ISSN-L: 2223-9553, ISSN: 2223-9944
Vol. 2, No. 2, March 2012

AN ANALYSIS ON PERFORMANCE AND ACHIEVEMENTS OF FOUNDATION TRAINING FOR UNIVERSITY TEACHERS IN BANGLADESH

Md. Azharul Islam
Bangladesh Agricultural University
BANGLADESH
islam162@yahoo.com

ABSTRACT

A case study was carried out to insure the performance and achievement of the goal of `Foundation Training program for University Teachers`. A number of 70 trainees were selected randomly out of 150 trained teachers of different national universities in Bangladesh. Data were collected during June 2010 -January 2011 through questionnaire and personal interview. Findings suggest that benefit index of the training ranged from 75 to 81, and it was highest for cognitive and lowest for psychomotor behavior. Not all teachers got the opportunity of applying the learning experience in each of the tasks of their job; the percentage ranged from 26 to 75, the lowest was for 'assessment of students and the highest was for 'teaching and research works'. The level of benefit and extent of application of the learning from the training was associated to each other. However, the extent of benefit and extent of application was independent of teachers' level of job; i.e. the training was found beneficial and applicable irrespective of job-level of the participants. Findings from this study reveal the overall impact of the training was very high for all trained teachers, improve the efforts to further develop on decision-making and action within the universities.

Keywords: Performance, Achievement, Foundation Training, University Teachers

INTRODUCTION

Any programs provide high-quality employment and training services that address the needs of individuals in need of training, retraining, and skill upgrades. Graduate Training Institute (GTI) of Bangladesh Agricultural University (BAU) began a training course on 'Foundation Training of University Teachers' since 2006 in Bangladesh. Training of teachers/employees is one of the important parts of different international universities/organizations in United States and other developed countries. The same training program is offered both in American, European and in some distinguished Asian universities. Reports showed that awareness of proper conduct can achieved via training (Chen et al., 1997; Izzo, 2000; Loe and Weeks, 2000). Training can actually shape organizational culture (LeClair and Ferrell, 2000), which can help employees to have more positive perceptions of organizational ethics than do those working for firms without such training (Valentine and Fleischman, 2004).

All of the South-East Asian countries did not evolve such kind of training program yet. GTI worked on training since 1981 though training of teachers was not conducted much. Since GTI has capabilities to do training works with adult target groups so that the training course of university teachers is one of the prime courses. The title of the course was 'Foundation Training of University Teachers'. So far, GTI has conducted 6 training courses on this title and trained about 150 university teachers in Bangladesh. Among these trainees, almost young and newly recruited teachers are involved. The teachers of all national universities were targeted as a special clientele group. Presumably, they are the most talented personnel across the research and teaching community in different sectors as well. All of them are involved in teaching, academic activities, conducting research and publishing papers in reputed national and international journals.

This training has been in operation since last 7 years, and it is imperative to evaluate the impact of the course to justify that the time and resources utilized for this program, and effort of GTI and different national university authorities have made some positive contributions towards development of some important skills of the teaching community. Evaluation is also important to suggest the authority and policy makers whether further investment for such future program is justified or not. Evaluation for impact of training is not common in Bangladesh. Investment in training in our country is also low. Instead of proper evaluation author simply remain contented with mere participation of trainee. Investing resources for evaluation of impact of training is uncommon in this part of the world. A few impact studies have been done in our country only for academic purpose (Rahman et al., 1996; Ali et al., 1997; Sultan et al., 1998).

Therefore, it was assumed that, development of quality of university teacher would be accelerated if the training works perfectly. They are the front-liner for disseminating information and transferring knowledge and skills across the nation. For all these important reasons, GTI took the opportunity to train them on priority basis funded by UGC, Bangladesh. The study was conducted to represent the trainee with a goal to:

- understand best practices are currently being used, their value and, given their response
- determine the utilization of efficient teaching techniques / tools
- determine the perceived level of benefit in cognitive, affective and psychomotor domain of learning

Clearly, this program may draw upon multiple frameworks to achieve their training goals and objectives. Author felt that this kind of evaluation would be important for policy planners who would make decisions for national higher educational development, particularly for a developing country.

METHODOLOGY

The study was carried out at GTI, Bangladesh Agricultural University, Mymensingh during July 2010-January 2011. The teachers of 10 national universities, who attended the training course during January 2006 to June 2010, were the population of this study. The total number of trainees was about 150 from whom 70 were selected randomly as sample. Thus the sample represented 67 percent of the total population. The GTI conducted this training course over a period of last 6 years, and author attempted to evaluate the impact of it in different dimensions of its applications. Quantitative and qualitative research methods were attempted in this study. The instruments used for collecting information of the study included a structured questionnaire and informal interview. The questionnaire included 32 questions of both closed and open-ended nature, which were prepared keeping the objectives of the training and the study in view. This was pre-tested before using it for final data collection.

Data for the study included the profile information of the trained teachers, their perceived level of benefit from the course, their extent of application of learning from the course in different tasks areas of academics, suggestions for improving the course-curricula. Perceived level of benefit and extent of application of learning of the course were measured on a five-point rating scale. The extent of benefit earned from the training course in respect of the level of teachers was measured on a three-point rating scale. Participants were asked to indicate the presence of each item of questionnaire. Respondents of 10 universities were invited to study based on their sharing experiences, latest academic and research activities related to past. Their engagement has helped them implement innovative ideas and to expand their social networks and expressed an interest in learning more about current best practices in foundation training program.

The SPSS package was used to analyze the quantitative data. Quantitative analysis was used to prepare descriptive statistics and qualitative methods were used to analyze the transcripts to construct interview summaries. The first step was to identify the best practices utilized within each trainee, providing a kind of ethical ‘check-up’ for each university. The second step was to identify patterns in the overall dataset. Benefit index and application index were calculated to determine the level of benefit of the course and the extent of application of learning of the course. To find out association

between important profile character of the respondents and their level of perceived benefit and the extent of application of learning from the training was tested through Chi-square (χ^2) statistic. However, content analysis was adopted to analyze open-ended response, and interview data. This helped highlight areas of strength and challenges for potential future training program development. This information provided explanatory details about the nature of each trainee and the training program.

RESULTS

Framework

The interview summaries provided an overview of each participant including its intent and purpose. In describing the core message of the foundation training program, trainee revealed that communicating specifics related to rules, policies, standard of conduct, university & government regulations, job responsibilities, duties, efficient teaching techniques and research works shape the central purpose of this training. A shared concern for establishing awareness of the foundation training program values could be viewed as a representation within the universities, but only two organizations actually articulated the importance of using this training to help teachers develop and exercise their strength. The potential benefits from multiple long-term consequences for effective decision-making, were rarely mentioned. The interview summaries also provided general information about the structure, culture and opportunities of each trainee in their own university. Here author focused on regulation and compliance is especially pronounced, affirming teaching and research approaches. In five universities, participants not only described the importance of training for cultivating awareness of rules and attending to compliance-based requirements, but were also interested in the educational aspects of training.

Use of Best Practices

The mean scores for presence (actual use) and value (level of importance) were calculated for each best practice item, providing insights by category, theme and item across the sample. Tables 1 and 2 describe this information in detail. As might be expected, the strength of presence is often associated with higher values. But this is not always the case. In describing the findings, the highs and lows (in terms of presence and value) will be highlighted, along with several examples where inconsistencies emerge. This includes times when a practice on learned items is low in presence but highly valued. If an item of the questionnaire/interview was not present in the university/organization, the interviewee did not place a value on its use, but rather stated whether or not they desired the adoption of the particular best practice. The final column of both tables 1 and 2 reflects the number of trainees indicated a desire to adopt some or all of the best practices in their foundation training program if they were not currently in use. Of the 14 themes in the content category, “designed to promote values and positive behavior” is clearly dominant among the all best practice items very high in presence. Mean score for presence is 1 (out of 1) and mean score for value is ≤ 8.63. Within this theme, the item is the strongest, present in all comments of participants. The other items that comprise this theme have to do with specific areas covered in the training program. The only item not present in most of the trained university teachers within this theme was “Use of role playing or techniques to encourage emotional awareness” (0.03), yet it too is somewhat valued (3.00). Moving in the order of greatest strength of overall presence in the content category, author observed the theme of “Defines what it means how to apply new teaching techniques into everyday activities” follows the mean score for presence of ≤ 0.88, with best practice values (≤ 6.00). Focus on learning styles showed best practice with strong presence but much less inclusion overall (Table 1). Result also illustrates least of the universities apply the item “Every teacher participate in this training annually” (0.05), valuing it highly (6.50), but with adoption only desired by two of ten universities (table 1). The item “Demonstrates how to use the resources” has suitable mean presence (0.88) and value (6.00). But again, author fined the theme valued but not included as much as the organizations would like. The item “Solicit teachers to submit areas of concern, key issues, stories or ideas to use in training” focused on trainees becomes actively engaged in the activities, soliciting them for their personal cases or areas of concern. The inclusion of the item was limited (0.38), and only somewhat valued (5.00). Only trained teachers of two universities wanted this type of employee participation included (Table 1). The thirteenth theme showed moderate

presence with inclusion (0.78) and is deemed as being somewhat valued (5.43). While the 14th theme/item showed presence (0.03) and its value is quite low (3.00) five universities desired its adoption.

Table 1: Best practices by training contents and their application (n = 10)*

Items	*Best practice (mean)*		*Desireness adoption (0-10)*
	Presence (0-1)	Value (1-9)	
1. Addresses values and topics	0.91	6.88	1
2. Addresses compliance issues such as rules, regulations and laws that apply to employees and their jobs	0.91	6.50	0
3. Cover key areas	0.91	6.25	0
4. Addresses how to achieve performance / goals	0.19	5.33	5
5. Designed to promote values and positive behavior	1.00	8.63	0
6. Defines what it means how to apply new teaching techniques into everyday activities	0.88	6.00	1
7. Trainees learn how to openly discuss the implications of their actions	0.28	6.00	4
8. Every teacher participate in this training annually	0.05	6.50	2
9. Training during the first week of new employee orientation	0.91	6.25	0
10. Focus on learning styles	0.89	7.00	2
11. Demonstrates how to use the resources	0.88	6.00	1
12. Solicit teachers to submit areas of concern, key issues, stories or ideas to use in training	0.38	5.00	2
13. Ongoing reflection, practices and dialog	0.78	5.43	1
14. Use of role playing or techniques to encourage emotional awareness	0.03	3.00	5

Table 2: Best practices by training contexts and their application (n = 10) †

Items	*Best practice (mean)*		*Desireness adoption* (0-10)
	Presence (0-1)	*Value* (1-9)	
1. Raising questions and promoting awareness	0.88	6.29	1
2. Commitment to the Code	0.78	6.00	0
3. Ethical risk assessment	0.38	6.00	3
4. Link teaching-education with performance	0.31	5.80	4
5. Ongoing communications to all employees at least once a month	0.13	6.00	5
6. Communicating for conferences and other events	0.03	7.00	3
7. Effectiveness of all trainee	0.50	6.25	3

* Presence is based upon 0 = no, 1 = yes or 0.25 = limited; value (importance is based upon 1-9 Likert scale (1= not at all to 9 = extremely); desired adoption represents the number of participants who do not have one or more of the best practice items within a given theme, but would like to adopt one or more of them.

† Presence is based upon 0 = no, 1 = yes or 0.25 = limited; value (importance is based upon 1-9 Likert scale (1= not at all to 9 = extremely); desired adoption represents the number of participants who do not have one or more of the best practice items within a given theme, but would like to adopt one or more of them.

This reflects that most training asks trainees to engage in bounded decision-making effort, deciding what action (s) to take between several choices. For the most part, the training is not a generative process where trainee helps to co-create the learning effort, can ask questions and have the opportunity to engage in interaction.

Looking now to the context categories (Table 2), there are about seven themes represent the framework and setting for the foundation training program within the universities. The first theme "Raising questions and promoting awareness" shows a strong presence of 0.88 with value 6.29. Most of the universities studied have some level of a "Commitment of the code" referring a high presence (0.78) and value (6.00). The remaining themes in the context category show substantially less presence as compared with those in the content. These themes have no representation in all of the universities studied, but despite their limited presence, there is a strong desire for their adoption.

Overall, the 21 themes that address the content and context of the foundation training reflect areas where improvements are needed. To understand where opportunities reside, author can look at when best practices are not being used and their adoption is desired. Moreover, the inconsistencies and patterns that emerged among several themes point to the need for closer examination. Reviewing the overall findings in concert with the qualitative interview data will provide greater insight toward the development of recommendations.

Profile of the Trainees

The profile of the respondent trained teachers across 10 universities of Bangladesh is shown in Table 3. Most of the teachers who attended the training courses were comparatively junior. Invitations for attending the course were open to lecturer and assistant professor, but mainly the younger teachers responded to these invitations. Every university member should get opportunity to learn from this training and thereby enrich their skills in teaching capabilities and research activities to better serve the students, university and the scientific community.

Table 3. Distribution of population across 10 university teachers of Bangladesh

Name of University	*Profile of trainee*				*Total*
	Lecturer	*Assistant Professor*	*Associate Professor*	*Professor*	
Dhaka University	4	2	0	0	6
Rajshahi University	2	1	0	0	3
Jahangirnagar University	4	2	0	0	6
Bangladesh Agricultural University	9	7	0	0	16
Chittagong University	3	2	0	0	5
Islamic University	4	0	0	0	4
Khulna University	5	1	0	0	6
Shahajalal Science & Technology University	4	2	0	0	6
Haji Danesh Science & Technology University	6	2	0	0	8
Potuakhali Science & Technology University	7	3	0	0	10
Total	48	22	0	0	70

Outcome of Training

The description of the level of benefit and utilization of the learning from training are shown in Tables 4 & 5. Training is organized mainly for changing knowledge, attitude and skills of its participants. Blooms et al. (1964) termed these three types as cognitive, affective and psychomotor domain of learning. A question was asked to the trainees whether they got benefit from this training course, and all participants replied affirmatively. A follow up question was asked to what level they have got

benefit in these three domains of educational behavior. The benefit index for each of these three domains was quite high (75-81). However, the benefit index was the highest in cognitive domain and it was followed by affective and psychomotor domain (Table 4). In fact, psychomotor development occurs to a great extent as an output of cognitive and affective development, and through practice.

The learning resulted from the training could be applied in different tasks of teaching job. Questions were asked to the respondents whether the learning were applied in (a) modifying teaching techniques, (b) using of efficient teaching tools/methods, (c) writing and reviewing professional paper, (d) assisting students for research and thesis preparation etc. The application of learning in some tasks was reasonably high, but it seemed to be low for some tasks as well (Table 5). The application was the highest in 'teaching and research works' combined and it was followed by modifying the teaching techniques`, 'use of efficient teaching tools' and 'writing professional paper'. Almost everyone became involved in these tasks immediately after the training. However, the application was lowest in 'assessment of students' and 'examination of thesis' followed by assisting students.

The teachers who had the opportunity to apply the learning of the training, they utilized it to a high degree (71-92%) irrespective of the tasks (Table 5). The utility or applicability of the training was found to be very high. It is usually uncommon to get a training course with such a high applicability. For this reason, the ex-participants of the course suggested to create opportunity for all teachers to participate in this very useful training course.

Table 4. Extent of benefit the trainees accrued in domains of educational behavior

Learning Domain	*Extent of learning*					*Learning index (%)*
	Excellent	*Very good*	*Good*	*Fair*	*Poor*	
Knowledge	39	16	15	0	0	81.14
Skills	28	12	25	5	0	75.01
Attitude	31	22	10	7	0	80.63

Table 5. Extent of utilization of learning experience in different expected task areas

Area of application	*Extent of utilization of learning experience (f)*					*Respondents applied (f)*	*Application index (%)*
	Excellent	*Very high*	*High*	*Moderate*	*Poor*		
Writing professional paper	4	22	16	8	0	52	74.29
Reviewing scientific paper	2	11	9	9	0	31	44.29
Teaching and research works	15	35	10	5	0	65	92.86
Assisting students in thesis preparation	13	5	4	4	0	26	41.43
Examination of thesis	0	2	13	6	4	25	35.71
Assessment of students	5	7	6	5	0	23	32.86
Preparation of research proposal	6	8	4	6	14	38	54.29
Modifying the teaching techniques	2	23	16	7	2	50	71.42
Use of efficient teaching tools	7	19	19	5	3	53	75.71

ISSN-L: 2223-9553, ISSN: 2223-9944
Vol. 2, No. 2, March 2012

Job Profile and Benefit of Training

This step narrates association between profile of the respondents and their perceived level of benefit and extent of utilization (Tables 6 & 7). The benefit of the training was reasonably high in changing cognitive, affective and psychomotor behavior of the participants (Table 4), but not all of them were benefited from the course at the same position. Author attempted to determine whether there is any association between level of job and their extent of getting benefit from the training. Result of χ^2-test prompted us to conclude that there existed no such association (Table 6), which means everyone has got equal opportunity of getting benefit from this training course. The course was equally good for both junior and senior faculty members of different universities of Bangladesh.

Job Profile and Utilization of Learning

The utilization index of the learning from the training course was reasonably high in half of the tasks and low in other areas (Table 5). However, there must have some individual variation. The determination on utilization of learning was associated with the profile level of the respondent (Table 7). The result of χ^2 test prompted to conclude that there existed no such association, which means that provided the opportunity is there, all teachers may utilize the learning of this training equally irrespective of their level of job.

Table 6: Association between job profile of the participants and their extent of getting benefit from the training

Level of job	*Extent of benefit earned from the course (%)*			*Total*
	Fair (<=80)	*Good (81-90)*	*Excellent (>90)*	
Lecturer	11	14	23	48
Assistant Professor	4	9	9	22
Associate Professor	0	0	0	0
Professor	0	0	0	0
Total	15	23	32	70

$\chi^2 = 6.389^{NS}$ at 6 df. (Critical value is 12.6 at 5% probability level)

Benefit and Application

The relationship between perceived level of benefit and extent of application of learning was shown in Table 8. The respondents expressed their perceived benefit from training and application of the learning of training. A research question was asked whether there is any association between the participants' perceived benefit and their extent of application of learning of the training. Findings of the study prompted us to conclude that there is association between these two parameters of a training course (Table 8).

Table 7: Association between job profile of the participants and their extent of utilization of learning

Job profile of trainee	*Extent of utilization of learning (%)*					*Total*
	Poor (≤50)	*Fair (51-60)*	*Good (61-70)*	*Very good (71-80)*	*Excellent (>80)*	
Lecturer	3	6	13	10	12	44
Assistant Professor	0	2	9	3	1	15
Associate Professor	0	0	0	0	0	0
Professor	0	0	0	0	0	0
Total	3	8	22	13	13	59

$\chi^2 = 11.01^{NS}$ at 8 df. (Critical value is 16.9 at 5% probability level

ISSN-L: 2223-9553, ISSN: 2223-9944
Vol. 2, No. 2, March 2012

Table 8: Association between benefit of learning through training and its application

Level of benefit	*Level of application (% application index)*					*Total*
	Poor (≤50)	*Fair* (51-60)	*Good* (61-70)	*Very good* (71-80)	*Excellent* (>80)	
Fair (<=70)	0	12	17	17	6	52
Good (71-80)	3	14	21	17	3	58
Excellent (>80)	1	16	21	18	7	63
Total	4	42	59	52	16	173

$\chi^2 = 12.859^{**}$ at 7 df. (Critical value is 12.6 at 5% probability level)

Suggestions of Participants

Questions were asked to the respondents whether they liked the course to be included in the curricula of undergraduate and postgraduate studies. Three-quarters of the respondents strongly opined (Opinion index = 81%) to include the course, whereas only a quarter of them did not suggest it. Author also asked the trainees about how to improve the course in future. The response to this question was many and varied.

However, the most frequently cited suggestions, which the participants mentioned were: increase of duration (47), increase of workshop hour (25), inclusion of excellent teachers only (21), and inclusion of trainers from all disciplines from all national universities (16). Some of them opined that the training should be made compulsory for all teachers of all universities (9). The other suggestions were of very minimum frequency, which do not match directly with the above categories but have indirect relations with those of the above.

DISCUSSION

The findings suggest that specific strengths as well as challenges exist in both content and context areas for training program. Overall, the participants showed more representation of the best practices for the Content category, as compared with Context category. Figures1 and 2 display the percentages of best practices present in each university by category. In Figure 1, data illustrates three of the 10 universities studied use more than 65% of the best practice items for Content, with another four universities using nearly 50%, one using 40% and other two using 35 %. The representation of best practices is not as favorable for the Context category, where only two universities use more than 60% of the best practice items, followed by another 3 at about 50%, and the remaining 5 universities range in utilization between 35 and 44 percent.

A closer examination reveals that 14 content themes currently being implemented in most universities bring forward key issues related to salient problems. Furthermore, author finds that scenarios associated with the workplace are used to help employees understand these concerns and relate to them during training. The findings showed the desireness to learn and develop trainees for decision-making and moral action.

Author knows that face-to-face delivery is considered a critical element in training because it promotes interaction, shared reflection and dialog, which are needed for the practice of moral agency (Sekerka, 2008). Although participants value face-to-face training, it is limited and not always desired by those who do not have it. Several participants were quite frank, suggesting they agreed that his would be particularly effective, but is beyond their capacity, given the resources that they have been provided. Similar findings reported from the survey on training program for livestock officers (Islam, 2011).

In seeking an explanation for the disparity between the presence of Content and Context themes, trainees described the difficulties to adopt all of the earned items from training program. While more than half of the studied universities want to adopt the best practices from trained teachers with best performance, but they expressed concern about how they could actually implement these items in their job. Because most universities do not have all facilities for all of the teachers/employees associated with task accomplishment. Although post-evolution of a training program showed the basic

ISSN-L: 2223-9553, ISSN: 2223-9944
Vol. 2, No. 2, March 2012

performance and achievement of concern training. Most of the time evaluator did not report the actual post-evaluation of training to the proper authority. Typically, everyone was given high marks, unless they were blatantly unethical. Obviously, this did not distinguish the specific performance. It appears that the lack of focus on the development of proper competencies makes linking to performance difficult. Therefore, to improve this area of a training program, a fruitful approach might be to be addressing several best practices simultaneously.

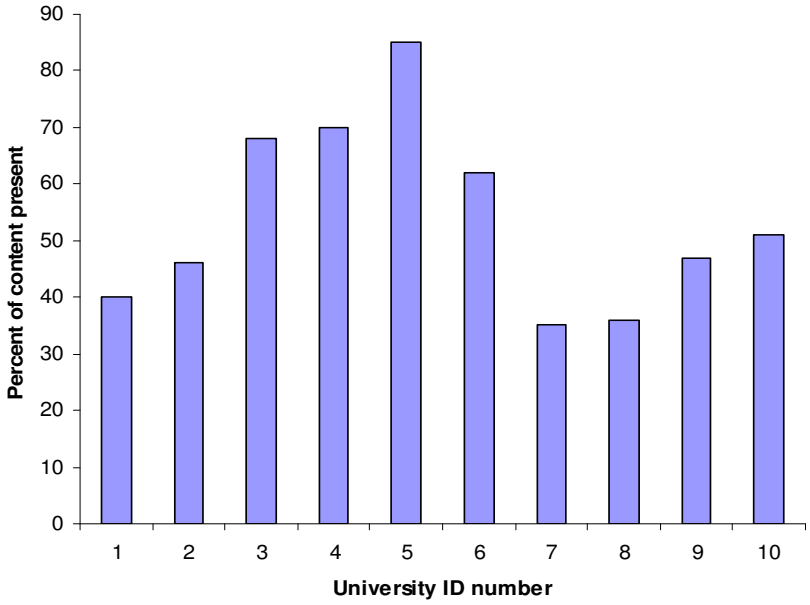

Figure 1: Percent of best practices by Content* (n=10).
* Based upon best practice themes listed under Content (14)

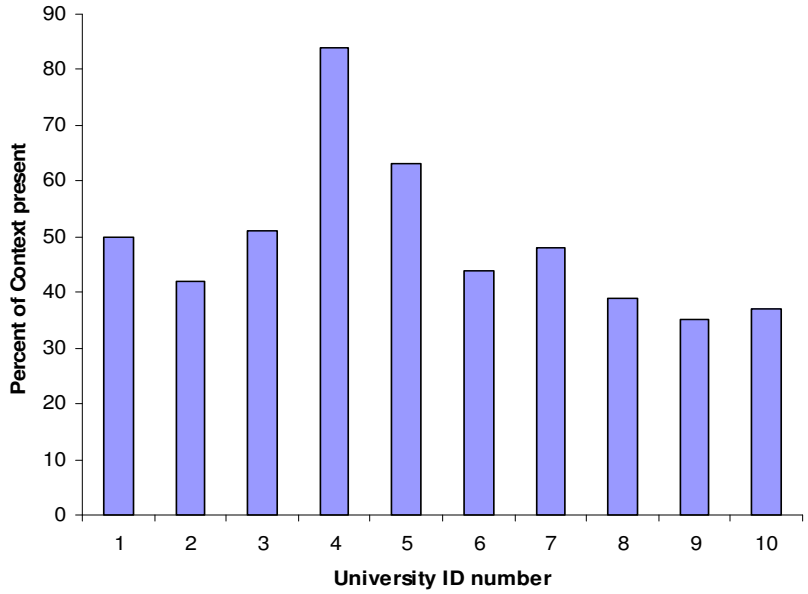

Figure 2: Percent of best practices by Context* (n=10).
*Based upon best practice themes listed under context (7)

According to the trainee's opinion, every university should get opportunity to learn from this course and thereby enrich their skilled/trained teachers both in academics and research activities. During studying to know the outcome of training program, the benefit index was the highest in cognitive domain and it was followed by affective and psychomotor domain. In fact, psychomotor development occurs to a great extent as an output of cognitive and affective development, and through practice. Thus, making change in teachers' teaching and research skills need a high degree of change in cognitive and affective level of their learning. A fourth category of performance indicators, the social skill of the participants could also be assessed (FAO, 2005), but for practical reason we could not include the dimension in this study.

When discussion comes on benefit of the training program then it was observed that the proportion of teachers who could apply the learning in most tasks was few among the participants. Efforts should be made to involve comparatively medium to senior teachers in this training course, so that application of the learning rises immediately. Seeing benefit is one kind of motivation, and motivation forces individuals towards action. So, these two parameters, benefit and application are interlocked to each other. In respect of the job profile related to learning, the opportunity is there, all teachers may utilize the learning of this training equally irrespective of their level of job i.e. seniority or juniority. The level of benefit and extent of application of the learning from the training was associated to each other. However, the extent of benefit and extent of application was independent of teachers' level of job; i.e. the training was found beneficial and applicable irrespective of job-level of the participants.

Teacher quality is central to pupil attainment. Survey inquiry considered how effective the training programs have been in attracting and supporting the development of highly effective teachers in different universities. Teaching needs to be a learning profession. A vital aspect of this is teachers reflecting on their own practice and supporting colleagues. In particular, good quality mentoring for trained teachers, and newly qualified teachers, should be of the highest priority. Author recommends that all of the university take forward a scheme for initial teacher training program.

CONCLUSIONS

It is essential that there is in place a robust mechanism for ensuring that entrants to the teaching professions have a sound grasp of literacy, numeracy and ICT skills. It is clear that the training provides a sufficiently high burdle in this regard. Employment-based initial teacher training is to be welcomed as a means of enabling high caliber career changers to join the teaching profession. Consideration should be given to how employment-based trainees could improve their understanding of the teaching practice. As stated at the onset, the intent of this research was not to validate best practices but to generate a better understanding of how trainees and their training activities conducted.

The implications of this training program suggest that a focus on achievement and post-training performance content is essential. A limitation of this work was a small sample of self-selected universities, which are involved in the major teaching and research activities in Bangladesh. Empirical work is needed to test the validity of the best practices in different types of universities, with a consideration of size, culture, subjects and location around the country. Few trainees did not attain the answer of all of the items in assigned questionnaire. Those limitations notwithstanding, the findings show how the programs studied compared with reported best practices. Results were shared with the trainees, which contributed to collective dialog, regarding further development of their efforts and planned initiatives.

Author stated those initial training in different universities are limited. This damages the status and the effectiveness of the teaching profession. Funding for these programs should be continued according to Governmental rules and regulations. Much of a trainee teacher's group spent training in GTI, BAU funded by UGC, Bangladesh. This feature of the training program has now been place for over 6 years, yet still authority struggle to find a sufficient fund for training as a regular basis. Finally, the message of the study as a habit of choice, a capability that needs to be exercised to be sustained, must be constant. Communication between the author and trainees must reinforce the critical nature of the performance of the training program. With a focus on both content and context, training can help university teachers at every level to experience on teaching as a core element of personal and

organizational success. Education & training will truly own its name when the goal is not only to disseminate information, but also to foster development at the individual & organizational level.

REFERENCES

Ali, et al. (1997). Achievement of the Subject Matter Officers from the Teaching Methods Training Course, *Bangladesh Jr. Training and Devt,* 10, 1-8.

Bloom, B.S. et al., (1964). Texonomy of Educational Objectives (Two volumes: The Affective Domain and The Cognitive Domain). New York: David Mckay.

Chen, A.Y.S. et al., (1997). Reinforcing ethical decision making through corporate culture. *Journal of Business Ethics,* 16, 855-865.

FAO (Food and Agriculture Organization). (2005). *Performance Evaluation Guide: Assessing Competency-based Training in Agriculture*. Rome: FAO

Islam, M.A. (2011). Post Evaluation: Training of Livestock Officers in Bangladesh. *Intl. J. Manag., Econm. Inform. Technol.* 1(7),1-10.

Islam, M.S. & Ali, M.M. (1989). Training on Technical Writing in Agriculture: an Evaluation Report. GTI Publication No. 79. GTI, BAU, Mymensingh.

Izzo, G. (2000). Compulsory ethics education and the cognitive moral development of sales people: a quasi-experimental assessment. *Journal of Business Ethics,* 28, 223-241.

LeClair, D.T. & Ferrell, L. (2000). Innovation in experiential business ethics training. *Journal of Business Ethics,* 23, 313-322.

Loe, T.W. & Weeks, W.A. (2000). An experimental investigation of efforts to improve sales students` moral reasoning. *Journal of Personal Selling and Sales Management.* 20,243-251.

Rahman et al., (1996). Perception of trainees towards the teaching methodology training programme conducted at CERDI. *Bangladesh Jr. Training and Devt*. 9(2),1-7.

Sekerka, L.E. (2008). Are managers curious about ethics? A process to prepare managers for moral agency. Paper presented at the Western Academy of Management Annual Meeting. Oakland, CA.

Sultan et al., (1998). Utilization of the Foundation Training Course by the Subject Matter Officers. *Bangladesh Jr. Training and Devt*. 11(1), 183-190.

Valentine, S. & Fleischman, G. (2004). Ethics training and businesspersons perceptions of organizational ethics. *Journal of Business Ethics.* 52, 381-390.