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From Training to Transformation: Faculty Views on Development Program, A Cross-Sectional Study

Faiza Ghafoor¹, Humara Shamim², Shazia Agha³, Rehan Uddin⁴, Humaira Mubeen Afzal⁵, Saba Iqbal⁶

¹ Consultant Obstetrics & Gynaecology at MCH, KSA

² Consultant Dermatologist, Dermatology Unit 2, Jinnah Hospital, Allama Iqbal Medical College, Lahore

³ Assistant professor, Obstetrics & Gynaecology unit 1, Services Institute of Medical Sciences, Lahore

⁴ Professor of Dermatology & Director Faculty development, CMH, Lahore Medical College & IoD, Lahore

⁵ Assistant Professor, Medical Unit 1, Avicenna medical college and hospital, Lahore

⁶ Assistant Professor, School of health professions education (SHaPE), CMH Lahore Medical college & IoD, Lahore

Corresponding author:

Dr. Saba Iqbal

dmeprcmdc@gmail.com

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Abstract

Introduction: A stand-alone educational approach for strengthening faculty knowledge and professional abilities is the faculty development program (FDP) for accountability, balancing the faculty's burden. Check the perspective of Faculty members who have taken part in faculty development programs at CMH Lahore Medical college & IoD. The purpose of this research is to examine how faculty members view faculty development programs and identify the gaps in how this affects their performance

Methodology: This study is descriptive in nature. We collected the data from May to July 2023 and analyzed the extracted data in November 2023. The participants in the study were chosen using a purposive sampling technique. The already validated Questionnaire was used as data collection technique. It was attempted to ensure that the sample is reflective of the different backgrounds and experiences of faculty members of CMH Lahore Medical college & IoD.

Result: Out of 193, 149 Participants were chosen based on their prior involvement with faculty development programs. The response rate is 77.20%. Quantitative methods for data analysis were used. Analysis underscored the significance of "competency motives" and "professional development" within the program. These variables were discovered to have a significant effect on faculty performance

Conclusion: Faculty across all disciplines comprehend the best instructional practices and techniques that foster the development of good teaching behaviours and skills to maintain their job and advance in their careers.

Keywords: FDP, Faculty, Faculty performance, Higher education, Motivation, Program Impact

Introduction:

Faculty development programs (FDP) are essential in higher education institutions to support the professional growth and advancement of faculty members. These programs enhance the knowledge, skills, and attitudes of educators, leading to improved teaching practices and educational outcomes.¹ Faculty development programs play a vital role in supporting the professional growth and advancement of faculty members in higher education institutions. They provide opportunities for faculty members to develop their teaching skills, engage in research, and stay updated with the latest advancements in their respective fields.

There is a definite need for continued, thorough study on the effects of teacher development initiatives that go beyond the instructors who participate in the initiatives.² The opinions of the faculty are harmful in establishing how beneficial these initiatives are. The opinions of the faculty members may have an impact on their involvement, engagement, and willingness to use the knowledge and skills they have learned through these programs. Therefore, it is vital to investigate how faculty members view the effects of faculty development initiatives. This study examines how faculty members view faculty development initiatives and how they affect their productivity in higher education institutions.³ The study concentrates on learning about the experiences of faculty members who have participated in these programs and how much they feel the programs have helped them advance their careers. The ability to comprehend pupils, master new technology, deal with societal demands for accountability, balance the threefold workload of professors, and comprehend the evolving job market are all requirements for faculty members.⁴

Despite the importance of faculty development programs, there is often a gap in their implementation and support. Many institutions may not prioritize faculty development because of limited resources, competing priorities, or a lack of understanding of its importance.⁵ However, research has shown that faculty development program significant impact on faculty knowledge and professional competence. These programs fill the need for ongoing professional development and support, equipping faculty members with the skills and knowledge necessary to excel in their roles as educators.⁶

According to research on faculty development, well-designed programs can boost motivation, increase work satisfaction, and improve teaching and research abilities.⁷ Thus, research is essential to faculty development training because it enables institutions to better understand how these programs affect faculty members' performance, motivation, and effectiveness. This understanding helps institutions guide ongoing efforts to support faculty members more effectively. To improve skill development and meet accreditation standards, leading to action research. Participatory evaluation and faculty member engagement in the creation of an evidence-informed faculty development program are essential.⁸ The study objective to investigate how faculty development programs impact employee performance from the faculty's perspective.

Methodology:

The CMH Lahore Medical college & IoD is one of the few medical colleges in Pakistan that offers the well-structured faculty development program on regular bases. Total 193 Faculty members from CMH Lahore Medical college & IoD and Hospital, who completed the Faculty Development Program course, were selected by simple random sampling technique. The questionnaire was distributed online through Google form to, faculty members from both college and hospital, who have participated in a faculty development program. The survey encompassed two parts: participant demographics and well-structured questionnaire faculty members' attitudes toward various aspects of faculty development initiatives (17 items), in which institutional benefit orientation (4 items), career development (3 items), innovation and faculty resilience (2 items), competency motives (4 items), professional development (4 items).

Questionnaire was pilot-tested after approval by the institutional review board and Ethical Committee board letter # 0257-23 on 17th June 2023. The pilot study was conducted on 10 faculty members who were not part of the study population. The reliability of the questionnaire was confirmed with a Cronbach's alpha value of 0.893.

Inclusion criteria comprise individuals actively engaged in the program, ensuring a direct connection between their involvement and the study's objectives. Exclusion criteria include individuals not enrolled in any faculty development program and newly inducted faculty members at the CMH Lahore Medical college & IoD, Lahore. By delineating these criteria, the study aims to maintain a clear focus on participants directly impacted by the faculty development initiative, thereby ensuring the relevance and applicability of the findings to the program's objectives.

To achieve the aims of the study, we were used to compare the characteristics of respondents. Answers to Likert-scale questions impact were lopsided because the proportion of every response was recorded, as opposed to means and deviations from the norm. To determine whether the duration since involvement had any impact on how the program was viewed impact, Version 29 of SPSS was employed for analyses (SPSS Inc., Chicago, IL, USA).

Results:

CMH Lahore Medical college & IoD were the study's sources of participants. For quantitative analysis of variables, descriptive statistics were computed, including frequency, percentage, mean, and standard deviation. Correlation analyses were conducted to investigate the associations among the principal research variables.

Table 1 Demographic characteristics of participants

Description	Frequency	Percentage
Age		
20-30 years	7	4.70%
31-40 years	64	43.00%
41-50 years	53	35.60%

51-60 years	16	10.70%
Above 60 years	9	6.00%
Gender		
Male	60	40.30%
Female	89	59.70%
Level of Education		
Graduates	17	11.40%
Postgraduates	110	73.80%
Doctoral Degree	22	14.10%
Professional Experience		
Demonstrator	16	10.70%
Assistant Professor	39	26.20%
Associate /Professor	94	63.10%
Nature of Organization		
Government organization	36	24.20%
Private sector organization	113	75.80%

Average Variance Extracted (AVE) and Composite Reliability (CR) are both used in structural equation modeling. AVE measures the amount of variance a construct captures compared with the amount due to measurement error. CR assesses reliability. AVE is approximately the average of the estimated indicator reliability of the scale. CR is the variance due to the factor divided by the total variance of the composite. Table 2 contains AVE and CR as well as descriptive statistics for several program items related to faculty development. It was discovered that all of the factors' dependability fell between 0.736 and 0.823, which is an acceptable range.

Table 2 Analysis of FDP factors

Factor (AVE, CR)	Reliability (α)	Mean	SD
Institution Benefit Orientation (0.401, 0.401)	0.58	14.49	1.567
Consider being in the health industry	0.519	3.7383	0.48485
Sharing knowledge & word-of-mouth	0.845	3.255	0.9311
Faculty development in institution's interest	0.587	3.7987	0.47902
Institutional competitiveness	0.552	3.698	0.54158
Career Development (0.402, 0.661)	0.583	11.013	1.28
Enhances personality & sharpens knowledge	0.707	3.8188	0.40359

Useful training tool for professionalism & career	0.699	3.8188	0.43579
Helps meet mandatory career requirement	0.466	3.3758	0.80938
Innovation & Faculty Resilience (0.5013, 0.668)	0.71	7.584	0.798
Enhances faculty adaptability	0.707	3.7584	0.50204
Enhances teaching innovation	0.709	3.8255	0.39816
Competency Motives (0.4001, 0.727)	0.66	14.72	1.529
Positive effect on teaching & performance	0.706	3.8389	0.38672
Enhances teaching skills & competencies	0.636	3.8591	0.36798
Emotion regulation mechanism	0.599	3.3289	0.79222
Strengthens capacity for academic & administrative duties	0.584	3.6913	0.51857
Professional Development (0.4688, 0.7702)	0.636	22.01	2.19
Right direction for professional development	0.625	3.7383	0.45613
Important tool for professional aspirations	0.623	3.6174	0.5526
Continuous improvement for learning	0.66	3.8188	0.43579
Institutional image enhancement	0.813	3.4027	0.8536

Table 3: Influence of faculty training and development on faculty performance

		Professional experience			Total
		Demonstrator	Assistant professor	Associate/Full Professor	
Faculty training and development are a must for enhancing teachers' performance	Partially agree	1	0	8	9
	Completely agree	15	39	86	140
Total		16	39	94	149

p- value =0.172

As table 3 shows the majority of teachers across all experience levels agree that faculty training and development are essential for enhancing their performance. However, the p-value of 0.172 suggests that there is no statistically significant difference in the opinions of teachers with different experience levels regarding the importance of faculty training and development.

Discussion:

The study's findings suggest that faculty development programs have a positive impact on faculty members' perceptions of their teaching effectiveness, student engagement, and overall job satisfaction.⁹ The results indicate that faculty who participate in development programs tend to have higher levels of confidence in their teaching abilities, are more likely to use

innovative teaching methods, and have better relationships with their students. Our study investigated the perception of Faculty Development Programs (FDPs) on faculty performance, drawing insights from both existing research and empirical findings. The results highlight the multifaceted impact of FDPs on faculty members, contributing to their professional development, teaching effectiveness, and overall job satisfaction.¹⁰

Our findings align with prior studies indicating that faculty participation in FDPs enhances their perceptions of teaching effectiveness, increases confidence in their abilities, and encourages the adoption of innovative teaching methods. This translates to a more engaging learning experience for students and strengthens faculty-student relationships. These observations resonate with the work of Alsagheer and Ghoneim (2014) who emphasized the importance of supporting faculty in developing a strong foundation for their academic careers.¹⁰

The results of this study have a significant impact on how higher education institutions work to improve the Caliber of their research and instruction. This study provides valuable insights into faculty members' perceptions of faculty development programs and their impact on productivity. In this study, the findings demonstrated a noteworthy and affirmative effect of faculty development programs on augmenting the knowledge and professional competence of the faculty.¹¹ The study's findings are in line with other research. Improving teachers' motivation is linked to better student learning and classroom attitudes, abilities, and knowledge. A faculty development program has a significant effect on a faculty member's professional development. Enhancing teaching practices not only leads to better student outcomes but also enhances faculty members' knowledge and abilities.¹² Furthermore, faculty motivation is greatly enhanced by faculty development initiatives.⁵ They give academic staff members the chance to pursue scholarly research, improve their teaching abilities, and stay up-to-date in their specialties.¹³ Beyond the immediate benefits of teaching, the study revealed additional positive outcomes associated with FDPs. Faculty participants reported a greater sense of professional development, improved skills and competencies, and alignment with career aspirations. This aligns with the wider acknowledgment of FDPs as crucial tools for ongoing professional growth and achieving career goals.

Therefore, investing in faculty development programs is essential for institutions to support their faculty members and ensure a learning environment.¹¹ To guarantee constant inspiration in the workplace, organizations should determine what their employees' real motivators are and take the appropriate action. Moreover, programs for faculty development improve an organization's overall performance. By enhancing teacher proficiency, instructional strategies, and, eventually, student outcomes, they support the institution's overall performance.¹⁴ Policymakers and stakeholders in the higher education sector benefit from the study. They are wise on the efficacy of faculty development programs and the variables affecting it from the research's findings.¹⁵

The perception of faculty members about faculty development programs can significantly influence their performance. A positive perception of faculty development programs can motivate faculty members to actively engage in the program and implement the knowledge and skills gained into their teaching practices.¹⁶ One of the types of research was conducted in CMH Lahore Medical college & IoD and the authors Iqbal S discussed that the FDP enhances the motivation of faculty and they are training to give better performance.¹⁷ On the other hand, a negative perception or lack of awareness about the benefits of faculty development programs may hinder faculty members from fully participating and experiencing potential improvements in their performance.¹⁵ Therefore, institutions must communicate the value and benefits of faculty development programs to faculty members to

foster a positive perception and encourage active participation. Additionally, studies have shown that faculty members who are more aware of the educational objectives and curricular principles of their institution are more likely to participate in faculty development programs, which can lead to improved performance in teaching and learning.¹⁸

Conclusion:

The study significantly impacts higher education institutions' research and instruction quality, revealing faculty members' perceptions of faculty development initiatives' impact on productivity. It supports cohort-based experiential learning for faculty leadership training, despite not assessing its impact on recruitment and retention.

Limitations

This study faces a limitation in the generalizability of its findings due to data collection being restricted to higher education institutions within CMH Lahore Medical college & IoD, Lahore. This limits the applicability of the results to other regions or different types of institutions.

Conflict Of Interest

Research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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