

Research on Training Needs, Training Transfer, and Training Effectiveness of In-Service Teachers in Local Normal Colleges

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Abstract: This study aims to understand the in-service training needs, training transfer, and training effectiveness of teachers in local normal universities in China, while also proposing a continuous professional development plan for teachers. Descriptive research methods were employed, with questionnaires serving as the primary data collection tool. The survey revealed that the educational background of teachers in local normal universities is characterized by an unreasonable distribution of academic qualifications, with a shortage of teachers holding postgraduate and higher degrees. Additionally, the training effectiveness for female teachers was found to be lower than that of male teachers. There is a lack of personalization in training needs, which tends to be more generalized. The transfer effect of training is moderate, and there is a need for further enhancement at the behavioral level of training effectiveness. A continuous professional development plan for teachers has been formulated to improve training effectiveness and promote professional development.

Keywords: Training needs; Training transfer; Training effectiveness; Continuous professional development for teachers

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1. Introduction

In contemporary higher education, college teachers play a key role, directly affecting the learning outcomes of students and the overall quality of education. With the deepening reform of China's higher education, the development path to improve the quality of education needs a solid foundation of teachers with noble ethics, high professional quality, and a good degree of specialization and innovative ability. In order to adapt to the ever-changing educational environment and teaching needs, college teachers need to continuously improve their professional ability and teaching skills. Therefore, teacher professional development has become the focus of education circles, and in-service training, as an important means of teacher professional development, has attracted wide attention ^[1].

From the perspective of the elements of training needs, it mainly consists of training objectives, training

content, training forms and methods, training modes, training tutors, training duration, training evaluation, and other elements. The concept of training transfer has been widely used in enterprise training activities since its inception, which is generally called “training result transformation” and so on ^[2]. Training transfer plays an extremely important role in teacher training: It can not only help trainers grasp the precise definition of training needs, accurately analyze the training needs of teachers, and ensure that trainees have a strong training willingness and learning desire, but also help teachers to solve problems and enhance their adaptability and practical skills. At the same time, it also contributes to the efficient transformation of teacher training results ^[3].

The effect of teacher training should be determined by the needs of teacher training and the transfer of training, it is a dynamic process, and the detection process of teacher training effect should be constantly adjusted according to the needs of teacher training and the transfer results.

2. Research methods

The research mainly used the literature collection method, questionnaire analysis method, descriptive research method, and other research methods to carry out statistical analysis.

The literature collection method is to collect and read domestic and foreign literature on the training needs, training transfer, and training effects of college teachers through various ways such as school library collection, periodicals, and e-journal data, so as to understand the current situation and influencing factors of the training needs, training transfer, and training effects of college teachers, and complete the review of the research content. In addition, on this basis, combined with the learned knowledge and relevant experience, the breakthrough point of research is discovered, further clarifying the problems to be studied.

Questionnaire analysis is based on literature collection and investigation and adopts a random sampling method to investigate teachers in local normal colleges, understand the training needs of participating teachers, the situation of training transfer and its influencing factors, understand the effect of training transfer and put forward improvement strategies for improving school teacher training.

The description analysis method is to obtain the training needs, training transfer, and training effects of teachers in local normal colleges through specific analysis of the questionnaire data obtained from the samples, and explain and analyze the reasons according to the weight of specific problem level indicators, and then put forward the corresponding implementation experience and improvement suggestions.

3. Results and discussion

In terms of gender, the proportion of men and women is evenly divided, indicating that the gender of the respondents is balanced. In terms of age distribution, the majority of the respondents were 31–40 years old, affected by the age distribution, the number of teachers with 11–20 years of service was the highest. In terms of educational level, 63.1% of the teachers with university degrees were the highest.

Table 1 presents a summary of the need of in-service training for college teachers. The composite mean of 3.00 indicates that they agreed in general. Among the items cited, the selection of training facilitators obtained the highest weighted mean score of 3.03, followed by training formats and training motivation, with weighted mean scores of 3.02 and 3.01 respectively; followed by training objectives and training content, the weighted mean scores of both are 3.00. Based on the concept of peer education, the tutorial system, as an important form of training for beginning principals, helps them grasp the rules of school management and improve their professional quality and management level through hierarchical classification and individualized training ^[4].

Table 1. In-service training needs for college teachers

Indicators	Weighted mean	Verbal interpretation	Rank
Training motivation	3.01	Agree	3
Training objectives	3.00	Agree	4.5
Training formats	3.02	Agree	2
Training modes	2.97	Agree	6.5
Training content	3.00	Agree	4.5
Selection of training facilitators	3.03	Agree	1
Expectations from training facilitators	2.97	Agree	6.5
Composite mean	3.00	Agree	

Legend: 3.50–4.00 = Strongly agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly disagree

Table 2 presents a summary of research on training transfers. The composite mean of 2.98 indicates that they were high in general. Among the items cited, transfers-personal characteristics and transfer environment obtained the highest weighted mean score of 3.00, followed by training design with a weighted mean score of 2.97.

Table 2. Research on training transfers

Indicators	Weighted mean	Verbal interpretation	Rank
Transfers-Personal characteristics	3.00	High	1.5
Training design	2.97	High	3
Transfer environment	3.00	High	1.5
Transfer effectiveness	2.96	High	4
Composite mean	2.98	High	

Legend: 3.50–4.00 = Very high; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very low

Table 3 presents a summary of training effectiveness research for college teachers. The composite mean of 3.11 indicates that they agreed in general. Among the items cited, effectiveness level had the highest weighted mean score of 3.26, followed by learning and reaction level, with weighted mean scores of 3.09 and 3.06 respectively. Meanwhile, the behavioral level rated the lowest with a weighted mean score of 3.03. The highest score at the effectiveness level indicates that teachers have the highest overall satisfaction with the training effect, and believe that the ultimate goal of training is to promote the development of students, the overall atmosphere of the college, and the recognition from leaders.

Table 3. Training effectiveness research for college teachers

Indicators	Weighted mean	Verbal interpretation	Rank
Reaction level	3.06	Agree	3
Learning level	3.09	Agree	2
Behavioral level	3.03	Agree	4
Effectiveness level	3.26	Agree	1
Composite mean	3.11	Agree	

Legend: 3.50–4.00 = Very effective; 2.50–3.49 = Effective; 1.50–2.49 = Less effective; 1.00–1.49 = Not effective

4. Conclusions and recommendations

There is an equal number of male and female respondents, mostly aged 31–40 years old, serving for 11–20 years, and with undergraduate or college degrees. The respondents agreed with all the indicators under in-service training needs giving high regard to the selection of training facilitators. The respondents agreed on all the items under in-service training transfers giving high regard to transfers-personal characteristics and transfer environment. The respondents agreed in all the statements under in-service training effectiveness giving high regard to effectiveness level. There exist no significant differences in in-service training needs, training transfers, and training effectiveness when respondents were grouped according to the profile variable. There is no significant relationship between training needs and training transfers as well as training needs and training effectiveness. However, there exists a significant relationship between training transfers and training effectiveness in terms of transfer environment and training effectiveness. A continuing professional program for Chinese Local Normal College teachers was proposed.

Colleges and universities may create in-service training plans with individual characteristics according to the in-service training needs of teachers of different disciplines, age groups, and educational levels, paying attention to the training of low-level academic qualification teachers. The deans and department heads may focus more on the training needs of female teachers, and improve the quality of female teacher training. The faculty association may be strengthened to create a good atmosphere conducive to transforming the results of teacher training in colleges and universities. The personnel and the educational affairs departments may transfer the training results to the work of teachers, furthermore to promote the landing of the training results, maximize the training benefits, and enhance the ability of teachers in education, teaching, scientific research, etc., so as to promote the professional development of teachers. The proposed continuing professional development program may be tabled for discussion, implementation, and further evaluation. Future researchers may conduct a follow-up study that would explore other variables such as teaching engagement, performance, and quality. They may also increase the sample size and add respondents from private colleges or universities.

Disclosure statement

The author declares no conflict of interest.

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