

Effect of Teachers Training on Students Academic Performance

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ABSTRACT

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Student's performance is an outcome of effective teacher training. This study has been conducted to investigate the relationship between teachers' training and student academic performance. The data has been collected from 260 respondents out of which 80 male and female teachers and 180 students of grade VIII of public schools by surveying a five-point Likert scale. The data has been analyzed by employing correlation and regression analysis. The results revealed that teacher training has a significant effect on students' academic performance.

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1. Introduction

The traits like hard work, ability, motivation, grip on the subject, and dedication of the teacher, are said to be very important in education. In this modern era scientific and subjective development of a teacher is very significant and it is very essential to know the latest teaching trends in the world. If a teacher fails to update himself then he will move towards declining as showed NEP (1998-2010) "the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching, and the commitment of the teacher have an effective impact on the teaching-learning process". NEC (National Education Commission) revealed as "we say it with force and without reservation that none of the reforms we are proposing will succeed unless we can recruit to the teaching profession at all levels men and women of the highest abilities, and can train them."

The quality of the teaching always depends on the variable's ideological, social, and financial requirements, the present arrangement of the education system, and well-characterized hypothesis. The teacher instruction framework assumes a significant job in meeting the rising needs of a nation. Teachers are the key resources of any nation and the vastness of the number of inhabitants in a nation is relies upon the nature of an educator. Teachers may vary from other teachers concerning knowledge, skills, abilities, behavior, and their expectation from understudies. Few educators, at the opening, of course, think that scholastics are motivated and well trained towards course contents. And on the opposite side, a few educators have little faith in an understudy learning capacity, anxious to learn, commitment towards school. According to the union of the Teachers of public schools of New York "The teacher should be a guide, not a dictator, an artist, not a mechanic, a scholar and a philosopher not a collector and repeater of facts." Some teachers also note it seriously how their understudies react in a circumstance. In this manner, teacher training plays a significant function in making an efficient teacher and this is the main duty of training personnel and teacher mentors as well as the responsibility of concern teacher. Teacher training and development include the aspects of knowledge, skills, student psychology, philosophy,

curriculum, and classroom management so teachers training leads to develop these above-discussed areas to attain maximum student learning.

As students learning feelings is varying every day and they also have other plans than the study. For turning students learning perceptions towards studies this study is designed. The main concern of this study is student performance. This study leads to improve student performance and no more than this is possible with the help of teacher development and training programs. The main purpose of this research is to appraise the effect of teacher training on students' academic performance and to examine the effectiveness of teacher training. This study answers the following research questions:

- What is the effect of teacher training on students' academic performance?
- What is the effectiveness of teachers' training?

2. Literature Review

The goal of this research is to see the influence of teacher training on students' academic attainment. Angrist and Lavy (2001) stated that there is substantial teacher training in developing countries than in developed countries. Peter (2012) observes the influence of educators training on the gig of Students belongs to Kenya. According to him a new inducted teacher after pre-service training go through various kind of training. These trainings improve teachers' usefulness and increase student performance. Teacher training make a positive effect on teacher productivity and it enhances student achievement. Effective training focuses on knowledge skills and abilities that essential for the best teacher hence all students may make a good performance at the towering level. Peter says that there are several effects on teacher training. For example, teacher training enhances content delivery in the classroom which results in an improvement in student achievement. According to peter teacher training and the great utilization of educating and learning assets which prompt better understudy execution. Also, teacher training make an effect on teacher knowledge, skills, time management, and personality and evaluation methods. Various explores have uncovered an association between educator training and their profitability. Moreover, they have not demonstrated whether in real sense educators preparing impact understudies' scholarly presentation.

Ngala (1997) states frequent association between student preparation and scholastic accomplishment in definite assessments. Atsenga (2002) uncovered that good schooling means have a strong impact on students' erudition. Teachers' education that upholds expertise on preference and brings into play the wonderful educating methods, affects the educator's efficiency towards students' academic achievement. Morgan (2010) stated that training adds information to develop and sustain the required recital. Wested et al (2000) revealed that instruction persuades for showing constructive blow on student results. Wenglinsky (2000) describes a particular sample of learners and showed that higher students gained high scores in tests of Mathematics and Science in which teachers got training. Nyangarora (1996) stated that student academics is achieved by teacher training. Rivers and Sanders (1996) added that by making trained teachers in their subjects leads to influence prospect scholar educational results, it is uncovered that a skilled educator is vastly competent as compared to an untrained educator. Ferguson (1991), suggested that teacher training gives a route of positive student academic success. (Hanushek, Kain&Rivkin, 1998) describe that whenever teachers take training courses then it improves teaching quality. (Porter, et al, 2001) submitted that for this reason, incessant and rigorous training programs are more possible to affect improved educator knowledge and other traits. (Guskey & Clifford) 2003 listed the essential objective of educator teaching is to make in-progress student upshot. The research shows that about 96.6% of educated teachers place superior results. In connection with this research propose that trained teachers' way of teaching is much better as compared to untrained teachers and the student academic learning of trained teachers is more than compared to untrained teachers.

The process of teaching is an essential practice in education, and its object is encouraged to bring knowledge, attitudes, and skills in students. An educator uses various techniques and strategies (Joyce & Weil, 1972). Rivers (2011) revealed that many methods are used to encourage teachers to improve their quality of teaching, includes short courses, long courses to develop knowledge skills and abilities, peer assessment, coaching & mentoring, and other development programs. Angrist and Lavy (2012) describe that teacher training

programs to foster student test scores in Israel., Machin and McNally (2011) narrate that there are positive outcomes of the Literacy Hour Program on learner achievement. From corner to corner institutes are in trying to improve the capability of their manpower to achieve competitive advantage (Shu-Rung & Chun Chieh 2017). Huang & Jao (2011) describe two types of training methods as a theoretical method and cognitive method. Theoretical training gives subjective knowledge to recipients through verbal and nonverbal communication whereas cognitive training methods employed to enhance the skill development of teachers (Khan & Baloch 2017). Cognitive techniques include simulation exercises, business games, role play, case studies, and behavior modeling leads to update teachers' abilities gives a positive result in scholastic performance. Huang & Jao (2016) revealed two types of training, namely training on the job and the training away from the job. In apprenticeship training teachers receive knowledge and other traits while doing the job whereas in classroom training teachers learn away from the job. Khan et al. (2011) state that organizations substantially inclined towards off-the-job training than on-the-job training. This revolutionized due to lack of training facilities and to providing training hostile environment. Lakra (2016) states these training not only to improve teacher traits but also to mold them toward organizational commitment. As a result teacher trainings have much big impact on students' academic performance.

Hypothesis 1: The teachers who got training are more productive in terms of substantial student's academic performance than untrained teachers.

3. Data and Method

The study is conducted in the tertiary of southern Punjab in Tehsil Bahawalnagar. The quantitative data have been collected from 80 public school teachers and 180 public students of grade VIII. The survey instrument Questionnaire has been designed on a five-point Likert scale. In the survey total of 80 male and female teachers from the elementary level will be participating and data will be collected from them. Students from grade viii will participate and data will be collected from them. Causal research has been conducted to check the cause or effect relationship between the independent variable teacher training and the dependent variable student's academic performance. Research undermines time four months approximately. SPSS has been employed for result analysis. Stratified sampling is used. In the sampling process, each school took as strata. Among these, no strata required sample was chosen. And then finally aggregate the sample selected between these strata.

4. Analysis of Data

Value 0.374 shows that both variables (IV) teacher training and (DV) student academic performance has a strong relationship with each other and uncovered a significance value of 99%. It reveals that if teachers receive training then it exerts positive results in the shape of students' academic performance that is improved.

Table 1: Correlation

		Teacher Training	Student Performance
Teacher Training	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.000
	N	180	180
Student Performance	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.000	
	N	180	180

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

4.1 Regression Results

Regression table shows R Square value .340 (.340*100=34%), It means a change in the Independent variable results significant change independent variable. So if we give teachers more training it will result in more improve students' academic performance.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.474 ^a	.340	.335	.22162

Here in the ANOVA table regression value is more as compared to the residual value so the Independent variable is a substantial effect on the dependent variable.

Table 3: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.992	4	4.992	50.923	.000 ^b
	Residual	5.413	175	.103		
	Total	24.405	179			

The results show that teacher training is effecting (Impact) Student performance 37.4%. It means 62.6% of other responsible variables will affect students' performance.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.448	.261		9.384	.000
	Teacher Training	.362	.067	.374	5.378	.000

The study showed the significant effect of teacher training on student academic performance, hence achieved the objective and in contribution to earlier researches revealed a strong association between teacher's training and student's academic achievement. Harman, (2010) highlighted the major aims of teaching and student achievement, to attain high grades in tests and exams. The result from 80 teachers and 180 students of public school supported the objectives of the study to enlighten the fact that if teachers are given training then they improve students' academic performance.

5. Conclusion

The destination of this study to explore the effect of teacher training on students' academic performance. Consequently, despite limitations of time, cost, and area, respondents. this study concludes that teacher's teaching has a significant effect on their student's achievement. Hence the objective which we set is achieved as there is a strapping connection between the independent variable (teachers' training) and dependent variable (students' academic performance). Hence results proved the research questions. Data collected from respondents is justifying the results. Also, this study recommends researching in any other context also suggests for researchers to include other variables like mentoring, coaching, and students' performance.

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