ABSTRACT

INTRODUCTION

This is always recognized that training to the administrative staff of Higher Educational Institutions is important to make them professionally competent. For efficient functioning of the Higher Educational Institutions with innovative ideas, in order to survive in today’s competitive market, human resources of these institutions must be competent and skill with expertise in their respective areas. The identification of required skills of employees and their professional up-gradation through appropriate training practices should be of prime concern of staff development practices of a Higher Educational Institution. There is no proper study on Professional Skills, Assessment of Training Needs and Evaluation of Effectiveness of existing training practices of employees in Higher Educational Institutions of Assam. The reasons for absence of proper assessment of training needs of employees working in different Higher Educational Institutions and non evaluation of effectiveness of training attended by them are not explained. It may be attributed to the lack of research funds and interest. This study therefore aims in assessment of training needs of non teaching staff working in selected Higher Educational Institutions, analytical study of existing training practices and assessment of effectiveness of training programme attended by them.

Objectives of the Study

Following are the objectives of the present study

i) To study existing skill levels of non teaching employees of selected Higher Educational Institutions and identify their training needs.

ii) To study about perception of non teaching employees of the selected Higher Educational Institutions on existing training practices.

iii) Evaluation of the effectiveness of training attended by the non teaching employees of the selected Higher Educational Institutions.

iv) To suggest better ways and means for improving the effectiveness and performance of non teaching employees to attain desirable productivity level.

TESTING OF HYPOTHESIS

Following Hypothesis are tested during the study:
i) There is no association between the respondents’ of different Higher Educational Institutions and their existing Skill level.

ii) There is no association between the respondents of different Higher Educational Institutions and their training needs in selected attributes.

iii) There is no positive relationship between reaction of trainees towards training and measurement of learning on training contents.

iv) There is no positive relationship between measurement of learning on training contents and measurement of changes in job behaviour.

v) There is no positive relationship between measurement of changes in job behavior and Outcome/Utility of training.

vi) There is no significant impact of Organisation training practices on employee performance after attending training programme.

vii) There is no significant difference in respondents’ opinion on effectiveness of training in improving self confidence.

viii) There is no significant difference in respondents’ opinion on effectiveness of training in improving decision making skill.

ix) There is no significant difference in respondents’ opinion on effectiveness of training in improving problem solving skill.

x) There is no significant difference in respondents’ opinion on effectiveness of training in improving overall productivity.

xi) There is no significant difference in respondents’ opinion on overall level of satisfaction on the training programme attended.

**RESEARCH METHODOLOGY**

The Research Type adopted for the Study is Descriptive Research.

Following are the sampling units for this study:

i) Gauhati University, Guwahati

ii) Dibrugarh University, Dibrugarh

iii) Assam Agricultural University, Jorhat

iv) Indian Institute of Technology, Guwahati

v) Tezpur University, Tezpur
The population comprises of non teaching employees (Group B & C) of various level and functional areas from different Administrative Units of the selected Higher Educational Institutions under the study. Convenience sampling method that gives flexibility to approach, only those who are ready to spend time and respond to the questionnaire is followed in the Study. Based on the objectives of the study two questionnaires were developed to study Employees’ existing skill level, assessment of their training needs and Perception of employees on training practices & measurement of effectiveness of training respectively. Information in respect of respondents participated in the study regarding ‘Employees existing skill level and assessment of their Training Need’ were collected from their respective Controlling Officers. Information pertaining to the ‘Study on perception of employees on training practices and measurement of Effectiveness of Training’ were collected from participating respondents, who attended different training programmes organized by their respective University/Institution. The computer package Statistical Package for Social Sciences (SPSS) version 20.0 was utilized to analyse the data. The data collected was checked for its validity and reliability and statistical tools used for the analysis were Simple Percentage method, Two way tables, Chi-square analysis, Correlation analysis and Regression analysis.

MAJOR FINDINGS

Analysis of the data reveals that the existing skill of non-teaching employees from selected Higher Educational Institutions are ‘Somewhat Satisfactory’ in parameters of Job Knowledge (46.78%), Accuracy of assigned work(40.99%), Work Output level(47.21%), Enthusiastic/ attitude towards the job(48.28%), Reliability on performance (48.50%), Skill on expression-written & verbal (47.42%) and in use of Computer (36.70%). These are the areas, where there is scope for improvement of existing skill level of respondents up to the level of ‘Very much Satisfactory’ and this can be done through appropriate training & development strategy relevant to the required skill of respondents.

The training need of respondents is ‘Strongly Agreed’ in respect of Job Knowledge (37.34%), Accuracy in work (38.63%), Level of Output (44.85%), Use of Computer & relevant Software (52.38%), Knowledge of Drafting( 33.05%), Dealings
with Seniors & Juniors (19.96%), Preservation of records & files (37.34%), Professional Competencies (48.71%), Professional Attitudes (48.71%) and Professional Ethics (54.51%). Association between the respondents of different Higher Educational Institutions and their training needs in selected attributes has also been established.

Perception of non-teaching staff of selected Higher Educational Institutions towards the existing training practices has been studied and effectiveness of existing training practices has also been evaluated. Under management training policy, 41.26% of the total respondents are ‘Somewhat Agreed’ that management of their University/Institutions are concerned for training of employees and 40.81% of the respondents are ‘Somewhat Agreed’ that management takes initiatives in arranging training programmes. From this finding, it is interpreted that the Higher Educational Institutions must play vital role in grooming of their Staff to perform their assigned activities in efficient way to maintain competitiveness. It is also observed that as per the opinion, 55.16% of the total respondents are ‘Somewhat Agreed’ on training programme attended by them have relevant to their present assigned job. Again, the respondents are ‘Somewhat Agreed’ that training helps in improving their self-confidence (50.22%), decision making skill (49.78%), problem solving skill (52.02%), personality of the respondents (46.64%), quality of service (50.22%) and overall productivity (48.43%).

Trainees’ perception of effectiveness of training is evaluated using Kirckpatrick’s Model of evaluation of training. It is analyzed at four levels, i.e. (i) Trainees reaction towards training, (ii) learning of training content, (iii) Changes in job behavior after attending training and (iv) Outcome/ Utility on selected dimensions. In the first level of the Krickpatrick’s Model of evaluation of training, trainees are agreed on (i) Instructors have good knowledge on the subject & they interacted with the trainees well (4.69), (ii) training was relevant in terms of the functioning & goals of the University/ Institute (4.55), (iii) required training materials and assistance were given during the training programme (4.52), (iv) training environment was favourable (4.43), (v) all employees were always encouraged to participate in the training programme (4.41) & (vi) there is a need based selection for the training programme (4.45).
In the second level of the Krikpatrick’s Model, i.e. measurement of learning on training content, the participating trainees agreed on (i) training attended by them was useful and relevant in terms of the job assigned to them (4.57), (ii) it was possible for them to get additional information in relevant areas through training (4.52), (iii) training is helpful for them in performing the assigned job/work more perfectly (4.33) and also to enhance the quality of the assigned work (4.50).

In the third level of the Krikpatrick’s Model, i.e. measurement of changes in job behaviour, the trainees opined that the training attended by them helps in improving self-confidence (4.41), problem solving skill (4.32), personality (4.30), decision making skill (4.29), quality of service (4.18) and overall productivity (4.00).

In the fourth level of the Krikpatrick’s Model, i.e. Outcome/Utility of training, the trainees expressed that training would always be helpful in their future career (4.77). They also opined that the higher officials always encourage them to give suggestion (4.48) and enough opportunities are given to them to implement the knowledge and skills learned during training (4.46).

Hypothesis are also formulated and tested to find out the relationship amongst the criterion of training evaluation model and positive relationship is established.

The significant impact of ‘organisation training practices’ on ‘employee performance after attending training programme’ is also established.

For overall development of the Organisation well motivated, committed, joyous, highly trained and confident workforce is the prime requirement and to attain this appropriate strategy towards training and development is a must. Motivational level of employees is an important component, which determines success of the training and development. The Management must make their employees aware of their skill, strength and weakness highlighting its necessity to link with training. Once the employees understand the factors of inhibition and convinced that training is the measure to remove it, then the performance is assured. Providing of training and opportunity for learning is recognized as one of the best practices to develop and retain employees.