

Employee Training and Its Impact on Organisational Development and Faculty Performance Effectiveness: A Study of Private Colleges in Anantapur Town

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ABSTRACT

Employee training has become an essential component in improving institutional effectiveness, faculty competency, and organisational growth in higher educational institutions. Private colleges in Anantapur town are increasingly focusing on faculty development programmes, orientation sessions, skill enhancement workshops, and digital teaching training to improve academic quality and institutional performance. The present study examines the impact of employee training on organisational development and faculty performance effectiveness in private colleges located in Anantapur town. The research analyses how training programmes contribute to teaching efficiency, communication skills, technological adaptation, research productivity, and student satisfaction. The study is based on both primary and secondary data. Primary data were collected from faculty members working in private degree and professional colleges in Anantapur town through a structured questionnaire. A sample of 120 respondents was selected using convenience sampling. Secondary data were collected from journals, books, institutional reports, websites, and research articles related to employee training and organisational development. The findings reveal that effective training programmes significantly improve faculty performance, enhance confidence levels, strengthen classroom management, and support organisational development. The study also identifies challenges such as inadequate training budgets, time constraints, lack of practical exposure, and insufficient follow-up mechanisms. The research concludes that continuous employee training is essential for maintaining academic standards, institutional competitiveness, and sustainable organisational growth in higher education institutions.

Keywords: Employee Training, Organisational Development, Faculty Performance, Private Colleges, Higher Education, Professional Development, Anantapur.

INTRODUCTION

Training and development are vital functions of human resource management in educational institutions. In the modern educational environment, faculty members are expected to adapt to technological changes, innovative teaching methods, research activities, and student-centered learning approaches. Private colleges, especially in developing educational regions, face intense competition in maintaining academic quality and attracting students. Therefore, employee training plays a significant role in improving faculty effectiveness and institutional performance.

Organisational development refers to systematic efforts aimed at improving institutional efficiency, productivity, and employee satisfaction. In educational institutions, organisational development includes enhancement of teaching quality, administrative effectiveness, curriculum implementation, student engagement, and institutional reputation. Faculty members serve as the backbone of educational institutions, and their professional competency directly influences organisational success.

Private colleges in Anantapur town have witnessed rapid growth in recent years. To sustain educational quality and achieve academic excellence, these institutions conduct faculty development programmes, workshops, seminars, orientation sessions, ICT training, and research methodology training. However, the effectiveness of

these training programmes in improving organisational development and faculty performance requires detailed examination.

The present study attempts to analyse the relationship between employee training and organisational development while evaluating the impact of training on faculty performance effectiveness in private colleges in Anantapur town.

REVIEW OF LITERATURE

Armstrong (2014) Armstrong emphasized that employee training improves organisational productivity, employee motivation, and operational efficiency. The study highlighted that continuous learning contributes to organisational growth and employee satisfaction.

Dessler (2015) Dessler explained that training enhances employee competency, technical knowledge, communication skills, and adaptability to organisational changes. Effective training programmes create a positive work environment and improve employee performance.

Noe (2017) Noe observed that training and development programmes strengthen employee confidence and encourage innovation within organisations. The study indicated that organisations investing in employee development achieve better performance outcomes.

Rao and Abraham (2018) Rao and Abraham examined faculty development practices in higher educational institutions and found that faculty training positively influences classroom teaching effectiveness and student learning outcomes.

Sharma (2019) Sharma stated that faculty training programmes improve research productivity, professional ethics, and technological skills among teaching staff in private colleges.

Kumar and Gupta (2020) Kumar and Gupta analysed organisational development practices in educational institutions and concluded that regular training programmes improve coordination, institutional culture, and employee engagement.

Reddy (2021) Reddy emphasized that online teaching training during digital transformation significantly improved faculty adaptability and institutional continuity during changing educational environments.

Statement Of The Problem

Private colleges in Anantapur town are facing challenges related to faculty competency, technological adaptation, student expectations, and academic quality improvement. Although institutions conduct training programmes, there is uncertainty regarding their effectiveness in improving organisational development and faculty performance. Therefore, the study seeks to evaluate the actual impact of employee training on faculty effectiveness and institutional growth.

Objectives Of The Study

1. To examine the importance of employee training in private colleges.
2. To analyse the impact of training on organisational development.
3. To evaluate the influence of training programmes on faculty performance effectiveness.

Hypotheses Of The Study

- H1: Employee training has a positive impact on organisational development.
- H2: Faculty training programmes significantly improve teaching effectiveness.

- H3: There is a positive relationship between employee training and faculty performance.

RESEARCH METHODOLOGY

Nature of Research

The study is descriptive and analytical in nature.

Sources of Data

Primary Data: Primary data were collected through a structured questionnaire distributed among faculty members working in private colleges in Anantapur town.

Secondary Data: Secondary data were collected from books, journals, magazines, research articles, websites, conference papers, and institutional reports.

Sampling Technique: Convenience sampling method was used for the study. It means **Convenience Sampling Method** is a **non-probability sampling technique** in which the researcher selects participants who are **easily available, accessible, or willing to participate** in the study. “Convenience sampling is a sampling method in which respondents are selected based on their easy availability and willingness to participate in the research.”

Sample Size: A total of 120 faculty members from various private colleges in Anantapur town were selected as respondents.

Area of Research

The study was conducted in private degree and professional colleges located in Anantapur town, Andhra Pradesh.

Tools Used for Analysis

- Percentage Analysis
- Mean Analysis
- Simple Statistical Interpretation
- Tabular Analysis

Data Analysis And Interpretation

Table 1: Gender-wise Classification of Respondents

Gender	Number of Respondents	Percentage
Male	72	60%
Female	48	40%
Total	120	100%

Interpretation

The above table presents the gender-wise distribution of faculty respondents selected for the study. Out of the total 120 respondents, 72 respondents are male faculty members representing 60 percent of the sample, while 48 respondents are female faculty members accounting for 40 percent. This indicates that male faculty members constitute the majority of the respondents in private colleges of Anantapur town. The data further reveals that both male and female faculty members actively participate in training and development programmes conducted by educational institutions. The representation of female faculty members is also significant, indicating

increasing participation of women in the higher education sector. The balanced participation of both genders provides reliability and inclusiveness to the study findings regarding employee training and faculty performance effectiveness.

Table 2: Experience of Respondents

Experience	Respondents	Percentage
Below 5 Years	35	29%
5–10 Years	50	42%
Above 10 Years	35	29%
Total	120	100%

Interpretation

The table explains the teaching experience of faculty respondents working in private colleges. Among the total respondents, 35 faculty members (29%) possess teaching experience below 5 years, while another 35 respondents (29%) have more than 10 years of experience. The majority of respondents, consisting of 50 faculty members (42%), possess teaching experience between 5 and 10 years. This indicates that mid-level experienced faculty members form the largest group in the study. Faculty members with moderate teaching experience are generally more adaptable to training programmes and are capable of implementing innovative teaching methods effectively. The presence of experienced faculty members also contributes to organisational development through mentoring, leadership, and academic guidance. Therefore, the data highlights the importance of training programmes for both newly recruited and experienced faculty members to maintain institutional effectiveness.

Table 3: Opinion on Effectiveness of Training Programmes

Opinion	Respondents	Percentage
Highly Effective	45	37.5%
Effective	50	41.7%
Neutral	15	12.5%
Ineffective	10	8.3%
Total	120	100%

Interpretation: The above table depicts the opinions of faculty members regarding the effectiveness of training programmes conducted in private colleges. Out of 120 respondents, 50 respondents (41.7%) stated that training programmes are effective, while 45 respondents (37.5%) considered them highly effective. Only 15 respondents (12.5%) expressed neutral opinions, and 10 respondents (8.3%) believed that training programmes are ineffective. The findings clearly indicate that the majority of faculty members perceive training programmes positively and acknowledge their contribution towards professional growth and teaching efficiency. Training programmes help faculty members improve subject knowledge, communication skills, classroom management techniques, and technological competency. The low percentage of negative responses indicates that most institutions are successfully implementing useful training initiatives. Hence, effective training programmes significantly contribute to faculty development and organisational growth.

Table 4: Impact of Training on Teaching Effectiveness

Response	Respondents	Percentage
Strongly Agree	55	45.8%
Agree	40	33.3%
Neutral	15	12.5%
Disagree	10	8.4%
Total	120	100%

Interpretation: The above table analyses the impact of employee training on teaching effectiveness among faculty members. A majority of respondents strongly agreed or agreed that training programmes improve

classroom teaching effectiveness. Specifically, 55 respondents (45.8%) strongly agreed and 40 respondents (33.3%) agreed with the statement. Only 15 respondents (12.5%) remained neutral, while 10 respondents (8.4%) disagreed. The findings indicate that training programmes enhance faculty members' teaching capabilities by introducing innovative pedagogical methods, digital teaching tools, communication techniques, and student engagement strategies. Training also improves confidence levels and helps faculty adapt to changing educational environments. The high level of agreement among respondents demonstrates that employee training plays a crucial role in improving academic quality, faculty productivity, and institutional performance.

Table 5: Challenges Faced in Training Programmes

Challenges	Respondents	Percentage
Lack of Time	40	33%
Insufficient Budget	30	25%
Lack of Practical Exposure	28	23%
Inadequate Follow-up	22	19%
Total	120	100%

Interpretation: The table highlights the major challenges faced by faculty members in participating in training programmes. Among the respondents, 40 faculty members (33%) identified lack of time as the major problem due to heavy academic workloads, examination duties, administrative responsibilities, and teaching schedules. Another 30 respondents (25%) reported insufficient budget allocation for conducting quality training programmes. About 28 respondents (23%) expressed that training programmes lack practical exposure and hands-on learning opportunities, while 22 respondents (19%) mentioned inadequate follow-up mechanisms after training sessions. The findings suggest that despite the positive impact of training programmes, certain institutional limitations reduce their effectiveness. Therefore, private colleges should focus on better planning, increased financial support, practical-oriented training sessions, and proper post-training evaluation methods to maximize the benefits of employee training and organisational development.

FINDINGS

- Employee training significantly improves faculty performance effectiveness by enhancing teaching quality, confidence levels, and professional competency among faculty members.
- Faculty members gain better communication skills, classroom management abilities, and student interaction techniques through regular training programmes and workshops.
- Training programmes enhance technological adaptation among teaching staff by improving their knowledge of digital teaching tools, online learning platforms, and ICT-based instructional methods.
- Organisational development is positively influenced by continuous faculty training, as trained employees contribute to institutional productivity, coordination, academic excellence, and overall organisational growth.
- Most respondents expressed satisfaction with institutional training programmes, indicating that such programmes help in improving professional development and work efficiency.
- Lack of time due to academic workload and insufficient training budgets were identified as major obstacles affecting the successful implementation of training programmes in private colleges.
- Faculty development programmes improve research and publication activities by motivating faculty members to participate in seminars, conferences, workshops, and academic research initiatives.
- Institutions conducting regular training programmes experience better organisational coordination, improved teamwork, enhanced employee motivation, and stronger institutional culture.

9. Training programmes help faculty members adapt to changing educational environments and innovative teaching methodologies, thereby improving overall teaching effectiveness.
10. Continuous employee development contributes to increased job satisfaction and higher commitment levels among faculty members in private colleges.

Suggestions

1. Private colleges should conduct regular faculty development programmes to enhance the professional competency, teaching effectiveness, and subject knowledge of faculty members. Continuous training helps employees remain updated with changing educational trends and modern teaching practices.
2. Institutions should allocate separate budgets for employee training and development activities to ensure the availability of quality training resources, expert trainers, workshops, and technological support systems. Adequate financial support is essential for the successful implementation of training programmes.
3. Training programmes should focus more on practical teaching methodologies rather than only theoretical concepts. Practical-oriented sessions, demonstrations, case studies, and classroom simulations can improve the teaching capabilities and confidence levels of faculty members.
4. Colleges should encourage faculty participation in seminars, workshops, conferences, refresher courses, and faculty development programmes conducted by universities and professional institutions. Such exposure enhances academic knowledge, research skills, and professional networking opportunities.
5. Digital teaching and ICT-based training programmes should be strengthened to improve faculty adaptability towards online education, smart classrooms, e-learning platforms, and modern educational technologies. Technological competency has become essential in the present educational environment.
6. Institutions should implement proper follow-up evaluation mechanisms after training programmes to assess their effectiveness and practical outcomes. Feedback systems, performance reviews, and post-training assessments can help institutions identify areas for improvement.
7. Faculty members should be motivated through incentives, appreciation, recognition awards, promotions, and career advancement opportunities for actively participating in training and development programmes. Motivation encourages continuous learning and professional growth.
8. Private colleges should collaborate with universities, research institutions, industry experts, and professional bodies for organizing advanced training programmes and skill development initiatives. Such collaborations can provide faculty members with updated knowledge, innovative practices, and research exposure.
9. Institutions should design need-based training programmes according to faculty requirements, subject specialization, and institutional objectives to achieve better training outcomes and organisational effectiveness.
10. Time management strategies should be adopted by institutions to reduce workload pressure and enable faculty members to actively participate in training programmes without affecting their academic responsibilities.

CONCLUSION

Employee training is an essential factor in achieving organisational development and faculty performance effectiveness in higher educational institutions. The study clearly indicates that training programmes improve teaching competency, technological adaptability, research capability, and overall institutional performance. Private colleges in Anantapur town are increasingly recognizing the importance of faculty development in maintaining educational quality and institutional competitiveness.

The research findings demonstrate that well-structured training programmes contribute to employee satisfaction, improved classroom management, and organisational growth. However, certain challenges such as lack of time, inadequate financial support, and limited practical exposure hinder the full effectiveness of training initiatives.

The study concludes that continuous professional development and employee training are necessary for enhancing faculty efficiency and achieving sustainable organisational development in private colleges. Educational institutions should invest in systematic training strategies to strengthen academic excellence and long-term institutional success.

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