

Training and Development and Job Satisfaction in Education Sector

Narendra Singh Chaudhary

Assistant Professor

Symbiosis Centre for Management Studies, NOIDA, Faculty of Management Studies
Symbiosis International University, Pune, India

Preeti Bhaskar

Assistant Professor

Symbiosis Centre for Management Studies, NOIDA, Faculty of Management Studies
Symbiosis International University, Pune, India

Abstract

High quality performance demanded by the consumers of higher education and confronted by rapid changes in knowledge, technology, and even by the way academic work is being conducted (i.e., in teams, electronically over great distances, etc.) higher educational institutions must redefine themselves and, in essence, that means the faculty must either face obsolescence or continuously be participating in developmental activities. Therefore, institutions of higher education must develop a sustained long term faculty development strategy to enable their valuable human resources to work effectively and accomplish the organizational goals that are necessary to survive in the rapidly changing environment of higher education. To achieve the competitive advantage and get the best results, organizations have to provide the means to upgrade their employees which they can best do by organizing training and development programs, which not only improve the employees' skills but also enhance their performance, motivation and give a sense of job satisfaction to them. This study investigates the relationship between training and development and Job Satisfaction in Education Sector.

Keywords: Training and Development, Job Satisfaction, Education Sector, Higher Education

INTRODUCTION

Training and development is very important in today's scenario because the business world is becoming more competitive and posing new challenges in front of the organisations. To sustain and survive in such a dynamic environment is a big and major challenge in front of them. To survive and stay ahead organizations need to continuously work out on various strategies to remain in the market and keep on delivering the best services to the customers to retain their share and move on. And this is not possible if the employees of the organization does not update themselves and improve upon their skills to keep pace with their competitors. To achieve the competitive advantage and get the best results, organisations have to provide the means to upgrade their employees which they can best do by organizing training and development programmes, which not only improve the employees' skills but also enhance their performance, motivation and give a sense of job satisfaction to them. According to Armstrong, M. (2001) "Training very well perceived as "the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".

India, with its huge population, is the most exciting higher education market in the world. The education and training sector in India is standing at \$600 billion and the private education segment alone is expected to cross \$45 billion mark by 2015 from the present \$35 billion, according to a research by Investor Relation Society. The higher education system in India has witnessed remarkable growth in the past few years. India is definitely ahead of other developed countries in the field of education and training. The number of institutes offering higher education is much more in India when compared to China and the US. A latest report by Ernst & Young states that the number of institutes offering higher education in India is 44,668. Of that, 33,668 offer various degrees and the rest offers diplomas. Based on this observation, several foreign institutions are foraying into India. This is expected to boost the quality of education in the country. The education market is now thriving on the back of the workforce proving itself equal to their counterparts elsewhere in the world in productivity. Given the predominantly young population, the education market is bound to accelerate rapidly. According to the Investor Relation Society research, skill and vocational training are fast throwing good amount of employment opportunities in the education space in India. Besides low employability of students, poor performance in international ratings, shortage of trained faculty, poor infrastructure of institutes and limited scope for research are some of the hindrances for the education and training sector in India.¹

High quality performance demanded by the consumers of higher education and confronted by rapid changes in knowledge, technology, and even by the way academic work is being conducted (i.e., in teams,

¹ <http://www.ethicalmanpower.com/industry-practicess/education-industry>

electronically over great distances, etc.) higher educational institutions must redefine themselves and , in essence, that means the faculty must either face obsolescence or continuously be participating in developmental activities. Therefore, institutions of higher education must develop a sustained long term faculty development strategy to enable their valuable human resources to work effectively and accomplish the organizational goals that are necessary to survive in the rapidly changing environment of higher education. James (1990) and Winston (1999) argued that higher education is going through serious transformation in international competition, increase in social and demographical diversity among students, knowledge based economy, introduction of new educational and information technology, etc. Many researches have asserted that traditional teaching practices cannot produce high level thinkers/workers required for the labor market. These changes led universities all over the globe to develop programs aimed at providing resources and training to enhance the effectiveness of the teaching and learning processes

REVIEW OF LITERATURE

Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner 2000). Employees get a lot of benefits from the employee training and development program (Jehanzeb and Bashir, 2012). Most employees recognize the importance of a training program and would like to increase their salaries (Dillich, 2000). Employee training remains one of the widely driven forces toward job satisfaction (Batool, A., and Batool, B., 2012). Schmidt W. S. (2007) found significant relationship between satisfaction with employer-provided workplace training and overall job satisfaction of customer contact representatives. Key components of job training include time spent in training, training methodologies, and content were significant in their relationship to job satisfaction. Shelton (2001) studied the effects of employee development programs on job satisfaction and employees retention aiming on business success. He found that training and development increase employee satisfaction. It also help the employee's to take right decision to stay with a company. It further concludes that the impact of training decreases if organizational culture is not supportive for employee's development process. Sahinidis et al. (2007) studied the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment in five Greek companies and found that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation. Owens (2006) explored that there is a strong link between training and various outcomes of organization such as job satisfaction, training, and organizational commitments. Shishupal et al (1999) concluded that an organization should have precise training policy and training manual. Executive development program found to be useful in improving the productivity, efficiency and effectiveness of managers. Yew (2011) suggests that training and development helps in providing career development opportunities. It is also recognized as an important aspect of best human resource management practices. Job training has become an important aspect of an employee's overall job experience. This study investigates the relationship between training and development and Job Satisfaction in Education Sector.

OBJECTIVES OF THE STUDY

- To study the various types of training and development programs for teaching staff/ faculty in Education Sector.
- To determine the relationship between training and developments and job satisfaction of teaching staff/ faculty in Education Sector.

RESEARCH METHODOLOGY

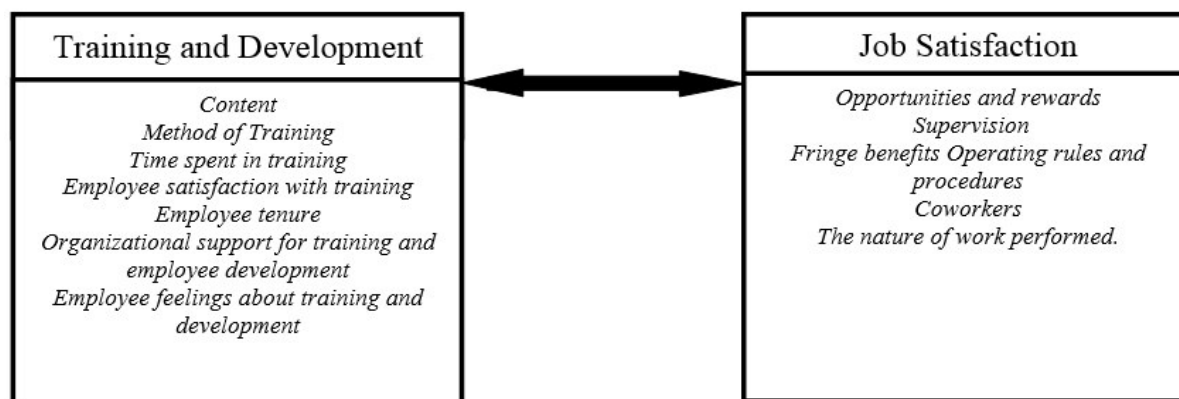
The study is a mix of descriptive and exploratory research design. Sample of 125 teaching staff/ faculty has been randomly selected from various Universities operating in NOIDA¹. Survey method was used for collecting the data from the respondents. The questionnaire consists of various items of training and development and Job satisfaction. Questionnaire is designed on the basis of "The Job Training and Job Satisfaction Survey" designed by Steven W. Schmidt, East Carolina University². Training Items include Content, Method of Training, Time spent in training, Employee satisfaction with training, Employee tenure, Organizational support for training and employee development, Employee feelings about training and development. Job Satisfaction items include Opportunities and rewards, Supervision, Fringe benefits, Operating rules and procedures, Coworkers, The nature of work performed. The responses of the respondents were measured on the 5 point Likert scale ranging from 1 to 5. Small amount of qualitative research has been used for studying the various types of training and developments program for teaching staff/ faculty in Education Sector. Various references have be used to cover the theoretical part of the research such as books, periodicals, journals, research papers that are related to the

¹ <http://www.ugc.ac.in/>

² <http://files.eric.ed.gov/fulltext/ED494451.pdf>

topic and addition to many articles and studies published on the website. Stratified Random Sampling is used for sample selection.

CONCEPTUAL MODEL



FINDINGS

- **To study the various types of training and development programs for teaching staff/ faculty in Education Sector.**

The various types of training and development programs for teaching staff/ faculty in Education Sector are as follows:-

Faculty Development Program: - This is one of the prominent methods used to strengthen and encourage the intellectual capabilities of the faculty members. It not only helps them to enhance their functional area expertise but also prove helpful in improving their classroom delivery as a teacher. Apart from this, FDPs also enhance the abilities of a faculty to contribute in academic world by conducting meaning full research.

Management Development Program: - The Management Development Program are designed for the people from academic and corporate world where they get an opportunity to interact and share their viewpoint. It provides a platform where they are getting state of art concepts and their applications. It helps in providing them with new insights which proves helpful in learning and their career enhancement.

Orientation Program and Refresher Courses- UGC supported Orientation Program and Refresher Courses for Teachers Conducted by UGC-Academic Staff Colleges (UGC-ASCs) on a regular basis in different Universities/Institutions for young and experienced faculties. The main purposes of the orientation program and refresher courses are to make them aware about the various issues pertaining to education and society and simultaneously providing them opportunities to exchange experiences with the peers and learn mutually from each other. It helps in keeping them updated about the latest advancements in the subjects, technology spin off etc. On the other side it improves their API score which promotes their career advancements and earning more incentives.

Seminars, Workshops and Conclaves: - Seminars, Workshops and Conclaves are also an integral part of teaching learning initiative where the teachers/faculty members get an opportunity to share their experiences and knowledge on a common platform related to the subject and contemporary issues which provides immense scope to learn and implement the same in the workplace and to augment the career graph.

Training and Learning Resource Centers - Training and learning resource centers in the respective universities/Institutions also organize various FDPs,MDPs and other related courses to update the knowledge and skills of their faculty members from time to time to contribute to their holistic development.

- **To determine the relationship between training and developments and job satisfaction of teaching staff/ faculty in Education Sector.**

Results show that there is a strong correlation between Training and Development and Job Satisfaction. Teaching staff/ faculty that go through Training and Development programs are having more Job Satisfaction. Faculties feel that they are able to perform better in their jobs, if they receive right type of Training and Development. It helps them to enhance their functional area expertise and also prove helpful in improving their classroom delivery as a faculty. It enhances the abilities of a faculty to contribute in academic world by conducting meaning full research in their respective discipline.

The Teaching staff/ faculty s who receive training get recognized from their colleagues and top management. They get an opportunity to act as a resource person (Trainer, Expert etc.) for conducting training program which brings recognition, not only to the faculty but also the university. They command recognition and appreciation from their colleagues by sharing their experience and knowledge gained by them via training and

development.

Training and development also helps Faculties in receiving monetary benefits. They have high chances of getting promoted and hike in their salaries. It also adds to their API (Academic Performance Score), which is closely tied to monetary and incentive awards. Good API score gives them better career prospects.

Universities promote their employees for attending the Training and development programs by proving monetary support such as fees reimbursement, travel allowance etc. They allocate sufficient budget for encouraging the training and development activities for Faculties members.

CONCLUSION

Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner 2000). In this study, Researchers found that there many Training and development programs available for the Faculty to enhance and upgrade their skill. Training and development programs include Seminar, Faculty Development Program, and Workshop, Conferences, Short Term Program, Orientation and references course.

This research studies depicts a strong correlation between Training and Development and Job Satisfaction. Results show that the faculties who undergo Training and Development Programs feel that they are able to enhance their functional areas and expertise. It also helps them in getting recognition from their colleagues and top management, as they get a chance to act as a resource person by sharing their knowledge and experience. It also opens the door for better opportunities and career growth along with monetary benefits like hike in salary, promotion and incentives. The results are proving that Training and development leads to job Satisfaction among the faculties Universities also promoting Training and Development programs for their faculty. They motivate them to participate in these programs by providing financial assistance in form of fees Reimbursement, paid Leave, Allowances. Hence we can conclude that Training and development programs lead to job satisfaction in Education Sector.

REFERENCES

- Armstrong, M. (2001), A Handbook of Human Resource Management Practice, Kogan Page, 8th Editon.
- Batoool, A. and Batoool, B. (2012). Effects of employees training on the organizational competitive advantage: Empirical study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology and Business*, 6(1), 59-72.
- Dillich, S. (2000). Corporate universities. *Computing Canada*, 26 (16), 25.
- Jehanzeb, K., Bashir, N. A. (2012). Training and Development Program and Its Benefits to Employees and Organizations: A Conceptual Study. *Far East Journal of Psychology and Business*, 9(2), 58-71.
- James, E. (1990). Decision processes and priorities in higher education. In S. A. Hoenack & E. L. Collins (Eds.) *The economics of American universities: Management, operations, and fiscal environment* Albany: State University of New York Press.
- Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, 35(2), 163-171.
- Schmidt, S.W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly*, 18(4), 481-498.
- Sahinidis, A.G. and Bouris, J. (2007). Employee Perceived Training Effectiveness Relationship to Employee Attitudes. *Journal of European Industrial Training*, 32(1), 63-76.
- Shelton, S. (2001). The effects of employee development programs on job satisfaction and employee retention. *International journal of business and public management*, 3(2), 10-60.
- Shishupal, S. B., Saxena, K. (1999). Role of Training in Developing Human Resources: Study of Selected Industrial Organizations of Rajasthan. *The Indian Journal of Commerce*, 52 (1), 57-56.
- Wagner, S. (2000). Retention: Finders, keepers. *Training & Development*, 54 (8), 64.
- Winston, G. (1999). Subsidies, hierarchy and peers: the awkward economics of higher education', *Journal of Economic Perspectives*, 13(1), 13- 36.
- Yew, L.T. (2011). Understanding the antecedents of affective organizational commitment and turnover intention of academics in Malaysia. *The organizational support theory perspectives. Afr. J. Bus. Management*. 5(7), 2551-2562.