Faculty Perception towards Training and Development in Public and Private Universities

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Abstract

In today's competitive world, overall grooming of a Faculty member is really important irrespective in which type of University a Faculty teaches. The present study focuses preferences to the factors forming perceptions of faculties towards training and development in public and private Universities in Jaipur district, Rajasthan. Earlier, it is generally assumed that there is no difference in the preferences between public and private Universities. But this study tries to find out a different perspective, that is, which factor is given more priority in Public sector and which is least. The responses of 160 faculties in Private and Public Universities have been collected on the basis of self-designed questionnaire. Factor Analysis using principal component method with varimax rotation is used to identify the factors forming faculty perception towards Training and Development in both Universities. In this total eight factors are identified in both types of the Universities. In Public Universities "Work Efficiency" has been ranked as number one whereas in Private Universities it is "Career Advancement". In both the universities least priority was given to "Versatile Skills". Various actions are suggested to change their perception for betterment for education system and Faculty Development

Keywords: Training, Development, Public University, Private Universities

Introduction

A country's social and economic development depends on the nature and level of higher education. The claim of (McGill, 1992) that "in the developed countries the role of higher education in production of high quality human capital is quite evident" is valid and reliable. The role of the university in a developing country must be to educate its people and produce scholars who in return should be able to contribute to the overall human development (Wickmana, 1996).

Faculty development is an essential element of institutional effectiveness in higher education. The extent to which the university supports faculty development will be strongly reflected in levels of student engagement and motivation, and thus ultimately, student learning. Faculty who engage in professional development experiences benefit also in terms of increased vitality, informed pedagogy, teaching innovations, and scholarly teaching. Moreover, faculty professional development contributes to the effective use of emerging technologies and establishes a firm foundation for the overall development of high-quality programs and curricula.

The need for faculty development programs in higher education is great for several reasons:

- Increases in the complexity of higher education

- Demands from internal and external constituencies and

- The necessity to balance teaching, scholarship, service, and personal responsibilities.

Although the majority of teachers consider themselves to be knowledgeable and confident, at the same time, due to the new expectations and challenges, they have a perception of a gap between their current knowledge and what they need to know to become an expert of an area. Through the professional development activities, it is also important to take into account the faculties' perceived self-proficiency about the topics in which they feel knowledgeable and those in which they do not. The training programs are most effective when they are based on an analysis of these needs of the faculties.

Training

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve changing of the skills, knowledge, attitudes or behaviours- Richard G-Zalman (1991).

Development

The term 'faculty development' is commonly used to describe activities and programs designed to improve instruction. More recently, the term 'academic development' has been used in some of the literature to refer to development activities and programs that more fully address the multiple roles of faculty (instructor, researcher, citizen and scholar within departments, faculties and the wider university community). This definition is based on a more holistic view of the higher education faculty member within his or her institution. Centra (1989) has proposed four possible types of development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organizational (ways to improve the institutional environment to better support teaching); and professional (ways to support faculty members so that they fulfil their multiple roles of teaching, research, and service).

Review of Literature

According to S.Yuvaraj (2010), the effectiveness of the training programmes is highly influenced by the experience and the number of training programmes conducted by the respondent trainers. (Technical skills, Conceptual skills, Leadership skills, Functional/

Operational Skills, Problem Solving Skills, Updating Knowledge , Ethical Values, Team spirit , Managing Stress, Attitudinal Change). Prasad (2011) had emphasised its prime focus towards the re-evaluation of the education system. There is a need of bridging the gap between what quality is to deliver and what being delivered by professional faculty, for the teachers they have to identify the areas in which they have to work upon (AOTN-Analysis of Training Need). Emerson and Mosteller (2000), reviewed identified four formats for faculty development: 1) Intervention by professional consultants; 2) Workshops, seminars and courses; 3) Mentoring programs; and 4) Action research. Khond (2012), concluded that training and development programmes at the frequent interval were necessary in technical institutions to improve the quality of work of employees at all level particularly in a world of fast changing technology, changing values and changing role and responsibilities in the work environment. The main focus should be given to enhance the ability and willingness to handle multiple priorities.

The extensive review of literature shows that there is enough research work is done on the study of perception of faculties towards training and development and what all factor contribute to it, but there is a lack of comparison between Government and Public universities. Here lies the importance of this study. The research is carried to find the faculty's perception in various universities towards training and development. Apart from this, the study also tries to explore the factors contributing to them.

Rationale of the Study

The study seeks emphasize on the factors forming faculty's perception towards Training and Development in Universities. The study is also undertaken with the intention to present the comparison between Public and Private Universities and their respective ranking of these perceptions.

Objectives of the Study

- · To find out the factors forming faculty's perception towards Training and Development in Public and Private Universities in Jaipur, Rajasthan.

- · To compare the factors forming faculty's perception towards Training and Development between Public and Private Universities.

Research Design

The study is descriptive. It is based on the primary data but secondary data has also been collected from various published sources so as to supplement each other as per the requirements of the study.

The survey was conducted on 160 respondents (faculties) from both Public and Private Universities belonging to Jaipur, Rajasthan. A Self-designed scale was developed to collect the data. Expert opinion was taken and changes were made accordingly. Then final list of 35 variables were presented on five point likert scale and administered on a sample of 160 respondents.

The data was analysed with the help of SPSS and MS Excel. No item was found insignificant therefore all 35 items were retained for final scale. Factor Analysis using

principal component method with varimax rotation was used to identify the factors forming faculty perception towards Training and Development in both Universities.

Data Analysis and Research Findings

Various factors forming perception towards Training and Development in both Public and Private Universities were mention below:

Table No. 1- Table on the basis of Total Factor Load of **Public Universities**

Ranks	Factors	Total Factor Load
1	Work Efficiency	6.929
2	Enhancing learning & research skills	4.389
3	Work-Life Integration	3.291
4	Self-Development	2.77
5	Career Advancement	2.107
6	Institute Support	1.345
7	Encourage more Training programs	0.827
8	Versatile skills	0.762

Table No. 2-Table on the basis of Total Factor Load of **Private Universities**

Ranks	Factors	Total Factor Load
1	Career Advancement	4.573
2	Work-Life Integration	3.831
3	Self-Development	3.421
4	Work Efficiency	3.021
5	Institute Support	1.852
6	Personal Growth	1.847
7	Efficient Training Program	1.633
8	Versatile skills	1.631

Table No.3- Comparative Ranking among the factors forming perception towards Training and Development

Ranks	Public Universities	Private Universities
1	Work Efficiency	Career Advancement
2	Enhancing learning & research skills	Work-Life Integration
3	Work-Life integration	Self-Development
4	Self-Development	Work Efficiency
5	Career Advancement	Institute Support
6	Institute Support	Personal Growth
7	Encourage more Training programs	Efficient Training Program
8	Versatile skills	Versatile skills

Suggestions

On the basis of the findings, suggestions are:

· In Public Universities, more emphasis should be given on holistic Development by enhancing multi-disciplinary knowledge. The evaluation for faculty should be on performance based not tenure based.

· In Public Universities, they should encourage for more Training programs by providing sufficient leaves to attend these programs and also they should invest in Department of Training and Development of their institute.

· The self-development of Faculty would take place in Public Universities and they also update their knowledge and various skills.

· In Private Universities, the institute support is there in both leaves and investment purposes. But only the effectiveness of these Training programs should be improved.

· Faculty of Private Universities should indulge themselves in more Training program not only for growth prospective but to enhance their domain knowledge as well as for self-Development.

· The self-development of Faculty should take place in Private Universities and they also update their knowledge and various skills. More emphasis should give on holistic Development by enhancing multi-disciplinary knowledge.

· In common both Universities should improve the quality of teaching and enhance their various skills like communication, knowledge of their domain, Curriculum

development & its implementation, developing learning materials, more industrial interaction and emphasis on extra- curricular activities.

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