

## Impact of Training Programmes on Behavioral Attributes of Teachers

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### ABSTRACT

The quality of higher education definitely depends upon the quality of its teachers. The government's education policies laid down emphasis on faculty development programmes (teachers training programmes) for enhancing the quality of teachers' instruction and for a teacher's growth and development. Training and development is a significant part of Human Resource Development(HRD).In academics such training and development programmes are well known as Faculty Development Programmes/Courses(FDP/FDC) which could be Refresher courses, orientation programmes or short term courses which are being conducted by UGC(University Grants Commission). Instructional development, organizational development, and personal development thus become the essential components of any effective faculty development programme. The Universe of the study consists of all the faculties of Rajasthan teaching in higher education institutes of all streams to observe the impact of training programmes on their behavioral attributes. Behavioral attributes included in the study are stress management, motivation, communication skills, art of thinking and leadership traits. These attributes assist the faculty member in developing a supportive environment which influences his professional life. The degree of improvement occurred in these traits is observed through the research which shows a positive impact, thus making such training programmes useful. The findings of this research can be used to improve the various shortcomings of training and development in educational institutes.

**Keywords:** education, faculty, faculty development programmes (FDP),teacher ,training behavioral attributes, skills, effectiveness, art of thinking, motivation, stress management.

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### I. INTRODUCTION

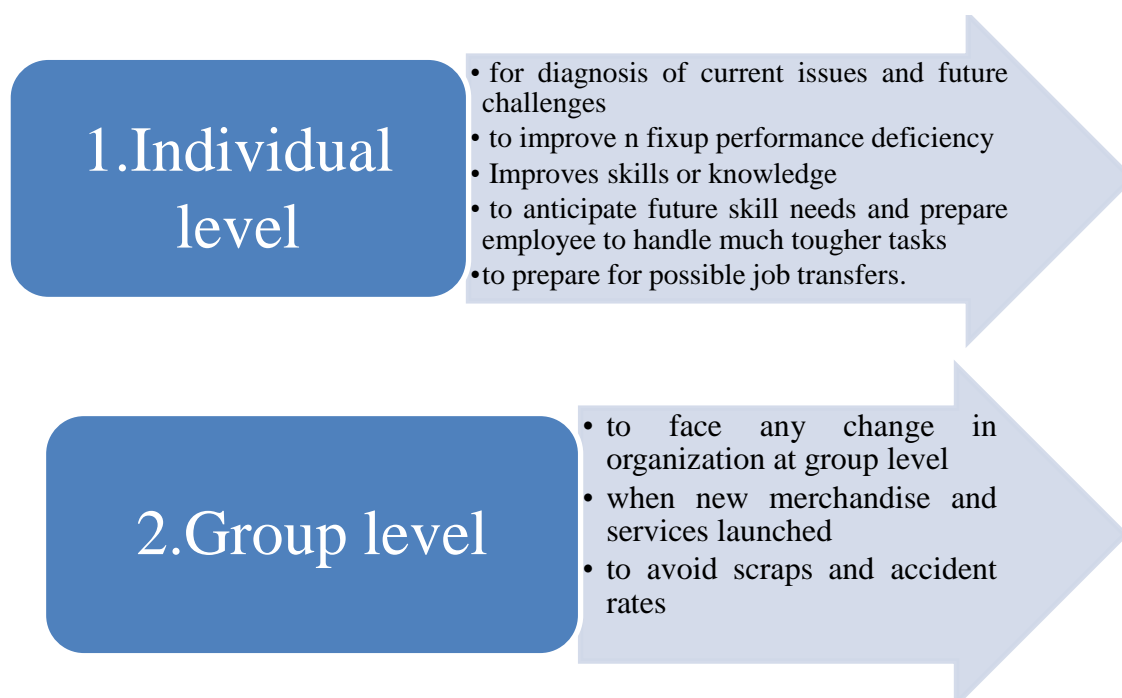
“Education is the method of encouraging learning, or the attainment of knowledge, skills, values, beliefs and habits. Academic ways embody storytelling, discussion, teaching, training and directed analysis.”

“Any effort to enhance current or future worker performance by increasing his/her potential to perform through learning, generally by changing the individual's attitude or increasing his/ her skills and knowledge is considered as Training and development.”

Any training and development program should contain a component of education is well understood by HR Specialists.

Research also suggests that a comprehensive program of faculty development is the one which consequently provides training for faculty in improved classroom performance, which assists the faculty member in developing a supportive environment within his academic organization which allows him to examine and reflect on his own personal values and attitudes as they influence his professional life. Training is additionally necessary for the individual development and progress of the worker that motivates him to work for a particular organisation aside from simply making money. Training is conjointly needed to update staff about the market trends, the amendment within the employment policies and alternative things.

Training is required at following levels:



**Fig.1.1** Levels at which training is required

## **II. TNA (TRAINING NEEDS ANALYSIS)**

To determine whether a requirement for training truly exists or not and whether the intervention can contribute to the achievement of organisational goal directly or indirectly?

Training needs analysis is an orderly/organised procedure of understanding training requirements. It's conducted at three levels - at the stage of organisation, individual stage and the job, each of which is termed as the organisational, individual and job analysis. Even though every step in the whole training process is exclusive in its own, needs analysis is special in the term that it lays the foundation for the type of training needed.

The needs assessment conducted at numerous stages tries to answer a distinct set of queries. Organisational analysis, for instance, aims at the 'where in the organisation' of the training. Person analysis similarly makes an attempt to decipher the question of 'Whom within the organisation'. There are thus numerous instruments or techniques which are accustomed to collect data for the analysis at every stage.

The techniques for data collection at the extent of the job embody job description, performance standards, work sampling, job specifications, job literature analysis and analysis of operational issues among others. These techniques are aimed towards extracting data for understanding the target of training i.e. what exactly ought to be taught in training.

Training might prove pointless if it's conducted without studying individual data. There are thus certain tools that facilitate in deciding interventions at the individual level. Performance appraisal, questionnaires, attitude surveys, 360 degree feedback, assessment centres, critical incidents are some techniques that are used for a decent benefit. All these modes are essential for the success of any training program.

## **III. DEVELOPMENT OF A TRAINING PROGRAMME**

Once the training needs analysis is over, the subsequent stage is of Development. This stage involves content development and also the training material development. Right from designing the suitable surroundings to deciding the varied tools, everything is taken care of in the development stage. Games, Audio visuals, Case Studies, Class room intervention are numerous means that may be determined upon apart from the content delivered.

This is the subsequent step after the training need analysis has been conducted and there's a clear agreement on the need of training within the organisation.

Nevertheless the pre requisites for the development of a training program remain the same. We tend to begin with the development of a conducive learning atmosphere, followed by a selection of the training strategies and techniques.

- i) Designing the Environment - Each individual is unique. One approach of learning might not be applicable to each of the participants in a training program. Thus 'how do various people learn' is what should be kept in mind while designing the training program.

- ii) Establishing the Variables - Trainability is one element that has to be taken into thought before developing any training program. It's the duty of the trainer to make sure that the workers are actually willing to sit and learn something in the training program.

The needs assessment stage is the initial stage in the process of training. The aim of the assessment stage is to understand whether training is required or not. If the response is yes; the subsequent step is deciding competency or skills gaps and the proper training intervention needed.

The training intervention is essentially determined in terms of attitude, knowledge and skill (ASK), the mix of these is termed as competency. The assessment conjointly known as the 'training needs analysis' is undertaken at 3 levels, the job, the individual and organisational analysis.

Once the development stage is over it's time to conduct the training. Factors like time and venue of delivery are already determined in the earlier stages.

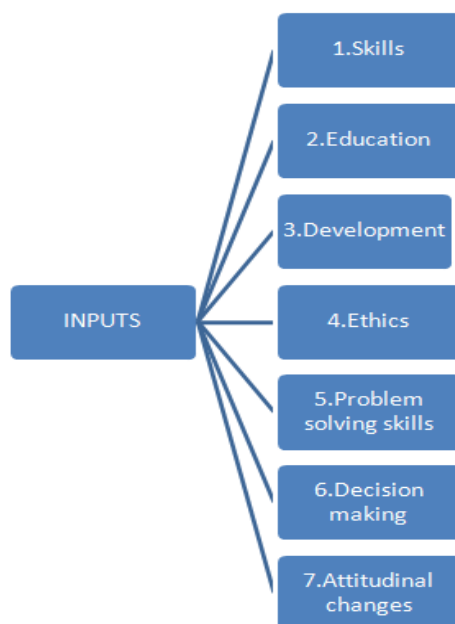
#### IV. THE TRAINING PROCESS:

Right away after orientation, training should begin i.e. giving new or present staff the skills they require to perform at their jobs. It would simply involve the explanation of the job to the new hire by the current jobholder or at the other extreme a multi week process embracing classroom or internet classes. In any case training is the hallmark of better management and a task that managers ignore at their risk.

Training may be understood as an attempt aimed to enhance or develop added capability or skills in an employee for his current job in order to raise the performance or productivity.

Technically training includes change in attitude, skills or knowledge of a person with the resultant upgradation in the behaviour.

The main difference between T & D is that while training focuses regularly on the current employee needs or competency gaps, development concerns itself with preparing individuals for future assignments and responsibilities.



**Fig.4.1** Training Inputs

Evaluation is the last stage in training and much crucial from the perspective of evaluation of the effectiveness of training. It's unnecessary to say, it is geared towards analysing whether the training has been effective in achieving the aim or not (bridging the competency gap, changing the attitude, developing new skills etc). There are so many ways in which the effectiveness of training programs will be evaluated but many are not able to answer in terms of ROI. The most effective tool for evaluation of training is the "Kirk Patrick Model of Evaluation."

Both the criteria and design for training program is determined in order for the evaluation to be effective so there was no discrepancy and also the participants were able to evaluate the advantages effectively for themselves. The evaluation was made on the basis of participant reaction to the training, their learning and along with the change in behaviour. This feedback is then reused in the very first step training needs analysis, for making future training more effective.

**V. IMPACT OF FACULTY DEVELOPMENT COURSES/REFRESHER COURSES ON BEHAVIOURAL ATTRIBUTES:**

The Faculty Development Courses/Refresher courses are generally designed to improve the Behavioural Attributes of the participants. This section will check the Impact of Faculty Development Courses/Refresher courses on Behavioural Attributes. To serve this objective, respondents were requested to share views with regards to the improvement in their behaviour attribute due to Faculty Development Courses/Refresher courses. The degree of improvement was set from 1 to 5 (5 denotes the Extremely Improved, whereas, 1 is the Not at All Improved).

In addition following criteria is used for analysis part:-

- The score among 1.00-1.80 means Not at All Improved
- The score among 1.81-2.60 means Slightly Improved
- The score among 2.61-3.40 means Somewhat Improved
- The score among 3.41-4.20 means Very Much Improved
- The score among 4.21-5.00 means Extremely Improved

The analysis is divided in following sub sections:-

1. Stress Management
2. Motivation
3. Communication skills
4. Art of thinking
5. Leadership traits

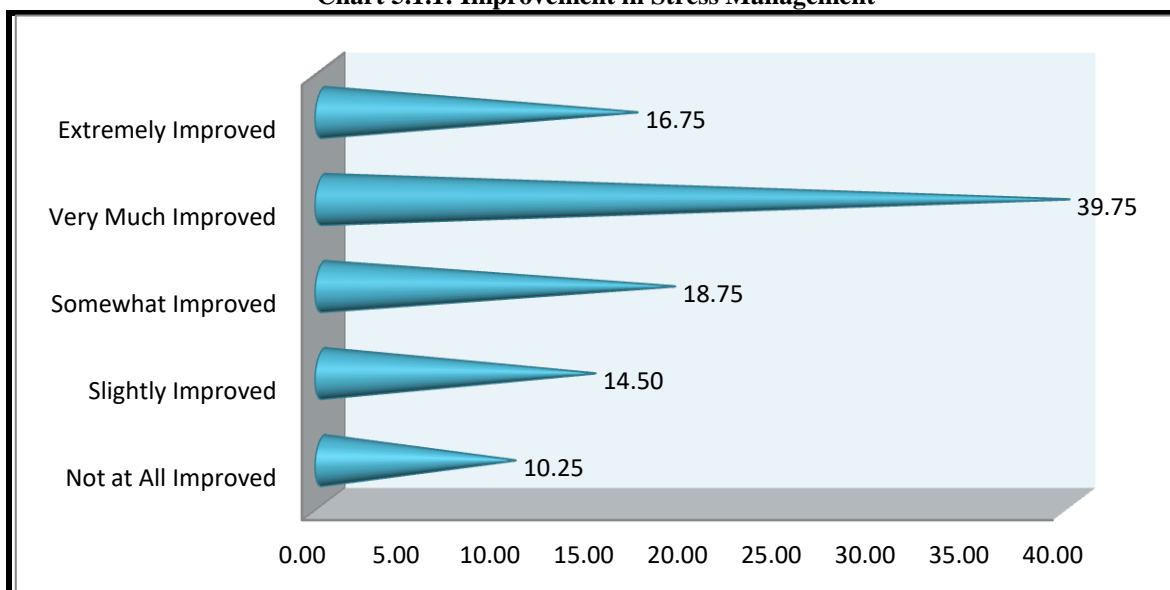
**5.1. Improvement in Stress Management:**

According to 39.75% respondents (N=159) their stress management capacity is Very Much Improved and 18.75% respondents (N=75) said that it is somewhat improved. 16.75% respondents (N=67) indicated that there is an extreme improvement in their stress management capacity while rest of the respondents said that it is Slightly Improved (N=58, Percentage=14.50) or Not at All Improved (N=41, Percentage=10.25). The average score (3.38) has projected that the stress management capacity of respondents is somewhat improved.

**Table 5.1.1: Improvement in Stress Management**

Response	N	Percentage
Not at All Improved	41	10.25
Slightly Improved	58	14.50
Somewhat Improved	75	18.75
Very Much Improved	159	39.75
Extremely Improved	67	16.75
Total	400	100
Mean Score	3.38	
Level	Somewhat Improved	

**Chart 5.1.1: Improvement in Stress Management**



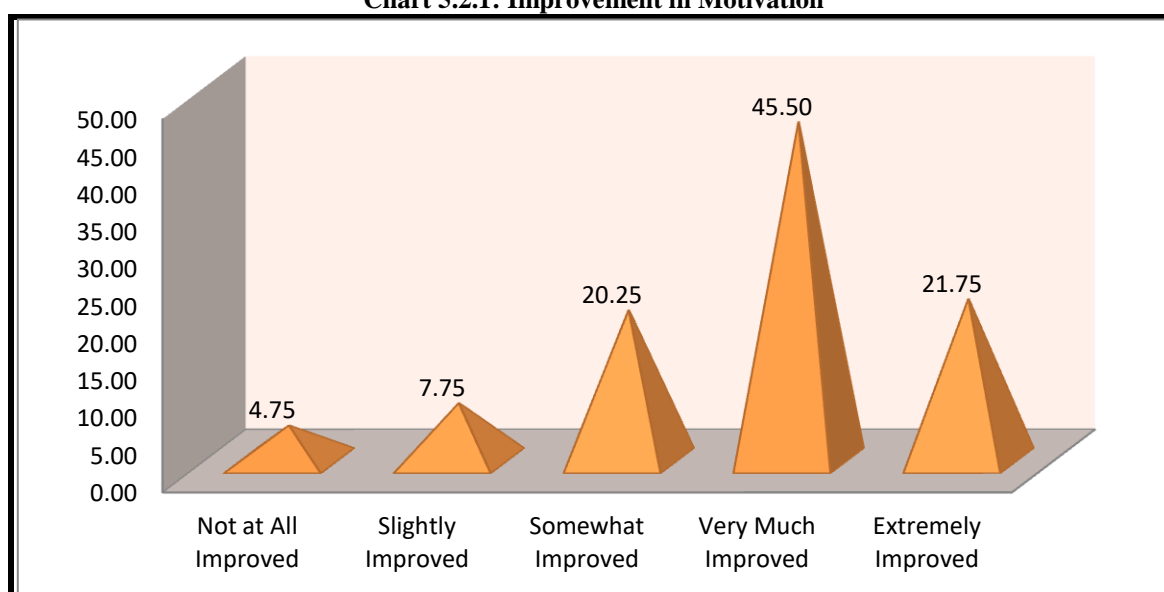
**5.2. Improvement in Motivation:**

Respondents were asked that what extent of improvement they have observed in their motivation level after attending the faculty development program and results received are presented in table 2.1. The average score is received as 3.72 which projects that respondents motivation level is very much improved after attending the faculty development program.

**Table 5.2.1: Improvement in Motivation**

Response	N	Percentage
Not at All Improved	19	4.75
Slightly Improved	31	7.75
Somewhat Improved	81	20.25
Very Much Improved	182	45.50
Extremely Improved	87	21.75
Total	400	100
Mean Score	3.72	
Level	Very Much Improved	

**Chart 5.2.1: Improvement in Motivation**



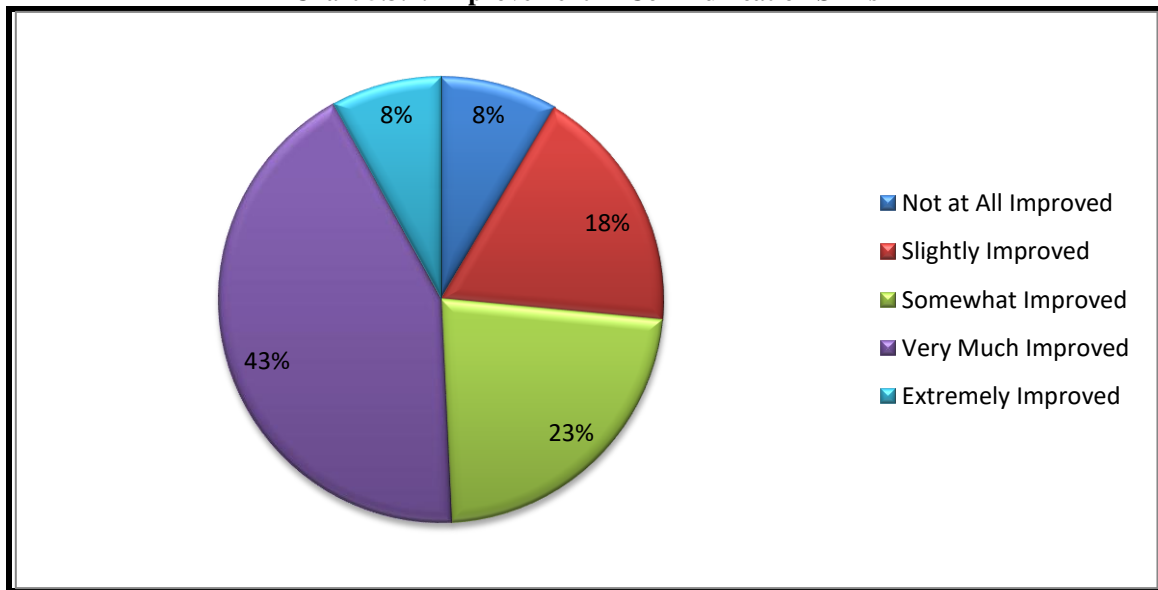
**5.3. Improvement in Communication Skills:**

42.75% respondents (N=171) indicated that their communication skills are very much improved due to faculty development program and 22.75% respondents (N=91) said that it is somewhat improved. 18% respondents (N=72) said that their communication skills are slightly improved while 8.50% respondents (N=34) said that it is not at all improved. The average score of 3.24 projects that their communication skills are somewhat improved after attending the faculty development program.

**Table 5.3.1: Improvement in Communication Skills**

Response	N	Percentage
Not at All Improved	34	8.50
Slightly Improved	72	18.00
Somewhat Improved	91	22.75
Very Much Improved	171	42.75
Extremely Improved	32	8.00
Total	400	100
Mean Score	3.24	
Level	Somewhat Improved	

Chart 5.3.1: Improvement in Communication Skills



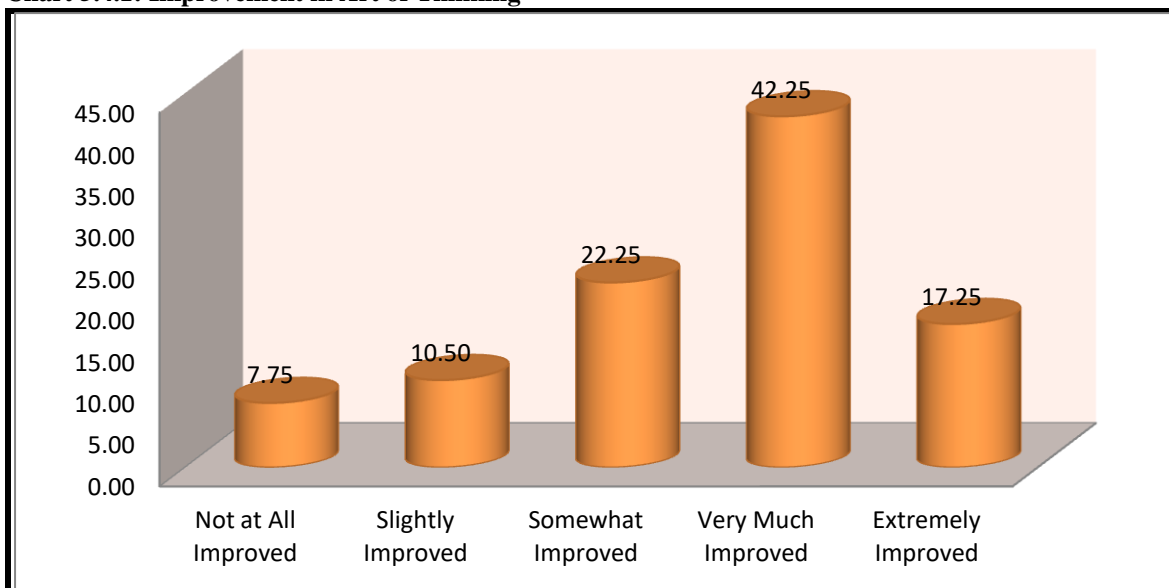
**5.4. Improvement in Art of Thinking:**

Majority of respondents (N=169, Percentage=42.25) agreed that their art of thinking is very much improved. Approximately 22% respondents said that faculty development program has somewhat improved their art of thinking while according to around 17.25% respondents it is extremely improved. In a whole average score (3.51) projects that respondents’ art of thinking is very much improved

Table 5.4.1: Improvement in Art of Thinking

Response	N	Percentage
Not at All Improved	31	7.75
Slightly Improved	42	10.50
Somewhat Improved	89	22.25
Very Much Improved	169	42.25
Extremely Improved	69	17.25
Total	400	100
Mean Score	3.51	
Level	Very Much Improved	

Chart 5.4.1: Improvement in Art of Thinking



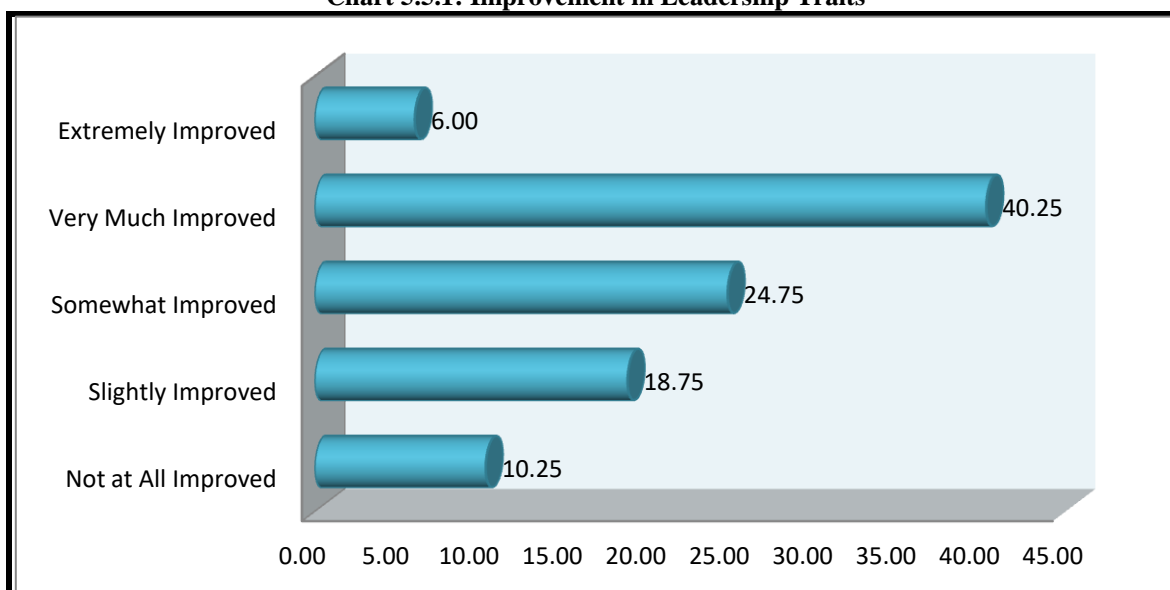
**5.5. Improvement in Leadership Traits:**

Respondents were asked, whether they feel any improvement in their leadership traits due to faculty development programs and as a response Mean score of 3.13 was received which projects that respondents leadership traits are somewhat improved. On an average 40% respondents (N=161) have indicated that their leadership skills are very much improved after attending the faculty development program.

**Table 5.5.1: Improvement in Leadership Traits**

Not at All Improved	41	10.25
Slightly Improved	75	18.75
Somewhat Improved	99	24.75
Very Much Improved	161	40.25
Extremely Improved	24	6.00
Total	400	100
<b>Mean Score</b>	<b>3.13</b>	
<b>Level</b>	<b>Somewhat Improved</b>	

**Chart 5.5.1: Improvement in Leadership Traits**



**VI. IMPROVEMENT IN BEHAVIOURAL ATTRIBUTES:**

The table shows that, after attending the faculty development program the motivation level is extremely improved with a weighted mean score of 99.13 followed by improvement in art of thinking (Weighted Mean score = 93.53) and stress management (Weighted Mean score = 90.20). The improvement in communication skills ranked 4<sup>th</sup> with a Weighted Mean score of 86.33, followed by least improvement in leadership traits with a weighted mean score of 83.47.

**Table 6.1. Improvement in Behavioural Attributes**

S. No.	Weights	1	2	3	4	5	Total (N)	Weighted Total	Weighted Average	Rank
		Improvement	Not at All Improved	Slightly Improved	Somewhat Improved	Very Much Improved				
	Behavioral Attributes									
1	Stress Management	41	58	75	159	67	400	1353	90.20	3
2	Motivation	19	31	81	182	87	400	1487	99.13	1
3	Communication skills	34	72	91	171	32	400	1295	86.33	4
4	Art of thinking	31	42	89	169	69	400	1403	93.53	2
5	Leadership traits	41	75	99	161	24	400	1252	83.47	5

Teachers were asked to indicate the improvement in their behavioral attributes on 5 point scale ranging from Extremely Improved (5) to Not at All Improved (1). Final ranking is obtained with the help of weighted arithmetic mean. In order to calculate total weighted score, the numbers of responders who have given improvement from 5 to 1 are multiplied by 5 to 1 respectively. The mean score is calculated by dividing the total score by total number of weights (i.e. 15).

## VII. CONCLUSION

The results revealed that, after attending the faculty development program the motivation level is extremely improved with a weighted mean score of 99.13 followed by improvement in art of thinking (Weighted Mean score = 93.53) and stress management (Weighted Mean score = 90.20). The improvement in communication skills ranked 4<sup>th</sup> with a Weighted Mean score of 86.33, followed by least improvement in leadership traits with a weighted mean score of 83.47.

## VIII. RECOMMENDATIONS

An effective faculty development program must deal with the attitudes of the faculty member, as well as with related values, philosophies, and self-perceptions. A complete faculty development program ought to be built upon:

- a) Professional development (new faculty members should be oriented to the university and to their various faculty roles);
- b) Instructional development (all faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations);
- c) Leadership development (educational programs depend upon efficient leaders and well-designed curriculum; these leaders to develop the skills of learning to effectively evaluate and progress medical education);
- d) Organizational development (empowering faculty members to excel in their roles as educators require organizational policies and procedures that encourage and reward teaching and continual learning).

As the study shown least improvement in leadership traits there is a need to focus a bit more on improving leadership traits in teachers.

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