

An Empirical Investigation on Impact of Training & Development on Job Satisfaction among Private School Teachers

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Abstract

Training and development are educational activities within an organization that are designed to improve the job performance of an individual or group. These programs typically involve advancing a worker's knowledge and skill sets and instilling greater motivation to enhance job performance. It is stated that, when employees are satisfied with job training, they are more likely to stay in the organization and have lower turnover intentions. The objective was to know about the job satisfaction among the employees in selected private schools, the objectives of this study are to determine the relationship between training & development programmes and job satisfaction among private school teachers, to study existing status of training and development programs conducted for private school teachers, and also to study the effectiveness of training and development programs among private school teachers. Several factors have been considered for this project such as skill enhancement, productivity, motivation, promotion, knowledge, recognition, and rewards. The study uses descriptive method of research, a questionnaire is carefully designed for the purpose of surveying the teachers. The findings reveals that there is a link between training and work satisfaction, it is found that training programs will help to increase and improve the knowledge, skills, abilities in the work place. The research results have indicated that there is a relationship between training & development and job satisfaction. In this study it is suggested that private schools should provide the effective and proper training programs that leads to get the promotion and rewards to motivate the employees and reduce the employee turnover at the work place.

Key words: Training and development, Job satisfaction, Knowledge, Skills, Performance, Productivity, Motivation, Rewards, Promotion.

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I. Introduction

Education is the technique used in accumulation of skills, talents, values, ethics, and beliefs, propensities, as well as self-improvement. However almost schooling conducted under the direction of teachers, students can also instruct themselves. Training could be used for either formal and informal context and any situation that has an influence on a person's thoughts, beliefs, or behaviors can be seen as instructional. The formal education stages incorporate Preschool or kindergarten, elementary school, auxiliary school, college. Formal instruction regularly happens in a school climate, with a few understudies learning in a classroom with a subject-prepared, and qualified educator. Informal learning takes place in a variety of settings, including at home, at job, as well as through regular interactions and mutual relationships among society members. This covers language development, community values, and courtesy for many students. Training and Development is a constant course of upgrading worker efficiency and execution by expanding abilities, acquire information, assessing thoughts, and changing perspectives through organized and precise guidance. Training is tied in with understanding where you are currently and where you desire to accompany your capacities later on. Individuals can learn new things, new procedures, and upgrade their current information and capacities by going to preparing. Accordingly, there is huge improvement and expanded efficiency at work. The objective of the training is to have a genuine effect that will endure past the length of the preparation and to keep workers informed about new turns of events.

II. Literature Review

Narendra Singh Chaudhary and Preeti Bhaskar (2016) in the article "Training and development and Job satisfaction in education sector" published in the 'International journal of Business Quantitative Economics and

Applied Management Research'. In this review the research was carried to know the correlation between coaching and development and employee satisfaction of teaching staff in Education Sector and also to realize the various types of training and development programs. In the organization the workers will get job satisfaction for that they need best training facilities, development programs, motivation to do their best. Here the author used descriptive and exploratory method of research and the questionnaire method was utilized for gathering the information from the respondents. So, it can be Concluded that Companies which are providing the development programs for their representatives, they can achieve raised level of specialist satisfaction and low worker turnovers. Kavita Rani and Diksha Garg (2014) in the article "A Study on Training and Development in Public Sector Banks" published in the 'International Journal of Management and Social Sciences Research'. The intent of conducting this investigation is to study the present position of training and development programmes for their bank employees. A good training will help for the present staff and it will help to develop their potential ability to improve their performance in their existing jobs. Here the researcher used descriptive method, and he collected primary data through questionnaire filled by the bank employers. Findings of this study is to suggest that training and development is necessary in any sector. So, it can be concluded that to increase the employee's productivity the public sector banks, conduct training and development programs. Dr. Pankajkumar Agarwal and Mr. Kartik Naidu (2021) in the article "A study on Importance of Training and development in Hotel and tourism industry in Uttarakhand". published in the 'International journal of Accounts, Economics and Commerce Research'. The main desire of this study is to inquire training system in hotel and tourism industry in uttarakhand and also to investigate importance and advantages of training and development in hotel and tourism industry. Here the researcher adopted descriptive method and he collected secondary data through books and journals and websites. The main problem of this research is that some of the employees are not aware about the importance of training and benefits, that comes from participating in them. The outcome from this study is that with the help of training programs, the employees will gain the knowledge and that knowledge will helps to applied in future. Abdul Sattar and Dr. Abdul Ghafoor Awan (2019) in the article "The Impact of Teachers Training on the Academic achievements of students" published in the Global journal of 'Management, Social Sciences and Humanities'. The objective of this study is to investigate how teacher training affects the students' achievements in the class, and to examine the difference in the teaching methods of the teachers before and after training sessions. here the researcher used two types of research instruments that is questionnaire and structure interview schedules, the finding reveals that the following factors are come with cognitive side of the student like peers, school climate, teachers' attitude, psychological needs. The outcome of this study is there is a big positive change was seen among the students who were shown by the pre-arranged teachers while little changes was noted among students displayed by lacking educators. Rashmi Hunnur et. Al., (2013) in the article "A study on Job stress for school teachers" published in the journal IOSR Journal of Business and Management stated that teachers feel stress due to work overload and also they mentioned inadequate salaries, lack of discipline, lack of involvement in decision making leads towards stress among the school teachers. S. Mufeed Ahmad and Urfana Amin Moharken (2018) in the article "Impact of Training and Development on the Performance of School Teachers in J&K" published in Journal 'The Business Review'. The main intention of conducting this research was to propose explicit disciplinary activities for suitable execution of Training and Development practices to update the personnel presentation in the tutoring area of Jammu and Kashmir. The delegate should require basic capacities, limits and abilities expected to work successfully. Here the researcher used descriptive method and sampling method for the data collection. And the findings reveal that by analyzing planning and improvement procedure immovably control the introduction of faculty member in picked region democratic schools. So here it might be induced that there are solid areas for an among professional and organizational development practices and Teacher accomplishments and there's a positive connection among Training and Development practice.

Objectives of the study

- To study existing status of training and development programs conducted for private school teachers.
- To study the effectiveness of training and advancement programs among private school teachers.
- To determine the relationship between demographic variables (monthly income & work experience) and job satisfaction among private school teachers.

Hypothesis:

To determine the relationship between demographic variables and job satisfaction among private school teachers

Sub-hypothesis:

1. To study the influence of monthly salary on job satisfaction

- H0: There is no significant influence of monthly salary on job satisfaction
- H1: There is a significant influence of monthly salary on job satisfaction.

2. To study the influence of work experience on job satisfaction

- H0: There is no significant influence of work experience on job satisfaction
- H1: There is a significant influence of work experience on job satisfaction

Research methodology

The research carried out is descriptive research. Data is collected through structured questionnaire and the information required for the survey was directly gathered from the teachers. The sample frame was private schools in North Karnataka and sample size was 100.

Scope of the study

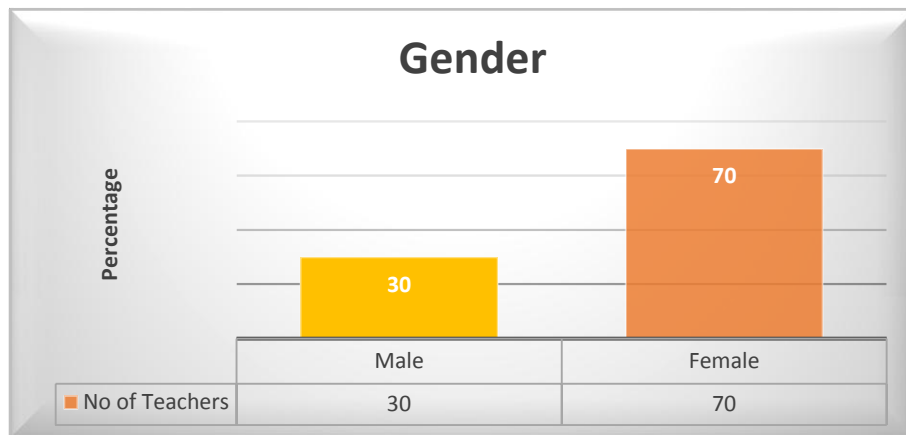
The aim of this study is to know adequacy of training and improvement programs additionally to realize the interrelation among training and advancement and job satisfaction of teachers among private schools in North Karnataka. Further this research will help private schools to know the teachers' expectation from the training and development and it will also help to review existing motivational policies and practices.

Limitations of the study

The study is limited to north Karnataka private schools only, and the private school teachers may be biased on their response.

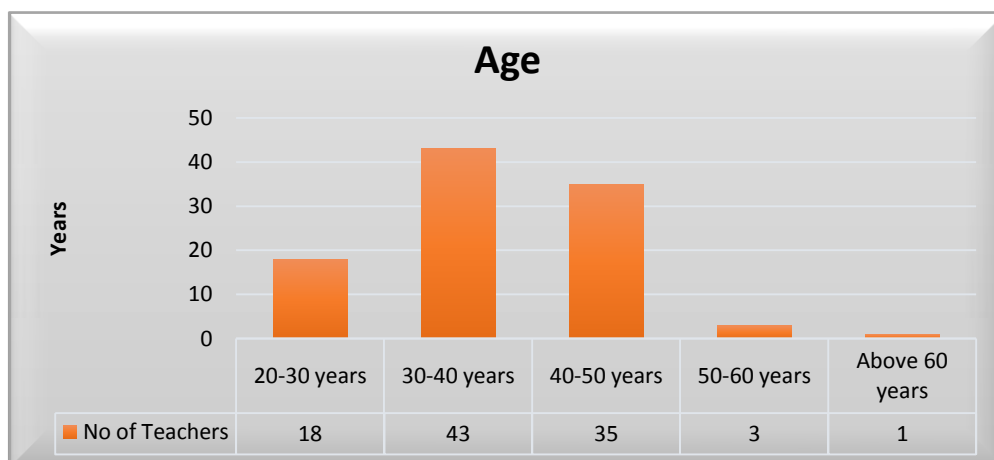
Data analysis and interpretation:

1) Gender



Among 100 respondents, 70% respondents are female and 30% of the employees are male. Majority of the respondents were female.

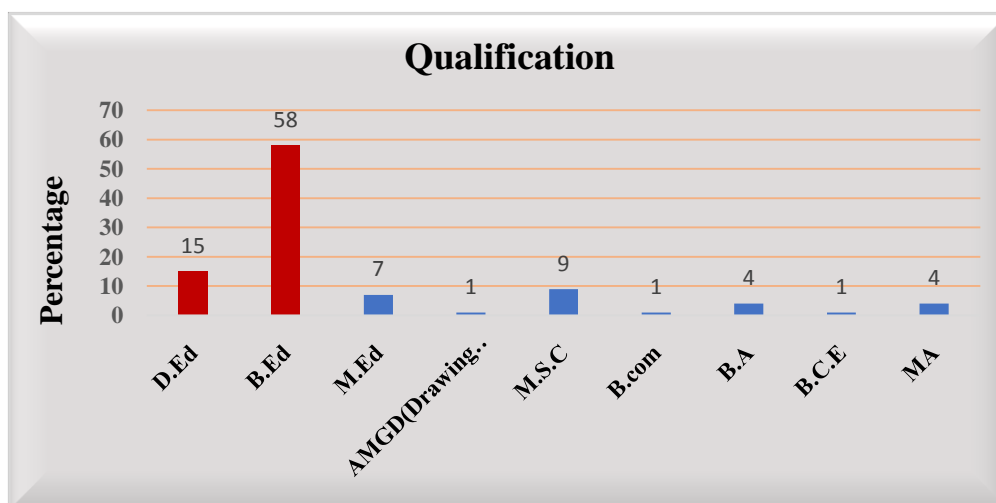
2) Age



Among 100 respondents, 43% of the respondents belongs to 30-40 years of age group, 35% of the respondents belongs to 40-50 years age group, whereas 18% employees are in the age group of 20-30 years, further 3% of the respondents belongs to the age range of 50-60 years and remaining 1% of the respondents age is more than

60 years. From the above analysis, it tends to be revealed that, greater part of the teachers age is between 30-40 years.

3) Qualification



Among the 100 respondents, 58% respondents have completed their B.Ed., 15% respondents have done their D.Ed., 9 % respondents completed M.S.C, 7% of the respondents completed M.Ed., 4% of the respondent's completed BA as well as MA and further 2% respondents completed B.com and B.C.E., remaining 1% respondent completed AMGD.

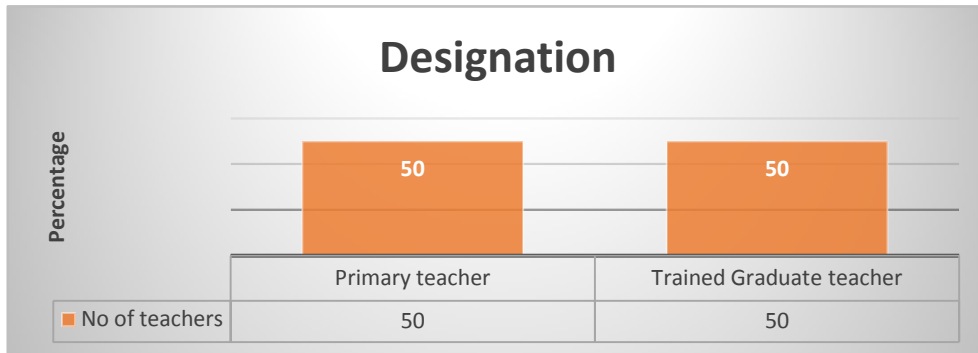
From the above analysis, it can be inferred that, most of the respondents completed their B.Ed. The reason is, in some of the schools during the recruitment of the candidates they made it compulsory to have the B.Ed. Degree (qualification) for teacher post.

4) Work Experience



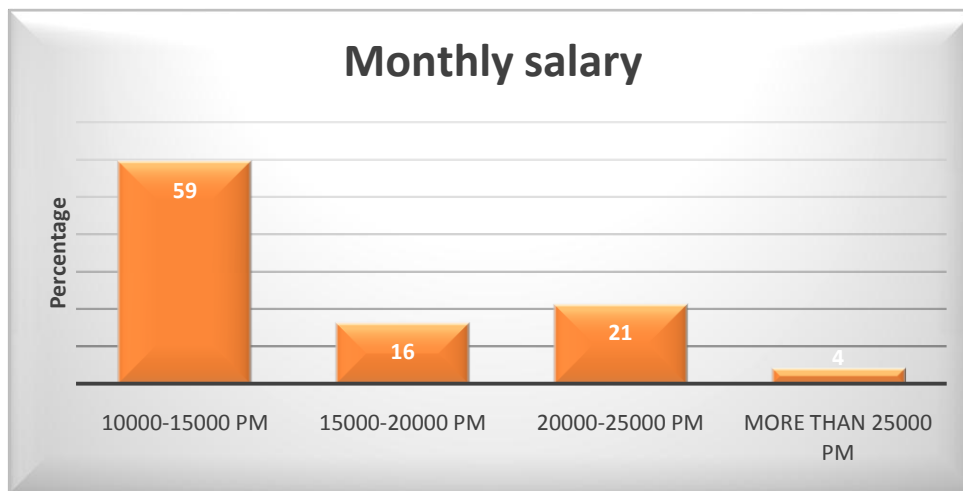
Among the 100 respondents, 39% respondents fall between 5-10 years of experience, 26% respondents have the experience of 10-15 years. 18% of the respondents fall between 0-5 years of work experience and remaining 17% of the respondents have above 15 years of work experience. It can be inferred that, maximum number of the staff are having 5-10 years of work experience.

5) Designation



Among the 100 respondents, 50% respondents are primary school teachers and remaining 50% respondents are trained graduate teachers. From the analysis it can be inferred that, most of the schools have a balanced number of staff in both primary as well as trained graduate teachers.

6) Monthly salary



Among the 100 respondents, 59% respondents' monthly salary is between Rs.10000-15000, whereas 21% respondents' monthly salary is between Rs.20000-25000, further 16% respondents' monthly salary is between Rs.15000-20000 and remaining 4% respondents' monthly salary is more than Rs.25000 respectively. From the analysis, it can be inferred that, most of the teachers monthly salary is between Rs.10000-15000.

7) How many training programs did you attend in last two years?

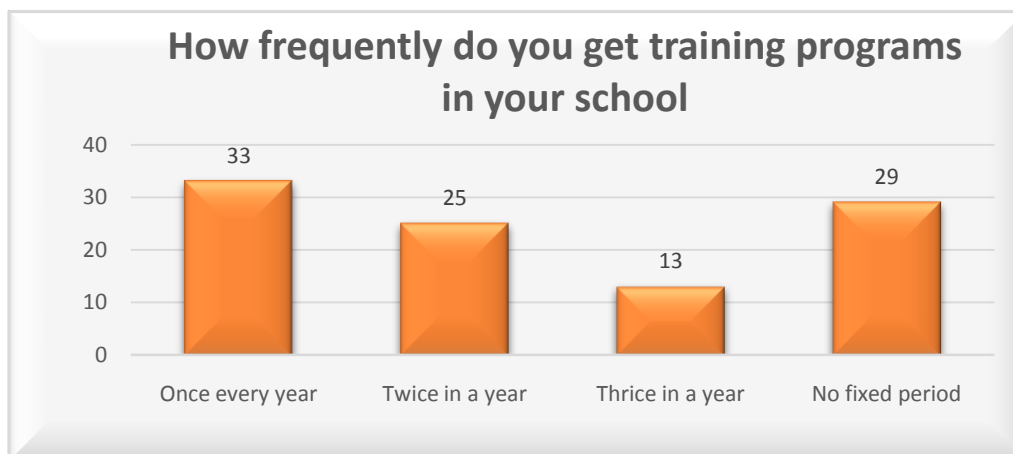


Among the 100 respondents, 51% of the teachers have attended the training 0-5 times in last two years, 30% of the school teachers 5-10 times, further 19% of the teachers have attended more than ten training programs in last two years. From the analysis, it can be inferred that, 0-5 times the faculty have attended the training program in

last two years, the reason might be, that have to be updated in their teaching methodology, so it becomes compulsion for them to attend the training program and they agree that due to shortage of staff they have attended limited training programs.

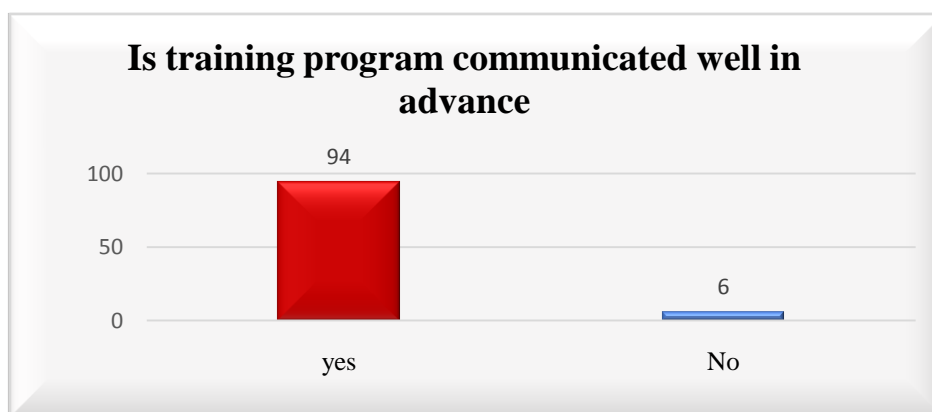
8) How frequently do you get training programs in your school?

Among 100 respondents, 33% of the experts agree that training programme is conducted for the teachers once in a every year, whereas 29 % of the respondents said there is no fixed period for training programmes, further 25 %



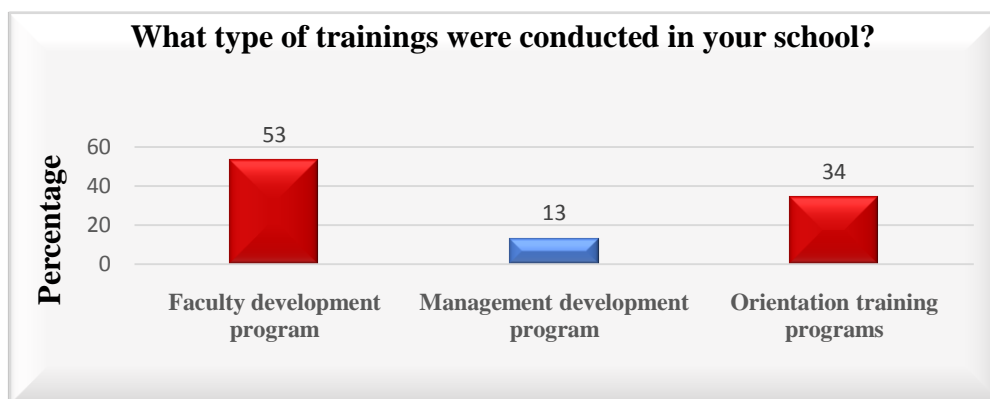
respondents said that twice in a year they will get the training programmes and remaining 13% of the respondents said it is organized thrice in a year. From the analysis, it can be interpreted that, many respondents said that schools provide training program once in every year, the reason might be that school may have norms or practices to conduct training only once in a year, but in some other school the respondents said that there is no fixed period of time to get the training program the reason might be that the school will provide the training only when there is a need and requirement for the teachers.

9) Is training program communicated well in advance?



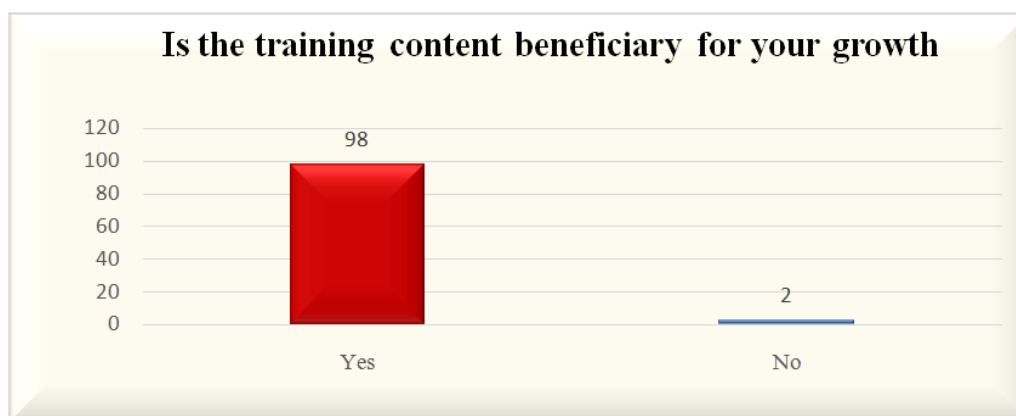
Among the 100 respondents,94% of the respondents agree that training program is communicated well in advance and 6% of the respondents says no. From the analysis it tends to be derived that, a large portion of the respondents agree that training programs are communicated well in advance. The reason might be that, the school have adopted good mechanism to communicate well in advance to its faculty about the training program. Hence the teachers might get information well in advance regarding the training programs through proper communication tools. Nowadays the social media is playing a vital role, where teachers can get information through WhatsApp group and Email at any time. From, these reasons it can be said that training programs are communicated well in advance.

11) What type of trainings were conducted in your school?



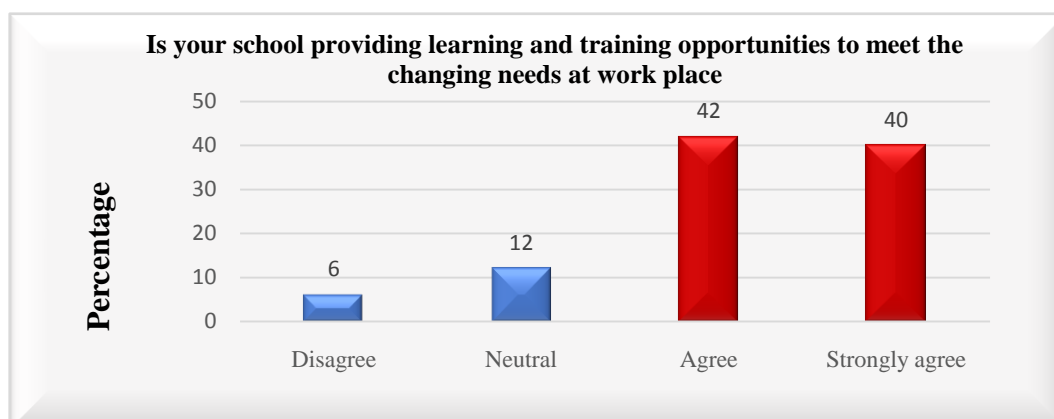
Among the 100 respondents, 53% of the teachers said that they get the faculty development programme, 34% of the teachers said that they get orientation training programs and further 13% of the teachers attended the management development program which were conducted in the schools. From the analysis, it can be inferred that, many employees get the faculty development program, the reason might be because Faculty Development Program (FDP) helps faculty to enhance and improve their capabilities, knowledge and expertise in the class room teaching. Even though most of the schools providing orientation training program to welcome the new teachers to the schools it is the great opportunity to share the school information as well as their academics and to build a bond between the school authorities, new teachers and with the existing teachers.

12) Is the training content beneficiary for your growth?



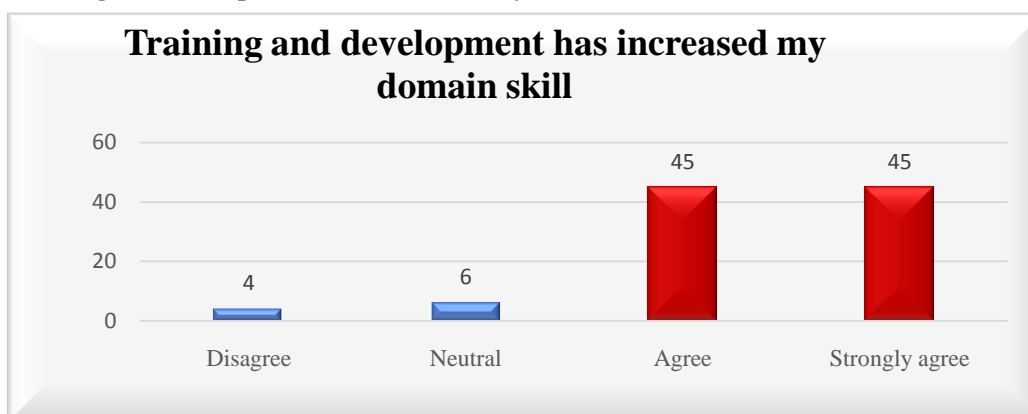
Among the 100 respondents, 98% of the staff agree that training content is beneficiary for their development and just 2% of the respondents said no to the above statement. From the investigation, it can be inferred that large percent of the employees replied training content is gainful for the growth. The reason might be that teachers may get effective training programs where it helps to grow their knowledge and improve their job skills to become more successful in the workplace, and also most of the teachers feel that they can concentrate and improve on a specific area.

13) Is your school providing learning and training opportunities to meet the changing needs at work place?



Among 100 respondents, 42% of the respondents agree that school provides learning and training opportunities to meet the changing needs at work place, 40% of the faculty member strongly agree 12% respondents stayed Neutral, 6% of the respondents disagree for the above information. From the analysis, it can be interpreted that maximum number of school teachers agree that, schools are providing learning and training opportunities to meet the changing needs at work place. Learning and training opportunities provides coaching, training sessions, training courses, online learning and development activities to not only improve the current performance of the teachers but also it assists with further developing the work execution, reduce the turnover of the teachers, bring change in the work environment or work place.

14) Training and development have increased my domain skills.

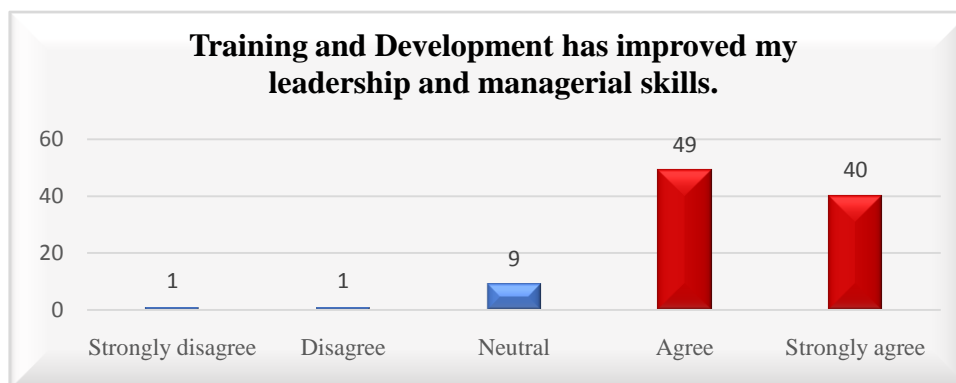


45% respondents agree as well as strongly agree that training and development has increased their domain skills respectively, whereas 6% educators stayed neutral with the statement and further 4% of the respondents disagree with the above statement. Based on the preceding examination, it is inferred that, mass respondents strongly agree that training & development has increased their domain skills. The reason might be that while teachers get training opportunities that increases the knowledge, competencies, abilities, this helps to increase their domain skills and enhance knowledge about functional area or specialized in a particular subject and also, they learned good communication skills and problem-solving techniques.

15) Training and development have enhanced the quality of services being performed by you.

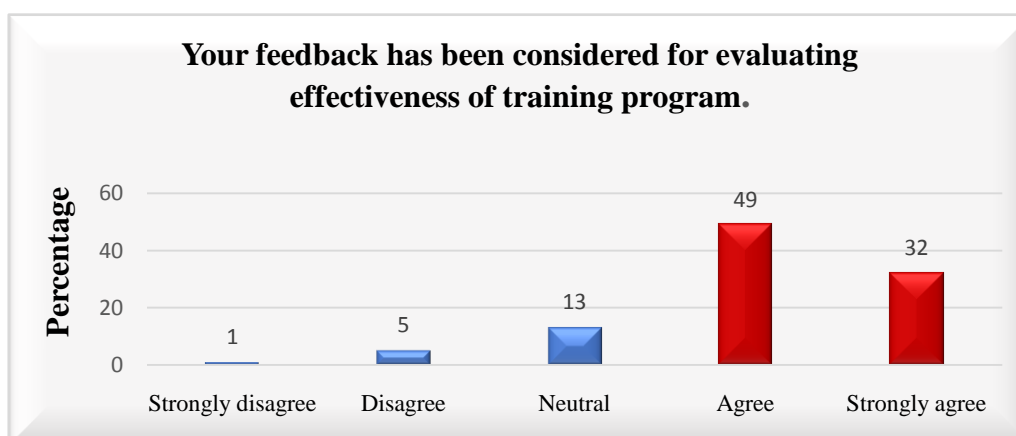
Around 100 respondents, 49% of them have agree that training and development has enhanced the quality of services being performed by them, 35% teachers strongly agree, 13% teachers said undecided, 2% of the respondents disagree and further 1% of the teacher strongly disagree. By the above analysis, it can be interpreted that, more number of respondents agree that training and development has enhanced the quality of services performed by them. It might be because after attending the training sessions and training programs the teachers will take the own initiation and responsibilities to perform the task, they are positively involved in the work. Some of the school master agree that coaching will enhance the productivity of the teachers and also increases the effectiveness of the teaching in the class room.

16) Training and Development has improved my leadership and managerial skills.



Among 100 respondents, 49% participants wholeheartedly concur with the above declaration, that the training and development has improved their leadership and managerial skills, whereas 40% of the respondents strongly agree, 9% neither agree nor disagree, further 1% respondent disagree for the above statement and only 1% respondent strongly disagree with the above statement. From the above investigation, it can be illuminating that majority of the teachers said training and development has improved their leadership and managerial skills, because after attending the training programs teachers has improved the professional skills like leadership and management skills it helps them to take own initiation to do the work on professional activities and also helps get involved with others in the work, as well as their communication will become more effective.

17) Your feedback has been considered for evaluating effectiveness of training program.



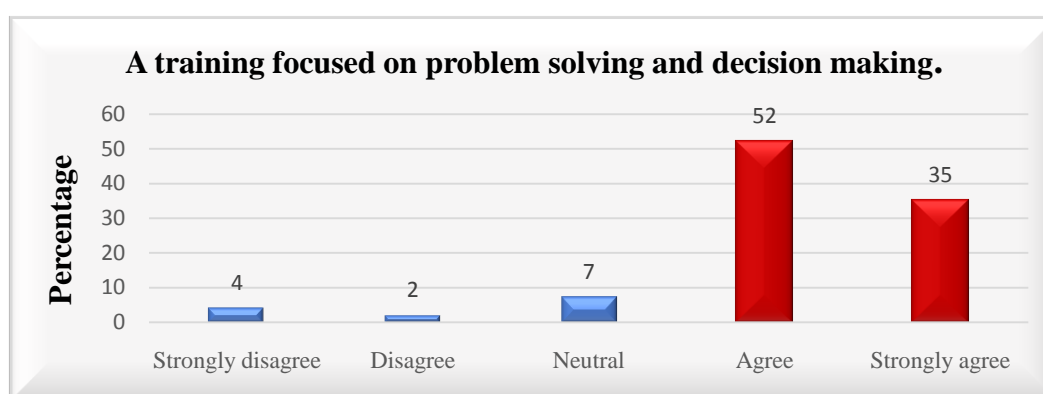
Among the 100 respondents, 49% of the teachers agree that their feedback has been considered to evaluate the effectiveness of training program, 32% of teachers strongly agree with the statement, 13% teachers stayed neutral, further 5% of teachers disagree that teacher's feedback has been considered to evaluate the effectiveness of training program, remaining 1% of the teacher is strongly disagree with the above statement. From the above analysis it can be inferred that, majority of the teachers have agree on the statement that their feedback has been considered for evaluating effectiveness of training program followed by the strongly agree respondents. The reasons for this might be, it shows the effectiveness of the training programmes for the development of teachers in various ways, i.e. improving knowledge, adapting to new ways of teaching and it even shows the effectiveness of trainer also who is providing them the training. This is why training program can be considered very important for the evaluating and developing the teacher's effectiveness.

18) You were encouraged to raise questions during training.



Among 100 respondents, 60% respondents agree, 32% participants strongly agree that teachers were encouraged to raise questions during training, whereas 5% respondents stayed neutral, 2% of the respondents disagree, and remaining 1% respondent strongly disagree with the above statement. From the analysis it can be inferred that, teachers agree that they are encourage to raise the questions during the training session. Here the teachers opinion said, they can ask any questions during the training and clarify their doubts or issues regarding particular topic or specific content without any hesitation, it helps them to get the clarity about the concepts and learn new things, and get solution regarding any quarries.

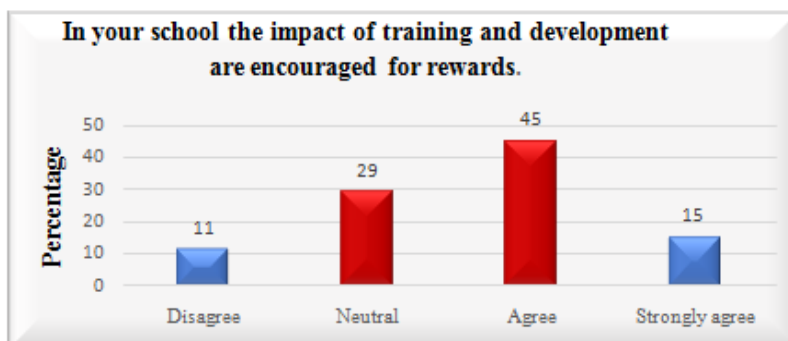
19) A training focused on problem solving and decision making.



Among the 100 respondents, 52% respondents agree that training has focused on problem solving and decision making, 35% teachers strongly agree with the statement, 7% of the teacher's said undecided, whereas 4% teachers strongly disagree that training focused on problem solving and decision making and remaining 2% teachers disagree with the above statement. From the above analysis, it can be inferred that, most of the teachers are agree with the above statement that training has focused on problem solving and decision making, the reason might be that, training will enhance the leadership and management skills and there is a interactive sessions during the training teachers can easily come up with the solutions for their problems faced related to teaching

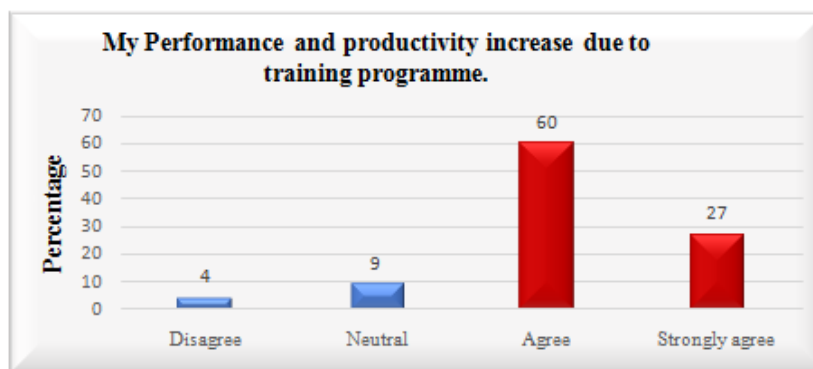
field, it helps to make innovative techniques and tools which helps to build their own skills and capabilities to make the effective decisions.

20) In your school the impact of training and development are encouraged for rewards.



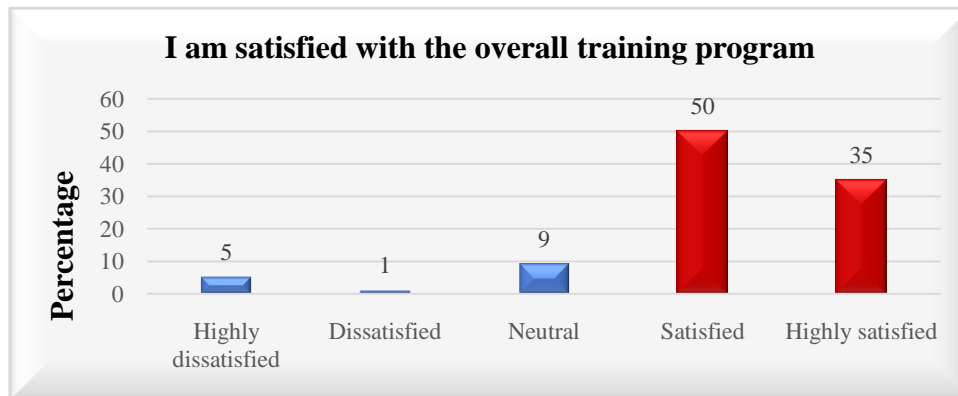
Among 100 respondents, 45% of the teachers agree that the impact of training and development are encouraged for rewards, whereas 29% of the teachers stayed neutral, 15% of the teachers strongly agree and remaining 11% of the teachers disagree with the above statement. From the above analysis it can be inferred that, most of the staff agree that impact of training and development are encouraged for the rewards, the reason might be that once the teachers get training, his or her performance will increase at a higher level, it helps to build their capabilities as well as competency level among the teachers, it improves the quality level of classroom teaching and also by looking at high performance standards the teachers will get the rewards, they are motivated to take the higher level of responsibilities and increase the output in the their jobs. But in some of the schools, the teachers stayed neutral with the statement, the reason might be that there is no proper reward system implemented in the school.

21) My Performance and productivity increased due to training program.



Among the 100 respondents, 60% of the teachers agree that their performance and productivity increase due to training program, 27% workers strongly agree with the statement, further 9% teachers said undecided, and remaining 4% of the teachers disagree with the above statement. From the above analysis, it can be inferred that, majority of the teachers agree that their performance and productivity increased due to training program. By providing training opportunities the retention of the teachers will be more, they will get more satisfaction in that job as well as helps to create more innovative ideas towards their work and they need less supervision from others, so teachers have increased their performance and productivity towards their work with the help of training.

22) I am satisfied with the overall training program.



Among the 100 respondents, 50% of the teachers satisfied with the overall training program, 35% of the teachers highly satisfied with the above statement, 9% of the teachers' undecided with the statement, further 5% teachers highly dissatisfied with the statement, and remaining 1% teacher is dissatisfied with the above statement. From the above analysis it can be inferred that, many of the teachers are satisfied with overall training program. The teachers said that they are fully satisfied with training sessions or training programs. The reason might be that the training content, training activities helps to improve their skills, knowledge, abilities, competencies among the individual staff. And also, with help of training programs it helps to enhance and improve the self-efficiency, problem solving, leadership and decision-making skills. They are motivated to learn new things; this leads to improve in their work culture as well as they will get satisfaction towards their work.

Hypothesis:

To determine the relationship between demographic variables and job satisfaction among private school teachers

Sub-hypothesis:

1. To study the influence of monthly salary and job satisfaction

- H0: There is no significant influence of monthly salary on job satisfaction
- H1: There is a significant influence of monthly salary on job satisfaction

Test of Homogeneity of Variances

JobS

Levene Statistic	df1	df2	Sig.
1.280	3	96	.286

ANOVA

Job S

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.198	3	.733	2.238	.089
Within Groups	31.423	96	.327		
Total	33.621	99			

Robust Tests of Equality of Means

Statistic	df1	df2	Sig.
Welch	3	16.306	.034

Robust Tests of Equality of Means

Job S				
	Statistic	df1	df2	Sig.
Welch	3.676	3	16.306	.034

Analysis and interpretation:

Significance value for Levene’s test of variance is 0.286. The significance value is more than 0.05, which indicated that there is equal variance assumed among the group of monthly salary. So, one- way analysis of variance has been computed to explore the job satisfaction and monthly salary. The significance value of f-test is 0.089, which is greater than 0.05 ($P>0.05$) and as a result the null hypothesis is accepted. Hence there is no significant influence of monthly salary on job satisfaction.

2. To study the influence of work experience on job satisfaction

- H0: There is no significant influence of work experience on job satisfaction
- H1: There is a significant influence of work experience on job satisfaction

Test of Homogeneity of Variances

Job Satisfaction

	Levene Statistic	df1	df2	Sig.
	3.719	3	96	.014

ANOVA

Job Satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.260	3	.087	.250	.861
Within Groups	33.361	96	.348		
Total	33.621	99			

Robust Tests of Equality of Means

Job Satisfaction				
	Statistic	df1	df2	Sig.
Welch	.339	3	47.231	.797

Analysis and Interpretation:

Significance value for Levene’s test of variance is 0.014. the significance value is less than 0.05, which indicated that there is no equal variance assumed among the groups of work experience. So, robust test of equality of means analysis of a variance has been computed to explore the work experience and job satisfaction. The significance value of df2 test is 0.797, and as a result the null hypothesis is accepted. Hence, there is no significant influence of work experience on job satisfaction.

FINDINGS

- Majority of the respondents have attended the training program 0-5 times in last two years.
- Majority of the respondents said the training programme is conducted for the teachers once in a every year.
- Among the 100 respondents, majority of the respondents says that training program is communicated well in advance.
- Out of 100 respondents, 53% of the teachers says that they get the faculty development programme, 34% of the teachers said that they get orientation training programs and further 13% of the teachers were attended the management development program.
- Around the 100 respondents, majority of the teachers agree that training content is beneficiary for their growth.
- Among the 100 respondents, 42% respondents agree that school provides learning and training opportunities to meet the changing needs at work place, 40% respondents strongly agree, 12% respondents neutral, 6% of them disagree.
- Around the 100 respondents, only 45% of the respondents strongly agree that training and development has increased their domain skills.
- Majority of the teachers agree that training and development has increased the quality services being performed by them.
- Around the 100 respondents, 49% teachers agree that their feedback has been considered to evaluate the effectiveness of training program, 32% teachers strongly agree, 13% of the teachers neither agree nor disagree with the statement, further 5% teachers disagree, remaining 1% of the teacher is strongly disagree.
- Majority of the teachers agree that training is focused on problem solving and decision making but few teachers disagree with the statement.
- Among the 100 respondents, 60% of the teachers agree that their performance and productivity increase due to training program, 27% of the teachers strongly agree, further 9% teacher's undecided and remaining 4% of the teachers disagree.
- Among the 100 respondents, 50% teachers satisfied with the overall training program, 35% teachers highly satisfied with the above statement, 9% of the teachers undecided with the statement, further 5% teachers highly dissatisfied with the statement and remaining 1% teacher dissatisfied with the above statement.

III. SUGGESTIONS

- It has been suggested that school has to conduct more training sessions in a year, because most of the teachers have attended the limited training programs in a year. The duration of the training program should be increased, it helps to enhance their knowledge in specific area and working ability in the class room teaching.
- Most of the employees are not getting sufficient promotion and rewards, The organization have to provide effective training facilities, it will help them to improve in job performance and build their capabilities to take the initiation or higher responsibilities. And based on the performance and experience, teachers have to be promoted to higher positions which will motivate and boost their moral.
- Most of the employees i.e., 67% said they get training twice in a year, thrice in a year, and few mentioned there is no any time period specified for training, hence the school authorities have to provide training every six months once so that the faculty will be updated and will be able to deliver best with new teaching methodologies and techniques.
- The school should also provide training about using new technology or digital tools which can be used while teaching, for example, creating google forms for conducting quiz, power point presentations, MS excel etc.

IV. CONCLUSION

The study is to determine the influence of training and advancement on employee job satisfaction. By this study. The researcher came to know that training and development is playing vital role and it is very important factor for educational institution. So, the schools must provide training and development opportunities to work effectively.

The findings reveals that there is a link with training and work satisfaction, it is found that training programs will help to increase and improve the knowledge, skills, abilities in the work place and also training sessions will provide the learning and development opportunities, problem solving techniques, this leads to improve the leadership and managerial skills. It reduces the stress level, minimize the problems in their working environment, increase the motivation level, productivity and also reduces the employee turnover. In this study it is suggested that private schools should provide the effective and proper training programs that leads to get the promotion and rewards to motivate the employees and reduce the employee turnover at the work place.

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