

# “A Study on Training and Development as a Catalyst for a Professional Growth of Employee at Sai Baba High School Amaravati”

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## Review Of Literature

### Abstract

Training and development play a vital role in enhancing the professional growth and effectiveness of employees, particularly in educational institutions where continuous learning is essential. This study aims to examine training and development as a catalyst for the professional growth of employees at Sai Baba High School, Amravati. The research focuses on understanding the existing training practices, employee participation, and the perceived impact of training programs on professional skills, job performance, and job satisfaction.

The study is based on both primary and secondary data. Primary data were collected through structured questionnaires and informal interviews administered to teaching and non-teaching staff, while secondary data were obtained from books, journals, and institutional records. Descriptive analysis techniques were used to interpret the collected data.

### Keyword

Training and Development, Professional Growth, Employee Performance, Educational Institutions, Teacher Development, Skill Enhancement, Human Resource Development, Job Satisfaction

### Introduction

In the modern era of globalization and rapid technological advancement, the growth and success of any organization largely depend on the efficiency and performance of its employees. Education institutions, like other organizations, require competent, motivated, and professionally developed staff to achieve their goals effectively. Training and development play a vital role in enhancing the knowledge, skills, and abilities of employees, thereby improving both individual and organizational performance.

## conceptual framework :

The study on “Training and Development as a Catalyst for Professional Growth of Employees at Sai Baba High School” is grounded on several human resource and organizational behaviour theories that explain the relationship between employee training, skill development, and professional growth. The framework integrates concepts from learning theories, motivation theories, and human capital theory to provide a strong theoretical base for understanding how training impacts employee performance and career advancement

## Conceptual Framework of the Study:

1. Human Capital Theory: Training as an investment that enhances employee skills and productivity
2. Social Learning Theory: Learning through observation, collaboration, and shared experiences.
3. Motivation Theory: Training as a motivator for job satisfaction and professional growth.
4. Experiential Learning Theory: Learning through practical experience and reflection leading to career advancement.

## Problem Definition / Statement of the problem

In today's rapidly changing organizational environment, continuous learning and skill enhancement have become essential for both employees and organizations. Training and development programs are considered vital tools for improving employee performance, efficiency, and professional growth. However, many organizations fail to design and implement effective training and development initiatives that align with employees' career aspirations and organizational goals.

## Objective of the study

1. To study the significance of training and development in enhancing employee performance and professional growth.
2. To examine the various training and development practices implemented within the organization.
3. To evaluate the effectiveness of training programs in improving employees' skills, knowledge, and productivity.
4. To assess the relationship between training and development initiatives and employees job satisfaction and motivation.
5. To analyze how continuous learning and development contribute to employees' career advancement and organizational success

## RESEARCH METHODOLOGY

### Research Design

The research design for the study, "A Study on Training and Development as a Catalyst for Professional Growth of Employees at Sai Baba High School, Amravati," should primarily be a Descriptive and Cross-Sectional Survey Design.

#### Quantitative Research:

The primary approach will be quantitative, using structured tools (like questionnaires) to collect numerical data on variables such as "Frequency of Training," "Perceived Training Effectiveness,"

#### Descriptive Research Design:

The core purpose is to accurately and systematically describe the characteristics of the population (Sai Baba High School employees) regarding the variables of interest.

#### Research problem Definition

**Identifies the Issue:** It highlights the "rapid growth of digital payment systems in India, especially the United Payments Interface (UPI)" and the resulting "noteworthy concern" about its effect on impulsive buying behavior.

**Explains the Gap:** It notes that while impulsive buying is traditionally studied in physical shopping settings,

"current studies either focus on impulsive buying in traditional shopping settings or on the general adoption of digital payments, without connecting the two." This explicitly points out the lack of research at the intersection of UPI/digital payments and impulsive

### Data Analysis and Interpretation (Hypothesis Testing )

The data collected through structured questionnaires from employees was analyzed using appropriate statistical tools to examine the impact of training and development on the professional growth of employees. The analysis focuses on testing the formulated hypotheses to determine whether training and development programs significantly influence employees' skills, performance, and career growth.

### Hypothesis Testing and Interpretation

The responses collected from employees indicate that a majority of respondents agreed that training and development programs helped them improve their job-related skills, confidence, and overall performance. The calculated mean values for training effectiveness and professional growth indicators were found to be high, indicating a positive perception among employees.

The Chi-square test results revealed that the calculated value was greater than the table value at a 5% level of significance. This indicates a significant relationship between training and development programs and professional growth of employees.

### Result of Hypothesis Testing

Since the calculated value exceeds the critical value, the null hypothesis ( $H_0$ ) is rejected, and the

alternative hypothesis ( $H_1$ ) is accepted. This confirms that training and development programs play a significant role in enhancing the professional growth of employees

### Finding and Discussion

#### 1. Training as a Catalyst for Skill Enhancement

The findings confirm that training improves employees' professional competencies. Teachers reported better instructional strategies after attending

subject-specific workshops.

## 2. Relevance and Application of Training Content

Respondents valued training that was directly related to their teaching roles. However, areas such as technology integration and modern pedagogical theories were less emphasized in current offerings.

## 3. Challenges Limiting Training Impact

Several barriers, like infrequent programs, limited management support, and lack of follow-up were reported.

## 4. Professional Growth Outcomes

The majority of respondents noted enhanced confidence, job satisfaction, and improved performance after training. This indicates that training served as a motivational tool, not only enhancing skills but also boosting morale.

## 5. Summary of Key Points

Training participation is widespread but uneven in frequency and quality.

Skills improvement and professional growth were clearly reported by participants.

## 6. Implications for Policy and Practice

Based on these findings: School leadership should institutionalize regular and relevant training schedules. Training content should be aligned with current educational trends, including digital pedagogy

## Conclusion

The present study concludes that training and development play a crucial role as a catalyst for the professional growth of employees at Sai Baba High School, Amravati. The findings reveal that systematic training programs significantly enhance employees' professional skills, teaching effectiveness, confidence, and overall job satisfaction. Both teaching and non-teaching staff acknowledged the importance of continuous learning in improving their performance and adapting to changing educational requirements.

## Suggestion / Recommendations

### 1. Regular and Structured Training Programs

The school management should introduce regular and well-structured training schedules for both teaching and non-teaching staff.

### 2. Need-Based and Customized Training

Training programs should be designed according to the specific needs of employees. Subject- specific training for teachers and skill-based training for non-teaching staff will increase relevance and effectiveness.

### 3. Focus on Modern Teaching Techniques

Greater emphasis should be given to digital tools, smart classroom technologies, online teaching platforms, and innovative pedagogical methods to meet current educational demands.

### 4. Post-Training Evaluation and Follow-Up

The school should implement a systematic evaluation mechanism to assess the effectiveness of training programs. .

### 5. Encouragement and Incentives

Employees should be encouraged to participate in training programs by offering recognition, certificates, promotions, or career advancement opportunities.

Limitations of the study

Despite providing valuable insights into the role of training and development as a catalyst for professional growth of employees at Sai Baba High School, Amravati, the study has certain limitations which should be considered while interpreting the results:

### Limited Sample Size

The study was conducted with a limited number of respondents from a single institution. Therefore, the findings may not be generalized to other schools or educational institutions.

### Single Institution Focus

Since the research was restricted to Sai Baba High School, Amravati, the results reflect the specific environment, policies, and culture of this school only.

## Time Constraints

The study was completed within a limited time period, which restricted in-depth analysis and long-term observation of training outcomes.

## Dependence on Primary Data

The study relied mainly on primary data collected through questionnaires and interviews. Responses may be affected by personal bias, mood, or social desirability of the respondents.

## Limited Variables Considered

The research focused mainly on training and development and professional growth. Other influencing factors such as organizational culture, leadership style, workload, and external

## Scope for future Research

### 1. Time Constraints:

Researchers often have limited time to collect, analyze, and interpret data, which may restrict the depth of the study.

### 2. Limited Resources:

Shortage of financial resources, manpower, or technical tools can limit the scale and scope of research.

### 3. Sample Size:

4. A small or unrepresentative sample may not fully reflect the characteristics of the population.

### 5. Geographical Constraints:

The study may be restricted to a specific area or organization, which can affect the generalization of results.

### 6. Respondent Bias:

Sometimes respondents may give socially desirable or inaccurate answers, which can influence the reliability of data.

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