

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter dealt with analysis and interpretation of data. The major findings and its inferences are discussed in this chapter. The major findings from the statistical analysis and hypothesis testing from the research analysed extensively in the previous chapter is being discussed and interpreted here. Based on the findings, recommendations are made to MSME-DI and the Government to formulate future training policies for the ESDP training to make it more effective. The Conceptual Model will be ideal to measure the effectiveness of similar kinds of trainings also. Scope for further research in the field and limitations of the study are also discussed at the end of this chapter.

5.2 FINDINGS OF THE STUDY

The major findings of the study are discussed. All the objectives of the study are met through the research. The study had proved beyond doubt that the ESDP Training conducted by MSME-DI, Kerala for the weaker sections of the society was effective. The specific objectives like whether transformation happened to trainees after ESDP training and success in starting an enterprise was met. The results of the demographic analysis in the section 5.2.1 discussed below clearly points out the transformation and success in starting an enterprise or self-employment. The second specific objective about finding out the relationship between training and success in starting an enterprise also found out to be having a direct relationship. The third specific objective of formulating a model for evaluating the training of the MSME-DI was also fulfilled. The concept model had been found to be an effective one for measuring the effectiveness of ESDP Training conducted by MSME-DI. The detailed discussions about the findings are explained below.

5.2.1 Results of the Percentage Analysis

Out of the sample size of 355 taken for the entire study, 200 (56%) respondents were selected from Ernakulam District and 155 (44%) from Thrissur District. Participants in the 26-35 age group constituted the maximum number. So basically it was a young

crowd. 70% of the respondents were having education up to the 12th level. Most of the respondents were females (94%) which proved that the ESDP training programme mainly catered to the women. Regarding religious background, Hindus were in majority (66%), followed by Christians 28% and Muslims constituted only 6% of the respondents. Amongst respondents, minorities (Christians and Muslims) constituted the largest block 32% followed by SC 24%, OBC/ OEC 22% and forward castes 22%. This proved that this training programme ESDP was mainly for the weaker sections of the society, especially women from backward and minority communities. Most of the respondents (88%) were coming from nuclear families, which was unique to Kerala. Almost all of the respondents (94%) were having less than ₹ 2 lakhs annual income and majority (76%) of them were from rural areas. The above observations showed that the training programme ESDP conducted by MSME-DI mainly catered to young women from weaker sections of the society, who were predominantly rural based with low income.

Before joining for the ESDP course, 66% of the respondents were unemployed, 18% employed, 8% self-employed, 4% in business and 4% were students. Now, after the training programme, we could find that 42% were self-employed, 28% having own business, 22% employed and 8% engaged in other occupations. The skills training, which is given as part of ESDP also equips a participant for self-employment as well as start a business. So, from this analysis, we can infer that the training programme was able to convert most of the unemployed respondents into self-employment or own business. Among those who started business, half of them (50%) started because they wanted better social status and income. About 28% were motivated to start business because they wanted to be their own boss in addition to status and income. From this, we can see that the weaker sections of the society can improve their status in the society through starting small enterprises because it is very difficult to give employment to everyone by the Government.

Regarding the efforts by MSME DI, Kerala to attract candidates for the training, 45% of the respondents said they got information about ESDP training through friend and MSME Campaign. So MSME campaign and word of mouth publicity were the popular promotion activity of the training programme. MSME DI was not conducting any screening test to select candidates for the ESDP training on a serious basis. Only 11% agreed that they had undergone screening test. Garment Manufacturing was the

most popular training programme for which most of the participants in the survey had joined (96%). The respondents didn't have a choice in selecting a particular training. So it was being allotted by the MSME-DI. Majority of them (84%) selected the course out of passion for that course. They were having high expectations about the training programme. All the participants went through an evaluation process during and at the end of the training session. Performance record, work sample and observation were the evaluation methods used by MSME. Regarding feedback at the end of the training, 98% of the participants responded that feedback was taken by MSME at the end of the training session.

After Training- Regarding the question what they did immediately after training, 37% had responded that they went for self-employment, 35% started own business, 22% went for jobs and 6% remained jobless due to reasons like pregnancy, disease etc. So, this programme was actually helping people to find an occupation and make them stand on their own. Most of the respondents (98%) who had started business said that they were in the same business for which they had undergone training. Regarding period of starting business, majority (59%) of them started immediately after the training. Most of them were having an annual income less than ₹ 2 lakhs. This might not be a correct figure because most of the respondents were giving the annual income figures that was mentioned in their Ration Card. MSME-DI was not doing any major follow up with the trainees after the training. Only 10% responded that there was some sort of follow up from MSME-DI, Kerala.

5.2.2 Testing the Hypothesis Using SEM and CFA

Reaction: This level showed the reaction of respondents to the training during the conduct of training programme. 8 hypothesis were set regarding 8 variables under the level reaction. The variables were; R1- Training was interesting, R2- The Topics covered were relevant for the skills required, R3- Trainers able to clear doubt, R4 - Trainers were friendly, R5- Training materials were given and were sufficient, R6 - The venue of the training was attractive and functional, R7- Satisfaction with the training Programme and R8 -Improvement required in the training programme. Hypothesis were set from H1-H8 stating that the above variables R1 to R8 respectively contributed positively to reaction. In all the above 8 cases, H1 to H8 were accepted,

which meant that all the 8 variables contributed positively to Reaction during ESDP training conducted by MSME Development Institute, Kerala.

Learning: This level showed how much the trainee had learned from the training. 8 hypothesis were set regarding 8 variables under the level learning. The variables were; L1- Knowledge about the product and process were transferred during the Training, L2- Necessary Skills for making the product were taught, L3- You were able to perform the functions during the training, L4- Entrepreneurial skills were taught, L5- Taught about how to start a business, L6- Taught about Finance options, L7- Taught about various marketing facilities and L8- Taught about various incentive schemes, subsidies etc. Hypothesis were set from H1-H8 stating that the above variables L1 to L8 respectively had contributed positively to learning. In all the above 8 cases, H1 to H8 were accepted, which meant that all the 8 variables had contributed positively to Learning during ESDP training conducted by MSME Development Institute, Kerala.

Behaviour: This level had shown the extent to which the learning happened had been transferred into behaviour. 4 hypothesis were set regarding 4 variables under the level behaviour. The variables were; B1- training helped in the current business, B2- The skills you learned were being implemented now, B3- You were able to train others in knowledge, skills and attitude based on your training and B4- You were aware that the ESDP training had changed your behaviour in a positive way. Hypothesis were set from H1-H4 stating that the above variables B1 to B4 respectively had contributed positively to Behaviour. In all the above 4 cases, H1 to H4 were accepted, which meant that all the 4 variables contributed positively to Behaviour during ESDP training conducted by MSME Development Institute, Kerala.

Result: This level showed the extent to which transformation in behaviour was converted into meaningful results. 8 hypothesis were set regarding 8 variables under the level Result. The variables were; Re1- improvement in income after training, Re2- You were able to save from your income, Re3- Your social status improved now, Re4- You are making your own decisions now, Re5- You are more confident about yourself now, Re6- You are part of some political/ social movement, Re7- Your life style improved now and Re8- Your living standard improved now. Hypothesis

were set from H1-H8 stating that the above variables L1 to L8 respectively had contributed positively to Result. All hypothesis from H1 to H8 were accepted except H6. That means all 7 variables in hypothesis H1 to H5 and H7 to H8 had contributed positively to Result during training conducted by MSME Development Institute. Hypothesis H6 was rejected, which meant that being part of a political/ social movement had no influence on Result of Skill transfer after the ESDP training.

Achievement: Better results from training would be treated as an achievement by the trainee and would increase the achievement motivation. 2 hypothesis were set regarding 2 variables under this level Achievement. The variables were; A1-You would recommend this training to others and A2- You were satisfied with ESDP Training. Hypothesis were set from H1-H2 stating that the above variables A1 to A2 respectively had contributed positively to Achievement. In all the above 2 cases, H1 to H2 were accepted, which meant that all the 2 variables had contributed positively to Achievement during ESDP training conducted by MSME Development Institute, Kerala.

5.2.3 One Sample ‘Z’ Test

One sample Z test was conducted to find the level of Reaction, Learning, Behaviour, Results and Achievement. The results showed that the level of Reaction on ESDP training was found to be Excellent, Level of Learning found to be Excellent, level of Behaviour was found to be only good, the level Result found to be Excellent and the level of Achievement also found to be Excellent. So from the results, we could infer that the level of all the stages were either excellent or good which was a positive indication that the ESDP training programme was effective.

5.2.4 Model Fit

The value of the fit indices had indicated a reasonable fit of the measurement model with data. It had been empirically proved that the Concept Model was an effective tool to measure the effectiveness of the ESDP Training conducted by the MSME-DI, Kerala. The concept model for training evaluation is shown in figure 5.1

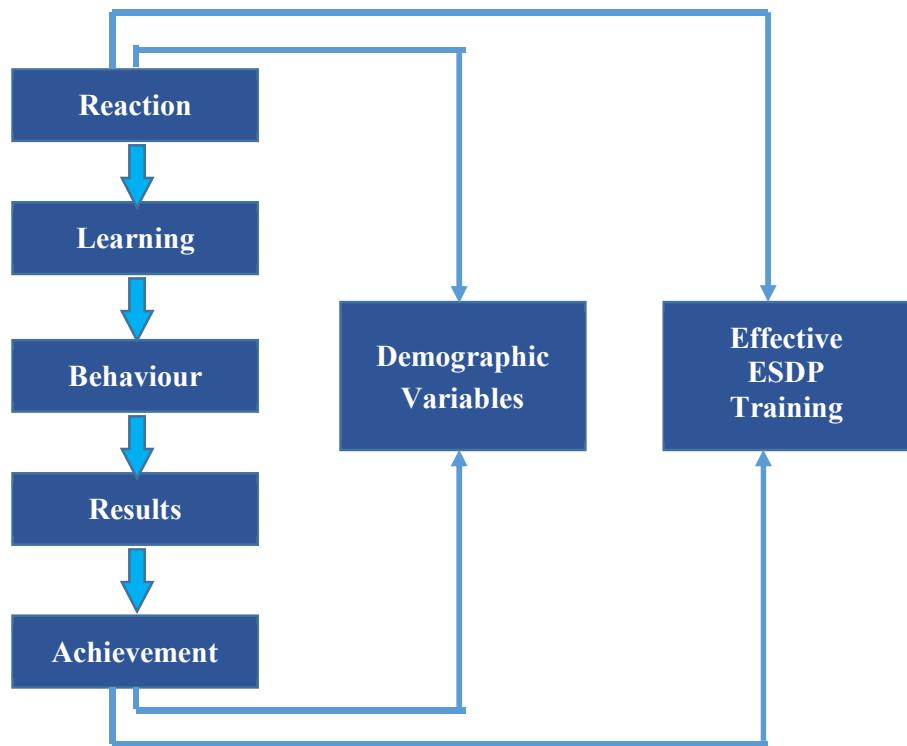


Figure 5.1 Concept Evaluation Model

5.2.5 Regression Analysis

From the regression analysis, we could infer that one unit increase in the Reaction resulted in 0.831 unit increase in learning which led to 1.56 units ($1.881 * 0.831$) increase in behaviour which resulted in approximately 1.1 units ($1.56 * 0.705$) increase in Results and finally resulted in 4.07 units ($1.1 * 3.704$) increase in the Achievement Level. We can conclude that 1unit increase in Reaction during the training would result in 4.07 units increase in Achievement provided all the other variables remains the same. Similarly if we consider the learning only, 1 unit of increase in Learning results in approximately 5 units increase in Achievement. Likewise one unit increase in Behaviour results in approximately 2.6 units increase in Achievement. Finally one unit increase in Results will increase the Achievement approximately by 4 units provided all the other variables are kept constant. This result indicated that there was a direct outcome from inputs in each level of training. The Conceptual Model was thus proven as effective in measuring the effectiveness of ESDP Training.

5.2.6 Pearson Correlation Analysis

To identify the relationship between ‘Reaction, Learning, Behaviour, Result and Achievement,’ Pearson correlation analysis was done. The results showed that correlation between the variables was more than 0.6 which indicated that there was significant relationship between the different variables. That meant that there was significant relationship between Reaction, Learning, Results, Behaviour and Achievement. Positive Reaction will lead to effective Learning which will lead to Transformational Behaviour which will lead to excellent Results and finally Achievement.

5.2.7 Analysis of Demographic Control Variables

This section analysed the influence of demographic control variables, that was, district, age, educational qualification, gender, Religious Background, community, type of family, annual income, locality and present occupation on learning, reaction, behaviour, result and achievement. The analyses were conducted using independent sample Z test or one way ANOVA.

Regarding districts of respondents and levels of variables, the result had shown that no significant differences existed between Ernakulam and Thrissur districts for all the variables Reaction, learning, Behaviour, Results and Achievement.

The age group of respondents was considered and hypothesis tested whether the mean score was same for different age groups. The ANOVA test had concluded that the mean score of reaction, learning, behaviour, result and achievement differed with age groups. A post hoc test or multiple comparison test for identifying which among age groups differed significantly was conducted and found that most of them did differ significantly.

When educational background of the respondents was tested using ANOVA, the results showed that the mean score of reaction, learning, behaviour and result differed with educational qualifications. But the mean score of Achievement didn’t differ with educational background. A post hoc test was used here also to find which among the group differed significantly.

As regards gender of the respondents, an independent sample Z test was conducted to compare the mean scores of variables for two different groups, which

was, males and females. The results had shown that no significant differences existed between males and females for the variables behaviour and result, but significant differences existed for variables reaction, learning and achievement.

Regarding religious background of respondents, ANOVA Test revealed that the mean score of reaction, learning, behaviour, result and achievement differed with religions. Post hoc test was done here also. In the case of community of respondents also the mean score of reaction, learning, behaviour, result and achievement differed with communities. A post hoc test or multiple comparison test for identifying which among communities did differ significantly was conducted and found that most of them differed significantly.

Regarding type of family, one sample Z test had confirmed that significant difference existed between joint and Nuclear families for the variable learning, behaviour, result and achievement and no significant difference existed in the case of Reaction variables. In the case of income of respondents, the Z tests clarified that significant difference existed between Less Than ₹ 2 Lakh and 2-5 Lakh for the variable behaviour, result and achievement and no difference for variable reaction and learning.

When locality of the respondents were considered, the ANOVA test had showed that the mean score of reaction, learning, behaviour and result differed with localities, but didn't differ with the variable achievement. A post hoc test or multiple comparison test for identifying which among the locality of respondents differed significantly was conducted and found that most of them did differ significantly.

In the case of present occupation of the respondents, we could conclude that the mean score of reaction, learning, behaviour, result and achievement differed with occupation. A post hoc test or multiple comparison test was conducted and found that almost all of them differed significantly. The above results had shown that there was direct relationship between Training and success in starting an enterprise even though significant differences existed between demographic variables with different levels of training evaluation model. It had been proven beyond doubt that the ESDP training resulted in starting of enterprise, self-employment or employment by a trainee after the training.

5.2.8 Chi-square Test

This section analysed the influence of demographic control variables like, age, gender, Religious Background and community on occupation of the respondents before the ESDP Training and after the ESDP training to find out whether the ESDP training was effective for the weaker sections of the society. Pearson Chi-square test was conducted to test the hypothesis to check whether differences existed in the occupation statuses of respondents before and after ESDP training with regard to demographic variables like age, gender, religion and community of the respondents.

Regarding age of the respondents and occupation before training, we could see that most of them in all the age groups were unemployed before ESDP training. Pearson Chi-square test had accepted the null hypothesis which meant that there didn't exist any significant differences between different age groups regarding occupation before training. But after the training statistics showed that there was considerable reduction in unemployment in all age groups other than below 25 years. In other age groups, most of them were either employed, started business or self-employed (equivalent to starting a business). The Chi-square test accepted the alternate hypothesis that significant differences existed between age groups regarding occupation after training.

Regarding gender of the respondents and occupation before training, we could see that one third of the male respondents and more than two third of the women were unemployed before training. The Chi-square test accepted the alternate hypothesis that considerable differences existed between genders regarding occupation before training. The after training picture showed all the males were either employed or in business and only 6.4% of the females were unemployed. The Chi-square test accepted the alternate hypothesis that significant differences existed between genders regarding occupation of the respondents after the ESDP Training.

In the case of religious background of respondents and their occupation before ESDP training, we could see that majority of them in all three major religions were unemployed. In the case of Muslims, it was 100 percent. The Chi-square test accepted the alternate hypothesis which revealed that significant differences existed between religious background of respondents and their occupation before ESDP training. After

the training figures had shown that most of the respondents were either employed or in business. The cent percent unemployment of Muslim respondents were turned into 100% employment or business. The Chi-square test accepted the alternate hypothesis which stated that significant differences existed between religious background of respondents and their occupation status after ESDP training.

Regarding community of the respondents and the occupation before ESDP training, the test showed that majority of them in all the communities were unemployed. Unemployment was highest among forward casts and SCs. Very few of them were in business. The Chi-square test accepted the alternate hypothesis that there was significant differences among community of the respondents regarding occupation before ESDP training. In the case of occupation after the training, almost all of them were engaged in either business, job or self-employment. There was no unemployment in the case of OBC/OEC communities. Percentage of respondents who had started business was the highest among minorities followed by OBC/OEC communities. The Chi-square test accepted the alternate hypothesis that significant differences existed between community background of the respondents and their occupation status after ESDP training.

So, the above Chi-square tests revealed that the ESDP Training conducted by MSME-DI, Kerala was effective. The training was able to convert the trainees who were mostly from weaker sections like OBC/OEC, SCs, minority communities and predominantly women, to business people or employees. Before the ESDP training, most of them were unemployed. The training helped them obtain gainful business including self-employment and job. This also showed that ESDP training programme helped in eradicating the scrooge of unemployment among weaker sections of the society.

5.2.9 Analysis of Open Question

Regarding the open question about suggestions by respondents for improvement in ESDP training; one third (33 %) of the respondents had suggested more product related training to be included in the ESDP training programme and another 30% recommended to increase the duration of the training.

5.3 RECOMMENDATIONS

- It had been proved that the ESDP training given to the weaker sections of the society was effective. Since the weaker sections are the most disadvantaged lot with the highest rate of unemployment, the government and the MSME-DI shall give more emphasis to this training and try to cover more trainees under the scheme.
- MSME-DI is not doing much follow up after the training. They need to have a proper mechanism for follow up about the status of the trainees at fixed intervals at least for a period of two years after the training.
- MSME-DI shall conduct a skill orientation test with each potential trainee before allotting a particular skill based ESDP training. Once a trainee is selected, then some form of hand holding shall be done by the MSME-DI till the trainee starts his/ her enterprise and then it shall be there till the trainee stabilizes his/ her business.
- ESDP training shall be closely monitored at each level from Reaction to Achievement as per the Concept Model so that better coordination can be effected which will bring greater achievement by the trainees.
- Most of the trainees came to know about ESDP training through Marketing Campaign and word of mouth publicity. The MSME-DI shall give more thrust to publicising this programme where the potential trainees are concentrated. Since most of the trainees are having education level up to Plus Two, it will be better to create awareness about the ESDP programme at the High School and Higher Secondary School level.
- The present duration of the course is 6 weeks. The researcher thinks it inadequate. MSME-DI authorities may increase the duration to at least 12 weeks. This can be followed by an advanced specialisation course of 6 weeks where mainly product oriented training can be given.
- MSME-DI shall make arrangements with the MSME Department and State Government Department of Industries so that there shall be a single window clearance for starting small enterprises and it shall be tied up with necessary

finance facilities. The expert panel shall assist the new entrepreneurs to come without any hitch.

- Make the trainees aware about the online facilities of the MSME Department and MSME-DI. Encourage them to use it on their own or utilize the help of digital agencies like ‘Akshaya’ to avail the online facilities.
- Better interaction between the trainers and trainees shall be ensured and also between different business experts for speedy clearance of doubts. Interaction with successful former trainees, who had started their own enterprise will also motivate the trainees and help them not to commit the same mistakes.
- Mentoring shall be introduced in a serious way. Each trainee shall be allotted to a Mentor so that the Mentor shall help would be entrepreneur start the enterprise successfully.

5.4 SCIENTIFIC CONTRIBUTIONS

The present research results may guide the future researchers who decide to take the related topic to study in the following ways.

- The SEM model can serve as a tool for measuring the effectiveness of any similar training programme.
- Appropriate application of the model will help any training organization to find out the shortcomings on particular levels and will help them in taking remedial measures.
- The study has got social implication since it had found out scientifically the effectiveness of ESDP programme on weaker sections of the society, especially women from minority and backward communities. This will motivate future researchers or policy makers to take up similar study having substantial social impact.

5.5 DIRECTIONS FOR FUTURE RESEARCH

- The study was conducted by taking samples from two districts in Kerala, namely Ernakulam and Thrissur. Since the ESDP training programme is mainly aimed at covering the weaker sections of the society, the present study couldn't cover the impact of training on Scheduled Tribes who are living mostly on the hilly districts of Kerala like, Idukki, Wayanad, Palakkad and also Union Territory of Lakshadweep. There is scope for further study here.
- The Government cannot give employment to all the people of a country. Entrepreneurship and self-employment are two effective ways to overcome the chronic unemployment problem facing our country. For the weaker sections and the underprivileged, having higher income and living standards are the only way to advance their status in the society. So, there is scope for further study on the socio-economic impact of the ESDP programme on weaker sections.
- Small enterprises are considered to be the harbingers of economic development of a country. There is scope for further study on the influence of entrepreneurship courses like ESDP, EDP on industrialisation and economic development of India.

5.6 LIMITATIONS OF THE RESEARCH

- There was no ESDP training by MSME-DI during 2015-16. Hence the data was not available for collection for that period.
- Most of the respondents surveyed were females. Few males were there as respondents.
- The ESDP training covered many skills based courses, the researcher was able to survey only respondents who had undergone three different skills based training and most of them had undergone training for the skill Garment Manufacturing.
- Initially the researcher had decided to collect the samples from Ernakulam District alone, the most industrialised district in Kerala. But due to the non-availability of enough samples, samples were collected from Thrissur District, where the Head Quarters of MSME-DI, Kerala was situated.

5.7 CONCLUSION

The study had proved that the ESDP Training conducted by MSME-DI, Kerala for the weaker sections of the society was effective thereby satisfying the main objective of the study. The specific objective whether transformation happened to trainees after ESDP training and success in starting an enterprise was met. The second specific objective about finding out the relationship between training and success in starting an enterprise was also found out to be having a direct relationship. The third specific objective of formulating a model for evaluating the ESDP training of the MSME-DI was also fulfilled with the development of the Concept Model.

The study had proved that the weaker sections of the society, mostly, women from minority and backward communities from predominantly rural areas were able to achieve gainful employment, self-employment or start their own enterprise and were being able to improve their status and living standards in the society. So this ESDP training has got greater social impact. Because of this, the social objective of the study was also met by this research results. But it seems that of lately, MSME DI is not giving much importance to such a socially beneficial course like ESDP and not encouraging enough training programmes. The researcher suggest increased thrust on these type of training programmes by the MSME-DI for the socially backward communities.