# Teachers' Capacity Building:
# Need Analysis of a Pakistani University

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## Abstract

*The phenomenon of 'Teachers Capacity Building' is a continuous improvement process at an individual's decision to enter teaching until retirement. Hence, this study focuses on it. The objectives of this research were to explore perceptions of respondents(faculty members) about i) adequacy, ii) implementation, iii) appropriateness of the capacity building programs and iv) improved practices as the consequence of capacity building programs in International Islamic University Islamabad, Pakistan. This case study constitutes qualitative and quantitative methods. A total of 250 out of about 674 male and female faculty members and 12 out of 60 Chairpersons of different departments were randomly sampled and approached for data collection. The data-collecting instruments were questionnaire and interviews. Quantitative data were analyzed using frequencies, mean, and rank order while qualitative responses were coded, categorized, and analyzed into themes. The data analysis reveals that capacity building activities at IIUI (International Islamic University) for faculty members previously organized were not adequate and these were not very relevant to their needs as need analysis was not done before conduction of capacity building activities. Those activities could not improve standards of education in different departments markedly. It was therefore recommended that the capacity building trainings and induction programs may be organized frequently for university faculty like it happens in universities in Europe and other parts of the world. A need analysis, in this regard, may be done prior to conduct any training program, and impact analysis after executing the plan may be done to check the effectiveness of the program.*

**Keywords:** Teachers Capacity building, Need analysis, Pakistan

## I.  Introduction

Higher Education Commission, Pakistan, after inception in 2002, took strategic measures to bring higher education of Pakistan equivalent to international standards. National Academy of Higher Education (NAHE) provides capacity building training

courses based on the latest research for university faculty to compete in the international market. Evaluation reports of NAHE (National Academy of Higher Education) training emphasized on the continuation of such training programs for university teachers to polish their teaching skills.

The reason is that the capacity building trainings have become a dire need and demand of the University community. The role of academic staff at universities in research and education is well recognized globally. The program of capacity building of teachers has been identified as a major component in policies. The Ministry of Education, Pakistan with the cooperation of UNESCO has developed National Professional Standards for Teachers in Pakistan. These standards frame a vision of the qualifications Pakistan expects of its teachers. These expectations need to be of national concern because teachers are the heart of the nation's effort to assure a better future for all children and youth.

Teachers are responsible for providing quality education and quality capacity building programs have become the requirement. Current educational policy highlights the role of teachers in educational reform process. University teachers are responsible to produce quality graduates fit for the job market.

These standards were launched in 2009 with a hope to have wider discussion on teacher quality and with concrete actions dedicated to its improvement.Professional standards for teachers in Pakistan include:

**Standard 1: Subject matter knowledge:** Providing content knowledge to conceptualize the basic concept, ideology, history, national and international level and getting aware about latest trend of what subject they are being taught.

**Standard 2: Human growth and development ...** Teachers understand how students develop knowledge, skills and habits of mind.

**Standard 3: Knowledge of Islamic ethical values / social life skills:** Teachers conceptualize and promote Islamic moral values and behaviors in the light of Quran and Sunnah. Values which are accepted globally are being developed.

**Standards 4: Educational Planning and strategy:** Based on the needs of students developing understanding about instructional planning and designing short-term as well as long-term plans along with the strategic planning to achieve goals.

**Standard 5: Assessment:** Use of different types of assessment to evaluate students learning and application of their knowledge to implement in real life. The results of the evaluation improve teaching and learning.

**Standard 6: Learning Environment:** Create a supportive learning environment that encourages positive student learning and the excitement of social interaction.

**Standard 7: Effective communication and use of technology:** Support teacher-student interaction with use of technology for communication. Teachers in classrooms and laboratories also use technology for conducting activities.

**Standarad-8: Cooperation:** Building Teachers, students and Parents' collaboration to support student learning (Policy and Planning Wing, Ministry of Education, 2009).

It is pertinent for teachers to know about the teaching standards to improve quality of teaching and learning for getting progress at all levels.

A need analysis was carried out from faculty members of different departments of International Islamic University, Islamabad, Pakistan. International Islamic University, Islamabad, Pakistan is one of the major universities of Pakistan. According to a latest report of HEC (Higher Education Commission), this university got 9.12/40 points in terms of its teaching and research quality. The situation can be improved if special focus may be given on quality teaching and research. That's way there is a dire need to improve situation to get maximum quality in teaching and learning.

## II. Literature Review

**Importance of training**
The term 'Capacity building' refers to a person's development in his or her professional role (Glatthorn, 1995). More specifically, capacity building of a teacher is to increase a teacher's experience and his or her conduct includes formal capacity building experiences, such as attending workshops and professional meetings, guidance, etc. and informal experiences e.g. reading professional publications, watching academic television documentaries etc (Ganser, 2000). The idea of Capacity building is broader than career development as "development that occurs as teachers move through the cycle of professional career" (Glatthorn, 1995). Capacity building is a provision of organized experiences that will occur through the process and context in which it takes place by designing programs for in-service teachers (Fielding and Schalock, 1985 Ganser, 2000).

Capacity building is the development of knowledge, skills, and attitudes of individuals. It is the development in existing conditions that allow individuals to participant and enhance existing knowledge and skills. It also allows them to engage in the "process of learning and adapting to change." Teacher capacity building is important in any career field and equally important for educators as it is a process of life-long learning and growing as a teacher by learning new skills. To maintain the standards of excellence, teachers need to be continually and actively engaged in their own learning throughout their career.

Capacity building is important in any career field and equally important for educators as it is a process of life-long learning and growing as a teacher by learning new skills. Capacity building helps in making decisions, and the way we think and deal with situations. Capacity building also refers to continuous learning opportunities provided to teachers to ensure that they will use these strategies to strengthen their teaching practices throughout their career and stay focused on the needs of students. Capacity building is a continuous improvement process at an individual's decision to enter teaching until

retirement. Initially the learning process itself engage teacher in preparation, continuous self-renewal, and reflect on their own performance review.

In addition 'capacity building' need to provide:    (1) provide in-depth subject knowledge (2) sharpen classroom teaching skills (3) developing individual fields, and education in general, (4) contribute in creating new knowledge, and (5) increase ability to supervise the work of students for appropriate instruction and providing constructive feedback to students (National Commission on Mathematics and Science Teaching for the 21st Century, 2000). Capacity building program should address identified gaps in student achievement. For instance, raising student performance level in math would not be appropriate if he is already good in math but deficient in reading or writing. Capacity building content should be based on pedagogical weaknesses within the organization, measuring student performance and professional setting.

Effective teaching has strong influence on student learning and it can be achieved through effective capacity building of teachers. Studies are evident that,' capacity building makes a difference in efficiency of trained and untrained teachers.  According to Imig D.G& Imig S.R (2007), "Nothing is more important to a student's academic success than a highly qualified teacher". Students taught by ineffective teachers prove to be significantly low achievers then the students taught by effective teachers and help to erase the gap between low and high achievers that shows the importance of teachers' capacity building (Hammond 2000).

Now the fundmental question is that what exactly the effective teaching is that can be strengthen through capacity building, or the other way round, the effective capacity building include what sorts of teaching excellences? The Department for Children, Schools and Local Authorities in England, (2007) describes trained teachers as equipped with coaching and mentoring skills, excellent pedagogical knowledge, length, breadth and depth of experience, subject matter expertise with ICT, communication and assessment skills also enable them to be researchers and community development activists (Penn State, 2010). Capacity building program must provide all those experience for quality teacher training.

**Capacity building process**
Capacity building is an ongoing training process for professional enhancement of Educators base on the infrastructure of Context (or setting), Content and Process. The *Context* means understanding the nature and essence of teaching, learning and supporting professional development to bring change collectively. *Content* is development and improvement of all teaching skill to overcome pedagogical weaknesses and upgrading required educational strategies and instructional technique for successful classroom teaching. Capacity building cannot succeed without strong content. Capacity building associated with the higher-performing schools is always focused on the content and serves a long-term well-planned strategy. In order to make capacity building effective, it should be based on curriculum and instructional strategies that have high probability affect on learning ability of students (Joyce and Showers, 2002). It is important for new teachers to have continuous and regular opportunities to learn from each other. Capacity building keeps teachers up-to-date about new researches on curriculum, instructional tools and emerging information technologies. The best capacity building is experiential,

collaborative and obtained from working with students to understand their culture. *Process* is based on research about educational practices, development of educational communities and creating new educational environments for quality outcomes (Harwell, 2003).

According to Nguyen (2010) teachers training policies are not that much supportive in many countries that is why competent teachers want to leave the teaching profession and new students are hesitant to enter into the teaching profession because of low incomes and appropriate working conditions. He recommends that effective capacity building model need to be deigned on the basis of research.

**Goals of teachers' capacity building**
Following are some major goals of teachers' capacity building:
i.   Students achievement (as the ultimate goal of all the efforts in educational institutions is to improve students achievement, capacity building helps teachers to focus on students achievement)
ii.  Groom teachers both as an individual as well as a professional (the teachers boost up their abilities as a result of capacity building. They may improve their personal and professional skills)
iii. Improvement of educational practice (as a result of capacity building teachers improve teaching learning/ assessment procedures they adapt during their daily retinues with students)
iv.  Collaborative relationships that provide opportunities to engage in joint work and to tap the collective knowledge of the group (it provides base for collaborative work, they networks and collaborations which develop in meetings/trainings continue further as well)
v.   Reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs (when teachers are involved in their capacity building, they think reflectively and device new ways for their improvement)
vi.  A commitment to on-going work, implementing new learning, and documenting educator and student growth (capacity building provides for an ongoing improvement in the individual and practices, teachers execute new ideas learned and discussed).

Furthermore, capacity building activities updates knowledge and awareness of teachers on continuous bases that enable teachers to teach updated curriculum because of changes in technology. They also provide a collaborative inquiry-based professional atmosphere.

**Capacity building activities**
Capacity building for teachers includes, but is not limited to courses / workshops education conference or seminar, observation visits to other institutions, participation in a network of teachers, individual or collaborative research, peer observation, mentoring and coaching, reading professional literature and informal discussions with peer.

## III.  Objectives of the Study
The objectives of research were to explore the opinion of respondents about:

**i.**   adequacy of the capacity building programs at International Islamic University
**ii.**  implementation of the capacity building programs at International Islamic University
**iii.** appropriateness of the capacity building programs, and
**iv.**  Improved practices as the consequence of capacity building programs in International Islamic University Islamabad.

## IV.  Data collection

A mixed method approach consisted of qualitative and quantitative data was used for the study (Creswell, 2009). Complete data of regular teaching faculty was gathered from Human Resource (HR) department of the university. Out of total 674 teaching faculty members working in six faculties 250 male and female were approached (took same proportion from each faculty) to get the questionnaires filled in. Out of fifty, twelve Chairpersons (two from each faculty) were randomly sampled and approached for interviews. The data-collecting instruments were questionnaires and interview.

### Quantitative data

Quantitative data were collected by the researcher personally from male and female faculty members working as Teaching/Research Associates, Lecturers, Assistant Professors, Associate Professors, and Professors of the university.

A self developed questionnaire was used for teachers based upon 5 points Likert Scale focused on need analysis and it covered following these 3 major areas
**i.**   Adequacy and relevancy of capacity building activities at IIUI(International Islamic University)  for faculty members
**ii.**  To what extent over the last 5 years capacity building programs at IIUI (International Islamic University) have improved standards of educational activities
**iii.** Satisfaction with capacity building programs at IIUI (International Islamic University) over the last 5 years

The responses were quantified as 5 for very high; 4 for high; 3 for medium; 2 for low; and 1 for very low. Mean score 3.0 was taken as the cut point, which means if the values is higher than 3.00, the degree of need for capacity building was considered as adequate; whereas, for mean values equal to 3.00 or below, the degree of need for capacity building  was considered as inadequate. The average mean was calculated for different variables by finding average of means of all statements included in that dimension.

### Qualitative data

Interview technique is effective for gaining insight of the phenomenon. Twelve Chairpersons of different departments were randomly sampled for interviews. Though semi-structured interviews are flexible but they need to identify their main objectives. Major areas were explored while interviewing the participants.

After getting telephonic consent, consent forms and interview plans were sent to the interview participants and they were approached according to the time fixed with each one. Average duration of each interview was 48 minutes. All interviews were

digitally recorded and transcribed verbatim by the researcher. They were coded, categorized, and analyzed into themes.

## V. Results and discussion of quantitative data

Quantitative data were analyzed using frequencies, mean, Standard Deviation and Rank order.

**Table 1: Mean and Standard Deviation values**

| S No. | Dimensions | Mean score | SD |
|---|---|---|---|
| 1. | Views about the adequacy and relevancy of capacity building activities at IIUI for faculty members | 2.8775 | 1.10 |
| 2. | To what extent over the last 5 years capacity building programs at IIUI have improved standards of educational activities | 2.2075 | .57 |
| 3. | Teachers' satisfaction with capacity building programs at IIUI over the last 5 years | 1.7528 | .60 |

This Table 1 briefly explains about the results of data collected through questionnaires from faculty members. The mean score 2.87 reveals that capacity building activities at IIUI(International Islamic University)  previously organized were not adequate and these were not very relevant to their needs. The value of standard deviation (SD=1.10) shows a deviation in the opinion of respondents. Some respondents having the argument that capacity building activities at IIUI (International Islamic University) previously organized were adequate. But over all major respondents having opinion that that capacity building activities at IIUI (International Islamic University) previously organized were not adequate.   Reason given by them was that need analysis was not done before conduction of such activities. That means carefully performed need assessments are crucial to set the priority areas and for that a prior step is to know about the existing capacities so that a baseline may be there to build on further.

Some statements of questionnaire were regarding to improved standards of educational activities as a result of capacity building programs at IIUI(International Islamic University)  and the results are evident from mean score 2.20 that those activities could not improve standards of education in different departments distinctly. The value of standard deviation (SD=.57) shows very little deviation in the opinion of respondents.

 Last variable was related to teachers' satisfaction with capacity building programs and the results reveal with mean score of 1.75 that teachers are not at all satisfied with the developmental programs and there is dire need of arranging capacity building workshops and seminars keeping in view the current dissatisfaction of faculty members. Here Standard Deviation value (SD= .60) shows a small amount of deviation in the opinion of respondents. This dissatisfaction diverts attention towards the training providers who plays a key role in such activities.  It is significant to fairly select such group of people

who already involved for all sort of training activities and have received a comparably good education and training.

In the second part, the respondents were asked to mention the areas which need to be considered on crucial bases for trainings. The respondents emphasized the urgent need of capacity building including:

**Table 2. Crucial areas for training of teachers**

| S No | Capacity Building Areas | Percentage of respondents |
|---|---|---|
| 1. | development of professional skills | 78% |
| 2. | abilities to achieve performance management targets in a better way | 73% |
| 3. | personal career development | 67% |
| 4. | designing of a proper Institutional development plan | 54% |
| 5. | leadership skills | 53% |
| 6. | reflecting on values | 52% |
| 7. | focus National priorities/initiatives | 46% |
| 8. | designing a proper Capacity building coordinating office action plan | 43% |
| 9. | improving teaching skills | 40% |
| 10. | Increasing subject knowledge | 39% |
| 11. | development of professional skills | 35% |

## VI. Results and discussion of qualitative data

Interviews based on the objectives of study were conducted with Chairpersons of different departments and coded, categorized and analyzed into themes.

**Role of university teacher and their capacity building**

The interviewees said that people usually think that teaching is an easy profession and they can adopt it if they have got an academic Masters degree in the relevant subject but this is not the case actually. A university teacher has to play diverse roles as well. A teacher has to know the demands of teaching, work for the overall development and grooming of students, has to solve academic and nonacademic problems of students and do research as well to update his/her own knowledge and enhance the readings related to the topic/subject to be taught. Moreover teachers have to redesign their teaching strategies keeping in mind the multicultural setup of the university and diversity of students. University teachers have to strive for continuous capacity building all the time.

**Importance of capacity building**

Teaching at university is different and more demanding than teaching at school and college level. A lot of skills and research is required on the part of the teacher. Capacity building helps out teachers in this regard. Most of times especially in technical subjects concepts of teachers are clear but conveying it to all students becomes difficult and this problem may be addressed though discussions and by attending methodology related workshops.

**Impact of trainings**

Bringing impact of training is a slow and gradual process. It is not possible that one day they will attend training and the next morning they prove to be exemplary teachers. It takes a little time to mould the practices of teachers. The teachers who attend trainings and strive for their capacity building have more problem solving abilities.

**Why faculty members do not come to trainings?**

One of important concerns of chairmen/Chairpersons was that when there is some training in the university most of teachers are not willing to attend and the reasons could be:

- Teachers have a lot of works to do. It becomes difficult for them to reschedule their classes and attend the training.
- Teachers are not aware about the contents and methodology of trainings so they are reluctant to attend

There is no incentive for them to attend training, they prefer to write their own research papers in that time rather to go and attend some seminar or workshop

**What should be included in training?**

Unfortunately capacity building trainings and induction programs were not organized frequently in International Islamic University Islamabad. The Chairmen/Chairpersons informally or during meetings guide their teachers about a few strategies when required. Most of teachers here have learned through trial and error and through practice. There is need to address the following issues in the upcoming trainings:

i. teaching methods through discussion
ii. trainings may include experiences of senior faculty members
iii. technical growth
iv. tools of practice in actual classroom
v. on how students learn the best way
vi. planning of courses
vii. communication skills

## VII. Conclusions and Recommendations

The importance of capacity building was highly acknowledged as capacity building activities enhances teachers' capabilities and put strong impact of their performance. It is concluded from the findings derived from the questionnaire filled by the university faculty members that there is lack of adequacy and relevance of capacity building activities in the university consequently, they couldn't improve the situation. Faculty members were also found unsatisfied with the training provided by the university.

It is further concluded from interviews data that role of university teacher is very demanding and needs updating on regular bases. Some important areas/topics were also suggested for execution of immediate trainings.

Attention is needed to take into account the needs of the beneficiaries and for that careful and rigorous need analysis of the already existing capacities and what further required need to be done to achieve the quality and development. Furthermore, any capacity building activity needs to be carefully designed so that it contributes its goals. Competent people in the relevant areas may be hired to improve the capacities of teachers which ultimately result the improvement of quality.

There is a need to address the following issues in the upcoming trainings:

i.    Develop professional skills, Abilities to achieve performance management targets in a better way and personal career development and designing a proper Institutional development plan with national priorities/initiatives (Nguyen Thi My Loc, 2008).

ii.   Leadership skills; reflecting on values; improvement in teaching skills; increase subject knowledge and teaching through discussion need to be addressed (Harwell (2003).

iii.  Trainings may include experiences of senior faculty members; tools of practice in actual classroom; technical growth; how students learn the best way; planning of courses; communication skills and designing a proper capacity building coordinating action plan/model (Pardhan & Zafar, 2004;  Willy & Nkumbi, 2008). Wei, Hammond, Andree, Richardson, Orphanos, (2009) also discussed the above mention issues in a status report on teacher development in the United States and abroad.

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**Annexure: 1**
**TEACHERS' CAPACITY BUILDING: Need Analysis of a Pakistani University**

QUESTIONNAIRE FOR TEACHERS
Professional development refers to many types of educational experiences related to an individual's work. People in a wide variety of professions participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job. This study is an effort to answer basic questions and to inform and engage more people in strengthening the quality and improving the results of professional development; to gather perceptions of respondents about adequacy of the professional development programs, implementation and appropriateness of the professional development programs in International Islamic University Islamabad.

Name (Optional) _____
Age (In years) 25-30, 30-35, 35-40, 40-45, 45-50, above 50
Teaching experience at IIUI _____ (in years)
Number of Professional Development Trainings attended during last 05 years:
_____

Please give your opinion about the Professional development Programs at IIUI:

| S.D | D | N | A | S.A |
|---|---|---|---|---|
| STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY DISAGREE |

| S No. | Dimensions | S.D | D | N | A | S.A |
|---|---|---|---|---|---|---|
| | **Views about the adequacy and relevancy of professional development activities at IIUI for faculty members** | | | | | |
| 1. | The professional development programs at IIUI are adequate for faculty member | | | | | |
| 2. | The professional development programs at IIUI are not sufficient for faculty members | | | | | |
| 3. | The professional development programs at IIUI are accessible to all Faculty members | | | | | |
| 4. | The professional development programs at IIUI are frequently organized for teaching faculty | | | | | |
| 5. | The professional development programs at IIUI are based on the current needs of teaching Faculty | | | | | |
| 6. | Need analysis is done before offering any professional | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | development programs at IIUI | | | | | |
| 7. | The professional development programs already conducted at IIUI enhanced my professional experiences | | | | | |
| 8. | The University has adequate facility for arrangement of professional development programs | | | | | |
| 9. | The professional development programs already conducted at IIUI were well organized | | | | | |
| 10. | The professional development programs already conducted at IIUI have provided adequate support for me | | | | | |
| 11. | Needs identified in my performance reviews have been met through professional development training offered by IIUI | | | | | |
| 12. | PD provides me the opportunity to improve my teaching skills | | | | | |
| 13. | Professional development programs were related to my field of study | | | | | |
| 14. | Content of Professional development programs were up-to-date | | | | | |

**To what extent over the last 5 years professional development programs at IIUI have improved standards of educational activities**

| | | Not much | To some extend | Very much |
|---|---|---|---|---|
| 15. | The standard of teaching in my department | | | |
| 16. | The standard of pupil learning in my department | | | |
| 17. | The level of commitment to Professional Development amongst teachers | | | |
| 18. | The amount of skills and knowledge amongst teachers | | | |
| | **Teachers' satisfaction with professional development programs at IIUI over the last 5 years** | | | |
| 19. | I feel that training program has profound effect on my professional development | | | |
| 20. | professional development programs are very important in promotion prospects | | | |
| 21. | professional development has helped me to increase my teaching skills | | | |
| 22. | professional development has helped me to enhance my self-confidence/self-esteem | | | |
| 23. | After getting Professional Development trainings it has become my desire to attend professional development trainings on continuous bases. | | | |
| 24. | Professional development trainings helped me to achieve my students' learning outcomes in a better way. | | | |
| 25. | professional development has increased my leadership skills | | | |

Please specify areas which need to be considered on crucial bases for capacity building: