Training Need Identification To School Teachers in Tamil Nadu

Management

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ABSTRACT — *Training needs analysis is the initial step in a cyclical process which contributes to the overall training and educational strategy of staff in an organisation or a professional group. The cycle commences with a systematic consultation to identify the learning needs of the population considered, followed by course planning, delivery and evaluation. Despite their smaller scale and more limited scope, micro-level training needs initiatives demonstrated greater methodological rigour, were more likely to consider the stakeholder perspective, to generate findings which could positively influence the rest of the training cycle and showed the greatest potential for influencing service delivery and quality of patient care. The review drew attention to the similarities between the training cycle and the audit cycle and resulted in the development of a model which could be used to evaluate the effectiveness of the process and outcomes of future training needs analysis initiatives.*

INTRODUCTION

New workplace demands and requirements are causing major changes in formal education as well as in professional training. Some factors seem to introduce a new scenario for organizations: the rapid pace of technological change in the information society, the increasing content knowledge required for production, the reduction in the product life cycle, and rapidly changing production processes. The need for workers' continuous learning is one of the various effects of these pressures.

In this context, Training Needs Assessment (TNA) processes have a strategic role because they provide clear guidelines as to which professional skill deficiencies must be remedied and what the profile of future trainees should be. For McGehee and Thayer (1961), training needs come from underdeveloped skills, insufficient knowledge or inappropriate worker attitudes. Mager and Pipe (1979) define training needs as identified differences between the employees' current performance and the performance that the organization expects of them.

Training Needs Assessment refers to the organizational process of collecting and analyzing data that supports decision making about when training is the best option (or not) to improve individuals' performances, define who should be trained, and exactly what content should be taught (Clarke, 2003). For Wright and Geroy (1992) TNA should be a systematic process of collection, analysis and interpretation of data on individual, group and/or organizational skill gaps. They should have seven key characteristics: (a) be based mainly on culture and organizational philosophy; (b) be proactive instead of reactive; (c) have a method that permits the distinction between situations that can be addressed through training and those that cannot; (d) allow various organizational actors who are directly or indirectly interested and involved in training to participate; (e) be based on observable skills rather than leaders', managers' and professionals" perceptions; (f) consider the varied use of sampling techniques and data analysis; and (g) in the end, have a cost/benefit analysis.

However, despite its importance, research shows that training needs diagnoses have been done in an unsystematic manner in organizational settings (Clarke, 2003; Ferreira, Abbad, Pagotto, & Meneses, 2009; Ford & Noe, 1987; McGehee & Thayer, 1961; Moore & Dutton, 1978; Ostroff & Ford, 1989; Taylor, O'Driscoll, & Binning, 1998; Wexley, 1984). There is still relatively little theoretical and empirical research on TNA (Kraiger, 2003). Literature review devoted to the subject is rare. In Management, studies lack systematic theoretical and methodological approaches which may provide consistency to TNA research and practices. We can say that the theoretical and methodological characteristics of TNA scientific knowledge are, somehow, unknown. It seems that much of what was recommended by seminal authors (Mahler & Monroe, 1952; McGehee & Thayer, 1961; Moore & Dutton, 1978, among others) is still not completely incorporated into TNA research and practice.

For over 50 years, Training, Development and Education (TD&E) literature has been concerned with the importance of systematic procedures for TNA and the investigation of internal and external variables that influence or originate needs for training in work contexts (McGehee & Thayer, 1961). However, the scientific production in the area has yet to provide plausible answers to this and other important questions surrounding the topic.

It is precisely in such a theoretical and empirical context that this article is justified. In order to help find possible ways to fill these gaps, it is of great importance to describe the current state of scientific literature on TNA, bringing to light and evaluating the methods and theories employed until today and drawing some possible scenarios to the future. Thus, this article is based on two research questions. Where are we when it comes to the current state of TNA scientific production? Based on the current state of TNA production, where should (or could) research and practice go.

Hypothesis Development

Hypothesis development is very important because acceptance and the rejection of hypothesis show the significance of the study. On the basis of literature review and above theoratical frame work we came to develop following hypothesis. In the training and development performance is also affected by the trainees age, sex and place of residence.

Ho = There is no significant relationship between aspects of training need and gender of the trainees.

Ho = There is no significant relationship between major aspects of training need and age of the trainees.

Ho = There is no significant relationship between major aspects of training need and place of residence of the trainees.

Methodology

The study sample comprised of 100 government school teachers in dindigul district of Tamil Nadu. The sample is mixed both

male and female. The data is collected through a questionnaire consists of 15 questions all questions are close ended questions with the use of a five point likert scale consisted of strongly disagree, disagree, neutral, agree, strongly agree. All questions were distributed and collected by hand from the various schools in dindigul district.

Result and discussion

Table : 1 Major aspects of training needs comparison of opinion between male and female teachers

Sl. No	Major aspects	Male	Female	t value	P value
1	To build self awareness and self confidence	3.34	3.14	2.32	0.1983
2	To increase the motivation and job adaptiveness	3.51	3.44	1.42	0.1937
3	To upgrade human relation skill	3.31	3.42	1.75**	0.0032
4	To evaluate the teachers knowledge and performance	3.45	3.14	2.43	0.0431
5	To do the job in better way and achieve work values	3.45	3.13	2.71*	0.0345
	Overall training needs	3.21	3.04	2.24*	0.0443

*Significant at 5% level.
** Significant at 1% level.

Table:1 depicts the resuls of 't' test comparing the mean perception scores between male and female teachers in the sample. An observation of the table shows that mean scores for male teachers are higher than that of female teachers in government schools. How ever,   t values for the difference in mean values between male and female teachers are significant only for "to upgrade the human relation skill" (t value = 1.75; P > 0.01) and "to evaluvate the teachers knowledge and performance" (t value = 2.43, P>0.05) and "to do the job in better way and achievo work values" (t value = 2.71, P>0.05) the mean scores against overall training needs also differ significantty between male and female teachars in the sample   (t value = 2.24, P > 0.05) From sinnificant difference in perception between male and female teachers in respect of three out of five factors and also of overall training needs it is concluded that there is a significant influence of sex on perceived status of training needs among teachers in government schools.

Table : 2 Major aspects of training needs comparison of opinion across teachers by age

Sl. No	Major aspects	<30 years	31-40 years	41-50 years	>50 years	F value	P value
1	To build self awareness and self confidence	3.42	3.45	3.63	3.51	3.11*	0.04
2	To increase the motivation and job adaptiveness	3.54	3.32	3.42	3.15	3.18*	0.03
3	To upgrade human relation skill	3.31	3.13	3.27	3.44	2.74	0.14
4	To evaluate the teachers knowledge and performance	3.11	3.45	3.71	3.31	2.31	0.15
5	To do the job in better way and achieve work values	3.17	3.52	3.45	3.45	2.45	0.71
	Overall training needs	3.41	3.17	3.32	3.21	2.63*	0.04

*Significant at 5% level.

From the table: 2, it is evident that the difference in mean perception across four different age levels is significant for "to build self awareness and self confidence" (F value = 3.11, P < 0.05) and "to increase the motivation and job adaptiveness" (F value = 3.18,P < 0.05) and "overall training needs" (F value = 2.63, P < 0.05). The significant difference in the perceived status is identified by the F-test for two out of five factors and also for overall training needs, it is found that teacher age has significant effect on perceiving their training needs.

From the table: 3, which reports the results of 'F' test comparing the perceived status of training needs by area of residence of the respondents reveals that 'F' values are significant for "to upgrade the human relation skill" (F value = 3.75, P < 0.05) and "to Evaluvate the teachers knowledge and skill" (F value = 3.42, P < 0.05). further F value for overall training needs is also significant at five percent level (F value = 3.45, P < 0.05). That is there are significant differences in the teachers perception about two out of five factors and also their perception about overall training needs hence it is found that the area of residence of the government school teachers influence their perceived status of training needs in the department of school education.

Table: 3 Major aspects of training needs – comparison by teachers groups by area of residence

Sl. No	Major aspects	Rural	Semi urban	urban	F value	P value
1	To build self awareness and self confidence	3.71	3.43	3.13	2.41	0.6411
2	To increase the motivation and job adaptiveness	3.13	3.74	3.85	2.31	0.7133
3	To upgrade human relation skill	3.34	3.62	3.45	3.75*	0.0145
4	To evaluate the teachers knowledge and performance	3.51	3.57	3.37	3.42*	0.0432
5	To do the job in better way and achieve work values	3.45	3.54	3.71	1.75	0.1832
	Overall training needs	3.45	3.27	3.14	3.45*	0.0345

*Significant at 5% level.

Conclusion

The training programme offered to teachers are higaly influenced by age, sex and place of residence of the respondents. So the trainers and experts in arranging training programme to teachers should keep this point in their mind. Apart from this point there are number of various other variables directly (or) indirectly affect the training need identification like workplace change, new technology, quality, industrial award coverage, perfomance appraisal, size of organisation, industy and occupational structure.

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