Study on Effectiveness of Training and Development on Employee's Performance in Educational Institute

Nidhi Pal[1], Dr. Ashish Chandra[2]

[1] BCOM (Hons) student, Amity University Lucknow
[2] Assistant Professor, Amity University Lucknow

ABSTRACT

Programs for training and development are essential to improving the skills and output of workers at educational establishments. This study examines the connection between employee performance and organized professional development programs, focusing on the effects on work effectiveness, learning effectiveness, and organizational productivity. Using a mixed-methods approach, the research assesses how customized training programs address skill gaps, adapt to dynamic educational demands, and foster professional growth among employees in the education sector. Significant results highlight the role of targeted training in improving task management, job satisfaction, and institutional effectiveness. Challenges such as budgetary limitations and resistance to change are discussed, along with recommendations for optimizing training outcomes. This study highlights the importance of ongoing development efforts to meet evolving educational standards and achieve organizational excellence. Training and development programs are essential for improving the capabilities and performance of workers in educational institutions.

Introduction

Training and development programs are critical to improving employee performance, institutional efficiency, and professional progress. As educational environments alter in response to technological advancements, curricular changes, and industry needs, professors and administrative staff must constantly upgrade their abilities. Structured training allows staff to adapt to changing regulations, instructional styles, and technology tools, resulting in increased job productivity and student engagement. Effective training efforts assist employees improve their problem-solving, leadership, and communication abilities, making them more capable of dealing with academic and managerial issues. By using creative learning methodologies, institutions may build a workforce that is adaptive, motivated, and aligned with institutional goals.

Structured training programs fill skill gaps, improve workforce competencies, and encourage ongoing learning. Orientation programs, digital skills workshops, pedagogical development, leadership training, and soft skill enhancement are common types of training in educational institutions. These programs ensure that instructors and staff can use current learning resources, use good teaching tactics, and build leadership skills. With the growing usage of digital education resources, schools must continually upgrade training approaches to keep up with changing academic trends.

Regular training improves job happiness, performance, and organizational commitment. Employees who are provided with opportunities for continual learning are better able to handle academic demands and adjust to student needs. Training improves institutional efficiency by streamlining administrative tasks and instilling a proactive learning culture. Many universities use blended learning methods, which combine online and in-person events to provide accessible training. With technology playing an increasingly important role in education, institutions must invest in digital training solutions to keep personnel up to date on new tools and approaches.

The success of training programs is determined by their operational modes and alignment with institutional goals. In-house training enables personalized learning, whilst external seminars expose staff to a variety of perspectives. Blended learning, which combines digital resources and conventional teaching, offers greater flexibility in skill acquisition. On-the-job training and mentorship programs provide hands-on learning opportunities, which improves practical knowledge application. Institutions that use multiple training types ensure comprehensive staff development, which promotes long-term professional growth

This study looks at the many forms and operational modes of training in educational institutions. It examines faculty development programs, industrial partnerships, leadership training, and technology-based learning approaches. The study assesses program performance by considering training frequency, employee involvement, and learning preferences. A well-structured training strategy enhances professional development, employee capabilities, and academic performance.

Research Objectives

The purpose of the study is to evaluate how well employee performance in educational institutions is affected by training and development. The research's specific goals are to:

1. To identify different training and development programs offered by educational institutes.

2. To analyze the mode of operations of training and development programs offered by the educational institute.

Literature review

Types of Training and Development Programs in Educational Institutes

Training and development programs play a pivotal role in improving employee competencies and institutional efficiency. Different scholars have categorized these programs into specific types.

a) **Orientation and Onboarding Programs - Bauer et al. (2007)** state that structured onboarding programs significantly impact new employee retention, job satisfaction, and long-term productivity. These programs familiarize employees with institutional policies, expectations, and work culture. Studies indicate that when onboarding is conducted effectively, new employees integrate faster, experience less anxiety, and contribute meaningfully within a short period **(Klein & Polin, 2012)**.

For educational institutions, onboarding programs often include:

- Campus and department orientation – Introduction to facilities, policies, and colleagues.

- Training on academic policies – Familiarization with grading structures, research guidelines, and ethical considerations.

- Mentorship programs – Assigning senior faculty or administrative staff to guide new hires.

b) **Technical and Skill-Based Training - Noe (2017)** emphasizes that in a knowledge-driven economy, technical training is crucial for educational staff to remain competent. Educational institutions offer:

- Digital literacy programs – Training faculty on LMS (Learning Management Systems) such as Moodle, Blackboard, and Google Classroom **(Selwyn, 2016)**.

- Research methodology workshops – Training in statistical tools like SPSS, NVivo, and qualitative research methods **(Creswell & Creswell, 2018)**.

- Library and administrative software training – Usage of digital library databases and student information systems.

Studies by **Saks & Burke (2012)** highlight that skill-based training leads to higher work efficiency, as trained faculty and staff can better utilize institutional resources and adapt to technological advancements.

c) **Soft Skills Development -** Soft skills are essential for effective communication, leadership, and teamwork. **Goleman (1998)** introduced the concept of emotional intelligence (EI) as a key determinant of professional success. Studies suggest that soft skills training improves:

- Communication and interpersonal relations – Faculty members trained in active listening and constructive feedback enhance student engagement **(Hattie, 2009)**.

- Conflict resolution and teamwork – Training in collaboration fosters a healthier work environment **(Salas et al., 2012)**.

d) **Pedagogical and Teaching Enhancement Programs** - Teaching methodologies are constantly evolving, requiring faculty members to update their skills. **Darling-Hammond et al. (2017)** found that professional teaching programs enhance:

- Student-centered learning – Training in flipped classrooms, problem-based learning (PBL), and experiential learning improves student outcomes.

- Assessment techniques – Workshops on formative and summative assessment ensure fair evaluation **(Black & Wiliam, 1998)**.

- Incorporating technology in teaching – Training in multimedia integration and virtual learning enhances engagement **(Nguyen, 2015)**.

e) **Leadership and Management Training - Avolio & Bass (2004)** highlight that leadership training is crucial for administrators, department heads, and senior faculty members. Key areas include:

- Decision-making and strategic planning – Training in data-driven decision-making enhances institutional effectiveness.

- Change management – Equipping leaders with skills to manage resistance to new policies and technological advancements **(Kotter, 1996)**.

    f)   **Research and Development (R&D) Training** - Academic institutions thrive on research contributions. **Bland & Ruffin (1992)** argue that R&D training enhances:

- Grant proposal writing – Helps faculty secure research funding.

- Ethical research practices – Ensures adherence to plagiarism policies and ethical research guidelines.

- Academic publishing – Training in journal selection, citation formats, and peer review processes.

    g)   **Online Learning and Digital Training** - **Nguyen (2015)** found that online learning platforms provide accessibility and flexibility. MOOCs, webinars, and AI-based learning tools enable faculty and staff to develop skills at their own pace.

Operational Modes of Training and Development Programs

Training and development programs can be delivered through various modes, each tailored to meet specific institutional needs. Scholars have examined the effectiveness of different approaches, highlighting their advantages and challenges.

    a)   **In-House Training Programs -** In-house training refers to training programs designed and delivered by internal faculty or experts within the institution. **Galanou et al. (2010)** argue that inhouse training is cost-effective and customized to institutional needs. Institutions often use this method for:

- Faculty development workshops – Senior faculty members conduct workshops on curriculum design, research methodologies, and student engagement techniques.

- Policy orientation sessions – Institutions regularly update faculty and administrative staff on changing regulations, accreditation requirements, and institutional reforms.

- Cross-departmental training – Encouraging faculty from different departments to share knowledge enhances interdisciplinary learning and fosters collaboration.

One of the key benefits of in-house training is that it allows customization to institutional goals and culture. However, limitations include limited expertise among internal trainers and resistance from employees who may not see in-house training as valuable as external programs **(Burke & Hutchins, 2008).**

    b)   **External Training and Workshops -** External training involves sending employees to conferences, workshops, and professional development programs conducted by external experts. **According to Tannenbaum & Yukl (1992),** external training provides exposure to global trends and best practices**,** making it particularly useful for:

- Advanced research training – Universities often collaborate with research organizations to train faculty in the latest methodologies and publishing techniques.

- Technology adoption workshops **–** With the rise of digital learning, faculty members attend workshops on AI in education, big data analytics, and cloud computing.

- Leadership training for administrators – Many universities enroll their administrators in executive education programs to improve decision-making and strategic planning skills.

However, external training programs can be expensive and logistically challenging. There is also the risk that employees may not fully apply what they learn in the external setting unless institutional support is provided for implementation **(Tannenbaum & Yukl, 1992).**

    c)   **Blended Learning Approach -** Blended learning combines face-to-face instruction with online learning modules. **Graham (2006)** describes blended learning as the most flexible and efficient training mode**,** as it allows employees to**:**

- Learn at their own pace – Online modules enable faculty and staff to access training materials at their convenience.

- Engage in interactive discussions – Live online sessions and discussion forums allow knowledge sharing.

- Apply theoretical learning in practical settings – Combining in-person workshops with online courses ensures that training is applied in real work scenarios.

According to Graham (2006), blended learning increases engagement and retention compared to traditional face-to-face or fully online training.

    d)   **On-the-Job Training -** On-the-job training involves learning through practical experience in real work environments**. Saks & Burke (2012)** state that on-the-job training is one of the most effective ways to transfer skills**,** particularly in areas such as:

- Assistant lecturer programs – New faculty members are paired with experienced educators to gain teaching experience.

- Job shadowing – Employees observe senior staff members performing their tasks before gradually taking on responsibilities.

- Rotational assignments – Employees work in different departments to gain a broader institutional understanding.

Despite its advantages, on-the-job training requires structured guidance and mentorship to ensure employees gain the right skills effectively **(Saks & Burke, 2012).**

e) **Industry Collaboration and Partnership Training - Almeida & Carneiro (2009)** found that industry collaborations significantly improve the relevance and practicality of training programs. Many educational institutions establish:

- Corporate mentorship programs – Industry experts mentor faculty on emerging trends in education.
- Internships for faculty members – Some universities encourage faculty to spend time in corporate or research settings to gain industry exposure.

Such collaborations ensure that educational institutions stay aligned with industry needs and global trends**.**

Research Methodology

To determine how well the training and development initiatives affected employee performance, a combination of quantitative and qualitative methods was used. It helps in evaluating the overall impact of training programs on employee efficiency and job satisfaction.

Research Design

A descriptive and analytical research design is used in this study to evaluate how employee performance is affected by training and development. Faculty and administrative staff are surveyed using a mixed-method approach that combines qualitative and quantitative data.

Data Collection Methods

- **Primary Data:** Gathered via questionnaires and interviews with training coordinators, administrative personnel, and faculty members.
- **Secondary Data:** Includes an examination of scholarly research papers, HR regulations pertaining to training and development, and institutional training documentation.

Sampling Method

- **Target Population:** Faculty, administrative, and support staff members of the chosen educational institution.
- **Sample Size:** 106 respondents from different educational institutions make up the sample size. (Administrative/support personnel and faculty members).
- **Sampling Technique:** Stratified random sample is employed as the sampling strategy to ensure representation from management professionals, non-teaching staff, and teaching staff.

Data Analysis and Interpretation

1. Demographic Information

Category	Options	Count	Percentage
Gender	Male	78	73.6%
	Female	28	26.4%
Age Group	Below 25	3	2.8%
	25-35	74	69.8%
	36-45	28	26.4%
	46-55	1	0.9%
Educational Qualification	Bachelor's Degree	54	50.9%
	Master's Degree	32	30.2%
	Ph.D.	18	17.0%
	Diploma	2	1.9%
Designation	Non-Teaching Staff	52	49.1%

	Teaching Staff	38	35.8%
	Administrative Staff	14	13.2%
	Others	2	1.9%
Years of Experience	Less than 1 year	9	8.5%
	1-3 years	64	60.4%
	4-6 years	30	28.3%
	7-10 years	1	0.9%
	More than 10 years	2	1.9%

2. Training and Development Participation

2.1 Training Participation

Question	Response	Count	Percentage
Have you attended any training and development programs in the past year?	Yes	106	100%

All 106 of those surveyed (100%) reported participating in training sessions in the past year, demonstrating significant engagement and institutional attention on employee development.

2.2 Type of Training Programs Attended

Training Type	Count	Percentage
Orientation Programs	36	34%
Skill Development Workshops	59	55.7%
Technology/ Software Training	55	51.9%
Leadership and Management Training	51	48.1%
Communication and Soft Skills	37	34.9%
Others	9	8.5%

Skills Development Workshops were the most popular training, with 55.7% of attendees, being followed by Technology/Software Training (51.9%) and Management and Leadership Training (48.1%). Additionally prevalent were orientation programs (34%) and training in communication and soft skills (34.9%). Other unidentified training was attended by a smaller number (8.5%).

2.3 Frequency of Training Conducted

Frequency	Count	Percentage
Annually	86	81.1%
Half-Yearly	12	11.3%
Rarely	5	4.7%
Quarterly	2	1.9%
Monthly	1	0.9%

The majority (81.1%) reported yearly training sessions, indicating a methodical but sparse training schedule. 11.3% participate in half-yearly training, although quarterly (1.9%) and monthly (0.9%) training sessions are infrequent. Training is rarely conducted, according to 4.7% of respondents.

2.4 Mode of Training Received

Mode	Count	Percentage
Both Online & Offline	57	53.8%
Offline/In-person	32	30.2%
Online	17	16.0%

The most popular mode (53.8%) is a hybrid strategy that combines online and offline instruction, while entirely offline training (30.2%) comes in second. Merely 16% of the participants received all of their instruction online, suggesting that they prefer in-person interactions.

3. Training Effectiveness

3.1 The relevance of training programs to job roles.

Response	Count	Percentage
Highly Relevant	96	90.6%
Somewhat Relevant	8	7.5%
Neutral	1	0.9%
Not very relevant	1	0.9%

Training programs were deemed extremely relevant to their jobs by a huge majority (90.6%), while they were deemed slightly relevant by 7.5%. The training content was strongly aligned with occupational roles, as seen by the very tiny percentage (0.9%) who were neutral or thought the training was not particularly relevant.

3.2 Rating the overall effectiveness of training programs.

Rating	Count	Percentage
Excellent	92	86.8%
Good	12	11.3%
Average	2	1.9%

86.8% thought the programs were great, and 11.3% thought they were good. Overall satisfaction with the effectiveness of the training was excellent, as seen by the small number (1.9%) that gave them an average rating.

3.3 Agreement on Training Effectiveness

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training programs improve my knowledge and skills.	41	10	44	6	8
The training content is wellstructured and easy to understand.	32	16	34	24	4
The training sessions help in increasing my efficiency at work.	39	9	42	18	3
The training enhances my motivation and job satisfaction.	34	16	34	22	2

- Of those surveyed, 41 highly agreed, 10 agreed, 44 remained neutral, 6 disagreed, and 8 strongly disagreed with increases in knowledge and skills.

- There is potential for improvement as 32 strongly agreed, 16 agreed, 34 remained neutral, 24 disagreed, and 4 strongly disagreed with the statement that the training system is well-structured.

- Of those surveyed, 39 highly agreed, 9 agreed, 42 were indifferent, 18 disagreed, and 3 strongly disagreed with the idea of boosting efficiency.

- Of those surveyed, 34 highly agreed, 16 agreed, 34 were neutral, 22 disagreed, and 2 strongly disagreed with the statements about motivation and job satisfaction.

3.4 Challenges Faced in Training Programs

Challenge Category	Count	Responses
Lack of time due to workload	66	62.3%
Ineffective Training Content	42	39.6%
Limited availability of training opportunities	58	54.7%
Lack of interest from employees	33	31.1%
Others	18	17%

Lack of time as a result of workload was the biggest obstacle (62.3%), followed by a lack of training opportunities (54.7%). 39.6% of respondents cited ineffective training materials, and 31.1% reported that staff members were not interested. 17% also mentioned other difficulties.

4. Impact of Training on Employee Performance

4.1 Confidence After Training

Response	Count	Percentage
Yes, significantly	91	85.8%
Yes, to some extent	13	12.3%
No impact	1	0.9%
Not sure	1	0.9%

85.8% expressed a major increase in confidence, with 12.3% feeling fairly confident. Only 0.9% observed no effect or were unclear, showing a significant positive influence on confidence.

4.2 The impact of training on work performance and productivity.

Response	Count	Percentage
Yes, greatly	97	91.5%
Yes, to some extent	8	7.5%
No impact	1	0.9%

91.5% reported that training had a significant impact on their job performance, while 7.5% noticed some improvement. Only 0.9% felt no effects, demonstrating the effectiveness of the program.

4.3 Areas of performance improvement through training.

Area	Count	Percentage
Communication Skills	44	41.5%
Technical Skills	48	45.3%
Time Management	55	51.9%
Problem-Solving Skills	57	53.8%
Teamwork and collaboration	44	41.55
Leadership Abilities	35	33%
Others	11	10.4%

The two skills that were most improved were time management (51.9%) and problem-solving (53.8%). Technical skills improved by 45.3%, while communication and teamwork abilities improved by 41.5% each. 33% of respondents reported increased leadership abilities, while 10.4% highlighted other areas for growth.

4.4 Training programs as a contributor to career growth opportunities.

Response	Count	Percentage
Yes	104	98.1%
No	2	1.9%

A resounding 98.1% feel that training improves job progress, with only 1.9% disagreeing, suggesting a significant correlation between training and career advancement.

Conclusion

Training and development programs play a crucial role in enhancing employee performance within educational institutions. This study highlights that structured and frequent training sessions contribute significantly to skill enhancement, job efficiency, and employee motivation. The data analysis confirms that employees who receive regular training experience improvements in confidence, problem-solving abilities, time management, and teamwork, all of which drive institutional success.

However, several challenges hinder the full effectiveness of training programs. A key barrier is the lack of time due to workload, which limits employees' ability to engage in training opportunities. Additionally, inadequate training content and limited access to training programs reduce their overall impact. Lack of employee interest in training further underscores the need for engaging and customized training approaches. Institutions must address these concerns by implementing structured learning schedules, interactive training methods, and leadership-driven initiatives to enhance participation and effectiveness.

Technology-driven solutions like AI-powered platforms, virtual simulations, and blended learning models can enhance accessibility and engagement. A shift towards self-paced e-learning and hands-on workshops will improve knowledge retention. Institutions should view training as a longterm investment, ensuring continuous learning through regular assessments and mentorship programs.

Finally, a well-trained Personnel immediately leads to higher-quality education, increased institutional efficiency, and better student learning experiences. As the educational landscape changes, institutions must be proactive and adaptable in their training practices. They can ensure long-term excellence and create a dynamic, future-ready workforce capable of driving academic and institutional success by instilling a culture of continuous learning, innovation, and professional development.

Bibliography

- Allen, I. E., & Seaman, J. (2019). *Online learning trends in education: A decade of insights*. Sloan Consortium.

- Armstrong, M. (2014). *Handbook of Human Resource Management Practice* (13th ed.). Kogan Page.

- Bass, B. M., & Riggio, R. E. (2019). *Transformational Leadership* (2nd ed.). Routledge.

- Bates, A. W. (2021). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning.* B Campus.

- Blanchard, P. N., & Thacker, J. W. (2018). *Effective Training: Systems, Strategies, and Practices* (6th ed.). Pearson.

- Brinkerhoff, R. O. (2020). *The Success Case Method: Find Out Quickly What's Working and What's Not*. Berrett-Koehler Publishers.

- Brown, A. H., & Green, T. D. (2021). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice* (4th ed.). Routledge.

- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.

- Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson.

- Fullan, M. (2007). *The New Meaning of Educational Change* (4th ed.). Teachers College Press.

- Garavan, T. N., Carbery, R., & Rock, A. (2019). *Strategic Human Resource Development: Creating Value through People* (3rd ed.). Routledge.

- Goldstein, I. L., & Ford, J. K. (2012). *Training in Organizations: Needs Assessment, Development, and Evaluation* (4th ed.). Cengage Learning.

- Gupta, S., & Agarwal, R. (2019). *Impact of Employee Training and Development on Performance*. International Journal of Business and Management, 14(2), 23-34.

- Jackson, S. E., & Schuler, R. S. (2019). *Managing Human Resources* (12th ed.). Cengage Learning.

- Kahn, W. A. (2019). *Psychological Conditions of Personal Engagement and Disengagement at Work*. Academy of Management Journal, 33(4), 692-724.

- Khan, A., Shah, I. M., & Malik, N. A. (2020). *The Influence of Professional Development Programs on Teaching Effectiveness in Higher Education*. Journal of Educational Research, 24(3), 45-59.

- Kirkpatrick, D. L. (1994). *Evaluating Training Programs: The Four Levels*. BerrettKoehler Publishers.

- Noe, R. A. (2017). *Employee Training and Development* (7th ed.). McGraw-Hill Education.

- OECD. (2019). *Trends Shaping Education 2019*. OECD Publishing.

- Sims, R. R. (2017). *Reevaluating Training and Development: An Empirical Study of the Impact on Employee Performance*. Journal of Organizational Behavior, 18(3), 127-141.