

Perceptual Analysis of Training and Development Programmes: A Study of Academic Staff Colleges in India

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Abstract: Quality in teachers training has turned into one of the main concern of higher education. To achieve the target of providing best education in the country, now it has become essential to provide quality training to the higher education teachers. The aim of this study is to examine and find out the perception of participant regarding training and development programme organized by Academic Staff Colleges in India. The sample comprised of 595 teachers who were attending training and development programmes organized by Academic Staff Colleges in India. The analysis was done on the basis of three factors of perception derived through Exploratory Factor Analysis. Being the quantitative data, the scores were analysed with the help of mean, S.D., t-test and ANOVA collected through self structured 5-point scaled tool. The results were clearly shown out a high level or perception from training and development programmes organized by ASC's in India. Perception of participants found to be very high with respect to all three factor i.e. Role in Teaching Advancement, Course Significance, and Course Requirement Stage.

Keywords: Training and Development, Academic Staff College, Role in Teaching Advancement, Course Significance, Course Requirement Stage.

1. INTRODUCTION

In today's business environment, competition is rising on very fast scale. Every day, we see that there is something new and innovative to contribute to the existing environment. Day by day, we see changes in technology. So, it is a very obvious fact that to ensure the survival and the long term growth of the organization, management is the key. Training is an essential component of an organization as well as human resource department also. It is the most widely used way to improve the human resource and organization.

Many authors had given different definitions like Flippo (1971) talked about training that "Training is an act of increasing the knowledge and skill of an employee for doing a particular job" likewise another author Dale. S. Beach (1980) said that "Training is an organized procedure by which people learn knowledge and/or skills for a definite purpose".

2. SIGNIFICANCE AND BENEFITS OF TRAINING AND DEVELOPMENT

Holden (1994) considered that the appreciation of the importance of training in recent years has been heavily influenced by the strengthening of worldwide competition and the comparative success of economies like Japan, Germany and Sweden where investment in employee development is considerable. Now, it is now a much known fact that to get the best out of the employee and to make sure the survival and development of the organization, the organization must invest in Training. Training and development is valuable to everyone. It is not a one sided approach and here is discussing about the long term benefits. Cheng and Ho (2001) also discussed about the significance of training and its impact on the performance of individual and organization. As far as organizations are concerned the training of employees will benefit

both the organization as well the employees themselves. In order to grow and survive in today's globally competitive world it would be the need for organizations to come up with systems and programmes that would bring out of their need efforts, attention, creativity and general innovations of individual employees and groups or teams of network, Asare-Bediako (2008).

TEACHER TRAINING:

Iqbal and Gulfraz (2010) had done a study to explore the perception of an English teacher as a trainee, during in service training programs. In this research 10 trainees were interviewed during one off the CALL course and the same trainees were interviewed at their respective workplace after the completion of the training program, to find out the effectiveness of training. But in results they found the ineffectiveness of a training program because of the lack of resources. The study stressed to training programs for providing all resources to the trainees for an effective training. Jackson (2008) aimed to find the need of education and practical training in the industrial recruitment and how to develop these institutes. Study found that group training schemes and technological colleges are providing industrial training and general education for vocational interests. For the development of industry, it is necessary to senior representatives to work with the technical colleges and ensure that training programs are oriented toward the requirement and development of industry. Kant and Punia (2014) concluded that training has significant impact on the skill set of teachers and play an important role in development of different skills of teacher.

HUMAN RESOURCE AND IMPORTANCE OF TRAINING:

Abu Bakar *et al.* (2012) concluded that human resource plays an important role in the success of any organization. In this research 107 individuals were used as a sample population for the questionnaire survey and this study was conducted within the construction companies in Iran. To work on this correlation study descriptive and regression based analysis methods were used. In this research they established the relation between training and motivation practices with teamwork improvement and task efficiency. According to Kalemci (2005) training plays an important role in the success of any organization, it is necessary to any organization to have knowledge about the training methods which can improve the organization's effectiveness. Training is main source of improving organization's effectiveness. Study provides conceptual framework that how to determining which methods to use when designing training program. Training and developing human capital is enormously important in the efficient management. In this study, the author established the concepts about the methods which can be used during training program development and also described various training methods with their strengths and limitations. Blickstein (1996) reviewed on expenditure on training and how effective training is and its need, data from many companies for e.g. Andersen Consulting, Federal Express, Carmaker Saturn took into account and finally concluded that effective training is needed to meet with the today's competition level and to get the value of expenditure on training. Kauffeld and Willenbrock (2010) compared spaced and massed training with respect of training transfer quality, quantity, sales competence and key figures, quasi experimental research design were used for a sample of 64 employees of a bank. The Study revealed that greater transfer quality improved key figure and higher self-reports of sales competence were the results of spaced training. The study also expresses the positive effect of technical training on job involvement, and coaching on job satisfaction. Also gives the explanation how to imply spaced practice in real sales training.

3. HIGHER EDUCATION IN INDIA

In a society experience quick growth there is a greater than ever requirement for training. The pace of growth and the rising burden with regard to knowledge need broad flexibility in the employees; as it have to, on the fast basis, obtain skills with regard to varying job type. With respect to meet these demands, training is turn into an all-time practice. Along with most of the employees, the call for training is rising. In this way, the occupation of education is not a different and hidied thing.

Higher education in India has developed considerably since the country's independence in 1947. After independence, the total enrolment share in higher education was measly 0.7% with a system of 18 universities, 500 colleges and about 700 teachers. The current enrolment in higher education is about 12.5% with the objective of 15% by the end of 11th plan period. The higher education institutional system has developed extremely; and it is the third largest network in the world just after to USA and China. The network has 418 Universities, 20,676 colleges and 5.70 lakh teachers as well as first-class Technical and management institutions (Rahman and Ahmed, 2009)

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4. COURSES ORGANIZED BY ACADEMIC STAFF COLLEGES

- **Orientation Programme:** The duration of Orientation programmes are of four week comprising 144 hours for the newly selected Lecturers of the Colleges and Universities.

The idea: The orientation programmes highlights that teachers are representative of social- economic transform and national development and emphasize on the requirement to make them skilled and focused teachers. This programme focuses on inspiring the Lecturers for excellence of self-reliance through their realization of the communal, academic and ethical atmosphere.

Objectives: The objective of this programme is to improve the motivation level and awareness of lecturers and make sure that they learn through planned methods and to provide prospects for professional and occupation growth.

For each of above objectives a sample of symbolic catalogue of topics has been recommended by UGC. Though, Academic Staff Colleges create their own themes, style of teaching and method of deliverance to achieve the best results. A multiplicity of experts is invited from the different grounds of Academic disciplines, organizations, journalism, business, social services, literature for the betterment of participants.

- **Refresher Courses:**

The refresher courses are of three week duration comprising 108 hours for on job lecturers of Colleges and Universities. Idea behind these programmes is to provide a space to experience their ideas and teaching with others, it also assists teachers/research scholars to stay connected of the newest changes in different subjects.

Only those participants can attend refresher course who have already attended orientation programme. Participating in these programmes is connected with the career advancement of lecturers in Colleges and Universities.

- **Short term course/ Workshops:**

Every academic staff college organizes seven day or ten days short term workshops. These workshops are basically designed for specific skills development and enhancement of additional expertise. Main focused areas of these workshops are research methodology, communication skills, specific technical training, SPSS, AMOS, MATLAB, patent and copyrights, human rights, use of internet etc. Usually research scholars and newly appointed teachers take part in such workshops.

Rational of the Study:

As is obvious from the title, the main objective of the study will be to check the effectiveness of training and development programmes organized by academic staff colleges in India. Hence, research problem can be stated as *“To Study the Perception of Participants regarding Training and Development Programme”*.

Hypotheses:

In view of the objectives of the present study, hypotheses are as under:

H₀1a: There is no significant difference in the perception about training and development programme according to their demographic variables.

H₀1.1: There is no significant difference in role of training and development programme in teaching advancement according to their demographic variables.

H₀1.2: There is no significant difference in perception of participants regarding course significance according to their demographic variables.

H₀1.3: There is no significant difference in perception of participants regarding the course requirement stage according to their demographic variables.

Sample:

A total sample of 595 (342 Male and 253 Female) higher education teachers participating in training and development programme organized by ASCs. In view of the demographical characteristics, 313, 216 and 66 participants were between 24 to 34 years, 35 to 44 years and above 45 years respectively. In case of highest academic degree, 188, 121 and 286 participants were PG, M. Phil., and Ph. D. respectively. Regarding the teaching experience, 296, 179 and 120 participants were of 0-5 years, 6-10 years and above 10 years respectively. At initial level, total 650 questionnaires were distributed and of which 595 collected and 55 were not included due to careless responding of the participants. Investigator contacted in selected academic staff colleges from all over India. The states which were covered under sampling frame of India are Haryana, Rajasthan, Delhi, Himachal Pradesh, Punjab, Chandigarh, Uttar Pradesh, Madhya Pradesh, Maharashtra, Uttaranchal, Andhra Pradesh, Tamilnadu and Meghalaya. There was a face to face interaction with the respondents for solving the research problem and each respondent provided with a copy of the questionnaire by hand and collected the questionnaire after completion.

Tool/Measure: *Perception about Training and Development Programme*

To obtain the objectives of the present study, self-structured tool was used. For this, 11 statements were written and essential psychometric properties were ascertained. All these statements were based on five point scale viz. Strongly Disagree, Disagree, Natural, Agree, and Strongly Agree. For standardization, Descriptive statistics, Pearson's Correlation, and Exploratory Factor Analyses were subjected. Descriptive statistics depicted that distribution of scores of all the statements is almost normal except some minor discrepancies. Coefficients of item inter-correlations were ranges -.01 to .51 depicting the internal consistency reliability of questionnaire. To explore the factorial validity, exploratory factor analysis was applied and three factors were extracted with the criteria of eigenvalue greater than 1.00. These three factors are **Role in Teaching Advancement**, **Course Significance**, and **Course Requirement Stage** and some have been used in present study.

5. RESULTS AND DISCUSSION

Obtained data was analysed with t-values and presented in Tables 1, 2, 3 and 4. In view of the age as a demographical variable, all the participants were compared on three factors.

Table 1: Age wise Perception of participants about Training and Development programmes

Factors	Age	N	Mean	SD	f-value (p-value)
Role in Teaching Advancement	24-34	313	4.3099	.60663	.704 (.495)
	35-44	216	4.3449	.59427	
	45 & above	66	4.2462	.62094	
Course Significance	24-34	313	3.8967	.65561	.385 (.680)
	35-44	216	3.9367	.58368	
	45 & above	66	3.8687	.77101	
Course Requirement Stage	24-34	313	3.6310	.78575	3.274 (.039)*
	35-44	216	3.6736	.91210	
	45 & above	66	3.9167	.69384	

Source: Survey *Significant at 0.05 level

On the basis of F-value, no significant difference at 0.05 significance level is found in the perception of participants regarding the role of Training and Development programmes in Teaching Advancement at different age categories (F=0.704, p=0.495). The perception of participants regarding the role of Training and Development programmes in Teaching Advancement is at the above average level. Participants of 34-44 age category are more in support that Training and development programme play important role in Teaching Advancement (M=4.3449, SD=.59427) as compared to participants in the other age categories. While, participants under 45 & above age category (M=4.2462, SD=.62094) are comparatively less in favor than the others who are in 24-34 age category group (M=4.3099, SD=.60663).

With respect to Course Significance, participants' perspective is again same as above discussed. Participants of 35-44 age group are in more favor regarding the significance of Training and Development programmes with the mean score 3.9367. Meanwhile, participants in the 24-34 age group (M=3.8967, SD=.65561) are more in favor as compared to participants in the age group of 45 & above (M=3.8687, SD=.77101). Null hypothesis is accepted at the 0.05 significance level on the basis of F-value (F=.385, p=0.680). It means that no significant difference is found in the perception of participants regarding course significance of Training and Development programmes organized by Academic Staff Colleges in India.

The perception of participants regarding course requirement stage of training and development programme is at the above average level. Mean scores of the perception level of participants depicts the comparable satisfaction of participants regarding when course is required. Participants under 45 & above age category showing highest agreement (M=3.1967, SD=.69384) with compare to other age category likewise 24-34 (M=3.6310, SD=.78575) and 35-44 (M=3.6736, SD=.91210). In the perception level of participants regarding course requirement stage there is found significant difference (F=3.274, p=.039) therefore Null hypothesis is rejected

H_{01.1}: There is no significant difference in the perception of participants regarding role of training and development programme in teaching advancement according to gender.

H_{01.2}: There is no significant difference in perception of participants regarding course significance according to gender.

H_{01.3}: There is no significant difference in perception of participants regarding the course requirement stage according to gender.

Table 2: Gender wise Perception of participants about Training and Development programmes

Factors	Gender	N	Mean	SD	t-value (p-value)
Role in Teaching Advancement	Male	342	4.2712	.65469	2.161 (.031)*
	Female	253	4.3755	.52167	
Course Significance	Male	342	3.8635	.65201	1.978 (.048)*
	Female	253	3.9684	.62914	
Course Requirement Stage	Male	342	3.7200	.80300	1.421 (.156)
	Female	253	3.6215	.85901	

Source: Survey *Significant at 0.05 level

Table 4.1.3 elucidates the gender wise perception level of participants about training and development programme. There is significant difference in the perception level of participants regarding role of training and development programme in Teaching Advancement (t=2.161, p=0.031). The perception level of female participants (M=4.3755, SD=.52167) is high with male participants (M=4.2712, SD=.65469) regarding role of Training and Development programme in teaching advancement.

With respect to course significance female participants are more agree than male participants with the mean respectively (M=3.9684, SD=.62914), (M=3.8635, SD=.65201). There is significant difference in the perception of male and female participants regarding the course significance and therefore Null hypothesis is rejected which is t-value is showing (t=1.978, p=0.048). The perception level of both male and female participants is above average regarding requirement stage of training and development programme. Here male participants showing higher agreement (M=3.7200, SD=.80300) as compare with female participants (M=3.6215, SD=.85901) but as t-value is showing there is no significant difference in perception of all participants.

H_{01.1}: There is no significant difference in the perception of participants regarding role of training and development programme in teaching advancement according to their highest academic degree.

H_{01.2}: There is no significant difference in perception of participants regarding course significance according to their highest academic degree.

H_{01.3}: There is no significant difference in perception of participants regarding the course requirement stage according to their highest academic degree.

Table 3: Highest Academic Degree wise Perception of participants about Training and Development programmes

Factors	Degree	N	Mean	SD	F-value (p-value)
Role in Teaching Advancement	PG	188	4.3019	.60769	.354 (.702)
	M.Phil.	121	4.2872	.56886	
	PhD	286	4.3365	.61607	
Course Significance	PG	188	3.9291	.67177	.331 (.718)
	M.Phil.	121	3.9284	.56142	
	PhD	286	3.8858	.65914	
Course Requirement Stage	PG	188	3.7793	.75409	2.202 (.112)
	M.Phil.	121	3.6653	.71847	
	PhD	286	3.6171	.90989	

Source: Survey *Significant at 0.05 level

Table 4.1.4 elucidate the highest academic degree wise perception level of participants who are taking training through Training and development programme organized by Academic staff colleges. According to the table PhD degree holder participants are showing highest agreement (M=4.3365, SD=.61607) with compare to PG (M=4.3091, SD=.60769) and M.Phil. (M=4.2872, SD=.56886) degree holder participants and there is no significant difference found in the perception level of all participants. If we talk about the perception of participants regarding course significance there is no significant difference in perception level but the table shows above average agreement of participants regarding course significance. PG degree holders (M=3.9291, SD=.67177) are showing highest agreement as compare to M.Phil. (M=3.9284, SD=.56142) and PhD (M=3.8858, SD=.65914) degree holders and here also there is no significant difference found as F-value is showing (F=.331, p=.718). If we look on the agreement of participants regarding training requirement stage PG degree (3.7793, SD=.75409) holders found more agreed than M.Phil. (3.6653, SD=.71847) and PhD (M=3.6171, SD=.90989) degree holders. There is no significant difference in the perception of all participants as F-value shows (F=2.202, p=.112) therefore Null hypothesis is accepted.

H_{01.1}: There is no significant difference in the perception of participants regarding role of training and development programme in teaching advancement according to their present designation.

H_{01.2}: There is no significant difference in perception of participants regarding course significance according to their present designation.

H_{01.3}: There is no significant difference in perception of participants regarding the course requirement stage according to their highest present designation.

Table 4: Teaching Experience wise Perception of participants about Training and Development programmes

Factor	Teaching Experience	N	Mean	SD	F-Value (P-Value)
Role in Teaching Advancement	0- 5	296	4.3353	.60024	.489 (.613)
	6-10	179	4.3128	.58351	
	above 10	120	4.2708	.64217	
Course Significance	0- 5	296	3.9313	.62359	.382 (.683)
	6-10	179	3.8864	.67143	
	above 10	120	3.8833	.65487	
Course Requirement Stage	0- 5	296	3.6520	.82577	.829 (.437)
	6-10	179	3.6634	.87380	
	above 10	120	3.7646	.76167	

Source: Survey *Significant at 0.05 level

In table 4.1.6 elucidates the perception level of participants regarding Training and Development programmes on the basis of teaching experience. As far as p-value is more than the significant value, it means null hypothesis is accepted (not rejected) in case of role of Training and Development programme in teaching advancement. It may be inferred that no significant difference ($F=0.489$, $p=0.613$) is found in the satisfaction level of respondents among different categories of experiences. Respondents in the experience group 0-5 years are showing more agreement ($M=4.3353$, $SD=0.60024$) in the role of training and development programmes in teaching advancement as compared to respondents in other experience groups. While, respondents in the experience group 6-10 years ($M=4.3128$, $SD=.58351$) are more agreed than the workers having experience 10 or above years ($M=4.2708$, $SD=.64217$) with respect to role in teaching advancement.

In the case of significance of training and development programmes the perception level is more than average level but there is no significant difference to be found in the perception level of participants. Participants coming under 0-5 years experience ($M=3.9313$, $SD=.62359$) are highest positive about the significance of training and development programmes as compare to other experience group like 6-10 ($M=3.8864$, $SD=.67143$) and more than 10 years ($M=3.8833$, $SD=.65487$).

Perception level of respondents regarding training and development programme requirement stage is above average and here also null hypothesis is accepted that there is no significant difference in the agreement of respondents. Respondents having experience 10 or more than years ($M=3.7646$, $SD=.76167$) are showing highest agreement regarding requirement stage of training and development programme as compare to experience group of 6-10 ($M=3.6634$, $SD=.87280$) years and 0-5 years ($M=3.6520$, $SD=.82577$).

6. CONCLUSION

The study was designed to check the perception of participants regarding training programmes organized by academic staff colleges in India. The results of the study clearly signify that perception level of participants from training programmes is very high. It is found that training and development programme has significant role in teaching advancement in the perception of participants and all the participants think that training and development programme is very significant in higher education. Female participants have higher perception regarding role of training programme in teaching advancement than male participants. Participants of all the categories like PG, M.Phil and PhD have positive perception about the role of training programme in teaching advancement and PhD degree holder found highest positive. About course significance again all categories found satisfies and here PG degree holders are more in favour and same result found in course requirement stage. About course significance teacher with 0-5 years experience find more significant in today's world than the teachers with 6-10 years or more than 10 years of experience. Teachers having more than 10 years of experience want training and development programme to be organized maximum in numbers as they want to update themselves with new teaching methods and development in subject.

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