



A STUDY ON ROLE OF FACULTY DEVELOPMENT PROGRAMMES FOR ENHANCING TEACHING EFFECTIVENESS IN SELF FINANCING COLLEGES UNDER MAHATMA GANDHI UNIVERSITY

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ABSTRACT

Our country has been making significant efforts to enhance the quality and relevance of its higher education system. The quality of higher education is influenced by the calibre of its teachers, who remain a vital source of knowledge and development for students. Consequently, there is an increased focus on teachers today to elevate the overall quality of teaching and learning. The study on Role of Faculty Development Programmes for Enhancing Teaching Effectiveness focuses on evaluating the impact and efficacy of structured development initiatives for faculty members in colleges affiliated with Mahatma Gandhi University. Recognizing the pivotal role of educators in shaping the academic and professional competencies of students, the research examines how these programmes contribute to the enhancement of teaching methodologies, curriculum delivery, and overall pedagogical effectiveness. The study employed a questionnaire-based survey method to collect data from faculty members participating in various development programmes. The responses provided insights into their perceptions of programme effectiveness, areas of professional growth, and challenges encountered. To analyse the collected data, t-test ANOVA were applied to identify significant relationships between faculty demographics, programme participation, and improvements in teaching effectiveness. Findings from the study indicate a positive association between faculty development programmes and enhanced teaching quality. The research underscores the critical role of continuous faculty development in advancing higher education quality. It offers recommendations for designing effective training programmes, ensuring their alignment with institutional goals, and fostering an environment that promotes lifelong learning among educators.

Key Words: Faculty Development Programme, Teacher, Higher Education, Teaching Effectiveness

INTRODUCTION

Faculty Development Programmes (FDPs) play a crucial role in enhancing the teaching effectiveness of educators in higher education institutions. These programmes aim to equip faculty members with advanced pedagogical techniques, subject-specific knowledge, and the ability to integrate technology into their teaching methodologies. In self-financing colleges under Mahatma Gandhi University, FDPs are particularly significant as they contribute to maintaining and improving the quality of education, ensuring that faculty members stay updated with evolving academic and industry trends.

This study explores the impact of FDPs on teaching effectiveness in self-financing colleges affiliated with Mahatma Gandhi University. It examines how these programmes influence faculty motivation, student engagement, and overall academic performance. By analyzing the effectiveness of FDPs, this research aims to highlight best practices and recommend strategies for continuous faculty development, ultimately contributing to an improved learning environment in higher education institutions.

OBJECTIVES OF THE STUDY

- To identify the various faculty development programmes

conducted in self-financing colleges under MG University and their relevance to teaching effectiveness

- To examine the impact of faculty development programmes on teaching effectiveness in self-financing colleges under MG University.
- To analyze the relationship between faculty development programmes and teaching effectiveness in terms of student outcomes, teacher motivation, and institutional performance.
- To identify the challenges and constraints faced by self-financing colleges under MG University in conducting faculty development programmes

LITERATURE REVIEW

Joseph Steger (2000), in his work *Faculty Development Program*, emphasizes that FDPs are widely conducted across various institutes and are essential in the current academic landscape. He highlights that these programs cater to individual faculty members, faculty groups, and entire departments

Besong (2015) in his study found the relationship between investment for faculty development and job satisfaction among faculty in many institutions.



Guskey (2002) emphasizes that continuous professional development directly impacts teaching quality, leading to improved student learning outcomes. He argues that faculty training should focus not only on subject knowledge but also on instructional strategies and classroom management skills.

Steinert et al. (2006) assert that well-structured FDPs contribute to increased faculty motivation, teaching confidence, and the adoption of student-centred learning approaches.

Mishra and Panda (2007) suggest that FDPs play a vital role in bridging the skill gap among faculty in self-financing institutions by providing structured training on innovative teaching methods, research skills, and industry-academia collaboration.

Kumar and Bhatia (2014) argue that FDPs in self-financing institutions should focus on both subject-specific training and soft skills development to enhance faculty performance. Their study highlights that colleges implementing regular FDPs witness improved student engagement, higher academic performance, and better faculty retention.

Baldwin and Chang (2006) suggests that faculty members who actively participate in development programs are more likely to implement innovative teaching techniques, leading to enhanced student engagement and learning experiences.

Trigwell et al. (2013) emphasize the role of reflective teaching practices in faculty development, asserting that FDPs should include components that encourage self-assessment and peer feedback

RESEARCH METHODOLOGY

This study utilizes a descriptive research design to examine the

DATA ANALYSIS

Descriptive Statistics

Variable	Mean (M)	Standard Deviation (SD)	Min	Max
Teaching Effectiveness Score (Out of 5)	4.3	0.7	3.0	5.0
Use of Innovative Teaching Methods (Out of 5)	4.1	0.6	3.0	5.0
Technology Integration in Teaching (Out of 5)	4.0	0.8	2.5	5.0
Student Engagement Score (Out of 5)	4.2	0.7	3.0	5.0

role of Faculty Development Programmes (FDPs) in enhancing teaching effectiveness at self-financing colleges under Mahatma Gandhi University. The population of the study comprises of Faculty members from self-financing colleges affiliated with Mahatma Gandhi University. Stratified random sampling was used to draw the sample to ensure representation from different disciplines. Data was collected from 150 faculty members in self-financing colleges under Mahatma Gandhi University using a structured questionnaire with a five-point Likert scale. Semi-structured interviews will be conducted with selected faculty members and administrators to gain qualitative insights into the effectiveness of FDPs. A t-test was used to compare teaching effectiveness scores between faculty who attended FDPs and those who did not. Additionally, an ANOVA test was conducted to assess differences based on experience levels.

HYPOTHESIS

Hypothesis 1: FDPs Enhance Teaching Effectiveness

Ho: FDPs do not significantly enhance teaching effectiveness.

H1: FDPs significantly enhance teaching effectiveness.

Hypothesis 2: FDP Participation and Innovative Teaching Methods

Ho: There is no significant relationship between FDP participation and faculty adoption of innovative teaching methods.

H1: There is a significant relationship between FDP participation and faculty adoption of innovative teaching methods.

Hypothesis 3: FDPs Improve Student Engagement

Ho: FDPs do not significantly improve student engagement.

H1: FDPs significantly improve student engagement.



Correlation Analysis

A Pearson correlation test was conducted to examine the

relationship between FDP participation and teaching effectiveness.

Variable	Teaching Effectiveness	Use of Innovative Teaching Methods	Technology Integration in Teaching	Student Engagement
FDP Participation (Frequency)	0.72 (p < 0.01)	0.65 (p < 0.01)	0.60 (p < 0.01)	0.68 (p < 0.01)

There is a strong **positive correlation** between FDP participation and teaching effectiveness, innovative teaching methods, technology integration, and student engagement

(**p < 0.01**). This suggests that FDPs significantly contribute to faculty improvement in these areas.

Hypothesis Testing

Hypothesis 1: FDPs Enhance Teaching Effectiveness

t-Test (Comparison of FDP Participants vs. Non-Participants)

Group	Mean Teaching Effectiveness Score	SD	t-value	p-value
FDP Participants (n=100)	4.3	.7	4.75	0.0001
Non-Participants (n=50)	3.7	.8		

The **t-value = 4.75** and **p-value = 0.0001** (p < 0.05), meaning the null hypothesis is rejected. FDP participants have a

significantly higher teaching effectiveness score than non-participants.

Hypothesis 2: FDP Participation and Innovative Teaching Methods

ANOVA Test (Effect of FDP Frequency on Teaching Methods Use)

FDP Attendance	Mean Teaching Innovation Score	SD
Less than 2 FDPs	3.5	0.8
2-4 FDPs	4.0	0.6
More than 4 FDPs	4.5	0.5

ANOVA Test Result	F-Value	P-Value
Teaching Innovation Score	6.87	0.002

p-value = 0.002 (p < 0.05), so the null hypothesis is rejected. Faculty attending more FDPs adopt significantly more

innovative teaching methods.

Hypothesis 3: FDPs Improve Student Engagement

Regression Analysis (Effect of FDPs on Student Engagement)

Predictor	β (Beta Coefficient)	t-value	p-value
FDP Participation	0.68	5.12	0.000

The **p-value = 0.000** (p < 0.05), meaning FDP participation significantly predicts student engagement. The positive **β =**

0.68 shows that higher FDP attendance leads to better student engagement

Conclusion on Hypothesis Testing

Hypothesis	Result
FDPs significantly enhance teaching effectiveness	Accepted
FDP participation leads to greater use of innovative teaching methods.	Accepted
FDPs improve student engagement in classes.	Accepted



The study confirms that Faculty Development Programmes (FDPs) play a crucial role in enhancing teaching effectiveness, encouraging innovative methods, and improving student engagement in self-financing colleges.

DISCUSSIONS/IMPLICATIONS

Teaching Effectiveness and FDP Participation

The study revealed that participation in Faculty Development Programmes (FDPs) significantly boosts teaching effectiveness, as shown by the higher mean scores (4.3/5) of FDP participants, compared to non-participants (3.7/5). This finding supports the hypothesis that participation in FDPs positively influences various elements of teaching, such as lesson planning, delivery methods, and student engagement.

Implications

The results indicate that colleges should prioritize investing in regular FDPs to ensure faculty members stay current with evolving teaching methods. With enhanced teaching effectiveness, faculty are more likely to engage actively with students, which leads to better academic performance.

Use of Innovative Teaching Methods

The results from the ANOVA test showed a strong connection between the frequency of FDP participation and the use of innovative teaching methods. Faculty members who participated in more than 4 FDPs had a higher average score for adopting innovative methods (4.5/5), compared to those who attended fewer than 2 FDPs (3.5/5). The findings show that FDPs help faculty learn new teaching techniques like active learning, flipped classrooms, and digital tools. Colleges should make training on modern teaching methods a regular part of their FDP programs. Faculty who attend multiple FDPs are more likely to try new teaching methods, which can improve student engagement and learning. Institutions should encourage and reward teachers who experiment with innovative teaching practices.

Student Engagement and FDP Participation

The regression analysis shows that participation in FDPs is a significant predictor of increased student engagement. The positive Beta coefficient (0.68) indicates that more FDP attendance leads to greater student engagement. The p-value of 0.000 confirms the statistical significance of this relationship.

Implications

Faculty members who attend FDPs are likely to adopt new, engaging methods in their teaching, which can enhance student participation, collaboration, and academic performance. Self-financing colleges should promote a teaching approach focused on students, supported by FDPs. FDPs should focus on teaching strategies that encourage student interaction, promote active learning, and incorporate technology to improve learning experiences. These methods help create a positive and engaging classroom environment.

LIMITATIONS

- The study was conducted with a sample of 100 FDP participants and 50 non-participants. Future studies could benefit from a larger sample size to enhance the

generalizability of the findings.

- The study was focused on self-financing colleges under Mahatma Gandhi University. Expanding the research to include other universities and types of colleges could provide a broader understanding of the impact of FDPs.

CONCLUSION

This study has provided strong evidence that Faculty Development Programmes (FDPs) are instrumental in enhancing teaching effectiveness, encouraging the use of innovative teaching methods, and improving student engagement in self-financing colleges under Mahatma Gandhi University. The results suggest that FDPs are a critical tool in fostering academic excellence and promoting pedagogical innovation.