The Impact of Training and Development on Teachers' Personal Performance: A Case Study of Guangzhou Huashang University (Guangzhou Campus)

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Abstract

This study examines the impact of training and development on teachers' personal performance at Guangzhou Huashang University (Guangzhou Campus) using quantitative methods. Data from 313 valid questionnaires were analyzed with SPSS. Results show significant positive correlations between training and development factors (training content, career planning, leadership development, etc.) and teachers' performance (task and contextual performance). Key findings indicate that training content most strongly impacts task performance, while career planning significantly influences contextual performance. The study recommends optimizing training content, enhancing career development support, and improving leadership training to boost teacher performance and establishing a comprehensive evaluation system to ensure training effectiveness.

Keywords: Training And Development, Teacher Personal Performance, Private Colleges and Universities, Career Development

Introduction

In recent years, with the rapid development of the economy and increasing professional competition, colleges and universities have paid increasing attention to employee training and development. Effective training and development can improve employee performance and career development while meeting both short-term and long-term goals (Shifrer, 2020). However, in the personnel management of colleges and universities, a unified training plan is often adopted, which cannot meet the differentiated needs of different departments and positions. For example, the nature and requirements of the work of teachers and administrative staff are different, and the professional knowledge and skills required are also different, but the training content and methods are relatively single, which cannot fully cover the actual work needs of employees (Nabila Gibran & Ramadani, 2021) . In addition, the lack of scientific and effective training

evaluation indicators and methods makes it impossible to objectively evaluate the training results.Therefore, this study takes Guangzhou Huashang University (Guangzhou Campus) as an example to explore the impact of training and development on teachers' personal performance, reveal the mechanism behind the effectiveness of training and development in improving personal performance, and provide theoretical insights and practical suggestions for optimizing the teacher training system and enhancing the quality of teacher training.

Objectives

1. To investigate the status of teacher training and development in Guangzhou Huashang College (Guangzhou Campus)
2. To explore the personal performance level of teachers in Guangzhou Huashang College (Guangzhou Campus)
3. To explore how the impact of teacher training and development on personal performance in Guangzhou Huashang College (Guangzhou Campus)

Concept theory framework

Definition and Dimensional Analysis of Teacher Personal Performance

Teacher personal performance reflects work effectiveness, including task performance and contextual performance. It is influenced by individual and situational factors and is crucial for organizational development. This study identifies two key dimensions for teachers: task performance and contextual performance.

Analysis of the Definition of Training and Development

Training involves acquiring new knowledge and skills to improve work performance. Development focuses on personal growth through learning and adapting to new challenges (Tantawy, 2020).

Research Theory

This study uses the expectancy theory, reinforcement theory, adult learning theory and human capital theory to deeply analyze the impact of teacher training and development on teachers' personal performance in Guangzhou Huashang University (Guangzhou Campus). Eccles and Wigfield (2020) emphasized through the expectancy theory that employee motivation is driven by their perception of the benefits of training and development. O'Doherty et al. (2015) proposed through reinforcement theory that the positive results of training can significantly enhance employees' work motivation. De Matas and Keegan (2020) pointed out based on adult learning theory that training that matches job requirements can significantly improve employee performance. Abiddin and

Talha (2024) used human capital theory to argue that investment in employee training can improve job satisfaction and performance. These theories together constitute the theoretical basis of this study, helping us to deeply understand how training and development affect teachers' personal performance, and provide suggestions for improving private teacher training and development.

Conceptual framework and hypothesis development
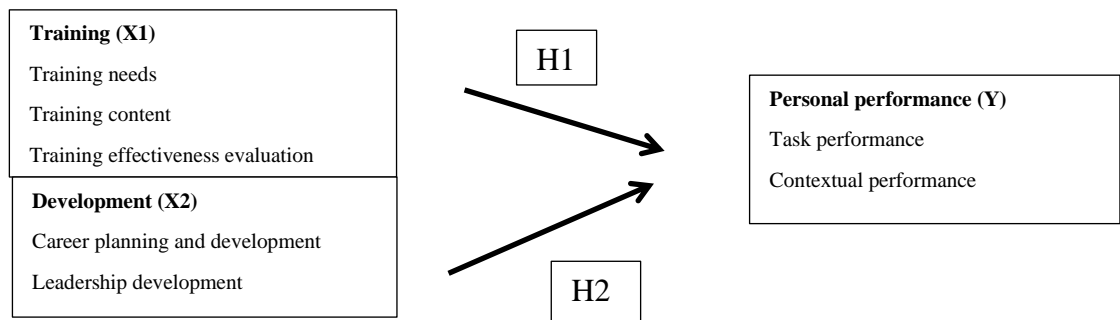

Figure 1: Conceptual Framework

H1: There is statistically correlated between teacher training and personal performance at Guangzhou Huashang College (Guangzhou Campus).

H1.1: There is statistically correlated between teacher training needs and personal performance at Guangzhou Huashang College (Guangzhou Campus).

H1.2: There is statistically correlated between teacher training content and personal performance at Guangzhou Huashang College (Guangzhou Campus).

H1.3: There is statistically correlated between teacher training effect evaluation and personal performance at Guangzhou Huashang College (Guangzhou Campus).

H2: There is statistically correlated between teacher development and personal performance at Guangzhou Huashang University (Guangzhou Campus).

H2.1: There is statistically correlated between teacher career planning and development and personal performance at Guangzhou Huashang University (Guangzhou Campus).

H2.2: There is statistically correlated between teacher leadership development and personal performance at Guangzhou Huashang University (Guangzhou Campus).

Materials and Methods

This study employed a quantitative approach targeting 1,436 teachers at Guangzhou Huashang University (Guangzhou Campus). Data were collected via an online questionnaire using stratified random sampling. The sample size was calculated using the Yamane

formula, resulting in 313 respondents. Descriptive statistics, correlation analysis, and multiple regression were used to analyze the impact of training and development on teacher performance.

Results

Table 1: Sample distribution description

Question	Options	Frequency	Percentage (%)	Cumulative percentage (%)
1.Gender	Male	136	43.45	43.45
	Female	177	56.55	100.00
2. Age	Under 30	126	40.3	40.3
	30-40	103	32.9	32.9
	40-50	42	13.4	13.4
	Over 50	42	13.4	13.4
3.Working experience	Less than 5 years	105	33.5	33.5
	6 - 10 years	124	39.6	39.6
	11 - 15 years	42	13.4	13.4
	More than 16 years	42	13.4	13.4
4.From which college	School of accountancy	67	21.4	21.4
	School of artificial intelligence	35	11.2	11.2
	Digital economics and trade college	13	4.2	4.2
	School of communication and media	17	5.4	5.4
	Faculty of letters	44	14.1	14.1
	School of health sciences	17	5.4	5.4
	School of teacher education	22	7	7
	Digital finance academy	9	2.9	2.9
	School of management	36	11.5	11.5
	School of foreign languages	19	6.1	6.1
	International college	10	3.2	3.2

Question	Options	Frequency	Percentage (%)	Cumulative percentage (%)
	School of creativity and design	24	7.7	7.7
5.Academic position	Teaching assistant	14	4.47	4.47
	Lecturer	127	40.58	45.05
	Associate professor	86	27.48	72.52
	Professor	86	27.48	100.00
6.Educational background	Bachelor's degree	108	34.50	34.50
	Master's degree	138	44.09	78.59
	Doctoral degree	67	21.41	100.00
7. Monthly salary	5000yuan and below	105	33.5	33.5
	5001-7000 Yuan	104	33.2	33.2
	7001-9000 Yuan	52	16.6	16.6
	9001and above	52	16.6	16.6
Total		313	100.00	100.00

Table 1 indicates that the respondents in this study are female teachers aged 30 years and under, with teaching experience of 5 years or less. The majority hold the position of lecturer and receive a monthly salary between 5,001-7,000 CNY.

Table 2: Descriptive Statistics of Training and Development on Personal Performance

	Mean($\bar{x}$)	Standard Deviation (S.D.)	Level of perception
Training needs	3.804	1.086	Somewhat Agree
Task performance	3.781	1.091	Somewhat Agree
Training content	3.789	1.122	Somewhat Agree
Task performance	3.781	1.091	Somewhat Agree
Training effectiveness evaluation	3.766	1.126	Somewhat Agree
Contextual performance	3.738	1.080	Somewhat Agree
Career planning and development	3.653	1.159	Somewhat Agree

The findings from Table 2 indicate that teachers hold a highly positive perception of training needs, suggesting effectiveness in identifying and meeting these needs. Both task performance and training content are also valued highly by the teachers. While perceptions of training effectiveness evaluation and contextual performance are slightly

less positive, they remain favorable. Career planning and development, despite having the lowest positive perception, continue to be viewed positively by the teachers.

Table 3: Correlation Analysis

Variable	Training needs	Training content	Training effect evaluation	Career planning and development	Leadership development	Task performance	Contextual performance
Training needs	1						
Training content	0.460**	1					
Training effect evaluation	0.367**	0.553**	1				
Career planning and development	0.509**	0.502**	0.514**	1			
Leadership development	0.401**	0.570**	0.546**	0.467**	1		
Task performance	0.458**	0.584**	0.523**	0.501**	0.515**	1	
Contextual performance	0.432**	0.469**	0.473**	0.478**	0.458**	0.501**	1

The correlation analysis presented in the table indicates significant relationships between the core variables related to training and development. The positive correlations observed across training needs, content, effectiveness evaluation, career planning and development, leadership development, task performance, and contextual performance provide preliminary support for the hypothesis testing of the theoretical model in subsequent analyses.

Table 4: Multiple Regression Analysis

Variables	Standardized Coefficients (Beta)	VIF	Tolerance
constant	-	-	-
training content	0.273	1.854	0.539
training effect evaluation	0.170	1.748	0.572
leadership development	0.146	1.733	0.577
training needs	0.143	1.477	0.677
career planning and development	0.136	1.712	0.584
R^2 = 0.457, Adjusted R^2 = 0.448, F (5,307) =51.605, p=0.000, D-W = 1.722			
* p<0.05 ** p<0.01			
Note: Dependent variable = Task performance			

According to the analysis of Table 4, training content, training effect evaluation, training needs, career planning and development, and leadership development significantly impact teacher task performance, explaining 45.7% of the variance (R^2 = 0.457). The model is robust, with no multicollinearity (VIF < 10) or autocorrelation (Durbin-Watson = 1.722). Training content has the strongest effect (β= 0.273, p < 0.001), followed by training effect evaluation, leadership development, training needs, and career planning and development. Thus, hypotheses H1, H1.1, H1.2, H1.3, H2, H2.1, and H2.2 are all supported.

Table 5: Multiple Regression Analysis

Variables	Standardized Coefficients (Beta)	VIF	Tolerance
constant	-	-	-
career planning and development	0.175	1.712	0.584
training effect evaluation	0.174	1.748	0.572
training needs	0.163	1.477	0.677
leadership development	0.144	1.733	0.577
training content	0.128	1.854	0.539
R^2 = 0.362, Adjusted R^2 = 0.352, F (5,307) =34.844, p=0.000, D-W = 1.870			
* p<0.05 ** p<0.01			
Note: Dependent variable = Contextual performance			

As shown in Table 5, the five variables explained 36.2% of teachers' contextual performance variance (R^2 = 0.362) with a robust model (F = 34.844, p < 0.01; VIF < 10; Durbin-Watson = 1.870). Career planning had the strongest impact (β= 0.175, p < 0.01), followed by training evaluation (β= 0.174, p < 0.01), training needs (β= 0.163, p < 0.01),

leadership development (β= 0.144, p < 0.05), and training content (β= 0.128, p < 0.05). All positively impacted contextual performance, supporting hypotheses H1, H1.1, H1.2, H1.3, H2, H2.1, and H2.2.

Conclusions and Discussion

This study explored the impact of training and development on teachers' personal performance at Guangzhou Huashang University (Guangzhou Campus) and found that training needs analysis, training content, training effectiveness evaluation, career planning and development, and leadership development all significantly enhance teachers' personal performance. These findings align with Expectancy Theory, which emphasizes that individuals' expectations of training outcomes directly affect their enthusiasm for participation. The high alignment of training content with job requirements supports Adult Learning Theory, highlighting the importance of practical knowledge acquisition through experience (Nurul Faudiah et al., 2023). Additionally, the positive impacts of training effectiveness evaluation, career planning, and leadership training further validate Reinforcement Theory and Human Capital Theory (S. Gningue et al., 2022). Based on these conclusions, targeted recommendations were proposed to optimize teacher training and development mechanisms, including enhancing career planning, enriching training content, strengthening the long-term impact of leadership training, and refining the effectiveness evaluation system to improve teacher performance.

However, the study has limitations. The sample scope was narrow, relying solely on online questionnaires, which may affect data accuracy. The study focused primarily on the direct impact of training and development on performance, without fully considering other potential factors such as organizational culture and work environment. Future research should expand the sample to include a broader range of institutions and regions to enhance the generalizability of the findings. Combining multiple research methods, such as questionnaires, in-depth interviews, and case studies, and conducting longitudinal research would provide a more comprehensive understanding of the long-term impact of training and development on teachers' performance and its underlying mechanisms. Additionally, exploring the interactions between training and other factors like organizational culture and work environment could offer a more holistic view of teacher performance and inform more scientific teacher management strategies in higher education institutions.

Overall, this study systematically validated the significant role of teacher training and development in enhancing personal performance and provided theoretical support and practical guidance for optimizing teacher training systems in higher education institutions. Despite its limitations, the study offers important insights for improving teacher management practices and suggests directions for future research.

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