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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

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EVALUATING THE EFFICACY OF TIME MANAGEMENT AND WORK-LIFE BALANCE TRAINING

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ABSTRACT
Evaluating the efficacy of training helps to understand improvement in the employee's knowledge, skill, and behavioural pattern within the organization as a result of training. It apprises the researcher whether the training has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved. The purpose of the current research is to evaluate the efficacy of time management and work-life balance training with the help of the Kirkpatrick Training Evaluation Model from the viewpoint of participants. The data gathered about post-training evaluation indicated reaction and learning levels which reflected that time management and work-life balance training has met the expected level.

KEYWORDS
kirkpatrick model, time management, work-life balance, training evaluation.

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INTRODUCTION

Traffic Control Branch is the primary traffic regulatory body in any city and is responsible for the smooth flow of traffic in the city. The Traffic Cell of a Municipal Corporation performs its obligatory duty to provide traffic engineering aspects for regulating and controlling the traffic of the city with the mission of Overall regulation and control of vehicles and pedestrian Traffic and Transportation, to provide safe and undelayedly travel trips to the citizens. The protection and safety of the citizens of a city having a population of more than 60 lakh is the prime responsibility of the City Police Force.

The nature of the law enforcement job demands interaction with a variety of people at any given time in a variety of situations. To be truly effective in a day-to-day job as a traffic police officer requires hard skills as well as soft skills. Three competencies should be owned by the traffic police officer namely professional competence, personal competence, and social competence (Dewi & Kartowagiran, 2018).

In an increasingly competitive environment, the Traffic Police Department also aims to increase productivity and reduce the cost. The consequences of this include increased workloads, longer working hours and greater time pressures which are linked to stress, high rates of absence and turnover (Hutton, 1997; Mann, 2002; Noon, 1998). At the same time, there has been an increasing emphasis on the desirability of achieving work/life balance for individuals (Noon, 1998; Richards, 1987). The cost of all this to individuals is impaired health, damaged relationships and poor quality of life (Davis, 1999; Roger, 2002). The cost to organisations is alarming. In addition to the costs of stress, absence and high labour turnover, many organisations suffer 'corrosive effects of delay' (Noon, 1998). Such delays result in missed deadlines or poor-quality work, with potential costs to the organisation concerning customer service, image and competitiveness. The need to 'work smarter, not harder' is offered as the apparent solution to these increased pressures caused by a climate where 'more has to be done and it has to be done now' (Higgs, 2003; Lakein, 1973). An important factor in the ability to 'work smarter' is argued to be the ability of an individual to manage their time effectively.

In pursuit of these conflicting demands, it has been evident that individuals need to develop the ability to manage their time effectively. Time management and work-life balance training seem to offer an obvious solution. For any training imparted, an organization needs to examine the extent to which training leads to the achievement of organizational strategy and more important to ensure the effectiveness of training. In the case of time management and work-life balance training, effectiveness is described as the ability to apply the training and achieve improvement in areas such as work-life balance, prioritising, and the achievement of training objectives. Tracy et al, (2001) conceptualize training effectiveness as the acquisition of training and transfer of training. Transfer of training is known to be a good indicator of training effectiveness (Baldwin, 1988). Kirkpatrick (1998) referred to training evaluation as an evaluation of four different parts these includes; reaction, learning, behaviour and result.

This paper reports the results of pre and post-training evaluation of time management and work-life balance training provided to the traffic police department. It aims to establish whether the training was effective from the participants' perspective. The efficacy of training is measured using the first two levels (Reaction & Learning) of Kirkpatrick's Model of Training Evaluation. The result produced from the evaluation of training will enable the department to determine precisely whether the training is effective or not.

LITERATURE REVIEW

Different evaluation models are used for evaluating the effectiveness of training such as the Context-Input-Process-Product (CIPP) evaluation model (Gandomkar, 2018); Brinkerhoff's training evaluation criteria includes Goal setting, program design, program implementation, immediate outcome, intermediate or usage outcome, impact & worth (Passmore & Velez, 2015); Holton (1993) proposed the evaluation criteria as Secondary influences, motivation elements, environment elements, outcomes and ability elements; Philip's evaluation parameters such as Reaction & planned action, learning, applied to learn on the job, business results and return on investment (Vand, et all. 2018); Kraiger, Ford, & Salas (1993) mentioned Cognitive, skill-based & affective as criteria for evaluation. Kirkpatrick's evaluation model has four levels: reaction, learning, behaviour, and result (Kirkpatrick, 1998). Considering the present study and evaluation of the effectiveness of training provided to the traffic police department, the reaction and learning level of the Kirkpatrick evaluation model was used.

Donald Kirkpatrick, in 1950 gave *Four levels Training Model* to analyze the effectiveness and impact of training programs (Kirkpatrick, 1998). According to this model, the outcome of the training can be measured at four levels viz. *Reaction, Learning, Behaviour and Result*.

REACTION
In this stage, the researchers measure the level of participants' satisfaction with the program. Training programs are considered successful if the participants are happy or satisfied with the training so that they are motivated to learn. Interest, attention, and motivation of participants in following the course of training are indicators of the success of the program (Kaufman & Keller, 1994). Participant's reactions will be measured with the help of a questionnaire on matters relating to training such as materials, instructors and training environment.

LEARNING
Learning is defined as a change of attitude, improvement of knowledge, and or enhancement of the skills of the participants after the program (Kaufman & Keller, 1994). It aims to measure what knowledge has been learned, and what skills have been developed or improved with the help of tests or quiz.

BEHAVIOUR
In this evaluation, what is assessed is the attitude change of the trainees after returning from the program. The focus in this level is whether or not the trainee applies what has been obtained from the program (Baldwin, 1988).

RESULT
Evaluation at this stage is at the final stage. It is focused on the final results after the participants follow the program (Baldwin, 1988).

This is one of the successful models to evaluate the training programs (Alliger & Janak, 1989). The main strength of the Kirkpatrick Model is the focus on the change in behavioural outcomes of the learners involved in the training program (Baldwin, 1988; Kaufman & Keller, 1994). However, the model does not consider the measurement of critical areas before the training takes place such as a) Motivation b) Organization Citizenship Behaviour c) Individual's & Organization's SWOT analysis (Baldwin, 1988).

METHODOLOGY
RESEARCH OBJECTIVES
The present research aims at studying the effectiveness of time management and work-life balance training provided to Traffic Police Department Personnel. Of the four of Kirkpatrick's models, only two are considered: reaction and learning. For the first level, the study intends to find out the satisfaction level on training methodology, training materials used and provided, activities conducted during the training session. It also collected responses on the communication skills of the instructor, whether participants were allowed to share ideas and experiences during the training and the overall attitude of the instructor. For the second, the study is intended to find out the participants improved in the knowledge of the session.

RESEARCH DESIGN AND DATA COLLECTION INSTRUMENTS AND PARTICIPANTS
The method employed in this study was a descriptive survey. The data used in the study were collected through a pre-training questionnaire and a post-training questionnaire.

The statistical population consisted of the designations as described in table 1 below:

TABLE 1: DESIGNATION

Designation	Frequency	Per cent
Lok Rakshak (LR)	28	9.7%
Police Constable (PC)	69	23.9%
Head Constable (HC)	111	38.4%
Assistant Sub Inspector (ASI)	81	28%
Total	289	100%

The questionnaires were designed based on Likert (5) item scales.

The research study has been conducted on the same training content (time management and work-life balance training) on different participants representing the reaction of the participants and learning after the training level of the Kirkpatrick model. The two levels have been found out through a pre-training and post-training questionnaire. At a time, there were training sessions taking place, each group consist of 20-25 participants. For level one evaluation, post-training responses are collected after the completion of each training session. For level two, a test was conducted before the beginning of the training program to understand their knowledge level on the training to be imparted. After the completion of each training session, the responses are collected from the same participants on the same questions to learn about the improvement in the knowledge level.

DATA ANALYSIS
The data on the satisfaction of training are analysed according to the frequencies of participants' answers. The data on the learning level is calculated and analyzed using SPSS. When participants have not answered correctly, then given a score of 0. When participants have answered the question correctly, then given a score of 1.

RESULTS & DISCUSSION
REACTION LEVEL
To find out the reaction of the participants, a 5-point Likert scale is provided in the questionnaire (Most Effective – Least Effective) on 10 different parameters considering 1 (most effective), while 5 (least effective). The mean value as a measuring tool in statistical techniques is used. Since the Likert Scale is used in a reversed form, the mean value 1.00-1.49 means most effective, 1.50-2.49 means Effective, 2.50-3.49 means Neutral, 3.50-4.49 means Ineffective, and 4.50-5.00 means Least Effective. The results of which are shown below:

TABLE 2: THE MEAN VALUE TABLE

Parameters	Mean	Std. Deviation
Quality of Training	2.18	1.601
Communication skill	2.24	1.633
Training Methodology	2.18	1.629
Training Material Used & Provided	2.19	1.629
Opportunity to Share Ideas and Experiences	2.18	1.619
Activities Conducted	2.17	1.632
Overall Attitude of Trainer	2.14	1.619
Overall Session - Time Management & Work-Life Balance Skills	2.20	1.616
The objective with which I attended the training program were achieved	1.28	.542
Overall, I felt the training was	1.43	.658

LEARNING LEVEL
This is the second area of measurement, achieving learning objectives is a type of post-training evaluation of knowledge and skill gained through the training intervention and which will ultimately translate to improving job performance (Mohammed Saad & Mat, 2013). Pre & Post Tests are conducted to evaluate the knowledge gained through training intervention and paired sample t-test is used to test the hypothesis. The hypothesis for the same are as below:

Ho - The paired population means are equal

H1 - The paired population means are not equal

TABLE 3: PAIRED T-TEST OUTCOME

	Pairs	p-Value
Pair 1	Pre_Which of the following characterizes time management? - Post_Which of the following characterizes time management?	0.000
Pair 2	Pre_Which of the following are time management practices commonly used? - Post_Which of the following are time management practices commonly used?	0.000
Pair 3	Pre_Degree of knowledge/skill on the following: Time Management & Work-Life Balance Skills - Post_Degree of knowledge/skill on the following: Time Management & Work-Life Balance Skills	0.000

In the above table, the null hypothesis states that the mean difference in the questions before and after the training program is 0. Because the p-value is 0.000, which is less than the significance level of 0.05, the decision is to reject the null hypothesis and conclude that there is a difference in the increase in knowledge level for Time Management & Work-Life Balance Training before and after a training program.

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LIMITATION & CONCLUSION

The major barrier to the evaluation of the training program is it has only considered the first two levels of the Kirkpatrick Model. It has ignored the Behavioural & Results Level of the Model.

Thus, we can say that training has a greater impact on traffic police personnel. Employee's learning has taken place; their skills have been developed, polished and updated. They can confidently apply the skills and utilizing the knowledge as a result of training. Moreover, the overall objective of the training was met. By analyzing reaction and learning levels individually it can be said that training is effective at both levels.

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