Impact of Teachers' Training on Students' Learning Attitude and Organisational Behavior

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Abstract

Enhancing the performance and productivity of the instructors has always been a focus of Training and development. An institution's Training and development program is a real effort to give instructors the chance to get familiar with a range of abilities, knowledge, attitudes, and behaviors. The education sector needs to become more adept at using technology, being dynamic and up to date to meet the ever-growing demands of the current educational system. To elevate this educational sector to the heights of worldwide standards, there is always a need for talented and skilled labor. This study examines how instructors' Training affects students' learning and, as a result, organizational performance. The sample was taken from teachers, head teachers, and school heads. This study employs quantitative research methodology. Random techniques were used in the collection of data. For this research, 100 questionnaires were delivered to the teachers and heads of different schools, i.e., the primary, middle, and high groups of various schools. The data were analyzed in SPSS 19 using multiple descriptive and correlation techniques. This research enables us to conclude that we can shape students' learning abilities and critical thinking skills through teachers' Training. As a result, the whole performance of organizations can be improved. Teacher training should be conducted in keeping with the latest trends so that students and Organizations can

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benefit. Trained teachers can understand today's students' needs and demands and positively shape their teaching-learning process. This study was conducted in Karachi but could also be performed in other cities. While more sophisticated analytic approaches may have been employed to examine the data more thoroughly, only descriptive and correlational analyses were performed in this study.

Keywords: Teachers' Training (TT), Students' Learning Attitude (SLA), and Organizational Performance (OP)

Introduction

Training is a process to make one aware of new skills. Training is an integral part of human resources and development. Teachers also need Training and development so that students and Organizations can benefit. Training is essential for every Teacher, whether a novice, middle-year, or senior Teacher, as most workers lack specific organizational abilities. (Muralidharan & Sundararaman, 2010; Navarro, Zervas, Gesa, & Sampson, 2016; Schroeder & Adesope, 2015).

The contrast between teacher-centered and student-centered approaches to teaching affects our understanding of a fundamental approach to education. Teachers who rely on a teacher-centered approach tend to be more interested in and focused on their conduct, such as how the course material is conveyed(Razzak & Uddin, 2023a, 2023b; Razzak, Zaheer, Khan, & Uddin, 2022). A teacher-centered teacher's fundamental objective is to get information from Teachers to learners. For a student-centered instructor, however, information transfer is only one teaching component. The student-centered approach changes the attention away from the Teacher and toward the students' learning. Using such an approach has profound implications for how teachers teach in practice. Most importantly, student-centered teachers collaborate to ensure students grasp the course material and concepts. The student-centered approach also recognizes and considers the diversity of needs that can be found within specific categories of students. (Ödalen, Brommesson, Erlingsson, Schaffer, & Fogelgren, 2019)

Firstly, students' learning attitudes can be shaped through a trained teacher. According to (Navarro et al., 2016), a proper training framework should be provided to facilitate teachers in organizations. Teacher attitudes correspond to a child's developmental needs and behavioral challenges. Physiological or health-related issues can also lead to mild or medium learning difficulties, which teachers most readily accept. Conversely, the most challenging conditions for instructors to acquire knowledge about are autism, deafness, severe to substantial intellectual disabilities, and significant emotional and behavioral challenges (Saloviita, 2020).

Secondly, suppose the Teacher is lacking in her knowledge and skills. In that case, this will affect the students as well, and ultimately, the Organization will suffer and will bring a bad reputation to the Organization. (Liu, Lu, Wu, & Tsai, 2016) described that adequate teacher training is required for reputable organizations and highlighted that today's classrooms require diversity; we must train teachers to cater to this need.

Training teachers aims to develop 21st-century skills in the students to deal with critical thinking, logical reasoning, and empathy, which are also essential to trade in their personal and professional lives.

Teachers, heads, and other organizational stakeholders should improve their attitude toward students by educating themselves with the need of an hour, and teachers should refresh their insight. Policymakers should focus on the advancement of the proficiency of educators. In today's world, the best investment is in human capital through Training and professional development courses (Moeini, 2008; Whitby, 2010).

This study highlights some points: (1) It should be focused enough to influence changes in teacher behavior, (2) It should be connected to guidance, (3) It should be persistent, and (4) It needs to be by the driving factors of the Teacher (Bando Grana & Li, 2014). (Risko, Vukelich, & Roskos, 2009; Wrenn & Wrenn, 2009) furthermore listed the requirements for a professional progression procedure as "(1) concentrate on a single topic, (2) put the needs of the members first, (3) development and be controlled, (4) enlist participants in the search for solutions to actual problems and interests, (5) allow members to form links with other members to support their vital commitment, (6) encourage participants about pursuing their education."

Study Aims

This study focuses on the effect of Training for teachers on students' attitudes toward learning, the relationship between the learning attitudes among pupils and the performance of the organization, as well as the effect of educator training on organizational achievement. The study's research questions are: How does teacher training affect student performance? How might teacher preparation affect students' attitudes toward learning? Is there a positive relationship between a trained teacher and an organization's performance?

This study is significant as it impacts the students and the Organization's performance. So, this research will contribute to the knowledge related to Training for teachers, students' attitudes, and the implementation of educational organizations. The study addresses a gap identified in existing literature, especially as this applies to Pakistan (Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013). Today's world is constantly changing and evolving, as are students' needs said, teacher training is necessary (Sorour, Goda, & Mine, 2017). According to (Avila, Baldiris, Fabregat, & Graf, 2016), teacher training programs will equip today's Teachers with the latest trends in today's growing world. They will further give an insight into understanding

national curriculum and policies. A teacher is responsible for building the nation's assets (students), so proper training is required.

Operational Definitions

Training
Training is a procedure to change settled thinking or feeling about something. Edwin B. Flippo, "Training is the procedure of increasing the knowledge and aptitude for completing a specific action by an individual."

Learning Attitude
An attitude is a possible frame of mind and position towards various social groupings (Chang, 1994)—moreover, a collection of experiences and a guide to exploring further actions of an individual.

This research explains the connection between physical activity and other elements of performance of students. Among them is training teachers to increase their abilities to create inclusive learning environments (Shaymaa Najm, Ali, & Diab, 2020).

Clotfelter, Ladd, & Vigdor (2006) Demonstrates how qualified teachers have a favorable influence on students' learning. Rutledge, Harris, Thompson, & Ingle (2008) studied teachers' Training's effect on student performance. However, to give pupils greater learning possibilities, a universal framework is needed to design instructors' Training (Avila et al., 2016). Training for teachers improves their abilities to engage with students more effectively and boosts their enthusiasm for studying (Walker, Vasquez, & Wienke, 2016).

Students' Learning
Inducing the use of a deep learning strategy, teacher training (TT) improves students' cognitive learning processes (Schroeder & Adesope, 2015) and is effective in improving student achievement (Vygotsky, 2011). Teachers' planning improves students' capacity for learning and helps them build relevant knowledge (Tate, Thompson, & McKerchar, 2005).

Student understanding of the subject's topic can be improved through teacher training. It also enhances children's mental faculties. Training encompasses vast learning and speaking procedures, which enhances students' attitudes toward education (Batte, Forster, & Larson, 2003; Vygotsky, 2011).

Another component of teacher preparation is diagnostic feedback for educators. Enhancing students' learning capacities can raise the education

standard (Muralidharan & Sundararaman, 2011) and improve students' attitudes toward learning.

Teachers' Attitudes
The development of teacher training programs aids in altering the attitudes of instructors toward students' modes of learning (Biktimirov & Armstrong, 2015). It makes it easier for teachers to help pupils learn and advance their knowledge (Bertagna, 2015).

Students' Behavior
Students' behavior can potentially be changed by teachers to promote activity-based education and understanding. One way to do this is by developing a program for teacher preparation that integrates activity-oriented learning strategies (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). A competent teacher can influence the students' views about learning and information.

Organizational Performance
The 'Hierarchical adequacy' is essential for any organization's success. However, 'authoritative viability covers a more important place.

Variables

The study variables were taken from earlier research projects by various writers as stated in section 3.1, 3.2 and 3.3. These parameters are listed below:

Teachers' Training
Among (Aaronson, Barrow, & Sander, 2007), further Harris & Sass, (2011) conducted an appropriate investigation on the effects of teacher preparation on interactions between students and teachers and its findings. Moreover, research insight (Avila et al., 2016) shows that teacher training and student performance change. As discussed in (Graham, White, Cologon, & Pianta, 2020), The Classroom Assessment Scoring System was used to evaluate teaching quality, so the instructor's Training and performance evaluation correlated with the learner's performance

Students' Learning Attitude
It has been believed that a key goal of social science research in schools is learning inclination (Connor, Lara J, Crowe, & Meadows, 2009). Teachers can arrange for students to visit historical sites or shrines near their schools

as part of social research initiatives aimed at educating people about the importance of the culture they live in. But nonetheless it is challenging to provide young learners with carefully considered certain colonial or genuine remnants from the field visit that enhance their learning quality, mental condition, or social nature (Huang, Chen, & Ho, 2014).

Rival educational techniques have been widely used in traditional classroom training and are shown to be effective for a variety of courses (Huang, Lin, & Cheng, 2010). Several analysts have recognized the effectiveness of targeted approaches in learning from a variety of perspectives, such as motivating students to study (Admiraal, Huizenga, Akkerman, & Ten Dam, 2011) and strengthening connections between friends (Huang et al., 2010).

Organizational Performance
Concerning the enhancement procedure, the first goal for pupils in school is to enhance their psychological and physical well-being. The educator's actions and words can impact the understudy's life. The development provides a robust learning model, helps them obtain more detailed and concrete knowledge, and develops their ability to apply and synthesize that information. An institution of higher learning may be judged by its successful students.

According to experts, organizational effectiveness is significantly impacted by student performance. Through this approach, an organization's success is influenced by both the performance of the teachers and the students' new perspective on learning. By providing appropriate guidance, a student's education can help them develop a good attitude toward learning. A favorable attitude towards learning would improve student retention and organizational performance.

Rationale of Hypotheses
H1: TT positively impacts students' learning attitudes.
There should be teaching faculty to assist pupils' learning, flexibility, and creativity. If these qualities are to support our education and training initiatives, they are often intellectual and call for much more intensive and extensive subjective models.
H2: Positive student learning attitudes improve organizational efficiency.
It is correctly said that learning takes place from the cradle to the grave. Making choices on how we see the process of learning and the goals of realizing it is necessary to make the most of knowledge, if not required. Changes in learning organizational attitudes have a positive impact on organizational performance.

H3: TT exerts a beneficial impact on the performance of organizations.

Teachers' Training has an essential impact on the execution of an Organization's success, contributing to a proven link between the hierarchical execution and the training frameworks (Yunus, Osman, & Ishak, 2011). since it includes formal and informal methods to increase the sustainability and efficiency of the representatives, Training is a flexible component in enhancing a representative (Ellström & Ellström, 2014).

Methodology

This study employs quantitative research methodology. For this reason, all public-school teachers in Karachi are considered the population. The study uses the method of random sampling to get its data. Four hundred teachers and heads were selected as a sample to gather information and reactions. Survey forms are employed as data collection tools in research. After getting approval, the existing scales were adopted and modified to create this instrument. This is done by distributing survey forms, and the replies are obtained on the same date. 300 of the 400 surveys with correctly completed answers were returned.

Consequently, the reply rate was 75%, and data analysis was conducted using SPSS 19. Additionally, the variables' dependability is determined.

Analysis and Findings

Teachers are the primary elements who have the most impact on children's achievement. A qualified educator can impact the quality of their students. According to Liakopoulou, the Teacher's competence can be seen in their instructional approach that motivates students' enthusiasm for learning, the adaptive ways in which they convey and interact, their expertise and experiences associated with student learning outcomes, and how they act and behave as role models (Rusilowati & Wahyudi, 2020).

By presenting the figures of N, Minimum, Maximum, Mean, and amount of Standard Deviation, Table 1 illustrates the statistical analysis. The minimum number for the district, most excellent qualification, highest age, and highest gender is "1." For gender, the average and standard deviation are 1.81 and 0.393, respectively.

Table 1
Descriptive Analysis

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Gender	100	1	1	2	1.81	.039	.393	.154
Age	100	5	1	6	3.61	.151	1.516	2.299
Qualification	100	4	1	5	2.87	.091	.913	.833
Experience	100	4	1	5	3.69	.130	1.310	1.715
Scale of Gradation	100	3	1	4	2.56	.098	.978	.956
District	100	4	1	5	2.71	.137	1.373	1.885
Valid N (listwise)	100							.154

Overall Reliability of the Data

ronbach's Alpha	N of Items
.836	19

Reliability of TT
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.746	.799	9

Reliability of OP
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.404	.415	4

Reliability of SL
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.725	.732	5

Correlation Table
Correlations

		Training	SL	OP
Training	Pearson Correlation	1	.588[**]	.646[**]
	Sig. (2-tailed)		.000	.000
	N	69	69	69
SL	Pearson Correlation	.588[**]	1	.596[**]
	Sig. (2-tailed)	.000		.000
	N	69	100	100
OP	Pearson Correlation	.646[**]	.596[**]	1
	Sig. (2-tailed)	.000	.000	
	N	69	100	100

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

Discussion

The findings of the Spearman's rho relationships for TT, SL, and OP are displayed in Table 2. Additionally, it shows the correlations between the factors and the corresponding levels of significance.

The r value between TT and SL is 0.588, significant at the 10% level, while the correlation significance threshold is 0.000. Still, the correlation coefficient TT yields 1, demonstrating a considerable relation. In contrast, the correlation is essential at the 2-tailed 0.01 level. It proves the perfect correlation between SL and TT.

The correlation between TT and SL is positive, as seen by their R-values. Additionally, the Significance value of 0.000 explains the complete positive correlation between the two variables. It demonstrates that as TT rises, SL follows suit. A decrease in TT will also cause SL to go down.

TT's r-value for OP is also 0.646 (significant at a 10 percent level. This also displays the significance value and is lower than 0.000 (2tailed), i.e.,

sig < 0.000. The r values for OP and TT demonstrate a favorable association between the abovementioned variables.

Like OP and SL, they exhibit a positive correlation. The obtained values are p = 0.000 and r = 0.596 with 0.496 being the significant threshold for the correlation. Consequently, it demonstrates that OP and SL have a fruitful interaction.

According to the r and p values determined above, all variables have a positive and significant correlation. This also indicates a positive relationship between the variables, indicating that variations in the value of one variable positively affect variations in the others.

Conclusions and Implications

This study will highlight the significance of teacher preparation and organizational performance. A successful educational institution requires improved student performance. Student achievement is now judged by considering their attitudes, knowledge, learning through activity, and thinking skills. It is no longer only about getting higher marks. Fruitful teacher training can achieve this all. Additionally, it will contribute to improved organizational performance.

The study's previously mentioned findings support these study hypotheses.

H1: TT may improve pupils' perspectives on learning.

H2: Positive student learning attitudes improve organizational performance.

H3: Effective teacher preparation can lead to improved organizational performance.

While not exclusively using a quantitative approach, this study's research strategy is constrained by it. Other research techniques might be used in future studies. It may also be broadened to more significant regions, such as other parts of Pakistan. Descriptive techniques analyze it, but it can be examined using additional data analysis methods.

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