Faculty Training and Development Needs of Higher Education Institutions in Nagaland

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Abstract - **Human resource is an asset to an organization that contributes to the greater part of an organization's success. The present study aims to identify the training and development needs of faculty members of HEI's in Nagaland. The study employed a Descriptive survey method. Data was collected through structured questionnaires using five-point Likert scale. Purposive sampling method was used for sample selection. The data obtained were analyzed using Descriptive statistics and one-way ANOVA. The analysis of the data revealed that Academic Leadership, Curriculum/Syllabus Design, Use of Information Communication Technology for effective teaching-learning and evaluation, and Content Development were the major areas of faculty training and development needs of HEI's. Further, the result indicated no significant difference in perception of faculty training and development needs between Government and Private HEI's.**

Index Terms - **Faculty, Development, Higher Education Institutions, Nagaland, Training, Training Needs.**

I. INTRODUCTION

Improvement in faculty performance begins with identifying the training needs that forms the initial stage and the basis for training. The awareness of training and development needs is critical because of their impact and their primary role in elevating the quality of Higher Education Institutions and its output. Boon et al. (2015) defined faculty training needs as the skills, knowledge and attitude that require changes or modification to cope with current or development aspects. Some concepts related to training needs are: (i) knowledge, attitudes and skills that need to be obtained, modified or altered, (ii) shortcomings in the faculty members, (iii) problems related to use of technology, (iv) constant self-evaluation. Similarly, Morsi (2001) & Armstrong (2006) classified training needs of HEI's and Faculty members into three main categories: regular frequent needs; needs that relate to the problems of work arising from the lack of knowledge, skills, and innovation; and needs that aim to meet the future need in response to the requirements of environment. Thus, training needs correspond to the difference in the current reality of faculty performance and the expected performance in terms of knowledge, skills, behavior, and competence.

Kumar (2014) stated that need of training arises due to increased pace in technological advancement, the need for improving individual performance or for personal development, hence, through training and development programs all these areas of gaps can be filled. Training needs of a faculty member in Higher Education Institutions must be identified on a regular basis, so that training efficiency can be adapted with contemporary changes and requirements as training needs are not constant which is measured or determined once; it varies according to the knowledge, experiences, skills, and abilities of the faculty members. Hence, the absence of attention and focus to these needs by the Higher Education Institutions or the faculty members often leads to wastage of effort, time, and money (Elewa, 2001), and there are consequences for not conducting thorough examination of training needs Bartram & Gibson (2000).

II. STATEMENT OF THE PROBLEM

Faculty training and development is very essential for the development of student's knowledge and to translate the learning into practice in-context. The quality of faculty decide the quality of students and there by the next generation manpower (ICT Academy Annual Report, 2019-20). According to Yadav & Panda (1997), a faculty member need to be inhibited as a professional in order to facilitate learning and disseminate knowledge through multiple ideas and actions, they should be able to develop students' insight and need to have the ability to reflect what the

student had learned. Along with teaching, a faculty member is required to undertake varied responsibilities of handling individual and collective students with competence in ethical assessment and evaluation (Chaurasiya, 2016). The need for holistic development of students in social and life skills, technological and research skills extremely demands faculty members to be well versed and equipped with theoretical and practical comprehension for imparting these skills. Thus, it was found imperative to identify the various faculty training and development needs of HEI's in Nagaland.

III. LITERATURE REVIEW

Wilkerson & Irby (1999) examined various areas of training and development needs for faculty members. The study identified professional development, instructional development, leadership development and organizational development as the training need areas for faculty members. The study further suggested that a comprehensive faculty training and development program was the need of the hour in order to empower faculty members to do extremely well as educationalist and to generate energetic intellectual communities that values teaching and learning.

Kayani et al. (2011) asserted on the importance of faculty training and development in educational process and considered it to be unquestionable. The study further noted that organizing various forms of training and development programs like seminar, workshops, conferences, and lectures in higher education is essential to expose faculty members to the contemporary trends and also develop and enhance managerial and administrative skills.

Hamadneh (2015) analyzed the training needs of faculty members and to identify the appropriate training programs a Al-albayt University, Iran. The study identified that the most important area of training needs were technological skills (use of virtual lab), research skills (use of SPSS) and teaching skills (development of thinking skills and solving students' problems). The study resulted in no statistically significant differences between faculty training needs towards faculty and gender variables.

Veiga-Simão et al. (2015) examined the training needs of faculty members in the use of technology and investigated 171 faculty members. The results

indicated that respondents stressed on use of innovative technology and opportunities for professional development for effective teaching and were satisfied with the use of technology in their teaching methodology as it created an interactive environment with students

Hasan & Parvez, (2017) asserted that in India, very less attention was give on pedagogical aspects of teachers, and training to the faculty members where a faculty member commences on teaching without any orientation in teaching or research activity and thus end up following the common practices and procedure of other faculty member and therefore the urgent requirement for effective training and development programs for faculty members

IV. OBJECTIVE OF THE STUDY

To identify the various Faculty Training and Development Needs of Higher Education Institutions in Nagaland

V. HYPOTHESIS OF THE STUDY

H_O: There is no significant difference in perception of faculty training and development needs between Government and Private Higher Education Institutions.

VI. RESEARCH METHODOLOGY

The study focused on identifying faculty training and development needs of HEI's in Nagaland; hence, a descriptive survey design was adopted for the study. The study was carried out in the area of Nagaland, comprising of 12 districts. All Higher Education Institutions located in each district was considered for the study. The total sample frame consisted of 71 HEI's in Nagaland. Questionnaires were administered to all HEI's 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

Statistical Package for Social Science (SPSS) version 20. The following statistical models were employed: descriptive statistics to find the characteristics of variables and One-Way ANOVA to identify the difference in perception of faculty training and development needs among Government and Private HEI's in Nagaland.

VII. 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 HEI 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, more than half of the respondents were from Private Higher Education Institutions.

2. Descriptive Statistics of the Sample
Table 3: Descriptive Statistics of Training and Development Needs for Faculty of HEI's in Nagaland

	TN1	TN2	TN3	TN4	TN5	TN6
Valid	396	396	396	396	396	396
Mean	1.22	1.17	1.13	1.17	1.17	1.11
Median	1.00	1.00	1.00	1.00	1.00	1.00
Std. Deviation	.418	.378	.335	.378	.375	.315

	TN7	TN8	TN9	TN10	TN11	TN12
Valid	396	396	396	396	396	396
Mean	1.11	1.16	1.16	1.22	1.23	1.23
Median	1.00	1.00	1.00	1.00	1.00	1.00
Std. Deviation	.315	.369	.371	.416	.424	.421

Table 4: Item-wise Analysis of Training and Development Needs for Faculty of HEI's in Nagaland

Sl. No.	Indicator	Response	Frequency	Valid Percent
TN1	I need training on classroom management	Yes	307	77.5
		No	89	22.5
		Total	396	100.0
TN2	I need training on teaching – learning process & strategies	Yes	328	82.8
		No	68	17.2
		Total	396	100.0
TN3	I need training on curriculum/syllabus design & content development	Yes	345	87.1
		No	51	12.9
		Total	396	100.0
TN4	I need training on assessment & evaluation of students	Yes	328	82.8
		No	68	17.2
		Total	396	100.0
TN5	I need training for undertaking research works & publication activities	Yes	329	83.1
		No	67	16.9
		Total	396	100.0
TN6	I need training on the use of Information & Communication Technology (ITC) for effective teaching, learning & evaluation	Yes	352	88.9
		No	44	11.1
		Total	396	100.0
TN7	I need training on academic leadership	Yes	352	88.9
		No	44	11.1
		Total	396	100.0
TN8	I need training on mentoring/counseling students	Yes	332	83.8
		No	64	16.2
		Total	396	100.0
TN9	I need training on effective communication skills to enhance teaching-learning	Yes	331	83.6
		No	65	16.4
		Total	396	100.0
TN10	I need training on interpersonal skills	Yes	308	77.8
		No	88	22.2
		Total	396	100.0
TN11	I need training on organizing	Yes	303	76.5
		No	93	23.5
		Total	396	100.0

	academic related activities			
TN12	I need training on administrative management skills	Yes	305	77.0
		No	91	23.0
		Total	396	100.0

Source: Researchers Field Survey Data

The above Table 4 presents the frequency and percentage of faculty responses for the need of training and development programs in various areas.

3. Hypothesis Testing:

ANOVA Result

Table 5: Descriptive Statistics for HEI's Types

HEI Type	Mean	N	Std. Deviation	Std. Error
PRIVATE	14.0849	271	2.32303	.14111
GOVT.	14.2880	125	2.49779	.22341
TOTAL	14.1490	396	2.37828	.11951

Table 6: One Way ANOVA for Faculty Training and Development Needs across Government and Private HEI's

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.530	1	3.530	.623	.430
Within Groups	2230.680	394	5.662		
Total	2234.210	395			

ANOVA Table 6 shows the result of significance difference between faculty training and development needs across Government and Private HEI's. The Table 6 shows f value at .623 and p value at .430. Since the probability value is more than .05, null hypothesis cannot be rejected. Therefore, it can be concluded that there is no significant difference in the perception of faculty training and development needs across Government and Private HEI's. The mean values of Type of HEI's for Table 5 is 14.08 and 14.28. This indicates that the perception of faculty training and development needs among Government and Private HEI's are the same.

VIII. FINDINGS AND DISCUSSION

From the study undertaken, it was observed that more than eighty percent of the faculty respondents admitted that they required training in all the areas mentioned in the study. The highest percentage of agreement by the faculty respondents for the need of training and development was in the area of Academic Leadership, which involves roles such as creating vision and mission based on science and research data for the organization, setting up creative ideas, and engaging in teamwork; in the area of Use of Information Communication Technology for effective teaching-learning and evaluation as it supports, enhances, and optimizes the delivery of information leading to improved student learning and better teaching methods; in the area of Curriculum/Syllabus Design and Content Development which involves describing the plan for instruction to improve student learning.

Further mentioned areas of training needs were: Mentoring and Counseling Students which involves emphasizing on both individual personal and professional development and to explore the underlying dynamics of individual and their relationships; Teaching-Learning Strategies which involves identifying the different methods that deliver course contents which helps to keep the every students engaged to participate in and to achieve success; Undertaking Research Works and Publication Activities which involves pursuing ones interest in a particular field and learn something new that helps develop problem solving skills and contribute to developing knowledge; Communication Skills to enhance teaching-learning, which involves effective delivery of information accurately to the intended receiver.

Training was also desired by the faculty respondent in the area of Classroom Management which involve use of skills/techniques to keep learners prepared, systematic, alert, attentive, and academically productive in class; in the area Interpersonal Skill development which involves behavior and tactics used to interact effectively and ability to work well with others; and in the area of Organizing Academic Related Activities and Administrative Management Skills.

Further, the study resulted in no significant difference in the perception of faculty training and development needs among Government and Private HEI's, which may be as a consequence of the fact that as irrespective of the type of HEI's all faculty members responsibly is to teach effectively, with essential skills, knowledge, and abilities to improve and enhance the quality of teaching-learning in HEI's which calls faculty members to be equipped with updated knowledge and skills for instruction, evaluation,

assessment, recognition, and identification of relevant opportunities to promote learning.

Thus, from the various areas of training needs mentioned by the faculty respondents, it is clearly evident that the existing training and development programs attended by the faculty members may not be sufficient to equip them with the necessary skills and knowledge to make them effective and enhance their performance or it may not have been the right training program for the development of faculty members. The decision related to improvement of faculty members with the right set of skills and knowledge and most importantly motivation is essential to develop the faculty members as faculty members are considered as the most essential element of any educational institution.

IX. CONCLUSION

Thus, it is found from the study that faculty members of HEI's in Nagaland need training in the areas of Instructional Development, Research Development, Technological Development and Personal Development. Therefore, Higher Education Institutions should regular identify and assess the training needs and conduct the training and development programs accordingly as the required training needs identification and analysis will help in identifying any knowledge or skills gap in a faculty member before it becomes an issue that would inherently affect the over performance of the Higher Education Institution.

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