Original Paper

The Readiness of Management and Faculty Members in Implementing New Curriculum in Universitas Pendidikan Indonesia

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Abstract

Improvements in teacher education, in part resulting from better-prepared entrants to pre-service training, will promote better teaching and learning at all levels of education. In responding to this issue, Universitas Pendidikan Indonesia (UPI) as one Teacher Education Institutions (TEIs) in Indonesia has formulated "Redesign of Professional Education for Teachers" as one of responses to need for 21st century teacher education. This is marked, among other, by the deep mastery of subject matter to be taught, knowledge of learners and their characteristics, mastery of pedagogical content knowledge, knowledge of context of education, and mastery of ICT used in the teaching and learning processes. This study focuses on identifying and analyzing aspects related to organizational readiness of 2013 UPI Curriculum implementation that is based on Redesign of Professional Education for Teacher. The study used both qualitative and quantitative methods. The selection of the design is due to the main objective of the study is to identify problems in program implementation and to seek appropriate solution to the problems encountered. The subjects of this study involve head of departments and management in Faculty of Education Science. The findings, among other, indicated that the readiness among level of management of the faculty did not correlate with organizational behavior among level management. The management readiness of study program still needs significant reinforcement and strategic direction through effective communication formulas in the implementation of the new curriculum the redesigned teacher professional education.

*Keyword*s

organizational readiness, curriculum development, teacher education

1. Introduction

The quality of an education system cannot exceed the quality of its teachers (Ali, 2011). In line with that statement, in order to improve the quality of teachers, Ministry of Education and Culture of Republic of Indonesia (2011) has created many innovation in improving the competence of teachers. One of the innovation programs is improving teacher competencies via continuous teacher professional program. It covers training for improving teaching methodologies, developing appropriate low cost media, and capabilities for teacher to use local social and environmental sources for the benefit of learning. Other program is the improvement program in pre-service teacher education. It seems that the improvements in teacher education, in part resulting from better-prepared entrance to pre-service training that will contribute significance effect for promoting better teaching and learning at all levels of education.

In Indonesia, according to the report of OECD (Attride-Stirling, 2001), there has been an increase in the quality of students entering pre-service teacher training, the quality of the courses offered appear to have improved little, if at all. It seemed that lack evidence that indicated that pre-service teaching is aligned with the pedagogical expectations of the 2013 curriculum. In addition UNESCO has reported that most of existing teachers has already mastered subject matter and content pedagogical aspects, but they have no strong effort in implementing them for the purpose of creative and active learning process. Most of them, they are teaching as "business as usual" by lecturing, teaching with lack of media, and using appropriate methods to become teaching learning process as interesting and joyful activities. In order to ensure new teachers are able to implement the 2013 curriculum, teacher educators urgently need to be provided with professional development on modern pedagogies by encouraging Teachers Education Institutions (TIEs) to establish program of Professional Education of Teachers (Attride-Stirling, 2001; Barber & Mourshed, 2007).

In responding to those issued above, Universitas Pendidikan Indonesia (UPI) as one Teachers Education Institutions (TEIs) in Indonesia, through a series academic forums on redesigning teacher education and studies has already formulated Re-design Professional Education for Teachers. In addition, the proposed model is in response to the Law No. 14 on Teacher and Lecturer. This law gives the mandate that teacher is regarded as professional job that requires both academic qualification and professional education. The former is acquired through academic education focusing on the mastery of content of a certain field of study at the level of bachelor's degree; whereas the latter is attained through professional education lasts for two semesters focusing on the mastery of pedagogical content knowledge and practicum. The law entails at least two things, the first teacher education is multi entry and the second, viewed from the curriculum, the law adopts incoherent approach in teacher education. All are UPI's concern in responding to produce needs of teacher in the 21st century.

It is believed that preparing teachers for that century requires coherent approaches. Those approaches put emphasis on the existence of integration between academic and professional education in the program. The first, it emphasizes on providing students with content knowledge and pedagogical

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content knowledge and skills consisting subjects like curriculum and instruction and the use of ICT in teaching and learning including earlier exposure to the school setting. The second is emphasized on providing students with workshops on specific pedagogical subjects and practicum conducted in a real classroom setting.

The study discusses on the following topics: (i) identifying the existing condition related to the planning stage of program development and organizational readiness in implementing new curriculum at UPI; (ii) identifying organizational readiness as perceived by the management (head of faculties) and lecturers as well as supporting staffs at UPI.

2. Literature Review

The quality of an education system cannot exceed the quality of its teachers (Ali, 2011; Attride-Stirling, 2001; Barber & Mourshed, 2007). In Indonesia, it is obviously seen that widespread understanding and agreement among policy makers and educators that what teachers know and do is the biggest influence on what students learn. It means that one of important factors in improving the quality of education is the quality of teacher as the front providers who directly interact and guide students having meaningful learning experiences through various ways of teaching learning methodology conducted in class or out of class activities. This understanding is supported by evidence that indicates that there is no more important empirical determinant of student outcomes than good teaching. Many efforts have conducted by Ministry of Education and Culture of Republic of Indonesia in increasing teaching competencies and capabilities of teachers in managing active learning activities in class. Improving the competence of teachers has been at the heart of policies designed to raise the quality of education in Indonesia since 2005 when the major initiative to increase the minimum academic qualifications of teachers began. This is commendable because quality cannot be achieved without a competent teaching workforce. As mentioned, the Law on Teachers and Lecturers (Bunoti, 2010) requires all teachers first to hold an academic bachelor's degree, and second to successfully complete a certification process. Indonesia's target is that all teachers will reach these benchmarks by Attride-Stirling (2001).

In addition, teacher education for 21st century must be directed to response the demands of this era. As it is reiterated by (Darling-Hammond & Bransford, 2005) that teachers for the 21st century must provide themselves at least with knowledge of the learners, have profound pedagogical content knowledge and skills, have strong mastery of the subject matter to be taught, have sound knowledge of context of education, and have the ability to use ICT in the teaching and learning processes. Considering also the central role of teachers in providing learners in that century with both hard and soft skills adaptable to future demands, they have to be more responsive to this future event. Ministry of Education and Culture has initiated vision for teacher professional development by launching several innovative program for teacher education in 21st century: integrate face to face and online modes of instruction, developing teacher competencies on TPACK framework, which focuses on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). Indonesia has also

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introduced a one-year largely field-based postgraduate teacher professional development program to ensure that new teachers also have the necessary content and/or pedagogical knowledge. Currently, there are 65 state and private Teacher Education Institutions (TEIs) spread through out the nation assigned teacher professional education (TPE) program. In terms of TPE curriculum, it consists of several topics and areas: Pedagogic deeping and Study materials, Development workshop learning media, the application of techno pedagogical content knowledge principles, develop 21st century learning (critical thinking and doing, communication, collaboration, creativity, ICT literacy, cross cultural understanding and character strengthening); and field experience practice in classroom and school setting. The overall objectives of the program are to ensure all new teachers are able to plan, deliver and evaluate program and use evaluation evidence to adjust their teaching (Darling-Hammond, Holtzman, Gatlin, & Vazquez Hellig, 2005).

Professional education for teachers which is conceptualized and proposed by UPI is based on assumption that (1) professional teacher career must be perceived as a continuous process. Consequently, it needs also continuous professional development to help them adapt to the changing challenges; (2) the policy change regarding with teacher education as it is mandated by Attride-Stirling (2001) in our view it must be based on coherent approach in the sense that its curriculum has to be conceptually and structurally coherent. In this connection, some (Darling-Hammond, 1999) reiterated that coherent curriculum must be reflected in the consistency and integration from the point of lateral coherent (integration of contents in curriculum structure), implemented curriculum, and experienced curriculum (what prospective professional teachers learn).

The most significant of these policies is the Law on Teachers and Lecturers (Bunoti, 2010), which confirmed teaching as a profession. Teachers and Lecturers require all teachers to hold an academic bachelor's degree and to successfully achieve certification. The core principle that teaching is "profession". It means that the requirement that all teachers in Indonesia must meet a minimum standard of a four years degree before being certified and that all teachers should be formally certified after the 4 years degree has being gained. The professional allowances that accompany the new certification process have led to pay increases, which effectively double the income of certified teachers. This has aligned teachers' status with other professions such as law and medicine and has provided effective incentives for teachers to upgrade their qualifications. Many pre-service lecturers, principals and teachers told the review team that the perception of teaching as a career is improving rapidly and that more students are now attracted to enter the profession because of these policies. A number of inefficiencies have also arisen from this reform, however, in terms of the system's financing and the distribution of its teachers. Three years learning with a high-performing teacher rather than a low-performing teacher, can make a 53-percentile difference between two students who started at the same achievement level. The negative impact of low-performing teachers is severe, particularly during the earlier years of schooling (Darling-Hammond, 2005; Ali, 2011; Attride-Stirling, 2001).

In addition, it has reported under the Teaching and Learning Internal Survey (TALIS) in identifying key

aspects of teaching that have been shown to improve learning (Attride-Stirling, 2001). They include: (i) Teachers' content knowledge; (ii) teachers' pedagogical knowledge, both of general principles and those specific to their subject; (iii) teaching practices that focus on clear and well-structured lessons supported by effective classroom management; (iv) teaching practices that emphasize individualized instruction.

In curriculum perspective, coherent curriculum for professional teacher education as most related experts believe could provide prospective teachers with the integration of their expected behaviors, knowledge, skills, and their proper attitudes needed by professional teachers. This could be granted on condition that all parties involved in its implementation have sufficient knowledge and believe that they have the ability to implement it effectively. In line with this, Darling-Hammond (1999) mentioned that the effectiveness of the curriculum implementation requires management readiness and proper organizational readiness. He further reiterates that readiness of the management is condition that indicates the capacity of the organization to perceive, understand, and implement action or change. This can be identified from the factors, such as communication built among individuals or groups within organization who have key positions in the curriculum implementation and management, the existence a solid teamwork who comprehends and has the ability to translate expected change of the implanted program under redesign of professional education for teachers, the existence of leadership and self-management among leaders in the organization, their willingness to response to feedbacks from related stakeholders, and their ability to delegate their decision to their staffs (Dunlop & Lee, 2004).

Viewed from the stages of curriculum or program development, one of the crucial stages is to emphasize the need of conceptualizing developing more professional education for teacher. The study which was conducted by Ministry of Education and Culture of Republic of Indonesia- Bunoti (2010) indicated that teacher's competency is under the expectation. Most of the teahers who participated in the teacher competency examination held prior to the professional teacher traning got below 50 (the score rangging from 10-100). When this result compared with the score earned by the teachers after the traning using the similar test, their competencies did not improve very much. This study indicates that teacher traning that is aimed at providing required comptencies for professional teachers as mandated by the law is not effective.

In according to the Bunoti (2010) on Teacher and Lecturer gives the mandate to teacher education institutions to adapt the existing teacher education to hold professional teacher education for graduates from both techer education instituions and non-education ones. Therefore, the approach used is changed from concurrent into consecutive one. This entails that professional teacher education lasts only two semester with total credits earned is arround 38-40 credits hours. Conceptually, by law professional teacher education tends to be more training rather than education. Theoretically and practically, this kind of training for teachers as viewed from the number of credits offered and the subjects included in this program can not guaranntee that prospective professional teachers would acquire the expected competencies, especially for teachers in the 21 century.

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As quoted by Dunham (1995), Fry, Ketteridge and Marshall (2009), teacher education for the the 21st century as its is advocated by a number of experts that teacher education in the future should be oriented to more coherent approach. In this context, Darling-Hammond (1999) added that teacher education is a ongoing process following the life cyle of the teacher. This entails that there must be both internal and external coherence in the practice of pre-service education. The former requires integration or coherence among the elements of teacher education curriculum. Whereas, the later entails that in developing teacher education curriculum, techer education institution should consider best practices in the teaching and learning processes do exist in school context. Other model of teacher education which is mostly adopted by teacher education institutions is structural model. This four year program of teacher education offers 120-128 credit hours to prepare prospective teachers of science and arts for both primary and secondary schools. Other recogized model is five-year integrated model of teacher education focusing on empowering value education, deepening field practice which is more integrated with teacher education curriculum, providing more sufficient and adequate pedagogiocal content knowledge.

Nowadays, Indonesia has 374 teacher education institutes, 32 public universities/faculties/institutes and 342 private universities/faculties. Nearly in all districts in Indonesia (450 districts) has been established at least one private teacher education institutions. They have operated largely independently, with little co-ordination between them over learning materials, educational approaches, as well as learning facilities. Some of private teacher education institutions were still focus on how to recruit new students as prospective teachers and s determine the outcomes that they believe are most important and there is currently no systematic monitoring or evaluation to determine the effectiveness of teacher training on teacher quality. It seems that there has been a large and little bit uncontrolled expansion of teacher education enrolments in recent years. It means that in the last decade, there are overloaded graduate from with less well prepared for professional teachers (Attride-Stirling, 2001). In 1999, in attempting to ensure graduates improved their content knowledge, 10 Indonesia teacher education institutes (IKIP) became universities. Most of these universities developed twin program where one faculty offers specific education program, for example the teaching of science, and another faculty offers a regular science program. New curriculum is also set up in preparing professional teacher in the 21 century. Some universities offer a dual degree program where students can get one degree for the teaching related program and another from the subject related program. This allows for efficient resource sharing and provides students with dual career pathways. The Ministry of Research, Technology and Higher Education of The Republic of Indonesia has also introduced a new study program called Teacher Professional Education program a one-year largely field-based postgraduate teacher professional development program to ensure that new teachers also have the necessary competencies in terms of content as well as pedagogical knowledge It means educating prospective teachers to become professional individuals is needed to be long and continuous which refers to standard standards with continuous performance appraisal. The process of becoming a professional teacher is pursued through

academic education and professional education. The process leads to an increase in teaching knowledge and skills through the following three things: (i) the transfer of teaching experience in authentic settings, (ii) the integration of teaching and learning theories and practices in the context of practice in practice, and (iii) taking place collaboratively in the community professional. The overall objectives of this program are to ensure all new teachers are able to plan, deliver and evaluate programs and use evaluation evidence to adjust their teaching. Teachers are required to either assemble portfolios of evidence to show that they are ready for certification or to attend a 90-day course. Portfolio assessment can be useful if teachers use it to reflect exchange they have Teachers are required to either assemble portfolios of evidence to show that they are ready for certification or to attend a 90-day course.

In UPI, many efforts have been developed in teacher education program. One among other, by formulating Re-Design Professional Teacher Education and establish a new study program called teacher professional education program. It is one response to the demands of high quality teachers in nationwide (Darling-Hammond, 1999). The program is characterized by, among others, a deep mastery of the field being taught; a deep understanding of the potential and development of learners; in-depth mastery of knowledge and skills pedagogy, both general and specific in nature; and has the ability to communicate, either for the purpose of interpersonal well as to develop the attitude, motivation, self-confidence, adaptability, resilience, and the personality of the learner (Darling-Hammond, 1999). In the curriculum view, teacher professional education initiated by UPI, based on three key assumptions. First, career professional teachers should be understood as a continuous process, lasts longer, and need ongoing coaching. Second, the professional teacher education reform must start from the effort to create coherence in the educational curriculum, both structurally and conceptually in order to obtain teacher education programs more sustainable. Third, curriculum management gives significant influence to the flow and the chain of learning and academic culture for teacher education institutions (Darling-Hammond, 1999; Graham, 1995; Hansen, 1997).

The management of curriculum development in pre service teacher education is related to the degree of management or management aspect in planning, implementation, and evaluation of the curriculum. This is with regard to the distribution and availability of documents curriculum in schools, dissemination of ideas and documents, provision of professional assistance, planning and implementation of programs, qualifications and workload of the teaching staff, the atmosphere and working facilities, process monitoring, and follow-up program (Hapner, Wampold, & Kilvighan, 2008; Hunkins & Ornstein, 2009). Professional education for teachers which is conceptualized and proposed by UPI is based on assumption that (1) professional teacher career must be perceived as a continuous process. Consequently, it needs also continuous professional development to help them adapt to the changing challenges; (2) the policy change regarding with teacher education as it is mandated by Bunoti (2010) in our view it must be based on coherent approach in the sense that its curriculum has to be conceptually and structurally coherent. In this connection, some experts as quoted by Darling-Hammond (1999) reiterated that coherent curriculum must be reflected in the consistency and

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integration from the point of lateral coherent (integration of contents in curriculum structure), implemented curriculum, and experienced curriculum (what prospective professional teachers learn). The coherent curriculum for professional teacher education as most related experts believe could provide prospective teachers with the integration of their expected behaviors, knowledge, skills, and their proper attitudes needed by professional teachers. This could be granted on condition that all parties involved in its implementation have sufficient knowledge and believe that they have the ability to implement it effectively. In line with this, the effectiveness of the curriculum implementation requires management readiness and proper organizational readiness. He further reiterates that readiness of the management is condition that indicates the capacity of the organization to perceive, understand, and implement action or change. This can be identified from the factors, such as communication built among individuals or groups within organization who have key positions in the curriculum implementation and management, the existence a solid teamwork who comprehends and has the ability to translate expected change of the implanted program (redesign of professional education for teachers), the existence of leadership and self-management among leaders in the organization, their willingness to response to feedbacks from related stakeholders, and their ability to delegate their decision to their staffs (Dunlop & Lee, 2004; Darling-Hammond, 1999; Hatzakis et al., 2007).

It is obviously seen, that there is close relation between the curriculum of pre-service teacher training, whatever their use in implementing model – consecutive model as well as current model, with the developing of teacher philosophy they have adopted. This study also discussed on philosophy of education in the implementation of curriculum in among faculties and pre-service teacher education. In curriculum implementation, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies (Ali, 2011; Hunkins & Ornstein, 2009). In curriculum practices, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Every teaching philosophy is based on the faculty's vision, mission, concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development (Hunkins & Ornstein, 2009; Hansen, 1997; Dunham, 1995).

The research conducted by Darling-Hammond and Bransford (2005), on numerous models of teacher education. It indicates that content in teacher education curriculum and the process are more important than the characteristics of the structure of teacher education. The study also entails that the emphasis on pedagogical content knowledge and the coherence of theory and practice in teacher education curriculum are essential.

2. Methodology

This study uses the descriptive method of research. Descriptive studies are usually the best methods of collecting information that will describe the world as it is and demonstrate relationships among these units of information. Descriptive studies can answer questions such as "what is" or "what was" The study is also uses a mixed-methods research (Ali, 2011; Jones, 1996; Kalantzis, Mary, & Bill, 2010). Research sampling are lecturers with Grade IV in several faculties in UPI. Qualitative methods were also used for conducting content analysis, interviews, and FGD (focus group discussion) among lecturers in the Faculty of Educational. . The content analysis method will be employed to be analyzed from documents of the initial implementataion of Redesign of Professional Education for Teachers in UPI. Interviews of faculty management are also conducted in order to identify and analysis of factors related to organizational readiness in implementing redesign of professional education for teacher.

3. Discussion of the Findings

Based on the data collected, the existing condition prior to the initial implementataion of Redesign of Professional Education for Teachers can be indentified in the following. Viewed from the exiting capacity of the Faculty of Education UPI for implementing the program can be shown in the following. There are 8 study programs that have already developed their curriculum of professional teacher education based on the existing government policy. The availability of the guidelines for implementing teacher education program. From the side of the existing resources, 80% of the existing faculty members (lectures) are qualified for implementing the program. This is supported by the existing standardized facilities required for the implementation of the program, such as classroom equiped with the multimedia facility, micro teaching laboratories, and ICT facilities.

In addition to this, the university has developed collaboration with almost 4000 school partners including 10 leading and high quality schools for conducting the practicum. The university hasl also developed laboratory school where faculty members can collaborate with teachers in developing and researching innovative curriculum, delivery system, assessment for learning. In line with organizational readiness in the initial implementation of the program as perceived heads of the department can be shown in the data as follows.

In term of organizational readiness as it is indicated by conceptual knowledge perceived by faculty management, it indicated that almost all aspects of the redesign of professional education for teacher are well-comprehended by faculty management. They are actively involved in conceptualizing the program. On the contrary, lower level of the management of heads department did not comprehend all of the aspects related to the program. This entails that program dissemination need to be intensified.

As it is perceived by the heads of department, faculty management should give more direction to all departments regarding with the initial program implementation of new curriculum.

Viewed from organizational behavior (Hunkins & Ornstein, 2009) identified from individuals self-efficacy, heads of all departments and study programs indicated that their belief of the ability to

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implement the program considered high (3.5 from the scale of 1-5). This is shown by their efforts in determining stages of program implementation. They expect that higher level of management gives more direction to curriculum development team of the faculty in implementing the principles underlying the program.

Viewed from the relevancy of management readiness and organizational behavior in implementation of the redesign of professional education for teacher among different levels of university management, the data can be shown in the following.

The research result on the view of the faculty management towards the management readiness of UPI organizations in implementing the redesigned teacher professional education can be seen from the following Table 1.

Table 1. The View of Faculty Management towards the Management Readiness in Implementing New Curriculum

Score	Ideal Score	Percentage
2131	2740	78.18

From Table 1, it can be seen that the percentage of the view of the faculty management towards the management readiness and behavior in implementing new curriculum under the redesigned teacher professional education is 78.18%. If it is interpreted, 78.18% is categorized as *know and comprehend* as it can be seen from the following Figure 1.
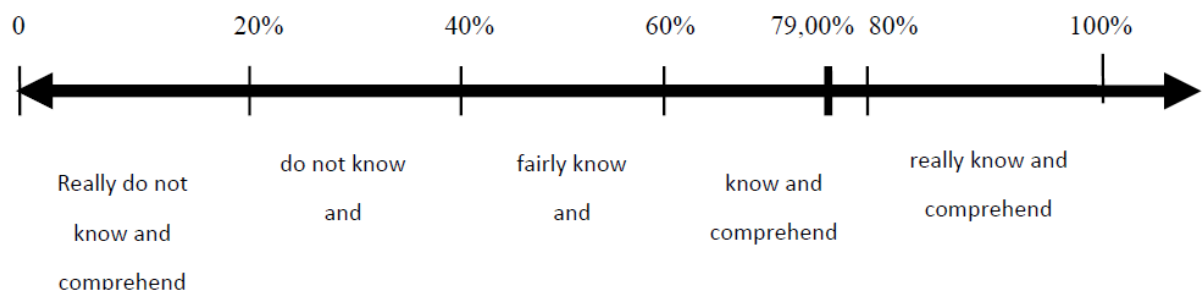
Figure 1. The View of the Faculty Members towards the Management Readiness in Implementing New Curriculum

Furthermore, based on its aspects, the view of the faculty members in implementing new curriculum under the redesigned teacher professional education. It can be seen from the following Table 2.

Table 2. The Readiness of Faculty Members towards the Implementation of New Curriculum

No	Aspects	Score	Ideal Score	Percentage
1	Foundation and Principles of new curriculum under the redesigned teachers professional education	524	640	81.87
2	The curriculum components of teachers professional education	275	355	77.47
3	Delivery system in implementing the new curriculum of teachers professional education	428	540	79.26
4	Scoring system in implementing the curriculum of teachers professional education	132	182	72.52
5	The management of teachers professional education implementation	143	180	79.44
6	The availability of infrastructure provided by university	139	180	77.22
7	The availability of Human resource (Lecturers and supporting staffs)	124	180	68.88
8	Partnership and coordination in developing new the curriculum of teachers professional education	284	360	78.89
9	Continuous professional development services for faculty members	79	126	62.69

From Table 2, it can be seen that the view of the faculty members towards the management readiness in implementing new curriculum under the redesigned teacher professional education is varied among aspects of new curriculum. The highest score is 81.87%. It is concerning on "foundation and principles of new curriculum under the redesigned teacher professional education". The second one is 79, 26. It is concerning with "delivery system in implementing the new curriculum of teachers professional education". Meanwhile, the lowest score is 62, 69 concerning with "continuous professional development services for faculty members". Based on the data above, it can be said that respondents of faculty members have relatively understood concerning with foundation and principles of new curriculum under the redesigned teachers professional education and delivery system in implementing the new curriculum of teachers professional education. On the other hands, they still need guidance and updating their skills through variety of events and forums under continuous professional development services for faculty members. They believed that the quality of an education system cannot exceed the quality of its teachers (Ali, 2011). It also reflects that the quality of teachers is also strongly influenced by their learning experience when they attended pre teacher education program in Teacher Education Institutions (TEIs). It means innovative program related to the improvement of quality faculty members in TEIs is very fundamental and strategic approaches.

4. Conclusion and Suggestion

As it has been discussed, the study indicates that management readiness among level of management in faculty level is considered high. It can be identified from the readiness in terms of knowledge of the

aspects related to the redesign of professional education for teacher and aspects in implementing curriculum. It was also found that correlation between the management readiness at the faculty level and organizational behavior at the level of department or study program in implementing new curriculum under the redesign of professional education for teacher is not significant. This entails that the departments or study programs do not fully understand and comprehend the program. As the data indicated that respondents from head of departments or head of study program need more direction and guidance from the faculty and university management in implementing the curriculum program. Viewed from the existing condition as reflected in the availability of the facilities and the capacity of the human resources, in some cases, the faculty shows readiness in implementing the program. On the other hands, the management readiness of study program still needs significant reinforcement and strategic direction through effective communication formulas in the implementation of the new curriculum the redesigned teacher professional education. Faculty members have relatively understood concerning with foundation and principles of new curriculum under the redesigned teacher professional education and delivery system in implementing the new curriculum of teacher professional education. Even though, faculty member still need guidance and updating their academics skills through variety of events, program and forums under continuous professional development services for the benefit in improving their competencies.

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