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## Research Paper

## IMPACT OF TRAINING IN ACHIEVING ECONOMIC GROWTH

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### ABSTRACT

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**T**he present paper titled as “Impact of training in achieving Economic growth” has been initiated to present the view that right training to the people working in the organization will result in achieving better productivity that leads to economic growth of the organization. The adaptation and adjustment of people, skills and abilities can be better ensured through the process of training, which will enable the organization to grow and develop economically and also from all aspects. The study has been initiated to understand the quality of the training imparted to school teachers in a renowned private school the study has been carried out in an empirical way it dealt the importance, methodology, practical concepts of training analysis, findings and conclusions.

**KEYWORDS:** (impart, growth, skills, quality, private)

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### INTRODUCTION

Any organization’s economic growth largely depends upon better utilization of resources viz. money, material, technology, markets etc..., Better utilization of resources can be possible only through better utilization of services of people working in the organization, as anything is to be initiated through human brain and human physical activity. The efficient performance of people working in the organization can be had by engaging the skills and abilities of people properly as cricket players’ competencies are best utilized at right place on right time to achieve success by considering all odds, complexities and challenges. The performance related challenges will be dynamic in nature, it depends upon various internal and external environmental, challenges. Adapting and adjusting the people abilities and skills according to the needs and requirements through training is the only key area to be focused by any organization in achieving better results in accordance with the pre-set goals of the organization to

grow and develop economically and from all other aspects.

The present paper titled as “Impact of training in achieving Economic growth” has been initiated to present the view that right training to the people working in the organization will result in achieving better productivity that leads to economic growth of the organization. Hence it can be mentioned that training shows major impact to achieve economic growth and development of any organization as it improves and adjust the performance levels of people to meet the needs, requirements and challenges of any organization successfully. Basically training is defined as learning. Training is the act of increasing the knowledge and skills of an employee for doing a specified job effectively.

Training involves active participation by the employees. According to ‘Advice Saint’, “training includes any efforts within the organization to teach, instruct, coach, develop employees in technical skills, knowledge, principles, techniques and to provide insight and attitude towards the organization.



## IMPORTANCE

The importance of training is to bring effectiveness in an organization, so that the organization may remain potential in highly competitive situations and for the achievement of organizational goals. It enables the organization in increased productivity, higher employee, morale, less supervision, less wastage of resources, reduced turnover and absenteeism, it ensures easy adaptability towards change and requirements of the organization which leads to employee development, by which ultimately it leads to greater economic growth and development.

The present study has been initiated to understand the quality of the training imparted to school teachers in a renowned private school by name SCVRP School, Estd. 1996, in Konaseema, East Godavari District, AP State, India. The study organization is competing with corporate organizations by purely believing in its own strength of its quality initiatives in all aspects and have a lot of accolades at Regional and State level. One of the quality practices undertaken and successfully implemented is training to its teachers, periodically and need based. They conduct trainings to all employees at different levels by engaging different resource personalities. The focus of the study was made on the training session conducted on 11-06-2017 in the school premises by Prof. M.M.Sastry, a doctoral scholar, a Cambridge University and a British Council of India certified professional trainer, conducted to improve teaching and learning skills in their profession. The study has been conducted by carrying out the following objectives.

- 1) To discuss the need and importance of training.
- 2) To understand the training concept implemented during the session.
- 3) To discuss whether the training is enabling the employees to enhance their skills and abilities.
- 4) To discuss whether the content and approach in training are beneficial and productive to improve the personal and organizational growth.

## METHODOLOGY AND PRESENTATION

The study has been conducted basing upon the collection and usage of primary data and secondary data consists of academic textbooks, journal and information from school records. Primary data obtained by direct observation of the entire training session

conducted on 11th June, 2017 at school premises and by administering pre preparatory questionnaire to the selected respondents numbering 25 on immediate completion of the training programme in a random manner, out of total 85 members attended. Simple data tabulations and percentile calculations were made and analyzed. The information sought through questionnaire contains the technical information, feeling on relevancy of training conducted and perceptions of the respondents on affectivity of the training. Referring to the presentation, the study has been started with Introduction and covered, the importance, methodology, practical concepts of training analysis, findings and conclusions.

## PRELUDE TO CONCEPT

The learners are different. They have different backgrounds, different interests and different needs. They don't all learn in the same way. Some learners learn better by seeing things. These are called visual learners. Other learners learn better by hearing things. These are called auditory learners. Some people learn by doing things. These are called kinaesthetic learners. In fact, most people learn in different ways and it sometimes depends on the subject or topic they are learning. It is the responsibility of the teacher to make and allow students to maintain a better contrast of all the three to make the learning of the students successful. Depending upon the concept, as underlying one, the training focus on teaching and learning techniques.

## PRACTICAL CONCEPT OF THE TRAINING CONDUCTED

During the initial orientation it has been revealed the training, as a systematic and planned process to impart and provide learning, that will bring improvement in employees and enable them to contribute their efforts in greater manner in meeting the goals and objectives of the organizations.

Emphasis was made by resource person in awaring the objectives, the process and outcome of the training that targeted to employees to improve the teaching and learning skills in teaching. Accordingly the training has stressed the following.

- 1) Pros and cons of teacher centered teaching.
- 2) Merits and benefits of student centered learning.
- 3) Measures to cater different kinds of students according to their different learning styles.
- 4) Measures to make things more interested to the learners of different kind.

In a teacher centered teaching style, according to the orientation, the learning activity of the students will be planned, implemented and evaluated by teachers. Teachers select the content, style of orientation or activity in a general manner, whereas in student centered learning the teachers will get identified the needs, style and kind of orientation or activity by student themselves. The teacher will act as facilitator and support the learning activity of the students with a simple assistance, guidance, directions etc., The students will become more enthusiastic and participative accordingly their learning will also be strong, stress-free and quite encouraging.

In a learning centered classroom, the students will become more independent, they always enjoy the independency with greater responsibility, there will be much scope for emerging as confident personalities and move with self motivation, which will be a key ingredient in the learning process of the student. However, as each and every system carries its own merits and de-merits,

the student centered learning process will also have certain challenges with regard to different interests, backgrounds, knowledge and adaptability of the students. With right initiative and focus of the teachers, such obstacles can be overcome to a large extent by wisely making the student to form in small teams, groups and clusters by maintaining equi-participative stratum from knowledge point of view while formation of the same. Here the slow learners will also become considerably active and participative as team spirit and group norms will play a large. To make the participation of the student active, the content must be well selected keeping in the view, the interest, knowledge and reach of the students then their participation, activity, and their learning will be successful.

During the course of training, all the above concepts and elements were discussed in the form of orientation, deliberations and activities. To understand the knowledge acquired by the participants and the satisfaction derived by them the pre-set questionnaire was administered and elicited their responses.

**RESPONSES OF THE RESPONDENTS ATTENDED THE TRAINING**

1	Age of the respondent (in Years)	21-30 9(36)	31-40 7(28)	41-50 6(24)	51-60 3(12)	Total 25(100)
2	Gender of the respondent	Male 15(60)	Female 10(40)	-	-	25(100)
3	Marital Status of the respondent	Married 11(44)	Unmarried 14(56)	-	-	25(100)
4	Qualification of the respondent	Pre-grad 7(28)	Grad 12(48)	Post-grad 6(24)	-	25(100)
5	Experience of the respondent in the present organization (in years)	3-5 5(20)	6-9 11(44)	10-15 7(28)	15 & above 2(8)	25(100)
6	Whether informed about the training well in advance	Yes 25(100)	No 0	-	-	25(100)
Ratings of respondents on the followings areas of training (No. 7 to 12)						
		Excellent	Good	Average	Poor	Total
7	Schedule	18(72)	4(16)	3(12)	0	25(100)
8	Material & Content	21(84)	4(16)	0	0	25(100)
9	Competency of resource person	24(96)	1(4)	0	0	25(100)
10	Ambience and Properties used	16(64)	6(24)	3(12)	0	25(100)
11	Mode of orientation	21(84)	4(16)	0	0	25(100)
12	Mode of activity conducted	24(96)	1(4)	0	0	25(100)
Feelings of the respondents (13-15)		To a large extent	To some extent	To a little extent	Not at all	Total
13	Did you feel that you are more enlightened in the techniques of teaching and learning	19(96)	5(20)	1(4)	0	25(100)
14	Did you feel that the knowledge derived out of the training can be adapted in classrooms	17(68)	6(24)	2(8)	0	25(100)
15	Do you feel that the techniques are practicable and helpful to the students in their learning.	17(68)	5(20)	3(12)	0	25(100)

Note : Figures in the parenthesis indicate percentages to the actual figure shown openly

## FINDINGS AND CONCLUSION

Majority of the respondents in the study are hailing from 21-30 and 31-40 years age group, while administering the questionnaire male and female gender has been covered in 3:2 ratio. Referring to marital status of the respondent staff members 44% are married and 56% are unmarried. Qualification of the respondents of population universe reveals majority are graduates while pre-graduates and post-graduates are representing more or less equally. Referring to the experience in the present organization, 8% are having more than 15 years all others are ranging from 6-15 years, only 20% are hailing from below 5 years experience group. All the respondents have been informed about the training well in advance to make their presence voluntarily and freely. All the above technical elements of the respondents have been considered to ensure quality responses.

The perception of the respondents regarding the schedule of the training is rated as excellent by 3/4<sup>th</sup> of the respondents, while the remaining felt as good or average. Referring to the content dealt and material supplied 4/5<sup>th</sup> of the sample respondents felt it as excellent and while a few rated it as good. While depicting the competency of resource person, almost all except 4% of the sample respondents rated it as excellent. Referring to their expression on room ambience and properties used for training, more than half rated it as excellent while 1/4<sup>th</sup> opined as good and the remaining as average. The mode of training orientation also perceived as excellent by 4/5<sup>th</sup> of the respondents while the remaining have evaluated it as good. Referring to the mode of activity conduction, only 4% have rated it as good while all others forming 96% have solidly expressed it as excellent.

The depiction of the respondents towards their enlightenment in the techniques of teaching and learning revealed that nearly 4/5<sup>th</sup> have felt satisfactory 'to a large extent' and remaining rated it as 'to some extent' and a negligible 4% opined it as 'to a little extent'. Referring whether the knowledge derived out of the training can

be adapted in the classrooms, 68% have rated it as 'to a large extent' while remaining 24% and 8% have considered their satisfactory level 'to some extent' and 'to a little extent' respectively. Considering whether the techniques used during training are practicable and helpful to the students in their learning. A majority 68% have felt satisfactory 'to a large extent' while a negligible 12% have rated it as 'to a little extent' and the remaining felt it as 'to some extent'.

The well planned training schedule, with interesting content and connected material, imparted by a competent resource person with a good ambience and properties, with an apt activity and orientation, went in quite interesting, purposeful, productive and appeared practicable. Almost all respondents have acute satisfactory feeling with regard to the enlightenment they got on techniques and the knowledge they derived. All felt confident that the learning centered activity of the students will give fruitful results in improving all kind of learners in the classroom. Sure it will contribute a lot to the students, individuals and organization to grow and develop in all aspects. As our Father of the Nation Mahatma Gandhi also well stated about the importance of learning activity by mentioning that "The future of the nation depends amid the four walls of the classroom". If such teaching and learning initiatives, dealt in the training, are taken by all academic organizations, according to their respective needs and requirements, every organization, society and nation will greatly flourish and grow in organized manner.

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