



# TRAINING AND JOB SATISFACTION

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## ABSTRACT

This present study shows a strong correlation between Training & Development and Job Satisfaction. Data collected from 200 teachers from various schools at Hyderabad, India is analyzed, and the results show that the faculties who undergo Training and Development Programs feel that they can enhance their functional areas and expertise. These upgraded skills can in turn benefit student achievement as well as teacher satisfaction. 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 career growth along with monetary benefits salary hike, promotion and incentives. The results are proving that Training and development leads to job Satisfaction among the teachers as well administrators.

**KEYWORDS:** Training, satisfaction, rewards, resources.

## 1. INTRODUCTION:

The education system in India has witnessed a remarkable growth in the past few decades. India is ahead of other developed countries in the field of education and training. Many researches have asserted that traditional teaching practices cannot produce high level thinkers/critical as well problem-solving personnel required for the industry market. These changes led all educational institutions to develop programs aimed at providing resources and training to enhance the effectiveness of the teaching and learning processes. Job satisfaction has been recognized as a crucial factor & a matter of concern for many organizations (Dardar et al., 2011). Studying faculty satisfaction is important because the social and intellectual structures of education are changing rapidly with time (Sabharwal & Corley, 2009) as faculty members retire and use of technology increases. Studying faculty satisfaction is also important as Willis and Varner (2010), in a review of the literature, found student achievement to be clearly linked to faculty satisfaction. Research has also confirmed that training has a positive impact on employees' job satisfaction (Sahinidis & Bouris, 2008). A company's training programs are an indicator of the organization's willingness to invest in the employee growth and knowledge, and the organization's level of commitment to the employee. This organizational commitment could inspire increased employee loyalty and effort (Owens, 2006). This research suggests the need to confirm the relationship between training programs and job satisfaction. However, despite strong ties between training and job satisfaction in noneducation related literature, little research has been done linking training to faculty satisfaction in the schooling environment.

## 2. REVIEW OF LITERATURE:

In many organizations, training is one of the important mechanisms of enhancing employees' job satisfaction (Dardar et al., 2011). Feeling of competence, which can result from participating in training programs of customer service employees, have been shown to increase job satisfaction (Hartline & Ferrell, 1996). In a discussion of how to prepare faculty to teach, training was shown to be significantly and positively connected with job satisfaction (Jones, 2008). Training opportunities provide employees with the knowledge, skills, and abilities to perform their job to the expectation of the company's standard, which subsequently enhances the employees' confidence in their abilities and satisfaction with their jobs (Costen & Salazar, 2011). There is a need for more research to be conducted in this area to gather more information concerning training faculty members of private corporate educational establishments.

Job satisfaction has been found to be important to employees across continents and industries. Faculty members who report higher levels of job satisfaction have proven to be a predictor of student achievement (Willis & Varner, 2010). Because of this linkage between job satisfaction and student achievement, faculty members have an important role in any classroom, and creating opportunities for faculty to be satisfied in their work is a meaningful task for leaders of education (Marston & Brunetti, 2009). Ultimately, faculty satisfaction has been shown to affect student achievement. While there are many factors that affect faculty satisfaction, there is a relative gap in the literature concerning the effects of training, and a specific gap on the relationship between training and job satisfaction in the online teaching environment. This study addresses that gap through a quantitative methodology whereby the relationship between training and job satisfaction is explored. Institutions 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 lot of benefits from the

employee training and development program (Jehanzeb and Bashir, 2012). Many 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 as well accepted forces toward job satisfaction (Batoool, A., and Batoool, 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, & content were significant in their relationship to job satisfaction. Shelton (2001) studied the effects of employee development programs on job satisfaction and employee's retention aiming on business success. He found that training and development increase employee satisfaction. It also helps the employees to take right decision to stay with a organization. It further concludes that the impact of training decreases if organizational culture is not supportive for employee's development process. The literature review highlights the need to examine the relationship between training and job satisfaction in institution of 10+2 standard at Hyderabad.

## 3. OBJECTIVES OF THE STUDY

1. To study the various types of training and development programs for teaching staff/faculty in Education Sector. Also, to study the importance of various parameters associated with the benefits of training.
2. To determine the relationship between training & developments and job satisfaction of teaching staff/ faculty in Education Sector

## 3.1 Hypothesis:

The following hypotheses were set up for the study: There is a significant difference on the demographic variables and training & development programs among educators. The more they attend these programs, the abilities of the teachers would improve and increase job satisfaction.

## 4. METHOD:

### 4.1 Sample:

The sample of the study comprised of 200 Teachers from various colleges (Males=112 and Females=88) randomly drawn from different schools /colleges (10+2) in the city of Hyderabad. Their age ranged from 28-55 years and their experience ranged from 1-22 years. The study is a mix of descriptive and exploratory research design. Sample of 200 teaching staff/ administrators has been randomly selected from various schools/colleges offering 10+2 education at Hyderabad. Survey method was used for collecting the data from the respondents. The questionnaire consists of various items of training and development and Job satisfaction. Training Items include Content, Method/structure of Training, Total Time spent on training, Employee satisfaction with training, Employee tenure, School support for training and employee development, Employee feelings/perception about training and development. Job Satisfaction items include Opportunities and rewards, Supervision, Fringe benefits, Operating rules and procedures, Colleagues, the nature of work performed. The responses of the respondents were measured on the 5-point Likert scale ranging from 1 to 5.

### 4.2 Tool:

The Training & development Inventory developed by the Authors was used in the present study. The final form of the Inventory consists of 20-items, describing various factors on training & development perceived by educators; it is a 4-point scale consisting of "Strongly Agree", "Agree", "Strongly Disagree", "Dis-

agree”.

**5. RESULTS & DISCUSSION:**

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

- a) **Teacher Development Program:-** This is one of the prominent methods used to strengthen and encourage the intellectual capabilities of all the teachers. It not only helps them to enhance their planning skills but also prove helpful in improving their classroom delivery as a teacher. Apart from this, these programs also enhance the abilities of a faculty to contribute in academic world by conducting meaning full research.
  - b) **Management Development Programs:-** These are designed for the people from academic and corporate world where they get an opportunity to interact and share their viewpoint. It definitely 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. These programs will allow a greater interaction between managers of schools. Various technology know how, sharing of assessment techniques, recent trends in education market etc can all be learnt/shared through these programs.
  - c) **Orientation Program and Refresher Courses:-** These programs are intended for new recruits. The main purposes of the orientation program and refresher courses are to make them aware about the various issues pertaining to education and society in general and the school in particular & 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. Through these programs young teachers can learn about the philosophy of their school, methods followed and also rules and procedures to be followed during their stay in that school.
  - d) **Seminars, Workshops and Conclaves:-** Seminars, Workshops and Conclaves are 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 greater as wider scope to learn and implement the same in their schools and to augment their career graph.
  - e) **Training and Learning Resource Centers:-** Training and learning resource centers in the respective schools also organize various programs and other related courses to update the knowledge and skills of their faculty members periodically to contribute to their holistic development. Apart from academic orientations, some schools also organize Personality development sessions, stress relief orientations, recreational activities for their teachers.
- From the present study, we can note that most teachers felt that new teaching techniques (mean of 4.28) can be learnt from these training programs. They also felt that their efficiency will also improve which in turn benefit the student performances. Increase productivity & consistency can also be a fruitful result of training programs. Interestingly majority of the teachers felt that these programs are not useful for teacher retentivity and teachers' attendance in the school. In fact, our study earlier noted that these are related to job satisfaction. Training programs are generally conducted to bridge gap between education industry. Many companies tie up with schools so their students as well teachers have a thorough understanding of the demands of the market & industry.
  - Results show that there is a strong correlation between Training and Development and Job Satisfaction. Teaching staff that go through Training and Development programs are having more Job Satisfaction. From our study 92% of the respondents have supported this view. The remaining persons did not support this view and we found that they are teachers close to retirement.
  - Faculties feel that they can perform better in their jobs, if they receive right type of guidance & Training and Development. It helps them to enhance their functional area expertise and prove helpful in improving their classroom delivery as a faculty.
  - It enhances the abilities of a teacher to contribute in academic world by conducting meaning full research in their respective discipline. The teachers' 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 to their educational institution. They command recognition and appreciation from other teachers by sharing their experience and knowledge gained by them via training and development.
  - Training and development also helps teachers & administrators in receiving monetary benefits. They have high chances of getting promoted and hike in their salaries. It also adds to their Academic Performance Score, which is

closely tied to monetary and incentive awards. Good API score gives them better career prospects. Majority of the teachers felt that continuing professional development is important because it ensures that teachers continue to be competent in their profession. It is an ongoing process and continues throughout one's professional's career.

- By providing teachers with teacher education programs, they can continue their own education, gain vital skills not learned while taking college courses, and stay current with new techniques. Not only is it critical for teachers to know their material, they must also be able to help students for them to truly succeed. These training programs provide just that, educating teachers on the best ways to instruct and motivate students for the best possible outcomes.
- Professional development is an important way for teachers to deepen their knowledge in their own subjects and learn new ways to help students learn. Professional development helps teachers keep their skill sets fresh and learn new skills. The art of teaching constantly finds new ways to get through to students, but that's not the only reason professional development is important for teachers. Teachers must be able to prepare their students to succeed in a changing world-they need to be able to teach students how to use emerging technologies, how to navigate evolving workplaces, how to communicate effectively, and how to think critically and solve problems. The more professional development teachers get, the more likely the students are to succeed.
- Students do better when their teachers receive professional development sessions designed to help teachers better understand student learning processes. Further, research has determined that students also benefit when teachers get the chance to work through the same types of problems that they'll later pose to students, examine new parts of the curriculum, and improve their own knowledge and understanding of the subjects they teach.
- The training sessions can become an Armor to avert attrition. Research states that teachers have high turnover rates when they bid goodbye to their profession within the first five years of joining. When teachers enroll themselves in a professional development program, they will be able to adopt strategies and best educational practices. Loaded with tips for effective class room management, it is through a professional development training program from which teachers enjoy the feeling of being respected.

**Table 1: Participants demographic characteristics**

	Independent variable	Frequency
GENDER	MALE	112
	FEMALE	88
AGE	28 – 35 years	85
	36- 45 years	94
	46 – 60 years	21
STATUS	ADMINISTRATORS	6
	TEACHERS	194
AREA OF SPECIALIZATION	SCIENCES	65
	COMMERCE	78
	ARTS & LANGUAGES	57
LENGTH OF SERVICE	1- 5 years	43
	5- 15 years	128
	16 – 25 years	29

**Table 2: Parameters with statistical tools**

S No	Effects of Training & development	Mean	Standard Deviation	Variance
1	Knowledge enhancement	3.37	0.26	0.07
2	Bridging gap between education & industry	3.14	0.24	0.06
3	Employee retention	2.59	0.22	0.05
4	Opportunity for internal promotions	3.44	0.27	0.07
5	Can learn new teaching strategies or assessment techniques	4.28	0.38	0.14
6	Increases job satisfaction	3.73	0.30	0.09
7	Improves Efficiency	3.54	0.28	0.08
8	Keep up with recent technology developments	3.36	0.26	0.07
9	Increase productivity & Consistency	3.38	0.27	0.07
10	Reduction of Absenteeism	2.99	0.23	0.05

**Table 3: Teachers response to various parameters involving training sessions**

S No.	Parameter	Mean	Standard deviation	Variance
1	A more structured and tailored schedule is needed for training	3.66	0.25	0.06
2	School support is much needed for training and employee development,	3.51	0.25	0.06
3	At least 50 hr per year must be spent these professional development sessions	3-19	0.71	0.50
4	These sessions provide career advancement to teachers	3.14	0.83	0.69
5	These training sessions provide opportunity to enhance knowledge & technological skills	3.45	0.50	0.25
6	These sessions will improve interpersonal relations	3.23	0.67	0.49
7	These sessions improve job satisfaction	3.71	0.21	0.04

**7. Recommendations:**

- Schools must promote their employees to attend Training and development programs by proving monetary support such as fees reimbursement, travel allowance etc. They must allocate sufficient budget for encouraging the training and development activities.
- Promotions must be linked up with the number of teacher training attended/conducted
- Schools must also conduct few recreational activities, special talks etc to decrease the stress levels of teachers & administrators.
- Training sessions must promote learning in recent trends in educations and must focus on the expectations of the industry.
- A special team must be set up in every school to look after the facilities and organizing of these training programs periodically.
- School management must motivate teachers to participate in these programs by providing financial assistance in form of fees Reimbursement, paid Leave, Allowances etc
- Within the school, every department must integrate training programs and should be able to offer internal career maps and progression pathways. This all-inclusive approach ensures a strategy for succession planning, enhanced employee engagement and a strengthened workforce.
- The potential within the global education market is being realized by educational institutions. While focusing on the core curriculum is integral to student learning, it is equally important to embed employability skills across the components of the training curriculum.
- To accelerate the professional development, an experiential learning environment (hands-on-approach through projects, research, internships) would serve as a value-add. Continual academia -industry interface would also propel accurate perceptions of their professional ambitions.
- The school needs to create trained professionals who understand the complexity of business operations. These could be through bridge-programs, or education to career progression that focuses on broader skills acquisition, within an employment setting. Finally, Education must awaken the leadership traits, enhance self-awareness, cultivate an entrepreneurial spirit in this world of incredible opportunities and empower each towards building capacity to make a difference to the society.
- Teachers' schedules need to allow for time to improve and reflect on their practice. Teachers who are overworked and are not given this time to reflect on their teaching are unable to review lessons taught, make necessary adjustments, and monitor and revise based on student needs. Teachers who aren't given time to prepare for and review their classes are also at high risk of burn-out. Curriculum standards should be clearly articulated for the teachers, so that the skills addressed remain consistent from classroom to classroom, but teachers should be given the freedom to work beyond those standards to best meet the needs of their students.
- School managements can make an accountable, modern requirement system suiting the strengths and challenges of their teacher performances and a new professional profile should be created based on the assessment of teacher competences.

- These training sessions must include ways or strategies so that teachers know the process to collaborate with other teachers/instructors and other professionals, they get involved in the education of the same groups of pupils or students. They clearly must understand professional collaboration and communication. Training programs must emphasize competencies related to the civic role of teachers and develop an interest in them to improve and implement higher order thinking skills
- Teachers also need to be provided sufficient, high-quality professional development programs to perfect their skills. Few teachers already attend professional development sessions each year, but many of these are one-size-fits-all presentations that may not necessarily translate into a teacher's classroom engagement. Professional development needs to be differentiated as we differentiate for our students. Teachers should be able to dictate their needs and problems and work through them in small professional learning communities with master guides to advise them. Key teaching concepts of assessment, differentiation, and core content should be worked through in these learning groups, with relevance as close to the individual classroom experience as much as possible. If teachers are given the opportunity in teacher-centered learning environments to master their skills, then they will be more able to transfer these skills into their students. -

**8. CONCLUSION:**

Results show that the faculties who undergo Training and Development Programs feel that they can enhance their functional areas and expertise. Continuing professional development is important because it ensures you continue to be competent in your profession. It is an ongoing process and continues throughout a professional's career. 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 career growth along with monetary benefits salary hike, promotion and incentives. The results are proving that Training and development leads to job Satisfaction among the teachers as well administrators.

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