



RESEARCH PAPER

Impact of Training on Teacher's Performance in Karachi, Sindh, Pakistan

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ABSTRACT

Training and performance have always been a driving force for enhancing the teacher's performance. A training and development program provides opportunities to the employees to be acquainted with the verity of skills, information, attitude and conduct. This study aims to investigate the impact of training on teacher's performance and also investigate the relationship between demographic factors:-1-Gender 2-Age 3-Qualification. We use SJoP Instrument to measure the teacher's performance. The questionnaire was designed by using instrument and had 12 items by using Likert scale. We collect data from 250 teachers and using random sampling technique. After collecting data we use inferential statistics, and apply ANOVA to analyse the data. The findings show a positive relationship between the training and teacher's performance, and it develops teacher's skills and abilities to perform better in the classroom. This study suggests that institutions should conduct training for the teachers that help to enhance the teacher's performance in the classroom and give success and improve the institution's development.

KEYWORDS Higher Secondary Teachers, Performance, Primary Teachers, Secondary Teachers, Training

Introduction

A training is a procedure to acquire the abilities needed for a specific subject. The training helps the teachers improve their instructional techniques. A teacher who has received training can use more methods and abilities to help students achieve greater academic success (Ulla, 2018). The preparation of teachers is a crucial prerequisite and vital element for all educational activities in the current day, including the creation of favourable learning environments, the implementation of curricula and assessment (Zulfiqar, 2016). The most fundamental aspect of human resources management is training. It involves the methodical use of formal procedures to assist individuals in acquiring the knowledge and abilities required for them to execute their jobs successfully (Armstrong, 2020).

The primary tactic for achieving institutional goals is training. It enhances teacher's performance (Khan et al., 2011; Rutledge & Cathcart, 2019). The talented workforce's enhanced capabilities, knowledge, and skills have proven to be a major source of competitive advantage in a global market (McKinsey, 2006). Teachers are an organization's most valuable resource since they have the power to positively or negatively impact revenue and reputation. The majority of the labour that needs to be done, as well as student pleasure and the calibre of learning, is frequently the responsibility of the teacher. Both

new and experienced instructors lack the knowledge and skill sets required to do their jobs to the fullest extent without adequate training. Teachers who receive the right training typically work longer tenures than those who do not. In the job, training is essential. Without it, teachers lack a solid understanding of their obligations. Programs that give employees knowledge, new abilities, or opportunity for professional development are referred to as teachers training (Elnaga & Imran, 2013).

According to Luthans (2005) Performance measures how well and how much a worker completes the tasks assigned to them by the employer. If the performance is maintained properly, it will always benefit the company. A good and growing performance will benefit the organisation or company. According to Armstrong and Baron (2005) a performance is something that a person has accomplished or created, the process that led to the performance is as important because it is a component of the performance. Martoyo (1996) defines the idea of training as a brief educational process in which the education comprises new knowledge and learning how to use human resources' capabilities and skills to complete the tasks that have been assigned using planned and methodical procedures. According to research by Diaz (2004) Teachers continually improve their teaching and learning strategies to meet the requirements of their pupils as part of a protracted development process.

For a teacher, development is crucial, especially in science because it can foresee potential issues or the appearance of environmental change at any time (Saondi & Aris, 2010). There seems to be a gap in the research on the impact of teacher training on performance, despite the great number of academics that have studied this link. The goal of this study is to close this gap by thoroughly examining this phenomenon through the pertinent literature, illuminating the connection between training effectiveness and superior teacher performance, and offering advice to businesses on how to make the most of training programmes to improve teachers' performance on the job.

The number of educational institutions is declining daily. Teachers need to have better teaching skills for this reason. Since we cannot improve student performance without teacher training, measuring the impact of teachers' performance is our study problem.

This study's scope is quite broad since its findings will be helpful to teachers, trainers, and policymakers and show them how to increase teacher performance through more effective training programmes.

Literature Review

Training is the process through which employees are equipped to perform the task that has been advised for them. "Training is the demonstration expanding the knowledge and aptitude of a representative for carrying out a given occupation, according to Flippo. Training is the process through which labour is filled for the particular jobs it is to execute, according to Dale Yoder. Training is the organised method by which people pick up knowledge and skills for a clear purpose, claims Beach (Ali & Hamza, 2018).

Training is essential because it teaches employees how to use technology effectively, ensures advantage in the marketplace, encourages workers' health and safety, provides chances for personal and professional growth, which is crucial for employee retention. Improves productivity and profitability while assisting organisations in adhering to laws and regulations. A formal new hire training session with an overview of the performance objectives and abilities required to carry out the job functions is a part of

a comprehensive employee training programme. The fundamentals of the position and how it fits into the organisational structure are covered in a new hire training session. The more familiarity a new colleague has with how one workgroup interacts with related departments, the better able he or she will be to comprehend (Uma, 2013).

Among the researchers before (Aaronson et al., 2007). Another researcher on this subject (Harris & Sass, 2011) conducted an important study about the effects of teacher preparation on the interactions between students and teachers. Another research finding of Bake (2016), indicates how teacher training affects how well kids do. Reviewing the research explains the beneficial effects of trained teachers on students' learning (Clotfelter et al., 2007). Harris (2008) investigated how teacher training affected students' performance. To give kids improved learning opportunities, an unified structure is needed for creating teacher training programmes (Silvia Baldiris et al., 2016). The training of teachers improves their abilities to interact with pupils more effectively and raise their motivation to learn (Zachary et al, 2016).

According to Noah and Olusola (2015), teacher training (TT) improves students' cognitive learning processes and encourages the use of a deep learning strategy, which has been found to increase student accomplishment (Zachary et al., 2016). According to Haymaa et al. (2017), teacher training improves students' learning abilities and helps them build relevant information (Tate et al., 2005). Students who receive teacher training often have a greater knowledge of the material. It also improves kids' mental faculties (Zachary et al., 2016). Training involves applying numerous techniques for studying and communicating, which improves students' attitude toward learning (Batte et al., 2003). Another component of teacher preparation is diagnostic feedback for educators.

According to Muralidharan and Sundararaman (2011), it can enhance students' learning capacities and change their attitudes toward learning, which both contribute to higher educational quality. The design of teacher training can also influence how teachers behave in relation to students' learning styles (Biktimirov & Armstrong, 2015). It aids teachers in providing instruction that is conducive to student learning and knowledge improvement (Bertagna, 2015). Students' behaviour can be changed to favour activity-based learning and cognition thanks to teachers' instruction (Anita et al., 2015). It can be done by creating a teacher preparation programme that is enhanced with activity-based learning strategies (Webster-Stratton et al., 2011).

A skilled instructor can shape a student's perceptions of learning and knowledge (Merchant et al., 2014). McGhee (1997) stated only when management believe that a training initiative has the potential to produce outcomes other than changing employee behaviour should a company commit resources to it. The modification of employees' behaviour affected by training should be aimed at supporting organisational objectives. It must support some organisational goals, such as more efficient production or distribution of goods and services, product operating costs, improved quality, or more efficient personal relationships. The root of an organization's competitive edge is its intellectual capital. To recruit, integrate, compensate, and keep skilled individuals who can lead a worldwide organisation that is both responsive to its customers and "the rising prospects of technology," is a difficulty that businesses must overcome (Armstrong, 2005). Awan & Saeed (2014) contended that teachers that receive training develop their practical knowledge and skills as well as their confidence. In order to instil in workers the habit of taking the initiative to advance in their fields, training must be made a continual process.

Debra (2011) investigated the link between training experiences and attitudes towards perceived job proficiency. The author discovered a link between positive training

experiences, attitudes, and proficiency. Employees who kept up to date with training had the most positive attitudes.

Khan (2012) investigated the effect of training on employee performance. The study's sample size was 100 employees from Habib Bank and the Federal Urdu University of Islamabad. He comes to the conclusion, that because training has a significant impact on employee performance, all organisations should prioritise training in order to improve employee capabilities. According to Srivastava and Agarwal (2014), training is critical in this changing environment. They discovered that training in private sector banks is superior to training in public sector banks. Apart from RBI publications, data, both primary and secondary, was gathered from various Syndicate Bank and Axis Bank branches.

Hypotheses

Followings are the hypotheses of the study.

H1: There is no significant impact of training on Teachers performance

H2: There is a significant impact of training on Teachers performance

H3: There is no significant difference of training among male and female teachers performance

H4: There is a significant difference of training among male and female teachers performance

H5: There is no significant impact of age on teacher's performance

H6: There is a significant impact of age on teacher's performance

H7: There is no significant impact of qualification on teacher's performance

H8: There is a significant impact of qualification on teacher's performance

Material and Methods

This research is a quantitative study, exploring the impact of training on teacher's performance. Primary data used in this study. Questionnaire used as a data collection tool. Questionnaire consists of 12 items. This research will describe the impact of training on teacher's performance at primary, secondary, higher secondary school in Karachi, using survey methodology. The population of this study comprised on 250 teachers which have been selected through random sampling out of whole population.

In this research has two variables, training is independent variable and teachers performance is continuous or dependent variable.

We used quantitative method of research. It helps to analysis and collect the data. The overall strategy of this study will be to find out possible responses of respondent by using inferential statistics. This research involves a inferential analysis research study to exploring training impact on teachers performance at primary, secondary, higher secondary level in Karachi.

As can be derived from the root problems with the objectives facts and as is hypothesis from transfer near in the same way as a result of the logic of the hypothesis group of personal help to identified take authentication by are possible answer which behaviour book from opinion population is called Syed Sajid Hussain population mean anything in a collective from which take some part that is called population (Ref: Syed Hussain Mentality Research Type). The population of this research study comprised of public and private school and Colleges and 250 teachers selected for this study. In this research SJoP Instrument (Sonnentag & Frese, 2022) was used for data collection. This instrument has 12 items.

Result have been described in the inferential style. Questionnaire having 12 statements. The data was organized and analysed by using based on items Pearson Correlation, Coefficient of Regression & ANOVA.

Results and Discussion

Table 1
Pearson Correlation Analysis

		Teacher Performance	Training
Teacher Performance	Pearson Correlation	1	0.536
Training	Sig. (2-tailed)		0.000
	N	250	250
	Pearson Correlation	0.536	
	N	250	300

Significant at 0.01 level

Pearson Correlation Analysis of Teacher Performance and Training. The number of respondents (N) equals to 250. The table further indicates coefficient of correlation between Training and teacher performance is 0.536 at a significance level of 0.01 (2-tailed). Thus it is evident that there exists a strong linear correlation between the two identified variables and they are closely related.

Table 2
ANOVA Result

	Sum of Squares	DF	Mean Square	F	Sig.
Regression	639.52	1	639.52	36.365	0.0006
Residual	2946.74	98	18.716		
TOTAL	3586.26	99			

Indicates the variance in the model of Training with performance of teachers at F-value 36.365 (p= 0.000). It is further tested with regression coefficients for Training and teachers performance.

Table 3
Coefficient of Regression between Training and Development Practices and Teacher Performance

	Unstandardized Standardized Coefficient	Standard Error	Standardized Beta Coefficient	T	sig
	B				
Constant	12.156	1.163		8.938	
Training	0.22	0.046	0.296	4.247	0.000

The table given above presents coefficient of regression between training and teacher performance. It shows that regression results at a confidence interval level of 95% with unstandardized data coefficients value of 0.22 and indicates a t - value 4.247. (p value of 0.000). Since the calculated value (4.247) is greater than the critical value, alternate hypothesis is accepted. It indicates that Training have a strong influence on teachers performance in the School education department.

Findings

1. The study shows that Training and Teacher performance are interlinked in the selected schools of the sample.
2. The analysis shows that Training are strongly influencing the performance of teachers in the selected schools.
3. The above study reflects Training programs have certainly increased the performance level of the teachers in the schools.

Conclusions

Training programs are to be imparted to the teachers in order to make them focused on the educational enhancement goals. Equal opportunity for all cadres of teachers in school education is to be given in order to maintain homogeneous enhancement of pedagogical skills and techniques. Training programs should have their roots in the basic elements like effective Teacher-Pupil Relationship Management, Total Quality Management and Talent Management. Career Planning and Development Schemes are to be implemented and they should be closely and effectively monitored. The findings in the research study indicate that there exists a strong correlation between Training and Teacher Performance in the selected schools. This infers that there exists a positive relationship in between Training and Teacher Performance. It is very essential on part of the department of School Education of Karachi to continuously develop the pedagogical skills in order to maximize teacher performance which is possible only through continuous training and performance. It is a well-known fact that untrained teachers could not perform up to the mark and this affects the overall performance of the organization. The same is true for the teachers imparting education at various levels of school education. As the concept of Training have a significant impact and influence on teacher performance and it is essential to maintain the ambient environment which involves continuous training process.

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