

Relationship of Training Program Effectiveness and Behaviour of Teaching Staff

Case Study on Faculty Development Program at COMSATS Institute of Information Technology (CIIT), Attock Campus.

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This paper has explored the relationship between training program effectiveness and behaviour of the teaching faculty of CIIT, Attock through assessment of the effectiveness of the training program in terms of their positive changes in behaviour of the faculty. With a case study research design, a self administered Questionnaire was filled from total forty faculty members of CIIT Attock, Pakistan, who were regular employees of CIIT Attock and who had attended the Faculty Development Workshop of CIIT, Attock. Firstly the scores of faculty members regarding training effectiveness variable and behaviour change were calculated and then an Ordinary Least Square regression Analysis was done to test the relationship between training program effectiveness and change in behaviour of the faculty of CIIT, Attock. The result shows that there is a significant relationship between training effectiveness and faculty behaviour. The paper has concluded that the training programs have deep impact on faculty performance related behaviour; therefore, faculty members should be given regular training throughout their career. Furthermore paper has also concluded that the workshop is conducted for the period of only two weeks, which is a very short time span, therefore the faculty members should be given long duration trainings which have long term effects. The paper suggested that there should be proper feedback and test from trainee in the end in order to know that how much it affected them. A more in-depth focused survey should be conducted to assess the faculty training needs.

Field of Research: Human Resource Management

1. Introduction

There are many professions in the world which involve helping others. Such like professions require intensive interactions with others in such a way that there is a need of persuasion for getting things done by others. These professions are very demanding; requires a never ending commitment and hard work.

Training and Development (T&D) deals with efforts of capacity enhancement

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whereby people get hold of abilities to aid in the accomplishment of organizational objectives. It occupies planned learning activities pre-mediated to develop an employee's performance at her/his recent job. In Organizational development, the related field of (T&D) deals with the design and delivery of learning to improve performance within organizations. After hiring the employees by an organization, next step is determining the need of training and development for them. It is obvious that some new employees are not experienced to their work so they need special training to perform effectively and efficiently. Different organizations held different training and development programs according to their available resources and requirements. The real driving force for training would then be whether the training makes an individual or group of people more productive, efficient or useful to an organization but training can only be fruitful if it leaves an everlasting effect on changing behaviour of employees.

The Commission on Science and Technology for Sustainable Development in the South (COMSATS) is an international, inter-governmental organization. It aims to reduce the ever-growing gap between the developed and developing world through useful applications of science and technology. It is committed to play a multidimensional role in the development of individuals and society by graduating motivated highly skilled and highly educated graduates. To advance knowledge and enhance educational process, it strives to become publicly recognized, far reaching centre of excellence in science, technology, and management education, comparable in standard to the very best in the world.

COMSATS has established CIIT as a degree awarding institute under the umbrella of Ministry of Science and Technology, Government of Pakistan; having campuses in seven cities of Pakistan, with its Headquarters in Islamabad, Pakistan. This institution has passed through different stages of development and presently its three campuses situated at Abbotabad, Lahore, and Islamabad; are well established, and the rest of four campuses situated at Wah, Attock Sahiwal and Viharhi are under the process of development.

CIIT is trying its best to meet the quality standards of HEC of Pakistan. It is standing at second position in terms of research citations, among universities in Pakistan (CIIT, 2011). It has been ranked among the top four institutions of higher education securing 114 points, during 2005-07 by the HEC. While an overall seventh ranking in the Engineering discipline according to the HEC ranking issued in 2008.

In order to remain competitive in higher educational sector of Pakistan, CIIT is very much keen to develop teaching skills of faculty through Faculty Development Program, which is done in two weeks it is a two week training program and purpose of it is to increase the skills of teaching of the staff development.

The Faculty Development Program (FDP) is specially designed for teachers, researchers and industrial organizations for their management education requirements. Every year, hundreds of sponsored participants enhance their skills and update their pedagogical tools. They practice and share their new learning with thousands of students slowly bringing about a major qualitative change in academics and practice. Participants are provided an opportunity to refresh their

knowledge related to management education and pedagogy with the latest academic practices in the field. Many participants develop insights into curriculum planning and academic administration. FDP provides participants a unique opportunity for self-development with compulsory courses and specially designed workshops. The compulsory courses are designed to enhance teaching and research capabilities whereas exposure to elective courses aims at improving substantive knowledge in specific functional areas of management.

2. Research Objective

The paper aims to explore the relationship of effective training program on the behaviour of faculty members of COMSATS Institute of Information Technology, Attock.

2.1 Research Questions

1. What is the effect of effective delivery of lesson on the faculty's increased level of motivation and level of learning?
2. Does time and stress management qualities increase punctualities and reduces absenteeism?
3. What is the effect of leadership & team management qualities on the career development of faculty members?

2.2 Research Hypotheses

1. Effective Delivery of lesson has significant effect on the Level of performance & Knowledge
2. Time and stress management qualities increases Punctuality & reduces absenteeism
3. Good Leadership and team management qualities positively contributes towards the career development of faculty members

3. Literature Review

Importance of training can be realized by a quote that says give a person a fish and you'll feed him for a day, teach him how to catch fish and you'll feed him for lifetime this simple and profound quote is by wisdom of Confucius in 5th century BC Training, in the most simplistic definition, is an activity that changes people's behaviour. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). Bedingham (1997) says in his research "In fact, however, it could be strongly argued that the most effective training programs are those which change behaviour on the job in a constructive way. The real driving force for training would then be whether the training makes an individual or group of people more productive, efficient or useful to an

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organization. This can be measured by assessing where the individual or group is now, where it wants to go and the best way of getting there”.

Endres and Kleiner (1990) said that “Successfully measuring effectiveness in management training and development can be a difficult task. Design of a valid measurement program should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioural change and organizational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development program. Finally, research shows that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development”

Bedingham (1997) says that “The main problem involved in achieving such assessment is that many people do not know their starting place. Research in the UK and the USA reveals that around half of managers and salespeople are unfamiliar with their own strengths and weaknesses. Many organizations have performance appraisals or reviews built into their corporate culture, but the reviews tend to be undertaken by “the boss” - a person who is not always clear about where the subordinate is now and what he or she can do to improve”

Kelly (1993) said that From TQM we have learned that everything can and should be measured. Managers are now asking to be shown what difference training and development activities make to the effectiveness of the business. To demonstrate the change brought about by training and development it is necessary to measure the difference between the employee's performance before and after the event or programme.

An unresolved issue is what behaviours to study. Multiple approaches have been taken to identify the behaviours of effective management. Classical management theorists like Fayol (1949) and Urwick (1952) professed that all management functions involved planning, organizing, co-coordinating, directing, and controlling. These functions require technical, problem-solving, decision-making, and people handling skills. These broad-based categories, however, lack sufficient definitional detail to study managerial proficiency or the effectiveness of training.

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Since piecemeal efforts to improve college and university teaching have generally proven ineffective, we must turn to a comprehensive approach to faculty development, through which we can develop new methods of evaluation and diagnosis, find viable ways of introducing new technology and curricula, and explore new approaches to instructional improvement. Faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus becomes

essential to faculty development. It is only through such a comprehensive approach that efforts toward improvement can have lasting impact (William H Bergquist and Steven R Phillips, 1975).

Steinert (2000) says Faculty development initiatives will need to respond to changes in medical education and health care delivery, to build on the achievements and accomplishments of the past, and to continue to adapt to the evolving roles of faculty members. To remain at the fore front, faculty development programs will need to broaden their focus, consider diverse training methods and formats, conduct more rigorous program evaluations, and foster new partnerships and collaborations. Academic vitality is dependent upon faculty members' interest and expertise; faculty development has a critical role to play in promoting academic excellence and innovation (Yvonne Steinert, 2000).

In order to succeed at these new teaching tasks, faculty development is essential. It is a tool for improving the educational vitality of academic institutions through attention to the competencies needed by individual teachers, and to the institutional policies required to promote academic excellence. A comprehensive faculty development program should be built upon (1) professional development (new faculty members should be oriented to the university and to their various faculty roles); (2) instructional development (all faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations); (3) leadership development (academic programs depend upon effective leaders and well-designed curricula; these leaders should develop the skills of scholarship to effectively evaluate and advance medical education); (4) organizational development (empowering faculty members to excel in their roles as educators requires organizational policies and procedures that encourage and reward teaching and continual learning). Comprehensive faculty development, which is more important today than ever before, empowers faculty members to excel as educators and to create vibrant academic communities that value teaching and learning (LuAnn Wilkerson and David M. Irby, 1998).

4. Research Design and Methodology

The paper aims to explore the relationship of effective training program on the behaviour of faculty members of COMSATS Institute of Information Technology, Attock. Therefore it is a case study research, where the faculty members of CIIT, Attock have been taken as special case. According to (R. K. Yin, 2009), the case study is an empirical examination of certain current observable facts by putting it in a real-life context, where the borders between fact and context are not obvious; and in which numerous sources of evidence are used.

Mainly data was gathered through a self administered questionnaire from the respondents. All of the faculty members of three departments were selected for this study. The questionnaire consisted of total 30 statements on the two major variables of the study, i.e. the teachers' training and teachers' behaviour towards the teaching. These statements were ordinal scaled in such way that the respondents were give five choices for giving responses. These choices were arranged on quantum of (1) to (5). Whereas the (strongly agree weighted "5",

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Agree “4”, Neutral “3”, Disagree “2” and Strongly disagree weighted “1”. The data was scored in Likert scoring procedure.

The total number of statements was multiplied with the five choices, (5x30=150), and total score was obtained. The score has been further divided, as 75 total score has been given to Training Effectiveness and 75 score to Behaviour change. Later on an Ordinary Least Squares Regression Model was devised to be run on the score so of the selected variables and to check the effect of the training effectiveness on the faculty behaviour. We have used the following frame work for the purpose of our analysis.

Table: 1
Frame work of the study

Independent Variable	Training Effectiveness	Effective Delivery of lesson
		Proper Designing of lectures
		Leadership and team management qualities
		Time and stress management qualities
		Increase in student's involvement
Dependent Variable	Behaviour change	Increased Motivation
		Increased Level of performance & Knowledge
		Positive Attitude
		Punctuality & Low absenteeism
		Desire for Career progression

The above frame work has two major variables, which includes the dependent variable of behavior change and independent variable of training effectiveness. These two variables have been further divided in to sub variables, in such way that there are 5 sub variables in dependent variable and 5 sub variables in the independent variable.

5. Data presentation

The data has presented in shape of tables, in such way that the table, 2 is about the Demographic Characteristics & Scores of the Respondents, and the tables, 3,4,5 are about the Regression Analysis for checking the effect of the training effectiveness on the faculty behaviour.

Table: 2
Demographic Characteristics & Scores of the Respondents (N: 40)

Characteristics	N	Average scores in Training Effectiveness	Average scores in Behavior change	Total Scores
<i>Gender</i>				
Males	32	26.00	22.00	48.00
Females	08	49.00	46.00	95.00
<i>Age</i>				
20-25 years	15	32.00	30.00	62.00
25-30 years	17	42.00	46.00	88.00
30-35 years	08	30.00	31.00	61.00
<i>Marital Status</i>				
Married	23	38.00	37.00	75.00
Single	17	48.00	44.00	92.00

The above table shows the demographic characteristics of respondents as well as the scores achieved in each variable. The data shows that gender wise, there are more males' faculty members in Attock campus but the scores of female faculty members are high as compared to males' faculty members. This is probably because; the female teachers are more delicate in nature and have learning and teaching capabilities, as compared to male counterpart. Age wise the age group of 25-30 years has high scores, this is probably because, in this age group the teachers' skills and knowledge starts getting mature and there is a behavioural change too. The same is with the married one teacher, who have more scores as compared to single, most probably because , the married teachers are more mature and responsible and their life as whole change, with shift in behaviour.

5.1 Data Analysis

The data has been analysed through Ordinary Least Square Regression Analysis through the testing of hypotheses. The testing of 1st Hypothesis (Effective Delivery of lesson has significant effect on the Level of performance & Knowledge) shows that the variable "Effective Delivery of lesson" has significant effect on the dependent variable "Increased Level of performance & Knowledge". The Beta coefficient 6.705 is significant at (0.55) significance level, as clear from table: 3. Therefore this hypothesis has been accepted.

Tables 3
Dependent Variable: Increased Level of performance & Knowledge

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.097	1.292		78.076	0.230
Effective Delivery of lesson	6.705	0.111	4.526	15.360	0.550

This means that if the teacher is effectively deliver a lecture and is preparing for the lecture in advance then his/her Level of performance & Knowledge will be increased.

Table 4
Dependent Variable: Punctuality & Low absenteeism

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)					
Time and stress management qualities	12.364	3.1982		38.026	0.051
	8.522	0.611	6.236	13.320	0.420

The testing of 2nd hypothesis (Time and stress management qualities increases Punctuality & reduces absenteeism) shows that the variable “Time and stress management qualities” has significant effect on the dependent variable “Punctuality & Low absenteeism”. The Beta coefficient 8.522 is significant at (0.420) significance level. This means that if the teacher is properly managing the time and stress then the ratio of Punctuality will be increased and there will be Low absenteeism, as clear from table: 4. Thus, this hypothesis has been accepted.

Table 5
Dependent Variable: Desire for Career progression

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)					
Leadership and team management qualities	8.454	2.182		54.031	0.031
	6.836	0.321	5.227	09.221	0.350

Finally the testing of 3rd hypothesis (Good Leadership and team management qualities positively contributes towards the career development of faculty members) shows that the variable “Leadership and team management qualities” has significant effect on the dependent variable “Desire for Career progression”. The Beta coefficient 6.836 is significant at (0.350) significance level. This means that if the teacher having the Leadership and team management qualities, then he/she will have more Desire for Career progression, as clear from Table: 5. Thus, this hypothesis has been accepted.

6. Discussion

The results of the study shows that the training effectiveness has a significant effect on the faculty behaviour, especially on the positive side, it means that if there is positive increase in the training effectiveness then it will have also

positive effect on the behaviour of the teacher. The teacher will get more motivation, there will be Increased Level of performance & Knowledge, the punctuality will increase and the teacher will have desire for career progression. In fact the training adds something new to the existing skills and knowledge of teachers. Training is something an input process during teaching career; it gives a way to the teachers to learn something that is new to them. And as out put the teachers' skills and knowledge is increased. In past same like results have been mentioned by the researchers on the positive effect of training on the teacher's behaviour. Gorman-Smith (2003) conducted "Effects of Teacher Training and Consultation on Teacher Behaviour toward Students at High Risk for Aggression" and found that there was significant positive change in the behaviour of teacher after training.

In same way Coladarci and Gage (1984) conducted a study on "Effects of a Minimal Intervention on Teacher Behaviour and Student Achievement" and found that classroom-based experiments suggest that teacher behaviour can be modified and student achievement. These studies show that the training effectiveness has a significant effect on the behaviour of the teachers in education institutions. This positive change in the behaviour has far reaching effect on the student achievements. If the teacher is positive in his/her behaviour and is showing professionalism, then students will understand their teachers, and will work hard and will have good grades in their studies.

7. Conclusion

Training is very important in today's world for being excellent in the teaching field. That's why every successful organization pays importance to employee development and training. The paper found that CIIT organize different kinds of training programmer in the organization in different ways to make the faculty able to learn new knowledge and apply skills on their profession and thus make students flourish in their fields one of the training programs is faculty development course its propose is to make the faculty developed, training them ways to acquire new knowledge and ways of lecture delivery, paper designing , taking quizzes and how to enhance relations with students. This have affected as a profound change on the behaviours of trainee in the long run.

The paper recommends that firstly there have to be a training needs analysis for assessing the competence level of the trainee faculty, and then the training design may take place in order to be more need oriented. It is also recommended that the time period of the FDP workshop may be increased to at least one month so that tools and techniques can be learnt in much more depth and more knowledge can be shared among the campuses.

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