

Training and Development Practices: A Comparative Study of Public and Private Sector Industries

* *Lokesha.M.U*
** *Dr.Y.S.Siddegowda*

INTRODUCTION

India's economy is diverse and encompasses agriculture, handicrafts, textiles, manufacturing and a multitude of services. Although two thirds of the Indian workforce still earns their livelihood directly or indirectly through agriculture, industries and services are a growing sector and are playing an increasingly important role in India's economy.

For a predominantly agricultural country like India, development of industries is a must. Industrial development alone can provide a secure basis for a rapid growth of income.

The mass production technology opened up tremendous opportunities for development in allied areas, and gave decisive thrust to the economy. Today's competitive business environment is forcing an increasing number of organizations to find ways to improve leadership skills, competencies and capabilities of the entire workforce; because competent and motivated people can make things happen and enable an organization to achieve its goals. Therefore, organizations should continuously ensure that the dynamism, competency, motivation and effectiveness of the employees remain at high levels.

The drastic change in the business world requires accepting new values, behaving differently, learning new skills and competencies, and often taking more risk. Such a transformation is possible only through effective training and development programmes.

Training is a systematic programme of the organization which aims at continuously improving the knowledge, skills, attitudes, values and all the competencies of the workforce to perform current and future jobs.

It is an essential input in providing learning to employees of an organization to enable them to optimally contribute towards meeting the short and long term objectives of the organization.

For all these, an appropriate training methodology is very much essential. There are many such methods followed by different training institutions for imparting training and development programmes.

As an ancient method, the 'Lecture' method was the most common way of training and audio visuals like charts, posters, black boards etc. were used frequently. Now this situation is undergoing a drastic change and participative training methods like- ice breakers and energizers, role plays, brain storming, case studies, in – basket (in – tray) exercises, group discussions, simulations and use of electronic technologies are getting place in training to meet professional standards.

TECHNOLOGIES USED IN THE TRAINING

Recently, mechanical devices or electronic devices have been used to aid the learning process effectively. Instructions are given through electronic audio-visuals which enhance the motivation of the learners for active participation in the training.

The current electronic technologies used in the training and development programmes are; computers, video-tapes, interactive computer video technology (ICVI), broadcast television, cable television, computer aided instruction (CAI), laser-disc, tele-text, tele-conferencing etc.

AREAS OF TRAINING

The areas of trainings for managerial level employees are;

Effective leadership, team building, change management, people management skills, motivation skills, communication skills, assertiveness skills, influencing skills, coaching & mentoring skills, personal effectiveness,

* *Lecturer*, P.G.Department of Social Work, SDM College (Autonomous) Ujire, D.K.District-574240,Karnataka
Email:lokesh_mu2000@yahoo.co.in

** *Professor and Chairman*, Department of Studies in Social Work, University of Mysore, Karnataka-570006. Email:yssgowda@yahoo.com

inter personal skills, goal setting, role of line managers in managing talent, managing conflict, promoting positive discipline, grievance handling etc.

RESEARCH METHODS AND MATERIALS

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

AIM AND OBJECTIVES OF THE STUDY

The study is all along guided and fulfills the predetermined set of objectives which are fruitful and meaningful. The main aim of the research is to study the existing training and development practices of public and private sector industries selected by the researcher.

SPECIFIC OBJECTIVES

1. To study the different types of training offered by the industries selected.
2. To study the methods of training practiced by the industries and
3. To analyze the organizations' commitment to training.
4. To study the impact of training on productivity of the employees.

SCOPE OF THE STUDY

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

The studies conducted on this topic are few, and further research in this area would be helpful in various fields of Training and Development. It is also helpful in the future scenario. Along with the collection of data through conducting interviews, the researcher helped the respondents to know the importance of training for their career development.

In the course of understanding a study of this size and content, it is of paramount importance to determine the study area and the study universe. The study area was chosen to comprise of 10 public and 10 private large and medium scale industries of Mysore Industrial Region. The industries include public sector and private sector, where systematic manufacturing processes are being carried on and those who are covered under the Factories Act-1948.

SAMPLE DESIGN

Out of 20 industries (10 public and 10 private sector) selected for the study, the researcher selected 5 junior level line managers from each public sector and 5 junior level line managers from each private sector industry by adopting purposive sampling method.

RESEARCH TOOL ADOPTED FOR DATA COLLECTION

A structured questionnaire was prepared and adopted to collect the opinion of the managers regarding training and development practices.

RESULTS AND DISCUSSIONS

The results of the study were arrived on the basis of the objectives of the study.

GENERAL PROFILE

The managements of both public sector and private sector industries have considered the employees as an asset in their organizations and training is an essential component to develop the human resources.

As far as the department is concerned, the junior managers belonging to production department are considered as the respondents in this study.

AGE PROFILE OF THE RESPONDENTS

The general exposure that is associated with varied experiences a man undergoes in life is considered to be more with experienced people. So such employees are considered to be seasoned and expected to give matured and meaningful responses. Therefore, the analysis of the respondents based on age was considered necessary.

Table-1: Age -Wise Distribution of the Respondents.

Sl.	Public Sector			Private Sector	
No.	Age Group	No.of Respondents	Percentage	No.of Respondents	Percentage
1	Below 20	0	0	0	0
2	20 to 30	0	0	4	8
3	30 to 40	8	16	21	42
4	40 to 50	28	56	20	40
5	50 & above	14	28	5	10
	Total	50	100	50	100

The age of the junior level managers, those who have attending training varies from 20 years to 50 and above. This information is detailed in the **Table-1**. It is observed from the table that in the public sector, a large number of respondents fall in the age group of 40-50 years, representing 56 percent. The second highest group belongs to 50 and above years representing 28 percent. About 16 percent of them are in the age group of 30-40 years and there are no respondents between the age group of 20 to 30 and below 20 years.

In the private sector, about 42 percent of the respondents belong to the age group of 30-40 years. And 40 percent belong to the age group of 40-50 years. Only 10 percent of them are in the age group of above 50 years and only 8 percent belong to 20-30 years of age, thus it is expected that in the public sector, there are more number of junior level managers falling in the age group of 40-50 years and 50 and above years, because of late promotion and no recent recruitment. But in private sector industries, corporates always think that there should be young blood in the organization. Therefore, it is found that in the public sector, more number of respondents fall in the age group 40 to 50 of years and in the private sector, the number of young employees are more.

EXPERIENCE

Table-2: Experience of the Respondents (In Years)

Sl. No.	Years	Public Sector		Private Sector	
		No. of Respondents	Percentage	No. of Respondents	Percentage
1	Below 5 years	0	0	3	6
2	5 to 10	0	0	14	28
3	10 to 15	8	16	12	24
4	15 to 20	24	48	9	18
5	20 to 30	15	30	11	22
6	30 & above	3	6	1	2
	Total	50	100	50	100

Generally, experienced employees will be placed for training in order to equip them for the current and future requirements. As the **table-2** indicates, in the public sector, a large number of respondents (representing 48 percent) fall in the range of 15-20 years of experience. About 30 percent of the respondents have an experience between 20-30 years. The third highest category is between 10-15 years of experience representing 16 percent and the least-6 percent of the respondents have 30 and above years of experience. There are no respondents between 5 to 10 years and below 5 years of experience.

In the private sector, the largest (28 percent) majority of the respondents have 5 to 10 years of experience and 24 percent have 10 to 15 years of experience. 22 percent of respondents have 20 to 30 years of experience and only 18 percent have put in their experience between 15 to 20 years. The least 6 percent of the respondents have below 5 years experience, and only 2 percent have 30 and above years of experience.

It is evident that as compared to the public sector, the respondents of the private sector have less experience. It shows that fresh recruitments take place in private sector industries to fill the vacancies. Therefore, comparatively, private sector employees have less experience because of their age factor.

EDUCATIONAL QUALIFICATIONS

Table -3: Educational Qualifications of the Respondents

Sl. No.	Public Sector			Private Sector	
	Qualification level	No. of Respondents	Percentage	No. of Respondents	Percentage
1	PUC	0	0	2	4
2	Degree	28	56	17	34
3	Masters Degree	18	36	28	56
4	Technical - ITI & Diploma	4	8	3	6
5	Others	0	0	0	0
	Total	50	100	50	100

A look into the data in the above **table-3** indicates that the respondents of this study hail from different educational backgrounds. In public sector industries, majority of the respondents (representing 56 percent) are graduates, and about 36 percent have acquired a Master's Degree. Only 8 percent of them have technical education like, ITI's Diplomas's etc. There are no respondents (holding managerial positions) who just have PUC qualification. In private sector industries, 56 percent of the respondents have a Master's Degree and 34 percent are graduates. Only a least majority (representing 6 percent) have technical education, and only 4 percent have PUC qualification. It is concluded that as compared to the public sector, the respondents of the private sector are highly qualified, and the respondents of the public sector industries have been promoted to the present designation based on their experience.

TYPES OF TRAINING AND DEVELOPMENT PROGRAMMES

Table – 4: Different Types of Training and Development Programmes Attended By the Respondents

N=50

Sl. No.	Public Sector			Private Sector		Degree of
	Types	No. of Respondents	Percentage	No. of Respondents	Percentage	Facilitation (No. of times)
1	Technical oriented	29	58	37	74	1.27
2	Job Oriented	13	26	20	40	1.54
3	Management Training	17	34	39	78	2.30
4	Quality consciousness	15	30	49	98	3.27
5	Safety and first aid	36	72	50	100	1.39
6	Skill development	22	44	27	54	1.23
7	Interpersonal Relations	7	14	30	60	4.28
8	Team Building / Team Work	27	54	39	78	1.45

n = 8

$\Sigma f = 16.73$
Mean = 2.09

Employment of inexperienced and new labour requires detailed instructions for effective performance on the job. Employees not only have to work; but work effectively with minimum waste and spoilage, minimum suspension, minimum cost and produce quality goods and services. Training is necessary for improving the quality of work of employees. Hence training is given to the employees in different areas in each department. The **Table-4** depicts the responses of the junior level managers about the different trainings they attended. Among the respondents of the public sector, 58 percent of the respondents expressed that they received training in technical areas, 26 percent in job oriented areas, 34 percent in managerial skills, 30 percent in quality consciousness,

72 percent in safety and first aid, 44 percent in skill development, 14 percent in interpersonal relations and 54 percent in team building and team work.

On the other hand, in the private sector, majority of the respondents (representing 74 percent) only received technical oriented training. And the other 40 percent received job oriented training, 78 percent were trained in managerial skills, 98 percent were trained in quality consciousness, all the 100 percent in safety and first aid, 54 percent in skill development, 60 percent in interpersonal relations and 78 percent of the respondents received team building and team work training.

The above figures indicate that majority of the respondents (both in public sector and private sector) received training in technical areas, quality consciousness, safety and first aid. This indicates that in the training programmes, the above mentioned training programmes are given more weightage as compared to other areas of training, which are also equally important.

The mean value (2.09) shows that the respondents of private sector industries have attended training 2.09 times more than public sectors. It is because of the degree of facilitation by the private sector industries (to participate in the training programmes) that their employees are better trained than their public sector counterparts.

METHODS OF TRAINING

Table -5: Responses Regarding The Different Methods Adopted In Training and Development Programmes
N=50

Sl.	Public Sector			Private Sector	
No.	Types	No. of Respondents	Percentage	No. of Respondents	Percentage
1	On the job training	32	64	35	70
2	Simulation Games (Role play & Business games)	15	30	32	64
3	Laboratory training	12	24	13	26
4	Counseling	0	0	27	54
5	Discussion method	32	64	41	82
6	Lecture method	39	78	0	0
7	Any other	0	0	0	0

The method by which training is delivered often varies based on the needs of the organization, the trainees and on the task being performed (Tapomoy Deb 2006). The method should suit the audience, the content, the business environment, and the learning objective. Hence, it is significant to know the method by which the training could be effective for the trainees.

Table -5 shows the method preferred by the respondents for delivering training. Among the respondents of the public sector, 64 percent preferred on the job training like job instruction, coaching, job rotation, job enrichment etc. In off- job training, 30 percent of the respondents opined that simulating real life situations (Role play and business games) facilitates learning. 24 percent favored in -laboratory training, 64 percent favored the discussion method, and 78 percent favored the lecture method and opined that these methods facilitate learning.

In the private sector industries, 70 percent preferred on-the-job training, and in off the job training, 64 percent preferred simulating real life situations (Role play and business games), in laboratory training- 26 percent, 54 percent -in counseling, 82 percent preferred the discussion method and 64 percent preferred the lecture method for training purposes.

It is evident that in the public sector, only traditional methods are still used and in the private sector, employees prefer the advanced methods of training.

ORGANIZATION'S COMMITMENT TO TRAINING

The organization's commitment to training depends upon the total number of employees who received formal training and the total number of training days accounted for formal training. Qualitative matters like provision of training; educational development and learning opportunities were considered with a view to continuously improve individuals, teams and organizational performance (P.S.Yadapadithaya and Jim Stewart 2003).

Table -6: Responses of Respondents Related To The Organization's Commitment To Training.

Sl.No	Parameters	No. of Respondents(f) Public Sector						No.of Respondents(f) Private Sector					
		05	04	03	02	01	Total Mean	05	04	03	02	01	Total Mean
1	Training is given due importance.	0	15	17	15	3	2.88	34	9	5	2	0	4.5
2	Employees are sponsored on the basis of developmental needs.	0	05	15	19	11	1.68	7	13	1	15	14	2.68
3	Training is announced well in advance.	7	10	25	8	0	3.32	18	11	11	9	1	3.74
4	Duration of Training is sufficient.	0	5	20	16	9	2.42	1	18	17	13	1	3.10
5	Training center is well equipped.	10	9	17	12	2	3.26	16	13	17	2	2	3.78
6	Training objectives are discussed with the trainees.	0	5	9	27	9	2.2	2	16	13	12	17	2.88
7	Training is an ongoing & continuous process.	14	8	20	8	0	3.56	14	17	16	13	0	3.46
8	The training programmes are evaluated and improved upon every year.	0	4	16	18	12	2.32	12	18	10	10	0	3.64

$$\Sigma f = 50$$
Note: Score: 5 very much True**4 – True to great extent****3- True 2- True to certain extent****1- Not at all True.**

Public sector: S.D = 0.63

Private sector: S.D = 0.56

t.obs = 2.575 t.tab=2.14 d.f.14 at 5% level (0.05) = 2.179.

N= 8

Result : t .obs2.575> t.tab 2.179. Therefore, there is a significant difference among sample means related to commitment

For Parameter1; t.obs = 14..336 t.tab=2.01 d.f.49 at 5% level (0.05) = 2.179.

Result : t .obs14.336> t.tab 2.01. Therefore, there is a significant difference in importance of training.

ITEM NO. 1: TRAINING IS GIVEN DUE IMPORTANCE IN THE ORGANIZATION

Training is an essential component of Human Resource Management. Unfortunately, some organizations do not consider training their employees as their responsibility. Further, many employers feel that trained employees may not stick to their job and work related performance will be high if the organization gives prominence to trained employees.

The fact remains that training makes employees perfect in their job situation and whatever investment is made on training is fruitful and the organization benefits in the long run. Similarly, employees also sharpen their skills, acquire new techniques and execute their work with perfection and innovation.

The importance that is given to training should not be merely on papers. Huge investment should also be made on training components. In this study, it is found that the opinion of employees towards the importance given by the organization to the training is showing the average mean score of 2.88; which indicates that in the public sector organizations, imparting training to employees is not on a high priority list. On the other hand, private sector organizations give much importance for training, with showing the mean score of 4.5. The result is also shown through t.value.

Result of t.value : t.obs14.336>t.tab 2.01. Therefore, there is a significant difference in importance of training in public sector and private sector.

ITEM NO.2: EMPLOYEES ARE SPONSORED FOR TRAINING ON THE BASIS OF DEVELOPMENTAL NEEDS

The development of an organization and the development of Human Resources always go hand in hand. The matters concerned with the personnel of the organization should always be on top priority. This means that the emphasis of the organization should always be on the growth and development of the people at work for which training is crucial. Organizations consider the developmental needs while sponsoring the employees for training. The results of the study reveal that the public sector organizations attach less value with developmental needs while sponsoring their employees for training which shows the low Mean score of 1.68 and on the other hand, private sector industries (as compared to public sector industries) attach more value with developmental needs (which scores 2.68) in sponsoring the employees for training. It clearly indicates that both public sector and

private sector industries are not attaching much value with developmental needs while sponsoring their employees for training.

ITEM -3: TRAINING IS ANNOUNCED WELL IN ADVANCE

The Training programmes should be cost- effective in terms of investment and probable outcome. Mere investing in training does not give a desirable outcome. Organizations have to properly communicate the importance of the training and all the trainees should have clear cut information about the training that they are attending so that they can expect the desirable outcome.

A mean score of 3.32 of the public sector industries clearly indicates that the public sector industries announce the training programmes in advance and even the private sector industries are also good in announcing the training programmes well in advance, with the mean score of 3.74.

ITEM 4: DURATION OF THE TRAINING PROGRAMME IS SUFFICIENT

Training is neither a leisure time activity nor a programme designed for the purpose of acquiring a high status in the organization. Training is purely the need of employees and a trained employee is always an asset to the organization. Training programmes have to be organized in such a way that there should be a proper duration for the programmes in order to make them successful.

The study reveals that the in public sector organizations, the duration of the training programme is not properly planned. It is somewhat sufficient which shows 2.42 mean score and in the private sector, the planning is somewhat better than the public sector; but there is not much difference between the two. The private sector industries have also shown less interest in filling the duration of the training programme, which shows the mean score of 3.10. This clearly indicates that the organizations do not spend a great deal of time on training activities; they think that if they devote much time for training, it will affect the day –to- day business of the organization.

ITEM -5: TRAINING CENTRE IS WELL EQUIPPED

Training programmes for employees can be imparted broadly in two ways. Viz- in house training (training with the organization) and training outside the organization. The in – house training is advantageous over the other as the employees can very well relate with the contents of the training and the job which they perform. Further, it is more economical as well. A well equipped training centre is a pre-requisite for the success of the in-house training programmes. The trainers also feel comfortable in attending the training programmes if they have their own training centre.

The present study reveals that in public sector organizations, the average amount of industries have well equipped training centres, which is indicated with a mean score of 3.26 and in the private sector, a slight improvement can be seen with a mean score of 3.78; which indicates that the private sector industries have better equipped training centres as compared to public sector industries.

ITEM -6: TRAINING OBJECTIVES ARE DISCUSSED WITH THE TRAINEES

It is desirable and even necessary for the employees who have been chosen for a training programme to have a clear understanding of the content of the training programme and the skills which they are likely to develop as a result of exposure to a training programme. Further, the employees who are well informed about the training which they are expected to undergo would also be psychologically prepared for receiving the training. The organization needs to discuss the objectives of the training programmes that they conduct, so that the employees can be ready for attending the training.

It is observed in the study that employees who have been chosen for training programmes were explained the objectives of the training, scoring the mean score of 2.2 in public sector industries. The private industries also have discussed the objectives of training with the employees to the certain extent with a mean score of 2.88. It indicates that in both the sectors, the discussion of training objectives is not given much importance.

ITEM -7: TRAINING IS AN ONGOING AND CONTINUOUS PROCESS

Training cannot produce overnight results. An employee who has received the training takes a reasonable amount of time to stabilize oneself and implement the newly acquired knowledge for the best interest of the organization. To make the training effective and fruitful, the organization has to continuously arrange training programmes. Training programmes should not be a one time activity; it should be a continuous process for updating the knowledge of the workforce.

The present study indicates that in the public sector, the training programmes are an ongoing and continuous activity with a mean score of 3.56. The public sector industries have a strong commitment to organize training programmes regularly.

On the other hand, the private sector industries are aware that training is an ongoing and continuous process, which is indicated with a mean score of 3.46. This clearly indicates that both the sectors consider the training programmes to be an ongoing and continuous activity.

ITEM -8: TRAINING PROGRAMMES ARE EVALUATED AND IMPROVED UPON EVERY YEAR.

All training programmes need to be evaluated and such evaluation should be as objective as possible. This helps the management to improve the quality of training programmes (if required).

The results of this item (a mean score of 2.32) indicates that in the public sector industries, training programmes are not evaluated and improved upon every year; whereas in the private sector (mean score of 3.64), training programmes are evaluated and improved upon every year.

Training and development are the two terms which are used interchangeably. In this context, it is important to note that training is required for all, including the managers. Training is intended to develop human resources, hence training is not an option for employees but it is a part and parcel of HRM and a wise investment in people (Mckenna & Beech 1995). It is well mentioned by Chatterjee (1999) that to train or not train is no longer a debatable question. Training is an integral part of the philosophy of an organization and is integral for the growth of an organization.

The organizations earmark huge amounts of funds for training their employees. Training is not only the responsibility of an organization but is overall, a wise investment. The opinion of the respondents of both public sector and private sector organizations indicates that as compared to the public sector, private sector organizations give more importance to training and are more committed towards imparting training to their employees (which shows a standard deviation of 0.56) as compared to the public sector (which shows a standard deviation of 0.63.) The result is also shown with the t.value (t.obs=2.755> t.tab=2.178). Hence it is concluded that there is a significant difference between the public sector and private sector organizations with regards to organization commitment to training. It is clear from the study that the private sector industries are more committed to training and development.

IMPACT OF TRAINING AND DEVELOPMENT PROGRAMMES

Table – 7: Responses of the Respondents About The Impact of Training and Development

Sl.No.	Terms	Public Sector No. of Respondents (f)				Private Sector No. of Respondents (f)			
		03	02	01	Total Mean	03	02	01	Total Mean
1	Productivity & efficiency	43	7	0	2.86	46	4	0	2.92
2	Reduction in wastage	35	15	0	2.70	23	27	0	2.46
3	Regularity	15	35	0	2.30	10	40	0	2.20
4	Interest in work	13	37	0	2.26	10	40	0	2.20
5	Work commitment	15	35	0	2.30	8	42	0	2.16
6	Better co-ordination	33	17	0	2.66	36	14	0	2.72
7	Team work	40	10	0	2.80	47	3	0	2.94

$\Sigma f = 50$

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

Public sector: S.D = 0.26 $S^2 = 0.09$ d.f =12

Private sector: S.D = 0.33 t. value = 0.26 5% = 0.05 2.179.

N= 7

Result: t .obs(0.26)< t.tab(2.179) . Therefore, there is no significant difference among sample the means.

Mathew (2002) mentions that employees stay with their organization if proper opportunities are provided for personal and professional growth; or else, they move to the next organization. An organization will retain employees if best opportunities for their growth are provided - this is possible through training, which they undergo in their organization. The line staff usually benefits from the training programme. The assessment of their work after

receiving a training programme will reflect the beneficial effects on the trainee. The results of the present study indicate that the line managers and supervisors have utilized the training programme properly and have received considerable benefits in terms of better work performance. This is shown in the **table-7**. As experienced by the respondents, it is observed that in the public sector, majority of the employees agreed that training results in increased the productivity and efficiency with a mean score of 2.86. They have also experienced that it results in reducing the wastage, with a mean score of 2.70. A mean score of 2.30 shows that it helps in improving the regularity in work; a mean score of 2.26 shows that training helps in building interest in work. Training also helps in increasing the work commitment with a mean score of 2.67. Better co-ordination also took place by training with the score of 2.66 and a mean score 2.80 reflects that training results in improving team work. But no respondent says that training results in deteriorating any aspect mentioned above.

On the other hand, in the private sector (as experienced by the respondents), training results in improving productivity and efficiency with a highest mean score of 2.92. A mean score of 2.46 shows that training helps in reducing wastage. A score of 2.20 clearly shows that training did not help in improving the regularity to work, mean score of 2.20 says that training does not create any newfound interest in work. A mean score of 2.16 clearly indicates that training does not help in improving work commitment and a mean score 2.72 shows that training enhances co-ordination between employees. With regard to team work, the mean score of 2.94 clearly shows that training results in improving team work. But no respondent says that training resulted in deteriorating the above mentioned aspects.

However, the S.D value of 0.26 of the public sector and S.D value of 0.33 of the private sector industries clearly shows that despite the limitations or drawbacks of training and development programmes, the impact of training is more in private sector industries than in the public sector. But the T.value ($t_{obs} 0.26 < t_{tab} 2.179$) shows that there is no significant difference between public and private sector industries in connection with the impact of training and development programmes.

Table- 8: Responses of The Respondents Related To The Benefits of Training and Development Programmes

Public Sector								Private Sector					
Sl. No.	Advantages	No. of Respondents(f)					Total Mean	No. of Respondents(f)					Total Mean
		05	04	03	02	01		05	04	03	02	01	
1	Training is helpful to acquire technical skills & knowledge	03	21	22	4	0	3.46	21	16	11	2	0	4.12
2	There is change in attitude towards work	0	17	24	9	0	3.16	8	27	11	2	2	3.78
3	Training is helpful in overcoming the drawbacks	03	05	27	15	0	2.92	0	27	15	5	3	3.32
$\Sigma f = 50$													
S.D of Public Sector = 0.70						S.D of Private Sector = 0.31							

Note: Score : 5 very much True 4 – True to great extent 3- True 2- True to certain extent 1- Not at all True.

Public sector: S.D = 0.70

Private sector: S.D = 0.31 $t_{obs} = 1.266$ $t_{tab} = 2.78$ d.f.=4 at 5% level (0.05) = 2.78. N= 3

Result: $t_{obs} 1.266 < t_{tab} 2.78$. Therefore, there is no significant difference among the sample means.

ITEM-1: TRAINING IS HELPFUL TO ACQUIRE TECHNICAL SKILLS AND KNOWLEDGE

Training enables employees in getting a grip over the requirements of the job quickly. It also improves the knowledge and skills of the employees which ultimately leads to job enrichment with benefits to both the employee concerned and the organization (Mc Kenna and Beech, 1995). Training benefits every one and the trained employee is an asset to the organization. The present study reveals that the respondents of public sector opined that training helps to acquire technical skills and knowledge with a mean score of 3.46. On the other hand, in the private sector industries, the mean score of 4.12 shows the highest trend that the training is helpful to acquire technical skills and knowledge. This indicates that training definitely enables the employees to acquire technical skills and knowledge.

ITEM-2: THERE IS CHANGE IN ATTITUDE TOWARDS WORK

Developing managerial staff is also the responsibility of organizations to ensure that the employees are well equipped to handle the challenges of both the present and the future. It also helps in changing the behaviour and attitude of the people in the organization. The study indicated that in the public sector, the training programme helps in changing the attitude of the employees towards work with a mean score of 3.16. In the private sector, the employees have also benefited from training, as it helped in changing their attitude towards work with a score of 3.78. This clearly indicates that training definitely changes the attitude of the people in the organization.

ITEM-3: TRAINING IS HELPFUL IN OVERCOMING THE DRAWBACKS

Training is effective and fruitful for improving the human resource for the best advantage of the organization. It also helps in overcoming the drawbacks of the employees. The results indicate that the respondents of the public sector organizations feel that training is helpful in overcoming the drawbacks which shows the average mean score of 2.92, and in the private sector, the respondents score a mean of 3.32 which indicates that training is helpful in overcoming the drawbacks of the employees. This shows the result that training is slightly helpful for overcoming the drawbacks of the employees.

The total assessment of uses of training programme in both public and private sector industries indicate that the training is effective and fruitful for improving the human resources for the best advantage of the organization. The result $t_{obs} 1.266 < t_{tab} 2.78$ indicates that there is no significant difference between public sector and private sector industries with regard to the uses of training and development programmes.

SUGGESTIONS AND POLICY IMPLICATIONS.

Training of employees has been accorded a high priority by private sector organizations as compared to the public sector. Quality and productivity improvement oriented programmes are aimed at developing awareness among the employees for the improvement of quality and productivity. Some of the suggestions for improving the effectiveness of training in both public and private sector industries are as follows:

TYPES OF TRAINING

It is observed that the employees of both the organizations are trained in quality consciousness, safety and first-aid, skill development and team building. But there are also other important areas like inter personal relations, job oriented training, materials management, health and environment, business improvement, marketing skills technical skills, computer training , counseling etc., and they have to be considered by both the organizations.

METHODS OF TRAINING

There are several methods used in training development programmes. But the study revealed that the lecture method is widely used in all the training programmes for all categories of employees in both the sectors. Nevertheless, other techniques are also used in both organizations based on the nature of skills and knowledge required, content and the type of category of trainees.

It is better to concentrate on simulating real life situations (Role play and business games) method by both public and private sector organizations in order to improve the effectiveness of training.

ORGANIZATION'S COMMITMENT TO TRAINING

The private sector organizations are committed to training by way of keeping separate budget for training, conducting series of training programmes and involvement of their employees and top management in training. The public sector needs to concentrate on these aspects.

IMPORTANCE OF TRAINING

As observed from the study, private sector organizations give more importance to training than the public sectors. Awareness about the uses of training may be properly given to all the employees.

CONCLUSION

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

BIBLIOGRAPHY

1. Chatterjee and Bhaskar(1999) "The executive guide to Human Resource Management", New Delhi, Excel Books Publication .
2. Mathew and Mahesh(2002) "Caring environment for better productivity", Deccan Herald , Dec-25.
3. Mc Kenner, et.al(1995) "The Essence of Human Resource Management", New Delhi, Prentice Hall of India Private Limited.
4. Tapomoy Deb(2006) "Strategic Approach to Human Resource Management", New Delhi, Atlantic publishers, p. 224.
5. Yadapadithaya P.S. & Jim Stewart (2003) "Corporate Training and Development Policies and Practices" International Journal of Training and Development volume T, No. 2, Blackwell publishing, UK, p.111.