

Evaluation of Training Workshop on Personality Development

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Abstract

Training is a short-term educational process utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. Training and development increases the employee performance and is an important activity to increase the performance of organization. Swami Keshwamand Rajasthan Agricultural University (SKRAU), Bikaner has made remarkable efforts and developmental plans to achieve specific objectives so that it can achieve rapid and systematic progress in all spheres of teaching, research and extension. For achievement of desired objectives, employees have to play crucial role in development of an organization through constant efforts. This study aims to determine what personality development training needs to deliver to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at different personality parameters of lecturers, motivation towards KPIs and willingness to learn new traits for personality enhancement. The workshop conducted by SKRAU has been highly successful in developing a positive approach in participants towards their profession and enhanced their personality and communication skills thus helping them in delivering the lecturers and seminars in efficient manner. Increased level of self-confidence has been noticed amongst participants as a result of this workshop. This type of workshop is highly recommendable for future as well for achievement of university goals.

Keywords: Training workshop, personality development, communication skills, positive behaviour

Training is the important sub-system of human resource management. Training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training is a short-term educational process utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose (Srinu, C. 2012).

Training programme designed and conducted systematically aims at positive trainee reactions. However, training effectiveness can be enhanced by the attitudes, interest, values, expectations and commitment of the trainees. Trainability is described as a function of trainee's ability, motivation and environmental favourability (Swami, K. 2012).

Trainability = [Ability, Motivation, Environmental favorability]

Training and development increases the employee performance and is an important activity to increase the performance of organization (Iftikhar Ahmad and Siraj-ud-din, 2009). Another researcher said that employee

performance is the important factor and the building block which increases the performance of overall organization (Qaiser Abbas and Sara Yaqoob). Employee performance depends on many factors like job satisfaction, knowledge and management but a strong relationship exists between training and performance (Chris Amisano, 2010). This shows that employee performance is important for the performance of the organization and training is beneficial for employee to improve its performance.

The failure or success of any training programme depends upon its effectiveness and attainment of training objectives. Effective training should contribute to growth and development of employee's competency and motivation (Chikati, S. 2012).

SKRAU has made remarkable efforts and developmental plans to achieve specific objectives so that it can achieve rapid and systematic progress in all spheres of teaching, research and extension. For achievement of desired objectives, employees have to play crucial role in development of an organization

through constant efforts. For enhancement and grooming of employees, outer and inner self to bring about positive change, need for training workshop on personality development has been assessed and training has been imparted to staff members (categorised as Assoc. Prof, Astit. Prof. Prof) of SKRAU).

This study aims to determine what personality development training needs to deliver to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at different personality parameters of lecturers, motivation towards KPIs and willingness to learn new traits for personality enhancement. The lecturers in classrooms need to exemplify willingness to explore and discover new technological capabilities that enhance and expand learning experiences. In this regards, professional and personality development programmes for lecturers have always been essentially important (Smaldino *et al.*, 2008).

Evaluation is essentially about judgement of worth (Nickols, 2005). Present study deals with evaluation of training program with the assessment of employees on basis of 10 important parameters for their key performance areas of performance appraisal and same get compared with the results on similar parameters rated by the respondents at the end of the training workshop.

A shift in attitude and increase in positivity was found in training evaluation indicating well planned training schedule as per the needs and expectations of lecturers of SKRAU.

OBJECTIVES OF THE STUDY

1. To assess the attitude towards personality development workshop among agricultural professionals

2. Evaluate the impact of workshop on KPAs (Key Performance Areas)
3. SWOT analysis of workshop

METHODOLOGY

Data Collection

The research had adopted two types of data namely:

1. **Primary data:** Primary data was collected from respondents through a well-structured questionnaire scheduled by interviewing them.
2. **Secondary data:** Secondary data was used from journals, research papers and research reports on TNA, personality development and importance of training.

Sampling Size

Number of respondents participated in workshop were 19, so they all were taken as sample for data collection.

Sampling Method

Judgemental sampling was used, since it is a detailed micro-study so judgement was professors participating in workshop would be only eligible to this study.

FINDINGS AND ANALYSIS

Objective 1: Attitude of agricultural professionals towards personality development workshop

At first, the attitude of the participants has been assessed. It is important to assess the viewpoint of the participants at the initial stage towards the personality development workshop.

Table 1: Results of cross tabulation between motive behind training and expected behavioural change among participants via workshop

Count		Crosstab				
		Behavioural change via workshop				
		Definitely yes	May be yes	No Idea	May be no	Total
Motive Training	Training theme relevant to my job	5	0	0	0	5
	Training was related to subject	0	2	0	0	2
	Update knowledge and skills	0	0	4	0	4
	Instruction by HOD	0	0	0	8	8
Total		5	2	4	8	19

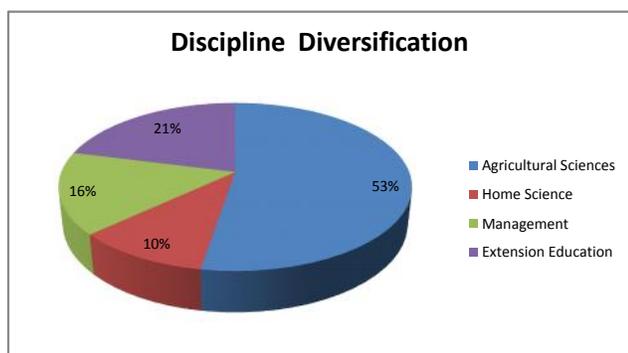


Chart 1: Discipline wise diversification among participants

Source: Author’s own computation from survey data 2015.

Chart 1 represents the diversification of participants discipline wise. Participants have been categorised into 4 different categories i.e. Agricultural Sciences, Home Science, Management and Extension Education. Maximum numbers of participants were from Agricultural Sciences, followed by Extension Education, Management and Home Science.

It is found that 42% participants attended the workshop because they were being instructed by HOD and had no idea whether it would bring any positive change in their behaviour along with up-gradation of skills or not. However 26% participants were pretty sure that training was relevant to their job and they would be benefitted through lecturers on personality development, communication skills and time management. 10.5% participants came to workshop as the topics of

workshop were related to courses they are teaching in university. 21% participants attended workshop to enhance their skill set and to bring a positive change in behaviour.

As per the analysis, 37% participants attended the workshop with a core motive to build strong interpersonal relationship skills and to learn effective communication skills which would help them in delivering the lectures more efficiently. 37% participants came with a motive to develop personality and to bring a positive change in their behaviour through the learnings of this workshop. 21% participants came with a visions to develop their personality and enhance their communication skills specially in person handling and delivering the lecturers or seminars. Only 5% participants came with an aim to boost self confidence, attitude change and to develop a problem solving approach along with improvements in their basic communication skills.

Objective 2: Impact of workshop on KPAs (Key Performance Areas)

Table 3: Reliability test among different parameters for evaluation of personality development

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	No. of Items
.960	.962	6

Source: Author’s own computation from survey data 2015

Table 2: Results of cross tabulation between motive behind training and preferred learning areas in workshop among participants

Count		Crosstab				
		Preferred learning areas				
		Communication skills and personality development	Attitude change, self-confidence and communication skills	Personality development and positive attitude	Interpersonal relationship building and communication skills	Total
Motive Training	Training theme relevant to my job	0	1	3	1	5
	Training was related to subject	2	0	0	0	2
	Update knowledge and skills	1	0	1	2	4
	Instruction by HOD	1	0	3	4	8
Total		4	1	7	7	19

Data has been checked for the reliability and as per reliability statistics data has been found statistical reliable. As value of Cronbach's alpha is 0.9 which is more than sensitivity range for reliable data.

To evaluate the impact of workshop on participants were provided with the feedback form to express their views for trainers; organizers and overall experience along with assessing satisfaction level with respect to worth time spend in workshop. It was found that all the participants provided positive feedback. They were satisfied with the trainers, were being provided with the solution to the queries/difficulties, and learnt different aspects communication and personality development. The workshop also helped them to bring a positive change in their behaviour and to manage time and work stress.

Beside the same participants were also asked for further suggestions and feedback for the overall training workshop. 76% participants requested for more practical sessions and outside training, as participants have undergone classroom training method hence they requested more outdoor classes outside and practical sessions. While 24% of the respondents said that conducted training program is of short duration and it can get extended to about 3-4 weeks. This has shown the keen of interest participants in training program.

Table shown below for correlation matrix indicates the correlation among parameters on which trainees

have been evaluated. These parameters are: 1. Punctuality during the sessions, 2. Sincerity of the organizers, 3. Subject knowledge of the trainers, 4. Method of teaching by the trainers, 5. Professionalism during the conduct of training, 6. Overall experience. Correlation has been assessed against each parameter with one other and results are as follows:

Punctuality of sessions and sincerity of organizers are highly correlated with each other, which indicates that though the organizers were sincere in their activities hence sessions were timely conducted.

Similarly, it can be observed from the table that teaching method of trainers and professionalism are found with higher correlation which states that highly professional trainers lead themselves to be the best trainers with respect to their way of approach while teaching. Finally, it can be concluded from the given table that overall experience of the participants was highly found in relation with parameters such as sincerity of organizers, punctuality of the sessions, professionalism etc. respectively.

In addition to this, participants have been assessed on 10 parameters of their key performance areas. This assessment has been done on 2 stages i.e. pre training as well as post training. Rating has been done in accordance with Likert 5 point scale and mean has been compared of both the stages against each parameter taken. Results are expressed below:

Table 4: Results of Correlation among different parameters for evaluation of personality development

Inter-item Correlation Matrix						
	Punctuality Sessions	Sincerity Organizers	Knowledge Trainers	Teaching Trainers	Professionalism	Experience
Punctuality Sessions	1.000	.907	.849	.686	.761	.849
Sincerity Organizers	.907	1.000	.746	.691	.797	.890
Knowledge Trainers	.849	.746	1.000	.821	.713	.824
Teaching Trainers	.686	.691	.821	1.000	.869	.866
Professionalism	.761	.797	.713	.869	1.000	.870
Experience	.849	.890	.824	.866	.870	1.000

Summary Item Matrix							
	Mean	Maximum	Minimum	Range	Maximum/Minimum	Variance	N. of Items
Item Means	7.269	7.000	7.556	.556	1.079	.068	6
Item Variances	2.108	1.663	2.614	.951	1.572	.164	6

Source: Author's own computation from survey data 2015

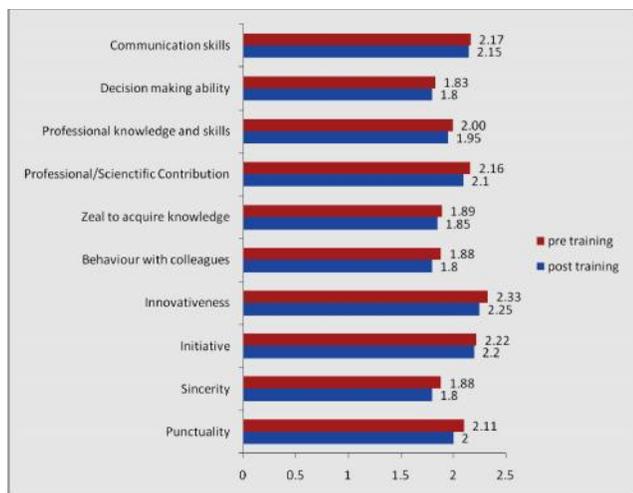


Chart 2: Assessing behaviour on KPA during pre and post training sessions

Source: Author’s own computation from survey data 2015

It can be observed from the above shown chart that participants have resultant in radical shift in their behaviour towards the key performance areas with respect to behaviour in comparison to pre and post training sessions. Participants were asked to rate themselves with the given parameter on five point Likert’s scale and scores are given as 5= outstanding to 1= very poor. After that mean average have been calculated for individual parameter for both the intervals i.e. pre training as well as post training.

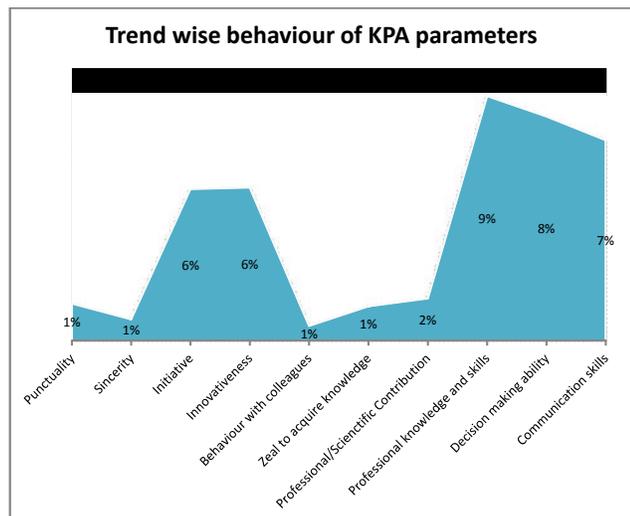


Chart 3: Trend wise behaviour of KPA parameters

Source: Author’s own computation from survey data 2015

It has been found that maximum number of participants upgraded their professional knowledge and skills during the workshop followed by decision making

ability and communication skills. Rise in levels of initiative taking and innovativeness was also found.

Individual parameter wise trend has also been assessed to examine the impact of training on particular parameter. Maximum positive growth was found in professional knowledge and skills (9%). Beside this, other parameters such as decision making ability, communication skills have found to get shifted towards positive paradigm to about 8% and 7% respectively. Whereas parameters like punctuality, sincerity and behaviour with colleagues do not get much changed. As given, change is only 1% for each said parameter in above line.

Objective 3: SWOT analysis of training workshop

Strength	Weakness
<ol style="list-style-type: none"> Grooming the personality of lecturers to deliver better sessions Increase in levels of motivation Learning via practical workshop was faster and better than only class room teaching Workshop helped the participants to improve their communication skills Lessons on time management were interesting Workshop helped in building better inter-personal relationship Helped participants in goal setting Workshop led to development of positive attitude amongst participants 	<ol style="list-style-type: none"> Session handling by single trainer whole day made sessions boring and less interactive Content of some sessions on communication & personality were not related to personality development More of theoretical sessions than practical approach leading to less to monotony amongst participants Sessions on yoga were not liked by few participants Change in trainers at last moment was not liked by few participants Lack of expertise was felt in sessions on communication
<ol style="list-style-type: none"> Invite experts at National level, especially experts from outside Bikaner Content related experts shall be called instead on calling general personality development trainer Content of training shall be called in advance by trainers and scrutiny of irrelevant and unrelated matter shall be done by organisers before final delivery of session Outdoor sessions, role plays and interesting case studied shall be incorporated to make the sessions livelier and to increase participant activity Sessions can be clubbed with other and inter-university competitions can be organised as break through session 	<ol style="list-style-type: none"> Poor training content might decrease level of participation and increase absenteeism Teaching generalised content may decrease interest in workshop and participant may join some other workshop driven by experts on latest techniques and information Monotony in sessions may give rise to unwanted nuisance in workshop

RESULTS AND CONCLUSION

Present study deals with determination of effectiveness of training program conducted at SKRAU, Rajasthan. Findings have shown that participants belonging to agricultural sciences were highest in number. Cross tabs were assessed between motive behind training and expected behavioural change

among participants via workshop. It was found that maximum participants (42%) were influenced for the training program due to instructions by their respective HODs. Whereas, about 26% of the participants had a view that training related to personality development is very important for their professional growth. Cross tab results for motive of attending training program and preferred learning areas have shown that major learning areas among participants were communication skills, personality development, positive attitude and other area was building interpersonal relationships.

To evaluate the impact of workshop on participants assessment of feedback form was made towards trainers; organizers and overall experience along with assessing satisfaction level with respect to worth time spend in the workshop. It was found that all the participants provided positive feedback on their experience towards trainers. They were satisfied that trainers have solved queries/difficulties, making learning more interesting and all the participants had a view that workshop was worth time spending. Besides, the same participants were also asked for further suggestions and feedback for the overall training workshop, 76 percent of the participants were requested for more practical sessions and outside training, 24 percent of the respondents were having response that conducted training program is of short duration and it can get extended to about 3-4 weeks. High correlation was found between the teaching method of trainers and professionalism Results shown that participants have resultant in radical shift in their behaviour towards the key performance areas with respect to behaviour in comparison to pre and post training sessions. Beside this, other parameters such as decision making ability, communication skills have found to get shifted about 8%, 7% respectively towards

positive paradigm. The parameters like punctuality, sincerity and behaviour with colleagues changed by 1% only.

The workshop was successful in developing a positive approach in participants towards their profession and enhanced their personality and communication skills thus helping them in delivering the lecturers and seminars in efficient manner. Increased level of self-confidence was also noticed amongst participants as a result of this workshop. This type of workshop is highly recommendable for future as well for achievement of university goals.

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