

TRAINING AND DEVELOPMENT AND JOB SATISFACTION IN EDUCATION SECTOR

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ABSTRACT: Faculty in higher education must either embrace obsolescence or actively engage in developmental activities in order to meet the high expectations of their students and stay up to date with the rapidly evolving fields of knowledge, technology, and academic work methods (e.g., working in teams, remotely using computers, etc.). Thus, institutions need to create a long-term faculty development strategy that will enable their most important resource—their human resources—to function effectively and achieve the organization's objectives in order to adapt to the constantly shifting environment of higher education. Businesses need to invest in the professional development of their staff members if they want to stay ahead of the competition and produce high-quality results. Well-crafted training and development initiatives that boost staff members' self-assurance, skill, and job happiness can help achieve this. This study looks into how training and development opportunities relate to work satisfaction in the education sector.

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

1.INTRODUCTION

Given the increasing level of competition and new problems that businesses face, training and development are essential in today's corporate environment. It is quite difficult to navigate and survive in an environment that is changing so quickly. Companies need to continuously come up with new ways to stay in the market and provide outstanding services to their customers in order to keep their market share and advance. This is how they stay alive and keep a competitive advantage. But if the company's employees don't keep improving their skills on a regular basis to stay competitive, this aim will never be reached. To achieve a competitive advantage and maximize results, companies need to support the development of their workforce's skills. The best way to do this is to put in place training and development programs that improve their performance, motivation, and job satisfaction in addition to improving their skill set. Training is the systematic process of improving a person's skills, knowledge, and attitudes to enable them to successfully complete a task or employment, according to Armstrong, M. (2001).

India is the most fascinating higher education market in the world due to its large population. The Indian education and training sector is estimated by the Investor Relations Society to be worth \$600 billion. By 2015, the value of the private education industry alone is expected to rise from \$35 billion to \$45 billion. India's higher education system has grown significantly in the last several years. In terms of training and education, India is superior than other industrialized countries. Comparing India to China and the US, higher

education institutions are far more numerous in that country. 44,668 higher education institutions are located in India, according to the most recent Ernst & Young research. 33,668 of the total number of institutions offer a variety of degrees, with the remaining ones offering diplomas. This revelation has led to an increase in the number of foreign organizations operating in India. The objective of this effort is to raise the country's educational standards. The workforce is demonstrating that it is productive enough to keep up with other nations, which is why the education industry is currently seeing tremendous expansion. Given that the population is primarily young, there is a good chance that the education sector would increase significantly. Skill and vocational training are creating a substantial number of job prospects in India's education sector, according to data from the Investor Relation Society. Apart from the problem of low employability of students, the education and training sector in India has a number of challenges, such as poor performance in global rankings, a lack of trained teachers, inadequate facilities in educational institutions, and limited opportunities for research. One

Higher education institutions must balance the need to satisfy increasingly exacting student requirements with the need to quickly adjust to advances in knowledge, technology, and scholarly work practices. This covers using electronic devices over extended distances and working in groups. Faculty members must either adapt and pursue ongoing professional development to be relevant, or else they run the risk of becoming obsolete. Higher education institutions must therefore create a thorough plan for the professional development of their faculty in order to ensure that their highly qualified staff members perform well and to achieve the organizational goals required for their survival in the quickly changing higher education environment. According to James (1990) and Winston (1999), a knowledge-driven economy, increased global competition, a wide range of student socioeconomic and demographic backgrounds, the integration of new educational and information technology, and other factors are all contributing to significant changes in higher education. Several studies have shown that traditional methods of education are not enough to produce the kind of highly competent and analytical workers that employers are looking for. These changes prompted educational institutions all over the world to set up initiatives that provide tools and instruction to improve the effectiveness of the teaching and learning process.

2.REVIEW OF LITERATURE

Wagner (2000) asserts that companies with staff development and training programs have low employee turnover rates and high employee satisfaction. Employees gain greatly from the staff training and development program (Jehanzeb and Bashir 2012). Many workers desire to be paid more because they recognize the benefits of training programs (Dillich, 2000). Batool and Batool (2012) claim that employee training is a very effective tactic for raising job satisfaction. Schmidt W. S. found in 2007 that there was a significant correlation between the general job satisfaction of customer contact agents and the workplace training they received from their employers. The study discovered that the precise subject covered in training, the techniques used, and the length of time dedicated to training were all significant determinants of occupational happiness. To enhance business performance, Shelton (2001) looked into how staff development programs affected workers' job satisfaction and retention. He found that providing employees with training and development boosts their job happiness. It also aids in the decision-making process for workers considering leaving a company. It also suggests that training will be less effective if employee growth is not supported by the company culture. In five Greek companies, Sahinidis et al. (2007) looked into the connections between job satisfaction, motivation, and commitment and the perceived effectiveness of employee training. They found that there was a noteworthy correlation between these variables. According to Owens (2006), there is a direct correlation between training and a number of organizational outcomes, such as organizational commitments, work satisfaction, and training. A company needs to have a clearly defined training policy and handbook, according to Shishupal et al. (1999). Executive development programs increase managers' efficacy, productivity, and efficiency, according to research. According to Yew (2011), professional growth and training offer chances for career progression. Moreover, it is considered an essential element of effective human resource management strategies. Workplace training has

evolved into a crucial aspect of an employee's overall work experience. In the field of education, this study looks into the connection between job satisfaction and training and development.

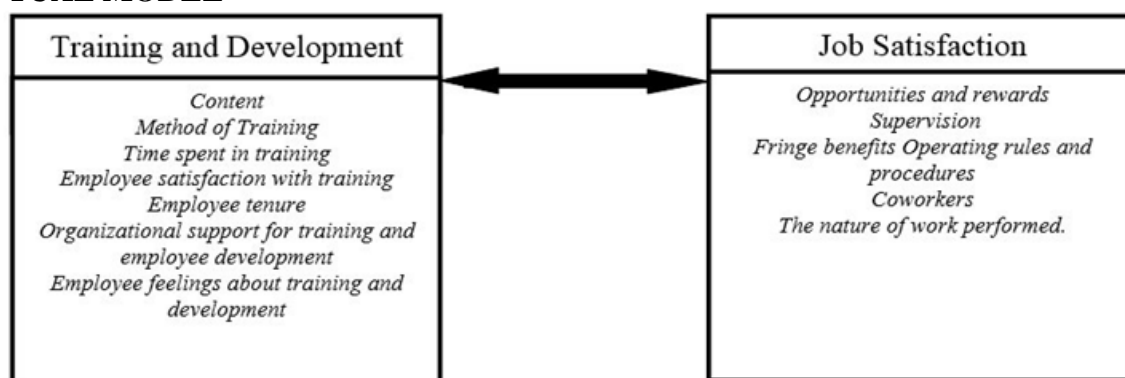
OBJECTIVES OF THE STUDY:

- 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

This examination employs a combination of descriptive and exploratory research designs. A sample of 125 academic and instructional staff members was randomly selected from multiple colleges in NOIDA 1. Participant data was collected through the utilization of a survey methodology. The form encompasses a diverse range of inquiries pertaining to job satisfaction, as well as training and development. Steven W. Schmidt, a researcher from East Carolina University, developed the Job Training and Job Satisfaction Survey, which was used as the foundation for the questionnaire (2). The training components can be categorized as follows: training content, methodology, duration, employee satisfaction with training, employee tenure, organizational support for training and employee growth, and employee attitudes towards training and development. Job satisfaction can be indicated by various factors such as opportunities, rewards, supervision, fringe benefits, operational standards, procedures, and other relevant features. Colleagues, the essence of the assignment completed. The participants' responses were evaluated using a Likert scale consisting of five points, ranging from 1 to 5. A limited amount of qualitative research has been undertaken to examine the diverse array of training and development programs available to educators and employees in the education industry. The theoretical component of the examination has been informed by a diverse array of scholarly materials, such as books, periodicals, journals, research papers, and internet articles and studies. Sampling is conducted using stratified random sampling.

CONCEPTUAL MODEL



3.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 most prevalent strategies for promoting and supporting faculty members' intellectual abilities. It helps them increase their functional area expertise while also supporting them in becoming better teachers by enhancing the manner they present their lessons. Furthermore, FDPs enable faculty members contribute to scholarship by encouraging them to conduct substantial research.
- **Management Development Program:** The Management Development Program is designed for individuals in the corporate and academic sectors who want to network and share ideas. It provides a forum for them to access breakthrough concepts and their real-world applications. It helps to provide them with new perspectives that will benefit their learning and professional development.

- **Orientation Program and Refresher Courses** : UGC-Academic Staff Colleges (UGC-ASCs) hold Refresher Courses for Teachers and Orientation Programs for both new and seasoned faculty members at a variety of universities and institutes. The orientation program and refresher courses have two basic goals: to familiarize participants with diverse societal and educational challenges, and to give opportunities for them to collaborate and share knowledge with their peers. It helps to keep them up to date on the latest breakthroughs in their sectors, technological offshoots, and other advances. On the other hand, it raises their API score, making it simpler for them to advance in their careers and compete for prizes.
- **Seminars, Workshops and Conclaves:** - Conclaves, seminars, and workshops are all crucial parts of the teaching and learning process. These conferences provide an opportunity for academics and workers to share their knowledge and perspectives on the subject and current events. They advance one's professional development by offering countless opportunities to learn and apply these principles in the real world.
- **Training and Learning Resource Centers** - Training and learning resource centers at various colleges and universities also organize FDPs, MDPs, and other related courses to help faculty members advance professionally by offering regular updates on their skills and knowledge.
- **To determine the relationship between training and developments and job satisfaction of teaching staff/ faculty in Education Sector.**
 - The results indicate that development and training have a significant correlation with job satisfaction. Instructors and staff members who participate in opportunities for professional development report greater job satisfaction. Educators hold the belief that by engaging in appropriate professional development, they could enhance their job performance.
 - In addition to enhancing their expertise in their respective functional domains, it also contributes to their overall development as educators. It enhances the research skills of educators, thereby augmenting their capacity to generate scholarly contributions. Instructional personnel and upper administration convey appreciation to faculty and staff members who engage in training. Engaging in the training program confers advantages upon both the faculty and the institution through the provision of opportunities to function as resource persons—trainers, experts, and so forth. They cultivate the reverence and esteem of their peers through the benevolent dissemination of the expertise and understanding they have acquired via ongoing professional development and training.
 - Faculty members may be granted access to funds via training and development initiatives. They have a high probability of securing a salary augmentation and a promotion. Also improving is their Academic Performance Index (API), which is correlated with monetary and incentive incentives. A strong API score may facilitate their employment advancement.
 - Academic institutions provide financial incentives, including travel expenses reimbursement, tuition reimbursement, and other forms of support, to encourage staff engagement in professional development programs. Appropriate funds are allocated to ensure that faculty members have access to training and opportunities for professional development.

4.CONCLUSION

Companies that provide staff training and development programs report low employee turnover rates and high employee satisfaction, according to Wagner (2000). The results of this inquiry showed that faculty members have access to a wide range of training and development programs that can help them improve and update their skills. Seminars, workshops, conferences, faculty development programs, short-term programs, orientation, and reference courses are just a few of the numerous training and development initiatives.

The study found a significant relationship between job satisfaction and training and development. The results show that faculty members who participate in training and development programs believe that doing so will improve their functional areas and areas of competence. Furthermore, it facilitates the acquisition of

recognition from peers and supervisors as individuals take on the role of a valued resource by sharing their knowledge and experience. It also provides chances for advancement and career development in addition to monetary advantages including bonuses, promotions, and pay increases. The data shows that faculty members' job satisfaction is positively impacted by training and development. Universities also support faculty growth and training initiatives. They provide financial help in the form of paid time off, allowances, and fee refunds to encourage people to take part in these programs. Thus, it may be deduced that professional development initiatives improve employee satisfaction in the field of education.

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