

## A Study on Effectiveness of Apprenticeship Training Provided by Elgi Equipments Company Ltd., Coimbatore

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### ABSTRACT

The main aim of the Research is to study the effectiveness of the training given to the present and past apprentice of ELGI Equipment Limited, Coimbatore. The objective of the study is also to check whether the company adheres to the Apprenticeship act, 1961. A census study is conducted for 32 apprentices who are undergoing training at the company at present and for 20 passed out apprentice. Simple percentage analysis and chi-square test were used to process the data and for arriving at logical conclusion. Most of the apprentices prefer more practical orientation in the training than the theoretical orientation. They are moderately satisfied with the training provided. The apprentices feel that they have a good chance of getting placed.

**Keywords--** Apprenticeship, training, effectiveness, orientation

### I. INTRODUCTION

In 1954, the training and employment services organization committee, popularly known as 'Shiva Rao Committee' envisaged compulsory apprenticeship. Through this training, the apprentice develop their skill levels in their trade. This is a policy of the government to give the apprentice a practical exposure which would help them in future. In the existing world, "The Apprenticeship Act, 1961", is compulsory in every industry through which the trainee develops his/her effectiveness.

The study is mainly aimed to find out whether ELGI company adheres to the various provision of the act properly and also to see whether it is being useful to the apprentices as enshrined in the "Apprenticeship Act". It

would be appropriate to add here that the apprentices though are considered as workers are not paid comparable wage, instead they are given stipend every month.

"Apprentice" means a person who is undergoing apprenticeship training in pursuance of a contract of apprenticeship. The need for skill building is one of the essential prerequisite for industrial and economic development of a country. Apprenticeship training not only helps in learning the skills within an establishment but also helps a trainee to transit to the position of a worker.

However, the voluntary schemes for providing such training were not forth coming from the industry. The Act, thus aims to provide for the regulation and improve the efficacy of training of apprentices and for matters related there with. The Act came into force on 1<sup>st</sup> March 1962. It extends to the whole of India. After implementation of this Act, apprentices have developed their skill sets in their interested area in a better way.

Through this Act, the apprentices are benefited in many ways (viz). Compensation by way of stipend, proper training etc. While the organization which has provided the training get benefited in two ways namely the trained apprentices can be absorbed in their own industry or after training the apprentices may be placed in a good job which will go to enhance the image of the company.

### II. REVIEW OF LITRATURE

**Bilginsoy, C. (2003).** Apprenticeship programs in the United States, which provide workers with the broad-based skills required for practicing a trade via on-the-job training, are sponsored either unilaterally by employers or jointly by employers and trade unions. A comparison of

the attrition and retention rates in these programs shows that program completion is more likely for apprentices in joint programs than for similar apprentices in unilateral programs. Rates of completion are lower for women than for men, and lower for ethnic and racial minorities than for whites. Apprenticeship duration rises with the unemployment rate.

**Muehleemann, S., Wolter, S. C., & Wueest, A. (2009).** Dual apprenticeship training is a market-driven form of education at the upper secondary level, taking place in firms as well as in vocational schools. So far, little is known about the impact of the business cycle on the number of apprenticeship programs offered by firms. Using panel-data of Swiss cantons from 1988-2004, we find that the influence of the business cycle is statistically significant, but small in size. Instead, supply of apprenticeship programs is driven to a much greater extent by demographic change. Conversely, the number of first-year high school students is not affected by the business cycle. We find, however, that enrollment increases if the population at age 16 grows, but access to high schools does not become more restricted in times of negative growth.

**Muehleemann, S., & Wolter, S. C. (2006).** This paper uses regional variation in labor markets, the industry structure and the educational system to explain the training decisions of firms. Using a representative firm-level data set, the results show that firms are less likely to offer training if the number of competing firms situated in the same geographical area is high. Furthermore, the supply of potential apprentices affects the training decision positively through an improved matching process. In addition, the expected ability of apprentices also has a positive impact, whereas a more developed system of full-time schooling options for school leavers reduces the likelihood of a firm to offer training.

**Glover, R. W., & Bilginsoy, C. (2005).** This paper aims to compare the performance of building trades apprenticeship programs in the USA, sponsored jointly by employers and unions, with those sponsored unilaterally by employers. It reviews enrolment and graduation rates, including participation of women and minorities. The article also looks behind the numbers to examine the operation of apprenticeship. It reviews the evolution of joint programs, including institutional arrangements and recent innovations to cope with the challenging characteristics of construction labor markets.

### III. OBJECTIVE OF THE STUDY

- To Study the effectiveness of training provided by ELGI EQUIPMENT LTD under Apprenticeship Act, 1961
- To study whether the company adheres to the various provisions of Apprenticeship Act, 1961.

- To suggest improvements in the training system to improve its effectiveness.

### LIMITATIONS

- The sample includes mostly the apprentices who are undergoing training at present and hence cannot be generalized.
- The psychological barrier of saying something adverse about the company where they are undergoing training might have affected their responses.

### III. RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. Research comprises defining and redefining problems, formulating hypothesis, collecting, organizing and evaluating data, making deduction and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

#### RESEARCH DESIGN

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

#### DESCRIPTIVE RESEARCH DESIGN

The type of research conducted is of Descriptive in nature including surveys and fact- findings enquiries of different kinds.

In this Research, the enquiries are made to know whether the company properly imparts training to the apprentice to develop their skill sets.

#### SAMPLE UNIT

All the items under consideration in any field of inquiry constitute a "Universe" or "Population". A complete enumeration of all the items in the "Population" is known as census inquiry. In this research, a census study was conducted for 32 members who are the present apprentice in the organization. A simple random technique was used to survey the passed out apprentice of Elgi Company.

#### DATA COLLECTION

The task of data collection begins after a research problem has been defined and research design/plan chalked out. While collecting the data, we should consider two sources of data,

- Primary data and
- Secondary data.

#### PRIMARY DATA

It is the data that is collected by the researcher for a specific purpose. It can be collected either through experiment or through survey method viz, observation, personal interview, mailing questionnaire etc. Survey method is employed in the present study for collection of the primary data. A set of questions were framed and pretested. Based on the feedback the questionnaire was

refined and administered. To ensure effectiveness the answers for the various questions were collected through interview.

#### **SECONDARY DATA**

Secondary data are those which have already been collected by someone else and which have passed through the statistical process. In this Research secondary data was used to check the compliance of The apprenticeship Act, 1961 at the company viz ELGI Equipment's. The secondary data were culled out from the records of the company viz attendance, payslip, certificate, contract form.

#### **STATISTICAL TOOL**

There are various statistical tools to analysis the data. chi-square test and simple percentage analysis is used for analyzing the data collected. The Chi- Square is an important test among the several tests of significance developed by statisticians , The chi-square test is used to test the association between the age groups of apprentices

and the variables of effectiveness of apprenticeship training.

## **IV. ANALYSIS AND INTERPRETATION**

### **ANALYSIS**

The data are analyzed to find whether there is a association between the different age group and their expectation from the company, satisfaction in training method and confident in getting placed using chi-square and simple percentage method.

### **INTERPRETATION**

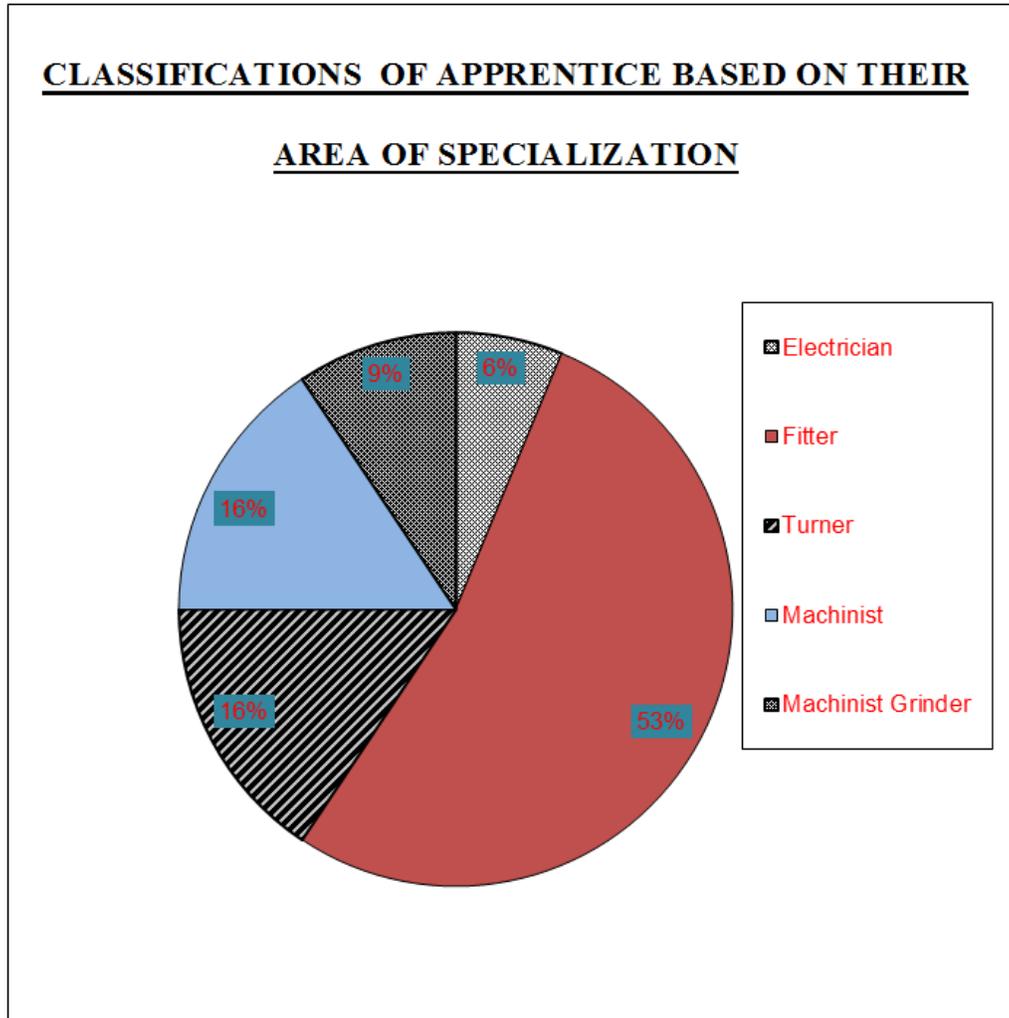
Interpretation is the process of relating various bits of information to other existing information. Here the different age group of apprentice is related with that of the Effectiveness of the apprenticeship training. The analysis and interpretation of the results are presented in the following pages.

### **1. Classifications of Apprentice Based on Their Area of Specialization**

<b>S.NO</b>	<b>SPECIALIZATION</b>	<b>NO OF RESPONDENTS</b>	<b>% OF APPRENTICE</b>
<b>1</b>	<b>ELECTRICIAN</b>	2	6%
<b>2</b>	<b>FITTER</b>	17	53%
<b>3</b>	<b>TURNER</b>	5	16%
<b>4</b>	<b>MACHINIST</b>	5	16%
<b>5</b>	<b>MACHINIST GRINDER</b>	3	9%
	<b>TOTAL</b>	32	100%

53% of the apprentice preferred to have training to be a fitter as there was wide scope for that particular skill. The skill of assembling the machine parts helps in

many ways and gets them immediate employment. The least preferred avocation is electrician, which accounted for only 6%.



**2. Association between Age of the apprentice & their expectation from the training**

Age (Years)	Expectation of apprentice				Total	
	More Orientation	Practical	More Orientation	Theoretical		Variety of Job
18-21	4		2		3	9
21-24	7		6		3	16
>24	2		4		1	7
<b>Total</b>	<b>13</b>		<b>12</b>		<b>7</b>	<b>32</b>
		Calculated value at 5% level of significance		Table value		
$\chi^2$		10.0123		9.488		

**CHI – SQUARE**

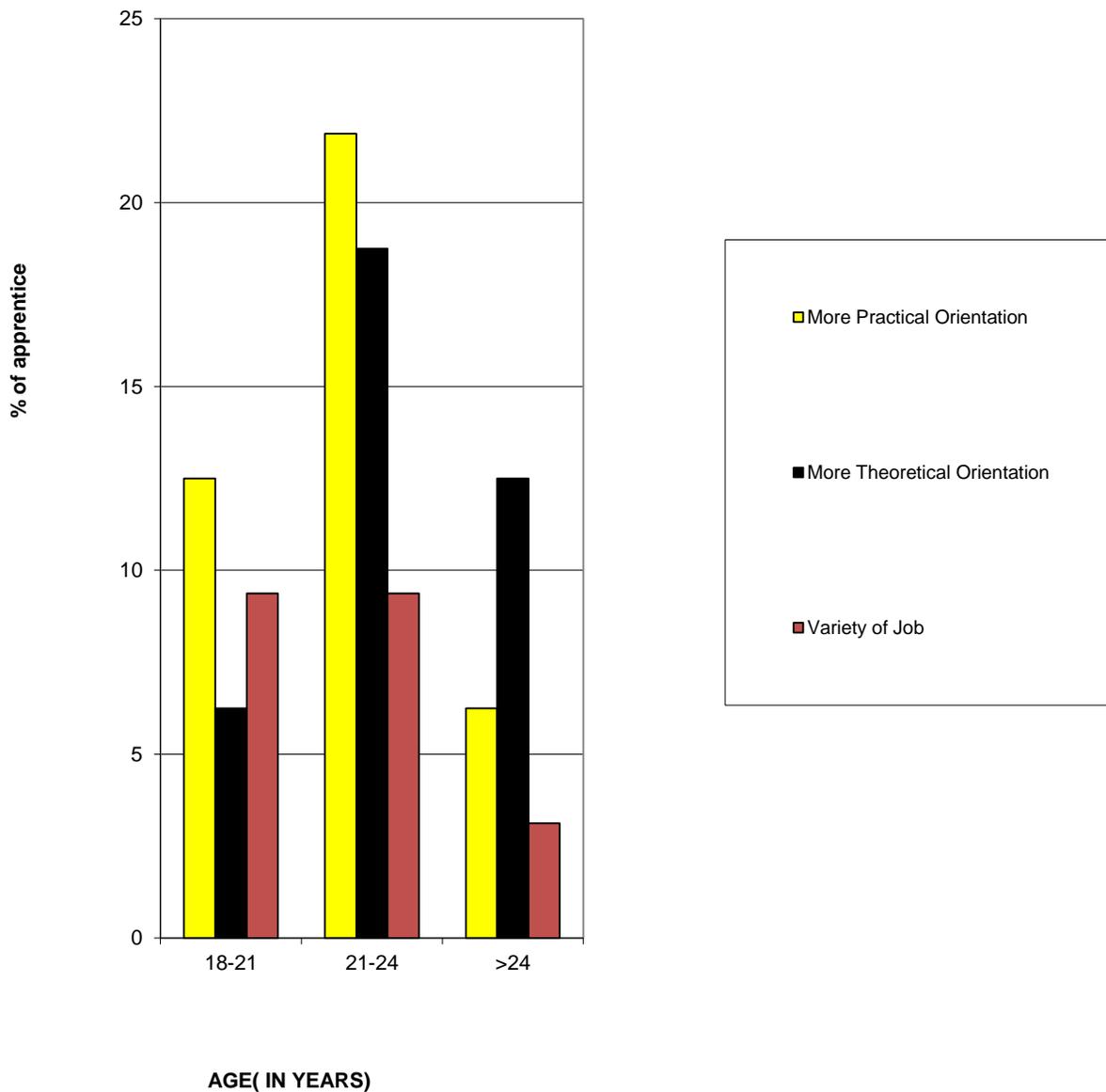
**H<sub>0</sub>** : There is no significant association between age of the apprentice & their expectation from the training.

**H<sub>1</sub>** : There is a significant association between age of the apprentice & their expectation from the training.

**Conclusion**

From the above analysis we conclude that there is an association between age of the apprentice & their expectation from the company. They preferred to have more practical orientation and it was more pronounced in the age group of 21 – 24 years.

### 2. Association between Age of the apprentice & their expectation from the training.



### 3. Association between Age of the apprentice & their level of Satisfaction on the training imparted

Age (Years)	Level of satisfaction on the training imparted			Total
	Average	Good	Excellent	
18-21	4	3	2	9
21-24	8	5	3	16
>24	3	2	2	7
<b>Total</b>	<b>15</b>	<b>10</b>	<b>7</b>	<b>32</b>
		Calculated value at 5% level of significance	Table value	
$\chi^2$		0.3315	9.488	

#### CHI – SQUARE

$H_0$  : There is no significant association between age of the apprentice & their level of Satisfaction on the training imparted.

$H_1$  : There is a significant association between age of the apprentice & their level of Satisfaction on the training imparted.

#### Conclusion

From the above analysis we conclude that there is no close association between age of the apprentice & their level of Satisfaction on the training imparted.



#### 4. Association between Age of the apprentice & acquirement of skill set

Age (Years)	Acquirement of skill set			Total
	Average	Good	Excellent	
18-21	4	2	3	9
21-24	6	6	4	16
>24	3	3	1	7
<b>Total</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>32</b>
		Calculated value at 5% level of significance	Table value	
$\chi^2$		1.2865	9.488	

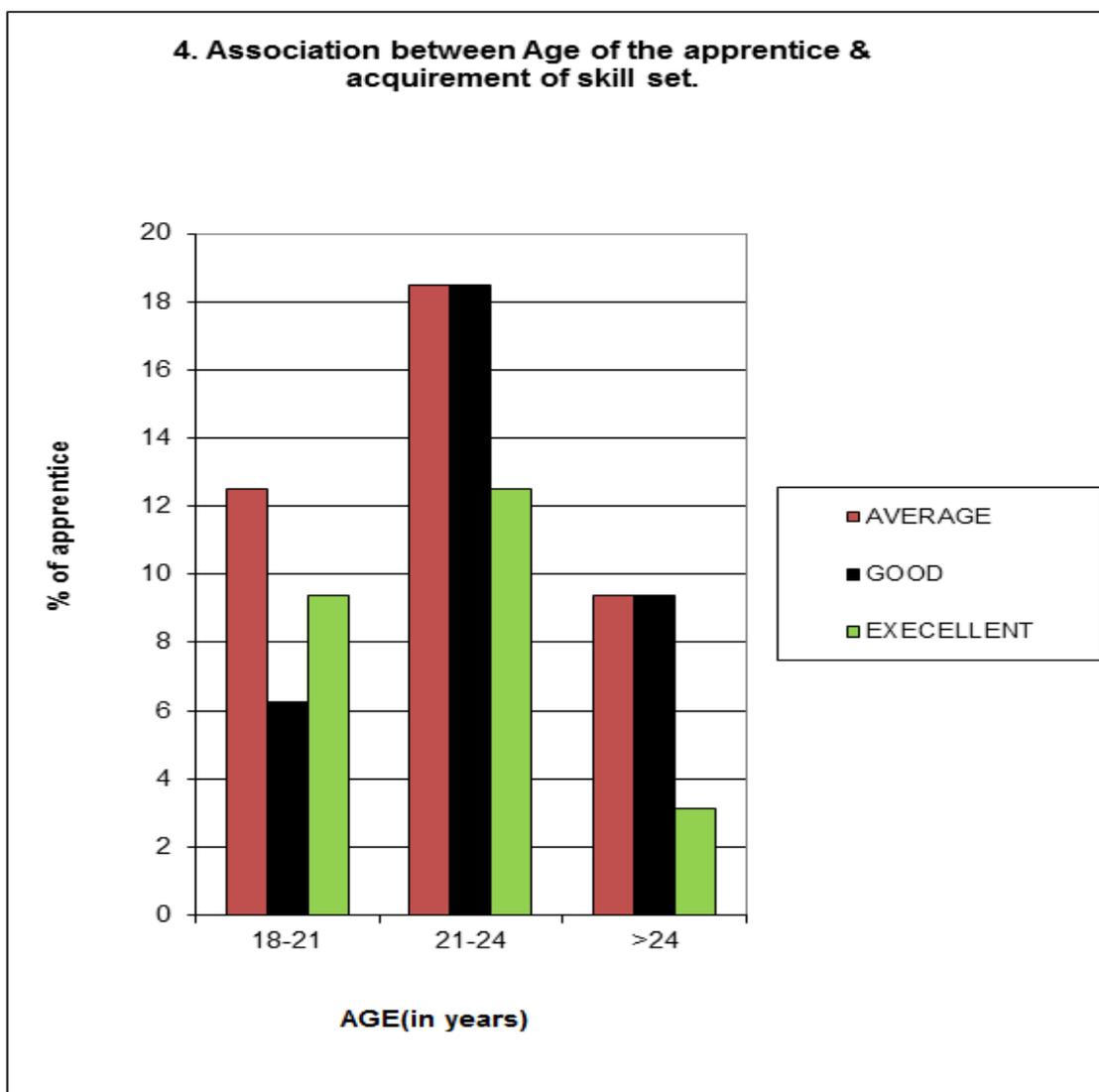
#### CHI – SQUARE

$H_0$  : There is no significant association between age of the apprentice & their acquirement of skill set.

$H_1$  : There is a significant association between age of the apprentice & their acquirement of skill set.

#### Conclusion

From the above analysis we conclude that there is no close association between age of the apprentice & their acquirement of skill set.



### 5. Association between Age of the apprentice & their level of Confidence in getting placed

Age (Years)	Level of confidence in getting placed			Total
	Average	Good	Excellent	
18-21	3	5	1	9
21-24	4	10	2	16
>24	1	4	2	7
<b>Total</b>	<b>8</b>	<b>19</b>	<b>5</b>	<b>32</b>
		Calculated value at 5% level of significance	Table value	
$\chi^2$		4.367	9.488	

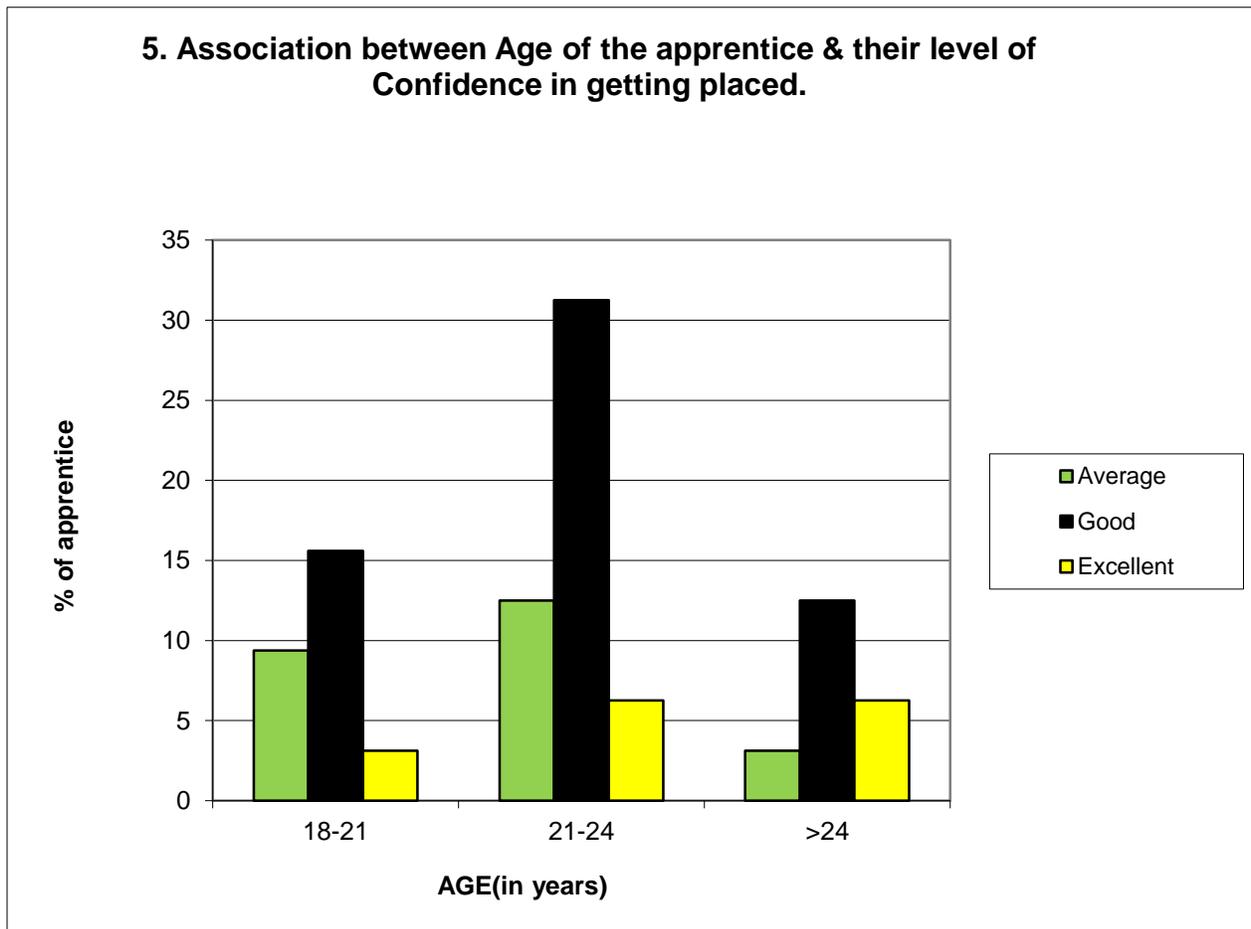
#### CHI – SQUARE

$H_0$  : There is no significant association between age of the apprentice & their level of confidence in getting placed.

$H_1$  : There is a significant association between age of the apprentice & their level of confidence in getting placed.

#### Conclusion

From the above analysis we conclude that there is no close association between age of the apprentice & their level of confidence in getting placed.



## V. SUGGESTIONS

- Apprentices of age group lower than 24 must be exposed to a variety of job and given more practical exposure.
- The higher age group should be given theoretical instructions because a large time gap has come in between their studies and apprenticeship.
- A system of feedback at regular intervals should be followed to know the satisfaction of the apprentices. This will help the company to take midcourse correction and improve the efficacy of the training.
- The achievement of skill sets should be periodically checked by administering tests and the gap should be bridged by imparting special knowledge and skill
- The apprentices should also be given a chance to get trained with the latest imported machines.
- The training methods should be modified to provide an environment more similar to workplace.
- The apprentices should be made aware of the expectations of the industries to enable them to settle down in their new job smoothly.

## VI. CONCLUSION

The study helps the company to know the expectation of the apprentices of different age group and their level of satisfaction in the training provided by the

company. This also helps to know how well the trainee's have acquired the skill sets that are required for their trade. System of feedback should be implemented by the company. One of the most important finding of the study is to develop a system of feedback to ensure the effectiveness of the training programme. This will help them evaluate the training provided by them and take steps to improve the training to meet the expectation of the apprentices.

The company should concentrate on providing more practical training to the apprentice. They should be given wider knowledge regarding their trade. Through this study it is evident that the company follows The Apprenticeship Act, 1961 meticulously.

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