

Enhancing Teaching Competence through Training: An Analytical study among Private School Teachers

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ABSTRACT

This study assessed the effectiveness of training programs for private school teachers in the Bagalkot. The aim was to assess the key factors that influence training outcomes, such as Trainer Knowledge, Training Content, Instructional Materials, Session Duration, and Assessments, and to examine the effects of these factors on Teacher's self-esteem, job satisfaction, and classroom performance. The study used a descriptive research approach and involved 170 teachers. About 50% of respondents represented each school, and data were gathered proportionately from each one. Participants were chosen by random sampling, and the statistical method used was regression analysis. Results showed that trainer knowledge had the greatest impact on training effectiveness, followed by learning materials, session length, content quality, and assessment techniques (all $p = 0.000$). Overall, it was discovered that the most fruitful learning outcomes were produced by well-organized programs run by knowledgeable trainers. Some problems surfaced despite the response being largely good. Training materials were sometimes ambiguous or ill-structured, and some participants thought the information did not address their subject-specific requests. Additionally, the length and speed of the sessions as well as the sparse use of real-world classroom examples were criticized. Incorporating interactive teaching methods, improving the clarity and layout of learning materials, modifying session timing in response to participant input, and customizing content to better suit instructors' subject requirements are all suggested ways to make future programs better.

KEYWORDS: *Skill Enhancement, Teaching Performance, Satisfaction, Capacity Building, Private School Teachers.*

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I. INTRODUCTION

Education is essential to both individual and national development. It gives people the information, principles, and abilities needed to engage in society and support economic development. However, historical, cultural, political, and economic considerations have impacted the philosophy and structure of education in many different countries. A comparison of education between India and Western nations, including the US, UK, Canada, and other areas of Europe, demonstrates different learning environments, instructional approaches, and educational priorities.

Indian education has a long history, dating back to the Gurukuls of antiquity and the British colonial system, which had a significant impact on its current design. Academic discipline, exam success, and theoretical learning are prioritized in the current Indian system. A culture where rote memorization frequently trumps conceptual understanding and innovation is fostered by the pressure to perform well on board examinations and competitive entrance exams. Issues still exist like out-of-date curricula, a lack of teachers, unequal access, and a lack of emphasis on soft skills or practical training, even with increases in literacy rates and the expansion of higher education institutions. Although widespread adoption of reforms like the National Education Policy 2020 is still in its infancy, they seek to change the system to a greater skill-oriented and comprehensive. Western educational systems, in comparison, are typically more learner-centric and decentralized. They priorities

interdisciplinary research, inquiry-based learning, and critical thinking. Western teaching methods promote student participation through group projects, case studies, discussion, and practical work. In addition to official tests, assessment techniques vary and may incorporate coursework, presentations, and practical problem-solving exercises. These methods promote a culture in education where academic success is prized alongside creativity, personal development, and life skills. Along with plenty of chances for extracurricular activities and experiential learning, students usually have the freedom to customize their educational pathways to fit their interests and career goals. Even though India is known across the world for generating a high number of technically qualified graduates, especially in STEM subjects, Western nations still lead the way in research, innovation, and the development of leadership and communication abilities. Cross-pollination of ideas, curricula, and institutional cooperation arises from the growing educational contacts between India and the West brought about by globalization. Liberal education is being progressively incorporated into Indian institutions, and Western universities are interacting with India's academic and talent ecosystems more and more. Although there is a shift towards a more integrated global education landscape with this convergence, notable variations in educational delivery and philosophy still influence unique learner experiences in individual locations.

1.1 PRIVATE SCHOOLS TRAINING PROGRAMS

Private schools have become crucial organizations in providing creative, adaptable, and future- ready learning experiences in the quickly changing global education scene. Private educational institutions are in a better position to create and conduct specific training courses that improve both instructional quality and student development because they function using more autonomy and financial clout than public schools.

These initiatives, which consist of student-centered skills training to teacher professional development, are now essential to the goal of contemporary education rather than being ancillary. They show a wider reaction to shifting societal demands, technology advancements, and global worker demands in addition to institutional ambition. Still, there are notable distinctions in the scope, purpose, and implementation of these programs between private schools in India and those in Western nations, indicating more profound differences in pedagogical orientations, educational ideologies, and infrastructure capabilities.

India has a wide range of private schools, including affordable private schools in semi-urban or rural areas, English-medium urban schools, and prestigious international schools. Training programs that address the learning outcomes of the twenty-first century have gained more attention in recent years. Incorporating digital tools into the classroom, prioritizing skill-based learning, and offering ongoing teacher training that emphasizes inclusive and experiential pedagogies are all examples of reforms brought about by the National Education Policy (NEP) 2020. International education boards and ed-tech companies are collaborating with schools to provide internationally relevant learning opportunities. However, the execution of these projects continues to be inconsistent. While elite urban schools frequently implement cutting-edge

training programs like coding boot camps, workshops on emotional intelligence, or international certification for teachers, many mid- and low-tier private schools continue to face challenges related to antiquated practices, inadequate infrastructure, and a dearth of assistance for educators' professional development.

In contrast, Training initiatives are a longstanding component of the educational environment of Western private schools, especially those in the US, UK, Canada, and Australia. Teacher professional development is viewed as an ongoing practice backed by frameworks based on evidence rather than as a one-time occurrence. With their roots in the most recent educational research, these programs frequently incorporate classroom observations, yearly training retreats, peer mentorship, continuous pedagogical workshops, and performance feedback systems.

In addition, Western student training programs cover topics like leadership, multicultural awareness, digital citizenship, social-emotional development, and college readiness in addition to academic study. Students participate in service-learning initiatives, multidisciplinary courses, and immersive project-based learning, which gives them a wide range of skills and a practical viewpoint. Knowledge acquisition is not the main focus; developing flexible, creative, and compassionate global citizens is also emphasized. The East and the West are gradually convergent as globalization shapes educational theory and practice. Inquiry-based learning and teacher up skilling are key components of international curriculum like Cambridge and the IB (International Baccalaureate), which are being adopted by many Indian private institutions. In an effort to prepare children for a varied world, Western schools are concurrently including more multicultural and global curricula.

In addition to school administrators and educational policy makers, instructors, parents, and students negotiating the difficulties of a fast evolving educational landscape must also possess an in-depth comprehension of the comparative landscape of training programs in Indian and Western private schools. Through this comparison, it becomes clear how each system uses training to accomplish its larger objectives and what can be learnt to build more dynamic, inclusive, and future-ready learning environments.

1.2 MEANING OF TRAINING

Individuals can learn the specialized information, abilities, and competences needed to complete their existing job tasks through an organized process known as training. The main goal is to improve overall job performance, productivity, and efficiency. With an emphasis on enhancing the immediate skills required in the job, it is frequently task-oriented and pragmatic. Online courses, workshops, seminars, practical sessions, on-the-job coaching, and simulations are few of the several methods that training can be given. To accommodate various organizational requirements and learning styles, many formats were created. Training focuses more on applying skills in practical situations than education, which is more theoretical and wide.

1.3 OBJECTIVES OF TRAINING PROGRAM

1. Development of Skills

Developing individual's technical, interpersonal, and management skills is a complete process that aims to enhance their capacity to do their duties effectively and adjust to changing demands. Technical skills are the specialized abilities needed for daily jobs, such as data analysis for researchers or coding for software engineers. In practically every workplace, interpersonal skills such as effective communication, teamwork, and conflict resolution are critical. Strategic team and resource management, leadership, time management, and decision-making are all examples of managerial talents.

2. Enhancement of Knowledge

Enhancing knowledge guarantees that workers are always informed about new developments in their fields, industry trends, new technology, corporate regulations, and product advancements. Individual must keep informed in order to make wise judgments, produce high-quality work, and adhere to rules in industries with fast technology breakthroughs and changing market dynamics.

3. Changes in Attitude and Behavior

Training for behavioral and attitudinal modification aims to mould workers' attitudes, values, and behavior to conform to company standards and culture. Technical skills are crucial, but an employee's behavior and attitude have a big impact on workplace relations, teamwork, and organizational success, as this kind of training acknowledges. Better customer encounters, more productive teamwork, and healthier work relationships are all a result of positive behaviors including great communication, empathy, emotional intelligence, and a collaborative mentality.

4. Enhancement of Performance

Training aimed at improving performance is intended to pinpoint and close particular performance gaps in workers. It focuses on the specific areas in which a worker is having difficulty or performing below expectations, providing specialized interventions to increase productivity and efficiency. Root cause analysis is an essential first step that looks at the underlying causes of performance problems, such as organizational barriers, imprecise expectations, or a lack of skills.

5. Adjusting to Change

Organization will experience change, whether as a result of reorganization, changes in the market, or technological breakthroughs. To thrive in a corporate environment that is constantly evolving, employees must be able to adapt to change. Many employees are resistant to change because they fear the worst or are concerned about how it will impact their employment. However, this resistance can be lessened and individuals' capacity to accept and handle change proactively increased with well-executed change management training. Change management seminars are part of this kind of training, where staff members learn how to effectively handle organizational and personal changes. Workshops on resilience-building teach staff members how to remain upbeat and flexible in the face of adversity.

6. Planning for Succession and Career Development

Planning for succession and career development are crucial components of an effective talent management strategy. They entail developing staff members for later leadership or specialized responsibilities within the company. This ensures organizational continuity by fostering the development of a pool of skilled people who can fill critical roles as needed. Retaining institutional expertise and avoiding recruitment expenses make internal promotions economical.

7. Engagement and Motivation

Training on motivation and engagement focuses on creating an atmosphere where workers feel appreciated, acknowledged, and enthusiastic about their jobs. Workers that actively participate in the business are more inventive, productive, and devoted. They have a strong desire to see the business succeed and are more inclined to go above and beyond in their work.

1.4 IMPORTANCE OF TRAINING FOR PRIVATE SCHOOL TEACHERS

Teacher preparation has become a key component of academic performance, institutional efficacy, and student achievement in the modern educational ecosystem. Professional development for educators is no longer seen as a one-time orientation exercise, but rather as an ongoing, career-long process that improves the quality of instruction, encourages pedagogical innovation, and fortifies the learning environment as a whole. In addition to subject-matter competence, instructors must have a dynamic skill set that adapts to shifting pedagogical and technological trends to fulfill the requirements of 21st-century education, which include competency-based teaching, inclusive classrooms, digital literacy, and socioemotional learning. Training is essential in this situation. Teachers need to be proficient in using educational technology to customize lessons and boost student engagement as digital tools, e-learning platforms, and smart classrooms become more integrated. Well-trained educators can use technology to deliver more inclusive and successful learning experiences, whether through virtual labs, interactive software, or learning management systems.

Training for teachers fosters classroom management and emotional intelligence. Students from a wide range of socioeconomic, linguistic, and cultural backgrounds are present in today's more complex and diverse classrooms. Trained educators are better equipped to handle disagreements, demonstrate empathy, enforce rules, and comprehend mental health concerns. In addition to fostering a secure and encouraging learning environment, this also strengthens the bonds between teachers. Furthermore, growth, reflection, and accountability are strengthened via continuous professional development. It encourages teachers to plan, assess their own work, and engage in peer and mentor learning.

1.5 CURRENT TRAINING PROGRAM FOR PRIVATE SCHOOL TEACHERS

1. Ongoing Programs for Professional Development

CPD programs are continuous training efforts designed to enhance instructors' abilities, expertise, and competencies. To assist teachers in staying current with the newest pedagogical trends, curriculum modifications, classroom management practices, and student engagement tactics, private schools frequently host continuing professional development workshops. These programs could involve interactive workshops, webinars, and seminars that are run internally or by outside educational consultants.

2. Training on EdTech Platforms

Due to the growing role of technology in education, many private institutions are implementing EdTech-based training. For certified programs in digital teaching tools, virtual classroom management, and interactive course delivery, educators utilize sites like Teach Mint, Suraasa, and Coursera. These platforms also give teachers access to self-paced courses that teach them new techniques and abilities. These programs help teachers become more digitally competent, which is particularly helpful in online and hybrid learning settings.

3. Development of 21st Century Skills

Contemporary education emphasizes the importance of cultivating 21st-century abilities like creativity, critical thinking, communication, and teamwork. Teachers are prepared to integrate these abilities into their teaching strategies through training programs. In order to help students develop these competences, teachers teach them how to use project-based learning, debates, group discussions, and case studies. Furthermore, a focus on media knowledge and digital literacy empowers educators to design a more comprehensive and future-ready learning environment.

4. Training for Special Needs and Inclusive Education

To satisfy the diverse needs of its pupils, private schools are increasingly placing a strong emphasis on inclusive education. Teachers are trained in the art of recognizing and assisting students with special needs, such as those who have autism, ADHD, or learning difficulties. Differentiated education, classroom adjustments, and the development of Individualized Education Plans (IEPs) are all taught in these programs.

5. Training Prior to Service

Before starting a career as a teacher, this training is given. Basic knowledge of pedagogy, topic matter, classroom management, child psychology, and teaching approaches are all covered in this course, which is often offered in teacher education colleges or universities.

6. Internal Training

Teachers who are currently working in schools are the focus of in-service training. This is necessary for ongoing professional development and might take the form of workshops, seminars, online courses, or classroom instruction.

1.6 FACTORS INFLUENCING SCHOOL TEACHER TRAINING INITIATIVES

1. Curriculum Prerequisites

Teachers need to understand the curriculum, which is frequently subject to change. Training needs may be impacted by changes to teaching strategies, curricular content, and assessment methods. Teachers must keep up with the latest standards, procedures, and assessment techniques. Curriculum-required training aids educators in understanding not just the material to be taught but also the structure, learning goals, and expected competencies at different grade levels.

2. Developments in Technology

Teachers that receive technical training can implement methods of blended learning that use both online and face-to-face training. This approach has grown in significance in response to disruptions such as the COVID-19 pandemic. This adaptability guarantees continuous instruction and individualized learning programs catered to the requirements of each student.

3. Opportunities for Professional Development

Teacher development is influenced by the availability and accessibility of professional development programs. Workshops, conferences, seminars, and advanced programs may all be included in this group. These activities, which should be pertinent and adapted to their teaching subject or grade level, require time and assistance from teachers.

4. Experience in Teaching

Teacher's training requirements are significantly influenced by their level of experience. While seasoned educators might need training in more complex subjects like differentiated instruction or leadership development, new teachers frequently need more basic training in pedagogy, lesson design, and classroom management.

5. Assisting Leadership

Teachers' development is greatly impacted by their principals, administrators, and other school officials. Effective leadership requires having enough time for professional development, support, and resources. It is responsibility of school administrators to prioritize teacher training, allocate resources, and create an environment that prioritizes ongoing improvement. Prioritizing teacher training as a primary institutional objective is the first step towards effective leadership.

1.7 OUTCOMES OF EFFECTIVE TRAINING PROGRAMS ON SCHOOL TEACHERS

1. Enhanced Knowledge and Skills in Teaching

Programs for training teachers are intended to improve their knowledge of subject-specific techniques, instructional design, and pedagogical ideas. Teachers can better organize their classes, match their instruction to learning goals, and use a variety of teaching strategies, such as case studies, group projects, and technology-enabled learning, if they possess this information. In addition to making courses more interesting, this guarantees that teachers can accommodate students' visual, aural, and kinesthetic learning preferences.

2. Enhanced Motivation and Self-Belief of Teachers

Teachers who receive ongoing training develop a sense of competence and professional advancement. Higher confidence in running classrooms, presenting material, and assessing student learning results results from this. Teachers who are self-assured are more willing to experiment with new teaching techniques and adjust to changing circumstances without fear. Teachers who feel competent and appreciated are more motivated, which lowers burnout and boosts job satisfaction.

3. Better Results for Students

Enhancing the growth and achievement of students is the ultimate aim of teacher preparation. Cooperative learning, formative assessments, differentiated instruction, and active learning are examples of evidence-based teaching practices that qualified teachers can employ. Critical thinking, problem-solving skills, and student involvement are all improved by these methods.

4. Flexibility in Response to Changing Educational Requirements

Technology advancements, changing curriculum, international trends, and societal all expectations have an effect on the ever-changing educational landscape. Teachers have ability to incorporate digital tools, e-learning platforms, blended learning strategies, and integrating modern evaluation techniques into their lessons via continuous education. Additionally, training enables them to address issues like diverse classrooms, inclusive education, and shifting student demographics.

5. Improved Classroom Administration

Successful teaching is based on efficient classroom management. Training improves a teacher's ability to maintain discipline, foster teamwork, resolve conflicts, and create a safe learning environment. Teachers may lessen disturbances and preserve a good environment by studying behavior management strategies like restorative practices, positive reinforcement, and clearly defining expectations.

1.8 CHALLENGES OF TRAINING PROGRAMS FOR PRIVATE SCHOOLS TEACHERS

1. Lack of funds and resources

Absence of adequate funding and institutional support biggest obstacles to efficient teacher preparation. Due to their tight resources, many private schools prioritize administrative costs, student facilities, and infrastructure upkeep over teacher development. However, training necessitates a consistent investment in knowledgeable facilitators, up-to-date teaching resources, contemporary instructional technologies, and access to conferences or seminars that introduce educators to international best practices.

2. Limitations on Time

Busy schedules of teachers, which include lesson planning, classroom instruction, grading, student mentoring, supervising extracurricular activities, and administrative responsibilities, are another major barrier. Finding professional development time without feeling overworked is usually difficult for educators due to their excessive workload.

3. Inadequate Evaluation and Monitoring

Professional development is frequently viewed as a one-time occurrence rather than an ongoing process, which severely restricts its long-term efficacy. Many programs lack the tools necessary to determine if the training has actually improved student outcomes or teaching practices. Without consistent observation, schools are unable to assess if the training has resulted in significant improvements or if more assistance is required. Since a result, the effect is only temporary and theoretical, since teachers return to their previous methods in the absence of responsibility and ongoing supervision.

4. Unwillingness to Change

Resistance to change is another pervasive issue in teacher preparation, especially for seasoned teachers who have grown quite attached to their tried-and-true teaching strategies. Innovative pedagogical frameworks, cutting-edge technology, and novel teaching techniques can all cause unease and uncertainty, which makes many educators hesitant or outright dismiss them. Fear of failing, a loss of classroom control, or doubts about the efficacy of novel ways are frequently the causes of this hesitancy.

5. Not aligning with the curriculum or school goals

Conflict between teacher preparation programs and a school's internal priorities or specific curriculum goals is the final issue, which is often overlooked. Instructors may not be satisfied with generic or externally developed training programs that don't consider the unique challenges the institution faces. For instance, if improving student performance in core literacy or numeracy is the school's immediate objective, a program that emphasizes digital pedagogy is pointless.

II. LITERATURE REVIEW

1. Navya S. T. and Ramesh Chandrasa's 2024 study uses SPSS analysis of data from 50 workers to examine how training and development affect organizational success at HDFC Bank. Effective training dramatically improves worker performance, productivity, and company success, according to the studies. Program quality, employee motivation, managerial support, and Integration of technology is a significant factor that influences training outcomes. An engaged and competent workforce is fostered by well-designed training programs, which also increase job satisfaction, operational efficiency, and employee retention. According to the study's findings, strategic training expenditures boost financial growth, decision-making skills, and service quality—all of which increase competitiveness and guarantee the banking industry's long-term viability.
2. In a study that was published in the International Journal of Innovative Science and Research Technology, Timothy Mandila and Dr. Catherine Muteti (2024) evaluated how well Teachers Training Programs (TCPD) improved the teaching proficiency of primary school teachers in Tanzania's Ilemela Municipality. The study's objective was to address the problem of teacher incompetence, which been recognized as a problem that hinders teachers' ability to effectively engage and instruct students in Tanzania's educational system. Using a mixed- methods approach and a convergent design, the study involved 16 primary school stakeholders. Questionnaires, interviews, and document analysis used to gather data. Specifically in areas such as classroom management, instructional design, differentiated instruction, student engagement, and technological integration, the results showed that TCPD greatly enhanced teaching competency. According to the report, comparable training initiatives ought to be established on a regular basis to give educators up-to-date skills and information.
3. Khulood M. Almajnuni and Tarik A. Alwerthan (2024) looked into the connection between self-efficacy and training program effectiveness among English language instructors in the Kingdom of Saudi Arabia. Their findings were published in the Journal of Pedagogical Research. The efficiency of training programs and instructors' self-efficacy were found to be positively correlated in a statistically significant way. While their self-efficacy in classroom management was lower, teachers indicated medium levels of self-efficacy in student engagement and instructional tactics. 144 English language instructors at Makkah schools

participated in the study, which employed the instructors Self-Efficacy Scale and the Effectiveness of Training Program Scale to gather data through electronic surveys. The study concludes by emphasizing that effective training initiatives greatly increase teachers' self-efficacy and ought to be carefully designed to address both the practical and cognitive facets of teaching in order to satisfy educational goals.

4. Afam Uzorka, Kagezi Kalabuki, and Omotoyosi Odebiyi (2024) evaluated how well in- service teacher training programs improve student success and instructional quality in a study that was published in the Forum for Education Studies. To better understand instructors' experiences and viewpoints regarding influence of training programs, the study sought to investigate both quantitative and qualitative data. In a continuously changing educational environment, the study emphasized the vital necessity of ongoing professional development to uphold strong teaching standards and enhance student results. The study used a mixed- methods approach, interviewing 52 instructors and surveying 286 teachers from different Kampala schools. The results revealed that 71% of instructors polled had taken part in in- service training, and 71% had noted increases in student achievement and 61% had reported improvements in teaching quality. Training has a strong favorable impact on teaching quality, according to regression analysis. These findings were corroborated by qualitative research, which showed improved teaching practices, higher teacher involvement, and increased confidence. Assist educators in effectively using innovative teaching methods and study suggests implementing more specialized, practical workshops that provide continuous professional growth and support. The study concludes by highlighting how teacher preparation programs improve student progress and the quality of instruction.
5. Prof. Brijmohan A. Vyas, Dr. Vijay Joshi, and Dr. Rashmi R. Hunnur's study, "An Empirical Study on the Impact of Training and Development Methods on Employee Satisfaction and Performance in Non-Scheduled Cooperative Banks in Pune City," (2023), examines the effects of various training and development techniques on worker performance and job satisfaction. In Pune, study was conducted at non-scheduled cooperative banks, highlights the value of structured training programs in improving workers' knowledge, abilities, and general productivity. Examining seven popular training methods, the study considered factors such as job roles,organizational size, employee demographics, and training costs. A standardized questionnaire was used to gather data from 15 banks, and out of the 250 surveys that were initially given, 200 legitimate answers were examined. According to the findings, informal learning significantly improved employee performance and happiness. Additionally, it was demonstrated that strategies like job rotation and training initiatives significantly raise employee morale and participation.
6. Helena Laihad, Rais Hidayat, and Sutji Harijanto (2023 study) examined how training effectiveness might enhance the calibre of teachers in the Bogor District's private primary schools. The findings were published in the journal Multidiscipline Sahombu. The study uses a qualitative methodology and descriptive analysis to determine four important indicators of training effectiveness: results, behavior change, learning process, and reaction. Due to inadequate execution and limited participant involvement, the results showed that the current training programs were not entirely effective. The authors recommend continuing professional development and post-training assistance in addition to better training design and delivery to guarantee active engagement and increased impact. The study comes to the conclusion that improved teacher quality and, eventually, improved student results in the area depend on well-designed training programs.
7. Shalini Singh and Dr. Abha Rani Sinha (2023) on how well teacher training develops positive teaching attitudes among primary school teachers in Vaishali District. In addition to evaluating the overall efficacy of the training programs, the study sought to determine how in-service training affected instructors' attitudes towards teaching. The researchers used the Teacher Attitude Inventory to administer pre-test and post-test assessments to a sample of 400 teachers. The data were analyzed using statistical methods such as frequency count, mean, standard deviation, and 't' score. According to findings, teaching attitudes increased significantly following training, as evidenced by statistically significant changes at various levels (0.01 and 0.05) and significant increases in attitude scores. A number of factors were found to contribute to these favorable results, including proper content and approach, skilled trainers, and sufficient infrastructure.
8. Suman, Jashodhan Saha, and MarufAhmd Tamal's study "Effectiveness of Need-Based Teacher's Training Program to Enhance Teaching Quality" (2022) explores the challenges faced by primary and secondary teachers in Bangladesh who are teaching online. Lack of digital skills, inexperience with online technologies, inconsistent internet connections, time management issues, and a dearth of educational materials were some of these challenges. Using a mixed-methods approach, the study involved six institutions and comprised both quantitative questionnaires and qualitative semi-structured interviews. Findings indicated that need-based teacher training significantly improved instructors' job happiness, self-esteem, and technological proficiency, all of which raised the bar for online education. Research indicates that tailored training programs are crucial to addressing the difficulties teachers faced when implementing online learning.
9. Hamid Goda Addai and Wafaa AbduLRazzaq Abbas al-Anbki (2022) investigated the effects on student

achievement and the efficacy of a flow theory-based training program for school teachers in their paper published in the Journal for Educators, Teachers and Trainers (JETT). Creating a teacher training program and assessing its impact on students' academic performance were the goals of the study. The issue of low teaching performance in middle schools, which is mostly caused by the use of conventional teaching techniques, was the focus of the study. A 12-day training program was given to an experimental group, and 320 students and 32 teachers participated in a mixed-methods study. According to the findings, in-service training greatly improved teacher effectiveness, which in turn had a beneficial impact on student achievement. It focused on teacher motivation, adequate teaching materials, and frequent in-service training. Authors suggested that Ghana Education Service improve its training programs by routinely evaluating needs and providing continual professional development in order to boost educational accomplishments and effectively assist instructors.

10. Mrs. Rekha Moni Baruah's 2020 study assessed the efficacy of primary school teacher preparation programs in Tinsukia District and was published in the International Journal of Trend in Scientific Research and Development (IJTSRD). The study sought to ascertain how instructors saw the training's applicability, examine behavioral shifts that occurred after training, and evaluate the caliber of training materials, techniques, and modules. It also took into account the opinions of school administrators and looked for suggestions for upcoming enhancements. Through questionnaires, literature studies, interviews, and in-person observations at training facilities, the study gathered data using a descriptive survey method. Results showed that both pre-service and in-service teachers benefited from the training programs, particularly when it came to helping them use creative teaching strategies. It recommended lengthening training periods, incorporating subject-specific instruction, and enhancing training delivery strategies.
11. In their 2019 study, Theodoros Giovazolias, Syngelaki Manolia-Eva, and Dona Papastylianou examined the efficacy of a 35-hour teacher education training program for Greek primary and secondary school teachers in the Journal of Classroom Interaction. Improving the connections between students and instructors, work engagement, and teachers' basic self-evaluations were the primary goals. By addressing a research vacuum on fundamental self-evaluations among teacher populations, study Emphasize the importance of interventions that improve teachers' relationships with students and their own well-being. Before and after a psycho-educational training program, teachers in thirty-two schools completed self-report questionnaires. According to the ANCOVA analysis, the intervention group's fundamental self-evaluations and teacher-student relationships significantly improved when compared to the control group. Reduced stress and improved coping mechanisms were among the favorable outcomes associated with high core self-evaluations. The study recommends the frequent implementation of comparable programs to strengthen student connections and instructor self-efficacy.
12. In 2019, released an article titled "Effectiveness of In-Service teachers training programmes offered by DSD at primary level in Punjab" by Javaria Tariq, Adnan Yousaf, Nabiha Ishtiaq, Kiran Khalid, and Naseer Ahmed. It looks at how well public primary school teachers in Tehsil Narowal, Punjab, Pakistan, respond to in-service teacher training (ISTT). Although instructors typically have good opinions towards the training programs and recognise their influence on professional development and teaching methods, the study finds substantial limitations, especially in the planning and evaluation stages. Using a sample of 100 teachers and a structured questionnaire, the study emphasises the need for training program design changes and suggests ongoing formative and summative evaluations, differentiated training groups, and needs analysis surveys. In order to encourage instructors, it also recommends offering monetary rewards and yearly raises. To improve the training's overall efficacy and influence on educational results, the study finds that planning and evaluation improvements are essential to matching the program to the unique requirements and circumstances of instructors.
13. Faisal Qamar Soomro and Saima Hussain (2018). The great majority of firms today believe that training is essential since it improves a company and boosts employee efficiency. Establishment and implementation of training programs in the banking sector, along with the degree to which they influence employees' competencies, form the basis of the study. As part of the survey, 152 Karachi bankers responded to questionnaires. On-the-job training and well-designed training have a greater impact than off-the-job training, according to the data.
14. Nevin Sherif Abdel Halim's (2017) study focused on managers' and employees' viewpoints to analyze the efficacy of training programs in the hotel business. The study, conducted in Alexandria, polled 530 guests from four- and five-star hotels through in-person interviews. The data revealed that employees' age and educational attainment had a substantial impact on how effective they thought the training was. In order to enhance workforce development in general, the study underscored the importance of training programs that consider staff demographics and hotel standards.
15. Gowsalya R.S. and Asma V.K.M. (2017) examine the effectiveness of training programs in companies and highlight how training enhances employee safety, productivity, and skills, which are vital to an

organization's success. According to the findings, maintaining competitiveness in modern organizations requires ongoing training. Successful skill development, behavioral improvement, and knowledge transfer are guaranteed by efficient training programs. Better goods and services are typically provided by companies that quickly incorporate new information and technologies. According to study, HR directors create programs that successfully accomplish company objectives by utilizing a variety of training effectiveness models.

16. Bhawani Shankar Subedi (2015) conducted a study that was published in the Journal of Training and Development (JTD) to assess how teacher training programs affected the improvement of educational standards in Nepal. Evaluating how teacher preparation affects several facets of educational growth, such as the calibre of instruction and learning, was the goal. The results showed that although trained teachers had a beneficial effect on community connections, the school atmosphere, and, in certain situations, the quality of instruction, there were notable gaps in the application of training knowledge and skills to real-world classroom situations. The study emphasized the necessity of better aligning training programs with the particular needs of schools. This study, involved 4,033 competent teachers from 45 schools across 25 districts. The suggestions included creating strong monitoring and evaluation mechanisms, incorporating practical components into the training, providing continuing assistance, and revamping teacher preparation programs to better suit the needs of schools. Although qualified instructors are crucial to school growth, the study concluded that further improvement like educational outcomes, access, and equity, it is also critical to improve training relevance, offer ongoing assistance, and ensure appropriate monitoring.
17. A 2015 study by Professor Brijmohan Vyas and Chandrika K. Mistry highlights the value of suitable training in the cement industry. It emphasizes how important it is for businesses to continuously improve the knowledge, skills, and talents of their employees, especially in a globalised corporate world. Companies spend a lot of money on workforce development, thus the research attempts to assess how beneficial the training programs are. Nonetheless, the study's primary focus is on how effective these training initiatives are. It examines cement manufacturing employee feedback, which offers crucial details regarding how effectively employees perceive training. By examining these remarks, study intends to develop creation of pertinent rules and practices that will improve training program administration and execution.
18. N. Akbar - effectiveness of staff training and development programs in increasing organizational efficiency in the IT sector is examined in Jan's (2012) study. The study, which involved 100 employees from three technical departments in Chennai, used random sampling. Data was analyzed using AMOS and Structural Equation Modeling (SEM). In addition to highlighting employee attitudes and beliefs regarding training, descriptive study shows how training affects job performance and overall productivity in IT companies. According to report, workers need to continuously enhance their current abilities and pick up new ones in order to keep up with the quick developments in technology. It concludes that strategic training programs support the organization's long-term success and ability for innovation in addition to fostering individual career advancement.
19. Tripti Singh, Shefali Nandan, and Ankit Singh's 2012 study uses an exploratory research methodology to examine how employees in India's manufacturing and service sectors view training initiatives. Key disparities in training efficiency between the two sectors are revealed by the study, which was conducted in a few chosen organizations. Training objectives in the manufacturing sector urgently need to be more closely correlated with expansion of individual 28 employees and organizational goals. On other hand, the service industry should concentrate on improving the general caliber and efficacy of its training initiatives. The study's findings suggest that both sectors could greatly enhance organizational performance and employee outcomes by improving the strategic alignment, design, and applicability of their training initiatives to better satisfy operational needs and employee expectations.
20. Anna Ciraso (2012) looked at the transfer characteristics of teacher training and offered a methodology for assessing its efficacy in educational institutions. Her paper was published in Procedia - Social and Behavioural Sciences. The study, which included 107 teachers from 37 schools in Barcelona area, discovered that although teachers were motivated to implement their training, there was insufficient organizational support for skill transfer. Transfer was significantly impacted by motivation, school climate, individual engagement, adaptability, and administrative support. Enhancing teacher information exchange, increasing organizational support, and increasing the visibility of administrative support are all critical, as the study demonstrated. More resilient school structures are needed for effective knowledge transfer, it was decided, in order to support teachers in putting newly acquired abilities into practice.
21. Winfred Arthur Jretal's 2003 paper, "Effectiveness of Training in Organizations: A Meta- Analysis of Design and Evaluation Features," examines the relationship among training design, evaluation methods, and organizational effectiveness. Training produced moderate to high advantages on four key categories, according to a meta-analysis of multiple studies: behavior (0.62), learning (0.63), reactions (0.60), and results (0.62). Suggest that training programs are beneficial to businesses, albeit the effectiveness of the

outcomes varies according to the methods used for design and evaluation. The study emphasis the importance of carrying out comprehensive assessments that go beyond participant reactions in order to ascertain the true impacts of training. Nevertheless, the authors noted that the quality and consistency of the studies they examined were limited, and that more longitudinal research is needed to assess long-term effects.

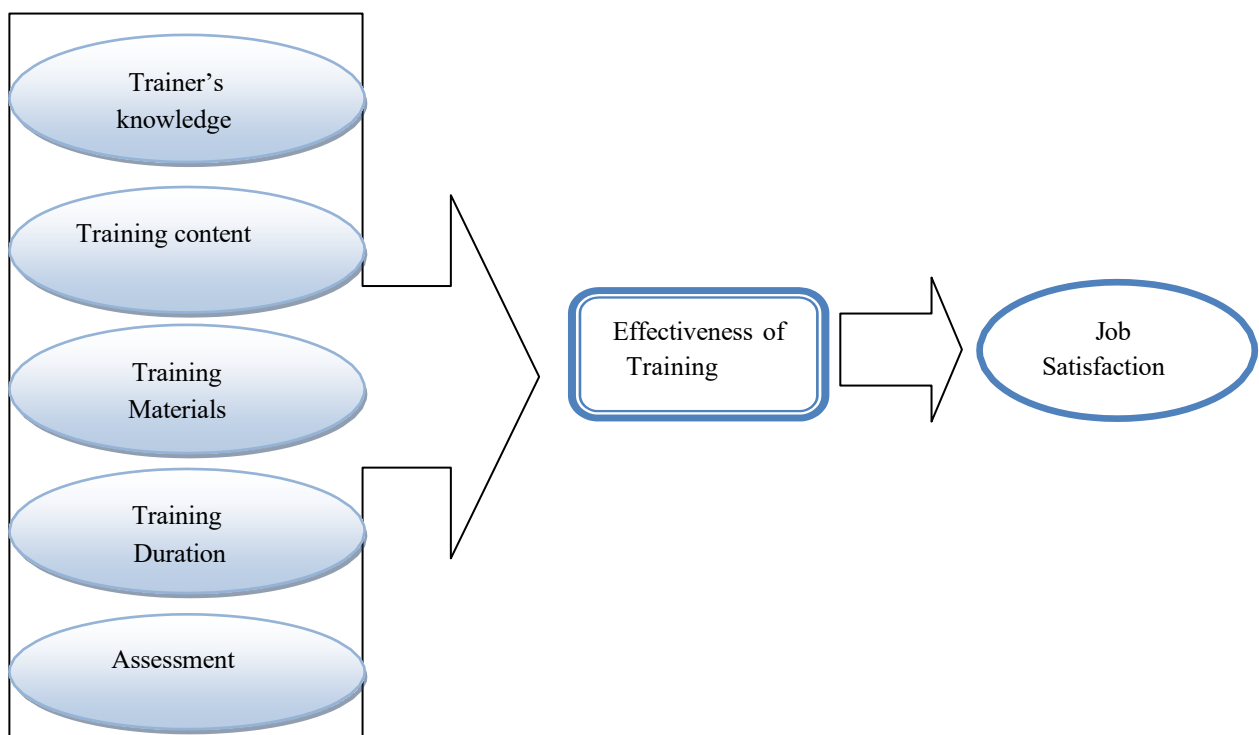
III. PROBLEM STATEMENT

Teaching in private schools comes with its own set of challenges, including heavy workloads, diverse student needs, and high expectations for academic performance. Teachers are frequently required to manage multiple responsibilities, which can effect their professional growth and overall job satisfaction. Training programs for private school teachers play a important role in equipping them with the necessary skills and knowledge to navigate these challenges effectively. This study aims to identify and analyze the training programs on the professional development, teaching efficiency, and overall effectiveness of private school teachers.

IV. OBJECTIVES OF THE STUDY

1. To study the different dimensions of training programmes conducted by private schools.
2. To evaluate influence of various factors on training effectiveness.
3. To ascertain the influence of training effectiveness on teachers satisfaction.

V. THEORETICAL FRAMEWORK



VI. RESEARCH METHODOLOGY

1. Type of research: Descriptive research.
2. Sources of data:
 - Primary Data: Data will be collected with structured questionnaires by surveying private school teachers at Bagalkot district.
 - Secondary Data: Research articles, Websites and Reports .
3. Sample plan:
 - Sample frame: Bagalkot District
 - Sample size: 170
5. Sample Unit : Private School Teachers at Bagalkot District

6. Sampling Technique : Random Sampling Technique
7. Data analyzing tool: SPSS, MS Excel
8. Statistical tool: ANOVA, Regression

VII. SCOPE OF THE STUDY

The study is designed to measure effectiveness of training programs on private school teachers in Bagalkot district. This research aims to understand how these training programs impact job satisfaction and teaching performance. Additionally, study will explore the current training methods and practices, providing valuable insights for educational institutions on what teachers expect from professional development opportunities and how these programs can be optimized to enhance their performance.

VIII. LIMITATIONS

1. The respondents may not spend sufficient time due to their work schedule.
2. The respondents may be biased in their responses.

IX. DATA ANALYSIS AND INTERPRETATION

H1: Trainer's Knowledge influences significantly on training effectiveness.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.440 ^a	.194	.189	.48041
a. Predictors: (Constant), Trainers knowledge				

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.324	1	9.324	40.399	.000 ^a
	Residual	38.773	168	.231		
	Total	48.096	169			
a. Predictors: (Constant), Trainers knowledge						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.084	.256		8.134	.000
	Trainers knowledge	.435	.068	.440	6.356	.000
a. Dependent Variable: Effectiveness of training						

Analysis : A relatively favorable relationship between trainer knowledge and training efficacy is shown by the correlation coefficient (R), which is at 0.440. Based on the R² value of 0.194, 19.4% of the variability in training efficacy may be explained by the trainer's knowledge. Training efficacy and trainer expertise are statistically significantly correlated, with a significance value of 0.000, below the p-value of 0.05. For every unit increase in trainer knowledge, training efficacy rises by 0.435 units, according to the unstandardized beta value of 0.435.

Interpretation : There is a positive correlation between teacher expertise and training efficacy and null hypothesis can be rejected since P-value of 0.000 shows that trainers' experience significantly affects training efficacy.

H2: Training Content influence significantly on training effectiveness .

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.364 ^a	.132	.127	.49842
a. Predictors: (Constant), Training Content				

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.361	1	6.361	25.603	.000 ^a
	Residual	41.736	168	.248		
	Total	48.096	169			
a. Predictors: (Constant), Training Content						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.271	.284		7.993	.000
	Training Content	.394	.078	.364	5.060	.000
a. Dependent Variable: Effectiveness of training						

Analysis : Training content and efficacy are positively correlated, as shown by the correlation coefficient (R), which is at 0.364. Training content is responsible for 13.2% of the variation in training efficacy, as indicated by its R² value of 0.132. Training efficacy and training content have a statistically significant correlation, as shown by the 0.000 significance value, which is less than 0.05 p-value.

Interpretation : Training efficacy and training content, have a favorable relationship. P-value of 0.000 provides enough evidence to reject null hypothesis by showing that training content significantly affects training efficacy. One-unit increase in training content is associated with a 0.394-unit increase in training effectiveness, indicating that training content positively impacts the overall efficacy of the program.

H3: Training Materials influence significantly on training effectiveness.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 ^a	.206	.201	.47681
a. Predictors: (Constant), Training Material				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.902	1	9.902	43.552	.000 ^a

	Residual	38.195	168	.227		
	Total	48.096	169			
a. Predictors: (Constant), Training Material						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.983	.262		7.568	.000
	Training Material	.470	.071	.454	6.599	.000
a. Dependent Variable: Effectiveness of training						

Analysis : Training efficacy and training content have a somewhat favorable relationship. P-value of 0.000 provides enough evidence to reject null hypothesis by showing that training content significantly affects training efficacy. One-unit increase in training content is connected to a 0.394-unit increase in training effectiveness, indicating that training content positively impacts the overall efficacy of the program.

Interpretation : Training materials and Training effectiveness, have a moderately favorable connection. P-value of 0.000 shows that training materials have a significant impact on training efficacy, which is sufficient evidence to reject null hypothesis.

H4: Training Duration influences significantly on training effectiveness.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339 ^a	.115	.109	.50343
a. Predictors: (Constant), Training Duration				

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.519	1	5.519	21.776	.000 ^a
	Residual	42.577	168	.253		
	Total	48.096	169			
a. Predictors: (Constant), Training Duration						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.559	.247		10.378	.000
	Training Duration	.321	.069	.339	4.666	.000

a. Dependent Variable: Effectiveness of training			
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Analysis: Training Duration and effectiveness are moderately positively correlated, by the R value of 0.339. The training length accounts for 11.5% as shown variation in training effectiveness, according to the R² value of 0.115. Training time and effectiveness have a statistically significant, as indicated by the significance value of 0.000, which is less than 0.05. A one-unit increase in training length results in a 0.321-unit increase in training efficacy, according to the unstandardised beta value of 0.321.

Interpretation : Training effectiveness, the dependent variable, and training duration, the independent variable, have a moderately favorable connection. There is enough statistical evidence to reject the null hypothesis because P- value is 0.000, which is below the conventional significance level of 0.05 H5: Assessment influence significantly on training effectiveness.

H5: Assessment influence significantly on training effectiveness.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	.197	.193	.47932
a. Predictors: (Constant), Assessment				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.498	1	9.498	41.341	.000 ^a
	Residual	38.598	168	.230		
	Total	48.096	169			
a. Predictors: (Constant), Assessment						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.048	.259		7.914	.000
	Assessment	.453	.070	.444	6.430	.000
a. Dependent Variable: Effectiveness of training						

Analysis: Moderately positive correlation between duration and efficacy is indicated by R value of 0.339. Based on R² value of 0.115, the training length explains 11.5% of the variance in training efficacy. Statistical significance score of 0.000 indicates that there is a less significant correlation between training time and efficacy than 0.05. Training efficacy rises by 0.321 units for every unit increase in training duration.

Interpretation: Training effectiveness and Assessment have a moderately positive association, according to the analysis. Null hypothesis is strongly supported by statistical data, as P-value is 0.000, which is less than 0.05. This suggests that evaluation plays a major role in training efficacy and that improvements in assessment practices are linked with better training outcomes.

H6: Training effectiveness influence significantly on Satisfaction.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 ^a	.266	.261	.45855
a. Predictors: (Constant), Satisfaction				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.771	1	12.771	60.739	.000 ^a
	Residual	35.325	168	.210		
	Total	48.096	169			
a. Predictors: (Constant), Satisfaction						
b. Dependent Variable: Effectiveness of training						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.671	.262		6.373	.000
	Satisfaction	.547	.070	.515	7.794	.000
a. Dependent Variable: Effectiveness of training						

Analysis : R value of 0.515 indicates a moderately good relationship between training efficacy and satisfaction. Satisfaction explains 26.6% of the variation in training efficacy, with an R² value of 0.266. Significance value of 0.000, which is less than 0.05, shows that training efficacy and satisfaction are statistically correlated. The unstandardized beta value of 0.547 indicates that for every unit increase in satisfaction, training efficacy rises by 0.547 units.

Interpretation : Training efficacy and Satisfaction has positive association. It may be concluded that training efficacy is much increased by satisfaction because P-value of 0.000 provides sufficient strength to rule out null hypothesis.

X. FINDINGS OF THE STUDY

- Five schools shown in data distribution chart each contributed 50% of survey data. Samruddhi Gurukul (13%), Ranganath International (11%), Royal Palace (19%), Tejas International (12%), and Basaveshwar International Public School (45%) contributed the most.
- The figure indicates that half of the respondents are between the ages of 35 and 40, followed by those over 40 (25%), 30 to 35 (13%), and 20 to 30 (12%).
- According to the pie chart, TGTs make up 47% of the respondents, while PRTs make up 43%. 'Others' comprises the remaining 4%, with PGTs accounting for 6%.
- Majority of research participants are female, for 38% of all respondents and 62% of all respondents.
- According to the graphic, 42% of respondents have five to ten years of experience, 35% have ten to fifteen years, 13% have one to five years, and 10% have fifteen or more.
- Out of the 170 respondents, 43% agreed and 12% strongly agreed that the trainer showed a high level of subject expertise. The remaining 33% were neutral, 9% disagreed, and 2% strongly disagreed.
- A total of 52% agreed and 14% strongly agreed with the trainer's ability to clear up any confusion, whereas 27% were neutral, 6% disagreed, and 1% strongly disagreed.
- In terms of engagement, 33% were neutral, 5% disagreed, 1% strongly disagreed, and 46% agreed and 15%

strongly agreed.

9. Respondents, 41% agreed and 18% strongly agreed with the provision of pertinent real-world examples, whereas 30% were neutral, 5% objected, and 1% strongly disagreed.
10. 42% of respondents agreed and 22% strongly agreed with the statement that the trainer was confident and well-prepared, compared to 33% who were neutral and only 3% who disagreed, with none strongly disagreeing.
11. 37% agreed and 10% strongly agreed that it was relevant to teaching needs, compared to 45% who were neutral and 8% who disagreed.
12. Regarding up to date information and strategies, 4% Disagreed, 41% were neutral, 13% strongly agreed, and 42% agreed
13. Less than 6% disagreed, 44% agreed, 12% strongly agreed, 38% were neutral, and on alignment with work responsibilities, 44% agreed.
14. Content that promoted innovative teaching techniques received the most positive feedback. 34% were neutral, 4% disagreed, and only 1% strongly disagreed, while 50% agreed and 11% strongly agreed.
15. Lastly, 41% of respondents agreed and 18% strongly agreed that the information was thorough and well-structured, compared to 37% who were neutral, 3% who disagreed, and just 1% who strongly disagreed.
16. Of the 170 participants, 32% agreed and 11% strongly agreed that the materials were easy to comprehend and clear. Of those, 51% were neutral, 5% disagreed, and 2% strongly disagreed.
17. 45% agreed and 11% strongly agreed that handouts and presentations were valuable, 38% were neutral, 5% objected, and 1% strongly disapproved.
18. Just 5% disagreed, 17% strongly disagreed, 29% were neutral, and 47% agreed with the training objectives.
19. Regarding post-session access to resources, 36% were neutral, 4% disagreed, 10% disagreed strongly, and 50% agreed.
20. 45% strongly agreed, 20% agreed, 26% were neutral, 8.3% disagreed, and only 1% strongly opposed that the learning experience should be improved.
21. In contrast to 51% who were neutral, 7% who disagreed, and 4% who strongly disagreed, 30% agreed and 8% strongly agreed that the training period was adequate to cover all important topics.
22. Although 8% disagreed, 2% strongly disagreed, and 36% were neutral, 45% agreed and 9% strongly agreed that the sessions were well-managed in terms of time.
23. 36% were neutral, 7% disagreed, and no strongly disagreed, while 46% agreed and 11% strongly agreed that the training's pace was suitable for learning
24. 34% were neutral, 7% disagreed, and 1% strongly disagreed with the statement that the sessions' scheduling suited participants' energy levels, while 42% agreed and 16% strongly agreed.
25. 34% of respondents agreed and 19% strongly agreed that the training was neither hurried nor extended, whereas 35% were neutral, 10% disagreed, and 2% strongly disagreed.
26. with 33% agreeing and 9% strongly agreeing that the training program included useful assessment tools, 49% being neutral, 8% disagreeing, and 1% strongly disagreeing.
27. 46% of respondents agreed and 12% strongly agreed that the comments on my performance was useful, indicating a significant positive response. 33% were neutral, 8% disagreed, and 1% strongly disagreed.
28. 47% agreed, 18% strongly agreed, 27% were neutral, 7% opposed, and 1% strongly disagreed that the evaluation techniques were fair and pertinent.
29. 42% of respondents agreed and 16% strongly agreed that the assessment reflected what was taught, compared to 32% who were neutral, 8% who disagreed, and 2% who strongly disagreed.
30. 42% agreed and 22% strongly agreed that the assessment helped find areas for improvement, 29% were neutral, just 6% objected, and 1% strongly disagreed.
31. Overall, the training program had a favorable impact on my teaching abilities; 42% agreed and 10% strongly agreed, compared to 42% who were neutral, 5% who disagreed, and 1% who strongly objected.
32. Participants showed significant confidence in their ability to apply the knowledge they learned during training, as seen by the 54% who agreed and the 16% who strongly agreed, compared to just 5% who disagreed, 1% who strongly disagreed, and 24% who remained neutral.
33. With 48% agreeing and 13% strongly agreeing that the training improved classroom performance, 30% were neutral, 8% disagreed, and 1% strongly disagreed.
34. 41% of respondents agreed, 19% strongly agreed, 36% were indifferent, 3% disagreed, and 1% strongly disagreed with the statement, "I would recommend this training to other teachers."
35. 41% of respondents agreed and 21% strongly agreed that the training had improved my job satisfaction, compared to 33% who were neutral, 3% who disagreed, and 2% who strongly disagreed.
36. Training program's effectiveness has increased my overall happiness with my teaching work; 45% of respondents were satisfied and 8% were very satisfied, compared to 38% who were neutral, 7% who expressed dissatisfaction, and 2% who were extremely dissatisfied.

37. As a result of taking part in an excellent training program, I feel more inspired and appreciated. The training had a high motivational influence, as seen by the 62% who were satisfied, 6% who were very satisfied, 26% who were neutral, 4% who were unsatisfied, and 2% who were severely dissatisfied.
38. With respect to how effective training sessions have boosted my confidence and job satisfaction, 52% of respondents were satisfied, 13% were very satisfied, 31% were indifferent, 3% expressed displeasure, and 1% were severely dissatisfied, indicating a major positive influence on both.
39. Training program's practical benefits have increased my job satisfaction; 32% of respondents were neutral and only 4% were dissatisfied, indicating a positive impact with moderate neutrality. Of those, 50% were satisfied and 14% were extremely satisfied.
40. With reference to the claim, Due to the success of the training program, my overall level of satisfaction with my teaching job has increased; 47% of respondents were satisfied, and 23% were very satisfied, while 29% were neutral, 1% were dissatisfied, and none were extremely dissatisfied.
41. A statistically significant correlation between trainer knowledge and training efficacy is demonstrated by the 0.000 P-value.
42. P-value of 0.000, which confirms a meaningful and statistically significance association between training content and training efficacy, emphasizes the importance of well-designed material in improving training outcomes.
43. Training efficacy and training materials exhibit a statistically significant connection ($p = 0.000$), indicating that improved training materials improve training outcomes.
44. P-value of 0.000 shows a statistically significance relationship between training time and efficacy, suggesting that longer or more carefully planned training sessions produce better outcomes.
45. Training efficacy and assessment have a statistically significant link, as indicated by the significance value of 0.000, indicating that better evaluation practices increase training outcomes.
46. A p-value of 0.000 indicates that there is a statistically significance link between training efficacy and satisfaction, indicating that improvements in training results are correlated with higher levels of satisfaction.

XI. SUGGESTIONS

- Even though a few participants voiced reservations regarding the trainer's knowledge, clarity, and involvement, this points to areas that require work. Trainers should integrate their strong subject-matter expertise with contemporary teaching techniques to boost student engagement, simplify explanations, and maintain high training standards.
- Training materials and handouts were perceived by several respondents as being unclear or ineffective. This suggests that the benefits of the provided resources were not distributed equitably among the participants. The clarity and design of the handouts might be enhanced by trainers using simpler language, providing illustrations or key-point summaries, and ensuring that the content clearly supports the training subjects.
- Some participants thought the evaluation tools were ineffective and unfair. A quick "assessment review" trainers may incorporate a session at conclusion of the program. Participants in this casual 20-minute discussion can share their perspectives on the evaluation procedure, make suggestions, and gain a deeper understanding of the relationships between the training materials and the evaluations.

XII. CONCLUSION

The study, which involved 170 participants from five Bagalkote District private schools, examined the efficacy of training programs. The results demonstrate how important it is to balance trainer competence, relevant content, helpful resources, and a well-planned timeline to ensure the success of these programs.

Overall, majority of educators voiced favorable opinions. Many believed that the teachers showed excellent subject expertise and efficiently answered questions. Numerous participants reported increases in their job satisfaction and teaching effectiveness, and the material was deemed pertinent and helpful. Additionally, educators reported feeling more comfortable implementing the training in their classrooms, and the techniques of assessment employed throughout the sessions were widely regarded as equitable and conducive to learning.

Other hand , concerns were raised. Although some participants expressed doubts about whether the materials and handouts adequately met their teaching needs, others said that they were disorganized and unclear. Concerns were raised concerning the program's general tempo and the length of the sessions; several participants said that the training would have been more effective if it had included more real-world and useful classroom examples.

Future training programs can be strengthened by adding interactive teaching strategies, improving the learning materials' clarity and design, modifying the pace of sessions based on participant feedback, and customizing the content to better meet teachers' subject demands.

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