

Impact of Training and Development Program on Improving the Performance of Teaching Staff

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Abstract

The study on impact of training and development program on improving the performance of teaching staff focuses on two main objectives firstly to analyse the various types of training program conducted for teaching staff in education sector and secondly to identify the importance of training and development programs in improving the performance of teaching staff. In the research work the sample selection utilized a non-probability-based convenience sampling approach. The sample was divided proportionately among different divisions or zones within Rajasthan. The divisions and their corresponding sample sizes were as follows: Ajmer (70 respondents), Bharatpur (70 respondents), Bikaner (70 respondents), Jaipur (80 respondents), Jodhpur (80 respondents), Kota (60 respondents), and Udaipur (80 respondents). The study examined different types of training programs conducted for teaching staff in the education sector. The most common type of training was classroom or instructor- led training, followed by hands-on training and skills training. Other methods included computer-based training, interactive methods, online or e-learning, quality training, team training, and technical or technology training. Finally, it was found that there was no statistically significant difference among the various types of training programs conducted in different districts.

Keywords: E-learning, Quality Training, Skills Training

Introduction

Training and development programs play a pivotal role in enhancing the skills, knowledge, and performance of teaching staff in the education sector. As the demands on educators continue to evolve and the education landscape undergoes rapid changes, it becomes increasingly crucial to provide comprehensive and targeted training to equip teachers with the necessary tools and techniques to excel in their roles. This introductory analysis will explore the various types of training programs conducted

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for teaching staff in the education sector, as well as highlight the importance of such programs in improving their overall performance. Educators have the challenging responsibility of shaping young minds and preparing them for the future. However, the teaching profession is not limited to just imparting knowledge but also requires teachers to be facilitators, mentors, and motivators. To fulfill these multifaceted roles effectively, teachers need continuous professional development and training to keep pace with the ever-evolving demands of the education sector. Training programs for teaching staff encompass a wide range of initiatives, including workshops, seminars, conferences, webinars, mentoring programs, and online courses. These programs aim to address specific areas of improvement, such as instructional strategies, classroom management, curriculum design, assessment methods, technology integration, and student engagement. Additionally, training programs also focus on enhancing soft skills, such as communication, teamwork, problem-solving, and adaptability, which are essential for creating a conducive learning environment. The significance of training and development programs in improving the performance of teaching staff cannot be overstated. Firstly, these programs equip teachers with the latest pedagogical techniques and methodologies, enabling them to adopt innovative teaching practices. By staying abreast of emerging trends and best practices in education, teachers can create dynamic and engaging learning experiences that cater to the diverse needs and learning styles of their students.

Secondly, training programs provide an opportunity for teachers to collaborate and share experiences with their peers. This exchange of ideas and expertise fosters a supportive and collaborative teaching community, where educators can learn from one another, develop new perspectives, and find solutions to common challenges. Furthermore, the networking opportunities that arise from these programs can lead to valuable partnerships and collaborations, enhancing the overall quality of education within a school or district.

Thirdly, training and development programs contribute to the personal and professional growth of teachers. By investing in their continuous learning, teachers gain confidence, motivation, and a sense of fulfilment in their roles. This, in turn, translates into improved job satisfaction, higher levels of commitment, and increased retention rates within the education sector. Training and development programs for teaching staff are integral to the education sector's progress and success. These programs enhance the skills, knowledge, and performance of teachers, enabling them to effec-

tively navigate the dynamic landscape of education. By equipping teachers with the necessary tools and expertise, training programs not only improve their instructional practices but also contribute to their personal and professional growth. Ultimately, investing in the training and development of teaching staff benefits not only the educators themselves but also the students they serve and the education system as a whole.

Review of Literature

Halim and Hashim (2020) conducted a study on the impact of pedagogical training programs on the teaching effectiveness of novice teachers. The findings revealed that a six-month training program designed to enhance pedagogical skills had a positive impact on the teaching effectiveness of novice teachers. The teachers reported improved knowledge, skills, and attitudes towards teaching and learning. This suggests that pedagogical training programs can be an effective way to improve the teaching effectiveness of novice teachers.

Osorio and Arancibia (2019) conducted a case study in Chilean schools to examine the impact of technology training on teachers' pedagogical practices. The study found that technology training had a positive impact, leading to more student-centered teaching, increased use of technology in the classroom, and greater collaboration among teachers. However, challenges such as limited access to technology resources and lack of administrative support were identified. The study concluded that technology training is important for improving teaching practices but needs to be accompanied by supportive policies and resources.

Mathai and Velanganni (2019) investigated the effectiveness of subject-specific training programs for teachers in India. The study involved high school teachers who participated in a 5-day training program in their respective subject areas. The results indicated a significant improvement in the knowledge and skills of the teachers who underwent the training program. The study suggested that subject-specific training programs can effectively enhance the quality of teaching in schools.

Rostika and Nurjannah (2019) conducted a systematic review to evaluate the effectiveness of mentoring programs for novice teachers. The review indicated that mentoring programs were effective in supporting novice

teachers' professional development, improving their teaching performance, and promoting teacher retention. The study emphasized the importance of mentor selection, training, and support in the success of mentoring programs, highlighting their potential as an effective approach to support and enhance the professional development of novice teachers.

Sarıtaş and Özdemir (2019) investigated the effectiveness of web-based in-service training for teachers. The study involved a 4-week web-based training program with a sample of teachers. The results showed a significant improvement in participants' knowledge and skills related to technology integration in education after the training program. The participants reported positive effects on their teaching practices and professional development. The study concluded that web-based in-service training could be an effective method for providing professional development for teachers, particularly in terms of technology integration.

Altıntaş and Karadağ (2019) examined the effectiveness of simulation-based training on preservice teachers' attitudes towards science and science teaching. The study found that simulation-based training, focused on inquiry-based teaching strategies, significantly improved preservice teachers' attitudes towards science and science teaching. The training program positively influenced their beliefs about the usefulness of science in daily life and their confidence in using inquiry-based teaching strategies. The study suggested that simulation-based training could be a valuable approach to enhance science teacher education programs.

Research Methodology

Research methodology refers to the systematic and structured approach used to conduct research and gather relevant data. It encompasses the techniques, procedures, and tools employed to address research objectives and answer research questions. This includes identifying the research designs, sampling methods, data collection techniques, and data analysis procedures. Research methodology provides a framework for ensuring the validity, reliability, and generalizability of research findings. It serves as a roadmap for researchers to plan, execute, and interpret their studies effectively, ensuring rigorous and credible research outcomes.

Objectives

1. To analyse the various types of training program conducted for teaching staff in education sector.
2. Identify the importance of training and development programs in improving the performance of teaching staff.

Hypothesis

H₀₁: There is no significant difference between the various types of training program conducted for teaching staff in education sector.

Sample Size

The sample size for the study on the impact of training and development programs on the performance of teaching staff in Rajasthan was determined using the Krejcie & Morgan formula. With a population size of 114,947 and a desired degree of accuracy of $\pm 5\%$ with a 95% confidence level, a sample size of 383 was calculated. To ensure a representative sample, the rounded-off sample size was set at 510 secondary teachers from various districts in Rajasthan.

Sampling Technique

A non-probability-based convenience sampling method was adopted for selecting the sample. The sample was divided proportionately across different divisions or zones in Rajasthan. The divisions and corresponding sample sizes are as follows: Ajmer (70 respondents), Bharatpur (70 respondents), Bikaner (70 respondents), Jaipur (80 respondents), Jodhpur (80 respondents), Kota (60 respondents), and Udaipur (80 respondents).

Data Analysis and Interpretation

Table 1: Types of Training Programs

Types of Training Programs				
	Frequency	Percent	Valid Percent	Cumulative Percent
Classroom or Instructor-Led Training	147	28.8	28.8	28.8
Computer-Based Training (CBT)	33	6.5	6.5	35.3
Hands-On Training	66	12.9	12.9	48.2
Interactive Methods	44	8.6	8.6	56.9
Online or E-Learning	33	6.5	6.5	63.3
Quality Training	44	8.6	8.6	72.0
Skills Training	88	17.3	17.3	89.2
Team training	11	2.2	2.2	91.4
Technical or Technology Training	44	8.6	8.6	100.0
Total	510	100.0	100.0	

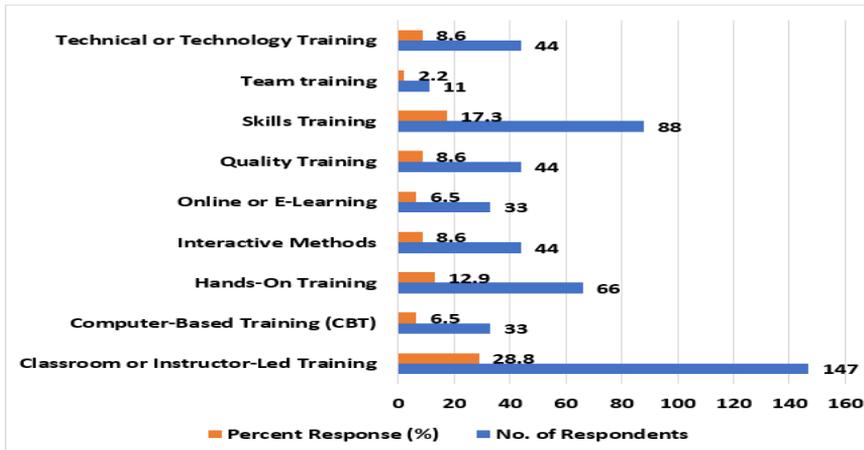


Figure 1: Types of Training Program

The table provides a comprehensive overview of the various types of training programs conducted for teaching staff in the education sector. Among the different types, classroom or instructor-led training is the most common, representing 28.8% of the programs. This traditional approach involves face-to-face sessions led by an instructor or facilitator. Hands-on

training follows closely at 12.9%, allowing teachers to engage directly with materials and activities related to their field. Skills training, at 17.3%, focuses on developing specific competencies required for effective teaching. Other training methods include computer-based training (6.5%), interactive methods (8.6%), online or e-learning (6.5%), quality training (8.6%), team training (2.2%), and technical or technology training (8.6%). These findings highlight the diverse range of approaches utilized in the education sector to enhance teaching staff performance. Institutions recognize the importance of providing varied training opportunities to cater to the diverse needs and preferences of educators. By offering a combination of classroom-based, hands-on, interactive, online, and specialized skills training, educational institutions can ensure that their teaching staff are equipped with the necessary knowledge and skills to deliver quality education and meet the evolving demands of the education landscape.

Table.2: Effective training program improves the ability of teaching staff

Effective training program improves the ability of teaching staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Rating Scale (1 to 5)	Strongly Disagree	102	20.0	20.0	20.0
	Disagree	78	15.3	15.3	35.3
	Don't know	52	10.2	10.2	45.5
	Agree	78	15.3	15.3	60.8
	Strongly Agree	200	39.2	39.2	100.0
	Total	510	100.0	100.0	

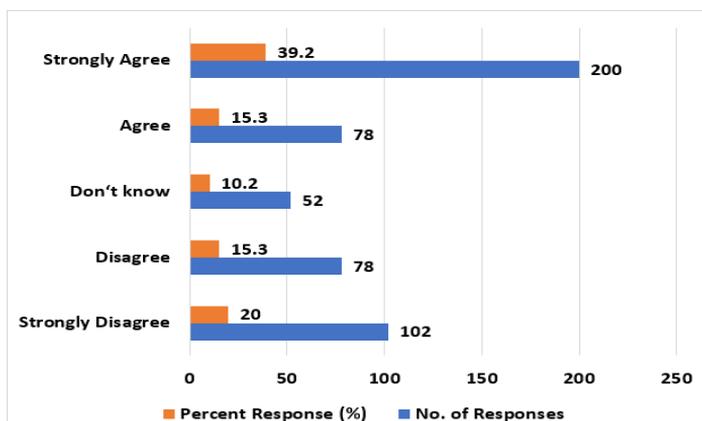


Figure 2: Effective Training Programs and Ability of Teaching Staff

According to the results, 39.2% of the participants strongly agree that effective training programs enhance the ability of teaching staff. An additional 15.3% of the respondents agreed with this statement, indicating a total agreement rate of 54.5%. On the other hand, 20.0% of the participants expressed a strong disagreement, and 15.3% disagreed with the effectiveness of training programs. A smaller portion of the respondents (10.2%) reported being unsure or having a “Don’t know” response. The interpretation of these findings suggests that a significant majority of the participants recognize the positive impact of effective training programs on the ability of teaching staff. The high percentage of respondents who strongly agree indicates a widespread belief in the value and efficacy of training initiatives. It implies that training programs play a crucial role in enhancing the skills, knowledge, and performance of teachers, ultimately leading to improved educational outcomes. However, it is important to acknowledge the minority who expressed disagreement or uncertainty, as their perspectives may offer insights into potential areas for improvement or address concerns related to training program effectiveness. Overall, these results emphasize the importance of investing in high-quality training programs for teaching staff, as they are widely perceived to be effective in enhancing their abilities and positively impacting their performance in the education sector.

Table.3: Training & Development program has influenced your attitude towards work

Training & development program has influenced your attitude towards work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Rating Scale (1 to 5)	Strongly Disagree	51	10.0	10.0	10.0
	Disagree	52	10.2	10.2	20.2
	Don ‘t know	100	19.6	19.6	39.8
	Agree	151	29.6	29.6	69.4
	Strongly Agree	156	30.6	30.6	100.0
	Total	510	100.0	100.0	

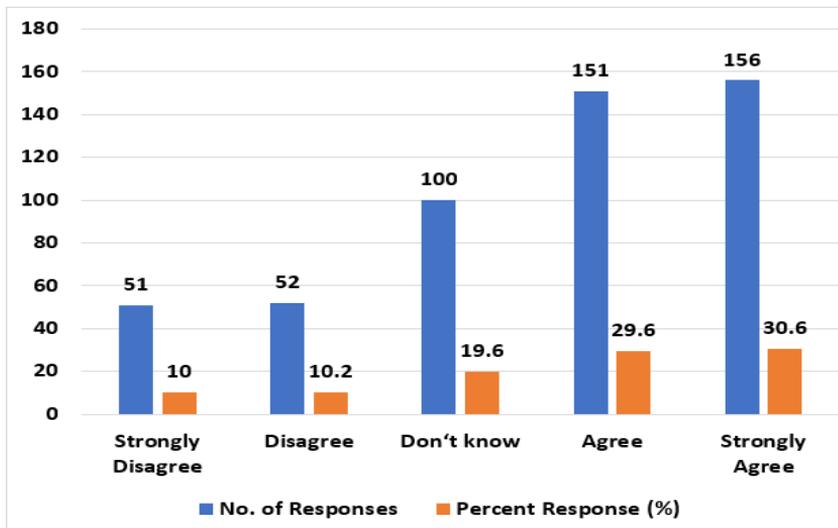


Figure 3: Effective Training Programs and Attitude Towards Work

According to the results, 30.6% of the participants strongly agree that training and development programs have positively influenced their attitude towards work. An additional 29.6% of the respondents agreed with this statement, indicating a total agreement rate of 60.2%. On the other hand, 10.0% of the participants expressed a strong disagreement, and 10.2% disagreed with the influence of training programs on their attitude towards work. A considerable portion of the respondents (19.6%) reported being unsure or having a “Don’t know” response.

The interpretation of these findings suggests that a majority of the participants perceive that training and development programs have had a positive impact on their attitude towards work. The high percentage of respondents who agreed or strongly agreed indicates that these programs have the potential to enhance participants’ motivation, job satisfaction, and engagement in their work. It implies that training and development initiatives play a crucial role in shaping employees’ attitudes and fostering a positive work culture. However, it is worth noting the minority who expressed disagreement or uncertainty, as their perspectives may indicate areas where training programs can be further improved to better align with participants’ expectations or address specific concerns. Overall, these results highlight the importance of investing in effective training and development programs, as they have the potential to positively influence

employees’ attitudes towards work. By providing relevant and impactful training opportunities, organizations can foster a motivated and engaged workforce, leading to increased productivity and overall job satisfaction.

Table.4: Training has affected teacher’s commitment to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Rating Scale (1 to 5)	Strongly Disagree	52	10.2	10.2	10.2
	Disagree	77	15.1	15.1	25.3
	Don ‘t know	76	14.9	14.9	40.2
	Agree	103	20.2	20.2	60.4
	Strongly Agree	202	39.6	39.6	100.0
	Total	510	100.0	100.0	

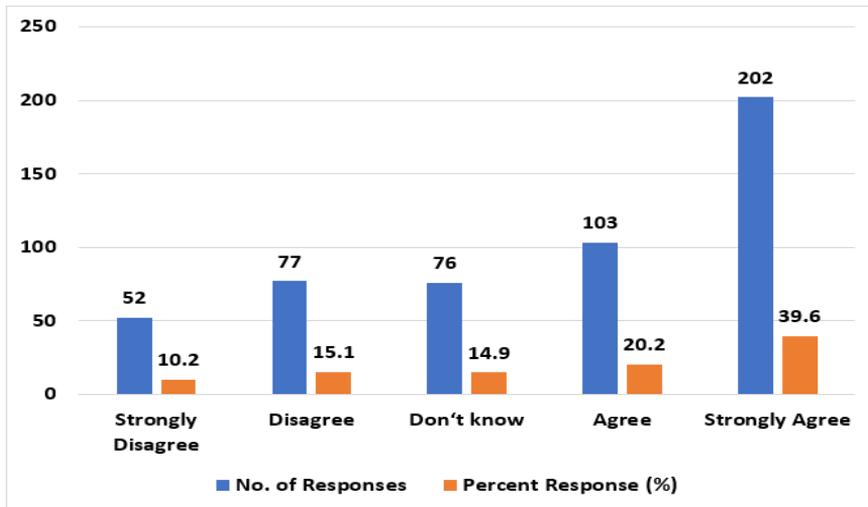


Figure.4: Effective Training Programs and Commitment to Work

The findings reveal that 39.6% of the participants strongly agree that training has positively influenced their commitment to work. An additional 20.2% of the respondents agreed with this statement, resulting in a cu-

mulative agreement rate of 60.4%. Conversely, 10.2% of the participants expressed a strong disagreement, while 15.1% disagreed with the notion that training has affected their commitment. A notable proportion of the respondents (14.9%) indicated uncertainty or a lack of knowledge regarding the impact of training on their commitment to work. The interpretation of these results suggests that a majority of the participants perceive training to have a positive effect on their commitment to work. The substantial percentage of respondents who agreed or strongly agreed indicates that training programs can contribute to enhancing teachers' dedication, motivation, and engagement in their professional responsibilities. Consequently, training initiatives play a vital role in nurturing a sense of commitment and professional growth among teachers. It is important, however, to acknowledge the minority who expressed disagreement or uncertainty, as their perspectives could potentially identify areas for improvement in training programs to better align with the expectations or address the concerns of teachers. Overall, these findings underscore the potential of training programs to positively influence teachers' commitment to their work. By providing meaningful and relevant training opportunities, educational institutions can foster increased engagement, job satisfaction, and overall commitment among teachers. This, in turn, creates a more conducive and effective teaching environment, ultimately benefiting students' educational experiences and outcomes.

Hypothesis Testing Results

H₀1: There is no significant difference between the various types of training program conducted for teaching staff in education sector.

H_a1: There is significant difference between the various types of training program conducted for teaching staff in education sector.

Table.5: Types of training programs and region wise cross tabulation

Count		Education Sector: Region Wise							Total
		Ajmer	Bharatpur	Bikaner	Jaipur	Jodhpur	Kota	Udaipur	
Types of Training Programs	Classroom or Instructor-Led Training	24	17	19	24	22	14	27	147
	Computer-Based Training (CBT)	3	6	3	6	6	3	6	33
	Hands-On Training	7	11	12	6	12	7	11	66
	Interactive Methods	8	4	8	4	8	8	4	44
	Online or E-Learning	3	6	3	6	6	3	6	33
	Quality Training	4	8	4	8	8	4	8	44
	Skills Training	16	8	16	16	8	16	8	88
	Team training	1	2	1	2	2	1	2	11
	Technical or Technology Training	4	8	4	8	8	4	8	44
Total		70	70	70	80	80	60	80	510

Table.6: Chi-Square Tests

Chi-Square Tests			
	Value	Degree of Freedom	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.598 ^a	48	.907
Likelihood Ratio	36.860	48	.879
N of Valid Cases	510		
a. 15 cells (23.8%) have expected count less than 5. The minimum expected count is 1.29.			

The chi-square tests were conducted to examine whether there is a significant difference between the various types of training programs conducted for teaching staff in the education sector. The results reveal that there is no statistically significant difference found based on both the Pearson chi-square test ($\chi^2 = 35.598$, $df = 48$, $p = .907$) and the likelihood ratio test (Likelihood ratio = 36.860, $df = 48$, $p = .879$). Therefore, the null hypothesis, which states that there is no significant difference between the types of training programs, is accepted.

Conclusion

Classroom or instructor-led training is the most common type, representing 28.8% of the programs, followed by hands-on training at 12.9% and skills training at 17.3%. Other methods include computer-based training (6.5%), interactive methods (8.6%), online or e-learning (6.5%), quality training (8.6%), team training (2.2%), and technical or technology training (8.6%). These findings highlight the diverse range of approaches used to enhance teaching staff performance. By offering a combination of training methods, institutions can ensure that teachers are equipped with the necessary skills to meet the demands of the education landscape. Based on the chi-square test results, there is no statistically significant difference found among the various types of training programs conducted for teaching staff in the education sector. Both the Pearson chi-square test and the likelihood ratio test indicate that the p-values are greater than the standard alpha value of 0.05. Therefore, the null hypothesis, there is no significant difference between the types of training programs, is accepted. These findings imply that the effectiveness or impact of the different training programs may not vary significantly based on their type. The lack of significance suggests that the training programs do not show a distinct association with each other, further research is needed to better understand the relationship between training programs and their impact on teaching staff. Considering additional factors such as program content, duration, delivery methods, and participant characteristics in future studies can provide valuable insights for designing targeted and effective training programs that support professional development and enhance the performance of teaching staff in the education sector.

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