Exploring the Relationship Between Faculty Training and School Performance in Kathmandu Valley: A Comparative Study of Community and Institutional Schools.

Sateesh Kumar Ojha[1] and Shyam Sundar Shrestha[1]
[1]Faculty of Business and Accountancy, Lincoln University College, Malaysia
Corresponding Author: Sateesh Kumar Ojha, email: sateeshkumarojha@gmail.com

Abstract

This article tries to uncover the present training and development pattern of faculties of community and institutional schools in Kathmandu Valley and their relation with performance. The method adopted is the descriptive and inferential analysis survey questionnaire. Rating scales were used, and the sample size was 160 schools: 80 institutional schools and 80 community schools. The findings from the research signify the resultant performance of institutional training differed significantly, but the training patterns were not different in aggregate. However, critical analysis of training showed the differences in the focus of training: institutional schools focus on the essential skills of the faculty and training new faculty when they enter. The findings implicate the fourth coming training of schools' faculties.

Keywords: *training and Development, institutional schools, community schools, school performance*

Introduction

Background

Training and Development take an organization in the direction of achieving goals. This expression has been validated in the research works of (Elnaga&Imran, 2013 and Nassazi, 2013) by stating the importance of training and Development as a bridge to fill the gap between the performance of the employee and what the organization is receiving and what the organization wants to receive. The goals can be several; some are related to profit, some to customer needs, some to gain competitive advantages, and some to develop networking with different stakeholders. All these goals relate to the efforts of the organization's human resources department, which is assigned to enrich the organization with skilled and competent human resources. Employee competency does not come by chance; systematically planned activities must develop it. Such planned activities are called training and Development.

These days, establishing an organization is not a big task; running, developing, and sustaining it is crucial. Every employee must be made to contribute to the organization; then, accumulated contribution takes the form of the structure of an effective organization. Every year, several thousand organizations are established in the country; out of them, only a few survive and develop. Here, the question arises about the organization's initiation to carry out plans and actions to develop employees. Research has found that training must be provided if the performance is to increase. For instance, Barron, Black, and Loewenstein (1989) found that training improved employee performance after three months of the training provided. Immediately after 5 years, Bartel (1995) found that performance increased two years after the training period.

Literature Review

Teacher training in the world is not new. The history of teacher training can be traced back to France in 1685(Teacher, 2007). The training assumed a school concept of now, where a group of young learners (students) is in a room, and the teacher appoints a senior student who works as a monitor and instructs the young person and a teacher. It spread to Europe and the USA in the 1800s. There, two forms of school began to appear: one in a room of wealthy

students in the household and another in a group of poor students in a room of school. In Nepal, there are two types of schools: one designed for wealthy parents and another created for the poor. To some extent, this reflection can be found in institutional schools and community schools.

After the schools were designed, the issue of who should be the teachers came up.First, thinking about the teacher, a teacher should be a man and should be able to read and write(John 2003). However, in later days, in the United States, there was a need for teachers' training, so 'Normal' schools were started in Massachusetts in 1837 by the government, which increased rapidly in all parts of the United States. After 100 years, a similar mode was found in the country in the name of mobile "normal" schools to run the ten months of teachers training schools after the establishment of the College of Education in 1956. Awasthi (2010) mentioned "mobile Normal Schools". It became the threshold for the start of teacher training and Development.

Currently, many programs at the different universities in Nepal address teacher training. However, this article makes an effort to know how schools have initiated and trained their teachers. Whoever runs the training program, the training must be an investment in value. The primary function of training is to yield desired performance, which corresponds to two significant issues: enhanced teacher performance and the school's competitiveness, which depends on how far the teachers get the opportunity to demonstrate what they have learned in real situations(Holton et al., 2000). Aguins and Kraiger(2009) and Arthur et al. (2003) pointed out that training effectiveness is subject to trainees' interests and characteristics, delivery of training, trainers' ability, and training need analysis followed by training design.

Objectives

The objective of this article is to explore the faculty training status of secondary schools in Kathmandu.

The specific objective is: (i) to compare the status of training between community (public) and institutional (private) schools in Kathmandu and (ii) to compare the overall performance between community and institutional schools in Kathmandu (iii) to assess the relationship between training and performance

Materials and Methods

The research design adopted in the article is descriptive and casual. An instrument used is a structural questionnaire. Sources of information is primary. The sampling method used is stratified random sampling sampling. The total population of the secondary schools is 1045, comprising 162 community schools and 883 institutional schools. For the study, 80 samples were taken from each. Nonproportional quota sampling was used as prescribed by Alex(2024) and Mahmutovic(2023). The reliability of the instruments was tested before they were carried forward for descriptive and inferential analysis. Sampling and statistical analysis of Bartlett et al. (2001), Evans et al. (2000), and Israel (2018) are followed in the research. SPSS 26 was used. Both descriptive(mean, standard deviation, and range) and inferential statistical analyses (T-test) were done. The performance of the school is measured based on the SEE result of consecutive 5 years of data up to 2022, giving weights 3, 2, and 1 to "A," "B," and "C," respectively, considering the number of students [the number of students of grade A, B, and C multiplies by 3,2, and 1].

Regarding the training data, the training received by the faculties in two-year periods, 2015 and 2016, was taken through the structured questionnaire to the principal and head teacher.SPSS 26 version was used. Regarding maintaining ethics, two essential things were considered: 1) the participants were voluntary, and research objectives were informed to participants to obtain consent.

Results

Reliability of instruments

The reliability test of the instruments was Cronbach alpha 0.882, as displayed in Table 1. Researchers claim that .8 or above is better(Cortina, 1993).

Table 1: Reliability of the instruments

Factor	Cronbach Alpha	Number of items
Training and Development	.808	11

Demographic profile

In research, it is essential to find the demographic profile of the respondents. Demographic data give the information about the sample population. In this sample, male and master levels dominate the information received in this article. Master-level and males represent secondary schools in Kathmandu.

Table 2: Cross-tabulation of Gender, Organization Type, and Respondents' Qualifications

Qualification			Nature of the organization		Total
			Private	Public	
Bachelor	sex	Male	2		2
	Total		2		2
Master	Gender	Male	60	62	122
		Female	14	16	30
	Total		74	78	152
M.Phil	Gender	Male	3	1	4
		Female	0	1	1
	Total		3	2	5
PHD	Gender	Male	1		1
	Total		1		1
Total	Gender	Male	66	63	129
		Female	14	17	31
	Total		80	80	160

Training Programs

Table 3 tells some significant facts about the training that schools provide. Some such characteristics of training are schools care about career development prospects, training is carried out systematically, training addresses essential skills, training is given in on-the-job mode, encourages making the training formal, team learning is preferred in the school, need assessment is carried out, in every two years interval training is imparted. Formal training is provided to new employees. They have shown budgetary constraints in the training program.

Table 3: Faculty Training Practices in Schools as Reported by Principals and Head Teachers

	N	Min	Max	Mean	Std. Deviation
1. We provide career development support.	160	1.00	5.00	3.8313	0.99193
2. We systematically train and develop our employees.	160	1.00	5.00	3.9063	0.93025
3. We provide training in one essential skill to develop expertise.	160	1.00	5.00	3.7063	0.99430
4. We train employees to gain many skills and abilities for their all-round Development.	160	1.00	5.00	4.2063	0.95230
5. We offer on-the-job training.	160	1.00	5.00	3.6188	0.96395
6. We provide resources and motivation for formal training and networking with other professionals.	160	1.00	5.00	3.8250	0.96185
7. We encourage our team for peer learning.	160	1.00	5.00	4.1188	0.78003
8. We conduct continuous needs-based assessments.	160	1.00	5.00	4.0313	0.96754
9. We have a sufficient training budget.	160	1.00	5.00	2.9688	1.20493
10. Employees will generally go through a training program every two years.	160	1.00	5.00	3.5438	1.08649
11 There are formal training programs to teach new employees the skills they require to perform their jobs.	160	1.00	5.00	3.8250	1.07896
Valid N (listwise)	160				

Tables 4 and 5 show the training status of community and institutional schools. Table 4 signifies that some of the faculty development activities are comparatively run more in institutional schools than in community schools, and some others are in public schools. Community schools are more conscious of the career development of faculties, conducting training systematically, emphasizing many skills, and on-the-job training mode. Institutional schools prefer key skills, peer learning, and training in each two years.

Table 4: Faculty Training Scores in Kathmandu-Based Community and Institutional Schools

Nature of the organization		N	Mean	Std. Deviation	Std. Error Mean
1. We provide career development support.	= Private	80	3.81	0.96	0.11
	= Public	80	3.85	1.03	0.12
2 We systematically train and develop our employees.	= Private	80	3.79	0.85	0.10
	= Public	80	4.03	0.99	0.11
3 We provide training in one key skill to develop expertise.	= Private	80	3.90	0.81	0.09
	= Public	80	3.51	1.13	0.13
4. We train employees to gain many skills and abilities for their all-round Development.	= Private	80	4.38	0.91	0.10
	= Public	80	4.04	0.97	0.11
5. We offer on-the-job training.	= Private	80	3.56	0.91	0.10
	= Public	80	3.68	1.02	0.11
6. We provide resources and motivation for formal training and networking with other professionals.	= Private	80	3.83	0.94	0.10
	= Public	80	3.83	0.99	0.11
7. We encourage our team for peer learning.	= Private	80	4.10	0.63	0.07
	= Public	80	4.14	0.91	0.10
8. We conduct continuous needs-based assessment.	= Private	80	4.05	0.87	0.10
	= Public	80	4.01	1.06	0.12
9. We have a sufficient training budget.	= Private	80	3.20	1.07	0.12
	= Public	80	2.74	1.29	0.14
10. Employees will normally go through the training program every two years.	= Private	80	3.76	0.97	0.11
	= Public	80	3.33	1.16	0.13
11. There are formal training programs to teach new employees the skills they require to perform their jobs.	= Private	80	4.13	1.08	0.12
	= Public	80	3.53	0.99	0.11

Table 5 is an inferential analysis that compares community and institutional schools on a significant basis. It contradicts the study of Table 4 and makes the analysis more statistically authentic, assuming confidence at a 95% level. The differences between institutional schools and community schools are only on the emphasis of training on the key skills and many skills. Institutional schools emphasize vital skills to be developed in the faculty, and community schools emphasize many skills. Community schools have a sufficient budget than institutional schools. Community schools are more aware of the training given each two years, whereas institutional schools are aware that new faculty must be given training first.

Table 5: Difference in Faculty Training Between Kathmandu-Based Community and Institutional Schools Using a T-Test

				t	df	Sig. (2-tailed)
1. We provide career development support.	Equal variances assumed	0.447	0.505	-0.238	158	0.812
	Equal variances not assumed.			-0.238	157.073	0.812
2. We systematically train and develop our employees.	Equal variances assumed	0.604	0.438	-1.623	158	0.107
	Equal variances are not assumed.			-1.623	154.435	0.107
3. We provide training in one key skill to develop expertise.	Equal variances assumed	####	0.000	2.505	158	0.013
	Equal variances not assumed.			2.505	143.099	0.013
4. We train employees to gain many skills and abilities for their all-round Development.	Equal variances assumed	0.309	0.579	2.271	158	0.025
	Equal variances not assumed.			2.271	157.172	0.025
5. We offer on-the-job training.	Equal variances assumed	0.113	0.737	-0.737	158	0.462
	Equal variances not assumed.			-0.737	156.187	0.462
6. We provide resources and motivation for formal training and networking with other professionals.	Equal variances assumed	0.990	0.321	0.000	158	1.000
	Equal variances not assumed.			0.000	157.534	1.000
7. We encourage our team for peer learning.	Equal variances assumed	7.382	0.007	-0.303	158	0.762
	Equal variances not assumed.			-0.303	140.350	0.762
8. We conduct continuous needs-based assessments.	Equal variances assumed	2.332	0.129	0.244	158	0.807
	Equal variances not assumed.			0.244	152.145	0.807

9. We have a sufficient training budget.	Equal variances assumed	7.997	0.005	2.466	158	0.015
	Equal variances not assumed.			2.466	152.878	0.015
10. Employees will normally go through the training program every two years.	Equal variances assumed	####	0.001	2.592	158	0.010
	Equal variances not assumed.			2.592	153.433	0.010
11. There are formal training programs to teach new employees the skills they require to perform their jobs.	Equal variances assumed	0.329	0.567	3.651	158	0.000
	Equal variances not assumed.			3.651	156.821	0.000

Effects of average training over average performance

Table 6 and Table 7 show that the average training score provided by community schools and institutional schools does not differ, whereas the performance (result) of institutional schools seems better.

Table 6: Comparison of Performance Between Kathmandu-Based Community and Institutional Schools

Nature of the organization		N	Mean	Std. Deviation	Std. Error Mean
Training	Private	80	3.8636	0.50461	0.05642
	Public	80	3.6966	0.64541	0.07216
Average Performance	Private	80	1.6493	0.48516	0.05424
	Public	80	0.9208	0.61454	0.06871

Table 7: Performance Differences Between Kathmandu-Based Community and Institutional Schools Using a T-Test

				t	df	Sig. (2-tailed)
Average Performance	Equal variances assumed	0.523	0.471	8.322	158	0.000
	Equal variances not assumed.			8.322	149.924	0.000

Discussion

The findings of the three objectives are summarized in Table 8

Table 8: Summary of Key Objectives and Findings: Community vs. Institutional Schools

Objectives	Findings
To compare the status of training between community(public) and institutional(private) schools in Kathmandu and	There is no difference between average training between community(public) and institutional(private) schools in Kathmandu and
To compare the overall performance between community and institutional schools in Kathmandu	Institutional schools are showing better performance.
To assess the relationship between training and performance	The training does not have an impact on performance

This article discusses the status of the school results of Kathmandu Valley and the training that was imparted by those to the faculties. The research used the questionnaire, whose reliability score seems to be Cronbach alpha 0.808. This score was first defined by Cronbach (Cronbach, 1951). This score is reasonably high(Taber, 2017), and it justified that all the correct items were put in a training practice group in the questionnaire.

The demographic character of the respondents shows that approximately one of the respondents was female. Regarding the qualifications of respondents, approximately 80 % had a master's degree, which means that well-qualified educationists run schools.

All eleven relevant statements related to training were rated by the principals positively, with an average rating of 3 out of 5, indicating their training seemed satisfactory except for the training budget. The budget of community schools is relatively lower.

This study gives very significant insight into the training being provided by the community schools and institutional schools of Kathmandu Valley. In community schools, the leading training focuses were found on providing different skills to faculties every two years. In contrast, institutional schools focus on early training for the faculty after their entry and training on the critical skills required by the faculties. The average of the total sum of scores in both schools is not significantly different.

However, when comparing the performance of each school, the performance of institutional schools seemed higher. Several reasons exist there: the first is the two aspects of the training that focus on critical skills of faculty and giving training as soon as the faculty enters the schools, and the second is different other teaching and learning environment factors. The case does not support the earlier research conducted by Barron, Black, and Loewenstein (1989) and Bartel (1995). The reason can be the many factors, as argued by the opinions of Holton et al., 2000). Aguins and Kraiger(2009) and Arthur et al. (2003). Such factors can be proper need assessment, training design, training delivery, training evaluation, head teachers, and principal's ability. Also, school performance is not only a function of training but also of selecting teachers' practices, leadership played by head teachers and principals, parent support, etc.

This study excites one to know about the school's effectiveness and its complexities. There could be several factors that influence the management of human resources. All other factors also need to be analyzed.

External Funding: None

Conflict of Interest: None

Conclusion

Training is the most critical activity in the organization. Until the employee is empowered

with attitude, skill, and knowledge, hardly any organization can show performance.However, only training is not the solution because the performance of any organization is a function of many other management and other psychological functions requiring further investigation.

Reference

Alex, D. (2024, September 27). *What is quota sampling: Definition, advantages, disadvantages, and examples*. Researcher.Life. https://researcher.life/blog/article/what-is-quota-sampling-definition-advantages-disadvantages-and-examples/

Arthur, W., Jr, Bennett, W., Jr, Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*(2), 234.

Awasti, J. R. (2010). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA, 8*(1), 17-28. https://doi.org/10.3126/nelta.v8i1.3377

Barron, J. M., Black**,** D. A., & Loewenstein, M. A. (1989).Job matching and on-the-job training. *Journal of Labor Economics, 7*(1), 1–19. https://doi.org/10.1086/298202

Bartel, A. P. **(**1995**).**Training, wage growth, and job performance: Evidence from a company database. *Journal of Labor Economics, 13*(3), 401–425. https://doi.org/10.1086/298381

Bartlett, J., Kotrlik, J., & Higgins, C. (2001). Organizational research: Determining the appropriate sample size in survey research. Retrieved January 15, 2018, from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.486.8295&rep=rep1&type=pdf

Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. Journal of Applied Psychology, 78(1), 98.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297–334. https://doi.org/10.1007/bf02310555

Elnaga, A., &Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management, 5*(4), 137–147.

Evans, M., Hastings, N., & Peacock, B. (2000). Statistical distributions (3rd ed.). New York, NY: Wiley.

Holton, E. F., III, Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly, 11*(4), 333–360.

Israel, G. (n.d.). Determining sample size. University of Florida IFAS Extension. Article posted on Tarleton State University website. Retrieved January 13, 2018, from https://www.tarleton.edu/academicassessment/documents/Samplesize.pdf

John's History of Education. (2003). Retrieved September 17, 2008, from historyeducationinfo.com/edu4.htm

Mahmutovic, J. (2023, January 19). *What is quota sampling? Pros, cons, and examples*. SurveyLegend. https://www.surveylegend.com/sampling/quota-sampling/

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education, 48*(6), 1273–1296. https://doi.org/10.1007/s11165-016-9602-2

Teacher Training. (2007). In The Columbia Electronic Encyclopedia, 6th ed. Retrieved September 17, 2008, from http://www.infoplease.com/ce6/society/A0848026.htmlAguinis, H., &Kraiger, K. (2009). Benefits of training and Development for individuals and teams, organizations, and society. *Annual Review of Psychology, 60*, 451–474.