

## Impact of Training and Development on the Performance of School Teachers in J&K

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### *Abstract*

This paper analyzes the impact of Training and Development practices on the performance of government school teachers of four districts (Kathua, Reasi, Pulwama and Ganderbal) of Jammu and Kashmir. The study adopts descriptive research design imbibing both primary and secondary data with sample size of 300 teachers (75 teachers from each district). Convenience sampling method has been applied for collecting the data through a structured questionnaire. Statistical tools like Pearson Correlation Analysis, Regression Analysis and ANOVA were applied for the study and concludes, Training and Development Practices have a positive influence on the performance of teachers in Jammu and Kashmir. The outcomes of this research will help education sector to identify the Training and Development factors that influence the employees working at various levels. On the other hand, the research will be helpful to the human resource section of School Education so as to increase the productivity and efficiency of their teachers.

**Key words:** *Training and Development, Teacher Performance, School Education*

### **Introduction**

Human resources have played a significant role in the economic development of the developed countries, India, being the world's 2<sup>nd</sup> largest populous country can adopt these lessons for the growth of economy. For effective management of any organization both large and small, competent staffing is a must. The formal educational system does not adequately address specific job skills required for a position in a particular organization. The requisite skills, knowledge, abilities and competencies needed to work effectively is possessed only by few employees. As a result, extensive training is needed to acquire the necessary requisites to be able to make healthy contribution towards the organization's growth.

So holds true regarding the Department of school Education. Training imparts a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. Development of teachers in an effective way to boost the school education should be given first priority and investment in this area at different levels is a must (Ibrahim,2017). This will help teachers to handle forth-coming challenges at adolescent level.

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The main purpose of training and development is achieved by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. Armstrong (2009) states organizations could benefit from training and development through winning the “heart and minds of” their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization. For flexibility and effectiveness on the job, employees need to acquire and develop knowledge and skills, and for being valued by the organization they work for, they need to visualize signs of management’s commitment to their training and career needs. Training and development is the set of processes to invest in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that results in motivation of people to perform well . Therefore training and development of employees is an issue that has to be faced by every organization with varied quality and quantity.

According to Cole (2002), factors influencing the quantity and quality of training and development activities include: the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work. The organizations that meet their needs for training in an adhoc and haphazard way are more or less unplanned and unsystematic. Successful organizations follow a chronological pattern of identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. Training plays an important role in enhancement of organisational efficiency and helps employees to boost their performance in an efficient manner. Many reasons like organizational culture and politics create the barriers to perform tasks efficiently and effectively. Lack of skills, abilities, knowledge and competencies result in failure of accomplishment of tasks and goals on timely basis.

Now-a- days several trainings are being imparted to employees inside the organization, so as to increase their productivity and decrease the frustration. Employees learn new stuff and show their commitment level with positive involvement in organizational success. Skilled and trained employees can handle the critical situation in a well-organized manner. As has been rightly pointed out by Gurkoo & Mufeed(2018) that it has now been realized, though belatedly, in many organizations including education there is the need to involve and develop potential of workers so as to create a sense of involvement in them.

### ***Literature Review***

Training is defined as an “efficient process of getting knowledge, abilities, skills and the behavior to meet the requirements of the job”. Benefits of training may spread throughout an employee’s career and help employees to meet their future responsibilities. Organizations that don’t provide training to their employees lose their existence in modern competitive market. It generally happens because the employees of such organizations are incapable of enhancing their productivity. In other words, training helps employees to adopt the market chances and make them capable to meet the technological changes and competition. Training has important role in retention of employees through satisfaction and motivation and so helps in survival of any organization and achievement of organizational goals by integrating the interest of organization and the workforce. Training can overcome and enhance employee

capabilities which also contributes to the efficiency of the company. Same is true with regards to teachers serving in education sector. There is evidence of ample research in the area of trainings some of which is discussed in following paragraphs.

Debra (2011), explored the relationship between training experiences and attitudes about perceived job proficiency. The author found a direct relationship between one's positive training experiences, attitudes and proficiency. The employees who updated themselves through training had the most positive attitudes toward training. But the ones who had negative training attitudes, had negative view on their proficiency. Singh and Mohanti (2012) came out with a suggestion that the training had a significant role to play on productivity, but there are other dominant market forces which reduce its significance. Authors carried out a comparative study of training practices and other macroeconomic and market force both of which affect productivity. Shakila (2014) pointed out that in order to evaluate the effectiveness of training programs the new advancements in Human Resource Development should be included. The studies have been concentrated on various variables, like training effectiveness, training evaluation, training projects, customer satisfaction, management training and development, goal orientation and training attitudes. For career development of employees training programs are essential and so researchers in forth coming times should concentrate on the evaluation of training and development programs.

Abbas (2014) highlighted training as an essential element to an employee for the development of the companies because some of the employees have lack of knowledge, skills and competencies and failed to accomplish task on timely basis. Study provides an empirical evidence of factors that effects employees training and performance of organization. Mumanthi (2014) highlighted training need as there are number of performance concerns about the Kenya police that have arisen due to lack of taking action, failing to prevent and detect crimes, and police forces citizens pay bribe to get their constitutional rights. The study indicated that police organization should carry out the training needs assessment to determine level of performance. He further concludes that proper monitoring and evaluation influenced the performance of police in Kenya.

Kum et.al(2014) reflects ineffectiveness of training and development of employees in the organization reduces the organizational productivity. The research is limited to the employees of ESCON. He concludes that the companies who invest on human resources view training as an opportunity for increasing their long term productivity. Ghorbani et.al (2015) comments training as essential part to compete the pressure of challenges which bank industry faces on the daily basis. Random sampling method was used and research was conducted in Tehran, Iran. The authors suggest training to be beneficial to both managers and other ministerial staff as it affects the performance of employees and also proves beneficial in performing non-bank financial activities.

Githinji (2014) found that training enhances employee engagement on change processes and effects the performance of employee. A survey research design was conducted on 144 international civil servants of the United Nations support office for the African mission in Somalia. Javaid et.al (2014) studied the relationship between training and its impact on employee's performance in telecommunication sector . 150 employees of the organization were chosen for the data analysis that showed managerial

performance is meaningfully resolute through the training instructed to the personnel. They further pointed that training is a significant predictor of the performance.

Adongo (2013) opines that organizations mostly neglect the importance of training which leads to high turnovers, increases the cost to hire new employees and finally slows down the organizational profitability. 419 employees were chosen for data collection from Telkom Orange Kenya. Study concludes that employees feel motivated by the training offered and indeed many have participated in training programs Mahbuba Sultana (2013) pointed that effective training increase the productivity of employees. Data was collected from 1414 employees. The study conducted in Dhaka concludes that employee is the valuable resource for any organization and the success and failure depends upon the performance and productivity of the employees.

Mohamud (2014) opined training has a significant impact on employee performance and benefits both the individual employees and the organizations at large. The study was conducted in public sector organization of Kenya, Machakos branch with sample size of 100 staff members. Ngugi(2014) highlight that training plays a significant role in the development of competencies of new as well as existing employees for effective performance. The study was conducted on 800 employees of geothermal development company in Nairobi to show the relationship between training & development and employee performance. Findings show that the training of employees is important both for the organization and the employees because it enhances work performance, motivates employees and builds confidence in the employees. The employees should acquire knowledge and skills which will assist them in improving their performance by applying relevant courses based on the organizational objectives.

Khan (2012) studied the impact of training in performance of employee. 100 employees of Habib bank and Federal Urdu university of Islamabad were taken as a sample size for the study. He concludes that training contributes significantly to employee's performance so all the organizations should focus on training so as to enhance the employee capabilities. Srivastava & Dr. Agarwal (2014) opined that training is very necessary in this changing environment. They studied training in private sector bank is better than public sector banks. Data, both primary and secondary, was collected from various branches of Syndicate bank and Axis bank apart from RBI publications.

### ***Objectives of Study***

1. to examine the impact of Training and Development practices on the performance of teachers in Jammu and Kashmir &
2. to suggest certain procedural measures for effective implementation of Training and Development practices in order to enhance the employee performance in the education sector of Jammu and Kashmir.

### ***Hypothesis***

In order to intensify the above objectives, the following alternate hypothesis was framed to test the statistical significance and validity.

Ha1: There exists a strong relationship between Training and Development Practices and employee performance.

### **Research Methodology**

The present research study is of descriptive nature and sample involves 300 teachers of school education department from different government schools of Jammu and Kashmir. Out of 22 districts government school teachers of only 4 districts(2 from Jammu and 2 from Kashmir) were chosen for the study. Kathua and Reasi districts were selected from Jammu province while Pulwama and Ganderbal districts from Kashmir province. 75 respondent teachers were selected from each district with 30 teachers from primary schools, 30 teachers from elementary schools and 15 teachers from Secondary schools. For data collection, convenience sampling method was used. The statistical tools like Pearson Correlation, ANOVA and Regression Analysis were used for analysis of data collected. The sample data is tabulated under table 1.

TABLE 1: SAMPLE TABLE

Province	District	Type of School	No. of respondent teachers	
Jammu	Kathua	Primary	30	
		Elementary	30	
		Secondary	15	
	Reasi	Primary	30	
		Elementary	30	
		Secondary	15	
	Kashmir	Pulwama	Primary	30
			Elementary	30
			Secondary	15
Ganderbal		Primary	30	
		Elementary	30	
		Secondary	15	
		TOTAL	N	300

### **Data Analysis**

TABLE 2: Pearson Correlation Analysis

		Teacher Performance	Training & Development Practices
Teacher Performance	Pearson Correlation	1	0.536*
	Sig. (2-tailed)		0.000
	N	300	300
Training & Development Practices	Pearson Correlation	0.536*	
	Sig. (2-tailed)	0.000	
	N	300	300

\* Significant at 0.01 level

Table 2 reflects Pearson Correlation Analysis of Teacher Performance and Training and Development Practices. The number of respondents (N) equals to 300. The table further indicates coefficient of correlation between Training and Development practices and teacher performance is 0.536 at a significance level of 0.01 (2-tailed). Thus it is evident that there exists a strong linear correlation between the two identified variables and they are closely related.

**TABLE3: Regression Analysis**

<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error of Estimate</b>
<b>0.468<sup>a</sup></b>	<b>0.140</b>	<b>0.138</b>	<b>3.18</b>

The Regression Analysis is shown in table 3 which points out existence of a moderate relationship between the Training and Development practices and teacher performance. It shows that the Training and Development practices explained 46.8 % of the total variation in teacher performance. The standard error of estimate is 3.1. Thus it indicates that there exists positive relationship between the two variables.

**TABLE 4: ANOVA RESULTS**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Regression</b>	<b>639.52</b>	<b>1</b>	<b>639.52</b>	<b>36.365</b>	<b>0.000<sup>b</sup></b>
<b>Residual</b>	<b>2946.74</b>	<b>98</b>	<b>18.716</b>		
<b>TOTAL</b>	<b>3586.26</b>	<b>99</b>			

Table 4 indicates the variance in the model of Training and Development practices with performance of teachers at F - value 36.365 (p= 0.000). It is further tested with regression coefficients for Training and Development practices and employee performance.

**TABLE 5: Coefficient of Regression between Training and Development Practices and Teacher Performance**

	<b>Unstandardized Coefficient</b>		<b>Standardized Beta Coefficient</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Standard Error</b>			
<b>Constant</b>	<b>12.156</b>	<b>1.163</b>		<b>8.938</b>	
<b>Training and Development Practices</b>	<b>0.22</b>	<b>0.046</b>	<b>0.296</b>	<b>4.247</b>	<b>0.000</b>

The table 5 given above presents coefficient of regression between training and development practices and teacher performance. It shows that regression results at a confidence interval level of 95% with unstandardized data coefficients value of 0.22 and indicates a t – value 4.247. (p value of 0.000). Since the calculated value (4.247) is greater than the critical value, alternate hypothesis is accepted. It indicates

that Training and Development practices have a strong influence on employee performance in the School education department.

### ***Findings***

1. The study shows that Training and Development programs and Teacher performance are interlinked in the selected districts of the sample.
2. The analysis shows that Training and Development programs are strongly influencing the performance of teachers in the selected district government schools.
3. The above study reflects Training programs have certainly increased the performance level of the teachers in the schools of selected districts of Jammu and Kashmir.

### ***Suggestions & Conclusions***

Need based training programs are to be imparted to the teachers in order to make them focused on the educational enhancement goals. Equal opportunity for all cadres of teachers in school education is to be given in order to maintain homogeneous enhancement of pedagogical skills and techniques. Training programs should have their roots in the basic elements like effective Teacher-Pupil Relationship Management, Total Quality Management and Talent Management. Career Planning and Development Schemes are to be implemented and they should be closely and effectively monitored.

The findings in the research study indicate that there exists a strong correlation between Training and Development practices and Teacher Performance in the government schools of selected districts. This infers that there exists a positive relationship in between Training and Development practices and Teacher Performance. It is very essential on part of the department of School Education of Jammu and Kashmir to continuously develop the pedagogical skills in order to maximize teacher performance which is possible only through continuous training and development practices. It is a well-known fact that untrained employees could not perform up to the mark and this affects the overall performance of the organization. The same is true for the teachers imparting education at various levels of school education. As the concept of Training and Development Practices have a significant impact and influence on teacher performance and it is essential to maintain the ambient environment which involves continuous training process.

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