

THE RESPONDENTS' ATTITUDES TOWARDS TRAINING AND DEVELOPMENT IN RELATION TO THEIR DEMOGRAPHICS

Nikita Kanodiya & Prof. Atul Pandey

¹*Research Scholar, Department of Business Administration, Awadhesh Pratap Singh University, Rewa (MP), India*

²*Professor and Head, Department of Business Administration, Awadhesh Pratap Singh University, Rewa (MP), India*

ABSTRACT

A comprehensive comprehension of the workforce's demographic composition is essential for the accomplishment of training and development programs. Through the consideration of several aspects like age, job function, experience level, and educational background, firms can create programs that are not only efficient but also align with the distinct requirements and inclinations of their workforce. This individualized approach to training makes sure that everyone in the company has the abilities and information needed to succeed in their positions, which enhances the organization's overall performance and adaptability in a quickly changing business environment. The purpose of this study is to examine and analyze the relationship between respondents' attitudes towards Training and Development (T&D) and various demographic factors. In particular, the study focuses on four key demographic variables: age, gender, qualification, and experience. The goal is to understand whether and how these demographic factors influence the perceptions and attitudes of individuals within the organization towards T&D initiatives.

KEYWORDS: *Training and Development, Teachers, Attitude, Demographic Variables*

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INTRODUCTION

In the ever-changing field of organizational development, it is critical to comprehend the complex interactions that exist between different demographic characteristics and teachers' attitude towards Training and Development in CBSE affiliated schools. This study explores the complex link that exists between important demographic characteristics including age, gender, qualification, experience, and designation and workers' impressions of T&D. The investigation seeks to ascertain if these demographic factors have an impact on people's opinions regarding T&D in the setting of the organization. Developing customized and successful training programs requires an understanding of the complex preferences and demands of employees, which is becoming more and more of a challenge in the increasingly diverse workforce. The study uses statistical techniques, such as mean comparison and ANOVA, to evaluate the data and extract insightful information. This study examines the relationship between demographic traits and attitudes about T&D.

LITERATURE REVIEW

While development focuses on expanding organizational members' knowledge and abilities to make them ready to take on new tasks and responsibilities, training focuses on educating members of the organization how to perform well on their jobs. (George Jones & Hill, 1998)

According to Peretomode (2001), obtaining higher academic or professional qualifications in school or organization hierarchy, gaining more conceptual knowledge, skills, and competencies in both teaching and non-teaching areas, keeping up with new developments in the educational system, and obtaining job security are the factors that determine training.

According to Darling-Hammond (2009), chances for professional development that offer pertinent information, ongoing involvement, and collaborative learning can increase a person's commitment to their career and work satisfaction. (2009) noted that professional development opportunities that provide relevant content, sustained engagement, and collaborative learning experiences can lead to improved job satisfaction and commitment to the profession.

RESEARCH METHODOLOGY

Both an analytical and a descriptive research design are intended for this study. Given that the research focuses on C.B.S.E. Schools specifically, it examines employee retention strategies in the academic sector.

Data was gathered using a carefully designed questionnaire. Only a few Madhya Pradesh CBSE schools are included in the research.

In M.P., there are four notable cities. There will be two C.B.S.E. schools chosen from each city. The respondents have been presented with questions about prompt payment, benefits and incentives, wage trends, etc. There are eighty responders in the sample size. For this, the One-way Anova, independent sample t-test, mean, percentage approach, and data analysis have all been utilized.

Objectives

The study has been carried out with the following objectives

- To analyze the attitude of the respondents towards training and development w.r.t. age of the respondents.
- To analyze the attitude of the respondents towards training and development w.r.t. gender of the respondents.
- To analyze the attitude of the respondents towards training and development w.r.t. qualification of the respondents.
- To analyze the attitude of the respondents towards training and development w.r.t. designation of the respondents.
- To analyze the attitude of the respondents towards training and development w.r.t. experience of the respondents.

Hypotheses

Following are the hypothesis of the study

- **H₀₁**: There is no significant difference in the attitude of the respondents towards training and development w.r.t. age of the respondents.
- **H₀₂**: There is no significant difference in the attitude of the respondents towards training and development w.r.t. gender of the respondents.
- **H₀₃**: There is no significant difference in the attitude of the respondents towards Training and development w.r.t qualification of the respondents.
- **H₀₄**: There is no significant difference in the attitude of the respondents towards training and development w.r.t designation of the respondents.
- **H₀₅**: There is no significant difference in the attitude of the respondents towards training and development w.r.t. experience of the respondents.

RESEARCH METHODOLOGY

The study employs a comprehensive research approach, combining both descriptive and analytical research designs. The focus of the research is on Employee Retention practices within the academic sector, specifically emphasizing C.B.S.E. Schools. The data collection method involves the administration of a meticulously structured questionnaire. The geographical scope of the research is limited to selected CBSE Schools in Madhya Pradesh, with a specific focus on four prominent cities.

In Madhya Pradesh, two C.B.S.E. schools are chosen from each of the four prominent cities for inclusion in the study. The questionnaire addresses various aspects such as timely payment, incentives, perks, and prevailing salary trends, presented to the respondents for their input. The sample size for this research consists of 80 respondents.

To analyze the gathered data, the research employs several statistical methods, including the percentage method, mean calculation, independent sample t-test, and One-way Anova. These analytical tools are chosen to provide a comprehensive understanding of employee retention practices in the context of C.B.S.E. Schools in Madhya Pradesh, offering insights into factors such as payment timeliness, incentives, perks, and salary trends.

Demographic Profile of the Respondents

Table 1: Showing Demographic Profile of the Respondents

Variables	Age Group	N	Percent
Age	20 to 30 years	92	28.8
	30 to 40 years	86	26.9
	40 to 50 years	73	22.8
	50 to 60 years	69	21.6
	Total	320	100.0
Gender	Men	144	45.0
	Women	176	55.0
	Total	320	100.0
Qualification	Graduate	101	31.6
	Post Graduate	143	44.7
	Ph.D	76	23.8
	Total	320	100.0
Years of experience	Upto 5 Years	82	25.6
	5 to 10 years	94	29.4
	10 to 15 Years	67	20.9
	More than 15 Years	77	24.1
	Total	320	100.0
Designation	Pre-Primary Teacher	121	37.8
	Trained Graduate Teacher	95	29.7
	Post Graduate Teacher	104	32.5
	Total	320	100.0

The 320 participants in the study have many categories that summarize their demographic profile. The distribution of respondents' ages is as follows: 28.8% of the population is in the 20–30 age range, 26.9% is in the 30–40 age range, 22.8% is in the 40–50 age range, and 21.6% is in the 50–60 age range. 45.0% of the population is male and 55.0% is female. In terms of credentials, there are 31.6% of graduates, 44.7% postgraduate degree holders, and 23.8% Ph.D. holders. In terms of experience, 25.6% have less than five years, 29.4% have between five and ten years, 20.9% have between ten and fifteen years, and 24.1% have more than fifteen years. Finally, the classifications are as follows: 32.5% are Post Graduate Teachers, 29.7% are Trained Graduate Teachers, and 37.8% are Pre-Primary Teachers.

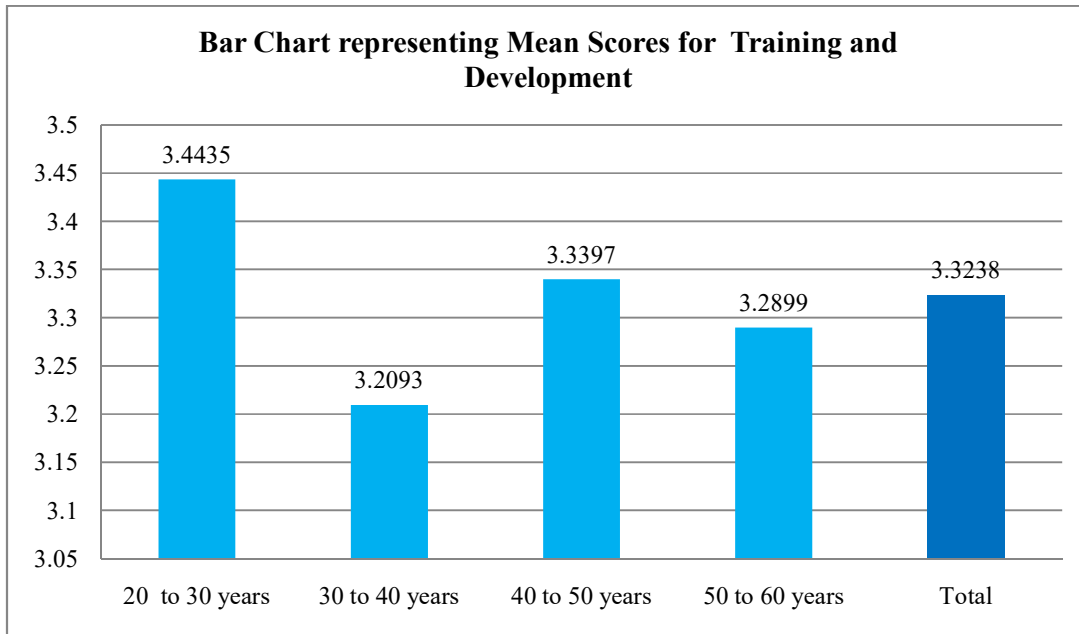
1: Respondents' Attitude towards Training and Development w.r.t. Age

Hypothesis 1

H0: There is no significant difference in the attitude of the respondents towards training and development w.r.t. age of the respondents.

Table 1A: Showing Comparison of Means Regarding the Attitude of the Respondents Towards Training and Development w.r.t. Age of the Respondents

Cross Tabulation of Training and Development with Age Group of Respondents				
Age Group	N	Mean	Std. Deviation	
20 to 30 years	92	3.4435	.68313	
30 to 40 years	86	3.2093	.70153	
40 to 50 years	73	3.3397	.67961	
50 to 60 years	69	3.2899	.65218	
Total	320	3.3238	.68348	



Graph 1A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Age of the Respondents.

This table presents descriptive statistics related to training and development perceptions based on different age groups. The data is categorized into four age groups: 20 to 30 years, 30 to 40 years, 40 to 50 years, and 50 to 60 years. The mean scores reveal the mean scores of the opinion within each group, and the standard deviation values demonstrate the extent of diversity or consensus within each age group regarding their views on training and development.

Table 1B: Showing Results of ANOVA Testing Regarding the Attitude of the Respondents towards Training and Development w.r.t. Age of the Respondents

ANOVA					
Training and Development					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.543	3	.848	1.829	.142
Within Groups	146.476	316	.464		
Total	149.020	319			

This table represents the results of an analysis of variance (ANOVA) for the variable "Training and Development". The F-value comes out as equal to 1.829. P-value is also higher than 0.05 which suggests that there may not be a statistically significant difference in perceptions towards "Training and Development" between the age groups or it can be said that the null hypothesis is accepted in this case.

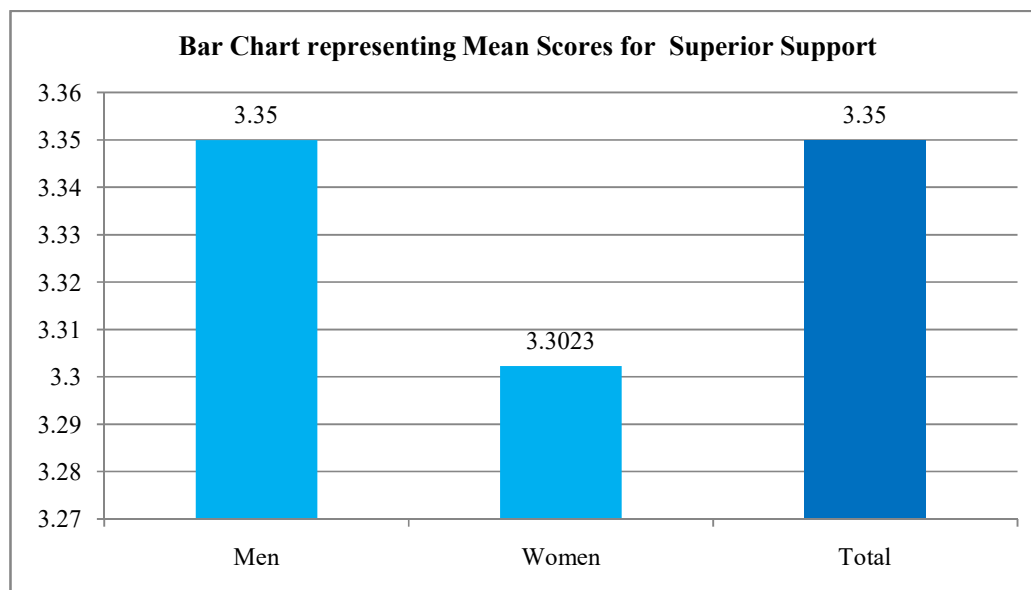
2: Respondents Attitude towards Training and Development w.r.t. Gender

Hypothesis 2

H0: There is No Significant Difference in the Attitude of the Respondents towards Training and Development w.r.t. Gender of the Respondents.

Table 2: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Gender of the Respondents

Cross Tabulation of Training and Development with Gender of Respondents			
Gender	N	Mean	Std. Deviation
Men	144	3.3500	.64233
Women	176	3.3023	.71650
Total	144	3.3500	.64233



Graph 2A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Gender of the Respondents.

As the table no. 4.3.2A indicates that as regards to training and development, men have a mean score of 3.3500, while women have a mean score of 3.3023. This represents the central tendency of responses within each gender group.

For men, the standard deviation is .64233, and for women, it is .71650. A higher standard deviation indicates greater variability in responses.

Table 2B: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Gender of the Respondents

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Training and Development	Equal variances assumed	2.122	.146	.621	318	.535	.04773	.07687	-.10352	.19897
	Equal variances not assumed			.628	315.322	.531	.04773	.07604	-.10188	.19734

The significant value comes out as .535 which is higher than 0.05. This indicates that the results do not provide enough evidence to reject the null hypothesis. Therefore, it is concluded that there is no significant difference in the attitude of the respondents regarding training and development with respect to the gender of the respondents. In other words, the data does not support the idea that gender has a statistically significant impact on respondents' attitudes towards training and development.

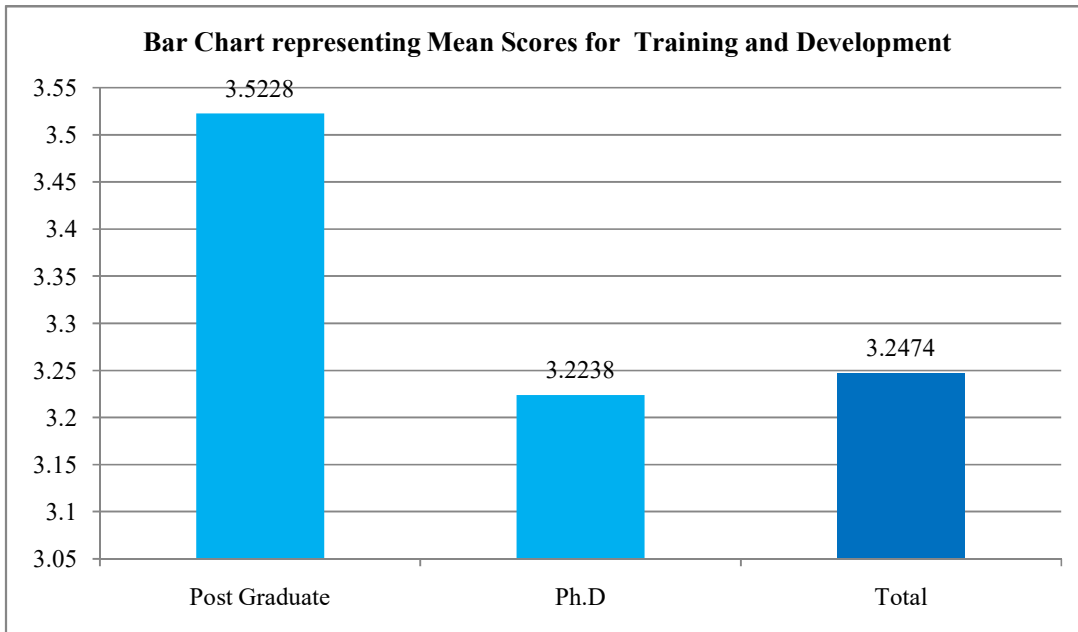
3: Respondents' Attitude towards Training and Development w.r.t. Qualification

Hypothesis 3

H0: There is no significant difference in the attitude of the respondents towards training and development w.r.t. qualification of the respondents.

Table 3A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and development w.r.t. Qualification of the Respondents

Descriptive			
Training and Development			
	N	Mean	Std. Deviation
Graduate	101	3.5228	.62223
Post Graduate	143	3.2238	.68771
Ph.D	76	3.2474	.70493
Total	320	3.3238	.68348



Graph 3B: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Qualification of the Respondents.

The table shows the descriptive statistics for a variable that was measured for different levels of education as well as for the total sample size of 320 individuals. The descriptive statistics included are the mean and standard deviation. The average score for individuals in the graduate group was 3.1921, while the average score for individuals in the post-graduate group was slightly lower at 3.1189. The average score for individuals in the Ph.D group was 3.0211, and the overall average score for all participants in the study was 3.1188. The standard deviation for individuals in the graduate group was .72824, indicating that there was a relatively wide range of scores in this group. Similarly, the standard deviation for individuals in the post-graduate and Ph.D groups was .70541 and .71299, respectively.

Table 3C: Showing the Results of ANOVA Testing Regarding Training & Development w.r.t. Qualification of the Respondents

ANOVA					
Training & Development					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.873	2	2.937	6.503	.002
Within Groups	143.146	317	.452		
Total	149.019	319			

The table is showing the results of an analysis of variance (ANOVA) test conducted on a training and development measured for different levels of education to see if there are any significant differences between the groups. Following table shows the ANOVA analysis of the p-value is .002, which is lower than .05. Therefore, the null hypothesis that there are no significant differences between the means of the variable for each level of education does not get accepted.

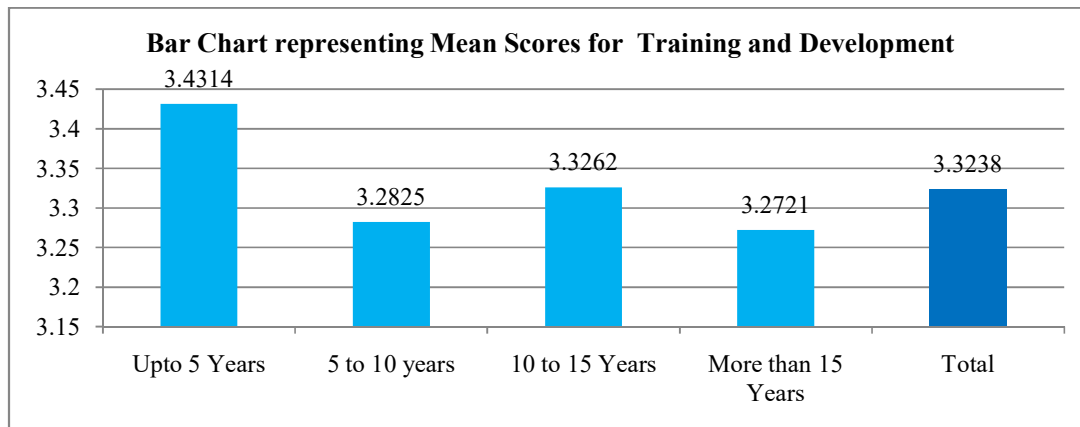
4: Respondents' Attitude towards Training and Development w.r.t. Experience

Hypothesis 4

H0: There is no significant difference in the attitude of the respondents towards training and development w.r.t. experience of the respondents.

Table 4A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Experience of the Respondents

Cross tabulation of Training and Development w.r.t. Experience of Respondents			
Years of Experience	N	Means of Compensation and Benefits	Std. Deviation
Upto 5 Years	70	3.4314	.74805
5 to 10 years	80	3.2825	.71490
10 to 15 Years	84	3.3262	.58229
More than 15 Years	86	3.2721	.69208
Total	320	3.3238	.68348



Graph 4A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Experience of the Respondents.

Table 4B: Showing the results of ANOVA Testing Regarding Training and Development w.r.t. experience of the respondents

ANOVA					
Training and Development					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.178	3	.393	.839	.473
Within Groups	147.842	316	.468		
Total	149.020	319			

The Table no. 4B represents the results of ANOVA testing as regards to training and development w.r.t. experience of the respondents. The p-value .473 which is higher than 0.05 indicates that these differences are unlikely to have occurred by chance. This means that there are statistically significant variations in the context of Training and Development between the groups being analyzed. In other words, it can be said that there is no significant difference in the attitude of the respondents towards training and development w.r.t. experience of the respondents.

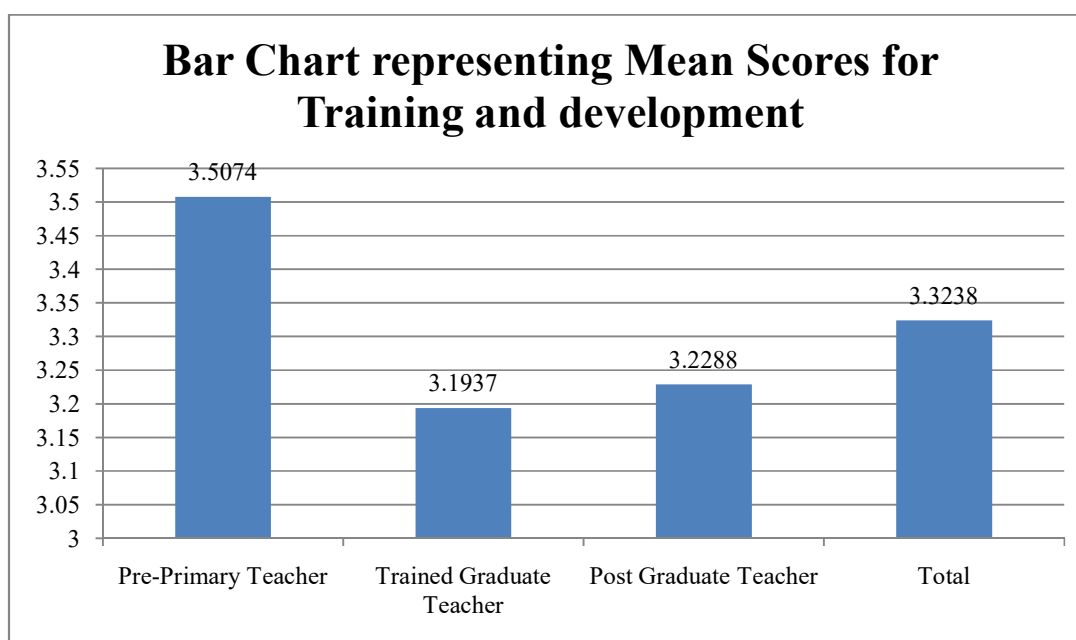
5: Respondents' attitude Towards Training and Development w.r.t. Designation

Hypothesis 5

H0: There is no significant difference in the attitude of the respondents towards training and development w.r.t. designation of the respondents.

Table 5A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Designation

Cross Tabulation of Training and Development w.r.t. Designation of Respondents				
Designation	N	Mean	Std. Deviation	
Pre-Primary Teacher	121	3.5074	.67874	
Trained Graduate Teacher	95	3.1937	.62939	
Post Graduate Teacher	104	3.2288	.69585	
Total	320	3.3238	.68348	



Graph 5A: Showing Comparison of Means Regarding the Attitude of the Respondents towards Training and Development w.r.t. Designation.

The Table no. 4.3.5 provides a summary of the Training and Development variable for different categories of teachers. It shows the mean scores of responses within each group and how much the responses tend to vary around that average. There are 121 Pre-Primary Teachers, 95 Trained Graduate Teachers, and 104 Post Graduate Teachers. For Pre-Primary Teachers, the mean is 3.5074, for Trained Graduate Teachers, it's 3.1937, and for Post Graduate Teachers, it's 3.2288. The overall mean for all respondents is 3.3238. For Pre-Primary Teachers, the standard deviation is .67874, for Trained Graduate Teachers, it's .62939, and for Post Graduate Teachers, it's .69585.

Table 5B: Showing the Results of ANOVA Testing Regarding the Attitude of the Respondents towards Compensation & Benefits w.r.t. Designation of the Respondents

ANOVA					
Training and Development					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.627	2	3.313	7.376	.001
Within Groups	142.393	317	.449		
Total	149.020	319			

The Table no. 4.3.5B represents the results of ANOVA testing as regards to training and development w.r.t. designation of the respondents. The low p-value (.001) indicates that these differences are unlikely to have occurred by chance. This means that there are statistically significant variations in the context of Training and Development between the groups being analyzed.

FINDINGS OF THE STUDY

The study's key findings highlight that there is a consistent perception of Training and Development (T&D) across various age groups, with no significant differences observed. Gender does not play a statistically significant role in shaping attitudes towards T&D, as both men and women exhibit similar mean scores. However, the educational background of respondents significantly influences their attitudes, indicating that qualification is a notable factor in shaping perceptions of T&D. Interestingly, the years of experience do not lead to significant differences in attitudes towards T&D, showcasing a consistent perception across different experience levels. Job roles, represented by different designations, do impact attitudes towards T&D, with distinct mean scores for various groups. The overall implications suggest that organizations should consider demographic factors, such as education and job roles, when tailoring T&D programs, emphasizing the need for a nuanced and targeted approach to meet the diverse needs of their workforce. This approach aims to foster a culture of continuous learning and professional development within the organization.

CONCLUSION

The main conclusions of the study show that opinions on training and development (T&D) are remarkably consistent across a range of demographic characteristics. First, opinions are not significantly impacted by age, suggesting that T&D programs are universally resonant across respondents of various age ranges. Second, gender neutrality is clear, highlighting inclusion in professional growth with comparable mean ratings for men and women. Thirdly, the views of T&D are greatly influenced by one's educational background, which means that programs should be customized according to different levels of qualification. Furthermore, opinions remain consistent across experience levels, indicating that T&D programs may be adjusted to accommodate employees' varied career phases. Job positions also have a significant impact, necessitating tailored strategies to match T&D initiatives with particular duties. Overall, the consequences emphasize how crucial it is to take demographic issues into account strategically.

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