Chapter – II

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This chapter deals with the review of the previous studies relevant to the field of training and development.

Kuldeep Sing (2000) has selected 84 organization from business representing all the major domestic industries questionnaire has developed by Huselid (1993) are used to study training. The objectives of the study are to examine the relationship between training and organizational performance which shows that Indian organizations are still not convinced of the fact that investments in human resources can result in higher performance.

Alphonsa V.K. (2000) has conducted training climate survey in a large private hospital in Hyderabad. 50 supervisors from different departments of the hospitals randomly selected for the study. The researcher used training – climate survey questionnaire (Rao-1989). “The analysis of training climate as perceived by the supervisors” Covered various aspects such as corporate philosophy policies superior, subordinate relationships, valued performance features and behaviours, interpersonal and group relationship.

The results showed that reasonably good training-climate is prevailing in this organization but the supervisors’ perception about training-climate differs according to their respective departments.

A study conducted by Shiv Kumar Singh and Subhash Banerjee (2000), ”Trainer roles in Cement industry”, says that today the Indian Cement Industry is the second largest in the world. There has been tremendous growth of activities in the Indian Cement Industry in terms of modernization, in order to keep pace with such modernization/expansion due to technological development, a strong manpower base equipped with latest development has to be built with in Cement Industry, New Training
initiative has to be taken at all levels. A Trainer’s main objective is to transfer his knowledge and skills to the Trainees. This paper is focused on the Trainer Roles in Cement Industry, the factors which are important to become an effective Trainer. This involves identifying training courses, choosing appropriate Training methods, evaluation of Training activities, and helping the Trainer to deliver good Training to the Cement Industry.

A study on “HRD strategies at various levels in construction organisations” by Singh, S. K. and Banerjee, S. (2000), reveals that construction is the second largest economic activity in India, and accounts for half of the nation's investment or development. In this article the authors briefly discuss the HRD strategies at various levels in construction organisations. Many sectors of the construction industry are in urgent need of technological upgradation. An effort to develop manpower by the organisations will directly show results in the bottom line. Since there are not many professionals imparting training in construction-related aspects, refreshers training is essential and some concrete efforts in imparting systematic technical training is necessary.

Binna Kandola (2000) has discussed some of the difficulties associated with accurate and useful evaluation of training effectiveness particularly in the department of soft skills which include skills relating to people management. The author highlights some existing training evaluation techniques and then outlines a model of training evaluation which currently is found to be successful in the United Kingdom.

Moses (2000) observed that companies can no longer guarantee employees promotions to the top, it is important that training and development help employees with career planning and skills development. Some organization fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicated that they are willing to invest in helping employees reach their potential. Companies can also help ease employees’ minds by making career planning a standard part of their employee development process of downsizing or restructuring. When a company communicates to their employees that they are marketable outside the
organization, yet still invests in their training and development, it makes a strong statement to workers that they are values, and many are compelled to offer a high level of commitment.

Logan, J.K (2000) illustrated that retention is a complex concept and there is no single recipe for keeping employees with a company. Many companies have discovered, however, that one of the factors that helps retain employees is the opportunity to learn and try new things. The Gallup Organization also supports this contention, as they found “the opportunity to learn and grow” as one of the critical factors for employee retention. Companies that offer employee development programs find success with retaining workers. Sears has found that in locations where managers work to help their employees grow professional turnover is 40 to 50 per cent less than in stores where that relationship does not exist.

Wagner S (2000) in his study on “Employees Speak out on Job Training: Findings of New Nationwide Study,” highlighted employee development programs are experiencing higher employees satisfaction with lower turnover rates although salary and benefits play a role in recruiting and retaining employees, people are also looking for opportunities to learn new things, the challenge of new responsibilities, and the prospect of personal and professional growth. The Gallup Organization found that employee satisfaction and retention are high when a company is willing to train its workers.

Lance Gray and Judy Mc Gregor (2001) have compared 100 New Zealand surveys for workers aged 55 years and over, and another one for employers. The issue of older workers captured respondent attention with both studies receiving response roles of around 50%. The congruence of attitudes among older workers and employers regarding the efficiency was negative. Training stereotypes is a feature of the study. Older workers are in some agreements that there is difficult to train less willing to lean and afraid of new technology older workers saw provision of training as a concern with 11.6% reporting discrimination with regard to training. Significantly, skilled older workers saw the provision of training was a signal by employers that they are to be taken as serious contributors.
Olga et al (2001) is concerned with how MNCs differ from indigenous organization in relation to their training needs and whether this relationship changes across countries. The question is whether local isomorphism is apparent in the training needs of MNCs, or whether MNCs share more in common with their counterparts in the countries. A series of hypothesis has been put forward and tested using survey data form 424 multinational and 259 indigenous organizations based in the UK (United Kingdom) and Ireland. The result suggests a hybrid form of localization. Where MNCs adopt their practices to accommodate national differences but that these adaptations have not reflected convergence to domestic practice. The results also indicates that the MNCs are selective in the training practices that are adopted. Evidence from this study indicate that country difference in career traditions and labour market skill needs are key drivers in the localization of associated training. In contrast MNCs, irrespective of national Content adopt comparable systematic training frameworks (i.e.) Training and identification evaluation and delivery.

Yadapadithaya (2001) studied the current practices of evaluating training and development programmes in the Indian corporate includes High pressure for increased quality, innovation, and productivity acts as a major driving force for the Indian corporate training and development programmes. Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness. Nearly 6 per cent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other, The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programme. Organizations rely mostly on the participants’ reactions to monitor the effectiveness of training. An overwhelming majority of the organizations use “questionnaires” as an instrument to gather relevant data for evaluation, In most of the cases, evaluation was done immediately after the training. Majority of private and public sector organizations use one –shot programme design and more than half of the MNCs also use single group, pre-test and post-test design for evaluating the effectiveness of training and development programmes. Absence of transfer of learning from the place of training to workplace has been a major perceived deficiency of the
corporate training and development system. Indian Corporate sector is currently facing the challenge of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.

Radhakrishna, Plank, and Mitchell (2001) studied using a learning style instrument (LSI) and demographic profile in addition to reaction measures and learning measures. The three training objectives were to assess knowledge gained through a Web-based training, to determine participant reaction to Web-based material and Listerv discussion, and to describe both the demographic profile and the learning style of the participants. The evaluation of the training began with an on-line pretest and an on-line LSI. The pretest included seven demographic questions. The LSI, pretest and post test, and LSI questionnaire were paired by the agent’s social security numbers. Fifty-five agents of the available (106) agents completed all four instruments and were included in this study.

A study conducted on “Return on investment in Training” by Bettina Lankard Brown (2001) reveals that training and development efforts are big business in the United States, with the amount of money spent increasing every year. However, changes in the economy and declining profit margins are prompting many businesses to question the value of their training investments. Do businesses benefit from their expenditures on employee training or are they merely preparing their workers for jobs elsewhere? When workers bear the costs of such training, do they realize personal benefits or does the employer reap the only rewards? This study examines myths and misconceptions about who pays and who reaps the Return On Investment (ROI) in training. Investments in Training are assumed to have positive returns.

A number of studies, including one conducted by the Australian National Training Authority (2001), have found that skills and training produce the best results, where training is a part of an overall business strategy. This is supported by Knuckey and Johnston (2002) in New Zealand, where a survey of businesses identified a high proportion of “leaders” engaging in training compared with “laggers”. This concept also underpins the “Investors in People” standard in the UK.
Training strategies in the emerging hi-tech banking environment by Basu, Kishanjit; Satish, P. (2001) implies that, like all other institutions, banks have to organise, develop and manage their human resources effectively in order to achieve their goals. Their major responsibility in this regard is to build up a right mix of skills and attitude among their employees. For achieving this, a continuous process of training interventions in banks is a must. However banking the world over, including India, is undergoing a change, transforming itself into technology based, specifically, IT [Information Technology] based banking. This transformation calls for a radical departure from the existing training strategies. While upgraded technology calls for training in both hardware as well as software, the methods and content of training delivery are also likely to undergo change. Computer based training, distance learning, Internet based training, etc. would be increasingly used in this emerging scenario. The role of a trainer would also be more of a facilitator than a knowledge disseminator. The need also exists for a matching input of commitment building and attitudinal orientation along with skill inputs if the totality of the organisation’s needs is considered. In the fast changing situation, banks cannot afford to be away from new technology if they want to continue to be relevant in the market. With the Indian banking industry entering an era of hi-technology, the training strategies have to keep pace with this transformation, albeit with a re-emphasis on the human side of the enterprise.

Srivastava (2001) has evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. The effectiveness of the training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors, and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected form their supervisors. There
were changes in the post training performance ranging from 10 to 37 per cent. The training programmes could meet the objectives only to a limited extent.

Ogunu (2002) in his study titled “Evaluation of Management Training and Development Programme of Guinness Nigeria PLC” examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff in the company’s Benin Brewery as subjects for the study. Data was collected by administering a questionnaire titled ‘Management Training and Development Questionnaire’ (MTDQ) that was developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by the staff did indeed improve their performance and effectiveness at works.

A Study by Barnes and Kennard (2002) in Australia suggest that factors other than increased skill have mainly contributed to Australia’s recent productivity surge. They also comment that there does not appear to be a strong correlation across countries between labour productivity growth and movements in skill composition towards skilled workers. Some countries with large contributions of skill change, such as France and the UK, do not have very high labour productivity growth. Having said this, they believe that education and skills remain important for long-run growth.

Another study by L. Holladay, Jennifer L. Knight, Danielle L. Paige, & Miguel A. (2002) investigated how the Effects of Training, Course title, Training content, Training assignment, and Gender influence participant’s attitudes in this study. They have found that women were influenced by the training content and not by the organization standing.

Giannationio and Hurley (2002) have presented a study on “Executives insights into training practices”. Over 1100 human resource training executives responded to a
survey concerning their perceptions of the training issues their companies are facing the role of training in their organization the skills training employees should possess, and the substantive training knowledge that graduates of training programmes should be able to demonstrate results suggest the most important issues facing training executives today is managing the change Executives felt that it has been extremely important for the professionals to be able to create a recruitment program in today’s labour market. The result of this research provides several implications for the design and the delivery of training educational programme.

Natarajan and Deepasree (2002) made a study on “Training climate in the burn standard company limited, Salem”, a Public sector undertaking. A prepared questionnaire was distributed to 145 employees at random. This result shows that training climate in the organization appears to be at an average level of (50%). There is a good deal of scope for improvement.

Training climate facilitates the employees in acquiring capabilities required to perform various functions associated within their present or future expected roles and developing their capabilities for organizational development has been suggested by Sharad Kumar and Sabita Patnaik (2002). The performances of the roles depend upon the individual perception regarding the effectiveness of performing the role and various organizational factors.

A study on Qualitative Research Designs: Selection and Implementation by John W. Creswell (2003) University of Nebraska–Lincoln William E. Hanson Purdue University Vicki L. Plano Clark Alejandro Morales University of Nebraska–Lincoln provides a detailed study about qualitative research design and its application in the research.

“Evaluation of executive training at NLC Ltd.: a case study” by Selvam, M.;Panchalan, R.(2003) examines a transfer of learning to the workplace and evaluation of tangible or intangible benefits of training to the business are rare phenomena in practice. This study aims at evaluating the effectiveness of executive training programs of
NLC Limited, a public sector undertaking located at Neyveli, Tamilnadu. Seven major factors were identified and adopted for the evaluation of training. Under each of these major factors, relevant sub-factors were incorporated for assessment. Fifteen executive training programs were selected under [the] random sampling method. From each training program, 15 respondents were selected for the evaluation of training. The results of the study showed that the training programs of the respondent organisation are generally effective. Out of the seven major factors adopted for the evaluation of training, this method of presentation dominated the rest of the major factors. The transfer of learning to the workplace as a major factor contributed significantly to only four out of 15 training programs chosen for evaluation. It showed lack of follow up activities after training at NLC.

“The impact of workplace support and identity on training transfer: a case study of drug and alcohol safety training in Australia” by Ken Pidd (2004) suggests that, previous research has indicated that the transfer climate of work organisations is an important factor in determining the degree to which knowledge, skills and abilities gained in training transfer to the workplace. In particular, workplace social support from supervisors and coworkers is consistently cited as an important factor that can facilitate or inhibit training transfer. However, research evidence regarding the impact of workplace social support on training transfer is mixed. In order to address this issue a study was conducted to identify under what conditions workplace social support impacts on training transfer. This study evaluated a workplace drug and alcohol training programme to examine the impact of workplace social support and identification with workplace groups on training transfer. Results indicated that the influence of workplace social support on training transfer was moderated by the degree to which trainees identified with workplace groups that provided this support. This study supports the proposition that in order to fully understand training transfer, and to design effective training programmes, training research and practice needs to focus on both the personal and situational factors that may interact to influence learning and transfer.

A study on “Mixed Methods Research” by Julia Brannen (2005) Institute of Education, University of London provides complete idea on how a mixed method
strategy works out during the research process, the research design phase, the fieldwork phase, the analysis phase and contextualization. This paper proposes to define mixed method research. Set out some of the reasons why mixed methods may currently be in the ascendancy and identify opportunities and risks attached to these for researchers. Consider some of the main rationales for choosing a mixed method research strategy: the three Ps, paradigms, pragmatics and politics. Explicate how a mixed method strategy plays out during the research process: the research design phase, the fieldwork phase, the analysis phase and contextualisation. Address particular issues: Quality criteria, teaching mixed methods, writing up mixed methods research.

“Management of corporate culture through local managers’ training in foreign companies in China: a qualitative analysis” by Crystal L. Zhao (2005) found that corporate culture is a complex phenomenon in foreign companies located in the People’s Republic of China. For the management team of an international enterprise, it is a challenging task to manage cultural differences. Education and training provided to local managers might be one of the important solutions. Therefore, this study explores the effects of local managers’ education and training on corporate culture in foreign companies in China. Using qualitative research, this paper presents different training forms existing in foreign companies. Furthermore, the training in general in terms of establishment of corporate culture was evaluated. General training is classified as formal and informal training or coaching in accordance with training purposes. Formal training refers to training that is indispensable to the survival and development of the corporation, while informal training is concerned with the training that happens without deliberate design or purposes. The two kinds of training can develop local managers in a complementary way. It is argued that these elements exert a complementary influence on corporate culture with an emphasis on values and rituals.

“In-company training in Catalonia: organizational structure, funding, evaluation and economic impact” by Marcos Eguiguren Huerta, Xavier Llinàs Audet and Olga Pons Peregort (2006), describe the status of training in Catalonia’s large companies, from an economic and organizational point of view. The results are based on empirical-descriptive research conducted with a sample of large and medium-sized businesses. It
analyses the organizational structure of the businesses and the type of organizational structure in relation to training. From the economic point of view it seeks to identify the cost of training and the importance assigned to the different levels of evaluation of that training in the companies. This study also compares the status of training in Catalonia’s large companies with what happens in other countries and regions that may have similarly diverse economies. The final conclusions emphasize factors such as the consolidation of the training department within the companies’ organizational structures, the size of the enterprises and their turnover, as key variables of training provision. Another important feature is the significant differences between the types of organizational structure and the role of training. Lastly, it considers how training and its evaluation have on impact on the various economic and financial aspects of the companies.

“An Introduction to Mixed Methods Research” by Kim Galt, Pharm. D Creighton University (2007) which defines mixed methods research and identifies the major mixed methods research designs and their distinguishing characteristics and also describe different methodological challenges of using multiple methods and consider options for addressing these challenges.

A study on “Training as an effective tool to create 'satisfied customers' base' in Indian automobile industry” by Goel, O. P. (2007) reveals that 'training and development' efforts of organizations have positive impact on their performances. Job knowledge and hard skills required to perform a task in the automobile industry have drawn sufficient attention of the researchers, attitudinal and soft skills aspects seem to have less interest of the researchers. Globalization and liberalization in the Indian passenger car industry setting provide a fertile ground to investigate companies that are attempting to think 'customer delight'. It is widely seen that creating a competitive edge based on product features and technological strengths is becoming more and more difficult and unstable. This study deals with the gaps in customers expectations, their experiences while purchasing and servicing a car, the skills gaps - both at sales person as well as service technician level and also the enhance training needs due to intensified competition and technological developments in the industry.
“Employees attitude towards training and development in private sector industries” by Sundararajan S. (2007) suggests that, in the current competitive business environment, the demand of organisations compels Indian Industries to rethink their vision and mission about Human Resource Development (HRD) practices through training and development. Changes are inevitable anywhere i.e. in our personal life, social life, work life, in nature, in society, in universe etc. We cannot avoid changes, but we can adjust and adapt to such changes for betterment through training and development. Today's industries are moving towards globalisation, and this process is characterised by intense competition, technological innovations, consumer satisfaction, competitive advantages etc. Here, the human resource provides impetus training and development to deal with such competitive and complex situations in the business world. In this day and age, organisations are forced to thrive on the cutting edge competition using the most appropriate technology. For this, managing HR is more effectively through appropriate training to the organisational workforce. Training might thus mean showing a machinist how to operate his new machine; a new sales person, how to sell his firm's product; or a new supervisor how to interview and appraise employees. For analysing the existing training and development programme of private sector organisation and employees' attitude, the researcher conducted an empirical study on 'employees' attitude towards training and development' in private sector manufacturing and business organisations. Based on this research, the researcher come to certain conclusions about employees' mindset towards training and development in private sector organisations.

The effects of training design, individual characteristics and work environment on transfer of training by Raquel Velada, António Caetano, John W. Michel, Brian D. Lyons and Michael J. Kavanagh (2007) made this study and it aims to gain insight into some of the factors that determine the transfer of training to the work context. The present research examined the relationship between three types of predictors on transfer of training, including training design, individual characteristics and work environment. Data was collected at two points in time from 182 employees in a large grocery organization. The results indicated that transfer design, performance self-efficacy, training retention and performance feedback were significantly related to transfer of
training. Contrary to expectation, supervisory support was not significantly related to transfer of training. These results suggest that in order to enhance transfer of training, organizations should design training that gives trainees the ability to transfer learning, reinforce the trainee’s beliefs in their ability to transfer, ensure that training content is retained over time and provides appropriate feedback regarding employee job performance following training activities.

“The relationship between employer endorsement of continuing education and training and work and study performance: a Hong Kong case study” by Humphry Hung and Yiu Hing Wong (2007). This study is based on psychological contract theory and expectancy disconfirmation theory. The researcher reveals that if employers support their staff by endorsing their continuing education and training, these employees will in turn be more satisfied and will perform better not only in their studies but also in their jobs. The researcher proposes that such an endorsement will have a positive disconfirmation effect on employees’ job satisfaction and performance when their perceived organizational support is relatively low.

“Relationships between prior experience of training, gender, goal orientation and training attitudes” by Anupama Narayan and Debra Steele-Johnson (2007). Relationships were examined between prior experience with training, goal orientation, gender and training attitudes. Participants (n = 165) had a minimum of six months of work experience. Results from regression analysis indicated that mastery-approach goal orientation had a beneficial effect on training attitudes for men but not for women. In addition, prior experience with training had a beneficial effect on training attitudes, and women had more favorable attitudes than men. The results provide initial evidence that gender moderates goal orientation effects in training contexts.

“Relationship between employees’ beliefs regarding training benefits and employees’ organizational commitment in a petroleum company in the State of Qatar” by Mohammed Asad Shareef Al-Emadi and Michael J. Marquardt (2007). This study examined the relationship between the beliefs of senior staff Qatari national employees regarding training benefits as measured by the benefits of employee training, and
employees’ organizational commitment as measured by the three-component model of organizational commitment. This relationship was assessed through a quantitative associational research design. From the study site, Qatar Petroleum, a total of 283 responses were analysed using stepwise regression analysis. The findings suggest that there is a positive relationship between employees’ beliefs regarding training benefits and employees’ organizational commitment.

Another study on “Impact of training climate on effectiveness of training programmes” by Anu Singh Lather and Harsh Sharma (2008) implies that training in organisation is getting increasing mind space of top managers. However, to assert its rightful place, it has to come out from the periphery of corporate wheel to the centre of corporate functioning and contribute proactively towards the attainment of organisational objectives. This requires that training professionals should show commitment towards enhancing the value of training. The process of training delivery is mediated by pre and post delivery training factors which have an influence in constructing favourable or unfavourable training climate. This paper addresses all the important issue of training climate and the role played by various stakeholders in developing this. The importance of developing favourable training climate and negative impact of unfavourable training climate has been explained with the help of case study method.

“Training and development need analysis for ushering change: a study in Jindal Steel and Power Ltd” by Mishra, Priti Suman (2008) and subject of this research is a large, complex organization which is in transition from a traditional bureaucratic, hierarchy with a command and control management style to a more participative, people centred approach. An ‘organization development, action research’ - based approach to the development of a training needs analysis process was taken for the study so that in the first instance the changes desired in the organization could be modelled and secondly, to learn and understand more about what works and what does not in order to continuously develop and progress the change agenda. In a large, complex organization a balance must be struck between standardization and customization of the needs analysis process to allow for the different structures, subculture and levels of readiness in the organization.
Whether you are a human resource generalist or a specialist, you should be an adept at performing a training needs assessment.

“The relationship between perceived training opportunities, work motivation and employee outcomes” by Anders Dysvik and Bård Kuvaas (2008). The purpose of this study was to explore alternative relationships between training opportunities and employee outcomes. A cross-sectional survey of 343 trainees from a broad range of Norwegian service organizations showed that the relationship between perceived training opportunities, and both task performance and citizenship behaviors were fully mediated, and that the relationship between perceived training opportunities and turnover intention was partially mediated by employee intrinsic motivation. In addition, intrinsic motivation was found to moderate the relationship between perceived training opportunities and organizational citizenship behaviors. The form of the moderation revealed a positive relationship for those with high intrinsic motivation. In sum, the variables included as predictors in our study explained 13 per cent of the variance in task performance, 19 per cent of the variance in organizational citizenship behavior and 24 per cent of the variance in turnover intention.

“Capacity building as a tool for assessing training and development activity: an Indian case study” by R. Krishnaveni and B. Sripirabaa (2008), in recognition of its increasing importance, many organizations make periodic assessments of their training and development activity. The objective of the present study was to extend the concept of capacity building to the assessment of training and development activity in an automobile component manufacturing organization, using a developed and validated instrument. The study subjects were 36 middle-level managers selected on a stratified basis. The research described here provides a new methodology for the evaluation of training and development activity. Perception-based, consensus-oriented assessment is proposed as a valuable tool for evaluating and improving training and development activity. Brainstorming sessions led to suggestions for enhancing capacity in identified lag areas. In addition, this assessment serves as a platform for subsequent evaluation of the effectiveness of training and development activity.
Ferika Ozer Sari (2009) observed that human resource is the key factor of organizational success. The organisation power comes from the physical and mental strength of their workers. Therefore, sustainability of being powerful for an organization is tied to the physical and psychological health of its employees, and their knowledge and skills, as well. Since the importance of human resources on the organizational success has been realized, responsibility and authority of Human Resources Departments are broadened, especially in the accommodation sector. Organizing Employee Trainings and maintaining Occupational Safety and Health are among the main functions of Human Resources management departments. These two functions interact and they both serve the aim of protecting employees physical, psychological and social health. Within this paper “Effects of the Employees’ Training on the Occupational Safety and Health” has been studied by an applied analysis in order to view the approach and practices of accommodation sector. As a result, it’s been realized that employee trainings have a very positive effect on the occupational safety an health. Moreover it’s been understood that some of the potential training programs such as accident risks and occupational illnesses are inevitable.

“A Study of the Judicial Service of Ghana” by Joseph Kennedy (June, 2009) who had made a research on the impact of training and development on job performance recommends that the frequency of Training provided should be improved to ensure that more employees have access to Training and Development. Again, Training and Development offered by the Judicial Service of Ghana should ensure a better understanding of the Mission and Vision statement so that, employees can identify themselves with the organizational values in the discharge of the duties.

“Evaluation of manpower training in Indian banking industry” a study made by Bhat, Mehraju-din; Khanday and Naila (2009) focuses that the training evaluation is a systematic process to determine the worth, value, or meaning of the training and without it the rationalization of the training budget and guidance to the management for effective and objective based training programmes can not be achieved. Besides the net result of the training like the trainees learning, their change in behavior can not be determined until there exists a well defined training evaluation process. The training evaluation
process is therefore a primary objective of any effective training programme. In this study an attempt has been made to examine the methods adopted for evaluating employee training and their effectiveness, offered at three sample banks of the Indian banking industry representing its three sub sectors (public, private and multinational). Besides, this study has tried to come up with some suggested measures for the management which can have direct bearing on the policy implications concerned with the evaluation of manpower training.

A study on qualitative, quantitative and mixed methods approaches to research and Inquiry by Kimberly A. Galt, Pharm.D., (2009) which focuses on the basic overview of how the research process integrates with different qualitative, quantitative, and mixed designs and methods a researcher may consider using.

“A model for evaluating the effectiveness of middle managers' training courses: evidence from a major banking organization in Greece” by Ekaterini Galanou and Constantinos - Vasilios Priporas (2009) suggest that Contemporary management thinking embraces the organizational training theory that sustainable success rests, to a great extent, upon a systematic evaluation of training interventions. However, the evidence indicates that few organizations take adequate steps to assess and analysis the quality and outcomes of their training. The authors seek to develop the existing literature on training evaluation by proposing a new model, specific to management training, which might encourage more and better evaluation by practitioners. Their thesis is that training evaluation is best if it can be based on criteria derived from the objectives of the training and they draw on the management effectiveness literature to inform their proposed model. The study seeks to examine the effect of six evaluation levels – reactions, learning, job behaviour, job performance, organizational team performance and some wider, societal effects – in measuring training interventions with regard to the alterations to learning, transfer and organizational impact. The model was tested with the data obtained from 190 middle managers employed by a large banking organization in Greece and the results suggest that there is considerable consistency in the evaluation framework specified.
“The moderating effect of individual differences on the relationship between the framing of training and interest in training” by Cody B. Cox and Margaret E. Beier (2009) implies that the moderating effect of individual differences on the relationship between framing training as ‘basic’ or ‘advanced’ and interest in training was examined for technical and non-technical content areas. The participants were 109 working-age adults (mean age = 38.14 years, SD = 12.20 years). Self-efficacy and goal orientation were examined as moderators. The results showed a three-way interaction between performance orientation (a dimension of goal orientation reflecting the desire to demonstrate competence in an achievement setting), age, and frame for technical training and a three-way interaction between performance orientation, self-efficacy, and frame for non-technical training. The implications for future research as well as framing training to enhance interest are discussed.

“Training corporate managers to adopt a more autonomy-supportive motivating style toward employees: an intervention study” by Patricia L. Hardre and Johnmarshall Reeve (2009) found that management style is treated in a variety of ways across the training and development literature. Yet few studies have tested the training-based malleability of management style in a for-profit, authentic work context. The present research tested whether or not training intervention would help managers adopt a more autonomy-supportive motivating style toward employees and whether or not the employees of these managers would, in turn, show greater autonomous motivation and workplace engagement. Using an intervention-based experimental design, 25 managers from a Fortune 500 company received training consistent with self-determination theory on how to support the autonomy of the 169 employees they supervised. Five weeks after the managers in the experimental group participated in the training, they displayed a significantly more autonomy-supportive managerial style than did nontrained managers in a control group. Further, the employees they supervised showed, 5 weeks later, significantly more autonomous motivation and greater workplace engagement than did employees supervised by control-group managers. The researcher discuss the malleability of managers' motivating styles, the benefits to employees when managers become more
autonomy supportive, and recommendations for future training interventions and research.

“Individualism–collectivism and the role of goal orientation in organizational training” by Altovise Rogers and Christiane Spitzmueller (2009), this research examines how individualism–collectivism and goal orientation impact training effectiveness through study of an internationally diverse sample of engineers who were undergoing technical training. In the light of contemporary views of individualism–collectivism, the researcher argue that collectivism will moderate the influence of learning and performance goal orientations on training by shaping the impact of one's perceived social context on existing performance concerns and goals. Using a sample from a large multinational corporation, the researcher examined the effects of individualism–collectivism and goal orientation on training transfer intentions, motivation to learn, and test performance. Mixed support for our hypotheses was found. Collectivists were found to exhibit higher levels of training transfer intentions and motivation to learn. However, when collectivism was combined with a performance goal orientation, its effects on training outcomes were diminished.

“The effects of organizational training on organizational commitment” by Cagri Bulut, and Osman Culha (2010), this empirical study investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. Organizational training is conceptualized within a multidimensional framework consisting of motivation for training, access to training, benefits from training and support for training. The hypothesis of this study has been built on a resource-based view, social exchange theory and psychological contract theory. Field research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey. Confirmatory factor analyses were used to analyse the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all dimensions of training positively affected employee commitment.
“A Study on Training Factors and Its Impact on Training Effectiveness in Kedah State Development Corporation, Kedah, Malaysia” - Dr. Vimala Sanjeevkumar (2011) implies that types of training do not influence the training effectiveness. This study, combining theoretical and empirical research, trying to find factors that affect employee training and its impact in acting human resource practices thereby laying the theoretical foundation for the future research about survey on the employee training, also provides a good reference. Therefore, the problem addressed in this study is to examine the factors affect the training (types of training, training environment, work environment and employees’ personal characteristics) and training effectiveness on human resource practices in Kedah State Development Corporation (KSDC) which is the parent company under BDB Company. This research also determines the main factors which influence employee training on human resource practices. Management is committed to human resource development as well as its social responsibilities through various programs. Training and development programs are offered by the KSDC Company and such training program also adapted to the latest technological advances.

Another study conducted by Qasim Saleem and Mehwish Shahid (2011) on the “Degree of influence of training and development on employees behavior” found that the purpose of training and development is pervasive. Training and development builds a team of highly effective and efficient way. Employees who are trained regularly are well motivated, well mannered and have enhanced confidence and self-esteem. Training and development prepare and enhance employee’s knowledge and skills to enable them so that they adapt to new technology, the changes that happened inside the organization and the working environment. Training and development also creates a pool of employees and chances for promotion or to replace employees who have left the organization. This study highlights that training and development of an employee, plays an important role and high authorities of these different sectors give feedback that all employees should be given opportunities of training and development that lead to organizational efficiency and growth.

“Factors affecting training decision of middle level employees in automobile industry: a study with reference to automobile industry in NCR” by Chaturvedi, Vijit;
Arora and Suman (2011) reveals that training determines the competency level of employees which helps in deciding the future of any organisation. Growing attrition, demands and aspirations of employees all lead to a severe challenge for preparing the workforce for attaining future roles. Thus the role of training becomes imperative. The purpose of this study is to focus on factors affecting the training decision in the automobile industry with reference to selected automobile units in Faridabad and Gurgaon. It attempts to cover areas covered under training for different levels, most preferred method for training, preference of trainees for type of training and also areas suggested by trainees for bringing improvement in training programs. Also an effort is made to understand the role of trainer and other factors that affect good learning. The data was collected through random sampling. The findings will help in providing inputs to automobile and other industries in bringing improvements in designing training programs, like effective setting of training objectives, identifying training needs, and selecting training methods and other inputs, so that the resulting training will help in developing a trained workforce.

“Variables influencing the Return On Investment in management training programs: A utility analysis of 10 Swiss cases” by Yves Chochard and Eric Davoine (2011). In this article, the researcher presents the utility analysis approach as an alternative and promising approach to measure the return on investment in managerial training programs. This approach, linking economic value with competencies developed by trainees, enables researchers and decision-makers to compare the return on investment from different programs in different organizations. Despite the potential contribution of utility analysis, a few studies have adopted this approach to evaluate return on investment. This article demonstrates the value of utility analysis through a brief review of former studies and a report of our own evaluation results based on data collected in 10 cases from 158 managers. The article focuses on three main variables influencing return on investment as identified in former studies: the duration and thematic focus of training programs, the job class of the trainees and the research design.

“The transfer of training: what really matters” by Rebecca Grossman and Eduardo Salas (2011), although organizations invest billions of dollars in training every
year, many trained competencies reportedly fail to transfer to the workplace. Researchers have long examined the ‘transfer problem’, uncovering a wealth of information regarding the transfer of training. Inconsistencies remain, however, and organizations may find it difficult to pinpoint exactly which factors are most critical. Using Baldwin and Ford's model of transfer, we identify the factors relating to trainee characteristics (cognitive ability, self-efficacy, motivation, perceived utility of training), training design (behavioral modeling, error management, realistic training environments) and the work environment (transfer climate, support, opportunity to perform, follow-up) that have exhibited the strongest, most consistent relationships with the transfer of training. We describe our reasoning for extracting such variables from the literature and conclude by discussing potential implications for practice and future research.

“A Study of Attitude of Teachers towards In-services training programmes of Sarva Shiksha Abhiyan” by Dr. kotreshwaraswamy A. surapuramath (2012), teachers attitude in-service training programme has been dealt with in this paper. The sample included 100 primary school teaches of Bangalore District in Karnataka selected by using random sampling technique. The attitude of elementary school teachers towards different aspects of in-service training programmes has been analyzed. It is concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience, teachers attitude towards in-service training programs of SSA.

“Training and Development: A study of Employees’ attitude on Training In Vellore District Cooperative Bank” by Rajendran Karuppannan (2012) reveals that training has an important role to play and it is expected to inculcate positive changes in knowledge, skills and attitudes. Employees Training tries to improve skills so that the employee is better equipped to do his present job or to prepare him for a higher position with increased responsibilities. Training and Development programmes are necessary in any organization for improving the quality of work of the employees at all levels particularly in a world of fast changing technology and environment. This thesis analyses the employees’ attitude toward training programmes conducted in Vellore District Cooperative Bank In India. The study concludes that 98 per cent of respondents expressed that trainings improved the work efficiency and 96 per cent of respondents
favorably accepted that trainings are essential for organizational development. Majority (95 per cent) of the respondents felt that training is essential for all employees and the same level of employees expressed that training should be made compulsory in all Co-operative Banks. Among the personal factors, Age and Education have no influence on attitude towards training, but there is a significant relationship exists between the experience of the employees and training.

Another study on “Bridging cross-cultural issues in the globalised world: a case for training” by Singh, Anita (2012) implies that it is almost a Cliche to research on cross-cultural issues in the organisational context. Since early nineties, with the opening up of markets, liberalisation policies in many countries and globalisation, there has been an explosion in the amount of research on this subject. This is a conceptual paper which proposes a model which could be used by managers and trainers in organisations as a framework for designing cross-cultural training programmes. To this end, the research first attempts to define culture and why cultures differ; second, identify the key cross-cultural issues in the present globalised world; and finally, proposes ways to overcome the issues involving misunderstandings and contrary views resulting from multicultural differences. The paper highlights its implications for trainers, team leaders of multicultural teams, project managers, in effect, all managers in an organisation's national and global operations. It concludes that managers should no longer consider cross-cultural issues as a problem, rather as opportunities leveraging them to encourage creativity, innovation, peace, harmony and cultural synergy in their organisation.

“Training programmes: evaluation of trainees’ expectations and experience” by Chimote, Niraj Kishore (2012), the main purpose of this study is to find out how a training programme can be evaluated from the perspective of trainee employees to test its effectiveness. The literature review highlighted that the effectiveness of a training programme can be fairly measured by comparing the pre-training expectations and knowledge of trainees with their post-training experience. This study examines the effectiveness of a training programme offered to 108 trainees of a leading private sector bank. The study intended to test whether the efficacy gap is influenced by the age, gender and education of the trainees. The chi-squared test revealed that the demographic
variables are independent of the efficacy gap. A paired sample t-test was conducted and it has been concluded that the trainees did not find the programme effective. The factor analysis indicates that the grouping of the variables into factors fairly matches with the four levels of Kirkpatrick’s model of training evaluation with certain exceptions. Finally, a multiple regression analysis was conducted which revealed that the factors extracted in factor analysis are significant in explaining training effectiveness.

“An investigation into the relationship between training evaluation and the transfer of training” by Alan M. Saks and Lisa A. Burke (2012), the purpose of this study was to investigate the relationship between training evaluation and the transfer of training in organizations. We hypothesized that training evaluation frequency will be related to higher rates of transfer because evaluation information can identify weaknesses that lead to improvements in training programs and create greater accountability among stakeholders for training outcomes. The data were obtained from 150 training professionals who were members of a training and development association in Canada. The results indicated that training evaluation frequency is positively related to training transfer. However, among Kirkpatrick’s four levels of evaluation criteria, only behavior and results criteria were related to higher rates of transfer of training, indicating that the level of evaluation criteria is important for training transfer. These results indicate the importance of organizational-level initiatives such as training evaluation in addition to individual-level practices for facilitating the transfer of training.
Chapter – III

Research Methodology