

IMPACT OF TRAINING AND DEVELOPMENT ON DEMOGRAPHICAL PROFILE OF EMPLOYEES IN HIGHER EDUCATIONAL INSTITUTIONS IN KALABURAGI DISTRICT

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ABSTRACT

Human Resources Management has gained momentum since decades irrespective of the sectors. The performance of the organizations depends on the quality of human resources they have and the practices to enhance their capabilities. Higher educational institutions across Nation have increased and the demand for the capable HR has also increased. The higher educational institutions performance depends on the dedication, commitment and knowledge of the HR they have and the practices adopted to nurture them. In this regard, researcher has made an attempt to understand the HRM practices adopted by the higher educational institutions in Kalaburagi especially the Training and development practices and its impact on demographics of employees. Demographical profile is an important aspect of the research as the thought process, participation, exposure, experience, knowledge varies with each variable.

Keywords: Higher Educational Institutions, Universities, HRM, Training and Development, Impact, Employees.

Introduction

One of the areas of management which has developed very fast in recent years is the area of Human Resources Management (HRM). Human resources are the most important resources of the organization and they must be considered with the highest level of attention and interest¹. The effective management of human resource has become a decisive factor of competitiveness and development of every organization. In any organization, employees are considered as the essential strategic asset. Therefore, employees could be a competitive advantage if their organization provides more attention and invest in developing employees' skills at the workplace².

Similarly, Universities strive to attract the talent, well trained and enthusiastic employees dedicated to their work, carrying out research and training for development of humanity³. Prior empirical studies revealed that successful and effective implementation of human resources management practices (HRMPs) empower university employees and improve their performance positively⁴. And the argument that employees have an important and strategic role in enhancing university positioning in significant fields such as quality of research, academic reputation, and community service⁵.

It is believed that the success of any educational institution depends on the quality of its human resources and its consideration of HRM as the fulcrum of the educational administration⁶. Addressing the environment of higher education which has become more competitive and open for market-driven decision making, human resources are the most powerful assets that an institution could possess to fit in this competitive environment and to suit the modern entrepreneurial paradigm. HRM plays the role of translating the organizational strategic aims into human resource policies and creating human resource

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strategies that could gain better competitive advantage in improving the quality of higher education, essential for social, scientific, technological, economic, political development of nations⁷. Higher education in India has expanded rapidly over the past two decades⁸. "higher education is no longer a luxury; it is essential to national, social and economic development".

There is also a need to conduct elaborate studies to examine the effect of "best practices" of HRM on employees' performance in institutions of higher learning. In this context, this study has been conducted to investigate and analyze the impact of HRM best practices on employee's performance in select private and public universities and factors responsible for job satisfaction⁹. The aim of this study was to evaluate the applicability and conceptualization of HRM practices and assess as to how they influence job satisfaction and overall employee performance¹⁰. Earlier studies suggested that from developed nations to emerging countries; repeatedly shows that HR practices have significant impact on employees' performance¹¹. However, limited studies have been conducted in this important area in developing countries.

In the dynamic landscape of higher education, the role of human capital in fostering institutional growth and excellence is paramount. This research delves into the crucial intersection of Training and Development (T&D) initiatives and the demographical profiles of employees within higher educational institutions in Kalaburagi District. The significance of this study is underscored by the evolving nature of the academic sector, where faculty and staff play pivotal roles in shaping the educational experience. As institutions seek to adapt to changing pedagogical paradigms and embrace technological advancements, understanding the nuanced impact of T&D programs on employees' demographic characteristics becomes imperative.

The demographic profile of employees, including factors such as gender, age, educational qualifications, and professional experience, influences the effectiveness of training interventions. This research aims to explore how these demographical aspects interact with and potentially influence the outcomes of T&D initiatives. By focusing on Kalaburagi District, the study contributes localized insights that can inform the design and implementation of targeted training strategies tailored to the unique characteristics of the workforce in higher education institutions.

Through a comprehensive analysis of the interplay between T&D and demographic variables, this research aims to provide actionable insights for institutions, policymakers, and practitioners in the field of higher education. Ultimately, this study aspires to contribute to the enhancement of employee capabilities, institutional efficiency, and overall academic excellence within the educational landscape of Kalaburagi District.

Literature Review

Wagner (2000)¹² conducted research on influence of Training and Development on the employee's job satisfaction and elucidated companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover. In this study, Researchers found that there are many Training and development programs available for the faculty to enhance and upgrade their skill. Training and development programs include Seminar, Faculty Development Program, Workshop, Conferences, Short Term Program, Orientation and refresher course.

N.S. Chaudhary et al(2016)¹³ in their research studies depicts a strong correlation between Training and Development and Job Satisfaction. Result shows 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. It is conclude that Training and development programs lead to job satisfaction in education sector.

Sahanidiset al. (2007)¹⁴ 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)¹⁵ 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)¹⁶ 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)¹⁷ 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

Researcher intends to ascertain the following objectives:

- To ascertain the relevance of HRM practices in general and Training Development practices in particular of Higher Educational Institutions in Kalaburagi District.
- To measure the Impact of Training and Development Practices on the demographics of Employees of select Higher Educational Institutions in Kalaburagi District.

Research Methodology

Current research is both qualitative and quantitative in nature demanding both explorative and empirical approach. A mixed (qualitative and quantitative) method approach was adopted for the present study. The researcher has adopted **Survey method** to gather the primary responses of employees who are working for the Universities spread across Kalaburagi by administering well designed & tested **Interview Schedule**. Secondary data from the various sources; research articles from international and national perspectives, government publications, journals, Abstracts, Tresses, Magazines and white papers are referred. Data thus collected is analyzed using descriptive statistics, Chi-square Test and Multiple Regression analysis to draw statistical inferences.

Sample Design

For the current study, researcher has considered the Higher Educational Institutions; Central University of Karnataka, Gulbarga University, Sharnbasva University and Khaja Bandanawaz University and their affiliated colleges that spread across Kalaburagi Districts including the five Taluks. From these four different universities, researcher has drawn a sample of 80 employees **randomly**.

Sample Size

From the each University, a list of number of employees from various departments is gathered that constitutes the sample frame of the study. From this list of employees, a sample of 80 is drawn in total by adopting **Simple Random Sampling** method.

Data Analysis and Interpretation

• Impact of Training & Development on Demographic profile of Employees

To measure the impact, researcher has adopted Multiple Regression Analysis and tested following hypothesis:

H₀: There is no significant impact of Training and Development on Demographical (Gender, Age, Qualification, and Designation & Experience) aspects of Employees

H₁: There is a significant impact of Training and Development on Demographical (Gender, Age, Qualification, and Designation & Experience) aspects of Employees

Table 1: Analysis of Training & Development Attributes

Sl. NO	Attributes of Training & Development	SD	D	N	A	SA	Total
1	Institution provides its employees with good opportunities to undertake external training programmes	-	12	10	30	28	80
2	Institution provides a good environment to learn job-specific skills and knowledge	8	10	8	28	26	80
3	Allows staff to participate in research workshops, seminars, FDP/MDP	5	5	12	28	30	80
4	Allows staff to take up invited lectures	10	5	20	22	23	80
5	Institution organises guest lecturers/seminars to enhance knowledge	-	5	10	23	42	80
6	Value Adds are Provided like Certification Programmes and Skill based Training (Individual)	-	4	70	-	06	80

Source: Primary Data) (Where,SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree,SA-Strongly Agree

Analysis of the attributes under training and development of the staff of the selected Institutions is presented in the **Table-1** where the attributes studies constitute of ; Institution provides its employees with good opportunities to undertake external training programmes, Institution provides a good environment to learn job-specific skills and knowledge, Allows staff to participate in research workshops, seminars, FDP/MDP, Allows staff to take up invited lectures, Institution organises guest lecturers/seminars to enhance knowledge and Value Adds Provided like Certification Programmes and Skill based Training (Individual).

72% (58) staff members agreed that their institution provides its employees with good opportunities to undertake external training programmes, 67.5% (54) staff members agreed that Institution provides a good environment to learn job-specific skills and knowledge, 72% (58) of the staff agreed that institution allows them to participate in research workshops, seminars, FDP/MDP, 56.25% (45) of staff said they are allowed to take up invited lectures, 81% (65) of the staff members agreed that Institution organises guest lecturers/seminars to enhance knowledge and 0.09% (6) staff members said value adds like certification programmes or skilled based individual training is given.

Table 2: Descriptive Statistics of Gender, Age, Qualification, Experience, Designation and TD(Training & Development)

	Mean	Std. Deviation	N
TD	3.4375	1.16753	80
Gender	1.2875	.45545	80
Age	1.6625	.82591	80
Qualification	3.0250	1.59885	80
Designation	4.2250	1.34046	80
Experience	2.4625	1.09016	80

From the **Table 2**, it is observed that TD (Training & Development) has mean value 3.43 and Std. deviation 1.16, gender has mean value 1.2 and std. deviation 455, age has mean value 1.66 and std. deviation .82, qualification has mean value 3.02 and std. deviation 1.5, designation has mean value 4.2 and std. deviation 1.3 and experience has mean value 2.46 and std. deviation 1.09.

Table 3: Regression Model Summary of Gender, Age, Qualification, Experience, Designation and TD(Training & Development)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.490 ^a	.240	.189	1.05160	.240	4.676	5	74	.001

a. Predictors: (Constant), Experience, Qualification, Designation, Gender, Age

Table 3 Presents the Model Summary of regression analysis where all the demographic variables are impacted by the Training and development practices of the institutions. The impacts if significant with F value 4.676 at 0.001 with R Square change .240 indicating 24.0% of impact.

Table 4: Coefficients^a of Gender, Age, Qualification, Experience, Designation and TD(Training & Development)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.564	.483		5.303	.000
	Gender	-.140	.344	-.055	-.407	.686
	Age	-.156	.193	-.110	-.807	.422
	Qualification	.176	.092	.241	1.915	.049
	Designation	.113	.113	.130	1.007	.031
	Experience	.511	.127	.477	4.025	.000

a. Dependent Variable: TD

According to the Table-4 representing the Coefficients, TD doesn't have any impact on the Gender classification & Age groups. But TD does have an impact on Qualification, Designation and Experience. In the above table beta and t value of gender and age, it indicates the inverse impact of TD on age.

From the regression model summary and value of beta coefficients, it is elucidated; experience has the highest amount of impact with coefficient value-.477, followed by Qualification-.241, Designation-.130, Gender-.055 and Age with coefficient value -.110.

Outcome of the analysis also indicates that gender and age have inverse impact on the training and development; meaning the impact of gender and age is inverse on all the attributes under the training.

Similarly, qualification, designation and experience does have an impact on attributes under the training & development; Institution provides its employees with good opportunities to undertake external training programmes, Institution provides a good environment to learn job-specific skills and knowledge, Allows staff to participate in research workshops, seminars, FDP/MDP, Allows staff to take up invited lectures, Institution organises guest lecturers/seminars to enhance knowledge and Value Adds Provided like Certification Programmes and Skill based Training (Individual).

• Results of Hypothesis Test

Table 5: Results of Hypothesis Test

Sl. No	Hypothesis	Test Applied	Result
1	There is no impact of Training & Development on Gender	Multiple Regression	Null hypothesis is accepted(0.686>0.05) There is no impact of TD on Gender
2	There is no impact of Training & Development on Age	Multiple Regression	Null hypothesis is accepted (0.422>0.05) There is no impact of TD on Age
3	There is no impact of Training & Development on Qualification	Multiple Regression	Alternate hypothesis is accepted (0.049<0.05) There is a impact of TD on Qualification
4	There is no impact of Training and Development on experience	Multiple Regression	Alternate hypothesis is accepted (0.000<0.05) There is a impact of TD on experience
5	There is no impact of Training & Development on designation	Multiple Regression	Alternate hypothesis is accepted (0.031<0.05) There is a impact of TD on Gender

Source: Results of Multiple Regression of Gender, Age, Qualification, Experience, Designation and TD(Training & Development) at 0.05% significance level.

Findings of the Study

The overall findings of the research paper are as follows:

- It is found that, Majority i.e 72% (58) of the employee's especially teaching, administrative and technical staff agrees that they are deputed for external training programmes as and when required, similarly they are deputed to attend the conference also.
- Majority i.e 37.5% (30) of the teaching staff strongly agreed that their institutions conduct internal training programmes conferences etc and give the scope for them to actively organise the same.
- Some (06) of Central university staff particularly said that they are provided with the opportunity to do certification courses within the campus.
- Results of Multiple Regression analysis indicates that there is an impact of Training and development practices of higher educational institutions on gender, age, qualification, designation and experience.
- The impact shows the inverse relationship for the variables such as gender and age indicating that greater the age, lesser are the opportunities provided for the training as well as development.
- It is found from the study that, gender and age have inverse impact on the training development; meaning the impact of gender and age is inverse on all the attributes under the training.

- Similarly, qualification, designation and experience does have an impact on attributes under the training & development; Institution provides its employees with good opportunities to undertake external training programmes, Institution provides a good environment to learn job-specific skills and knowledge, Allows staff to participate in research workshops, seminars, FDP/MDP, Allows staff to take up invited lectures, Institution organises guest lecturers/seminars to enhance knowledge and Value Adds Provided like Certification Programmes and Skill based Training (Individual).

Suggestions

The extensive literature survey and empirical evidences gathered through the primary sources have revealed the fact that there is huge demand for the education and hence higher educational institutions are increasing year by year. The quality of education and productivity of the institutions depends on the quality of human resources and effectiveness of managing them. It is noticed that training and development practices have a positive impact on the identified variables, it is suggested that higher educational institutions must organise in house training programmes so that it is useful for the all employees who are in need of it. The external training programmes are cost effective as the number of participants will be less but it enhances the skill of few employees only. The platforms in the form of organising conferences, MDP (Management development Programme), FDP, Symposium, Panel discussions would definitely enhance the skill sets of the employees and similarly technical courses, technical training for the technical staff. The certification courses related the area of interest and need would definitely bring out the best of individuals. Getting quality human resources is tedious but managing them and making them to hold on the institutions is even more challenging and nurturing the talent is the only key to success.

Conclusion

The perspective of relevance of human resources management has changed since years and immense measures are taken by the institutions/firms in order to manage them better year after year. When it is the question of managing the staff at the educational institutions, many of the institutions take it granted as it is moral duty of the staff as they are into the Nobel profession of teaching. The important aspect of HRM practices is to help employees develop themselves by enhancing their knowledge and skills which is achieved through Training and development.

Researcher conducted this study to know whether there is an impact of the training and development practices on the demographics of the employees of higher educational institutions in Kalaburagi and it is found that the impact is positive and statistically significant.

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