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Evaluation of classroom HRM training of technical staff

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Abstract

Training plays an important role in bringing desired change in attitude of participants, to develop essential skills and to enhance their existing knowledge. This study focused to train the technical staff of ICAR on motivation, positive thinking, communication skills, work in teams and other human resource aspects. Purposive sampling method was used in this study, conducted by ICAR-NAARM (National Academy Agricultural Research Management), Hyderabad for the "Competency enhancement programme on motivation, positive thinking and communication skills of technical professionals (T-1 to T-4) of ICAR. A total of 43 technical employees of ICAR formed the sample for this study, focuses on personal profile of the respondents, their opinion on overall training impact, training dimensions, learning aspects of training and suggestions for further improvement of the programme. The study revealed that the overall training programme is useful for the respondents as they have rated the overall training impact score 4.53 out of 5 which is very high. The overall impact score of learning aspects of the programme rated as 4.63 implies that the overall learning from the programme is very much satisfactory for the respondents and it was also observed that the overall impact score of training sessions (topics or subject matter covered) is 4.54 which indicated the highest level of learning has taken place during the training programme. It also indicated that the topics covered in the programme are most relevant to the needs of the respondents and useful for them to acquire desired skills, to gain knowledge and change in their behavior and attitude.

Keywords: Evaluation, Training, Motivation, Positive Thinking, Attitude

Introduction

Training plays an important role in capacity building of an individual as well as it helps the organizations to retain the employees to achieve the organizational goals for the overall development of the organization and to support the employees to enhance their capacities for their individual professional goals. Training can be defined as a short term or long term activity in which an individual or a group of people will be trained on their assessed needs to enhance their existing skills, to gain specific knowledge and change in desired attitude for achieving professional goals.

According to Lynch and Black (1995) ^[6], training is an important factor contributing for professional development through implementation of HR policies. Kraiger (2002) ^[5], suggested that training evaluation is beneficial if the information is collected by the training organizations specially by the decision makers which helps to understand the training objectives achieved and participants are applying the knowledge and skills at their workplace. As Goldstein and Ford (2002) ^[3] stated that training is a viable option which includes, assessment, design of training programme, and evaluation. They have also suggested that the data of feedback evaluation must be provided to the decision makers so that desired changes can be made in the programme for improvement. Morgan and Casper (2000) ^[7] studied the perception of participants of 400 training classes and found six factors viz., satisfaction from training, trainer and management process, testing process, material used in training, programme schedule and training utility for participants are very important.

Human resource is the major resource of every country. HR function processes to acquire competencies to fulfil the institutional needs. It was also described by United Nations Development Programme (UNDP) that people should live healthy and long life in an educated society with freedom and economically better living standards, have good medical facilities and good environmental societal norms to achieve as per people's choice.

We are living in a highly advanced society with full of dynamism forces us to opt the changes with the help of information and communication technologies with integration of scientific developments. These technologies are forcing us to achieve the advanced knowledge to meet the tomorrow's needs. Simultaneously every organization is investing in human capital in to meet the complex challenges to serve better for society.

In this context, the concepts of HR practices in the form of training to bring out the desired changes to fulfil the institutional needs. Still training is potential tool and recognizable business needs to be dealt skillfully. In spite, of technological changes still training is challenge to understand, deal and bring into practice. In today's world skilled human manpower with is essential for overall development of the society as well as institutions for which every organization should invest for long term benefits. Training is solution in organizations to meet the employees' individual needs. It is also being thought of as a solution to problems in aligning the individual needs and ambitions to achieve matching with the institutional needs and developments.

At present agricultural organizations are facing new challenges in the wake of rapidly changing agricultural and economic scenario of the country and agriculture as a profession with lot of challenges. To meet future challenges, there are the indications of resource crunch; there will be increasing emphasis on improving the efficiency of human resources of agricultural institutions to maintain an edge and compete in the global environment.

Most of the development departments in agricultural sector have been conducting numerous training programmes to enhance the technical expertise of all category of their employees. Very recently, an initiative has been taken by the Indian Council of Agricultural Research (ICAR) to train their technical staff on HR practices to enhance their existing capacities by considering their assessed training needs focused with motivation, positive thinking, communication skills and attitude so that they will contribute significantly in their organizations in the scientific area to achieve the organizational goals.

The present study was conducted by selecting 43 technical employees from the entire network organizations of ICAR institutions (108) at National Academy of Agricultural Research Management (NAARM), Hyderabad being an identified organization by the ICAR to support in conducting the capacity building programmes for the entire National Agricultural Research and Education System (NARES) with the focus to study the profile characteristics of respondents, to get the feedback on various components of training dimensions, learning aspects and to note their opinion on logistical support, training venue and suggestion on improvement of the programme.

Methodology

This study was conducted by selecting 43 technical staff (T-1 to T-4 category) of ICAR institutes purposively. Participants

are selected by inviting online applications for the programme entitled "Training Programme on Motivation, Positive thinking & Communication Skills" by writing a letter to all the Director(s) of ICAR institute to depute their technical staff for this seven-days programme. Accordingly, the communication was served to the all ICAR institutes, in response to that 51 online nominations were received. Out of 51 nominations 43 participants were considered for the training programme based on their suitability which formed the sample size for this study. The training was offered based on their assessed training needs by the respective organizations across the country.

Based on their assessed training needs this programme was offered by focusing on Human Resource Management practices broadly covering the major subject matter areas of motivation, perception, communication skills, positive thinking, teamwork and trust building. The programme was offered in an interactive mode in the form of classroom learning and hands on exercise. This study was focused on personal profile of the respondents which includes gender, age, education, computer skills, designation, discipline and professional experience. The data on training dimensions and learning aspects of training was collected from the respondents on 5-point rating scales in which respondents were asked to rate their opinion by assigning the scores as 5-1 where 5 is the highest level of importance and 1 is the lowest level of importance. Few questions are open ended and respondents were asked to express their opinion on different components of training. Finally, the data was tabulated and converted into average impact scores. For quantification of personal profile of the respondents and other components of trainings, descriptive statistical tools such as frequency and percentage were used for interpretation of data.

Results and discussion

Personal characteristics of the respondents

It was observed from figure 1, that more than three fourth (76.74%) of the respondents were male, around half (48.84%) of them were middle aged (35-50 years), 39.54 per cent of the respondents had post-graduation as educational qualification and 41.86 per cent of them had medium level of computer skills. Therefore, it can be concluded that this programme is male dominated. Regarding educational qualification post-graduates' respondents are more in this training programme which is good as for ICAR as technical staff are involved in scientific, extension and educational activities. Similar results are also reported by Ahire *et al.*, (2017) [2].

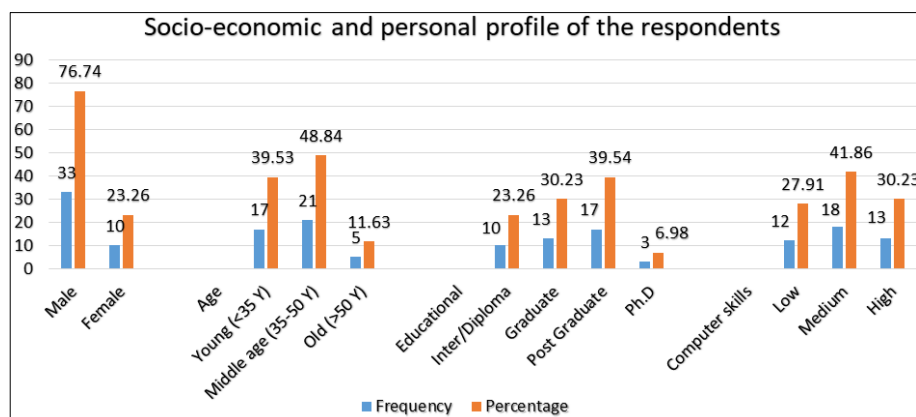


Fig 1: Distribution of the respondents based on their socio-economic and personal profile

The results depicted in figure 2, are the positions of the technical staff of the ICAR which they are holding. The designation as technician is the entry level position in ICAR system of technical Category-I. The person who joins in Category-I as technician will be promoted as senior technician after completion of 5 years of service. Whereas, the technical assistant position is available to enter in ICAR system as direct recruitment and after putting 5 years of service in that position person will be promoted as senior technical assistant

to the next grade pay and category-II. After going through the results it was observed that 39.54 per cent respondents are holding the technical assistants position and equal percentage (20.93%) are technicians and senior technicians. It was also observed that only 18.60 per cent of the respondents are holding the senior technical assistant as position. Therefore, it can be inferred that majority of the respondents are holding the technical assistant positions and they have put good number of years of their service in the ICAR system.

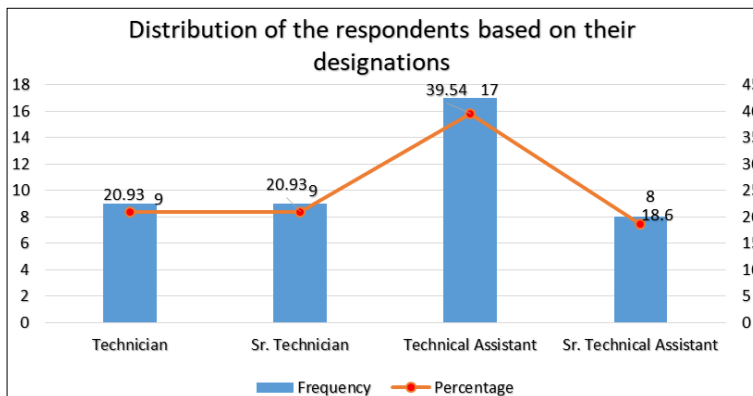


Fig 2: Distribution of the respondents based on their designations

was found that majority (37.21%) of the respondents belonged to the plant sciences discipline followed by others (25.58%), fisheries (11.63%) and equal per cent (9.30%) respondents are belonged to the engineering and social sciences discipline. Animal sciences discipline was

represented by 6.98 per cent of the respondents. It is quite natural that majority of the respondents are belonged to the plant sciences discipline entire ICAR system is focuses on agriculture.

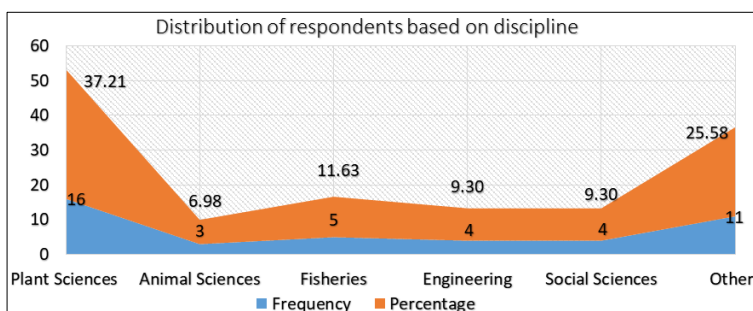


Fig 3: Distribution of the respondents based on their discipline

Figure 4 indicates the professional experience of the respondents as they

have completed their service in the ICAR system.

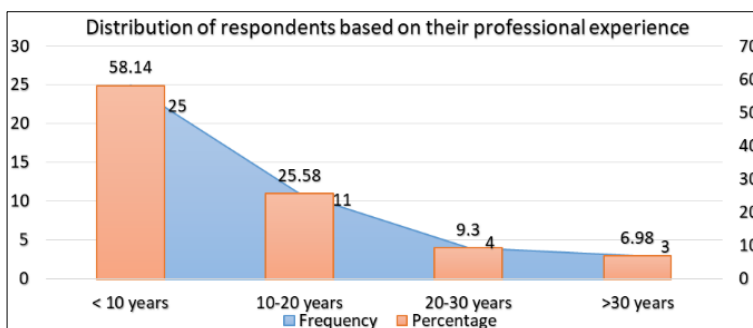


Fig 4: Distribution of the respondents based on their professional experience

It was depicted from figure 4 that majority (58.14%) of the respondents had less than 10 years of professional experience followed by 25.58 per cent of the respondents had 10-20 years of professional experience, 9.30 per cent of the respondents had 20-30 years of experience and only 6.98 per cent of them

had more than 30 years of experience. More the experience more the expertise in the profession is very important to serve the better in an organization as it's an observation that almost 40 per cent respondents had 10-30 years of professional

experience. Similar findings are also reported by Ahire *et al.*, (2017)^[2] in their study.

Overall assessment of training dimensions

The results depicted in figure 5, indicated the overall assessment on the training dimensions and it was observed that the major training dimensions were rated in the order of “Coordinators’ skill (4.91)” followed by “Overall learning from the course (4.53)”, “Course content (4.51)”, “Relevance

to your needs (4.39)” and “Course in general (4.35)”. It was also observed that the “Overall average impact score” rated is 4.53 out of 5, which is very high. Therefore, it can be concluded that the training programme offered to the technical staff is relevant to their needs, helped them to increase in their knowledge, acquire some skills and motivated them to achieve the organizational goals. These results are in support in Ahire (2009)^[1], Ahire *et al.*, (2017)^[2], Singh *et al.*, (2012)^[8].

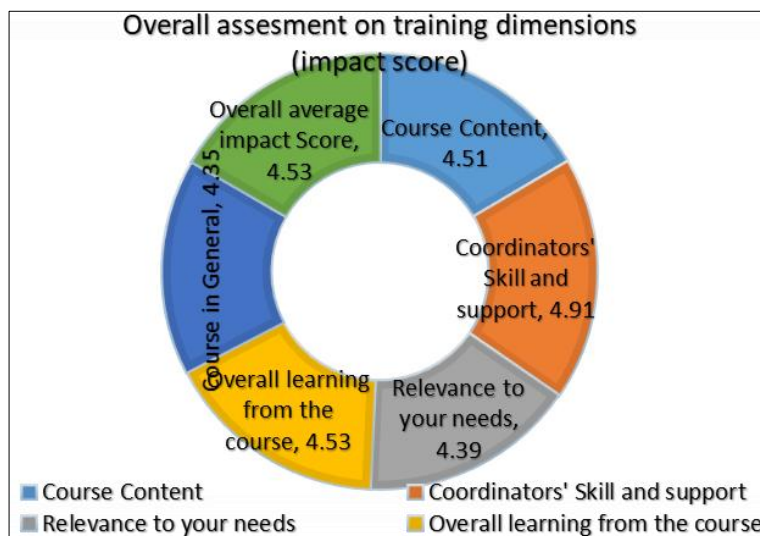


Fig 5: Overall assessment on training dimensions

Table 1, indicates the 11 learning aspects of training. The respondents were asked to rate the learning aspects on five-point continuum and asked to assign the score based on the importance of learning aspects in terms of changes occurred

among the participants. A score five refers to the high level impact and score one refers to the lowest impact on respondents.

Table 1: Other training dimensions related to learning aspects

S. No.	Learning aspects of training	Impact score
1	Expectations from the course were mostly fulfilled	4.42
2	I will create awareness among others about this programme this programme	4.81
3	Examples are relevant to real life situations and adequate	4.54
4	Subjects covered are suitable to the present situation	4.45
5	Programme helped to gain extra knowledge	4.53
6	Training materials is adequate, helpful and well arranged	4.58
7	Audio-visual material is well prepared and comfort in visible	4.59
8	Faculty members are well prepared their presentations	4.78
9	Trainees got sufficient opportunities to interact each other	4.74
10	Training methods are suitable and catching the interest of participants	4.69
11	I will use the information learned and skills acquired	4.77
	Overall impact Score	4.63

Maximum possible score = 5; Minimum possible score = 1

The results indicated that the “I will create awareness among others about this programme this programme (4.81)” was rated very high followed by “Faculty members are well prepared their presentations (4.78)”, “I will use the information learned and skills acquired (4.77)”, “Trainees got sufficient opportunities to interact each other (4.74)”, “Training methods are suitable and catching the interest of participants (4.69)”, “Audio-visual material is well prepared and comfort in visible (4.59)”, “Training materials is adequate, helpful and well arranged (4.58)”, “Examples are relevant to real life situations and adequate (4.54)”, “Programme helped to gain extra knowledge (4.53)”,

“Subjects covered are suitable to the present situation (4.45)”, and “Expectations from the course were mostly fulfilled (4.42). All the eleven learning aspects of the programme are rated above 4.42 out of five, implies that the programme was very helpful for the respondents in every aspect of learning such as change in their behavior, gain in knowledge, skill learning and overall professional development. It was also observed that the “Overall impact score which was rated 4.63 is also very high which indicates that the programme supported the participants to achieve the training goals for their professional developments.

Table 2: Session wise impact assessment of the training programme

Sl. No.	Topics/Sessions	Impact Score*				Overall impact Score
		TA	RC	UN	Tc A	
1.	Interpersonal relationship	4.55	4.30	4.51	4.57	4.48
2.	Personality profiling & Personality development	4.47	4.53	4.59	4.67	4.57
3.	Positive Attitude towards Personality development	4.49	4.51	4.55	4.53	4.52
4.	Stress management	4.52	4.12	4.56	4.36	4.39
5.	In pursuit of excellence	4.68	4.76	4.72	4.68	4.71
6.	Team Building	4.51	4.51	4.62	4.54	4.55
7.	Motivational techniques	4.53	4.38	4.20	4.33	4.36
8.	Positive Thinking and Team work	4.37	4.26	4.37	4.47	4.37
9.	Effective Communication to main stream media	4.47	4.53	4.32	4.21	4.38
10.	Effective communication-A Process Towards Motivation	4.67	4.57	4.55	4.65	4.61
11.	Effective Inter-Team Communication	4.45	4.57	4.38	4.59	4.50
12.	Positive thinking on role & responsibilities of technical professionals	4.73	4.77	4.74	4.73	4.74
13.	Motivation and working in Teams	4.68	4.68	4.63	4.68	4.67
14.	Effective Presentation Techniques	4.81	4.82	4.79	4.62	4.76
15.	Average Score	4.57	4.52	4.54	4.55	4.54

*Maximum possible score = 5; Minimum possible score = 1

TA: Time allotted; RC: Range of coverage; UN: Usefulness; Tc A: Teaching aids

Table 2, indicates the topics covered in seven days programme. It was observed from the overall average impact score rated as 4.54 that, there was a very high level impact on respondents and also indicated the great satisfaction from the programme. The overall impact score for the sessions covered in the programme are “Interpersonal relationship (4.48)”, followed by “Personality profiling & Personality development (4.57)”, “Positive Attitude towards Personality development (4.52)”, “Stress management (4.39)”, “In pursuit of excellence (4.71)”, “Team Building (4.55)”, Motivational techniques (4.36)”, “Positive Thinking and Team work (4.37)”, “Effective Communication to main stream media (4.38)”, “Effective communication-A Process Towards Motivation (4.61)” “Effective Inter-Team Communication

(4.50)”, “Positive thinking on role & responsibilities of technical professionals (4.74)”, “Motivation and working in Teams (4.67)” and Effective Presentation Techniques (4.76)”. All the 14 topics covered in the programme are mostly relevant to the human resource development and rated scores are between 4.37 to 4.76 which are highly rated. It indicates that the topics offered during the programme are most relevant to the participants and based on their assessed needs. The overall learning from the programme might be satisfactory in terms of knowledge gain, skills acquired, change in behaviour and helpful to work more efficiently and effectively. Table 3 indicates the suggestions made by the respondents for the improvement of the programme.

Table 3: Suggestions by the respondents for the improvement of the programme (n=43)

Sl. No.	Suggestions	Frequency	Percentage
1.	10 days duration is ideal for this programme	6	18.18
2.	Time management topic may be added in the programme	3	9.09
3.	Practical exercises and case studies to be included	6	18.18
4.	Some assignments on training topic may be given	3	9.09
5.	No suggestions	15	58.14

It was observed from Table 3, that the suggestions are very few or negligible as more than 58.14 per cent of the respondents not given any suggestions. Whereas 18.18 per cent of the respondents opine that the 10-days duration is ideal for the programme. Practical exercises and case studies may be included in the programme was suggested by 18.18 percentage of the respondents. Around 10 per cent (9.09%) of the respondents suggested that the time management topic may be added in the programme. These suggestions need to be considered by NAARM as training and capacity building organization by adding more case studies as seeing is believing in the form of field visits for further improvement in the programme.

Conclusion

Work efficiency depends on the knowledge, skills and attitude of the employees of the organizations. Considering these aspects, this programme was offered by the NAARM for the overall development of the technical staff of ICAR. This programme has mainly focused on HR practices for the motivation of employees in terms of knowledge, enhancement in skill acquisition, change in behaviour and attitude to

achieve the organizational goals and professional development. Similar research can be replicated further on the similar lines on post training evaluation as suggested by the Kirkpatrick (1996) [4] for the benefit of the training organizations as well as trainee organizations.

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