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Feedback Analysis of the Human Resource Training Programme

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This research paper proposes feedback analysis related to training of the stakeholders. This method is designed to explore appropriate feedback of the trainees. In spite, of having potential capacity building programmes for employees of many organizations there is a gap in understanding some aspects of human resource management in general. The study was conducted by using ex-post facto research design. A total of 67 trainee participants were selected by using purposive sampling method, for theme specific training programme entitled “Competence Enhancement Programme on Motivation and Positive Thinking”. The overall average feedback score for covering all the sessions were found 4.70 which indicates that the sessions covered are very useful in terms of knowledge gain, skills acquired, change in attitude, motivation and positive thinking. The overall scores calculated in terms of time allocation, range of coverage and use of teaching aids are 4.73, 4.71, 4.67 and 4.68 were justified in positive view and it can be concluded that the teachers dedicated towards their assigned task during the training programme. Overall training feedback score (4.66) indicated that the training programme is helpful for the respondents for their overall development. This study will help in the feedback analysis for further performance appraisal of an individual trainee as well as the trainers.

Keywords: Training, Feedback, Motivation, Positive thinking, Communication, Learning aspects

INTRODUCTION

The ICAR-National Academy of Agricultural Research Management (NAARM) was established by the Indian Council of Agricultural Research in 1976 at Hyderabad. The major mandate of the Academy is to build capacity in agricultural research, education and extension education systems, and to provide policy advocacy for the National Agricultural Research and Education System (NARES). The Academy organizes various capacity building programmes for researchers, academicians, extension personnel and other stakeholders in NARES. The Academy strives to enhance individual and institutional capacity for innovation in NARES. Considering the strategic importance of agricultural research in food security and economic growth of the country, leadership, governance and innovation are emerging as prerequisite for the transformation of NARES into a more pluralistic innovation system.

Training is a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

Training plays an important role in achieving organizational goals leading to professional excellence and development and also helps an individual to achieve

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the personal and professional goals. Successful training assists the strategic requirement of the organization and also satisfies the individual needs of the employees working in it. Effective training programs help the employees to focus on their career development which in turn helps the organization to achieve the short term and long-term objectives and goals.

The evaluation of the total value of a training system programme, is made in social as well as financial terms. Evaluation differs from validation as it assesses the overall value of the programme, and not just the achievement of its laid down objectives. It forms the part of the continuous monitoring of a programme or of the training function.

According to Chiaburu and Lindsay (2008), training helps the participants if the learnings such as knowledge, skills and attitudes are transferred in their workplace. Therefore, most of the training organizations will stress on learning transfer which is critical outcome to measure the training effectiveness. It was also reported by Grossman & Salas, 2011 & Salas, 2011; Hutchins, 2009; Martin, 2010 that some percentage of learning during training is applied at workplace. Yoon et. al., (2017) stated that, participants to be evaluated twice as internally and externally. Internal evaluation must be done after completion of 80 percent of the programme. According to Alliger *et al.*, 1997; training feedback have different features and satisfaction from training and training utility are different from each other. It was also reported by Bramley (2003) "Training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work."

Problem statement

The role of the technical officers in ICAR system is significant and vital. Technical officers support the scientists in different areas of research, extension and education. Their involvement in management and other institutional activities are well recognised. Therefore, the ICAR has taken decision to organize the training programs to improve the efficiency of technical officers in terms of improvement in their skills, knowledge and attitude to support the system for achieving the institutional goals.

Objectives of the Study

The objective of this study is to grasp technical officer's perception towards training programme is to find the flaws in the existing training in order to recommend remedial action on that basis to make programs more responsive to the changing needs of the present context.

Very few empirical studies are available related to the training effectiveness, training evaluations, training methods and training needs in India. The studies focused

on entire gamut of training in a holistic manner with a process appraisal and training transfer are rare seen.

METHODOLOGY

An ex-post facto research design was used in this study. A total of 67 participants were selected purposively from the Category II (with total of 200) and Category III (with total of 410) of Technical services employees of ICAR system, which works out to 610 Technical Officers. The applicants were suggested to apply online for the training programme by visiting NAARM website: <https://naarm.org.in/home/training>. Accordingly, a total of 81 nominations were received out of which 67 applicants were scrutinized for this programme based on first come first serve basis. Before deputing these officers for training at NAARM, Hyderabad, their training needs were assessed at their respective organizations. Based on their assessed training needs, this theme specific training programme was planned focusing on Human Resource (HR) practices of broad areas viz., motivation, positive thinking, positive attitude, assertiveness, teamwork and communication skills. All the training sessions were arranged in the form of interactive mode, classroom learning, team approach and team building exercise. The basic information on personal profile characteristics of the respondents was obtained by calling online applications and online feedback was obtained at the end of training programme from all the 67 respondents as in built mechanism system to get the feedback.

Finally, tabulated and descriptive analysis viz., frequency and percentages were used for distribution and categorisation of personal characteristics of the respondents to get the meaningful results for proper understanding. The other training related components were measured by using Likert's five-point continuum scale to find the overall feedback of the training programme in terms of Time allocation, Range of coverage, Usefulness and Teaching aids.

About 20 topics were covered in this programme with 11 learning aspects and overall assessment of the programme on 4 dimensions. Based on the importance a scores were assigned for a particular component of training, learning aspects and training dimensions as 1-5. Where a score of 5 is highly important and 1 is the least important, accordingly the overall scores were computed. The overall scores for session wise topics were also was calculated by summing up all the 4 components by calculating the average. The overall impact score of training was calculate by summing up all the five assessment components of overall assessment of the programme. Some of the questions are open ended and participants were asked to express their views on different aspects of training.

RESULTS AND DISCUSSION

Profile characteristics of the respondents

A total of 14 states were covered by the respondents for this programme. Interestingly, more number of respondents (17.91%) are from Rajasthan followed by 16.42 per cent of the respondents are from ICAR headquarters (New Delhi). Equal (11.94%) percentage of respondents are represented from Haryana and Uttar Pradesh as depicted in Fig 1. The representation of the respondents from other states are Telangana (7.46%), Kerala (7.46%), Karnataka (5.97%) and Madhya Pradesh (4.48%). Overall it was a good combination from northern and southern states of respondents.

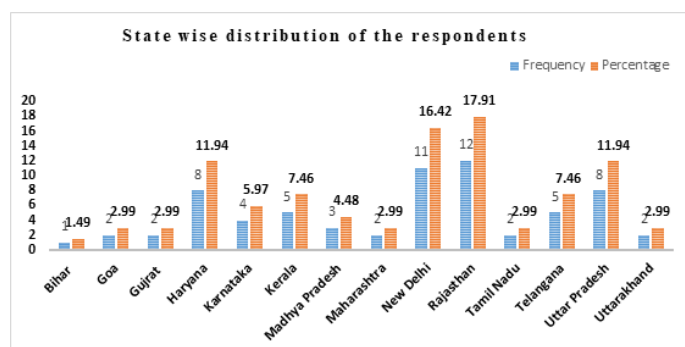


Fig 1: State wise distribution of the respondents

The results of the gender profile in Fig 2, indicated that majority (94.00%) are male and only 6.00 per cent of the respondents are female. As most of the technical staff in ICAR system works for the farm related activities it is quite understand that female representation is less as compared to male. Similar findings are reported by Ahire et. al. (2017).

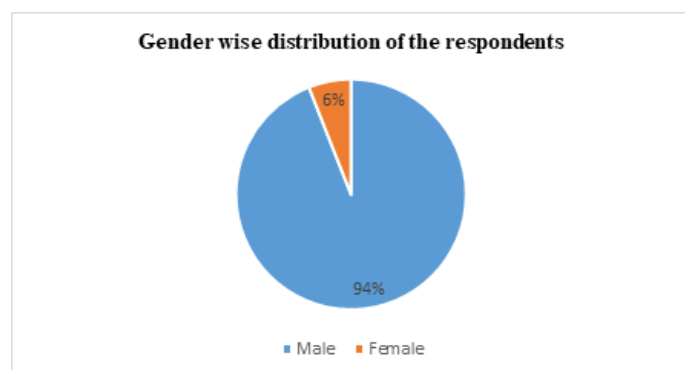


Fig 2: Gender wise distribution of the respondents

Table 1: Educational background of the respondents

Sl. No.	Educational background	Frequency	Percentage
1.	Doctorate	11	16.42
2.	Post Graduate	35	52.24
3.	Graduate	13	19.40
4.	Diploma	8	11.94

Educational background of the respondents depicted in Table 3 and it was found that majority (52.24%) of the respondents are post graduates followed by graduates (19.40%), doctorates are (16.42%) and diploma holders are 11.94 per cent. As more than half of the respondents are post graduates, indicates the institutional policy set for the recruitment to enter in the ICAR system as senior technical officer requires the minimum qualification as post-graduation as per the new recruitment guidelines of technical services rule (TSR) of ICAR. The representation of diploma holders appeared due to the old technical services rules and promotion after completion of 5 years of service.

Table 2 indicates the distribution of the respondents based on their positions in their respective institutions.

Table 2: Distribution of the respondents based on their designation

Sl. No.	Designation	Frequency (n=67)	Percentage
1.	Chief Technical Officer (T-9)	12	17.91
2.	Assistant Chief Technical Officer (T 7-8)	11	16.42
3.	Senior Technical Officer (T-6)	24	35.82
4.	Technical Officer (T-5)	20	29.85

Table 2 depicts the distribution of the respondents based on their designations and it was found that majority (35.82%) respondent are senior technical officers followed by 29.85 per cent are technical officers, 17.91 per cent are chief technical officers and 16.42 per cent are assistant chief technical officers. These are the four positions in technical services of category III in ICAR system. There is a recruitment policy in ICAR for technical staff as category I, II and III. Direct recruitment to enter in technical services is available in category I as Technical Assistant (T-1) later after putting five years' of service in particular category an employee will be promoted to the next grade and completion of 10 years of service, an employee enters into category II as Technical Assistant (T-3). Again an employee holding T-3 position becomes technical officer and enters in category III of technical services of ICAR subject to fulfill the criteria of educational qualification. Here we can say that the once an employee enters in technical category from T-1, on promotion reaches to the T-5 position (Technical Officer). Whereas to enter in category III of technical services one has to go with the direct recruitment process as Senior Technical Officer (T-6) who can reach up to (T-9) position on promotion by putting 7 years of service in T-7-8 position.

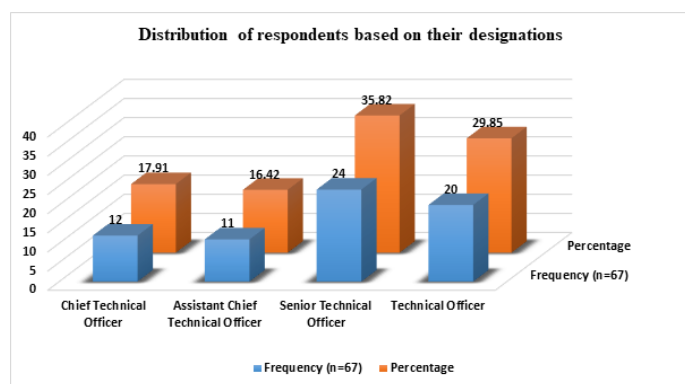


Fig 3: Distribution of respondents based on their designation

Table 3 entails the distribution of the respondents based on their specializations as subject matter expertise.

Table 3: Distribution of the respondents based on their discipline

Sl. No.	Discipline	Frequency	Percentage
1.	Plant Sciences	38	56.72
2.	Engineering	11	16.42
3.	Veterinary & Animal Sciences	5	7.46
4.	Computers and IT	7	10.45
5.	Social Science	6	8.96

It was observed from Table 3, that more than half (56.72%) of the respondents were represented the plant sciences discipline followed by Engineering (16.42%), Computers and IT (10.45%), Social Sciences (8.96%) and veterinary and animal sciences (7.46%). As the technical staff in ICAR system meant to support the scientific staff in research, extension and education, naturally the recruitment is also done based on the expertise to fulfil the institutional requirements.

Table 4 indicates the distribution of respondents based on their work experience and it was observed that more than three-fourth (77.61%) of the respondents have 16-30 years of long work experience in ICAR system followed by 13.43 per cent of the respondents had more than 30 years of work experience and 8.96 per cent respondents had 15 years of experience. Therefore, it can be concluded that more than 90 per cent of the respondents had more than 16 years of service and have good experience in their field. More experience in the specialized field required lot of skills and it is a good sign for the ICAR system that experienced technical employees are contributing for achieving the research, extension and educational goals for the system.

Table 4: Distribution of the respondents based on their work experience

Sl. No.	Experience	Frequency	Percentage
1.	Upto 15 years	6	8.96
2.	16-30 years	52	77.61
3.	>than 30 years	9	13.43

The results depicted in Table 5, indicated that the proficiency of the respondents in handling of computers in day today works and they were grouped into three categories based on their responses. It was observed from the results that more than half (52.24%) of the respondents have medium level of proficiency in computer followed by low (32.84%) and high (14.93%). As majority of the technical staff are involved in field based activities they do not have much computer access that one might be the main reason that they were in medium and low level of proficiency in computers. Hence it is necessary that ICAR have to take necessary steps to train their technical employees in handling of computers so that their proficiency will improve in dealing with the computers which will be helpful to work faster.

Table 5: Distribution of the respondents based on their proficiency in computers

Sl. No.	Proficiency in Computers	Frequency (n=67)	Percentage
1.	Low	22	32.84
2.	Medium	35	52.24
3.	High	10	14.93

Table 6 indicates the distribution of the respondents based on the participation in training programmes at NAARM before attending this programme. As NAARM is capacity building institution of ICAR, variety of programmes are offered by NAARM. In this connection respondents were asked to give their response whether they have attended any programme in that at NAARM or not. The responses of respondents as dichotomous in nature and it was observed that more than 80 per cent (80.60%) respondents were recorded their response as no and around 20 per cent (19.40%) were recorded their response as yes. As majority of the respondents were attended this type of programme at NAARM as responses recorded, it indicates that this type of programmes are very recently started in the ICAR system to follow the DoPT guidelines.

Table 6: Distribution of respondents based on their past trainings attended at NAARM

Sl. No.	Programme attended at NAARM	Frequency	Percentage
1.	Yes	13	19.40
2.	No	54	80.60

Fig 4 indicates the source of information used by the respondents for attending the present programme and it was observed that more than half (52.24%) of the respondents were used NAARM website for taking part in this training programme as source of information. WhatsApp group as information source was used by 19.40 per cent of the respondents for attending this programme as information source and 14.93 per cent of the respondents were came to know the information through their nodal office of the institute. Project Monitoring and

Evaluation (PME) cell was used as information source to take part in this programme by 7.46 percentage of respondents.

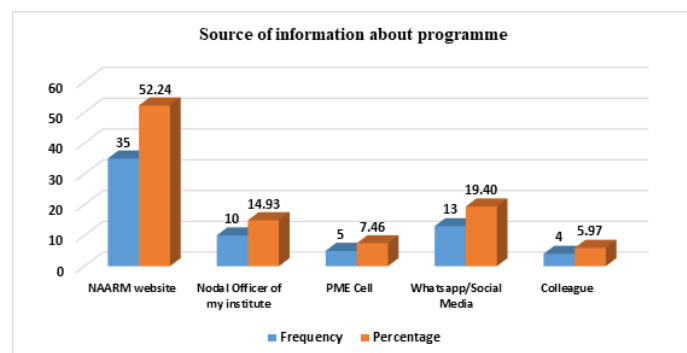


Fig 4: Source of information used by the respondents to attend this programme

Session wise feedback

Online session wise feedback was obtained from respondents at the end of training programme on five-point quantum where 5 is the highest level of agreement and 1 is the least. Accordingly, the average scores were calculated for all the four components of evaluation of a topics and finally the overall impact scores were also computed for all the topic dealt in the training programme (Table 7).

The sessions covering on time allotted, range of coverage, usefulness and teaching aids were evaluated and it was found that the overall impact of the session of life style

management is 4.54, followed by motivational techniques (4.67), presentation skills (4.64), positive thinking (4.63), visit to Indian Institute of Millets Research (IIMR) (4.44), personality typing (4.81), role perception at workplace (4.71), effective communication-a process towards motivation (4.86), positive attitude to work in teams ((4.93), inter team interaction (4.66), values and work ethics for development professionals (4.52), emotional intelligence (4.76), stress management (4.62), group seminar presentations (4.76), assertiveness in workplace (4.62), teamwork (4.74), trust building (4.76), and positive attitude for personality development. These sessions were covered during the seven days of training programme and based on the results of overall impact scores computed for all the sessions it was observed that all session scores are 4.53 out of 5. It indicates that all the sessions are handled by the faculty of NAARM very well in all the aspects such as time allotted for the session, range of coverage, usefulness and teaching aids used during the sessions. Similar results were reported by Kunche et.al. (2011) in their study entitled "Analysis and Evaluation of Training Effectiveness".

Therefore it can be concluded that the theme specific training programme entitled 'competence enhancement programme on motivation and positive thinking' for technical officers is very useful in terms of to enhance their knowledge, skills, change in attitude and behavior, positive thinking and communication skills. It is also helpful for the technical officers to work more efficiently for achieving institutional and professional goals.

Table 7: Session wise feedback of the respondents

Sl. No.	Topics	Time allocated	Range of Coverage	Usefulness	Teaching Aids	Overall Impact
1.	Life Style Management	4.68	4.46	4.38	4.65	4.54
2.	Motivational Techniques	4.68	4.68	4.73	4.59	4.67
3.	Presentation Skills	4.68	4.59	4.65	4.65	4.64
	Positive Thinking	4.78	4.68	4.68	4.38	4.63
	Visit to IIMR-Millets	4.43	4.41	4.35	4.57	4.44
6.	Personality Typing	4.84	4.81	4.89	4.7	4.81
7.	Role Perception at work place	4.81	4.76	4.62	4.65	4.71
8.	Effective Communication-A Process Towards Motivation	4.81	4.97	4.86	4.81	4.86
9.	Positive Attitude to work in Teams	4.95	4.95	4.86	4.95	4.93
10.	Inter Team Interaction	4.54	4.62	4.76	4.7	4.66
11.	In Pursuit of Excellence	4.78	4.78	4.68	4.68	4.73
12.	Values and work ethics for development professionals	4.62	4.54	4.43	4.49	4.52
13.	Emotional Intelligence	4.86	4.65	4.76	4.78	4.76
14.	Stress Management	4.73	4.62	4.62	4.51	4.62
15.	Group Seminar Presentations	4.7	4.78	4.84	4.7	4.76
16.	Assertiveness in workplace	4.65	4.78	4.38	4.65	4.62
17.	Teamwork	4.73	4.76	4.7	4.78	4.74
18.	Trust Building	4.73	4.78	4.73	4.78	4.76
19.	Positive Attitude for Personality Development	4.84	4.84	4.81	4.84	4.83
	Overall session wise impact score	4.73	4.71	4.67	4.68	4.70

Overall assessment of training components

The overall training programme was also assessed on various components of the training programme and it was observed that the computed score of course content is 4.68 out of 5 followed by coordinator's skill and support (4.78), relevance to your needs (4.57), overall learning from the course (4.57) and course in general is 4.68 (Table 8). The overall training impact score 4.66 indicates that the training programme is very effective in terms of overall development of the technical officers of ICAR. Ahire *et al.* (2017) reported the similar results in their study.

Table 8: Overall assessment of training programme

Sl. No.	Overall assessment of various training components	Scores
1.	Course Content	4.68
2.	Coordinator's Skill and support	4.78
3.	Relevance to your needs	4.57
4.	Overall learning from the course	4.57
5.	Course in General	4.68
6.	Overall impact of the training	4.66

Assessment of the programme on learning aspects

The learning aspects of the programme evaluated on five point ratings where 5 indicates maximum level of your agreement to the statements and decreases thereon to 1.

Table 9: Assessment of the programme on learning aspects

Sl. No.	Learning aspects of training	Scores
1.	Expectations from the Course were mostly fulfilled	4.54
2.	I will Recommend this Programme to others	4.73
3.	Proportion of exercises/case studies/examples was adequate	4.59
4.	Topics were Updated to suit the present scenario	4.62
5.	Additional Knowledge was gained due to the Programme	4.54
6.	Resource Materials were well organized, useful and adequate	4.70
7.	Teaching aids used were well prepared and comfortable in viewing	4.78
8.	Speakers were clear in their presentation & trainees were given relevant information	4.59
9.	Participants had enough Opportunities to interact with the trainers	4.76
10.	Training methodologies used were interesting and relevant for the purpose	4.65
11.	I can use the information learned and skills acquired	4.59
	Overall learning impact score	4.64

It was observed from all the 11 statement (Table 9) of learning aspects of the programme that the computed scores are more than 4.54 which indicates that the coverage of learning aspects of programme are good learning lessons for the respondents for their overall development. It was also observed that the overall learning impact is also 4.64 out of 5 indicates that the overall learning from the programme is very useful for the participants to achieve their professional targets and further development. The similar findings are also reported by Ahire *et al.* (2017).

Logistical support during training programme

For successful conduct of any training programme, logistical support is very important and it was observed for the results that the quality of food, hostel room maintenance, transport service, library support and medical facilities are rated 4.32 out of 5 by respondent which indicated that the logistical support is good at NAARM but there is always a scope for the improvement for the same.

Training facilities

Training facilities are very good at NAARM as identified organization by ICAR for capacity development and it was reflected in the results of training facilities which are rated more than 4.51 out of score of 5 (Table 10). Therefore, it can be concluded that the respondents are very happy as for as infrastructure is concerned for training activities.

Table 10: Logistical support and training facilities

Sl. No.	Logistical support during programme	Scores
a.	Supporting services	
1.	Quality of food	4.43
2.	Hostel room maintenance	4.49
3.	Transport services	4.32
4.	Library support	4.16
5.	Medical facilities	4.32
b.	Training facilities	
6.	Training venue is maintained neat and clean	4.78
7.	Lighting is adequate in training venue	4.78
8.	Air conditioning is well maintained in venue	4.59
9.	The Computer, projection and audio facilities in the venue are appropriate for the teaching - learning purpose	4.81
10.	The Toilets around the training venue are neat, clean and well maintained	4.27

Strong Points and weak points of the programme

The respondents were asked to give their opinion on strong points of the programme and weak points of the

programme and it was observed that majority (31.34%) of the respondents were opined that the programme is 'very useful to gain knowledge, to acquire skills and change in behaviour' is one of the strong point of this programme followed by 29.85 per cent of the respondents opined that the programme is 'very useful for self-motivation, positive thinking and complete the task in time' is the strong point of the programme. The other strong points as opined by the respondents are 'very useful to develop positive attitude, improve communication skills and work effectively (22.39%)', 'helpful to work in teams and trust building (10.45%)' and 'faculty members are expert in teaching skills (5.97%)'.

Table 11: Strong Points and weak points of the programme

Sl. No.	Strong point and weak of the programme	Frequency (n=67)	Percentage
Strong point			
1.	Very useful to develop positive attitude, improve communication skills and work effectively	15	22.39
2.	Very useful to gain knowledge, to acquire skills and change in behaviour	21	31.34
3.	Faculty members are expert in teaching skills	4	5.97
	Very useful for self-motivation, positive thinking and complete the task in time	20	29.85
4.	Helpful to work in teams and trust building	7	10.45
Weak points			
1.	Language barrier	4	2.99
2.	Do not found any weak point in programme	18	26.87
3.	Not responded	45	70.14

As for as weak points are concern a large majority almost 97 per cent of the respondents are satisfied or did not responded (Table 12). It indicates that majority of the respondents are satisfied with the topics covered in the programme and only 2.99 per cent of the respondents were opined that they have the language problem in understanding as they might be from the south India and not able to understand either Hindi or English.

Duration of the programme

Based on the past experiences and opinion of the participants attended the same programme in the past the present duration is restricted to 7 days instead of 10 days and it was observed from Table 10, that majority (44.77%) of the respondents are happy with the present duration of 7-days followed by very few (2.99%) of the respondents expressed their opinion that 21-days duration will be

appropriate instead of 7 days. Whereas large majority (49.25%) respondents did not respond on the duration of the programme. Therefore, it can be concluded that the present duration of 7 days is ideal for almost all the respondents.

Table 12: Opinion of the respondents on duration of the programme

Sl. No.	Duration of the programme	Frequency (n=67)	Percentage
1.	Duration must be 21 days	2	2.99
2.	Present duration of 7 days is enough	32	44.77
3.	Not responded	33	49.25

Suggestions for overall effectiveness of programme

The respondents were asked to give suggestions for overall effectiveness, more relevant and useful. The results indicated that majority (29.86%) of the respondents opined that more field visits may be arranged followed by 11.94 per cent of the respondents were opined that use of computers in day today life may be added during the programme and 8.96 per cent of the respondents opined that Hindi and English both languages must be used by the teachers during the sessions for better understanding as many respondents are from south India participated in this programme. It was also observed that almost half (49.25%) of the respondents did not given any suggestion for overall effectiveness of the programme (Table 13). Therefore, it can be concluded that majority of the respondents are satisfied with respect to the overall effectiveness of the programme.

Table 13: Suggestions for overall effectiveness of the programme

Sl. No.	Suggestions for course improvement	Frequency (n=67)	Percentage
1.	More field visits may be arranged	20	29.86
2.	Hindi and English language may be used by the faculty during session	6	8.96
3.	Use of computer in day today life	8	11.94
4.	Not responded	33	49.25

Limitations

This study was limited to one-time data collection from the respondents which limits the understanding of the training transfer and HR function. The present study cannot be justified in terms of cost. It measures only the perception of respondents towards the effectiveness of the programme. Hence, the results and facts cannot be generalized of this study. But similar studies can be replicated by incorporating the pre-training and post training processes. The sample size of the respondents is also one of the limitation in this study.

Suggestions

After completion of the training the trainee participants must be supervised by their peers in terms of training applicability at workplace. Trainees may be supported by the supervisors and their peers in terms of acquisition of skills, attitudinal changes and knowledge gain.

Implications

While, designing future research the methodology used in this study needs to be considered as a base with the other aspects of training which are related to the training cycle as suggested by the Kirkpatrick. Supervisors role is important to evaluate the trainees hence post training evaluation must be done by every training organization as in built mechanism as a part of training evaluation. Similar studies can be conducted by the large organization in public sector as well as in R & D organizations for the industry demand driven output.

DISCUSSION AND CONCLUSION

This study was focused on participants of training programme entitled "Competence Enhancement Programme on Motivation and Positive Thinking for Technical Officers of ICAR". The aim of this programme was to bring the change in participants' attitude so that they will self-motivated and be able to work with a positive mind set for achieving organizational and individual performance goals. The results of personal profile of the respondents indicated that majority (94.03%) of them are male. Representation of respondents are from 14 states of the country. More than half (52.24%) of the respondents were post-graduates as their educational background and plant sciences is the discipline represented by 56.72 per cent of the respondents. Majority (77.61%) of the respondents had 16-30 years of work experience. Majority (52.24%) of the respondents had medium level of proficiency in computers. More than 80 per cent (80.60%) respondents did not attend any trainings at NAARM in the past. It was also observed that NAARM website was used by 52.24 per cent of the respondents as information source for participation in this programme. The overall average impact score for covering all the sessions is 4.70 which indicates that the sessions covered are very useful in terms of knowledge gain, skills acquired, change in attitude, motivation and positive thinking. The overall scores calculated in terms of time allocation, range of coverage and use of teaching aids are 4.73, 4.71, 4.67 and 4.68 respectively. Which indicates that the teachers are dedicated towards their assigned task to be completed in effective manner. Overall training impact score (4.66) indicates that the training programme is helpful for the respondents for their overall professional development. The logistical support and training infrastructure was also assessed in this programme. The strong points and weak points of the programme was identified by taking opinion

of the respondents in this programme. In spite, of many positive results of this programme there is scope for NAARM to focus this theme specific programme by adding more field visits, more practicals and less theory. The computer applications as one of the session may be included in the programme as basics of computer. The findings of this research can be generalized to some extent with caution as the sample size is not adequate. The present study is based on feedback of the technical officers of ICAR institutes only immediate after completion of the programme for which the data not obtained from their immediate supervisors which may limit the generalization of the results as transfer of training needs to be verified by the supervisor as well. It was also reported by Arthur *et al.*, 2003, supervisors are the best sources of data collection to measure transfer of training and validate the results.

AUTHORS' DECLARATION

We all authors declare that this paper is original research there is no conflict of interest.

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