

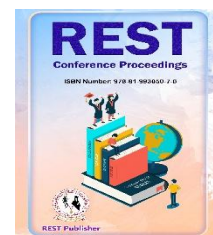


REST Conference Proceedings

Vol: 1(2), 2025

REST Publisher; ISBN: 978-81-993050-7-6

Website: <https://restpublisher.com/book-series/rcp/>



A Study on the Impact of Training and Development of Primary Government School Teachers in Amravati City

Avinash D. Aurangpure , Piyush M. Wasankar

SIPNA C.O.E.T., Amravati, Maharashtra, India.

Abstract: *The present study, titled “A Study on the Impact of Training and Development of Primary Government School Teachers in Amravati City”, explores the effectiveness of professional development programs for government school teachers and their impact on teaching methodologies and student outcomes. In an era marked by rapidly evolving educational demands and the integration of technology into classrooms, the need for continuous teacher development has become increasingly critical. This research aims to evaluate how structured training sessions influence pedagogical practices, classroom management skills, and overall teacher competence. The study adopts a mixed-method approach, collecting primary data from 100 teachers in Amravati through structured questionnaires. Secondary data has been sourced from academic journals, government reports, and previous research to provide a comprehensive understanding of the topic. Key areas of investigation include the relevance, frequency, and content of training programs, along with their practical application in real classroom settings. Findings reveal that training and development initiatives have a positive effect on teacher performance, with noticeable improvements in teaching strategies, engagement techniques, and use of digital tools. However, many respondents emphasized the need for more interactive, subject-specific, and technology-integrated training modules to better address modern educational challenges. Teachers also highlighted gaps in current training delivery methods, suggesting that a one-size-fits-all approach often fails to meet the diverse needs of educators.*

Keywords: *Training and Development, Primary School Teachers, Government Schools, Teacher Effectiveness, Professional Development, Amravati City.*

1. INTRODUCTION

Training and development are essential components for enhancing employee performance, adaptability, and overall organizational productivity. As work environments grow increasingly complex due to technological advancements and restructuring, organizations must invest in continuous learning to maintain a skilled and knowledgeable workforce. Training typically focuses on short-term skill-building for non-managerial roles, while development emphasizes long-term growth and leadership preparation. Both are interconnected processes aimed at improving individual capabilities and organizational effectiveness. In the context of education, particularly at the primary level, teacher training plays a vital role in shaping effective educators. It encompasses areas such as pedagogy, classroom management, curriculum design, and the use of modern technology. Well-trained teachers are better equipped to create positive learning environments and adapt to evolving educational demands. However, disparities exist between professionally qualified and non-qualified teachers, especially in government schools. This study aims to explore how training influences the teaching effectiveness of both groups, emphasizing the need for continuous professional development to ensure quality education.

2. REVIEW OF LITERATURE

The reviewed literature highlights the multifaceted impact of teacher training and development on educational effectiveness and teacher morale. Mehran & Kaur (2015) found significant differences in teacher morale based on school type, city, and academic stream, with private school teachers showing higher morale. Rekhta and Sharma (2015) reported a generally positive attitude among secondary school teachers toward their profession, regardless of the school level. Gupta et al. (2015) noted that while trainee teachers perceived in-service teachers' acceptable behavior positively, non-acceptable behaviors were seen as average. Subedit (2015) emphasized that well-structured and relevant training programs enhance the quality of education, foster school improvement, and strengthen community ties. Srimannarayana (2011) underscored the importance of training in human resource development, highlighting the role of feedback and the challenge of effectively measuring the outcomes of training interventions. Overall, the studies affirm that training and development play a critical role in improving teacher effectiveness, school performance, and professional morale.

Research Problem: The research problem centers on evaluating the effectiveness of training and development programs for primary government school teachers in Amravati City. Key issues include inadequate training, limited opportunities for continuous professional development, and a lack of proper mechanisms to assess the impact of such programs on teaching practices and student outcomes. Additionally, resource constraints, varying levels of teacher motivation, and the misalignment of training content with actual classroom needs further hinder the success of these initiatives.

3. OBJECTIVES OF THE STUDY

1. To evaluate the existing training and development programs for primary school teachers.
2. To assess the perceived effectiveness of these programs from the teachers' perspective.
3. To analyze the impact of training and development on teaching methodologies and student performance.
4. To identify the barriers that hinder the effectiveness of training and development programs.
5. To examine the performance differences between professionally trained and untrained teachers in government schools.

Scope of The Study: This study examines the impact of training and development programs on primary government school teachers in Amravati City, focusing on their effectiveness in improving teaching practices and pedagogical skills. It explores teachers' experiences, challenges in accessing training, and the link between teacher development and student performance. The research also considers community involvement, cultural context, and resource limitations, aiming to provide policy recommendations for enhancing teacher training and overall educational quality in the region.

4. RESEARCH METHODOLOGY

The study adopted a descriptive research design to assess the impact of training and development programs on government primary school teachers in Amravati City. It aimed to evaluate the effectiveness of existing training programs, understand teachers' perceptions, and analyze the correlation between training and student performance. Both quantitative and qualitative data were collected through structured questionnaires and interviews. The survey was conducted in Amravati City, targeting primary government school teachers, including both professionally trained and untrained individuals who had participated in various training and development programs. A total of 100 respondents were selected as the sample for the research study. To ensure unbiased representation from various schools, a simple random sampling technique was used. Primary data were collected through structured questionnaires distributed among primary government school teachers in the city. Secondary data were gathered from journals, books, research papers, government publications, reports, dissertations, and educational websites relevant to training and development in education.

Limitations of the Study

1. Limited Generalizability: Results may not apply to other regions or schools. Because The study is limited only to Amravati City.
2. Self-Reported Bias: Teachers may give socially desirable responses.
3. Sample Size Constraints: A small or unrepresentative sample may limit accuracy.
4. External Factors Influence: School resources or socio-economic conditions may skew results.

5. DATA ANALYSIS AND INTERPRETATION

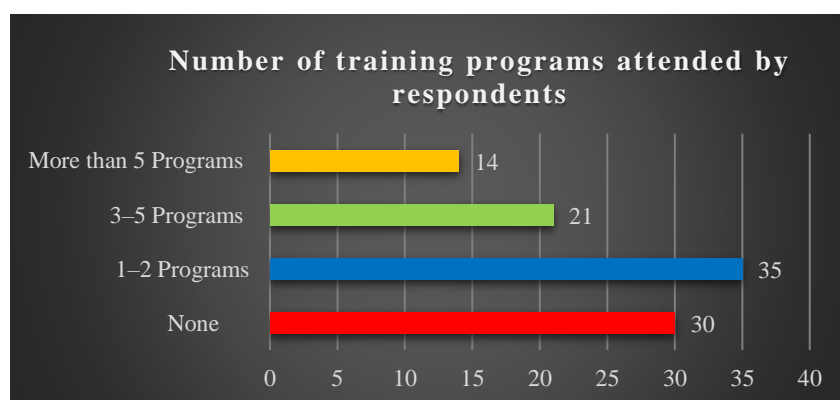


FIGURE 1. Number of training programs attended by respondents

Interpretation and Analysis: The data showed that 36.6% of respondents attended 1–2 training programs, while 29.7% had not attended any, indicating limited participation. Most had only moderate engagement, and the high number of non-participants highlighted the need to improve awareness, accessibility, and relevance of training programs.

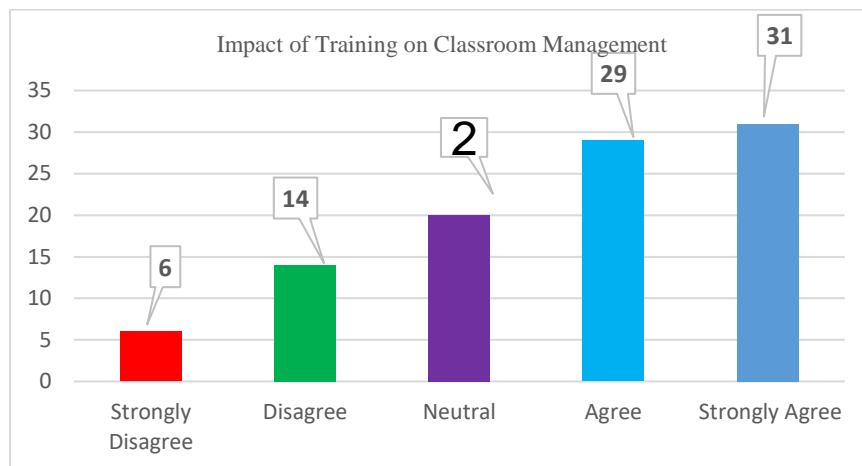


FIGURE 2. Impact of Training on Classroom Management

Interpretation and Analysis: Out of 100 respondents, 58.41% agreed that training improved their classroom management skills, while 21.78% remained neutral and 19.8% disagreed. This indicated a generally positive impact, though the mixed responses suggested a need for more targeted and practical training modules.

Hypothesis Testing

(H₀): Training and development programs have no significant impact on the teaching effectiveness of government school teachers in Amravati City.

(H₁): Training and development programs have a significant positive impact on the teaching effectiveness of government school teachers in Amravati City.

TABLE 1. Observed Frequency

Training Programs Attended	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
None	3	6	10	7	4	30
1-2 Programs	2	5	6	11	11	35
3-5 Programs	1	2	3	7	8	21
More than 5 Programs	0	1	1	4	8	14
Total	6	14	20	29	31	100

The Observed Frequency Table represents the actual data collected during a survey or research. In this case, the table reflects the number of teachers who attended various numbers of training programs and how they rated the relevance of those programs to their teaching needs.

TABLE 2. Expected Frequency

Training Programs Attended	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
None	1.80	4.20	6.00	8.70	9.30	30
1-2 Programs	2.10	4.90	7.00	10.15	10.85	35
3-5 Programs	1.26	2.94	4.20	6.09	6.51	21
More than 5 Programs	0.84	1.96	2.80	4.06	4.34	14
Total	6	14	20	29	31	100

Let us apply Chi Square Test, to test the hypothesis and assume the significance level would be 0.05%.

6. CHI-SQUARE TEST

The Chi-square statistic is calculated using the formula:

TABLE 3.

Observed Value (O)	Expected Value (E)	(O - E)	(O - E) ²	(O - E) ² / E
3	1.80	1.20	1.44	0.80
6	4.20	1.80	3.24	0.77
10	6.00	4.00	16.00	2.67
7	8.70	-1.70	2.89	0.33
4	9.30	-5.30	28.09	3.02
2	2.10	-0.10	0.01	0.00
5	4.90	0.10	0.01	0.00
6	7.00	-1.00	1.00	0.14
11	10.15	0.85	0.72	0.07
11	10.85	0.15	0.02	0.00
1	1.26	-0.26	0.07	0.06
2	2.94	-0.94	0.88	0.30
3	4.20	-1.20	1.44	0.34
7	6.09	0.91	0.83	0.14
8	6.51	1.49	2.22	0.34
0	0.84	-0.84	0.71	0.84
1	1.96	-0.96	0.92	0.47
1	2.80	-1.80	3.24	1.16
4	4.06	-0.06	0.0036	0.00
8	4.34	3.66	13.39	3.09
Chi square total				14.54

Degrees of Freedom (do): $(4-1)(5-1) = 12$

Level of Significance (α): 0.05

Chi-square Critical Value / p-value: 0.0198

Calculated Chi-square Value: 14.54

Since the p-value (0.0198) is less than 0.05, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1).

Thus, it is concluded that training and development programs have a statistically significant positive impact on the teaching effectiveness of government school teachers in Amravati City.

7. RESULT

- Reject the null hypothesis (H_0)
- Accept the alternative hypothesis (H_1)

Findings

The findings revealed that a significant portion (36%) of respondents had attended only 1–2 training programs, while 30% had not attended any, indicating limited exposure to training opportunities among many teachers. Only 14% had participated in more than five programs, suggesting that ongoing, intensive training was rare among primary government school teachers in Amravati City. The high percentage of non-participants pointed to potential barriers such as lack of awareness, accessibility issues, or the perceived irrelevance of training. A combined 58.41% of respondents had agreed or strongly agreed that training improved their classroom management skills, reflecting a generally favorable impact. However, nearly 20% had disagreed and 21.78% had remained neutral, indicating variability in the effectiveness and relevance of training across different teaching contexts.

Suggestions

Training programs should be made more practical and aligned with real classroom challenges to enhance their relevance and applicability. Regular and mandatory refresher courses should be introduced to ensure continuous professional development of all teachers. Awareness campaigns and easy access to training opportunities should be implemented to increase participation among teachers who have never attended any programs.

REFERENCES

- [1]. Mehra V & Kaur G (2015). Morale among Secondary School Teachers, Journal of Teacher Education and Research, Vol. 10, No.1.
- [2]. Sharma R & Sharma P (2015). Attitude of Secondary School Teachers of Chandigarh towards
- [3]. Teaching Profession in Relation to Teaching Competencies, Journal of Teacher Education and Research, Vol. 10, No.1
- [4]. Gupta D (2015). Study of Perception of Trainee Teachers towards Classroom Dynamics of in-Service Teachers, Journal of Teacher Education and Research, Vol.10, No.1
- [5]. Subedi B S (2015). Assessing the Effectiveness of Teacher Training Programs to Improve the
- [6]. Quality of School Education in Nepal, Journal of Training and Development, Vol. 1, Issue 1
- [7]. Srimannarayana (2011). Measuring Training and Development, The Indian Journal of Industrial Relations, Vol. 47, No.1, pp. 117-125. • Nagar V (2009). Measuring Training Effectiveness, The Indian Journal of Commerce, Vol. 62, No.4, pp. 86-90.

