CHAPTER-II

REVIEW OF LITERATURE

Review of Literature pertaining to the study of training practices for employees in selected Higher Educational Institutions of Assam and assessment of Effectiveness of their Training Programmes is presented in this Chapter.

2.1 Training and Training Need Analysis:

Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour. It attempts to improve their performance on the current job or prepare them for an intended job. (Mamoria & Gankar, 2002). As Deutsch (1979, p 104) stated ‘Training serves to help increase upward mobility within the Organisation, to adjust workers to the technological changes affecting the workplace and often simply to introduce people to the world of work at the entry level.’ Nadler and Wiggs ( 1986, p 4) provided the most commonly used definition of training: ‘Training activities focus on learning the skills, knowledge and attitudes required to initially perform a job or task or improve upon the performance of current job or task.’ According to Peter F. Drucker training provides for greater autonomy, self-reliance & confidence and dignity in employees.

Tung-Chun (2001) stated that educated and well established employees are a prerequisite for an Organisation’s competitive advantage. In order to enjoy returns on training investment, the training itself must be approached systematically following certain steps, beginning with, an identification of training needs, followed by the design and development of an appropriate training to serve the needs, the implementation of
the training according to the predetermined plan, and finally the evaluation of the training programme to determine whether the original needs had been achieved. Execution of these steps is believed to ensure training effectiveness (Blanchard and Thacker, 2003; Goldstein and Ford, 2002 and Noe, 2005). Jelena Vemic (2007) observed that upgradation of employees in knowledge, skills and attitudes is required to cope with ever changing dynamic business scenario. According to him desired organizational objectives can be achieved through the best utilization of available human resources.

Armstrong (2012) defined what a training need is: “An on-going management process for generating and analyzing information about performance in an organization to make better and informed decisions about where and when to use training.” It exists where there was a gap between an individual’s knowledge and skills for task execution and satisfactory task performance. Its purpose is thus to identify this gap and determine the necessary intervention to bridge the gap.

According to Miller & Osinski (2001) the need assessment is the first step in the establishment of a training and development Programme. It is used as the foundation for determining instructional objectives, the selection and design of instructional programmes, the implementation of the programmes and the evaluation of training provided.

A training programme should be established only when it is felt that it would assist in the solution of specific operational problems. Olaniyan and Lucas B. Ojo (2008) opined that to move the Organisation towards its expected destination, Staff needs to be trained to enable them to work with skills that are relevant to needs of the
Organisation. Chris Obisi (2011) opined that the objectives of training should be value addition to workers and their work. Organisation goals are to be achieved by acquiring requisite skills through training. The Organisation must conduct before, during and after training assessment.

It is well acknowledged that one of the most important steps in formulation of training is conducting a Training Need Analysis. A Training Need Analysis is primarily conducted to determine where training is needed, what needs to be taught, and who needs to be trained. (Goldstein, 1993). It is believed that Training Need Analysis (TNA) not only ensures returns on investments in training by Organisations, but also as the first stage of the training cycle, which minimizes errors possibly made in the training programmes (Eldabri, 2001). A considerable relationship is also claimed to exist between TNA and training effectiveness (Tung-Chun, 2001).

Judith Brown (2002) studied on importance of Training Need Assessment for effectiveness of training. According to him training need identification is the fundamental approach in development of a training programme. Because of the improper need assessment, training becomes ineffective in most of the Organisations.

Abdullah H. (2009) studied the Training Need Assessment of Malaysian Manufacturing Firms. In the study both the qualitative and quantitative research method was employed. It was observed that in manufacturing firms of Malaysia generally training need assessment was done through observations. Mostly improper need assessment was there because of lack of expertise.

According to Swist (2002), a Training Need Analysis (TNA) is conducted due to the following reasons:
To determine what training is relevant to your employees’ job.

To determine what training will improve performance.

To determine if training will make a difference.

To distinguish training needs from organizational problems.

To link improved job performance with the organizations goal and bottom line.

The assessment begins with a ‘need’ which is not a want or desire, but is generally described as a ‘gap’ between what is currently in place and what is needed in the future. Gaps can include discrepancies/differences between what the organization expects to achieve and what is achieved on current, desired job performance and existing & desired competencies and skills (Miller and Osinski, 2001). In this context, therefore TNA is also known as ‘Gap-Analysis’. The purpose of a training need assessment is to identify performance requirements or needs within an organization in order to help to direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. (Dahiya & Jha, 2011).

Barbazette (2006) suggested training needs assessment provided answers to the ‘who’, ‘what’, and ‘why’ of training. The inability of organizations to identify training needs is one of the major tragedies in organization of training practice. TNA is the first step in the establishment of effective and efficient training programme as it formed the foundation for determining instructional objectives, selection and design of instructional programmes, implementation and evaluation of training delivery.

The ultimate aim of the need analysis is to establish: 1)what needs actually exist; 2)whether they are important; 3)how the need become apparent; 4)how they were
defined; 5) how they may best be addressed; and 6) what the priorities are (Erasmus et al, 2000). Once the need analysis has been completed, the needs that were identified are translated into measurable objectives that can guide the training process. Training objectives should focus on the behaviour component, which describes in clear terms what a learner has to do to demonstrate that he or she has in fact learned.

In order to design training programme, which satisfy both the organization and its employees, training needs must be identified by performing three levels of analysis, i.e. organizational, operational and individual analysis. This tripartite framework is considered to have been first developed by McGhee and Thayer (1961). In their opinion, TNA should be approached like a research that has to be conducted in a systematic and continuous manner by employing certain techniques. In the following, a brief description of the (O-T-P) framework is given as a typical approach to TNA:

**Organisational Analysis (o):** Organisational analysis involves the examination of an organisation’s mission and strategies to identify training needs. The original purpose of organisational analysis as described by McGhee and Thyer (1961) was to provide information about where and when training was needed in an Organisation.

**Task Analysis (T):** A task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills and abilities (KSA) needed to perform these tasks, which contribute to the achievement of the present objectives.

**Person Analysis (P):** Person analysis focuses on identifying who should be trained and what training is needed by the individual. It is an assessment of the individual employee to determine whether he/she performs according to the standards and if discrepancies occur, to decide whether training can be used to close the gap.
Several techniques were discussed in the literature regarding their applications to determine training needs at each of the tripartite levels of analysis. All these techniques were not originally developed for TNA purposes and were more commonly associated as tools in the field of strategic management. However, the use of these techniques to identify organisational training needs were mentioned and/or discussed by several authors like Chiu, et. el (1999)and Craig (1994).

The techniques for organisational level analysis like organisational scanning, SWOT (Strength, weakness, opportunities and threats), PEST (Political, economic, social and technological) are used to analyse macro-environmental factors of an Organisation such as customers, suppliers, competition, socio-economy, technology and government policies. This information is used to assist the Company in developing effective responses and strategies which may include training interventions to enhance the human resource capabilities. Research has claimed that organisational scanning technique is linked with improved organisational performance (Newgren, et al,1984; Dollinger, 1984; West, 1988; and Murphy, 1987). SWOT analysis is often used in conjunction with organisational scanning or PEST analysis. Kaplan and Norton (1996) developed the balanced scorecard that involves the measurement of an organisation’s performance based on four balanced perspectives: financial, customers, internal business processes, and learning & growth. Information derived from this technique is then used as a basis for the formulation of strategies throughout the Organisation.

Several techniques used to perform Task Analysis are job analysis, competency analysis (Dubois and Rothwell, 2004; and Noe, 2005), skills inventory and managerial skills audit/management audit (Osborne, 1996). The competency analysis technique is probably the most popular today, since its focus is not limited to current performance
discrepancies but goes beyond and examines future needs. The competency analysis technique enables organisations to discover not only the SKAs but also the values and personal characteristics necessary for both current and future organisational demands.

The most common technique used by many organisations to identify training needs at individual level is performance review/appraisal (Osborne, 1996). Although widely practiced, the use of performance appraisals to determine training needs in terms of TNA is criticized on issues that can affect the accuracy of the identified needs such as reliability of appraisers’ judgements in appraising employees’ performances and the extent to which they could properly match appraisers’ weakness with the training solution (Leat and Lovell, 1997; and Herbert and Doverspike, 1990). Wilson (1999) suggested the conventional and simpler methods such as interviews, questionnaires, observations, and focus groups to gather information for HRD needs analysis. On the contrary, Gilley et. el. (2002) suggested the more analytical methods such as critical analysis, root-cause analysis methods to gather information. However, Reid and Barrington (1994) argued that methods of identification of training need depends on the focus of investigation, and have proposed referencing to strategic planning documents relating to marketing; production and staffing; analysis of minutes of management meetings and analysis of operational and personal records. Though, theorists suggested the various methods of identifying need analysis from the simpler methods suggested by Wilson (1999) to the more technical and complicated methods by Gilley et el (2002), the researchers argued that organizations would rather preferred methods such as Performance appraisal, informal feedback from line managers and individual employees (Tregaskis & Brewster, 1998; Madsen & Larsen, 1998; Baalen & Hoogendoorn, 1998; Kjellberg, et el, 1998; Heraty & Morley, 2000; Eldabri, 2001 and Morrow, 2001). Even
though, it was deliberated by theorists and researchers on the importance of analyzing needs, it was implied that many companies do not regard performing HRD needs analysis as a priority (Anderson, 1994; Smith, 1999; Bhatta, 2002 and Budhwar, et al. 2002). Indeed, there are various reasons why need assessment is not conducted as it is described, as being a difficult process, time consuming and lack of resources in carrying out the tasks (Anderson, 1994 ; Sadler-Smith, et al., 1998; Madsen & Larsen, 1998; Smith, 1999; Heraty & Morley, 2000 ; Eldabri, 2001; Budhwar, et al., 2002; Hansen, 2003; Hill & Stewart, 2000 and Hill, 2004). On the other hand, Desimone, et al. (2002) argued that incorrect assumptions are usually made about need analysis being unnecessary because the available information already specifies what an organisation’s need are. Furthermore, it was contested that there is a lack of support for need assessment as HRD professionals are unable to convince top management of its necessity (Reid & Barrington, 1994; Wilson, 1999; McGoldrick, Stewart & Watson, 2002). This view is criticized by Smith (1999) because most companies do not employ qualified HRD professionals or trainers to manage their HRD functions, despite the fact that performing the complex task of analyzing need can be difficult. According to Mathews, et al (2001) Training Need Assessment is dominated by senior management decision and supervisors’ opinions. The skills inventory is the most widely applied formal technique. Organisations tend to pay more attention to customers and work groups when defining training need. In general, objectives and formal methods should be adopted more widely.

Al-Mzary, Ai-Rifai & Al-Momay (2015) in a study at Yarmouk University in Jordan examine the attitudes of administrative leaders and administrative employees towards the training courses provided as well as the impact of training on employee job
performance. The result showed positive attitudes towards the impact of training on the performance of employees at the Universities despite some reservations concerning some of the effects of the training programmes which are achieved at the University. Based on the results of the study, the researcher recommends introducing more training programmes for employees, which are more suitable to the skills needed at work, as well as giving employees equal opportunities for attending the training courses.

Bin Atan and colleagues (Bin Atan et al, 2015) examined the impact of training on employee job performance at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire. Findings of the study indicated that there is a significant relationship between effective training and employees’ job performance

Adeniji, Badalona & Adeniji (2012) explored employee training programmes in the University libraries of River State University of Science and University of Port-Harcourt in Nigeria. The researchers concluded that the success or failure of a training programme depends much on the type of staff educational attainment and the skill they acquired from the training.

As per the available literature, most of the studies conducted on TNA practices were from UK, Europe, USA and Far East. Due to cultural and national differences, these findings might not reflect similar descriptions regarding TNA practices in India. However, some similar studies were conducted in the Middle East (for example Hajar, S. 2005 (Saudi Arabia); Qefel, M.1998 (UAE); Al Ashi M, 1991 (Jordan) but scope of
these studies were not specific to TNA and the Organisations used by them limited only to certain manufacturing and service sectors. An another study was conducted by Tasie (2011) of American University of Nigeria, Yola regarding Training Need Analysis (TNA) on all Academic Staff (Professors, Associate Professors, Lecturers/ Assistant Lecturers, Language Instructors and Tutors) at Gulf University for Science and Technology, Kuwait. The findings of the study discovered the existence of gaps on the established competencies required among various academicians as well as identifying specific training need for the purpose of enhancing employees’ skills, abilities and other characteristics that will lead to high performance. These findings therefore may not be generalized to describe TNA practices of non teaching staff of Gauhati University, Dibrugarh University & Assam Agricultural University in an academic environment.

2.2 Limitations of Training Need Assessment

Wright and Geroy (1992) noted that ‘between 80% and 90% of the productivity improvement can be found in the work environment or cultures’ and thus a ‘need-analysis-tied-exclusively-to-training’ is often ineffective.

Abdullah (2009) suggested that absence of need assessment and analysis is due to lack of expertise and it is irrespective of the size of the firms. Other inhibiting factors mentioned by the organizations sampled include high employee turnover, the absence of a clear HRD plan and policy and the absence of a separate unit or section to handle employees’ training and development. Manufacturing companies in Malaysia often had forsaken the medium and long term HRD need and objectives.

2.3 Evaluation of Training:
The last stage in the training and development process is the evaluation of results. Since, huge sums of money are spent on training and development, how far the programme has been useful must be judged/ determined. Evaluation helps to determine the results of the training and development programme. In practice, however, organizations either overlook or lack facilities for evaluation.

Dahiya & Jha (2011) discussed about the steps in the training programme development are planning, programme implementation, and programme evaluation and follow up. A training programme is not complete until and unless methods and results have been evaluated.

Driskell (2011) observed that type of training implemented, training content and trainee expertise affect the training outcomes. According to him success of a training programme always depends on how the training was given, what was the content and who was the trainer.

Some of the costs that should be measured for a training programme include need assessment costs, salaries of the training department staff, purchase of equipment (computers, video, handouts), programme development costs, evaluation costs, trainers costs, rental facilities and trainees wages during the training period. (Burack & Smith, 1982).

The benefits to be compared with the cost are rupee pay back associated with the improvement in trainees’ performance, their behavioral change, and the longevity of the period during which the benefits would last. (Aswathappa, 2005).

Tabiu & Nura (2013) conducted a study to examine the effects of Human Resource Management practices on employees’ job performance in Usmanu Danfodiyo
University, Sokoto. The study tests the proposition that an effective HRM practices have positive effects on the employees’ job performance and the results unraveled that some not all the HRM practices correlates significantly with employee job performance even though all are related. Effective HRM enables the University employees to contribute productively and effectively for the achievement of the organization’s objectives and goals.

In a study conducted by Paat and Rumokoy (2015) in Bank of Indonesia showed that quality/quantity of work, planning/organizing, initiative/commitment, teamwork/commitment, teamwork/cooperation and communication have a significant difference in employee performance before and after training. As training is one of the valuable systems as a way to improve employee performance, it was recommended to increase in effectiveness of training and enhance the variety of the material and module that would be given in the training programme.

The relationship between a strategy in training and staff performance was analysed statistically in a study conducted by Al-Awawdeh (2011) comprising of employees from administrative departments at Al al-Bayt University. The independent variables; training system, training and obstructions were tested by using simple regression method and the results showed statistically significant effects of all independent variables on the performance. The study showed that there is a need to have scientific methods to determine the training needs of workers in Al-Bayt University. Work on building training programmes is necessary that focus on obstacles practice and work to resolve them.
Diamantidis and Chatzoglou (2014) examined the relationship between training transfer and operational performance. The transfer factors chosen in the study included the training design, trainee self-efficacy and work environment. The result indicate that design of a training programme has the strongest impact on post-training job performance, along with trainees’ self-efficacy and post-training behaviour.

2.4 Measurement of Training Effectiveness:

Measurement of training includes a comprehensive measurement of training organization, expenditure, duration, process and delivery methods. The firms with sophisticated training system and strong management support are most successful at maximizing the effectiveness of their training. (Tung-Chun Huang 2001).

DeSimone, et.al (2006) opined that training effectiveness is ‘relative’ and no single measure of training success is observed. To determine training effectiveness numerous qualitative and quantitative evaluation approaches are used. According to Clarke (2004) measurement of training effectiveness goes beyond evaluation. It is the identification of affects learned before, during and after training.

The Model of Four Levels or Krickpatrick’s Model is the most widely used model to measure the effectiveness of training because of its simplicity (Philips, 1997). Donald Krickpatrick, Professor Emeritus at the University of Wisconsin and past President of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal. The model was then updated in 1975, and again in 1994, when he published his best-known work, “Evaluating Training Programmes”. The four levels of the Krickpatrick Model for measurement of training effectiveness are explained below:
Level-I: Reaction of trainees:

Reaction of trainees towards the training refers to the assessment of how trainees felt about the training programme (Krickpatrick, 1977). Training can be effective only when the participants can fulfill the learning objectives. War and Bunce (1995) stated three distinct reaction factors: feeling enjoyment of the training, perceived usefulness of the training, and perceived difficulty of the training material.

Level-II: Learning on training content

Learning on training content refers to “….principles, facts and techniques that were understood and absorbed by the learners”. (Krickpatrick, 1959). As per the type of training delivered in an Organisation, different types of learning can take place and which needs to be measured (Krickpatrick, 1959). He also offered various suggestions for measuring the level of learning achieved.

Level-III: Measurement of ‘Changes in job behaviour’

Krickpatrick’s third level of measurement of training effectiveness refers to the changes in the job behaviour of the participants after attending training (Krickpatrick, 1977). Trainee’s work environment along with the support from the Organisation must be in favour to use the skills learned by the trainees while attending the training for ensuring better impact of training attended (Tannenbaum & Gary, 1992).

Level-IV: Outcome/Utility of training

Measurement of impact of training on the results of individual or organization include profits, return on investment, sales, quality, employee turnover and safety record is the Krickpatrick’s fourth level of measurement of training effectiveness (Krickpatrick, 1977). Measurement of training effectiveness in terms of the Outcome or
Utility is important as because through this measurement it is possible to understand, whether training has fulfilled the goals and needs of the Organisation. Since, training is an investment; the Organisation must need justification on investment made in training in terms of expected return.

Krickpatrick’s Model is simple and it provides a vocabulary and rough taxonomy for evaluation criteria. (Alliger et al., 1989).

Open-mindedness of trainer, emotional intelligence, attitude, management support, motivation, peer support, training environment, self-efficacy and basic ability are considered to be the influential factors for effective training (Punia and Saurabh Kant, 2013).

Krickpatrick Model was used by Alyahya and Mohammed Saad (2013) for measurement of training effectiveness. They observed behavioural changes in employees’ knowledge, skill and attitude as a result of training. Measurement of effectiveness of training helps in proper planning, designing and implementation of training programme.

Support of the supervisor and role of peer is identified as main factors for effective training (Muhammad Awais Bhatti & Chee Hee Hoe, 2012). The impact of these factors can be clearly understood in 3 stages, viz, before training, during training and after training.

Guerrero and Sire (2001) studied the relationship between effectiveness of training and motivation. Knowledge, skill and attitude gained by the employees during training helped them to earn rewards. According to them perception of individuals and self efficacy are considered as motivation towards training. These make training successful and effective to bring desired result.
Tabassi, et al (2012) described the relationship between training and motivation to 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.

The importance assigned to Training function in an Organisation can be understood by knowing the commitment from top managers, investment and time spent on training. Specialist trainer and involvement of line managers are also playing key role in the training process. The purpose of training will be served when employees who undergo training learn skills and knowledge from the training programme and apply them in their job. It is difficult to measure training effectiveness; because, training results may not be immediately reflected in trainee performance and contribution of training knowledge in improved performance levels can’t be judge objectively. What it makes more difficult in measuring training effectiveness is its complexity in measuring results in terms of monetary value. Yet it is very vital to measure training effectiveness, as it helps in making decisions related to continuation of training, improvements in training and allocation of training resources. (Rama Devi V. & Nagurvali Shaik, 2012)

The problem of present study is related to the gap between the expected performance and the actual performance of non teaching staff of selected higher educational institutions of Assam and also to explore the impact of in-service training programmes on their performance by understanding its effectiveness. Importance of employee training is increases to raise their skill levels, as jobs are becoming more complex, to perform the activities that have to be done. The rapid expansion of University education has led to a number of challenges. According to UNESCO, world conference on Higher Education (1998), low funding from the exchequer, increased
enrolment, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality and a low research capacity are some of the problems facing by the higher educational institutions of the Country. Despite the growing importance, very little attention has been paid to study the perception of trainees and effectiveness of in-service training programme in higher educational institutions of India. Though few studies were conducted in this regard, these are inconclusive and their focus is strictly limited to Western Countries. Consequently, need for additional research on this issue from a greater variety of prospective has been felt. Furthermore, most of the studies undertaken emphasized on the effects or impact of training practices on organizational performance not on its effectiveness in terms of employees job performance.

The Research Gap in respect of some earlier studies in the area of this Research Study is presented in following Table:

<table>
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<tr>
<th>Name of the Researcher</th>
<th>Title of the Study</th>
<th>Source of Publication</th>
<th>Findings</th>
<th>Research Gap</th>
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<tr>
<td>Al-Mzary M.M.M, Al-rifai A. &amp; Al-Momany O. M.</td>
<td>Training and its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: The Case of Yarmouk University</td>
<td>Journal of Education and Practice. Vol 6 No 32, 2015.</td>
<td>The result showed positive attitudes towards the impact of training on the performance of employees at the Universities despite some reservations concerning some of the effects of the training programmes which are achieved at the Government</td>
<td>The study explores the impact of in-service training programmes on the performance of administrative employees at Yarmouk University from the perspective of administrative staff. The training programmes of Government</td>
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Diamantidis, A. & Chatzoglou, P.

Employee Post-training Behaviour and Performance: Evaluating the Results of the Training Process


Examined the relationship between training transfer and operational performance. The transfer factors chosen in the study included the training design, trainee self-efficacy and work environment. The result indicate that design of a training programme has the strongest impact on post-training job performance, along with trainees’ self-efficacy and post-training behaviour.

It is now accepted fact that besides money, materials and machines, the success of any organization depends on the quality of human resources. The training programmes are to promote organization needs and to achieve organizational goals in a process. The goals of the organization are both qualitative and quantitative. Both these aspects have different where the administrative rules are guiding factors. So, the participants will not freely express the impact of training and evaluation may be an incomplete one. The impact of training on self–needs attainment and its analysis in terms of its sequential arrangement is considered in the proposed study.
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<tr>
<th>Authors</th>
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<tr>
<td>Bin Atan, J., Raghavan, S. &amp; Mahmood, N</td>
<td>Impact of Training on Employees’ Job Performance: A case Study of Malaysian Small Medium Enterprise</td>
<td>Review of Management, 5(1/2), 40-50. (2015)</td>
<td>Examined the impact of training on employee job performance at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire. Findings of the study indicated that there is a significant relationship between effective training and employees’ job performance. Effectiveness of training can be determined by measuring the gap between the expected performance and the actual performance of the employees. The gap can be bridged through well designed training programmes. The study proposed is to explore the impact of in-service training programmes on the performance of employees of selected Universities.</td>
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<tr>
<td>Adeniji, M., Babalola, G. &amp; Adeniji, S</td>
<td>Workers Training Programmes in Two University Libraries in Library Philosophy &amp; Practice, 1-10 (2012)</td>
<td>Studied employee training programmes in the University libraries of River</td>
<td>The study did not evaluate how training is beneficial to the institutes</td>
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<td>Nigeria</td>
<td>State University of Science and University of Port-Harcourt in Nigeria. The researchers concluded that the success or failure of a training programme depends much on the type of staff educational attainment and the skill they acquired from the training concerned. The environmental conditions among the centers of learning and applications of learning are not homogeneous. Further, the impact of training depends on the caliber of the participants, which varies from individual to individual.</td>
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<td>Paat, G. &amp; Rumokoy, F.</td>
<td>The Comparative Analysis of Employee Performance before and After training at Bank of Indonesia in Manado</td>
<td>The study conducted in Bank of Indonesia showed that quality/quantity of work, planning/organizing, initiative/commitment, teamwork/commitment, teamwork/cooperation and communication have a significant difference in employee performance before and after training. As training is one of the valuable systems as a way to improve employee performance, it was recommended to increase in effectiveness of training on group performance change in the levels of employees and supervisors. The executive group needs has also need to be studied. Comprehensive approach to training evaluation needs to be worked out to discuss the impact of training on organization need. Otherwise, the participants may not freely express the impact of training and the evaluation may be incomplete.</td>
<td>Journal Riset Ekonomi Manajement Bisnis Dan Akuntansi, 3(3): 189-199 (2015)</td>
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<td>Al-Awawdeh, W</td>
<td>Impact of Using Training Strategy on the Performance of Employees at the Administrative Departments at Al Al-Bayt University</td>
<td>Al Manarah for Research and Studies, 17(5): 75-108 (2011)</td>
<td>The relationship between a strategy in training and staff performance was analysed statistically in the study comprising of employees from administrative departments at Al al-Bayt University. The independent variables; training system, training and obstructions were tested by using simple regression method and the results showed statistically significant effects of all independent variables on the performance. The study showed that there is a need to have scientific methods to determine the training needs of workers in Al-Bayt University. Work on building training programmes is necessary that</td>
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<p>| | | | The willingness of the individual to attend the training programme, which depends on knowledge acquisition, skill development, attitudinal and behavioural modification or changes along with the right selection of teaching method is more essential for effective training. The efficacy of training can be studied by examining its impact on three components of training goal: (i) Self-goal (ii) Organisation al goal &amp; (iii) Group dynamics. For effective training, it must be able to fulfill individual, organizational and group needs. |</p>
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<th>Authors</th>
<th>Title</th>
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<tbody>
<tr>
<td>Dahiya, S. and Jha, A.</td>
<td>Review of Training Evaluation</td>
<td>International Journal of Computer Science and Communication, 2 (1), pp. 11-16 (2011)</td>
<td>The study is about the steps in the training programme development, i.e. planning, programme implementation, and programme evaluation and follows up. A training programme is not complete until and unless methods and results have been evaluated. 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. To ensure better training effectiveness, managers should support employee efforts to practice such skills at the workplace.</td>
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<td>Driskell, James E</td>
<td>Effectiveness of Deception Detection Training : A Meta Analysis, Psychology</td>
<td>Psychology, Crime &amp; Law, 10, pp. 1-19 (2011).</td>
<td>The study concluded that type of training implemented, training content and trainee expertise affect the training outcomes. According to him success of a training programme always depends on how the training was given, what was the content and motivation, attitude and emotional intelligence emerged as stronger and more responsible factors in making training more effective. The managers should first motivate employees to learn new abilities &amp; skills and then support employees effort</td>
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<td>Author(s)</td>
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<td>Tabassi, Amin A., Mahyuddin, R. and Abu, Hassan A. B.</td>
<td>Effects of Training and Motivation Practices on Teamwork Improvement and Task Efficiency: The Case of Construction Firms</td>
<td>International Journal of Project Management, 30 (2), pp 213-224 (2012)</td>
<td>Described the relationship between training and motivation to 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.</td>
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<tr>
<td>Tabiu A. &amp; Nura A. Abubakar</td>
<td>Assessing the Effects of Human Resource Management (HRM) Practices on Employee Job Performance: A Study of Usmanu Danfodiyo University, Sokoto</td>
<td>Journal of Business Studies Quarterly, 5 (2), pp 247-259 (2013)</td>
<td>Conducted a study to examine the effects of Human Resource Management practices on employees’ job performance in Usmanu Danfodiyo University, Sokoto. The study tests the proposition that an effective HRM practices have positive effects on the employees’ job performance and the results unraveled that some not all the.</td>
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HRM practices correlates significantly with employee job performance even though all are related. Effective HRM enables the University employees to contribute productively and effectively for the achievement of the organization’s objectives and goals.

Public Sector organization, which is one of the most important components of Human Resource Management (HRM) practices on employee job performance, need to be studied.

Despite the immense importance of appropriate training practices towards the realization of employee job performance in particular and organizational performance in general, many organizations specifically higher educational institutions do not give emphasis in identification of training needs and execution of proper training practices with a view to effective utilization of its human resources to ensure desired performance of higher educational institutions in India.

Numbers of studies as already highlighted in this chapter had been conducted on Training practices and Effectiveness of Training in Universities or other higher educational institutions in Europe, America and different parts of the Asian continents but little were conducted in India in general and Assam in particular. Further, most of the studies conducted on Training Practices and its Effectiveness have focused more in private organizations like banks, manufacturing firms etc with very few from public sector organization like Universities or similar other higher educational institutions. Furthermore, most of the studies conducted emphasized on the effects of training practices on organizational performance and not on employees’ job performance. These
theoretical flaws motivate the researcher on the need for yet another study on the existing training practices and its effectiveness on employee Job Performance in selected higher educational institutions of Assam, India to be able to bridge the gap.

Objectives of the Study and Null Hypothesis formulated considering the research gap as stated are given below:

**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.

i) 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 behaviour 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.