

NEED ANALYSIS OF ASSESSING TRAINING PROGRAMS OF UNIVERSITY FACULTY

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ABSTRACT

The study was designed to analyze the needs of assessing training and development programs of university faculty. The scope of the study was limited to all the faculty members of public and private sector universities in Karachi Pakistani. Two major hypotheses were formulated. The population was large and diverse, therefore stratified random sampling design was adopted. The sample size was sixty teachers drawn from six universities. A tailor -made questionnaire, focus group discussions and an interview protocol were developed to collect data. Data were analyzed and it was found that most of the individuals were selected without need analysis. The training agencies are not caring and collecting the information related to post training impact and transfer of the knowledge to other faculty members. The individual efforts of the faculty members were not convincing with regard to dissemination of knowledge and skills. On the basis of findings, concrete recommendations were made.

Key Words: Need analysis, assessing training programs

INTRODUCTION

The research was conducted to analyze various aspects from designing, selection, approval and the impact of the training program initiated by institutes at university level in Pakistan. Training is a process through which groom individual to perform in efficient way on a required level of performance. Training is beneficial to develop and improve knowledge, skills and bring change in attitudes. It inculcates competitiveness, managerial and organizational processes related with professional development.

Process of training has four steps or phases: need assessment, designing of training program, delivery and evaluation of the whole process .What an organization required and what are faculty needs can be assessed through job tasks and individual analysis. Training design must consider both organizational and individual needs. The effectiveness of training can be enhanced by active participation of learners, improving learning climate and by collecting continuous feedback of the trainees at their place of work. Human resource development is directly related with organizational development.

Educational organizations have been spending their limited resources on initiating different training programs. The study attempted to assess all these phases of a training program which are assessing training needs, training process and efforts to disseminate the impact of training.

The overall objectives of the study were:

- to analyze assessment needs,
- to assess selection procedures used in different institutions /organizations for identifying person to be nominated for training,
- how far purpose of different trainings have been achieved by the training provider agency,
- to analyze the level of satisfaction among individuals after completion of training,
- to get the feedback about dissemination of the knowledge and skills acquired through training by the trainees.

The study was designed to analyze the needs of assessing training and development programs of university faculty. The research was conducted to have in depth knowledge of the various aspects from designing, selection, approval and the impact of the training program initiated by institutes at university level in Pakistan. The scope of the study was limited to all the faculty members of public and private sector universities in Karachi who had acquired training. Two major hypotheses were formulated. The hypotheses were on the basis of control of institution and training acquired. The study would help in advancement of knowledge related to effective training programs. It would provide guidelines to the authorities concerned to take appropriate measures to improve the effectiveness of the training programs. It helps in reducing the cost and ensure to maximum utilization of the resources.

Literature Review

The need and demands of training program and its requirements plays a significant role in its success Gupta (1999). As a result of training staff work smarter, productive and efficient. Effective training program results in enhancing the professional knowledge and skills of the staff and holistic development of the institute. The objectives and procedures of the training are not static but they are changing as per the demand of the individuals and institutes for whom the training is required. Smart and effective working can be developed through effective training. Evaluation of training programs play key role not only in improving the individual capabilities but it enhances the program's overall quality and efficacy (Koontz, 2004).

Selection procedures in training and its impact on professional development of individuals and dissemination of knowledge reflects effectiveness of training (Gadeceau , 2012). Generally the individuals after completion of training do not try to disseminate the acquired knowledge and skills. This kind of attitude results in wastage of resources. The dissemination of knowledge by trained workforce is directly associated with the selection criteria. An effective need analysis lead to professional development and improvement of practices. Systematic and proper selection procedures for selection of participant teachers help in result oriented outcomes. It helps in improvement of performance. Grossman and Salas (2011) pointed out that dissemination of knowledge and skills acquired through training to the actual job practice and to the peers is dependent on numerous factors. Few important factors are, the personal traits of the

individuals, level of motivation, practicality of knowledge and skills related to job and administrative support. It is concluded that the proper selection procedures and dissemination of acquired knowledge and skills have been directly related. Bulut and Culha, (2010); Xie and Wu,(2001) mentioned that focus would be solely on selection of right participants. The effective and outcome based training programs would be designed in a logical and systematic manner. It is based upon the professional needs of the individuals and the institution in terms of the existing resources. The attention would be on maximum utilization of resources and to minimize the leakages. Need-based training program enhance the trainees commitment, work motivation and level of job satisfaction.

Catwrieth, (2003) described that learner's readiness; motivation and ability to learn are important factors which influence outcome. Training process is essential component with regard to quality assurance. Higher education commission is continuously making efforts in this regard. All educational organizations are trying to meet set standards .The only way to meet set standard is to provide a systematic and quality training through which human capital can be used efficiently and effectively.

A very important part of any training program is its evaluation. It comprised of matching the post training results to the pre -training objectives of trainees, trainers and the organization. According to (Miller and Osinski, 2002) and. Carliner, (pp.117-229, 2004.) the effective designing of training program must focus on need assessment, instructional objectives, implementation and evaluation. Further it select right person in light of set goals, required level of knowledge, competencies and skills desired.

Stanly, (2002) stated that the staff should work in efficient manner to enhance cost effectiveness and productivity. Gupta (1999) talked about fast paced environment and changes in training programs. Carliner, et al., (2004) described the following benefits of training: (i) training increase job satisfaction and motivation (ii) efficiency in process resulting in cost effectiveness (iii) increase capacity to adapt new technologies and production (iv) reduce employees turn over (v) practice innovate strategies (vi) enhance quality and quantity of products.

Whenever there is a need arises for bringing any change for improvement, the adequate procedures would be adopted in light of the changes desired. Assessment by the employer (universities, organizations or by the quality enhancement cell of Higher Education Commission, Pakistan) can provide useful data to meet the demands of the training programs. Unless there is relevance between individual and institutional needs, the aims of the organization can not be converted into practical action. Mostly training programs organized for faculties or employees are based on their present needs. There must be a link between present and future needs as well as individual and organizational needs. In all training programs a functional approach should be used and efforts should be done to improve abilities.

METHODOLOGY

Mixed research method was adopted so both qualitative and quantitative methods were used

The research was divided into three steps.

1. Collecting information related to need assessment of trainees at University level.
2. To analyze the training process and procedure.

3. To devise the strategies for rapid dissemination of the knowledge and skills .

Population: Population of the study comprised of all universities functioning both in public and private sector in Karachi. All university teachers who have minimum 2 years of teaching experience and at least have attended 1 training program are part of population.

Sampling: The population was large and diverse. Therefore stratified random sampling design was adopted. The sample size was sixty teachers drawn from six universities (three each from public and private sector) were selected.

Instruments: A questionnaire was designed. It was comprised of two sections viz, particulars about the respondents and a measuring scale. The measuring scale is related to (me) personal need assessment, (ii) Training process (iii) dissemination of knowledge by trainee. Items of the instrument were drawn from related literature and in consultation of the experts in the field. The researcher also developed three broad questions for focus group discussion. It was conducted with a small group (n=10) of university teachers. An interview protocol comprising of six questions was developed. Ten senior teachers having 10 years of experience were part of interview.

To ensure the reliability and validity of the instruments a pilot study was conducted. The procedure helps in improving the instruments. The content validity was censured by consulting the experts in the field of training and trainees. Their expert opinions and suggestions were incorporated.

Data Collection: The data were collected through personal visits. The procedure ensured rapid collection of data and it helped in answering the queries raised by the respondents.

The following hypotheses were tested:

Hypothesis No. 01: There will be no significant difference in the contribution of trained and untrained faculty to facilitate the peers in acquiring the latest concepts gained through the training.

Hypothesis No. 02: There will be no formal system of feedback enacted by the organizations who imparted training to the teachers of public and private universities of Karachi.

Data Analysis: The data were analyzed by using t-test (inferential statistics).

Results

Hypothesis No. 01

Referring to the table of t at $df=2$ and level of significance = 0.05, the tabulated value of $t=2$ is greater than the computed value of $t= 2.99$. Therefore the null hypothesis is rejected. It is concluded that both trained and untrained teachers are not equally contributing in a same manner to share their exposure of new knowledge and skills with their peers.

From inspection of the table it is clear that trained teachers to some extent are better in sharing of the learned knowledge and skills with their peers.

Hypothesis No. 02

Referring to the table of t at $df=2$ and level of significance = 0.05, the tabulated value of $t=2$ is smaller than the computed value of $t= 4.564$. Therefore the null hypothesis is rejected. It is concluded that there is no proper system to collect the feedback from the trainees. Some organizations are completely ignoring the trainees while few of them are in contact with the trainees.

Conclusions

It was concluded that trained and untrained teachers were contributing in a same manner to update their peers in terms of exchange of experiences. It was concluded that trainings generally do not influence the behavior of teachers. Most of the teachers of the opinion that they are exchanging and sharing knowledge with their colleagues at their free will. Some senior and more qualified teachers due to their expertise and experience have been supporting their juniors to solve discipline-related problems. It is concluded that there is no proper system to collect the feedback from the trainees. Some organizations are completely ignoring the trainees while few of them are in partial contact with the trainees. This approach results in wastage of meager resources in terms of time, finance and human resources. The training agencies are not caring and collecting the information related to post training impact and transfer o the knowledge to other faculty members. The individual efforts of the faculty members were not convincing with regard to dissemination of knowledge and skills.

Focus Group Discussions and Interviews: The responses from the focus group discussions and interviews are supporting the results obtained through analysis of hypotheses. General trend is not to share the learning experience from training. Few teachers supported the idea of sharing the experiences with other staff members. They are exchanging and sharing knowledge with their colleagues at their free will. It was concluded by the respondents that the selection process would be made transparent and need –based. The need of the individual faculty members and the department must be taken care of. Respondents criticized the attitude of organizations conducting trainings without prior and proper need assessment system. Through

RECOMMENDATIONS

- Utilization of resources in an efficient manner.
- The economic feasibility of the training in terms of quality and improvement of practices must be ensured.
- A body is evolved to assess the whole process of training programs offered by HEC/Universities
- Making it mandatory to give a thorough report of all aspects of training received
- The trainees would be compelled to disseminate the knowledge to their peers within two weeks after acquiring the training.
- A thorough need assessment of the training programs should be done
- Communication: proceedings of all training programs should be communicated with all concerned quarters verbally and in written form.
- Selection of persons to be sent for training should be based on performance ,willingness and on needs of individual as well of the organization
- Check and balance system should be developed about resultant benefits of the training programs
- Time frame should be given to the person for disseminating the knowledge and experiences acquired through training.

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