International Journal of Innovation and Research in Educational Sciences
Volume 5, Issue 5, ISSN (Online) : 2349–5219

Faculty Development through Soft Issues Implementation in Public Sector Universities of Lahore Pakistan

Syeda Zill e Huma Zaidi, Ghulam Abbas and Ghulam Abbas
[1]Department of City & Regional Planning, University of Engineering & Technology, Lahore
[2]Riphah Collge of Veterinary Sciences, Lahore
*Corresponding author: ghulamabbas_hashmi@yahoo.com

Date of publication (dd/mm/yyyy): 24/10/2018

Abstract **– Higher education is critical for economic progress, political stability, and peace in the world. Faculty development and orientation is crucial for socio-cultural and developmental needs of a country. This study was designed to conduct an analytical survey for the faculty development through soft issues implementation in public sector universities of Lahore (Pakistan). The main objectives of the study were to identify the practices/methods used for faculty development, impact of the faculty development on the academic and non-academic performance and the effect of soft skills used in public sector universities for faculty development. For this purpose questionnaire was used as a tool for research study. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Analysis of data revealed that regular programs for the development of professional skills and orientation should be launched so that the quality of education can be improved.**

Keywords **– Higher Education, Faculty Development, Public Universities, Academic Performance, Staff Development.**

I. Introduction

Education is a process to give intellectual, moral and social instruction especially as a prolonged process, which include training or instruction for a particular purpose. It includes development of character and mental power through systematic instruction (Anjum, 1998). Higher education usually refers to advanced education covering two to six years, after graduation, leading to some specialization to qualify an individual for professional activity or for employment in higher positions in business, industry and government (The Compton Encyclopedia, 1996).

The purpose of higher education is to develop the potential of an individual to meet the socio-cultural and developmental needs of a country. It fulfills the needs for high-level and well developed manpower in a society. It produces individuals who are morally sound and are capable of multifarious roles in the society (Govt. of Pakistan, 1999). Higher education is of paramount significance for social development of any country. Institutes of higher education are important in terms of generation of knowledge through research; serve as conduit for the transfer, adaptation, dissemination and utilization of knowledge generated elsewhere in the world, and support government and business with advice and consultancy services. They are, therefore primary contributors to economical and social growth of a country.

It provides an opportunity of developing potential in an individual and in the society. Whilst quality of education in an educational institution depends upon the quality of teacher, which in turn depends on the quality of teacher education. The purpose of staff development is to promote the quality of pupil's learning by different teaching strategies [7]. Staff development is pivotal for the achievement of overall goals of quality education and success of innovations in Pakistan. However appropriate attention is not being given towards staff development at university level. Therefore the purpose of this study was to analyze the faculty development through soft issues implementation in public sector universities of Lahore.

II. Material and Methods

This research study was a survey type of research. To conduct survey 200 teachers of the public sector universities of Lahore were selected randomly as a population of this research study. The questionnaire was closed ended. Questionnaire was contained the items relating to the faculty development (discussed in detail in results section) through soft issues implementation in the public sector universities of Lahore. The researchers used self-developed questionnaire to collect data from the academic working in the public universities. Researchers were personally administering the self-developed questio- -nnaire to the respondents. To fill out the questionnaire one week was given to the respondents. After one week the researchers collected the questionnaires from the respondents.

To determine the reliability of the instrument of Cronbach's alpha Test (Reliability Analysis) was used and the results are provided below.

Table 1. Cronbach's Alpha (Reliability Test)

Cronbach's Alpha	No of Items
.789	34

Reliability analysis of the questionnaire continuously study variable reveals Cronbach's alpha value 0.789, this is above 0.7, and it indicates this research instrument's continuous variables have internal consistency reliability.

Data Analysis

For the purpose of this study the statement were contextualized to make them relevant to the local context of teacher training and professional development. The respondent had to indicate (√) whether they strongly agree,

agree undecided, disagree and strongly disagree. The scoring was ranging from 5, 4, 3, 2, and 1accordingly. The scores were provided 5 to strongly agree, 4 to agree, 3 to undecided, 2 to disagree and 1 to strongly disagree. The level of significance for this study was chosen at 0.05 probabilities.

After collection, the scoring of the data were made and data then were entered into the computer Statistical Package for Social Sciences (SPSS) for analysis. Both types of statistics, descriptive and inferential were used. For reliability of the research instrument Cronbach Alpha test was used with the help of the SPSS. For the validity of the research instrument the opinion of the different expert of the management sciences field was taken.

Analyzed result was interpreted; findings were made on the basis of the analysis. Then the researchers draw conclusions and made recommendations on the basis of findings and data analysis. The research instrumented consisted on two sections. In section I demographic information of the respondents were asked and in section II faculty development through soft issues implementation in public sector universities of Lahore statements were presented. A pool of items was generated with help of literature. Cronbach's Alpha test was used to find out the reliability of the research instrument. Final reliability of the research instrument was .789.

III. Results

The findings derived on the basis of data analysis described that most of the respondents (51.5%) responded strongly agree and (14.5%) agree to the professional training of staff of higher education institutions. Most of the respondents (55.5%) responded strongly agree and 19.5% agree to the job training of the staff after selection. Most of the respondents (64%) responded strongly agree to the statement need assessment is necessary before launching the training program. Most of the respondents (53.5%) responded strongly agree to the statement academic staff of higher education needs training in the field of philosophy of education. Most of the respondents (43.5%) of the respondents responded strongly agree to the statement to the philosophy of education. Most of the respondents (59.5%) of the responded strongly agree to the statement training for the teachers at university level will be beneficial. Most of the respondents (53.5%) responded strongly agree to the statement educational philosophy. Most of the respondents (64.5%) responded strongly agree to the statement research techniques. Most of the respondents (39.5%) responded strongly agree to the statement professional trend. Most of the respondents (64.5%) responded strongly agree to the statement professional competencies. Most of the respondents (39.5%) responded strongly agree to the statement professional attitudes. Most of the respondents (44.5%) responded strongly agree to the statement professional ethics. Most of the respondents (49.5%) responded strongly agree to the statement global innovation in teaching strategies. Most of the respondents (30.5%) responded strongly agree to the statement classroom man--agement.

Most of the respondents (54.5%) responded strongly agree to the statement counseling and guidance. Most of the respondents (50.5%) responded strongly agree to the statement students discipline. Most of the respondents (65.5%) responded strongly agree to the statement communication skills. Most of the respondents (52.5%) responded strongly agree to the statement learning theories. Most of the respondents (46.5%) responded strongly agree to the statement supervision. Most of the respondents (41.5%) responded strongly agree to the statement development of instructional material. Most of the respondents (50%) responded agree to the statement preparation of instructional material. Most of the respondents (60%) responded strongly agree to the statement preparation of lesson plan. Most of the respondents (44%) responded strongly agree to the statement use of audio visual aids. Most of the respondents (43.5%) responded agree to the statement time table planning. Most of the respondents (55.5%) responded strongly agree to the statement test formation. Most of the respondents (36.5%) responded strongly agree to the statement preparation of question papers. Most of the respondents (30.5%) responded strongly agree to the statement marking of tests. Most of the respondents (28.5%) responded strongly agree to the statement interpretation of results. Most of the respondents (30.5%) responded strongly agree to the statement feedback based on evaluation. Most of the respondents (26.5%) responded strongly agree to the statement development of instructional material.

Most of the respondents (43.5%) responded strongly agree to the statement selection of master trainers. Most of the respondents (41.5%) responded strongly agree to the statement evaluation of trained staff. Most of the respondents (36.5%) responded strongly agree to the statement selection of the venue of training. Most of the respondents (65.5%) responded strongly agree to the statement of duration of training. Most of the respondents (75.5%) responded strongly agree to the statement computer usage in the training of the university teacher. Most of the respondents (32.5%) responded strongly agree to the statement incentives of training.

IV. Discussion

In the present study majority of the respondents admitted that the professional training is necessary for the staff of higher education institutions such as the public universities that will play the positive role in the enhancement of quality of teaching and instructions. This study analyzed that the academic staff of the public universities require training in the ranges of research techniques, professional trends, professional competencie- -s, global innovation in teaching strategies, classroom management, counseling and guidance so that the best application of the innovative techniques the learning of the students can made effective. The respondents agreed that the training in the field of the communication skills, administration, supervision, instructional development, test development, computer

usage, and financial matters and in service matter is also required by the academic staff for the proper proceeding of different administrative and management and instructional task.

More number of the respondents were of the view that the need assessment is necessary before launching the training programs in the field of education so that the training can be make effective and according to the requirement. Most of the respondents are also agree on the selection of the training venue that may be the special academic training institute for the academic staff, the most appropriate are the Higher Education Commission campus of the universities or may be the provincial headquarters of the training institutes. Permanent and competent master trainers should be selected for the training of the university's academic staff was the views of the most of the respondents. More of the respondent's favor the incentives of training may be in the form of appreciation letter, salary increments, cash prizes, job confirmation, and promotion on the basis of job assessment also incentives may be provided to motivate the employees to achieve the objectives of high quality level of performance.

The purpose of faculty development is to achieve an objective of higher vision with commitment and lager spending in education (Govt. of Pakistan, 1999).The general purpose of training is to improve the performance of individuals and organizations. The results of training should be immediate, specific and measurable in terms of how well it has met its purpose of producing improved performance [6]. The purpose of professional development is to improve the quality and consistency of teaching so that student learning is improved. The effectiveness of teacher development programs and strategies thus should be measured by individual teacher improvement and by improved academic institutions performance that results from the effects of accumulated teacher improvement. In the Webb surveys the background to positivism, a view of the world that seeks to base knowledge on rational, logical and empirically verifiable information, and how the critique of positivist scientific method concluded that scientific knowledge is provisional [9].

When teaching with new technology, the most common form of support given to academic staff seems to be to show them how to use the technology [8] rather than to investigate how the technology can be used to aid the teaching and learning process [2]. Schon argues that even knowing a theoretical principle is insufficient because teachers need to recognize a classroom ventasone where the principle applies. Therefore they also need the ability to identify events and distinguish among cases [7].

Wenger argues that there is an important distinction between education and training Education, in its deepest sense and at whatever age it takes place, concerns the opening of identities - exploring new ways of being that lie beyond our current state. Whereas training aims to create an inbound trajectory targeted at competence in a specific practice. It places students on an outbound trajectory toward a broad field of possible identities (Wenger 1998:263). Instructional strategies and tools must be based on some theory of learning and cognition. In a comprehensive article Bonk and Cunningham also find most hope for computer supported collaborative learning developments within the socio-cultural theoretical framework [1]. While this article is more focused on the technology aspects there are some helpful insights relating to pedagogy which help to focus thinking on similar issues related to staff development. Key Concepts of Innovative Change has drawn on a wide range of research that provides insight into the process of innovation and change to see what can be learnt to support innovations in the use of ICTs in higher education [6]. Two aspects seemed relevant to staff development. Whilst recognizing that innovation is complex and challenging with in large organizations such as universities [8].

Key factors that impact the quality of higher education are well thought-out as: the worth of faculty, curriculum standards, technological set-up existing, research environ- -ment, educational culture, sanction regime, governance and the organizational policies and processes applied in institutions of higher education [12]. Akhtar *et al.* (2010) concluded that academic culture and leadership are critical factors for the implementation of self-assessment Manual (SAM) in most of the universities. Quality Enhancement Cells (QEC) is playing a significant role for implementati- -on of SAM. Semester and Semester with Annual system of education are contributing better for self-assessment Manual implementation regarding QEC role. QEC should launch an advocacy move for the self-assessment in the institution. Semester system should be encouraged and practiced in higher education institutions in Pakistan [11]

The general purpose of training is to improve the performance of individuals and organizations. The results of training should be immediate, specific and measurable and the purpose of professional development is to improve the quality and consistency of teaching so that student learning is improved. The effectiveness of teacher development programs and strategies thus should be measured by individual teacher improvement and by improved academic institutions performance that results from the effects of accumulated teacher improvement. The training of high level scientific manpower is a matter of vital national concern. The development of higher education is thus connected to economic development [5]. The scholars with their scholarship must create and innovate new pattern of life. This would require research and scientific investigation of the existing patterns. They need work on the means of production, find new ways for the creation of national wealth, generate new ideas and disseminate knowledge to the younger generation [10]. The consequential challenge for this research project was to identify how best to incorporate this positive belief into effective staff development. There are related issues of organizational culture, which needed to be considered as these would impact on individual staff. There is also general agreement in the literature that innovation goes through stages.

V. CONCLUSION

It is concluded from the analysis of the data that teaching staff of the higher education institutions such as public

universities needs the trainings in the areas of educational philosophy and educational psychology.

REFERENCES

[1] Bonk, C.J., D.J. Cunningham.1998. Searching for learner-centred, constructivist, and sociocultural components of collaborative educational learning tools in Bonk, C. J., King, K. S., (eds.) Electronic Collaborators: learner-centred technologies for literacy, apprenticeship and discourse.

[2] Conole, G., M. Dyke, M. Oliver, J. Seale. 2003. Theoretical perspectives and dialogue in e-learning research - Mapping pedagogy and tools for effective learning design. CAL '03. Belfast.

[3] Fullan, M. G., &Stiegel Bauer, S. 1991. The New Meaning of Educational Change. New York: Teachers College Press.

[4] Fullan, M. G. 1982. The Meaning of Educational Change. New York: Teachers College Press.

[5] Mahwah, NJ: L. Erlbuam Associates. Becher, T., Trowler, P. R. 2001. Academic tribes and territories : Intellectual enquiry and the culture of disciplines. Philadelphia, PA: The Society for Research into Higher Education & Open University Press

[6] Somekh, B. 1998. Supporting Information and Communication Technology Innovations in Higher Education. Journal of Information Technology for Teacher Education 7 (1): pp. 11-32.

[7] Schon, D. 1987. Educating the reflective practitioner. San Francisco: Jossey-Bass.

[8] Salmon, G. 2003. E-moderating: the key to teaching and learning online. London/New York: Routledge Falmer.

[9] Webb, G. 1996. Understanding Staff Development. Buckingham: The Society for Research into Higher Education & Open University Press.

[10] Wickrama, B.A. 1996. Higher Education in Cyclon. In: UNESCO Bulletin, Vol. VIII No.1 UNESCO Asian Regional Office, Bangkok.

[11] N. A. Akhtar, F. Jalil, M. S. Farooq, M. Afzal and M.U. Awan. 2010. Effect of leadership and academic culture on implementation of self-assessment manual in public sector universities of Pakistan. Journal of Quality and Technology Management. 4(1): 135 – 152.

[12] Ali, K. A. 2008. HEC organizes quality assurance regional meeting. Islamabad: PPI - Pakistan Press International, Feb 8, 2008 Issue. Retrieved from http://www. accessmylibrary.com/ coms2/summary_0286-33866613_ITM