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Research and innovation in teaching and learning are prime topics for the *Journal of Instructional Technology and Distance Learning* (ISSN 1550-6908). The Journal was initiated in January 2004 to facilitate communication and collaboration among researchers, innovators, practitioners, and administrators of education and training involving innovative technologies and/or distance learning.

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**Editor's Note:** Faculty development is more than training to improve knowledge, skills, and attitudes. It should also be directed to growth of universal human values.

## **Study of Faculty Development in the context of universal human values**

**More Sunanda Arun  
India**

### **Abstract**

The scientific and technological progress though brought great advancements to almost all aspects of our life; ultimately resulted into new global challenges and difficulties. These problems have touched upon every aspect of our personal, social and collective life, be it social, educational, environmental, economic or scientific. Therefore, once again it was thought that certain universal human values are to be addressed for the better development of the personal and social development at various stages of the life from birth to the last breaths of the life.

The term Universal human values need no definition but it is an expression in the behaviour and the perception of the human being. The behaviour, expression and perception though are not measurable quantitatively, they contribute significantly in various aspects of the life and overall in the society.

In this research paper, researcher tried to study the significance of faculty development through the conduct of training programmes in the context of the universal human values. This includes: respect, consideration for others, honesty, sharing, solidarity, openness, listening, welcoming, acceptance, recognition, appreciation; brotherhood, friendship, empathy, love.

A systematic dialogue process was conducted with 318 employees of the university and feedback from 279 employees was taken to know the training areas which can contribute towards upbringing universal human values.

Through the rigorous process of various trainings by the experts, it was concluded that few universal human values contributed significantly to personal, social and organisational development. The impact of the trainings for the faculty development also raises efficiency at work place and loyalty about the organisation.

Keywords: universal human values, training, impact, feedback.

### **Introduction**

What is faculty development? Why it is necessary? For whom it should be? What is achieved with this? What is the significance of faculty development from various perspectives and especially with respect to universal human values? Like this, there are several questions in our mind. The scientific and technological progress though brought great advancements to almost all aspects of our life; ultimately resulted into new global challenges and difficulties. These problems have touched upon every aspect of our personal, social and collective life, be it social, educational, environmental, economic or scientific. Therefore, once again it was thought that certain universal human values are to be addressed for the better development of the personal and social development at various stages of the life from birth to the last breath of the life. "Faculty development" can be one way to address better personal and social development at various stages of life.

Now, in the age of technological advancements, the term "Faculty Development" is well-known and frequently used in public, private and government sectors in almost all sectors where human

being is involved in designing, developing, manufacturing and providing services to the society. Faculty development, staff development and professional development terms are always used in settings that pertain to educators.

### ***Faculty Development for ODL***

Faculty development is a similarly used term to staff development and professional development, in settings that pertain to educators (Lawler and King, 2000).

The education sector started a step ahead in achieving and providing quality education and services through various methods. Faculty development is one of the important aspects in achieving and improving organizational quality in all fields of life including Open and Distance Learning (ODL).

In India, a huge network of ODL is already established in every state. ODL contributes 20% of the student population in higher education. ODL has now become a mass education system in India. Mass education is possible through ODL by use of various advance technologies used in teaching –learning and evaluation. To meet the challenges of the learners and societal needs, staff working in ODL system needs to be continuously upgraded by the way of training.

Training plays a very important role in faculty development to acquire knowledge, skills and abilities. Continuous training helps in development of the individual as well as the organization. Mostly, it offers a ‘win-win’ situation for both staff and the organization. Apart from this, researchers studied the significance of faculty development through the conduct of training programmes in the context of the universal human values with respect to respect, consideration for others, honesty, sharing, solidarity, openness, listening, welcoming, acceptance, recognition, appreciation; brotherhood, friendship, empathy, love. Hence this study was conducted.

### ***About YCMOU***

Yashwantrao Chavan Maharashtra Open University, Nashik is a renowned mega Open University in India established in July 1989 by State Legislature Act XX and is recognized by UGC under section 12B. Most of the employees were employed during the initial period 1990 to 1995. During these 25 years, challenges in the Open and Distance Education System and to the employees in this system also greatly increased. The first decade was the developing phase of the university and employees were fully charged to contribute in the growth of the university. This growth was reflected in reality during second decade in terms of quality and quantity. The University and its employees were at the peak of achieving an “Institutional Excellence Award” from the Commonwealth of Learning, Canada. Now, the performance of the University was almost constant during first phase of third decade.

During the initial phase, the University conducted several training programs for its selective staff. This was an alarm for the university and its employees. To meet the challenges of the teaching-learning, technological and societal needs, staff working in ODL system needs to be continuously upgraded by the way of training. Upgrading of the skills, knowledge and abilities of the staff working in ODL has become essential. Rigorous and continuous need based professional training may be an appropriate solution to enhance various required skills of the employee working in an organisation.

Therefore, the University planned to provide various faculty development trainings to all the employees from all cadres. The University tried to identify training needs of all employees of the university from upper cadre A to lower cadre D.

This paper presents a detail analysis and classification of the training needs, identified in four categories on basis of job responsibilities of each cadre working in the university. This step was

initiated by the University for personnel, professional, and social development and as well as for the development of the organization.

### **Review of relevant literature**

A lot of literature, books and research studies are available on universal human values, human empowerment, training, faculty development, significance of faculty development, delivery of skills, productivity, etc. In this paper, relevant references are given to enrich the quality of paper. Faculty development is a continuous process in today's era. Various tools and techniques are used for faculty development. Training is one important tool. Training empowers the trainee's with new skills, knowing new concepts and having a right attitude, which results in effective working. Training is imparted by any organisation to its employees to improve individual performance leading towards increase in overall organisational performance. At the same time, feedback of training gives direction to the organisation whether the training imparted have met the expectations and objectives set and trainer was competent enough to achieve the goals set.

The results of the studies conducted by *Velada, Raquel et.al (2007)* suggest that in order to enhance transfer of training, organizations should design training that gives trainees the ability to transfer learning, reinforces the trainee's beliefs in their ability to transfer, ensures the training content is retained over time and provides appropriate feedback regarding employee job performance following training activities.

According to *Ignace Ng and Ali Dastmalchian (2011)*, policies to motivate employees to undertake training and the practice of assessing training needs and effectiveness have the most impact on whether training is perceived to yield positive benefits.

### **Research methodology**

The Yashwantrao Chavan Maharashtra Open University (YCMOU) initiated various training activities leading towards professional, personnel and social development of the employees and also to enhance qualitative output from the employees. Various need based trainings by the experts were organised to the employees of the University.

Researcher identified training needs of total 279 employees of the university from cadre A to cadre D. A questionnaire was prepared to collect feedback from the employees about their individual training needs related to their job and responsibilities. Researcher conducted face-to-face interaction for employees of each cadre from cadre A to D to know their training needs. Apart from this sample, interviews were conducted to get the opinions of the employees with respect to the impact of the training conducted.

### **Research objectives**

1. To identify, analyse and classify training needs of the employees of Cadre A to D
2. To study the impact of training programmes with respect to various human values

### **Research Tools**

1. Questionnaire for the employees
2. Direct open interaction with the employees
3. Interviews of the employees

### **Sample Size**

Total 279 employees of the university

### Phase 1: Need identification and implementation strategy

Face to face interaction was held with total 279 employees of the university from cadre A to D in batches as shown in Table 1.

#### Face-to-face interaction to identify job related training needs

Cadre	No of Employees	Participated Employees
A	72	70
B	18	18
C	155	131
D	35	25
Contractual	38	35
<b>Total</b>	<b>318</b>	<b>279</b>

Purpose of the interaction was discussed. They were told to identify their job related training needs. After discussion, they could think on that, thereafter a questionnaire was distributed to everyone. First part of the questionnaire was about their personnel information like, their designation, joining date, their qualification at the time of joining, qualification obtained during job, etc. In second part they were asked about training attended by them till date in the University or outside University and their details. Finally they have to write about the training required for them related to their job and also about other aspects.

#### Analysis of training needs:

Researcher classified, the identified training needs all the employees of the university was classified in three categories as shown in the following Table 2.

- Core Training Needs
- Managerial Training Needs and
- Personnel and Social Training Needs

#### Classification of training needs of YCMOU employees

Cadre	Core Needs	Managerial Needs	Personnel and Social Needs
A	44	30	21
B	36	27	31
C	14	18	22
D	10	01	25
Total	104 (37%)	76 (27%)	99 (36%)

#### Phase 1 Conclusion:

From this analysis, it is concluded that the employees of the university identified their training needs. About 37% core training needs 27% managerial needs and 36% personnel and social needs were identified by themselves. Table indicates, Core and Personnel and Social needs are almost equal even within cadre A to D employees.

This clearly shows eagerness of the employees towards training to enhance their knowledge, upgrade skills and attitude and develop as a complete human being. It also reflects sincerity and commitment of the employees towards their job and responsibilities; since maximum training needs belong to core and functional areas. Such type of training may help faculty to improve their work culture and attitude towards their work. Ultimately this helps at large to the employee and the organization.

## Phase 2: Conduct personnel and social trainings

From the selected areas, among many, one day training on “Self-development Techniques” by the experts Dr. Priti Kulkarni, Dr. Rupali Khaire and Prof. Ameet Geet, Nasik was organised for total 156 employees from Cadre C and D of the University. Four batches each of 39 numbers were formed for close group interaction as per the pre-defined schedule.

A questionnaire was developed to get the feedback about the trainer and the impact of training. Filled questionnaire was analysed for the study of the training on the employees. Few random 10% sample interviews were conducted from each cadre as shown in the following Table on the developed questionnaire.

### Analysis of responses of interview schedule:

Cadre	Total No	Interview	Solidarity	Friendship	Empathy	Appreciation	Honesty
C	131	13	12	10	12	12	11
D	25	03	03	02	03	03	02
Total	156	16	15 (94%)	12 (75%)	15 (94%)	15 (94%)	13 (81%)

Responses of the employees were analysed for five international human values. Responses of the employees were taken after giving explanation to each parameter and sufficient time for thinking was given to answer each question.

### Phase 2 Conclusions:

Study of faculty development in the context of Universal Human Values was analysed with respect to Solidarity, friendship, empathy, appreciation and honesty. From this analysis, it is concluded that the employees of the university 94% employees positively reacted that they feel associated to each other and with the organisation.

75% employees positively accepted that due to this training programme the bonding among the employees is enhanced and friendship gets closed due to interaction and time spends together.

Understanding and trust between each other developed empathy among 94% employees due to this training programme.

Appreciation to other is one of the important human values. This faculty development programme was successful to raise thankfulness to each other. Responses shows 94% employees realized gratitude towards each other.

It is observed that, 94% employees shown acceptance towards honesty. Employees accepted importance of honesty in social, personnel and professional life.

### Overall conclusions:

This clearly shows eagerness of the employees towards training to enhance their knowledge, upgrade skills and attitude and develop as a complete human being. It also reflects sincerity and

commitment of the employees towards their job and responsibilities; since maximum training needs belong to core and functional areas.

Study of faculty development training programme in the context of international human values with respect to Solidarity, friendship, empathy, appreciation and honesty was found significant. This faculty development programme was found effective to improve the work culture, attitude towards the work, behaviour with co-workers, feeling of association, friendship and honesty.

It is recommended to organise faculty development programmes which are helpful to nurture international human values among the employees at large.

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### About the author

**Dr. Sunanda Arun More** has an Engineering background and a Doctorate in Distance Education. She has 23 years of experience in University Academics and Administration. Currently she is Associate Professor and Planning Officer, School of Science and Technology, Yashwantrao Chavan Maharashtra Open University, Nashik, MS, India. Email: [sunandarun@yahoo.com](mailto:sunandarun@yahoo.com).

Website: <http://ycmou.digitaluniversity.ac>

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