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PROFILE OF TRAINERS AND THEIR TRAINING MANAGEMENT ABILITIES

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Abstract

Training is a planned and systematically organized effort to increase and update knowledge, improve skills, inculcate attitude and inculcate capabilities and capacities of individuals so that they are more productive, effective and meaningful in their pursuits. Training is a plan, procedure or mechanism for meeting the goals of individuals as well as organizational goals. Training management is the process to carry out different activities under three phases viz., pre-training, during training and post-training. These activities involve monitoring and evaluating training programmes and follow-up of training programmes by the trainers directed to bring desirable changes in trainees. Trainers have to perform an vital role for effective training management. For this trainers need competencies to deliver communication, direct learning experience and manage the clients. Trainers should acquire instructional competency consisting of knowledge, skills and attributes, which result in effective and excellent performance to guide participants. The research study was conducted during 2010-2011 by opting ex post facto research design. Questionnaire/Interview schedule was used for data collection. The profile of trainers such as age, gender, educational qualification, discipline, designation, teaching experience were studied and using simple frequency and percentages did categorization. Based on the finding of the study, it can be inferred that trainers should be deputed to different trainings to update their training related skills. So that they get the expertise in the field of training management. It is also responsibility of the training organizations to formulate suitable strategies to train trainers according to institutional mandate to achieve the goals of the programmes.

PROFILE OF TRAINERS AND THEIR TRAINING MANAGEMENT ABILITIES

“No organization can depend on genius: the supply is always scarce and reliable. It is the test of an organization to make ordinary human beings perform better than they seem capable of, to bring out whatever strength there is in its members, and to use each one’s strength to help all the others perform. The purpose of an organization is to enable common people to do uncommon things”.

Peter .F. Drucker

Introduction:

Training is a planned and systematically organized effort to increase and update knowledge, improve skills, inculcate attitude and inculcate capabilities and capacities of individuals so that they are more productive, effective and meaningful in their pursuits. Training is short-term process of utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose (Memoria 1991). Training is a plan, procedure or mechanism for meeting the goals of individuals as well as organizational goals.

Training management is the process to carry out different activities under three phases viz., pre-training, during training and post-training. These activities involve monitoring and evaluating training programmes and follow-up of training programmes by the trainers directed to bring desirable changes in trainees. Trainers have to perform an vital role for effective training management. For this trainers need competencies to deliver communication, direct learning experience and manage the clients. Trainers should acquire instructional competency consisting of knowledge, skills and attributes, which result in effective and excellent performance to guide participants.

Effective training management in population census requires knowledge, skills and attitudes. Because, it helps government to plan for future. Very few studies have been conducted on population census. Considering the importance of training in population census the present research was planned with the following objectives:

- 1.To study the profile of trainers
- 2.To study training management abilities of trainers
- 3.To identify problems faced by trainers and suggestion made by the trainers for effective management of training

Research Methodology

The research study was conducted during 2010-2011 by opting ex post facto research design. Questionnaire/Interview schedule was used for data collection. Trainers of Yadagir district were purposively selected. All the 40 trainers were considered as sample for analysis and interpretation.

The profile of trainers such as age, gender, educational qualification, discipline, designation, teaching experience were studied and using simple frequency and percentages did categorization.

The schedule on training management consisting 14 training dimensions viz., training needs assessment, training plan development, design of training programme, objectives of training, curriculum development, training techniques, training aids, training material, literature, facilities in class room, programme implementation, monitoring and evaluation, follow-up of training and team work was developed to assess the training management abilities of trainers. Responses for these were obtained on the extent of use i.e., frequently, occasionally and rarely

by giving scores as 3,2 and 1. The items were summed-up to obtain final score of training management. Training management index was calculated by using the formula:

$$\text{Training Management Index (TMI)} = \frac{\text{Actual training management score}}{\text{Maximum possible training management score}} \times 100$$

Finally trainers were categorized by using mean and standard deviation as low, medium and high level of training management ability index scores.

Analysis and Interpretation

The profile of trainers is presented in table no:1.

Age: Trainers were classified in three categories viz., 25-35, 35-45 and 45-55 age groups. Table 1 showed that half (50%) of the trainers were in age-group of 35-45 age group followed by 25-35 age-group (25%) and 45-55 age group (25%). 35-45 age-group means productive age and 45-55 age group refers to experienced, which is vital for higher level of training management.

Gender: The gender distribution of respondents revealed that it is highly dominated by male (87.5%) followed by female trainers (12.5%). Hence, higher representation of male trainers in population census requires gender-sensitive considerations.

Table No: 1

Distribution of trainers based on profile (N=40)

S.No	Characteristics Profile Characteristic	Categories	Frequency	(%)
1	Age	25-35	10	25
		35-45	20	50
		45-55	10	25
2	Gender	Male	35	87.5
		Female	05	12.5
3	Qualification	Doctorate	5	12.5
		Post-Graduate	10	25
		Post-Graduate with M.Phil, SET/NET	25	62.5
4	Discipline	Commerce	8	20
		Economics	8	20
		English	4	10
		Basic Sciences	20	50
5	Designation	Professor	5	12.5
		Associate Professor	10	25
		Assistant Professor	25	62.5
6	Teaching Experience	0-10	25	62.5
		10-20	10	25
		20-30	05	12.5

Source: Field Study

Qualification: - The data indicated that majority of the trainers (62.5%) are post-graduate with M.Phil / SET/NET followed by post-graduate (25%) and doctorate (12.5%). Hence, it can be concluded that training management requires highly qualified people with expertise and skills to perform the role of the trainer more effectively.

Discipline: - Half of the trainers (50%) belonged to basic sciences discipline, followed by Commerce (20%), Economics (20%) and English (10%). Trainers were selected randomly by the concerned department.

Designation: - Table 1 indicated that majority of the trainers were from Assistant Professor (62.5%) followed by Associate Professor (25%) and Professor (12.5%). Therefore, it can be noted that involvement of trainers belonging to different designations are essential for successful implementation of the programme.

Teaching Experience: - Teaching experience of the trainers indicated that more than half of them (62.5%) had less than 10 years of experience followed by 25 percent of the trainers had more than 10 and less than 20 years of experience and only 5 percent of the trainers had more than 20 years of teaching experience.

Training Management Abilities

Table No: 2

Distribution of trainers based on their training management ability index (N=40)

Training Management Ability Categories	Frequency	%
Low (<83.42)	5	12.5
Medium (83.43-88.43)	29	72.5
High (>88.43)	6	15

Source: Field Study

Note: Figures in parentheses indicate scores

It was observed from Table 2 that majority of trainers perceived to have medium level training management abilities (72.5%) followed by high level (15%) and low level (12.5%). The results indicated that majority of the trainers were satisfied with their present training management abilities and aspired for bettering their abilities to higher level. Despite highly qualified and experience, trainers are ready for improving their management skills through updating, instead of being satisfied with their present level.

Conclusion

Profile analysis of trainers revealed that most of the respondents had post graduate degree with M.Phil/SET/NET, majority was in 35-45 age group and male. Basic sciences discipline was the most represented discipline among the surveyed trainers. Majority (62.5%) of the trainers belonged to Assistant Professor cadre. Around 40 percent of respondents had more than 10 years of teaching experience. Regarding training management abilities of trainers, majority of them (72.5%) had medium level

of training management abilities.

Based on the finding of the study, it can be inferred that trainers should be deputed to different trainings to update their training related skills. So that they get the expertise in the field of training management. It is also responsibility of the training organizations to formulate suitable strategies to train trainers according to institutional mandate to achieve the goals of the programmes.

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