Selection Criteria and Training Needs of Teaching Staff in Management Sciences Field
(A case study of Public and Private Universities in D.I.Khan)

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Abstract

Various demographic factors have been discussed which are considered very significant during faculty selection criteria and this research study also provides the descriptive statistics of these factors which explore the status of training provided to the faculty members of Management Sciences in the public and private Universities in Dera Ismail Khan KPK(Pakistan). Primary Data was used during this research study. A structured Questionnaire was used as the data collection tool. In the current study the data was gathered only from the HODs of Management Sciences Department. Analysis of the responses indicates that differences stay alive between the levels of training in teaching currently provided and the training needs. Furthermore the results reveal that the more emphasis for selecting the faculty should be given to teaching effectiveness instead of higher qualification, higher experience or higher academic achievements etc. Moreover it revealed that it is the aptitude of the person(inner ability) responsible for effective teaching.

Key words: Selection, Faculty, Academic Organization, Training, Quality enhancement and Management Sciences

1. Introduction

Management of total quality is a very ambiguous term that reveals all the main features of higher education. The quality issue cannot be dissociated from the expedition for distinction and necessitate to set up a distinctive evaluation procedure. The superiority is given to global quality as compared to local institution. However diversity of situation and promoting academic culture must take in to consideration during selection procedure. Many intellectual and academicians have thrown light on the diversity of factor while selecting the faculty members in Higher education departments.

According to Manshor et al. (2003) workforce diversity in terms of putting the right people in to the frame work of Academic organizations has given preference with comparative variation in talent and qualification. Diversity of courses has been emphasized by most of the Business schools. A research study was conducted to find out, how universities are facing the challenges of diverse workforce (Levsen et al. 2001). They concluded that without training it can never be done which can help in congregation of achieving the desired results of quality education goals. It seems that both the Students and teachers mostly remain fail to understand the responsibility in setting the learning atmosphere. A class cannot sit back and leave the learning situation to be set by the teacher alone. Their evaluative, receptivity and inspiration skills contribute a lot towards teacher's effectiveness. The responsibility of creating the learning atmosphere is on the shoulder of both the student and the teacher that is very prominent responsibility.
The importance of Training cannot be ignored in assessing the quality education and performance of teaching faculty at universities level. So in this competitive era of quality education training is not used an option of faculty development but it is also termed as “the need of the changing academic environment”. At higher education these changing trends due to diversity culture leads to the need of training for teachers. The quality of higher education is influenced by the main factors defined by the HEC as the quality of teaching staff, course infrastructure, research oriented environment, endorsement system and the administrative rules, regulation, policies and procedures implemented in higher learning institutions. All these are possible to achieve by developing better faculty hiring and selection procedure.

1.1 Significance of the study

To meet the international targets and challenges today the quality assurance is focused by the universities of Pakistan in terms of enhancing the quality of teaching faculty. In this regard all most various university have established Quality Enhancement Cell (QEC) for promoting and uplifting the quality standard of education and to encourage the research culture among the faculty members. Most of the universities are now offering M.Phil and Ph.D scholarships to their faculty members. But it emphasizes to identify either only higher education is sufficient to increase the quality education or to develop faculty. So this study will be beneficial to explore various aspect of faculty development.

To find out the current training status and the needs are the other important dimensions of the study, Faculty development is possible due to training provision that will be fruitful and beneficial in scheming the profession lane and thus play as the retention and motivation tool. This study will highlight the various multidimensional factors involved in faculty development through training tools and also enhancement in qualification level. So an exploratory study is conducted to find out the existing level of training needs and faculty hiring procedure.

2. Literature Review

2.1 Faculty hiring procedure

Edwards et al, (1981) Prolong Experience and High qualification have remained the faculty hiring procedure sine long time rather than the development of skills required for teaching and formal training at Higher education Institutions. Whereas the results of the research study by Shum et al (1996) shows that Practical Experience must be taken into consideration during hiring of faculty that will lead to provide opportunities to refresh the practical experience. This shows that practical experience, demonstration along with the academic qualification should be the requirements for hiring the faculty. According to Sjo (1976) For faculty hiring one of the most important factors is an effective teaching ability. As effectiveness is an intangible force so it is difficult to know or identify the teaching quality. But the teaching effectiveness depends upon creative capabilities. This shows that aptitude is another factor which is important in teaching effectiveness and the results of Wine, (2010) are the proof of importance of aptitude

2.2 Current Training Status and Its Needs

According to Bettencourt et al, (1983) An effective teacher makes his efforts with passions and with full zest. Training enhances the effectiveness and efficiency of teachers as compared to untrained teachers. Teaching behavior can be changed by arranging the effective Training programs in obviously particular guidelines usually proved successful.

Identification and implementation of effective Training programs is the driving source of quality education. Either lack of trained trainers or less effective trainers are the main problems. Mostly the effective qualified trainers are hired on the personal qualities basis. Furthermore the best of
them tend not to stay long in training positions, but move quickly upwards into jobs of a largely administrative kind, attracted by the higher Status attached with those jobs (Bone, 1987). Getting training from juniors by the seniors is also an issue for the faculty members, seniors feel un easy and hesitant while getting the training from juniors. If one wants to improve teaching skills, then it should be directly observable. So the enhancement in one’s behavior and quality education may be the ultimate goal of changing one’s teaching behavior. The findings of the research study on observed teaching behavior generally indicated that training programs are designed to improve specific effective teaching skills. (Carroll, 1980). According to John Sjo (2011): During the period of 2000-2010, faculty members, students, and administrators and Managerial and Operational staff have changed their positive attitudes, but probably some of the changes in attitude (a small portion of the total) are particularly to learning and teaching are negative. Many teachers toward learning facts, classifications, and definitions have caused teachers to introvert away from requiring memorization. This sort of learning has cachet to some extent, yet is very essential and prominent.

3. Methodology

A structured Questionnaires were distributed mailed to Four private and public sector universities including their campuses in Dera Ismail Khan to be filled in by the HODs of Management science department; Three Universities gave the Responses. The sample of the study is selected on the convenience basis. It was assumed that head of the departments are in the best position to assess the teacher training needs. Response was received by the male HODs and the mean age of the respondents was 41.2 years. There were three portions of the Questionnaire. First portion includes the demographic information of the head of department which consists of: Name, Age, Institute name, Designation, Gender, Qualification, No. of corporate work experience and No. of teaching experience Second portion includes the specific procedure in faculty selection; which consists of 7 items allocated to 4 scales rating 4 = very important , 3 = important , 2 = Little important and 1 = not important which includes following items: Effective teaching ability, Attitude and personality, Research skills, Professional certification/workplace experience, Prior business experience, Prior teaching experience and Academic achievements. Third portion consists of evaluating the adequacy of teacher training and the current status of training provision. Items in this section where divided in two portions.

First portion are as follows: Employees hired without any previous teaching experience are provided with training, Employees hired without any previous work experience are provided with training, There should be training for teachers at higher education and Teacher-assistance ship should mandatory for students interested in prospective teaching.

Second portion includes following items:

Method of Teaching, Communication skills, Motivation, Guidance and counseling, Attitude and behavior and Course design.

The items utilized in this study to measure the adequacy of training and faculty selection criteria are based on the study by Edwards; Ingram and Sanders (2009).

4. Data Analysis and Interpretation

4.1 Faculty Hiring Criteria

The table 1 shows the importance assigned by the respondents to each of the following criteria in percentages. Teaching effectiveness weighs more than the prior experience showing it needs to place more emphasis on improving the teaching skills instead of only considering either prior professional or business experience or high qualification.
All of the respondents considered effective teaching skills as the prior criteria of faculty hiring. The emphasis on consideration of effective teaching as prior criteria for faculty hiring also shows that it needs to improve the teaching skills of the people to improve education level so more trainings should be conducted in this regard along with faculty development in terms of acquiring high qualifications.

Table 1
Criteria for selecting new faculty member

<table>
<thead>
<tr>
<th>Criteria</th>
<th>V.Important (%)</th>
<th>Important (%)</th>
<th>Little (%)</th>
<th>Important (%)</th>
<th>Not Important (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of Teaching</td>
<td>57.14</td>
<td>42.86</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Attitude and Personality</td>
<td>0</td>
<td>71.42</td>
<td>14.29</td>
<td>14.29</td>
<td></td>
</tr>
<tr>
<td>Research skills</td>
<td>0</td>
<td>14.29</td>
<td>42.86</td>
<td>42.86</td>
<td></td>
</tr>
<tr>
<td>Professional Certification</td>
<td>0</td>
<td>42.86</td>
<td>57.14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Prior business Experience</td>
<td>0</td>
<td>0</td>
<td>14.29</td>
<td>85.71</td>
<td></td>
</tr>
<tr>
<td>Prior Teaching Experience</td>
<td>28.57</td>
<td>71.42</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Academic Achievements</td>
<td>0</td>
<td>0</td>
<td>57.14</td>
<td>42.86</td>
<td></td>
</tr>
</tbody>
</table>

Similarly another item attitude and personality which does not seem worth considering while hiring teachers, respondents gave high percents showing its importance in the field of teaching/education. Most department heads disagreed as to the emphasis placed on research skills. 43 percent of the respondent showed no requirement of considering research as the faculty selection criteria where as 43 percents weighs very less in regard to the consideration. This high percent against the consideration of research while hiring teachers is not because it has no importance in this field because it s not too long that research in the field of management science has initialized in Pakistan. Research itself can have a staff development consequence thus more emphasis should place on it as research is a rigorous and systematic process and can train teachers to be trainers. Research will be useful if the nature of the research will be related to the Improvement of professional practice (Bone T. R., 1987).

4.2 Current training status and its need

The results showed absence of trainings for teachers without any previous experience either teaching or business/corporate. Recent updates show the initiative of formal trainings offered by the higher education under the quality assurance cell. The responses showed there should be formal trainings especially as orientation training for fresh graduates or people without any prior experience. Teacher assistance ship can also be one of the methods of training provision for fresh graduates who are interested in prospective teaching. Heads of the department opinions on the training needs received in specific teaching areas are summarized in Table 2. Only the need of training for teaching methods receives less importance whereas all of the other areas need extensive trainings.

Table 2
Training Needs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>V.Important (%)</th>
<th>Important (%)</th>
<th>Little (%)</th>
<th>Important (%)</th>
<th>Not Important (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Methods</td>
<td>14.29</td>
<td>28.57</td>
<td>57.14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>0</td>
<td>57.14</td>
<td>14.29</td>
<td>14.29</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>42.9</td>
<td>14.29</td>
<td>28.57</td>
<td>14.29</td>
<td></td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>42.9</td>
<td>14.29</td>
<td>28.57</td>
<td>14.29</td>
<td></td>
</tr>
<tr>
<td>Attitude and Behavior</td>
<td>42.9</td>
<td>28.57</td>
<td>0</td>
<td>28.57</td>
<td></td>
</tr>
<tr>
<td>Course Design</td>
<td>42.9</td>
<td>57.14</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
For the six topics listed, 55 percent or more of the respondents believed that all received inadequate attention. Teaching methods received the greatest number of "adequate" responses as it implies less need of training. Course design received the greatest responses showing importance of training need in this area.

v. Results, Findings and Future Recommendations:

The demographics show that all of the HODs do not possess the doctoral degree hence are providing extraordinary services showing high academic qualification is not mandatory to excel in the field of education. The emphasis has been placed on teaching effectiveness by majority of the respondents. It needs to introduce new updated ways and techniques to design the courses according to the market requirement so that to enhance the educational process. Focused and planned trainings should conduct in this regard.

The results show that most of the trainings provided are inadequate. This can be due to the lack of material or unavailability of resources for teachers training. The results from the available data show the need to focus on the trainings to improve teaching skills. The results of the study by Bone revealed the prevalence of inadequate skills development (Bone T. R., 1987).

Inadequate skill development or training programs are still the dilemma and thus leading to failure of achieving desire results. It needs to Extend the study by increasing the sample size and gathering data from other relevant people i.e. teachers and students of management sciences. Introduce the level of teaching (i.e., bachelor's, master's, doctorate) as intervening variable to assess the importance and deficiencies of teacher training Identify the reasons of lack of formal trainings Explore how to measure or identify the teaching effectiveness at the time of hiring Find the adequacy of provided trainings Explore the consideration of aptitude or aptitude assessment.

Future research needs to examine: Possible alternatives for meeting the expressed needs for teaching skills The apparent lack of materials or trained faculty for developing courses in teacher training Universities reevaluate teaching methods and attempt to refine or expand the educational process More attention may need to be given to developing faculty in terms of training provision It needs to introduce new updated ways and techniques to design the courses according to the market requirement so that to enhance the educational process.

Limitations of the study

The major limitation of the study was time constraint due to which sample taken for the study is limited. The study was delimited to D.I.Khan Universities due to time constraint and resource availability.

vi. Conclusion

Results from the surveys indicate that differences exist between the level of teacher training currently provided and the perceived need for such training. Few universities provide formal instruction in teaching skills, and relatively minor weight is given to research skills. Head of the departments as a whole indicated that teaching effectiveness was considered to be important. This also revealed that too little emphasis is placed on the development of teaching skills.

The majority of respondents felt that all teaching skills listed in the questionnaire received inadequate attention. These results do not necessarily suggest that dissatisfaction exists among academicians with the provided training. Other factors such as the costs of including more teaching training and the time should be considered. However, very little emphasis is placed on teaching as
career which nowadays is very critical issue. Perhaps the most important conclusion of this research is consideration of teaching as career and profession.

References