



# Evaluation of Effectiveness of Training Program: An Assessment through Kirkpatrick Framework at Reaction Level.

Aksa Bashir

Research Scholar, Department of Management Studies, Central University of Kashmir, Ganderbal, Kashmir, India.

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**Abstract**-The research study was undertaken to evaluate the effectiveness of the training programs i.e. orientation and refresher training programs, offered by UGC-HRDC of University of Jammu. The present study provides feedback to the concerned HRDC regarding various aspects of capacity building programs. In order to evaluate the training programs of HRDC of University of Jammu, Kirkpatrick model of training evaluation has been used to assess the outcome of the participant based on first level i.e. Reaction. Therefore the study aims at focusing on the reaction and learning aspect of the model used so as to assess the reaction and learning levels of the participants. The sampling technique that has been used in the

**Keywords:** Training, Evaluation of Training, Kirkpatrick Model of Training Evaluation, UGC-HRDC, University of Jammu.

## I. Introduction:

One of the most important Human Resource Development functions is training (Noe, 2002). Beginning with the era of civilizations where human beings discovered language as a means of communication, machines, and tools for accomplishing day-to-day work, the urgency for training and development became a significant factor. The human has the propensity to transfer the knowledge and skills to others, for which he uses signs, words, and examples. Through these appliances, the evolution of the systematic process called training and development was administrated, and when the communication was successfully passed on to others, it was said that learning had taken place. The industrial revolution in the year 1750 was considered the beginning of training and development, and in the year 1920, training and development services were practically implemented in the industry.

study is multi-stage sampling. Data was collected from participants who have undergone the training programs organized by HRDC, University of Jammu. A well-structured questionnaire was used for this study. The questionnaire was distributed among the participants designed as per Likert (5) item scales and the respondents were asked to respond to each of the statement in terms of five degrees, starting from very dissatisfied to very satisfy. The questionnaire was prepared and administrated to 269 participants. The data was analyzed by using appropriate statistical tools and then conclusions were drawn. The respondents have expressed satisfaction with all the constructs under reference.

After the 1950s, training and development were accepted as synonyms for all forms of knowledge and skills. During this period, enterprises realized a necessity to speed up the effort to replace skills with new technological capabilities. In a nutshell, it is said that training and development began with apprenticeship and was followed up by guilds, craft training, factory skills, industrial training association, and finally, took the shape of management training. As the environment is changing very fast, constant progress in human capital has to be considerably seen. Training is deeply seated in every human activity and is as old as human society. Whenever humans anticipate learning something new, it is always associated with training. The boom of any organization and its activities is exclusively banked on the excellent quality of human resources. Therefore, training is a vital subsystem of HRD (Jangam, 1983).

Every training program has specific objectives to attain, which are directly associated with the needs of the organizational structure.



However, the fundamental purpose of every training program is to keep the organization encouraged and ahead of its maximum industry performance. It reinforces the link between workforce development and strategic goals. Training guides workforce efficiency, which in turn donates to the overall organizational growth that results in workforce stability and upliftment of an organization. Each training program should notify whether the objectives and goals are accomplished to cost suffered and benefits realized. The concluding part of any training program is when information is adequately analyzed, encapsulated, and then contrasted with the details of alternative training programs of undistinguished nature (Al-Ajlouni et al., 2010).

Training is said to be effective only when its outcomes are desirable. Once the organization executes its training program, it needs to determine the optimal need for evaluation to measure the amplification of the training program. To ascertain training effectiveness, an assessment has to be carried out expressing participant's feedback (Tyson, 1985). Training effectiveness can be grabbed by the reaction of participants, and respective outcomes can be extremely useful in evaluating the performance of training programs. The importance of evaluating the training effectiveness approaches on which training is hinged on trainers are responsible for the success of training, and in case employees do not generate relevant results, in that case, trainers need to be held accountable. The effectiveness of training relies on the culture and environment prevailing in the workplace (Mehta, 1970). The main aim of the study is to evaluate the training programs of human resource development center of university of Jammu using Kirkpatrick first level of evaluation of training i.e. Reaction.

## II. Review of Literature.

Evaluation of a training program plays an indispensable role in serving feedback about the program. Evaluation of training is defined as a "systematic process of collecting data to determine if training is effective" (Goldstein et al., 1993). Training should be implemented carefully, which can be used for future planning and program renovation. A well-defined evaluation provides substantial and adequate feedback in the form of information to internal and external stakeholders like management, government, trainers, and professionals (Leach et al., 2003). Brinkerhoff (1981) draws attention to those organizations that are taking feedback from participants to evaluate training effectiveness so as maximize its benefits.

He concluded that for an organization to achieve a competitive edge from training, evaluation of training is a prime factor for success.

Training evaluation is described as a compilation of descriptive and accumulative information to make an operational decision in any training arbitration. The evaluation of training assures information dissipated is both suitable and advantageous. It is a process of estimating the results of practice. It figures the implication of exercise in conjunction with how well training grapples and fulfils the pair of individual and organization requisites. Evaluation of training exhibits the prosperity of the training program regarding its outcomes in terms of learning, and the same should be communicated to top-level management and stakeholders in terms of their money, time, and efforts (Albasheer et al., 2008).

The masters of evaluation of training believe that evaluation is an essential constituent of the training program, and it also surveys the effectiveness of training. It is a planned and dependable course of action to understand whether the intended objectives of the training are consummated or not. Therefore, the organization must sharply conduct a study to evaluate training programs, and the outcomes should be used for the up-gradation of present and future training, specifically for those organizations that tend to spend a considerable amount of money on it (Benabou, 1996).

There is no other way to certify that investment in training is lucrative without evaluating it for an organization. A structured evaluation method can furnish the requisite information entailed for continuous development and growth. Evaluation can also be defined as a systematic appraisal of the worth of training. In any assessment, the foremost thing is to determine the term itself, its stakeholder, and organizational goals, followed by an analysis of the type and method of evaluation to measure the impact of the performance. (Neeraj, 2014).

There are many studies that have used Kirkpatrick model to evaluate the training programs reason been the American Society for Training and Development (ASTD) evaluated the widespread significance of training and the method of assessing the training by studying a council of 300 HRD executives from several types of affiliated state organizations. Study outcomes specified that the majority, i.e. 81% of HRD executives, realized the importance of training evaluation, and over half, i.e., 67%, used the Kirkpatrick model to evaluate their training programs. Swierczek et al. (1985) focused



on the Kirkpatrick model as the framework of training evaluation to revamp the training programs and provide an accurate assessment to planners, managers, and trainees and elucidate skill development.

Iyer et al. (2009) examined different methods to evaluate training programs with more focus on the Kirkpatrick models. Scholars clinched that there are various evaluation methods for the training, but the Kirkpatrick model is considered one of the most used evaluation tools for the education sector. Farjad (2012) conducted a study on training courses at Islamshahr University and stipulated that evaluation of training programs can intensify the skills and enhance the scores of Kirkpatrick levels. Several previous studies evaluate the training programs either on one level, while other studies consider the rest of the levels depending upon their need for the research. According to Parmar et al. (2022) researchers or organizations need not evaluate everything to determine the effectiveness of training at all levels and should only go by measuring solely what it takes to substantiate an assured decision regarding the worth came back on the training.

#### ***Kirkpatrick's Reaction Level:***

This level provides a brief understanding of how participants find the training approving, affirmative, and pertinent to their respective jobs. It refers to the perception of trainees about the training facilities, content, and trainer. The first impetus of reaction level is to strengthen training program quality, which brings the prompt and improves the performance of participants. Kirkpatrick has claimed this level as a measure of trainee satisfaction. Measuring this level adds benefits to the top-level management decision concerning training programs (Kirkpatrick, 2004). Therefore, the HR department needs to collect realistic and fact-based information about similar programs. If the reaction is positive, that would be taken as a good sign for the organization as participants are contented with the training program and more convincing to grunt the skill and knowledge. And if the case reaction is adverse, it will be presumed that participants are not motivated to learn (Kirkpatrick, 2004). According to Antheil et al, (1986); Robinson (1989), the reaction level is formative evaluation because outcomes of this level can be further used for program evaluation, redesign content, course material, and presentation. While according to Worthen et al. (1997), reaction level is summative evaluation as its outcomes can provide decision-makers and potential customers to judge the worth

of training programs. This level is also coined as the level of learner satisfaction. Rafiq (2015) concluded a study on training evaluation in an organization using the Kirkpatrick model: A Case Study of PIA. The research planned to examine the effectiveness of training on Pakistan International Airlines, reflecting the Kirkpatrick four-level comprising reaction, learning, behaviour, and results. The data was collected through the primary source, specifically through interviews from separate batches constituting various levels of the Kirkpatrick model. The outcomes recommended that the Reaction of participants were positive and helpful for training and have put in knowledge and skills that partakers had learned from practice. A constructive result of the training is that most of the partakers got promoted from present designation with up gradation in pay grade. Thus, soft skills of exercises were more productive, with members craving opportunities to participate in the training session focused on soft skills and boosting the participant's knowledge. Keeping in the view Kirkpatrick's first level of evaluation of training the research objective of the study to evaluate the effectiveness of training programs of UGC-HRDC of the University of Jammu at the reaction level.. In the current study, to address the objective of the study, we hypothesize that;

- $H_01$ : Training programs are not effective at the reaction level.

### **III. Research Methodology**

#### ***Measures***

To acquire the objects of study, exploration instruments grounded on Kirkpatrick's training evaluation model, generally known as "Happy distance", was used. The happy distance includes 17 statements that consist of responses (responses of actors regarding the lesson and exposure training course) A well-structured questionnaire was used for the study. The questionnaire was designed as per Likert (5) item scales and the replier was asked to respond to each of the statements in terms of five degrees starting from veritably displeased to satisfy. The questionnaire was divided into two corridors which first part (Part 1) provides the demographic information of actors, while as alternate part (Part 2) was about the response position of training evaluation. Some of the open concluded questions were also asked from the repliers to admit feedback about what necessary conduct should HRD center of the



University of Jammu take to extemporize the training programs. Keeping this in mind descriptive statistics were used. An airman study was conducted to estimate the trust ability of the exploration instrument by distributing a questionnaire to an arbitrary sample conforming to 50 actors from the population (Hair et al., 2010). These airman questions were used to determine both data trust ability and data validity. As a result of the airman study, no item in the questionnaire was excluded to measure sample acceptability. Bartlett test was conducted, and the outgrowth was further than .05. The present study conducted an exploratory factor analysis to check whether all particulars in the exploration instrument are loading in their separate factor. The exploration instrument grounded on Kirkpatrick's training evaluation model was used, generally known as "Happy Sheet", which includes 17 statements that correspond to the response (response of actors regarding the lesson and exposure training course). The particulars under the response position were distributed into four factors, i.e. resource person, course operation, course material, and course structure. All the particulars were loading in their separate factors. Cronbach's nascence for every single field of the questionnaire was also assessed. The variable value of Cronbach's nascence is within the range of 0.805 – 0.926. The

Cronbach's nascence for the entire questionnaire equals 0.930, which is considered excellent trust ability for the entire questionnaire. In other words, we can say that the questionnaire is sustainable and dependable at the rate of 93. Thereby, it can be said that the experimenter proved that the questionnaire was valid, dependable, and ready for distribution to the population sample. The measures of skewness and kurtosis were also used to determine if pointers meet hypotheticals of normalcy. The results were significant, meaning that the exploration instrument was ready to be distributed among the replies for the main study.

#### IV. Data Analysis and Results

Descriptive statistics is the process of using statistical techniques to describe or summarize a set of data. As one of the major types of data analysis, descriptive analysis is popular for its ability to generate accessible insights from otherwise uninterrupted data. Unlike other types of data analysis, the descriptive analysis does not attempt to make predictions about the future.

Instead, it draws insights solely from past data, by manipulating in ways that make it more meaningful. In the same manner, present study also make use of descriptive analysis for all the dimensions with multiple items in SPSS. This includes the calculation of descriptive statistic of demographic variables.

**Table 1: Descriptive statistics**

| Statements   | Mean | Std Deviation |
|--|------|---------------|
| <b>REACTION LEVEL</b>  |      |               |
| <i>I. Resource person</i>  |      |               |
| How satisfied are you with the resource person's knowledge and explanation of the subject matter?                        | 3.76 | .936          |
| How satisfied are you with the resource person's ability to keep the participants interested in the course?              | 3.72 | .876          |
| How satisfied are you with the resource person's responsiveness to the queries of participants?                          | 3.81 | .921          |
| How satisfied are you with the resource person's ability to have a good relationship with the participants individually? | 3.68 | 1.013         |
| How satisfied are you with the resource person's overall effectiveness?  | 3.74 | .886          |
| <i>II. Course Management</i>   |      |               |
| How satisfied are you with the course objectives and quality of course management?                                       | 3.66 | 1.004         |
| How satisfied are you with a match of course objectives and your expectations from                                       | 3.54 | 1.038         |





|   |      |       |
|---|------|-------|
| the program?  |      |       |
| How satisfied are you with the information and registration process of the training program communicated to the participants? | 3.69 | 1.080 |
| How satisfied are you with the training material, handouts, and booklets provided to the participants?                        | 3.44 | 1.052 |
| <i>III. Material</i>  |      |       |
| How satisfied are you with the objectives of training course and the training material been provided?                         | 3.70 | 1.085 |
| How satisfied are you with the classroom layout that suit well to share material based on audio-visual tools?                 | 3.73 | 1.013 |
| How satisfied are you with the time dedicated for training courses to cover the needed material?                              | 3.81 | .985  |
| <i>IV. Course Structure</i>   |      |       |
| How satisfied are you with the time period of each training session?  | 3.87 | 1.018 |
| How satisfied are you with the time divided for each session that brings the interest back and breaks the boredom?            | 3.67 | 1.057 |
| How satisfied are you with the time given for the discussions?  | 3.73 | 1.085 |
| How satisfied are you with the starting and ending time committed by the resource person and training centre administration?  | 3.62 | 1.036 |
| How satisfied are you with the feedback collected and evaluation conducted at the end of the training program?                | 3.68 | 1.179 |

#### Reaction towards Resource Person

Kirkpatrick's model has been applied in various higher education studies. For example, similar to the present study Quintas et al. (2017) used the first two levels of the model to assess the effectiveness of e-learning and blended learning programmes. Baskin (2001) adopted the same model to evaluate the effectiveness of on online training programmes. As already discussed the present study uses first two levels like reaction and learning to assess the effectiveness of training programmes. The dimensions used by Kirkpatrick to evaluate reaction level includes four sub-dimensions like resource person, course management, and course material and course structure.

The items pertaining to the resource person sub-dimension have been designed to gauge the satisfaction level of trainees regarding the relationship of the resource person with the trainees, knowledge, ability, responsiveness of the resource person. Previous studies have in a way conformed that trainee satisfaction is necessary for a training programme to be effective (Sitzmann et al., 2008). The descriptive statistics presented in table 1 reflects the mean values of all the dimensions. The mean value for trainee satisfaction regarding the relationship of the resource person with the trainees is (3.68), similarly for knowledge (3.76), ability (3.72), and responsiveness of the resource person (3.81) all the aggregate mean scores are close to being satisfied.

Previous studies have reported that quality and efficiency of the trainer and their style is of paramount importance for the success of a training programme (Alsalamah et al., 2021). Similarly, others have stated that a trainer plays an important role in transfer of learning from trainer to trainee, therefore a trainer has to be effective so as to achieve the ultimate training objective that is effectiveness of a training programme (Boyd et al., 2017). Further, in another study highlighting the role of a trainer/ resource person Marsh et al.(1980) found that the trainee satisfaction is affected positively if trainees like the instructor/resource person. Liking a resource person would lead to trainee satisfaction and trainees are motivated to perform better.

It is evident from the findings of the previous studies that trainee satisfaction is influenced to a large extent by the trainer. In the present study to assess the effectiveness of training programmes, we assessed the relationship building ability of a resource person. Some previous studies have also stressed on trainers, instructor/resource persons' style and human interaction, and have found a strong influence on trainees' reactions (Sitzmann et al., 2008).

Highlighting the role of a trainer Worthen et al. (1997) also suggest that the trainer is of utmost importance when it comes to overall perception of trainees regarding the overall training programme. In a very recent study Alsalamah et al.(2021) also



found that good reactions regarding a training programme were affected by the trainee's satisfaction with regard to the trainer/resource person. The present study attempt to evaluate the ability of resource persons in terms of how well they are able to keep the participants interested and connected with the topics been delivered during the training sessions. As there is no doubt in the fact that resource person is the most substantial component of any training programme.

The key feature of a resource person is the knowledge he/she possesses on the particular subject. However, mere knowledge of subject matter is not enough, the resource person should be active enough to reach out to the participants with the basic as well as advanced concepts (The et al., 1994). The descriptive statistics presented in table 1 indicate that the mean score of the item is (3.72) which is considered close to being satisfied value from which it can be inferred that trainees are satisfied with the of trainers ability to keep the trainees interested and lively in the course. Earlier studies have additionally instructed that the resource person should possess skills to keep the training program spirited and attention-grabbing.

Another crucial part of the training is interpersonal skills of a trainer. Beyond the subject matter being covered, the relationship building between the trainer and trainee would be instrumental in determining the success of a programme, and this can be achieved by way of interactions and good rapport between the trainer and the trainees (Jacobs, 1987) therefore resource person should possess the ability to quickly response to the queries of the participants (Goldbeck et al., 1957).

In the present study the researcher also attempt to evaluate the effectiveness of training programmes, in terms of assessing the rapport building between the trainer and trainee as well as the problem solving ability of trainer. From the results presented in the table 1 we can infer that the mean score of respective two sub dimension of resource person i.e. the relationship of the resource person with the trainees is having the mean score as (3.68), and responsiveness of the resource person is having the mean score as (3.81). Which implies that mean scores are close to being satisfied which are consistent with the previous studies showing the positive learning outcomes to be associated with rapport building (Webb et al., 2014). The results of this study also provide qualitative support to past research on rapport building, by showing that there is a perceived connection with resource person and trainee.

#### Reaction towards Course Management

An extensive evaluation of training program should be carried out by the management to assess both training effectiveness as well as the planning of future training programs. It will help the human resource department to identify whether the intended training programs are carried out successfully or not and to what degree the objectives of the training have been met (Heinrich et al., 2000). The success of any training programs depends upon the human resource development management that undertake the responsibility to conduct the training program as intended (Kirkpatrick, 2004).

Training should be relevant to the requirements of the trainee's and should leave the trainees feeling that it is beneficial and useful in their work. The management organising the training should attract the trainees to take part in sessions. Trainees shouldn't be forcefully assigned the training session but should rather be willing and be looking forward to it (Antheil et al., 1986). Previous studies have reported that quality and efficiency of a training program depends upon the execution style of management and hence making course management a major component for the success of a training programme.

The present study attempts to study the reaction level of trainees pertaining to the training course management sub-dimension that have been designed to gauge the satisfaction level of trainees regarding the course objectives, trainees expectations, registration process, and management of HRDC of University of Jammu. The descriptive statistics presented in the table 1 reflects the mean score of all items included in sub dimension of course management i.e. trainees satisfaction with course objectives is (3.66), trainee's expectations is (3.54), registration process is (3.69), and management is (3.44) therefore all the aggregate mean scores are close to being satisfied. This explains that trainees are contented with the HRDC management i.e. the management of HRDC University of Jammu is active and willing to participate and thus leaving trainees satisfied with the course management. The management is punctual and disciplined, registration process is easy and convenient. Training programs are relevant to the requirements of the trainee's i.e. course objectives are designed as per the trainee's expectation.

The finding of the study is consistent with the previous studies that focused on aspect of training having a positive influence on the trainees



to carry out their work more effectively, quality of course management (Krouwel et al., 2019), satisfaction with course objectives and trainees expectations from the program, registration process, increasing their interpersonal, job confidence, team spirit and motivation towards work (Hutchings et al., 2009).

#### Reaction towards Training Material

Another constituent that may impact the assessment of the training is course material and content used by trainers during training session. The importance of using quality content and materials is to engage the participants throughout the training session, promote one to one interaction among them and encourage quicker learning, and facilitate their understanding about the subject matter (McNamara et al., 2016). The content of the training programs implies that it should be quickly comprehended and practically applicable to the learners (Knowles et al., 2014). In the present study the items pertaining to the training material sub-dimension have been designed to gauge the satisfaction level of trainees regarding the content of training material provided by HRDC, University of Jammu, advanced technologies (audio- visual tools) used during training sessions, and the time dedicated to cover the training material.

The descriptive statistics presented in table 1 reflects the mean values of all the items covered under the training material dimensions. The mean value for trainee satisfaction regarding content of training material is (3.70) which indicate that the participants have shown the satisfaction with the objectives of training program and training material provided by the HRDC of University of Jammu. As we are aware of the current era, where every educational institution is opting the modern methods of teaching and teaching aids like audio- visual aids. Now a days training material comprises of modern tools like audio, video clips, and hands-on sessions to uplift the experiences of training among participants (Kumar et al., 2011).

Similarly other studies have stated that training facility may include auditoriums that are typically large sized audio/visual-equipped rooms, and computer training rooms (wbdg.org, 2016). The present study also attempts to assess reaction of trainee's in terms of how satisfied participants are with the audio- visual aids used by the trainer and the classroom layout that supports using those audio-visual aids. The results presented in the table 4.2.1 represent that mean score of the item is (3.73). The mean scores is close to being satisfied which infer that participants have shown there satisfaction

with the modern A/V aids used by resource person during the training session arranged by HRDC of University of Jammu.

One of the important factor in training is "Time Period" which means to extent the training program is going to continue. Usually training programs are limited to a specific time as compared to the developmental programs. However, the duration of many training programs varies from few weeks to certain years. Talking about the training programs offered by the HRDC of University of Jammu continue for three to four weeks duration.

The present study attempts to assess the satisfaction of trainees with regard to the time dedicated for training course to cover the needed material. The result presented in the above table 1 indicate the mean score of (3.81) which infer that trainees are contented with the time provided to complete the entire training material provided by HRDC of University of Jammu. Similarly, other researcher have stated that training course to have any impact on the business, and its operations, the delegates have to do something with the time duration required to complete the material designed and delivered.

#### Reaction towards Course Structure

A conventional training course structure incorporates the combination of factors such as time period, breaks between the training courses, discussion and feedback. While as some modern training courses embody interactive training modules, multimedia, and evaluation tests. According to some researchers, trainer's satisfaction with the course delivery is identified by the degree of structure in the course (Goldstein et al., 1993). Putting it in more simple words Stein et al. (2008) stated that in order to the increase trainee's satisfaction some core elements need to be clearly stated such as time period of each training session, deadlines and discussion.

Borsci et al.(2015) highlighted that not all training courses are equally effective because of differences in course design. Trainee's satisfaction is heavily influenced by interaction between trainer-trainees and between trainees-trainees. Previous studies have in a way conformed that trainee satisfaction with the course structure is necessary for a training programme to be effective. Keeping the previous researches into the consideration, present study also attempts to study the reaction level of trainees pertaining to the training course structure sub-dimension that have been designed to gauge the satisfaction level of trainees regarding time provided for discussions, feedback, breaks during training



sessions, time period of each training session, and the time committed by trainer.

The descriptive statistics presented in table 1 reflects the mean values of all the items covered under the course structure dimensions. For example the mean value of trainee satisfaction regarding the time period between each training session is (3.87), time divided for breaks is (3.67), time for discussion is (3.73), and time required by resource person for lecture is (3.62), and feedback recovered from trainees is (3.68) all the aggregate mean scores are close to being satisfied which infer that participants are satisfied with the course structure of the training programs offered by HRDC of University of Jammu.

The finding of the study is consistent with the Frederickson(2006) who outlined that discussion with the resource person is the most important contributor to perceived learning. That who feel they have not had adequate access to their instructors are also less satisfied with the course. According to Drennan et al. (2005) trainee's satisfaction is determined by positive perceptions towards the training course structure. They also identified some important characteristics that the management brings to the training course, such as open discussions, breaks during training sessions, duration of training session, time committed by trainer. While as researchers like Komaki et al. (1980); Jacobs (1987) highlighted the importance of feedback forms recovered from trainees after completion of training programs can have a direct impact on satisfaction with the training course.

## V. Conclusion and Suggestions

The very first objective of the study was to determine the perception of partakers about the training programs offered by HRDC of the University of Jammu. To determine this, the study makes use of the Kirkpatrick first position of evaluation i.e. response which provides a brief understanding of the extent to which partakers find the training approving, affirmative and material to their separate jobs. It refers to the perception of trainees about the training installations, content, and coach. The response position is to strengthen training program quality which brings the prompt and advanced performance of actors. Measuring this position adds benefits to the top position operation decision concerning training programs. If actors' response towards the training program is positive, that would be considered a good sign for

an association as actors are gratified with a training program and their skill and knowledge have increased. And if the case response is negative also it'll be presumed that actors aren't motivated to learn and therefore not satisfied with the training programs.

Keeping Kirkpatrick's response position into view it was set up that actors were satisfied with all the sub-variables of response which indicates that actors were satisfied with the resource person who give the training, operation of HRDC that organizes the program, course material handed to actors, the overall structure of the training program. So to epitomize the findings of this ideal we can conclude that the overall response of actors about the training program is veritably encouraging and led to the lesser issues of the training program. Based on the findings the replier's perception about the different aspects of training programs like resource person, training material, course structure, and operation is positive and after taking part in the training programs literacy has also better in terms of their knowledge, pedagogy chops, provocation chops, communication chops, class operation chops and so on. Utmost of the repliers have also expressed that the content covered during the training program is more useful and applicable. Still, the actors also recommended colorful ways to make the training programs offered by HRDC of the University of Jammu more effective and useful for the actors in the future. Keeping those in mind some of the recommendations suggested were rearmost developments in the subjects should be given precedence rather than agitating the particular achievements of resource persons. Practical sessions related to exploration methodology were one of the suggestions made by the utmost of the replies. Similar training programs need to be an endless point of tutoring in advanced education. Some replies complained that exposure and lesson courses have become a bare formality, rather than factual literacy. Conducting a course or attending a course like an exposure course or lesson course simply for creation doesn't achieve the introductory purpose.

### Limitations and future research

- The study presents only one-time data i.e. Cross-sectional data. Further studies can include longitudinal explor





ation.

An unborn relative study between different HRDCs can be taken up

by unborn experimenters for deeper perceptivity into

the subject. Unborn studies can concentrate on assessing the training programs in other sectors like health, deals, and motorcars in Jammu and Kashmir divisions.

Another limitation of the study associated with the collection of data was that the data was collected only from HRDC in Jammu. The reason before is that there's only one HRDC in Kashmir. And if the adjunct professors of other state-position universities and sodalities have to take part in exposure and lesson training courses they've to enroll themselves in the HRDC of University of Jammu. In addition, other HRDCs were far from the physical reach of the experimenter.

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