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Evaluation of training and development programme: A critical study with reference to BPO industry in India

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Abstract

Training and development include formal and informal training, job-rotation, traditional class-room courses, internal vs. external training, induction training for newly hired employees, facilitating new company rules, and E-learning. The training and development department ensures that employees and groups get the skills they need to do their jobs well.

Modern workplaces demand effective communication, teamwork, time management, adaptability, and cross-cultural competence. This article discusses BPO Training and Development functions.

This article is entitled "Evaluation of training and development programme: A critical study with reference to BPO industry in India". The survey measures staff training satisfaction. This tip may help the company train employees better. BPO training and development programs are the subject of this research. The study's main objective is to assess Indian BPO training and development programs.

Keywords: E-Learning, teamwork, communication, training satisfaction, development programs

1. Introduction

Training and development provide workers particular skills and expertise. A company plans training to help employees gain job-related skills and improve performance. Development is learning that helps workers develop and see the future. Training involves structured programs and processes to enhance employee attitude, skills, knowledge, and behavior. Training and development initiatives may boost company performance. Training is usually brief. Technical personnel, lower, middle, and senior management use it. Training is for lower and intermediate management, while managerial development program/development program is for senior management. Training and development needs at a company may be determined using the method below. Standards minus actual performance equals training and development requirement.

1.1 Defined Training

To improve employee performance, refining skills, ideas, rules, attitudes and behaviours.

Training is action that improves behaviour.

Knowing how to achieve what you want in life

Knowing how to get there

Knowing how to rise

Knowing how to take off (may not be the desired outcome)

Knowing how to do what you dream of

Having knowledge to do it

Having a vision rather than goals

Training involves understanding your current position and future goals.

Training involves acquiring knowledge, skills, and abilities (KSA) via professional growth.

2. Statement of the problem

The study is concerned with Training and Development of the employees in BPO companies in Chennai city. There are invariably concerns over providing training to the employees of the BPO companies across the country. This does not mean that training should never be provided to the employees in BPO companies.

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Duration is a matter of concern as far as training is provided to the employees of the BPO companies. When work, family life, and a slew of other demands are draining employees' energy, there's a risk that training just adds to their stress. Worse still, intruding on employees' personal time with training sessions is a sure-fire way to make them resist (and even resent) training.

3. Significance of the study

Training and Development is very essential for the employees of BPO industries. Many people culminate in doing their routing work that does not allow them to learn any new skills and techniques. By training and development programme, employees are being shaped to accomplish the goals of the company. Training and Development brings about many changes among the employees thereby employees are getting skilled to carry out their day-to-day work under changing environment. The employees will progress well in their work. They learn many new things which are otherwise not available in their field. Training and Development make the employees feel job satisfied. They get to do their work with passion. They reach the goal of work in less span of time. If Training and Development program serves its purpose, employees' resort to challenging task in the organization.

4. Review of Literature

Smith (1990) ^[10] viewed that evaluation of management training courses is a subject much discussed but, superficially carried out. The study finds that there is too great an emphasis on providing an objective evaluation report and too little recognition of subjective and peculiar issues which do not necessarily fit the frame.

Hashim (2001) ^[11] has made an intensive study that training evaluation is an elusive concept, especially when it comes to practice. The practice of evaluation in training has received a lot of criticism. This criticism is largely explained by the unsystematic, informal and adhoc evaluation that has been conducted by training institution.

Goldstein and Ford (2002) ^[16] show that individual characteristics (including trainability-that is ability to learn the content of the training-personality, age and attitudes) influence motivation, learning, transfer of training back to the job, and job performance features of the work environment and climate, opportunity to perform trained tasks, manager support, organizational justice and individual versus team context) also affect it stage of the training process. This illustrates that characteristic of the individual, as well as the work environment, are critical factors before training.

Hakan Regner (2002) ^[12] explains that on-the-job training has a large positive effect on wages for employees in Sweden, and employees in jobs that require long on-the-job training earn significantly more than workers in jobs with short training requirements. The effects of training are large for the recently hired and low for the senior employees. There are significant wage effects of general and specific on-the-job training, and the effect is significantly larger for general training. Separate estimates for the public and private sectors show significant effects of specific training only for public-sector employees and large effects of general training for private-sector employees. The results suggest that the distinction between general and specific training matters, that firms are willing to pay for general

training and that there is heterogeneity in the returns from these forms of training.

Pattanayak (2002) ^[13] said that discussed training effectiveness is to impart new entrants the basic knowledge and skill they need for an intelligent performance of defined tasks: to assist employees to function more effectively in their present positions by exposing them to latest concepts, information, techniques and developing the skills they will need in their future roles, to broaden the minds of managers by providing them with opportunities for an interchange of experiences within and outside with a view to correct the narrow outlook that may arise from over specialization.

Griffin (2010) ^[14] finds that there is a mismatch between organizations desires to evaluate training and the extent and effectiveness of actual evaluation. There are a number of reasons for this including the inadequacy of current methods. The author has proposed a productivity-based framework to focus data collection and the utilization of a metric to present results. A metric provides an ideal tool to allow stakeholders informed judgment as to the value of a programme, whether it has met its objectives and what its impact is. Most importantly the approach focuses on the bottom line and draws evaluator's attention to consider what the ultimate overall impact of learning is.

Athammuh & Jaradat (2010) ^[17] viewed that the evaluation of any training programme has certain aims to fulfil. These are concerned with the determination of change in the organizational behaviour and the changes needed in the organizational structure. Scholars asserts that evaluation of any training programme must inform whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefit achieved, the analysis of the information is the concluding part of any evaluation programme.

They also stressed that the analysis of data should be summarized and then compared with the data of other training programmes similar nature. On the basis of these comparisons, problems and strength should be identified which would help the trainer in his future training programme.

Saharan (2011) ^[15] highlighted that most organization are taking feedback from employees for training effectiveness to maximize its benefits. In the ceaseless drive for a competitive edge, companies subscribe to the belief that smarter, better trained workers increase chances for success. The study expounds the perspective of employees having different qualification and experiences towards objectives behind imparting training in organizations.

5. Objective of the study

- To study the effectiveness of the employees Training and Development Programme in The BPO Industry.
- To identify the employee's opinion towards the Training and Development Programme in The BPO Industry.
- To study the various methods of Training and Development Programme carried out in The BPO Industry.
- To provide suitable suggestions for improving the effectiveness of Training and Development Programme in BPO Industry.

6. Research Methodology

A research design is purely and simply the basic frame work for a study that guides the collection of data and analysis of

data. Descriptive research design was adopted for this study to achieve the objective of the study. Descriptive research design is refers to the frequency with which something occurs or has to variable are varied together in the initial hypothesis. A descriptive study requires a clear specification on what, when, why, whom, how aspects are happen.

6.1 Methods of data collection

The data used in the research article is both Primary data and Secondary data. The primary data has been collected with the help of questionnaire.

6.2 Sampling design

The researcher usually reaches its conclusion on the basis of sampling. Sampling is a unique technique used to collect data about a problem under study in deciding the sampling unit, area and the sampling technique are considered.

- a) **Sampling Frame & Study area:** BPO Companies operating in India.
- b) **Sampling Size:** 520 respondents
- c) **Sampling Techniques:** Sampling technique used for the study is Simple random sampling.

6.3 Tools used for analysis

Evaluating the collected data with the help of Statistical tools is called analysis.

- i) Percentage analysis ii) Mean iii) Standard deviation

6.4 Limitations of the study

- The researcher has conducted the study within a limited duration, so a detailed and comprehensive study could not be made.

- The information gathers depends on the attitude of the employees at the time of interviewing.
- The sample size was confined to 520 respondents, so this study cannot be regarded as full proof one.
- Some of the respondents were busy with their schedule, so it was very difficult for the researcher to convince and get feedback from the respondents.

7. Analysis and interpretation

The researcher has discussed about the effectiveness and impact of training and development and also presented the analysis and interpretation in detail.

Table 1: Respondent’s opinion about the Effectiveness of training programs on the basis of their age

Age	N	Mean	SD	F-value	LS
20-30	220	53.42	4.24	4.22	0.01 (p<0.01)
31-40	124	57.42	6.41		
41-50	94	51.42	6.72		
51 and above	82	55.32	7.14		
Total	520	56.33	9.72		

Source: Primary data

Ha: There is a significant difference in respondents’ opinion about the Effectiveness of training programs on the basis of their age.

Table reveals the Mean and SD of respondents’ opinion about the Effectiveness of training programs on the basis of their age. Result proves, middle age group respondents are highly satisfied about the effectiveness of training programs than the other age groups. This difference is confirmed by the calculated F-value (4.22), which is significant at 0.01 level. Hence, the given hypothesis is accepted.

Table 2: Showing the chi-square test for positive change after training on the basis of educational level

Educational level	Yes	No	Total
Secondary	203 (39.04%)	11 (2.12%)	214 (41.15%)
Graduate	119 (22.88%)	10 (1.92%)	129 (24.81%)
Post-graduate	85 (16.35%)	12 (2.31%)	97 (18.65%)
Other specify	71 (13.65%)	9 (1.73%)	80 (15.38%)
Total	478 (91.92%)	42 (8.08%)	520 (100.0%)
Calculated chi-square value	Degrees of freedom	Level of Significance	
5.998	3	0.1117 (p>0.01) Not Significant	

Source: Primary data

H0: There is no relationship between the positive change after training and their educational qualification.

The above table reveals that, the majority (91.92%) of the respondents have opined that, there was a positive change among them after attending various training programs in the company and outside the company. Among them, the respondents with secondary level educational qualification were the majority with 39.04 per cent, 22.88 per cent were the graduates, 16.35 per cent were the post graduates and

13.65 per cent of the respondents belonged to the other group of educational qualification. Only 8.08 per cent of the respondents have opined that there were not any significant changes occurred after attending the training programs.

It is evident from the table that, the calculated Chi-square value is not significant at 0.01 level. Hence, the stated hypothesis is accepted. So, it is concluded that, there is no association between the positive change after the training programs and their educational qualification.

Table 3: Showing the chi-square test for enrich the job knowledge on the basis of educational level

Educational level	Yes	No	Total
Secondary	188 (36.15%)	26 (5.00%)	214 (41.15%)
Graduate	119 (22.88%)	10 (1.92%)	129 (24.81%)
Post-graduate	67 (12.88%)	30 (5.77%)	97 (18.65%)
Others	70 (13.46%)	10 (1.92%)	80 (15.38%)
Total	444 (85.38%)	76 (14.62%)	520 (100.0%)
Calculated chi-square value	Degrees of freedom	Level of Significance	
26.88	3	0.001 (p<0.01) Not Significant	

Source: Primary data

H0: There is no relationship between the enrichment of job knowledge and their educational qualification. As far as the above table is concerned, 85.38 per cent of the respondents have accepted that, the training programs certainly enrich their job knowledge. Among them, 36.15 per cent of them had secondary level of educational qualification, 22.88 per cent of them were graduates, 12.88 per cent of the respondents were post graduates and 13.46

per cent of them belonged to the others category. 14.62 per cent of the respondents have rejected the statement that, the training programs enrich their job knowledge.

It is evident from the table that, the calculated Chi-square value is significant at 0.01 level. Hence, the stated hypothesis is rejected. So, it is concluded that, there is an association between the enrichment of the job knowledge and their educational qualification.

Table 4: Showing the Stepwise Regression Analysis for the Effectiveness of Training Programs

Sl. No	Step/Source	Cumulative R2	AR2	Step t	P
1.	Educational level	0.042	0.052	3.194	0.01
2.	Length of service	0.055	0.049	2.423	0.01
3.	Number of training programme attended	0.069	0.058	2.314	0.01

Source: Primary data

* $p < 0.01$

Constant value = 17.424

Three variables namely, educational level, length of service and number of training programs attended have significantly contributed for predicting the effectiveness of training programs. The variable educational level predictive value of effectiveness of training programs seems to be 0.042, when paired with the variable, length of service is 0.055 and with number of training programs attended is 0.069. The predictive value of these variables separately is 0.01.

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work.

8. Suggestions

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

- The employees must be given enough training materials for their needs. So that, they could refer it, whenever they require it.
- Since the employees are continuously involved in the work, they can be given training programs related to their personality or how to balance their work life with personal life.
- After taking up training programs, employees can be given opportunity to implement the learned changes necessary in their work environment.
- Company has to make the employees understand that, the main reason for the conduction of training programs is not only for one or two factors, but also for the overall efficiency of the company.
- The organization needs consistently to apply strategies for the evaluation of training and development initiatives. Also, these strategies must be reflected in the company's training policy. In view of these strategies, it is important that, the organization becomes a learning one, in which training and development become critical components of efficiency and effectiveness and that a performance management system be incorporated into the training strategy.

9. Conclusion

It can be concluded that for training and development to be

effective, the organization should become a learning organization, whereby learning is encouraged by all stakeholders from individual employees to management. It is therefore imperative, for management to implement and proper learning processes in the organization. The effectiveness of the training programs lies in the company's training process. On the whole, the employees are satisfied with the present training processes of the company, which is analyzed through various statistical tools. The company is suggested to follow the recommendations, which is given by the researcher after a deep study. Thus, the employees will be to obtain considerable satisfaction in their training programs.

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