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NECESSITY OF TRAINING AND DEVELOPMENT IN TECHNICAL AND
PROFESSIONAL EDUCATIONAL INSTITUTION: A STUDY IN JAIPUR,
RAJASTHAN

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ABSTRACT

Training and development form a crucial element of the process of becoming a teacher nowadays. With an ever-changing academic scenario, rapidly developing and ageing teaching techniques and more and more use of technology in classrooms, a teacher needs to be ahead of the curve in order to truly be an asset to their students and the institution they represent. This study focuses on the importance of training and development – in particular, how crucial proper training and development of teachers is in the case of technical and professional institutions. The study is empirical in nature and employs both primary and secondary data in order to fully ascertain the value of training for teachers in the aforementioned types of institutions. ANOVA test was done on the results of the questionnaire and subsequent results were reached at, with suggestions at the end.

Introduction

Training and development is an essential aspect of the larger educational process in every profession in order for the people undergoing training to

become educated in the finer details of the profession they are in. In education, this becomes even more imperative, given the sensitive nature of education, especially in technical and professional institutions, which are breeding grounds for future professionals in various industries and careers around the country and the world. In India, historically, there has been a lack of training amongst teachers themselves, with the occasional case of incompetency to teach a particular subject getting the limelight within an institution or in the worst case scenarios; the case grabs regional or sometimes even national attention. This is just a reflection of how severely the education system of the country as a whole can be affected due to the observed shortage of fully-trained teachers and professors in professional and technical institutions. Furthermore, the importance of training is, in most cases, simply overlooked due to the fact that sometimes, a fully-trained teacher cannot match the skills which a more experienced teacher, albeit lesser trained, might possess – but those cases are few and far apart. A lack of training on teachers’ part might prove to be a hindrance to their charges, as with training come proper teaching techniques, better use of resources, more innovative approaches to classroom environments and many more perks, which might be the key component to propel an average student out of their mediocrity. Teachers in the country owe it to the country to undergo proper training, for they have a more crucial and deeper role in shaping the future of the nation itself than they tend to realize, or are given credit for.

This research article focuses on the importance of training and development for teachers, particularly those in a professional or technical institution. The area of focus is the city of Jaipur, Rajasthan. A survey was conducted, which constituted of a questionnaire based on 7-point Likert scale, trying to assess just how crucial for them the idea of training and development was. There were no doubts about the teachers and their agreement on the importance of teachers, and there were also a surprisingly high number of teachers who underwent training in the first place in the survey conducted prior to the study.

Literature Review

The studies which are listed as in the table below were selected on the basis of their relevance to the topic of the current research paper. The literature seems to indicate a general disregard from teachers for undergoing proper training and development needed in order to become better teachers than they are. The studies are summarized as shown in the table below.

Table 1: Review of Related Literature

Author(s)	Summary	Comments
<i>Ajithkumar M. (2016)</i>	The author mentioned that there was a strong lack of quality teachers and instructors in India at Technical and Vocational Education and Training, also known as TVET. Furthermore, the author added that this was	The author calculated that only 40% of the said instructors had undergone proper training, indicating a low quality amongst teachers in the programs and

one of the reasons as to why TVET was being underutilized as a source of quality workforce to be used in the development of the country.

institutions across the country.

Sabzian, F., & Gilakjani, A.P. (2013)

The authors studied the attitude of teachers towards computer and English language literacy, as a part of training and development of teachers. The authors charted the mechanism of understanding of the use of computer and English resources in their classrooms. The authors also formulated an idea as to how teachers could use the training as a source of knowledge that can benefit their students.

The authors discussed the anxiety some teachers can face while undergoing computer use training, an important factor as to why some teachers opt against training, in particular from the older demographic.

Tse, C. M., & Pierson, M. R. (2017)

This study discussed a specific niche, the education of challenged children. The article detailed a training program done in the US for teachers to be able to teach and support these challenged children in public schools. These paraprofessionals, as the article describes the teachers, were specifically trained so that they can teach these children how to make their own decisions, or self-determination, and self-advocacy. The authors noted that there was a significant rise in independence of these children as a result of advanced training in the said regard.

This is something which is not really explored in India, as there is little to no recognition of these challenged children's needs and, as a result of that and inadequate teachers these children suffer in multiple regards.

Grollmann, P. (2008)

The author discussed the TVET in his study, specifically the teaching staff involved in the same. The author mentioned that for a teacher to be considered high-quality, they have to undergo a proper training and development before moving on to actually teaching. The author laid emphasis on the implication of teacher education and how that is related with institutional contexts. The author also pointed out that the need of high-quality vocational teachers was rising due to the ever-increasing demands of the modern world.

The author pointed to the professional lives of the teachers, stating how training can have a deep impact on the same, as the knowledge of teachers is directly related to whether or not they underwent training, or any other kind of development, prior to taking up the job.

*Schmidt, S. W.,
Tschida, C. M., &
Hodge, E. M. (2016)*

The article discusses the compatibility of teachers with online teaching and distance education. The authors pointed out that most teachers and instructors tend to use the practices they experienced when they were in the learning phase, and since that was before the time of their students, some teachers are not as tech-savvy as their students, thus causing problems to teachers to properly utilize modern means and resources.

The article does go in the specifics of how teachers can be enabled to use and include computers in their day to day classroom environment, as distance learning and education is fast becoming a reality, especially in the current scenario of being in the midst of a global pandemic.

The research in the field of training and development in education has been thorough, but there are gaps which can be identified, which have been discussed further in the paper.

Training and Development of Teachers

Training and development of teachers has become a major concern for institutions all around the world lately, due to the fact that the world is changing rapidly and the demand of professionals has skyrocketed. Therefore, in order to educate those professionals, educational institutions, particularly the technical and professional institutes. However, there still remains a fairly high percentage of educators who are still either not trained at all or had received minimal training and thus can seriously hamper the development of the youth of the nation and cast a doubt upon the education system of the country. Thus, training and development of all the teaching staff is imperative for an educational institute, and by extrapolation, the nation as a whole.

Methods

The author picked the research topic due to the fact that training and development of teachers remains a topic which is under-researched and underappreciated by the very people it is meant for. The author further sent out a questionnaire to 50 teachers in order to gather sufficient data for analysis. The literature review shows three particular gaps in research – if training improves a teacher and whether or not their age affects their perception of training and necessity of training, and those have been adapted as research objectives.

Methodology

The author had chosen to evaluate teachers from technical and professional institutes in Jaipur, Rajasthan. Each of the teachers questioned were sent a questionnaire based on the 7-point Likert scale, and afrequency analysis was done on the results of the questionnaire. The research included 50 teachers from various institutes all around the city and district. **The objectives of the study are as follows:**

- To study that training improves the skills of a teacher.
- To study that age affects the perception of a teacher undergoing training.
- To study if necessity affects the perception of a teacher undergoing training.

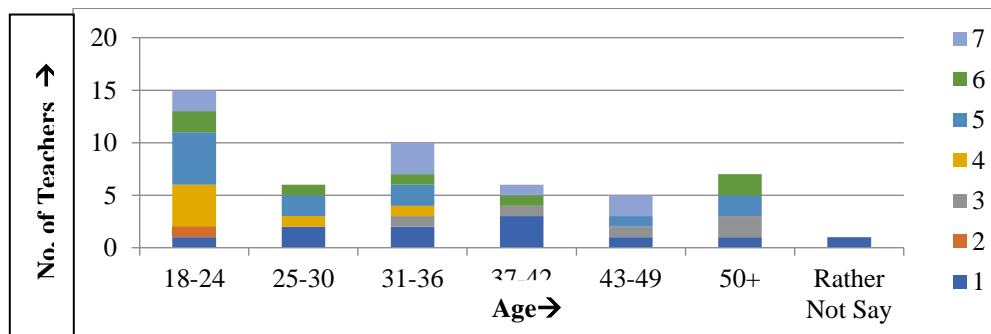
Data Analysis

The first null hypothesis is stated as below:

H₀₁: There is no correlation between training and skills of a teacher.

The alternate hypothesis is:

H_{a1}: There is a correlation between training and skills of a teacher.



ANOVA: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Improvement How much	50	210	4.2	4.285714
improvement How important	50	203	4.06	4.588163
How important	50	284	5.68	2.507755

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	80.57333	2	40.28667	10.61886	4.93E-	3.057621

Within Groups	557.7	147	3.793878
Total	638.2733	149	

Interpretation:

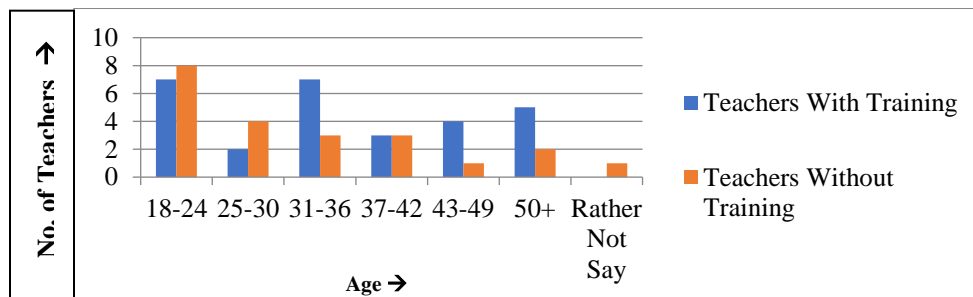
It is fairly obvious as to why training is important in development of a teacher. Most of the responses towards the statement, “My skill set was improved with the help of the training I underwent”, were found to be within the positive area, that is, 4 and above on the Likert scale, as 68% of the respondents responded within that range. Therefore, null hypothesis is rejected and alternate hypothesis is accepted. Further, it can be seen that the P value is so insignificant that we have to reject the Null hypothesis and accept the Alternate Hypothesis.

The second null hypothesis is:

H₀₂: Age affects the perception of a teacher undergoing training.

And the alternate hypothesis is:

H_{a2}: Age does not affect the perception of a teacher undergoing training.



ANOVA: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
What is your age?	50	155	3.1	3.479592
Training	50	28	0.56	0.251429

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	161.29	1	161.29	86.45892	4.04E-15	3.938111
Within Groups	182.82	98	1.86551			

Total	344.11	99
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Interpretation:

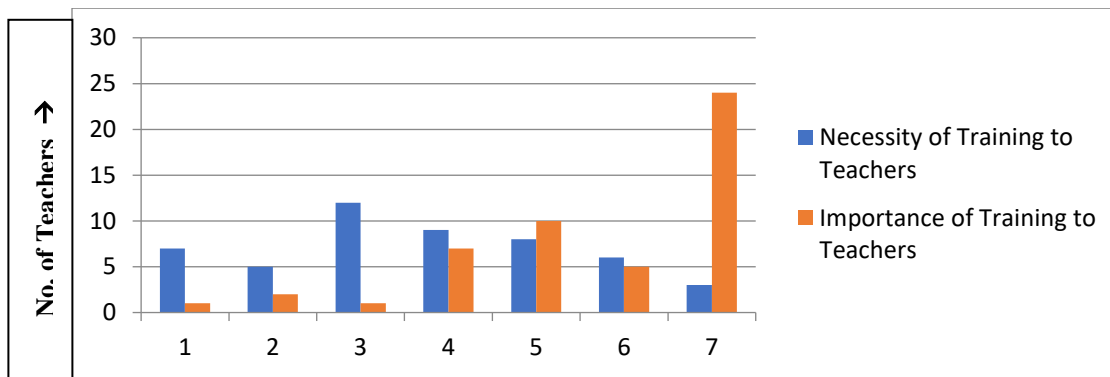
It can be seen that teachers of the youngest two age groups had not opted for training, but there are too many discrepancies in order to establish a trend. Many younger teachers opted out of training that can be attributed to a lack of time or a hurry to settle down in the career. However, that still is a weak argument and it doesn't explain why a higher percentage of elder teachers underwent training, a phenomenon which was not common during their formative years. Further, it can be seen that the P value is so insignificant that we have to reject the Null hypothesis and accept the Alternate Hypothesis.

The final null hypothesis is:

H₀₃: Necessity affects the perception of a teacher undergoing training.

And the Alternate hypothesis is:

H_{a3}: Necessity does not affect the perception of a teacher undergoing training.



ANOVA: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Training	50	28	0.56	0.251429
Insufficient	50	186	3.72	3.062857

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	249.64	1	249.64	150.6448	1.58E-21	3.938111
Within Groups	162.4	98	1.657143			

Total	412.04	99
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Interpretation:

It can be seen that training was not exactly deemed necessary by many teachers, as most of the responses were concentrated below 4; in fact 64% of the respondents either disagreed or stayed neutral in response to the question that whether or not they thought they had the required skills to teach. While if the other set of bars is observed, it can be seen that almost half of the respondents deem it very important, regardless of the fact that they think they require it or not. Further, it can be seen that the P value is so insignificant that we have to reject the Null hypothesis and accept the Alternate Hypothesis.

Results

The results clearly show that all the hypotheses were rejected. There was no correlation between age and perception of training, neither was there any correlation between necessity and perception of training amongst all the teachers which were interrogated in the study. Furthermore, there was a positive correlation to be found between skills of a teacher and whether or not they underwent training, as most of the teachers who took training felt an improvement in their skills as a teacher. Thus, it can be appreciated how important training and development is for a teacher who is at either a professional or a technical institution.

Discussions

It remains to be said that although the study provide more precedent to the importance of training and development of teachers. Having said that, it is also needed to be said that the times are changing and aspiring teachers now pay more emphasis on getting their careers on track rather than going for trainings, as was shown. However, that should be taken with a pinch of salt, as there still remains a vast majority of individuals for which training is important and they might undergo the same in the years to come.

Conclusion

In the study, the importance of training and development was ascertained within the technical and professional institutions of Jaipur, Rajasthan. Out of the people who were sent the questionnaire, 50 people responded and those were the subjects of the study. It was found that training and development remains important, yet the necessity of the same was doubted by many. That could be attributed to a lack of proper training facilities in the region, and the quality of the facilities that are already in place. Also, there was a trend of younger people opting out of training – out of 15 teachers in their early 20s, only 7 had undergone training. It can be explained by the fact that many of those teachers are very new in their fields and it can be assumed that they wanted to gain experience, then training. However, it is a speculation and there is no precise reason as to why that happened. It is recommended herein that

government should lay emphasis on training of teachers and establish high-quality training centers to ensure that.

Limitations and Further Studies

One of the key limitations of the study is the small sample space, as only 50 teachers were available for a response. The small sample space results in a more specified data set and not a more diverse, general one as could have been achieved by around a hundred or more respondents.

The field of training and development of teachers holds great potential for further research, particularly in the Indian context, as computer literacy and English literacy still remains a major cause of concern in the country. That could be handled in a future study, along with modern means of training of teachers.

Acknowledgement

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