

Training and Development in faculties of Technical Institutes of Gujarat

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ABSTRACT

In today's competitive world, faculties need to upgrade their skill. This study focuses to study the training and development in faculties of technical institutes of Gujarat. A survey was carried out in the state of Gujarat by taking 50 respondents from technical institutes. The perception of male and female faculties is compared with the help of independent sample t test. Two age groups are also compared by independent sample t test. It was found that gender is having significant difference regarding training and development but age do not have.

Keywords : Training and development, Technical Institutes, Independent sample t test

I. INTRODUCTION

The higher education is facing the repercussions of current buzz of knowledge explosion. Konwar (2012) defines knowledge as sum total of experience, education, research, information and intelligence connected in academic institutions. There is a need of liberalisation, privatisation and globalization to revamp the higher education system. Acquiring new knowledge can help in fulfilling this objective of revamping higher education. Training and Development of faculties plays vital role in higher education. UGC and AICTE both are giving importance to undertake various types of training to their faculties. Attending orientation and refresher courses are mandatory to get promotion. Various training programmes are continuously offered by various institutes to enhance the skill. In globalization era, it is a need of the system to continuously upgrade the knowledge.

II. LITERATURE REVIEW

Liudmila Lobanova and Iveta Ozolina-Ozola (2014) studied and identified the significant aspects of human resource management practices. They reveal the spread of effective human resource management practices realized in Latvian and Lithuanian organizations. Their results supported to the experts' evaluation of human resource management in organizations of Latvia and Lithuania in terms of a set of performance enhancing human resource management practices. They have collected data based on 18 human resource activities marked by David Guest (Guest et al., 2000) as effective practices to enhance employee commitment and performance. They had suggested for further researches of effective human resource management practices in Latvian and Lithuanian organizations were proposed.

Pedro José Martínez-Jurado (2014) suggested that the role that people play before and during the Lean Production adoption process and tries to discover

which aspects favor workers' adaptation to this management system. It also gives the success factors in human resource management once the adoption process has concluded and while advances are being made in LP implementation. This study therefore considers that it was necessary to investigate the underlying success factors, during both the adoption process and the implementation process, for the cultural change that LP requires to be understood.

They have used case study research method in the aeronautics industry, the results show a series of explanatory factors that are then grouped into main factors depending on the phase of the transition process. Thus, in the pre-adoption phase, the setting up of joint management-trade unions committees is the main factor. Five main factors are found in the other three phases of the adoption and implementation process: training, communication, rewards, job design, and work organization.

The connection between Human Resources (HR) and responsible leadership has been overlooked so far (Waldman, Galvin, 2008; Avolio, Gardner, 2005). It is difficult to achieve responsible leadership without thorough transformation of motivations and values that managers have (Maak, Pless, 2006). Responsible leadership involves engaging employees in a relationally intelligent way and mobilizing the workforce for social welfare. Responsible leaders mobilize people and lead teams, often across business, countries and/or cultures to achieve performance objectives that derive from the strategic objectives of the company (Waldman, Galvin, 2008). They ensure that employment standards are adhered to, that working conditions are humane, safe, healthy and non-discriminatory; that employees, irrespective of their background, are offered fair and equal employment opportunities and that the needs of employees for recreation, work-life balance and meaningful work are addressed to.

Bogdan Cîmpan and Mihail Basu (2015) studied that to learn employee profile is based on education level, age, rank, branch, family type and the position held. They suggested that the more education level and age the less negative attitudes towards women's human resources. This attitude was closely related to cohesion groups. It influences discrimination existence and can determine goals. They also identified that it requires a great attention deal from human resource officers. That's why investment is needed, also courses, training, counselling, financial, professional guidance. These decisions will have an impact on the whole system and should be correct.

Bogdan Cimpan and Mihail Busu (2014) identified that there was a strong correlation between level of education and perception of colleagues, no matter of gender in Romania. Author has used a social research method to find out the real perception of female military in an area dedicated to men. Countries make antidiscrimination efforts and equal rights; there are problems in environments where the majorities are men. Still there were mentality issues and to give an alarm signal regarding these problems.

Research Objective: Present study is undertaken to fulfil the following objective.

- To study training and development activities of the faculties of technical institutes of Gujarat.

Sample Characteristics: It can be observed from the below table that sample represents 60 percent male faculties and 40 percent female faculties. 28 percent of the faculties are from age group of 21-30, 70 percent of the faculties are 31-40 and 2 percent of the faculties are from 41-50 years of age group. 84 percent of the faculties have done postgraduation in engineering and remaining 16 percent of the faculties are Ph.D. 88 percent of the faculties are assistant professor and remaining 12 percent of the faculties are associate professor. 82 percent of the faculties are married and 18 percent are unmarried.

Table 1 : Sample Characteristics

Sr. No	Category		Frequency	Percent
1	Gender	Female	20	40
		Male	30	60
2	Age (Years)	21-30	14	28
		31-40	35	70
		41-50	1	2
3	Education	Postgraduation in Engineering	42	84
		Ph.D.	8	16
4	Designation	Associate Professor	6	12
		Assistant Professor	44	88
5	Marital Status	Married	41	82
		Unmarried	9	18

Type of training programmes attended in last 5 year: 96 percent of the faculties have attended refresher course in last 5 year, 88 percent of the faculties have attended methodology workshop, 24 percent of the

faculties have attended teaching-learning -evaluation course, 46 percent of the respondents have attended technology programmes and 22 percent of the faculties have attended soft skill training.

Table 2 : Training Programmes Attended – Frequencies

		Responses		Percent of Cases
		N	Percent	
Training	Refresher Course	48	34.78%	96.00%
	Methodology Workshop	44	31.88%	88.00%
	Teaching-Learning -Evaluation	12	8.70%	24.00%
	Technology Programmes	23	16.67%	46.00%
	soft Skill Training	11	7.97%	22.00%
Total		138	100.00%	276.00%

Training Development in faculties: Table below shows the minimum, maximum, mean and standard deviation of statements. eleven statements regarding the training and development were asked to faculties. These statements are measured on 5-point Likert-type scale. 1 is indicating strongly disagree and 5 is indicating strongly agree. Mean near to 5 is

indication of majority of the respondents are on agreement side. The statement “Faculty members are encouraged to suggest measures for institutional development “has highest mean of 4.18 and standard deviation of 0.918. It indicates that majority of the faculties have agreement on this statement that faculty members are encouraged to attend training and development. The statement” New Faculty is

guided/mentored by the senior faculty” is having second highest mean of 4.18. It indicates that majority of the faculties have agreement on this statement. It reflects positive environment in technical institutes. Senior faculties are encouraging the new faculties to participate in various training and development courses. The statement “Training

programs have increased my contribution towards teaching” is having mean of 4.08. This indicates that majority of the faculties have agreement on this statement. It shows the positive learning outcome of training attended. It also shows the benefits of training attended.

Table 3 : Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Faculty members are encouraged to suggest measures for institutional development	50	1	5	4.18	.941
New Faculty is guided/mentored by the senior faculty	50	1	5	4.12	.982
Training programs have increased my contribution towards teaching	50	1	5	4.06	.913
Mentoring teachers are highly recognized by the University.	50	1	5	4.04	1.049
Faculties are inspired to take up training	50	1	5	4.04	1.049
Faculty members are encouraged to participate in problem solving matters	50	1	5	3.98	1.097
The present training programme are sufficient to develop quality teachers with accountability	50	1	5	3.98	.979
Training need assessments are identified based on performance appraisal process	50	1	5	3.98	1.116
Faculties can opt for a training programme according to their needs	50	1	5	3.90	.953
Faculties are encouraged to go for training by the University	50	1	5	3.88	1.136
Entry level training programme are being conducted for fresh faculty	50	1	5	3.82	1.240

Independent Sample t test: To study the significant difference in the opinion of male and female faculties regarding training and development, independent sample t test is performed.

Ho: There is no significant difference in the mean of training and development taken by male and female faculties.

Ha: There is a significant difference in the mean of training and development taken by male and female faculties.

The table below shows the mean, standard deviation and two tailed significant values for all eleven statements. It can be observed that the statements “ Mentoring teachers are highly recognized by the University” , “Faculty members are encouraged to

participate in problem solving matters”, Faculty members are encouraged to suggest measures for institutional development, “ Faculties are inspired to take up training”, the two tailed significant value is less than 0.05. Hence Ho can be rejected for these four statements and it can for concluded for these

four statements that there is a significant difference in the mean of training and development taken by male and female faculties. For all other statements, it can be concluded that there is no significant difference in the mean of training and development taken by male and female faculties.

Table 4 : Result of independent sample t test for gender and training and development

	Gender	N	Mean	Std. Deviation	Sig(Two Tailed)
The present training programme are sufficient to develop quality teachers with accountability	Male	30	3.87	1.074	.321
	Female	20	4.15	.813	
New Faculty is guided/mentored by the senior faculty	Male	30	4.20	.761	.486
	Female	20	4.00	1.257	
Entry level training programme are being conducted for fresh faculty	Male	30	3.67	1.241	.289
	Female	20	4.05	1.234	
Training programs have increased my contribution towards teaching	Male	30	3.97	.964	.381
	Female	20	4.20	.834	
Faculties are inspired to take up training	Male	30	3.90	1.213	.042
	Female	20	4.25	.716	
Faculties are encouraged to go for training by the University	Male	30	3.73	1.081	.268
	Female	20	4.10	1.210	
Faculties can opt for a training programme according to their needs	Male	30	3.77	1.006	.229
	Female	20	4.10	.852	
Training need assessments are identified based on performance appraisal process	Male	30	3.97	1.189	.919
	Female	20	4.00	1.026	
Mentoring teachers are highly recognized by the University.	Male	30	3.93	1.081	.047
	Female	20	4.20	1.005	
Faculty members are encouraged to participate in problem solving matters	Male	30	3.73	1.258	.040
	Female	20	4.35	.671	
Faculty members are encouraged to suggest measures for institutional development	Male	30	3.93	1.048	.022
	Female	20	4.55	.605	

Independent Sample t test: To study the significant difference in the opinion of two age groups of faculties regarding training and development, independent sample t test is performed.

Ho: There is no significant difference in the mean of training and development taken by 21-30 and 31-40 years of age.

Ha: There is a significant difference in the mean of training and development taken by 21-30 and 31-40 years of age.

The table below shows the mean, standard deviation and two tailed significant values for all eleven statements. It can be observed that for all statements,

the significant two tailed value is not less than 0.05. Hence for all other statements, it can be concluded that there is no significant difference in the mean of training and development taken age groups of 21-30 and 31-40.

Table 5 : Result of independent sample t test for age and training and development

	Age	N	Mean	Std. Deviation	Sig(Two Tailed)
The present training programme are sufficient to develop quality teachers with accountability	21-30	14	4.00	1.038	.930
	31-40	35	3.97	.985	
New Faculty is guided/mentored by the senior faculty	21-30	14	4.14	1.027	.860
	31-40	35	4.09	.981	
Entry level training programme are being conducted for fresh faculty	21-30	14	4.14	.949	.189
	31-40	35	3.69	1.345	
Training programs have increased my contribution towards teaching	21-30	14	4.14	.663	.563
	31-40	35	4.00	1.000	
Faculties are inspired to take up training	21-30	14	4.36	.633	.075
	31-40	35	3.89	1.157	
Faculties are encouraged to go for training by the University	21-30	14	4.07	.616	.277
	31-40	35	3.77	1.285	
Faculties can opt for a training programme according to their needs	21-30	14	3.71	.825	.312
	31-40	35	4.00	1.000	
Training need assessments are identified based on performance appraisal process	21-30	14	4.21	.802	.279
	31-40	35	3.89	1.231	
Mentoring teachers are highly recognized by the University.	21-30	14	4.36	.745	.096
	31-40	35	3.89	1.132	
Faculty members are encouraged to participate in problem solving matters	21-30	14	4.00	.877	.927
	31-40	35	3.97	1.200	
Faculty members are encouraged to suggest measures for institutional development	21-30	14	4.29	.611	.482
	31-40	35	4.11	1.051	

III. CONCLUSION

Training and development plays very crucial role in development of faculties. It is the need of the 21st century to constantly upgrade the knowledge. It is

concluded that the faculties have undergone a varieties of training in last five years. They have

taken refresher courses, methodology workshop, teaching-learning -evaluation course, technology programmes and soft skill training. It is concluded that female faculties have more positive agreement

towards training and development as compared to male faculties. It is also concluded that age do not have any significant difference in training and development activities.

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