

# INFLUENCE OF DEMOGRAPHIC VARIABLES ON TRAINING AND SKILL DEVELOPMENT

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## Abstract

The present study aims to explore the influence of demographic variables on training and skill development of school teachers in Chennai city. Sample of 80 teachers working in government schools were chosen through purposive sampling technique. From the literatures, it is identified that there exists an influence of demographic variables on training and skill development. A self-administered questionnaire to measure the work commitment was distributed to school teachers. An independent student "t" test, was computed to find out the difference between school teachers. The study concluded that there is significant difference between demographic variables like gender, income and experience level of teachers whereas age and marital status do not differ in training and skill development.

*Index names:* demographic variables, training and skill development.

## Introduction

Training is a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization" (Manpower Services Commission, 1981). It is a job oriented practice, ongoing planned process and a learning experience by which employees learn how to do a particular task. Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. Training is a content-based activity, normally away from the workplace with an instructor leading and aiming to change individual behaviour or attitude (Mullins, 2010); conversely, others see it as an important employee motivator (Barret & O'Connell, 2001).

Training is associated with the skills that an employee should gain to help him by working with others in an attempt to achieve organizational goals and objectives (Truitt, 2011). Sabir, Akhtar, Bukhari, Nasir, and Ahmed (2014) thought about training as the acquisition of knowledge, skills, and abilities by professional development. Similarly, Singh and Mohanty (2012) revealed that the investments in employee training result in beneficial organizational outcomes.

The need for training of employees further comes from both demographic and economic trends which has which meant radical changes in the composition of the labour force. Automation, worker displacement due to mergers and acquisitions, the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

## Review of literature

**Owoyemi, Oluwakemi Ayodeji et al., (2011)** stated that an increase in the amount of training employees would increase their level of commitment to the organisation. **Asiya Gul et al., (2012)** examined the role and impact of capacity development, employee empowerment and promotion in employee retention and showed that promotions are not much valued by, infact the employees demanded that empowerment and training be also complemented with promotions or compensation. **Shahram Gilaninia et al., (2013)** emphasised on attention to motivate staff to participate in training classes for performance improvement in the field of marketing, training needs to increase working efficiency, organizational culture for more effective training etc were demanded to establish a regular and benefits training for employees.

**Saremi and Nezhad (2014)** believed that in-service training is considered as best managers 'tool to deal with the changes. **Franklin Dang Kum et al., (2014)** revealed that training provided to participants was in align with business objectives and clear directions provided during training. Majority of the participants accepted of improved employee behaviour and management support after employee training.

**Arjita Jain (2015)** opined training needs should be assessed more frequently. The training records must be maintained, preserved properly and updated timely. Trainers must be given continuous feedback and the training should be performed as a continuous planned activity. **Banzoussi Niaka Ursule Nudy (2015)** indicated that training practices had a positive linear relationship with employee and organization performance. **Abou Bakar et al., (2016)** revealed that there existed a positive relationship between employees' training and organizational commitment where ethical development mediated the relationship between employees' training and organizational commitment. **Anitha et al., (2016)** emphasised that the effectiveness of the training should be improved through the proper periodical scheduling of the training, selection of quality trainers, implementing the best training methods etc. **Jyothsna (2017)** stated that training helped to create positive results and good work environment in the organization. Most of the employees required training in the areas like personality development, technical training and job oriented training programs. During the training programs employees were facing various problems like, communication, subject oriented, and timing problems.

**Objective of the study :** To find out the influence of demographic variables on training and skill development.

**Hypothesis:** There will be no significant difference among government school teachers with respect to age, gender, education, income, and experience in training and skill development

## Methodology

**Sample of the study:** Purposive sampling with a sample of 80 government school teachers were studied to measure the level of training and skill development. A mediating variable helps to conceptualise and explain the influence of independent variables on the dependent variable. In this study the purpose of analysing moderating effects is to investigate, whether there exists any difference in the organisational commitment of higher secondary school teachers based on age group 26 – 40 years (n=52), 41 – 55 years (n=28), male (n=31), female (n=49); Unmarried (n=25), Married (n=55); earning less than Rs. 40,000 (n=62), more than 40,000 (n=18); less than 7 years of experience (n=51), more than 7 years of experience (n=29).

**Tools:** The investigation used a structured and undisguised questionnaire. The instrument was designed to procure adequate and relevant information for a systematic and scientific inference to conclude on the objectives of the research. Six statements used to assess the organisational commitment. Items are scored on a 5-point scale, (1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5 = strongly agree).

**Data collection:** the investigator obtained permission from all the teachers who were chosen for the study. The purpose of the study was explained to the subjects, consent was taken assuring confidentiality. Rapport was maintained during the process.

### Statistical tools

Researcher has adopted the following statistical techniques to test the hypothesis framed.

**Student's t- test:** "t" – test is considered as an appropriate test for judging the significance of a sample mean or for judging the significance of difference between the means of two samples. Here, the researcher has used t – test to test the significance between two independent groups.

Table 1: Mean, S.D & t-value for demographic variables of school teachers and Training and skill development

Variable	Category	N	Mean	Standard deviation	Standard error	t-value
Age in years	26 – 40	52	23.03	2.940	.129	0.66 N.S
	41 – 55	28	22.87	3.373	.203	
Gender	Male	31	22.65	3.535	.200	2.36*
	Female	49	23.18	2.762	.126	
Marital status	Unmarried	25	23.01	3.358	.212	0.22 N.S
	Married	55	22.96	2.971	.127	
Income in Rs.	<Rs.35,000	62	22.79	3.126	.126	3.09**
	>Rs.35,000	18	23.60	2.916	.219	
Experience in years	<7 years	51	22.64	3.176	.140	4.11**
	>7 years	29	23.58	2.851	.170	

\* Significant at 0.05 level

\*\* Significant at 0.01 level.

### Study findings

From the above table t- value 2.36 significant at 0.05 level indicates significant difference between gender and training and skill development; The t- value 3.09 is significant at 0.01 level indicates significant difference between income and training and skill development; The t- value 3.09 is significant at 0.01 level indicates significant difference between experience and training and skill development. The inference from mean scores is that female teachers, teachers earning more than Rs.40,000 and those with more than 7 years are realized the importance of training and satisfied with the training facilities provided.

Teachers belonging to the age group of 26-40 and 41-55 and married teachers do not differ in training and skill development.

### Discussion on training and skill development

Female teachers are more concerned on training and development that enable them to perform better in the work, more chances for promotion and keep them motivated for less wastage of time and effective performance compared to male teachers. Majority of the female employees opined that the training practices have positive and statistically significant effect on employees and organization performance compared to male employees (Banzoussi Niaka Ursule Nudy, 2015). The study also found that teachers earning more than Rs.40,000 stated that training would improve their knowledge gaining, achievements and proficiency in accomplishing the goals compared to teachers earning less than Rs. 40,000.

Teachers with more than 7 years of experience say that training acts as a good motivation factor to give the opportunity of career paths, to ensure their flexibility, be better prepared to occupy different positions, to react to a changing environment and fulfilment of their aspirations. Cowman and McCarthy (2016) analysed the relative importance of eight demographic, situational or organisational factors on employee perceptions of ability to transfer to new contexts (transfer of training – level of complexity), the independent variables of age and employment tenure were significantly associated when analysed independently. Donovan et al. (2001) found that employment tenure was relevant to training transfer levels. For example, employees who had more years of experience in the organisation were more prepared for training, believed content to be more relevant and experienced more opportunities to transfer.

Results also indicate that teachers belonging to the age group of 26 - 40 and 41 – 55 years are satisfied with the training facilities provided to them. This may be due to the reason that they realized that training enable them to upgrade themselves to match with the IQ level of students and positively motivated towards the nature of work. Age has no significance in the improvement employee productivity with an impact of training (Anitha and Ashok kumar, 2016). Both married and unmarried teachers feel their training needs are met out and enhance their confidence level to excel in their performance in the current job.

### Conclusion

The study concluded that training and skill development could be a good motivating mechanism for teachers to impart their knowledge and learning to the next generation i.e students. The findings of the study indicate that the influence of demographic variables like gender, income and experience level of teachers on training and skill development is significant whereas age and marital status has no significant difference. However, proper contentment and proficiency

level of teachers are the need of the hour and effective training could empower them by increasing their level of engagement and pave way for development of Education sector.

### Scope for future research

It is recommended that future study can be taken up in other sectors like industrial, retail and other service sector rather than just focusing on academic staff. Eventhough this study has highlighted the importance of training and skill development and academic staff commitment, the scope of the study can be widen up if it makes extensive research on evaluation of training methods and development. Large sample size with varied other demographic variables like education, type of family, location can be made for the generalisation of facts and findings.

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