



Human Resource Development through Training on Business Teachers in Bangladesh

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ABSTRACT

The study attempted to investigate the preference of teaching methodology as the means of human resource development conducted on business teachers and students of public and private universities in Bangladesh. The study found that 40 percent students of public university opined in favor of lectures by teachers as a teaching method. They also rated for group discussion and presentation, case study, individual presentation and assignment, respectively. On the other hand, the paper portrays that 40 percent student of private university rated in favor of group discussion as the best teaching method while the rest of the students stated as assignment, individual presentation, case study and lecture method, respectively. The sample students of public university rated lecture method as the best teaching method. Dynamic and IT-based training module may be used as an effective instrument to share resources, knowledge, experiences in providing effective and efficient teacher training too.

Keywords: Training, business teachers, HRD.

1. INTRODUCTION

Human capital theory suggests that expenditure on education and training in order to impart knowledge and developing skills. The education and training increases the individual's lifetime earnings and productivity (Schultz, 1963; Becker, 1964). In Bangladesh, a good number of students are entering into higher education with equal pace with increasing number of private and public universities. There is a transformation of choice among students who are choosing local university rather than the universities in the neighboring countries for the last few decades. Hence, there has been a concentration on the Bangladeshi students' productivity to meet the challenges of the business world in local and abroad. Students' productivity is the function of teacher-student ratio, teacher-student qualifications, infrastructure, curriculum, teaching aid and so on. Productive business graduate means trained and qualified, managerial and operational expert, civil servants, professionals, teachers and technicians. The productivity of an organization depends to a great extent on productive

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managerial people of the organization (Khan and Jahur, 2007). Productivity is significant because it influences the well-being of the entire society as well as individual institutions. The only way to increase the output of goods and services to society is to increase organizational productivity (Esterson, 1998). Thus, it appears that there is a relationship between the productivity of the organization and the contribution of productive business graduates in business, industry and the like. Further, tertiary education is central to the creation on which knowledge production and utilization depend and to the lifelong learning practices necessary for updating people's knowledge and skills (HEQEP, 2010).

During the early years of the 20th century, the difference between per capita GDP in rich and poor countries was estimated at a ratio of 3:1. However, by the last decade of the century, the ratio had exceeded 15:1 (Haque, 2002). Management education is aimed in shaping the students into career seeking efficient business managers or administrators, sensitive organization leaders and change agents (Shollopur, 1999). In the wake of the demand, the significance and value of training has been recognized. There is a popular and often repeated quotation, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime". This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5th century BC. Given today's business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever (McClelland, 2002). Beardwell and Holden (1997) argue that the recognition of the importance of training has been heavily influenced by the intensification of global competition.

It is argued that productive business graduates can contribute to qualitative improvements through the use of new technology resulting from the acquisition of skills, knowledge, capacity and ability. Thus, the productive business graduate is essential for creating new method, system, product, services for meeting the demand of knowledge, economy, employability and total quality management in the sectors of economy. It appears that creative business teachers can play an effective role to create productive business graduates in the country. Creative teachers are not a small group of brilliant superstars; they are ordinary teachers who pursue the discipline of variety in their teaching (Mannan, 2012). There is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems (Clotfelter et al., 2006; Feng, 2005). So, the issue of training of business teachers of Bangladeshi universities needs to be carefully analyzed in general and in sample universities in particular.

2. LITERATURE REVIEW

Human capital development through training is not a short-term strategy rather it should be addressed from the long-term perspective (Dhakal & Nawaz, 2009). The definition of training does not change so much from one researcher to another. Noe (2008) defined training as planned effort by a company to facilitate employees' learning of job competencies. These competencies include knowledge, skills and attitude (behaviour) that are critical for organisational success. More significantly, lack of training infrastructure and paucity of training need analysis as well as training method, also directly concerned with human resource development. Human resource development is still an emerging area of research in the third world countries and has not received proper attention in Bangladesh (Mahmood, 2004). Surprisingly, an inadequate number of studies have been conducted in this area so far in Bangladesh context (Mahmood, 2004; Absar & Mahmood, 2011). However, due attention on training and development is absent. This still remains an unearthed area for research.

An interesting question is whether teacher training has an effect on self-efficacy, beliefs and approaches to teaching. There have been discussions about academics' need to participate in training to support their teaching roles (Newstead and Mayes, 2005). As such, a number of studies were found to have been conducted over various aspect of training of university teachers on their teaching skills, their approach to teaching and other relevant issues. But empirical evidence on the training of university teachers in general and business teachers of Bangladesh in particular is still in its infancy. The following literatures have been studied, examined, reviewed in order to find out the research gap for the purpose of the present study.

Harris and Sass (2008) studied the need of teachers' training, various types of training and effects of training on the ability of teachers to promote students' achievement. Postareff et al. (2007) identified the impact of university teachers' pedagogical training on approaches to teaching and self-efficacy beliefs measured by Approaches to Teaching Inventory and an additional part measuring motivational strategies. Hoand Kelly (2001) also conducted a study on training program designed explicitly to change teachers' conceptions of teaching. The result has demonstrated that there is influence through training goals and training processes, to teachers' approaches and to their students' approaches. In an attempt, Gibbs and Coffey (2004) found many countries, such as Norway, UK and Sri Lanka have made compulsory pedagogical training for university teachers. After investigation, Kemberand Kwan (2002) found that teachers' approaches to teaching are influenced by their conceptions of teaching. Studies of university teachers' conceptions of teaching have showed a range of variation. Gibbs and Coffey (2004) also found the impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of

their students. The above literatures reveal that the study has not yet been undertaken on training of university business teachers of Bangladesh. In this context, the researchers have the motivation to investigate into this critical issue.

3. OBJECTIVES OF THE STUDY

The specific objectives of this study are as follows;

1. To study the various methods of teaching in sample universities.
2. To study the need of training of faculties of sample universities.
3. To identify faculty development programs of sample universities.
4. To offer some policy recommendation for development of university business teachers.

4. METHODS

Both primary and secondary data have been used in the present research work. Primary data have been collected from the sample respondents through pre-tested questionnaire prepared in the light of the objective of the study. The size of sample respondents consists of 164 viz. 98 male and 66 female teachers of sample universities. The sample students are 100, such as 50 from public university and 50 from private university. Attitudes of the sample students have been evaluated through Likert type five points scale.

Methodology Matrix

Objectives	Indicators	Data needed	Data sources	Data collection
1	• Attendance Result • Co-curricular activities	• Student's attendance • Student's result's	• Institution's records • Documents	• Survey method • Peer interview
2	• Scholarship • Fellowship	• Completion of training • Completion of degree	• Official document • Faculty	• Survey method • Survey method
3	• Course design • Technological content	• No. of applicant seeking admission • No. of seats available	• Official document • Trained faculty	• Survey method • Peer interview
4	• Collaborative research • Training of faculties	• Sponsorship • Faculty information	• Students • Personal file	• Survey method • Desk research

In order to present the fact in logical format, the supporting and relevant secondary data have been collected through desk research. The desk study has covered research works, conference proceedings, World Bank reports and policies of Ministry of Education, text books, internet, website and the like. The collected data have been analyzed and processed with care in order to make the study more informative and useful to the policymakers and other stakeholders.

5. FINDINGS AND ANALYSES

The findings of the study have been analyzed as follows:

Teaching Methods of Sample Universities

The main objective of teaching method is to ensure life-long learning orientation in the minds of students. There are three inter-linked strategies to enhance student learning. These are (i) actions to hold in-class student attention; (ii) distribution of lecture template to promote higher levels of students in class participation; (iii) offer to the instructor lecture-specific feedback on student's comprehension and learning. There are various methods of teaching such as lectures, instructional materials and aids, readings and exams etc. Against this background, we were interested to know from our sample students about the

most effective teaching method (as perceived by them) used by their teachers and the causes for giving more weightage to a particular teaching method. Students were advised to rate different methods of teaching practiced by their faculties on a Likert scale of 1-5, 1 being the least useful and 5 being the most important and interesting teaching method. Data, thus collected have been shown in Table 1.

Table 1: portrays that out of 50 sample students of public university interviewed, 20 or 40% opined in favor of lectures by teachers as a teaching method. It is apparent from the table that 36%, 25%, 20% and 12% of the students of sample public university opined in favor of group discussion and presentation, case study, individual presentation and assignment respectively.

Table 1: Rating of Various Teaching Methods by Sample Students

Teaching Methods	Public University										No. of Students
	Rating										
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
Lectures	10	20%	5	10%	00	00%	15	30%	20	40%	50
Case study	7	13%	9	17%	11	23%	11	22%	12	25%	50
Assignment	3	8%	11	24%	20	40%	9	16%	7	12%	50
Individual presentation	12	24%	10	20%	6	12%	12	24%	10	20%	50
Group discussion & presentation	9	16%	3	8%	12	24%	9	16%	17	36%	50

(Source: Field Survey)

Table 2: reveals that out of 50 sample students of sample private university interviewed, 20 or 40% opined in favor of group discussion as a teaching method. The table, further, evidences that 30%, 25%, 20% and 17% of the sample students of sample private university opined in favor of assignment, individual presentation, case study and lecture method respectively. The sample students of public university rated lectures method as the best teaching method

Table 2: Rating of Various Teaching Methods by Sample Students

Private University											
Teaching Methods	Rating										No. of Students
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
Lectures	12	24%	11	23%	10	21%	8	15%	9	17%	50
Case study	11	23%	12	25%	8	15%	9	17%	10	20%	50
Assignment	5	10%	8	15%	10	20%	12	25%	15	30%	50
Individual presentation	10	20%	5	10%	12	24%	11	22%	12	25%	50
Group discussion & presentation	11	23%	4	7%	00	00%	15	30%	20	40%	50

(Source: Field Survey)

Need of Training of Faculties of Sample Universities

Beardwell and Holden (1997) argue that the recognition of the importance of training has been heavily influenced by the intensification of global competition. Technological developments and the demand of market have led some universities to the realization that success relies on the knowledge, skills of the faculties and this means considerable and continuous investment in training and development. It appears that training is essential for the institutional actors for quality assurance and enhancement in the higher business education either in public or in private universities of Bangladesh. As such, data have been collected for determining training needs of faculties of sample universities. Data thus collected have been shown in Table 3.

Table 3: Methods for Determining Training Needs of Sample Universities

Methods	Frequency	Frequency in Percentage
Faculty conferences and suggestion	100	61%
Interviews	82	50%
Consideration of present and future changes	67	41%
Observation and analysis of job performance	51	31%
Surveys, Inventories and reports	47	29%
Others	31	19%

(Source: Field Survey)

(N. B. Percentages exceeds 100 as respondents mentioned more than one method)

Table 3 shows the methods used for assessing training needs of sample university teacher in the study areas. It has been reported that the popular method for determining training needs is faculty conference and suggestion method (61%). It has been identified by the sample respondent that the second important method for determining training need is interview method (50%). The table evidence that the other methods for determining training needs are Consideration of present and future changes, Observation & analysis of job performance, Surveys, Inventories' & reports and Others 41%, 31%, 29% and 19% respectively.

Training of Teachers

Training is a planned process to modify attitude, knowledge, skill, behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Employment and Training Act, 1981). It means changing what teachers know, how they work, their attitudes toward their seniors or their interactions with their colleagues. Beardwell and Holden (1997) argue that the recognition of the importance of training has been heavily influenced by the intensification of global competition. It appears that training is essential for the teachers for quality assurance and enhancement in the higher business education either in public or in private universities of Bangladesh.

It has been revealed by focus group study that teacher training methods are different forms like lectures, workshops, seminars, case studies. By depth interview, the research confirms that project work, role playing, guided reading and simulation can contribute to qualitative improvement of teachers of universities in general and in sample universities in particular. In the line of the findings of this research, 'knowledge Principles' of Androgogy may be

considered for training of teachers of sample universities. Knowles (1977) developed four principles for training of teachers/facilitators of an educational institution. These are as follows:

Principle 1: Teacher as Self-Directed

Teachers are able to learn more effectively in a self-directed environment. It motivates the teachers to feel a need to learn. Learning is an iterative, dynamic process of change dependent on the self-efficacy of the teacher to take responsibility of teaching to the students of the sample universities. Galbraith (1990) rightly argued that students and teachers are involved in a continual process of learning activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection and so on.

Principle 2: Learners as Resources

Teachers can be a resource for their own learning and the learning of their students. Bond, D. et al. (1993) identified that teachers undergo a basic change in the way that they feel about learning and allow students to rely on themselves as resources of learning. Patterson and Pegg (1999) claimed that collaborative approach is the best method for learning of teachers as well as of students.

Principle 3: Learning as Developmental

This principle is focused on the teacher's developmental goals. It requires that teachers choose strategies that will enable to achieve their learning goals. Lawson (1998) supports the importance of training in helping teachers to make career transitions and claims that training can be a powerful tool in influencing the delivery of education service to the students. Beaman (1998) indicated that teachers need assessment not just for evaluation, but also for motivation and feedback of teaching. It appears that self actualization is the driving force in lifelong learning of a teacher for enhancing knowledge, skill and building capacity for achieving career goals in the profession.

Principle 4: Learning as Application to Real World

The main theme of this principle is the need for immediate application of theory to practice. Galbraith (1990) claims that successful education will relate theory to practice. Wankel and DeFillippi (2003) advocate that bringing real world opportunities into the classroom through simulation, cases, technology and collaborative learning opportunities between educational institutions and business organizations.

Strategies for Training of University Teachers of Bangladesh

Collaboration and Cooperation

The junior teachers of both universities will interact with senior teachers of sample universities for developing common idea of thinking, identifying potential research areas for higher studies like M. Phil, Ph.D. and focusing common action of agenda for further collaboration and cooperation between the teachers of the sample universities. Further, the teachers of sample universities can interact with one another for prioritizing their research agenda, identifying areas of research interest through mutuality model for sharing of ideas, experiences and learning by win-win strategy.

Workshop

In a workshop, the junior faculty can contribute as an assistant/associate to conducting different activities of faculty development workshop. In consultancy work, the junior faculty can work as junior consultant with a senior teacher of sample public/private University for continuous learning and improvement. The junior teacher can sit together with under-grade/post-grade students in the classroom. Thus, the junior faculty can see how the senior teacher is teaching, interacting, sharing ideas with the students in the classroom. Thus, the junior teacher of Public/Private University can learn from senior teachers in different phases of learning e.g. research, teaching, consultancy, presentations and the likes.

Mentoring

It is another method of training whereby a senior or experienced teacher takes charge of the training and development of a newly recruited teacher. This suggests a much closer association than master/apprentice and elements of a father/son, mother/daughter relationship can exist whereby the mentor i.e. the senior teacher acts as an advisor, teacher, helper, supporter and protector to the junior teacher either in the sample public or in sample private university for training and development of junior faculties.

Case Studies

The case study method presents a faculty with a written description of an organizational/ industrial problem. The faculty then analyses the case in his own way, diagnoses the problem and presents his or her findings and solutions in a discussion meeting with other junior/senior faculties of both sample Public and Private Universities for learning and development.

IT based Training

This approach has an emphasis on teacher training in how to use ICT in the classroom. It covers issues such as selecting appropriate and adequate ICT tools and supporting students in the use of those tools, techniques, approaches, using ICT to promote learning activities, developing new methods of facilitating learning and evaluating students' performance and so on. It facilitates learning, thinking and promoting creativity in the teaching methodology for enhancing quality higher business education for creating skilled and productive business graduates in Bangladesh. An internet based online teacher training has recently been introduced and has been found to provide a flexible and interactive training environment for teachers (Jerry, 2003). Moreover, web-based communication technologies may be applied for on-going professional development and networking of teachers for sample universities.

Motivation Theories for Teacher's Training

Literature review suggests that the two motivation theories, (i) self-determination theory (Ryan and Deccizro, 2000) and (ii) socio emotional selectivity theory (Carstensen, 1993) may be used for training of the teachers of sample universities. The survey data supports that self-determination theory directly suggests informing teachers of how an action relates to their own career development. Again, socio emotional selectivity theory gives insight regarding motivational process for involving teachers in training methods for achieving their professional development. It appears that both theories play complementary role in the enrichment of training of teachers for assurance of quality in higher management education in Bangladesh in general and in sample universities.

6. CONCLUSION

Teaching is becoming one of the most challenging professions in our society and it is truer in the case of management education in Bangladesh. Modern developments of innovative technologies have provided new facilities in teaching profession. These challenges compel teachers to continuously acquire new knowledge and skills for teaching to the students efficiently and effectively. It appears that TOT (Training of Trainers) can contribute in the management of teachers training for creating congenial and enjoyable learning environment in management education institutions especially in sample FBA of Public and Private Universities. Moreover, TOT may be used as an effective instrument to share resources, knowledge, experiences in providing effective and efficient teacher training too. Further, a well-designed teacher training module is essential to meet the demands of today's teachers who want to learn to teach better and in a competitive style.

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