

"Examining the Impact of Training and Motivation on Employees in Higher Education Institutions"

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Abstract:

This study examines the impact of training and motivation on employees at Noble University, focusing on how these factors contribute to enhancing employee performance within higher education institutions. In today's competitive academic environment, it is essential to invest in the development and well-being of faculty and administrative staff to foster a productive and positive work culture. The research aims to understand how structured training programs and motivational strategies affect employee engagement, efficiency, and overall job satisfaction.

Data for the study was collected through surveys conducted with various staff members at Noble University. The analysis was performed using Excel charts to present key findings on the relationship between training, motivation, and employee performance. The study highlights that consistent training programs, along with effective motivational practices, significantly enhance employee skills, job satisfaction, and performance outcomes.

The findings suggest that employees at Noble University benefit greatly from professional development opportunities and a motivating work environment. This research provides valuable insights for university administrators to refine their strategies for employee growth, satisfaction, and retention, ultimately contributing to the institution's success and academic excellence.

Key Words

Training, Motivation, Employee Performance, Higher Education, Noble University, Professional Development, Work Culture.

1. INTRODUCTION:

In the ever-evolving landscape of higher education, the performance of employees—both faculty and administrative staff—holds significant weight in shaping the overall quality and reputation of institutions. Noble University, a prominent educational institution, recognizes the importance of empowering its employees through strategic training and motivation programs. These two factors are interconnected and serve as critical drivers in achieving organizational goals, maintaining academic excellence, and fostering a supportive work environment.

Training plays a central role in ensuring that employees are equipped with the necessary skills, knowledge, and competencies to thrive in their respective roles. In the context of higher education, training helps staff stay updated with the latest advancements in pedagogy, technology, and administrative practices, enabling them to effectively meet the demands of an ever-changing academic environment. Additionally, training initiatives contribute to professional growth, improve problem-solving abilities, and foster the adoption of innovative practices, thereby enhancing both teaching and administrative functions at the university.

Motivation, on the other hand, serves as the catalyst for employees to apply their training in meaningful ways. A

motivated workforce is more likely to be productive, engaged, and aligned with the university's core objectives. Motivation can be intrinsic, driven by personal growth and satisfaction, or extrinsic, based on rewards, recognition, and career advancement opportunities. Regardless of its source, motivation directly impacts job satisfaction, creativity, and collaboration among employees, which in turn positively influences their performance and commitment to the institution. Given the current challenges faced by higher education institutions—such as the need for digital transformation, responding to the diverse expectations of various stakeholders, and remaining competitive in a globalized academic market—it is essential for universities like Noble University to implement robust training and motivation strategies. These strategies ensure that employees are well-prepared to tackle challenges and contribute meaningfully to the institution's growth and success.

This study at Noble University examines the relationship between employee training, motivation, and performance. It primarily relies on data collected through a Google Form questionnaire distributed among the university's employees. The questionnaire includes both demographic and survey questions designed to gauge employees' perceptions and responses to the training and motivational efforts provided by the university. By analyzing the responses, the research seeks to understand how training and motivation influence employee job satisfaction, performance, and overall organizational success.

In the context of research on training and motivation in higher education institutions like Noble University, the following are the types of training and motivation that can be highlighted as essential for enhancing employee performance and satisfaction:

Types of Training

- 1. On-the-Job Training (OJT):** On-the-job training is considered one of the most effective methods, where employees learn while performing their regular duties. This type of training allows for real-time application of skills and ensures that employees gain practical knowledge specific to their roles, thereby improving performance and efficiency (Cascio, 2018).
- 2. Mentoring and Coaching:** Mentoring involves a more experienced individual guiding a less experienced employee, which helps develop leadership skills and fosters professional growth. Coaching focuses on improving specific skills and enhancing personal development, both of which are vital in higher education settings (Noe, 2020).
- 3. Online and E-Learning Programs:** Online training programs have gained popularity, providing employees with flexible access to learning resources at their own pace. This format is especially useful for keeping faculty updated on the latest developments in teaching methodologies, technological advancements, and administrative practices (Kirkpatrick & Kirkpatrick, 2020).
- 4. Workshops and Seminars:** These structured, interactive sessions allow employees to focus on particular areas of professional development, such as teaching techniques, research methodologies, or management skills. Workshops and seminars are crucial for updating staff on the latest trends and innovations in higher education (Blanchard & Thacker, 2020).
- 5. Induction Training:** This introduces new employees to the university's culture, values, policies, and procedures. It is essential for ensuring that new staff members feel welcomed and are aware of their roles from day one.
- 6. Technical Training:** This focuses on enhancing the technical skills required for specific roles. For faculty, it could include training on new teaching tools or technologies; for administrative staff, it could involve training on new management software.
- 7. Soft Skills Training:** Soft skills like communication, teamwork, and leadership are vital for fostering a productive and collaborative work environment. This type of training can help employees develop personal qualities that contribute to overall job performance and satisfaction.

8. **Professional Development Training:** This training focuses on skills that are related to career advancement, such as research methods for academic staff or leadership development for potential future leaders in the universities.

Types of Motivation

1. **Intrinsic Motivation:** Intrinsic motivation is driven by internal factors such as personal satisfaction and enjoyment derived from performing a task. In an academic environment, faculty members and staff may be motivated by the opportunity to contribute to student success or engage in research and professional development (Ryan & Deci, 2000).
2. **Extrinsic Motivation:** This type of motivation is influenced by external rewards like monetary incentives, recognition, or career advancement. Extrinsic rewards can serve as powerful drivers for improving job performance, especially in competitive academic environments (Deci et al., 2017).

2. LITERATURE REVIEW:

Training and motivation are fundamental drivers of employee performance, especially in the dynamic environment of higher education. Research consistently highlights the role of well-structured training programs and effective motivational strategies in enhancing faculty capabilities, improving job satisfaction, and driving institutional success. By addressing both skill development and employee engagement, higher education institutions can achieve sustainable excellence.

Hassan and Raza (2023) underscore the importance of regular and comprehensive training programs in equipping faculty with modern teaching methodologies. Through workshops, seminars, and online platforms, educators can stay updated with evolving academic trends, leading to improved teaching quality and better learning outcomes. Similarly, Kumar and Sharma (2022) emphasize the benefits of personalized training programs tailored to the specific needs of faculty. Such initiatives not only enhance knowledge retention but also boost enthusiasm and job satisfaction.

Motivation, both intrinsic and extrinsic, is equally vital in fostering high performance. Saeed and Aslam (2022) highlight the role of motivational strategies, such as recognition, career growth opportunities, and financial incentives, in enhancing employee engagement and commitment. Martin and Taylor (2020) add that recognition-based strategies, like awards and promotions, cultivate a culture of appreciation and encourage sustained excellence among faculty members. The interplay between training and motivation is also crucial. Rahman and Jahan (2021) assert that combining effective training with motivational strategies results in improved job satisfaction and productivity. For instance, Yilmaz and Aksoy (2020) emphasize the importance of cultural competency training in diverse academic settings. Such training not only equips educators to handle multicultural classrooms but also boosts their confidence and motivation to perform effectively.

Technology-driven training is another key factor in modern academia. Ahmed and Khan (2022) stress that virtual workshops and e-learning platforms enable faculty to align with technological advancements, enhancing both their teaching methods and engagement levels. Patel and Mehta (2021) further argue that cross-functional training broadens faculty skill sets and fosters collaboration, creating a motivated and agile workforce.

Stress management training also plays a dual role in supporting well-being and performance. Singh and Gupta (2021) found that providing educators with strategies to manage stress reduces burnout and increases productivity. Additionally, Jones and Roberts (2023) highlight mentorship-based training as a means to nurture professional growth while fostering a supportive and motivating work environment.

In conclusion, training and motivation are interdependent components that significantly enhance employee performance in higher education. By investing in continuous professional development and fostering an engaging and supportive environment, institutions like Noble University can drive excellence and remain competitive on a global scale. Combining robust training programs with motivational strategies ensures that faculty members not only excel in their

roles but also contribute meaningfully to institutional success.

3. OBJECTIVES / AIMS :

- To evaluate the impact of training programs on employee performance at Noble University.
- To examine the relationship between employee motivation and job satisfaction.
- To identify effective motivation strategies in the higher education sector.

4. RESEARCH METHODOLOGY:

Research Methodology: Primary Research

Table No.: 1

Research design	Descriptive
Research Methodology	Survey method
Sources of data	Primary
Type of questionnaire and data collection instrument	Structured questionnaire
Sampling method	Non probability convenience sampling
Sample unit	Teaching and non-teaching staff of Noble University
Sampling size	70 respondents

5. HYPOTHESIS & TESTS:

1) Correlation:

To examine the relationship between **employee satisfaction with training** and their perception of the **effectiveness of training programs in improving job performance**, a **Pearson correlation test** was conducted.

The hypotheses tested were as follows:

- **H₀ (Null Hypothesis):** There is no significant relationship between employee satisfaction with training and perceived effectiveness of training programs in improving job performance.
- **H₁ (Alternative Hypothesis):** There is a significant positive relationship between employee satisfaction with training and perceived effectiveness of training programs in improving job performance.

Table No.:2

	How satisfied are you with the training you have received?	How effective do you think the training programs offered by the university are in improving your job performance?
How satisfied are you with the training you have received? (ranging from highly dissatisfied to highly satisfied.) N	Pearson Correlation 1 Sig. (2-tailed) 70	.813** .000 70
How effective do you think the training programs offered by the university are in improving your job performance? N	Pearson Correlation .813** Sig. (2-tailed) 70	1 .000 70

➤ **Correlation is significant at the 0.01 level (2-tailed), H1 accepted,** This result suggests that higher levels of satisfaction with training are strongly associated with higher perceived effectiveness of training programs in improving job performance.

2) Independent Samples t Test:

Table No.: 3

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
How satisfied are you with the training you have received? (Ranging from highly dissatisfied to highly satisfied.)	Equal variances assumed	.123	.727	-.102
	Equal variances not assumed			-.102
How effective do you think the training programs offered by the university are in improving your job performance?	Equal variances assumed	.155	.695	-1.268
	Equal variances not assumed			-1.267
How well does the training provided help you keep up with new technology and industry trends?	Equal variances assumed	.484	.489	.038
	Equal variances not assumed			.038

H₀ (Null Hypothesis): The assigned means by Male & Female staff members are equal towards:

- Satisfaction level with the training received
- Effectiveness of the training programs which are offered by the university
- Training provided of new technology and industry trends

H₁ (Alternative Hypothesis): The assigned means by Male & Female staff members are not equal towards:

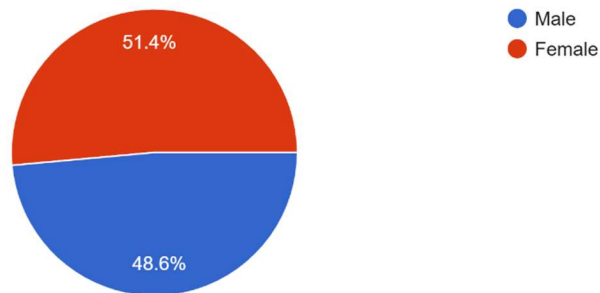
- Satisfaction level with the training received
- Effectiveness of the training programs which are offered by the university
- Training provided of new technology and industry trends

Interpretation

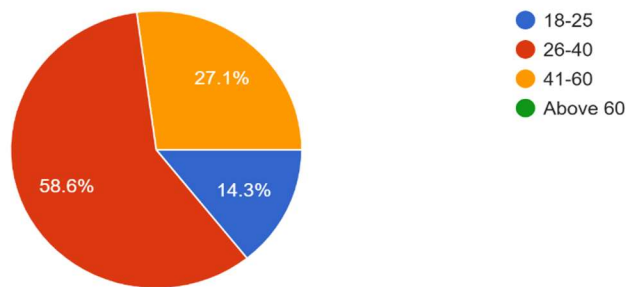
- The analysis shows that there is **no significant difference** in how satisfied the two groups feel about the training they received. The statistical test confirms that any small difference in satisfaction levels is likely due to chance and not meaningful.
- When it comes to how effective the training is in helping employees perform better at their jobs, the results indicate that there is **no significant difference** between the two groups. Again, any variation in their responses seems minor and not statistically important.

6. DATA ANALYSIS & INTERPRETATION: (Chart No. 1 to 12)

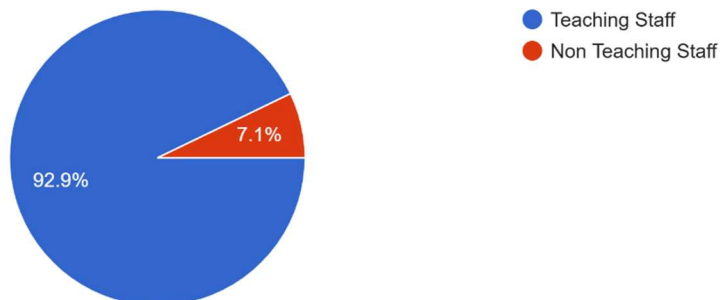
Gender:
70 responses



Age Group:
70 responses

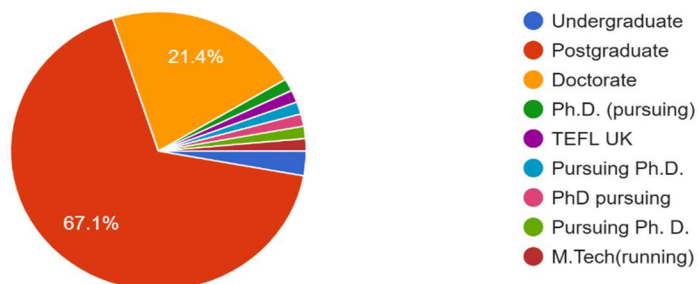


Category:
70 responses



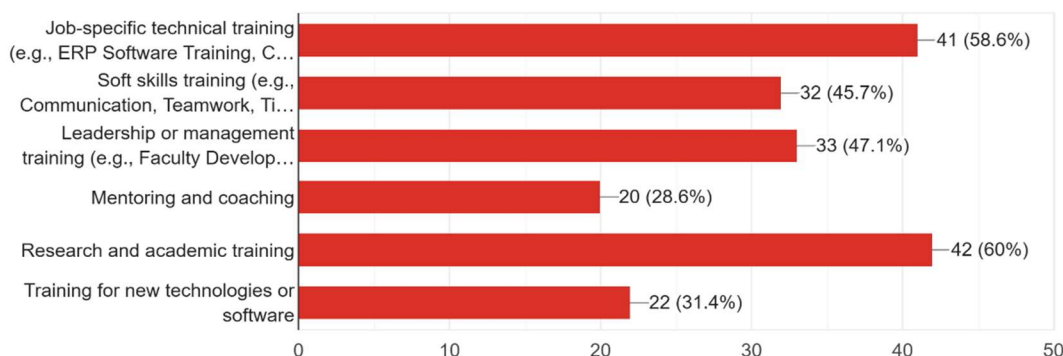
Educational Qualification:

70 responses



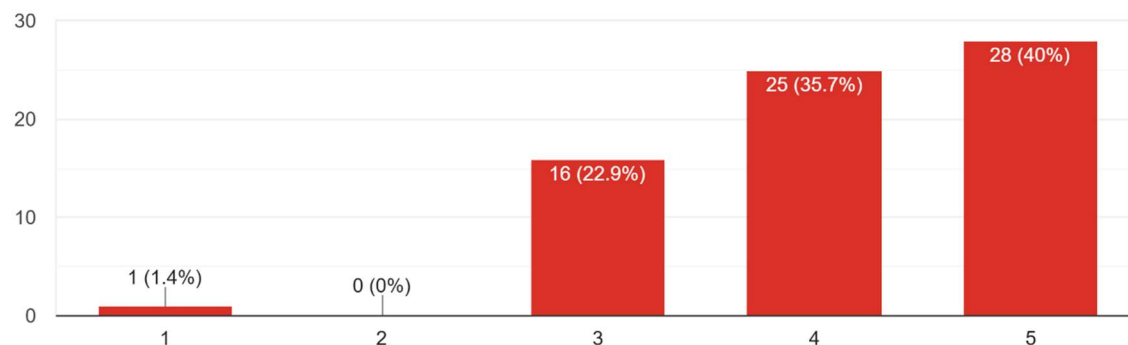
What type of training have you received ? (Select all that apply)

70 responses



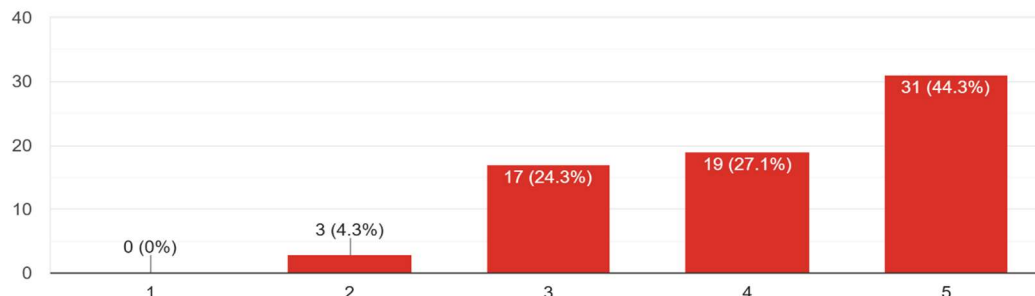
How satisfied are you with the training you have received? (ranging from highly dissatisfied to highly satisfied.)

70 responses



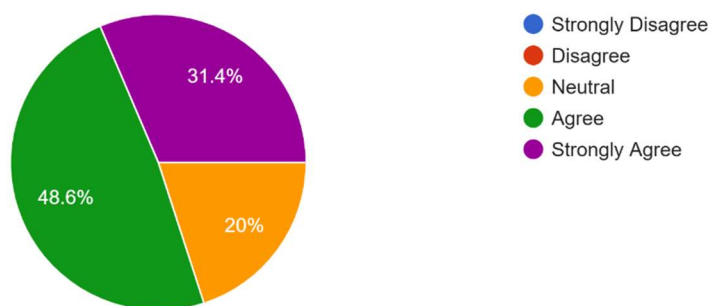
How effective do you think the training programs offered by the university are in improving your job performance?

70 responses

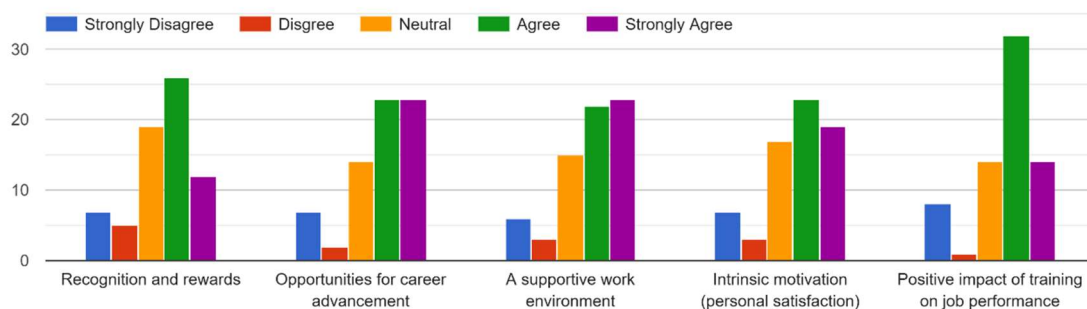


How well does the training provided help you keep up with new technology and industry trends?

70 responses

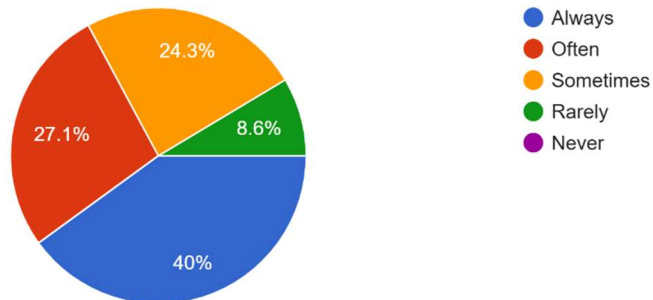


What factors most influence your motivation at work?



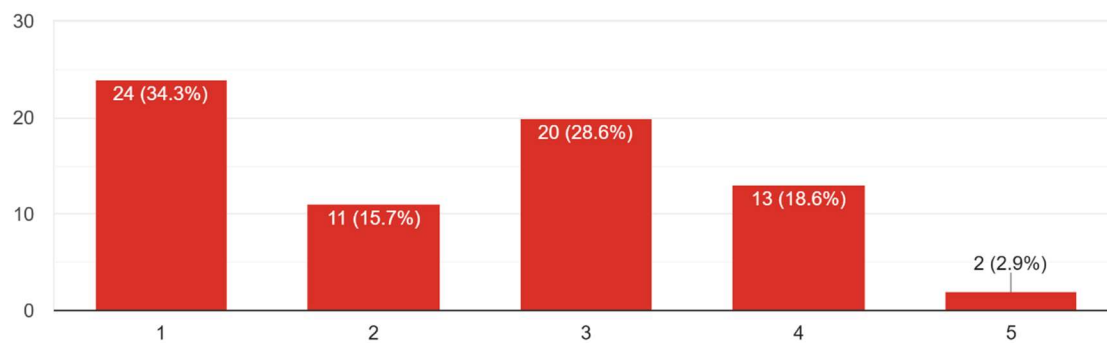
How often do you feel motivated to go above and beyond your job requirements?

70 responses



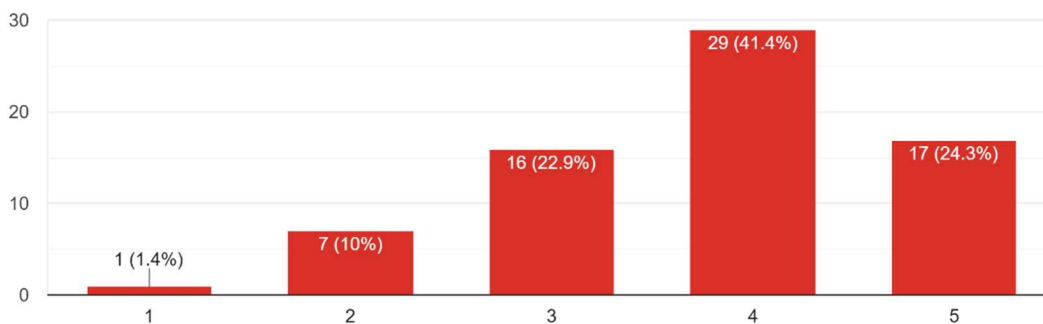
How motivated are you to apply the skills you've learned through training to your day-to-day tasks?

70 responses



How relevant do you feel the Training & Motivation is to your current role and responsibilities? (Give likes as per this order, Least relevant to Highly relevant)

70 responses



7. FINDINGS & DISCUSSION:

Demographic Overview: The majority of respondents (58.6%) are between the ages of 26 and 40, showing that most participants are in their early to mid-career stages. Interestingly, no responses came from individuals over 60. The gender split is almost equal, with 51.4% women and 48.6% men. Notably, teaching staff make up a significant 93% of the respondents, which highlights the focus on this group for training and motivation efforts.

Training Received: When it comes to the type of training received, most participants reported attending research and academic training (60%) and job-specific technical training (58.6%). However, mentoring and coaching was less common, with only 28.6% of respondents having experienced it. This suggests a need for more personalized guidance and mentoring opportunities to support growth and development.

Relevance and Motivation: A positive aspect is that 65.7% of participants find the training relevant to their current roles, which means the programs align well with their job responsibilities. However, motivation to apply the skills learned during training is relatively low. About 34.3% expressed the least motivation to use these skills in their daily tasks, while only a small 2.9% felt highly motivated. This highlights an area where more focus is needed to bridge the gap between training and practical application.

Performance Beyond Job Requirements: Despite the challenges in applying training outcomes, there is strong motivation to go above and beyond regular job duties. A significant 67.1% of respondents consistently strive to exceed expectations, with 40% saying they always push themselves and 27.1% saying they often do. Only a small group (8.6%) rarely feel motivated to do so. This shows that while there may be hurdles in applying training directly, employees are still driven to perform at their best.

Key Statistical Insights: From the analysis, there is a strong connection between satisfaction with training and its perceived effectiveness in improving job performance, as supported by a significant correlation at the 0.01 level. This confirms that when employees are satisfied with their training, they are more likely to see its value in helping them perform better. Additionally, results from the independent sample t-test showed no significant difference between groups regarding training effectiveness, with variations in responses being minor and statistically unimportant.

8. CONCLUSION & SUGGESTIONS:

The findings clearly show that training programs are valued and relevant, especially among teaching staff. While employees display strong motivation to go beyond their regular job requirements, applying training skills in daily tasks remains a challenge. By improving rewards, offering growth opportunities, and creating a supportive environment, organizations can close this gap and help employees fully utilize their training while maintaining their enthusiasm to excel.

Suggestions:

- To help employees feel more motivated and confident in applying their training, organizations can focus on:
 - Offering better reward and recognition systems to keep employees encouraged.
 - Creating clear pathways for career growth and development.
 - Building a supportive work environment where employees feel valued and empowered.

9. LIMITATIONS OF STUDY:

- The study is limited to the employees of Noble University, and therefore, the findings may not be generalizable to other higher education institutions or industries.
- The research focuses on specific types of training, such as job-specific, soft skills, leadership, and technology-related training, but excludes other potential forms of training, such as diversity and inclusion or team-building programs.
- The study was conducted within a limited timeframe, meaning it only captures a snapshot of employee perceptions rather than long-term trends or impacts of training and motivation.
- The context of Noble University, including its unique organizational culture, resources, and available training programs, may limit the transferability of the findings to other institutions with different environments.
- There is potential for response bias, as employees may have provided answers they believe are more favorable or expected by the university, impacting the authenticity of the data.
- Technological issues or limited access to devices could have affected the ability of some employees to complete the survey, leading to incomplete or inconsistent responses.

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