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## A Study on the Training and Development of Non-Teaching Employees in Higher Educational Government Autonomous Institute in India

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### ABSTRACT

Training and development are pivotal components of organizational success and employee growth. This study explores the effective training and development programme towards non-teaching employees in the departments of higher education under the Ministry of Education Government of India. To promote and enhance the quality of higher Education. Government of India has established many autonomous Institutes and given autonomy within the government regulation. These Institutes have highly esteemed and renowned faculty with their expertise in various fields of engineering, technology, science, and humanities. The autonomous Institute has its own distinguished faculty members who contribute to research, teaching, and development in their respective disciplines. However, the non-teaching or non-faculty contributions are equally important to achieve the objective of these higher education Institutes. There are various roles available that support the institution's mission without involving direct classroom instruction and Research work, these positions are Administrative Roles, Technical Support, Research and Development management, Library Services, Student Services, Facility Management, Finance and Accounting, Outreach and Public Relations. Therefore, it is very crucial to recruit knowledgeable and qualified employees having problem solving skills. This study aims to investigate the impact of training and development programs on non-teaching employees in these institutions. It seeks to understand how such programs enhance employee skills, knowledge, and performance, ultimately contributing to organizational effectiveness. The research employs a mixed-method approach, combining quantitative surveys and qualitative interviews to gather data from a sample of non-teaching staff members across different higher education government autonomous institutions established in Chennai. Findings from this study are expected to provide insights into the effectiveness of current training and development practices, identify areas for improvement, and offer recommendations for optimizing training programs to better meet the needs of non-teaching employees in the Indian higher education government sector. The paper concludes with practical recommendations for optimizing training and development strategies to ensure sustained growth and adaptability in a rapidly evolving educational and research environment.

**Keywords:** Training and Development, Non-Teaching Employees, Higher Education autonomous Institute Government of India.

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**Introduction:** In the dynamic landscape of higher education, the role of non-teaching staff members in government institutions in India is increasingly recognized as crucial for the smooth functioning of these institutions. While much attention has been given to the training and development of teaching faculty, the importance of investing in the professional growth of non-teaching employees cannot be overstated. Training and development programs not only enhance the skills and competencies of non-teaching staff but also contribute to overall organizational effectiveness. However, there remains a gap in understanding the specific impact of such programs within the context of higher education government institutions in India. This study aims to address this gap by examining the influence of training and development initiatives on non-teaching employees and their implications for organizational performance.

**Literature Review:** The literature on training and development emphasizes its significance in improving employee performance, job satisfaction, and organizational outcomes. While studies abound in the context of corporate settings, research focusing on non-teaching staff in higher education government institutions in India is limited. However, existing literature suggests that effective training programs tailored to the needs of non-teaching employees can lead to increased productivity, reduced turnover, and enhanced service quality. Additionally, factors such as organizational culture, leadership support, and resource allocation play vital roles in the success of training and development initiatives.

Training and development is essential for all organizations to achieve their objectives. Much research has been done in this area to understand the importance of training and development. According to Abbas Q. and Yaqoob (2009) this fact is of no question that the most domineering apprehension for organizations is performance. The study found that training and development had positively correlated and claimed a statistically significant relationship with employee performance and effectiveness. There have been many studies conducted on this subject. HRM activities are considered as a gift in the eyes of employees and training is one of them (Mahbuba, 2013). According to Iftikhar and Sirajud (2009) training and development is an important activity to increase the performance of the employees. Without the training the organization cannot achieve the organization's strategic goals, mission, and effectiveness. On the other hand, Miller and Osinski (2002); Rajasekar and Khan (2013) focused and analyzed that employee training & development is one of the essential parts of human resources management with the identification of organizational need, technique and procedure at different industrial perspectives.

The literature on training and development emphasizes its significance in fostering employee growth, organizational effectiveness, and competitiveness. Various theoretical frameworks, such as Kirkpatrick's model of training evaluation and the learning organization concept, provide insights into assessing the impact of training interventions. Studies in the higher education context predominantly focus on faculty development, with limited attention given to non-teaching staff. However, research in other sectors underscores the importance of targeted training programs for enhancing employee skills, job satisfaction, and organizational performance. In the Indian context, studies examining training and development initiatives among non-teaching employees in higher education government sectors are scarce, highlighting the need for empirical investigation in this area.

**Statement of Problem:** The study was focused on analyzing the effectiveness of training and development programmes in Non- teaching employees of Government higher Educational Institute in Chennai. The primary data collected from some of the Training, Educational and Research Institute through questionnaires. The study is to evaluate the need of training and development in the Government Higher Educational Institute for Non-teaching staff and its outcome. The questionnaire was designed according to the need of study. This study would help these Institutes to understand the real importance of the training and development programme on the staff performance. This study will also provide the opportunity to understand the problem and key points of training and development programmes. The study will also be helpful to find out why the training programme is important and to have insights into the effectiveness of training sessions.

**Objective of the Study:** - The study investigated the impact of training and development on non-academic employees of the Central / State Government Institute and their performance in India. This Research work looks at training and development as an HRM practices and its effect on employee performance in the organization. Definitely, the aim of the study is to find out:

1. The factors affecting training and development of employee performance.
2. The impact of training and development on organizational productivity.
3. The impact of training on employee satisfaction.
4. The need of employees training in organization.

**Research Methodology:** This study adopts a mixed-method approach to explore the impact of training and development among non-teaching employees in higher education government institutions in India. Quantitative surveys will be administered to collect data on employee perceptions of training effectiveness, job satisfaction, and organizational commitment. Qualitative interviews will complement survey findings by providing in-depth insights into the experiences and perspectives of non-teaching staff regarding training programs. A purposive sampling technique will be utilized to select participants from a diverse range of institutions to ensure the generalizability of the findings.

Expected Contribution: The findings of this study are expected to shed light on the effectiveness of current training and development practices among non-teaching employees in higher education government institutions in India. By identifying the strengths and weaknesses of existing programs, this research aims to provide recommendations for enhancing training initiatives to better meet the needs of non-teaching staff and improve organizational performance. Ultimately, this study seeks to contribute to the body of knowledge on human resource development in the context of higher education in India.

**Tools Used For Data Collection:**

- I. Primary data collected through questionnaires and informal interviews.
- II. Secondary data collected through magazines, journals, websites, and other corporate publications.

**Procedure for Data Collection:**

- i. Communication, asking questions and receiving a response in person
- ii. Visiting the various organizations, libraries, internet and preparation of the questionnaire.

Places: - Indian Institute of Technology Madras – Chennai, National Institute of Technical Teacher Training & Research - Chennai, CSIR-Central Leather Research Institute- Chennai, Indian Institute of Information Technology, Design and Manufacturing, Kancheepuram - Chennai. All these Institutions are Central Government Autonomous and set up in Chennai, TamilNadu India.

**Analysis and Result:** The evaluation is based on primary data, the response received from the non-teaching employee at each position i, e Group A, B & C. The study evaluate the requirement of training Programme and its impact on their work performance, accuracy, motivation, Job satisfaction, retention in the Institute/ Organization. The finding of this research study and further evaluation carried out through classification method via percentage for the first stage data and then Chi-square testing was implemented. The tabulation form of data and Chi-square used for testing goodness of fit, independence as well as homogeneity. Finding from Non-teaching, total responses received (429) were selected to provide the answer to the designed questionnaire. Data analysis tabulation and shown in above Table-I.

Table- I (Source: Primary data) Questionnaire survey

Name of the Institutes	Total NF Strength	Response Received	Gender		Group (Rank)			Age group		
			Male	Female	Gr. A	Gr. B	Gr. C	20 - 30	31- 45	46- 60
NITTER Chennai	87	43	33	10	5	15	13	7	22	4
IIT Madras	525	301	108	193	45	165	91	98	172	31
IIITDMK	54	25	21	4	4	10	11	8	12	5
CSIR-CLRI	158	60	45	15	10	32	18	12	34	14
<b>Total</b>	<b>824</b>	<b>429</b>	<b>207</b>	<b>222</b>	<b>64</b>	<b>222</b>	<b>133</b>	<b>125</b>	<b>240</b>	<b>54</b>
<b>Percentage (%)</b>	<b>100</b>	<b>52%</b>	<b>48%</b>	<b>52%</b>	<b>15%</b>	<b>52%</b>	<b>31%</b>	<b>29%</b>	<b>56%</b>	<b>13%</b>

The evaluation of response has been categorized based on Gender, rank and age group and done on percentage wise. The total 52% sample / response received from four Institute.

Table- II (Source: Primary data) Questionnaire survey

Name of the Institutes	NITTER CHENNAI		IIT Madras		IIITDMK		CSIR-CLRI	
	Yes	No	Yes	No	Yes	No	Yes	No
Requirement of training : Y/N	42	1	295	6	25	0	56	4
Compulsory need of training : Y/N	39	4	301	0	21	4	55	5
Training provided by organization- (Participated-Y/N)	39	4	296	5	22	3	54	6
Impact of Training & Development program: Positive/Negative- Full	36-P	7-N	291-P	10-N	21-P	4-N	57-P	3-N
Enhancement of productivity and performance : Y/N	39	2	297	4	23	2	58	2
Requirement of regular training & Development program - Y/N	40	3	299	2	24	1	55	5
<b>Total</b>	<b>43</b>		<b>301</b>		<b>25</b>		<b>60</b>	

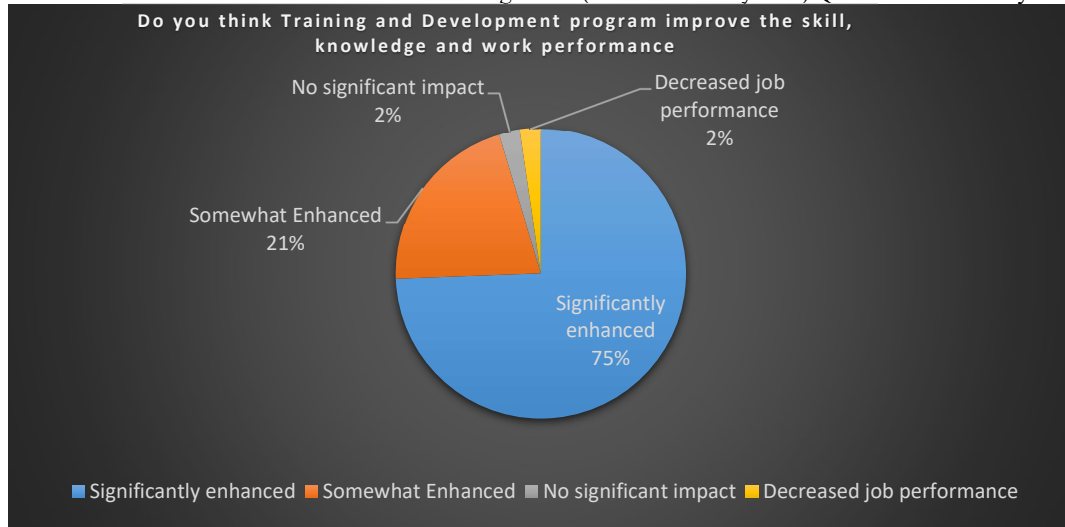
Table-II evaluation shows the response of four Institute and non-teaching employees of these Institutes believed that the Training and Development Programme are required on a regular basis to see the many changes in policies, rule and regulation on a regular interval. The response is evaluated based on the questionnaire for four Central Government Institutes in Chennai. The details response is categorized and shown in the chart as above as figure-I, II and III.

**Response:** Training and Development program organize by Institute are relevant and better for increase the efficiency and performance:-

Figure- I (Source: Primary data) Questionnaire survey  
 Figure- I chart shown above said that 93 % present non-teaching employees are strongly agree that the Training and Development Programme is required to increase efficiency, performance. The moderate response is 5% and 2 % disagree. The dis-agree response is only from the employees who are on the edge of retirement. This shows that employees are interested to attending the training and development Programme for learning and enhancing their skill. The new learning and skill is very good for the development and advancement of any institute.

Response: Do you think Training and Development programs improve the skill, knowledge and work performance.

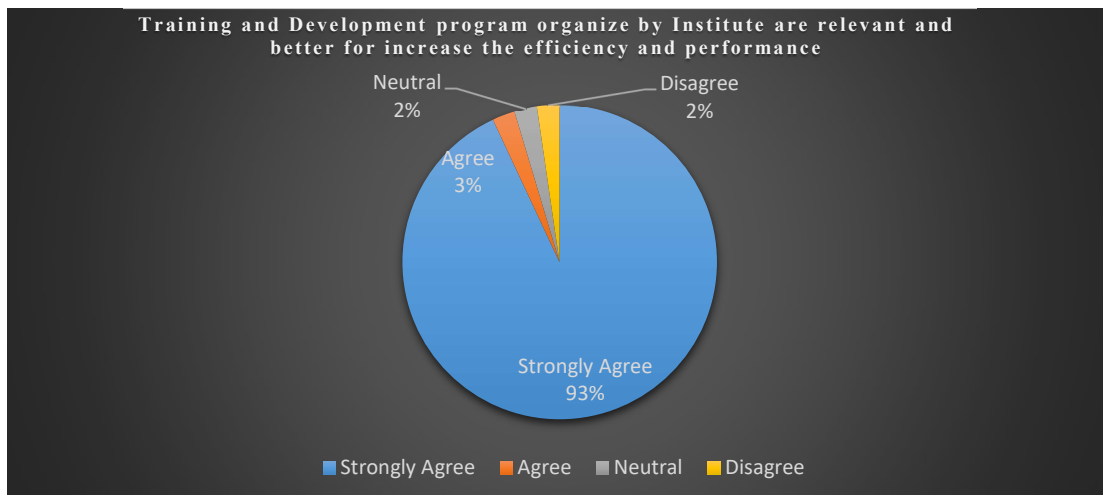
Figure- II (Source: Primary data) Questionnaire survey

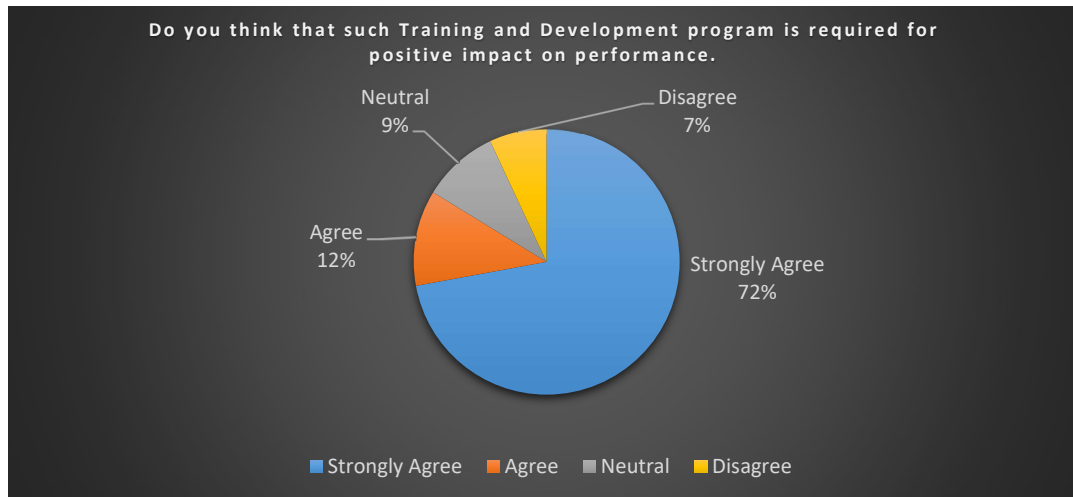


The chart given as figure-II shows that 75% agree that T&D improve the skill, knowledge and work performance and 21% mordantly agree with the importance of the training and development Programme organized by the Institute. They agree that the regular training Programme are keep them updated with new regulations. Two percent have responded that there is impact from the Training and Development program.

Response: Do you think that such a Training and Development program is required for a positive impact on performance.

Figure- III (Source: Primary data) Questionnaire survey





The chart given as figure-III shows that 72% of non-teaching employees strongly and 12% agreed to the requirement of the Training and Development Programme. They also agreed that these Programmes are very important for enhancing the knowledge, attitude and skill of employees. The percentage of employees who disagree is 7%. The response showed that T&D has only a positive impact only.

The response observed that the association between requirement of Training and Development Programme and their satisfaction level towards increment of knowledge, enhancement of skill is very high. Most of the responses from mid-level management (Group-B employees) and age between 30-45 years are very positive as they showed their interest to learn more and to become efficient in work. The response is tabulated through Chi- Square test Independence (Association) in Table-III and IV above.

Table- III (Source: Primary data) Questionnaire survey: Chi square test calculation

Var. A / Var. B	O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> / E
Cat.-1	393	384.23	8.77	76.8994	0.2001
Cat.-1	14	22.77	-8.77	76.8994	3.3773
Cat.-2	12	20.77	-8.77	76.8994	3.7026
Cat.-2	10	1.23	8.77	76.8994	62.4808
<b>Total</b>					<b>69.7608</b>

Chi-Square test Independence (Association): Significance level ( $\alpha$ ): 0.005

Null Hypothesis (H<sub>0</sub>): There is no association between the variables; they are independent.

Alternative Hypothesis (H<sub>1</sub>): There is an association between the variables; they are not independent.

The Chi-Square test for independence (also known as the Chi-Square test of association) is used to determine if there is a significant association between two categorical variables.

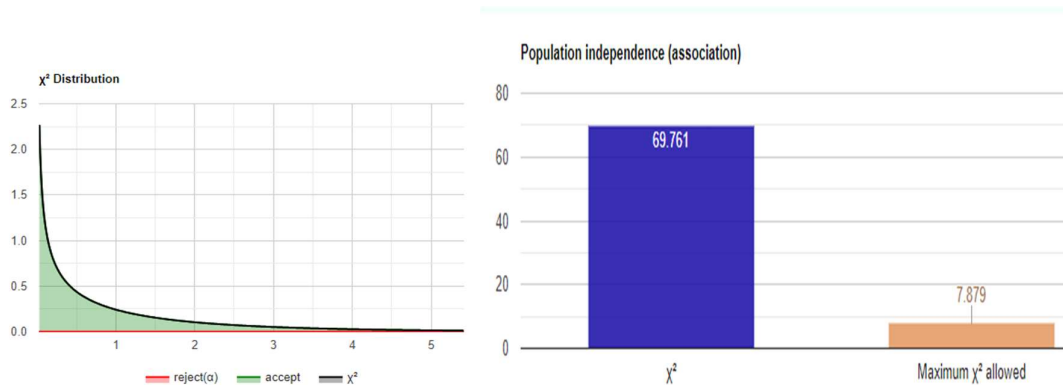
The value compared variables are Training and Development enhancement in knowledge and Efficiency in work and Training and Development benefits & Positive impact value from the Chi-Square distribution table for a given significance level and degrees of freedom to determine if there is a significant association between the two variables. For a significance level of  $\alpha=0.005$  and degrees of freedom (df)=1, the chi square value is derived as 69.7608. Since  $p<0.005$  it rejects the null hypothesis, indicating A significant association was found between variable A and variable B.

Table- IV (Source: Primary data) Questionnaire survey Chi- Square test statistics

Chi- Square test statistics	Training and Development benefits & Positive impact- Y/N		Total	Chi- Square value
	YES	NO		

Training and Development enhancement in knowledge and Efficiency in work	YES	393	14	407	69.7608 (p<0.005)
	NO	12	10	22	
<b>Total</b>		405	24	429	

Figure- IV (Source: Primary data) Chi square distribution and independence association diagram



It is observed with the Chi-Square test that the significance between the enhancement of skill and knowledge through Training and Development Programme and positive impact in the attitude at work. Chi value (69.7608) shows that the null hypothesis is rejected at five levels. The observation found that there is a close relation between the T&D Programme and their benefits towards increase of knowledge and skill in the employee. It is also evident that the regular Training and Development Programme is very important for the non- teaching employees of these four Institutes.

**Conclusion**– As per the study it is observed that the training and development in four educational Institutes (Indian Institute of Technology Madras – Chennai, National Institute of Technical Teacher Training & Research - Chennai, CSIR-Central Leather Research Institute- Chennai, Indian Institute of Information Technology, Design and Manufacturing, Kancheepuram - Chennai) has been found satisfactory. However, the regular development Programme needs to be organized based on the field of employee. It is also understood during the study that the regular changes are happening in the Government Guidelines and policy as well as rule and regulation. Recently there are major changes in the Educational policy of India and funding management has create the new process of work. To keep the employees updated about regulation and efficiency, accuracy in work regular Training and Development Programme is required to all non- teaching employee of the Institute. The productivity of any organization is depends upon the skilled and efficient manpower force. The employee with basic knowledge can be empowered with higher skill and knowledge with regular Training and Development Programme. To see the regular changes and technological advancement the Institute has to give relevant training Programmes to the non-teaching employee periodically. It is also found that there is a need of collecting the feedback from the employee in order to get the better response and tracing the better training and development Programme. The training Programme is to the employee is important for the smooth and better functioning of higher educational Institutes. Based on the findings, propose practical recommendations for enhancing training and development programs in the future for the non-teaching employees of the Institute. Enhancement of employee skill and knowledge would be helpful in Institute innovative approaches, better decision making, leveraging technology, and fostering collaborations with industry and international relations as well as overall advancement.

**Limitations and Scope for Further Study** :This study has been conducted for Training and development programme needs, impact to the non-teaching employee in autonomous higher education institutions in India. The current study is restricted to the autonomous higher education institutions established by Government of India in Chennai city. The study responses were gathered only from non- teaching employees working in autonomous higher education institutions. This study could be extended to all the teaching staff and other central or State universities set up by the Central / State Government of India. The study could also be continued to other same

Institutions having different courses and research verticals. The future studies could be extended to other places of India or across the world including comparison among all.

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