

A Study on Impact of Training and Development Programs on Work Motivation and Job Satisfaction among Non-teaching Staff of Colleges

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Abstract -This study investigates the impact of training and development programs on work motivation and job satisfaction among non-teaching staff in colleges. Drawing on a quantitative research design and convenience sampling, 200 participants, comprising 67 females and 133 males, provided insights into their perceptions. The findings reveal a significant positive relationship between training initiatives and both work motivation ($R = 0.564$) and job satisfaction ($R = 0.345$). Regression analysis further supports these relationships, indicating that training programs account for 31.9% of the variability in work motivation and 11.9% in job satisfaction. The study contributes to human resource management in academia, offering practical implications for optimizing training programs and enhancing institutional effectiveness. While acknowledging limitations, such as sampling constraints, the study suggests avenues for future research, emphasizing longitudinal analyses for sustained impact assessments.

Keywords: Training and Development, Work Motivation, Job Satisfaction, Non-teaching Staff, Institutional Effectiveness.

INTRODUCTION

The college environment is a dynamic and constantly evolving space demanding efficient and motivated staff for its successful operation. Non-teaching staff, forming the backbone of any college, play a vital role in ensuring the smooth functioning of various administrative and support services (Sahu, 2020). Their work motivation and job satisfaction directly impact their performance and commitment, ultimately influencing the overall institutional effectiveness (Kaur & Kumar, 2019).

Investing in training and development programs for non-teaching staff can be a strategic approach to enhancing their skills, knowledge, and abilities,

leading to improved performance and productivity (Truitt, 2011). However, the extent to which these programs influence their work motivation and job satisfaction remains a topic of ongoing research and debate.

In the dynamic landscape of higher education, the pivotal role played by non-teaching staff within colleges cannot be overstated. As institutions strive for excellence and adaptability, the work motivation and job satisfaction of their non-teaching personnel emerge as critical factors in achieving organizational goals. This study aims to delve into the intricate connection between training and development programs and the motivational drive, as well as job satisfaction levels, among non-teaching staff in the college environment.

Through a rigorous exploration of these hypotheses, this research aims to contribute to the existing body of knowledge on human resource management within the academic realm, offering practical implications for colleges seeking to maximize their overall institutional effectiveness.

SCOPE OF THE RESEARCH

This study investigates the impact of training and development programs on work motivation and job satisfaction among non-teaching staff in colleges. It will:

1. Examine the relationship between training participation and work motivation.
2. Analyze the association between training initiatives and job satisfaction.
3. Identify strategies to enhance training programs and maximize their impact.
4. Provide recommendations for colleges to optimize training effectiveness.

STATEMENT OF THE PROBLEM

Colleges face challenges in maximizing the impact of training and development programs on non-teaching staff motivation and satisfaction. These challenges include:

- Inadequate needs assessment, leading to irrelevant training (Felstead, 2018).
- Ineffective training methods that fail to engage adult learners (Slingerland et al., 2017).
- Limited access to training opportunities due to time constraints and lack of awareness (Kwon, 2019).
- Poor post-training support hindering the application of acquired skills (Mahomed & Rothmann, 2019).

By addressing these challenges and implementing effective strategies, colleges can create a more motivated and satisfied non-teaching workforce, contributing to a more productive and efficient college environment.

IMPORTANCE OF THE STUDY

Understanding how training and development activities affect non-teaching staff is crucial for colleges to optimize their workforce. It can lead to improved staff morale, increased job satisfaction, and potentially higher overall institutional effectiveness.

OBJECTIVE OF THE STUDY

1. The primary objective is to investigate whether training and development programs have a significant influence on both the work motivation and job satisfaction of non-teaching staff within the college environment.
2. To recommend effective strategies for enhancing training and development programs to optimize the impact on work motivation and job satisfaction levels of non-teaching staff in the college environment

HYPOTHESIS OF THE STUDY

1. H0: There is no significant positive relationship between training and development initiatives and the work motivation levels of non-teaching staff."
H1: There is a significant positive relationship between training and development initiatives and the work motivation levels of non-teaching staff."

2. H0: There is no significant positive relationship between training and development initiatives and job satisfaction levels of non-teaching staff.

H1: There is a significant positive relationship between training and development initiatives and job satisfaction levels of non-teaching staff."

REVIEW OF LITERATURE

Research consistently shows a positive relationship between training participation and work motivation. Gegenfurtner (2016), who found that voluntary training participation was associated with higher motivation and transfer of training. Dysvik (2008) also highlighted the role of perceived training opportunities in enhancing work motivation and employee outcomes. Tharenou (2001) found that higher training motivation, particularly through expectation and learning, led to increased participation in training and development. However, Baldwin (1991) cautioned that the effects of choice of training on motivation and learning can be complex, with trainees who were ultimately given the training of their choice showing greater motivation.

Research consistently shows a positive association between training initiatives and job satisfaction. Bercu (2017) found that high-quality training programs are linked to ethical behavior, work recognition, supervision, and work commitment. Jones (2009) further supported this association, noting that job satisfaction is positively linked to training and that it, in turn, influences workplace performance. Similarly, Schmidt (2007) and Schmidt (2004) both identified a significant relationship between satisfaction with workplace training and overall job satisfaction, with the former emphasizing the importance of training content and methodology.

A range of strategies have been proposed to enhance the impact of training programs. Mozael (2015) highlights the role of training methods in enhancing employee performance, suggesting the use of practical training. Beidas (2011) recommends aligning training research with the larger dissemination and implementation literature, critically examining assumptions, and incorporating formative evaluation and technology. Martin (2010) emphasizes the importance of effective follow-up, suggesting techniques such as action plans, performance assessment, and peer and supervisory support.

Brinkerhoff (2006) proposes a practical and credible evaluation strategy that focuses on the entire training and performance improvement process, including factors in the larger organization. These strategies collectively aim to maximize the impact of training programs

RESEARCH METHODOLOGY

Design: Quantitative research is used to assess the impact of training on work motivation and job satisfaction among non-teaching staff in colleges.

Sampling: Convenience sampling is used due to practical constraints. Total of 200 sample were selected for the study. Participants include 67 females and 133 males, with varying ages and experience levels.

Data Collection: Surveys with Likert scale items gather information on training perceptions, work motivation, and job satisfaction.

Variables: Independent - Training programs; Dependent - Work motivation and job satisfaction.

Hypotheses: Two null hypotheses are tested regarding the positive relationship between training programs and work motivation, as well as job satisfaction.

Analysis: Regression analysis, including model fit measures (R, R²), omnibus ANOVA test, and variable coefficients, is conducted.

Ethics: The study ensures confidentiality, voluntary participation, and informed consent, following ethical guidelines.

Significance: The research contributes insights to human resource management in academia, providing practical implications for colleges to optimize training programs and enhance overall institutional effectiveness.

Table 4: Impact of Training and development programs

Training and development programs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The training programs provided by the college are relevant to my job responsibilities	1.5 %	5.0 %	9.0 %	16.5 %	68.0 %
I believe that the training programs have enhanced my skills and knowledge.	10.5 %	7.5 %	16.5 %	25.0 %	40.5 %
The frequency of training programs is sufficient for my professional development	6.5 %	3.0 %	9.0 %	17.5 %	64.0 %

INTERPRETATION AND ANALYSIS

Descriptive Statistics

Table 1

Gender	Counts	% of Total
Female	67	33.5 %
Male	133	66.5 %

The gender distribution among the participants demonstrates a notable representation, with 67 females (33.5%) and 133 males (66.5%).

Table 2

Age	Counts	% of Total
23-35	77	38.5 %
35-45	55	27.5 %
45-55	60	30.0 %
Above 55	8	4.0 %

Examining the age distribution reveals a diverse participant group. The majority falls within the age range of 23-35, constituting 38.5% of the sample. The second-largest group comprises individuals aged 35-45, accounting for 27.5%. Additionally, those between 45-55 years and above 55 years make up 30.0% and 4.0%, respectively.

Table 3

Years of Experience	Counts	% of Total
1-2 years	37	18.5 %
10-15years	48	24.0 %
2-5 years	52	26.0 %
5-10years	37	18.5 %
Above 15 years	26	13.0 %

The distribution of years of experience illustrates the varied professional backgrounds of the non-teaching staff. The highest percentage is in the 2-5 years category (26.0%), followed closely by those with 10-15 years of experience (24.0%). Participants with 1-2 years, 5-10 years, and above 15 years of experience constitute 18.5%, 18.5%, and 13.0%, respectively.

Regarding work motivation, a substantial portion (27.0%) strongly agrees that they feel motivated to perform their job to the best of their abilities. Furthermore, a significant majority (64.5%) believes that training programs have a positive impact on their overall work motivation. This indicates a positive association between training initiatives and the motivational drive of non-teaching staff. In terms of job satisfaction, 54.0% strongly agree that they are satisfied with their current job role and responsibilities. Moreover, almost half of the participants (49.0%) perceive that training programs

contribute significantly to their overall job satisfaction. However, there is room for improvement in the aspect of opportunities for career growth and advancement, as only 32.5% strongly agree. In conclusion, the study suggests a positive correlation between training programs, work motivation, and job satisfaction, emphasizing the need for a comprehensive approach to address career growth perceptions. The results suggest that non-teaching staff widely perceive training programs as relevant, effective in skill enhancement, and adequately frequent for their professional development needs.

Table 5: Impact of training and development program on Work Motivation

Work Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel motivated to perform my job to the best of my abilities.	26.5 %	10.5 %	17.5 %	18.5 %	27.0 %
The training programs have a positive impact on my overall work motivation.	4.5 %	1.5 %	13.5 %	16.0 %	64.5 %
I believe that my contributions are recognized and valued by the college.	4.0 %	9.0 %	9.5 %	12.0 %	65.5 %

Table 5, focusing on work motivation, reveals important insights into how non-teaching staff perceive their motivation levels. A notable finding is that 27.0% of respondents strongly agree that they feel motivated to perform their job to the best of their abilities. Additionally, an overwhelming majority (64.5%) believes that training programs have a positive impact on their overall work motivation. These results collectively suggest a positive

correlation between training initiatives and the motivation levels of non-teaching staff. The data strongly indicates that training programs play a crucial role in enhancing work motivation among non-teaching staff. The majority perceives a positive influence on their motivation, emphasizing the importance of well-designed and relevant training in fostering a motivated workforce.

Table 6: Impact of training and development program on Job satisfaction

Job Satisfaction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with my current job role and responsibilities.	5.0 %	3.5 %	19.0 %	18.5 %	54.0 %
The training programs contribute to my overall job satisfaction.	7.5 %	12.0 %	9.5 %	22.0 %	49.0 %
I see opportunities for career growth and advancement in the college.	15.5 %	10.0 %	20.5 %	21.5 %	32.5 %

Examining job satisfaction, the results in Table 6 demonstrate that a significant portion of non-teaching staff is satisfied with their current job role and responsibilities, with 54.0% expressing strong agreement. Moreover, 49.0% agree that training programs contribute to their overall job satisfaction. These findings suggest a positive association between participation in training programs and the job satisfaction levels of non-teaching staff. The data indicates a positive relationship between training programs and job satisfaction among non-teaching staff. Employees who participated in training

programs tend to report higher levels of satisfaction with their current job roles, underlining the potential impact of training on overall job satisfaction within the college environment.

Testing of hypothesis

- H0: There is no significant positive relationship between training and development initiatives and the work motivation levels of non-teaching staff."
 - H1: There is a significant positive relationship between training and development initiatives and the work motivation levels of non-teaching staff."

Result:

The results of the regression analysis indicate a significant positive relationship between training and development initiatives and the work motivation levels of non-teaching staff. The correlation coefficient (R) of 0.564 suggests a moderate positive association, while the coefficient of determination (R²) at 0.319 implies that approximately 31.9% of the variability in work motivation can be explained by the examined training and development programs. The overall model is deemed statistically significant, as evidenced by the high F-statistic of 92.6 and a p-value

less than 0.001. The ANOVA test further supports the model's significance, revealing that the variance in work motivation is significantly attributed to training and development programs. Specifically, the coefficient for training and development programs is 0.544, signifying that for every one-unit increase in these initiatives, there is an estimated increase of 0.544 units in work motivation. Therefore, the study provides compelling evidence to reject the null hypothesis, affirming that investing in training and development initiatives is associated with higher levels of work motivation among non-teaching staff.

Model Fit Measures						
			Overall Model Test			
Model	R	R ²	F	df1	df2	p
1	0.564	0.319	92.6	1	198	< .001

Omnibus ANOVA Test					
	Sum of Squares	df	Mean Square	F	p
Training and development programs	476	1	475.51	92.6	< .001
Residuals	1017	198	5.14		

Note. Type 3 sum of squares

Model Coefficients - Work Motivation							
Predictor	Estimate	SE	95% Confidence Interval		t	p	Stand. Estimate
			Lower	Upper			
Intercept	4.889	0.7252	3.459	6.319	6.74	< .001	
Training and development programs	0.544	0.0565	0.432	0.655	9.62	< .001	0.564

- H0: There is no significant positive relationship between training and development initiatives and job satisfaction levels of non-teaching staff."
H1: There is a significant positive relationship between training and development initiatives and job satisfaction levels of non-teaching staff."

Result:

The results of the regression analysis investigating the connection between training and development initiatives and job satisfaction levels among non-teaching staff are noteworthy. The correlation coefficient (R) of 0.345 suggests a modest positive association between these initiatives and job satisfaction. The coefficient of determination (R²) at 0.119 indicates that approximately 11.9% of the variability in job satisfaction levels can be attributed to training and development programs. The overall model is deemed statistically significant, as indicated by the F-statistic of 26.7 and a p-value less than 0.001.

The ANOVA test further supports the model's significance, revealing that the variance in job satisfaction is significantly influenced by training and development programs. The model coefficients highlight that the intercept is 6.573, representing the estimated job satisfaction when training and development programs are absent. Additionally, the coefficient for training and development programs is 0.395, suggesting that for every one-unit increase in these initiatives, there is an estimated increase of 0.395 units in job satisfaction. In summary, the findings provide compelling evidence to reject the null hypothesis, indicating a significant positive relationship between training and development initiatives and job satisfaction levels among non-teaching staff. This implies that investment in such programs is associated with higher job satisfaction within this particular professional group.

Model Fit Measures						
			Overall Model Test			
Model	R	R ²	F	df1	df2	p
1	0.345	0.119	26.7	1	198	< .001

Omnibus ANOVA Test					
	Sum of Squares	df	Mean Square	F	p
Training and development programs	251	1	250.73	26.7	< .001
Residuals	1859	198	9.39		

Note. Type 3 sum of squares

Model Coefficients - Job Satisfaction							
			95% Confidence Interval				
Predictor	Estimate	SE	Lower	Upper	t	p	Stand. Estimate
Intercept	6.573	0.9806	4.639	8.507	6.7	< .001	
Training and development programs	0.395	0.0764	0.244	0.546	5.17	< .001	0.345

DISCUSSION

The results of this study reveal significant insights into the relationship between training and development programs, work motivation, and job satisfaction among non-teaching staff in colleges. The findings provide a comprehensive understanding of how investing in training initiatives can positively impact the workforce, contributing to increased motivation and job satisfaction.

Work Motivation: The regression analysis demonstrates a substantial positive relationship (correlation coefficient, $R = 0.564$) between training and development initiatives and work motivation levels among non-teaching staff. Approximately 31.9% of the variability in work motivation can be explained by the examined training programs. This suggests that colleges stand to benefit significantly by strategically implementing and enhancing training opportunities, as they are associated with higher levels of employee motivation. The study highlights the importance of tailoring training programs to align with job responsibilities, ensuring relevance and effectiveness.

Job Satisfaction: Similarly, the analysis indicates a noteworthy positive relationship (correlation coefficient, $R = 0.345$) between training and development initiatives and job satisfaction levels among non-teaching staff. Approximately 11.9% of the variability in job satisfaction can be attributed to training programs. The findings emphasize the role of these programs in fostering a positive work environment and enhancing satisfaction with job roles and responsibilities. The recommendation is for

colleges to recognize the potential of training in contributing to overall job satisfaction, emphasizing quality content and methodology.

CONCLUSION

In conclusion, this study underscores the significance of training and development programs in shaping the work motivation and job satisfaction of non-teaching staff in colleges. The evidence supports the rejection of the null hypotheses, affirming the positive relationships between these programs and both work motivation and job satisfaction. As colleges continue to evolve, understanding and prioritizing the needs of their non-teaching personnel through effective training strategies can contribute to a more efficient and productive college environment.

LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

While this study provides valuable insights, it is not without limitations. The use of convenience sampling may limit the generalizability of the findings. Future research could employ more diverse sampling methods for broader applicability. Additionally, longitudinal studies could explore the sustained impact of training initiatives over time.

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