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# ENHANCING FACULTIES PERFORMANCE THROUGH TRAINING AND DEVELOPMENT - AN EMPIRICAL STUDY

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### ABSTRACT

Training and development are essential for improving faculty performance in a number of ways. Improved teaching talents, subject knowledge, technology proficiency, leadership qualities, and research competency are all results of successful T&D programs. Maximizing the impact of these programs requires addressing issues like sustainability, resistance to change, and resource restrictions. To guarantee that T&D efforts satisfy the changing demands of faculty and contribute to the overall performance of educational institutions, they must be continuously evaluated and adjusted. This study explores the impact of T&D practices on faculty performance. A sample of 120 faculty members was analyzed to determine the correlation between T&D practices and performance outcomes. The results revealed a significant positive correlation ( $r = 0.592$ ,  $p < 0.01$ ), indicating that effective T&D practices are associated with enhanced faculty performance. Additionally, the reliability of the T&D assessment was confirmed with a Cronbach's alpha of 0.889 for the 12-item scale. These findings suggest that investing in robust T&D programs can substantially improve faculty performance, benefiting educational institutions.

**Keywords:** Faculty, Performance, Training, Development, T&D, Education

## Introduction

The importance of human resources has been crucial in the economic development of industrialized countries. India, as the world's second most populous country, may learn from these experiences to foster economic growth. In order to ensure efficient management of any firm, regardless of its size, it is imperative to have a skilled and capable workforce. The traditional schooling system fails to sufficiently address the specialized job skills necessary for a position inside a given firm. Only a small number of people possess the necessary skills, knowledge, abilities, and competences required to operate effectively. Consequently, a significant amount of training is required to obtain the essential qualifications in order to make a valuable contribution to the organization's development. This statement applies to the Department of Higher Education (Lac, et.al., 2015). Training focuses on imparting specialized skills for a specific job, whereas development involves the overall improvement and expansion of an individual's skills and talents through both conscious and unconscious learning. Prioritizing the development of teachers in an effective manner is crucial for enhancing school instruction. Investing in this area at all levels is essential.

According to (Armstrong, M., 2009), firms can gain advantages by providing training and development programs that effectively engage and motivate faculties. This can lead to employees developing a strong sense of identification with the organization, putting in more effort on its behalf, and staying with the organization for a longer period of time. In order to enhance their job performance, faculties must learn and cultivate information and skills. Training and development refers to a series of processes aimed at investing in individuals to enhance their skills and abilities for optimal performance. These procedures are components of a comprehensive human resource management strategy that leads to the motivation of individuals to perform effectively. Hence, the training and development of staff is a crucial matter that any organization must address, considering both the diverse levels of quality and quantity.

(Cole, G.A., 2002) states that the quantity as well as quality of training & development activities are influenced by several factors. Organizations that fulfill their training requirements in an ad hoc and haphazard manner lack proper planning and methodical approach. Effective organizations adhere to a sequential process of first assessing their training requirements, then systematically developing and executing training initiatives, and ultimately evaluating the outcomes of the training. Training is crucial for improving organizational efficiency and enabling personnel to better their performance effectively. Various factors, such as corporate culture and politics, might generate obstacles that hinder the efficient and effective completion of tasks. Inadequate skills, talents, knowledge, and competences lead to the failure to complete activities and achieve goals within the expected timeframe. Currently, many training programs are being provided to staff inside the firm in order to enhance their productivity and reduce frustration. Employees acquire new knowledge and demonstrate their level of dedication through active participation in the achievement of company goals. Competent and proficient individuals are capable of effectively managing critical situations with a high degree of organization. (Ghorbani., et.al., 2015) have correctly highlighted the fact that many businesses, including the education sector, have recognized the need of involving and developing the potential of their workers. This is crucial in order to foster a sense of engagement and commitment among employees.

## Theories of T&D to enhance Faculty Performance

Multiple ideas support the significance of training and development (T&D) in improving the performance of faculties:

**Human Capital Theory:** The theory of human capital states that individuals can enhance their productivity and economic worth by investing in education and training. For professors, training

and development (T&D) results in improved teaching abilities, expertise in their subject matter, and overall job effectiveness.

**Social Learning Theory:** The Social Learning Theory, proposed by Bandura, highlights the significance of observing and imitating the behaviors, attitudes, and emotional responses of others. Training and development programs that integrate peer learning and mentoring can be highly effective.

**Self-Determination Theory:** The Self-Determination Theory centers around the inherent drive of individuals. Training and development efforts that foster autonomy, competence, and relatedness have the potential to greatly enhance the intrinsic motivation and performance of professors.

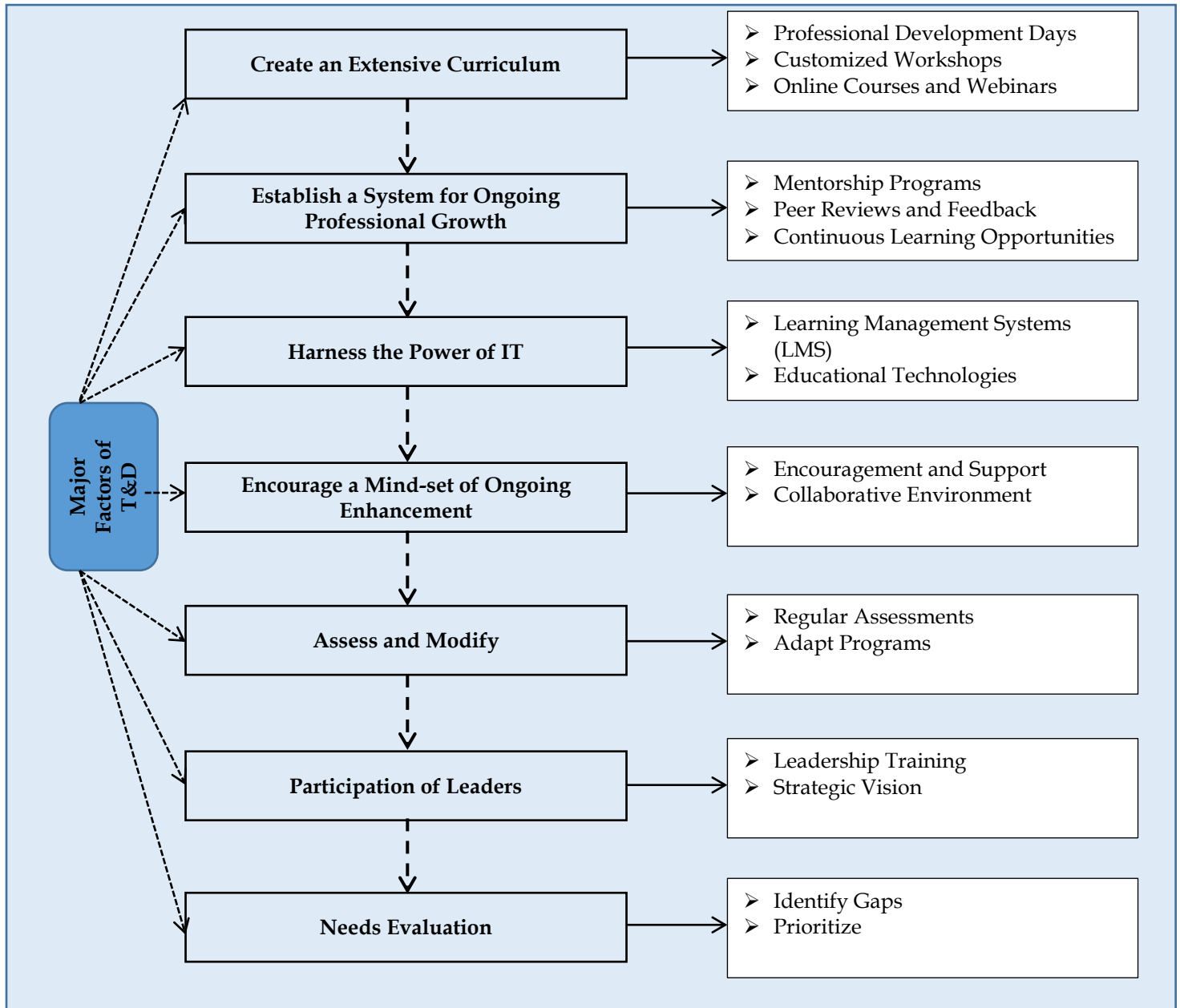


Figure 1: Major Factors of Training & Development for Faculties

## Review Literature

Recent empirical studies have highlighted various dimensions of T&D and their impacts on faculty performance. Training programs focused on pedagogical skills have been shown to improve teaching effectiveness. A study by Guskey (2020) demonstrated that faculties who underwent professional development in active learning techniques reported higher student engagement and better learning outcomes. Continuous professional development helps faculties stay updated with the latest developments in their fields. According to Knight (2019), faculties participating in regular subject-specific training exhibited improved subject mastery and confidence in delivering complex content. With the increasing integration of technology in education, T&D programs targeting digital literacy are crucial. A study by Johnson et al. (2021) found that faculties trained in educational technology tools could design more interactive and engaging online courses. T&D is not limited to teaching skills alone. Programs that include leadership training help faculties take on administrative roles and contribute to institutional governance. According to Brown (2022), such training enhances faculties' abilities to lead committees, manage projects, and mentor junior staff. For faculties involved in research, T&D programs focusing on research methodologies, grant writing, and publication processes are essential. A study by Williams and Smith (2020) reported that faculties who received research training published more papers and received more research grants compared to those who did not participate in such programs. Identifying the specific needs of faculties before designing T&D programs ensures relevance and effectiveness. Tailored programs addressing the unique challenges faced by faculties are more successful. Combining face-to-face workshops with online modules provides flexibility and caters to different learning preferences. This approach has been shown to increase participation and retention of knowledge. Continuous support and follow-up sessions help reinforce learning and provide faculties with opportunities to discuss challenges and successes. Mentoring and peer support systems are particularly effective in this regard. Regular evaluation of T&D programs using feedback from participants helps in refining and improving the programs. According to Johnson (2021), institutions that actively seek and act on feedback from faculties see greater improvements in performance.

## Research Methodology

This research aims to identify faculty's performance through training & development. For the sake of collecting primary data, total 120 respondents taken as sample from south India private colleges. The questionnaire has been distributed through personal known sources. Total 170 questionnaire distributed where only 120 complete forms received. The research is based on both primary & secondary data. Secondary data has been collected from various online sources to fulfil the theoretical requirement of the research. The research design is descriptive by nature. For the analysis of primary data, SPSS has been utilized by applying proper statistical tools like Anova, Cronbach Alpha test, Descriptive statistics etc.

## Research Objectives

- To study the effects of training & development on faculties performance
- To explore & analyze the training & development related factors which enhances faculties performance
- To examine correlation between faculty performance & T&D Practices for faculties.
- To suggest findings, recommendations & conclusion

**Research Hypothesis**

H01: There is no significant & positive impact of training & development factors on faculty's performance

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H02 : There is no correlation between faculty performance & T&D Practices for faculties.

H02 : There is positive correlation between faculty performance & T&D Practices for faculties.

**Data Analysis & Discussion****Table 1: Cronbach's Alpha Reliability Test**

Cronbach's Alpha Value	No. of Item's
0.889	12

The 12 item set's excellent level of internal consistency is demonstrated by its 0.889 Cronbach's alpha. This indicates that the items are probably measuring the same underlying concept and can be trusted to accurately measure it. Regarding teacher performance or T&D procedures, this indicates that the questionnaire or assessment instrument utilized to gauge these variables is dependable and yields consistent findings.

**Table 2: Descriptive Statistics**

S.No.	Factors	Minimum	Maximum	M.Values	Std.Dev. Values
1.	Pedagogical Skills	1	4	2.4563	.645
2.	Curriculum Development	1	4	3.7601	.702
3.	Criteria Based Assessment Techniques	1	4	4.0982	.563
4.	Research Skills	1	4	3.5714	.786
5.	Modern Technology Integration & Advancement	1	4	6.1161	.211
6.	Needs Assessment (Quarterly/Bi-annually)	1	4	4.4896	.567
7.	Develop a Comprehensive Training Program	1	4	5.8325	.325
8.	Implement Ongoing Professional Development	1	4	4.3437	.785
9.	Leverage Technology	1	4	2.4292	.745
10.	Foster a Culture of Continuous	1	4	3.6543	.569

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	Improvement				
11.	Evaluate and Adapt	1	4	2.5041	.687
12.	Leadership Involvement	1	4	3.5411	.711

Table 3: ANOVA

		Sum of Squares	Df	Mean Square Values	F-Value	Sig.
Pedagogical Skills	Between the Groups	47.679	3	42.124	33.678	.001
	Within the Groups	397.267	117	.367		
	Total	444.946	120			
Curriculum Development	Between the Groups	51.276	3	39.875	41.826	.001
	Within the Groups	478.764	117	.378		
	Total	530.04	120			
Criteria Based Assessment Techniques	Between the Groups	55.651	3	33.543	61.985	.001
	Within the Groups	418.565	117	.432		
	Total	474.216	120			
Research Skills	Between the Groups	46.420	3	31.842	39.912	.001
	Within the Groups	487.498	117	.445		
	Total	533.918	120			
Modern Technology Integration & Advancement	Between the Groups	61.767	3	63.712	73.127	.001
	Within the Groups	721.961	117	.211		
	Total	783.728	120			
Needs Assessment (Quarterly/Bi-annually)	Between the Groups	69.488	3	49.006	68.543	.001
	Within the Groups	634.965	117	.227		
	Total	704.453	120			
Develop a Comprehensive Training Program	Between the Groups	59.546	3	36.345	55.451	.001
	Within the Groups	519.732	117	.128		
	Total	579.278	120			
Implement Ongoing Professional Development	Between the Groups	41.787	3	40.876	36.819	.001
	Within the Groups	541.383	117	.567		
	Total	583.17	120			

Leverage Technology	Between the Groups	45.339	3	31.739	39.998	.001
	Within the Groups	528.074	117	.776		
	Total	573.413	120			
Foster a Culture of Continuous Improvement	Between the Groups	39.936	3	27.623	44.917	.001
	Within the Groups	422.435	117	.467		
	Total	462.371	120			
Evaluate and Adapt	Between the Groups	45.283	3	26.556	28.979	.001
	Within the Groups	473.672	117	.765		
	Total	518.955	120			
Leadership Involvement	Between the Groups	33.983	3	32.234	31.764	.001
	Within the Groups	469.386	117	.634		
	Total	503.369	120			

Table 4: Correlations

		Faculty Performance	T&D Practices for Faculties
Faculty Performance	Pearson Correlation	1	.592**
	Sig. (2-tailed)		0.000
	N	120	120
T&D Practices for Faculties	Pearson Correlation	.592**	1
	Sig. (2-tailed)	0.000	
	N	120	120
**. Correlation is significant at 0.01 level			

Faculty Performance and T&D Practices have a correlation coefficient of  $r = 0.592$   $r = 0.592$ . The two variables have a moderate to high positive connection, according to this value. Put another way, faculty performance tends to improve along with improvements in T&D practices.

### Findings of the study

- Deliver training sessions to department heads and other leaders to ensure their ability to proficiently support and direct their workforce.
- Ensure that the leaders of the institution are dedicated to enhancing their professional skills and integrate it with the institution's overarching strategic objectives.
- Training and development are essential for improving faculty performance and ensuring the growth and success of educational institutions.
- Administer surveys, conduct interviews, and evaluate performance to identify specific areas in which faculty members require enhancement.

- Concentrate on the specific areas that will have the most influence on the quality of instruction and the results achieved by students.
- Create customized workshops to specifically target the stated needs. Possible subjects for discussion may encompass contemporary pedagogical approaches, the creation of educational programs, the incorporation of technology, and tactics to enhance student involvement.
- Offer educators the opportunity to enhance their knowledge and skills through self-paced online courses and webinars, providing them with the freedom to learn at their own convenience.
- Designate certain days for comprehensive training sessions.
- Novel pedagogical approaches, learner-focused instruction, and dynamic learning strategies.
- Creating educational programs that align with academic benchmarks and cater to the specific requirements of students.
- Efficient techniques for evaluating student performance and providing constructive feedback.
- Strengthening research capacities and incorporating research into the educational process.
- Optimal utilization of educational technology tools.
- Effective communication, efficient time management, and effective dispute resolution.
- Match novice faculty members with experienced mentors to provide them with guidance and assistance.
- Implement a framework for peer observation and constructive feedback to foster ongoing enhancement.
- Promote participation in conferences, seminars, and academic forums.
- Use Learning Management System (LMS) platforms to enable easy access to training materials and monitor progress.
- Provide faculty with training on the most up-to-date educational technology and instruct them on how to effectively use these technologies into their teaching methods.
- Foster a favorable outlook on advancing one's professional skills by acknowledging and incentivizing progress and accomplishments.
- Facilitate chances for faculty members to engage in collaboration and exchange their most effective methods and strategies.
- Regularly evaluate the efficacy of training programs by gathering feedback and analyzing performance indicators.
- Remain adaptable and prepared to modify training programs in response to feedback and growing requirements.

### **Recommendations**

- Faculties may resist new teaching methods or technologies introduced through T&D. Building a culture that values lifelong learning and change is essential for overcoming this resistance.
- Limited funding and time can restrict the scope and frequency of T&D programs. Institutions need to prioritize and allocate adequate resources for continuous professional development.
- Ensuring the sustainability of T&D programs requires ongoing commitment from institutional leadership and integration into the overall strategic plan of the institution.

### **Conclusion**

Investing in faculty training and development is crucial for cultivating a vibrant and efficient educational atmosphere. A well-structured professional development program not only enhances faculty performance but also contributes to better student outcomes, increased job satisfaction, and overall institutional success. Faculties should receive training programs tailored to their specific needs in order to help them prioritize educational enhancement goals. It is important to provide equal opportunities for all



categories of instructors in college education to ensure consistent improvement of teaching abilities and practices. Training programs should be based on fundamental features such as efficient Faculty-Pupil Relationship Based Management, TQM & Talent Management. It is necessary to implement CPDS and continuously monitor them in an efficient manner. The research study reveals a significant association between T&D procedures and faculty performance in private colleges in south India. This implies that there is a positive correlation between T&D activities and faculty performance. Education department must prioritize the continuing development of pedagogical abilities to enhance faculty performance. This can only be achieved via ongoing training & development methods. It is widely recognized that personnel who lack training are unable to meet expectations, leading to a negative impact on the organization's overall performance. This also applies to the educators who provide instruction at different levels of college education. The notion of T&D practices has a substantial impact on faculty performance. It is crucial to create an atmosphere that comprises a continual training process.

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