

Theory of Training Effectiveness

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Abstract

Training effectiveness is fundamentally an evaluation that inspects the level to which training enhanced the employee's skill, knowledge, and behaviour inside the association. The perception of training effectiveness is a series of many factors on the situation of the pre-training stage, training stage, post-training stage and personal factors. This simple work has been a showcase to create a sequence of iterations about the training effectiveness under a variety of influencing factor, the flow towards effectiveness and ineffectiveness and the characteristics of the trainees. If potential, the branches are obtained in such a manner that it tested with data. For several types of information, such type of data is not available current; others may perhaps desire to reorganise in available data. The variance in the training process is related to the diversity of the specification and the trainees that legally responsible, the degree of intricacy of the intervening opportunity and obstacles and also with the evaluation of the financial system. The relationship between trainees towards effectiveness and ineffectiveness is analysed based on the similarity or difference of pre and post training stage, to the type of obstacles. Trainees pursued as a selective and the level of picking up depends on some of the factors. A simple measurement technique is showcases in this paper for measuring the training effectiveness.

Training effectiveness is an extremely multifaceted event. Apart from the set of economic, social, environmental and political factors, the effectiveness of training in any place is resolute, in great scale, by the behaviour and perception of folks anxious. Although many efforts have been completed from time to time, still there nothing any comprehensive theory of training effectiveness. This theory showcase a general schema which can be implemented in organization for determine the effectiveness.

Key words: Training effectiveness, Influencing factor, flow towards effectiveness and ineffectiveness, Trainees characteristics.

General Act:**1. Training and period of training-**

- (a) "The effectiveness of training maximum ensure a short period", and "trainees catalogue in a convinced centre of inclusion will grow less [as the duration of the training period increases]".
- (b) "When trainees scheduled long Period of training usually goes by partiality to one of the great purposes.

2. Training effectiveness happens by stages.-

- (a) "There takes place consequently a positional shifting or placement of the trainees, which produces 'towards the effectiveness of training,' setting in the direction towards the effectiveness of training which absorb the trainees".
- (b) "The new joiners of the company instantly go through the training process then rapid growth assembles into it. When training completed, the gaps which left in the training session are filled up by trainees from more low performances trainees, until the attractive force of one of our rapidly growing makes its authority felt, stage by stage, to the generally remote area of the organisation".
- (c) "The dispersion process of the impact of training is linked to the inclusion".

3. Towards effective and towards ineffective.-

"The main purpose for effective the training produces occasionally compensating towards ineffectiveness". Here, the direction of the effectiveness considered as 'towards effective' and 'towards ineffective'.

4. Pre-Post training differences in inclination to effective.-

"The trainees who completed the training session of the organisation are more effective than those of the fresh employee of the organisation".

5. Technology and Training.-

['Does training effectiveness increases?'] I consider so, and according to D. Beach, apply of technology motivated training improves profit to employees and organisations. The improvement of technology helps the organisation from spending a massive expenditure.

6. Supremacy motive is the profit.-

"Dreadful or cruel laws, an unsightly climate, inhospitable social environment, and even impulse (slave operate, hauling), all have twisted and are still generating discouraging effect of training effectiveness, but nothing of these discouraging factors can compare in quantity with that which occurs from the aspiration intrinsic in most men to "enhanced themselves in fabric compliments". There cannot draw any comparison for trainees and others employees who are beginning from the aspirations inherent in most men to 'improved' themselves in real aspects.

This century has brought some comparable model into training effectiveness theory. With the development of equilibrium analysis, Human Resource specialist abandoned the study of training effectiveness, and most financial managers and advisors are reluctant to deal with masses of statistical data. A crew of human resource managers has sprung up, but they have been mostly content with empirical findings and unwilling to generalise.

In the past century, Kirkpatrick has been made pivotal citation moreover sporadically confronted. However, while there exactly thousands of training effectiveness studies have been prepared in the training period, few additional simplifications have been sophisticated. True, there have been studies of pre-training, training and training outcome, personal factor and training, a period of training, knowledge, skill and motivation of training, the organisational impact of training, and so forth. Most studies which focused upon the outcome of training conducted with little reference to the factors of training and few articles have measured the return on investment (ROI) after the training course in the organisation.

It is the intention of this study is to attempt the improvement of a universal schema into which a variety of spatial training considered and, develop the encouraging and to have discouraging factors to draw various number of terminations with consider to the efficiency of training, the development of the encouraging and discouraging factors, and the characteristics of trainees. As a primary aim for this analysis, a definition of training introduced, this is considerably more general than that usually applied.

Definition of Training

Training is defined generally as an enduring or semi-enduring alteration of the behaviour of the trainer. Some constraint is to be found in the training stage or upon the encouraging or discouraging factor, and dissimilarity made between pre and post training. Thus, a move across the trainees from one position to another counted as just as much an act of training as a move from HR manager to General Manager, though, of course, the commencement and consequences of such shifts are substantially dissimilar. However, not all kinds of spatial training have included in this explanation.

Excluded, for instance, are the top ranking workers of that organisation, for whom there is no long-term training and temporary training like those to the exceptional training for development.

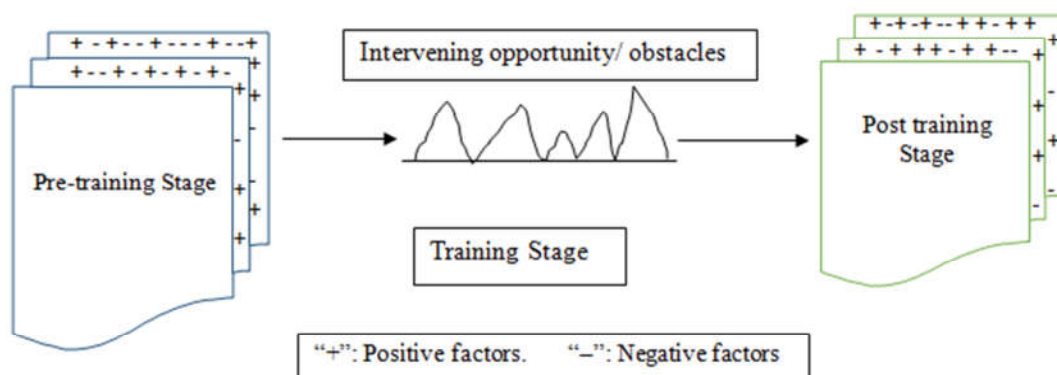
No matter how short or a long time, how simple or how complex, every set of training involves a pre-training condition, post-training condition, and an intervening set of obstacles or training phase. Among the set of intervening obstacles or training phase, we include the length of the training as one that is always present.

Factors Influencing the Training Effectiveness

The factors determining the effectiveness of training may be summarised under three categories. These are as follows:

1. Factor act in the pre-training stage.
2. Factor act in the training stage.
3. Factors act in the post-training stage.

There are several factors which undermine to make training effective and attractive for the trainees and similarly few factors also influence in repelling them. The diagram vouches for them as + and – symbol. Trainees are affected in several other ways. For example, an environment good enough turns out to be attractive and horrible environment becomes to be repulsive for all. However, a quality training program might be considered to be + by an exceptional trainee without training remains moderate to the situation.



Clearly, the set of + and – factors in the training stages are described differently for each trainee. Therefore, we may differentiate classes of trainee reacting in the same way to similar sets of factors both at the pre and post-training stages. It is difficult for us to specify a perfect set of influential factors which can appropriate or prohibit the effectiveness of training for a specific person or trainee. Only a few factors of spatial importance which added to the general and average response of a considerable groupset. Neither the social scientists or nor the trainees directly or indirectly affected fail to understand the factors attracting or repelling and holding the trainees. Like an ethical pre-training stage, there are several highly essential differences between the factors connected with pre

and post-training stages. Effect of training has immediate and generally long-term benefits as well as the organisation. However, that cannot be the ultimate truth for the factors related to the post-training is seldom exact and the people who have completed the training process are the only righteous people who can point out the advantages and disadvantages in the mentioned genre. Therefore we can say that a vague idea and a mystery is lingering over the post-training stage and a sense of uncertainty regarding the reception of the training program continues to remain. The scenes of the life cycle define the difference between the factors related to pre and post-training stage.

Generally, difficulties related with assimilation into a new environment among the newly arrived is contrary, but at the same time in the pre-training stage, it can be deemed to be a rigorously erroneous evaluation of the positive (+) and negative (-) factors.

To overcome the existing inertia, the favourable balance of the move must be enough. In the midst of each pre and post-training, a set of intervening obstacles stand that can be meager in some cases humungous in other. The most important and studied barriers are learning, result in evaluation and reaction. However, the similar set of obstacles affected different people in many different ways. Few obstacles such as the training system may be a trivial issue for some people but may be prohibitive for some people but may be unaffordable for some others. Issues will vice-versa when it comes to the intervening opportunity. The pressure of the training that the trainee bestowed with decides the effect of a given set of obstacles. Some trainees consider it to be unimportant and there is a minimalist in the difficulty of surmounting the intervening obstacles. Several personal factors affecting the individual thresholds or training effectiveness is related. Since training is involved with the stages in the life cycle, it leads to immense changes in their individuality and personality. Here we must focus and gather our attention on the fact that the factors at the pre and post-training stages result in the ineffectiveness of training. Entering into the evaluation of the situation at pre and post-training stages are personal attitude, ability, motivation, and self-efficacy. The effectiveness of training which is not universally available decides for the knowledge of the situation at the pre-training stage.

Complete rationality is never to found in the decision to training effectiveness. For few people, the logical components are lesser than the irrational ones. Many exceptions to generalisation must found since factors like transect emotions, mental disorder and accidental occurrence have the upper hand over that overall training effectiveness.

The unavailability or absent-mindedness of a trainee may result in either over-evaluation or under evaluation.

If a trainee has a positive impact in the pre-training stage, his trend will mostly delve towards effective training. However, time can lead to sudden catastrophic changes. There are a specific set of factors which is working in both pre-training and post-training stages, a bulk of factors in the

intervening opportunities and obstacles personal factors. It seeks in a framework which helps in measuring and boosting the effectiveness of training and factors involved with it.

Methodology for the measurement of training effectiveness:

Training effectiveness measurement is a qualitative measurement process where different types of Likert scale is utilized to measure the qualitative parameters. Before training some parameters set is needed according to the influencing factors perception. To measure the pre-training stage and post-training stage, data can be acquired through the questionnaires.

In training effectiveness measurement below formula is utilized for qualitative analysis. The formula is as follows:

$$Te = \frac{P2 - P1}{I}$$

In which, Te= Training Effectiveness; P1= % of pre training stage parameters value; P2= % post training stage parameters value; I= Intervening opportunity or obstacles stage parameters value. 'I' is calculated using the percentage of MOD differences between opportunity and obstacle.

The outcome of Training/ Effectiveness of Training

1. The outcome of training within a given organisation varies with the degree of diversity of training included in that organisation.-

If training, as we have believed, results or outcomes or effectiveness in part from a consideration of positive and negative factors at pre and post-training stage, then an elevated level of assortment among trainees should result in a high diversity of outcome. Trainee's inspiration and orientation to learn to add to envisage the training effectiveness (Tziner & Fisher & Weisberg, 2007). Diversity training helps to encourage training effect (Holladay & Quiñones, 2008). Although, training diversification positively leads to employee's performance and manager's strength (Combs & Luthans, 2007). These we find in organisations which are being opened up for different sectors, as was the IT sectors, Manufacturing Industry, and Production sector and Research and Development Sector. Under such conditions, opportunities arise which are sufficient to attract to them whose dissatisfaction with their job satisfaction then their training is little more than minimal. Very great attractions spring up suddenly, as, for example, the discovery of new technology, and a new way of marketing that's interested them toward satisfaction. The facility of such training, regarding affording transportation, protection, health, and the niceties as well as the requirements of life, creates highly dedicated but often very profitable opportunities. Thus, trainees and permanent staffs are accompanied by the organisation, which indeed may push ahead of the wave of effectiveness to establish an excellent outcome. However, to achieve greater effectiveness in diversity training, before training trainee's preparation is needed and it will encourage favourable climate (Chung, 2013). In a

vibrant economy, new opportunities and challenges continually created in places to which employees must draw, and old employees mercilessly abandoned when they are no longer profitable.

2. The outcome of training varies with the diversity of trainers characteristics and training environment.-

The variety of the trainer's features and training environment also affects the training effectiveness. The diversity of training officers implies the continuation of grouping that is particularly integrals for given pursuits. Thus, we find throughout several organisations, where managers claimed from that point. Therefore, we see throughout some literature, where training officer's behaviour, attitude, knowledge, skill and training environment has been useful in training effectiveness. Where the training environment positively helps to enhance the workability (Venkatesh & Speier, 1999). Trainee's attitude and behaviour changed by the influence of job involvement or the work environment (Noe & Schmitt, 1986). Work environment has the most significant character in training transfer (Hutchins, 2009).

3. The effectiveness of training is related to the intricacy of defeating the intervening opportunity or obstacles in training g period.-

This assumption barely needs embellishment. One of the very much essential considerations in the decision to training effectiveness is the difficulty of the intervening obstacles. In the training period, many factors work as an intervening opportunity or barriers. Although, good training environment improves training outcome. As Kirkpatrick model described the training period, how affects the training outcome. Most of the research paper described the factors that create influence in training outcome.

4. The effectiveness of training varies with dissimilarities in the pre-training to post-training stage.-

Training process affects the effectiveness of training in many ways, but a critical deliberation is a way in which they affect the comparison of encouraging (positive) and discouraging (negative) factors at pre-stage and post-stage of training. During training periods, a new skill, knowledge twisted at a fast speed, and old lower concerts begin to afar. Such effectiveness of training, however, is by no means lightly widened, and parts of some factors linger in a circumstance of virtual stagnation. The dissimilarity involving the encouraging factors at pre-training and post-training is therefore discriminating, and the discouraging factors at the pre-training stage appear more stressful. During accretion of a negative factor, conversely, various numbers of the freshly bent skill and performance is unsuccessful, and others close down to develop. A plane of opportunity arises, and absolute fluency with the place of training (which in itself constitutes a constituent of motivation). Post and pre-training factors (like learning, performance and behaviour) difference is used to measure the efficacy

of training (Noe & Schmitt, 1986). Post-training measures framework established to measure the training effectiveness (Alliger & Tannenbaum & Bennett & Shotland, 1997).

4. Unless rigorous checks proposed, both effectiveness of training measurement tend to increase with time in the organisations with the help of technology.-

The effectiveness of training tends to increase with time for a various number of motives, among them, increasing the diversity of specialised fields, increasing the diversity of workers experience, and the attenuation of intervening opportunity or obstacles due to increase in the expansion of technology. As designated above, Liberalization, Globalisation and Westernization, the unambiguous or implied aims of most nations, increase the diversity of areas of the organisation. After training, employees become experienced on the select field, and that experience helps us to improve the effectiveness with increasing time.

Increasing technology plays a momentous role in diminishing intervening opportunity or obstacles. For technological improvement contact between the trainee and the organisation becomes simpler. This technology helps the trainees to effective the training. Technology improves research and higher education system (Keengwe & Kidd & Kyei Blankson, 2009). Even if others factors remain constant at pre-stage and post-training stage, increasing technology alone should effect in raise in the effectiveness of training.

Also operating to increase effectiveness is trainees itself. An employee who once overcome the training stage or who became trained, that employee is more probable to prepare rather than the employee who has never before trained, to amplify the position. Additionally, following training lower oscillate the performance. Different intervening obstacles has different defeating process for different trainees. There is an escalating capability to assess the encouraging and depressing factors at pre, during and post-training phase.

5. The effectiveness and outcome of training vary with the state of progress in a trainer.-

Trainees self-progress are a most prominent factor to achieve the training effectiveness. The main aim of training is to meet a specific goal. In an organisation, the employee's progress has been the difference in education, skill, capability. At the training time, intervening opportunity or obstacles in training stage within the organisation narrowed by the developing technology.

We should, therefore, imagine discovering the importance of training to developed employees as well as the organisations where whole training procedure developed. After the post-training stage, the self-management and setting of goal assist in achieving an increase or maintaining the skill and knowledge (Gist & Stevens & Bavetta, 1991). Self-regulation endorses error training management (Keith & Frese, 2005). We may conclude that the training effectiveness progress the organisational performance as well as the employee's performance

Flow towards Effectiveness and Ineffectiveness:**1. Training within the well-defined method-**

It is a general inspection that the trainees precede along well define direction toward greatly definite purpose as following conventional routes of the organisation. Possibly now as significant is the progress of knowledge, skill and behaviour from training session to post training, which required for trainees at the place of the pre-training stage. The surmounting of a series of intervening opportunity or obstacles by early trainees decrease the complexity of the way for later trainees, and in effect, bonding created among alumni and fresher who assists to transfer of knowledge and skill. Positive effectiveness and positive outcomes become the focus of training outcome and the filling up of the objective of the organisation showcase to a stage of development.

2. Every training process has developed a Positive and negative affect.-

In training effectiveness, the adverse effect recognised for numerous motives. Encouraging factors in pre-training may disappear, or be subdued, as during hopelessness, or there may be a revaluation of the balance of positive and negative factors in pre-training stage and post-training stage. The training process generates relations between pre and post training stage, and the acquisition of new features at the training stage, be their skills or others features, helps to improve training effectiveness. Trainees become conscious about opportunities at the training stage. They may utilise their knowledge and skills in the new area of business to set businesses of the organisation. Additionally, the pre trainees will be more effective in the post-training stage, and beside them will be employees native to the effect of training that has become aware of opportunities or obstacles at the position of training through senior trainees. Additionally, not all trainees who trained intend to stay for an unclear time at the organisation. For example, many trainees of the organisation planned to stay only long enough to make enough experience for a better opportunity.

3. The effectiveness of training (Difference of pre and post training factors) is high if the significant factors in the development of trainees were discouraging factors at the pre-training stage when converted into an encouraging factor in post-training stage.-

Once more, this point is so understandable that it barely desires an explanation. When the training stage has been converted the discouraging factors in encouraging factors with the help of opportunity or obstacles, then pre and post stage difference come into light.

4. The effectiveness of training possibility to low if the factors assessment are parallel in pre-training stage and post-training stage.-

In this case, if trainee's pre-training stage factors are not transformed in the post-training phase. Then there is not anything that influences training effectiveness. So, the possibility of effectiveness is very low.

5. The effectiveness of training will be high if the intervening opportunities or obstacles are immense in the training stage.

Trainees who surmount a substantial set of intervening opportunity or obstacles do so for undeniable motives, and such trainees are not commencing carelessly. The group of factors that included with intervening opportunity and obstacles in training stage to some extent that the factors are the same for all the trainees.

6. The effectiveness of training varies with the variation in personal factors-

Personal factors are one of the most dominant factors in determining the training effectiveness. Individual factors are dynamic with each other among the trainees. Various no of research paper elaborated different personal factor (like self-efficacy, motivation, ability, etc.) how impacted on training effectiveness.

Trainees Characteristics:

1. Trainees are selective.-

The points state that trainees are not an unsystematic or random Sample of the employees at the organisation. The trainee is selective because employees react in a different way to the sets of plus and minus factors at the organisation, have different capabilities to surmount the cluster of intervening opportunities or obstacles, and be different since each other in provisions of the individual factors conversed above. It would seem impossible, therefore, sometimes for training not to be selective because several organisations conduct a fundamental training course for new joiners. So there, organisation nothing to go for selection. The kind of selection, however, varies, being positive in some training harmful in others. By positive selection is meant selection for trainees of high quality and by adverse selection is the improvement of trainees towards positive.

2. Trainees responding principally to positive factors at the post-training stage have a propensity to be confident for positively effective training.-

These employees are in the training stage; they notice obstacles and opportunities and they can evaluate the advantages and inconveniences at pre and post-training stage. For example, exceedingly educated and trained employees who are previously contentedly positioned often achieve training program because they are already going through the obstacles. Professional and managerial placed employees are also decidedly trained, and frequently because training means progression and expansion.

3. Trainees responding principally to negative factors at pre-training stage and the post-training stage tend to be negatively effective training; or, where the minus factors are devastating to entire training groups, the training not selected for effective training.-

These employees are in the training stage, they did not overcome the intervening obstacles, or they did not improve their skill and performance, this training considered as low effective training.

4. Taking all trainees together, the tendency of training effectiveness to be bimodal.-

For any given training, some of the trainees who are retorting mostly to positive factors after training and therefore tend to be confidently selected and training considered highly effective training. While others are retorting negative factors and thus tends to be negatively selected and training recognised as low effective training.

5. The level of employees capability increases with the impenetrability of the intervening opportunity or obstacles in the training stage.-

In the pre-training stage, the selection can be a dissatisfied or random employee, intervening opportunity or obstacles in training stage provide to prepare against some of the feeble or the incapable.

6. The delicate proclivity to migrate at definite phases of the age is essential in the selection of trainees.-

Age and socioeconomic factor should be considered to transfer the trainee (Tzeng, 1995). When the migration is age selective, then employees training for transfer into the subsidiary station must be careful to choose the trainees.

7. The characteristics of trainees have a propensity to be transitional between the characteristics of the pre-training stage employees and the employees at post-training stage.-

Employees with unique characteristics respond differently to the balance of positive and negative factor at pre-training and post-training stage. Even after training, they cannot entirely change their character in which they mostly habituated. It causes because they have already some extent of discouraging and encouraging factor. In that reason paradox begin, that the effectiveness of training may tend to be high or low as articulated regarding some particular factor at the pre and post-training stage.

Conclusion:

In summary, an effortless schema for training effectiveness has discussed, and from it assured hypotheses regarding effectiveness or outcome of training, the establishment of flow towards effectiveness and ineffectiveness, and the characteristics of the trainees have prepared. The intent has been the assembly of an associated set of hypotheses within a common framework, and work scheduled toward further improvement regarding the adaptation of trainees in a different situation and regard to the effect upon the employees in the acquisition and loss of the knowledge, skill etc. in training phase. Where probable, the hypotheses have set in such type that they are instantaneously testable with recent data. It accepted that numerous exceptions would found since training effectiveness measurement is a complex event and the repeats required abridging provisionally former things being the same is impractical to realise. Nevertheless, from what now recognised about training effectiveness, hopeful conformity is established with the theory outlined in this paper. From the literature, the entire perception has generated.

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