



# EFFECTIVENESS OF TRAINING AND DEVELOPMENT: AN EVALUATION

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## ABSTRACT

*Organisations need highly competent and qualified staff to thrive in today's competitive market. Learning and development programs can assist in achieving this goal. ADDIE training design model is preferred for various corporate e-learning and training. Keeping in mind the evaluation of the skills learned by the employee, examining the effectiveness of training and development programmes at various businesses in the Delhi NCR region is the main goal of this study. The findings of the study revealed that employees are quite satisfied with their training and organisations too are becoming active in the assessment activity nowadays and are making efforts to evaluate their personnel in terms of both their performance and how well the training and development programs they were given have helped them.*

**Keywords:** Evaluation, Human Resource Management, Training and Development, ADDIE model.

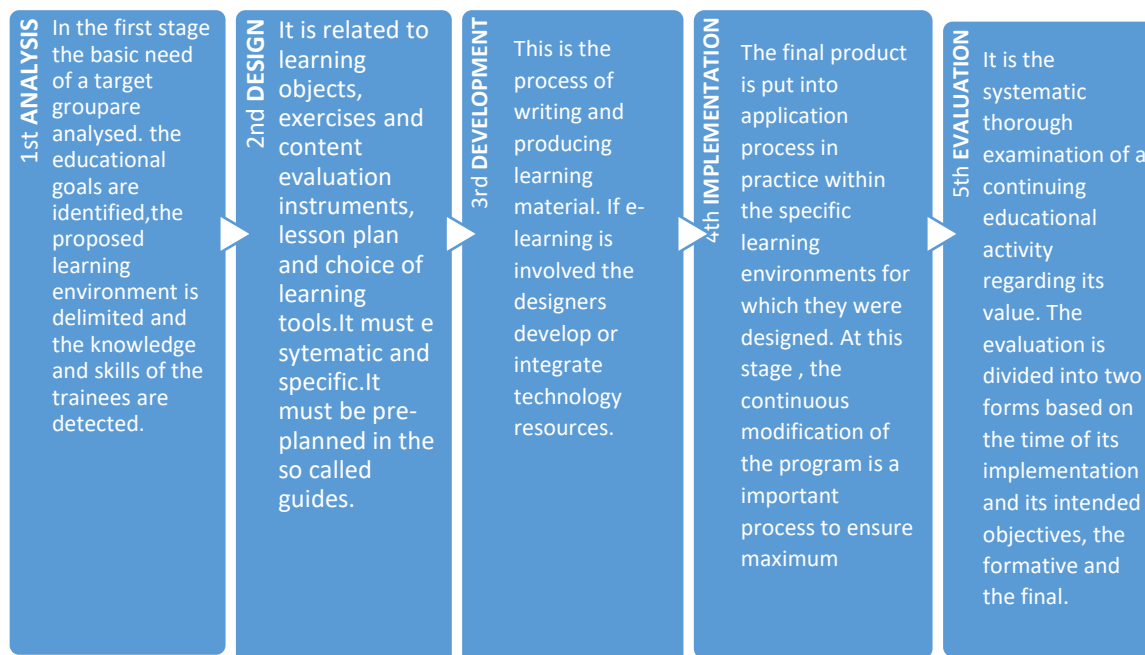
## INTRODUCTION

### Training and development:

Training is the process of improving a worker's skills and knowledge so they can carry out their duties more effectively. Training is the term used to describe the teaching and learning activities that are carried out with the primary goal of aiding members of an organisation to acquire and apply the knowledge, abilities, skills, and attitude required by a certain job and organisation. Training helps bridge the gap between an employer's expectations and an employee's current level of performance. Management authority rests in large measure on training employees. The value of training is measured by how much of an impact it had before and after, and this is how we define effectiveness. Evaluation of the effectiveness of earlier training sessions is part of the training job. It provides us with a wealth of information, and we can utilise that information to make some crucial business decisions. Training and development are essential tasks that improve team member performance in an organisation and lay the groundwork for its growth and success.

### THE ADDIE FRAMEWORK:

ADDIE is the acronym for Analyze, Design, Develop, Implement, and Evaluate. It has proved to be an instructional design model for training widely used by corporates for e-learning and training. Several educational designers and training programmers utilise the ADDIE model as a teaching paradigm when creating educational and training programmes. It first debuted at the University of Florida in 1975. Analysis, Design, Development, Implementation, and Evaluation are the five primary processes that this paradigm for creating and developing the learning experience follows (Johnson,2021). The "ADDIE model" has four stages, each of which yields a result that motivates the next. The stages in this sequence do not, however, need to be taken in a precise, linear order. (Kakkou,2022).



**Figure 1: Stages of ADDIE model for designing and developing the learning process. (Adamantia, 2022)**

The ADDIE model gets its name from the fact that each step ought to be carried out in the precise same sequence that it was described in. On the other hand, the ADDIE model utilises a cyclical progression that stays the same up until the trainees have achieved perfection. In addition, because the assessment stage is the final step of the ADDIE learning paradigm, you receive all of the feedback you require to continue enhancing not just your own abilities but also the learning experience of your students. This research is done to specifically focus on the evaluation phase of ADDIE model.

## LITERATURE REVIEW

According to **Goldstein (1993)**, evaluation is the methodical gathering of descriptive and analytical data required to successfully select, adopt, value, and modify a variety of educational activities. When training results match programme goals, a training programme is said to be effective. The degree to which the actual outcome resembles the desired one can be used to gauge how effective training has been. According to **Lina Vyas (2004)**, evaluation is the most crucial method for measuring the efficacy of training. The effectiveness of training, however, also depends on a number of other factors, including transfer of learning, the capacity of the institute and the trainers to identify needs and effectively address them, and the appropriate matching of a training package to trainee needs. The qualities of the participants, the training concept, and the environment in which it is delivered can all have an impact on how effective the training is (**Scaduto Anne, Lindsay Douglas & Chiabur S. Dan, 2008**). By being aware of the commitment made by top managers, the amount of money and time spent on training, the major responsibility that is associated with HR or a specialist trainer, and the involvement of line managers, it is possible to understand the importance that is placed on the function of "Training and Development" in an organisation. When workers who participate in training acquire new knowledge and abilities as a result of the training programme and put those new abilities to use in their jobs, the aim of the training will have been accomplished. Nonetheless, it is of the utmost importance to evaluate the efficacy of training, as this facilitates the making of decisions concerning the continuation of training, the enhancement of training, and the distribution of training resources.

## OBJECTIVES:

1. To study the effectiveness of development and training programmes.

2. To identify the importance of the evaluation phase.

## MATERIAL AND METHODS

**Research Design:** A descriptive study design is one in which the first hypothesis's variables are adjusted simultaneously and pertain to how frequently something occurs.

**Data Collection Method:** For the study, both primary and secondary data are used. Primary data is gathered from the HR staff through questionnaires.

**Sampling:** The area under study is the five different Pvt companies in the Delhi NCR region. 10 employees from employees of each company are considered as the source of primary data.

**Sample size:** 54 Respondents

**Sampling technique:** The sampling methods utilised for data collecting are convenience sampling and straightforward random sampling.

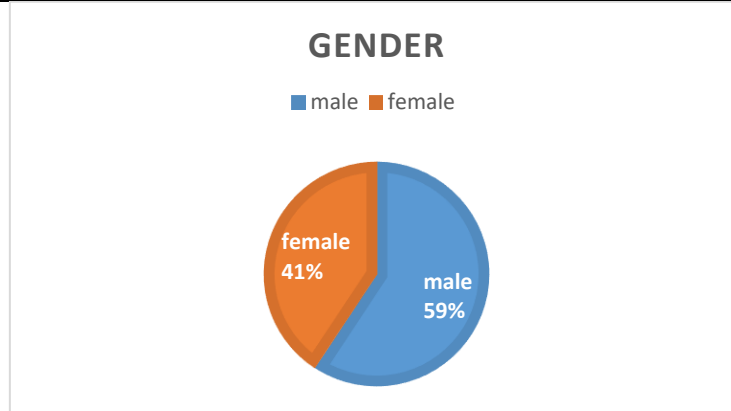
**Methods for data analysis:** Percentage analysis

## RESULTS & DISCUSSIONS

The questionnaire was circulated among 60 respondents, out of which 54 questionnaires were considered for further analysis. Six questionnaires were rejected by the researcher due to some errors in the filled details and some questions left answered.

### 1. Gender

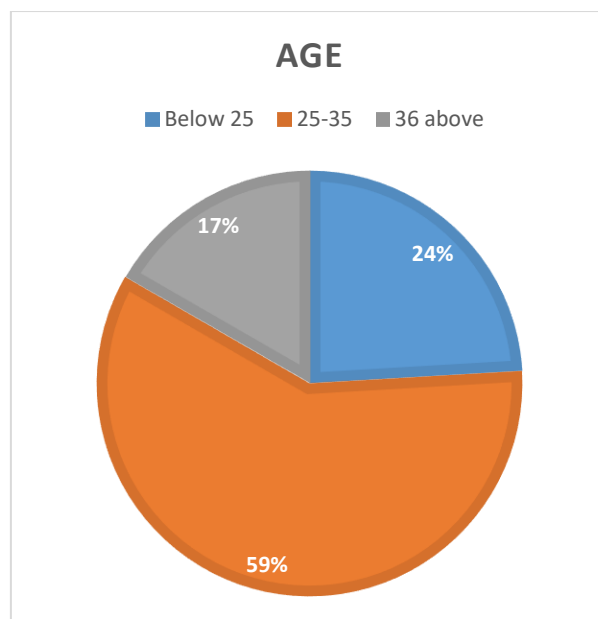
SNO	Particulars	Frequency	Percentage (%)
1.	Male	32	59
2.	Female	22	41
	Total	54	100



From the table and the figure above, it can be noted that 59% of male employees and 41% were female employees who took part in the survey and filled out the questionnaire. These employees are randomly selected from 5 private companies of Delhi NCR.

### 2. Age:

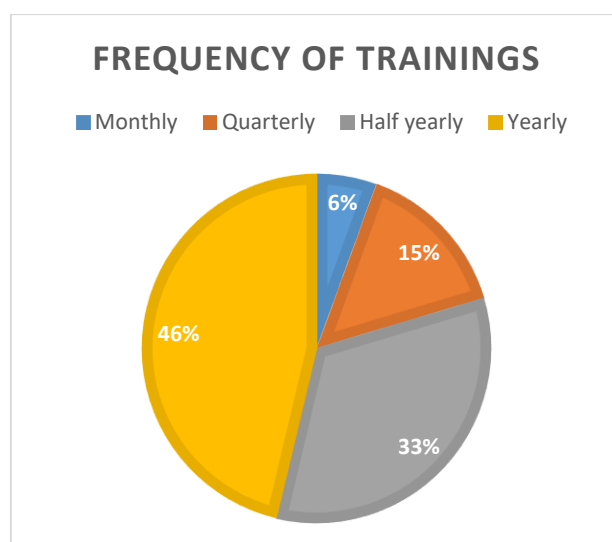
SNO	Particulars	Frequency	Percentage (%)
1.	Below 25	13	24
2.	25-35	32	59
3.	35 above	9	17
	Total	54	100



The above table and figure show details about the age of the respondents, which is quite evident from the figure that most of the employees' age range between 25-35 years, i.e. 59%. On the other hand, 17% of employees are below the age of 25, and 24% are above 36 years of age.

**3. How often the training programs are conducted in your organisation?**

SNO	Particulars	Frequency	Percentage (%)
1.	Monthly	3	6
2.	Quarterly	8	15
3.	Half-yearly	18	33
4.	Yearly	25	46
	Total	54	100

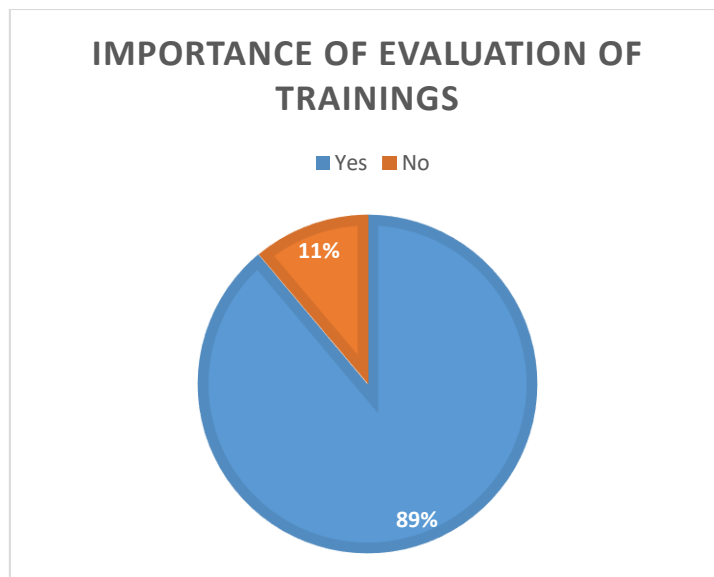


It can be interpreted from the above details that almost all companies arrange training and development programs for their employees on a yearly basis, i.e. responses of 46% of employees. Some organisations conduct training on a half-yearly basis as well as per the responses of 33 per cent

of employees. Only a few employees reported that training is provided to them on a monthly and quarterly basis, i.e. 6% and 15% respectively.

**4. Do you feel evaluation of the learnings after the training is important?**

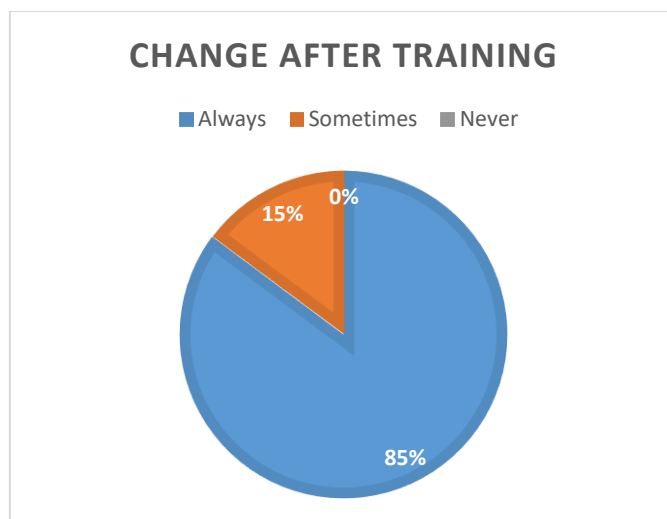
SNO	Particulars	Frequency	Percentage (%)
1.	Yes	48	89
2.	No	6	11
	Total	54	100



The above table and figure represent whether the employees feel that the training learnings should be evaluated or not. Most of the employees, i.e. 89% employees feel that after the training, their performance or knowledge in any way must be evaluated. Only 11% feel that there is no need for evaluation of training.

**5. Do you experience any change in your performance after the training sessions?**

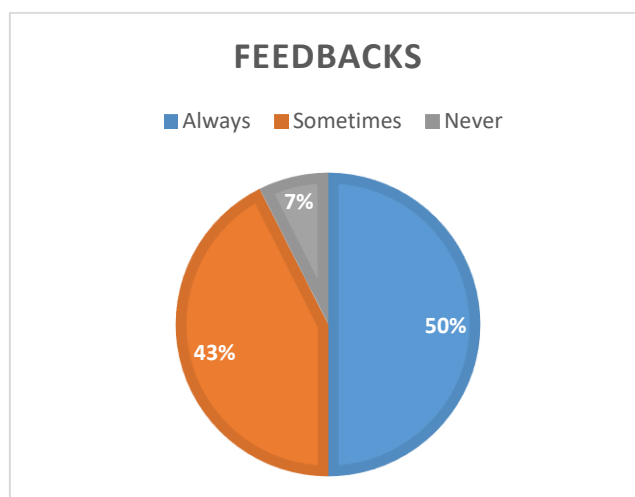
SNO	Particulars	Frequency	Percentage (%)
1.	Always	46	85
2.	Sometimes	8	15
3.	Never	0	0
	Total	54	100



The figure and table depict whether the employees experience any change in their performance after the training is provided to them. Most of them do recognise some change after the training inputs, i.e. 85%. 15% of them feel sometimes the training is helpful, and at times it hardly leads to any change in their output and performance levels.

#### 6. Does your organisation asks for feedback after the training?

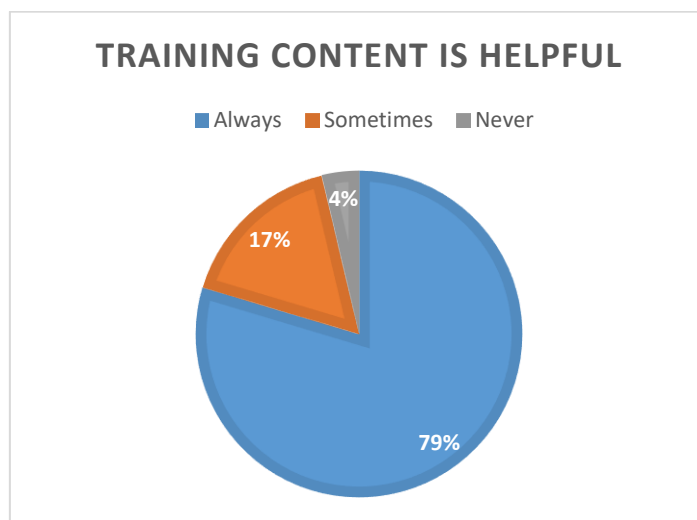
SNO	Particulars	Frequency	Percentage (%)
1.	Always	27	50
2.	Sometimes	23	42
3.	Never	4	8
	Total	54	100



It can be clearly interpreted that organisations ask for feedback from the employees after training, i.e. 50% of employees say so. 43% of employees state that not always, but sometimes, the organisation makes a step to listen to the employees' feedback which is again very important for the evaluation of the training provided to the employees.

## 7. Does the training content and materials really prove to be helpful to you in your work/tasks?

SNO	Particulars	Frequency	Percentage (%)
1.	Always	43	80
2.	Sometimes	9	17
3.	Never	2	3
	Total	54	100



The figure and the table show that 79% of the employees feel that the training material and content provided to them through training or after the training is very helpful to them. Only 17% of employees feel sometimes it is important and sometimes the material provided is not useful to them.

## DISCUSSIONS AND CONCLUSION

From the inputs provided by the respondents in this study, it is explored that many companies now realise the significance of investing in their employees' professional growth through training and education. According to the findings, the majority of organisations hold their training sessions yearly. The employees believe that it is essential for them to offer feedback on the training that has been delivered to them. When the organisation takes the first step towards evaluating their learnings, this not only makes them feel more connected to the organisation, but it also provides the organisation with an opportunity to determine whether or not the employees are gaining any knowledge from the training. In addition, it is explored that these programmes typically involve improving a worker's knowledge and skill sets as well as fostering improved drive in order to improve their overall performance at work. The findings of the study back up the claims made by approximately 85 per cent of the workforce, who said that they noticed some improvement in their performance after applying the skills and information that they had gained through participating in the training programmes that were made available to them. Training programmes equip personnel with the knowledge and skills they need to properly carry out their daily tasks. Also, through the training programmes offered, employees obtain extensive knowledge in their specific disciplines, allowing them to advance in their careers and feel more at ease at work. The results of the study support the fact that 80 per cent of the employees stated that the training material and content are helpful for them, make a difference in their performance and boost their morale.

Training and development increase productivity and cultivate a methodical approach to carrying out responsibilities and tasks that have been delegated. In addition to this, it helps bridge the gap between work requirements and the existing specifications of personnel. Training, like any other activity within an organisation, needs an investment of time, energy, and money. It is an investment in the productivity and retention of employees by offering opportunities for professional



advancement and by ensuring that people are satisfied with their jobs over the long term. Because of this, the organisation has to have an understanding of whether or not its money is being spent efficiently. Because of this, it is vital to conduct ongoing assessments of training and growth.

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