfaction with trainer, transfer of learning, training facilities, training methods, training types and usefulness of training correlate strongly with each other and contribute to total employee satisfaction.

52. Somewhat weak correlation is found with the variables like, organization’s commitment to employees training, appropriateness of skills enhanced, fairness in training and development opportunities and moderate correlation with management’s supervision and guidance.

53. Variables of training and development programs that correlate strongly with employee’s satisfaction are training programs 0.514, and training and development facilities 0.509 means as the satisfaction with these variables increase proportional increase in employee satisfaction is seen.

54. Moderate increase in employee satisfaction is seen with training curriculum 0.451, transfer of learning 0.436, training and development methods 0.428, training and development usefulness 0.441, and management’s supervision and guidance 0.441.

55. Satisfaction with trainer 0.275, organization’s commitment to employees training 0.258, appropriateness of skills enhanced 0.267, and fairness in training and development opportunities 0.210 have been found to be positively but weakly correlated with employee satisfaction.

56. When individual correlation table of organizations was analyzed almost similar results with the combined result is seen only with some small differences.
57. In Alstom satisfaction with trainer correlate strongly with employee satisfaction i.e. 0.630, and moderate and weak correlation was seen in training programmes, organization’s commitment to employees training, appropriateness of skills enhanced, fairness in training and development opportunities and management’s supervision and guidance but trainer correlate strongly with employee satisfaction.

58. In reliance it was seen that employees are moderately happy with organizations commitment with employees training and development programs but weakly correlate with appropriateness of skills enhanced and fairness in training opportunities. Employee satisfaction also correlates weakly with satisfaction with trainer.

59. Correlation analysis in BPCL indicates that employee satisfaction with training and development correlate strongly except organizations commitment to employee training and fairness in training and development opportunities.

60. In ITI a moderate correlation between training programs, training curriculum, trainer, and organization’s commitment to employees training and employee satisfaction is seen and weak correlation with management's supervision and guidance and employee satisfaction.

61. The results of regression analysis clearly indicates that independent variables of training and development in the study i.e. Training programs, training curriculum, trainer, transfer of learning, training facilities, training methods, training types, training usefulness, organization’s commitment to employees training ,appropriateness of skills enhanced, fairness in training opportunities, and management’s supervision and guidance have positive effect on employee satisfaction , only the effect size is different with different variables.

62. The results of the study indicates that proportion of variation in employee satisfaction has been highest with training types 27 %, training programs 26% ,training facilities 25%, training curriculum 20 %, usefulness of training 19 %,transfer of learning 18 %, methods of training 18 %, and managements supervision and guidance 16 %.

63. A positive variation in employee satisfaction is seen with satisfaction level with trainer, organizations commitment towards employee training, appropriateness of skills enhanced, fairness in training opportunities but the variation is below 10 %.means variation in these variables cause variation in employee satisfaction less then 10 %.
64. From t test statistics it was interpreted that the difference in employee satisfaction with training and development practices was significant between private sector manufacturing units Alstom and Reliance and public sector manufacturing units BPCL and ITI.

65. The result of t test clearly indicated that private sector manufacturing units employees are more satisfied with training programs, training curriculum, trainer, transfer of learning, training facilities, training methods, training usefulness, and organization’s commitment to employee training.

66. It was found in the study that public sector employees were found to be more satisfied with appropriateness of skills enhanced. To measure the appropriateness of skills enhanced it was asked from the employees that if the programs improves their chances of promotion. In public sector organizations generally number of training and development programs is considered in promotion hence employees feel more satisfied with appropriateness of skills enhanced in public sector organization.

67. From t test statistics it was interpreted that the difference in employee satisfaction with fairness in training and development opportunities and management’s supervision and guidance is not significant between private sector and public sector manufacturing units.

5.3 CONCLUSION:

In this turbulent business environment where survival of the organizations have become tough focus of the organization is on competent employees. Organizations are focusing more on employees training and development. In this research work we have tried to find out the satisfaction level of employees with training and development practices in manufacturing units in Allahabad. The satisfaction level was found with variables Training programs, training curriculum, trainer, transfer of learning, training facilities, training methods, training types, training usefulness, organization’s commitment to employees training, appropriates of skills enhanced, fairness in training opportunities, and management’s supervision and guidance.
Result of research study indicates training and development practices had positive impact on employee satisfaction. Employees were found to be highly satisfied with the variables training methods, training types, delivery and quality of training and development programs, training curriculum, and usefulness of training in enhancing their work performance, and performance and encouragement provided by trainer. Employees felt the need of changes in some areas of training and development like training and development facilities, management’s supervision and guidance, organization’s commitment to employees training, appropriateness of skills enhanced and fairness in training and development opportunities. Result of correlation reveals that variables of training and development correlate with each other and contribute to total satisfaction with training and development practices and employee satisfaction. The result of regression analysis proves the hypothesis that training and development practices in the organization are positively related to employee satisfaction. T test analysis shows that difference in employee satisfaction level with training and development practices was significant between private sector manufacturing units Alstom and Reliance and public sector manufacturing units BPCL and ITI.

The findings of the study have been given in form of suggestions and recommendations. Organizations are advised to look into these recommendations and can take help for the betterment of their training and development practices.

5.4 RECOMMENDATIONS:
Empirical evidence appears to support the view that training and development can create employee satisfaction. This study has identified 12 variables of training and development and many factors for each variable. Employee satisfaction has been measured on these variables and on that basis the results some recommendations have been suggested for the organizations considered for the study.

1. Training and Development Programs: The result from data analysis indicates that employee satisfaction with training and development programs is high in all the four organizations but some factors need consideration. More emphasis need to be given on need based training and development programs. If employees get the opportunity to
select training and development programs based on the KSA required by them with the consultation of the management it can create better satisfaction in employees. Feedback procedure can be upgraded in BPCL and ITI. A provision of pre training and post training questionnaire can be adopted for proper satisfaction of employees with feedback procedure.

2. Training Curriculum: Training and development curriculum is the basis of any training and development programs. Its content is important. It should be designed in such a way that it can develop creativity and innovation and should have conceptual and practical application. The result from the study indicates that employee satisfaction with all these dimensions should be increased specially in BPCL, Reliance and ITI. Organizations should look into the modules provided or contents decided and keep on upgrading with the changing times.

3. Trainer: Traditional role of a trainer is to provide technical skills and knowledge to employees but more career oriented employees both on managerial and non managerial levels expect trainer to play a role of mentor. Besides their regular presentation of topic employees expect the trainer to identify weakness and needs of employees and help them in improving their skills and can guide them in their career path.

4. Transfer of learning; Overall satisfaction with transfer of learning can be increased in BPCL and ITI including more assistance and guidance from the side of management, where satisfaction is found to be less. Organizations should take steps to enhance superior subordinate relationship which can be seen in transfer of training to work. The role of trainer or manager also doesn’t end with training sessions; they should ensure that training is transferred into work. When supervisor is the trainer he should act as a coach who should ensure what is taught is practiced well on the job.

5. Training and Development Facilities: All the four organizations Alstom, Reliance, BPCL, and ITI need to enhance their training and development facilities. Use of latest technology and machines in training, physical facilities and outstation training facilities and external resource persons need to be increased. Up gradation of training and development facilities is highly recommended for all the four organizations.

6. Types of Training and Development: Employee satisfaction with induction training can be increased in Reliance and ITI but highly recommended in BPCL where there is no
provision of induction training. As all the four organizations are production units need for more technical training is felt by employees. Where employees are satisfied with technical training a need for continuous up gradation of technical and specialized training on continuous basis has been felt in all organizations. Training programs related to accidents, fire fighting and safety should be increased in all the organizations.

7. Usefulness of Training and Development Programs: Employee satisfaction with training and development in learning new ideas can be increased in Alstom. Training and development programs should be able to create innovation and creativity in employees. Training and development programs in public relations and communication skills are recommended to the employees in Reliance BPCL and ITI. More of the employees in the organization are non executives and work on production so not much emphasis on communication and interpersonal skills is given. But if the organization feels that these skills need to be enhanced it should take care of the employees who need this. Training and development programs should be designed in such a manner that it can motivate employees for further training.

8. Organizations Commitment to Employees Training and Development: The result show that employees want more career development initiatives from the organization and somewhere employees are having the feeling that organization is not taking required steps in this area. Organizations should take care to increase the confidence of employees that they take care of them. This can be done by increasing the number of training and development programs both at managerial and non managerial levels.

9. Appropriateness of Skills Enhanced: The results of the study reveal that organizations should take steps for making training and development programs relevant to the career development of employees and providing such programs which can help them in gaining promotion and career advancement. More of non executive’s employees should also be included in behavioral training and development programs.

10. Fairness in Training and Development Programs. Employee satisfaction with fairness in training and development programs can be increased in all the four organizations .Employee satisfaction with job related training opportunities proves that training and development programs should be more specific to the work. More outstation training and development programmes can be increased in the organization if needed and
number of training and development programmes in all designations and departments should be increased.

There are some more suggestions from employees:

1. Training and development programs should be organized continuously.
2. Increase duration for training and development programs.
3. In weak financial conditions or due to some other priorities training and development programs should not stop.
4. Training sessions should not be very long instead small and more frequent sessions.
5. Training and development programs with daily job create disturbances and delays. Employees should get leave from work and have no pressure of work during the training and development programs.
6. Training and Development programs for change in attitude and thought process of employees should be given more importance.

5.5 SCOPE FOR FUTURE RESEARCH

The study provides direction or scope for future research. One prospect for future research would be more elaborated study of the training and development variables considered in the study. The study identified twelve variables and each was studied on four to five factors. More factors for each variable can be identified and taken for further research.

Further research can be conducted to examine the impact of training and development variables on employee performance.

Another aspect for future research would be to develop and examine the research hypothesis with longitudinal designs.

Future research can be done on other organizations in manufacturing sector and a comparison between manufacturing sector and service sectors can be made which can help identify the satisfaction with these variables in both the sectors.

Further research can be done on the changing preferences of employees regarding these variables. With the changing environment expectations of employees are changing with training and development programs. What innovations are expected with the variable identified in the study could be a future course of research.
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BIBLIOGRAPHY


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APPENDIX
EMPLEYEE SATISFACTION TOWARDS TRAINING AND DEVELOPMENT PRACTICES SURVEY QUESTIONNAIRE

This survey is basically done to understand the satisfaction level of employees with training and development practices in the organization. You have to think about all the training and development programs undergone and then answer the questions. Tick marks the appropriate answer with a dark blue or black pen, not a pencil. Your answers and comments will be added to those of your fellow workers and summarized as a group. You don’t have to mention your name.

DEMOGRAPHIC AND PROFESSIONAL DETAILS. (TICK ON THE CORRECT OPTION)

1. Age
   1) 25 and Below
   2) 26 To 45
   3) 46 And Above

2. Gender
   1) Male
   2) Female

3. Education
   1).Degree
   2) Diploma
   3) ITI
   4) Others

4. Designation
   1) Top Mgmt.
   2) Middle Mgmt
   3) Lower Mgmt
   4) Supervisor
   5) Operative

5. Department
   1) Production
   2) Finance
   3) HR
   4) Marketing
   5) Others

6. TOTAL YEARS OF EMPLOYMENT
   1) Below 10
   2) 11 TO 20
   3) 21 TO 30
   4) 31 TO 40
   5) Above 41

8. TRAINING PROGRAMS YOU HAVE UNDERGONE IN THIS ORGANISATION

1.

2.

3.

4.

5.

6.

9. YOUR COMMENTS ABOUT TRAINING EXPERIENCES AND CHANGES YOU PREFER

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### A.1) EMPLOYEE SATISFACTION WITH ORGANIZATION:

<table>
<thead>
<tr>
<th></th>
<th>ES1</th>
<th>Overall I am satisfied with my job in this organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ES2</td>
<td>I am satisfied with the organization’s leadership and planning</td>
</tr>
<tr>
<td>3</td>
<td>ES3</td>
<td>I am satisfied with corporate culture and communication.</td>
</tr>
<tr>
<td>4</td>
<td>ES4</td>
<td>I am satisfied with my role in this organization</td>
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<td>5</td>
<td>ES5</td>
<td>I am satisfied with the work environment.</td>
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<tr>
<td>6</td>
<td>ES6</td>
<td>I am satisfied with the relationship with immediate supervisor</td>
</tr>
<tr>
<td>7</td>
<td>ES7</td>
<td>I am satisfied with Training and development practices</td>
</tr>
<tr>
<td>8</td>
<td>ES8</td>
<td>I am satisfied with Pay and Benefits in the organization.</td>
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<tr>
<td>9</td>
<td>ES9</td>
<td>I am satisfied with my career in company.</td>
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<tr>
<td>10</td>
<td>ES10</td>
<td>I am satisfied with the job security provided.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Highly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Dis-Agree</th>
<th>Highly Disagree</th>
</tr>
</thead>
</table>

### A.2) EMPLOYEE SATISFACTION WITH TRAINING AND DEVELOPMENT PRACTICES

<table>
<thead>
<tr>
<th></th>
<th>Highly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Dis-Agree</th>
<th>Highly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRTS</td>
<td>Employee Satisfaction With Training Programs.</td>
<td></td>
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<tr>
<td>11</td>
<td>TS1</td>
<td>Our organization have well defined training programs</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>TS2</td>
<td>Training programs are based on employees needs</td>
<td></td>
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<tr>
<td>13</td>
<td>TS3</td>
<td>Goals of the training programs are decided and communicated.</td>
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<tr>
<td>14</td>
<td>TS4</td>
<td>Feedback forms are filled after each training program.</td>
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<tr>
<td>TRTC</td>
<td>Employee Satisfaction With Training Curriculum</td>
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<tr>
<td>15</td>
<td>TC1</td>
<td>Training curriculum is always good in contents</td>
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<tr>
<td></td>
<td>TC2</td>
<td>Training curriculum helped me acquisition of knowledge needed.</td>
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<tr>
<td>17</td>
<td>TC3</td>
<td>Training curriculum has increased innovation and creativity.</td>
<td></td>
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<tr>
<td>18</td>
<td>TC4</td>
<td>Training curriculum has helped me solve conceptual and practical problems.</td>
<td></td>
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<tr>
<td>TRTR</td>
<td>Satisfaction With The Trainer</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>TR1</td>
<td>Trainers who come for training are good in presentation skills.</td>
<td></td>
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<tr>
<td>20</td>
<td>TR2</td>
<td>Trainer show encouragement and motivate trainees to learn.</td>
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<tr>
<td>21</td>
<td>TR3</td>
<td>Trainer used varied learning methods for different types of learners (e.g., slides, images, videos, practical demos).</td>
<td></td>
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<tr>
<td>22</td>
<td>TR4</td>
<td>Trainers encourage the employees where we lack in skills.</td>
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<tr>
<td>TRTL</td>
<td>Satisfaction With The transfer of Learning to work.</td>
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<tr>
<td>23</td>
<td>TL1</td>
<td>Management supports us in transfer of learning or training to work.</td>
<td></td>
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<tr>
<td>24</td>
<td>TL2</td>
<td>I was able to transfer the learning from training to work.</td>
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<tr>
<td>25</td>
<td>TL3</td>
<td>The Training has put me in further control over my job.</td>
<td></td>
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<tr>
<td>TRTF</td>
<td>Satisfaction With Training Facilities</td>
<td></td>
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<tr>
<td>26</td>
<td>TF1</td>
<td>My Organization uses latest technology machines in training</td>
<td></td>
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<tr>
<td>27</td>
<td>TF2</td>
<td>I am satisfied with training and development facilities in my organization (physical facilities)</td>
<td></td>
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<tr>
<td>28</td>
<td>TF3</td>
<td>Audio visuals enhancements and computers are used for training.</td>
<td></td>
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<tr>
<td>29</td>
<td>TF4</td>
<td>My organization calls outer specialist or consultant for training programs.</td>
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<td><strong>30</strong></td>
<td><strong>TF5</strong></td>
<td>I am satisfied with the continuous Up gradation of Training and Development in my organization</td>
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<tr>
<td><strong>TRTM</strong></td>
<td><strong>Satisfaction With Methods Of Training</strong></td>
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<tr>
<td><strong>31</strong></td>
<td><strong>TM1</strong></td>
<td>Proper balance of theory and practical</td>
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<tr>
<td><strong>32</strong></td>
<td><strong>TM2</strong></td>
<td>I am satisfied with on the job training methods.</td>
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<tr>
<td><strong>33</strong></td>
<td><strong>TM3</strong></td>
<td>Job rotation training has helped me understand working of different departments.</td>
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<tr>
<td><strong>34</strong></td>
<td><strong>TM4</strong></td>
<td>I am satisfied with the coaching and mentoring practices.</td>
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<tr>
<td><strong>35</strong></td>
<td><strong>TM5</strong></td>
<td>Lectures and demonstrations are organized as per requirement and are good in content.</td>
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<tr>
<td><strong>TRTT</strong></td>
<td><strong>Satisfaction With Types Of Training</strong></td>
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<tr>
<td><strong>36</strong></td>
<td><strong>TT1</strong></td>
<td>Induction training provides an opportunity for newcomers to learn about the organization.</td>
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<td><strong>37</strong></td>
<td><strong>TT2</strong></td>
<td>Technical training provided in organization is good in content and implementation</td>
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<td><strong>38</strong></td>
<td><strong>TT3</strong></td>
<td>There is adequate emphasis on developing Performance Excellence Training.</td>
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<tr>
<td><strong>39</strong></td>
<td><strong>TT4</strong></td>
<td>Human relations competencies are adequately developed in organization through training in human skills.</td>
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<td><strong>40</strong></td>
<td><strong>TT5</strong></td>
<td>Safety training is given adequate importance in my organization</td>
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<td><strong>TRTU</strong></td>
<td><strong>Satisfaction With Usefulness Of Training</strong></td>
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<tr>
<td><strong>41</strong></td>
<td><strong>TU1</strong></td>
<td>Training and development had helped in Learning new ideas</td>
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<td><strong>42</strong></td>
<td><strong>TU2</strong></td>
<td>Training and development has improved my Work performance</td>
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<tr>
<td><strong>43</strong></td>
<td><strong>TU3</strong></td>
<td>Training and development</td>
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<td>44</td>
<td><strong>TU4</strong>: Training and development has improved Public relations, Communication Skills</td>
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<td>45</td>
<td><strong>TU5</strong>: Training and development has created Motivation</td>
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<tr>
<td><strong>TRSC</strong></td>
<td><strong>Employees Satisfaction With Organization’s Commitment To Employees Training</strong></td>
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<tr>
<td>46</td>
<td><strong>SC1</strong>: We have received some training in the last one year</td>
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<td>47</td>
<td><strong>SC2</strong>: My organization is active in providing programs to upgrade employees’ skills.</td>
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<td><strong>TRSS</strong></td>
<td><strong>Employees’ Satisfaction With Appropriateness Of The Skills Enhanced</strong></td>
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<td>48</td>
<td><strong>SS1</strong>: The corporation’s training and development programs improve my chance for promotion.</td>
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<td>49</td>
<td><strong>SS2</strong>: High priority is given to providing appropriate Training.</td>
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<td>50</td>
<td><strong>SS3</strong>: Equal Importance to Technical and Behavioral Training</td>
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<tr>
<td><strong>TRSF</strong></td>
<td><strong>Employees’ Satisfaction With The Fairness In Training Opportunities</strong></td>
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<td>51</td>
<td><strong>SF1</strong>: Training programs focus only in some work units of the corporation.</td>
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<tr>
<td>52</td>
<td><strong>SF2</strong>: Equal access to job-related training opportunities</td>
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<tr>
<td>53</td>
<td><strong>SF3</strong>: Equal chances for out station training.</td>
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<tr>
<td>54</td>
<td><strong>SF4</strong>: Fairness related to Training Facilities</td>
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<tr>
<td><strong>TRSNC</strong></td>
<td><strong>Employees Satisfaction With Management Supervision And Guidance in training and development</strong></td>
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<tr>
<td>55</td>
<td><strong>SMC1</strong>: My manager provides me with the appropriate amount of guidance on job training</td>
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<tr>
<td><strong>SMC2</strong></td>
<td>Management is available when I need him/her on training transfer</td>
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<tr>
<td><strong>SMC3</strong></td>
<td>My manager assists me to identify my training needs (mentoring)</td>
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<tr>
<td><strong>SMC4</strong></td>
<td>My manager encourages me improving my educational level</td>
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</tbody>
</table>