

## IMPACT OF FACULTY DEVELOPMENT PROGRAM ON THE ADMINISTRATIVE FUNCTIONS OF THE TRAINEE TEACHERS

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### ABSTRACT

*The main objectives of the study were (a) to identify The Administrative Functions Of trainee teachers. (b) To find out the impact of FDP in improving the administrative functions of the trainee teachers. Sample of the study consisted of those teacher who were working in higher education institution and received training under faculty development program organized by Higher Education Commission (Pakistan). The researcher collected the data from 84 trainee teachers who attended the faculty development program organized by Higher Education Commission (Pakistan). The researcher prepared questionnaire on three Likert type scales for the trainee teachers for the collection of data to find out how far, as a result of FDP, they are affective in the classroom. Percentage was applied for statistical treatment. Conclusions and recommendations were drawn on the basis of findings.*

**Keywords:** impact. Faculty. Development. Trainee teachers. Program

### INTRODUCTION

In the programs of faculty development, the aspects on which specialists focus are teacher/student interaction, such as advising, tutoring, discipline policies and administration.

The term faculty development is usually used for that arena of faculty development, which is consisting of three major areas of faculty development, and organizational development; or combination of all three.

Faculty in colleges and universities are undertaking fundamental remodeling of their teaching approaches. Duderstadt (1999) advocates that faculty in higher education will require new instructional methods, models, and techniques for serving the learning needs of the future generation and that faculty development initiatives are instrumental in guiding the transformation (p. 39). Typically, the literature addresses faculty development only in terms of integrating technology into the teaching and learning experience. While technology should play an important role, it remains a mere tool to support fundamentally good educational practice.

Lazerson, Wargener, & Shumanis, (2000), reflect their views that despite the various pedagogical innovations there has not been enough deeper reform. There is little evidence that the changes amount to a real systemic reconsideration of how and why students learn or of how institutions, not just faculty, can revise their approaches to teaching (p. 223).

### Principles of Effective Faculty Development

Musil (2007) a senior research associate of Bloomfield College, USA identifies some principles of effective faculty development.

- a. To attract colleagues to faculty development initiatives, it is important to appeal to the values of academic culture and to the central commitment of faculty as professionals: the advancement of knowledge, the improvement of teaching, and the enhancement of student learning.

- b. To change what faculty knows and therefore what they can teach, faculty needs three things: time, focused study, and dialogue with their peers. Faculty development initiatives need to engage people in reading, thinking, and debating over time in a collegial group so that they can develop personal relationships with one another.
- c. To give these efforts credibility, it is essential to establish faculty development as part of a larger institutional commitment to diversity. This legitimizes claims to institutional resources and protects the more vulnerable faculty members who participate.
- d. In designing faculty development activities, think carefully about who should lead seminars and who should participate at different stages.
- e. As with students, it is important to engage professors where they are.
- f. It is important to specify some measurable outcome for faculty study.
- g. Although it need not be much faculty participating in more extensive faculty development initiatives should receive some kind of compensation.

### **Faculty Development in Higher Education in Pakistan**

The aim of the proposed reform is to introduce a curriculum that fosters a deep understanding of the subject knowledge and develops critical, analytical, and creative thinking in students. The faculty development program should focus on exposing teachers to learner-centered approaches to instruction and ongoing performance-based assessment strategies. It would include professional interaction with faculty from abroad (including faculty and researchers from the South Asian region), faculty exchange programs, professional development seminars, research conferences, refresher courses and masters and Ph.D. programs in Pakistan as well as abroad.

### **Proposed Program of Higher Education Commission**

The division of learning innovation at the Higher Education Commission was established in 2003 to promote teaching and learning innovation, its role is to orient, facilitate and support the faculty members of the universities and higher education institutions of Pakistan in pursuance for excellence in learning, resource development, and leadership in the use of technology and strategy in education and training.

Faculty development program is one of the major activities of the department of learning innovation, which was designed to acquaint the newly inducted faculty members with the process of teaching and learning. Faculty members found the course helpful as an opportunity to reflect on their current practice as it has improved their understanding of educational principles and approaches, and facilitated their application in day-to-day educational practice.

### **Need of Proposed Program of Higher Education Commission**

Quality of education is related to improvement of the status of teachers. Hence, adequate opportunities should be provide for their professional growth and career development. It is also essential to increase their motivation through systematic orientation in specified subjects and methodologies, tool and techniques of teaching.

Since the teacher is the pivot of the entire educational system and is the main Catalytic agent for introducing desirable changes in the teaching – learning process, all attempts need be made for motivation teachers to become innovative and creative.

Teachers should therefore continue to develop their knowledge, skills, understanding, interests and so on, necessary for acquiring mastery over the subject or a particular area and competence in transmitting the same to students. They have to improve their expertise through all kinds of means, media and methods. Teacher has to be prepared himself/herself continuously in order to keep himself/herself abreast with the latest developments in his/her subject areas and to acquire the communication skills for effective teaching.

The use of modern media / methods and materials can help teachers not only to improve their teaching skills, but also to upgrade their knowledge in the respective fields.

The entry qualification for a university teacher is Master's Degree its equivalence in their subject area, but not in the area of pedagogy. The communications / teaching Skills in prerequisite for effective learning and teaching process, which is lacking in these new faculty members. As result, the communication gaps appeared in their daily instructions, which ultimately affect the classroom learning.

Therefore the HEC develop a project entitled “ Teachers Development program for College and University teachers” aimed to provide background and skills necessary, for the teachers to participate effectively in academic research and administrative functioning of the universities.

## OBJECTIVES

1. To identify the administrative functions of trainee teachers.
2. To find out the impact of FDP in improving the administrative functions of the trainee teachers.

## RESEARCH METHODOLOGY

### Sample of the Study

Sample of the study consisted of those teacher who were working in higher education institution and received training under faculty development program organized by Higher Education Commission (Pakistan). The researcher collected the data from 84 trainee teachers who attended the faculty development program organized by Higher Education Commission (Pakistan).

### Research Instrument

The researcher prepared questionnaire on three Likert type scales for the trainee teachers for the collection of data.

## DATA COLLECTION

Instruments were personally administered to the samples Data were also collected through mailing. Some respondents send their responses through Email.

## DATA ANALYSIS

Percentage was applied for statistical treatment.

## RESEARCH FINDINGS

Table 1.

S. No.	Statement	Frequency	Percentage
1.	FDP help in creating better leadership abilities in trainee teachers.	26	38%
2.	FDP has improved the management skills of trained teacher.	24	35%
3.	FDP has increased the administrative standards of higher educational institutions.	19	27%

- a. Thirty eight percent trainee teachers agreed that FDP helped in creating better teaching learning environment.
- b. Thirty five percent trainee teachers accepted that FDP has improved the management skills and computer skills of trained teacher.
- c. Twenty seven percent trainee teachers agreed that FDP has increased the educational standards of higher educational institutions.

## CONCLUSIONS

1. Majority of respondents admitted that professional training is essential for staff of higher education institutions
2. Majority of the respondents agreed that the FDP has increased the educational standards of higher educational institutions
3. Majority of the respondents agreed that the FDP Training changes their attitudes in favor of their administrative performance.

## RECOMMENDATIONS

1. Faculty development is a vehicle by which higher education faculty may continually improve its efforts towards achieving the desired outcomes so it is recommended that HEC may make it compulsory for all faculty members of higher education institution that they may attend professional training programs during their career and HEC may arrange these types of programs on regular basis to achieve the desired outcomes stated in the mission and objectives of HEC.
2. Strategies for staff development create a good impact on teachers as individual's regular and timely reminders, without nagging, on the responsibilities and roles of the teachers, also generate awareness and alertness. So it is recommended that professional training programs may be timely conducted by higher education commission, which covers all the aspects of teaching learning processes.
3. Administration play an important role in running the educational institution affectively So it is recommended that this aspect may be given more attention for the enhancement of administrative and management competencies in the teachers of higher education institutions.

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