

*Employee Satisfaction with Training and Development
Practices: A Comparative Study between Private and Public
Sector Manufacturing Units in Allahabad*

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Abstract: In the competitive world where companies are struggling for the position in the market with their products and customer service, the employee satisfaction becomes one of the most important success factor for the organizations..The employee satisfaction have been found to be converted into the performance engagement and employee commitment. Other very important aspect of organization's performance is training and development of employees because their competencies are very much based on it. Training and development programs fulfill the requirement of employee development as well as the success of the organization. It is also one of the motivating factors for employees. Where organizations are investing a lot in the Training and Development programs, ineffective training becomes a waste of time and resources for the organization and employees both. Employees' satisfaction with the organization's Training and development practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider. This study will help to define the variables of training and development and measure employee satisfaction with these variables in private and public sector manufacturing units in Allahabad region. For the study Public sector organizations BPCL i.e. Bharat Pumps and Compressor Ltd and ITI i.e. Indian Telephone Industry and Private sector organizations Alstom Transmission and Distribution Ltd and Reliance Industries Ltd have been taken in Allahabad. The variables of employee satisfaction have been found with the help of secondary data i.e. literature review and the Factor Analysis was done to extract and club the items of Training and Development. Stratified Random samplings have been taken for the collection of primary data with the help of structured questionnaire. Data have been analyzed with the help of statistical techniques like Frequency Distribution percentage analysis and Independent T test. The number of employees taken for the study is 570 out of which 230 from private and 344 from public sector organizations are taken. The result indicates that the employees have been found to be satisfied with the various variables yet difference has been found in public sector and private sector organizations.

Keywords: Training and Development, Employee Satisfaction, Private Sector Manufacturing Unit, Public Sector Manufacturing Unit.

I. INTRODUCTION

Any organization in present time can only survive when it differentiates form other organizations, has some unique quality of survival. This can only be possible with the help of efficient and effective work force. In addition to this work force should be high on motivation and satisfaction. Organizations are spending huge amount on employee development and motivation. **Paradise, (2007)** in his report in ASTD's Annual Review of Trends in Workplace Learning and Performance stated that U.S.

organizations alone spend more than \$126 billion annually on employee training and development. **Evans and Lindsay (1999)** found that the quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. **Neo et al. (2000)**; said that organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. **Schmidt (2004)**; mentioned in his study that as training becomes more a part of an employee's life, its relationship to job satisfaction will become more prominent. It will be up to organizations to provide employees with the skills that they need to do their jobs (both at present and in the future), to work successfully within teams, and to continually improve their processes and procedures. In order to do their jobs, employees depend on the training they receive from their employers, and as the workplace continues to evolve, and as demands on employees continue to increase, employee satisfaction with education received on the job will permeate all aspects of overall job satisfaction.

II. LITERATURE REVIEW

Training And Development : Training and development have been defined by authors in their research works as a process of enhancing skills, changing attitudes, and development of knowledge. **Atif, et al, (2011)** in his study revealed that training is, basically, a practical education through which knowledge and skills develop, inefficiencies are overcome and closer approximation is achieved. **Bakare (2012)** described training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. Whereas training is used for technical upgrading of employees development programs are for the complete personality development.

Training and Development and Employee Satisfaction: Satisfaction depends basically upon what an individual wants from the world, and what he gets. **Bhatti & Qureshi, (2007)** found in their study that employee satisfaction is a measure of how happy workers are with their job and working environment. One of the most important factors studied for the effective training and development practices is that if can create employee satisfaction in the organization. According to **Bushardt, Fretwell et al., (1994)** training employee's leads to increased employee satisfaction, facilitates the updating of skills, leads to an increased sense of belonging and benefit, increased employee commitment to the organization. **Mak and Sockel, (1999)** mentioned in his study that job-related training increases an employee's ability to perform job-related tasks. **Sajuyigbe and Amusat, (2012)** reported that training and development enhance personal job satisfaction. **Muhammad, SK (2012)** found that training not only enhances the performance of the employees but also helps them to motivate and developed undergoing relationship with the organization.

Variables of Training and Development Identified for employee Satisfaction: For effective training and development, T&D programs must be well defined and not be held in haphazard manner. First of all the employees must be clear about the goals of the program that is needed to be achieved. It is expected that the objectives that the T&D is trying to achieve be made clear to employees before the training program. **Silberman (2006)** highlighting the importance of objectives, called them to be the 'pillar' of training programs. Trainer is the person who has the responsibility of conducting the training successfully. All the efforts put in training preparation will go in vein of trainer is not able to deliver the training properly. **Moss (1993)** hinting on the characteristics of the successful trainer suggested that trainer needs to plan, be prepared, and show encouragement and empathy to the learners otherwise, he would fail to get them involved in the training process and transform them professionally. **Robotham (1995)** found that trainers must have awareness and understanding of individual's style to achieve desired outcomes of training. The study shows the role of trainer's awareness in making flourish a training programme. Transfer of learning of training is most crucial aspect of training and development programs. Generally training and development programs are not seen at wider spectrum and the training given to the employees is not transferred to the work. **Tsang, 1997** said in his study that even if the knowledge obtained through training is accurate, organizational performance will not improve if dichotomy in

implementation exists in the business organization. When management is supportive and motivates employees to transfer their learning to work tolerate towards the time taken and mistakes done proper transfer of training to work has been seen. **Seyler et al (1998)** implied that environmental variables (opportunity to use, peer support, supervisor sanctions, and supervisor support) have a broader influence affecting not only post training behavior, but motivation to transfer. Training facilities also play an important role in employee satisfaction with training and development practices. Organizations as are spending more budgets on training and development facilities to keep employees satisfied. There are two types of training methods generally used in any manufacturing organization .On the job and off the job training methods. Development programs are also held outside the work environment. On the job training for technical purpose is more popular form of training in manufacturing units. **Adomi (2006)** found that there is a positive relationship between on the job training i.e. job rotation and employee motivation. He argued that training programs such as job rotation reduce the boredom of the jobs and increase the motivation through diversification of the tasks. **Morose and Butcher (2006)** found that there is a positive relationship between training programs i.e. coaching and self determined motivation. Off the job training and development programs are generally by lecture method .**Smith,(2000)** suggests that lecture method develops learners who are inquisitive (have flexible thought processes, and are open to new ideas,)guide learners through the process of learning and applying effective oral and written communication skills, encourage learners to acquire the skills required to function in work environment. Manufacturing units generally undergo technical, human factor training, managerial development and safety programs. **Collins Holton (2004)** conducted an analysis of the benefits of managerial development program and found that difference in employees with non training and employee's undergone training. **Edkins 2002** found in his study that human factors training is very important for any organization .This is an important area of research because human error has been consistently identified as one of the main causes of air crashes since the late 1970.**Edkins (2002)** conducted a qualitative review of the aviation human factor training literature and concluded that outcomes of safety and team-based training programs include (a) safety-related benefits, including a reduction in lost time related to injuries, and (b) teamwork-related benefits including improved team performance. Employee perception about usefulness of training also creates satisfaction. **Wright & Geroy (2001)** note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

III. OBJECTIVES OF THE STUDY

On the basis of above literature, the present study is intended:

1. To identify the variables of training and development effecting employee satisfaction.
2. To find employee satisfaction with training and development practices at different age groups, education level, designations and departments.
3. To compare the employee satisfaction level with training and development practices in public sector and private sector manufacturing units.

IV. HYPOTHESIS

For achieving the above set objectives, the following hypothesis is framed:

H0: There is no significant difference in satisfaction level with training and development practices among employees of public and private sector manufacturing units.

H1: There is a significant difference in satisfaction level with training and development practices among employees of public and private sector manufacturing units.

V. RESEARCH METHODOLOGY

The research designed is descriptive in nature. Four organizations are taken for the study The Public sector organizations are BPCL i.e. Bharat Pumps and compressor Ltd and ITI i.e. Indian Telephone Industry and the private sector organizations are Alstom T&D Ltd and Reliance Industries Ltd situated in Naini Industrial area Allahabad. Data collection is done with secondary and primary data. Primary data is gathered by developing structured questionnaire. Sampling is stratified random sampling. A total of 570 respondents, 230 and 344 from private and public sector organizations were selected for the study. The target employees were from managerial level and non-managerial level. Structured questionnaire consist questions related to demography and employee satisfaction. First part covers questions on demographical factors of respondents like age, marital status, and education, total service experience, designation, etc. The second part of the questionnaire consists of statements based on satisfaction of respondents with training and development practices. Employees are asked to give their responses on five-point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree). Frequency distribution and percentage analysis is used to analyze overall satisfaction with training and development practices among public and private sector manufacturing units and Independent T Test is used to compare the satisfaction level of employees with variables of Training and Development.

VI. DATA ANALYSIS AND INTERPRETATION

The main findings of the study are discussed under the subheads.

6.1 Demographic Profile of the Respondents: Demographic Profile of Employees is given In Table 1.

The demographic profile of the respondent was recorded and given in Table no 1. The values given in percentage.

Table 1: Demographic profile of the respondents.

Demographic Variables	Demographic Variables	Private Sector Percentage (%)	Public Sector Percentage (%)
Age	18-25	15.00	0
	26-45	70.00	28.00
	46>	15.00	72.00
Gender	Male	96.00	99.00
	Female	04.00	01.00
Qualification	Degree Holder	47.50	36.30
	Diploma Holder	11.30	13.50
	ITI	30.00	45.90
	Others	11.30	05.30
Designations	Middle Management	07.50	04.10
	Lower Management	33.80	22.90
	Supervisor	26.20	26.50
	Operatives	32.50	46.50
Department	Production	65.00	80.00
	Finance	02.50	5.90
	Hr	05.00	5.90
	Marketing	17.50	2.40
	Others	10.00	5.90

Table 1. Shows the demography of the two organizations, where maximum number of employees is of the age group of 26-45 in Private Sector Units which is 70% ,but in Public Sector 78% of employees is of age group 46 and above. Majority of the respondents are male with 96% in private Sector Units and 99%in Public Sector. Similarity is found in the distribution of employees in their educational qualification i.e. Degree Holder 47.5 % in Private Sector 36.3% in Public Sector,. The number of respondent from Production department is maximum 75 % in Private sector and 80 % in Public Sector.

6.2 Identification of factors of Training and Development in Manufacturing Units

In order to identify the factors of training and development in manufacturing units exhaustive literature review was done and focus discussion was conducted. On the basis of literature review and pre testing of questionnaire total 35 items were chosen for the study. Factor analysis was done to extract and club the items of training and development. Factors and factor loading of each item are given below in Table 2.

Table 2: Factors of Training and Development

Factors name	CODE	Items	Factor Loading
Employee Satisfaction With T&D Programs	TS1	Well defined training T&D programs	.741
	TS2	T&D programs based on employee's needs	.589
	TS3	Goals decided initially and communicated	.576
	TS4	Feedback procedure in T&D programs	.468
Employee Satisfaction With T&D Curriculum	TC1	T&D curriculum good in content	.702
	TC2	T&D curriculum help in acquisition of knowledge needed	.608
	TC3	T&D curriculum increases innovation and creativity	.545
	TC4	T&D curriculum help me solve conceptual and practical problems	.477
Satisfaction With The Trainer	TR1	Presentation skills of trainer	.673
	TR2	Encouragement and motivation provided by trainees.	.625
	TR3	Varied learning methods adopted for different types of learners	.587
	TR4	Identification of skill gap of employees by trainer	.440
Satisfaction With The transfer of Learning to work	TL1	Management support in transfer of learning or training to work.	.622
	TL2	Transfer the learning from training to work.	.543
	TL3	T&D and further control over employees job	.488
Satisfaction With Training Facilities	TF1	Latest technology used in T&D	.765
	TF2	Physical facilities availability	.645
	TF3	Use of audio visuals enhancements and computers in T&D	.566
	TF4	External specialist or consultant for T&D programs	.450
	TF5	Continuous upgradation of Training and Development	.395
Satisfaction With Methods Of Training	TM1	Off the jobs T&D methods	.674
	TM2	On the job training methods	.614
	TM3	Job rotation training	.586
	TM4	Coaching and mentoring practices.	.487
	TM5	Lectures and demonstrations.	.386
Satisfaction With Types Of Training	TS1	Induction training	.755
	TS2	Technical training	.646
	TS3	Performance Excellence Training	.567
	TS4	Human Relations Training	.451
	TS5	Safety Training.	.396
Satisfaction With Usefulness Of Training	TS1	Learning new ideas	.684
	TS2	Improvement in work performance	.613
	TS3	Improvement in productivity level	.586
	TS4	Improved Public relations, Communication Skills	.485
	TS5	Create Motivation	.366

6.3 To Find Employee Satisfaction with Training and Development Practices at Different Age Groups

In this research various factors of training and development and employee satisfaction has been identified and measured in survey. The satisfaction level at each age group have been found and compared between private and public sector units and the result given in the Table No 3.and Chart No 1.Satisfied employees percentage out of total employees of that categories have been shown in the charts and tables.

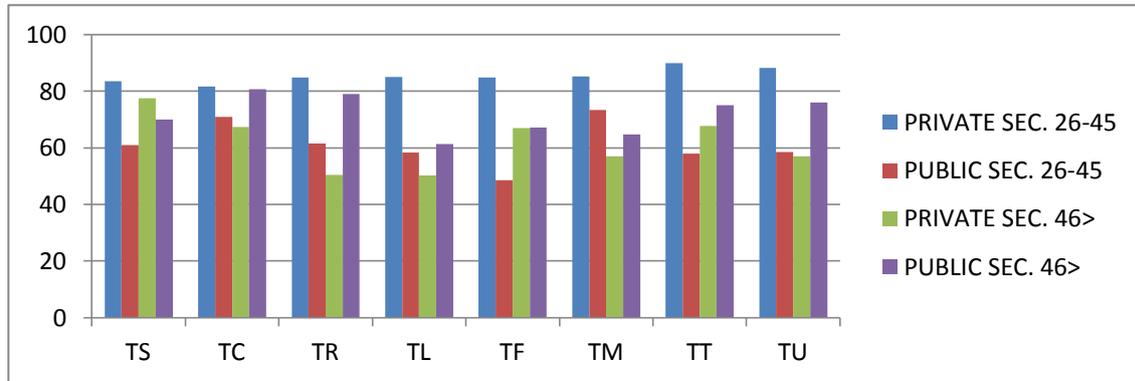
Table 3: Employee Satisfaction with Training and Development Practices at Different Age Groups

Code		Private Sec.	Public Sec.	Private Sec.	Public Sec.	Private Sec.	Public Sec.
	Age Group	26-45	26-45	46>	46>	18-25	18-25
TS	Training Programs	83.63 %	61.00%	77.60%	70.00%	87.54%	0
TC	Training Curriculum	81.66 %	71.00%	67.30%	80.75%	72.95%	0
TR	Trainer	84.95 %	61.50%	50.50%	79.00%	69.46%	0
TL	Transfer of Learning	85.00%	58.33%	50.20%	61.33%	80.53%	0

TF	Training Facilities	84.90%	48.60%	67.00%	67.20%	88.42%	0
TM	Training Methods	85.32%	73.40%	57.00%	64.80%	86.66%	0
TT	Training Types	90.00%	58.00%	67.80%	75.00%	82.01%	0
TU	Training Usefulness	88.20%	58.60%	57.00%	76.00%	73.36%	0

As seen in the above table it can be seen that employee satisfaction with training and development practices is found to be more in age group of 18-25 and 26-45 in private sector as compared to age group of 45>..There is a sharp decline in private sector employees' satisfaction after 46. Satisfaction level of employees of age group 26-45 has been found to be very less in public sector as compared to private sector.

Chart 1: Employee Satisfaction with Training and Development Practices at Different Age Groups



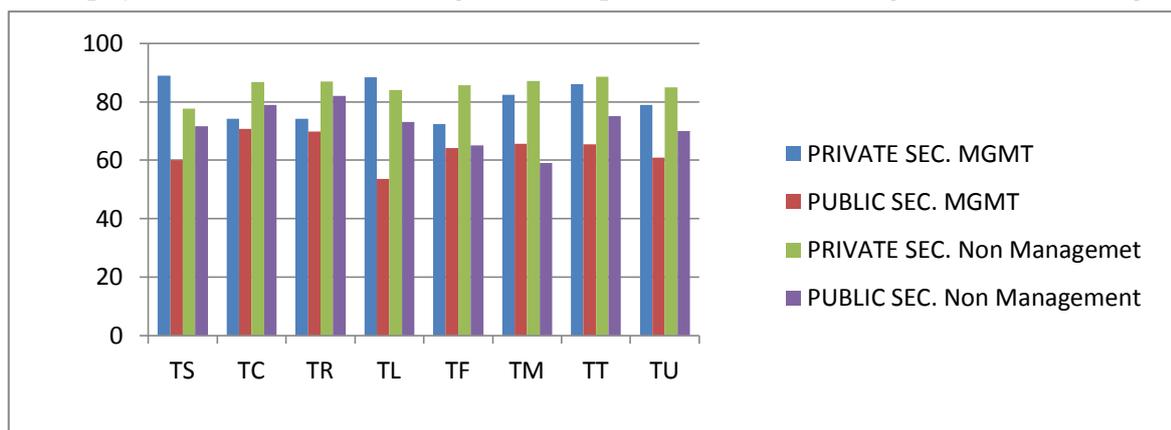
6.4 Employee Satisfaction with Training and Development Practices at Managerial and Non Managerial Levels.

Employee satisfaction level at managerial and non managerial levels has been found in private and public sector and the result have been shown in table 4.

Table 4: Employee Satisfaction with Training and Development Practices at Managerial and Non Managerial Levels.

Code		Private Sec.	Public Sec.	Private Sec.	Public Sec.
		Managerial Employees	Managerial Employees	Non Mgmt Employees	Non Mgmt Employees
TS	Training Programs	89.00 %	60.00 %	77.66 %	71.66 %
TC	Training Curriculum	74.25 %	69.75 %	86.75 %	79.00 %
TR	Trainer	74.25 %	53.66 %	86.87 %	82.00 %
TL	Transfer of Learning	88.33 %	64.20 %	84.00 %	73.00 %
TF	Training Facilities	72.40 %	65.60 %	85.60 %	65.00 %
TM	Training Methods	82.40 %	65.40 %	87.04 %	59.00 %
TT	Training Types	86.00 %	65.40 %	88.60 %	75.00 %
TU	Training Usefulness	79.00 %	60.8 %	85.00 %	70.00 %

Chart 2: Employee Satisfaction with Training and Development Practices at Managerial and Non Managerial Levels.



From the above graph it is evident that in private sector manufacturing units employee satisfaction at managerial level is more with Training Programs, Transfer of Learning, Training Facilities, Methods, Types and usefulness where as non management employees have been found to be more satisfied with Training Curriculum And Trainer. If we compare private sector and public sector we find that managerial employees and non managerial employees both are more satisfied in private sector than public sector.

6.5 To Find Employee Satisfaction with Training and Development Practices at Different Educational Levels.

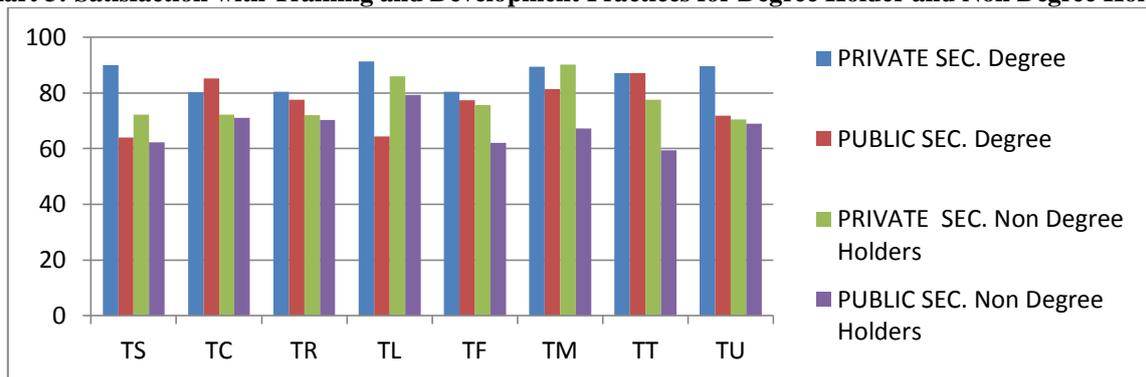
Employee satisfaction of degree holders and non degree holders employees have been found out in private and public sector and the result have been shown in table no 5.

Table 5: Satisfaction with Training and Development Practices for Degree Holder and Non Degree Holders.

		PRIVATE SEC.	PUBLIC SEC.	PRIVATE SEC.	PUBLIC SEC.
	Education level	Degree	Degree	Non Degree Holders	Non Degree Holders
TS	Training Programs	90.00 %	64.00 %	72.23 %	62.33 %
TC	Training Curriculum	80.25 %	85.25 %	72.25 %	71.00 %
TR	Trainer	80.50 %	77.50 %	72.00 %	70.25 %
TL	Transfer of Learning	91.30 %	64.33 %	86.00 %	79.23 %
TF	Training Facilities	80.40 %	77.40 %	75.60 %	62.00 %
TM	Training Methods	89.40 %	81.40 %	90.22 %	67.20 %
TT	Training Types	87.20 %	87.20 %	77.60 %	59.40 %
TU	Training Usefulness	89.60 %	71.80 %	70.40 %	69.00 %

As the above table and graph shows the degree holder employees have been found to be more satisfied with training and development practices in private sector than non degree holder where as in public sector too degree holder employees have been found to be more satisfied with all the factors except the transfer of learning where public sector employees have been found to be more satisfied. When we compare both sectors we found that private sector employees found to be more satisfied with training and development factors than public sector employees.

Chart 3: Satisfaction with Training and Development Practices for Degree Holder and Non Degree Holders



6.6 To Find Employee Satisfaction with Training and Development Practices at Different Departments .Employee

satisfaction of employees has been found in different departments and the result is shown in Table no 6.

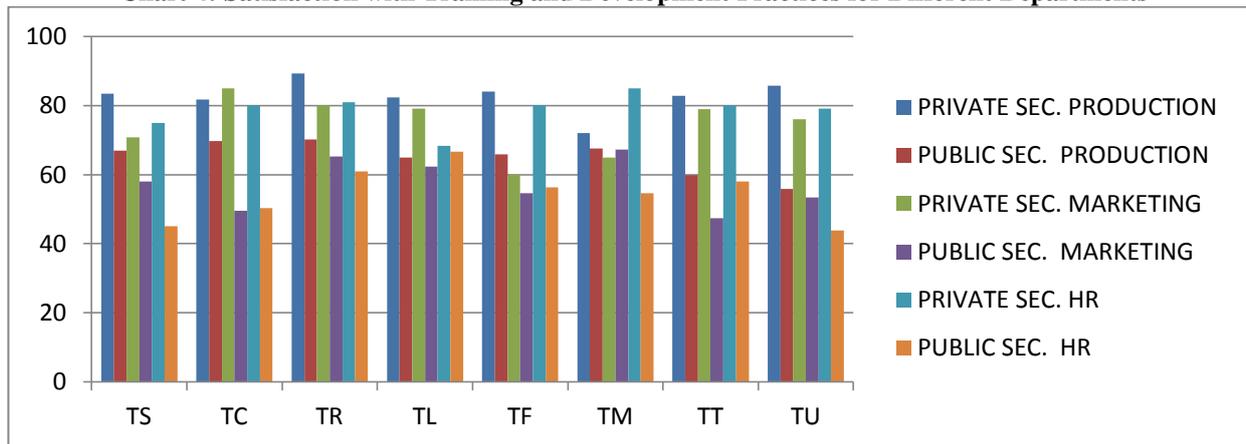
Table 6: Employee Satisfaction with Training and Development Practices at Different Departments.

		PRIVATE SEC.	PUBLIC SEC.	PRIVATE SEC.	PUBLIC SEC.	PRIVATE SEC.	PUBLIC SEC.
	DEPARTMENT	PRODUCTION	PRODUCTION	MARKETING	MARKETING	HR	HR
TS	Training Programs	83.36	67.00	70.83	58.00	75.00	45.00
TC	Training Curriculum	81.75	69.75	85.00	49.50	80.00	50.25
TR	Trainer	89.25	70.25	80.00	65.25	81.00	61.00
TL	Transfer of Learning	82.33	65.00	79.16	62.33	68.33	66.66
TF	Training Facilities	84.00	65.80	60.00	54.60	80.00	56.25
TM	Training Methods	72.00	67.60	65.00	67.20	85.00	54.60
TT	Training Types	82.80	59.80	79.00	47.40	80.00	58.00

TU	Training Usefulness	85.80	55.80	76.00	53.33	79.16	43.80
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Employee satisfaction with training and development in production department in private sector manufacturing units as well as public sector manufacturing units have been found to be more than other departments, but private sector satisfaction is more than public sector employees in all aspects .

Chart 4: Satisfaction with Training and Development Practices for Different Departments



6.7 To Compare the satisfaction Levels with Training and Development Practices in Private and Public Sector manufacturing Units in Allahabad with help of Independent sample t test.

The factors of training and development identified in literature review have been compared between private sector and public sector manufacturing units in Allahabad with help of Independent sample t test and the result has been given in table no 7 and 8.

Table 7: Employee Satisfaction with Training and Development practices Group Statistics

	ORGANISATION	N	Mean	Std. Deviation	Std. Error Mean
TS	PRIVATE SECTOR ORGANISATION	230	3.9957	.59879	.03948
	PUBLIC SECTOR ORGANISATION	344	3.5195	.60826	.03279
TC	PRIVATE SECTOR ORGANISATION	230	3.8326	.68093	.04490
	PUBLIC SECTOR ORGANISATION	344	3.6458	.64025	.03452
TR	PRIVATE SECTOR ORGANISATION	230	4.0185	.53780	.03546
	PUBLIC SECTOR ORGANISATION	344	3.7108	.64618	.03484
TL	PRIVATE SECTOR ORGANISATION	230	3.9101	.61806	.04075
	PUBLIC SECTOR ORGANISATION	344	3.5632	.64507	.03478
TF	PRIVATE SECTOR ORGANISATION	230	3.7478	.52970	.03493
	PUBLIC SECTOR ORGANISATION	344	3.5847	.65858	.03551
TM	PRIVATE SECTOR ORGANISATION	230	3.9343	.57190	.03771
	PUBLIC SECTOR ORGANISATION	344	3.7089	.58876	.03174
TT	PRIVATE SECTOR ORGANISATION	230	3.9574	.54661	.03604
	PUBLIC SECTOR ORGANISATION	344	3.6304	.64947	.03502
TU	PRIVATE SECTOR ORGANISATION	230	3.9061	.55623	.03668
	PUBLIC SECTOR ORGANISATION	344	3.5112	.55967	.03018

Table 8:Independent Sample T Test for Comparison Of Means Of Private Sec And Public Sector Organization For Employee Satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TS1	Equal variances assumed	12.691	.000	3.296	572	.001	.25442	.07718	.10283	.40601
	Equal variances not assumed			3.347	516.058	.001	.25442	.07600	.10511	.40374
TS2	Equal variances assumed	41.161	.000	5.841	572	.000	.44510	.07621	.29541	.59478
	Equal variances not assumed			6.042	542.536	.000	.44510	.07366	.30039	.58980
TS3	Equal variances assumed	115.935	.000	8.975	572	.000	.76418	.08515	.59694	.93142
	Equal variances not assumed			9.725	571.705	.000	.76418	.07858	.60984	.91853
TC1	Equal variances assumed	.022	.882	-.792	572	.429	-.06724	.08489	-.23397	.09949
	Equal variances not assumed			-.798	503.100	.425	-.06724	.08427	-.23281	.09833
TC2	Equal variances assumed	13.160	.000	1.997	572	.046	.14861	.07440	.00248	.29474
	Equal variances not assumed			2.070	544.544	.039	.14861	.07180	.00756	.28965
TC3	Equal variances assumed	.252	.616	.254	572	.800	.01954	.07693	-.13157	.17065
	Equal variances not assumed			.253	483.742	.800	.01954	.07727	-.13228	.17136
TC4	Equal variances assumed	27.485	.000	4.414	572	.000	.33127	.07505	.18386	.47867
	Equal variances not assumed			4.666	564.236	.000	.33127	.07100	.19181	.47073
TRI	Equal variances assumed	8.696	.003	3.632	572	.000	.23557	.06485	.10819	.36294
	Equal variances not assumed			3.674	509.832	.000	.23557	.06411	.10961	.36153
TR2	Equal variances assumed	17.502	.000	5.875	572	.000	.39237	.06679	.26119	.52355
	Equal variances not assumed			6.071	541.102	.000	.39237	.06463	.26541	.51933
TR3	Equal variances assumed	10.571	.001	3.460	572	.001	.21502	.06215	.09294	.33709
	Equal variances not assumed			3.590	546.297	.000	.21502	.05989	.09737	.33266
TR4	Equal variances assumed	24.089	.000	4.750	572	.000	.32980	.06943	.19342	.46618
	Equal variances not assumed			5.043	567.089	.000	.32980	.06540	.20134	.45827
TL1	Equal variances assumed	6.616	.010	3.945	572	.000	.31593	.08009	.15863	.47322
	Equal variances not assumed			3.973	503.063	.000	.31593	.07951	.15972	.47213
TL2	Equal variances assumed	108.828	.000	7.107	572	.000	.50870	.07158	.36810	.64929
	Equal variances not assumed			7.733	570.729	.000	.50870	.06578	.37949	.63790
TL3	Equal variances assumed	20.607	.000	4.035	572	.000	.28081	.06959	.14413	.41750
	Equal variances not assumed			4.145	533.207	.000	.28081	.06774	.14774	.41388
TF1	Equal variances assumed	49.659	.000	7.255	572	.000	.57490	.07924	.41927	.73053
	Equal variances not assumed			7.688	565.952	.000	.57490	.07478	.42803	.72177
TF2	Equal variances assumed	.001	.971	4.751	572	.000	.38625	.08130	.22658	.54592
	Equal variances not assumed			4.681	465.536	.000	.38625	.08251	.22411	.54839
TF3	Equal variances assumed	12.710	.000	3.220	572	.001	.22973	.07135	.08960	.36986

	Equal variances not assumed			3.320	538.323	.001	.22973	.06919	.09381	.36564
TF4	Equal variances assumed	.478	.489	.224	572	.823	.01997	.08920	-.15524	.19518
	Equal variances not assumed			.221	470.472	.825	.01997	.09028	-.15744	.19738
TF5	Equal variances assumed	14.263	.000	-2.268	572	.024	-.19009	.08382	-.35473	-.02545
	Equal variances not assumed			-2.396	563.858	.017	-.19009	.07935	-.34594	-.03424
TM1	Equal variances assumed	.127	.721	1.938	572	.053	.12806	.06607	-.00172	.25783
	Equal variances not assumed			1.907	463.432	.057	.12806	.06714	-.00388	.26000
TM2	Equal variances assumed	7.653	.006	3.109	572	.002	.20667	.06648	.07610	.33725
	Equal variances not assumed			3.168	521.530	.002	.20667	.06523	.07852	.33483
TM3	Equal variances assumed	40.709	.000	7.662	572	.000	.47518	.06202	.35337	.59699
	Equal variances not assumed			7.912	540.181	.000	.47518	.06006	.35720	.59315
TM4	Equal variances assumed	.109	.741	.982	572	.327	.07326	.07463	-.07332	.21983
	Equal variances not assumed			.966	463.933	.334	.07326	.07582	-.07573	.22224
TT1	Equal variances assumed	11.968	.001	7.211	572	.000	.59221	.08213	.43091	.75352
	Equal variances not assumed			7.333	518.309	.000	.59221	.08076	.43356	.75087
TT2	Equal variances assumed	35.443	.000	6.377	572	.000	.44755	.07019	.30969	.58540
	Equal variances not assumed			6.621	547.000	.000	.44755	.06760	.31476	.58033
TT3	Equal variances assumed	16.721	.000	4.468	572	.000	.29952	.06703	.16786	.43118
	Equal variances not assumed			4.566	525.617	.000	.29952	.06560	.17065	.42838
TT4	Equal variances assumed	67.218	.000	4.414	572	.000	.36775	.08332	.20409	.53140
	Equal variances not assumed			4.792	571.332	.000	.36775	.07674	.21701	.51848
TT5	Equal variances assumed	48.689	.000	4.960	572	.000	.33865	.06828	.20455	.47275
	Equal variances not assumed			5.307	570.633	.000	.33865	.06381	.21332	.46398
TU1	Equal variances assumed	16.265	.000	4.105	572	.000	.28225	.06876	.14720	.41731
	Equal variances not assumed			4.226	536.048	.000	.28225	.06679	.15104	.41347
TU2	Equal variances assumed	59.752	.000	5.374	572	.000	.39378	.07328	.24985	.53771
	Equal variances not assumed			5.790	571.950	.000	.39378	.06801	.26021	.52736
TU3	Equal variances assumed	.001	.972	.530	572	.596	.04128	.07784	-.11162	.19417
	Equal variances not assumed			.530	488.808	.597	.04128	.07795	-.11187	.19443
TU4	Equal variances assumed	20.424	.000	5.178	572	.000	.44098	.08516	.27371	.60824
	Equal variances not assumed			5.306	529.466	.000	.44098	.08311	.27770	.60425
TU5	Equal variances assumed	38.054	.000	3.931	572	.000	.29075	.07396	.14548	.43601
	Equal variances not assumed			4.129	559.156	.000	.29075	.07041	.15245	.42905

VII. FINDINGS

- As seen above that employee satisfaction with training and development practices is found to be more in age group of 18-25 and 26-45 in private sector as compared to age group of 45>. There is a sharp decline in private sector employees' satisfaction after 46. Satisfaction level of employees of age group 26-45 has been found to be very less in public sector as compared to private sector. So recommended to find out the cause of less satisfaction at later age in the employees and

improved. As the age increases there is less motivation generally found for learning new things and updating. A sense of motivation can be created for such employees, by different methods. If they can be given a role of trainer for young employees can motivate them for new learning.

2. From the above study it is evident that in private sector manufacturing units employee satisfaction at managerial level is more with is Training Programs, Transfer of Learning, Training Facilities, Methods, Types and usefulness where as non management employees have been found to be more satisfied with Trainer. If we compare private sector and public sector we find that managerial employees and non managerial employees both are more satisfied than public sector employees. Non managerial employees should also get more chances for regular training and more of development programs must also be organized for them .They can have more of communication classes, behavioral and work life balance and other skills classes as motivation etc. They should also get better environment and more facilities during training programs. For managerial employees the Trainer expectation is more which can try to be enhanced.
3. As the above study shows the degree holder employees have been found to be more satisfied with training and development practices in private sector than non degree holder where as in public sector too degree holder employees have been found to be more satisfied with all the factors except the transfer of learning where public sector employees have been found to be more satisfied. When we compare both sectors we find that private sector employees found to be more satisfied with training and development factors than public sector employees. This is a important issue why the companies are not able to create similar satisfaction at both levels of employees. The Training and Development programs organized for managerial and non managerial employees are far different where the training of employees is more technical and limited in scope the managerial employees go through a wide variety of programs. So for non managerial employees too the scope of training and development programs can be increased in of type of organizations.
4. Employee satisfaction with training and development in production department in private sector manufacturing units as well as public sector manufacturing units have been found to me more than other departments, but private sector satisfaction is more than public sector employees in all aspects . The organizations are manufacturing units so core function is manufacturing and hence can be understood that the production is kept more in focus but emphasis on other departments is also important.
5. From the above table 7 the value of p is found to be less than 0.05 in most of the cases for 95% confidence level which means that there is significant difference in the satisfaction of employees with training and development factors identified in the research. We can find that the satisfaction level of Employees in Private sector units is more than in public sector unit as sown in the table no7. So it is recommended to increase the Training and Development factors in public sector units.
6. It is evident from the table that for some of the sub factors have value of $p > 0.05$ i.e. there is no significant difference in the satisfaction level of employees between the private and public sector manufacturing units. These factors are
 1. TC1 Training curriculum good in content
 2. TC3 Training curriculum has increased innovation and creativity
 3. TF4 External specialist or consultant for training programs
 4. TM1 Off the jobs training methods
 5. TM5 Lectures and demonstrations
 6. TS3 Improvement in productivity level.
7. Overall satisfaction in public sector unit have been found to be less as compared to private sector units so the public sector should take into consideration this fact and focus more on enhancing the employee satisfaction level.

VIII. CONCLUSION

The human resource of an organization is the most important assets of the company as this is the only asset which mobilize all other assets whether its capital or technology. Where the employee satisfaction have been found to be converted into the performance engagement and employee commitment, Training and development programs fulfill the requirement of employee development as well as the success of the organization. It is also one of the motivating factors for employees. So it is suggested that Training and Development and employee satisfaction should be given the utmost priority in both private and public sector organization.

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