

A STUDY ON TRAINING EVALUATION IN POLY SEALS, COIMBATORE

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

HARIHARAN. V
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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **HARIHARAN.V 40410212** who carried out the project entitled “**A Study on the impact of Covid 19 towards Micro, Small and Medium Enterprises in 3 Zones of Chennai**” under my supervision from September 2021 to October 2021.

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DECLARATION

I **HARIHARAN.V (40410065)** hereby declare that the Project Report entitled “**A STUDY ON TRAINING EVALUATION IN POLY SEALS**” done by me under the guidance of **DR. SASIREKHA MAAM** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE:

PLACE:
COIMBATORE

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HARIHARAN.V

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ABSTRACT

A profound training program is a bridge that helps Organization employees to enhance and develop their skill sets and perform better in their task. It actually helps in meeting the gap between skills possess and required to perform the job. Training is an important investment in terms of time, energy and money by Organization for the upliftment of the employee's so that they can meet the challenges of global competition. Therefore, it become very essential for an Organization to know whether their investment is being spent effectively or not, this requires continuous evaluation of training interventions. Evaluation of training intervention means valuation of the impact of training on participants. This is descriptive paper comes under the category of general review of various evaluation models. Finally in conclusive remark paper suggests the most widely use training evaluation model in present scenario.

CHAPTER – I

INTRODUCTION

1.1 ABOUT THE STUDY - TRAINING

Training is vital for the growth of organizations. Thus, they irrespective of their size, structure and industry have to give due importance to training. The concept of training refers to a process, which is planned to facilitate learning so that people can become more effective in carrying various aspects of their work.

Training is Essential:

Every organization – big or small, productive or non-productive, economic or social, old or new – should provide training to all employees irrespective of their qualification, skill, suitability for the job etc. Thus, training remains to be quite essential for most, if not all, business set-ups.

Specifically, the need for training arises due to certain key issues:

- To match employee specifications with the job requirements and organizational needs.
- To increase employee effectiveness influenced by environmental pressures.
- To cope with technological advances
- To solve organizational complexity like automation, extension of operations, etc.
- To improve human relations
- To effectively manage change in job assignment e.g., promotions and transfer.

1.2 TRAINING EVALUATION

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

Evaluation is necessary because of the following reasons:

- To determine whether a program is accomplishing its objectives.

- To identify the strength and weakness in the HRD process.
- To determine the cost and benefit ratio of a program.
- To decide who should participate in the future.
- To test the clarity and validity of the content.
- To identify which participant benefited the most or the least.
- To develop any future program.

Types of Evaluation Research

There are two broad categories of evaluation research: formative and summative.

Formative evaluation, also known as program or process monitoring, is used to keep track of how a program is being implemented, assess whether a project is going according to plan, document problems or new possibilities arising as the program grows, and provide useful strategic information for program developers.

Summative evaluation, also referred to as outcome evaluation, examines the outcomes of the program to see if they meet expectations. It focuses on determining whether the program is meeting its stated objectives, whether it is worth continuing or expanding, and how effective it is. Most programs end up doing some combination of the two. It is preferable to gather formative information as the program develops, making adjustments as necessary, rather than proceed without gathering data until it becomes time to answer critical questions of continued fundability.

1.3 COMPANY PROFILE

Introduction

Poly Seals was started in the Year 2015 and since its inception it exhibits its Presence in market. With a dedicated and Intelligent Team, we deliver best quality products with high precision

Our VISION

Our vision is ensuring excellence in all domains we venture in. We constantly focus on manufacturing good quality products and providing eminent service to our customers. As our customers grow big, we grow bigger with our employees.

Our MISSION

To manufacture superior quality products through continuous innovation & improvements at competitive price and ensuring on-time delivery. To establish as a leading manufacturer & exporter of EPE Liner/ Lamination Sheet.

Our VALUES

Poly Seals is a proprietorship concern started in the year 2015. We utilize high Quality imported machines which proves to be best in design enabling to produce quality products. We have a well-trained and skilled work force with average experience of the employees being 15 years. Our employees are quality driven and always aim for excellence in all the job they undertake. We solve all the technical issues by DOE(Design of Experiments) approach.

Our TEAM

Poly seals has a well-trained and skilled work force with average experience of the employees being 15 years. Our employees are quality driven and

always aim for excellence in all the job they undertake. We solve all the technical issues by DOE approach.

Total Employees: - 1,000 Professionals (in 14 February 2022)

1.4 Kirkpatrick's Four Levels of Evaluation

Donald Kirkpatrick suggests a four-level evaluation to gauge training effectiveness. Kirkpatrick recommends moving from level one to level four sequentially with each level building on the previous level. Kirkpatrick suggests that each level is a more precise measure of training effectiveness than the previous level and as such is more detailed, specific, time-consuming, and costly.

- Reaction level - Were the participants pleased with the program?
- Learning level - What did the participants learn in the program?
- Behavior level - Did the participants change their behavior based on what was learnt?
- Result level - Did the change in plan positively affect the organization?

1.4.1 Level One: Reaction - Online: chat rooms, threaded discussions, Email, and web-based questionnaires.

Evaluation at this level can be accomplished with questionnaires or surveys that ask the participant for their satisfaction with the training endeavor. Kirkpatrick states that negative reactions to training will most likely have a negative impact on learning (level two). All programs should assess level one at a minimum.

1.4.2 Level Two: Learning - Online: Problem-based assessments, Email attachments for papers, chat, threaded discussions, interactive scenarios, etc. Psychomotor assessment is the hardest to evaluate at a distance.

Evaluation on level two can be accomplished through various assessment tools in the online environment. Ideally the testing would occur prior to learning and again after learning with both pretest and post-test.

1.4.3 Level Three: Behavior - Online: Questionnaires or checklists sent to both the participant and supervisors/coworkers. Automatic collection of information may be possible if the results can be tracked by computer databases.

This level evaluation assesses whether its learning, be it knowledge, skills or attitudes, has been successfully transferred back into the workplace. This level of evaluation measures the transfer in learners behavior that has occurred as a result of the training (did they meet the behavioral objectives?). The true assessment of this level is considered difficult because the behavior change must be observed. For a true assessment of transfer the learner must be measured before and after training. Conrad (2001) suggests that in distance education the use of web-based simulations at predetermined times after program completion may serve a role in evaluating Kirkpatrick's level three. The timing is important as the change in behavior may not be immediate.

If the results are poor only for a few delegates, the starting point is to look at the learning level evaluation results for those delegates. If these were fine, then it would suggest there were specific factors in the workplace or personal to the individual that hampered the transfer of the learning back to the job. These could be that the individual's job had changed or the delegate had been away ill. Or of more concern, perhaps that the delegate was not receiving the required help and support from their manager.

If the results are generally poor, again you should start with the learning level results. If these were poor then the behavior level results would not be surprising.

1.4.4 Level Four: Results

Result level is concerned with measuring the effects of the training on organizational performance. In terms of what we mean by organizational performance, this can range from an individual's performance, e.g., Increased productivity, increased sales generated by a specific sales person, through to performance indicators measured at the more global level such as turnover, profit, quality measures, e.g., customer satisfaction indices, error rates, absence rates. Behavior level evaluation is primarily concerned with looking at how people do their jobs, result level evaluation looks at the results of the changed performance and their impact on organizational performance.

The reason that results level evaluation is often not tackled, when it is appropriate to do so, is because:

- There are no clear/obvious/direct performance measures, ex. Leadership training, time management, etc.
- Many factors other than training can intervene and affect results. For example, sales can be affected by general economic conditions or competitor initiatives, output can be affected by changes in machinery, staff retention rates by labor market conditions, customer satisfaction by factors other than the performance of retail staff. Perhaps there is more than one training program taking place that may be contributing to change in performance.
- Performance measures often relate to whole units, e.g., Departments or even the organization as an entity. If the training is not directed at all the staff in the unit, then it is very difficult to identify the effects of the training for the individual or group of staff that have been trained.

Determining these outcomes is difficult, and they cannot always be causally linked to the training. This level does not determine if participants liked or understood the training, or if it affected their preferred behaviors. Positive evaluation results achieved in levels 1, 2, and 3, can however predict positive level 4 results

SUMMARY OF KIRKPATRICK MODEL

Table 1: SUMMARY OF KIRKPATRICK MODEL

LEVEL	MEASURE	KEY QUESTION	METHODOLOGIES OR INDICATORS	LIMITATIONS
Reaction	Satisfaction	What was the participants' reaction to the program?	Program evaluation sheets, interviews, questionnaires, and general participant comments throughout the program	Can't measure what is learned, guarantee behavioral change, nor will it ensure quality results from learning
Learning	Knowledge	What did the participants learn?	Pre-post testing, observations by tutors, managers and/or peers, team and self-assessment, interviews and surveys	Will not measure if they liked the program, if they will behave differently, and if expected results will be achieved
Behavior	Transfer of learning & Achievement performance objectives	Did the participants' learning affect their behavior?	Pre-post testing, observations, focus-groups, interviews, survey people who observe the performer, and questionnaires	Cannot determine if participants liked the training, and if the behaviors accomplished results

Results	Transfer impact society or on	Did participants' behavior changes affect the organization?	Indicators include increased productivity, profitability, sales and profits, and decreased employee turn over and cost	Cannot determine if participants like the training, understood it, or if it affected their preferred behaviors
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1.5 OBJECTIVES

The objectives of this study are:

- To study the employees' opinion about the training materials and courses.
- To study the employees' opinion towards the trainer
- To study the employees' opinion towards the facility provided during the training program.
- To find out the employees' satisfaction about the training program

1.6 Scope of the Study:

In IT industry, training is considered as the most important thing. To cope with technological advances, to solve organizational complexity like automation, extension of operations, etc. and to improve human relations, training is essential.

Training evaluation is necessary to know about the strength and weaknesses of a training program, to determine the clarity and validity of the training program and so on. Reaction level evaluation helps the organization to find out the employees' feeling about a particular training program. If the employees feel satisfied with the training program means only, learning takes place. i.e., when the reaction level evaluation is positive, then there will be surely some learning takes place in the employees. Also, the same

could be applied in the work (Behavior level) and then ultimately finding out whether the training program objectives met or not.

Reaction level evaluation is the basis for all the other levels of evaluation – Learning level, Behavior level and Result level. The study was conducted at Susee Auto Sales & Service (P) Limited” during the period of January to April - 2008.

1.7 Limitations of the Study:

The present study has the following limitations:

- Due to time constraint, the sample size was restricted to 100 and thus generalization is not possible.
- Biased responses from the respondents
- Inherent limitations of the questionnaire

CHAPTER-II

REVIEW OF LITERATURE

Bella Yaa Hui Lien, Richard Yu Yuan Hung and Gary N. McLean on the title of **Training evaluation based on cases of Taiwanese benchmarked high-tech companies** suggested that Although the influence of workplace practices and employees' experiences with training effectiveness has received considerable attention, less is known of the influence of workplace practices on training evaluation methods. The purposes of this study were to: (1) explore and understand the training evaluation methods used by seven Taiwanese companies benchmarked for their excellence; and (2) compare Kirkpatrick's and Swanson's training evaluation models with practices used by the benchmarked Taiwanese organizations from a cross-cultural perspective. Five themes emerged from in-depth interviews, extending our understanding of training evaluation in the benchmarked Taiwanese organizations.

Cyril Kirwan and David Birchall on the topic of **Transfer of learning from management development program: testing the Holton model** Transfer of learning from management development program has been described as the effective and SA program. It is a very important issue for organizations today, given the large amounts of investment in these programs and the small amounts of that investment that actually translates into an improved individual and organizational performance. This paper describes the testing of the Holton model of learning transfer and suggests amendments to the model where appropriate. A sample of participants on a management development program within the Irish health service completed the Learning Transfer System Inventory based on the Holton model. The data obtained were analyzed using multiple regression and partial correlation techniques. Results indicate that the model does adequately represent the effects of its factors, although a slightly revised model is presented. Important relationships between factors are identified, and the central role of the learners' personal capacity for transfer (hitherto

unreported in the literature) and their motivation to transfer in facilitating transfer is highlighted. In practical terms, the tested model can be used as a diagnostic tool by identifying individual, training design and work environment transfer issues in need of attention and by developing strategies to deal with them. It can also be used as a framework for the evaluation of training and development interventions, examining factors outside the traditional range of most training evaluation efforts and providing a more complete picture of the success or otherwise of that intervention.

Doo H. Lim & Scott D. Johnson on the topic of **Trainee perceptions of factors that influence learning transfer**_
The focus of the study was to assess learning transfer made by HRD professionals from a Korean organization for a training program on performance improvement technologies. Results revealed multiple reasons for high or low transfer and provide insights into the design of highly transferable training programs.

Holly M. Hutchins and Lisa A. Burke on the topic of **Identifying trainers' knowledge of training transfer research findings – closing the gap between research and practice**_Training professionals were surveyed concerning their knowledge of transfer of training research. Survey items were developed from an integrative literature review based on empirical findings of factors that directly or indirectly (through learning) influence training transfer. Survey results suggest that training professionals are in agreement with empirical transfer findings in the areas of training design and the work environment, but differ in their agreement of how individual differences impact transfer success and of relevant transfer evaluation findings. Training professionals were more familiar with academic transfer research when they occupied higher job positions within their organization, held a training certification and had a college degree. The results of our study and the implications for addressing the research-to-practice gap among training professionals are also discussed

Robert Blomberg on the topic of **Cost-Benefit Analysis of Employee Training: A Literature Review**, This article reviews current literature related to cost-benefit analysis of employee training programs. After a conceptual stage is set and the meaning of terms is clarified, methodologies for measuring costs and benefits, and problems related to this process are discussed. Primary and secondary beneficiaries of training are identified. The need for distributional assignments of costs as a function of benefit is described. Following the identification of problems inherent in cost-benefit research, concluding comments focus on the need for practical applications of cost-benefit research.

George M. Alliger, Elizabeth A. Janak on the topic of **Kirkpatrick's Levels Of Training Criteria: Thirty Years Later** Kirkpatrick's model (1959a, 1959b, 1960a, 1960b) of training evaluation criteria has had widespread and enduring popularity. This model proposed four "levels" of training evaluation criteria: reactions, learning, behavior, and results. Three problematic assumptions of the model may be identified: (1) The levels are arranged in ascending order of information provided. (2) The levels are causally linked. (3) The levels are positively intercorrelated. This article examines the validity of these assumptions, the frequency of each level in published evaluation studies, correlations from the literature in regard to Assumptions 2 and 3, and implications for the researcher and training manager.

Raquel Velada , António Caetano, John W. Michel on the topic of **The effects of training design, individual characteristics and work environment on transfer of training,** This study aims to gain insight into some of the factors that determine the transfer of training to the work context. The present research examined the relationship between three types of predictors on transfer of training, including training design, individual characteristics and work environment. Data was collected at two points in time from 182 employees in a large grocery organization. The results indicated that transfer design, performance self-efficacy, training retention and performance feedback were significantly related to transfer of training. Contrary to expectation, supervisory support was not significantly related to transfer of training. These results

suggest that in order to enhance transfer of training, organizations should design training that gives trainees the ability to transfer learning, reinforces the trainee's beliefs in their ability to transfer, ensures the training content is retained over time and provides appropriate feedback regarding employee job performance following training activities.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Research Design:

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

It is conceived with decision regarding what, where, when, how much, by what means covering and inquiring or a research study constitutes a research design.

Research design is needed because it facilitates the smooth sailing of the research operation, thereby making research as efficient as possible yielding, most information with minimal expenditure of effort time and money. The researcher has used **descriptive research** and **hypothesis** for testing research design

Descriptive researches are those studies that are concerned with the characteristics of a particular individual or a group. It has chosen to make an investigation with specific prediction of characteristics and attitudes of the employees.

Hypothesis testing researches are those studies where the researcher tests the hypotheses of casual relationships between variables.

3.2 Sources of Data:

Primary data was collected through structured questionnaires. Secondary data include Internet and magazines.

3.3 Sample Design:

The Sampling technique used was Convenient Sampling method.

3.4 Sample size:

The Sample size includes 100 employees in the company.

3.5 Statistical Tools Used for Analysis:

Percentage Analysis

Percentage analysis refers to a special kind of ratio. It is used in making comparisons of two or more series of data. It is used to describe relationship and also used to compare the relationship. It is a commonly used analysis where the choice of each is converted into percentage when analyzing the data.

$$\text{Percentage} = \frac{\text{Number of Respondents}}{\text{Total number of Respondents}} * 100$$

Chi-square Analysis

It is an analysis, which helps us to check any relationship between two variables.

$$\text{Expected (AB)} = [(A) * (B)] / N$$

Where A = variable 1; B = variable 2.

If the calculated value is greater than the table value, the null hypothesis is rejected and the alternate hypothesis is accepted and vice versa.

CHAPTER IV

DATA ANALYSIS & INFERENCES

In this chapter an attempt is made to study the Reaction Level Evaluation of the Training Programs in POLY SEALS Manufacturing company. Coimbatore.

The data were collected by circulating questionnaires to the employees in the organization.

4.1 DESCRIPTION OF OBJECTIVES

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	1	1
GOOD	39	39
VERY GOOD	43	43
EXCELLENT	17	17

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the description of the objectives in the training program by the trainer is poor.
- **1%** of the employees responded that the description of the objectives in the training program by the trainer is satisfactory.
- **39%** of the employees responded that the description of the objectives in the training program by the trainer is good.

- **43%** of the employees responded that the description of the objectives in the training program by the trainer is very good.
- **17%** of the employees responded that the description of the objectives in the training program by the trainer is excellent.

INFERENCE: It is inferred that **43%** of the employees responded that the description of the objectives in the training program by the trainer is very good.

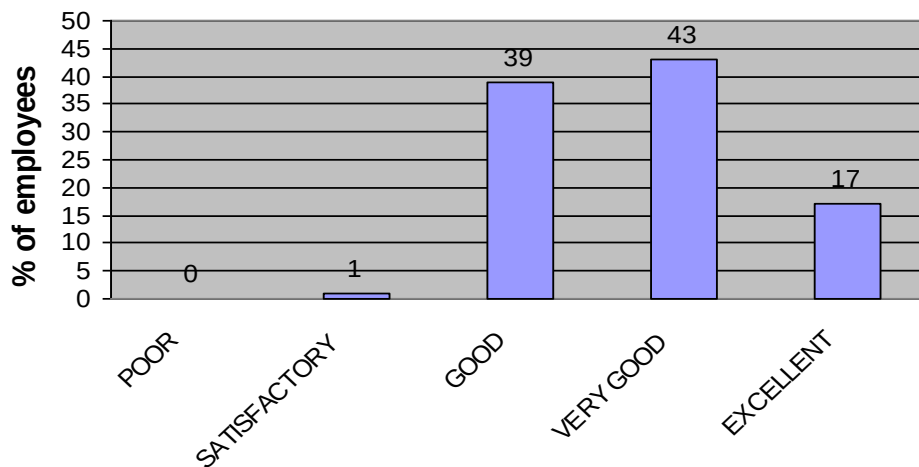


Figure 1: DESCRIPTION OF OBJECTIVES

4.2 COMPREHENSION OF TRAINING COURSE

Table 2: COMPREHENSION OF TRAINING COURSE

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	3	3
GOOD	41	41
VERY GOOD	44	44
EXCELLENT	12	12

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the course comprehended by the trainer is poor.
- **3%** of the employees responded that the course comprehended by the trainer is satisfactory.
- **41%** of the employees responded that the course comprehended by the trainer is good.
- **44%** of the employees responded that the course comprehended by the trainer is very good.
- **12%** of the employees responded that the course comprehended by the trainer is excellent.

INFERENCE:

It is inferred that **44%** of the employees responded that the course comprehended by the trainer is very good.

Comprehension of Training Course

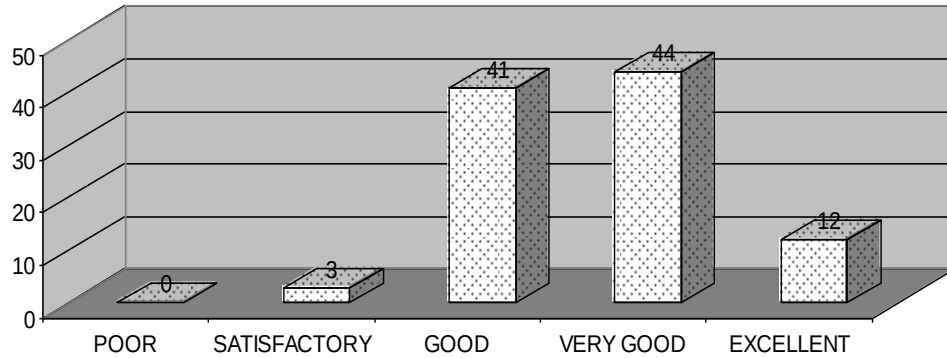


Figure 2: COMPREHENSION OF TRAINING COURSE

4.3 COURSE RELATED TO JOB – HOW?

Table 3: COURSE RELATED TO JOB – HOW?

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	5	5
GOOD	60	60
VERY GOOD	29	29
EXCELLENT	6	6

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the course related to job is poor.

- **5%** of the employees responded that the course related to job is satisfactory.
- **60%** of the employees responded that the course related to job is good.
- **29%** of the employees responded that the course related to job is very good.
- **6%** of the employees responded that the course related to job is excellent.

INFERENCE:

It is inferred that the **60%** of the employees responded that the course related to job is good.

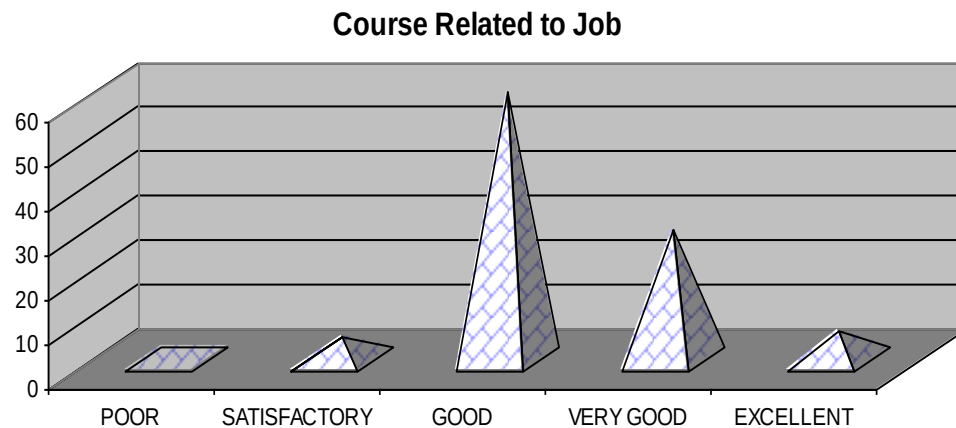


Figure 3: COURSE RELATED TO JOB – HOW?

4.4 EXERCISE – CHALLENGING & RELEVANT

Table 4: EXERCISE – CHALLENGING & RELEVANT

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0

SATISFACTORY	3	3
GOOD	27	27
VERY GOOD	51	51
EXCELLENT	19	19

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the exercise is not challenging and relevant
- **3%** of the employees responded that the exercise is satisfactory.
- **27%** of the employees responded that the exercise is good.
- **51%** of the employees responded that the exercise is very good.
- **19%** of the employees responded that the exercise is excellent.

INFERENCE:

It is inferred that, **51%** of the employees responded that the exercise is very good.

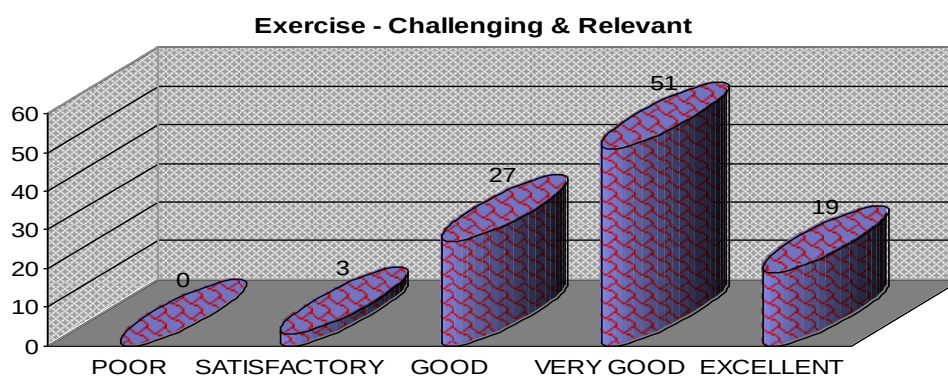


Figure 4: EXERCISE – CHALLENGING & RELEVANT

4.5 PROGRAM STRUCTURE

Table 5: PROGRAM STRUCTURE

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	5	5
GOOD	40	40
VERY GOOD	48	48
EXCELLENT	7	7

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the program structure is poor.
- 5% of the employees responded that the program structure is satisfactory.
- 40% of the employees responded that the program structure is good.
- 48% of the employees responded that the program structure is very good.
- 7% of the employees responded that the program structure is excellent.

INFERENCE:

It is inferred that, 48% of the employees responded that the program structure of the training program is very good.

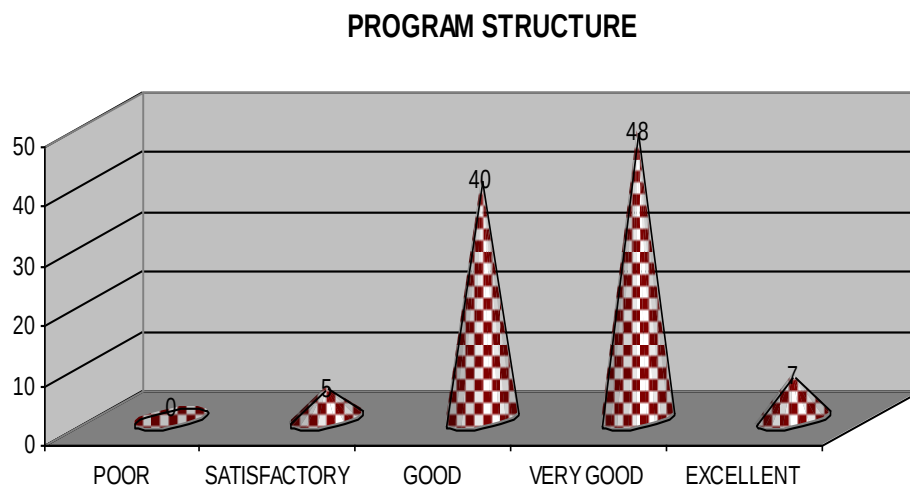


Figure 5: PROGRAM STRUCTURE

4.6 QUALITY OF MATERIALS

Table 6: QUALITY OF MATERIALS

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	1	1
GOOD	27	27
VERY GOOD	34	34
EXCELLENT	38	38

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the quality of the material is poor.
- **1%** of the employees responded that the quality of the material is satisfactory.
- **27%** of the employees responded that the quality of the material is good.
- **34%** of the employees responded that the quality of the material is very good.
- **38%** of the employees responded that the quality of the material is excellent.

INFERENCE:

It is inferred that, **38%** of the employees responded that the quality of the material is excellent.

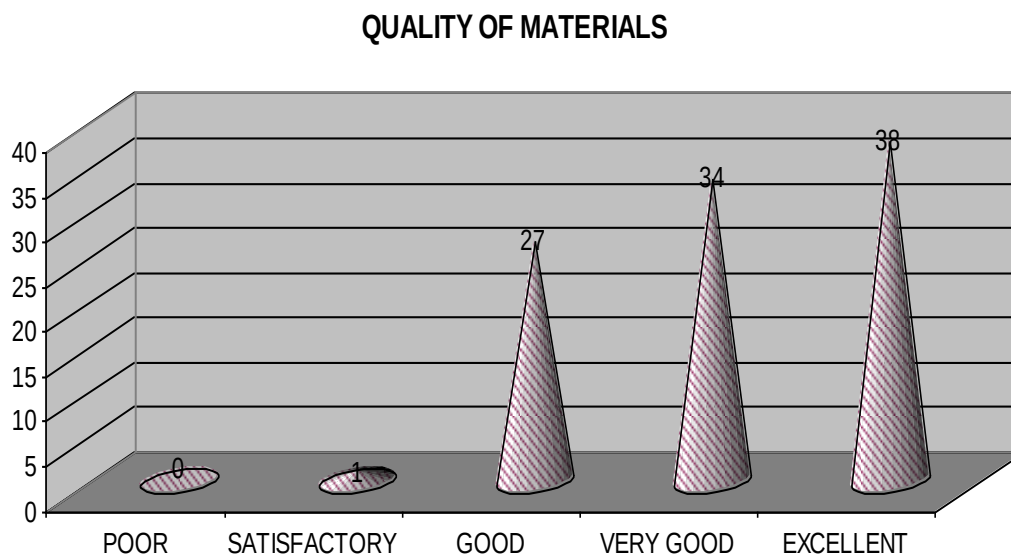


Figure 6: QUALITY OF MATERIAL

4.7 COVERAGE AS PER AGENDA

Table 7: COVERAGE AS PER AGENDA

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
----------	---------------------	------------

POOR	0	0
SATISFACTORY	44	44
GOOD	51	51
VERY GOOD	5	5
EXCELLENT	0	0

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the coverage of the course as per agenda is poor.
- **44%** of the employees responded that the coverage of the course as per agenda is satisfactory.
- **51%** of the employees responded that the coverage of the course as per agenda is good.
- **5%** of the employees responded that the coverage of the course as per agenda is very good.
- None of the employees responded that the coverage of the course as per agenda is excellent.

INFERENCE:

It is inferred that, **51%** of the employees responded that the coverage as per agenda provided by the trainer is good.

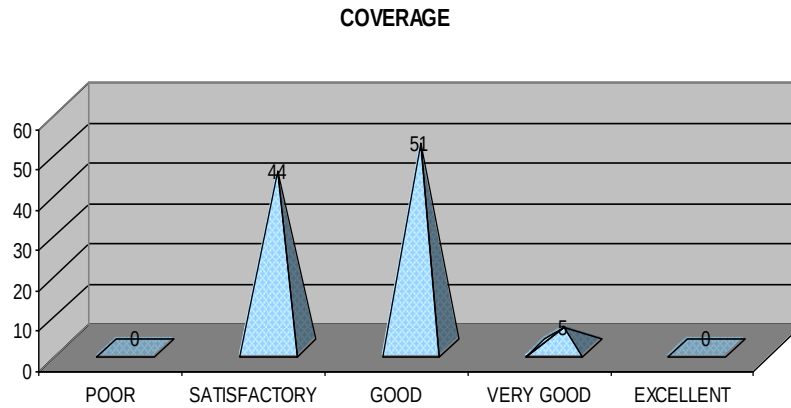


Figure 7: COVERAGE AS PER AGENDA

4.8 PRESENTATION STYLE & COMMUNICATION SKILL

Table 8: PRESENTATION STYLE & COMMUNICATION SKILL

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	0	0
GOOD	3	3
VERY GOOD	47	47
EXCELLENT	50	50

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the presentation style of the trainer is poor.
- None of the employees responded that the presentation style of the trainer is satisfactory.
- **3%** of the employees responded that the presentation style of the trainer is good.
- **47%** of the employees responded that the presentation style of the trainer is very good.
- **50%** of the employees responded that the presentation style of the trainer is excellent.

INFERENCE:

It is inferred that, **50%** of the employees responded that the presentation style of the trainer is excellent.

4.9 GRABBING INTERESTS FROM THE PARTICIPANTS

Table 9: GRABBING INTERESTS FROM THE PARTICIPANTS

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	0	0
GOOD	5	5
VERY GOOD	43	43
EXCELLENT	52	52

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the trainer is bad at keeping everyone interested in the topics.
- None of the employees responded that the trainer is poor at keeping everyone interested in the topics.
- **5%** of the employees responded that the trainer is good at keeping everyone interested in the topics.
- **43%** of the employees responded that the trainer is very good at keeping everyone interested in the topics.
- **52%** of the employees responded that the trainer is excellent at keeping everyone interested in the topics.

INFERENCE:

It is inferred that, **52%** of the employees responded that the trainer is excellent at keeping everyone interested in the topics.

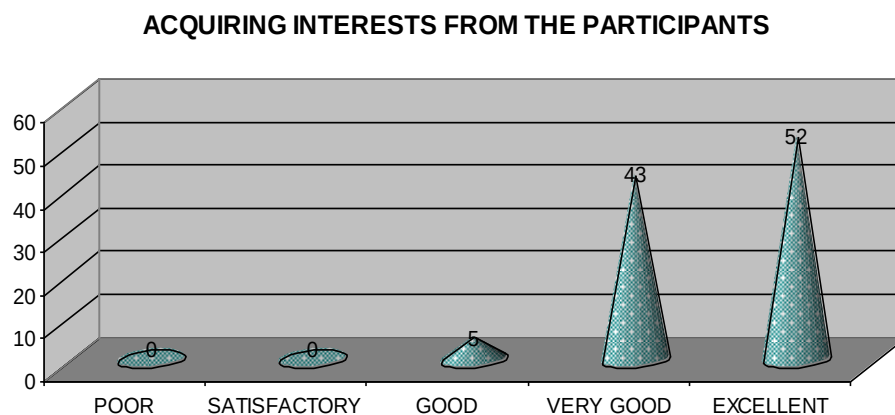


Figure 8: GRABBING INTERESTS FROM THE PARTICIPANTS

INTERPRETATION:

Out of the 100 employees

- None of the employees responded that the encouragement by the trainer is poor.
- **1%** of the employees responded that the encouragement and participation of the trainer is satisfactory.
- **39%** of the employees responded that the encouragement and participation of the trainer is good.
- **49%** of the employees responded that the encouragement and participation of the trainer is very good.
- **11%** of the employees responded that the encouragement and participation of the trainer is excellent.

INFERENCE:

It is inferred that the **49%** of the employees responded that the encouragement and participation of the trainer is very good.

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	1	1
GOOD	39	39
VERY GOOD	49	49
EXCELLENT	11	11

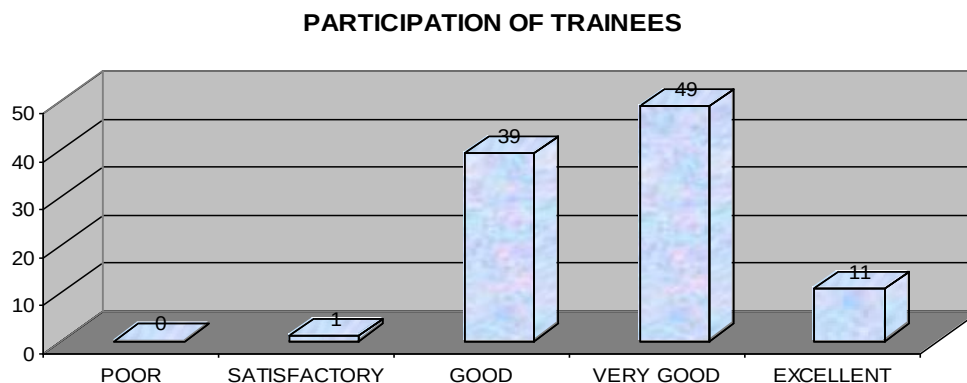


Figure 9: PARTICIPATION OF TRAINEES

4.11 CONCEPT UNDERSTANDING

Table 10: CONCEPT UNDERSTANDING

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	13	13
GOOD	50	50
VERY GOOD	37	37
EXCELLENT	0	0

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the teaching provided by the trainer is poor.
- **13%** of the employees responded that the teaching provided by the trainer is satisfactory.

- **50%** of the employees responded that the teaching provided by the trainer is good.
- **37%** of the employees responded that the teaching provided by the trainer is very good.
- None of the employees responded that the teaching provided by the trainer is excellent.

INFERENCE:

It is inferred that the **50%** of the employees responded that the teaching & understanding concepts provided by the trainer is good.

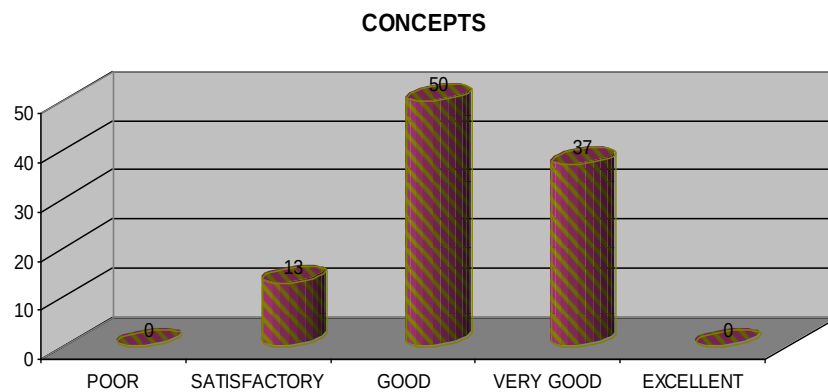


Figure 10: CONCEPT UNDERSTANDING

4.12 ABILITY TO CONTROL TIME

Table 11: ABILITY TO CONTROL TIME

INTERPRETATION:

Out of the 100 employees,

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	53	53
GOOD	47	47
VERY GOOD	0	0
EXCELLENT	0	0

- None of the employees responded that the trainer's ability to control time is poor.
- **53%** of the employees responded that the trainer's ability to control time is satisfactory.
- **47%** of the employees responded that the trainer's ability to control time is good.
- None of the employees responded that the trainer's ability to control time is very good.
- None of the employees responded that the trainer's ability to control time is excellent.

INFERENCE:

It is inferred from the study that **53%** of the employees responded that the trainer's ability to control time is satisfactory.

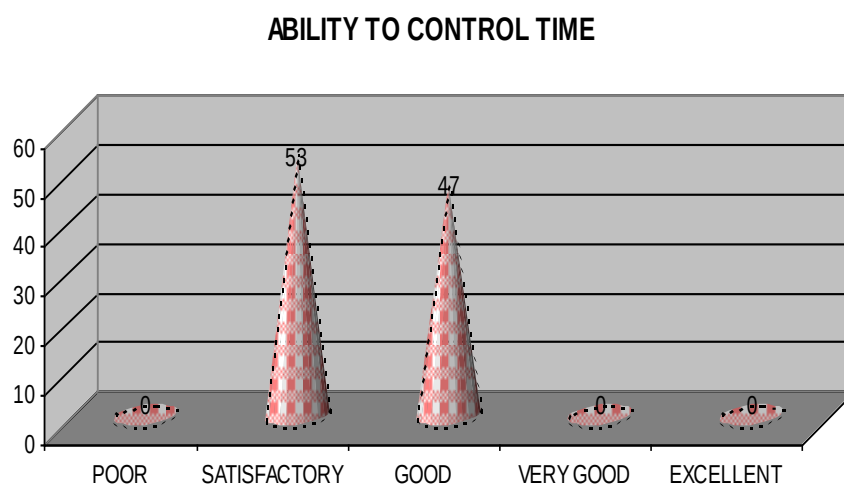


Figure 11: ABILITY TO CONTROL TIME

4.13 ADMINISTRATIVE AND INFRASTRUCTURE FACILITY

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
STRONGLY DISSATISFIED	0	0
DISSATISFIED	0	0
NEUTRAL	12	12
SATISFIED	43	43
STRONGLY SATISFIED	45	45

Table 12: ADMINISTRATIVE AND INFRASTRUCTURE FACILITY

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that they are strongly dissatisfied with the facility provided during the training program.
- None of the employees responded that they are dissatisfied with the facility provided during the training program
- **12%** of the employees responded that they neither satisfied nor dissatisfied with the facility provided during the training program
- **43%** of the employees responded that they are satisfied with the facility provided during the training program is satisfied.
- **45%** of the employees responded that they are strongly satisfied with the facility provided during the training program

INFERENCE:

It is inferred that, **45%** of the employees responded that they are strongly satisfied with the facility provided during the training program.

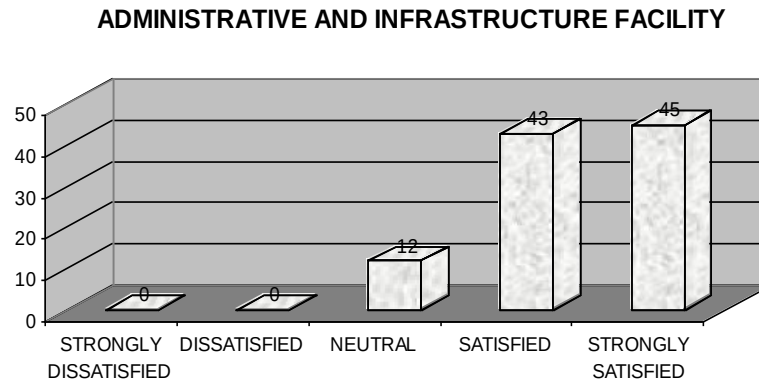


Figure 12: ADMINISTRATIVE AND INFRASTRUCTURE FACILITY

4.14 RELEVANCE OF TRAINING PROGRAM

Table 13: RELEVANCE OF TRAINING PROGRAM

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
NOT AT ALL RELEVANT	0	0
SOME WHAT RELEVANT	53	53
VERY RELEVANT	47	47

INTERPRETATION:

Out of the 100 employees

- None of the employees responded that the training program is not at all relevant to their work.

- **53%** of the employees responded that the training program is some what relevant to their work.
- **47%** of the employees responded that the training program is fully relevant to their work.

INFERENCE:

It is inferred from the study that **53%** of the employees responded that the training program is somewhat relevant to their work.

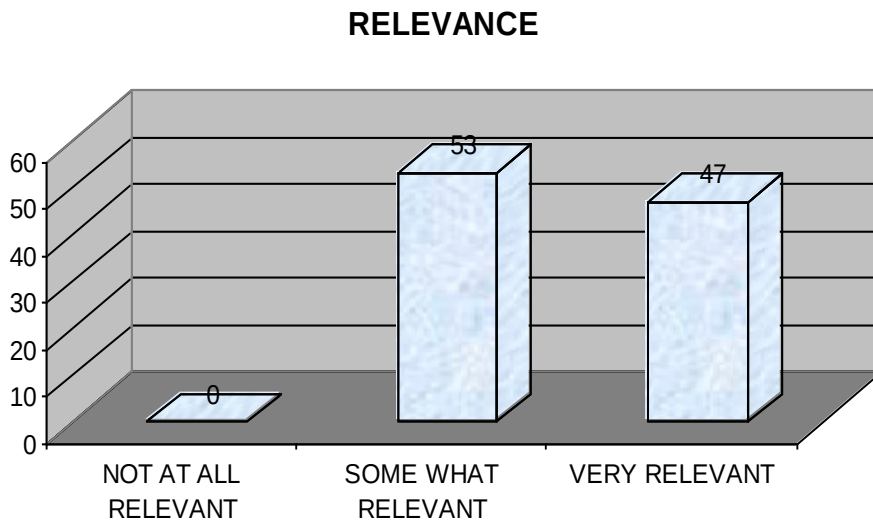


Figure 13: RELEVANCE OF TRAINING PROGRAM

4.15 MEETING OBJECTIVES

Table 14: MEETING OBJECTIVES

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
STRONGLY DISAGREE	0	0
DISAGREE	0	0
NEUTRAL	22	22
AGREE	44	44
STRONGLY AGREE	34	34

INTERPRETATION:

Out of 100 employees,

- None of the employees strongly disagree that the course did not meet the objectives.
- None of the employees disagree that the course did not meet the objectives
- **22%** of the employees neither disagree nor agree that the course met the objectives
- **44%** of the employees agree that the course met the objectives
- **34%** of the employees strongly agree that the course met the objectives

INFERENCE:

It is inferred that **44%** of the employees agree that the course met the objectives

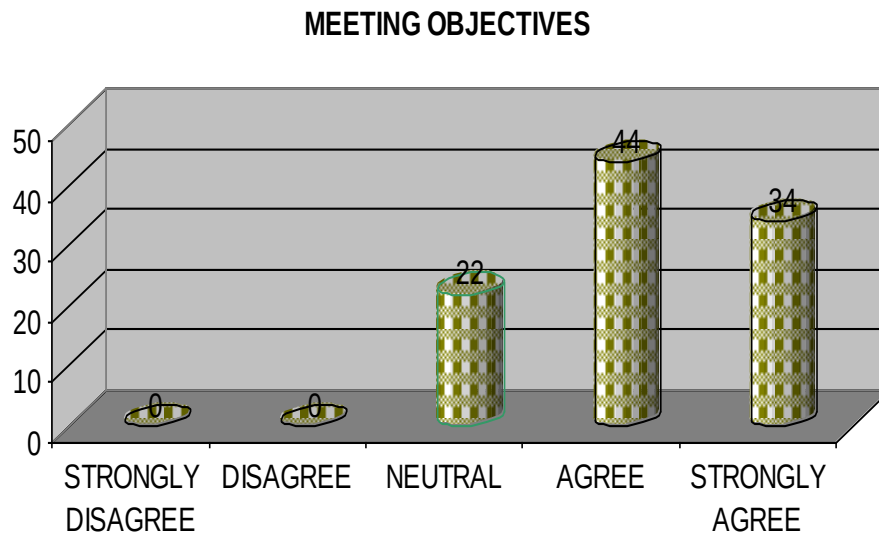


Figure 14: MEETING OBJECTIVES

4.16 RECOMMENDATION OF TRAINING PROGRAM

Table 15: RECOMMENDATION OF TRAINING PROGRAM

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
YES	97	97
NO	3	3

INTERPRETATION:

Out of the 100 employees,

- **97 %** of the employees recommended that the training program should be provided to others.

- **3%** of the employees disagree that the training program should be provided to others.

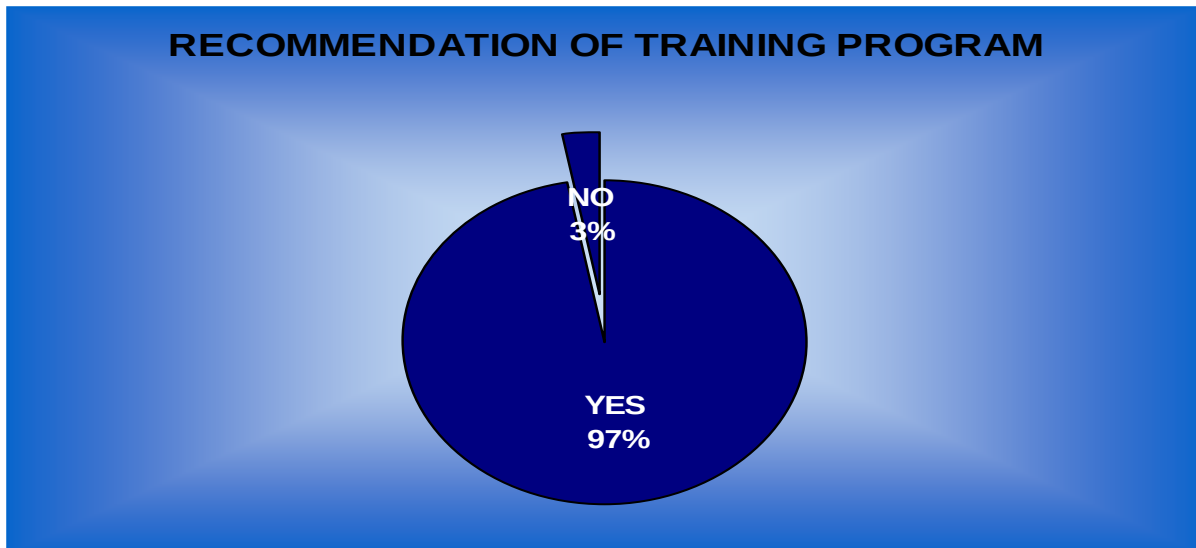


Figure 15: RECOMMENDATION OF TRAINING PROGRAM

4.17 OVERALL VALUE OF TRAINING SESSION

Table 16: OVERALL VALUE OF TRAINING SESSION

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
NO VALUE	0	0
LITTLE VALUE	0	0

SOMEWHAT VALUE	41	41
VERY VALUABLE	23	23
EXTREMELY VALUE	36	36

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the session has no value.
- None of the employees responded that the session has little value.
- **41%** of the employees responded that the session is somewhat valuable.
- **23%** of the employees responded that the session was very valuable.
- **36%** of the employees responded that the session was extremely value.

INFERENCE:

It is inferred that **41%** of the employees responded that the session is somewhat valuable.

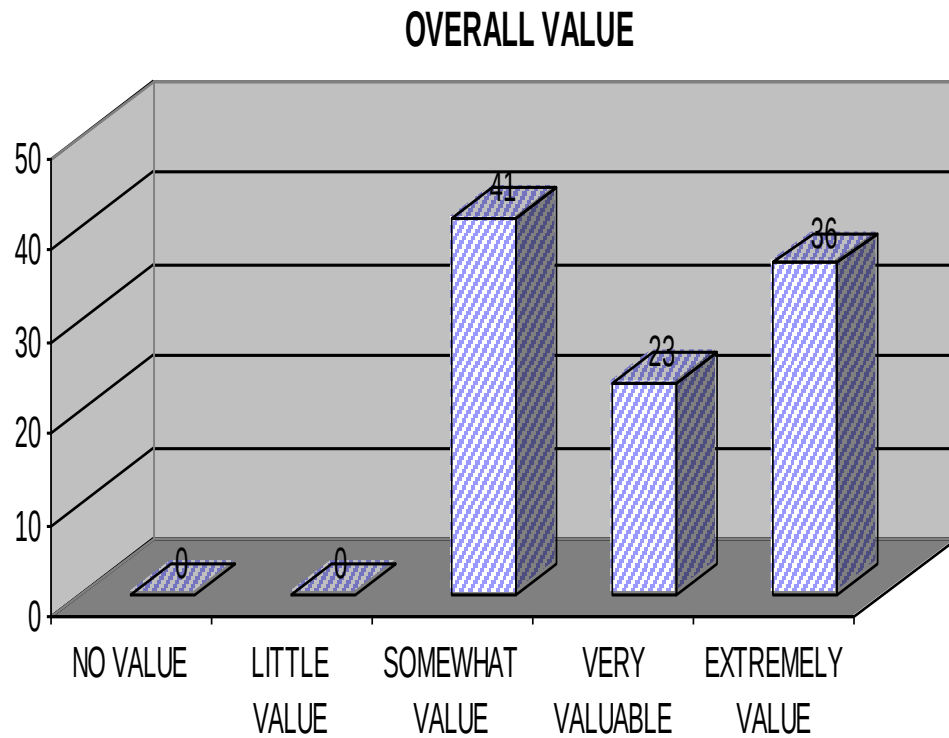


Figure 16: OVERALL VALUE OF TRAINING SESSION

4.18 GENDER OF EMPLOYEES

Table 17: GENDER OF EMPLOYEES

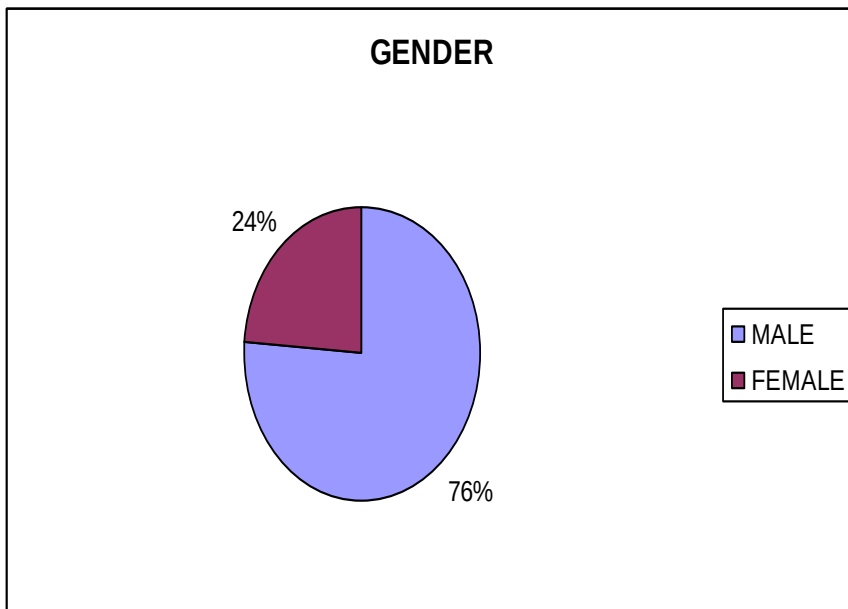
CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
MALE	76	76
FEMALE	24	24

INFERENCE:

Out of the 100 employees,

- **76%** of the respondents were male.
- **24%** of the respondents were female.

Figure 17: GENDER OF EMPLOYEES



4.19 EXPERIENCE OF EMPLOYEES

Table 18: EXPERIENCE OF EMPLOYEES

INTERPRETATION:

Out of the 100 employees,

- **25%** of the respondents are having less than one year of experience
- **35%** of the respondents are having 1 – 2 years of experience
- **29%** of the respondents are having 2 – 4 years of experience
- **10%** of the respondents are having 4 – 6 years of experience
- **1%** of the respondents are having above 6 years of experience.

INFERENCE:

It is inferred from the study that **35%** of the respondents are having 1 – 2 years of experience in POLY SEALS.

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
< 1 YEAR	25	25
1-2 YEAR	35	35
2-4 YEAR	29	29
4-6 YEAR	10	10
> 6 YEARS	1	1

EXPERIENCE OF EMPLOYEES

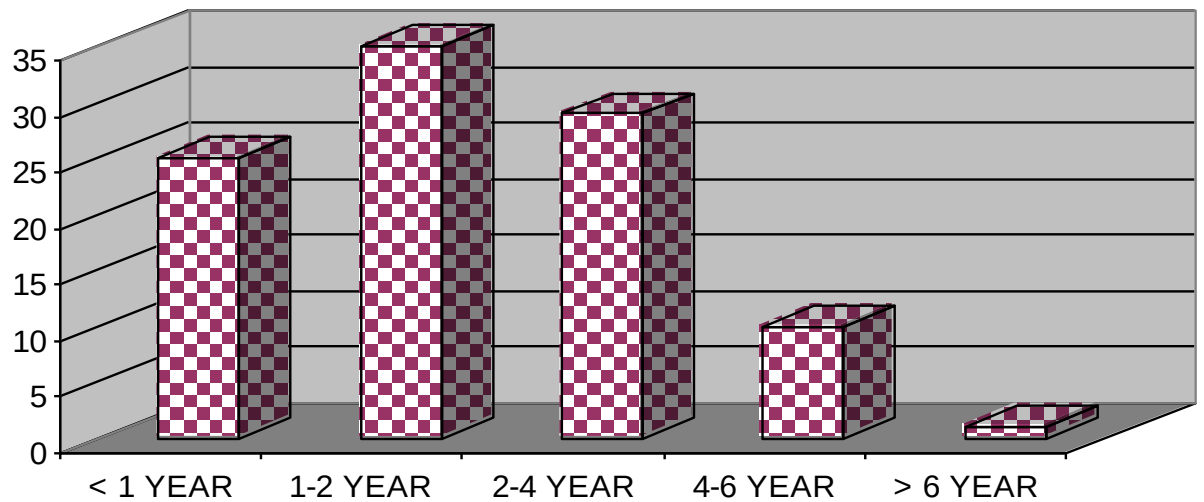


Figure 18: EXPERIENCE OF EMPLOYEES

4.20 TRAINING PROGRAMS ATTENDED BY EMPLOYEES

Table 19: TRAINING PROGRAMS ATTENDED BY EMPLOYEES

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
< 2	17	17
2 – 4	13	13
4 – 8	37	37
8 – 12	23	23
>12	10	10

INTERPRETATION:

Out of the 100 employees,

- **17%** of the employees responded that they have attended 1-2 training programs.
- **13%** of the employees responded that they have attended 2-4 training programs.
- **37%** of the employees responded that they have attended 4-8 training programs.
- **23%** of the employees responded they have attended 8-12 training programs.
- **10%** of the employees responded that they have attended more than 12 training programs.

INFERENCE:

It is inferred that **37%** of the employees responded that they have attended 4-8 training programs so far.

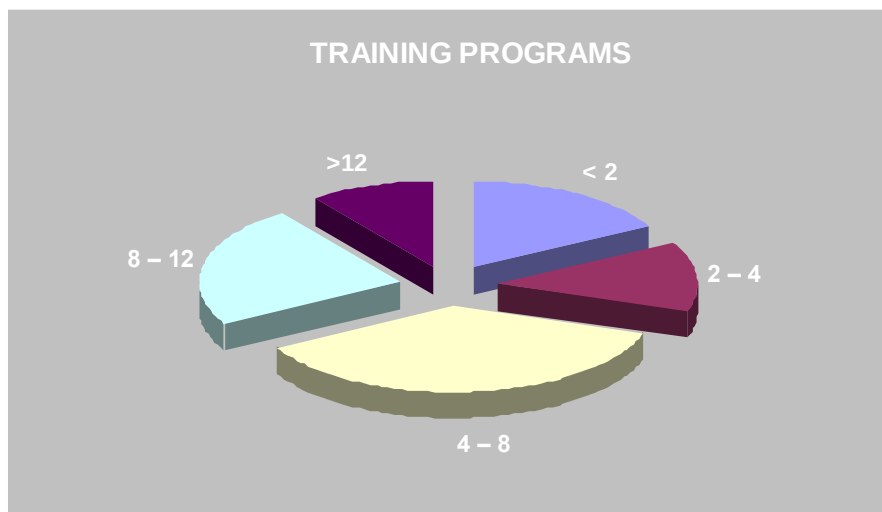


Figure 19: TRAINING PROGRAMS ATTENDED BY EMPLOYEES

4.21 TRAINING SATISFACTION

Table 20: TRAINING SATISFACTION

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
STRONGLY DISAGREE	0	0
DISAGREE	0	0
NEUTRAL	4	4
AGREE	75	75
STRONGLY AGREE	21	21

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that they are dissatisfied with training programs provided by the company.
- **4%** of the employees neither agree nor disagree that they are satisfied with the training programs provided by the company.
- **75%** of the employees agree that they are satisfied with the training programs provided by the company.
- **21%** of the employees strongly agree that they are satisfied with the training programs provided by the company.

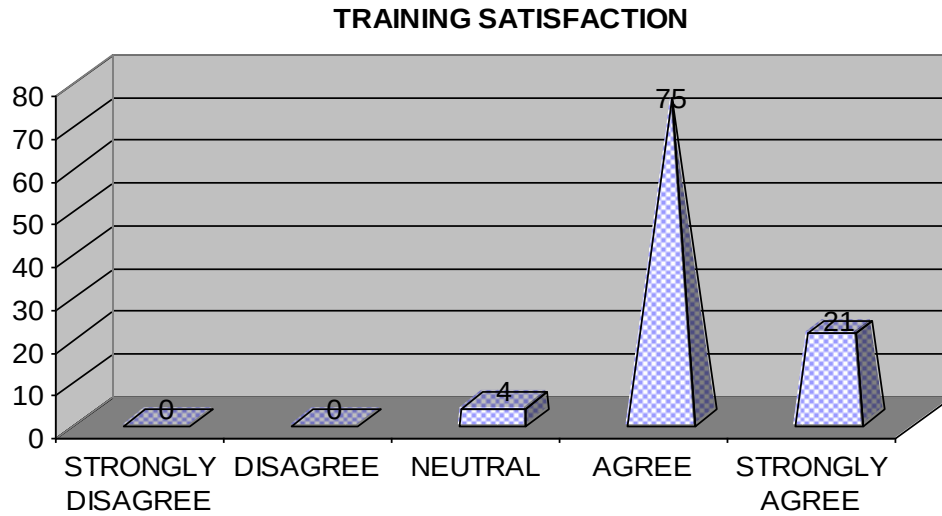


Figure 20: TRAINING SATISFACTION

INFERENCE:

It is inferred that **75%** of the employees agree that they are satisfied with the training programs provided by the company

4.22 EMPLOYEES OPINION TOWARDS FACULTY

Table 21: EMPLOYEES OPINION TOWARDS FACULTY

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	3	3
GOOD	44	44

VERY GOOD	37	37
EXCELLENT	16	16

INTERPRETATION:

Out of the 100 employees,

- None of the employees responded that the faculty is poor.
- **3%** of the employees responded that the faculty is satisfactory.
- **44%** of the employees responded that the faculty is good.
- **37%** of the employees responded that the faculty is very good.
- **16%** of the employees responded that the faculty is excellent.

INFERENCE:

It is inferred that **44%** of the employees responded that the faculty is good.

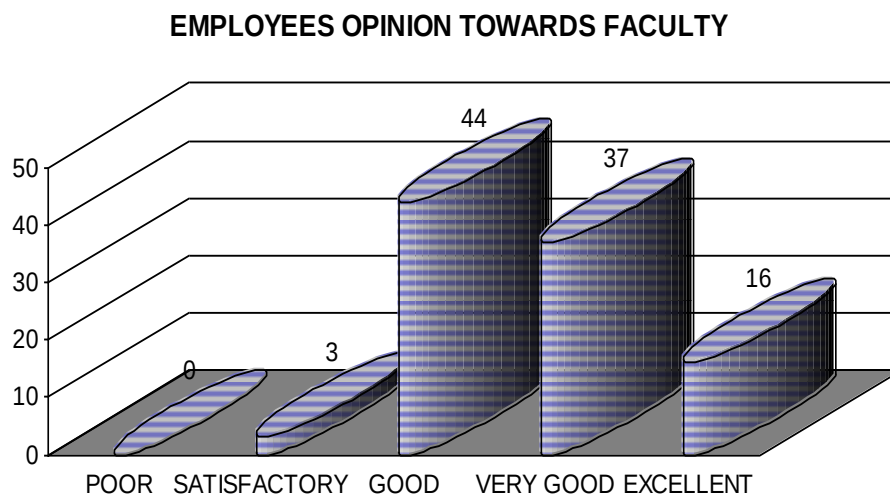


Figure 21: EMPLOYEES OPINION TOWARDS FACULTY

4.23 MODIFICATION OF TRAINING PROGRAM

Table 22: MODIFICATION OF TRAINING PROGRAM

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
STRONGLY DISAGREE	54	54
DISAGREE	42	42
NEUTRAL	4	4
AGREE	0	0
STRONGLY DISAGREE	0	0

INTERPRETATION:

Out of the 100 employees,

- **54%** of the employees strongly disagree with the modification of the training programs.
- **42%** of the employees disagree with the modification of the training programs.
- **4%** of the employees were neutral with the modification of the training programs.
- None of the employees agree with the modification of the training programs.
- None of the employees strongly agree with the modification of the training programs.

INFERENCE:

It is inferred that **54%** of the employees strongly disagree with the modification of the training programs.

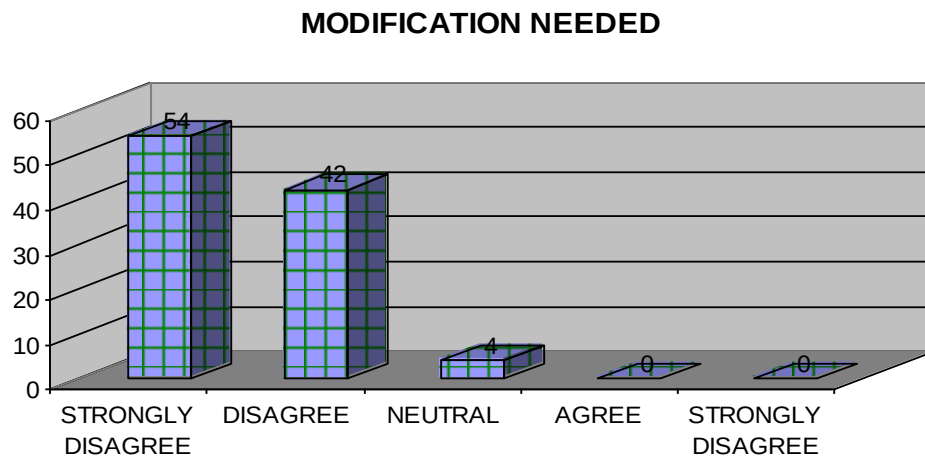


Figure 22: MODIFICATION OF TRAINING PROGRAM

4.24 CHISQUARE ANALYSIS

To test the hypothesis that there is any relationship between training relevance & value

The following data were collected at HCL Technologies. The questionnaire was circulated to 100 employees and the following results were obtained.

Table 23: CHISQUARE ANALYSIS

TRAINING RELEVANCE VALUE OF SESSION	SOMEWHAT RELEVANCE	VERY RELEVANT	TOTAL
LITTLE VALUE	7	5	12
SOMEWHAT VALUE	33	11	44

EXTREMELY VALUE	11	44	44
TOTAL	51	49	100

Solution:

Null hypothesis: $H_0 : \mu = 0$

i.e., There is no relationship between relevance and value of training program.

Alternate hypothesis $H_A : \mu \neq 0$

i.e., There is relationship between relevance and value of training program.

Applying χ^2 test,

$$\text{Expected (AB)} = [(A) * (B)] / N$$

where A is denoted by Training Relevance

B is denoted by Overall value

$$\text{For 7} = [51 * 12] / 100 = 6.12$$

The table of expected frequencies will be as follows:

\

Table 24: CHISQUARE ANALYSIS - Expected Frequencies

TRAINING PROGRAM	SOMEWHAT RELEVANT	VERY RELEVANT	TOTAL
LITTLE VALUE	6.12	5.88	12
SOMEWHATVALUE	22.44	21.56	44
EXTREMELYVALUE	22.44	21.56	44
TOTAL	51	49	100

Calculation:

O	E	(O-E)²	(O-E)²/E
7	6.12	0.7744	0.1265
5	5.88	0.7744	0.1317
33	22.44	111.51	4.9692
11	21.56	111.51	5.1721
11	22.44	130.87	5.8320
33	21.56	130.87	6.0700
		$\Sigma(O - E)^2 / E$	22.3015

$$\Sigma(O - E)^2 / E = 22.3015$$

$$v = (r-1) (c-1)$$

$$= (2-1) (3-1)$$

$$= (1) (2)$$

$$= 2$$

For $v = 2$, $\chi^2_{0.05} = 5.9914$

Result:

Since the calculated value 22.3015 is higher than the table value **5.99147**, ($\chi^2 > \chi^2_{\infty}$), we reject the null hypothesis and the alternate hypothesis is accepted. Therefore, we may conclude that there is a relationship between relevance & over all value of the training

CHAPTER V

FINDINGS SUGGESTIONS & CONCLUSION

5.1 FINDINGS

Pre course briefing

- It is inferred from the study that **43%** of the employees responded that the objective of the training program is very good.
- The study revealed that **44%** of the employees responded that the course comprehended by the trainer is very good.
- It is vividly clear from the study that the **60%** of the employees responded that the course related to job is good.

Course

- It is inferred from the study that **51%** of the employees responded that the exercise is very good.
- The study revealed that **48%** of the employees responded that the program structure of the training program is very good.
- It is vividly clear from the study that **38%** of the employees responded that the quality of the material is excellent.
- It is inferred from the study that **51%** of the employees responded that the coverage as per agenda provided by the trainer is good.

Trainer

- The study revealed that **50%** of the employees responded that the presentation style of the trainer is excellent.
- It is vividly clear from the study that **52%** of the employees responded that the trainer is excellent at keeping everyone interested in the topics.
- It is inferred from the study that the **49%** of the employees responded that the encouragement and participation of the trainer is very good.
- The study revealed that **50%** of the employees responded that the teaching & understanding concepts provided by the trainer is good.

- It is vividly clear from the study that **53%** of the employees responded that the trainer's ability to control time is satisfactory.
- It is inferred from the study that **45%** of the employees responded that they are strongly satisfied with the facility provided during the training program.
- The study revealed that **53%** of the employees responded that the training program is some what relevant to their work.
- It is vividly clear from the study that **44%** of the employees agree that the course met the objectives
- It is inferred from the study that **95 %** of the employees recommended that the training program should be provided to others.
- The study revealed that **41%** of the employees responded that the session is somewhat valuable.
- It is vividly clear from the study that **75%** of the employees agree that they are satisfied with the training programs provided by the company
- It is inferred from the study that **44%** of the employees responded that the faculty is good
- The study revealed that **54%** of the employees strongly disagree with the modification of the training programs.
- By Chi-Square analysis, we can infer that there is a relationship between relevance of the training program & it's over all value.

5.2 SUGGESTIONS

Based on the study conducted titled "A study on Training Evaluation in Poly seals manufacturing, Coimbatore", the following suggestions were given to improve the evaluation process and training program.

- Based on the inference, it is suggested that the trainer should try to complete all the topics as per agenda according to the time schedule.

- It is recommended that the organization could follow Kirk-Patrick approach to evaluate the training process.
- The organization should conduct evaluation at all the levels i.e., Behavior level & Result level evaluation in order to find the benefits incurred due to training program.

5.3 CONCLUSION

Evaluation of a training program determines whether a training program has accomplished its objective or not. It helps to identify the strength and weakness of a training program. It is used to find the cost-benefit ratio of a training program. It is an attempt to gain information on the effects of a training program and to assess the value of training. Hence training evaluation is necessary for all the organizations which are conducting training program.

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ANNEXURE – QUESTIONNAIRE

QUESTIONNAIRE

- 1) NAME
- 2) AGE
- 3) GENDER { a) Male b) Female}
- 4) How long you are associated with poly seals company?
a) Less than 1 Year b) 1 Years c) 2-5 Years d) more than 5 years
- 5) How many training programs have you attended so far?
a) One b) 3-5 c) More than 5 d) 10

6) Are you satisfied with the training programs provided to you?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

7) Rate the faculty of the programs that you attended?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

8) Should the training programs of the company be modified?

(i) Yes (ii) No

9) In the development of your understanding and skills, please comment on the usefulness of the training methods:

10) what are the learning objectives of the course ?

11) why you were on the course?

12) How the course related to your job

13) was the training is challenging and relevant?

(i) Yes (ii) No

14) What's the Program structure like?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

15) what's the Quality of Material and Exercise?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

16) Is it Coverage as per Agenda?

(i) Yes (ii) No

17) How was is it the Presentation style & Communication skills?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

18) Is it the trainer was good at keeping everyone interested in the topics?

☐Yes ☐No

19) Did the trainer encourage the questions and participation from the trainees?

☐Yes ☐No

20) How do you rate the administrative arrangements, infrastructural facilities and hospitality provided during the training program?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

21) Was the trainer made sure everyone understood the concepts before moving on to the next topic?

☐Yes ☐No

22) How relevance was the content of the training program to your work?

☐Not at all relevant ☐Some what relevant ☐Very relevant

23) Did the COURSE MET THE STATED TOPICS AND OBJECTIVES?

24) ☐Yes ☐No

25) Would you recommend this training session to others?

26) ☐Yes ☐No

27) Specify two best things about this course:

28) Any suggestions where you feel this training program could be improved:

29) HOW WOULD YOU RATE THE OVERALL VALUE OF THIS SESSION TO YOU?

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

ANNEXURE 2 -ARTICLE

A STUDY ON TRAINING EVALUATION IN POLY SEALS, COIMBATORE

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ABSTRACT

A profound training program is a bridge that helps Organization employees to enhance and develop their skill sets and perform better in their task. It actually helps in meeting the gap between skills possess and required to perform the job. Training is an important investment in terms of time, energy and money by Organization for the upliftment of the employee's so that they can meet the challenges of global competition. Therefore, it become very essential for an Organization to know whether their investment is being spent effectively or not, this requires continuous evaluation of training interventions. Evaluation of training intervention means valuation of the impact of training on participants.

This is descriptive paper comes under the category of general review of various evaluation models. Finally in conclusive remark paper suggests the most widely use training evaluation model in present scenario.

INTRODUCTION

Training is vital for the growth of organizations. Thus, they irrespective of their size, structure and industry have to give due importance to training. The concept of training refers to a process, which is planned to facilitate learning so that people can become more effective in carrying various aspects of their work.

REVIEW OF LITERATURE

1) Bella Ya Hui Lien, Richard Yu Yuan Hung and Gary

N. McLean on the title of Training evaluation based on cases of Taiwanese benchmarked high-tech companies

suggested that Although the influence of workplace practices and employees' experiences with training effectiveness has received considerable attention, less is known of the influence of workplace practices on training evaluation methods. The purposes of this study were to: (1) explore and understand the training evaluation methods used by seven Taiwanese companies benchmarked for their excellence; and (2) compare Kirkpatrick's and Swanson's training evaluation models with practices used by the benchmarked Taiwanese organizations from a cross-cultural perspective. Five themes emerged from in-depth interviews, extending our understanding of training evaluation in the benchmarked Taiwanese organizations.

2) Cyril Kirwan and David Birchall on the topic of

Transfer of learning from management development program: testing the Holton model Transfer of learning from management development program has been described as the effective and SA program. It is a very important issue for organizations today, given the large amounts of investment in these program and the small amounts of that investment that actually translates into an improved individual and organizational performance. This paper describes the testing of the Holton model of learning transfer and suggests amendments to the model where appropriate. A sample of participants on a management development program within the Irish health service completed the Learning Transfer System Inventory based on the Holton model. The data obtained were analyzed using multiple regression and partial correlation techniques. Results indicate that the model does adequately represent the effects of its factors, although a slightly revised model is presented. Important relationships between factors are identified, and the central role of the learners' personal capacity for transfer (hitherto unreported in the literature) and their motivation to transfer in facilitating transfer is highlighted. In practical terms, the tested model can be used as a diagnostic tool by identifying

individual, training design and work environment transfer issues in need of attention and by developing strategies to deal with them. It can also be used as a framework for the evaluation of training and development interventions, examining factors outside the traditional range of most training evaluation efforts and providing a more complete picture of the success or otherwise of that intervention.

3) Doo H. Lim & Scott D. Johnson on the topic of Trainee perceptions of factors that influence learning transfer, The focus of the study was to assess learning transfer made by HRD professionals from a Korean organization for a training program on performance improvement technologies. Results revealed multiple reasons for high or low transfer and provide insights into the design of highly transferable training programs.

4) Holly M. Hutchins and Lisa A. Burke on the topic of Identifying trainers' knowledge of training transfer research findings – closing the gap between research and practice

Training professionals were surveyed concerning their knowledge of transfer of training research. Survey items were developed from an integrative literature review based on empirical findings of factors that directly or indirectly (through learning) influence training transfer. Survey results suggest that training professionals are in agreement with empirical transfer findings in the areas of training design and the work environment, but differ in their agreement of how individual differences impact transfer success and of relevant transfer evaluation findings. Training professionals were more familiar with academic transfer research when they occupied higher job positions within their organization, held a training certification and had a college degree. The results of our study and the implications for addressing the research-to-practice gap among training professionals are also discussed

Robert Blomberg on the topic of Cost-Benefit Analysis of Employee Training: A Literature Review, This article reviews current literature related to cost-benefit analysis of employee training programs. After a conceptual stage is set

and the meaning of terms is clarified, methodologies for measuring costs and benefits, and problems related to this process are discussed. Primary and secondary beneficiaries of training are identified. The need for distributional assignments of costs as a function of benefit is described. Following the identification of problems inherent in cost-benefit research, concluding comments focus on the need for practical applications of cost-benefit research.

George M. Alliger, Elizabeth A. Jana on the topic of Kirkpatrick's Levels Of Training Criteria: Thirty Years Later Kirkpatrick's model (1959a, 1959b, 1960a, 1960b) of training evaluation criteria has had widespread and enduring popularity. This model proposed four "levels" of training evaluation criteria: reactions, learning, behavior, and results. Three problematic assumptions of the model may be identified: (1) The levels are arranged in ascending order of information provided. (2) The levels are causally linked. (3) The levels are positively intercorrelated. This article examines the validity of these assumptions, the frequency of each level in published evaluation studies, correlations from the literature in regard to Assumptions 2 and 3, and implications for the researcher and training manager.

Raquel Velada , António Caetano, John W. Michel on the topic of The effects of training design, individual characteristics and work environment on transfer of training, This study aims to gain insight into some of the factors that determine the transfer of training to the work context. The present research examined the relationship between three types of predictors on transfer of training, including training design, individual characteristics and work environment. Data was collected at two points in time from 182 employees in a large grocery organization. The results indicated that transfer design, performance self-efficacy, training retention and performance feedback were significantly related to transfer of training. Contrary to expectation, supervisory support was not significantly

related to transfer of training. These results suggest that in order to enhance transfer of training, organizations should design training that gives trainees the ability to transfer learning, reinforces the trainee's beliefs in their ability to transfer, ensures the training content is retained over time and provides appropriate feedback regarding employee job performance following training activities.

OBJECTIVES OF THE STUDY

To study the employees' opinion about the training materials and courses.

To study the employees' opinion towards the trainer

To study the employees' opinion towards the facility provided during the training program.

To find out the employees' satisfaction about the training program

RESEARCH METHODOLOGY

3.1 Research Design:

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

It is conceived with decision regarding what, where, when, how much, by what means covering and inquiring or a research study constitutes a research design.

Research design is needed because it facilitates the smooth sailing of the research

operation, thereby making research as efficient as possible yielding, most information with minimal expenditure of effort time and money. The researcher has used **descriptive research** and **hypothesis** for testing research design

Descriptive researches are those studies that are concerned with the characteristics of a particular individual or a group. It has chosen to make an investigation with specific prediction of characteristics and attitudes of the employees.

Hypothesis testing researches are those studies where the researcher tests the hypotheses of casual relationships between variables.

TABLE 2

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	3	3
GOOD	41	41
VERY GOOD	44	44
EXCELLENT	12	12

DATA ANALYSIS

TABLE 1

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	1	1
GOOD	39	39
VERY GOOD	43	43
EXCELLENT	17	17

FIG 1

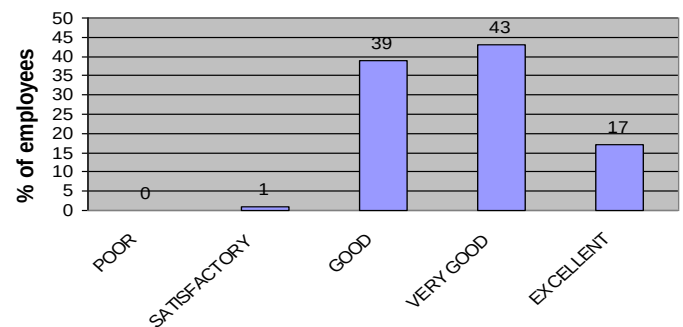


FIG 2

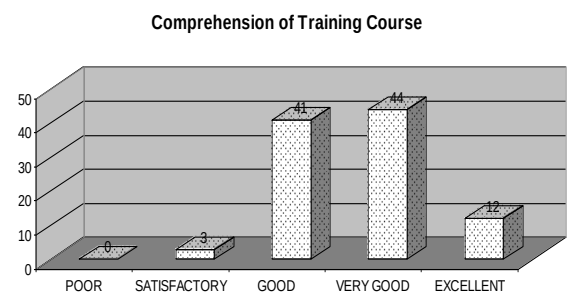


TABLE 3

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	3	3
GOOD	27	27
VERY GOOD	51	51
EXCELLENT	19	19

FIG 3



TABLE 4

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	5	5
GOOD	60	60
VERY GOOD	29	29
EXCELLENT	6	6

FIG-4

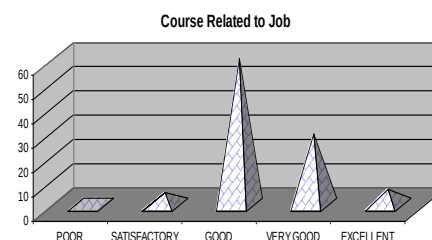


TABLE 5

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	5	5
GOOD	40	40
VERY GOOD	48	48
EXCELLENT	7	7

FIG 5

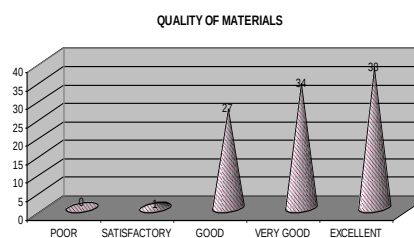
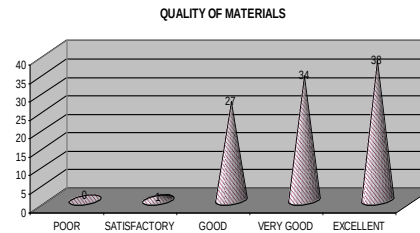


TABLE 6

CATEGORY	NUMBER OF EMPLOYEES	PERCENTAGE
POOR	0	0
SATISFACTORY	1	1
GOOD	27	27
VERY GOOD	34	34
EXCELLENT	38	38

FIG 6



OUT PUT

CHI SQUARE TEST

To test the hypothesis that there is any relationship between training relevance & value
The following data were collected at POLY SEALS. The questionnaire was circulated to 100 employees and the following results were obtained.

Null hypothesis: $H_0 : \mu = 0$

i.e., There is no relationship between relevance and value of training program.

Alternate hypothesis $H_A : \mu \neq 0$

i.e., There is relationship between relevance and value of training program.

Applying χ^2 test,

$$\text{Expected (AB)} = [(A) * (B)] / N$$

CHI SQUAR

where A is denoted by Training Relevance

B is denoted by Overall value

$$\text{For } 7 = [51 * 12] / 100 = 6.12$$

The table of expected frequencies will be as follows:

TRAINING PROGRAM	SOMEWHAT RELEVANT	VERY RELEVANT	TOTAL
LITTLE VALUE	6.12	5.88	12
SOMEWHAT VALUE	22.44	21.56	44
EXTREME VALUE	22.44	21.56	44
TOTAL	51	49	100

CALCULATION:

O	E	(O-E) ²	(O-E) ² /E
7	6.12	0.7744	0.1265
5	5.88	0.7744	0.1317
33	22.44	111.51	4.9692
11	21.56	111.51	5.1721
11	22.44	130.87	5.8320
33	21.56	130.87	6.0700
		$\Sigma(O - E)^2 /$ E	22.3015

$$\Sigma(O - E)^2 / E = 22.3015$$

$$v = (r-1) (c-1)$$

$$= (2-1) (3-1)$$

$$= (1) (2)$$

$$= 2$$

$$\text{For } v = 2, \chi^2_{0.05} = 5.9914$$

Result:

Since the calculated value 22.3015 is higher than the table value 5.99147, ($\chi^2 > \chi^2_{\alpha}$), we reject the null hypothesis and the alternate hypothesis is accepted. Therefore, we may conclude that there is a relationship between relevance & over all value of the training program.

FINDINGS

- It is inferred from the study that **43%** of the employees responded that the objective of the training program is very good.
- The study revealed that **44%** of the employees responded that the course comprehended by the trainer is very good.

- It is vividly clear from the study that the **60%** of the employees responded that the course related to job is good.
- It is inferred from the study that **51%** of the employees responded that the exercise is very good.
- The study revealed that **48%** of the employees responded that the program structure of the training program is very good.
- It is vividly clear from the study that **38%** of the employees responded that the quality of the material is excellent.
- It is inferred from the study that **51%** of the employees responded that the coverage as per agenda provided by the trainer is good.
- The study revealed that **50%** of the employees responded that the presentation style of the trainer is excellent.
- It is vividly clear from the study that **52%** of the employees responded that the trainer is excellent at keeping everyone interested in the topics.
- It is inferred from the study that the **49%** of the employees responded that the encouragement and participation of the trainer is very good.
- The study revealed that **50%** of the employees responded that the teaching & understanding concepts provided by the trainer is good.
- It is vividly clear from the study that **53%** of the employees responded that the trainer's ability to control time is satisfactory.
- It is inferred from the study that **45%** of the employees responded that they are strongly satisfied with the facility provided during the training program.
- The study revealed that **53%** of the employees responded that the training program is some what relevant to their work.

- It is vividly clear from the study that **44%** of the employees agree that the course met the objectives
- It is inferred from the study that **95 %** of the employees recommended that the training program should be provided to others.
- The study revealed that **41%** of the employees responded that the session is somewhat valuable.
- It is vividly clear from the study that **75%** of the employees agree that they are satisfied with the training programs provided by the company
- It is inferred from the study that **44%** of the employees responded that the faculty is good
- The study revealed that **54%** of the employees strongly disagree with the modification of the training programs.
- By Chi-Square analysis, we can infer that there is a relationship between relevance of the training program & it's over all value.

SUGGESTIONS

Based on the study conducted titled “A study on Training Evaluation in HCL Technologies Limited, Chennai”, the following suggestions were given to improve the evaluation process and training program.

- Based on the inference, it is suggested that the trainer should try to complete all the topics as per agenda according to the time schedule.
- It is recommended that the organization could follow Kirk-Patrick approach to evaluate the training process.
- The organization should conduct evaluation at all the levels i.e., Behavior level & Result level evaluation in order to find the benefits incurred due to training program.

CONCLUSION

Evaluation of a training program determines whether a training program has accomplished its objective or not. It helps to identify the strength and weakness of a training program. It is used to find the cost-benefit ratio of a training program. It is an attempt to gain information on the effects of a training program and to assess the value of training. Hence training evaluation is necessary for all the organizations which are conducting training program.

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