

Topic of the paper : TRAINING OF COLLEGE TEACHERS

Article Type : A Research paper

Title of the article : Perception, Expectation and Effectiveness of
Training of College Teachers

Authors Name : **Dr. Sefiya K.M.**

Designation : Assistant Professor in Commerce

Department : Post Graduate Department of
Commerce

Institution : **MES Asmabi College, P.Vemballur,
Kodungallur, Thrissur Dist., Kerala- 680671,
India.**

Degrees : M. Com, BE.d, Ph.D

Running title : Perception, Expectation and Effectiveness of Training of
College Teachers

ABSTRACT

Background

This research work was carried out to study the perception, expectation and effectiveness of training and development of college teachers. It is concluded that training and development is an essentially important element of human resource management for every teaching institution and there exists powerful connection between perception, expectation and effectiveness of training and development of teachers. The findings revealed that there exists a strong and positive relationship between perception, expectation and effectiveness of training and development of college teachers.

Materials and Methods

The proposed research work attempts to study the perception, expectation and effectiveness of training and development of college teachers which was undertaken in Thrissur district. The respondents of the study were the college teachers in Thrissur district. The data were suitably classified and analyzed based on the objective of the study. Analysis was done via statistical software 16.0. Statistical tools like percentages, Mean, SD and Krushkal Wallis test measures have been applied for analysing the data.

Conclusion

Majority of the teachers have undergone through the Technical/Technology training, followed by Computer Based Training, and lastly Interactive Methods and Online/E-Learning Training. The respondents opined that Technical/Technology training is best suitable training Programmes for them as it increases their productivity after training. Training and development of teachers will go a long way in benefitting the institutions.

Key words: Training, Perception, expectation and effectiveness

Manuscript

Introduction

Training and Development has always been a driving force for enhancing the teachers productivity and performance. The training and development Programmes provided by an employer is a sincere effort to provide opportunities to the employees to be acquainted with the variety of skills, information, attitude and conduct. With the ever-growing needs of modern education system, the education industry has to become more techno savvy, dynamic and updated. There is always requirement of skilful and talented manpower to take up this education industry to the heights of international standards. The primary objective of this research paper is to investigate the perception, expectation and effectiveness of teacher training and development on their productivity and performance in classroom teaching as well. It can also be viewed as on their overall productivity.

Review of Literature

Eze, Thecla A. Y. (2016), conducted a research on teachers productivity and highlighted that that training and retraining enhanced teachers productivity to a great extent and concluded that teachers have to be trained at regular intervals and retrained them so as to enhance their productivity at workplace.

Rahman, Jumani, Akhter, Christhi&Ajmal (2011), in their study concluded that regular training programmes for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for a smooth career of a teacher. Further, they added that the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training Programmes.

Sohail khan and Nabaznawzad Abdullah (2019), conducted a study on the impact of staff training and development on teachers productivity concluded that there exist positive and

strong relations between training and development and productivity of the teachers of Kurdistan. The study further concluded stating positive correlation between productivity and other independent factors like Skills, Expertise, Morale, Enhancement, Potential, Job Knowledge and Proficiency. Technical/Technology training is the most suitable training Programmes for the teachers of the study area.

Significance of the Study

Today educational institutions are pouring resources into training and developing their employees. Some organizations rely heavily on external expertise while some engage in-house resources and material. Benefits, results, measurement, return on investment, behavioral change, performance improvement, accountability and learning applied on the job are the new age' language of education, training and performance of development. Training design includes the sequencing of training events, deciding the evaluating strategy and incorporating learning principles to maximize learning and transfer.

Scope of the Study

The scope of the study is limited to the perception, expectation and effectiveness of training and development of college teachers in Thrissur district.

Objective of Study

1. To identify the perception about training and development programmes of college teachers.
2. To study the expectation about training and development programmes of college teachers.
3. To examine the effectiveness of training and development programmes of college teachers.

Hypothesis of the study

H₀₁: There is no significant difference among the year of training experience with regard to the factors of effectiveness of the training programme of teachers.

H₀₂: There is no significant relationship between the factors of perception, expectation and

effectiveness of the training programme of teachers.

Research Methodology

Selection of Sample

The respondents of the study included college teachers. A sample of 80 college teachers in Thrissur district was selected by adopting convenience sampling method.

Data Collection

For analyzing the perception, expectation and effectiveness of the training programme of teachers under study, both primary and secondary data were used. The primary data were collected by using well-structured questionnaires. The secondary data were collected from books, journal, and various websites.

Period of Study

The study was conducted during the period September 2019 to December 2019.

Tools of Analysis

The collected data were analysed through SPSS16.0 by using various statistical tools like Percentages, Mean, SD, Correlation and Krushkal Wallis Test were used.

Perception, expectation and effectiveness of the training programme of teachers -

Analysis

Table 1 Profile of the Respondents

		Frequency	Percent
Age (in Yrs.)	20-30	26	32.5
	30-40	44	55.0
	40 Years and above	10	12.5
	Total	80	100.0
Gender	Male	26	32.5
	Female	54	67.5
	Total	80	100.0
Experience in Years	Below 5	22	27.5
	5-10	34	42.5
	Above 10	24	30
	Total	80	100.0

Source: Primary data

32.5 per cent of the teachers were in the age group of 20 to 30 years. 55 per cent of teachers were in the age group of 30 to 40 and 12.5 per cent of teachers belonged to the age group of 40 years and above. The study revealed that most of the teachers were in the age group of 30 to 40 and only a few teachers were in the age group of 40 years and above. The above table also shows that 67.5% of the respondents are female and 32.50% are male. 27.5 per cent of the teachers have the training experience below five years, 42.5 per cent of teachers who have the training experience of five to ten years and 30 per cent of teachers have above ten years of training experience.

Table 2 Factors of Perception

Attributes	MEAN	SD
Size of Training Group was appropriate	3.85	0.700
I believe Training Enhances my knowledge level	4.03	0.660
I feel training increases my learning capabilities	3.98	0.660
After training programmes I think that I can be of great help in maintaining a cordial and orderly atmosphere	3.90	0.632
The programmes was relevent to my growth and development	3.88	0.723
I felt the need for the training before attendind the training programmes	3.70	0.648
I belief in the usefulness of training has been reinforced by the training programmes	3.78	0.800
I will not like to miss the training programmes in future	3.78	0.800
I feel training programmes should be taken more seriously	4.23	0.620
Training is must for enhancing productivity and performance	3.93	0.764
I believe a teacher need to attend atleast 5 training programmes in a year to improve the teaching potentiality	3.55	0.986
Online training and development programmes are more effective than offline mode programmes	3.28	1.025

--	--	--

Source: Primary data

There were a number of perceptual factors behind for attending the training and development programme by the college teachers. It is understood that all the factors considered for the study significantly influenced the teachers for attending the training and development programme, since the mean score were much above the average score of three. Based on the mean score “ I feel training programmes should be taken more seriously” (4.23) is the most influencing factor for attending the training and development programme by the teachers followed by “I believe training enhance my knowledge level (4.03), “I feel training increases my learning capabilities (3.98) and “Training is must for enhancing productivity and performance” (3.93) etc.

Table 3 Factors of Expectation

Attributes	MEAN	SD
Training is relevant to my needs	3.70	0.648
I expect my job performance level will rise as a result of my attendance to training course	3.60	0.709
The objectives of training were clearly defined	3.78	0.620
The training and development programmes has increased my skills and talents	3.75	0.840
I achieved the objectives of training programmes	3.88	0.648
The training was relevant to my job	4.08	0.526

I think training was helpful in upgrading my skills	3.93	0.572
As a result of going through this programmes I will be able to improve the way I do my teaching profession	3.90	0.591
The knowledge/skills and information gathered during the training will help me play a bigger role than my current profession	3.90	0.709
Training course has achieved my individual objectives	3.70	0.758

Source: Primary data

There were a number of expectation factors behind for attending the training and development programme by the college teachers. It is understood that all the factors considered for the study significantly influenced by the teachers for attending the training and development programme, since the mean score were much above the average score of three. Based on the mean score “The training was relevant to my job” (4.08) is the most influencing expectation factor for attending the training and development programme by the college teachers followed by “I think training was helpful in upgrading my skills (3.93), “As a result of going through this programmes “I will be able to improve the way I do my teaching profession” and “The knowledge/skills and information gathered during the training will help me play a bigger role than my current profession” (3.90) etc.

Table 4 Factors of Effectiveness

Attributes	MEAN	SD
Mix of the presentations and activities was suitable	3.90	0.632

The quality of the instructor was suitable	4.03	0.800
During the programmes ,i came across a lot of new ideas, which are useful to me	3.95	0.677
Training programmes was practical and easy to apply	3.83	0.636
Participants recommend the training to colleagues	3.85	0.700
I have been able to implement the knowledge provided by training	3.88	0.607
There was a high degree of participation and involvement during the programmes	3.70	0.723
The programmes was well structured and sufficient time was allocated for each subject/session	3.80	0.687
Required training material and assistance was received during the programmes	3.65	0.864
The programmes was well managed	3.73	0.679
The faculty members presented the materials satisfactorily and it was easy to understand	3.85	0.736
The faculty members encouraged participants to ask questions	4.00	0.555
Several relevant cases/examples/live situations were discussed	3.95	0.714

Training contributes to a large extent in improving the confidence and commitment of teachers	3.88	0.757
I have acquired a deeper understanding of the training course	3.93	0.656
Training programmes influence the motivation level or morale	4.05	0.552

Source: Primary data

There were a number of effectiveness factors behind for attending the training and development programme by the college teachers. It is understood that all the factors considered for the study significantly influenced by the teachers for attending the training and development programme, since the mean score were much above the average score of three. Based on the mean score “Training programmes influence the motivation level or morale” (4.05) is the most influencing effectiveness factor for attending the training and development programme by the college teachers followed by “The quality of the instructor was suitable” (4.03) and “The faculty members encouraged participants to ask questions” (4.00) etc.

Hypotheses

H₀₁: There is no significant difference among the year of training experience with regard to the factors of effectiveness of the training programme of teachers.

Table 5 (Kruskal Wallis Test)

Year of experience	Mean Rank	Chi-square value	P value
Below 5	16.09	1.936	0.380
5-10	22.15		

Above 10	20.59		
----------	-------	--	--

Source: Primary data

Since p value 0.380 is greater than 0.05 accept the null hypothesis at 5 % level of significance and concluded that there is no significant difference among the year of experience with regard to the effectiveness of the training programme. Based on Mean Rank the teachers who have five to ten years of training experience have attained more effectiveness of the training programme than the other two categories of teachers.

H₀₂: There is no significant relationship between the factors of perception, expectation and effectiveness of the training programme of teachers.

Table 6 Correlation

Factors	Perception	Expectation	Effectiveness
Perception	1.00	0.844**	0.703**
Expectation	-	1.00	0.734**
Effectiveness	-	-	1.00

Source: Primary data

Correlation coefficient between perception and expectation is 0.844 which indicate 84.4 per cent positive relationship between perception and expectation and is significant at five per cent level. Correlation coefficient between perception and effectiveness is 0.703 which indicate 70.3 per cent positive correlation between perception and effectiveness and is significant at 5 five per cent level. Correlation coefficient between expectation and effectiveness is 0.734 which indicate 73.4 per cent positive relationship between expectation and effectiveness and is significant at five per cent level.

References

1. Abdullah, N. N. (2016), Impacts of public participation on public budgeting process of Kurdistan (Doctorate Thesis: University Utara Malaysia, Sintok Kedah), Page no 127.
2. Sohailkhan, Nawzad Abdullah (2019), The impact of training and development on teachers productivity, 1(1), 37 — 45 .
3. Eze, Thecla A. Y. (2016). teachers perception of the impact of training and retraining on teachers productivity in Enugu State, Nigeria. *Journal of Research in Business and Management*, 4(3), 33-37
4. Sultana, M. (2013). Impact of Training in Pharmaceutical Industry: An Assessment on Square Pharmaceuticals Limited, Bangladesh'. *International Journal of Science and Research*, 2(2), 576-587.