



“Faculty Perception towards Institutions Role in Training and Development: A Study on Higher Education Institutions in Nagaland”

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Abstract: Excellence and quality performance of all educational institutions is highly dependent on the most valuable asset: the faculty members. Therefore, Educational institutions need to ensure that adequate support and opportunities in training and development are provided to the faculty members. The study aims to identify the faculty members' perception towards training and development initiatives undertaken by the Higher Education Institutions in Nagaland. The study employed a descriptive survey method and primary data was collected through structured questionnaires using five point Likert scale. Purposive sampling method was used for sample selection. The study examined the responses of 396 faculty members and data obtained were analyzed using descriptive statistics. The result indicated positive perception of the faculty members towards institutions role in granting permission to participate in training and development programs with full remuneration and in initiating dissemination of learning acquired and gained from training and development programs. However, faculty members showed negative perception in areas such as institution lack of planning annual training and development programs within the institutions and lack of training need analysis for faculty members.

Index Terms – Faculty, Perception, Training, Development, Higher Education, Institutions

I. INTRODUCTION

Faculty comprises the most valuable asset and a vital element of educational system. According to the New Education Policy (2020) Part-II, the quality and engagement of faculty members is identified as an essential factor for the success of Higher Education Institutions. The development of faculty members is crucial as the quality of education depends upon the quality of the faculty who impart knowledge to the students. Faculty training and development provide support and assistance to newly recruited faculty, to obtain necessary skills and knowledge as they embark on their teaching profession; and also provide assistance to experienced faculty members, to improve their existing knowledge and skills (Brennen, 2001). Nandan & Nandan (2012) defined faculty training and development as activities that involve engaging in seminars, conferences, workshops, and enhancement of various other instructional, personal and institutional areas organized by higher education institutions. Morris (2009); O'Leary (1997) further defined faculty training and development as a tool used for enhancement of knowledge and skills of faculty and facilitates change not only at the institutional level but at both personal and professional level thus adding value to the institution. The primary purpose of any faculty training and development program is to expand the faculty knowledge horizon of the awareness of teaching-learning, research, personal and professional areas which further contribute to the overall development of students' performance (Collett & Davison, 1999; Morris, 2009; Webb, 1996). Higher Education Institutions therefore, should continuously initiate, assist, and provide adequate training and development opportunities to faculty members to progress and augment their performance. Faculty training and development programs should address specific needs and concerns for it to be relevant, authentic, and sustainable and also provide suitable conditions for self-development (Hunzicker, 2010). Hence, faculty training and development is an essential and imperative constituent and a foreseeable strategy that HEI's need to plan and implement in imparting and maintaining high standards of quality higher education.

II. STATEMENT OF THE PROBLEM

The ability of faculty to focus on improving their teaching and their ability to bring in new ideas and knowledge into practice depends on institutional context. It is anticipated that the responsibility for such development falls largely on the individual; however, the Institutions also bear the moral and professional responsibility to forward the growth and development of those appointed faculty members (Chalmers, 1992). According to Anyamele (2004), higher education institutions need to develop appropriate training and development strategies to support and promote involvement of faculty members in the development and implementation of university-wide policies as effective faculty development is essential to support new approaches to learning-teaching, and meeting the changing needs of institutions. When institutions commit to continuous professional development programs and ensure successful implementation, it significantly impact the faculty members, students and institution as a whole

(Ja'afar, 2012). Thus, in any educational institution lack of pedagogical experience by faculty members reflect and lack of institution initiatives in organizing training and development programs reveal the lack of a culture that supports and initiates faculty training and development. The study aims to identify faculty members' perception towards training and development initiatives undertaken by Higher Education Institutions in Nagaland.

III. LITERATURE REVIEW

Quality of higher education has become the focus of attention leading to increase in demand for quality teaching-learning further increasing the requirement for faculty participation in training and development programs (Gibbs, 2013; Havnes & Stensaker, 2006). Faculty training and development present opportunity for faculty not only to gain knowledge and enhance skills but also encourage and support the sharing of ideas and resources through the establishment of networks (Webb et al. 2013). Faculty training and development conducted by institutions focus on establishing the notion of enduring learning in faculty members and encourage faculty members to personally reflect upon their teaching-learning practices (Brown et al. 2013; Swanson & Kayler, 2010; Toth & KcKey, 2010). To encourage immediate application of teaching-learning as an ongoing process, innovative and current information should be incorporated by institutions while organizing faculty training and development programs (Ja'afar, 2012; Nelson, 2009; Roueche et al., 1995). Boud & Hager (2012) asserted that faculty training and development programs should be initiated by institutions and ensure that the training programs are ongoing, research-based, and need-specific. As participation in training and development programs that are ongoing in nature seek to constantly provide innovative research-based contributions that provide better possibility of developing the faculty participants and encourage external competence (Giorgi et al., 2013). A number of institutions have created faculty training centers, while others offer workshops, long-range programs, tutorials, one-on-one consulting, orientations, websites, and other tools (Austin, 1992; Van Note Chism et al. 2002). Furthermore, several international studies have described the arrangements of educational development programmes in universities in a number of Western universities through Higher Education Teacher Training (Chalmers et al. 2012; Gosling 2008, Trowler & Bamber 2005). Research also suggests that the organizations investing considerably in training justify their investment by the contribution training makes to improve individual and firm performance.

IV. OBJECTIVE OF THE STUDY

- To understand the faculty perception towards institutions role in training and development.

V. RESEARCH METHODOLOGY

The study aimed to understand the faculty perception towards HEI's role in training and development hence, a descriptive survey design was adopted for the study. Questionnaires were administered to all Higher Education Institutions in Nagaland: 50 Private Colleges, 16 Government College, 03 Private Universities, 01 Institute of National Importance and 01 Central University. Purposive sampling method was employed for sample selection. A total of 396 responses were found to be valid for analysis. The responses were recorded on a five point Likert scale (SA=> Strongly Agree (5): A=> Agree (4): NAD=> Neither Agree nor Disagree (3): D=> Disagree (2), SD=> Strongly Disagree (1)). Data obtained were analyzed using SPSS version 20 and employed descriptive statistics to find the characteristics of variables.

VI. DATA ANALYSIS

1. Demographic Analysis of the Respondents

Table 1: Gender of the Faculty Respondents

		Frequency	Percent
VALID	MALE	177	44.7
	FEMALE	219	55.3
	TOTAL	396	100.0

Source: Researchers field survey Data

The above Table 1 presents the gender composition of the respondents. It is observed that 44.7% represents male respondents and 55.3% female respondents. Thus, female respondents are slightly higher in number as compared to male respondents.

Table 2: Type of Higher Education Institution of the Faculty Respondents

		Frequency	Percent
VALID	PRIVATE	271	68.4
	GOVT.	125	31.6
	TOTAL	396	100.0

Source: Researchers field survey Data

The above Table 2 presents the type of HEI's of the respondents. It is observed that respondents from Government Higher Education Institutions represented 31.6% and respondents from Private Higher Education Institutions represented 68.4% of the total sample. Thus, a majority of the respondents were from Private Higher Education Institutions.

2. Descriptive Statistics of the Sample

Table 3: Descriptive Statistics of Faculty Perception on Institutions Role towards Training and Development

Item No.	Statement's	SA		A		NAD		D		SD	
		F	%	F	%	F	%	F	%	F	%
PF1	Institution focuses on planning and preparing annual training and development programs for faculty members	8	2.0	161	40.7	12	3.0	195	49.2	20	5.1
PF2	Institution has specific goals and objectives focused on training and development programs for faculty members	13	3.3	191	48.2	14	3.5	149	37.6	29	7.3
PF3	Institution encourages faculty members to prepare individual training need analysis	7	1.8	130	32.8	22	5.6	229	57.8	8	2.0
PF4	Institution conducts training need analysis of faculty members before organizing or deputing to any training programs	7	1.8	110	27.8	14	3.5	248	62.6	17	4.3
PF5	Institution provides/invest necessary resources to organize any training programs for faculty members	24	6.1	147	37.1	22	5.6	185	46.7	18	4.5
PF6	Institution identifies the availability of various training programs for faculty members	18	4.5	153	38.6	21	5.3	187	47.2	17	4.3
PF7	Institution deposes faculty members on the basis of individual faculty request	9	2.3	193	48.7	25	6.3	158	39.9	11	2.8
PF8	Institution deposes faculty member for training programs fairly	19	4.8	208	52.5	26	6.6	129	32.6	14	3.5
PF9	Institution grants leave to faculty members attending long-term training programs with full salary	33	8.3	213	53.8	74	18.7	60	15.2	16	4.0
PF10	Institution encourages dissemination of the training gains from the faculty member who received any training	30	7.6	334	84.3	20	5.1	12	3.0	0	0

Source: Researchers own calculation from field survey using SPSS

The above Table 3 presents the descriptive analysis of faculty perception on the role of HEI's in Training and Development.

VII. FINDINGS AND DISCUSSIONS

From the study it was found that majority of the respondents agreed that the Institution deposes faculty members on the basis of individual faculty request and grant leave to faculty members attending long-term training programs with full salary. A majority of the faculty members also agreed that, upon completion of training the institution encourages dissemination of training gains from the faculty member who received any training. This showed positive perception of the faculty members towards institutions role in granting permission to participate in training and development programs with full remuneration.

It is observed that most of the initiatives are undertaken by the faculty members themselves in attending training and development programs and institutions respond positively to it. It was also observed that institutions play essential role in initiating dissemination of learning's acquired and gained from training and development programs, which is viewed as a positive perception by the faculty members toward its institution. The encouragement and motivation provided by the institutions in this regard showed positive attitude of the institutions towards training and development programs.

However, it was found that only few institutions focused on planning and preparing annual training and development programs and had specific goals and objectives focused on training and development programs for faculty members where as majority of institutions did not follow such practices. Also, most of the institutions did not provide due attention and concern in the area of faculty training and development within the Institution, though faculty members were encouraged to participate in training programs and disseminate learning's.

The study identified that a majority of the institutions did not conduct any training need analysis of faculty members before organizing or deputing to any training programs neither do the institutions encourage faculty members to prepare individual training need analysis. Conducting training need analysis by the institutions and individual faculty members alike is a crucial area for the development and enhancing quality and productivity of both the institutions and the faculty members. Identifying the gap between what is required by a faculty members and what the faculty member already know, is where the need exists. Thus, it is eminent for all institutions and individual faculty members to focus on preparing the training need analysis in order to highlight the area of subject matter to be covered during the conduct of and participation in training and development programs. Also, it was observed that only few institutions identified the availability of various training and development programs for faculty members where as a majority of the institutions did not take the initiatives of identifying the required training and development programs. Owing to this, it may be evident in the case of faculty members taking personal initiatives in identifying and attending training and development programs. Therefore, there is an urgent need for institutions to collaborate efforts along with the faculty members in identifying or conducting the appropriate training and development programs.

Furthermore, it was also found that only few institutions provide and invest necessary resources to organize any training program for faculty members. It was observed that in Nagaland, out of the seventy-one Higher Education Institutions' there are fifty Private Colleges, three Private Universities, one Central University, one State University and one Institute of National Importance and only sixteen Government Colleges. Thirty-five Colleges fall under UGC Sec 2(f) and 12 (b) with permanent affiliation and ten under UGC Sec 2(f) temporarily, out of which thirty-three are private Colleges and twelve Government Colleges are eligible to receive financial assistance from University Grants Commission (UGC). This indicated that out of the seventy-one HEI's in Nagaland more than half of institutions receive financial assistance, though majority of the HEI's are private institutions. Thus, with the financial assistance received, the institutions should indeed focus on infrastructural development and the various other necessary facilities but also invest considerable amount to conduct training and development programs in order to equip its faculty members with the requisite skills and knowledge for the enhancement of the productivity.

As spending in organizing and conducting training and development programs for the faculty members is not expenditure but an investment in an asset (faculty members) that ensures growth and excellence of the institution.

VIII. CONCLUSION

Faculty training and development programs enhance the skills, knowledge, and competencies of faculty members. As a continuous activity and what learning's are obtained after undergoing the training and development program is the primary purpose of training and development. From the study it is found that the HEI's role in faculty training and development was not significant, and participation of faculty in training and development was mostly self-initiated. Faculty development constitutes a strategic level for ensuring quality and excellence in institutions and an essentially imperative approach to forward institutional readiness to effectively respond to the growing complex demands faced by Higher Education Institutions. Thus, training and development programs need to be observed as a continuous activity and should be designed with specific goals and objectives, keeping in mind the specific skill needs of both the faculty member and the institution so that the services offered by the faculty members are immensely significant to the students.

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