

Impact of Teacher Empowerment Program for Assistant Professors: An Empirical Study

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Abstract

Training programs are essential for any organization and its employees. Training helps to acquire knowledge, skills and competencies related to specific areas. Training for college teachers should promote analytical based education and meet needs of the community. Both teacher and student can create product or process or solve problems of the community that result in learning experience. Teachers play a pivotal role as academic leaders in the society in general and particularly in the field of higher education. After the training program, every program should be evaluated from different areas, deficiencies have to be identified and rectified. It can be summarized that training program for college teachers can be vital only when they contribute to the organizational excellence, and are carried out after a diagnosis of individual learners and organizational needs.

Introduction

After recruitment, selection and placement every employee will be given training according to the nature of work assigned to employee for doing a particular task. It certainly improves the attitude and behavior of the employees. Training programs are essential for any organization and its employees. Training helps to acquire knowledge, skills and competencies related to specific areas. "Training is a continuous process by which the aptitudes, skills and capabilities of an individual employee to perform specific jobs are increased" (Edvin.B. Flippo, 1998). "Training is the act of increasing the knowledge of an individual and helping him/her to learn how to carry out his/her present job satisfactorily" (John. P.Jkenny 2005). Khoshroo(1998) made an attempt to comprehend the teacher training for sustainable development.

Training for college teachers should promote analytical based education and meet needs of the community. Both teacher and student can create product or process or solve problems of the community that result in learning experience. Teachers play a pivotal role as academic leaders in the society in general and particularly in the field of higher education. Teachers should orient the students to meet challenges of life and develop inquiry-based learning. Moreover teachers should make the students better and responsible citizens of our nation in addition to training in their subjects. According to latest statistics, India has more than 600 universities and over 30,000 colleges engaged in imparting higher education. A college teacher should continuously update his/her knowledge in order to avoid becoming redundant. For this, training is essential for college teachers.

Importance of Training for College Teachers

The training programs should provide an opportunity for teachers to identify correct ideas. Usually, in degree courses, teachers are in a hurry of completing the syllabus in the semester system and important details are often left out. It may be justified, because the students have to appear for semester end examination. Every training program should aim at bringing about positive change to attention in the increase of:

- a. Knowledge and skill addition
- b. Change in behavior
- c. Improvement in job performance
- d. Improved organizational culture

Significance of the Study

Education is a very vital segment for the overall development of a nation. Teachers working for the cause of higher education will have to continuously endeavor to develop their professional skills with a view to impart quality education to develop their students. Hence, it is necessary to examine the various issues of teacher training programs.

Objectives of the study

The objectives of the study are:

- a. To assess the effectiveness of training program and training methods
- b. To improve the quality of training objectives
- c. To justify the course-benefits of training

Methodology

This is an empirical study based on the analysis of field survey and therefore the research model selected here is one suitable for such type. The study is based on both primary and secondary data. Primary data is collected through personal interviews from all 42 participants of training program. Secondary data is collected through books, journals, handouts issued by the training institutes and are used for compiling the information pertaining to training aspects. Researcher's personal observations and discussions with participants are also considered to have the broader perspective to draw inferences.

This study is subject to certain limitations:

- a. The study covers only one training program held during the academic year 2011-2012.
- b. The opinions, behaviors and attitudes of the respondents reflected in this study are restricted to one training program. And hence the findings are confined to one training program.

By keeping all these parameters in view, the present study is analyzed here under.

Results and Discussions

As mentioned earlier training may be given to a teacher who joined the service for the first time, which is known as induction/orientation program. The teachers of higher education system may be given training periodically to enrich their knowledge, skills and teaching learning methods and strategies. After some time, they may forget some of the methods and strategies. So, there is a need to refresh or retrain then regularly. Hence, this study is undertaken to know:

- a) The training needs and its outcome
- b) Reasons for attending training program
- c) Methods and relevance of training program and
- d) The quality aspect of training.

By keeping all these parameters in view, the present study is analyzed here under.

Essence of training for college Teachers

An attempt has been made to assess the training needs and the results arrived from the trainees view point (See Table 1). Most of the respondents (76.19%) opined that college teachers also need training whereas 23.81% felt that there is no need of training. Pre training communication to the college teachers is prerequisite with a detailed schedule of the training program. 95.24% of the respondents were communicated whereas 4.76% were not communicated but they knew through their heads of the institutions and others.

Majority of respondents (71.43%) were satisfied and 25.57% were not satisfied with the existing facilities and services. It demands the attention of such training institutes for creating the necessary facilities to make the

training more effective. Trainees learn new skills and capabilities after attending any kind of training program. It is testified in this study that majority of trainees (80.95%) opined that the training enhanced their teaching skills and capabilities and 66.66% of the college teachers agreed with the results achieved out of training. **Responses for**

Attending the Training Program

The respondents were asked to state the reasons for attending the training program (Table 2). Majority of the respondents (42.85%) opined that every teacher needs to be trained and training is an important part of career development whereas only 14.30% of them said that it is only to fulfill the requirement of the department.

Training Methods and Usefulness to Job Relevance

The researcher made an attempt to analyze the perception of respondents with respect to usefulness to job relevance as against the training methods used in the training program. 57% respondents opined that the content of practical relevance to job is useful, 3% felt not useful and remaining 40% felt useful to some extent. Group discussion as a method was found useful by 70% of the respondents, not useful (5%) and useful to some extent (25%). 64% respondents said that coaching is useful, 6% not useful and 30% useful to some extent. Role play was useful as opined by 55% of the respondents, not useful (5%) and useful to some extent useful (40%). The respondents response to case study as useful is 53, not useful 7% and useful to some extent 40%.

Programmed instruction is useful (69%) not useful (4%) and useful to some extent (27%) according to the trainees. Most of the respondents agreed that special project is useful (81%). Creating interest is useful (45%) not useful (5%) and useful to some extent (50%) as opined by the respondents. 64% of the respondents felt ICT assisted instruction is useful 6% felt not useful and 30% respondents felt it was useful to some extent.

Assessment of Training Quality

Quality has become an important word in the present world. An organization cannot exist without the word quality. It is more important in service industry. The meaning of quality differs from one industry to another industry. In general the quality in teacher training means pursuit of excellence, consistency, satisfaction of client needs. In this study, the researcher has made an attempt to assess the overall quality in teacher training program (See Table 4).

Quality level of training input for realizing learning objectives respondents opined as very good 40%, good 50% and average 10%. Handouts of resource persons given to trainees were rated as very good 29%, good 71%. Respondents opined adequacy of training room as good 60%, average 20%, and very poor 10%. Quality of accommodation-respondents viewed as average 50%, good 40% and poor 10%. At the end, over all opinion on training impact on the trainees of college teachers responded as very good 15%, good 60% and average 25%.

Findings and Suggestions

The analysis of data collected by the researcher revealed the following findings:

1. It is found from the study that, training is essential (76.19%) for the teachers of even higher education for continuous improvement of teaching skills and learning skills.
2. According to Table 4, the training program is found to be good and average with regards to: (a) meeting learning objectives (b) handouts of resource person etc., to make it more relevance to present job.
3. It was found from the study that, quality of accommodation is average (50%), where the things necessary for instance accommodation including boarding. This needs to be considered carefully.
4. The communication is not reaching (4.76%) the college teachers regarding training program even in the ICT era.

The researcher made sincere efforts to identify some areas, which need more attention in order to make the training program more effective.

Therefore, the following suggestions where made:

1. This type of training programs should be made compulsory for all teachers, particularly freshers.
2. Interaction between trainers and trainees should be more to make the training more useful.
3. Facilities in training room should be improved upon from average to good and good to very good.
4. Quality level of teacher training should be given some learning objectives, handouts of resource persons, professional trainers would help the trainees to be acquainted with skills. For this trainers with practical training competency are required, to make more impact and relevance.
5. More group discussions should be conducted to trace out inherent skills and talent in making teaching more effective and learner friendly.
6. Basics of computer knowledge should be made mandatory to make use of ICT as facilitating device to acquaint with technology.

Conclusion

Training is an activity that involves the development of teachers and uses it for the benefit of higher education. Before formulating a training program. The training department should identify the need for the same. After every training program it should be evaluated from different areas, deficiencies have to be identified and rectified. It can be summarized that training program for college teachers can be vital only when they contribute to the organizational excellence, and are carried out after a diagnosis of individual learners and organizational needs.

References

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Table 1. Responses on training needs and results achieved from the training

Content	Responses	
	Yes	No
a) College teachers need to be trained	76.19(32)	23.81(10)
b) Previous training experience	59.52(25)	40.48(17)
c) Pre-training information	95.24(40)	4.76(02)
d) satisfactory level of services/ facilities provided	71.43(30)	28.57(12)
e) Training programme improved teaching skills	80.95(34)	19.05(08)
f) Results achieved by college teachers and training needs	66.66(28)	33.34(14)

Table 2. Responses for attending the training program

Reasons	Responses	
	No	Percent (%)
a)To fulfill the department requirement	6	14.30
b)Every teacher needs to be trained	18	42.85
c)Training is crucial for career development	18	42.85
Total	42	100.00

Table 3. Training methods and their usefulness to job relevance

Methods	Responses (%)		
	Useful	Not useful	To some extent
a)Practical relevance to the job	57	3	40
b)Coaching	64	6	30
c)Role play	55	5	40
d)Group discussion	70	5	25
e)Case study	53	7	40
f)Programmed instruction	69	4	27
g)Special Projects	81	3	16
h)Creating interest	45	2	50
i)ICT assisted instruction	64	6	30

Table 4. Assessment of training quality

Methods	Responses (%)				
	Very	Poor	Average	Good	Very good
a) Meeting learning objectives			10	50	40
b) Handouts of resource persons				71	29
c) Adequacy of training room	10	10	20	60	
d) Quality of accommodation		10	50	40	
e) Overall Opinion on training impact			25	60	15