Evaluation of Training and Development Practices of CTPS using Kirkpatrick Method: A Case Study

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Abstract

Employee training is the important sub-system of human resource management. The evaluation study based on primary data with 100 respondents in CTPS (Chandrapur Thermal Power Station) operating at Maharashtra referring to chandrapur was used to evaluate the training practices and its effectiveness, was systematically summarized, tabulated and analyzed with the help of statistical tools like percentage and means. Evaluation of training and development practices was done by Kirkpatrick Model. In this research, a detailed questionnaire was prepared for conducting a survey on the entire population of participants who attended the training programs in the selected study period. Personal interviews were conducted with respondents to understand the behavioral changes and results seen in the work environment. The present research attempt to highlight the perceptions of employees about the training and development.

Key words: Kirkpatrick Model, Evaluation, Behavioral changes,

1. Introduction

In the competitive modern business environment, organization conduct training programmes for new and existing employees, in order to help them to acquire knowledge, skill, to modify attitude and/or behavior. Employees try to advance their carrier. This provide the state of the art training to their employees. Donald Kirkpatrick in 1959 formulated the four Levels of Evaluation. The four levels represent a sequence of steps to evaluate training programs. Level 1: It measures and observed a positive and favorable reaction from a few key persons in the group. Level 2: A simple standardized paper and pencil test is administered before and after the programs. This helps in understanding change in attitudes, improve knowledge and /or increase skill as a result of attending the program. Level 3: It shows which behaviour is changed because of training. Level 4: The final results are taken into consideration. It can be in the form of increased production, improved quality, decreased costs, reduced frequency and/or accidents, decreased costs, increased sales, reduced turnover and higher profits. This assessment can be made between one to three years after completion of training. The Kirkpatrick (KP) model has been used in different situations but predominantly in industrial settings, because, the final results are more quantifiable in nature both for the trainers and the trainees. This helps the authorities to take decisions about the continuation of training in a very proactive manner.

2. Review of literature:

According to Bramley and Newby (1984b, 18), the need for measurement of training effectiveness is often referred to, but there are good examples of evaluation of training programs. evaluation is basically an assessment of the actual
training activity (Zenger and Hargis, 1982; Morris, 1984). The choice of method will be depend on some combination of methodological and pragmatic questions, and there is a need to settle for 'sensible' evaluation - one cannot measure the impact of management training on the whole organisation. Bramley & Newby (1984a) summarize the different of terminology used over the past decade, and offer a comprehensive table showing the interrelationships between various concepts of evaluation. Rackham (1974, 454) offers perhaps the most amusing and least academic definition of evaluation, referring to it as a form of training archaeology where one is obsessively digging up the past in a manner unrelated to the future! In the literature reviewed, Williams (1976, 12) defines evaluation as the assessment of value or worth. Harper & Bell (1982, 24) refer to the planned collection, collation and analysis of information to enable judgments about value and worth. However, as Williams (1976, 12) observes, value is a rather vague concept, and this has contributed to the different interpretations of the term evaluation.

Some definitions (Goldstein, 1978; Siedman, 1979; Snyder et al, 1980) focus on the determination of program effectiveness. Several definitions emphasise evaluation as a basis on which to determine program improvements (Rackham, 1973; Smith, 1980; Brady, 1983; Morris, 1984; Foxon, 1986; Tyson & Birnbrauer, 1985). The distinction between formative and summative evaluation is not mentioned by most of these writers, but is implicit in their definitions. The literature review confirms the belief of Morris (1984) that evaluation is regarded by most practitioners as desirable in principle, difficult in practice.

Objectives of the study:

1. To study the impact and effectiveness of training and development using Kirkpatrick method at CTPS.
2. To examine methods of the training adopted by the CTPS.
3. To understand the perceptions of employees about the training and development activities conducted by CTPS

3. Methodology:

This study is mainly based on primary data. Adequate information has been collected through the printed questionnaire served to the employees A primary survey was done using a detailed questionnaire as a tool. The survey helped in establishing an understanding of all the four levels of evaluation – reaction, learning, behavior and results. The survey used the entire population of participants who attended the training programs. Secondary data was collected from the house journals, company records and company website.

1Q: Skill learned through training is useful for your work (Learning)

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Partly agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Supervisor</td>
<td>16</td>
<td>06</td>
<td>06</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Workmen</td>
<td>06</td>
<td>20</td>
<td>11</td>
<td>0</td>
<td>37</td>
</tr>
</tbody>
</table>
Inference:

Almost 75% of the employees strongly agree that the training is useful to their work and 27% of the employees are clear.

2Q: Respondents opinion about training programme (Reaction)

<table>
<thead>
<tr>
<th>Scale</th>
<th>No. of person</th>
<th>Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Good</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>Average</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Bad</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Inference:

From the above graph it is evident that more than half (80%) of the employees agree that people here get an opportunity to develop their skills to do their jobs further. It is clear that 13% of the employees partly agreed that people here get an opportunity to develop their skills further to do their jobs.
3Q: Training programmes gain some information at the same time receive solutions for the problems (Result)

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Partly agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>17</td>
<td>07</td>
<td>2</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Supervisor</td>
<td>06</td>
<td>16</td>
<td>05</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Workmen</td>
<td>09</td>
<td>24</td>
<td>04</td>
<td>0</td>
<td>37</td>
</tr>
</tbody>
</table>

Inference:
From the above table and graph it is evident that majority of the employees agreed that training programmes of the organization helps to gain some information and at the same time receive solutions for the problems. Further it is clear that.

04Q: Training sessions are helpful for changing behavior of the employees (Behaviour)

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Partly agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>13</td>
<td>08</td>
<td>03</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Supervisor</td>
<td>06</td>
<td>23</td>
<td>02</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Workmen</td>
<td>07</td>
<td>19</td>
<td>09</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>

Inference:
From the above table and graph evident it is clear more than half (57%) of the employees agreed that training sessions are helpful for narrowing the gap between the management and employees further it is clear that 20% of the employees partly agreed training sessions are helpful for narrowing the gap between the management and employees.

05Q: Training helps to increase decision-making ability (Skill/knowledge enhancement)
Inference:
From the above table and graph it is evident that more than half (75%) of the employees agreed that training is helpful to increase decision making ability. Further it is clear.

Findings:
1. 74% of employees agreed that employees are guided to upgrade their technical knowledge & skills through training. (Learning)
2. 84% of employees responded good for training programme (Reaction)
3. 77% employees pointed out that training programmes provide valuable information and also helpful for solutions for the problems (Result)
4. 64% of employees opinioned that training sessions are helpful for changing behavior of the employees. (Behaviour)
5. 57% says training helps to increase decision-making

4. Conclusions and Suggestions:
Overall evaluation factor indicates that 84% of the respondents have express happiness about the training programmes conducted by CTPS.. The employees are satisfied by the support given by the management to improve the employees skills. Employees agreed that the objectives of the training courses are clear. The trainers who conduct the training programs are qualified and experienced. It was interesting to note that through the study, the respondents came up with the same kind of suggestions for evaluation as suggested under the KP model. Training should be more of on-job-training live but not off the job. More technical trainings required. Employee should attend the training programmnes seriously and should not feel training is burden. The Head of the department should explain on the training programmes.

References
Special Issue for National Conference On Recent Advances in Technology and Management for Integrated Growth 2013 (RATMIG 2013)


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