JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Impact of Faculty Training and Development on Student Performance: A Study of Higher Education Institutions in Nagaland

[1]Dr. Wapangsenla Imchen
[1]Associate Professor
[1]Department of Management
[1]Tetso College, Dimapur, Nagaland, India

Abstract : The study aims to identify the types of training and development programs attended by faculty of Higher Education Institutions in Nagaland and to ascertain the degree of association between training and development and student performance. The study employed a descriptive survey method and primary data was collected through structured questionnaires using five point Likert scale. Purposive sampling method was used for sample selection. The study examined the responses of 396 faculty members of various HEIs in Nagaland. The data obtained were analyzed using Descriptive Statistics, Pearson Correlation, and Simple Regression. The study found that faculty members of Higher Education Institutions in Nagaland had attended various types of faculty development programs where a majority of the faculty member have attended seminars, conferences, workshops, faculty development programs, and presented papers in seminars, conferences, and symposiums. Further the result indicated no significant relationship between training and development and student performance of Higher Education Institutions in Nagaland.

IndexTerms **- Development, Faculty, Higher Education Institutions, Student Performance, Training**

I. INTRODUCTION

Life-long education and training are critical elements of the learning system. An important area of change, transformation, and growth which is of vital significance relates to the faculty members in Higher Education Institutions. Thus, improving and enhancing the quality of human resource in Higher Education Institutions constituting faculty members can be bought about through effective Training and Development practices. McGill **(1992)** claimed that production of superior quality human assets is quite evident, valid, and reliable in developed countries as a result of the major role of Higher Education. Therefore, success of many innovations depends upon the skills, knowledge, and competence of a faculty. Faculty Training and Development programs enhances the productivity of a faculty member who brings in major difference in enhancing the academic performance, achievement, learning outcomes of students and the Institution as a whole. Faculty Training and Development programs are designed in educational institutions to facilitate the faculty skills, knowledge, and attitudes **(Navarro et al., 2016).** The lack of requisite skill and knowledge and faculty members leads towards the deficiency among students learning behavior and outcomes. Subsequently, it leads towards the inadequacy and limitation in overall organizational Performance **(Chen-Chung et al., 2016),** and hence the need to address through specific training and development programs.

2. STATEMENT OF THE PROBLEM

Faculty vitality is the main ingredient to enhance professional education and competence. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is perceived to improve educational environment significantly and enhances the academic performance of learners. In the present technological era, a huge change has been observed in the students' learning attitudes and the performances of educational institutions are going down day by day. It is necessary to change the attitude of students towards learning. For this purpose, teachers have to be more equipped with the right teaching skills and knowledge. So that students could be taken more towards study-oriented activities. It will also improve the progress and performance of the educational organization as a whole.

3. LITERATURE REVIEW

Bressoux (1996) stated that newly appointed faculty members who had undergone training and development program indicated significant enhancement in students learning. However, the author further pointed that, a class composed of students who were below average achievers did not show any improvement or development in learning's despite the faculty member being trained, and concluded that trained faculty members were unable to improve performance of below average students.

Ali (2000) conducted a study on identifying the relationship between faculty professional training and its impact on students' academic achievement. The study resulted in significant positive relationship and impact of faculty training and students' achievement at all levels of education.

Angrist & Lavy (2001) examined the relationship between in-service faculty training and students' performance in educational institution in Jerusalem. The study revealed significant positive relationship between faculty training and development programs and students' performance resulting in improved test scores.

Batte et al., (2003) concluded that faculty training and development ensures improvement in instructional delivery that results in better understanding of the subject matter by the student and further increased the students cognitive ability, improved the learning and speaking skills and overall improvement of students learning attitude and performance.

Aaronson et al., (2007); Bakker & Bal (2010); Harris & Sass (2011) studied the impact of faculty training and development on faculty members interaction and students performance and concluded that effective faculty training and development programs enhances faculty member's productivity and positively affect the overall performance of a student.

Domitrovich et al., (2010) explained the importance of innovation in faculty teaching skills and knowledge increases the learning experience of the students in Educational Intuitions and asserted on the significance of conducting faculty training and development programs.

Merchant et al., (2014) stated that trained faculty members can significantly influence students' cognition towards obtaining knowledge and improving learning and therefore the importance of providing appropriate training and development programs for faculty members and importance of considering instructional design principles when designing virtue-based teaching and instruction.

Navarro et al., (2016) argued that faculty training and development programs not only enhance faculty member's performance but also students' learning outcomes, and hence Educational Institutions should design appropriate training framework to facilitate and enhance faculty member's skills and knowledge. The evaluation results of the study of faculty members PDP confirmed its added value for developing faculty members' competencies towards designing comprehensive learning experiences for students.

Sorour et al., (2017) stressed that faculty member's lack of knowledge and skills should be effectively addressed through training and development programs to increase students' performance effectively.

UK Essays (2018) brought out the impact of faculty training and development on students performance and advised that the importance of in-service faculty training and development programs should not be ignored or considered as a factor irrelevant or less important in improving student's performance and the learning process. It pointed out that the training of the faculty members should cover all aspects such as subject matter and teaching method. The validation behind this point was that if the learning capability and performance of students is to be improved and enhanced, then all the factors of a teacher's personality should also be developed. It further noted that only trained faculty members cannot be held accountable for the quality of whole education system, students also have to be motivated and interested in obtaining knowledge and learning from faculty members. Thus, training and development of teachers is the first and most important step in enhancing students' performance.

Ali & Hamza (2018) examined the impact of faculty training on students learning and therefore on organizational performance. The result of the study indicated that organizing more faculty training can significantly impact positive learning attitude in students, which in turn would lead to improved student performance and improved organizational performance.

4. OBJECTIVES OF THE STUDY

- To identify the various types of Training and Development programs attended by Faculty of Higher Education Institutions in Nagaland.
- To ascertain the degree of association between Training and Development and Student Performance of Higher Education Institutions in Nagaland.

5. HYPOTHESIS OF THE STUDY

- H_0 -There is no significant association between Training and Development and Student Performance.
- H_1 -There is significant association between Training and Development and Student Performance.

6. RESEARCH METHODOLOGY

The study focuses on exploring the association between Training and Development and Student Performance. For this purpose, a descriptive survey design was adopted for the study. Training and Development was identified as the dependent variable and Student Performance as the independent variable. The study was carried out in the area of Nagaland, comprising of 12 districts. All Higher Education Institutions located in each district was considered for the study. Questionnaires were administered to all HEIs in Dimapur: 25 Private Colleges, 01 Government College, 03 Private Universities, 01 Institute of National Importance and 01 Central University. A total of 396 responses were found to be valid for analysis. The responses were recorded on a five point Likert scale (*SA=> Strongly Agree (5): A=> Agree (4): NAD=> Neither Agree nor Disagree (3): D=> Disagree (2), SD=> Strongly Disagree (1)).* Data obtained were analyzed using Statistical Package for Social Science (SPSS) 20 version. The following statistical models were employed: descriptive statistics to find the characteristics of variables; Pearson Correlation Analysis to establish the relationship between training and development and student performance; Simple Regression Analysis to evaluate the impact of independent variables on dependent variables.

7. DATA ANALYSIS

i. PRE-TEST OF THE QUESTIONNAIRES

Pilot study was carried out on a sample comprising of 50 respondents to test the reliability and construct validity of the scale. The result of Cronbach's Alpha test is shown in Table 1 and Table 2 below.

The scale was further subjected to exploratory factor analysis using Principal Component Analysis and Varimax Rotation. The results obtained are represented in the Tables below:

a. TRAINING AND DEVELOPMENT

The initial items developed for Training and Development is shown in Table 3 below.

Table 1: Initial Cronbach's Reliability Statistics

Constructs	Cronbach's Alpha	No. of Items
Training and Development	.947	08
Student Performance	.889	10

Table 2: Final Cronbach's Reliability Statistics

Constructs	Cronbach's Alpha	No. of Items
Training and Development	.802	04
Student Performance	.795	04

Table 3: Item Variables developed for Training and Development

Sl. No	Statements
TD1	Training and development programs have enhanced my teaching skills.
TD2	Attending training and development programs have enhanced my research skills.
TD3	Attending training and development programs have increased my motivation level at work.
TD4	Attending training and development programs have increased my job satisfaction.
TD5	Attending training and development programs have contributed to my professional development.
TD6	Training and Development programs attended have met my expectations.
TD7	Training and development programs have increased my performance and productivity.
TD8	I will attend training and development programs organized in future.

Source: Researchers own constructs for questionnaire.

Table 4: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Spherecity for Training and Development

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.797
Bartlett's Test of Sphericity	Approx. Chi-Square	475.717
	df	6
	Sig.	.000

Source: Researchers own calculation from field survey using SPSS.

KMO test showed a significant level of .797 which exceeds Kaiser-Mayer-Olkin Measure of Sampling Adequacy value of 0.6. The Bartlett's Test showed a value of 0.000, which indicates that it is significant for the present set of distribution. Thus, from the results obtained it was found appropriate to proceed with exploratory factor analysis affecting training and development.

When Exploratory Factor analysis was run for the first time, four factor variables had factor loading less than 0.4 in the communalities table. Hence, four statements were removed, and exploratory factor analysis was run for the second time. The following results were obtained as shown below in Table 5.

Table 5: Communalities Table for Training and Development

	Initial	Extraction
TD1: Training and development programs have enhanced my teaching skills.	1.000	.635
TD2: Attending training and development programs has enhanced my research skills.	1.000	.615
	1.000	.616
TD3: Attending training and development programs have increased my motivation level at work.	1.000	.657
TD4: Attending training and development programs have increased my job satisfaction.		

Extraction Method: Principal Component Analysis

The above Table 5 implies that the factors are reliable and symbolizes the common variance present in the data for each variable where all the statements have a value higher than 0.5.

Table 6: Total Variance Explained for Training and Development

Component	Initial Eigen Values			Extraction of Sums		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.523	63.077	63.077	2.523	63.077	63.077
2	.542	13.547	76.624			
3	.494	12.344	88.968			
4	.441	11.032	100.000			

Extraction Method: Principal Component Analysis

The extraction of sums gives a value of 63.077% which denotes that the first four factors jointly account for 63.077% of the total variance.

Table 7: Component Matrix[a] for Training and Development

	Component 1
TD1: Training and development programs have enhanced my teaching skills.	.797
TD2: Attending training and development programs have enhanced my research skills.	.784
TD3: Attending training and development program has increased my motivation level at work.	.785
TD4: Attending training and development programs have increased my job satisfaction.	.811

Extraction Method: Principal Component Analysis.

a. 1 component extracted

The above Table 7 shows each variable's loading reduced to one component. It shows the loadings of final four factors extracted out of the initial ten variables.

b. STUDENT PERFORMANCE

The initial items developed for Student Performance are shown below in Table 8.

Table 8: Item Variables developed for Student Performance

Sl.No	Statements
SP1	My Students have scored good grades in the subjects taught by me.
SP2	My Students have scored good grades in projects/dissertations.
SP3	My Students have won prizes in various competitions (within/inter-institutions).
SP4	My Students have developed the ability to comprehend on subject matters.
SP5	My Students have developed the ability to express their views and opinions on subject matters.
SP6	My Students have developed better communication, presentation and writing skills.
SP7	My Students have acquired skills on the use of Information & Communication Technology.
SP8	My Students are able to adjust/manage the stress of student work-load.
SP9	My Students have acquired the necessary requirements to be employable.
SP10	My Students over all academic performance have improved.

Source: Researchers own constructs for questionnaire.

Table 9: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Spherecity for Student Performance

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.725
Bartlett's Test of Sphericity	Approx. Chi-Square	504.909
	df	6
	Sig.	.000

Source: Researchers own calculation from field survey using SPSS.

Kaiser-Mayer-Olkin (KMO) result obtained is represented in the above Table 9. The test showed a significant level of .725 which exceeds Kaiser-Mayer-Olkin Measure of Sampling Adequacy value of 0.6. Therefore, the data collected for the measurement of training and development was considered adequate. The Bartlett's Test showed a value of 0.000, which shows that it is significant for the present set of distribution. Thus, from the results obtained it was found appropriate to proceed with exploratory factor analysis affecting students' performance.

When the Factor analysis was run for the first time, six factor variables had factor loading less than 0.4 in the communalities table. Hence, six statements were removed and exploratory factor analysis was run for the second time. The following results were obtained as shown below in Table 10.

Table 10: Communalities for Student Performance

	Initial	Extraction
SP1: My Students have scored good grades in the subjects taught by me.	1.000	.613
SP5: My Students have developed the ability to express their views and opinions on subject matters.	1.000	.638
	1.000	.622

SP6: My Students have developed better communication, presentation and writing skills.	1.000	.608
SP4: My Students have developed the ability to comprehend on subject matters.		

Extraction Method: Principal Component Analysis

The above Table 10 implies that the factors are reliable and symbolizes the common variance present in the data for each variable where all the statements have a value higher than 0.5.

Table 11: Total Variance Explained for Student Performance

Component	Initial Eigen Values			Extraction of Sums		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.482	62.046	62.046	2.482	62.046	62.046
2	.740	18.490	80.536			
3	.419	10.468	91.005			
4	.360	8.995	100.000			

Extraction Method: Principal Component Analysis

The above Table 11 represents the Total Variance Explained for Student Performance. The values in the column of table indicate the proportion of each variables variance, explained by the principal components. The component column represents the final four components extracted during a factor analysis from an initial total of ten components (refer Table 8). The extraction of sums gives a value of 62.046% which denotes that the first four factors jointly accounts for 62.046% of the total variance.

Table 12: Component Matrix[a] Table for Student Performance

	Component 1
SP1: My Students have scored good grades in the subjects taught by me.	.783
SP5: My Students have developed the ability to express their views and opinions on subject matters.	.799
SP6: My Students have developed better communication, presentation and writing skills.	.789
SP4: My Students have developed the ability to comprehend on subject matters.	.780

Extraction Method: Principal Component Analysis.

a. 1 component extracted

The above Table 12 shows each variable's loading reduced to one component. It shows the loadings of final four factors extracted out of the initial ten variables.

The final scale with four items (TD1, TD2, TD3, TD4) for Training and Development and four items (SP1, SP4, SP5, SP6) for Student Performance were administered for final study.

ii. DEMOGRAPHIC ANALYSIS OF THE RESPONDENTS

Table 13: Gender of the Faculty Respondents

		Frequency	Percent
	MALE VALID	177	44.7
FEMALE		219	55.3
	TOTAL	396	100.0

Source: Researchers field survey Data

The above Table 13 presents the gender composition of the respondents. It was observed that 44.7% represents male respondents and 55.3% female respondents. Thus, female respondents are slightly higher in number as compared to male respondents.

Table 14: Type of HEI of the Faculty Respondents

		Frequency	Percent
	PRIVATE	271	68.4
VALID	GOVT.	125	31.6
	TOTAL	396	100.0

Source: Researchers field survey Data

The above Table 14 presents the type of HEIs of the respondents. It was observed that respondents from Government Higher Education Institutions represented 31.6% and respondents from Private Higher Education Institutions represented 68.4% of the total sample. Thus, more than half of the respondents were from Private Higher Education Institutions.

iii. DESCRIPTIVE STATISTICS OF THE SAMPLE

a. Types Of Faculty Training And Development Programs Attended By Faculty Of Higher Education Institutions In Nagaland

Table 15: Training and Development Programs Attended By Faculty of Higher Education Institutions in Nagaland

	TA1	TA2	TA3	TA4	TA5	TA6	TA7	TA8	TA9	TA10
Valid	396	396	396	396	396	396	396	396	396	396
Mean	1.63	1.83	1.84	1.95	1.95	2.00	1.55	1.56	1.87	1.25
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00
Std. Deviation	.484	.378	.371	.219	.209	.000	.498	.497	.333	.434

Source: Researchers own calculation from field survey using SPSS

Table 16: Training and Development Activities Attended By Faculty of Higher Education Institutions in Nagaland

	TA11	TA12	TA13	TA14	TA15	TA16	TA17	TA18	TA19	TA20
Valid	396	396	396	396	396	396	396	396	396	396
Mean	1.60	1.02	1.79	1.24	1.76	1.45	1.86	1.90	1.32	1.88
Median	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	1.00	2.00
Std. Deviation	.490	.149	.408	.428	.429	.498	.351	.298	.468	.321

Source: Researchers own calculation from field survey using SPSS

Table 17: Training and Development Activities Attended By Faculty of Higher Education Institutions in Nagaland

	TA21	TA22	TA23	TA24	TA25	TA26	TA27	TA28	TA29	TA30
Valid	396	396	396	396	396	396	396	396	396	396
Mean	1.66	1.90	1.83	1.90	1.76	1.93	1.97	1.83	1.71	1.74
Median	2.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00
Std. Deviation	.474	.305	.378	.295	.426	.252	.178	.375	.453	.441

Source: Researchers own calculation from field survey using SPSS

Table 18: Training and Development Activities Attended By Faculty of Higher Education Institutions in Nagaland

Sl. No.	Indicator	Response	Frequency	Valid Percent
TA1	I have attended UGC-Orientation Course.	Yes	148	37.4
		No	248	62.6
		Total	396	100.0
TA2	I have attended UGC- Refresher Course.	Yes	68	17.2
		No	328	82.8
		Total	396	100.0
TA3	I have attended UGC-Short –Term Courses.	Yes	65	16.4
		No	331	83.6
		Total	396	100.0
TA4	I have attended UGC- Summer School Training.	Yes	20	5.1
		No	376	94.9
		Total	396	100.0
TA5	I have attended UGC-Winter School Training.	Yes	18	4.5
		No	378	95.5
		Total	396	100.0
TA6	I have attended UGC-Faculty Induction Program.	Yes	0	0
		No	396	100.0
		Total	396	100.0
TA7	I have attended Faculty Development Programs (FDPs).	Yes	178	44.9
		No	218	55.1
		Total	396	100.0
TA8	I have attended Skill Development Programs.	Yes	175	44.2
		No	221	55.8
		Total	396	100.0
TA9	I have attended Quality Improvement Programs.	Yes	50	12.6
		No	346	87.4
		Total	396	100.0
TA10	I have attended Workshops.	Yes	297	75.0
		No	99	25.0
		Total	396	100.0
TA11	I have attended Workshops on Information Communication & Technology (ICT).	Yes	158	39.9
		No	238	60.1
		Total	396	100.0
TA12	I have attended National Seminars.	Yes	387	97.7
		No	9	2.3
		Total	396	100.0

TA13	I have attended International Seminars.	Yes	83	21.0
		No	313	79.0
		Total	396	100.0
TA14	I have attended National Conferences.	Yes	301	76.0
		No	95	24.0
		Total	396	100.0
TA15	I have attended International Conferences.	Yes	96	24.2
		No	300	75.8
		Total	396	100.0
TA16	I have attended National Symposiums.	Yes	218	55.1
		No	178	44.9
		Total	396	100.0
TA17	I have attended International Symposiums.	Yes	57	14.4
		No	339	85.6
		Total	396	100.0
TA18	I have attended Administrative Training Programs.	Yes	39	9.8
		No	357	90.2
		Total	396	100.0
TA19	I have presented papers in National Seminars.	Yes	268	67.7
		No	128	32.3
		Total	396	100.0
TA20	I have presented papers in International Seminars.	Yes	45	11.6
		No	350	88.4
		Total	396	100.0
TA21	I have presented papers in National Conferences.	Yes	134	33.8
		No	262	66.2
		Total	396	100.0
TA22	I have presented papers in International Conferences.	Yes	41	10.4
		No	355	89.6
		Total	396	100.0
TA23	I have presented papers in National Symposiums.	Yes	102	25.8
		No	294	74.2
		Total	396	100.0
TA24	I have presented papers in International Symposiums.	Yes	38	9.6
		No	358	90.4
		Total	396	100.0
TA25	I have completed Online/Internet Based Learning.	Yes	94	23.7
		No	302	76.3
		Total	396	100.0
TA26	I have participated in Faculty Exchange Programs.	Yes	27	6.8
		No	369	93.2
		Total	396	100.0
TA27	I have participated in Faculty Extension Programs.	Yes	13	3.3
		No	383	96.7
		Total	396	100.0
TA28	I have participated in Faculty Retreats.	Yes	67	16.9
		No	329	83.1
		Total	396	100.0
TA29	I have participated in Leadership Development Programs.	Yes	114	28.8
		No	282	71.2
		Total	396	100.0
TA30	I have completed Certificate Courses (Specific /Interdisciplinary subjects/Skill-based).	Yes	104	26.3
		No	292	73.7
		Total	396	100.0

Source: Researchers own calculation from field survey using SPSS

From the above table 18, it is observed that 37.4% of faculty respondents have attended UGC-Orientation Course, 17.2% attended UGC- Refresher Course, 16.4% attended UGC-Short –Term Courses, 5.1% attended UGC- Summer School Training, 4.5% attended UGC-Winter School Training, 0% attended UGC-Faculty Induction Program, 44.9% attended Faculty Development Programs (FDPs), 44.2% attended Skill Development Programs, 12.6% attended Quality Improvement Programs, 75% attended Workshops, 39.9% attended Workshop on Information Communication & Technology (ICT), 97.7% participated in National Seminars, 21% participated in International Seminars, 76% attended National Conferences, 24.2% attended International Conferences, 55.1% attended National Symposiums, 14.4% attended International Symposiums, 9.8% participated in Administrative Training Programs, 67.7% presented papers in National Seminars, 11.6% presented papers in International Seminars, 33.8 % presented papers in National Conferences, 10.4% presented papers in International Conferences, 25.8% presented papers in National Symposiums, 9.6% presented papers in International Symposiums, 23.7% completed Online/Internet Based Learning, 6.8% participated in Faculty Exchange Programs, 3.3% participated in Faculty Extension Programs, 16.9%

participated in Faculty Retreats, 28.8% attended Leadership Development Programs and 26.3% completed Certificate Courses (Specific /Interdisciplinary subjects/Skill-based).

Table 19: Item Wise Analysis of Frequency Table of Faculty Perception on Training after attending Training and Development Programs

Item No.	Statement's	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
TD1	Training and development programs have enhanced my teaching skills.	70	17.7	303	76.5	15	3.8	4	1.0	4	1.0
TD2	Attending training and development programs have enhanced my research skills.	50	12.6	316	79.8	21	5.3	5	1.3	4	1.0
TD3	Attending training and development programs have increased my motivation level at work.	80	20.2	271	68.4	33	8.3	8	2.0	4	1.0
TD4	Attending training and development programs have increased my job satisfaction.	56	14.1	295	74.5	37	9.3	4	1.0	4	1.0

Source: Researchers own calculation from field survey using SPSS.

The above Table 19 presents the descriptive analysis of the four items under the dimension Training and Development to measure the faculty perception on training and development programs attended. It is observed that for the first statement "Training and development programs have enhanced my teaching skills", 17.7% strongly agreed, 76.5% agreed, 3.8% responded neutral, 1.0% disagreed and 1.0% strongly disagreed. Thus, 94.2% of the total faculty respondents generally agree that training and development programs have enhanced their teaching skills. For the second statement "Attending training and development programs have enhanced my research skills", 12.6% strongly agree, 79.8% agree, 5.3% responded neutral, 1.3% disagree, 1.0% strongly disagree. Thus, 92.4% of the faculty responded generally agree that attending training and development programs have enhanced their research skills. For the third statement "Attending training and development programs have increased my motivation level at work", 20.2% strongly agree, 68.4% agree, 8.3% responded neutral, 2.0% disagree, 1.0% strongly disagree. Thus, 88.6% of the faculty responded generally agree that Attending training and development programs have increased their motivation level at work. For the fourth statement "Attending training and development programs have increased my job satisfaction", 14.1% strongly agree, 74.5% agree, 9.3% responded neutral, 1.0% disagree, and 1.0% strongly disagree. Thus, 84.6% of the faculty responded generally agree that attending training and development programs have increased their job satisfaction.

Table 20: Item Wise Analysis of Students Performance after Training as perceived by Faculty members

Item No.	Statement's	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
SP1	My Students have scored good grades in the subjects taught by me.	49	12.4	327	82.6	16	4.0	4	1.0	0	0
SP2	My Students have developed the ability to comprehend on subject matters.	45	11.4	340	85.9	7	1.8	4	1.0	0	0
SP3	My Students have developed the ability to express their views and opinions on subject matters.	51	12.9	327	82.6	14	3.5	4	1.0	0	0
SP4	My Students have developed better communication, presentation and writing skills.	55	13.9	322	81.3	15	3.8	4	1.0	0	0

Source: Researchers own calculation from field survey using SPSS

The above Table 16 presents the descriptive analysis of the four items under the dimension Students' Performance. It is observed that for the first statement "My students have scored good grades in the subjects taught by me" 12.4% strongly agreed, 82.6% agreed, 4.0% responded neutral, 1.0% disagreed and 0.0% strongly disagreed. Thus, 95.0% of the total faculty respondents generally agreed that their students have scored good grades in the subjects taught by them. For the second statement "My students have developed the ability to comprehend on subject matters", 11.4% strongly agree, 85.9% agree, 1.8% responded neutral, 1.0% disagree, and 0.0% strongly disagree. Thus, 97.3% of the faculty respondents generally agreed that their students have developed the ability to comprehend on subject matters. For the third statement "My students have developed their ability to express their views and opinions on subject matters", 12.9% strongly agree, 82.6% agree, 3.5% responded neutral, 1.0% disagree, and 0.0% strongly disagree. Thus, 95.9% of the faculty respondents generally agreed that their Institution audits the timing of classes conducted by the faculty members'. For the fourth statement "My students have developed better communication, presentation and writing skills", 13.9% strongly agree, 81.3% agree, 3.8% responded neutral, 1.0% disagree and 0.0% strongly disagree. Thus, 95.2% of the faculty responded generally agreed that their students have developed better communication, presentation and writing skills.

iv. HYPOTHESIS TESTING RESULT

H_0 – There is no significant association between Training and Development and Student Performance.

Correlation Result

Table 21: Correlations Result between Training and Development and Student Performance

		SP	TD
Pearson Correlation	SP	1.000	.093
	TD	.093	1.000
Sig. (1-tailed)	SP	.	.032
	TD	.032	.
N	SP	396	396
	TD	396	396

Correlation between independent variable (training and development) and dependent variable (student performance) was checked as a preliminary test before simple regression analysis to see if dimensions are correlated to each other. The above Table 21 shows Pearson Correlation value at .032. Since the calculated value is more than .05 the correlation result indicates that there is no association between training and development and students performance. Keeping this in mind the relationship is further tested through Simple Regression to confirm the result.

Simple Regression Result

Table 22: Model Summary[b] of Training and Development and Student Performance

Model	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.006	1.38468	1.935

a. Predictors: (Constant), TD
b. Dependent Variable:SP

Table 23: Coefficients[a] result of Training and Development and Student Performance

Model	Standardized Coefficients	T	Sig.	Collinearity Statistics	
	Beta			Tolerance	VIF
1(Constant)		25.903	.000		
TD	.093	1.853	.065	1.000	1.000

a. Dependent Variable: SP

The hypothesized relationship between training and development and students performance was measured through H_0. Regression result at p value .065 does not support the relationship (estimated coefficient value .093) and therefore null hypothesis cannot be rejected. This indicates that faculty member participation in training and development programs does not significantly improve the student performance. This result is also supported by the correlation result (refer table 21).

8. FINDINGS AND DISCUSSIONS

- **Findings related to the Types of Training and Development Programs Attended by the Faculty of HEIs in Nagaland.**

From the analysis it was observed that a majority of the faculty members have attended Workshops, National Seminar, National Conferences, and National Symposiums. The faculty members' participation in the above training and development programs is no doubt as a result of the majority of the Higher Education Institutions in Nagaland having organized mostly Workshops, Seminars, and Conferences. Furthermore, it was identified that a majority of the faculty members have presented papers in National Seminars; however, participation as well as paper presentation is still low in International Seminars, Conferences, and Symposiums. The participation of faculty respondents in Faculty development Program, Skill Development Program, and Workshop on ICT were moderate. Participation in UGC-Orientation Course and UGC-Refresher Course were low, which may be as a result of Career Advancement Scheme followed only in Government Institutions and not a mandate for Private Institutions, thought some faculty members from private institutions do participate in UGC-organized faculty training and development programs through UGC-HRDC's. For training programs like Leadership Development, Skill Development, Online-based Learning, Certificate Course, Faculty Retreat, Faculty Exchange Programs, Quality Improvement Programs, UGC-Summer School, UGC-Winter School, and Short-Term courses, Faculty Extension Program, and Administrative Training programs, the participation of faculty respondents were extremely low. This is indeed an issue of concern that needs to be addressed immediately by the Higher Education Institutions in Nagaland. Faculty members' active participation in training programs and the learning obtained and disseminated is a crucial factor for attaining the objective of any Higher Education Institution. Thus, HEIs should render continuous support in organizing the necessary training and development programs and further motivate and encourage its faculty members to develop positive attitude towards training and actively participate in the required training and development programs.

- **Training and Development and Student Performance**

The degree of relationship between training and development and student performance in HEIs in Nagaland was analyzed using correlation analysis. It was identified that the calculated value was more than .05 which indicated no association between training and development and student performance. The relationship was further tested through Simple Regression to confirm the result. The regression result showed p value at .065 which does not support the relationship (estimated coefficient value -.019) and therefore null hypothesis cannot be rejected.

Table 24: Summary of Simple Regression w.r.t. Training & Development and Student Performance

Null Hypothesis	Sig. Value	Result
H_0: There is no significant association between training and development and student performance.	.065	Cannot be rejected

The result indicated that faculty member participation in training and development programs does not significantly impact student performance. Though according to eighty per cent of the faculty respondent have agreed that students have scored good grades in the subjects taught by them, developed the ability to comprehend on subject matters, developed the ability to express their views and opinions on subject matters, and developed better communication, presentation and writing skills, it may not have been necessarily as a result of the various training and development programs attended by the faculty members which resulted in no significant association between training and development and student performance. As most of the training and development programs attended by faculty members were seminars, conferences, symposiums, and workshops which may be as a result of the objectives of these programs.

Students depend on Institutions' ability to ensure availability of the best programs and courses and with assistance of efficient faculty, so as to create a pathway for their future success during their working life **(Waggoner & Goldman, 2005).** Student learning is a consequence of the interaction between students and faculty members. The more an Institution provides and faculty member considers the training and development opportunity to implement effective teaching practices the better their students will perform. Therefore, HEIs in Nagaland should identify the right faculty training and development programs along with motivating the faculty members to participate accordingly.

Likewise, it is also essential to assess the learning outcomes of training and development programs as the extent to which faculty members effectively apply the learning's obtained; how competent a faculty member is to effectively delivery the learning's; and the effective reflection of the learning's in a meaningful and dynamic application of the learning's obtained, as it impact the students performance to a great extend. Rae et al., **(2011)** asserted that in any Educational Institution, in order to enhance the students performance as well the Institutions overall performance, the institution should focus on conducting effective faculty training and development program so as to equip the faculty members with the necessary skill to improve students' learning and hence their overall performance**.** Hamza & Ali **(2018)** concluded that through effective participation in training and development programs faculty members should adopt new teaching-learning strategies and methods as students are generally open to new and improved teaching methods. In such situations, students are seen to show signs of interest in the study. They are more receptive to creative and new learning approaches taken by mentors and there is a change in their attitude towards enhanced and improved presentation of the faculty members.

9. CONCLUSION

Training and development programs conducted should be relevant, applicable, current, and engaging with specific learning outcomes. These programs/activities should attend to the numerous roles of faculty members as a teacher, facilitator, mentor, counselor, and a researcher. At an International level faculty training and development is well established and has developed into an acknowledged, accepted and recognized activity in higher education. Initiation of appropriate and effective professional training and development programs with result-based outcomes for faculty members is crucial to HEIs so as to enhance student performance and meet the standards for excellence in quality education.

REFERENCES

Aaronson, D., Barrow, L., and Sander, W. (2007) "Teachers and Students Achievement in the Chicago Public High Schools". Journal of Labor Economics, Vol. 25, Issue. 1, pp. 95-135

Ali, K. R., and Hamza, M. A. (2018) "Impact of Teachers' Training on Students Learning Attitude and Organizational Performance". The International Journal of Business & Management, ISSN: 2321-8916, Vol. 6, Issue. 10, pp. 239- 248 https://www.theijbm.com

Ali, M. A. (2000) "Supervision for teacher development: An alternative model for Pakistan". International Journal of Educational Development, Vol. 20, pp. 177-188.

Angrist, J. and Lavy, V. (2001) "Evaluation of the 30 Towns Project in Jerusalem: Pigsat Zeev-Neve Yaakov (in Hebrew), Jerusalem: Jerusalem Schools Authority" Journal of Labor Economics Vol.19 No. 2, pp.343-369 https://doi.10.1086/319564

Batte, M. T., Forster, D. L., & Larson, D. W. (2003) "Teaching Methods: An Assessment of Student Acceptance and Performance in Distance Education with Two-Way Interactive Compressed Video". Review of Agricultural Economics, Vol. 25, Issue. 2, pp. 524-539

Bressoux, P. (1996) "The Effects of Teachers Training on Pupil's Achievement: The case of Elementary Schools in France". School Effectiveness and School Improvement, Vol. 3, Issue. 3, pp. 252- 279 https://dx.doi.org/10.1080/0924345960070303

Chen-Chung, L., Kuan-Hsien, L., Leon Yufeng, W., & Chin-Chung, T. (2016). The Impact of Peer Review on Creative Self-efficacy and Learning Performance in Web 2.0 Learning Activities. Journal of Educational Technology & Society, 19(2), 286-297.

Domitrovich, C. E., Bradshaw, C. P., Greenberg, M. T., Embry, D., Poduska, J. M., & Ialongo, N. S. (2010) "Integrated Models of School-Based Prevention: Logic and Theory". Psychology in the Schools, Vol. 47, Issue. 1, pp. 71-88

Hamza, M., A. and Ali, R., K. (2018) "Impact of Teachers Training on Students Learning Attitude and Organizational Performance". The International Journal of Business & Management. ISSN 2321-8916, Vol.6, Issue 10, pp 239-248,

McGill, S. B. (1992) "Changing Role of Institutions and Colleges", Journal of Higher Education. Vol.11, Issue. 2, New Jersey. p. 47

Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., & Davis, T. J. (2014) "Effectiveness of Virtual Reality-Based Instruction on Students Learning Outcome in K-12 and Higher Education: A Meta-Analysis". Computers and Education, ISSN: 0360-1315, Vol. 70, pp. 29-40 https://doi.org/10.1016/j.compedu.2013.07.033.

Navarro, S., Zervas, P., Gesa, R., & Sampson, D. (2016). Developing teachers' competences for designing inclusive learning experiences. Educational Technology and Society, 19(1), 17-27.

Navarro, S., Zervas, P., Gesa, R., and Sampson, D. (2016) "Developing Teachers Competencies for Designing Inclusive Learning Experiences". International Forum of Educational Technology and Society, Vol. 19, Issue. 1, pp. 17-27 https://www.ifets.info

Rae, H., Mckenzie, K., and Murray, G. (2011) "The Impact of Teacher Training on Teacher Knowledge about Children with an Intellectual Disability". Journal of Intellectual Disabilities, Vol. 15, Issue. 1, pp. 21-30

Sorour, S. E., Goda, K., and Mine, T. (2017) "Comment Data Mining to Estimate Student Performance Considering Consecutive Lessons". Journal of Education Technology and Society, ISSN: 1436-4522 (Online), ISSN: 1176-3647 (Print). Vol. 20, Issue. 1, pp. 73-86

U K Essays. (2018) "Impact of Teachers Training On Students Performance Education Essay". Retrieved from https://www.ukessays.com/essays/education/impact-of-teachers-training-on-students-performance-education-essay.php?vref=1

Waggoner, D., and Goldman, P., (2005) "Universities As Communities Of Fate: Institutional Rhetoric And Student Retention Policy". Journal of Educational Administration, Vol. 43, Issue. 1, pp. 86-101