



Effectiveness of Teachers' Training and Development – A Demographical Study

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Abstract

Training includes any effort within the organization to teach, instruct, coach, and develop employees in technical skills, knowledge, techniques and attitude towards the organization. Training is also an act of increasing the knowledge and skills for a specified job. Every organization irrespective of their size or nature of operation, need to provide training to its employees at various stages of their career. Training requires to identify the training needs of the individual, designing suitable training programs to eliminate the gaps in knowledge, skills or attitude, conducting training programs and evaluating the effectiveness of the program. The aim of this research is to find out the effectiveness of the training programs conducted the school teachers of Indore. Many workshops and seminars are organized for the teachers but how many are effective for the development of the students and the teachers? The study is conducted to find out the differences in the perception of the teachers towards training effectiveness and to explore the training methods used in the teaching. Data is collected through a questionnaire and descriptive statistics to analyze the data.

Keywords: Training and development, training effectiveness, perception, training needs, training methods.

Introduction

In the knowledge driven world of today, the pace of change is so fast that it even defies Moor's law. Even to stay at the same place, the organizations have to run fast. Strategic advantages to the organizations come only from the core competences, which are developed by the individuals working in it. Such levels of excellence can be achieved only by investing in people. Investment must not confine to compensation only, but must entail the inputs aimed at updating the skills of the employees. Training is one such potion to cure the organizations of the sluggishness, which may creep in because of the organizational inertia. Training is important, not only from the point of view of the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill acquired through training is an asset for the organization and the employee. The benefits of training stay for a very long time. So, every organization must have a systematic training program for the growth and development of its employees.

The same applies for the teachers in the schools, although some individuals are born teachers and do not need much training for learning skills of teaching. Their sincerity paves the path for self-learning and some times, such self-made teachers have been found more effective than formally trained teachers. However, in case of majority, teacher learning is facilitated by training programs delivered before entry into teaching profession and also while continuing in teaching. Professional education or training is more important in teaching, because a trained teacher can teach better and can progress than an un-trained teacher.

Literature Review: Teacher learning is a lifelong activity that starts from his/her school days and continues throughout the life¹. The techniques through which a teacher was taught during his/her school days, plays effective role in the techniques he/she uses in his/her own teaching². The teachers need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them³. Teacher training is a continuous process; there are two types of Trainings- pre-service and in-service. Training that one acquires in education is pre-service training, whereas education given to the teachers, after their entry into the profession is known as in-service training. It has been noted that as pre-service training alone is not sufficient to create an impact on the teachers, to meet the thrust envisage, more significance must be given to in service training and development programs⁴. The importance of teacher training was recognized and was concluded that the schools cannot succeed without trained teachers⁵. Competency is knowledge, skill or characteristic we want students to acquire⁶. If a trained teacher teaches the students; the performance of the students will enhance and they will become more competent as the teacher is the most crucial person in the system of education. So, there is a direct relationship between the training of the teacher and the competency of the students. Important component of a school is teacher. Competent teacher can make good students and indifferent teachers can only produce students of indifferent quality. Only training can make teachers competent⁷.

Objectives: To study the effect of age on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of gender on the perception of

teachers for effectiveness of training programs conducted in their schools. To study the effect of education level on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of experience on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of experience in the present school on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of income on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of service status on the perception of teachers for effectiveness of training programs conducted in their schools. To study the effect of Board of education on the perception of teachers for effectiveness of training programs conducted in their schools.

Hypotheses: There will be no significant effect of age on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of gender on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of education level on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of experience on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of experience in the

present school on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of income on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of service status on the perception of teachers towards training effectiveness in the schools. There will be no significant effect of board of education on the perception of teachers towards training effectiveness in the schools.

Methodology

In this study the population consisted of the school teachers working in CBSE and MPBSE schools of Indore. 312 Teachers working in public and private schools of Indore were taken as the sample for research. The questionnaire scale was designed on the basis of available literature. Further academicians, professionals, researchers and other experts in the area of Training and Development were also consulted for the development of the scale. It was based on Likert Scale which consisted of 5 point scale - Strongly disagree, Disagree, Neutral, Agree, Strongly agree. Data was entered in SPSS 16 version, Statistical Package for Social Sciences for analysis. The descriptive statistics was done in which frequency, mean value and standard deviation were analyzed.

Table-1
Demographical Representation of the Data

GROUP	SUB GROUP	N	MEAN	SD
Age	young-21-35 years	110	31.50	3.41
	Middle-35-50years	153	31.40	3.66
	Senior-50andabove	49	26.38	6.94
Gender	Male	102	30.66	5.46
	Female	210	30.64	4.19
Education Level	Graduation	41	31.78	4.13
	Post Graduation	83	31.22	3.41
	B.Ed	188	30.15	5.13
Experience Level	1-10 years	140	31.79	3.57
	10-20 years	103	30.02	4.44
	20 years and above	69	29.27	6.13
Experience Level (Present School)	1-4 years	140	31.33	4.35
	4-8 years	97	29.34	5.56
	8-12 years	26	31.53	4.12
	12-16 years	12	29.58	3.23
	16-20 years	16	32.68	2.46
	20 and above	21	30.14	2.43
Income Group	Low-upto1 lakh	138	31.21	3.18
	Medium-1to3lakh	121	31.34	4.74
	High-2 lakh and above	53	27.62	6.22
Service Status	PGT	103	30.67	5.03
	TGT	137	30.21	5.04
	PRT	72	31.44	2.87
Board of Education	CBSE Pvt.	113	32.00	3.59
	CBSE KV	40	24.07	6.43
	MPBSE Pvt.	99	30.41	2.77
	MPBSE Govt.	60	32.90	3.28

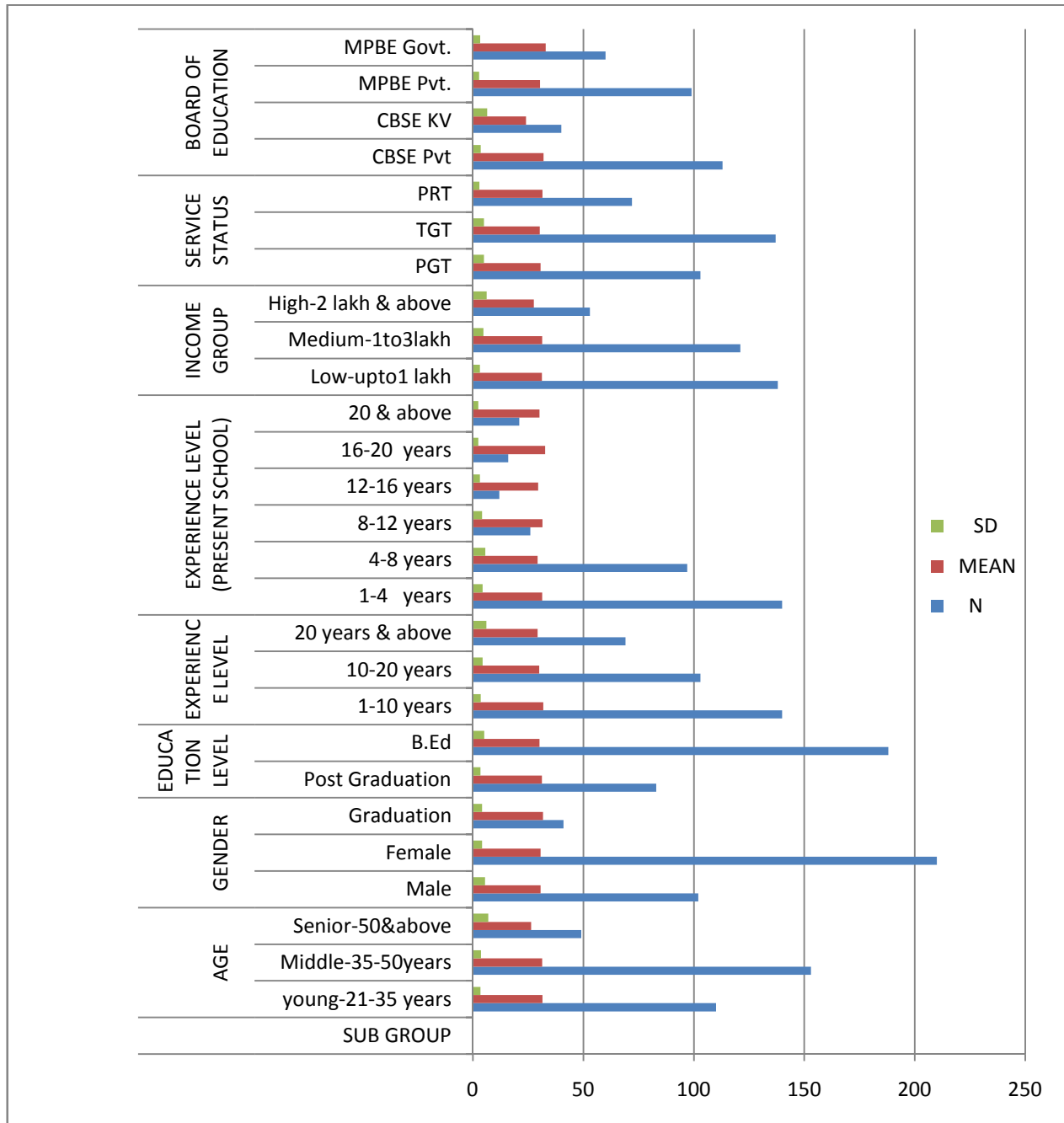


Figure-1
 Graphical Representation of the Data

Results and Discussion

The frequency, means and standard deviations of the school teachers working in Indore are presented in table 1. The results in the table reveal the details of the independent variables (age, gender, education, experience level, experience level (in the present school), income, designation, affiliated Boards) in terms of Training Effectiveness. The same has been shown graphically in figure-1.

From the Data Analysis following findings are concluded:

The age of the teachers was divided into three groups: young, middle and senior. The mean value of the young group of teachers is highest i.e. 31.50, so the teachers of the young group have better perception than the middle and senior age group of teachers. The gender obviously consisted of two groups: male and female. The mean value of males is 30.66 which were higher than the females so the perception of male teachers is

better than the females. The education level was divided into three groups: Graduation, Post Graduation and B.Ed. The mean value of the teachers who were in graduation group is highest i.e. 31.78, so the perception of the teachers who have only Graduation degree have better perception than the other groups of teachers. The experience level was divided into three groups: 1-10 years, 10-20 years, 20 years and above. The mean value of 1-10 years of group is highest i.e. 31.79, so the perception of this group of teachers is better than the other group. The experience in the present school was divided into six groups: 1-4 years, 4-8 years, 8-12 years, 12-16 years, 16-20 years, 20 years and above. The mean value of the 16-20 years group is highest i.e. 32.68, so the perception of these teachers is better than the other group of teachers. The income group is divided into three groups: Low - upto 1 lakh, Middle- 1-3 lakh, High- 3 lakh and above. The mean value of the teachers belonging to medium income group is highest i.e.31.34, so the perception of the teachers belonging to this group has better perception than the other groups. The service status is divided into three groups: PGT, TGT, PRT. The mean value of the PRT teachers is highest i.e. 31.44, so the perception of this level of teachers is better than the other groups. The Board of Education was divided into four groups: CBSE (Pvt.), CBSE (KV), MPBSE (Pvt.), MPBSE (Govt.). The mean value of the teachers teaching in MPBSE (Govt.) affiliated schools is highest 32.94, so the perception of these teachers is better than the other affiliated schools.

Conclusion

The perception of all school teachers were found to be almost similar in nature, irrespective of the group to they belong. The mean value differences of all the groups were very minor. This can be because training effectiveness is a technical aspect. All the teachers are getting training and what they feel about it is totally a personal view and opinion. How the teachers are using the training knowledge given during the training programmes depends on the teachers' attitude and dedication towards the job.

The young and newly recruited teachers who have less experience were found to be more aware about the concept of training and development. They are young and energetic so were very keen to use new and innovative methods of teaching. In most of the schools no training effectiveness techniques are

used e.g. Pre and Post training tests, questionnaire feedback, observation or surveys to find the effectiveness of the training provided to them. Lot of improvement and professionalism is required in the school education system. The training programmes should be conducted on a regular basis in the schools. The training programmes should cater to the needs of the respondents so that they can utilize the teaching in the training practically also. The schools have to create an environment such that the training will have its circular impact on perceptual skills of teachers and in turn on their performance through their prefer perception of training activities. The training programmes should be arranged in such a way that they shall be highly useful to all the teachers, students and overall development of the schools.

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