Measuring Training and Development Effectiveness: A Study of TRL-Krosaki Refractories Ltd, Belpahar, Odisha

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ABSTRACT

To remain competitive and seeking for competitive advantages, the organisation must ensure that their employees continuously learn and develops. Training and development intervention only can bring organisations to adopt, compete, challenge the business environment, demands of the customers and achieve the organisational goals. Training and development programs determine the organisation as well as employee's development, growth, success and survival. So it is believed that organisation should give utmost importance to training and development programmes in the organisation. Thus role of training and development becomes imperative for success and survival of the organisation.

The purpose of the study is to understand the concept of training and development and empirically find out the employees perceptions, which determines the effectiveness of training and development programs in TRL Krosaki Refractories Ltd.

The data has collected from 200 employees from across the several departments of the organisation, through structured questionnaire and A Likert 5 Point Scale applied to measure the employee's perceptions regarding their feelings, experiences and expectations from training and development programmes.

The study reveals that training and development programmes were well designed, good administered, appropriated content, appropriated training methods, relevant programmes, periodically evaluated and effective.

Key Words: Training and development, programmes, methods, factors, perceptions, evaluation, effectiveness.

Introduction

In this competitive world, knowledge economy and information age, training and development play an important role to the success and surviving of the organisation. Training and development interventions are the framework for helping employees to develop their personal and professional skills, knowledge and abilities. Training and development has pivotal role in gaining competitive advantage and it is seen as an essential element for any organisation to remain in the business.

Training and development programmes are the parameter for enhancing the abilities and develop human resources for achieving personal goals as well as organisational goals. Properly trained and highly developed human resource is perceived as a greatest asset of an organisation. It is believed that human resource is the only factor for value creation and addition which has immeasurable growth and potentials and is being viewed as the most critical to competitive success of the any organisation.

Concept of Training and Development

Training means in generic word teach, instruct.

Training refers to the teaching or learning activities to acquire knowledge and skills for doing particular or specific job in a better way. Training can be thought of as the planned and systematic activities designed to promote the acquisition of knowledge i.e. need to know, skills i.e. need to do, and attitudes i.e. need to feel.

Training is the process of imparting knowledge, skills and abilities to employees for improving his performance on the jobs. Its purpose in the work situation is to develop the abilities of the individual and satisfy the current and future manpower needs of the organisation.

Development is defined as "the growth or realisation of a person's ability, thorough conscious or unconscious learning. Development programmes usually include elements of planned study and experience and are frequently supported by coaching or counselling facilities. It is the process by which employee learns, grows and improves his abilities to perform varieties of roles within and outside the organisation. Management development is aimed at improving one's abilities to perform professional management tasks.

Training and development programmes are designed for achievement of specific goals i.e. knowledge, skills, behaviours, attitude towards attainment of the jobs, and organisation. Effective training and development should contribute to growth and development of employee's performance and motivation. The importance of training and development for employees is rapidly growing and organisations are using this tool as to compete with their competitors in the corporate world.

According to Flippo, "Training is the art of increasing the knowledge and skills of an employee for doing a particular job".

According to Dale Yoder "Training is the process by which manpower is filled for the particular jobs it is to perform".

According to Beach "Training is the organised procedure by which people learn knowledge and skills for definite purpose".

According to Goldstein & Ford, "Training refers to a systematic approach to learning and development to improve individual, team and organisational effectiveness."

According to the Michel Armstrong, "Training is systematic development of the knowledge, skills, and attitude

Training is a short term process utilising a systematic and organised procedure by which non-managerial personnel learn technical knowledge and skills for definite purpose. It for a short duration and for a specific job related purpose.

Development is whole process by which employ learns, grows, and improves his ability to perform variety of rules within and outside the organisation. Thus, employees at all levels e.g. workers supervisors, executives, managers meet to be the above to perform their duties effectively and also to grow in actions. Training development constitutes an ongoing process in any organisation. Training and development activities are main mechanism through which individual goals and aspiration can be integrated with organisational goals and requirement. Such integration can be achieved only when training and development efforts are linked with the organisation requirement and are carried out in a systematic manner through the organisation.

Literature Review

The literature on Training and development is vast and growing day by day. Training refers to a systematic approach to learning and development to improve individual, team and organisational effectiveness (Goldstein & Ford, 2002). Training and development evaluation refers to answer the systematic collection of data in order to answer the questions of whether learning objectives were achieved and /or whether accomplishment of those objectives resulted in enhanced performance on the job. (Virmani & Seth, 1985), In their book depicted that evaluating management trainee and development includes evaluation of training context, input evaluation, Post-training evaluation, transfer of learning and job improvement. The study suggested for job evaluation as a follow-up after six months to one year. All these aspects have been evaluated for the executive training programme organised in the administrative staff college, Hyderabad, which brings out the impact of institutional programmes. Evaluating training, instead of just studying the reactions of the trainees, the study could be carried out in four different levels viz., i.e., reaction, Learning, behaviour and results. On each

level of evaluation of training are important. (De Meuse, Hostager, & Neill, 2007)In their study presented the dimensions for evaluating the efficacy of training programmes namely emotional and behavioural reactions, judgments (leaning), Personal consequences (Behavioural change) and organisational outcomes on the basis of Kirkpatrick's model of training evaluation. It also indicates that the appropriate evaluation can be done by comparing the pre-training expectations with post-training results by carrying out the survey. (Kraiger, 2002) In his research study emphasised that learning is multidimensional (including affective, behavioural and cognitive components).Thus, the question of whether instructional objectives were achieved usually requires multiple measures of different types of outcomes, for example, measures of changes in declarative knowledge(whether trainees now know more), in skilled behaviour(whether trainees are doing things better), and in self-efficacy for transfer(whether there has been a positive affective change).

Specifying evaluation criteria is straightforward. Following a TNA, the primary training needs are used to identify both instructional objectives and training outcomes; Broad training and development outcomes may be translated into evaluation measures in several ways. Historically, organisations and researchers have relied on (Kirkpatrick's1994, Evaluating Training Programmes: The Four Levels) hierarchy as a framework for evaluating training programmes. In late 1950s Kirkpatrick responded to request from practitioners for useful techniques for evaluating training programmes by recommending four 'levels' by which training programs may be evaluated. Kirkpatrick recommended measuring in sequence, trainees 'reactions (how well trainee linked the training), learning (principles, facts, or skilled learned), behaviour (resulting changes in behaviour on the job) and result (tangible outcomes of training such as more profit or fewer errors). American Society for Training and development in2010 reported that Kirkpatrick's framework remains the basis for much of the evaluation efforts in organisation today. This is evident in the yearly surveys of the organisation's training practices conducted by the American Society of Training and Development (ASTD). Since the late 1960s, ASTD has surveyed a sample of the organisations regarding their training practices, giving a snapshot of what organizations actually do with respect to training investments, training delivery and evaluation. Evaluation practices have always been and continue to be tracked in terms of the "four levels". Today, over 90% of companies surveyed measured trainee reactions, over 80% measured trainee learning, and over 50% measured on-the-job behaviour and nearly 40% reported measuring results.

The effectiveness of any training and development programme is not evaluated based on the participant's performance while attending the training alone but the application of knowledge and the skills learned during the training programme to the work place. A Training and Development Programme is considered effective if it can change the attitude or behaviour of the trainees when they come back to work. Therefore, the internalisation of knowledge and skills are considered successful when it can be applied at workplace effectively. The training effectiveness is dependent on two considerations (i) Trainers are fully responsible for training and if employees do not show results, the trainer should be held responsible (ii) Training effectiveness depends on the kind of atmosphere and the culture that is prevalent back at home (Mehta, 1970).Whether demographic variables have any role to play in influencing the effectiveness of the training programme. A comparative study of difference between pre-training and post-training results to find out the effectiveness of the training programme was also done. It also revealed that the most of the important factors in explaining the effectiveness of training programme. The measures used to study are skills and knowledge gained, trainee reactions to the training course, perceived usefulness of the training course and the trainee efforts to gain skills and knowledge (Ibrahim, 2003).The conditions that maximise training performance were different than those that maximised transfer or ensure long-term retention of training learning. The strategies require transfer appropriate processing; or cognitions the trainees must engage into apply their training in the transfer environment, generalisation and maintenance of skills enhanced. Such strategies make performance in training more challenging and viable; however trainees learn understanding rules and principles more deeply as a result (Suhmidt & Bjoke, 1992).Training success is determined not only by the quality of training (or effectiveness of a specific method), but by interpersonal, social and structural characteristics reflecting the relationship of the

trainee and the training programme to the broader organisational context. Variables such as organisational support or an individual's readiness for training could augment or negate the direct impact of the training itself (Noe, 1986).

Learning during training is influenced by factors both prior to and during the training itself. Generally, pre-training influences may be categorised as organisational level, social or team level, or individual level influences. Examples of organisational level pertaining influences include perceived organisational support for training and whether training is mandatory or optional. Trainees consistent with organisational goals supported by top management and required of all members.

An important social influence is the superior, who can positively or negatively influence trainees' motivation for training or their perceptions of the utility of the training. Supervisor can positively influence training outcomes by referring positively to the training process, by clarifying probable learning outcomes or how those outcomes will be advantageous to job performance or future development and by providing interpersonal and technical support to trainees prior to and during training. Peers or co-workers can extent a similar social impact on trainees.

Individual level variables refer to trainees' readiness for training as well as their course specific motivation to learn. Readiness for training is a general state of preparedness for training: trainees should have sufficient cognitive ability to learn the material; they should have sufficient understanding of their jobs to see how the tasks, knowledge and skills covered in training are relevant to the job; and they should be relatively free from anxieties and fears about the learning environment (Noe & Coquitt, Planning for Taining Impact: Principles of Training Effectiveness, 2002).

Training effectiveness model present that individual characteristics including trainability, personality, age and attitudes influence training motivation; and in turn, learning during training ;and later, the transfer of training and job performance. Other attitudes such as self-efficacy, valence, job involvement, organisational commitment and career exploration have been shown to be related to training motivation as well (Colquitt, LePine, & Noe, 2000).

Importance of Training and Development

Training and development is essential for any organisation in the rapidly changing times of today. It is an essential, useful and productive activity for all human resources working in an organisation, irrespective of the job positions that they hold.

The basic aim of training and development is to increase the knowledge and skills for doing job effectively which brings efficiency in their job and performance. Trained personnel are valuable asset of an organisation who is responsible for achieving its efficiency, stability growth and survival.

- Training and development is important technique of human resource development.
- Training and development is important to train the employees and make them adaptable to the job demands.
- Training and development is important to achieve efficiency, productivity and development of the organisation.
- Training and development is important to make organisation viable, stable and survive.

Need of the Study

The effectiveness of the organisation depends on employees and their skills, knowledge and attitudes. The performance of any employees depends on the training and development programmes which are adopted by the organisation. It is important to mention that knowledge, skills, attitudes of employees improves the efficiency, productivity and effectiveness of the organisation. In this background the study is selected to know the training and development practices adopted in RTL-Krosaki Refractories Ltd, Belpahar to improve the skills of employees in order to accomplish the objectives of the

organisation. Jobs and organisational requirements are not static; they are changed from time to time in view of technological advancement, competitors, globalisation and change in nature of jobs and work, task environment. It is believed that Training and development is inevitable as it enable the employees to achieve organisational efficiency, productivity, progress and development of the organisation. Hence the study is undertaken for the study.

Objectives of the Study

The study aims at throw light on:

1. To study the training and development programmes of TRL-Krosaki Refractories Ltd at Belpahar.

2. To identify whether the training and development programmes at TRL-Krosaki Refractories Ltd, Belpahar is need based.

3. To understand the perceptions of employees with regard to the training and development delivery and methodology by the organisation.

4. To study the overall organisational effectiveness of training and development programmes in the organisation.

5. To offer suggestions based on findings of the study.

Research Methodology

The present study has been carried out on employees of TRL-Krosaki Refractories Ltd., at Belpahar. The research methodology adopted for this study is Random Sampling method.

Data Collection:-The data was collected from primary and secondary sources. The data was collected from the employees through a questionnaire.

- **Questionnaire**: - The questionnaire was designed to facilitate the respondent to major strength and weakness of the organisation and provide insights. The endeavours were to identify the key training and development issues on which employee's perceptions can be obtained.
- **Measurement Scale:**
  The questionnaire consists of a series of statements, where the trainee respondents needed to provide answer in the form of agreement or disagreement to express attitude (feeling, experiences and expectations) towards the training and development programmes.

  A Likert scale was used so that the respondent could select a numerical value score ranging from 1 to 5 for each statement to indicate the degree of agreement .Where 5,4,3,2 and 1 denote "Strongly Agree", "Agree", Can't Say, "Disagree" and "Strongly Disagree" respectively.
- **Sample design**: - For the purpose of the study, the researcher selected the 230 employees of TRL-Krosaki Ltd., Belpahar. They were appraised about the purpose of the study and request was made to them to fill up the questionnaire with correct and unbiased information.

Questionnaire Distribution and Collection of Data

SL NO	Category	Questionnaire disturbed	Questionnaire responded	Collection of questionnaire
1.	Executive (Officers)	50	40	By Person
2.	Staff (Assistant)	70	60	By person
3	Operative (Shop floor skilled workers)	110	100	By Person
	Total	230	200	

Sources: Primary data

Limitation of the Study

The present study is confined to TRL-Krosaki Refractories Ltd., at Belpahar .And this data is collected from 200 respondents on the random basis in the organisation. The study aimed to find out effectiveness of training and development programmes on the employees and its overall impacts upon the organisation. The respondents are given well prepared questionnaires for the data collection.

Training and Development Practices at TRL-Krosaki Refractories Ltd., Belpaha, Odisha.

TRL-Krosaki Refractories Ltd. is currently one of the premiere refractories company in India. It is also a fast growing company aiming at becoming a global refractories   company. This organisation has created world class training facilities for training and development of their employees. The training and development strategy of TRL-Krosaki aims at creating and continuously up-grade a flexible, knowledgeable and satisfied workforce.

Training needs are identified with the help of Appraisal forms filled by the employees and their superiors, HRRA, Feedback from the councils like: JDC, BEC and statutory compliance like SHE, Apprentice Training, etc. This information regarding the Training needs works as the Input for the overall process of conducting training Programme.

There are two types of training programme as per the scheme of TRL Krosaki Refractories Limited.

1) In-house Training
2) External Training.

   The in-house training takes place in Belpahar only and the External training takes place outside of Belpahar. The programmes are conducted by the HRD of TRL Krosaki Refractories Limited, Belpahar.

   The training process starts with the identification of the employees who are sorted out in order to impart them training in their corresponding field in which they lack proficiency. It is measured in the process of HRRA.

   As a part of training and development needs, employees are being given training at Training & Development Centre under HR functions, i.e. J J Irani Learning Centre of TRL Krosaki Refractories Limited, Belpahar. The training programme is handled by HRD which is organized in J.J Irani Learning Centre. Employees are also sent outstation (domestic) for training/seminars etc from the Company. The Training and Development Centre under HRD Group co-ordinates different activities related to internal/external training.

 Approval note in specific format for conducting training programme is mostly required to start a training programme.

 Approval is sought from Chief (PR & HRD) and outside agency. External faculty who are expert in their field are invited to regulate the training. The approval was taken by Chief (PR & HRD) from MD through VP (HR & Admin). After taking the approval of the higher authorities the Training Programme is conducted.   Training programme materials are also arranged by the HR department of TRL Krosaki Refractories Limited, such materials like LCD projects OHP, Slide Projector, a comfort class room where it is suitable to give training to the employees.

 They also conduct a Pre Test and Post Test programme to measure training effectiveness immediately after training programme. It is necessary to know how much knowledge the employees get from training programme. Pre-test is conducted before the training has commenced to know their level and then post-test is taken to measure the change in skill and knowledge.

 HRD takes note about how many employees are attending the training programme. They also evaluate the employees through the Training attendance sheet. The employees who are present are required to sign the attendance sheet. After completing the training programme employees give their feedback on the feedback form about their experience throughout the programme.

 In TRL Krosaki Refractories Limited the employee's evaluation of impact/effectiveness of training programme on the job are reviewed half yearly & annually because they want to analyse the level of knowledge from the training and development programmes.

DATA ANALYSIS

1Q: Are you satisfied with training need analysis of your organisation?

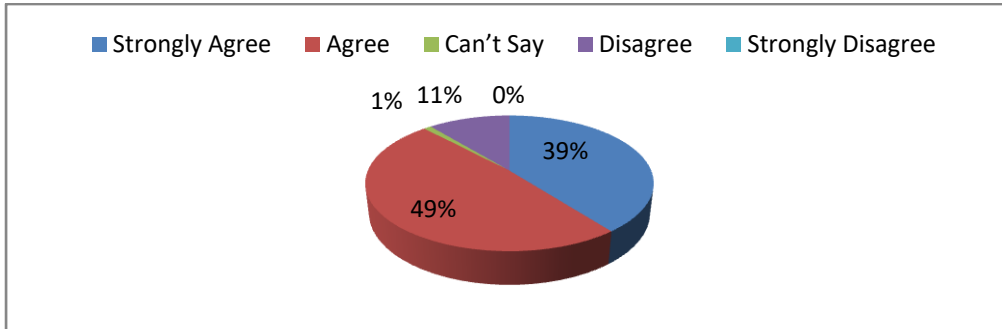| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	30	9	1	0	0	40
Staffs	37	18	2	3	0	60
Operatives	45	44	4	5	2	100
Total	112	71	7	8	2	200
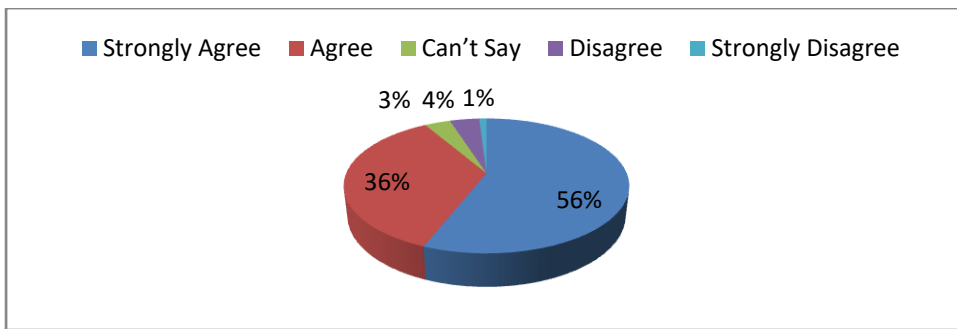
INFERENCE:
The above graph depicts that, 56% of the employees strongly agree with training need analysis and 36% of the employees agree. Further 3% of the employees not clear about their training needs and 4% and 1% employees disagree and strongly disagree.

2Q: Do you think Training Need Analysis is based on real job requirements and Job demands?

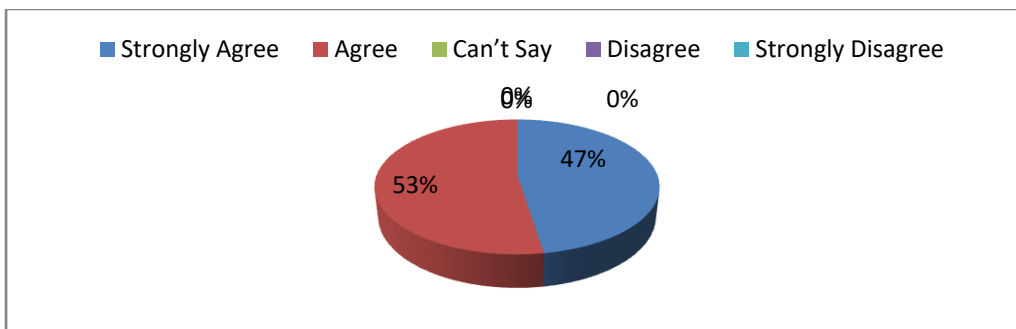| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	19	16	0	5	0	40
Staffs	28	24	0	8	0	60
Operatives	32	57	2	9	0	100
Total	79	97	2	22	0	200

INFERENCE:

From the above graph it is evident that, 39% of employees strongly agree and 49% of employees agree that training need analysis is based on real jobs requirement and demands. For 11% of employees disagree and 1% employee's state that they are not clear about the training need analysis is based on real jobs requirement and demands.

3Q: Do you think training programs are well planned and carefully designed?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	17	23	0	0	0	40
Staffs	32	28	0	0	0	60
Operatives	46	54	0	0	0	100
Total	95	105	0	0	0	200

INFERENCE:
From the above table and graph it is evident that 47% of employees strongly agree and 53% of employees agree that training programs are well planned and carefully designed.

4Q: Do Training programs are designed considering your future job requirements?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	15	12	0	8	5	40
Staffs	17	19	3	15	6	60
Operatives	27	34	8	21	10	100
Total	59	65	11	44	21	200
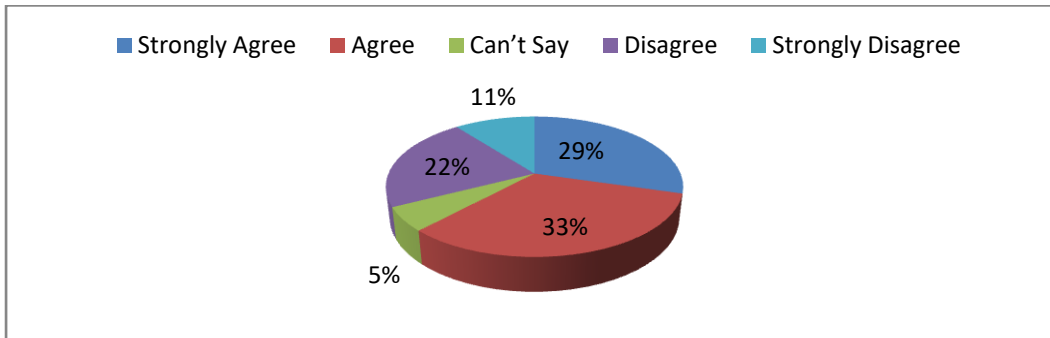
INFERENCE:

From the above table and graph it is evident that 29% of employees strongly agree and 33% of the employees agree that training programs are designed their future job requirements. Further it is cleared 5% of employees are not clear and 22% and 11% of the employees are disagree and strongly disagree respectively with that training programs are designed their future job requirements.

5Q: Were you aware of the objectives of the Training program at the time of your nomination for the programs?

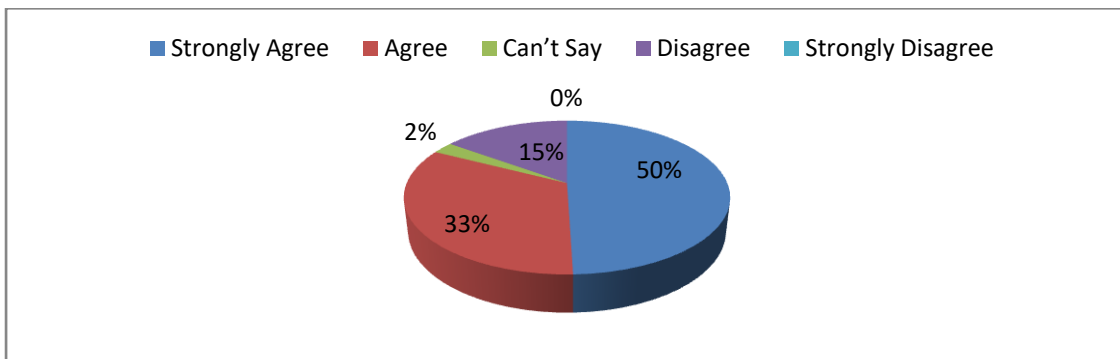| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	18	12	2	6	2	40
Staffs	23	21	4	9	3	60
Operatives	32	40	6	16	6	100
Total	73	73	12	31	11	200
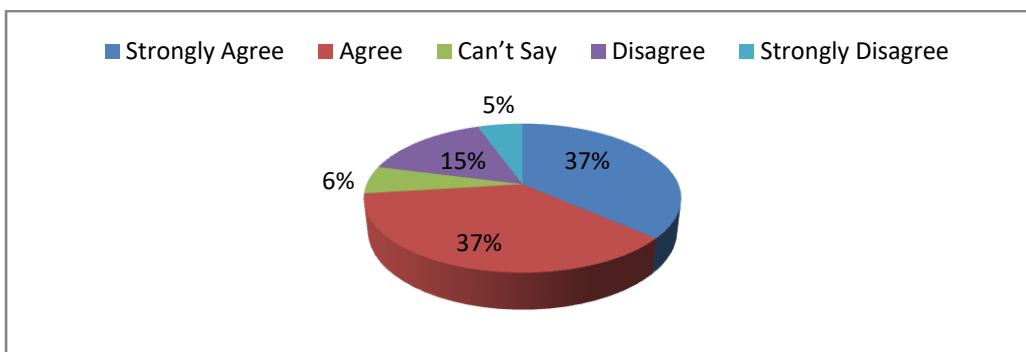
INFERENCE:

From above table and graph indicates that, 37% and also 37% of the employees are strongly agree and agree with that they aware of objectives of training program at the time of nomination for the

programs. Further 6% of the employees not clear and 15 % and 5% of the employees disagree and strongly disagree respectively with that they aware of objectives of training program at the time of nomination for the programs.

6Q: Are you satisfied with the Training contents?

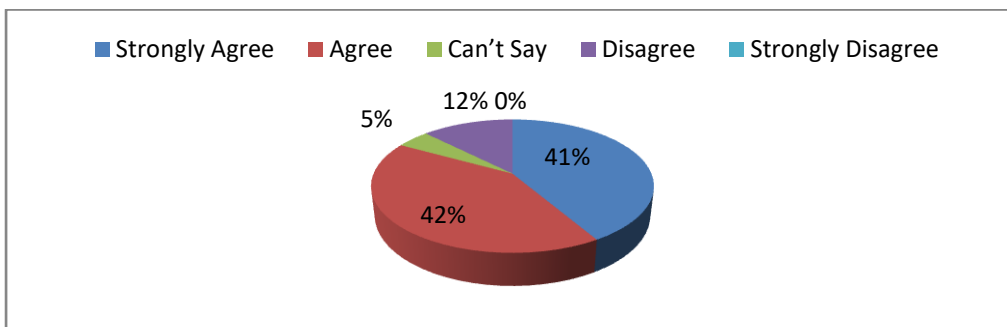| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	20	15	0	5	0	40
Staffs	27	23	0	10	0	60
Operatives	52	28	5	15	0	100
Total	99	66	5	30	0	200

INFERENCE:

From the above table and graph it is clear that 50% and 33% of employees strongly agree and agree with those training contents. 2% of the employees are not clear and 15% of the employees disagree with that training content.

7Q: Are you satisfied with the Training methods?

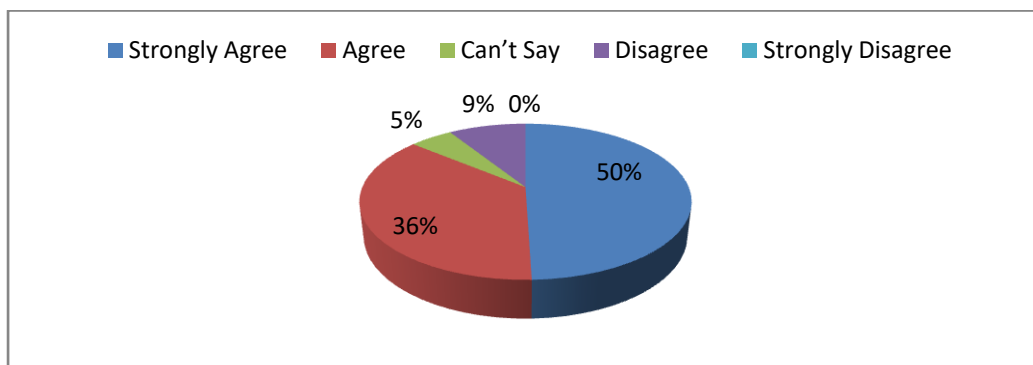| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	20	16	0	4	0	40
Staffs	21	29	2	8	0	60
Operatives	42	38	7	13	0	100
Total	83	83	9	25	0	200

INFERENCE:

From the above table and graph it is clear that 41% and 42% of the employees strongly agree and agree respectively with those training methods. Further 5% of the employees not clear and 12% of the employees disagree with training methods.

8Q: Do you feel training environment is conducive for learning?

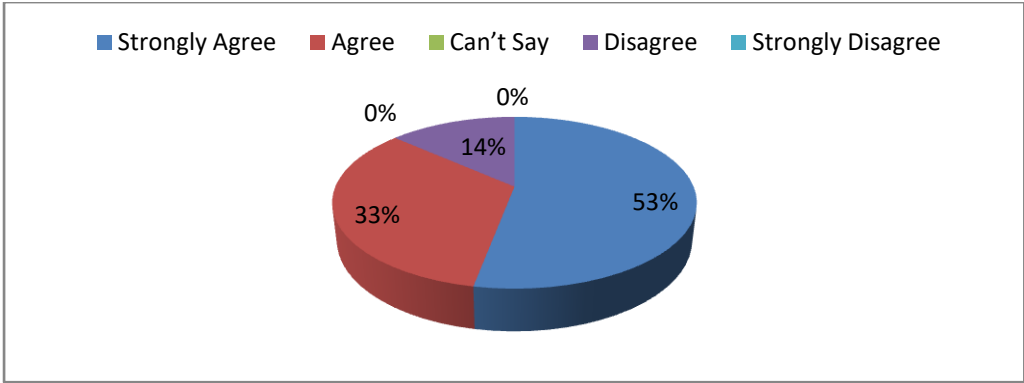| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	24	11	2	3	0	40
Staffs	32	20	3	5	0	60
Operatives	43	42	5	10	0	100
Total	99	73	10	18	0	200

INFERENCE:

From the above table and graph it clear that 50% of the employees are strongly agree that training environment is conducive for learning. 36% of the employees agree and 5% of employees not clear and 9% of employee disagree with that training environment.

9Q: Do you feel confident after attending training programs?

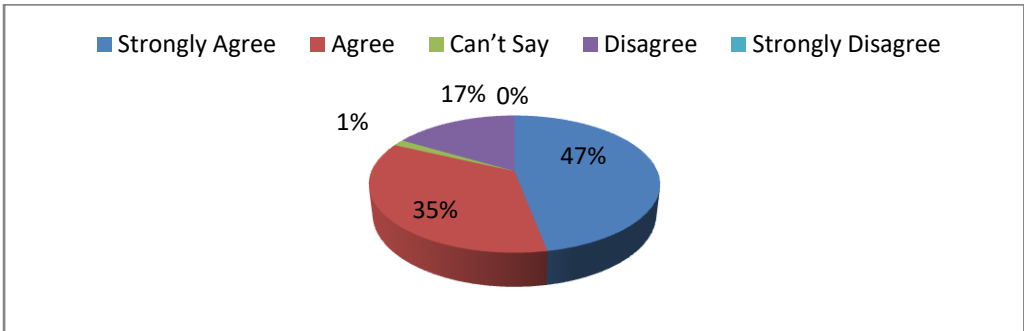| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	24	10	0	6	0	40
Staffs	32	20	0	8	0	60
Operatives	50	37	0	13	0	100
Total	106	67	0	27	0	200

INFERENCE:

From the above table and graph it is evident that 53% of the employees strongly agree that they feel confident after attending training programs. Further it is clear that 33% of employees agree and 14% of employees disagree that they feel confident after attending training programs.

10Q: Is the knowledge and skills learned in training are relevance to your job?

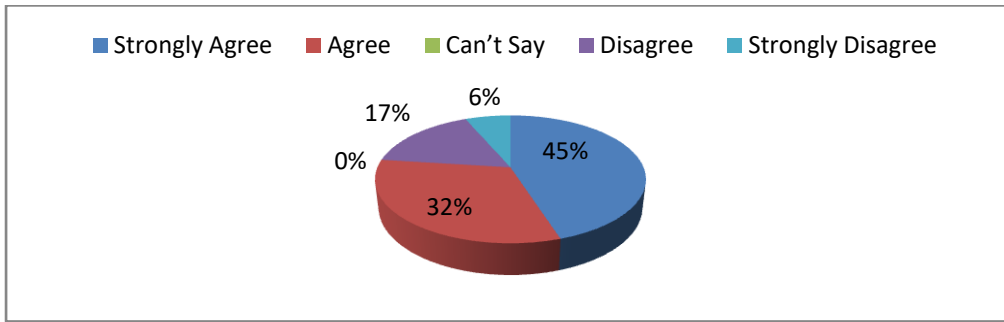| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	22	10	0	8	0	40
Staffs	29	18	0	13	0	60
Operatives	43	42	3	12	0	100
Total	94	70	3	33	0	200

INFERENCE:

From the above table and graph it is evident that 47% of the employees strongly agree that the knowledge and skills learned in training are relevance to their jobs. 35% of the employees agree further 1% employees not clear and 17% employees are not agreed that the knowledge and skills learned in training are relevance to their jobs.

11Q: Are you getting   opportunity to use your knowledge and skills after training?

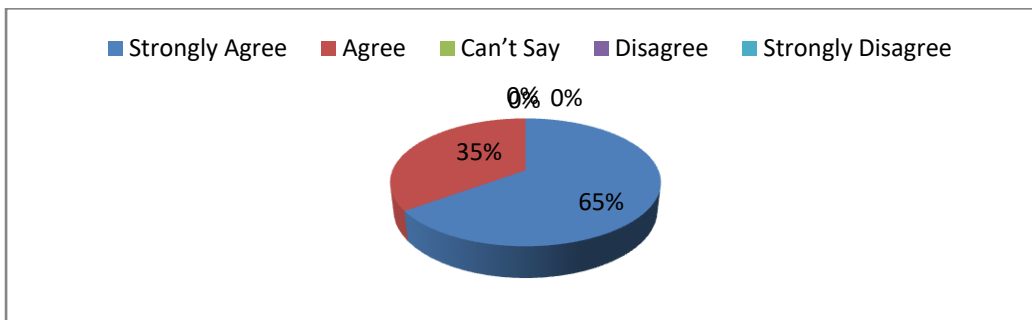| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	17	12	0	7	4	40
Staffs	26	19	0	12	3	60
Operatives	47	33	0	14	6	100
Total	90	64	0	33	13	200

INFERENCE:

From the above table and graph it is evident that 45% of the employees strongly agree that they get opportunity to use their knowledge and skills after training to do their jobs, further 32% of the employees agree and 17% of the employee disagree that they get an opportunity to use their knowledge and skills after training.

12Q: Do you think training programs increase your level of knowledge and skills?

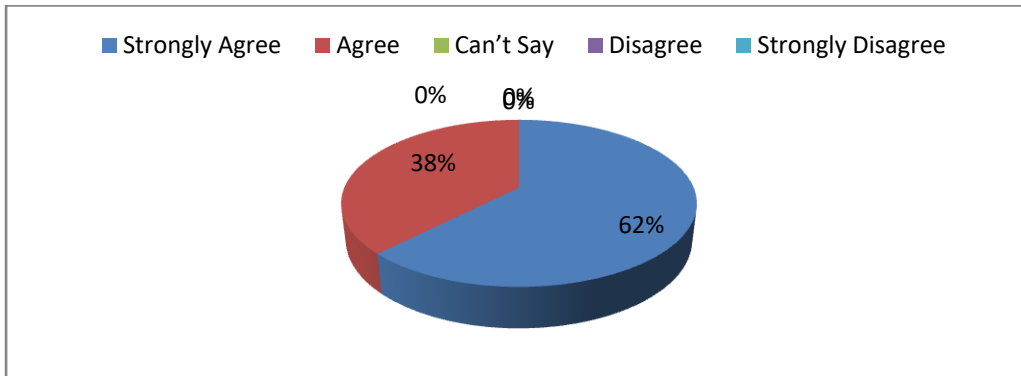| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	29	11	0	0	0	40
Staffs	34	26	0	0	0	60
Operatives	67	33	0	0	0	100
Total	130	70	0	0	0	200

INFERENCE:

From the above table and graph it is evident that 65% of the employees strongly agree with the training programs increase their level of knowledge and skills and further 35% of the employees agree with that the training programs increase their level of knowledge and skills.

13Q: Do you think training programmes help in improve the levels of performance?

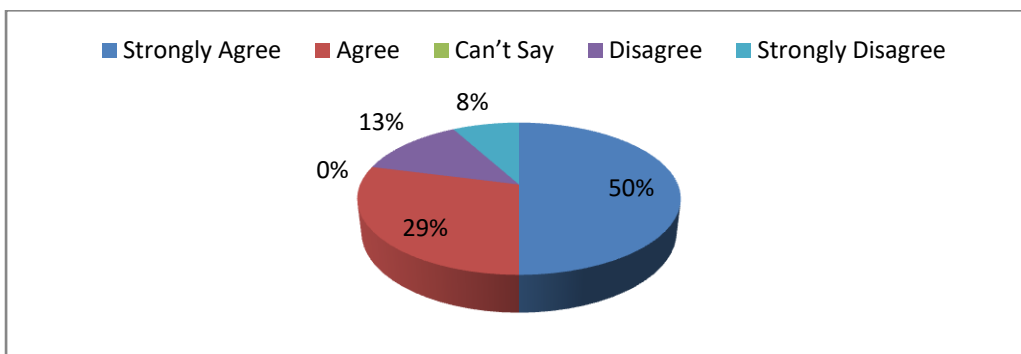| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	28	12	0	0	0	40
Staffs	37	23	0	0	0	60
Operatives	66	44	0	0	0	100
Total	131	79	0	0	0	200

INFERENCE:

From the above table and graph it is clear that 62% of the employees strongly agree with that training programmes help in improve the levels of performance. Further it is clear that 38 % of the employees agree with the training programs help in improve the levels of performance do their respective jobs.

14Q: Are knowledge and skills obtained through training programs important to your jobs?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	20	13	0	5	2	40
Staffs	25	20	0	9	6	60
Operatives	55	25	0	12	8	100
Total	100	58	0	26	16	200

INFERENCE:

From the above table and graph it is clear that 50% of the employees strongly agree that knowledge and skills obtained through training programs important to their jobs.29% of the employees agree. 13% and 8% of the employees disagree and strongly disagree with that knowledge and skills obtained through training programs important to their jobs.

15Q: Do you think training programme explore and realize your potentialities and development?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	17	10	0	10	3	40
Staffs	24	19	0	12	5	60
Operatives	45	33	0	14	8	100
Total	86	62	0	36	16	200
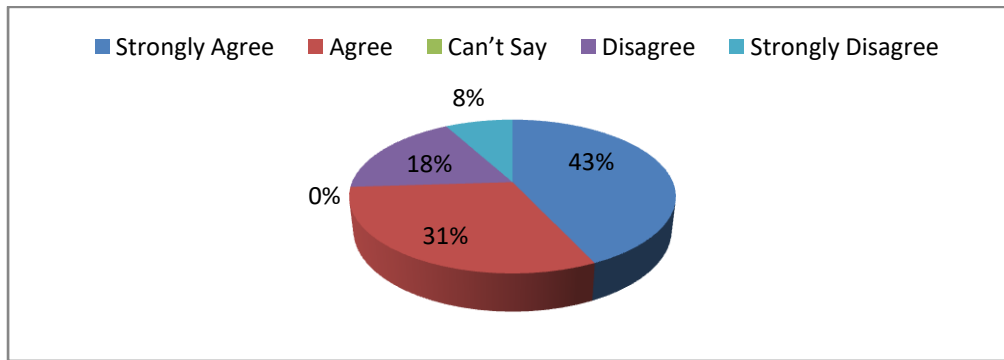
INFERENCE:

The above table and graph depicts that, 43% of the employees strongly agree that training programme explore and realize their potentialities and development for doing jobs. Further it is clear that 31% of the employees agree that training programs explore and realize their potentialities and development for doing jobs. Further 18% and 8% of the employees disagree and strongly disagree with that training programme explore and realize their potentialities and development for doing jobs.

16Q. Do you think training programme induce in behavioural changes in the area of knowledge, skills and competencies?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	18	16	0	6	0	40
Staffs	28	17	0	12	3	60
Operatives	44	40	0	10	6	100
Total	90	73	0	28	9	200
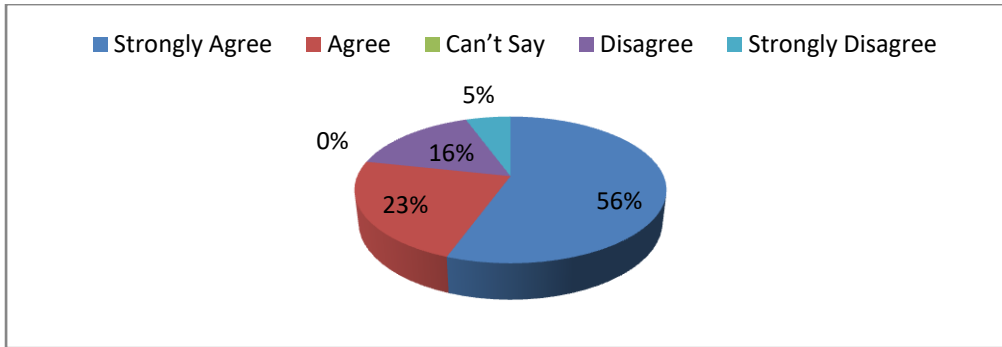
INFERENCE:

The above table and graph depicts that, 56% of the employees strongly agree and 23% of the employees agree that training programme induce in behavioural changes in the area of knowledge, skills and competencies respectively. Further it depicts that 16% of the employees disagree and 5% of the employees strongly disagree with that training programme induce in behavioural changes in the area of knowledge, skills and competencies.

17Q: Do the training programs offer to your intellect, abilities and pre- training expectation?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	17	13	0	8	2	40
Staffs	25	21	0	9	5	60
Operatives	48	27	0	16	9	100
Total	90	61	0	33	16	200
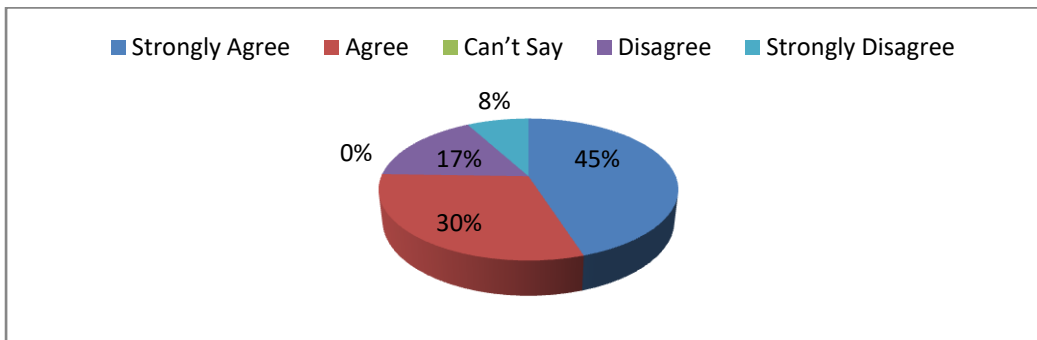
INFERENCE:

The above table and data depicts that, 45% of the employees strongly agree that training programs offer to their intellect, abilities and pre- training expectation. 30% of the employees agree that training programs offer to their intellect, abilities and pre- training expectation for the jobs and their development. Further 17% of the employees disagree and 8% of the employees strongly disagree that training programs offer to their intellect, abilities and pre- training expectation for the jobs and their development.

18Q: Is training program help in the ability to translate acquired concepts, principles, knowledge and skills into functional behaviour/ actions?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	21	11	0	6	2	40
Staffs	19	24	0	11	6	60
Operatives	43	35	0	15	7	100
Total	83	70	0	32	15	200
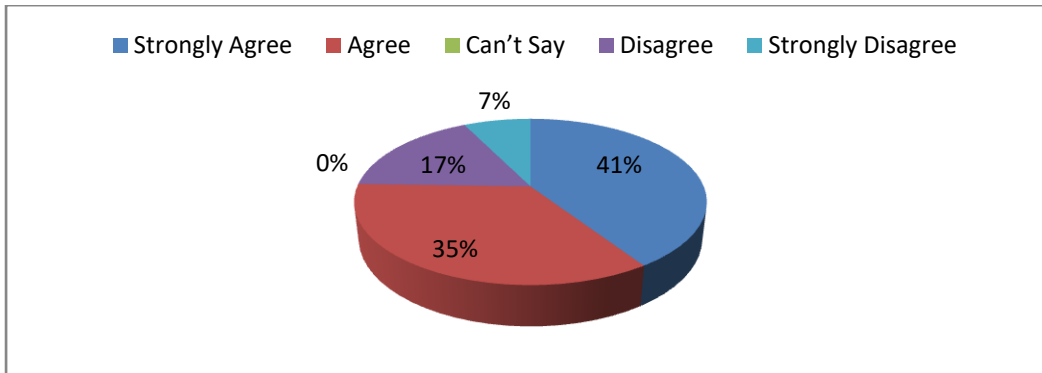
INFERENCE:

The above table and graph depicts that, 41% of the employees strongly agree and 35% of the employees agree that training program help in the ability to translate acquired concepts, principles, knowledge and skills into functional behaviour/ actions to jobs. It is also depicts that 17% of the employee and 7% of the employees disagree and strongly disagree respectively that training program help in the ability to translate acquired concepts, principles, knowledge and skills into functional behaviour/ actions to jobs.

19Q: Is training program assist you in know your specific working methods and procedures to manage work related or day to day problems & conditions of jobs?

| Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	20	17	0	3	0	40
Staffs	24	23	0	13	0	60
Operatives	41	37	0	22	0	100
Total	85	77	0	38	0	200
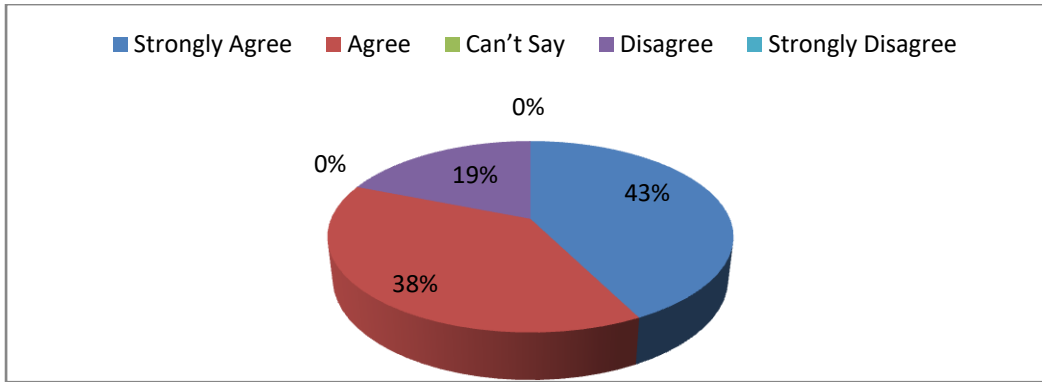
INFERENCE:

The above table and graph depicts that, 43% of the employees strongly agree and 38% of the employees agree that training program assist them in know their specific working methods and procedures to manage work related or day to day problems & conditions of jobs. Further 19% of the employee disagree with that training program assist them in know their specific working methods and procedures to manage work related or day to day problems & conditions of jobs.

20Q: Are your training and development programs relevance and effective to you and organisation?

Category	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Total
Executives	20	14	0	6	0	40
Staffs	33	17	0	10	0	60
Operatives	64	21	0	15	0	100
Total	117	52	0	31	0	200
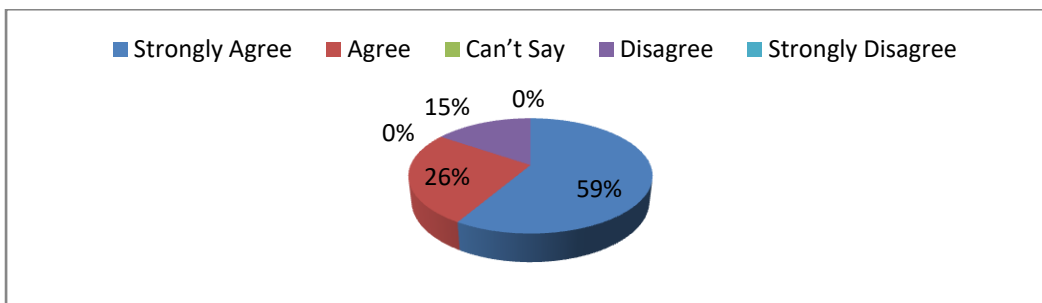
INFERENCE:

The above table and graph depicts that, 59% of the employees strongly agree and 26% of the employees agree that training and development programs are relevance and effective. It is also depicts that only 15% of the employees disagree with that training and development programs are relevance and effective.

Findings of the Study

From the study of **"Training and Development Effectiveness"** A Study of TRL-Krosaki Refractories Ltd, Belpahar, Odisha, it was found that for all the 20 questions relating to the training and development practices that the more than half of the employees were agreed that training and development programs were relevant, adequate, efficient and effective to the jobs and as well as to the organisation.

- It was found that almost all the employees have (92% and 88%) positive perceptions and opinions about the training needs identification and which is real job requirement and job demands respectively at their organisation.
- It was found that 100% of employees agreed that training and development programs are well planned and carefully designed at their organisation.
- It was found that that 83% and 86% of a majority of employees have agreed the training contents, training methods and delivery and training and learning environment relevant and conducive.
- It was found that 100% of employees agreed that they have got opportunities to apply their knowledge and skills after the training and development programs.
- It was found that 90% of employees agreed that after training programs their level of knowledge and skills increase and as well as 74% of employees agreed that their level of performance increased.
- It was also found that 79% and 74% of employees agreed that training programs were relevant to their job and they realised their potentials and personal development after training and development programs respectively.
- It was found that 79% of employees agreed that training programs induced behavioural change in the area of knowledge, skills and competencies. It was also found that 75% of employees agreed that training programs offered their pre-training expectations from the programs.
- It was found that 76% of employees agreed that training programs helped in translating acquired concepts, principles, knowledge and skills into their functional behaviours and actions on the jobs.
- It was found that 85% of employees agreed that training and development programs were relevant and effective.

Suggestions

To improve the training and development practices in the TRL Krosaki Refractories Ltd., the following steps should be taken.

1. Training needs identification should be taken care of individual requirements of employees based on their real job requirements and job demands.
2. Training and development objectives and policies should be communicated to the trainees.
3. The organisation should ask its employees to suggest types of trainings and training methods which is appropriate to them.
4. The organisation should encourage and motive employees to participate in the training programs.
5. The training climate and environment should be more conducive and openness.
6. The evaluation of the training and development programs should be done more frequently to check on any deviation and drawbacks and ensure the fruitfulness and success of the training and development programs.

Conclusions

The TRL Krosaki Refractories Ltd. gives adequate importance to training and development programs which help their employees to acquire technical knowledge and skills and develop their managerial capacities. Most of the employees rated as agree and strongly agree towards the overall administration and effectiveness of the training and development programs. The organisation should take needful steps on small percentage of employees who are not satisfied with training and development programs whom the programs not fruitful to fulfil their expectation and to overcome from their deficiencies and job related problems.

Finally the training and development practices of TRL Krosaki Refractories Ltd. are found to be relevant, adequate, efficient and effective but further it can be improved.

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