

A Study To Analyse The Reaction Of The Teachers Towards In-Service Training Offered Under The Samagra Shiksha Abhiyan

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ABSTRACT

Purpose: This research paper aims to understand the reaction of the trainees towards the training programme offered by the Samagra Shiksha Abhiyan. The study indicates those dimensions, that emphasises the positive reaction of the trainees and the variables those have an impact on those dimensions.

Methodology: The reaction of the trainees towards the training programme where gathered with the help of a structured questionnaire from the teachers. The statistical tool used was factor analysis to generate that factor which influences the trainee's reaction.

Findings: Factor analysis generated three factors, namely the trainer, the training method and the material offered by the trainer throughout the programme. Through the findings it was understood the trainees have a positive reaction towards the trainer and the variable influencing the reaction of the trainees is the clarity of the trainer towards concept and material.

Keywords: Training, Training Evaluation, Trainees Reaction, Clarity, Teaching Aids, Content, In-service Education and Trainer

INTRODUCTION

The Educational Commission (1964-1966) said "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources require are small when measured against the resulting improvement in the education of millions." The success of any organisation depends on the capabilities and the skills of its personnel which depend on the ability of the employee to perform the training he/she receives from an organisation. Recent years training and development are given more emphasis and has become a common activity followed by all enterprises and institutions, has they contribute to the achievement of organisational objectives. "Training enhances efficiency and develops a systematic way of performing duties and assigned tasks." (Sahu, 2006). Training and development also improves the efficiency of an employee's by having a positive impact on the performance of the employee's by increasing their skills for doing a job in a better way, by enhancing their competencies. (Aguinis & Kraiger, 2009). Training is also closely related to innovation due to the rapid changes happening in technology and innovations, training as become necessary to upgrade the skills of the employees. (Baldwin & Johnson, 1995) Similarly training also has an overall impact on job satisfaction, employee commitment and turnover. (Owens, 2006).

Organisations these days spend an immense amount on training. A recent report (magazine, 2014) have calculated, companies small and large of all sectors have found that training expenses have jumped from 11.7 percent to 61.8 billion, As a result of it, it is very important that organisation realise that the objectives of the training is being achieved. It is important to evaluate the effectiveness of a training programme. According to most of the organisation, almost 86 percent of the organisation said they do level 1 evaluation (the trainees reaction towards training) to analyse the effectiveness of a training programme. (Attia , Honeycutt J, & Rana , 2011) "Reaction is about how trainees perceive, and feel about, a specific training module or programme. In many organisations reaction is the primary or the only means of training evaluation because it is a parsimonious measure in terms of money and time."

ORIGIN OF THE PROBLEM

A training programme is effective only when the trainees derive some benefit from the training. It has been fifteen years since The Sarva Shiksha Abhiyan Programme came into commencement as a response for the demand in the quality of elementary education . The scheme focuses on fulfilling the predetermined objectives by training the teachers and it (training) has been used an important tool of the scheme in

enriching the teachers. The programme had a great emphasis for the capacity development of teachers through regular training programme for capacity enhancement of the teachers. The government of India lately in 2018-2019 proposed to subsume Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) under Samagra Shiksha Abhiyan as an overarching programme focusing on the pre-service and the in-service training of teachers through Teacher Education.

The government of India having invested and investing a huge amount of funds for the improvement of teachers through in-service programme, needs to analyse on how far the training programmes are effective over the period. The success of any training programme can be determined, only by analysing the effectiveness of the training programme. Analysing the reaction of the teachers provides reaction outcomes that measure the perception, emotion and it is also a subjective evaluation of the training programmes as a favourable reaction creates motivation to learn it also identifies the satisfaction level of the teachers towards the training programme. Therefore it is important to analyse the reaction of the teachers towards the training programme, which plays a significant role in analysing how effective the training programmes have been and also as it involves obtaining and using information to improve the quality of the programme as a whole for future use.

LITERATURE OF REVIEW

(Kirkpatrick's, 1959) In his article Kirkpatrick formulated a sequence of four levels to evaluate the effectiveness of a training programme. At the reaction level the thoughts and views of the trainees towards the training programme and the trainer are identified. The experience of the trainees and their personal reaction towards the training programme is evaluated. The purpose for evaluating the reaction of the trainees is to improve the quality of the training programme. (Khasawneh & Al-Zawahreh, 2015) The research mainly constituted of identifying the reaction of the student towards the career-related training programme. The study was conducted by the instrument developed by Morgan and Casper (2000). The questionnaire was comprised of five scales satisfaction with the trainer, satisfaction with the training management administration, utility of training, course material and course structure. The theoretical standpoint is that further research is required to evaluate the effectiveness of the training programme utilizing the reaction level, which uncovers the obstacles of training. (Switze, Nagy, & Mullin, 2005) In the research conducted to examine the effects of training reputation, managerial support and self-efficacy in the transfer of training. The reputation of a training programme or the training department is said to have an influence on the trainee's motivation to attend and learn in the training programme. Besides the employees in a supportive organisational climate are more likely to learn and implement the knowledge and skills acquired in the training but individuals with low self-efficacy are less likely to open new situations and less able to cope with demands and managing self-situation, with regard to people with high efficacy, who will have a positive attitude towards training. In the end the researcher concluded that what the trainee knew about the training programmes reputation influenced the trainees rather than the other variables.

(Devi & Shaik, 2012) The degree with which the training outcome matches its objectives determines the effectiveness of a training programme. The effectiveness of a training programme can be achieved only when the programme is designed to meet the needs of all the trainees and when the trainees are treated fairly and equitably. The degree of effectiveness also varies by age, gender and position of the trainees. (Long & Lori, 2005) The study conducted on the trainee reaction towards on-line training examined the relationship that existed between pre-training motivation and reaction of the trainee. It was found that when the trainees or learners control on the training programme is higher, a strong relationship tends to exist between the trainees reaction and the learning outcomes. Similarly the satisfaction of the trainees towards the trainer also leads to the overall satisfaction of the training programme. The study also brought out that the reaction attitude does not exist prior to training because they are developed during the training experience. Therefore the study supported the trainee's reaction as a moderate relationship on pre-training motivation and trainee's effort.

(Warr & Bunce, 1995) The study conducted to investigate trainees reaction to the programme, the post training reaction was identified as being of three kinds reported enjoyment, usefulness and difficulty. The

extent to which trainees enjoy a training programme is not associated with the learning achievement or the change of behaviour, but the reaction of perceived usefulness of the training programme is mostly associated with changes in the work behaviour, because the relevance of a training programme is a greater opportunity to transfer it to the work environment. The perceived difficulty is the cognitive and emotional effort required by the trainee; if the trainee finds the material difficult it is less likely for acquire the knowledge or skill. Learning self –efficacy also has a relationship with the reaction, individuals with higher self-efficacy seems to enjoy the training programme, vice versa.(Facticeau, et al., 1995) The reaction i.e the attitude of the trainee may arrive from his /her past experience with a specified training programme or from the opinions of the co-worker who have already completed the training programme. (Newby & Bramely, 1984) The main reason for evaluating a training programme involves identifying the learning outcomes, to determine a relationship between learning, training and transfer to the job and intervention.

TRAINING EFFECTIVENESS

(Karim, Huda, & Khan, 2012) Training evaluation is the last but the most important level of a training programme. It is a process of gathering information after the implementation of the training programme, which can be utilised to make decision regarding future training programme. (Punia & Kant, 2013) Understanding the reason behind, why a training programme has been conducted is the best way to evaluate the effectiveness of a training programme because if a training objective/course is not clearly defined before a training programme is being conducted, it cannot lead to the training programme as planned. (AlYahya , Saad, & Mat) Evaluating the effectiveness of a training programme is the measurement of improvement in the employee's knowledge, skills and behavioural pattern within the organisation as a result of the training programme. (Bristol , Clancy, Geethuis , Geethuis , & Holmes, 2002) Evaluations can measure long term reactions of a trainee, the effects on learning and behavioural changes that have resulted due to the training course

IMPORTANCE OF EVALUTING TRAINING EFFECTIVENESS: (REACTION)

(Dahiya & Jha, 2011) "(Goldstein, 1980) defines evaluation as the "systematic collection of descriptive and judgmental information necessary to make effective decisions related to selection, adoption, value and modification of various instructional activities" (Wile, 2015) Donald Kirkpatrick developed the Kirkpatrick Evaluation model for evaluating training programmes during 1950's. It was first published in ideas of new evaluation model in 1959, in the Journal of American Society of Training Directors. The model included four level to evaluate a training programme reaction, learning, behaviour and results. (Kirkpatrick, Kirkpatrick, & Kirkpatrick) Reaction the first level gathers feedback regarding the learning experience following the training programme. (AlYahya , Saad, & Mat) Information regarding the satisfaction of the trainee, the engagement level and the relevance of training. It is the attitude the participant as toward the end of the training programme, an employee who has considerably gained skills and knowledge from the training will be willing to apply it in his job, a positive reaction, a tool to measure employees general attitude, expectations and motivation.

OBJECTIVES

- To identify what is the attitude of the trainees (teachers) towards the trainer.
- To understand the relationship between training content and the trainees reaction.
- To analyse that factor which, as a major influence on the trainee's (teachers) reaction.

SIGNIFICANCE OF THE STUDY

The research is conducted to analyse the reaction of the teachers (trainees) towards various relevant factors involved in a training programme, understanding reaction of the trainees (teachers) towards those factors give an idea on the satisfaction level of the trainees (teachers) and the impression they have on the training programme . The research will understand those factors that have a major influence on the reaction of the teachers and on those factors that were not effective enough to influence a positive reaction on the trainees and the reason behind it. The research will also address those factors that have been ignored and those factors that have failed to create a positive reaction and the reason behind it, which provides awareness for

development of the training, programme in the near future. The research is also important as it also helps on roughly knowing on what has been taught during the training programme would have been involved in transfer of learning. Finally the research being conducted, serves as a foundation on the finding the present effectiveness of the training programme and the desired changes and improvements that need to be considered for the effectiveness of training programme in the near future.

In a training programme we can classify the factors as content and context, whereas training content is built up with trainer, material, course structure, objectives, training method and the context of the training programme would include factors such as the venue and the physical environment.

METHODOLOGY

A population of 100 teachers had attended the in-service training programme, from which a total sample of 50 was selected through the selection of random sampling method. A five –point Likert Scale questionnaire with also reverse questions was framed to know the reaction of the teachers based on various review and further circulated to the respondents. The Demographics of the sample were as follows: 23 percent had completed post graduation with teacher training and the remaining under graduation with teacher training.

Trainee Reactions items used in this study was adopted from previous studies, the dimensions were as follows: the trainer, the material, the training method, the objective and the training environment.

Trainee's reaction towards trainer: The items used in this factor were adapted from previous studies. The dimension was comprised of 13 items regarding to the trainer's clearness with the concepts, the teaching and visual aids, communication skill, rapport, attitude, ability to clear doubt, preferred method to learn and overall rating. Each item was measured using a five-point Likert scale ranging from 5 = Excellent to 1= Poor. The Cronbach alpha value was ($\alpha = .74$). In table 1, the mean, value is given, from the table it can be concluded that the trainer's clarity with the concepts accounts for the reaction of the trainees towards the trainer. The factor loadings for the items are given below in Table 2.

Table 1: Descriptive Statistics – Trainer			
	Mean	Std. Deviation	Analysis N
Clarity with the concepts	4.0000	.72843	50
Usage with visual and teaching aids	3.8800	.79898	50
Appropriate usage of aid	3.7000	.83910	50
Rapport	3.8000	.78246	50
Communication skill	3.8800	.68928	50
Readiness of the trainer to clarify the doubts	3.7000	.73540	50
Attitude of the trainer	3.7000	.76265	50
Preparation for each session	3.9000	.90914	50

Table 2 : Factor Loading - Trainer		
	Component	
	Clarity with concepts	Teaching and Visual Aids
Clarity with the concepts	.673	.510
Usage with visual and teaching aids	.828	
Appropriate usage of aid	.801	
Rapport		.756
Communication skill		.687
Readiness of the trainer to clarify the doubts		.650
Attitude of the trainer	.602	
Preparation for each session		.590

Trainee's reaction towards material: The next dimension used to measure the reaction of the trainees was the course material. A five point Likert Scale ranging with 5 = Strongly Agree to 1 = Strongly Disagree to obtain the reaction of the respondents towards the training. The Cronbach alpha value estimated was ($\alpha = .73$). In the below table 3, from the mean two variable clarity and the subject material with relation to the personal needs are the two important variable that influence the reaction of the respondents towards the material provided during training with a similar mean of 4.14.

Table 3 : Descriptive Statistics – Training Material			
	Mean	Std. Deviation	Analysis N
Clarity	4.1400	.67036	50
Appropriate for the level of experience	4.0200	.68482	50
Subject related with personal needs	4.1400	.60643	50
Material was well-structured	3.9200	.85332	50
Material given for reference was of good standard	3.8400	.95533	50

Table 4: Factor Loading- Training Material

Component Clarity	
Material was well-structured	.778
	.757
Material given for reference was of good standard	.696
Subject related with personal needs	.648
Clarity	.638

Trainee's reaction towards the objective: The reaction of the trainees towards the objective was collected using a five point Likert Scale with 5 = Strongly Agree to 1= Strongly Disagree. However the Cronbach alpha value was ($\alpha = .61$). The dimension was provided with four items out of with the item “There was a balance between the training objective and the school objective” loaded with an extraction value of .68.

Trainee's reaction towards the training method: The reliability of the six item scale using Cronbach alpha was 0.76. Similarly considering the mean for the six item scale in Table 5, it is understood the opportunity for the trainees to converse with the other prospective trainee, such as group discussion, brainstorming, role play have an influence on the training methods effectiveness.

Table 5 : Descriptive Statistics – Training Method			
	Mean	Std. Deviation	Analysis N
Time provided to recollect after very session	4.2800	.64015	50
Assignment provided was useful	4.1200	.77301	50
Opportunity was given to interact with other trainees	4.4600	.67643	50
Assessment conducted after each session	4.1800	.62890	50
Trainer helped the group to apply material	4.1000	.83910	50
Various aids used	4.0800	.69517	50
Appropriate	4.0200	.62237	50

Table 6: Factor Loading – Training Method		
	Component	
	Time provided to recollect	Assignment provided during training programme
Opportunity was given to interact with other trainees	.840	
Appropriate method was used to deliver the concepts.	.772	
Assessments conducted after each session	.749	
Time provided to recollect after very session		.791
Assignments provided was useful		.769
Various aids used		.751

Trainees reaction towards Training Environment: In a similar way a two item five point Likert Scale was provided with 5 = Frequently to 1 = Never to the respondents. The two item scales were in regard to the accessibility of the training location, the ergonomics of the training environment. The variance of the two items was at 73 percent.

Observations: The key finding and observations on the basis of the frequency table are given as follows: The seventy four percent of the respondent have the same opinion the clarity of the concepts given by the trainer and on the usage of visual and teaching aids was very good, whilst the remaining agree on excellent and fair.

Similarly 84 percent of the candidates concur that the trainer was ready to clarify doubts and the trainer's communication skill was very good. A total of ninety percent of the trainees felt the attitude of the trainer was very good.

In regard to the training methods adopted by the trainer, Ninety four percent of the trainees agree there was opportunity provided to interact with the other trainers and 82 percent of the trainees felt appropriate aids were used to deliver the concept, considering adult learning is more effective through brain storming, practical application and group discussion.

Seventy four percent of the trainees felt the material offered during the training was of good standard and seventy two percent of the trainee agree the material was well-structured.

Through factor analysis three factors with regard to training content were generated out of six factors, the reaction towards the trainer, training material and the training method. Therefore it is understood there is a significant relationship between the trainee and the training content.

CONCLUSION

From the response of the trainees it is understood the training content factors such as the clarity in the concepts by the trainer and materials provided and training methods of the training programme determine the reaction of the trainees, whereas the context factors such as the physical environment and refreshment does not have much influence on the trainees in regard to this training programme.

Similarly to best reach the trainees in this case who are adult learners during the development of training programme, the material presented to the trainees should be of immediate use and relevant, the training presentation engaging and the trainees having an opportunity to share their experiences. It is observed the material given to the trainees and the opportunity to converse with other trainee has been favourable in regard to the training programme.

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