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Impact of Teachers' Training on Students' Learning Attitude and Organizational Performance

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Abstract:

The study is about the impact of teachers' training on students' learning and consequently on organizational performance. This research is conducted in Lahore, Pakistan. To conduct this study all teachers of public schools located in Lahore were taken as target population. For this purpose, quantitative research method was used. Data was collected by using random sample technique. For this purpose, 400 questionnaires were distributed among teachers of all levels i.e. primary, secondary and high sections. Data was analyzed and results were calculated by applying descriptive and correlation analytical techniques in SPSS 22. Results of the study showed that with the help of arranging more teachers' trainings, students' learning attitude can be changed positively. Consequently, it affects the whole performance of the organization in positive manner. Teachers' trainings help teachers to adopt new teaching techniques and methods. Students feel more convenient with new teaching methods. As a result, students show more interest in the study and improved learning attitude towards enhanced and improved performance. Yet, it has many limitations and gaps to be filled by future researches. The study is conducted only in one city of the province, while it could be conducted in other cities also. It used only descriptive and correlation as data analysis techniques while it could be analyzed with other more advanced analytical techniques to dig it in more depth.

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

1. Introduction

1.1. Background of the Study

Training is an action of teaching a person a particular skill to perform their roles effectively and efficiently. Training is a vital part of the human resource development. Most employees have some weaknesses in their organizational skill (Muralidharan & Sundararaman, 2010; Navarro, Zervas, Gesa, & Sampson, 2016). Like employees in any organization teachers also need training to enhance their teaching skills (Noah & Olusola, 2015; Schroeder & Adesope, 2015).

Training not only helps teacher performance but also the students' learning outcomes. Training framework is designed in educational institutions to facilitate the teachers' skill (Navarro et al., 2016). Deficiency among teachers' skill leads towards the deficiency among students learning behavior and outcomes. Subsequently, it leads towards the shortcomings in overall organizational Performance (Chen-Chung, Kuan-Hsien, Leon Yufeng, & Chin-Chung, 2016). Diverse needs of students can be addressed by providing suitable trainings to staff in educational organizations worldwide (Chen-Chung et al., 2016).

The long-haul objective of manageable training is to teach students to wind up residents of satisfactory information to have the capacity to think in a situation orientated way, decide, have sympathy and capacity to bargain identified with nature.

Moreover, teachers of all fields ought to create themselves in accordance with the necessities and prerequisites of the establishments they work in when they begin to play out an occupation professionally. The necessity of this improvement establishes in numerous elements, for example, to have the capabilities to satisfy the insufficiencies, to adjust with working environment, to have a superior expert execution and to progress in the profession. The advantageous training opportunities for teachers which can build up every one of these aspects likewise. It also helps to develop the nature of the individual and the efficiency of the establishment.

Educators likewise need to refresh their insight and abilities on educational module, brain science, and instructional method of the students and new research on instructing and learnings; henceforth they require suitable in-benefit and timely trainings also (Whitby, 2010). Moeini (2008) expressed that policymakers focus on educators' proficient advancement to spread the essential data and give direction to instructors (Moeini et al., 2008). Demands for fruitful trainings are increasing day by day at all levels with the advancement in the society. As training has also

relationship with monetary advancement hence, sometimes it becomes difficult for the organizations to arrange frequent sessions(Whitby, 2010).

Bando Grana & Li (2014) checked on the related writing and brought up 4 insignificant conditions for an instructor beneficial training program keeping in mind the end goal to limit the conceivable issues and make these trainings more powerful: "(1) it ought to be sufficiently concentrated to cause an adjustment in educator conduct, (2) it ought to be associated with training, (3) it ought to be consistent, and (4) it must be lined up with instructor motivating forces" (Bando Grana & Li, 2014). Vukelich and Wrenn (2009) additionally recorded the prerequisites of an expert advancement process as "(1) center around a solitary subject, (2) center around members' needs, (3) be progressing and managed, (4) draw in members in the quest for answers to real issues and interests, (5) accommodate members' important commitment enable members to create collegial connections, (6) urge members to think about their educating."

Consistent expert advancement of educators is viewed as an expert obligation in numerous nations which incorporates some legitimate controls or shared assertions (Education, 2013). In Turkey, in-benefit preparing programs are sorted out by the Directorate of Teacher Training and Development in the Ministry of National Education i.e. MoNE. Along these lines, instructors are given to enhance their insight, aptitudes, and capacities. One of the objectives in 2017-2023 Teacher Strategy Document arranged by the Ministry of National Education, Turkey is to make the individual and expert improvement of the instructor's constant. In this sense, it was intended to create execution evaluation framework to decide the change needs of the instructors and to expand the nature of individual and expert advancement exercises.

Pre-benefit instruction and acceptance programs are essential and additionally in-benefit preparing is. These three measurements of the educator preparing complete one another, and this case may be alluded as the fundamental arrangement of being a qualified instructor. In Turkey, chosen people, who complete a 4-year school instruction preparing, are designated as learner instructors in the wake of passing particular composed and oral exams. Tenderfoot instructors take an interest in enlistment projects to acquire handy experience and to make their classrooms more advanced. As a piece of the acceptance program led in 2015(MoNE, 2015 dated Regulation of Appointment), in and out school exercises and in-benefit preparing likewise occur. Especially the in-benefit training module is vital in term of supporting the required proficient abilities, adjustment process and applying basic practices for the beginner instructors.

Single study cannot lighten up all aspects of any issue. Many studies have been done previously about training and its impact of teacher training. But still it is a vast field to be worked on, because training has different impact on different areas(Chen-Chung et al., 2016).Every teacher training is conducted to achieve a specific objective contributing towards organizational performance.

Teachers are key performers for any educational institution, hence they need to be equipped with proper skill (Carnoy, Khavenson, & Ivanova, 2015). Innovation in teaching skill increases the learning experience of students (Domitrovich et al., 2010). Teachers' lack of knowledge and skill should be addressed through (Rae, Mckenzie, & Murray, 2011) training to increase the students' performance (Sorour, Goda, & Mine, 2017). Teachers' training helps teacher and supervisors to overcome many learning limitations, such trainings should be combination of desired techniques to be implemented (Silvia Baldiris, Panagiotis, Ramon Fabregat, & Demetrios, 2016).

1.2. Statement of Problem

Students' learning attitudes have been changed and the performance of educational institutions are going down day by day. Students of present age, have many intentions other than study. It is necessary to change the attitude of students towards learning. For this purpose, teachers have to be more equipped with teaching skills. So that students could be taken more towards study-oriented activities. It will also improve the progress and performance of the educational organization as a whole.

1.3. Research Objective

This study has the following objectives:

- To study the impact of Teachers Training on students' learning attitude.
- To study the relation of students learning attitude and organizational performance.
- To study the impact of teachers' training of organizational performance.

1.4. Research Questions

This study will dig out the answers of following research questions:

- What is the Impact of Teachers' Training on Student Performance?
- How teacher training affects the students learning attitudes?
- Does a trained teacher contribute most towards organizational performance?

1.5. Significance of the Study

This study is additional in its nature. As it will add more in the literature regarding teachers' trainings and performance of education department. But it is as much significant as the research in all other fields of the world. This study d can prominent those areas which have never been addressed before (Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013). In this technical era which is moving very fast , there is a huge change in students learning attitudes, which can only be achieved through advanced level of teachers' trainings(Shaymaa, Kazumasa, & Tsunenori, 2017). Teachers' trainings should acquaint a teacher with knowledge of national education objective, philosophy and a

thorough understanding of the national curriculum (Silvia Baldiris et al., 2016). A teacher act as a nation builder and role model for students. Hence, s/he needs to be properly trained by all aspects.

1.6. Operational Definitions

1.6.1. Training

Training is the procedure through which workers are made fit for doing the activity recommended to them. As per Flippo, "Training is the demonstration expanding the information and aptitude of a representative for completing a specific occupation."

According to Dale Yoder, "Training is the procedure by which labor is filled for the specific employments it is to perform." According to Beach, "Training is the sorted-out technique by which individuals learn information and abilities for an unmistakable reason."

1.6.2. Learning Attitude

Attitude is a person's potential mental reaction and attitude to the general population, occasions, (Chang, 1991). It is additionally a collection of experience and after effect of discovering that guide one's additional conduct. Disposition is an emotional mental status of the activity of status and conduct propensity (Li, 1984). It influences one's inward preparation towards a particular protest (Wang, 2001).

Attitude is a scholarly conduct and, all things considered, is profoundly powerless to change. The Behavioral Theory requires "uplifting feedback" or reward for good conduct. This is predictable with the mentalities toward adapting, particularly at a rudimentary level. Krathwohl's Taxonomy hypothesis expresses that a learning state of mind is created after some time, and that past learning encounters influence future learning encounters. This is apparent in grown-up understudies thinking about coming back to class to advance their training.

1.6.3. Organizational Performance

The term has a comparable significance to 'hierarchical adequacy.' However, 'authoritative viability's covers a more extensive zone. How about we take a gander at the significance of the two words. 'Hierarchical' is the modifier of and organization and an organization are a sorted out gathering of people with a particular reason.

'Execution' is the procedure or activity of playing out a capacity or undertaking. We see it in regards to how effectively the individual completes that given responsibilities.

2. Literature Review

Previous studies have described many aspects related to teachers training and its impact on students' learning and organizational performance. These studies also explain the relationship between the training and different aspects of students' performance. One of them is developing teachers' competences for designing inclusive learning through training, (Shaymaa et al., 2017). There is rich literature available in this regard which is discussed here under.

2.1. Variables

Variables of the study are extracted from previous studies conducted by different authors. These variables are mentioned below.

2.1.1. Teachers' Training

Among previous researchers (Aaronson, Barrow, & Sander, 2007). Another researcher for this topic (Harris & Sass, 2011) did relevant study about impact of teacher training on students and teachers interaction and its impacts. Another research insight e.g. (Baker), 2016 shows the teacher training and change in students' performance.

Reviewing literature (Clotfelter, Ladd, & Vigdor, 2007) explains the positive impact of trained teacher on student's learning. So, N. Harris, (2008) studied the impact of teachers' trainings on student's performance.

However, a universal system is required for designing teachers' trainings to provide students with better learning opportunity (Silvia Baldiris et al., 2016). Teachers' training enhances the teacher competences to interact with the students in a better way to increase the students' attitude towards learning (Zachary, Eleazar, & Wilfred, 2016).

Teacher training (TT) enhances the students cognitive learning strategies encouraging the adoption of a deep learning approach (Noah & Olusola, 2015) and have been shown to be effective in enhancing students achievement (Zachary et al., 2016). Teachers' training enhances the student learning abilities (Shaymaa et al., 2017) and constructs related knowledge of students (Tate, Thompson, & McKerchar, 2005).

Teacher training can help students in better understanding subject matter. It also increases students' cognition (Zachary et al., 2016). Training comprises on utilizing vast procedures for learning and speaking skills which helps to enhance students' learning attitude (Batte, Forster, & Larson, 2003).

Diagnostic feedback to teachers is also part of teacher training. It can improve the quality of education by increasing students learning abilities (Muralidharan & Sundararaman, 2011) and it can also improve the attitude of students towards learning. Training design for teacher also help (Biktimirov & Armstrong, 2015) change the teachers' behaviors towards students learning approach. It helps teacher to assist students in a way (Bertagna, 2015) suitable for learning improving students' knowledge.

Teachers' training (Anita et al., 2015) can mold a student behavior towards activity based learning and cognition. It can be achieved by designing a teacher training program enriched with activity based learning approaches (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). A trained teacher can make up a student's cognitions towards learning and knowledge (Merchant, Goetz, Cifuentes, Keeney-Kennicutt, & Davis, 2014).

2.1.2. Students' Learning Attitude

Learning attitude has been perceived as the significant goal for social research works at school level (Connor, Lara J, Crowe, & Meadows, 2009). In social research work, instructors may organize understudies to visit old resources or sanctuaries encompassing their schools to enable them to understand the estimation of their nearby culture. Be that as it may, it is hard to have the understudies give careful consideration to those social or authentic relics amid the field trip, also advancing their learning premium, state of mind or social character (Hwang, Kuo, Chen, & Ho, 2014).

In customary classroom guidance, rivalry instructional methods have been broadly embraced and have been appeared to be powerful for different courses (Lin et al, 2010). The capability of focused systems in learning has been recognized by a few analysts from different angles, for example, persuading understudies to learn (Admiraal, Huizenga, Akkerman, & Ten Dam, 2011) and advancing social connections among companions (Hwang et al., 2014).

Hwang et al (2014) additionally announced the points of interest of focused learning exercises in enhancing students' state of mind; meanwhile, they additionally demonstrated the need of keeping away from high psychological load while utilizing aggressive methodologies in school settings (Hwang et al., 2014).

Chang et al., (1988) recognizes Learning attitude with the level of intelligibility between the people desires what's more, his genuine encounter. In a circumstance where the person's genuine experience is equivalent or succeeds his desires, the individual feels fulfilled, rather than an ordeal that is under his desires consequently making him feel unsatisfied (C.-C. Chang, Yan, & Tseng, 2012).

Learning attitude has been related with the person's sentiments and dispositions towards the training procedure and the apparent level of satisfaction associated with the person's craving to learn, caused by the learning inspiration (C.-C. Chang et al., 2012).

Current discussions with respect to learning and its streamlining are progressively centered around non-scholarly angles which have an effect on execution. To be specific on the state of mind and motivational viewpoints associated with the learning process, which have an all-encompassing and between decided methodology, in the feeling of a helpful arrangement (Biggs, 2011), on the discernments over noteworthiness and significance (Entwistle, 2003), anticipations and educator and understudy approaches on the instructing act, with everything that it includes - from plan to usage to appraisal and assessment.

2.1.3. Organizational Performance

As for improvement process, the school students are at the basic purpose of physical and mental improvement. An educator's words and acts will fundamentally impact the understudy's whole life. An educator can additionally comprehend and handle an understudies' psychological advancement, proffer them with a great learning model, enable them to get more concrete also, more extensive information, and cultivate them to apply and make information. A successful student is the indicator of an educational institution.

At that point, their psychological advancement will be completely built by the teachers interacting with them. An instructor's method for educating will profoundly impact the understudies, and after that induces the difference in learning state of mind also, a groomed mind can participate in enhanced and improved performance of the organization as well (M.-L. Chang, 2009). The classroom atmosphere is in this way framed after the educator and understudies are learning and acting together in a similar class, influencing every part's idea, feeling, attitude and learning style. This atmosphere contributes towards the overall performance of the school organization.

A decent relationship among educator and understudies will help organization in performing better and smoothly. An instructor ought to offer positive teaching style, bolster and partake in the understudies' action, comprehend and pay them a direct respect. The companions among the understudies will along these lines be energized and upheld, and afterward additionally pay more consideration regarding others (Frymier & Houser, 2000). All aforementioned things are a part of an organization and every organization needs all these to be aligned together to attain a sustainable performance.

The specialists find that students' performance will essentially impact the organizational performance. In this way, the success of an organization not only depends on performance of the teachers but also the altered attitude of students towards learning. By legitimate counsel, the school instruction can build up an understudy to build up a positive learning demeanor. A positive learning state of mind will profit understudies' taking in; and the organizational performance as a whole.

2.2. Rationale of Hypothesis

- H₁: Teacher training has positive impact on students' learning attitude.

Teaching faculty must be set up to facilitate the students for learning, innovativeness and flexibility. These characteristics are generally intellectual in nature and require all the more intense and far reaching subjective models on the off chance that they are to serve our projects of instructions and trainings.

According to Shahmiri, Faghiharam & Bafghi (2007), far reaching goals of advancement in the formal arrangement of training has begun with the objective of: A-Continuous decrease of the gap between teacher and a

student, which can lead towards the change in learning attitude. B-Continuous conveyance lastly the entire goals of the emergency of formal arrangement of training acknowledgment utilizing the abilities of instructors to build positive attitude among learners. C- change in the job and conduct of educators; D-Change in the job and conduct of students particularly in terms of aggregate learning (Shahmiri, Faghiharam, & Bafghi).

Counting advantages and openings emerging from the advancement of teachers' trainings, adequately prepared and gifted students, qualified instructors, prepared staff not only helps students better learning attitude. It also regulate the training framework, educators retention and increment in their activity abilities and information, persuade, make an exertion and development in the educational modules, lessening the distance between the attitude of the understudies what's more, training administrations and utilizing the global encounters can be noted (Vaezi, 2009).

The utilization of instructive innovation was powerful in the expectation of students towards their scholarly future; the quantity of understudies, the guidance of instructive plan, the impact of jobs and elements of educators, the strategy for gathering students, the adequacy of learnings and the nature of students understanding, were needy to the utilization of mechanical factors in classroom; Training causes the improvement of the understudy focused methodology and will prompt more noteworthy joint effort in learning.

- H2: Students learning attitudes leads towards the better organizational performance.

Learning commands our lives, and it is a long-lasting undertaking. To get most out of learning, it moves toward becoming or maybe essential to decide how we see the learning procedure and what realizing intends to us. On record of the way that every understudy is an exceptional individual, he/she creates distinctive originations with regard to realizing, which changes up close to home definitions. As the attitude towards learning changes, it brings adequate change in the organizational performance.

Jarvis (2006) considers learning as a mix of body and brain, which coordinates the encounters into the person's history and adds to changes (Jarvis, 2006). "Learning originations are convictions and perspectives on learning and related marvels, in other words, originations of oneself as a student, learning targets and the assignment division between understudies, educators and individual understudies in the learning procedure" (Marambe, Athuraliya, Vermunt, & Boshuizen, 2007). People show contrasts in their originations of conduct, learning and information (Putwain, Sander, & Larkin, 2013). These changes urge students to voice their inclinations identified with learning composes, which decides how they will profit by learning. Learned students are basically depicting a well performed organization.

Blake and Smith (2007) propose that better comprehension of learning originations gives an opportunity to change of understudy encounter. It is additionally critical in dialect learning. Tanaka and Ellis (2003) see understudy convictions as key a segment that make a commitment to singular student contrasts in second dialect learning, and they allude to a few examinations (Tanaka & Ellis, 2003) to demonstrate that student convictions influences not only students' activities but organizational performance also. Originations of learning shape understudies' dialect learning propensities. How they see or regard learning gives them a heading to pursue on the way to learning.

Concerning the issue, Rieger (2009) argues that knowing understudies' convictions as respects dialect learning can empower educators to pick up understanding into their goals, commitment, achievement and happiness regarding which in turn brings success stories to their organization (Rieger, 2009).

- H3: Teachers' training has positive impact on organizational performance.

Teachers' Trainings have significant effect on the execution of organizations and this contributes an confirmed connection sandwiched between the training frameworks and the hierarchical execution (Yunus, Osman, & Ishak, 2011). Training is an adaptable component in the improvement of an representative as it comprises of both formal and casual ways to upgrade the viability and productivity of the representatives (Ellström & Ellström, 2014).

Hierarchical execution is the one that is connected to hierarchical equity which enables representatives to get resolved to errands allotted and this equity of association relies upon teachers trust in the association that outcomes in teacher advancement as teacher get enjoys "high responsibility execution administration" coming about increment in execution of representative (Jacob & Lefgren, 2004). With the end goal to support the work execution it is must to build up representative's intensive learning and utilize their scholarly capacities to work which in turns results increment in hierarchical execution.

The quality measurements administration of execution and in addition disposition of teacher's outcomes in representative improvement and increments authoritative execution. Trainings significantly impact the teacher state of mind that influences teacher execution and advancement and if HRM frameworks work successfully, at that point increment in the authoritative execution will be seen (Snape & Redman, 2010).

Baker & Bal (2010) researched that preparation of representatives leads towards better hierarchical execution. Representative preparing permits backhanded relationship of classroom activities and work environment disposition that can be made straightforwardly proportionate to one another. Representative improvement can be exceeded expectations when teacher preparing in such exercises like thoughts, pre-training, post-instruction, what's more, exuberant direction recognition executed on the execution of an association (Bakker & Bal, 2010).

Teachers' performance and improvement in work can be made effective through diverse training plans. If teacher's interests are identified with representative preparing and improvement (Jackson, Dukerich, & Hestenes, 2008). Teachers who has Intensive preparing approach mentality empowers the organization to quickly change the new unmistakable performance (Shah et al., 2012). Talk and input component permits awesome advancement in the training procedure, for example, overviews that guide to support numerous representatives utilized as a preparation instrument that is anything but difficult to utilize what's more, will work for teacher advancement and organizational performance (Bradley, Noonan, Nugent, & Scales, 2008). With the end goal to maintain the work execution it is must to

create representative's exhaustive learning and utilize their scholarly capacities to work which in turns results as increment in reliable work execution and performance as a whole.

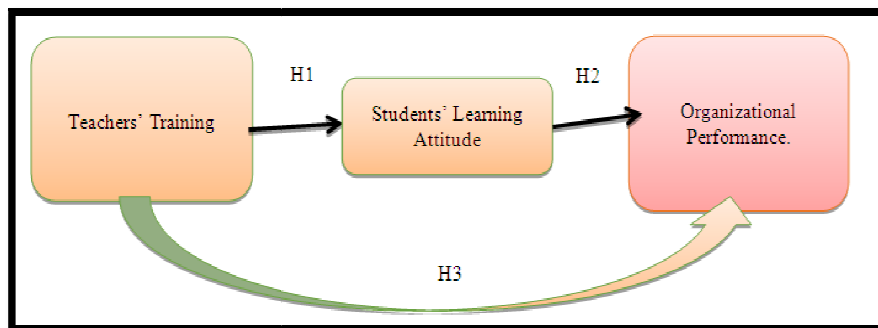


Figure 1: Conceptual Framework

3. Research Methodology

Quantitative research method is used for this study. For this purpose, all the teachers in the public schools located in Lahore were taken as population. Random Sampling technique was used to collect data in this study. Sample of 400 teachers was taken to collect data and responses. And to apply data analytical techniques. Survey questionnaires were used as research instrument in order to collect data. This instrument was designed by adopting and adapting the available scales after getting approval. Data collection was done by providing survey questionnaires and the responses gathered these on the same date in order to make it participant more responsive and immediate. Out of 400 questionnaires, 300 were returned with properly filled responses. Hence, the response rate came out as 75%. Data analysis was done by using SPSS 22 for data analysis was done by applying descriptive and correlational techniques. Reliability of variables was also calculated.

4. Data Analysis & Results

4.1. Descriptive Analysis

Variable	N	Minimum	Maximum	Mean	S.D
Gender	300	1	2	1.43	.495
Age	300	1	4	2.5	.749
Highest Qualification	300	1	4	1.71	.650
Professional Qualification	300	1	2	1.27	.446
TT	300	70	111	93.06	1.371
SL	300	102	166	141.03	11.292
OP	300	98	166	141.69	11.349

Table 1: Mean and Standard Deviation of all Variables

Above table shows the descriptive analysis by showing the values of N, Minimum, Maximum, Mean and value of Standard Deviation. Minimum Value for the gender, age, highest qualification, professional qualification and district is '1' where as TT has minimum value as 70. SL has the min value as 102 and 98 is the min value for OP. Maximum value obtained by the descriptive statistics for gender and professional qualification is 2, while for the age, highest qualification and district is 4. Max value for the TT, SL and OP are 111, 166 and 166.

Mean and standard deviation for gender is 1.43 and 0.495 respectively. Mean values for TT, SL and OP are 93.06, 141.03 and 141.69 respectively. Values of S.D for TT, SL and OP are 8.371, 11.292 and 11.349 respectively.

4.2. Reliability Of Variables And Scales

Cases		N	%
	Valid	300	100
	Excluded	0	.0
	Total	300	100

Table 2: Case Processing Summary

Variable	Cronbach's Alpha	N of Items
TT	0.648	30
SL	0.796	42
OP	0.861	35

Table 3: Cronbach's Alpha For Scales

Values obtained of Cronbach's for TT, SL and OP are 64%, 79% and 86%, which shows that these scales are highly reliable to be used for the study.

4.3. Correlational Analysis

			TT	SL	OP
Spearman's rho	TT	Correlation Coefficient	1.000		
		Sig (2-tailed)	.		
		N	300		
	SL	Correlation Coefficient	.963**	1.000	
		Sig (2-tailed)	.000	.	
		N	300	300	
	OP	Correlation Coefficient	.783**	.909**	1.000
		Sig (2-tailed)	.000	.000	.
		N	300	300	300

Table 4: Correlations

The above table shows the results of Spearman's rho correlations for Teachers' Training (TT), Students' Learning Attitude (SL) and Organizational Performance (OP). The table shows that how correlated are these variables and what are their significance values.

The correlation value of TT with itself is 1.000 which shows an exact significant correlation while the value of r among TT and SL is 0.963** where correlation significance level is 0.000 whereas correlation is significant at the 0.01 level (2-tailed). It shows that SL and TT are perfectly correlated.

The r value of TT and SL indicates a positive correlation among TT and SL. And the Significance value is 0.000 which also explains a perfect positive correlation among both variables. It shows that with the increase of TT, SL also increases. And at the same time if TT decreases it will also cause a decrease in SL level.

Similarly, the r value of TT for OP is 0.783** which is less than 0.000 and it also shows the significance value (2-tailed) i.e. $\text{sig} < 0.000$ the calculated values of r among TT and OP also show a positive correlation among these two variables.

Similarly, OP and SL are also showing a positive correlation as the values obtained are as $r=0.909**$ and $p=0.000$ where the correlation is significant at 0.01. So, it shows that positive relation exists between OP and SL.

Values of r and p calculated above for all variables show a positive correlation and significance among all variables it also tells that the relation among variables exist and its positive in nature i.e. the change in the value of one variable affects the value of other in a positive way.

5. Discussion and Conclusions

5.1. Discussion

In the wake of applying the distinctive measurable strategies to test the hypothetical system, diverse outcomes are got. These outcomes clarify the, impact of Teachers' Training on Organizational Performance and Students' Learning at essential government funded schools of Lahore, Punjab.

Results got by the relationship and relapse trial of TT and SL demonstrated that Teachers' Training and Students' Learning are identified with one another. Besides, estimations of Correlation Table demonstrate that $r=0.963**$ and $p=0.000$ which predicts a positive connection among Students' Learning and Teachers' Training because of relationship investigation of these two factors.

So also, Table demonstrates that estimation of $p=0.000$ which likewise demonstrates a positive direct relapse among Teachers' Training and Students' Learning.

Subsequently, in the light of above discoveries it would be said that Students' Learning is influenced by Teachers' Training. As, values got for centrality level are sure in this way, these outcomes demonstrated that TT has critical positive effect on Students' Learning.

Results acquired by the connection and relapse tests performed to test the impact among TT on OP and SL. Results from Table demonstrates that estimation of $r=0.783**$ is for TT and OP while estimation of $p=0.000$ where ($\text{Sig}<0.01$). Again, from table the qualities got are $r=0.909**$ and $p=0.000$ for SL and OP. This connection is additionally creating a

positive connection among SL and TT even within the sight of OP which is likewise demonstrating a positive huge outcome.

Consequently, the outcomes got demonstrate that students learning increases with increased trainings of teachers. In this way, it is demonstrated by the above outcomes that Organizational Performance can be achieved by more TT and increased SL.

Recurrence outlines given above additionally exhibits the information on various statistic premise. It additionally gives data about SL and TT within the sight of OP as needs be. As per Vratskikh et al. (2016), Teachers with higher number of Trainings are great in understanding the feelings of various states of students and they can astutely handle the pressure making circumstances and can likewise compose themselves and perform well (Palmer et al., 2001). This examination will likewise attempt to satisfy the hole of past investigations.

5.2. Conclusion

Above discussed findings of the study support all these hypotheses of the study.

- H₁: Teacher training can increase students' attitudes towards learning.
- H₂: Students learning attitudes leads towards the better organizational performance.
- H₃: Improved organizational performance can achieve through proper teacher training.

5.3. Scope and Limitations

This paper will contribute to relate the importance of teacher training and organizational performance. No educational institution can prosper without better students' performance. Now student performance not just to obtained higher grade, rather it is measured in terms of considering students' attitudes, activity-based learning, students' knowledge and thinking ability. The purpose of this paper is to make student able to learn by improving their thinking abilities and attitudes. This all can be achieved by fruitful teacher trainings. Finally, it will help to achieved enhanced organizational performance. This paper surly contributes to achieve the neglected areas in educational organizational sector.

This study is limited in its research design as it is following quantitative method but it is not limited to it. Future researches can be made to apply other research methods. Similarly, it can also be expanded to wider areas. Like other areas of Pakistan. it is analyzed by descriptive techniques but it has capacity to be analyzed by other data analytical techniques as and when required.

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