

Faculty Improvement Programmes- its impact on Higher Education

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Faculty Improvement Program is the order of the day because of the growing competencies in the field of education. FIP's are essential to upgrade the faculty members in making them effective teachers. FIP's includes seminars, workshops, refresher courses, orientation program, NIMHAN's training and other short-term courses. The objective of FIP's is to create a positive impact on their teaching profession, teaching methodology, aids to be used while teaching, enhancing their skills, empathy, positive influence on their psychological behavior and so on., which in turn leads to effective learning on the part of the students. In this digital era, Technology is an inevitable discipline and the faculties are to be trained keeping this in view. FIP's are important in making faculty to adapt themselves for their changing roles and modifying themselves to the changes in the curriculum. The aim of FIP's is to support teachers in adapting themselves to the challenges in the field of higher education, improving their teaching skills and in gaining confidence. Though training is inevitable at the initial stages of teaching, however it is needed at all stages of their profession. To study and measure the objective behind, 50 samples were used. Statistical tools like mean, standard deviation and reliability test were used to measure the effectiveness of FIP's Cronbach alpha output revealed for the sustainable teaching needs adopting more and more FIP's in an Educational Industry. The benefit of the FIP's should not be restricted to a particular period, but it has to be carried out throughout their career. Present day students looks for studying teacher rather than studied teacher. It has been found from the present study that there should be more importance for FIP's for not only improving the academic excellence of the faculty but it should also aim at fostering the social, cultural and ethical values which helps them in moulding the students.

Key words: Competencies, Empathy, Inevitable, Moulding, FIP's

Introduction:

Faculty improvement programme refers to a series of activities that are framed to helps the teaching fraternity in improving their knowledge, skills that are vital for making their teaching effective, to enhance their knowledge, skills and to get them involved in research related activities. The most important research for any educational institution are the faculty which the institution posses. They are the key elements in delivering knowledge, skills to students on pursuing higher education. Enriching the faculty to get exposed to the latest academic curriculums requirements is the need of the day. In the recent past, FIP's are gaining more importance in developing the overall teaching competencies among the teaching fraternity and in creating a competent teaching culture.

Objectives of the study

1. To assess the effectiveness of FIP's on teaching faculty
2. To study the need of FIP's in educational industry.

Review of literature

1. The rising tide of higher education has feared a debate over quality of education. Many instructors are reluctant to learn for developing suspicions efficacy through FIP's (Amundsen and Wilson, 2012; Bangert, 2006; Coppola, Hittz, and Rotter, 2002; Stes, Coertjens and Van Petegem, 2010)
2. According to Sloan 65% of higher education focuses on FIP's for their long term strategy
3. FIP's results in merging role like content facilitator, course designer, technical expert and process facilitator (Coppola et al, 2002; Gaytan and McEwen, 2010; Guasch, Alvarez and Espasa, 2010)
4. FIP's develops vocabulary, helps in adopting new technologies (Reilly et al, 2012)
5. FIP's strengthens technical skills and pedagogy skills in the affective domain (Reilly et al, 2012, Wilson and Stacey 2004)
6. FIP's are more beneficial in adopting new teaching methods, emphasizing motivation and incorporation of faculty development (Wilson and Stacey 2004)
7. FIP's and short term workshops without follow-up are not effective in improving pedagogy (Lawless and Pellegrino 2007)

Methodology:

The present study titled on "Faculty improvement programme – its impact on higher education".

Primary data had been collected from 50 samples from government, aided and private institutes.

Questionnaire contains 10 questions used to study the proposed research.

Mean, standard deviation and reliability test were used to test the average and reliability of the study.

Hypothesis

1. There is a positive impact of FIP's in educational industry
2. There is a positive outcome of effectiveness of FIP's among teaching faculties

Scope of the study

The present study focuses on developing teaching outcome to equip the students pursuing higher education with high rates of success.

The scope of the present study identified the impact of FIP's

1. Strengthens classroom management through sound student teacher interaction
2. FIP results in personal attribute leading to subject mastery of faculties, also improves presentation style

3. Eases the teaching job by using motivational strategies
4. Helps in enhancing abilities of teaching fraternity through technological upgradation
5. Develops effective and efficient communication skills
6. Standardizes evaluation and feedback system

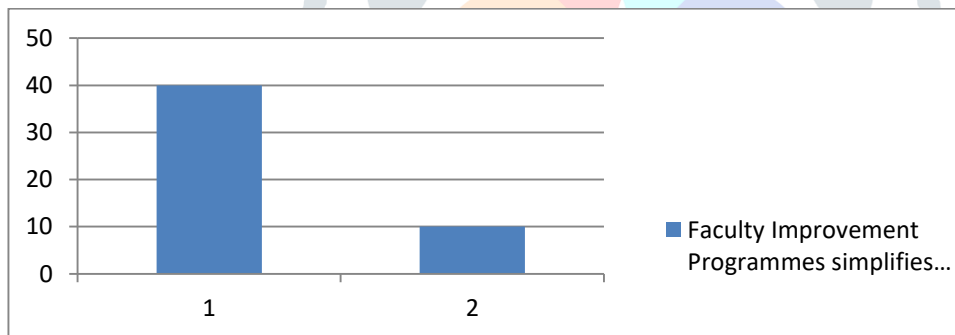
Data Analysis and Interpretation

Table-1 : Is faculty Improvement Programmes simplifies the challenges and needs of curriculum

Sl. No	Respondents	%age
Yes	40	80
No	10	20
Total	50	100

Standard Deviation, σ : 15

Count, N: 2
 Sum, Σx : 50
 Mean, μ : 25
 Variance, σ^2 : 225



The above information reveals that 80% of respondents said that FIP programme simplifies the challenges and needs of curriculum because learning process and continuous upgrading of knowledge and skills is possible through FIP's and 20% respondents not accepted the concepts .

Table 2 Showing FIP Sessions will make faculty more comfortable and accessible to teaching

Sl. No	Respondents	%age
Yes	30	60
No	20	40
Total	50	100

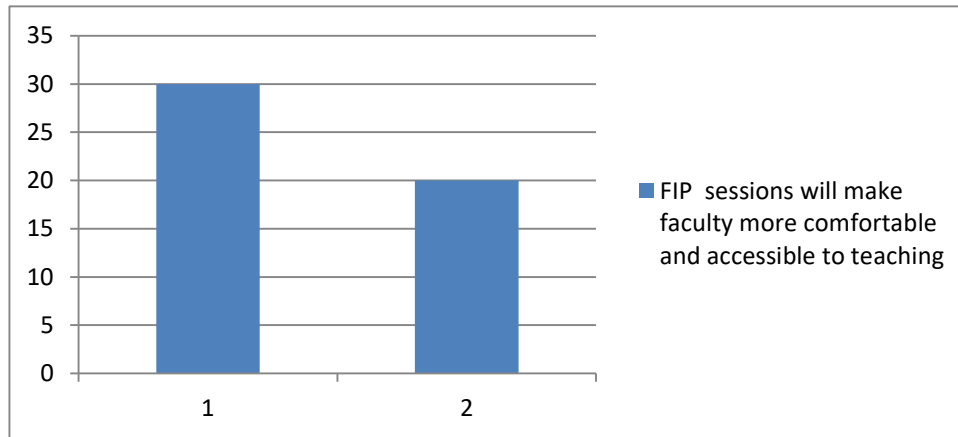
Standard Deviation, σ : 5

Count, N: 2

Sum, Σx : 50

Mean, μ : 25

Variance, σ^2 : 25



From the above table and chart it is clear that 60% of the respondents feel comfortable and accessible to teaching through attending FIP's programme because they acquired different skills and knowledge which helps them to teach better and 40% of the respondents not agreeing to the above statement

Table-3 Showing as FIP sessions will help in enhancing the overall knowledge of teaching faculties

Sl. No	Respondents	%age
Yes	35	70
No	15	30
Total	50	100

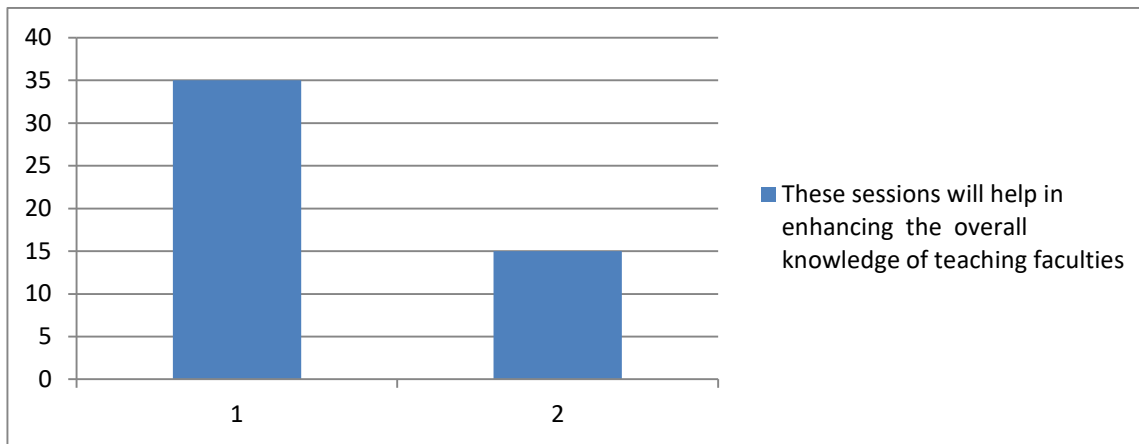
Standard Deviation, σ : 10

Count, N: 2

Sum, Σx : 50

Mean, μ : 25

Variance, σ^2 : 100



The above table indicates that 70% of the respondents are of the opinion that FIP’s session will help them to enhancing the overall knowledge of teaching faculties and 30% of the respondents will not agree as enhancing knowledge is possible only through FIP s but also other programmes such as reading, communicating are other means of acquiring knowledge

Table-4

These sessions generates ideas towards practical teaching experience

Sl. No	Respondents	%age
Yes	20	40
No	30	60
Total	50	100

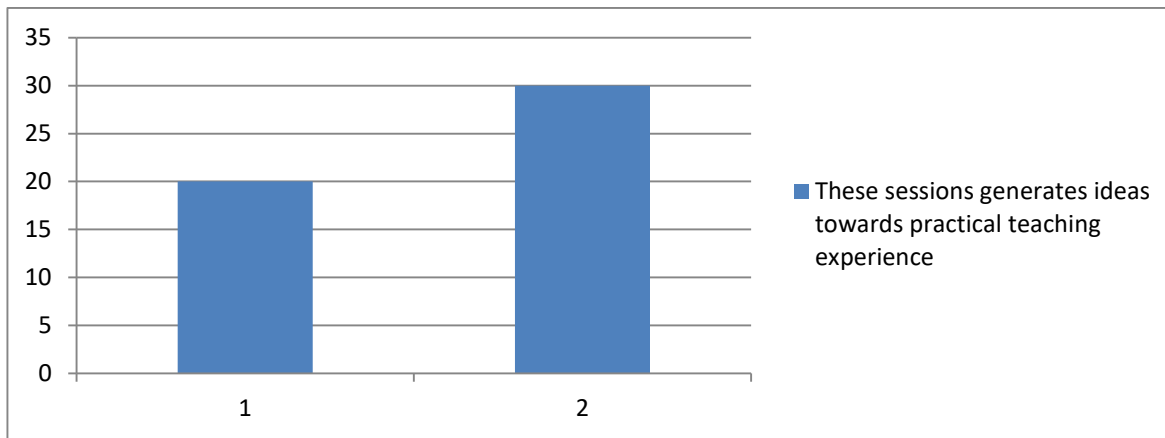
Standard Deviation, σ : 20

Count, N: 2

Sum, Σx : 80

Mean, μ : 40

Variance, σ^2 : 400



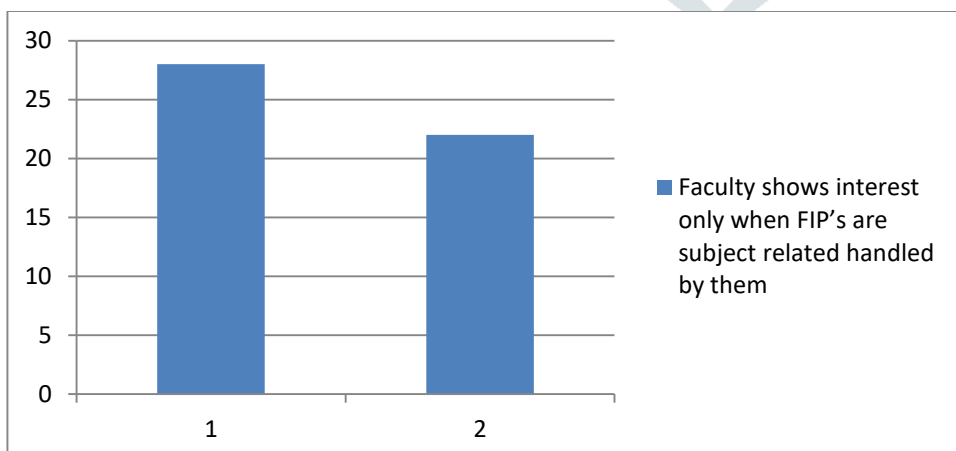
The table and chart shows that 40% of the respondents are of the opinion that FIP's helps in generating ideas for better teaching and 60% of the respondents do not accept the statement

Table- 5 Faculty shows interest only when FIP's are subject related handled by them

Sl. No	Respondents	%age
Yes	28	56
No	22	44
Total	50	100

Standard Deviation, σ : 3

Count, N: 2
 Sum, Σx : 50
 Mean, μ : 25
 Variance, σ^2 : 9



From the above table and chart shows that 56% of the respondents opinion that FIP's is interesting if it is related to the subjects taught and 44% of the respondents will not agree as different subject will also be interesting.

Table-6 Showing Most of the faculties attend FIP's only for the purpose of promotion

Sl. No	Respondents	%age
Yes	37	74
No	13	26
Total	50	100

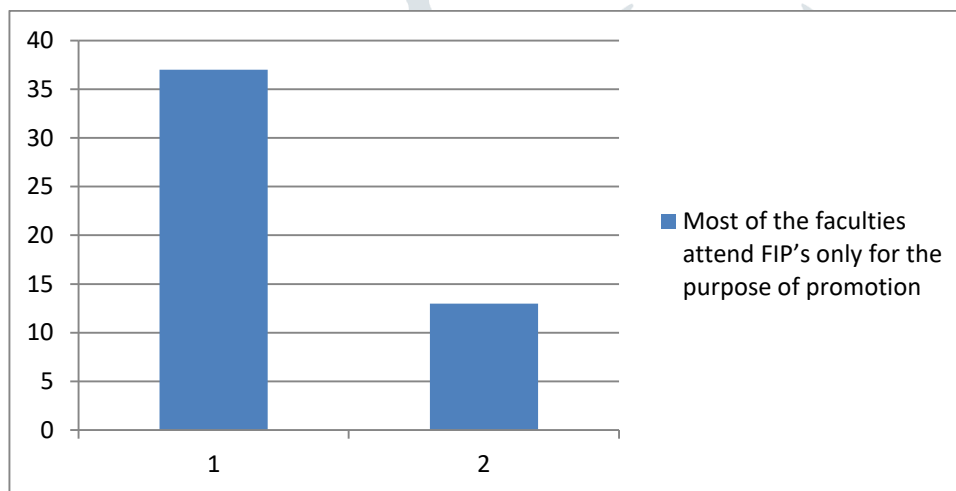
Standard Deviation, σ : 12

Count, N: 2

Sum, Σx : 50

Mean, μ : 25

Variance, σ^2 : 144



From the above table shows that 76% of the respondent attending FIP's for the purpose of getting promotion which leads to monitory benefits and status in the society and remaining 24% of the respondent do not agree this statement.

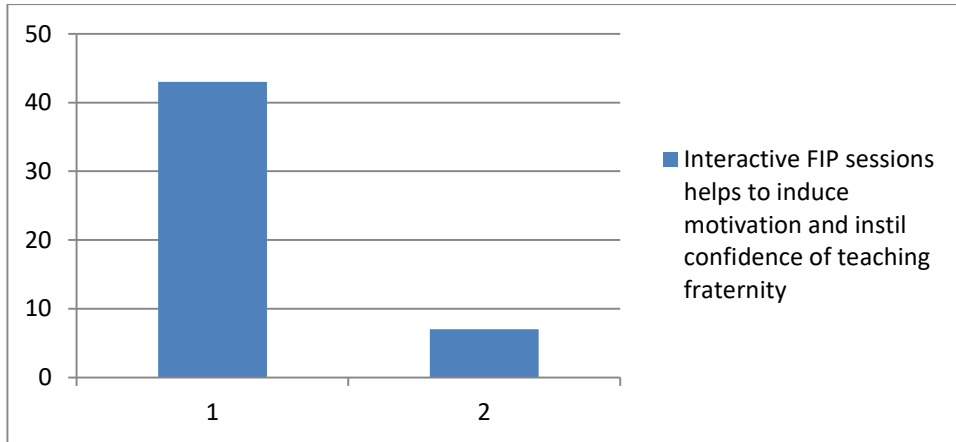
Table-7

Interactive FIP sessions helps to induce motivation and instill confidence of teaching fraternity

Sl. No	Respondents	%age
Yes	43	86
No	07	14
Total	50	100

Standard Deviation, σ : 18

Count, N: 2
 Sum, Σx : 50
 Mean, μ : 25
 Variance, σ^2 : 324



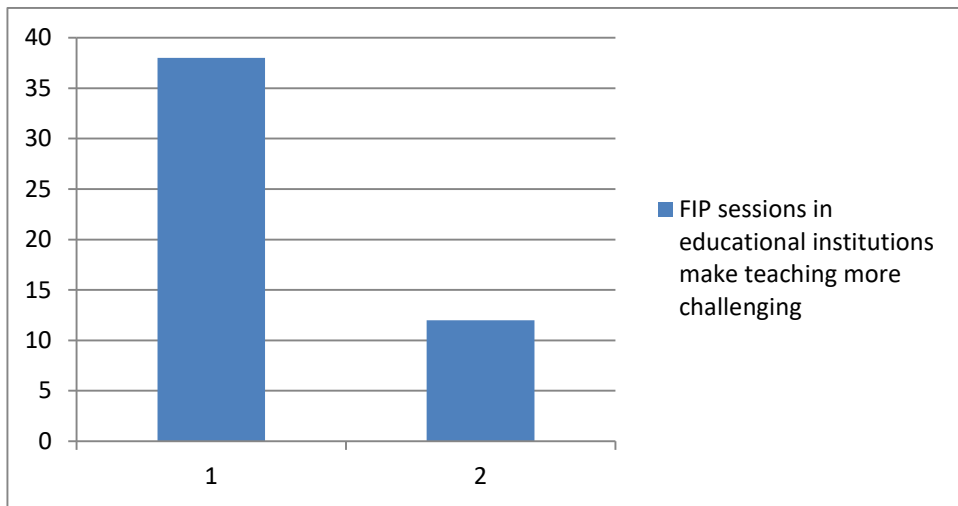
From the above table and chart it shows that 86% of the Respondents are of the opinion that interactive session in FIP helps them to motivate and instill confidence as it provides an opportunity to exchange views and ideas and discuss about various aspects and only 14% respondents disagree for the above view.

Table-8 FIP sessions in educational institutions make teaching more challenging

Sl. No	Respondents	%age
Yes	38	76
No	12	24
Total	50	100

Standard Deviation, σ : 13

Count, N: 2
 Sum, Σx : 50
 Mean, μ : 25
 Variance, σ^2 : 169



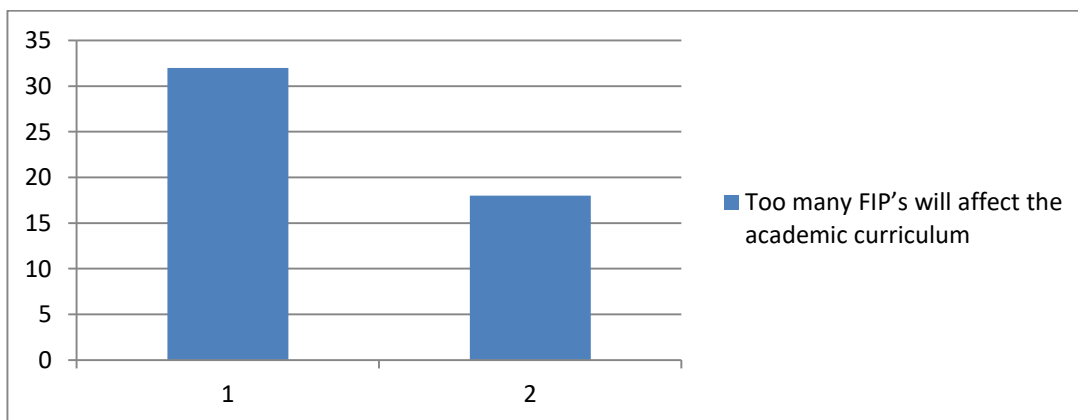
It is noticed from the above table and chart that 76% of respondents are of the opinion that FIP session makes teaching more challenging as they are prepared and updated with knowledge and can handle any kind of situation and adapt any change and 24% respondents are not accepting the view.

Table-9 Too many FIP’s will affect the academic curriculum

Sl. No	Respondents	%age
Yes	32	64
No	18	36
Total	50	100

Standard Deviation, σ : 7

Count, N: 2
 Sum, Σx : 50
 Mean, μ : 25
 Variance, σ^2 : 49



The above table indicates that 64% of respondents feel that too many FIP's will affect the academic curriculum because completion of the syllabus and extra curricular activities will be hampered and 36% of the respondents will feel that no such effect on academic curriculum.

Table-10**FIP's will be effective and useful only when it is confined to academic curriculum**

Sl. No	Respondents	%age
Yes	27	54
No	23	46
Total	50	100

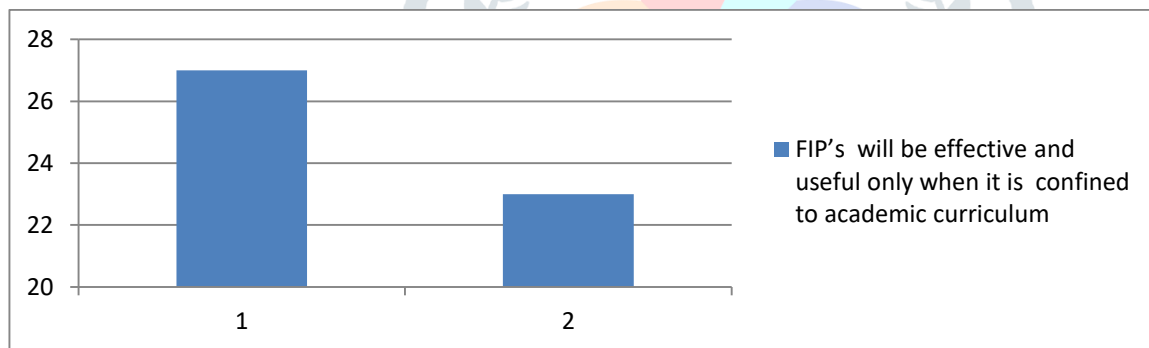
Standard Deviation, σ : 2

Count, N: 2

Sum, Σx : 50

Mean, μ : 25

Variance, σ^2 : 4



The above chart shows that 56% of respondents are of the opinion that FIP will be effective and useful only if it is confined to academic curriculum, it is true as per them because if subject matter is covered in teaching it will be helpful to teach effectively otherwise inclusion of unrelated subjects will not serve the purpose and 44% of the respondent will not agree for the above view

Analytical statistics:**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.957	.957	10

The above output shows the Reliability of 0.957 shows that the study is more reliable and can be carried for further study.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.652	1.400	1.860	.460	1.329	.020	10
Item Variances	.213	.123	.253	.131	2.063	.002	10
Inter-Item Correlations	.692	.329	1.000	.671	3.036	.028	10

Correlations

	FIP 1	FIP2	FIP3	FIP4	FIP5	FIP6	FIP7	FIP8	FIP9	FIP10
FIP 1 Pearson Correlation	1	.612**	.764*	.408**	.564**	.844*	.807*	.890*	.564*	.542*
FIP 1 Sig. (2-tailed)		.000	.000	.003	.000	.000	.000	.000	.000	.000
FIP 1 N	50	50	50	50	50	50	50	50	50	50
FIP 2 Pearson Correlation	.612**	1	.802*	.667**	.921**	.726*	.494*	.688*	.921*	.885*
FIP 2 Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000
FIP 2 N	50	50	50	50	50	50	50	50	50	50
FIP 3 Pearson Correlation	.764**	.802**	1	.535**	.739**	.905*	.616*	.858*	.739*	.709*
FIP 3 Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000
FIP 3 N	50	50	50	50	50	50	50	50	50	50
FIP 4 Pearson Correlation	.408**	.667**	.535*	1	.724**	.484*	.329*	.459*	.724*	.754*
FIP 4 Sig. (2-tailed)	.003	.000	.000		.000	.000	.019	.001	.000	.000
FIP 4 N	50	50	50	50	50	50	50	50	50	50
FIP 5 Pearson Correlation	.564**	.921**	.739*	.724**	1	.669*	.455*	.634*	1.000**	.960*
FIP 5 Sig. (2-tailed)	.000	.000	.000	.000		.000	.001	.000	.000	.000
FIP 5 N	50	50	50	50	50	50	50	50	50	50
FIP 6 Pearson Correlation	.844**	.726**	.905*	.484**	.669**	1	.681*	.948*	.669*	.642*

FIP 7	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50
	Pearson Correlation	.807**	.494**	.616*	.329*	.455**	.681*	1	.718*	.455*	.437*
FIP 8	Sig. (2-tailed)	.000	.000	.000	.019	.001	.000	.000	.000	.001	.002
	N	50	50	50	50	50	50	50	50	50	50
	Pearson Correlation	.890**	.688**	.858*	.459**	.634**	.948*	.718*	1	.634*	.609*
FIP 9	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50
	Pearson Correlation	.564**	.921**	.739*	.724**	1.000**	.669*	.455*	.634*	1	.960*
FIP 10	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50
	Pearson Correlation	.542**	.885**	.709*	.754**	.960**	.642*	.437*	.609*	.960*	1
FIP 10	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Findings:

The present study on Faculty Improvement Programmes - its impact on Higher Education reveals that there is a great impact on Educational Industry. Data Collected from various sources of institutions supports and proves as FIP's has a positive impact on strengthening the requirement of teaching curriculum.

About 60% of the respondents feels that FIP's can be highly prioritised in present scenario.

Conclusion:-

FIP's no doubt helps in increasing the potentiality of faculty to face global challenges like resourcefulness, developing cognitive skills, problem solving, critical thinking, usage of information technology, inculcating innumerable skills and so on. The abilities of faculty members can be enriched through regular FIP's without disturbing academic curriculum. Participation in FIP's leads global expectation to accomplish and fill the gaps in educational system, behavior of students and industry requirements. Teaching fraternities can also be a supportive hand in increasing the standard of work environment.

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QUESTIONNAIRE FOR DATA COLLECTION:

Teaching Faculty survey:

Sl. No	Statements	YES	NO
1.	Faculty Improvement Programmes simplifies the challenges and needs of curriculum		
2.	FIP sessions will make faculty more comfortable and accessible to teaching		
3	These sessions will help in enhancing the overall knowledge of teaching faculties		
4	These sessions generates ideas towards practical teaching experience		
5	Faculty shows interest only when FIP's are subject related handled by them		
6	Most of the faculties attend FIP's only for the purpose of promotion		
7	Interactive FIP sessions helps to induce motivation and instil confidence of teaching fraternity		
8	FIP sessions in educational institutions make teaching more challenging		
9	Too many FIP's will affect the academic curriculum		
10	FIP's will be effective and useful only when it is confined to academic curriculum		