

# Impact of Faculty Development Investment on Enhancing Job Motivation and Satisfaction Among the Management Faculty Members

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## Abstract

*The objective of this paper is to find out the impact of Faculty Development Investment on enhancing Job Motivation and Satisfaction among management faculty. In this paper, convenient sampling is adopted to collect the relevant primary data by using a structured questionnaire. This paper is divided into five sections: the first section includes introduction of the study stating necessity of the study supported by the relevant literatures, in the second section, review of existing literature are presented and this is followed by Research methodology in section three stating objective of the study, sampling design, sampling technique, data collection instruments. Relevant primary data is obtained by using questionnaire and secondary data are gathered from books, journals, magazines and other published sources. The subsequent fourth section reports the analysis and findings of the study; authors have analysed data collected from the management faculty in South India. Collected data is analysed by using appropriate statistical tools such as descriptive statistics, factor analysis, and Regression analysis. Discussions and conclusions are presented in section five. Major findings of the study are Faculty Development programmes have high and significant impacts on intention of improving class performance by the faculty through four dimensions (namely, motivation variables, Performance variables, capability enhancement and skills development). Also, Faculty Development programmes plays a crucial role in Job satisfaction through four dimensions such as self-satisfaction, skill development, improving job Ecosystem and career advancements. These in turn help in updating innovative and attractive teaching pedagogies in the organization. The analysis revealed that there is a good scope in conducting further research on the topic by identifying different sectors and zones.*

**Keywords:** Faculty development, Job motivation, Satisfaction, Better class performance

## Introduction

The most valuable resource of any educational institution is its faculty members who transmit knowledge and skills directly to students. This role can be effective only if the faculty knowledge is continuously updated. There are wide scale recognitions that FDPs have changed the way the faculty collaborates and have greatly improved the

capacity of the faculty to tackle unique development needs (Joseph Steger, 2000). Faculty Development program improves the skills and knowledge of the faculty resulting in high quality in teaching. Continuous learning helps update the faculty with latest trends and technology that help adopt to the changes. This helps improve students learning outcome. Proper faculty development activities are useful for multidimensional mutual benefits (Spector, 1997) for all stake holders - the faculty and students as well as the quality of the institute.

The faculty are currently expected to be innovative

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and be efficient instructors, active investigators and positive performer. Stresses on the faculty to deliver are derived from need to the creation of contemporary curricula, rivalry between the institutions and the limited research resources. Most of the studies (Kamal, 2016, Blaich & Wise, 2011) on FDP observe that faculty members after imbibing new skills through FDP, are willing and able to handle multi tasks and new responsibilities: such as specific guidance in micro group teaching, problem-based workshops, case-based discussions, becoming mentors and designing and testing new curricula. The faculty trained in FDP is forthcoming in incorporating technology into teaching, learning and developing modern educational technologies focused on computers.

Faculty members need to be properly trained by Faculty Development Plan (FDP) to cope with significant shifts and changing paradigms in the environment at large (Meiers, 2007). Gaff and Morstain (2011) state in their survey that over 80 percent of participants in a study of seventeen Faculty Development Institutions indicate several benefits of attending FDP such as interaction with creative people from other areas of the campus which is an encouragement for teachers. It is most compelling for the management institute to organise and invest on Faculty development programme for motivating them to deliver quality teaching as well as derive satisfaction from simultaneous learning and teaching students. This research aims to investigate the impact of FDP on both motivation to perform better in the class room and satisfaction of the faculty in one of the management institutes of South India.

## Review of Literature

Research by Meiers (2007) opines that the training of the faculty for online teaching should meet the following steps such as positive opinions on the

efficacy of training, adoption of case studies in instruction, enhanced teaching skills, professional attitude, individual usefulness, satisfaction or significance of the participant, greater disciplinary cooperation. If the faculty obeys these measures and excels in these steps, they will be more happy and will become more driven to do their job.

McLean et al., (2008) provide three reasons to research on job satisfaction due to faculty development programs. 1) compassionate perspective – people should expect equal treatment and consideration in their jobs; 2) functional perspective – how a person is handled also contributes to the actions of the employee that can have a positive and negative effect on the functioning of the organization; and 3) organizational functioning – recognizing the satisfaction of the employee's work through improvement projects that contributes to the work of the employee. He has also mentioned that with the proper faculty development activities there is mutual development both for the faculty and for students which in turn improves the quality of the institute.

Puri et al., (2012) claim that work satisfaction and personal growth experience display the greatest difference in the overall job satisfaction ranking. Their research proposes a range of faculty development on factors related to personal growth and satisfaction of the faculty as well as to students' success and satisfaction. Department chairs and administrators frequently overlooks support for faculty development issues. This study has shown that both faculty and student development are simultaneously relevant.

Lowenthal et al., (2013) focus on obstacles in attending faculty growth. The faculty is asked why they would not attend the FDP on creation of the curriculum for which following answer are received: because of the time and day of the event,

conflicting interests, lack of financial support, inconvenient location or uninterested in the topic. Their data show that financial support from the organization contributes substantially to responses of the faculty.

In his research, Besong, (2014) finds positive relationship between Faculty development investment and job satisfaction in many institutions. The sample size is composed of 252 randomly chosen faculties from the total of 580. Data are analysed on the basis of Pearson Product Moment Correlation and t-tests, and the hypotheses are evaluated at the level of significance of .05. The study results show that economic and non-economic factors in many institutions are significantly associated with work satisfaction and faculty involvement. Research recommends adequate economic and non-economic investments for faculty development for both improving job satisfaction and their personal skills.

A study of seventeen Faculty Development programmes which are organized and financed by the institutes as investment on the faculty (Lancaster et al., 2014) having over 80 percent of participants indicates several benefits FDP (Faculty Development Programmes), such as “growing interaction with creative people from other areas of the campus”, “increased encouragement for teachers”. The study concludes that faculty development activities promote organizational development by helping faculty to become “less insulated”.

Steinert et al., (2016) focus on the faculty development investments done to improve teaching effectiveness and synthesize findings related to classroom outcome, job motivation and job satisfaction. Overall satisfaction with faculty development programmes is high. Participants report increased confidence level, enthusiasm, gains in domain knowledge and skills etc. Moving

forward, it should be built on current success and broaden the focus beyond individual effectiveness, develop programs that extend over time, promote workplace learning and explore the role of faculty development within the larger organisational context.

Faculty development programs (FDPs) have proven to be successful for improving teaching skills through job motivation in higher education (Kamel, 2016). This research summarizes literature reviews and resource sources on faculty development. It has covered why FDP is important, history of FDP in the past years, and whether FDP has produced any positive effect on students' academic achievement as well as the different methods to assess FDPs effectiveness. The review also discusses how to conduct FDP, to be presented its ideal structure and features that make FDP effective; also outlines the barriers to its successful implementation as well as the future vision. It concludes that professional FDPs produce promising job outcomes in job satisfaction and recommends that teachers in higher education should attend FDP training activities on regular basis and that the scope of planned FDPs should be extended to include social skills necessary for collaboration, professional growth as well as management, and leadership abilities.

Bok, (2017) analyses benefits of participating in the Faculty Development Program from a study of 36 faculties and finds that 62% of the faculties have reported to be able to fulfil their personal ambitions and objectives. faculties are also given the opportunity to express themselves about how they are benefited from the Faculty Development Program that improve their quality of instructional programs, teaching excellence, the constant development of teaching skills. They reported that all these have improved the possibility of Job renewal. This they have stated to be encouragement.

Faculty development (FD) (Lee et al., 2018) is essential to prepare faculty members to be effective teachers for meeting the challenges in the profession. Despite the growth of FD programmes, most evaluations are often conducted using short questionnaires to assess participants' satisfaction immediately after they have attended a programme. Consequently, there are calls for more rigorous evaluations based on observed changes in participants' behaviours. Hence, this study aims to explore how the FD workshops are conducted. Authors follow up with the educators at least half a year after they have attended the workshops. This has allowed authors to explore the positive behavioural changes among the educators as well as to evaluate the feasibility of this research methodology. Authors identify three emerging categories of changes among the educators: ignorance to awareness, from intuition to confirmation and expansion, and from individualism to community of practice. Although faculty development programmes have placed much emphasis on job and behavioural approaches, it is found that the teacher-student interaction or human character components (passionate, willing to sacrifice, open to feedback) in becoming a good educator are lacking in the faculty development workshops.

Faculty job satisfaction and competence (Bilal et al., 2019) are the main ingredients to improve professional education. Enhancing the faculty job satisfaction in key domains of teaching, assessing, research, professionalism is perceived to improve educational environment and academic performance significantly. Faculty development program (FDP) has been considered as a stand-alone educational pedagogy in fostering knowledge and professional skills of the faculty. A total of 37 studies that have explored the impact of FDPs on faculty's professional development are selected. This meta-analysis analysis reports a mean effect

size of 0.73 that reflects a significant and positive impact of FDPs in enhancing faculty's knowledge and professional competence (z-statistics of 4.46 significant at p-value < 0.05). This article reiterates the incorporation of FDPs in all institutions for improving the academic performance of faculty with resultant enrichment of learners' knowledge and skills.

Although the postgraduate academic institutions espouse a commitment to the educational mission (Steinert et al., (2019), faculty members often struggle to develop and maintain their identities as teachers. Teacher's identity is important because it can be a powerful determinant for career choice, academic roles, responsibilities and professional development opportunities. However, most faculty development initiatives focus on knowledge and skill acquisition rather than the awakening or strengthening of job satisfaction. The goal should be to highlight the importance of faculty members' professional identities as teachers and seen as their strength to motivate them to put their optimum effort. The FDPs objective includes the embedding of core strength, job motivation and job satisfaction, promoting reflection and capitalizing on mentorship. Stand-alone faculty development activities focusing on teachers' identities can also be helpful in variety of approaches that advocate for organizational change and institutional support through their enriched job motivation. To achieve excellence in teaching and learning, faculty members need to embrace their job satisfaction and be support their institutions' development.

Takase et al., (2019) in their article state that most of the faculties are demotivated and dissatisfied because there is no faculty development programs and there is no change in curriculum. There is no improvement either from faculty side or from student side. Also, management is not allowing faculty in decision making and there is lack of recognition

and moral support from the management. This had led to increase in faculty attrition rate.

Literature reviewed above, mostly deals with objectives and outcome of FDP, while research objectives of FDP is mostly to create learning and teaching ecosystem, outcomes are in most of the studies have been to find out how motivation and satisfaction of the faculty are enhanced through FDP. Factors such as personal growth, level playing ecosystem, financial support from the organisation, opportunity to interact with the faculty of other institutes, improvement of teaching efficacy impact both motivation and satisfaction. Students' performance as a success of FDP is looked upon as a significant motivators. All other positive impacts of FDP are gaining knowledge, developing confidence, awareness, creating academic environment, fostering knowledge and professional skills. Identity as a teacher is also identified as a great as motivational factor.

## **Research Methodology:**

### ***Objectives of the study:***

Thus based on the literature review, objectives of the study are set to investigate the impact of Faculty Development Investments on enhancing "Job Motivation" in terms of intention to deliver better in the class and also to explore the impact of Faculty Development Investment on "Job Satisfaction" among the Management faculty. Two sets of variables are prepared to measure motivation to perform and job satisfaction as impacts of FDP organised in south Indian college. The research has used likert scale of measurement, 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree

### ***Methodology of the study:***

Descriptive research design was used in this study. Relevant primary data were obtained by using a

structured questionnaire prepared by authors on the basis of reviews of existing literature on the impacts of FDP on motivation and satisfaction of the faculty. Expert opinions of the senior colleagues in the field of management were taken to validate the questionnaire. Of 200 faculty participants of FDP organized by a management Institute in South India, 80 Responses to the questionnaire could be collected. 25 items in the questionnaire are grouped as per type of questions in two - 15 related to Job Motivation (Including dependent variable) and ten for are for Job Satisfaction (including dependent variable). While collecting data, classifications of items of questionnaire with respect to two dependent variables was concealed deliberately to reduce bias responses.

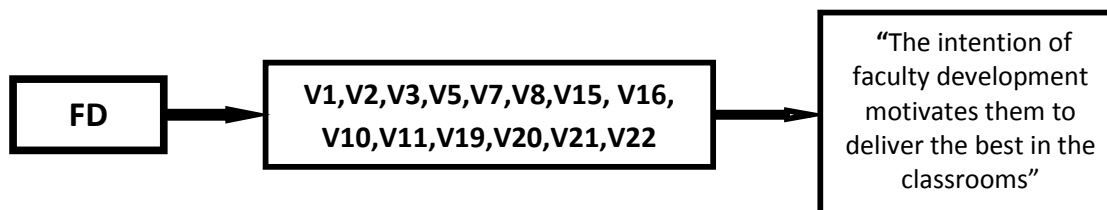
### **Variables related to faculty members' "Job Motivation"**

1. The intention of faculty development motivates them to deliver the best in the classrooms (Bilal et al., (2019) **(dependent variable of Job Motivation in our analysis)**)
2. It is essential to update about innovative and attractive teaching pedagogies methods= V1 (Steinert et al., 2016)
3. I seek the opportunities to acquire updated information on teaching skills and knowledge= V2. (Kamel, 2016)
4. Autonomy and discretion in performing their role motivates them= V3 (Steinert et al., (2019)
5. The investment made by management on Faculty Development programmes plays a crucial role in Job motivation= V5. (Bilal et al., (2019)
6. It is significant to them to project their capability to perform interesting and diverse work in their role= V7 (Lee et al., 2018)



7. The presence or absence of opportunities for promotion and advancement affects their motivation= V8
  8. The encouragement given by the management to participate in the faculty development events boosts to their employer loyalty= V10
  9. The investment on faculty development keeps them focused on the teaching assignment at its best= V11
  10. The importance given by the management for the faculty development stresses them to be more responsible in their role= V12
  11. Attending faculty development programs helps them to build their self-confidence. Steinert et al., (2019)= V15
  12. Attending faculty development programs helps them to learn from colleagues from other institutes.= V16
  13. The presence or absence of their performance recognition affects the motivation.=V19
  14. Feel encouraged to come up with new and better ways of doing things as a result of faulty development initiatives and investments= V21
  15. Constant Faculty development investment helps them enhance their performance constantly= V22
- Variables related to faculty members’ “Job Satisfaction”**
1. Faculty investment is one of the deterministic factors in enhancing their job satisfaction (Besong, 2014) (Dependent variable).
  2. Flexible leaders and working conditions are important to them for their best performance. =VS1
  3. The prospect to accomplish personal goals and achieving the same is crucial for them. =VS2 (Bilal et al., (2019)
  4. The range of investment made by the management for the faculty members to participate in FDPs is optimum. =VS3
  5. The position, standing and grade are important to them. =VS4
  6. The monetary and other fringe benefits are the culmination of their development. =VS5
  7. Knowledge availed through Faculty development programmes helps to have a secured job. =VS6
  8. Persistently attending faculty development programmes provides them with updated skill set and knowledge. =VS7
  9. Faculty development investment motivates them to have a longer stint/duration with the institute. =VS8
  10. The constant update on the teaching methodology helps them to be effective handling of the classes. VS9

### Conceptual Model



**FDP is mediated through 14 variable to make impact on intention to deliver the best in the classroom**

## Sequence of Statistical Analysis

### Sample profile

**Table 1: Sample Profile**

Profile					
Gender	Female: 72% Male:27.5%	Percentage of total sample			
Age	Below 30	30-<40	40-<50	50-<60	Above 60
	8.8	46.6	36.3	6.3	2.5
Edu qualification	MBA	M.Phil	Ph.D		
	21.3	50	28.8		
Investment in FDP	less than Rs.10,000	Rs.10000 to 50000	Rs.50000 to100000	above Rs.100000	
	10	32.5	21.3	36.3	
<b>expedu in the institute</b>	less than a yr	1- to3 yrs	3-5yrs	above 5 yrs	
	8.8	28.8	61.3	1.3	

In table-1, gender dimensions of the sample profile are that 72% are female and 27.5%, most of the faculty are young in the age group of 30 to below fifty, Most of them have M.Phil. one third of the faculty like to invest on FDP while 61.3 percent faculty served the institute for 3 to 5 Yrs.

### Section I

#### **The intention of faculty development motivates the faculty to deliver the best in the classrooms (dependent variable of Job Motivation)**

This section will analyse whether or not FDP motivate the faculty intention to deliver better in the class room. Since there are 14 independent variables, author's intents to carry out factor analysis to find out most relevant factors contribute to motivation to perform better in the class room. Authors carried out factor analysis separately for both groups to identify most relevant factors that motivate the faculty most to deliver better in the

classroom. Now stepwise, first factor analysis on 14 independent motivational variables are carried out. KMO test (.713) of all motivational variables exhibit significantly internal consistency and reliability of data set.

**Table 2: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.713
Approx. Chi-Square		327.611
Bartlett's Test of Sphericity	df	91
	Sig.	.000

**Table 3: correlation among motivation variables and their significant at 5%**

		v1	v2	v3	v5	v8	v7	v11	v10	v12	v15	v16	v19	v21	v22
Corre- lation	v1	1.000													
	v2	.219**	1.000												
	v3	.249**	.387**	1.000											
	v5	.142	.301**	.135	1.000										
	v8	.136	.074	.008	.420**	1.000									
	v7	.137	.059	.188**	.208**	.335**	1.000								
	v11	-.083	.169**	.121	.189**	.328**	.167	1.000							
	v10	.216**	.062	.085	.187**	.387**	.232	.241**	1.000						
	v12	.285**	.069	.225**	.422**	.447**	.322**	.345**	.489**	1.000					
	v15	.175	.116	.148	.176	.352**	.291**	.348**	.405**	.445**	1.000				
	v16	.277**	-.023	.044	.230**	.288**	.183	.079**	.263**	.321**	.414**	1.000			
	v19	.108	.062	.063	.169	.168	.109	.031	.239	.084	.292**	.234**	1.000		
	v21	.247**	.267**	.142	.382**	.406**	.169	.237**	.169	.318**	.443**	.163	.371**	1.000	
	v22	.366**	.018	.113	.572**	.478**	.256**	.272**	.589**	.534**	.373**	.376**	.406**	.366**	1.000

\*\* significant at 5% level.

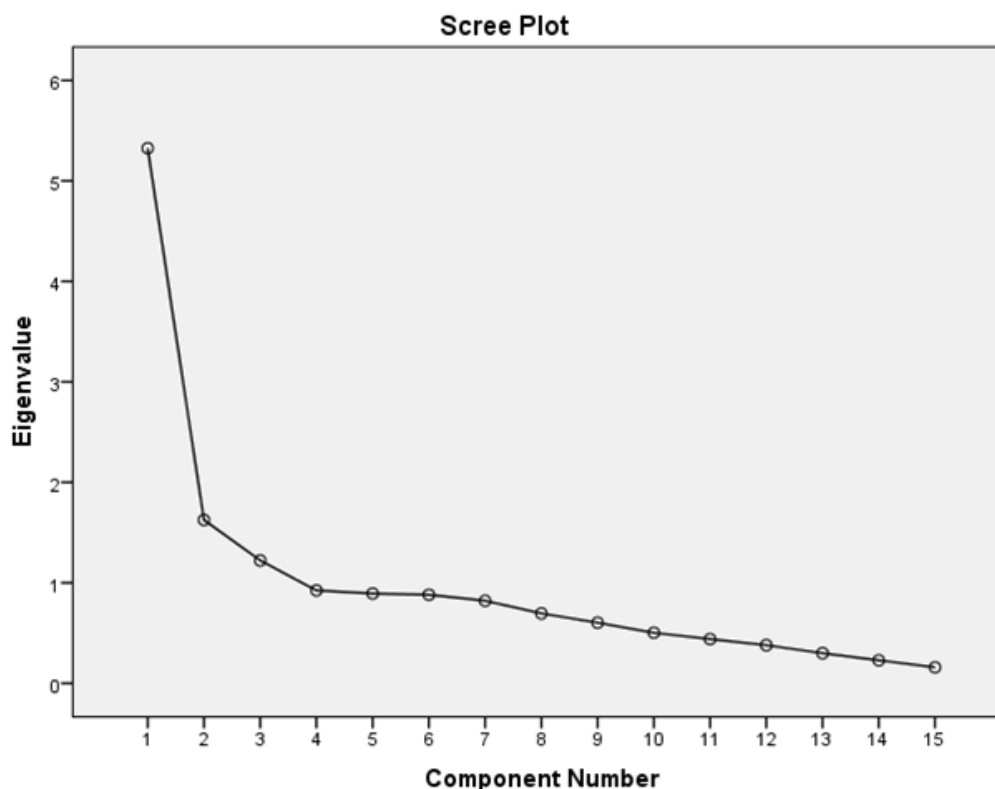
Above table shows that while some of the items are significantly correlated and coefficient ranges from .489 to as low as -.023, wide range of variation in correlation coefficients reflects that variables have more than one dimensions. This suggests that variables should be classified on the basis of factor analysis. Exploratory factor analysis using Principal Component analysis reports that these variables classified into four factors explaining 61% of variation motivational dependent variable **“The intention of faculty development motivates them to deliver the best in the classrooms”**. Of these four, Factor1 explains 33.44% variation of motivation, then second factor 2 explains 11.5%and 8.995% and 7.76 % are explained by Factor 3 and Factor 4 repetitively.

**Table 4: Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.668	33.344	33.344	4.668	33.344	33.344	3.264	23.314	23.314
2	1.604	11.457	44.801	1.604	11.457	44.801	1.880	13.429	36.743
3	1.254	8.959	53.761	1.254	8.959	53.761	1.796	12.828	49.571
4	1.088	7.768	61.529	1.088	7.768	61.529	1.674	11.958	61.529
5	.896	6.397	67.926						
6	.812	5.803	73.728						
7	.796	5.686	79.414						
8	.615	4.395	83.810						
9	.591	4.222	88.031						
10	.469	3.351	91.383						
11	.394	2.814	94.196						
12	.341	2.436	96.632						
13	.261	1.863	98.495						
14	.211	1.505	100.000						



## Extraction Method: Principal Component Analysis



Scree diagram depicts that 4 factors have eigenvalue more than /equal to one which is our selection criteria of factors .

From the table 4, if we exclude items having loading less than .30, then relevant variables in factor 1 are: 2."Autonomy and discretion in performing your role motivates you" (.740); 3.The investment made by management on Faculty Development programmes plays a crucial role in Job motivation (.730); 4.The investment on faculty development keeps you focused on the teaching assignment at its best (.511); 5.the presence or absence of opportunities for promotion and advancement affects your motivation (.536); 6.the presence or absence of your performance recognition affects the motivation (.707); 7.the importance given by the management for the faculty development stresses you to be more responsible in your role(.350); 10.You feel encouraged to come up with new and better ways of doing things as a result of faulty development initiatives and investments 9.746); 11.Constant Faculty development investment helps you enhance your performance constantly (.549). Thus factor1 consists of 9 variables. Factor 1 can be termed as **motivational variables**.

In Factor 2 has three items-7.The importance given by the management for the faculty development stresses you to be more responsible in your role (.742); 8.Attending faculty development programs helps you to build your self-confidence (.588); 14.The range of investment made by the management for the faculty members to participate in FDPs is optimum (.767). **Factor 2 is termed as performance variables**

In factor 3 relevant variables are four: 1. It is significant to you to project your capability to perform interesting and diverse work in your role (.795) 9. Attending faculty development programs helps you to learn from colleagues from other institutes (.600); 11. Constant Faculty development investment helps you enhance your performance constantly (.470); 6. The presence or absence of your performance recognition affects the motivation (.420). **Factor 3 is capability enhancement variables.**

Factor 4 consists of variables such 12. It is essential to update about innovative and attractive teaching pedagogies methods (.836), 13. I seek the opportunities to acquire updated information on teaching skills and knowledge (.741). **Factor 4 is on skills development.**

**Table 6: Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
1. It is significant to you to project your capability to perform interesting and diverse work in your role			<b>.795</b>	.325
2. Autonomy and discretion in performing your role motivates you	<b>.740</b>			.275
3. The investment made by management on Faculty Development programmes plays a crucial role in Job motivation	<b>.730</b>			
4. The investment on faculty development keeps you focused on the teaching assignment at its best	<b>.511</b>	.402	.298	
5. The presence or absence of opportunities for promotion and advancement affects your motivation	<b>.536</b>	.214		<b>.321</b>
6. The presence or absence of your performance recognition affects the motivation	<b>.707</b>	.237	<b>.425</b>	
7. The importance given by the management for the faculty development stresses you to be more responsible in your role		<b>.742</b>	.233	
8. Attending faculty development programs helps you to build your self-confidence	.350	<b>.566</b>	.309	
9. Attending faculty development programs helps you to learn from colleagues from other institutes	.202	.225	<b>.600</b>	
10. You feel encouraged to come up with new and better ways of doing things as a result of faculty development initiatives and investments	.746			
11. Constant Faculty development investment helps you enhance your performance constantly	.549		<b>.470</b>	-.286
12. It is essential to update about innovative and attractive teaching pedagogies methods				<b>.836</b>
13. I seek the opportunities to acquire updated information on teaching skills and knowledge				<b>.741</b>
14. The range of investment made by the management for the faculty members to participate in FDPs is optimum	.268	.767	-.277	
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

From the above rotator component matrix model for motivation is as follows:

$$Y = f(F1, F2, F3, F4)$$

Y= the intention of faculty development motivates them to deliver the best in the classrooms (dependent variable of Job Motivation)

**F1= Motivation Variables**

**F2= Performance Variables**

**F3= Capability Enhancement**

**F4= Skills Development**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.583a	.340	.305	.633	.340	9.665	4	75	.000	1.986

a. Predictors: (Constant), REGR factor score 1 for analysis 9, REGR factor score 2 for analysis 9, REGR factor score 3 for analysis 9, REGR factor score 4 for analysis 9

b. Dependent Variable: v10

Predictive model shows that FDP has positive and significant impact on class performance of the faculty. It explain .340 percent improvement of motivation of the faculty as an impact of FDP.

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.494	4	3.873	9.665	.000 <sup>b</sup>
	Residual	30.056	75	.401		
	Total	45.550	79			

a. Dependent Variable: v10

b. Predictors: (Constant), REGR factor score 1 for analysis 9, REGR factor score 2 for analysis 9, REGR factor score 3 for analysis 9, REGR factor score 4 for analysis 9

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	4.325	.071		61.107	.000		
	Motivation Variables	-.029	.071	-.038	-.403	.688	1.000	1.000
1	Performance Variables	.222	.071	.293	3.123	.003	1.000	1.000
	Capability Enhancement	.205	.071	.271	2.885	.005	1.000	1.000
	Skills Development	.322	.071	.424	4.519	.000	1.000	1.000

a. Dependent Variable: v10

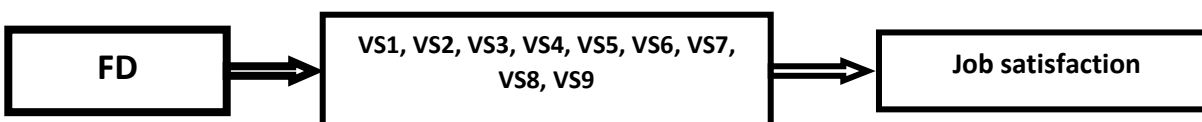
Thus estimated model is:

**Y= 4.325-.029 motivation variables +.222 Performance variables +.205 capability enhancement +.322 skills development**

All regression coefficients except one are significant. VIF is one for all factor expressing absence of multicollinearity. In the model, coefficients of variables of F1 are negative but not significant. While F2, Performance variables, F3, capability enhancement, F4, skills development variables are significant at 5%. Thus results show that inclination to perform better in the class room is significantly impacted by FDP's influence on performance enhancement, capacity building and skill development.

## Section II:

### Job Satisfaction



#### Model II: FD through mediation of nine variables impacts job satisfaction

Dependent variable: Faculty investment is one of the deterministic factors in enhancing their job satisfaction (Dependent variable).

**Table 7: correlation among satisfaction variables and the significances at 5% level**

		VS1	VS2	VS3	VS4	VS5	VS6	VS7	VS8	VS9
Correlation	VS1	1.000								
	VS2	.141	1.000							
	VS3	.125	.148	1.000						
	VS4	.176	.396*	.326**	1.000					
	VS5	.199**	.117	.085	.265**	1.000				
	VS6	.205**	.275**	.200**	.617**	.304**	1.000			
	VS7	.035	-.032	-.123	.061	.180	.132	1.000		
	VS8	.050	.182	.170	.512**	.322**	.721**	.173	1.000	
	VS9	.111	.002	.167	.180	.262**	.397**	.019	.258	1.000

\*\* 5% level of significance

Coefficient correlation among variables ranges from .617 to .002. Some of coefficients are significant at 5% level. Thus wide range of coefficients of correlations of variables suggests that there are different dimensions of Faculty satisfaction. Hence, in order to get dimensions of satisfaction variables, authors carry out factor analysis. KMO also significantly high (.718) projecting internal consistency of the data. This justifies factor analysis to group variables into factors.

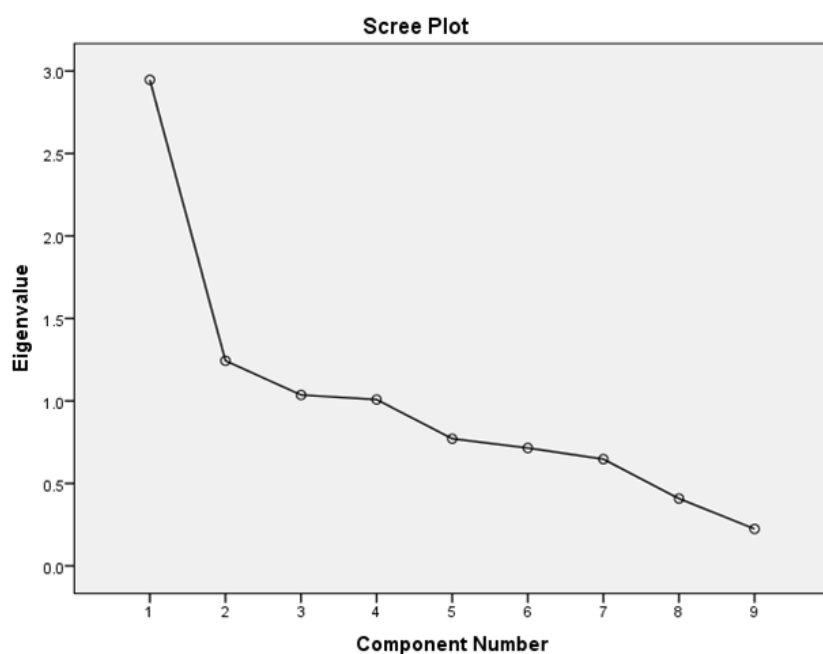
**Table 8: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.718
.....Approx. Chi-Square		156.378
Bartlett's Test of Sphericity	df	36
	Sig.	.000

**Table 9: Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.947	32.744	32.744	2.947	32.744	32.744	2.676	29.728	29.728
2	1.243	13.816	46.560	1.243	13.816	46.560	1.263	14.032	43.760
3	1.036	11.513	58.073	1.036	11.513	58.073	1.210	13.443	57.204
4	1.008	11.204	69.276	1.008	11.204	69.276	1.087	12.073	69.276
5	.771	8.566	77.842						
6	.715	7.943	85.785						
7	.647	7.190	92.975						
8	.408	4.535	97.510						
9	.224	2.490	100.000						

### Extraction Method: Principal Component Analysis



Factor 1 consists of variables such as 4. Faculty development investment motivates you to have a longer stint/duration with the institute (.779); 6. The monetary and other fringe benefits are the culmination of your satisfaction (.868). **(Self Satisfaction )**

Factor 2 involves variables such as: 1. Flexible leaders and working conditions are important to you for your best performance (.907); 5. The position, standing and grade are important to you for job satisfaction (.506). **(Job ecosystem)**

Factor 3 have two variables i.e. 3. The range of investment made by the management for the faculty members to participate in FDPs is optimum (.655); 7. Knowledge availed through Faculty development programmes helps to have a secured job (-.782). **(Career support)**

Factor 4 consists of: 2. The prospect to accomplish personal goals and achieving the same is crucial for you (-.666); 9. Persistently attending faculty development programmes provides you with updated skill-set and knowledge (.699). **(Skill derived satisfaction)**

**Table 10: Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
1. Flexible leaders and working conditions are important to you for your best performance		<b>.907</b>		
2. The prospect to accomplish personal goals and achieving the same is crucial for you	<b>.411</b>	.215		<b>-.666</b>
3. The range of investment made by the management for the faculty members to participate in FDPs is optimum	.296		<b>.655</b>	
4. Faculty development investment motivates you to have a longer stint/duration with the institute	<b>.779</b>			-.237
5. The position, standing and grade are important to you for job satisfaction	<b>.378</b>	<b>.506</b>	-.228	.260
6. The monetary and other fringe benefits are the culmination of your satisfaction	<b>.868</b>			
7. Knowledge availed through Faculty development programmes helps to have a secured job	.213		<b>-.782</b>	
8. Constant Faculty development investment helps you enhance your performance constantly	<b>.856</b>			
9. Persistently attending faculty development programmes provides you with updated skill-set and knowledge	<b>.372</b>	.209	.200	<b>.699</b>
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 8 iterations.				

Thus model is  $Y_2 = (F_1, F_2, F_3, F_4)$

$Y_2$  = Faculty investment is one of the deterministic factors in enhancing their job satisfaction



**F1= Self-Satisfaction**

**F2= Job Ecosystem**

**F3= Career Growth**

**F4= Skill Derived Satisfaction**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.395 <sup>a</sup>	.156	.111	.469	1.937

a. Predictors: (Constant), REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: It is significant to you to project your capability to perform interesting and diverse work in your role

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.045	4	.761	3.459	.012 <sup>b</sup>
	Residual	16.505	75	.220		
	Total	19.550	79			

a. Dependent Variable: It is significant to you to project your capability to perform interesting and diverse work in your role

b. Predictors: (Constant), REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	4.675	.052		89.135	.000		
	<b>Self-Satisfaction</b>	.143	.053	.287	2.701	.009	1.000	1.000
1	<b>Job Ecosystem</b>	.117	.053	.235	2.213	.030	1.000	1.000
	<b>Career Growth</b>	-.068	.053	-.136	-1.282	.204	1.000	1.000
	<b>Skill Derived Satisfaction</b>	.002	.053	.005	.047	.963	1.000	1.000

a. Dependent Variable: It is significant to you to project your capability to perform interesting and diverse work in your role

### Estimated predictive Model

$Y_2 = 4.675 + .143 \text{ Self-Satisfaction} + .117 \text{ Job ecosystem} - .068 \text{ Career growth} + .002 \text{ Skill derived satisfaction}$ .

The model fit is good though R square is low showing. VIF being 1.0 indicate absence of multi colinearity. Self-satisfaction dimension of variables are significantly improve the overall satisfaction; ob satisfaction group of variables have significant contribution to satisfaction while other two dimensions are not significant.

### Interpretation of Results

Authors acknowledge that sample size is small compared to number of variables in models. Yet results are robust and in complete conformity with other literature reviewed here in this paper. Factor analysis on 14 factors in motivation to perform better in the class room indicates four dimensions of motivation of the faculty namely motivation variables, Performance variables, capability enhancement and skills development that are influence by FDP. All four dimensions explain 69 per cent of variance of motivation to perform better in the class room. All four dimensions variables together predict that FDP enhances 34% of the faculty motivation. KMO for this variables is significant and above 70 percent.

As regard job satisfaction is concern, this has also four dimensional determinants namely Self-Satisfaction, Job ecosystem, Career growth, Skill derived satisfaction. KMO for these factors is above .70 as well as these four factors explain 69% variation of job satisfaction. Yet adjusted  $R^2$  is significant but low. This is because sample size compared to number of variables is small.

### Other interesting results are:

The Managements of academic institutions should

focus on *Investment on FDP (Variables 3 and 4)* adding value to students learning and hence to the institute. In fact, the amount spent on developing faculty yields a good return on investments and undoubtedly, this has a direct relation to teaching quality, research activities and consulting endeavours. These two variables have more than .70 and .50 loading respectively. This aspect has been corroborated with also literature review.

**Faculty retention Variable 3 in satisfaction dimension):** The analysis of this study clearly portrays that the constant Faculty development investment motivates the faculty to have a longer stint/duration with the institute. An increase in the optimum investments made by the management for participation in FDIs is directly proportional to the retention of the faculty which is one of the biggest challenges for today's management institutes which strive to achieve excellence.

**Enhances job satisfaction:** It was clearly visible from the findings that Faculty Development Investment acts as a deterministic factor of job satisfaction. When the remunerations were not that lucrative there should be other incentives to keep the faculty members satisfied. The constant support on faculty development enhances the job satisfaction. Also, the Specific faculty development programmes on the core domain of the faculty members must be provided in regular intervals of time to keep the faculty members up to date.

**Enhanced Job security:** The genuine interest shown by the management in developing their faculty made people feel a sense of security. This is a win-win situation and the most important spin-off was enhanced loyalty from the faculty members. The findings of this paper show that the employer's loyalty got enhanced after the realization of management's interest in them. Hence, it is suggested to invest constantly on the

faculty development to increase the faculty loyalty towards the organization and its mission.

## Conclusion

The biggest assets for the educational institutions are teaching fraternity and continuous development of their skills and knowledge contributes directly to this mission as suggested by authors in literature review and by our present study of the faculty of a management institute of South India. Management institutes can retain their talents by showing genuine interest in their development. There is always another step-in learning to upgrade and update the knowledge. The study can be enlarged further to other areas of academics i.e. engineering, medical, para medical, social sciences etc. Main limitation of the study, sample size compared to total variables in each group of dependents variables is small. Hence though results of statistical tests are robust, they cannot be taken as conclusive. Yet this research work is valuable indicators of how the faculty, institute and students be benefitted by regular FDP organized by the academic institutes. All results are in conformity with all earlier studies given in the literature. This study has found FDP considerably improves motivation of the faculty through four groups of factors. Investment on FDP by the institute or by the faculty is predicted to improve class room performance by more than 60 per cent. FDP investment on satisfaction of the faculty has low influence definitely not corroborated by earlier studies. All authors found both satisfaction and motivation of the faculty are enhanced by the faculty development programmers.

## Limitations and recommendations

This paper has important contribution for the management institutions to invest more on the faculty development regularly. This will imbibe strong motivation among the faculty to perform better in the class room, which in turn will create

learning, research ecosystem in the institution. As a result the students and the institution will benefit. FDP by enhancing job satisfaction will encourage faculty to continue in the institute thus creating continuity for students' quality learning. Yet results of the paper is not adequate to predict as sample size is some. The research paper contributes valuable literature review pointing importance of FDP in the academic institutes worldwide.

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