

A Study on Impact of Training and Development in Higher Education Sector for Academicians

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ABSTRACT: Higher education plays a pivot role in the individuals learning career, qualification without relevant skills may lead to great disaster in the learner career. Hence, the academicians must be updated to the market trends and according he must train the learner. Training and development is the segment which familiarises the academicians to the relevant changes in the P.E.S.T. environment. This research paper throws a light on how training and development helps the academicians to know about the changes in the political, economic, social and technological environment and how better they can train the young minds to meet the market requirements and reach the greater heights in their career.

The research paper aims to study the impact of training and development on academicians' performance in higher education sector. In education sector it is important for the academicians to update their knowledge according to the relevant market conditions. Hence, continuous training and development has to be provided in turn which helps the academicians to bring a positive change in the learners. It is the responsibility of the academicians to up skill their knowledge through various means i.e. by actively taking part in the various faculty enrichment programs, seminars, workshops and conferences.

Key words- Training, Development, academicians, faculty enrichment programs, PEST, etc.

I. INTRODUCTION:

Higher education is the any type of postsecondary education which is given to a student by universities, autonomous colleges and other degree colleges which acts as a backbone of the modern society and decides the quality of labour that is available in the country. "If a student is not achieved anything before completion of their higher education that's a failure" in line with above quote it is the essential requisite for a student that he must be trained very well by the concerned teacher to reach greater heights. Training and development plays an important role in the development of any institution. It enhances both academic and non-academic efficiency and effectiveness of the academicians. It is the responsibility of the academicians to train the learners which help them to reach desired goals.

The main objective of NEP is outcome based education it can be achieved only with the help of trained academicians. Every student in the class are unique in their abilities. It has to be recognised by the academicians and provide the inputs accordingly which helps the learner to reach their desired destiny. Institution is the place where both learners (academician and student) interact with each other and share their views. Presently, students expects different types of teaching methodology which includes case study analysis, use of modern tech (ICT tools) for this academicians needs continuous training and development.

II. OBJECTIVES OF THE STUDY

1. To study the effect of training and development in higher education among academicians.
2. To know the impact of training and development on academicians.
3. To suggest certain measures for the effective execution of Training and Development practices in order to enhance the academicians performance in the higher education

III. REVIEW OF LITERATURE

Extensive research was done on the theme training and development in higher education for instance [1] "Training and Development and Job Satisfaction in Education Sector" research paper authored by Mr. Narendra Singh Chaudary Ms. Preeti Bhaskar provides a clear information about various trains offered in higher education sector [2] "Role of Higher Education Institutions and Industry Academia Collaboration for Skill Enhancement" research paper authored by Mr. Rajesh Tiwari and Dr. Bimal Anjum discusses about the challenges in Higher education and challenges in industry academia interaction in private and public institutions [3] "The Impact Of Training And Development On Employees' Performance: An Analysis Of Quantitative Data" research paper authored by Md. Mobarraj Karim, Musfiq Chaudhary and Wasib Bin Latif provides information about how training impacts on the performance of the individual employees [4] "Employee Training And Development As A Model For organizational Success" research paper authored by Mr. Raja shekaran and Dr. Kanishka M provides a detailed information about how organisations success is depended on the training and development. [5] "Impact of Training and Development on the Performance of School Teachers in J&K" research paper authored by S Mufeed ahmed and Urfana Amin analyses the importance of training and development in the performance of teachers in government school

IV. RESEARCH METHODOLOGY

Research design followed for the study is Descriptive research. This kind of research deals with quality of answers from the respondents' attitudes, comforts, sensitivities, practical skills, understanding, behavioural, beliefs and values, emotions, personality, self-concept etc., sources of data are as under

- **Primary data**-collected using a framed questionnaire (survey method was followed).
- **Secondary data**-collected from the published sources such as periodicals, publications, standard textbooks, and articles and internet to present conceptual background of higher education and training and development

V. DATA COLLECTION PROCEDURE:

A "survey" study method is opted for the current study. Questionnaire is prepared for collecting the opinions of academicians. The questionnaire was established keeping the objectives of the study in mind. And also secondary data collected for theoretical contents from published sources.

SAMPLE DISIGN:

Primary data was collected with the help of the questionnaire which was distributed to among the heterogeneous group academicians. The questionnaire consisted of close ended and multiple choice questions to analyse the impact of training and development on in higher education sector among the academicians. The sample consisted of 30 academicians from different academic background. Simple random sampling method was used to select the sample.

TOOLS AND TECHNIQUES

The following statistical tools and techniques are used to present and analyse the data

- Simple percentage analysis is used to compute the percentage of responses.
- Tabulation and Pivot Tables.
- Mean

AREA OF THE STUDY

A study of this segment requires the selection of an appropriate geographic location. Therefore, Bangalore city is selected for the study since the researchers belongs to this place. Moreover, Bangalore is an education hub for India most of the prominent institutions have their presence in Bangalore.

LIMITATION OF STUDY

- Study is conducted in a short while.
- Sample- the sample is restricted to 30 and respondents are from Bangalore.
- This study is limited to academicians's opinions only.

DATA ANALYSIS

PART A- DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table.1 shows the Demographic profile of the respondents.

Profile variables	Particulars	No of Respondents	Percentage
Gender	Male	18	60%
	Female	12	40%
Age	26-40 Years	12	40%
	41-60 Years	16	53%
	60 Years & Above	2	7%
Educational Qualification	Post-Graduation	17	57%
	Ph.D.	10	33%
	Others	3	10%
Education Domain	Technical	18	60%
	Non-Technical	12	40%
Employment Status	Govt. Institution	13	43%
	Private Institution	12	40%
	Others	5	17%
Monthly Income	Less than Rs. 20,000	5	17%
	Rs. 20,000-35000	8	27%
	Rs.35,000-50,000	10	33%
	Rs. 50,000-75,000	5	17%
	More than 75,000	2	7%

Source- primary data

Table 1 describes the demographic profile of the academicians, gender of the respondents is as follows 60 % of respondents are male and rest 40% of respondents are females. Age profile of respondents as follows 40% of respondents are aged between 26 to 40 years, 53% of respondents are aged between 41 to 60 years, 7% of respondents are aged between 60 Years and above, and the educational qualification of the respondents is 57% of them are post graduates and 33% of them are Ph.D. Holders and 10% of the respondents are other professional qualification holders, the educational domain of academicians is as follows 60% of respondents are from technical field and rest 40% of the respondents are from non-technical field, 43% of respondents are employed in government institution and 40% of the respondents are employed in private institutions and rest 17% of the respondents are from other coaching centres and monthly income of respondents is as follows 17% of respondents monthly income is below 20,000, 27% of respondents monthly income is ranged between 20,000 to 35,000, 33% of the respondents monthly income ranged from 35000 to 50,000, 17% of respondents monthly income is between 50,000 to 70000 and rest 7% respondents monthly income is above 75000 per month.

PART B-

Place where Training Obtained	No of respondents	%
Internal- by the institution	3	10.00
External- by the other institutions	2	6.67
Both	25	83.33
Total	30	

Table 2 describes the place where the academicians obtained training 10% of the academicians obtained training from internal institutions and 6.67% of the academicians prefer to obtain training from external institutions and 83.33% of the academicians prefer obtaining training from both internal and external institutions

TRAINING IS MUST FOR AN ACADEMICIAN IN ENHANCING ACADEMIC EFFICIENCY AND PERFORMANCE

Training Is Must For An Academician In Enhancing Academic Efficiency And Performance	No of respondents	%
Completely Agree	16	53%
Partly Agree	12	40%
Disagree	1	3%
Unsure	1	3%
Total	30	

Table 3 describes the role of training in enhancing academic efficiency and performance 53% of the academicians are completely agreeing for this statement and 40% of the academicians are partly agreeing for statement and 3% of the academicians disagree with the statement and 3% of the academicians are unsure about the effect of training on academic efficiency.

ROLE OF TRAINING IN BUILDING STUDENT CAREER

Role of training in building student career	No of respondents	%
Completely Agree	15	50%
Partly Agree	5	17%
Disagree	2	7%
Unsure	8	27%
Total	30	100%

Table 4 Showing role of training in building student career 50% of the academicians completely agree, 17% of the academicians partly agree, 7% of the academicians disagree and 27% of the academicians are unsure with training helps in building student career

CONTRIBUTION OF TRAINING FOR THE HOLISTIC DEVELOPMENT OF HIGHER EDUCATION SECTOR

Contribution Of Training For The Holistic Development Of Higher Education Sector	No of respondents	%
Not at all Related	1	3%
Somewhat related	2	7%
Neutral	5	17%
Closely related	12	40%
Highly related	10	33%
Total	30	100%

Table 5 showing the contribution of training for the holistic development of higher education sector, 3% of the respondents felt contribution of training is not at all related to higher education sector, 7% of the respondents felt contribution somewhat related and 17% of the respondents are neutral about the contribution of training towards higher education sector and 40% of the respondents felt training contributes to higher education sector and 33% of the respondents felt contribution of training to higher education sector is highly related.

RELEVANCE OF TRAINING PROGRAMS IN LONG RUN

Relevance of training programs in long run	No of respondents	%
Strongly Agree	13	43%
Agree	8	27%
Not Agree	5	17%
Disagree	4	13%
Total	30	100%

Table 6 showing the relevance of training program in long run 43% of the respondents strongly agree training program relevant in long run, 27% of the respondents agree with the same, 17% of respondents not agree with relevance of training program in long run and 13% of the respondents disagree with the relevance of training program in long run.

IMPLICATIONS OF TRAINING AND DEVELOPMENT WHILE PERFORMING DUTIES

Implications Of Training And Development While Performing Duties	No of respondents	%
Strongly Agree	14	47%
Agree	9	30%
Not Agree	5	17%
Disagree	2	7%
Total	30	100%

Table 7 showing the implications of training program while performing duties 47% of the respondents strongly agree that they implement learned outcomes while performing duty, 30% of the respondents agree that they implement learned outcomes while performing duty, 17% of the respondents Not Agreeing with the same and 7% of the respondents are disagreeing with that they implement learned outcomes while performing duty

TRAINING AND DEVELOPMENT ON JOB SECURITY

Training and Development on Job Security	No of respondents	%
Strongly Agree	16	53%
Agree	8	27%
Not Agree	5	17%
Disagree	1	3%
Total	30	100%

Table 8 showing the impact of training and development on job security, 53% of the respondents strongly agree that training and development provides job security, 27% of the respondents agree that training and development provides

job security, 17% of respondents not agree with training and development provides job security and 3% of the respondents Disagree with training and development provides job security

TRAINING AND DEVELOPMENT ON CHANGES WITH PEST ENVIRONMENT

Training and development on changes with PEST environment	No of respondents	%
Strongly Agree	16	53%
Agree	7	23%
Not Agree	4	13%
Disagree	3	10%
Total	30	100%

Table 9 showing training and development to adopt to the changes in PEST environment, 53% of the respondents strongly agree that training and development help to cope up with changes in PEST environment 23% of the respondents agree that training and development help to cope up with changes in PEST environment 13% of the respondents Not agree with the training and development help to cope up with changes in PEST environment and 10% of the respondents disagree with the training and development help to cope up with changes in PEST environment

FREQUENCY OF PARTICIPATION IN TRAINING PROGRAMS

Frequency Of Participation In Training Programs	No of respondents	%
Monthly	3	10%
Quarterly	8	27%
Every Six Months	10	33%
Once a Year	5	17%
No Specific Schedule	4	13%
Total	30	100%

Table 9 Showing Frequency of participation in training and development 10% of the respondents participates in training and development programs on a monthly basis and 27% of the respondents participates in training and development programs on a quarterly basis and 33% of the respondents participates every six months once in training and development programs and 17% of the respondents participates in training and development once a year and 13% of the respondents participates in training and development programs with No specific Schedule.

FINDINGS:

1. It's been observed that most of the academicians prefer to obtain training from internal and external organisers
2. It is observed that training is must for enhancing academics efficiency and performance
3. It is observed that training helps in building students career
4. It is observed that training contributes for the holistic development of higher education sector
5. Its observed that training is relevant in longrun as well
6. It is also observed that academicians implement the learned concepts in training
7. It is also observed that training to academicians provides them job security
8. The also observed that frequency of participation in training programs is occasional
9. The training and development also provide academician to adopt to the changes in PEST environment.

VI. CONCLUSION:

The present study represents the impact of Training and development in higher education sector for academicians. Higher education is the last stage in the learning process of a student's career, their outcome is entirely dependent on what they learn in higher education and Training is one of the essential requisite to adopt to the changes and also in turn helps the academicians to train the learners to reach to the greater heights.

After analysing the impact of training and development on academicians in the higher education sector, it can be concluded that these programs have a significant positive effect on their performance, job satisfaction, and career growth. The research findings indicate that training and development initiatives provide opportunities for academicians to improve their skills and knowledge, which in turn enhances the quality of education and research.

Moreover, these programs help in addressing the challenges faced by academicians, such as keeping up with technological advancements and changes in the educational landscape. Training and development programs also foster a culture of continuous learning and professional growth, which benefits not only the individual but also the institution as a whole.

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