

## **ANALYSIS OF PROFESSIONAL COMPETENCY ENHANCEMENT PROGRAM OF NAHE ON THE PERFORMANCE OF COLLEGE TEACHERS.**

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### **ABSTRACT**

*Learning and trainings play a vital role in mapping a community. In order to improve the quality of education globally, various programs and institutions are running. The effect of these programs and performance of the institutions can be measured by judging the skills of people who seek from them. We had analyzed the competency enhancement program of National Academy of Higher Education (NAHE) on the performance of college teachers by circulating a questionnaire among teachers who got trained from NAHE. Our results showed a strong correlation between teaching efficiency and training. It was also found that 71% teachers are satisfied with this program. Eighty percent teachers viewed that in-service teacher training is necessary for their professional growth. Forty percent teachers were viewed that National academy for higher education is playing effective role in teacher training. Results of the study showed that this program attained its objectives. Same type of follow-up study of the effect of pedagogical training on teaching in higher education was conducted by Ylanne in Finland in 2006. Results of that study showed that there were most positive changes occurred among teachers who gained more in-service pedagogical courses. On the basis of findings of our study it is recommended that there would compulsory in-service teacher training for college teachers.. It is also recommended that college teacher's promotion would be linked with in-service teacher training. We think that this study will help in future planning of training program for college teachers.*

**Key Words:** NAHE Training, Continuous professional development.

### **1. INTRODUCTION**

As we have already entered in the 21<sup>st</sup> century, the challenge to improve the quality of Higher Education in the make of globalization seems over whelming a daunting task set against a ticking clock. To achieve these targets we have need to skill our workers. Refresher courses are necessary for every worker in any field of life. With the passage of time, a lot of new developmental changes occur in environment. Such changes require an updated knowledge to communicate respective subject and to understand it thoroughly. Professional development through intensive, in-service training can greatly enhance the capacity of universities /colleges teachers in operationalizing the innovative concept of teaching learning process. Teaching is very important profession. Training in this regard to cope with the new advancement and their successful transferring of knowledge and capacity building is necessary. The teacher educational institutions have vital role in improving the standards of the system of education by preparing competent and effective teachers. It has generally been agreed that the quality of a nation is judged by the quality of its citizens. The latter is mostly determined by the educational system in the nation which, in turn, is decided by the quality of teachers it has. Thus, the real dynamic force of the education system is the teacher. Investments, facilities and all other factors become meaningless if the real functionaries (The teachers) fail to support and implement the new reforms. Thus teacher is the knight for any educational system.

The quality of teacher education would largely depend upon the effectiveness of teacher education institutions. The later is mostly judged by infrastructure, competent faculty, dynamic curriculum, the input, process, products, community interaction and innovativeness etc. Unfortunately, a significant proportion of the university/college faculty in Pakistan is isolated from professional development opportunities and net work that are crucial for the successful teaching out comes at higher education level. However in few last years some efforts were made in this regard. In most European countries, teachers of higher education are not required a certificate of teaching competencies. However, the quality of university and college teaching has been discussed in recent years and the need to improve university and college teachers' teaching skills and pedagogical thinking is now being acknowledged. Many countries have made decisions about the compulsory pedagogical training of teachers of higher education. (Gibbs and Coffey, 2004). Higher education Commission Pakistan understands the importance of professional growth of teachers of higher education.

### **1.1 Establishment of NAHE**

Learning Innovation Division was established in 2003 as an in- service Continuous capacity building and professional development hub for the higher education teaching faculty and administrators across Pakistan. Its mission was to assist Higher Education Institutes in maintaining academic excellence and qualitative governance by supporting their professional needs through open and customized programs. Learning Innovation Division comprises of one core unit called the Learning Innovation department and two projects called National Academy of Higher Education (NAHE) and English Language Teaching Reforms (ELTR) that are conducting professional development programs for capacity building of faculty of Higher Education Institutes across Pakistan to develop Master Trainers who are to replicate the same programs in their respective universities. National Academy of Higher Education (NAHE) is one of the landmarks of HEC. The major aim of the project is to acquaint the university faculty with modern pedagogical skills through professional development training courses to compete with the international market of knowledge based economy.

The project National Academy of Higher Education (NAHE-I) was launched in September 2004, under Learning Innovation Division, to impart professional development training to 3200 faculty members of public sector universities and degree awarding institutes across Pakistan. The objectives of the project are:

- To impart knowledge to the university teachers which can guide them for the better understanding of the lot to whom they are going to teach.
- To introduce new technologies/ methodologies of teaching, to our university teachers that can help them to cope with the challenges of 21<sup>st</sup> century.
- To teach the university teachers about administrative skills, and about how planning is done and policies are made for promotion of education. In addition to this, to polish the communication skills of university teachers so that they can profoundly achieve the objectives of their lectures.
- To teach university teachers how to make research proposal and how to conduct research.
- To evaluate the objectives achieved during teaching learning process through assessing the students.

Higher Education Commission (HEC) took the important task of professional development on its agenda through establishment of National Academy for Higher Education (NAHE). This academy started a teacher training program. The broader areas of the training package include: i) Educational psychology ii) Curriculum development iii) Administrative planning and communication skills iv) Advanced teaching skills v) Research skills and vi) Educational measurement and evaluation. It is a major effort by HEC in which comprehensive teaching learning material has been developed at the international standard for training of university college teachers.

### **1.2 Characteristics of Sample:**

115 Staff Development Courses were conducted in 38 Human Resource Development centers established by NAHE and 3564 faculty members of higher education institutions were imparted one month in-service professional development training. A Human Resource Development Centre was established in University of Education Attock Campus and 76 college faculty members (Asstt. Professor and Lecturers) were trained. Among these 76 trained teachers, 60 available college teachers were taken as sample for the execution of this study.

### **1.3 Nomination for training**

NAHE selects universities and colleges for training and heads of Institutes nominate participants for training.

### **1.4 Achievements of NAHE**

- 115 Staff Development Courses were conducted in 38 Human Resource Development Centers established by NAHE and 3564 faculty members of higher education institutions were imparted one month in-service professional development training. In the training, university faculty members were exposed to the modules like educational psychology, Testing and Assessment, Administrative Planning and Communication Skills, Curriculum and Material Development, and Advanced Teaching Skills, and Research Skills etc.
- NAHE had organized a National Conference on “Professional Development of Teachers in Higher Education in Pakistan” at HEC Islamabad from 16<sup>th</sup> to 18<sup>th</sup> January, 2007.
- Around 300 participants attended this conference. The participants including, Vice Chancellors, academicians, research scholars, and university faculty members who came from all parts of the country highly appreciated this first ever conference. 21 research scholars presented their research papers.
- Through International Computer Driving License (ICDL), with the initial target of training 140 faculty members, 146 participants’ were trained initially, out of which 26 HEC employees also completed ICDL training.
- Looking beyond the PC-I targets, NAHE planned to extend ICDL facility to the doorsteps of the universities. For this purpose one ICDL training center in each provincial Headquarters was established i.e. Lahore College for Women University, Lahore, University of Balochistan, Quetta, University of Peshawar, Peshawar and DOW University of Health Science, Karachi.
- Furthermore 100 faculty members were imparted ICDL training in these four centers established by NAHE, in the provincial head quarters ([www.hec.gov.pk/inside/HEC/Divisions/LearningInnovation/LID%20annual%20report5202009-10-mod%20\(3\).pdf](http://www.hec.gov.pk/inside/HEC/Divisions/LearningInnovation/LID%20annual%20report5202009-10-mod%20(3).pdf)).

In this study we evaluated the effectiveness of this program and also analyzed that whether this program provides any use full benefit for capacity building of teachers or not. We hope that our study will provide assistance in professional development of teacher.

### 1.5 Objectives of the study;

1. To analyze the performance of the teachers after receiving training from NAHI.
2. To evaluate the teaching competency of their class room teaching.

## 2. REVIEW OF LITERATURE

No dynamic teaching is possible without a dynamic teacher. So an effective teacher is known through his qualitative teaching. A teacher’s function is not mere promotion of literacy by imparting a certain amount of knowledge to pupils .A teacher is the ideal and a model to be followed by the students. Efforts to improve quality of classroom or teaching learning process are not new, but in recent years have received increasing attention. External pressure i.e. family, society and technological changes have played an important part about the performance of schools and colleges. “Teacher education (TE) includes both initial (Pre-service) and in-service teacher education and training.” (Rao, 2007)

Education is organized and sustained communication designed to bring about learning while the term training is reserved for” education that is directed mainly towards the acquisition of skills. “Training is a method of enhancing human performance. Whenever a person’s ability to perform a job is limited by a lack of knowledge or skills, it makes sense to bridge that gap by providing the required instruction.” (Silberman, 2006) Active training occurs when the participants do more of the work the key to effective training, however, is how the learning activities are designed so that the participants acquire knowledge and the skill, rather than merely receive them.

When we talk about college instruction, we should keep in mind that college instruction differs in key respects from instruction at the school level, Difference between school and college instruction and between school and college students have important implications for need for pedagogy of college instruction. In addition, whether the form instruction takes in perspective and collaborative depends on the context in which college instruction takes place.”Education psychology and adult education are two fields with much to contribute to a discipline of college instruction”. (Martinez-pons, 2006) That is why these areas are focused in training of college teachers to get quality education. Quality is a universal, it can not be had an isolation. “Quality must permeate into every activity of society. Education is no exception.” (Noorjehan, 2006) Quality of teacher education is an integral part of quality education system. Teacher education institutions have a great responsibility in producing quality teacher. It is a fact that quality has been used as a vehicle for delivering policy requirements within available resources.

"It operates as mechanism to encourage change but it also operates to legitimate policy-driven change, which includes making higher education more relevant to social and economic needs, widening access, expanding numbers, and usually doing it with a decreasing unit cost" (Lee, 2003) The quality framework is articulated through seven quality principles, improving core activities (e.g. teaching and learning), research and creativity, professional and community engagement, and university service, Aligning activities, budget and resources, with the strategic plan, Demonstration leadership, innovation and enterprise in all activities, knowing the needs of students, other customers and stakeholders, Valuing and investing in staff, Using data, information and knowledge to inform decision making, Improving outcomes (the realities of change in higher education). It is very necessary to assess training needs of participants who are going to be trained. Training needs can only be identified by the people engaged in the process and this implies that they recognize a need. Without this recognition any form of training can be ineffective." Training need will be determined by a coherent staff development policy, drawn up in conjunction with ongoing consultation with staff. Only in this way can appraisal move forward to embrace the model of continuing professional development." (Helen, 1996). In this process, individual recognize their own training and development needs.

Training as a teacher does not end once a teacher qualifies. Trainings is a continuous process and a life long process." I would advise that you take every opportunity that is offered to you go on courses. There are a number of reasons why you should do this." (Cowley, 2006). Training course offer a teacher a chance to develop and update his knowledge about teaching, whether this is about a specific subject, or an area such as behavior management. Training courses also break daily routine of school and provide a chance for sharing personal experiences. It is also important for teacher's curriculum vitae that he can show an interest in maintaining his subject knowledge and extending his skills. "INSET becomes a major factor in the professional growth of teachers and is related to lifelong education and enhancing their role as participants in these changes." (Rao, 2007) Teacher training course help in improving school's environment. In-service teacher training courses provide teaching staff with professional resources that fosters skills closely connected with their teaching practice and thus to respond to the needs of the education system and of the profession.

"Initial teacher education and in-service education for teachers are increasingly viewed as two aspects of a single process which can be labeled as continuous professional development." (Maik, 1999)

Continuous professional development introduces new teaching learning methodologies and new instructional technologies. "Staff development programs have three integrated parts such as general sessions, small groups or committee endeavors and individual study" (Marlwo, 2007). Teachers here should determine what is to be emphasized in the general session to identify problem areas they should volunteer to which committee to work on to solve problems, and then work individually on a problem of their very own choosing. The teacher and teaching here are at the centre of the stage development. Principals and supervisors are there to assist teachers in working towards solution of problem areas. "Components of continuous development should include elements that facilitate new teacher transition from the induction phase to the continuous development phase. Novices need to replace dependence on mentor assistance with increasing self reliance and problem solving skills." (Barbra & Brock, 2006). In order for this transition to occur, opportunities for reflection and collaboration are essential. Enhancement of reflective thinking skill, initiated during induction, enable teachers to come up with a deeper analysis of problems and wider repertoire of solution.

"Professional development does not have to mean attending a one day in service training course. There are many opportunities for professional learning facing most teachers on a daily basis." (Holmes, 2004) .These opportunities may action research, studying own teaching through video, focused observation of colleagues at work, distance learning, reading professional journals and texts, engaging in online discussions and other technology mediated learning, self directed study perhaps linked to academic awards, giving and receiving mentoring and tutoring, working with a study or learning team, attending master classes, team teaching, planning and assessing with colleagues, developing resources with colleagues, peer coaching, job shadowing and personal reflection.

"Not only do teachers need to be able to keep order and provide useful information to students, they are so need to be increasingly effective enabling a diverse group of students to learn ever more complex material and to develop a wider range skills" (Lepage, Hammerness, & Duffy, 2005). Where as in previous decades teachers were expected to prepare only a small minority for the most ambitious intellectual work, that are now expected to prepare virtually all students for higher order thinking.

“The teacher should not only be a communicator but also a mobilizer, motivator, and coordinator,” (Rao, 2007). Teacher educator should make efforts to enhance the communicating and motivating and coordinating characteristics of trainee teachers.

To have good scholars we must have good teachers but to produce good teachers there must be good teacher training institutions. So the importance of trained teachers in educational process is unquestionable. There the quality of education is directly related to the quality of instructions in classroom. As a nation builder, teacher's performance is the most crucial input in the field of education. Whatever policies are laid down, in the ultimate analysis they have to be interpreted and implemented by the teachers as through classroom instructions and numerous other ways, to build the character of their pupils.

### 3. Material and Method

In order to assess the performance of NAHE we designed our study plan in such a way that we prepared a questionnaire for teachers who got training from NAHE. .

A questionnaire for trainee teachers was designed which consisted questions related to their teaching skills, Knowledge about their respective subject of teaching and their personal experience about training of NAHE.

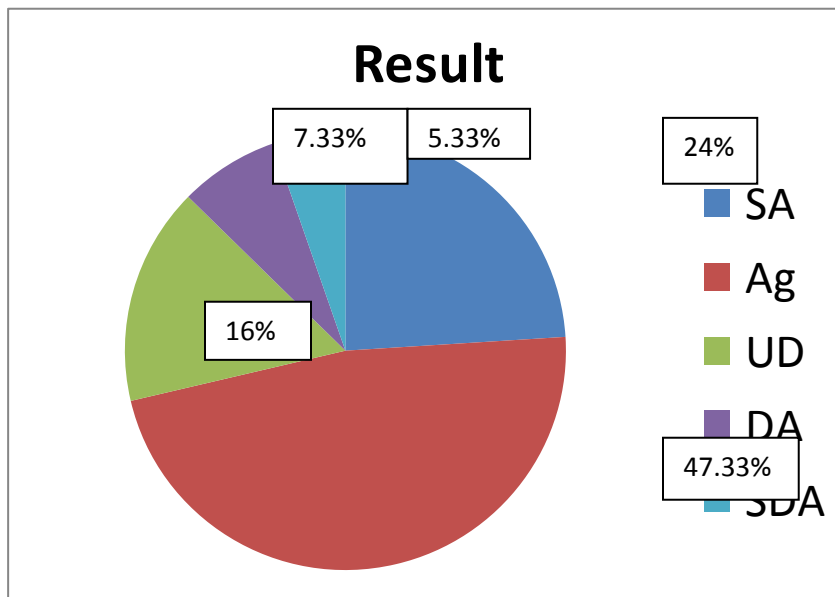
Population of the study consisted of all the female trained teachers of Post Graduate colleges of Attock and all the male trained teachers of Post Graduate colleges for boys, Attock. These were total seventy six teachers who were trained under the phase-I training project of NAHE. After completion of training from NAHE the college teachers were back in their respective colleges. Thirty male and thirty female teachers were taken as sample of the study. We personally visited the above mentioned colleges and through structured questionnaire data was collected from sample of the study.

### 4. ANALYSIS AND INTERPRETATION OF DATA

The data collected by the researchers through survey method was analyzed and interpreted in the light of objectives of the study. Statistical techniques such as percentage and average have been used to analyze the data.

5= Strongly Agree, 4= Agree, 3 =Undecided, 2= Disagree, 1= Strongly Disagree

S#	Statements	SA	Ag	UD	DA	SDA
1	Training provided by NAHE developed the skill in the trainees (College teachers) to organize the teaching learning activities to achieve the objectives of lesson.	50%	50%	0%	0%	0%
2	Training provided by NAHE developed the skill in the trainees to motivate their students to create a desire to learn.	50%	50%	0%	0%	0%
3	Training provided by NAHE developed the skill in the trainees to maintain a secure learning environment where students can express themselves freely.	50%	50%	0%	0%	0%
4	Training provided by NAHE developed the skill in the trainees to use the innovative teaching methodology during their teaching.	20%	80%	0%	0%	0%
5	Training provided by NAHE developed the skill in the trainees of effective communication in the classroom.	60%	40%	0%	0%	0%
6	Training provided by NAHE developed the skill in the trainees to get the feedback from students during instructions.	20%	80%	0%	0%	0%
7	Training provided by NAHE developed the skill in the trainees to use the better educational administrative skills.	40%	60%	0%	0%	0%
8	Training provided by NAHE developed the consideration of in-service teacher training, necessary for professional growth.	20%	60%	10%	10%	0%
9	Trainees Satisfaction from the role of National Academy for Higher Education (NAHE) in teacher training.	0%	40%	30%	20%	10%
10	Trainees Satisfaction from technology based and research oriented training provided by NAHE	0%	40%	40%	10%	10%
11	Teaching learning material provided to trainees by NAHE was relevant to required skills of college teachers.	0%	50%	30%	10%	10%
12	Quality of teaching learning material provided by NAHE to trainee teachers was appropriate.	10%	30%	40%	10%	10%
13	Master trainers were well experienced and they maintained conducive training environment.	0%	20%	50%	20%	10%
14	Training place was appropriate and equipped by necessary instructional facilities.	20%	40%	20%	10%	10%
15	Training provided by NAHE enhanced the competency of organizing trainings /workshops /lectures for the teachers of higher education.	20%	20%	20%	20%	20%
Grand average percentage.		24%	47.33%	16%	7.33%	5.33%



### 5. FINDING AND CONCLUSIONS

1. Seventy one percent college trainee teachers (grand average percentage) were agreed with the objectives of competency enhancement program of NAHE and they admitted that training enhanced their pedagogical skills and training has improved their class room teaching.
2. Objectives of lessons, Motivation, Maintaining secure learning environment, Use of innovative teaching methodology, Effective communication in classroom, Gaining of feedback from students are important factors of classroom instruction. All the respondents viewed that they are focusing above mentioned factors during classroom instructions.
3. To organize training in the form of workshops /seminars /conferences /lecturers for the teachers of higher education in order to expose them to the modern trend in teaching/education and to enhance the managerial and administrative skills of the personnel involved in conducting these trainings through national and international forums were also the objectives of NAHE training. All the (100 %) respondents viewed that that training has enhanced their administration skills. Forty percent teachers viewed that they can arrange workshops /seminars /conferences /lecturers for the teachers of higher education.
4. Eighty percent teachers viewed that in-service teacher training is necessary for their professional advancement. Forty percent teachers viewed that National Academy for Higher Education (NAHE) is playing effective role in teacher training. Forty percent teachers were satisfied with training material of NAHE. Twenty percent teachers were satisfied with expertise of master trainers of NAHE. Sixty percent teachers were satisfied with training place and physical resources available during training program. These results show that NAHE should raise the standard of training modules and eminent master trainers should be engaged for training programs.

#### 5.1 Discussion

Studies on the effect of pedagogical training of teachers of higher education on teaching present different views of the effectiveness of pedagogical training. In our study we have found that the competency enhancement program of NAHE has affected the performance of college teachers positively. Seventy one percent teachers admitted that training enhanced their classroom skills. Norton et al. (2005) found no differences in teaching beliefs and intentions between teachers who had joined pedagogical programs and teachers who had no training. However, positive results of the effectiveness of pedagogical courses have also been presented. Gibbs and Coffey (2004) showed, by using the Approaches to Teaching Inventory (Prosser & Trigwell, 1999) that by the end of the 4–18 months training programs, teacher's teacher-centered approach changed into student-centre approach. Similarly, Coffey and Gibbs (2000) found positive effects of pedagogical training on academics' teaching. However, Postareff, Lindblom-Ylanne, & Nevgi. (2007) showed that approaches to teaching change slowly. The results of a cross-sectional study implied that an intensive pedagogical training is needed until positive changes on approaches to teaching emerge. It is concluded that in-service teacher training programs are necessary for capacity building of teachers of higher education.

## **6. RECOMMENDATIONS**

Keeping in view the findings revealed and conclusions drawn, following recommendations are made.

1. There is no doubt, a well motivated and high quality teaching staff is essential for quality education. So it is recommended that government and university/ college administration must arrange regular in-service training courses for professional development of college and university staff. There would a compulsory in-service teacher training for university/ college teachers. There would be an approved phenomenon for implementation and assessment of training program organized by NAHE.
2. There would a continuous professional development program for enhancement of professional skills of university/ college teachers. NAHE can play an effective role in providing on-site professional support to university and college teachers.
3. There is no incentive for any training in education. So it is recommended that there should an incentive for in-service teacher training. Promotion, increments or prizes can be awarded for this purpose. We also recommend that university/ college teacher's promotion would be linked with in-service teacher training.
4. Trainer, training material, training places are important factors of training. NAHE would raise the standard of training modules and master trainers also. Services of master trainers from private sector can also be hired for this purpose.

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