

Impact of HEC-Based Teachers Training Programs on Job Performance of University Teachers

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Abstract

Educational institutions are responsible for producing market compatible labor force and well-educated members of the society. These institutions could find the target by employing qualified, experienced and dynamic teaching staff. To cater with recent educational challenges faculty refresher courses and on job trainings workshops are considered more productive. For the reason Higher Education Commission of Pakistan (HEC) has initiated Faculty Professional Development Program (FPDP) and Professional Competency Enhancement Program for Teachers (PCEPT) since 2004. This study is to investigate the impact of HEC based university teachers training programs on skills enhancement and professional development of teachers. The population of the survey study is the university teachers who get benefit from these HEC training programs. About 37 respondents are randomly selected for the data collection. The results of the study shows that irrespective to the gender overall respondents agree that these programs enhance their professional competence. Explicitly participants view topmost improvement in communication skills, while lowest impact on research skills due to these training programs. Moreover, the participants of FPDP claim higher learning outcomes comparing to PCEPT.

Introduction

Training is a central feature of most social sector development efforts. Teacher's training in developing countries is to encompass teachers' preparation in the pre-service mode, and teacher upgrading (skills and/or qualifications) during the service tenure. Gee in Allen (2007) told that training is highly important in building the teachers' self-confidence and in improving the employee's performance. But, in general, teacher's training is important for two main reasons. Firstly, considering the vast resources which are being spent on education, and particularly training itself, it is essential to ensure that these financial resources are well utilized. Secondly, the quality and quantity of the output in the form of well-educated students with good attitudes will determine the type of leadership, management and workforce in future (Ministry of Education and Culture, 1993). According to Asian Development Bank report in the mid of 90's in-service teacher training has been offered for three reasons. First, some teachers do not meet the minimum education requirements for the grade level at which they teach. Second, virtually all teachers needed in-service training to learn how to teach the new integrated curriculum introduced in the mid-1990s. Third, faced

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with a teacher shortage, some schools have had to hire contract teachers who do not meet the minimum education requirements.

According to different studies there are positive effects of in-service trainings on the performance of teachers; nonetheless, the intensity of effectiveness varies from aspect to aspect. The effects of in-service training on the organizational or administrative side of the teachers' performance have been found more positive. In developing countries results of the studies conducted did not show any significant impact of teachers' trainings on students' achievements. However the in-service training helps teachers to improve their teaching methods and interaction with students. In-service training also equips the teachers with more effective means of getting feedback by the students which is ultimately related to the removal of errors and improvement of students' achievements.

In Pakistan although different training programs are started. But Higher Education Commission of Pakistan (HEC) took this highly strategic initiative and has introduced different in-service training programs like Faculty Professional Development Program (FPDP) and Professional Competency Enhancement Program for Teacher (PECEPT) to improve teaching skills of University teachers. Due to these training programs knowledge of teachers, their way of delivering lectures and their confidence level is expected to improve. The objectives of the Faculty Professional Development Program (FPDP) are to produce professional teachers, expand their teaching skills, and enable teachers to enhance their management skills and utilize them in the teaching learning situations and to aware teachers about their academic responsibilities & duties. This research study is to explore the impact of HEC based university teachers trainings on skills enhancement and professional development of teachers. Further to investigate that either FPDP is more effective or PCEPT program.

Literature Review

Teacher is the maker of the history, the history of a nation is written in its school and this school cannot be very different from the qualities of their teachers (Wells). In-service teacher education has variously been defined by M.B. Buch. "In-service education is a program of activities aiming at the continuing growth of teachers and educational personnel in-services". No dynamic teaching is possible without a dynamic teacher. So an effective teacher is known through his qualitative teaching. A teacher's function is not mere promotion of literacy by imparting a certain amount of knowledge to pupils. Training is a method of enhancing human performance. Whenever a person's ability to perform a job is limited by a lack of knowledge or skills, it makes sense to bridge that gap by providing the required instruction. The term 'training' may summon up images of military drills, but in practice the training of university teachers often involve relatively sophisticated process under pinned by theoretical models of professional development.(Schon,1987) and change over time in teachers conception of teaching (Trigwell et al,1994). Trainers are often articulate about what they are trying to achieve and sophisticated about their training methods, even if they are not yet sophisticated about ending out whether they are successful or not.

It is a matter of fact that most of the research focuses the pre-service teachers training i.e. professional education before joining as teachers, whereas the effects of in-service teachers training have unfortunately not gained much attention. Teacher training can have a significant, positive impact on student's achievements under generally favorable conditions, but that such benefits depend on the context and quality of the program. (National Bureau of Economic Research Chicago). The impact of teachers training on students' achievements has mostly been an area of concern in developing countries rather than in the developed countries, and interestingly irrespective of its importance results of the studies conducted did

not show any significant impact of training teachers on achievements of students deduced from the above saying that training has a significant effect on the performance of teachers and the achievements of students.

The Asian Development Bank's 1988 sector study on education in Pakistan concluded that the lack of trained teachers is a major constrained on achieving their improvement required in the education sector (ADB, 1992a). In 1990, the Asian Development Bank approved a project Preparatory Technical Assistance to prepare a detailed proposal for a teacher training project in Pakistan ,it aimed at upgrading the quality of teachers, training and performance ,increasing the number of trained female teachers in the rural areas etc. the teachers training project was approved in December 1992. ADB approved a loan of US\$52.1 Million for training projects.

Major findings of the study revealed that HEC based training not only equipped with knowledge but also improving the confidence level of the University teacher. It also found that teacher training was beneficial for professional development as well as for teaching performance. It also suggested that improved knowledge, skills and attitudes was necessary for the teacher aides to support the teaching program and facilitate learning and communication. Moreover due to the government policies, rules and regulations, such as introduction of the Tenure Track System, and hiring the foreign faculty in various, all Public sector universities it also has impact on the performance of students in job market. The study concluded that basic and advanced level training is necessary for future training programs in Pakistan. (Dr. Khalid Hussain Shaikh Associate Professor, Institute of Commerce, University of Sindh)

A study conducted by Angrsit and Lavy (2001) aimed at investigation of the effects of in-service training on the performance of teachers reveals a positive relationship of on-the-job training with performance of teachers that is evidenced by the improved achievement of the concerned students.

Findings of a research study conducted by Ghani et al(2009) asserted fewer relationship between teachers training and its productivity in terms of students achievement, while teaching skills and teachers act of responsibility were found as more effective tools for the betterment of students achievements in the classroom Productivity of teachers, going through some specific training may be termed as their work behavior, on-job performance and their organizational effectiveness(Ling,1985; Rahimah, 1992).

Findings of the research studies conducted at different times (Dildy, 1982; Wiley and Yoon 1995; Bressoux, 1996; Cohen and Hill, 2000) reveal some positive effect of teachers training on the performance and achievements of students. Clotfelter et al (2006) state some positive effects of training rather than teachers' qualification i.e. master degree, on students' performance. Studies conducted in US (Boyd et al., 2006) find small effect of training on the achievements of students, whereas in France (Bressoux, 1996) training has been found as an effective tool having significant impact on achievements of students.

To have good scholars we must have good teachers but to produce good teachers there must be good teacher training institutions. So the importance of trained teachers in educational process is unquestionable. There the quality of education is directly related to the quality of instructions in classroom. As a nation builder, teacher's performance is the most crucial input in the field of education.

Methodology and Data Collection

Under Learning Innovation Division (LID) teachers training program Master Trainers-Faculty Professional Development Program (MT-FPDP) has been launched in 2003. Master Trainers Faculty Professional Development Program (MT-FPDP) is a 08-12 weeks in-service orientation program particularly designed to equip the teaching faculty with the latest

pedagogical and research skills required for effective teaching and research. The training program specifically designed for in-service teachers, which covers 12 core modules. The Master Trainers-Faculty Professional Development Program aims to enable University teachers to use innovative teaching strategies and communication skills. Presently the 18th Master Trainers-Faculty Professional Development Program (MT-FPDP) organized by Learning Innovation Division has been concluded at HEC secretariat Islamabad. About 28 faculty members from 23 public and private sector universities across Pakistan were certified as Master Trainers (Ms. Noor Amna Malik (DG LI)). So far 524 members belonging to different HEIs have been benefitted from this master trainer course in 18 batches.

We have 476 participants of “Faculty Professional Development Program” as a total population for this study. A comprehensive questionnaire is developed to conduct this survey study. The questionnaire is comprised upon different sections including demographic, effectiveness of training program, before and after skills comparison, and satisfaction of participants.

A list of the participants of HEC organized training programs is found from LID-HEC and this questionnaire is sent to 50 randomly sampled beneficiaries of these training programs through e-mail. Out of 50, about 40 university teachers responded and provided acquired information and rest refused to answer or not responded at all.

Analysis Techniques

To analyze the effectiveness of training programs and to check whether the training received by trainees is in accordance with their job requirements a Chi-square test of association and Mann-Whitney Test (non-parametric tests) are used. Chi-Square test is used only to analyze the relationship between teachers training programs and job performance of teachers.

Analysis is performed by using the SPSS. Radar diagram is used to display the performance metrics of ongoing these two programs. A **radar chart** is a graphical method of displaying multivariate data in the form of a two-dimensional chart of three or more quantitative variables represented on axes starting from the same point. The nature of the relationship between training and job performance of teachers will be helpful for evaluation of Training programs. In general, there is a positive relationship between the training programs and Job performance of teachers

Results and Discussion

Demographic analysis

Demographically the characteristics of the respondents are mainly segregated into three designation groups: lecturers, associate lecturers and assistant professors. The analysis of respondents' demographic information revealed that majority of respondents of the study are male (57.3%) and are lecturer (71.65%) by designation. Teachers who possessed M.A. /M.Sc, M.Phil, Ph.D qualification are 52.25%, 29.05% and 18.7% respectively. Moreover it is analyzed that 80.6% of the respondents live in urban areas and (19.4%) of the respondent are lived in rural areas. Most of the respondent (32.9%) belong to faculty of social sciences, (18.7%) of the respondent belong to basic sciences, and (33.6%) lies in faculty of natural sciences, while (8.4%) of the respondent are from business management, and (6.45%) of the respondent belong to engineering. As for age of respondents is concerned, about 31% of the respondent are age of above 25 years, (54.5%) of the respondent are age between 30-35 and (14.35%) of the respondent are age between 35-48.

Impact of FPDP and PCEPT programs on Impact on pedagogical and research skills

Five variables of standard class room teaching; lesson planning before going to class, teaching through Questions, encouraging the student's participation, exemplification and localization, are used to assess the impact of training program by comparing before and after training level of consideration. The mean values indicate the level of professional development in male and female teachers, separately. Analysis is based on the comparison that what was/is the performance of teachers after and before getting training.

Figure 1: Pre-training and post-training job performance comparison of Male and Female Participants separately.

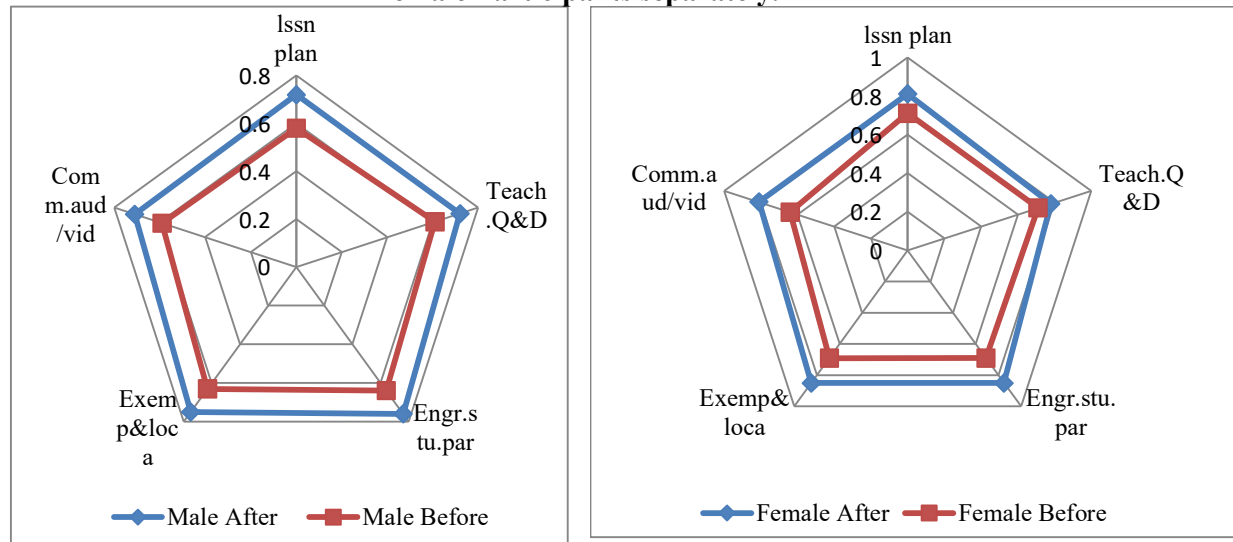


Figure 1 shows the graphical representation of numeric values. Here comparison is done by using radar diagram for evaluating the job performance of teachers after and before getting training. In diagram two layers are given the red layer shows the level of job performance before training while blue layer shows the job performance after training. The diagram is indicating that overall job performance of male teachers has been improved. Figure 2 indicates that there is a significant difference between responses of the female trainees' pre and post training program. These results reveal that the training brought a significant change in communication skills, Exemplification and Localization and Encouragement of student participation of the female trainees. Overall, results disclose that training has a positive impact on job performance of male and female teachers, both.

Table No. 1: Impact of training on pedagogical and research skills

[illegible]

Table above depicts that overall participants agree that these training programs enhanced their pedagogical skills. Particularly, communication skills and use of visual aid received highest rank. Explicitly participants view topmost improvement in communication skills, while lowest impact on research skills due to these training programs. Only 8 percent participants are strongly agree that these training programs equipped them with research skills. While, about 46 percent participant are strongly agree that these training programs enhanced their communication skills. A significant contribution in enhancing the understanding about role as a teacher, encouraging using audio/video aid in class rooms, helping in using ICT& E- learning, understanding the learner psychology, and in designing the curriculum are also reported by the respondents.

Figure 4: Impact of training on pedagogical and research skills: A gender based comparison

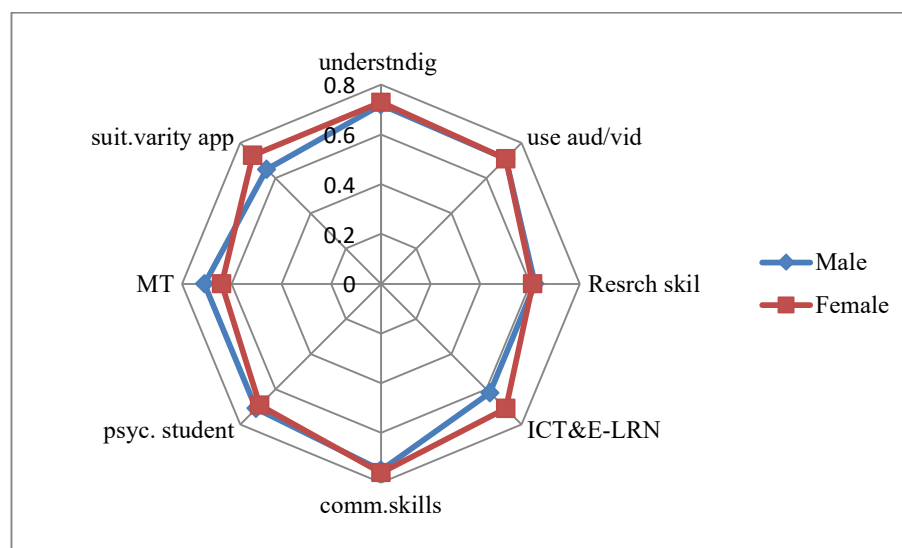
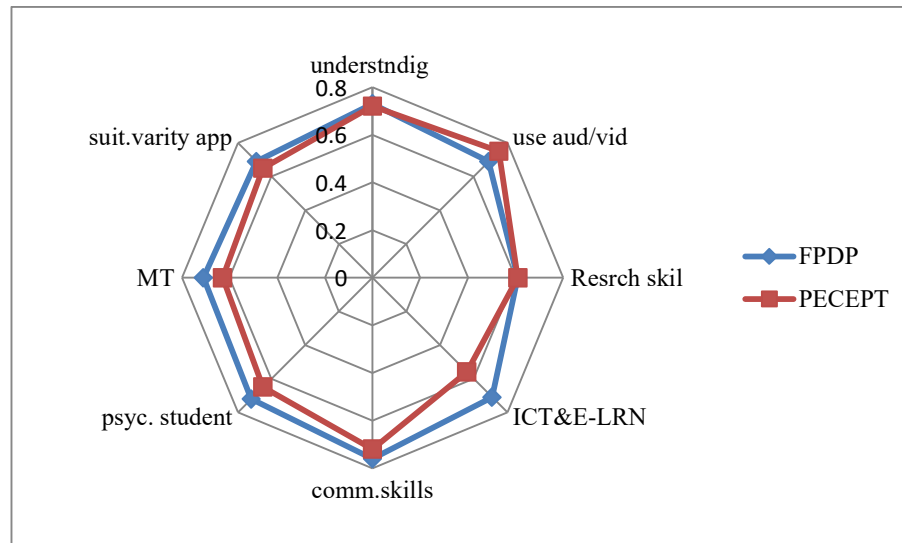


Figure above indicates the effectiveness of training programs among the male and female participants. The data analysis reveals that both programs are positively linked with the job performance of trainee teachers. The figure shows that there is training programs effect the participants equally regardless of their sex. But female respondents view these training programs more beneficial in use of ICT E-learning and curriculum designing comparing to male respondents. Moreover, male respondents reported that training workshops help more in acting as master trainers comparing to female participants.

Comparison of Effectiveness of FPDP and PCEPT Programs

Figure 5: Effectiveness of FPDP and PCEPT Programs



The figure 5 above presents that which program is more effective and has positive impact on job performance of university teachers. The mean values of both programs (FPDP & PCEPT) are given and indicating the strength of each program. The FPDP program which was launched under LID in 2003, which has completed its 18th batches. The analysis of data reveals that majority of respondents think that FPDP is more effective in enhancing ICT, communication skills, learning as role of master trainer, understanding the learner psychology and use of visual aid in teaching. So above figure clearly explains that FPDP is more effective program than PCEPT. There could be many reasons for these results. But most probably the difference of location of execution of programs and design of trainings and availability of resource persons are the reasons for difference of these programs' effectiveness. So we conclude that although both programs are effective and positively influencing teaching abilities of teachers. But after comparing both programs, obtained data shows that Faculty Professional Development Program (FPDP) is more authentic and effective as compare to Professional Competency Enhancement Program (PCEPT). Results obtained from PCEPT trainees also indicate that this program has no significant impact on their overall job performance.

Conclusion

Educational institutions are responsible for producing market compatible labor force and well-educated members of the society. These institutions could find the target by employing qualified, experienced and dynamic teaching staff. To cater with recent educational challenges faculty refresher courses and on job trainings workshops are considered more productive. For the reason Higher Education Commission of Pakistan (HEC) has initiated Faculty Professional Development Program (FPDP) and Professional Competency Enhancement Program for Teachers (PCEPT) since 2004. This study is to investigate the impact of HEC based university teachers training programs on skills enhancement and professional development of teachers. The population of the survey study is the university teachers who get benefit from these HEC training programs. About 37 respondents are randomly selected for the data collection. The results of the study shows that irrespective to

the gender overall respondents agree that these programs enhance their professional competence. Explicitly participants view topmost improvement in communication skills, while lowest impact on research skills due to these training programs. Moreover, the participants of FPDP claim higher learning outcomes comparing to PCEPT. The analysis of data reveals that majority of respondents think that FPDP is more effective in enhancing ICT, communication skills, learning as role of master trainer, understanding the learner psychology and use of visual aid in teaching. So above figure clearly explains that FPDP is more effective program than PCEPT. There could be many reasons for these results. But most probably the difference of location of execution of programs and design of trainings and availability of resource persons are the reasons for difference of these programs' effectiveness.

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Annexure: Index construction:

In next step we have constructed an index; whose values are ranged from 0 to 1. As earlier we have discussed that we have five Likert type (S.D, D.A, P.A, A, S.A). For section 2 following index has been constructed which is:

$$\text{Index} = \frac{X_0(0) + X_1(0.25) + X_2(0.5) + X_3(0.75) + X_4(1)}{\text{Total no. Respondents}}$$

Note:

X_0 = number of the respondents in the category who answered Strongly Disagree

X_1 = number of the respondents in the category who answered Disagree

X_2 = number of the respondents in the category who answered Partially Agree

X_3 = number of the respondents in the category who answered Agree

X_4 = number of the respondents in the category who answered Strongly Agree