

Development Oriented Training Climate in Institutions of Higher Education

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The present study contributes to the extant literature in 'Development Oriented Training Climate' (DOTC). The model suggests that the seven dimensions, viz., effective information flow from institution to the trainees, effective performance evaluation of the trainees by the faculty, supportive & empathetic feedback to the trainees from the faculty, effective problem-solving communication from faculty to the trainees, openness in faculty-trainees communication, practice of developmental leadership style by the faculty, and supportive relationship and collaboration in learning among trainees contribute to create such a climate. The suggested model and the measure of DOTC provide a concrete foundation for future research studies in the area of training effectiveness across a variety of contexts.

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Introduction

A favorable training climate in institutions not only shapes personality traits, positive attitudes and abilities related to creative intelligence of the trainees but also profoundly affects their behaviors. The following are the key characteristics of favorable institutional climates (Jain & Chatterjee, 2006):

- An open culture where effective communication in all directions is ensured.
- A live environment where open-ended activities are going-on with the active involvement of both trainees and faculty.
- An encouraging milieu in which creativity and innovativeness flourish.
- A positive atmosphere in which informal interaction, collaboration for mutual development and experimentation for learning is promoted.
- A learning climate in which opportunities for the students to have

mutually satisfying interactions with the relevant experts and practicing professionals are available.

- A favorable setting where learning is reinforced by the system.
- Practice of active reception, supportive feedback and timely appreciation of favorable results.

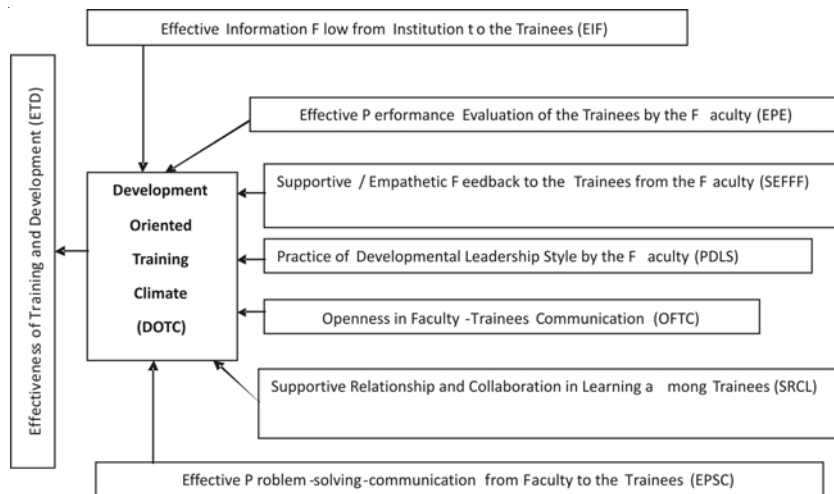
Such a description of training climate may be labeled as ‘Development Oriented Training Climate’. Jain & Chatterjee (2006) identified the seven dimensions that influence such a climate. We propose here ‘a Simple Framework of Development Oriented Training Climate in Academic Institutions’ (fig. 1) to test and validate. We suggest that ‘Development Oriented Training Climate in Academic Institutions’ has positive impacts on the effectiveness of training and development. Axtell, Maitlis and Yearta (1997) observe that most of the earlier research studies on training effectiveness

were limited to the study of trainee reactions and how much learning took place. Further, previous researchers (e.g., Baldwin & Ford, 1988; Clark, Dobbins & Ladd, 1993) have asserted that research on training effectiveness has been non-empirical. Only fewer studies have examined how the climate influences such training effectiveness and training transfer. Tracey, Tannenbaum and Kavanagh (1995) emphasized that despite the potential importance of the environment, little research has been conducted to empirically assess training-specific situational factors that either facilitate or impede the application of newly learned skills on the job. Furthermore, the lack of research on training effectiveness can be attributed to the difficulty in measurement (Kontoghiorghes, 2001).

Review of Literature

The main features of a positive climate may include adequate resources,

Fig 1 A Simple Framework of Development Oriented Training Climate in Academic Institutions



cues that serve to remind trainees of what they have learned, opportunities to use skills, frequent feedback, and favorable consequences for using training content (Nguyen & Kim, 2013: 110). Tracey, Tannenbaum, and Kavanagh (1995) found that such a climate predicted the extent to which employees engaged in training behaviors. In the study of Colquitt, LePine and Noe (2000:682), supervisor support, peer support and positive climate were found moderately related to motivation to learn. A number of previous researchers (e.g., Seyler, Holton III, Bates, Burnett & Carvalho, 1998; Bates & Khasawneh, 2005; Colquitt, LePine & Noe, 2000; Cromwell & Kolb, 2004; Chiaburu & Marinova, 2005; Kirwan & Birchall, 2006) found peer support to be of crucial importance in facilitating the training transfer. Clark, Dobbins & Ladd (1993) indicated that supportive managers can emphasize the utility of training, thus impacting motivation of trainees. In the study of Kontoghiorghes (2001:248), supervisory support and encouragement for the application of new skills and knowledge; intrinsic rewards for applying newly learned skills and knowledge; a participative/ socio-technical organization that is characterized by a high degree of involvement; and a continuous learning environment that encourages frequent participation in multi-skill training and retraining programs were found to facilitate trainee learning and training transfer. Rouiller and Goldstein (1993) con-

firmed that trainees who learn more in training perform better on the job as well; however, the study also indicated that a positive organizational climate is at least as important in order for transfer of training to occur. Saks and Belcourt (2006) found evidence that the more upper management makes the effort to facilitate the transfer process, the more trainees will apply the newly learned KSAs.

The Study

The purpose of this article is to test and validate the proposed framework of Training Climate in Academic Institutions. For measuring the level of 'Development Oriented Training Climate in Academic Institutions' in terms of the seven dimensions, a Likert type scale was selected and later on adapted in consultation with a pool of experts. The Likert type scale so developed / adapted was administered to trainees (students) of higher education institutions followed by testing and validating such a measure by the way of reliability test, confirmatory factor analysis, and structure equation modeling.

The Sample & Data Collection

The study was carried out with a sample survey of five hundred and ninety one students belonging to eighty eight selected institutions. Eighty eight selected institutions included nine university teaching departments, four government colleges, forty private colleges and thirty five private sector training institutes of higher education in Madhya Pradesh (India). Five hundred ninety one students included in the survey consisted of one

Trainees who learn more in training perform better on the job as well.

hundred and three from university teaching departments, twenty three from govt. colleges, two hundred fifty two from private sector colleges and two hundred thirteen from other private sector training institutions. Two hundred thirty nine, one hundred thirty nine and two hundred thirteen students included in the survey were pursuing post-graduate programs; degree level programs; and short term / long term training programs respectively. Three hundred sixty seven male students and two hundred twenty four female students have participated in the survey.

A five point Likert type scale consisting of sixty statements was administered to collect the relevant data (Appendix 1). Some items of such a scale were adapted from 'organizational climate questionnaire' developed by Chattopadhyay (1981).

Dimensions of Development Oriented Training Climate

Effective Information Flow from Institution to the Trainees: The information trainees (students) need from the institution where they are studying are: (i) Information pertaining to rules/ regulations of course work, assignments, project work internal assessment and examinations, (ii) Information regarding facilities available with the institute and rules to avail them; (iii) Code of discipline; (iv) Faculty's expertise; (v) Systems and practices regarding training and final placement/campus recruitment etc., (vi) Communication in advance pertaining to academic calendar, course schedules, internal assessment schedules, se-

mester exams schedules, project work schedules and schedules of other academic / extra-curricular events; (vii) Communication regarding academic events in other similar institutions of the relevant geographic region; (viii) Communication on results of their tests, exams etc. and feedback on their assignments etc.; (ix) Efforts being made by the institute regarding the students placement and results of the same; (x) Placement status of the trainees (students) of the previous batches; (xi) Efforts put up and decisions taken up by the institute on the problems of the trainees (students); (xii) Career opportunities available for the students. Authenticity, adequacy, clarity, and timeliness of downward flow of such information are usually called for.

Performance Evaluation of Trainees: Trainees/students expect transparency in their performance evaluation and grant of recognition/benefits by the faculty/institute. Further, they expect that their performance should be evaluated on the basis of merit and while evaluating the performance and granting of any recognition/benefit, faculty members and the institute's administration should be unbiased and equitable in their approach.

Supportive/ Empathetic Feedback: Faculty members are expected to enable the trainees/students to maintain interest in their studies as well as to perform at increasing pace on their studies and assessment. Faculty, therefore, should listen to their trainees/students, empathize with their changing expectations and demonstrate their supportive attitude

while giving them feedback on the efforts put up by them in connection with their studies, assignments, project works and examinations. The faculty's feedback should be given to the right trainee (student), at the right time, to the right degree, with the developmental intentions and the positive attitude and in the right way. Feedback should help the learners in knowing the causes of their success or failure. The faculty's feedback should aim at informing, influencing, caring, reforming and developing; and not conflicting, deforming, punishing, de-motivating and unnecessarily impressing upon.

Problem-Solving Communication: Effectiveness of such communications is influenced by receptivity, empathy, trust in openness, faith in the students capabilities, developmental and facilitating attitude, supportive listening, sharpness of diagnostic skills, sensitivity and responsiveness, fluency and flexibility etc. of the faculty members; and based on all these their timely and effective conversation and counseling to the trainees.

Faculty - Trainees Communication: Openness is there where people feel free to express ideas, opinions and feelings to each other irrespective of their level, designation etc; where no barriers to such expressions exist; where people are encouraged to express their views; and where people's views are taken seriously. Open communication provides an opportunity for trainees (students) to evaluate their own talents; to explore their potential afresh; and to evolve suitable career plans based on their real talent and potential.

Developmental Leadership Style: In this type of leadership style, faculty members have confidence in their trainees (students); help them to set broad goals for their developments; allow them to study on their own; encourage them to collaborate with fellow trainees for their learning; provide specific counseling /coaching to them only when needed; and inspire them to take initiatives and evolve suitable strategies of their development not only for the immediate future but also for the long term career plans. Under the influence of such a leadership style, capable and self motivated trainees (students) feel confident about their studies; feel free to work both independently and interdependently with their faculty and fellow colleagues; and develop their competencies well and in-time.

Supportive Relationship and Collaboration: Trainees/students learn not only from the faculty but also from one another. This requires cordial, trusting and helping relationship among the trainees; as well as open and complimentary communication in their groups/sub-groups. Having genuine concern for one another helps such supportive relationship and communication. Faculty members are expected to encourage such human processes.

Training Climate Measures

In order to test the reliability of the scale / sub-scales (Appendix 1) administered for the purpose of the study, reliability coefficient i.e. Cronbach Cronbach Alpha (α) scores for various sub-scales indicate the reliability of the measures (except of the one i.e., EPE sub-scale) used for the study.

Table 1 Results of Reliability Test of Various Scales

Scale Code	Scale	No. of Score	Mean Items	Variance Value	Range of Item to Item Correlation	Cronbach's Alpha (α)
EIF (V1)	Effective Information Flow from Institution to the Trainees	05	3.432	1.233	0.067 - 0.208**	0.575
EPE (V2)	Effective Performance Evaluation of the Trainees by the Faculty	03	3.616	1.252	0.088*-0.168**	0.281
S&EFFF (V3)	Supportive & Empathetic Feedback to the Trainees from the Faculty	04	3.594	1.221	0.092*-0.361**	0.648
EPSC (V4)	Effective Problem-solving Communication from Faculty to the Trainees	07	3.495	1.318	0.029-0.345**	0.592
OFTC (V5)	Openness in Faculty-Trainees Communication	15	3.130	1.688	0.007-0.397**	0.815
PDLs (V6)	Practice of Developmental Leadership Style by the Faculty	9	3.157	1.280	0.077- 0.456**	0.722
SR&CL (V7)	Supportive Relationship and Collaboration in Learning among Trainees	07	3.465	1.262	0.081-0.469**	0.732
DOTC (V8)	Development Oriented Training Climate	10	3.357	1.495	0.026-0.386**	0.618

Note: ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Confirmatory Factor Analysis (CFA)

CFA was exercised for determining the construct validity of the above mentioned scales (Table 2). The acceptable standards for various values for statistical significance of a good model fit are given as: (i) Chi-square/df (cmin/df) < 3 good; < 5 sometimes permissible, p value for the model > .05; (ii) CFI > .95 great; > .90 traditional; > .80 sometimes permissible; (iii) GFI > .95; (iv) AGFI > .80; (v) NFI > .90; and (vi) RMR < .10. The val-

ues of the training climate model for all the constructs were by and large found to match such acceptable standards. It may be concluded that the construct of the various measures adopted for the purpose of the study could be validated well.

Structural Equation Modeling (SEM)

Fit indices and other relevant details of the SEM are given in Table 3. The standardized regression weights for the

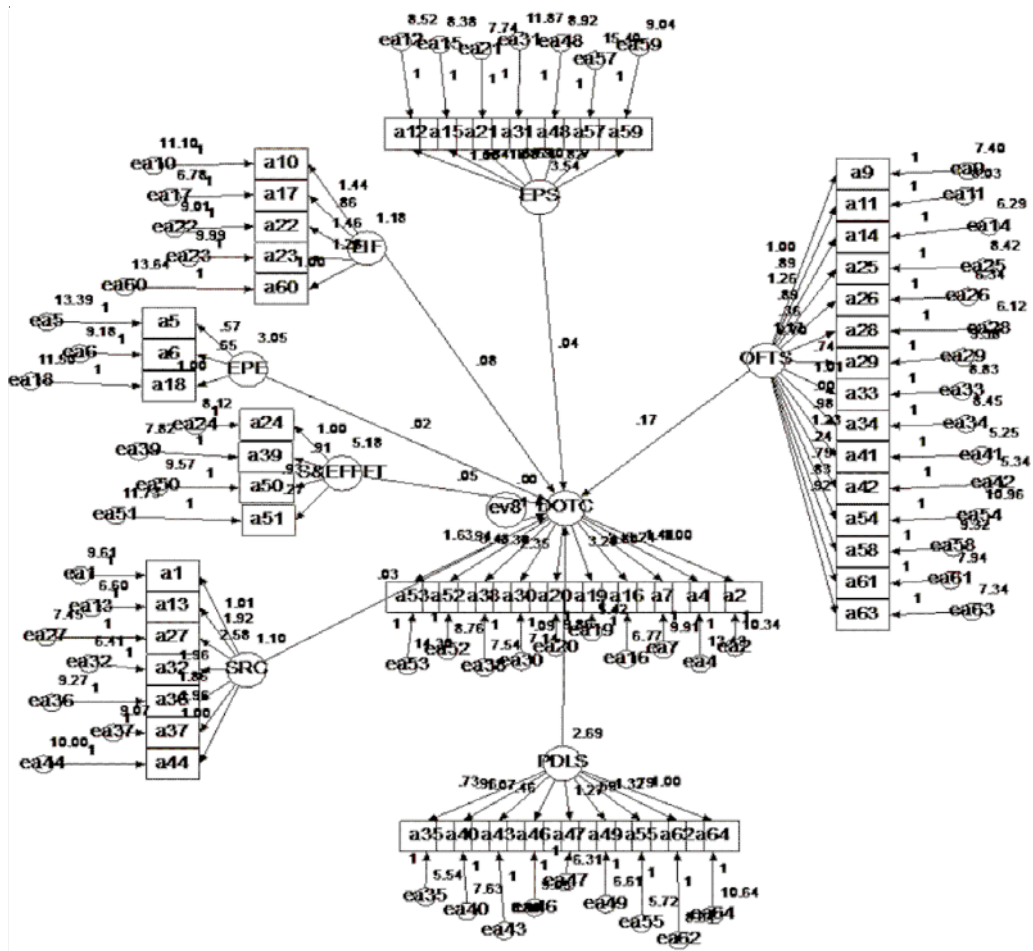
Table 2 Confirmatory Factor Analysis: Construct Validity Test of Various Scales(All the constructs are with initial model fit values)

Scale Code	Scale	No. of Items	Range of Standard Loadings	p	Goodness-of-fit Indices				
					CFI	GFI	NFI	RMR	CMIN/DF
EIF (V1)	Effective Information Flow from Institution to the Trainees	05	0.3126-0.4564	0.0438	0.9409	0.9923	0.9	0.3745	2.2819
EPE (V2)	Effective Performance Evaluation of the Trainees by the Faculty	03	0.2411-0.4603	-	-	-	-	-	-
S&EFFF (V3)	Supportive & Empathetic Feedback to the Trainees from the Faculty	04	0.1763-0.5975	0.8908	1.0	0.9998	0.9989	0.0621	0.1157
EPSC (V4)	Effective Problem-solving Communication from Faculty to the Trainees	07	0.1937-0.5813	0.0007	0.9296	0.9826	0.8936	0.4933	2.6411
OFTC (V5)	Openness in Faculty-Trainees Communication	15	0.0053-0.6588	0.000	0.9364	0.9614	0.8778	0.3913	1.9307
PDL (V6)	Practice of Developmental Leadership Style by the Faculty	9	0.2434-0.6684	0.0056	0.9670	0.9818	0.9306	0.3410	1.8240
SR&CL (V7)	Supportive Relationship and Collaboration in Learning among Trainees	07	0.3146-0.7077	0.000	0.9558	0.9789	0.9375	0.4728	3.1915
DOTC (V8)	Development Oriented Training Climate	10	0.1543-0.6038	0.000	0.9074	0.9711	0.8581	0.5155	2.5366

Acronyms:CMIN/ DF: Relative chi-square. NCP: Non-Centrality Parameter. RMR: Root Mean Square Residual.RMSEA: Root Mean Square Error of Approximation. GFI: Goodness of Fit Index. AIC: Akaike Information Criterion.NFI: Normed Fit Index. PNFI: It is the result of applying James, Mulaik & Brett (1982) parsimony adjustment to NFI.

relationships are given in Table 4. The regression values given on the arrows in fig. 2 reveal the significant positive relationships between the key variables (the seven dimensions of training climate) given in the proposed framework. It may be inferred that the proposed model could be found fit and validated.

Fig 2 Fitness of Training Climate Model: Results of Structure Equation Modeling



Acronyms:

- V 1: EIF = Effective Information Flow from Institution to Trainee
- V 2: EPE = Effectiveness of Performance Evaluation
- V 3: S&EFFFT = Supportive & Empathetic Feedback from Faculty to Trainees
- V 4: EPSC = Effectiveness of Problem Solving Communication
- V 5: OFTS = Openness in Faculty – Trainees Communication
- V 6: PDLs = Practice of Developmental Leadership Style
- V 7: SRC & CL= Supportive Relationship & Communication Collaboration in Learning
- V 8: DOTC = Development Oriented Training Climate in Institutions

Table 3 Results of Structural Equation Modeling Goodness-of-fit Indices for the Model

χ^2 (d.f.)	2506.8781
Degree of freedom	1154
P	.000
CMIN/ DF	2.1723
NCP	1352.8781
RMR	0.5999
RMSEA	0.0446
CFI	0.7871
NFI	0.6693
GFI	0.8332

Acronyms: CMIN/ DF: Relative chi-square. NCP: Non-Centrality Parameter. RMR: Root Mean Square Residual. RMSEA: Root Mean Square Error of Approximation. GFI: Goodness of Fit Index. AIC: Akaike Information Criterion. NFI: Normed Fit Index. PNFI: It is the result of applying James Mulaik & Brett (1982) parsimony adjustment to NFI.

Conclusion

Training climate is one of the key factors that influence the training effectiveness. Accordingly, we have developed a conceptual framework of training climate which suggests that seven factors contribute in creating development oriented training climate (DOTC). We have also developed a Likert type scale to measure DOTC. Confirmatory factor analysis and Cronbach's Alpha (α) scores indicate towards the construct validity and reliability of the measure respectively; and SEM (Structure Equation Modeling) indices confirm the validity of the model. Now, the researchers having interest in taking up research project concerning training effectiveness may

Table 4 Model Summary (Regression Weights: Group No.1 Default Model)

Scales / Various Scale Items		Dimensions of Training Climate	Estimate	S.E.	C.R.	P
a60 (EIF 1)	<---	V1: EIF	1.000			
a23 (EIF 2)	<---	V1: EIF	1.173	.195	6.023	***
a22 (EIF 3)	<---	V1: EIF	1.025	.179	5.715	***
a17 (EIF 4)	<---	V1: EIF	.634	.129	4.918	***
a10 (EIF 5)	<---	V1: EIF	1.431	.226	6.344	***
a18 (EPE1)	<---	V2: EPE	1.000			
a6 (EPE 2)	<---	V2: EPE	.487	.122	3.998	***
a5 (EPE 3)	<---	V2: EPE	.958	.168	5.698	***
a50 (S&EFFF 1)	<---	V3: S&EFFF	.940	.093	10.116	***
a39 (S&EFFF 2)	<---	V3: S&EFFF	1.028	.091	11.351	***
a24 (S&EFFF 3)	<---	V3: S&EFFF	1.000			
a51 (S&EFFF 4)	<---	V3	.424	.078	5.463	***
a12 (EPSC 1)	<---	V4: EPSC	1.000			
a15 (EPSC 2)	<---	V4: EPSC	.699	.084	8.311	***
a21 (EPSC 3)	<---	V4: EPSC	1.090	.098	11.176	***
a31 (EPSC 4)	<---	V4: EPSC	.554	.088	6.285	***
a48 (EPSC 5)	<---	V4: EPSC	.670	.082	8.154	***
a57 (EPSC 6)	<---	V4: EPSC	.436	.095	4.599	***
a59 (EPSC 7)	<---	V4: EPSC	.855	.090	9.544	***
a9 (OFTC 1)	<---	V5: OFTC	1.000			
a11 (OFTC 2)	<---	V5: OFTC	.855	.093	9.221	***
a14 (OFTC 3)	<---	V5: OFTC	1.169	.103	11.302	***

a25 (OFTC 4)	<---	V5: OFTC	.837	.094	8.935	***
a26 (OFTC 5)	<---	V5: OFTC	.321	.068	4.738	***
a28 (OFTC 6)	<---	V5: OFTC	1.123	.099	11.296	***
a29 (OFTC 7)	<---	V5: OFTC	.761	.093	8.198	***
a33 (OFTC 8)	<---	V5: OFTC	.944	.100	9.456	***
a34 (OFTC 9)	<---	V5: OFTC	.016	.074	.211	.833
a41 (OFTC 10)	<---	V5: OFTC	.916	.086	10.615	***
a42 (OFTC 11)	<---	V5: OFTC	1.195	.101	11.885	***
a54 (OFTC 12)	<---	V5: OFTC	.329	.086	3.818	***
a58 (OFTC 13)	<---	V5: OFTC	.806	.094	8.586	***
a61 (OFTC 14)	<---	V5: OFTC	.836	.091	9.182	***
a63 (OFTC 15)	<---	V5: OFTC	.922	.093	9.939	***
a64 (PDLS 1)	<---	V6: PDLS	1.000			
a62(PDLS 2)	<---	V6: PDLS	.764	.099	7.706	***
a55 (PDLS 3)	<---	V6: PDLS	1.214	.120	10.107	***
a49 (PDLS 4)	<---	V6: PDLS	.642	.084	7.615	***
a47 (PDLS 5)	<---	V6: PDLS	1.164	.118	9.844	***
a46 (PDLS 6)	<---	V6: PDLS	.559	.089	6.258	***
a43 (PDLS 7)	<---	V6: PDLS	.914	.109	8.390	***
a40 (PDLS 8)	<---	V6: PDLS	.907	.104	8.692	***
a35 (PDLS 9)	<---	V6: PDLS	.761	.087	8.740	***
a44 (SR&CL 1)	<---	V7: SR&CL	1.000			
a37 (SR&CL 2)	<---	V7: SR&CL	1.795	.259	6.932	***
a36 (SR&CL 3)	<---	V7: SR&CL	1.685	.247	6.810	***
a32 (SR&CL 4)	<---	V7: SR&CL	1.870	.259	7.234	***
a27 (SR&CL 5)	<---	V7: SR&CL	2.300	.315	7.304	***
a13 (SR&CL 6)	<---	V7: SR&CL	1.681	.239	7.028	***
a1 (SR&CL 7)	<---	V7: SR&CL	.995	.177	5.626	***
a2 (DOTC 1)	<---	V8: DOTC	1.0000			
a4 (DOTC 2)	<---	V8: DOTC	1.3545	.5450	2.4852	.0129
a7 (DOTC 3)	<---	V8: DOTC	3.4780	1.1141	3.1218	.0018
a16 (DOTC 4)	<---	V8: DOTC	3.2072	1.0188	3.1478	.0016
a19 (DOTC 5)	<---	V8: DOTC	3.5216	1.1100	3.1726	.0015
a20 (DOTC 6)	<---	V8: DOTC	2.8258	.9193	3.0741	.0021
a30 (DOTC 7)	<---	V8: DOTC	3.8388	1.2103	3.1719	.0015
a38 (DOTC 8)	<---	V8: DOTC	3.6529	1.1581	3.1543	.0016
a52 (DOTC 9)	<---	V8: DOTC	.9129	.3987	2.2898	.0220
a53 (DOTC 10)	<---	V8: DOTC	1.6349	.6201	2.6365	.0084

Acronyms: EIF means Effective Information Flow from Institution to the Trainees; EPE means Effective Performance Evaluation of the Trainees by the Faculty; S&EFFF means Supportive & Empathetic Feedback to the Trainees from the Faculty; EPSC means Effective Problem-solving-communication from Faculty to the Trainees; OFTC means Openness in Faculty-Trainees Communication; PDLS means Practice of Developmental Leadership Style by the Faculty; SR&CL means Supportive Relationship and Collaboration in Learning among Trainees; DOTC means Development Oriented Training Climate.

**P<01, Hasa Significant effcet

readily use the model and measurement presented in this article in their research.

We hope that this research endeavor will certainly promote more meaningful em-

pirical research in the area of effectiveness of training. Training professionals may also find this article useful in order to evolve better design of the training programs to be organized by them in future.

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Appendix I Five Point Likert Type Scale for Assessing Training Climate in Academic Institutions**

Item Code	I. No.	Item
V 1: Effective Information Flow from Institution to the Trainee (EIF)		
(EIF 1)	a10	To what extent do you receive correct information about your assignments / projects / tests / examinations? Not at all To a very little extent To some extent To a considerable extent To a very great extent.
(EIF 2)	a17	How adequate is the amount of information you get about what is going on in other similar institutions? Very inadequate Inadequate Neither inadequate nor adequate adequate Very adequate
(EIF 3)	a23	To what extent is the information, passed from one person to another in this institution, distorted or deliberately made inaccurate? Not at all To a very little extent To some extent To a considerable extent To a very great extent
(EIF 4)	a22	How often do you have advance information of any changes that are planned? Always Usually Sometimes Rarely Never
(EIF 5)	a60	How often are personal hostilities of students resolved as quickly as possible? Always Usually Sometimes Rarely Never
V 2: Effective Performance Evaluation of the Trainees by the Faculty (EPE)		
(EPE 1)	a5	*How often do you feel that the students' career is harmed in the department / institute? Always Usually Sometimes Rarely Never
(EPE 2)	a6	"Serious anomaly does not exist in the way marks / recognition / other benefits are awarded here". To what extent do you agree with this statement? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree
(EPE3)	a18	How often are the important assignments / marks / recognition / rewards given strictly on the basis of merit and valid reasons? Always Usually Sometimes Rarely Never
V 3: Supportive & Empathetic Feedback to the Trainees from the Faculty (S&EFFF)		
(S&EFFF 1)	a24	If someone of your colleagues does his studies / assignments / project work, in a more improved way than it is usually done, does he get proper recognition for it? Always Usually Sometimes Rarely Never
(S&EFFF 2)	a39	"This institution facilitates the self-improvement of its students". Do you agree with this statement? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree
(S&EFFF 3)	a50	How frequently does it happen here that, when any student makes a mistake his / her teacher (s) treat it with understanding and helps him / her to learn from such mistakes rather than discouraging him / her? No, it is not Yes, in some cases Yes, in many cases Yes, in most of the cases Yes, in all their cases
(S&EFFF 4)	a51	Is it true that when a student does good work, the concerned teacher(s) takes special care to appreciate it? Always true Usually true Sometimes true Rarely true Never true
V 4: Effective Problem-solving-communication from Faculty to the Trainees (EPSC)		
(EPSC 1)	a12	"There is a general feeling here that grievances of the students are handled properly". To what extent do you agree with this statement? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree
(EPSC 2)	a15	"The general feeling here is that students do not get fair hearing from their faculty". How much do you agree with this statement? Strongly agree

		Disagree	Neither agree nor disagree	Agree	Strongly agree
(EPSC 3)	a21	*To what extent are the faculty members and the Director / Head / CEO aware of the problems of students? Not at all To a very little extent To some extent To a considerable extent To a very great extent			
(EPSC 4)	a31	How often do you think professional jealousies obstruct the performance of students in their studies / assignments / lab work / project work / examinations, in this institution? Always Usually Sometimes Rarely Never			
(EPSC 5)	a48	To what extent does the faculty make efforts to identify and develop the potential of the students? Not at all To a very little extent To some extent To a considerable extent To a very great extent			
(EPSC 6)	a57	Is it true that this department / institute ensures students' welfare to such an extent that the students can save a lot of their mental energy for work purpose? Not true at all. True, to a very little extent. True, to some extent. True, to considerable extent. True, to great ext.			
(EPSC 7)	a59	"Immediately after joining the institution, the intensity of initial experience built cohesiveness amongst both students and faculty". To what extent does it happen here? Not at all To a very little extent To some extent To a considerable extent To a very great extent			
V 5: Openness in Faculty-Trainees Communication (OFTC)					
(OFTC 1)	a9	How often are your ideas for change given a good hearing? Always Usually Sometimes Rarely Never			
(OFTC 2)	a11	To what extent do you think that when decisions are being taken about the assignments / projects you are to do, you are asked for your ideas? Always Usually Sometimes Rarely Never			
(OFTC 3)	a14	Is the institution receptive to new ideas? Always receptive Usually receptive Sometimes receptive Rarely receptive Never receptive			
(OFTC 4)	a25	Are discussions, at meetings, free and open? No they are very Quite guarded Slightly defensive Quite free and open Very free and openguarded & defensive & defensive			
(OFTC 5)	a26	"One cannot simply go ahead and do a thing here unless one has discussed it with one's faculty / head before". How often does it happen here? It is always the It is usually the It is sometimes the It is rarely the It is never the case here case here case here case here case here			
(OFTC 6)	a28	How much do you think your institution / faculty, has interest in the placement of the students? Not at all To a very little extent To some extent To a considerable extent To a very great extent			
(OFTC 7)	a29	In some places, any student can go to any faculty (other than the concerned faculty) to discuss any problem he / she faces. In your opinion, how often does it happen here? Always Usually Sometimes Rarely Never			
(OFTC 8)	a33	*Are there things around your study environment (people, policies and conditions) that discourage you from working hard / working smartly? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree			
(OFTC 9)	a34	* "Considering the time schedules and work load here, the students seldom find time to share their concerns with each other". How much do you agree with this statement? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree			
(OFTC 10)	a41	"The top management (Director / Head / CEO) of this institution goes out of its way to make sure that students enjoy their studies / assignments / lab work project work / examinations". Do you agree with this statement? Strongly			

		agree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(OFTC 11)	a42	How often are suggestions solicited from the students in this department / institute? Always Usually Sometimes Rarely Never				
(OFTC 12)	a54	When students are assigned some projects, how often do they take it seriously and try to learn from them? Always Usually Sometimes Rarely Never				
(OFTC 13)	a58	**Grievances normally are not settled unless they are taken up by the students like Collectively**. How often do you think it happens here? Always Usually Sometimes Rarely Never				
(OFTC 14)	a61	Within a few weeks, how many newcomer students can understand the institution's norms, rules etc. comprehensively? All of the students Most of the Students Some of the students A very few students None				
(OFTC 15)	a63	How much do you agree with the statement that the faculty members have a leadership style that inspires their students? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree				
V 6: Practice of Developmental Leadership Style by the Faculty (PDLS)						
(PDLS 1)	a35	How often do faculty members invite their students for an informal discussion? Always Usually Sometimes Rarely Never				
(PDLS 2)	a40	How often does a student receive credit and appreciation if he/she finds out a different way of doing things which nobody has ever done before? Always Usually Sometimes Rarely Never				
(PDLS 3)	a43	Do the rules / regulations / relevant practices in this institution facilitate the 'competence development' of the students? Not at all To a very little extent To some extent To a considerable extent To a very great extent				
(PDLS 4)	a46	Do you believe that students' behavior can be influenced by the faculty in the right direction? Not at all To a very little extent To some extent To a considerable extent To a very great extent				
(PDLS 5)	a47	How often are students, lacking competence in doing their studies / assignments / lab work / project work, helped to acquire competence rather than being left unattended Always Usually Sometimes Rarely Never				
(PDLS 6)	a49	"Students are also having informal interaction and do not hesitate to discuss personal / impersonal problems with the faculty". How often does it happen here? Always Usually Sometimes Rarely Never				
(PDLS 7)	a55	"Students are not afraid to express or discuss their feelings with their faculty members". This is with what extent to students? All of the students Most of the Students Some of the students A very few students None				
(PDLS 8)	a62	Are a few days' well – planned orientation sessions of sufficient duration organized for newcomer students? Always Usually Sometimes Rarely Never				
(PDLS 9)	a64	How often are students encouraged for having training through their participation in seminars / workshops, etc. outside their department /institute? Always Usually Sometimes Rarely Never				
V 7: Supportive Relationship and Collaboration in Learning among Trainees (SR&CL)						
(SR&CL 1)	a1	To what extent do the seniors and the knowledgeable colleagues take pains to help a student who wants to learn? Always Usually Sometimes Rarely Never				
(SR&CL 2)	a13	To what extent do the students here encourage one another in work? Not at all To a very little extent To some extent To a considerable extent To a very great extent				
(SR&CL 3)	a27	How often are the students in this organization helpful to each				

(SR&CL 4) a32	other?Always	Usually	Sometimes	Rarely	Never
	Do the students here work with a team spirit?Team spirit does Team spirit exist in Team spirit exist in Team spirit exist in all				
	Not exist at all in very few in some in most in all				
(SR&CL 5) a36	How much influence do you think your colleagues have in deciding what should be done in the matter of your studies / assignments / lab work / project work / examinations?Very much Much Some very little Not at all				
(SR&CL 6) a37	To what extent do you have confidence in your colleagues you study with ? Not at all To a very little extent To some extent To a considerable extent To a very great extent				
(SR&CL 7) a44	The top management (Director / Head / CEO) is willing to invest a considerable part of its time and other resources to ensure the development of the students". Do you agree with this statement?Strongly agree Disagree Neither agree nor disagree Agree Strongly agree				
V 8: Development Oriented Training Climate (DOTC)					
(DOTC 1) a2	How often are students encouraged to take initiative and do things on their own without having to wait for instructions from their faculty. Always Usually Sometimes Rarely Never				
(DOTC 2) a4	How often do the students here try to do things better than they did last time? Always Usually Sometimes Rarely Never				
(DOTC 3) a7	. "Attempts to do things in better ways are encouraged in this department / institute". How often does it happen here? Always Usually Sometimes Rarely Never				
(DOTC 4) a16	"Enough seminars / workshops etc. are organized in the institution itself to facilitate students' learning and development". How often does this happen here? Always Usually Sometimes Rarely Never				
(DOTC 5) a19	To what extent are there facilities and opportunities for individual creative work in this institution?Not at all To a very little extent To some extent To a considerable extent To a very great extent				
(DOTC 6) a20	*In your observations, how often do the students in this institution seem to be bored with their studies?On all occasion On most occasion On some occasion On a very few occasion Not at all				
(DOTC 7) a30	Do you agree that the capabilities of students are fully utilized here? Strongly agree Disagree Neither agree nor disagree Agree Strongly agree				
(DOTC 8) a38	How often do the students here trust one another? Always Usually Sometimes Rarely Never				
(DOTC 9) a52	"When 'behaviour feedback' is given to students, they take it seriously and use it for their development". How much do you agree with this statement?Strongly agree Disagree Neither agree nor disagree Agree Strongly agree				
(DOTC 10) a53	Students in this institution take pains to find their strengths and weaknesses from their faculty". How true is it?Not at all True to a very little True to some True to a considerable True to a very great				

Notes: * These are negative statements, while preparing scoring key due care has been taken in this Context.

**Some items in this scale were adapted from the scale developed by Chattopadhyay, (1981).