

EFFECTIVENESS OF TRAINING PROGRAM AMONG LIBERAL ARTS FACULTY MEMBERS IN AN ASIAN UNIVERSITY

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ABSTRACT

Learning as an outcome of the seminars and conferences attended would be utilized and observed through the improvement in job performance and attitude of the faculty members. This study aimed to determine the effectiveness of the Learning Institute Programs in terms of the perceived learning of the attendees, self-rating evaluation of their knowledge and skill level before and after the Learning & Development (L & D) activities. Descriptive type of research was utilized in the study. Results showed that the faculty members considered their perceived learning as very good in terms of the degree of knowledge they gained and skills they developed from the L & D. Orientation seminars, training and workshops in Outcomes-based education provide useful information in the process of paradigm shift from teacher-centered to student-centered approach. The attendees may be required not only to submit seminar reports for documentation but they also need to submit any output relevant to the training participated as evidence of training utilization.

Keywords: Learning Institute Program, Training Effectiveness, Student-centered, OBE.

INTRODUCTION

Training serves as an important aspect of human resource management that seeks to develop the competence of the faculty members in delivering quality instruction and services to students. Training has become a key approach to increase the abilities of personnel to deal with the challenges and opportunities of the modern workplace (Kotnour, 2009). Most organization applied competency training as a form of reward package particularly to employee's promotion (Macalaguim & Menez, 2014). As an educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce (Javier, 2012).

The Lyceum of the Philippines University (LPU) – Batangas as an institution of higher learning is now making its highest peak to be one of the nation's prime leaders in providing equally productive and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world-class universities (Laguador, Villas & Delgado, 2014), thus providing faculty development programs to its human resources is also a priority for professional continuing education.

Training program evaluation is an important and culminating phase in the analysis, design, develop, implement, evaluate (ADDIE) process. However, evaluation has often been overlooked or not implemented to its full capacity. To assess and ensure the quality, effectiveness, and the impact of systematic training, this article emphasizes the importance of summative evaluation at the last phase of ADDIE and presents developments toward a summative evaluation framework of training program effectiveness (Wang & Wilcox, 2006).

Learning as an outcome of the seminars and conferences attended would be utilized and observed through the improvement in job performance and attitude of the faculty members. One of the major challenges facing human resource development is how to achieve organizational impact through the use of learning interventions (Spitzer, 2005). Administration of learning needs analysis survey to the employees focusing on the use of computer and other related technologies available in the company would define the areas that require retraining to increase the level of knowledge, skills and awareness of the employees on how to use certain equipment stress free and easily with confidence and efficiency (Laguador, 2013).

Organizational stakeholders are increasingly asking for proof instead of assumption—or at least strong evidence—of bottom-line effectiveness. Measuring effectiveness, business value, and return on investment (ROI) are becoming hot topics, especially because upper management is more frequently scrutinizing funding for training (Spitzer, 2005).

The focus of the learning and development activities of the university is more on the orientation and processes involved in the Outcomes-based education wherein the implementation of OBE requires the faculty members to provide too much paper works for documentation as required by the external accrediting agencies (Laguador, De Castro & Portugal, 2014). The knowledge shared by the lecturers during the faculty development seminars is already being utilized through the documentation submitted by the faculty members during accreditation visits.

Assessing the effectiveness is an important part of the process in quality management system to determine the areas need for further improvement. As Investor in People (IiP) Silver Certified University, it is an utmost requirement to provide services that would benefit the people for personal and professional growth, thus looking into the outcomes of the training and seminars attended by the faculty members should be assessed to determine also the return of investments.

OBJECTIVE OF THE STUDY

This study aimed to determine the effectiveness of the Learning Institute Programs in terms of the perceived learning of the attendees, self-rating evaluation of their knowledge and skill level before and after the L & D; to determine the department head's evaluation in the demonstrated learning in terms of impact L & D on job behaviour and job performance.

METHODS

Descriptive type of research was utilized in the study. The participants are the faculty members of the Liberal Arts. The instrument used in the survey was generated by the Human Resource Development and Management Office to determine the level of an observed improvement from the faculty members and staff who attended the learning and development activity. Weighted Mean was used to analyze the result of the learning effectiveness survey.

The given scale was used to analyze and interpret the result of the data gathered:

Weight	Range	Interpretation	
5	4.50-5.00	Excellent	Strongly Agree
4	3.50-4.49	Very Good	Agree
3	2.50-3.49	Good	Unsure
2	1.50-2.49	Fair	Disagree
1	1.00-1.49	Poor	Strongly Disagree

RESULTS AND DISCUSSION

The faculty members considered their perceived learning as very good in terms of the degree of knowledge they gained and skills they developed from the L & D as denoted by the weighted mean score of 4.35. They also considered the impact on of the L & D as very good on their job behaviour as it helped them understand and appreciate their work better as indicated by the weighted mean score of 4.47.

Table 1: General Evaluation on the Perceived Learning

Perceived Learning	WM	VI
1. The degree of knowledge I gained from the L&D	4.35	Very Good
2. The degree of skills developed through the L&D	4.35	Very good
Impact on Job Behavior		
1. The L & D has helped me understand and appreciate my work better	4.47	Very Good
Impact on Job Performance		
1. After having attended the L & D Activity, I feel that I could perform my present work easier and/or better	4.41	Very Good

After having attended the L & D activity, they feel that I could perform their present work easier and/or better with weighted mean score of 4.41 and very good verbal interpretation. The affective learning is essential in balancing the application of knowledge and skills into a work environment where demonstration of right attitude and behavior is always necessary (Laguador & Ramos, 2014). Teachers are now oriented through attending seminars with the knowledge of student-centered teaching and learning as the recommended approach to modern day pedagogy especially in the Outcomes-based Education where they served as the facilitators of learning activities rather than performing the traditional lecture method (Laguador, 2014).

Table 2: Self Evaluation of Knowledge and Skills Before and After the L & D

Self Rating	WM	VI
Knowledge level before the L & D	3.41	Good
Knowledge level after the L & D	4.35	Very Good
Skill level before the L & D	3.59	Very Good
Skill level after the L & D	4.35	Very Good

Table 2 shows the self-evaluation of knowledge and skill level before and after the L & D. The faculty members considered their knowledge level on a certain area as good before they attended the L & D as denoted by the weighted mean score of 3.41 and after having attended a certain activity, they believed that the level of their knowledge has increased and developed to a certain degree. They have a very good skill level before they attended the L & D and

certain degree of development on their skills had achieve after the L & D as denoted by 3.59 and 4.35 on their skill level before and after, respectively.

They see new ways to approach the work through appreciating the importance of continuity in learning through research; adapting better teaching strategies; helping the administration to prepare the GE teaching force for 2016 innovations, managing classroom efficiently, applying ethical dimensions/consideration in the practice of activities related to the field of psychology, integrating some topics in one discussion setting, practicing objectivity in rating students' work, applying possible intervention to some exhibited behavioural problems, helping my superior in the implementation of OBE and explaining and giving examples for better understanding in the process of teaching and learning.

Cultivating the research culture to become competent leaders in the academic community is one way of sustaining and empowering the research-based delivery of instruction with Outcomes-based curriculum (Laguador, Dotong & De Castro, 2014).

Table 3: Department Head's Evaluation in terms of Demonstrated Learning

Demonstrated Learning	WM	VI
Impact on Job Behavior		
My faculty/Staff has shown improvement in her attitude towards her work	4.24	Agree
Impact on Job Performance		
After having attended the L & D activity, my faculty/staff can perform his/her present work easier and/or better.	4.29	Agree
Composite Mean	4.27	Agree

Table 3 shows the department head's evaluation in terms of demonstrated learning. The department head agreed that her faculty members had shown improvement in the faculty members' attitude towards work as indicated by the weighted mean score of 4.24 and she also agreed that after having attended the L & D, her faculty members can perform their present work easier and better as denoted by the weighted mean score of 4.29. The composite mean score of 4.27 implies that the department head agreed that the learning and development activities of the Liberal Arts faculty members have impact on job behaviour and on job performance. Learning can be demonstrated through classroom and time management. Teaching performance is somehow affected by how one manages his time. Effectiveness of teaching can also be measured through managing the time suitably to the kind of situations that may possibly ensue in or out of the classroom setting (Laguador & Agena, 2013). Job satisfaction can be observed through igher level of work engagement brings people to become more productive, vigorous, dedicated and enthusiastic to perform duties and responsibilities as part of the dynamic academic institution (Deligero & Laguador, 2014).

Table 4: Department Head's Evaluation in terms of Level of Knowledge and Skills Before and After the L & D

Department Head's Evaluation	WM	VI
Faculty/Staff's knowledge level before the L & D	3.41	Good
Faculty/Staff's knowledge level after the L & D	4.29	Very Good
Faculty/Staff's skill level before the L & D	3.24	Good
Faculty/Staff's skill level after the L & D	4.24	Very Good

The department head believed that her faculty/staff's knowledge level is good before the L & D as denoted by the weighted mean score of 3.41 and later improved the knowledge after the

L & D as indicated by the weighted mean score of 4.29. Likewise, the skill is also considered in good level as denoted by the weighted mean score of 3.24 and soon after improved after attending the L & D with 4.24 weighted mean score.

CONCLUSION

Results show that the learning and development activities attended by the faculty members are considered effective as they perceived the application of learning experience to enhance their knowledge and skills in performing their duties and responsibilities as classroom teachers. Orientation seminars, training and workshops in Outcomes-based education provide useful information in the process of paradigm shift from teacher-centered to student-centered approach. Implementation of Outcomes-Based Education (OBE) is the main thrust of most Higher Education Institutions in the Philippines today to go along with the standards of foreign universities and colleges all over the world (Laguador & Dotong, 2014). Research seminars conducted inside and attended outside the campus gave wider perspective on how to do qualitative researches.

RECOMMENDATIONS

Evaluation of learning effectiveness may be done through performance-based or outcomes-based with proof or concrete evidence of improvement as before and after performance are very evident. The Dean may provide proper allocation of budget in order for all faculty members to have an equal chance to attend the training or seminar. The Liberal Arts department may also conduct echo seminar to share the information learned from expensive training. The attendees may be required not only to submit seminar reports for documentation but they also need to submit any output relevant to the training participated as evidence of training utilization. For quality education to become a reality, the teaching and non-teaching staff should be the central focus of all developmental plans and programs. A highly responsive curriculum, a physically well-equipped school and state of the art technology are nothing if the teachers and non-teaching staff themselves do not deliver their maximum potentials and capabilities (Javier & Deligero, 2014).

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