IMPACT OF TRAINING AND DEVELOPMENT AMONG TEACHERS ON COMPUTER APPLICATIONS

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Abstract
The purpose of this research is to study the impact of training for adoption by Institutional Development. It would help the teachers in their planning, designing and implementing computer application programmes. Evaluation is the measurement of improvement in the employee's knowledge, skills and behavioral pattern. This measurement helps to match the cost of training with the results of training. It acts as an indicator if the programme has been able to deliver as intended. The researchers studied the inter-relationships between personal variables and impact of the training and development programmes. A sample of 91 respondents was taken up for the study. The results indicate that there are meaningful inter-relationships between personal variables and impact of the training and development programme in the study area.

Keywords: Impact of Training, Training and Development.

1. Introduction

The evaluation of training programme involves the process of assessment for finding out the effectiveness of the programme. Depending upon the kind of training programme conducted, there are difference tools for its assessment. Such assessment is done by the way of collection of data on the satisfaction of programme among the participants and their knowledge they have gained from such trainings. Organizations usually spend a large amount of money on training programme. Therefore it's important to asses that usefulness of the programme. The benefit of training evaluation is innumerable. Evaluation ensures accountability and helps training programme to comply with competency gaps. It also helps to check the cost without compromising upon the deliverables and the quality. It makes it possible at achieving this with training. Evaluation also assess the individual at the level of their work. It helps to find out the loop wholes of training and the changes required in the training methodology. Training programmes aim at improving the quality of work, the behaviour of the employees and their attitudes towards the work. Evaluation ensures that training programmes move towards that direction. Not all organizations believe in the process of evaluation and they do not have an evaluation system in place. Many organisations conduct training programmes only as certain matter and as a matter of faith without any eye in its effect/impact.

2. Literature Review

Monika et al., (2016), reviewed that, human resource management is often not given due importance in work environments. Moreover, the need for ISO certification and requirements are changing rapidly in this century. For this reason HR managers and leaders have to construct capabilities that would ensure successful execution of business policies. It was found that employees should be kept happy in their workplace and their falls should not be used as a tool of playing with the co-workers. The ISO certification practices in service industry in Tiruchirappalli District was satisfactory and the workers have properly motivated and rainier on ISO certification.

Harshit Topno, (2012), pointed out that, there are many models of evaluating training but the Kirkpatrick model is used widely at reaction level. Training evaluation is an important aspect of training and development and is a subject that has been much discussed. But most of them have been superficially carried out. So it is suggested that the training model should be modified by giving its main indicators and explained properly about each issue. This has to be done if evaluation of training and development is to be more effective.

Griffin, (2010), found a mismatch between the organization's desire to evaluate the training and the extend and effectiveness of actual evaluation. The prose a productivity based framework to focus data collection and utilisation of metric it present results. That metric acted as a tool to allow stake holders judgment to find out, whatever the programme had met it objectives or not.

Deniz Eseryel, (2008), found that, the activities that were involved in evaluation of training were complex and not properly structured. It is suggested that evaluation be viewed as a collaborative activity between training designers, floor managers, training managers, and others. A unifying model for evaluation theory, research and practice was felt to be a need. That will

account for the complexities involved in the evaluation of training. The current model available for training evaluation do not account for this aspect of evaluation. Either they fall short in comprehensiveness or they fail to provide tools that guide organisation in their evaluation procedures. A majority of organisation experience problems with developing consistent evaluation approaches. Only a few organisations succeed in establishing a sound training evaluation process that feedback into the training designing process. There is a lack in consistency of evaluation due to lack of experience in evaluating. In such cases, it is suggested that, organisations should consider hiring and external evaluated. But it would be cost and time consuming.

3. Objective of the study
1. To find out the demographic profile of the respondents in the study area.
2. To study the variation between educational qualification of the respondents and their impact of the training programme.
3. To find out the inter-relationships on item vice feedback of the training programme among the respondents in the study area.

4. Methodology
The need of this study was to explore the effectiveness of training programme among school teachers. The feedback instrument includes 12 test items and constitutes an overall feedback score. Demographic variables were also included in instruments. Ninety one (91) school teachers were included in the sample, including 75 of female and 16 of male. The sampling methodology was based on geographically scattered schools in and around Tiruchirappalli city. Therefore, census sampling procedure was used. Inferential statistics, descriptive statistics, frequency tables, ANOVA analyses were used to analyze the data. To explore the relationship, the Pearson correlation coefficient is used.

5. Hypotheses, Test and Results
The classified data were tabulated and subjected to interpretations of the present study.

Table-1 Distribution to Age of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Age	**20-25 years**	29	31.9	31.9	31.9
	26-30 years	37	40.7	40.7	72.5
	31-40 years	22	24.2	24.2	96.7
	41 and above	3	3.3	3.3	100
	Total	**91**	**100**	**100**	

The table -1 states that most of the respondents (40.7 %) belong to the age group of 26-30 years, 31.9% of the respondents belong to the age group of 20-25 years, 24 % of the respondents belong to the age group of 31-40 years and only a few respondents (3.3%) belong to the age group of above 41 years in the study area.

Table-2 Distribution to Gender of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	16	17.6	17.6	17.6
	Female	75	82.4	82.4	100
	Total	**91**	**100**	**100**	

Table-2 showed that 82.4% of the respondents is female and 17.6% of the respondents are male in the study area.

Table-3 Distribution to Educational Qualification of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Educational Qualification	UG	15	16.5	16.5	16.5
	PG	64	70.3	70.3	86.8
	Above PG	12	13.2	13.2	100
	Total	**91**	**100**	**100**	

Table-3 shows the educational qualification of the respondents. Most of the respondents (70.3%) were completed Post Graduate(PG) Programs, 16.5% of the respondents were Under Graduate (UG) Degree Holders, 13.2% of the respondents were studied above PG programme in the study area.

Table-4 Distribution to Religion of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Religion	Hindu	80	87.9	87.9	87.9
	Christian	9	9.9	9.9	97.8
	Muslim	2	2.2	2.2	100
	Total	**91**	**100**	**100**	

Table-4 states that majority of the respondents (87.9%) belong to the Hindu religion, 9.9% of the respondents belong to the Christian religion and 2.2% of the respondents belong to the Muslim religion in the study area.

Table-5 Distribution to Marital Status of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Marital Status	Married	40	44	44	44
	Unmarried	49	53.8	53.8	97.8
	Widow	1	1.1	1.1	98.9
	Separated	1	1.1	1.1	100
	Total	**91**	**100**	**100**	

Table-5 show that 53.8% of the respondents are unmarried, 44% of the respondents are married and 1.1% of the respondent were widow and separated in the study area.

Table-6 Distribution to Family Type of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Family Type	Nuclear	66	72.5	72.5	72.5
	Joint	25	27.5	27.5	100
	Total	**91**	**100**	**100**	

Table-6 shows that the 72.5% of the respondents belong to nuclear family system and 27.5% of the respondents leading only the joint family system in the study area.

Table-7 Distribution to Monthly Income of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Monthly income	Below Rs.5000/-	18	19.8	19.8	19.8
	Rs.5001-7500/-	30	33	33	52.7
	Rs.7501-10000/-	25	27.5	27.5	80.2
	Rs.10001 and above	18	19.8	19.8	100
	Total	**91**	**100**	**100**	

Table-7 states that 33% of the respondents are getting their monthly income between Rs.5001-7500/- 27.5% of the respondents are getting their monthly income between Rs.7501-10,000/-, 19.8% of the respondents are getting their monthly income below Rs.5000/-, and above Rs.10, 001/- in the study area.

Table-8 Distribution to Teaching Experience of the Respondents

Demographic Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Teaching Experience	No Experience	22	24.2	24.2	24.2
	1-4 yrs	43	47.3	47.3	71.4
	5 years and above	26	28.6	28.6	100
	Total	**91**	**100**	**100**	

Table-8 states that 47.3% of the respondents are having teaching experience between 1-4 years, 28.6% of the respondents are having teaching experience between 5 years and above years and 24.2% of the respondents are having no teaching experience in the study area.

Hypothesis 1: **There is a significant variation between education qualifications of the respondents and their item vise feedback on the impact of the**
pre-service training programme.

Table-9 Variation between Education Qualification and Feedback of the Respondents   on Pre-Service Training Programme

Variables		Sum of Squares	Df	Mean Square	F	Sig.
ANOVA						
The Objectives of the training were clearly defined	Between Groups	.681	2	.341	1.249	
	Within Groups	24.000	89	.273		.292
	Total	24.681	91			
Participation and interaction were encouraged	Between Groups	.026	2	.013	.044	
	Within Groups	26.259	89	.298		.957
	Total	26.286	91			
The topics covered were relevant to present day context	Between Groups	1.358	2	.679	1.966	
	Within Groups	30.400	89	.345		.146
	Total	31.758	91			
The content was organized and easy to follow	Between Groups	.896	2	.448	1.093	
	Within Groups	36.093	89	.410		.340
	Total	36.989	91			
The Materials distributed were Helpful	Between Groups	.292	2	.146	.399	
	Within Groups	32.126	89	.365		.672
	Total	32.418	91			
This training experience will be useful in computer science field	Between Groups	.333	2	.166	.686	
	Within Groups	21.338	89	.242		.506
	Total	21.670	91			
The trainers were knowledgeable about the training topics assigned to them	Between Groups	.281	2	.141	.469	
	Within Groups	26.400	89	.300		.627
	Total	26.681	91			
The trainers were well prepared and delivered the both Theory & Practical's on Schools	Between Groups	.190	2	.095	.243	
	Within Groups	34.338	89	.390		.784
	Total	34.527	91			
The training objectives were met	Between Groups	.976	2	.488	1.281	
	Within Groups	33.551	89	.381		.283
	Total	34.527	91			
The time allotted for the training was sufficient	Between Groups	1.335	2	.668	1.002	
	Within Groups	58.621	89	.666		.371
	Total	59.956	91			
The training venue, lab and facilities were adequate and comfortable	Between Groups	.256	2	.128	.400	
	Within Groups	28.183	89	.320		.672
	Total	28.440	91			
Overall the training was very useful	Between Groups	.152	2	.076	.297	
	Within Groups	22.337	89	.257		.744
	Total	22.489	91			

The table 9 reveals the variation between educational qualification of the respondents and their item vise feedback on the impact of the pre-service training programme. The calculated value is greater than table value (p>0.05).

Findings

There is no significant variation between educational qualifications of the respondents in terms of statements about feedback of the respondents in the study area. **Hence, the formulated null hypothesis is rejected**.

Hypothesis 2- **There is inter-relationship between overall feedbacks of the respondents**

Table-10 correlation between overall feedbacks of the respondents

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
The Objectives of the training were clearly defined (Q1)	Pearson Correlation	1	.337**	.429**	.323**	.251*	.288**	.338**	.390**	.380**	.131	.315**	.336**
	Sig. (2-tailed)		.001	.000	.002	.016	.006	.001	.000	.000	.214	.002	.001
	N	91	91	91	91	91	91	91	91	91	91	91	90
Participation and interaction were encouraged (Q2)	Pearson Correlation	.337**	1	.257*	.082	.372**	.281**	.361**	.384**	.446**	.130	.282**	.319**
	Sig. (2-tailed)	.001		.014	.437	.000	.007	.000	.000	.000	.221	.007	.002
	N	91	91	91	91	91	91	91	91	91	91	91	90
The topics covered were relevant to present day Context (Q3)	Pearson Correlation	.429**	.257*	1	.272**	.119	.362**	.275**	.205	.364**	.064	.208*	.315**
	Sig. (2-tailed)	.000	.014		.009	.260	.000	.008	.052	.000	.547	.047	.002
	N	91	91	91	91	91	91	91	91	91	91	91	90
The content was organized and easy to follow (Q4)	Pearson Correlation	.323**	.082	.272**	1	.198	.181	.151	.303**	.379**	.076	.284**	.410**
	Sig. (2-tailed)	.002	.437	.009		.059	.086	.152	.003	.000	.472	.006	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
The Materials distributed were helpful (Q5)	Pearson Correlation	.251*	.372**	.119	.198	1	.281**	.377**	.270**	.167	.184	.375**	.362**
	Sig. (2-tailed)	.016	.000	.260	.059		.007	.000	.010	.113	.080	.000	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
This training experience will be useful in computer science field (Q6)	Pearson Correlation	.288**	.281**	.362**	.181	.281**	1	.402**	.395**	.327**	.235*	.355**	.457**
	Sig. (2-tailed)	.006	.007	.000	.086	.007		.000	.000	.002	.025	.001	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
The trainers were knowledgeable about the training topics assigned to them (Q7)	Pearson Correlation	.338**	.361**	.275**	.151	.377**	.402**	1	.474**	.365**	.051	.339**	.434**
	Sig. (2-tailed)	.001	.000	.008	.152	.000	.000		.000	.000	.629	.001	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
The trainers were well prepared and delivered the both Theory & Practical's on Schools (Q8)	Pearson Correlation	.390**	.384**	.205	.303**	.270**	.395**	.474**	1	.499**	.152	.382**	.534**
	Sig. (2-tailed)	.000	.000	.052	.003	.010	.000	.000		.000	.151	.000	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90

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The training objectives were met (Q9)	Pearson Correlation	.380**	.446**	.364**	.379**	.167	.327**	.365**	.499**	1	.161	.386**	.443**
	Sig. (2-tailed)	.000	.000	.000	.000	.113	.002	.000	.000		.127	.000	.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
The time allotted for the training was sufficient (Q10)	Pearson Correlation	.131	.130	.064	.076	.184	.235*	.051	.152	.161	1	.347**	.311**
	Sig. (2-tailed)	.214	.221	.547	.472	.080	.025	.629	.151	.127		.001	.003
	N	91	91	91	91	91	91	91	91	91	91	91	90
The training venue, lab and facilities were adequate and comfortable (Q11)	Pearson Correlation	.315**	.282**	.208*	.284**	.375**	.355**	.339**	.382**	.386**	.347**	1	.517**
	Sig. (2-tailed)	.002	.007	.047	.006	.000	.001	.001	.000	.000	.001		.000
	N	91	91	91	91	91	91	91	91	91	91	91	90
Overall the training was very useful (Q12)	Pearson Correlation	.336**	.319**	.315**	.410**	.362**	.457**	.434**	.534**	.443**	.311**	.517**	1
	Sig. (2-tailed)	.001	.002	.002	.000	.000	.000	.000	.000	.000	.003	.000	
	N	90	90	90	90	90	90	90	90	90	90	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

From the data analysis presented in the table-10, there is inter-relationships among the feedbacks of the respondents on training programme in the study area.

Hence, the hypothesis 2 ie "There are significant among the inter-relationships among the feedbacks of the respondents on the training programmes in the study area" is **accepted**.

6. Findings of the Study
General Findings

- Most of the respondents (40.7 %) belong to the age group of 26-30 years, 31.9% of the respondents belong to the age group of 20-25 years, 24 % of the respondents belong to the age group 31-40 years and only a few respondents (3.3%) belong to the age group of above 41 years in the study area.
- Most of the respondents is female and 17.6% of the respondents are male in the study area.
- Most of the respondents (70.3%) were completed Post Graduate(PG) Programs, 16.5% of the respondents were Under Graduate (UG) Degree Holders, 13.2% of the respondents were studied above PG of the respondents in the study area.
- Majority of the respondents (87.9%) belong to the Hindu religion, 9.9% of the respondents belong to the Christian religion and 2.2% of the respondents belong to the Muslim religion in the study area.
- 53.8% of the respondents are unmarried, 44% of the respondents are married and 1.1% of the respondents each widow and separated in the study area.
- 72.5% of the respondents belong to nuclear family system and 27.5% of the respondents leading only the joint family system in the study area.
- 33% of the respondents are getting their monthly income between Rs.5001-7500/- 27.5% of the respondents are getting their monthly income between Rs.7501-10,000/-, 19.8% of the respondents are getting their monthly income below Rs.5000/-, 18.7% of the respondents are getting their monthly income above Rs.10, 001/- in the study area.
- 47.3% of the respondents are having experience between 1-4 years, 28.6% of the respondents are having experience between 5 and above years and 24.2% of the respondents are having no experience in the study area.

Hypotheses Related Findings
- There is no significant variation between educational qualification and feedback of the respondents in the study area.
- There are significant inter-relationships among the overall feedback of the respondents on the training and development programme among the teachers on computer application in the study area.

7. Discussion and Conclusion

This research acknowledged that the real hurdle to training effectiveness came from within the institutional functions. Many establishments lack in reliable job description and the appraisal system is inadequate to identify the skill gaps. It's suggested that in order to facilitate a proper synergy to take place, there is a need to streamline the connection between training fiction and other personnel functions. In order to overcome these barriers, training must be defined in clear terms, in relation to organizational objectives. This study did not show any influence of educational qualification on the results pertaining to the feedback of the training programme. In view of the fact that, educational qualifications such as, under graduate, post graduate and above post graduate of the respondents did not influence in the training programme. Majority of the respondents are having positive opinion on the impact of training programme. At the same time inter-relationships among the different aspects on impact of the training programme is found influencing positively.

From this study, the researchers concluded that the impact of the training and development among the selected school teachers on computer applications in Tamil Nadu, India, found that there are significant interrelationships, in terms of training objectives, participation and interaction, relevant of topics covered, presentation of the contents, materials distribution, training experience gained, capacity of the trainers, training objectives, time management, training logistics and overall impact of training programmes, among the respondents in the study.

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