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### A Fact-finding on Capability of Employees' Productivity after Training Practices in Automobile Companies with Reference to Chennai City

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**Abstract:** The fact finding on employees' productivity after the training practices has been carried out to measure the capability of the employee in automobile manufacturing companies considering the factors, which influences and to suggest the company to improve and manage the strength of training practices programs for the employees in the organization. The information needed for the research had been gathered from both primary and secondary data. The report is equipped with various content and chapters. These chapters consist of need, scope, objectives and limitations of the study, research methodology, findings and suggestions. The sample size is chosen as 700. Convenient sampling is used and descriptive research is adopted. The core part of the study lies in the analysis and interpretation. The data was collected through questionnaire. Statistical tools like percentage analysis, chi-square, ANOVAs and weighted average are used to find the effectiveness of training practices of employees. The major factors that lead to stress are overload, heavy noise, changes in technology, family problems etc.

**Keyword:** Capability, training practices, levels of training, measures of training practices and employees productivity.

#### INTRODUCTION

On examining training practices expose a survey on the training in a perfect manner, the opinion should be appropriate for workers and the situation. The training evaluation and changes in workforce depart more skills and knowledge required for the job or organization or qualification. Effective training practices to the workers must also consider: individual potential (natural abilities often hidden or suppressed); individual learning styles; and whole person development (life skills, in other words). Where training seeks to develop people rather than merely being focused on a specific qualification or skill, the capability must be approached on a more adjustable and individual basis in the methods of design, delivery and testing. These principles apply to train and develop young people too, which interestingly provides some useful lessons for workplace training, development and evaluation.

## **OBJECTIVES**

1. To evaluate the capability of training in overall development of employees in companies
2. To measure the growth and skill of pre and post training practices
3. To determine the employee's level of improvement towards various factors
4. To identify the results of training practices provided.

## **STATEMENT OF THE PROBLEM**

Recently, many feedbacks and survey reports are used in testing the evaluation of training practices of an employee which initially appear reassuring, suggesting that many trainers/organizations use training evaluation extensively, when more specific and penetrating questions are asked, it is often the case that many professional trainers and training departments are found to use only reactionaries on general vague feedback forms. Therefore, the organization acquires improved performance level in employees and able to avoid wasteful spending by having better trained and developed employees in the organization (Rao, 2010). Trained employee benefits of acquiring new knowledge and skills that allows them to perform their jobs better. Research shows that training has positive effects on employees job behaviour and job performance (Saks, 2000). In addition to that workers also develop greater confidence and self-efficient in their ability to perform their job feels belonging and seeks out opportunity to fully exploit their new skills and abilities.

## **REVIEW OF LITERATURE**

According to Dr. Saraju Prasad (2016)<sup>[1]</sup>, Training practices of employees is critical in organizations in this era of competition due to the fact that organizations need to survive, grow and develop. Consequentially, training practices has become an issue of strategic importance. Although many scholars have conducted research on training practices in organizations in both developing and developed economies, it is worth mentioning that most of the research has concentrated on the benefits of training in general. There is however, limited focus on evaluation of training practices in organizations and yet, training practices of employees is critical for the survival and growth of any entity. This study investigates effectiveness of training programme in four key areas like business focus, critical thinking, personal effectiveness and relationship management in retail sector on four categories of employees mostly retail warehouse workers, retail merchandisers, retail sales clerk and retail stocker also studied the extent of development in those four key areas through training.

According to Mariam Mohamed Alghareeb (2016)<sup>[2]</sup>, The need for increased productivity among the employees of Ministry of Education has become widely accepted, which results to the increase in the demand of training practices. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task. This study aims to find out the impact of training practices on employee's productivity in the Ministry of Education in the Kingdom of Bahrain.

The empirical findings of the study demonstrated that training practices are one of the major tools for enhancing the performance of the employees of the Ministry of Education. The training programs provide effective benefits to the Ministry along with its employees as relevant to the amount of cost incurred for it. It was also found that the training helps in assessing the needs that can make the training program and the employees improve all of their weaknesses. The findings also revealed that training also helps to evaluate the areas that need further improvement of training programs.

Steven Hodge (2016)<sup>[3]</sup> explains that, In this period, vocational education systems in 'advanced' economies received especially close attention. It was reasoned that vocational education was well-placed to develop the highly skilled workforces that would be needed in transformed economies but that existing practices were ill-suited to the new conditions. The instrumental picture of vocational education in the minds of policy makers and economists carried with it a set of implications. Foremost was the idea that VET is inherently about addressing the skill requirements of employers and therefore must be designed in such a way as to be permanently attuned to their needs.

The Conscious Competence learning stages theory is also a helpful perspective for learners and teachers. The model helps explain the process of learning to trainers and to learners, and is also helps to refine judgments about competence, since competence is rarely a simple question of 'can or cannot'. The Conscious Competence model particularly provides encouragement to teachers and learners when feelings of frustration arise due to apparent lack of progress. Progress is not always easy to see, but can often be happening nevertheless.

European Vocational Education and Training: A Prerequisite for Mobility, Felix Rauner,<sup>[4]</sup> Journal of European Industrial Training, 2013 has demonstrate that the internationalization of nearly all spheres of society and the process of European integration will be leading to the development of a European vocational education and training (VET) architecture. Design/methodology/approach – The analysis of the "Copenhagen process" is based on the EU documents on the realization of a European Qualifications Framework and a credit transfer system. The result of the study shows that the strategy adopted by the European Union for the establishment of a European area of vocational education is confronted with a dilemma. The European Qualifications Framework is highly abstract since any reference to real educational programmes and qualifications and any concrete provision for the transition and for the transferability between educational levels and was avoided in order to adhere to the anti-harmonization clause. The result is an abstract, one-dimensional qualifications framework that lacks any reference to existing VET systems and that contradicts all scientific insights from VET research and knowledge research.

Practical implications for VET policy are far-reaching. A European area of vocational education can be established only on the basis of European open core occupations and an open VET architecture, which ensures that vocational education becomes an integral part of national educational systems. The qualification of employees for the intermediary sector can be realized only as a European project.

Mapping The Context And Practices Of Training, Development And HRD In European Call Centres<sup>[5]</sup>, Thomas N. Garavan, Jhon P. Wilson, Christine Cross, Ronan Carbery, Journal of European Industrial Training, 2011, is utilizing data from 18 in-depth case studies, this study seeks to explore training, development and human resource development (HRD) practices in European call centers. It aims to argue that the complexity and diversity of training, development and HRD practices is best understood by studying the multi-layered contexts within which call centers operate. Call centers operate as open systems and training, development and HRD practices are influenced by environmental, strategic, organizational and temporal conditions. Design/methodology/approach: The study utilized a range of research methods, including in-depth interviews with multiple stakeholders, documentary analysis and observation. The study was conducted over a two-year period. The results indicate that normative models of HRD are not particularly valuable and that training, development and HRD in call centers is emergent and highly complex. This study represents one of the first studies to investigate training practices and HRD practices and systems in European call centers.

Affective predictors of the effectiveness of training moderated by the cognitive complexity of expected competencies<sup>[6]</sup>, Ronaldo Pilati and Jairo Eduardo Borges-Andrade, 2015, has conducted a research in training, development and education (TD&E) in organizations has produced important results in the last two decades. Evaluation of TD&E has been a special focus of this research, which has resulted in the production of relevant predictive models. The present study has the aim of testing a model of effectiveness of training on work, with the trainee's motivation and satisfaction with training as the antecedent variables and the type of training as a moderator variable. Data collection with 600 participants in a Brazilian bank was conducted with measurement scales before training, at its end and three months later. The data were analysed through structural equation modelling. The results indicate that the motivation of the trainee and satisfaction with training are predictors of its effectiveness on work and that the type of training affects this predictive relationship. The key feature of the type of training was the cognitive complexity of expected competencies.

How To Measure Management Training Practices Effectiveness<sup>[7]</sup>, Garrett J. Endres, Brian H. Klieiner, Journal of European Industrial Training, 2015, MCB UP Ltd. Successfully measuring effectiveness in management training practices can be a difficult task. Design of a valid measurement programme should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioural change and organizational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development programme. Finally, research shows that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development.

### CONCEPTUAL FRAMEWORK

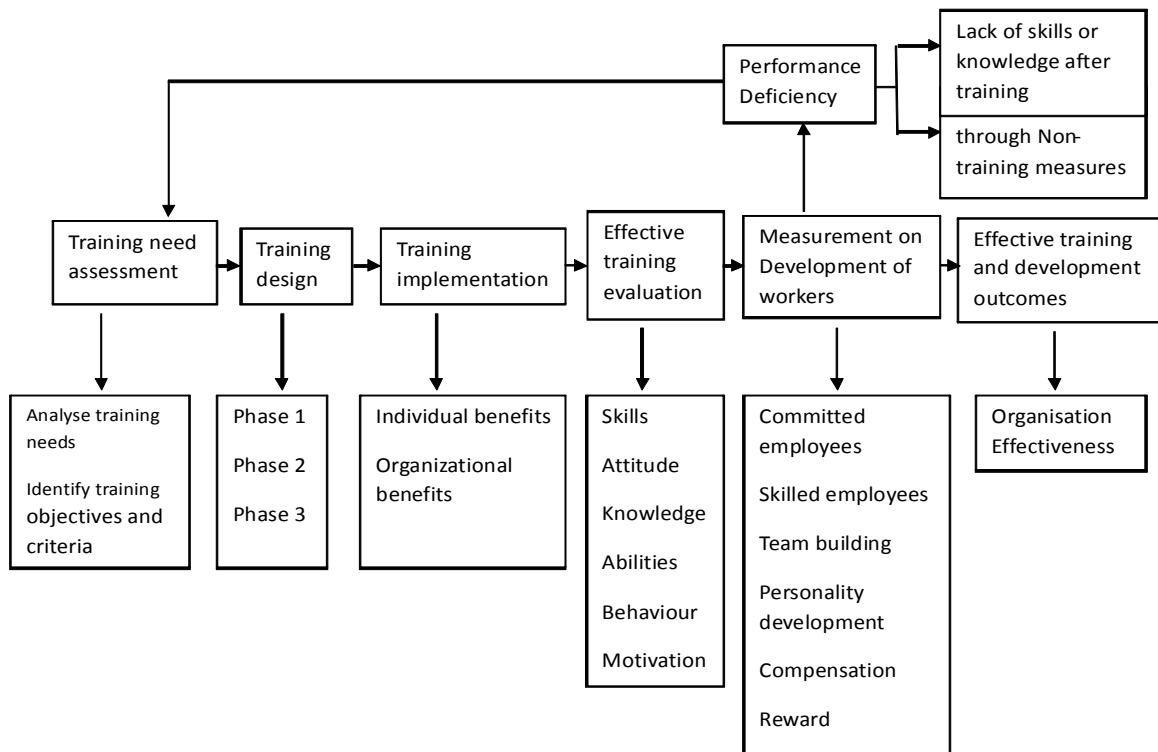


Figure 1: Effectiveness of Training and Development

## RESEARCH QUESTIONS

For effective training practices evaluation, the principal questions should be:

1. To what extent the identified training needs, objectives achieved by the programme?
2. To what extent were the development objectives achieved?
3. What specifically did the employers learn or be usefully reminded of?
4. What commitment have the employers made about after training period they are going to implement on their return to work?

## RESEARCH METHODOLOGY

Research comprises of defining and redefining problem, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, reaching conclusions, testing conclusions to determine whether they fit the formulated hypothesis.

### Sampling Design

A sample design is a finite plan for obtaining a sample from a given population. Convenience sampling is used for this study.

### Universe

The universe chooses for the research study is the workers of automobile industry with reference to Chennai city.

### Sample Size

Number of the sampling units selected from the population is called the size of the sample. Sample of 456 respondents were obtained from the population.

### Sampling Procedure

The procedure adopted in the present study is probability sampling, which is also known as chance sampling. Under this sampling design, every item of the frame has an equal chance of inclusion in the sample.

### Methods of Data Collection

The data's were collected through Primary and secondary sources.

**Primary Sources:** Primary data are in the form of "raw material" to which statistical methods are applied for the purpose of analysis and interpretations. The primary sources are discussion with employees, data's collected through questionnaire.

**Secondary Sources:** Secondary data's are in the form of finished products as they have already been treated statistically in some form or other. The secondary data mainly consists of data and information collected from records, company websites and also discussion with the management of the organization. Secondary data was also collected from journals, magazines and books.

### **Nature of Research**

Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, when and how.

Although the data description is factual, accurate and systematic, the research cannot describe what caused a situation. Thus, descriptive research cannot be used to create a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity.

### **Questionnaire**

A well-defined questionnaire that is used effectively can gather information on both overall performance of the test system as well as information on specific components of the system. A defeated questionnaire was carefully prepared and specially numbered. The questions were arranged in proper order, in accordance with the relevance.

### **Nature of Questions Asked**

The questionnaire consists of open ended, dichotomous, rating and ranking questions.

### **Pre-testing**

A pre-testing of questionnaire was conducted with 10 questionnaires, which were distributed and all of them were collected back as completed questionnaire. On the basis of doubts raised by the respondents the questionnaire was redesigned to its present form.

### **Sample**

A finite subset of population, selected from it with the objective of investigating its properties called a sample. A sample is a representative part of the population. A sample of 456 respondents in total has been randomly selected. The response to various elements under each questions were totaled for the purpose of various statistical testing.

### **Variables of the Study**

The direct variable of the research is the training needs and evaluation after training

Indirect variables are the incentives, interpersonal relations, career development opportunities and performance appraisal system.

### **Presentation of Data**

The data are presented through charts and tables.

### **Data Analysis**

Data analysis is conducted using SPSS V-15. Sample means, standard deviation and N are presented in the analysis chapter for all the variables of the study. The data are screened in order to obtain the variance

between various consumer behavioural aspects. One way analysis of variance, Karl Pearson's co-efficient of correlation, percentage analysis are discussed here.

### **Tools and Techniques for Analysis**

Chi-Square is used to test the hypothesis and draw inferences.

### **T-Test**

T-tests are used in situations where the research wants to compare two statistics. The basic utility of a t-test is that it produces a straight forward easy to interpret results of significance. In this thesis, two tailed t-tests are used after all other analysis is completed only to note the differences of assumed mean and computed mean directly. The basic assumptions for t-tests are one random sampling, independent, measurements, normal distribution and equal variance (Jowncend, 2002). The t-test are further strengthened by the use of the Bonferroni correction test which uses t-tests to perform pair-wise comparison between group means. It controls overall error rate by setting the error rate for each test, to the experiment-wise error rate divided by the total number of tests. Hence, the observed significance level is adjusted and the multiple comparisons are being made (SPSS In. 2001).

### **Non-Parametric Chi-square Analysis**

Chi-square association test is a non-parametric test useful to establish an association between two categorical variables. The frequency dumping in each cell of the cross tabs allows identification of the association between two types heterogeneous groups and also the nature of cases in that particular cell. It also exhibits linear by linear relationship, and crammer's phi-statistics to study the relationship.

### **Tabulation**

**Table 1**  
**Training awareness in automobile industry**

| <i>Automobile industries</i> | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|------------------------------|------------------|----------------|----------------------|---------------------------|
| 1. Hyundai                   | 176              | 38.6           | 38.6                 | 38.6                      |
| 2. Ford                      | 45               | 9.9            | 9.9                  | 48.5                      |
| 3. Royal Enfield             | 149              | 32.7           | 32.7                 | 81.1                      |
| 4. Renault                   | 10               | 2.2            | 2.2                  | 83.3                      |
| 5. Apollo tyres              | 25               | 5.5            | 5.5                  | 88.8                      |
| 6. JK tyres                  | 41               | 9.0            | 9.0                  | 97.8                      |
| 7. Michelin                  | 10               | 2.2            | 2.2                  | 100.0                     |
| Total                        | 456              | 100.0          | 100.0                |                           |

The percentage analysis revealed that Hyundai have 38.6 percent plays highest role towards training awareness followed by 32.7 percent obtain their awareness in Royal Enfield. Only 9.9 percent possessed their awareness on training in Ford. The remaining 18.8 percent of workers are influenced by the various automobile industries.

**Table 2**  
**Training design specification**

| <i>Training design</i>          | <i>Frequency</i> | <i>Percentage</i> |
|---------------------------------|------------------|-------------------|
| Special assignment              | 23               | 5.043             |
| Executive development programme | 59               | 12.938            |
| Mentoring                       | 39               | 8.552             |
| Apprenticeship in other company | 108              | 23.684            |
| On-the-job training             | 56               | 12.28             |
| Job enrichment                  | 32               | 7.017             |
| Training workshop               | 78               | 17.105            |
| Presentation workshop           | 40               | 8.771             |
| Desk study                      | 21               | 4.605             |
| Total                           | 456              | 100.00            |

From the above table it is identified that apprenticeship is the powerful training design to create more awareness among the workers of automobile industries in Chennai city. It is found 17.105 percent of workers are influenced by Training workshop followed by executive development programme and on-the-job training (12 percent) and mentoring & presentation workshop (8 percent) are considered as significant training design. A minimum of other types of training design in combination 17 percent of workers specifically knows about the design.

**Table 3**  
**One-Sample Statistics for measuring development of workers after training**

| <i>Automobile industries</i> | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>Std. Error Mean</i> |
|------------------------------|----------|-------------|-----------------------|------------------------|
| Hyundai                      | 456      | 2.7478      | .93761                | .04391                 |
| Ford                         | 456      | 2.7303      | .91366                | .04279                 |
| Royal Enfield                | 456      | 3.6096      | .98841                | .04629                 |
| Renault                      | 456      | 3.0000      | 1.02496               | .04800                 |
| Apollo tyres                 | 456      | 3.4868      | .99440                | .04657                 |
| JK tyres                     | 456      | 2.9101      | 1.09275               | .05117                 |
| MRF tyres                    | 456      | 3.0548      | 1.15752               | .05421                 |
| Michelin                     | 456      | 2.3947      | 1.12411               | .05264                 |
| Others                       | 456      | 3.9912      | 1.00544               | .04708                 |

From the above parametric table, the mean values indicate Hyundai (mean = 2.75), Ford (mean = 2.73), JK Tyres (mean = 2.91) and Michelin (mean = 2.39) are less than 3. Similarly the mean values of Royal Enfield (mean = 3.61), Renault (mean = 3.00), Apollo (mean = 3.49), MRF Tyres (mean = 3.05) and others (mean = 3.99) are greater than 3. But the negative t-values of Hyundai ( $t = -5.744$ ), JK Tyres ( $t = -1.757$ ). This indicates that the automobile industries in Chennai city, the training programme are conducted regularly in industries like Hyundai and JK Tyres, but moderate awareness on Ford. It is found workers



**Table 4**  
**One Sample Test for development measures towards workers after training**

| <i>Automobile industries</i> | <i>Test Value = 3</i> |              |                        |                        |  |              |
|------------------------------|-----------------------|--------------|------------------------|------------------------|--|--------------|
|                              | <i>T</i>              | <i>df</i>    | <i>Sig. (2-tailed)</i> | <i>Mean Difference</i> | <i>95% Confidence Interval of the Difference</i> |              |
|                              | <i>Lower</i>          | <i>Upper</i> | <i>Lower</i>           | <i>Upper</i>           | <i>Lower</i>                                     | <i>Upper</i> |
| Hyundai                      | -5.744                | 456          | .000                   | -.25219                | -.3385   | -.1659       |
| Ford                         | -6.304                | 456          | .000                   | -.26974                | -.3538   | -.1857       |
| Royal Enfield                | 13.171                | 456          | .000                   | .60965                 | .5187  | .7006        |
| Renault                      | .000                  | 456          | 1.000                  | .00000                 | -.0943   | .0943        |
| Apollo tyres                 | 10.455                | 456          | .000                   | .48684                 | .3953  | .5784        |
| JK tyres                     | -1.757                | 456          | .080                   | -.08991                | -.1905   | .0107        |
| MRF tyres                    | 1.011                 | 456          | .312                   | .05482                 | -.0517   | .1613        |
| Michelin                     | -11.498               | 456          | .000                   | -.60526                | -.7087   | -.5018       |

have moderate awareness on training programmes conducted by Renault (t = 0.000) and MRF Tyres (t = 1.011). The parametric t-values indicate Royal Enfield (t = 13.171), Apollo Tyres (t = 10.455) are more popular in providing training programmes to the workers for their personal development and career development which possess high impact on training need. The research revealed that effective training has been provided to the workers in all aspects.

**Table 5**  
**Levels of training programme in periodical basis**

| <i>Automobile industries</i> | <i>More than 5 years</i> | <i>1-5 years</i> | <i>Recently</i> | <i>Total</i> |
|------------------------------|--------------------------|------------------|-----------------|--------------|
| Hyundai                      | 210(46.1)                | 84(18.4)         | 162(35.05)      | 456(100)     |
| Ford                         | 187(41.0)                | 112(24.6)        | 157(34.4)       | 456(100)     |
| Royal Enfield                | 181(39.7)                | 148(32.5)        | 127(27.9)       | 456(100)     |
| Renault                      | 196(43)                  | 137(30)          | 127(27)         | 456(100)     |
| Apollo tyres                 | 78(17.1)                 | 152(33.3)        | 226(49.6)       | 456(100)     |
| JK tyres                     | 133(29.2)                | 144(31.6)        | 179(39.3)       | 456(100)     |
| MRF tyres                    | 29(6.4)                  | 110(24.1)        | 317(69.5)       | 456(100)     |
| Michelin                     | 280(61.4)                | 72(15.8)         | 104(22.8)       | 456(100)     |

The percentages in the above table revealed that the training programme was conducted in periodical basis and the workers in automobile industry in Chennai city have conducted levels of training in continuous process i.e Michelin (61.4%) for more than 5 years followed by Hyundai (46.1%), Renault (43 percent) and Royal Enfield (39.7%) for more than 5 years. In the years interval 1-5 years Apollo tyres (33.3%) obtained by conducting many training programmes as per their requirement followed by Royal Enfield (32.5%) and JK tyres (31.6%) among the workers in automobile industry in Chennai city. In recent years the percentage

analysis ascertained that the workers are highly aware training programmes in MRF tyres (69.5%) followed by Apollo tyres (49.6%), JK tyres (39.3%) and Hyundai (35.05%). Therefore it is concluded that Michelin has conducted more training programmes to their workers for effective development in their career needs.

**The frequency for the Levels of training programme in periodical basis and measuring the development of the workers after training are presented in the frequency table**

**Table 6**  
**Levels of training to the workers and measuring the development of the workers after training**

| <i>Automobile industries</i> | <i>Chi-square</i> | <i>Significance</i> |
|------------------------------|-------------------|---------------------|
| Hyundai                      | 107.651           | 0.000               |
| Ford                         | 101.519           | 0.315               |
| Royal Enfield                | 132.825           | 0.000               |
| Renault                      | 70.974            | 0.000               |
| Apollo tyres                 | 122.043           | 0.001               |
| JK tyres                     | 132.386           | 0.437               |
| MRF tyres                    | 70.261            | 0.490               |
| Michelin                     | 193.686           | 0.216               |

From the above table it is found that 249 (54.6%) workers possess very high development after training for more than 5 years in auto mobile industry. The chi-square value indicates 107.651 the significant level at 5 percent. Therefore, it can be concluded that the levels of training provided to the workers has improved the development in their skills, abilities, attitude, personality development and also in their career development. The analysis also revealed that the training conducted in automobile industry has created the awareness to the workers which is very well associated in the case of Ford (Chi-square = 101.519), Royal Enfield (Chi-square = 132.825) and Renault (Chi-square = 70.974). The Chi-square analysis of association also ascertained that JK Tyres (Chi-square = 132.386), MRF Tyres (Chi-square = 70.261), Michelin (chi-square = 193.686) and Apollo Tyres (Chi-square = 122.043) awareness level of training are intimately associated with each other. This non-parametric approach profoundly concluded that the training provided to the workers has improved their development in all the aspects of automobile industry and proved that training programme is effectively done to improve their skills and abilities in their future career.

### FINDINGS

The percentage analysis revealed that Hyundai have 38.6 percent plays highest role towards training awareness followed by 32.7 percent obtain their awareness in Royal Enfield. Only 9.9 percent possessed their awareness on training in Ford. The remaining 18.8 percent of workers are influenced by the various automobile industries. The apprenticeship is the powerful training design to create more awareness among the workers of automobile industries in Chennai city. It is found 17.105 percent of workers are influenced by Training workshop followed by executive development programme and on-the-job training (12 percent) and mentoring & presentation workshop (8 percent) are considered as significant training design. A minimum of other types of training design in combination 17 percent of workers specifically knows about the design.

The parametric t-values indicate Royal Enfield ( $t = 13.171$ ), Apollo Tyres ( $t = 10.455$ ) are more popular in providing training programmes to the workers for their personal development and career development which possess high impact on training need. The research revealed that effective training has been provided to the workers in all aspects. The training programme was conducted in periodical basis and the workers in automobile industry in Chennai city have conducted levels of training in continuous process i.e Michelin (61.4%) for more than 5 years followed by Hyundai (46.1%), Renault (43 percent) and Royal Enfield (39.7%) for more than 5 years. In the years interval 1-5 years Apollo tyres (33.3%) obtained by conducting many training programmes as per their requirement followed by Royal Enfield (32.5%) and JK tyres (31.6%) among the workers in automobile industry in Chennai city. In recent years the percentage analysis ascertained that the workers are highly aware training programmes in MRF tyres (69.5%) followed by Apollo tyres (49.6%), JK tyres (39.3%) and Hyundai (35.05%). Therefore it is concluded that Michelin has conducted more training programmes to their workers for effective development in their career needs. It is found that 249 (54.6%) workers possess very high development after training for more than 5 years in auto mobile industry. The chi-square value indicates 107.651 the significant level at 5 percent. Therefore, it can be concluded that the levels of training provided to the workers has improved the development in their skills, abilities, attitude and personality development and also in their career development. The analysis also revealed that the training conducted in automobile industry has created the awareness to the workers which is very well associated in the case of Ford (Chi-square = 101.519), Royal Enfield (Chi-square = 132.825) and Renault (Chi-square = 70.974). The Chi-square analysis of association also ascertained that JK Tyres (Chi-square = 132.386), MRF Tyres (Chi-square = 70.261), Michelin (chi-square = 193.686) and Apollo Tyres (Chi-square = 122.043) awareness level of training are intimately associated with each other. This non-parametric approach profoundly concluded that the training provided to the workers has improved their development in all the aspects of automobile industry and proved that training programme is effectively done to improve their skills and abilities in their future career.

### **SUGGESTIONS AND CONCLUSION**

Training is a key element for improved performance; it can increase the level of individual and organizational competency. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Training need is any shortfall in workers performance, or potential performance which can be remedied by appropriate training.

There are many ways of overcoming deficiencies in human performance at work, and training is one of them. Training enhances skills, competency, ability and ultimately worker performance and productivity in organizations. It followed that organizational success relied on the skills and abilities of their employees, and this means that organizational success depends to an extent on considerable and continuous investment in training. This would ensure an adequate supply of staff that is technically and socially competent and capable of being developed into specialists for the relevant departments or management positions. In the organizations there is a continual need for the process of staff development, and training fulfils an important part of this process.

In other ways this research pointed out the negative reaction towards orientation training so this finding would help the management to address this low level of perceived orientation training opportunities for workers which may lead to high level of organizational outcome in automobile industries. This may

also imply the government becomes so concerned about training and developing statisticians practitioners regularly and sufficiently due to their strategic national role toward political, socio-cultural, economic and political developments. Arguably, this may mean the government increasing training practices budgetary allocations for statisticians due to their immense contributions to societal and national developments.

The findings may point to the importance of training practices efforts as an integral part of higher organizational performances. This may motivate training practices opportunities in the agencies which are under ministry of finance and any other agencies in general. Consequently, the findings from.

This study might guide public sector HR practitioners in improving their training practices efforts by permeating them more fully with theoretical knowledge and empirical findings by focusing on the relationships between such training practices investments and organizational outcomes.

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