A REVIEW OF FACTORS AFFECTING TRAINING EFFECTIVENESS VIS-À-VIS MANAGERIAL IMPLICATIONS AND FUTURE RESEARCH DIRECTIONS

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Abstract: *The aim of this study is to examine the factors affecting training effectiveness and its implications. To examine the study a literature review has been done on different aspects of training. The findings of this study suggest many factors which affects training effectiveness like motivation, attitude, emotional intelligence, support from management and peers, training style and environment, open-mindedness of trainer, job related factors, self efficacy and basic ability etc. The paper also reveals models of training effectiveness measurement as well as the implication of a training programme. The importance of training effectiveness is also discussed in the paper which is revealed through literature review.*

Keywords: *Training, Training Effectiveness, Motivation, Emotional Intelligence, Attitude.*

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INTRODUCTION

In this era of intense global competition and fast change, organizations of all shapes and size are more concerned to make the best use of Human Resource capital. Training has increased its importance in today's environment where jobs are complex and change. There for to have the best use of Human resource, training must be provide to the employees. Measuring the impact of training on workplace performance and its contribution to organizational results is a matter of great concern for management in all types of organizations. As a result of growing economic pressures, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. In the current economic downturn, such pressures have further increased. Human resource managers and training professionals have to justify training expenses by providing some evidence about the positive impact of training dollars upon business results. Consequently, the issue of measuring training effectiveness has gained lot of importance over the last few years. During the past four decades workplace learning and development professionals have done lot of work in the area of evaluating training effectiveness. Kirkpatrick (1976) did some pioneering work in this field and introduced the well known "four level evaluation model", which is still widely used in training industry. Later, some other experts also made contribution in this direction and made modification in the existing models.

The present study found out many factors which affects training effectiveness in both ways positively and negatively. It also describes the models of measuring training effectiveness explained by many researchers and thus the study will help the managers in measuring the training effectiveness in their organizations. It will also help in solving training problems and implementing training programmes successfully. The study also highlights the value of training and development in organizational improvement and summarizes previous investigations in order to enlighten the researchers to the state of current research and find out the gap between existing researches. So as a whole the study gives emphasis on factors affecting training effectiveness and how training can be made more effective for which the authors collected reviews on training effectiveness, its implication and its importance on the basis of which the future research directions have been endeavored.

Training is an integral part of Human resource development. In the present scenario training increasingly viewed as a mean of fostering the growth of the individual employee as well as

of the organization also. Training is a process of learning a sequence of programmed behavior. Training is the application of gained knowledge and experience. It gives people an awareness of rules and procedure to guide their behavior. According to Flippo (1971) "training is an act of increasing the knowledge and skill of an employee for doing a particular job". Similarly Beach (1980) viewed that "training is an organized procedure by which people learn knowledge and/or skills for a definite purpose". In fact it is the training that bridges the gap between job requirement and employee present specifications. A training programme is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization's training success (Kalemci, 2005)".

The degree to which the training attains the desired objectives or immediately expected results, which was presumed earlier from the training called 'Training Effectiveness". The best way to determine that training has been effective is to fully understand the reason why the training has been conducted. The reason to conduct and implement training is a key factor in determining that a training course or programme will be effective in achieving desired outcomes. If the training purpose was not clearly defined before the training, it could not lead to training at as it is planned. Defining a valid need for training is the foundation upon which an organization can determine training effectiveness. Of course the training is an important part of human resource function but more than that is the way in which training has been conducted so that it can be more effective. Training is expensive if does not serve the purpose for which it is given. The training must be able to increase the capabilities of employee and as well as the organization also. If the training is not successful in making employee and organization more capable then it will be loss of money and loss of reputation of organization. Training motivation of employees represents an important factor in improving the effectiveness of training outcomes (Tai, 2006).

All measures are devised to assess the difference between pre and post-training. There are no absolute measures. The measures compare the effect of training interventions with some other comparable data. Hence, the organization must obtain pre-training data or some benchmark on the same dimensions as expected from training interventions. According to Dayal (2001) the prime consideration is that the trainer has to be clear about

two things, (i) that the objectives of training are specific, i.e. the outcome expected and (ii) that the training material and the methodology are capable of achieving the stated results. Measuring Training Effectiveness system can be applied to any training programme in industry. Training effectiveness usually is determined by assessing some combination of the criteria presented in Kirkpatrick's (1967) hierarchical model of training outcomes. This hierarchy is composed of four levels of training outcomes: (a) trainees' reactions to the programme content and training process (reaction); (b) knowledge or skill acquisition (learning); (c) behavior change (behavior); and (d) improvements in tangible individual or organizational outcomes such as turn- over, accidents, or productivity (results).

REVIEW OF LITERATURE

Models of Training Effectiveness

Measuring training effectiveness is a tough task. It brings out the outcome of a training programme. Lots of work has been done on training effectiveness but Kirkpatrick (1976) being the pioneer who explained the four level method of training evaluation. Level-1 is reactions criteria, and it evaluates trainees' affective and attitudinal reactions to a training programme. It assesses the responses of trainees' attitude about a specific training programme. Level-2 is learning criteria, which evaluates the extent to which trainees have learned the training material and acquired knowledge from a training programme. It brings outs the outcome of a training programme that what does it affects on trainees. Level-3 is behavior criteria, and it evaluates the extent to which trainees have applied the training on the in terms of their behavior and/or performance following a training programme. Level-4 is results criteria, which evaluates the extent to which the training programme has enhanced department or organizational-level outcomes such as sales or profits. Fourth level is about how a training programme improved organizational effectiveness. Noe (1986) summarized the Kirkpatrick's model along with the model of training motivation. As trainees will be more motivated to perform well in training if they perceive that (1) high effort will lead to high performance in training, (2) high performance in training will lead to high job performance, and (3) high job performance is instrumental in obtaining desired outcomes and avoiding undesirable outcomes. Noe's model is basically all about the motivation because motivation itself an immense factor which affects the performance as well as training outcome. In the same order Swanson & Sleezer (1987) explained three steps of

measuring training effectiveness; the first is effectiveness evaluation plan, the second tools for measuring training effectiveness, and finally the evaluation report.

Shepherd (1999) explained criteria for measuring the success of training which encompasses direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, and performance change. On the other hand Zaciewski (2001) examined that employee' individual characteristics such as motivation, attitude, and basic ability, which affect a training programme and its potential success in hospital industry. The work environment is also a major factor for making successful training programme. Whereas Burke & Baldwin (1999) dwelled upon the transfer of training and viewed that it could be enhanced by using real-world organizational problems. Case study method or live problem or project assignment could be used to enhance the transfer of training. Dahiya & Jha (2011) discussed about the steps in the training programme development, are planning, programme implementation, and programme evaluation and follow-up. According to them a training programme is not complete until and unless methods and results have been evaluated.

FACTORS AFFECTING TRAINING EFFECTIVENESS

Above reviews were about how to measure training effectiveness now we will discuss the literature which will explore the factors affecting training effectiveness. In the real world, there are many factors that influence the effectiveness of training and development in an organization. One similar factor i.e. the human resource policy of training and development has been identified by Haywood (1992). He mentioned that too many training programmes place emphasis on ease and the purpose behind the design of programs namely learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost. Everything is affected by its surrounding weather directly or indirectly and similarly training effectiveness is also affected by many factors. Birdi (2005) found that poor managerial support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to him training will be affected negatively if there is less support from department or there is unfavorable condition for training. Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and

trainer work with open-mindedness. Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer. Haslinda & Mahyuddin (2009) found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

Beigi & Shirmohammadi (2011) found that emotional training have significant impact on service quality. It means there is a relationship between behavior and learning, and service industry can be benefitted by emotional training because service industry is basically related to marketing and verbal communication. Saks & Haccoun (2007) discussed that psychological states of trainees especially motivation, self-efficacy, perceived control and the realities of the organizational context affects the training outcomes. Tai (2006) also concluded about general self-efficacy that it partially arbitrated the relationship between training framing and training motivation and consequently influenced training outcomes. On the other hand Black & Mendenhall (1990) explained that cross-cultural skill development, adjustment and performance are three primary dependent variables of cross culture training effectiveness.

TRAINING MOTIVATION

As we have discussed the factors which affects the training outcomes. In these factors motivation is the main factor which affects most to training effectiveness. There are many studies which have been conducted on training motivation. Like Steers & Porter (1975) found that motivation is the strength that influences enthusiasm about the programme, a stimulus that directs participants to learn and attempt to master the content of the programme and a force that influences the use of newly acquired knowledge in a training situation. Same thing was concluded by Tabassi, *et al*. (2012) about the relationship between training and motivation that training and motivation can sustain or increase employees' current productivity. Motivation can influence the willingness of an employee to follow the training programme, to exert more energy toward the programme and to

transfer what they learn onto the job. Bumpass (1990) also stated that employees' attitude and motivation are one of the factors that might influence the effectiveness of training and development. If the employees are fully motivated towards training programme they way pay full attention and there will be more chances for success of training programme. Tracey, *et al*. (1995) in their study found that motivation, attitude, and basic ability affect a training programme's potential success. On the other hand Colquitt, *et al*. (2000) explained that the locus of control, conscientiousness, anxiety, age, cognitive ability, self-efficacy, valence, job involvement as the predicators of training motivation. Sahinidis & Bouris (2008**)** found that there is strong relationship between employee perceived training effectiveness and motivation, job satisfaction and commitment. Tsai & Tai (2003) also discussed about motivation that employees had more training motivation when they were appointed to attend training programme by management than when they made their choice freely. It shows that employee's motivation about training programme related to their attitude that they seem more motivated when they allotted to join a training programme.

TRANSFER OF TRAINING

Transfer of training is the main part in training effectiveness programme. It is found that transfer of training generally refers to the use of trained knowledge and skills back on the job. Baldwin & Magjuka (1988) mentioned that for transfer to occur, "learned behavior must be generalized to the job context and maintained over a period of time on the job". Meanwhile, Saks & Haccoun (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. According to the transfer of training framework by Saks & Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program.

IMPORTANCE OF TRAINING EFFECTIVENESS

Quesada, *et al*. (2011) examined that Emotional Intelligence training of the leaders is a key aspect to the success of the companies. It was found that leaders are the success pillar of a company and their training is most important thing which should be taken care. Leaders must be emotionally strong to take right decision on right time. Kalemci (2005) explained about the importance of training that training and developing human capital is

tremendously important in the effective management and maintenance of a skilled workforce. Training is one of the ways of improving organization's effectiveness. In order to implement right training methods, organization should be aware of the training methods and their effectiveness.

Robotham (1995) found that trainers must have awareness and understanding of individual's style to achieve desired outcomes of training. The study shows the role of trainer's awareness in making flourish a training programme. Rama & Vaishnavi (2012) identified that to increase or maximize the effectiveness of training programme, an organization needs to use ongoing assessments to establish learning outcomes and link those outcomes to a performance plan. There should be running assessment of a training programme to get the best of it. Mat, *et al.* (2011) also found that training is effective in increase in the knowledge, skills and attitudes aspect of the students themselves after an industrial training programme. The study by Mooi (2010) on teacher education and effectiveness indicated that the participants' perception of the effectiveness of teacher training programme is very much dependent on research-based practices. Aguinis & Kraiger (2009) reviewed on the benefits of training and development for individuals and teams, organizations, and society. Jayawarna, *et al.* (2007) examined that management development activities have positive impact on performance of manufacturing SMEs. Chen, *et al.* (2004) studied the relationship between training and job behavior and found that training may help employees to reduce their anxiety or frustration, come up with new work demands and develop their skill. Santos (2003) suggested that determining training effectiveness is a complex process but training had many benefits. For most individuals, training increased confidence and self-efficacy, it improved competencies and skills and people recognized that they had been invested in. As above review literature discussed many aspects of training effectiveness. The main discussions are given below:

1. **Measuring training effectiveness models**

    i.   Krikpatrick's four level model of measuring training effectiveness

    ii. Noe's model of training motivation of measuring training effectiveness

    iii. Swanson & Sleezer's three step model of measuring training effectiveness

2. **Factors affecting training motivation**

    i.   Motivation

   ii.   Emotional intelligence

  iii.   Managerial and peer group support

  iv.   Employees individual attitude and job related factors

   v.   Open mindedness of trainer and trainees

  vi.   Psychological stage of trainee

 vii.   Type of training implementation, content and expertise

viii.   Self efficacy, perceived control and basic ability

3. Effect of training and development

   i.   Increase in knowledge and confidence

  ii.   Reduce anxiety

 iii.   Come up with new demands

 iv.   Development in skill, attitude and behavior

4. How to achieve training effectiveness

   i.   Awareness of training methods and models

  ii.   Emotional intelligence

 iii.   Awareness of individual learning style

 iv.   Taken care of factors affecting training effectiveness

MANAGERIAL IMPLICATIONS

Every study has started to keep this thing in mind that it will have some social implication or it will help in improving the social and organizational conditions. Some more objectives also relates with the study like to help the researchers and to find the area which is not in the eyes of researchers till now. Same as this paper also has its implications. It reports the findings of different research papers on training effectiveness, measuring training effectiveness models, training effectiveness factors; its importance and how it could be achieved. The study covered many aspects of training effectiveness like what are the main factors which affects it so that managers would be able to frame the training programme accordingly the paper also represents the models of measuring training effectiveness that helps the trainers to measure its effectiveness. The paper not only motivates the trainers but trainees also as it discussed how training is important for individual and organizational development. Most significant thing about training is that if trainers have good knowledge, experience, confidence and the ability to motivate trainees then it brings out great result

which helps in development of individual as well as the organizational. So for successful training result there must be positive motivation, some time training found more successful in bringing the best result through leaders as they were found more emotional intelligent. As a whole the understanding and implementation of the paper contents in letter and spirit, it will provide multifaceted benefits to the individuals, organisations and society as whole in the following manner:

- Individuals i.e. trainers and trainees will be benefited as due to increased clarity of training contents and improved training delivery the training effectiveness will be much more which will motivate both parties and learning will be long lasting.

- When trainers and trainees work together with positive and motivated bent of mind it will improve organisational health and quality of products with much less wastage of the resources leading to increased profitability.

- The society will get superior products at much lower costs. The improved and effective working style of the employees will in turn provide healthy and pollution free environment to the society.

FUTURE RESEARCH DIRECTIONS

Training is essential to the growth and economic welfare of a nation. This need for training encompasses all levels of industry, for a national level where a country's wellbeing is improved by training and it can happen only when training is implemented successfully. A training programme can be fruitful only when it is effective. It is already discussed the factors which affects the training effectiveness and the models of measuring training effectiveness and also the methods how to implement successful training. But still some issues have been left which needs more work like finding the new ways to remove the factors and what could be the more effective manners of successful training implementation. The researchers and practitioners will find the paper of requisite value in making informed choices and decisions in the design, implementation, and evaluation of organizational training programs and will try to find out the new and effective ways of training and increase the importance of training and development with their future research. Though issue under reference has been researched widely yet further studies can be conducted in the area and following are some of themes which can be researched:

- Influence of motivation on training effectiveness.

- Impact of behavior and attitude on organizational training effectiveness.

- Roll of emotional intelligence in learning and decision making.

- Learning styles and training effectiveness.

- Effectiveness of different training models in enhancing training effectives.

- Effect of organisational support system on training effectiveness.

CONCLUSION

The paper provides an insight of training and development and training effectiveness. The study has collected different observations and analysis about training, its importance and methods of training. The paper is basically above the factors affecting training effectiveness and how the training effectiveness can be measured. To make training more effective organizations requires to look at how the training and development system is associated with the strategy of the organization and at what is being done to check out that all training programme are effective. The study revealed many factors that affect training effectiveness but three factors i.e. motivation, attitude and emotional intelligence emerged to be stronger and more responsible in making training effective, These three factors were found dominant on other factors while a training programme is going on. Managers should first motivate employees to learn new abilities and skills. Next, to ensure better training effectiveness, managers should support employee efforts to practice such skills at the workplace. Trainees' attitude decides that what would be learning ratio from training programme and emotionally intelligent leaders always found successful in inspiring the workers.

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