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Title: An Empirical Study on the Effectiveness of Outbound Training on Faculty Members

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Abstract:

This paper focuses on the Effectiveness of Outbound Training on Faculty Members. The Effectiveness of outbound training was measured with the statements like Do you find any difference between outbound training over other training methods?. Do you feel that it is more impactful in developing group activities in comparison to other training methods?. Is there any improvement or development felt after attending the OBT program? And whether Training activities should be incorporated into the OBT program to enhance skill?. The data were collected with a structured questionnaire with a Convenience sampling method, and the sample size consists of 100 faculty members out of that 81 faculty from the school of technology and 19 from the School of Commerce & Management from Sanjay Ghodawat University, Kolhapur. Further, in the research paper, hypothesis testing was done with Non-parametric test.

Keywords: *Outbound Training, Effectiveness, Impactful, Improvement, Enhanced Skills, Faculty members.*

Introduction:

Outbound Training is defined as a technique used to enhance the efficiency of employees through Experiential Learning. In other words, a group of employees is taken away into the outdoors from the actual work environment. They are assigned some challenging tasks or activities to be completed by them within a given period. In India, Outbound Training is known with many different names like Outbound Learning, Outdoor Learning, OBT Training, Adventure-Based Learning, Team Building program, Corporate Offsite, MDP Training, and so on. The OBT facilitates experiential learning, which is one of the best model in education, training, facilitation and organisational development. It is effectively used in schools, higher education, therapy, corporate training and other

areas for educational learning, personal development and skills building. According to the Association for Experiential Education, experiential learning can be summed up in the phrase “challenge and experience followed by reflection and application leading to learning and growth.”

Research Methodology:

The data were collected with a structured questionnaire with a Convenience sampling method, and the sample size consists of 100 faculty members out of that 81 faculty from the school of technology and 19 from the School of Commerce & Management from Sanjay Ghodawat University, Kolhapur.

Review of Literature:

Marimuthu K. N., Sankar Mukherjee (2014), The study emphasizes the impact of OBТ on Indian management students in embedding managerial skills, especially leadership, which has been well acclaimed among management students. Furthermore, more core competency-driven training activities must be integrated into the OBТ in order to achieve the accuracy of skill growth among students. Dr. Ipseeta Satpathy, Dr. B. Chandra Mohan Patnaik, Ms. Anamika (2017), the aim of this paper is to assess these types of training programmes and examine the impact of outbound training on employee results. The researcher's primary focus has been to evaluate the work undertaken so far to review the assessment of outbound training programmes and the efficacy of these training programmes. Udara S.P.R. Arachchige, K.L. Thisara Sathsara (2020). The data sample consists of a group of people who have completed outbound training from one of Sri Lanka's universities. It has been described as a real-time experience about the constraints and goals to increase the performance of the participants with team-building skill. Leadership abilities, time management abilities, teamwork, and the ability to obey correct orders on time are achieved success. Deshpande, Sanjay & MM, Munshi. (2018) This research article aims to shed light on the effect of OBТ on the personality, behaviour, corporate learning, and grooming of management students (MBA). According to the research, the factors responsible for the success of OBТ were the training process, location, training contents, and trainer competencies.

Hypothesis framed form the study:

- There is no significant difference between Gender and effectiveness of Outbound Training on Faculty Members.
- There is no significant difference between Age and effectiveness of Outbound Training on Faculty Members.
- There is no significant difference between the Department and the effectiveness of Outbound Training on Faculty Members.

The effectiveness of Outbound Training on Faculty Members was categorized with the statement, like Do you find any difference between outbound training over other training methods? Do you feel

that it is more impactful in developing group activities in comparison to other training methods? Is there any improvement or development felt after attending the OBT program? Furthermore, whether Training activities should be incorporated into the OBT program to enhance skill?

Table No. 1: Demographic analysis with Effectiveness Analysis:

Sr. No.	Variables	Category	Frequency
1	Gender	Male	64
		Female	36
2	Age	25-35	60
		36-45	17
		46-55	15
		Above 55	8
3	Department	School of Technology	81
		School of Commerce & Management	19
4	Aware about Out-Bound Training	Aware	78
		Not- Aware	22
5	Attended any OBT programme	Attended	44
		Not- Attended	56
6	Do you find any difference between out bound training over other training methods?	Yes	58
		No	32
		No- Opinion	10
7	Do you feel that, it is more impactful in developing the group activities in comparison to other training methods?	No Opinion	21
		Moderate Impact	42
		Highly Impactful	37
8	Any improvement or development felt after attending the OBT programme.	No Opinion	9
		High	61
		Very High	30
9	Training activities should be incorporated into OBT programme to enhance skill.	Yes	73
		No	20
		No- Opinion	7

Result and Discussion:

1. There is no significant difference between Gender and effectiveness of Outbound Training on Faculty Members.

Table No. 2: Hypothesis Analysis for Gender and effectiveness of Outbound Training:

Test Statistics ^{a,b}				
	Difference	Impactful	Improvement	Skill
Chi-Square	1.755	1.188	.702	1.083
Df	1	1	1	1
Asymp. Sig.	.185	.276	.402	.298
a. Kruskal Wallis Test				
b. Grouping Variable: Gender				

The above table reveals the p- values as for Difference it is .185, for Impactful it is .276, for Improvement, it is .402 and for Skill, it is .298 of effectiveness of Outbound Training on Faculty Members. All values were greater than 0.05; the null hypothesis is accepted and it is inferred that there is no significant difference between Gender and effectiveness of Outbound Training on Faculty Members.

- There is no significant difference between Age and effectiveness of Outbound Training on Faculty Members.

Table No. 3: Hypothesis Analysis for Age and effectiveness of Outbound Training:

Test Statistics ^{a,b}				
	Difference	Impactful	Improvement	Skill
Chi-Square	6.911	1.634	3.877	3.112
Df	3	3	3	3
Asymp. Sig.	.075	.652	.275	.375
a. Kruskal Wallis Test				
b. Grouping Variable: Age				

The above table reveals the p- values as for Difference it is .075, for Impactful it is .652, for Improvement, it is .275 and for Skill, it is .375 of effectiveness of Outbound Training on Faculty Members. All values were greater than 0.05; the null hypothesis is accepted and it is inferred that

there is no significant difference between Age and effectiveness of Outbound Training on Faculty Members.

3. There is no significant difference between Department and effectiveness of Outbound Training on Faculty Members.

Table No. 3: Hypothesis Analysis for Department and effectiveness of Outbound Training:

Test Statistics ^{a,b}				
	Difference	Impactful	Improvement	Skill
Chi-Square	.866	.662	1.777	.508
Df	1	1	1	1
Asymp. Sig.	.352	.416	.183	.476
a. Kruskal Wallis Test				
b. Grouping Variable: department				

The above table reveals the p-values as for Difference it is .352, for Impactful it is .416, for Improvement, it is .183 and for Skill, it is .476 of effectiveness of Outbound Training on Faculty Members. All values were greater than 0.05; the null hypothesis is accepted and it is inferred that there is no significant difference between Departments and effectiveness of Outbound Training on Faculty Members.

Conclusion:

Faculty members are the foundation of every educational institution. They are in-charge of providing students with a high-quality education while also pleasing all stakeholders of the educational system. Outbound Training is critical in preserving an individual's desired efficiency. It aids in the development of the necessary skill sets to achieve objectives and goals. Thus, outbound training is a necessity in the workplace. The majority of the faculty members find the difference between outbound training over other training methods. The majority of the faculty felt that outbound training is more impactful in developing group activities in comparison to other training methods. The majority felt improvement or development after attending the OBT program. Results of Hypothesis testing reveals that there is no significant difference between Gender and effectiveness of Outbound Training on Faculty Members. There is no significant difference between Age and effectiveness of Outbound Training on Faculty Members. There is no significant difference between the Department and the effectiveness of Outbound Training on Faculty Members. Outbound training

denotes programs that educate employees on technical skill sets as well as required behavioural changes, thus enhancing professional development opportunities for an individual. The Outbound Training approach will help to impart learning on organizational needs such as Leadership, Strategic Thinking, Conflict Management, Team Building, Effective Communication, Quality Improvement, Mentoring and Skill Development.

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