

DOI: <https://doi.org/10.63332/joph.v5i7.2722>

## The Level of Professional Development Among Faculty Members at Al-Balqa Applied University in Jordan

Fakhri Falah Al-Ali Al-Momani<sup>1</sup>, Mohammad Omar AL-Momani<sup>2</sup>

### *Abstract*

*The objective of the study was to ascertain the extent of professional development among faculty members at Al-Balqa Applied University in Jordan, as perceived by the faculty members themselves, and to determine its correlation with the variables of gender and academic specialization of the faculty member. A descriptive approach was employed, and a questionnaire consisting of 16 items was utilized as the study tool. The questionnaire was administered to a study sample of 300 faculty members from Al-Balqa Applied University across its various faculties during the first semester of the academic year 2024/2025. The study's findings indicated that the faculty members' level of professional development was "medium," with an arithmetic mean of 3.13 and a standard deviation of 0.60. The study also found no statistically significant differences in the level of professional development attributable to the variables of gender (male, female) and academic specialization of the faculty member (humanities, science).*

**Keywords:** Professional Development, Faculty Members, Higher Education, Professional Development, Universities.

### Introduction

The human being is regarded as the fundamental element in the construction and evolution of society, as evidenced by the competencies and aptitudes he possesses. In light of the knowledge explosion and technological development, researchers and decision-makers have shifted their focus to higher education, recognizing its role in addressing societal needs and enhancing the intellectual and creative capacities of individuals (Al-Shakhshir, 2010; Bukalova, 2024; James Jacob, 2015; Jarvis et.al, 2005). The performance of higher education institutions is no longer limited to the teaching function and preserving the cultural and civilizational heritage of society only. Instead, it has become focused on graduating individuals capable of fulfilling the requirements of societal development. Therefore, the adoption of a policy of continuous professional development for higher education institutions and their administrative and academic teams is imperative in light of the knowledge explosion. This policy is designed to ensure the improvement of capabilities and skills, keeping pace with rapid changes in the field of human knowledge and developing academic potential (Al-Harbi, 2006; Al-Zaher, 2004; Al-Harishi & Kaaki, 2005; Bubb, 2004). Professional development in higher education institutions is considered a mirror that reflects the capabilities that distinguish its administrative and academic teams. These processes are designed to enhance the competencies and conduct of employees in higher education institutions and faculty members, thereby ensuring enhanced efficiency and effectiveness in meeting the demands of universities, society, and the needs of

---

<sup>1</sup> Educational Sciences Department, Ajloun University College, Al-Balqa Applied University, Jordan, Email: [fakhri-momani@bau.edu.jo](mailto:fakhri-momani@bau.edu.jo)

<sup>2</sup> Department of Applied Sciences, Al-Huson University College, Al-Balqa Applied University, Jordan, Email: [m.o.e.m@bau.edu.jo](mailto:m.o.e.m@bau.edu.jo), <https://orcid.org/0000-0003-3871-0254>



Consequently, professional development emerges as a pressing imperative to maintain pace with the evolving demands of faculty members tasked with addressing the diverse aspirations and needs of a substantial student population. Professional development can be regarded as a strategy to attain high quality for faculty members and employees in higher education institutions (Younes, 2014; Sharif et.al, 2019; Ragupathi, 2021; Al-Najem& Al-Zaki, 2012).

In the contemporary higher education landscape, the professional development of faculty members has emerged as a pivotal imperative. This necessity arises in order to maintain congruence with the accelerating pace of scientific, technological, and cognitive advancements. Given that education is regarded as the primary means of achieving state-level objectives across various disciplines, both developing and developed countries assign significant importance to the educational process. The significance of professional development in enhancing the educational process warrants the recognition that faculty members in higher education institutions must serve as the focal point of all higher education endeavors. The advancement of higher education is contingent upon the advancement of faculty members (Meadows et.al, 2024; Norvell, 2000; Ibrahim, 2009; Du et.al, 2023).

The professional development of a faculty member is not merely the result of training programs imposed by the university. Rather, it extends beyond that to include individual and institutional programs that help the member prepare for continuous education, openness to new ideas and visions, and the development of a spirit of unity and teamwork (Abdul Hamid, 2000; Kaaki & Zara'a, 2012).

In the context of the rapid advancements in knowledge and technology, faculty members find themselves confronted with a critical decision: to either maintain their competitive standing by continuously enhancing their capabilities and refreshing their knowledge, or to remain static, unresponsive to the evolving demands of their profession. This stagnation, in turn, can impose a significant burden on the institution and the educational process as a whole. The inability to keep pace with the evolution of curricula and educational methodologies inevitably leads to a decline in productivity, underscoring the pressing need for faculty members to engage in ongoing professional development to ensure their relevance and effectiveness in the changing higher education landscape. Given the pivotal role of educators in the educational process, a comprehensive professional development program was deemed essential for the teacher. In educational institutions, educators wield a significant influence on students' learning and personal growth through their professional and personal growth. The program was designed to address the need for professional motivation, which is crucial for enhancing employee performance and ensuring the effective execution of their duties. Furthermore, the teaching process is regarded as a technical endeavor grounded in educational principles and scientific foundations (Keese et.al, 2023; Muammar & Alkathiri, 2021; Clarke et.al, 2021).

From this standpoint, the present study contributes to the understanding of the level of professional development of faculty members at Al-Balqa Applied University. Thus, the study informs decision-makers of the necessity of paying attention to the professional development of employees in order to raise their professional level.

### **The Study Problem and Its Questions:**

Professional development programs for employees in various sectors, in general and higher education institutions in particular, are considered an integral part of the plans and policies of productive higher education institutions. These institutions seek to improve their performance and achieve a high level of quality in their educational outcomes. In light of the prevailing knowledge momentum and technological development, there is a clear necessity for further professional development and growth that will facilitate the execution of these roles (Abu Watfa, 2002; Haddad, 2004; Imam, 2008).

A faculty member's most significant challenge in higher education institutions is the necessity of maintaining pace with the incessant changes and modern trends that pertain to the components of the teaching and learning process. This endeavor necessitates a multifaceted set of competencies that are not spontaneously acquired but are cultivated through systematic, continuous professional development programs (Al-Agha & Al-Ustadh, 2000; Harbi, 2001; Shagrir, 2017). These programs are meticulously designed to align with the scientific principles of planning and are tailored to the specific needs of the employee within the educational institution (Al-Asmar, 2009; Al-Ta'ani, 2002; Farrugia, Charles, 1996).

In light of these considerations, a considerable body of research underscores the significance of ongoing professional development for employees within higher education institutions, particularly faculty members. These studies highlight the crucial role faculty members play in fostering knowledge creation and aligning with the societal aspirations through the provision of courses, seminars, and other avenues for professional advancement (Al-Shakhshir, 2010; Ragupathi, 2021; Haddad, 2004; Al-Harishi & Kaaki, 2005).

Consequently, there is an imperative for conducting studies that directly address the professional development of faculty members at universities. These studies are crucial for enriching the educational field and assessing the professional development of faculty members at Al-Balqa Applied University. To this end, the study endeavored to ascertain the level of professional development of faculty members at Al-Balqa Applied University in Jordan by addressing the following inquiries:

- 1- What is the level of professional development among faculty members at Al-Balqa Applied University in Jordan, from their own perspective?**
- 2- Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the level of professional development among faculty members at Al-Balqa Applied University in Jordan, from their own perspective, attributed to the variable of gender (male, female)?**
- 3- Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the level of professional development among faculty members at Al-Balqa Applied University in Jordan, from their own perspective, attributed to the variable of academic specialization (humanities, science)?**

### **Study Objectives:**

The objectives of the present study are as follows:

- 1- The objective is to ascertain the requirements for sustainable professional development by identifying the needs of faculty members for such development.
- 2- The objective of this study is to ascertain the extent to which variables such as gender

and academic specialization of the faculty member influence faculty members' and their assistants' knowledge of professional development requirements.

### **The Importance of the Study:**

1- The professional development of faculty members represents a significant challenge for educational institutions, particularly in the context of the increasing imperative for universities to maintain congruence with the rapid advancements occurring within various disciplines. This development enables faculty members to acquire the academic, professional, and administrative skills necessary to enhance their efficiency and performance.

2- The study's findings may prompt officials to recognize the significance of professional development programs for faculty members at universities, with a particular emphasis on Al-Balqa Applied University. These programs are crucial in ensuring that faculty members possess the necessary professional competencies for effective university teaching.

### **Study Terms and Their Procedural Definitions:**

1- professional development:

These opportunities are essential for faculty development, particularly in the domains of teaching and expertise. By providing guidance and assistance to students, faculty members can enhance their understanding of their respective fields and refine their pedagogical practices. This process, ongoing throughout life, contributes to the development of knowledge, ideas, beliefs, understanding, and abilities (Norvell, 2000; Muammar & Alkathiri, 2021).

It is defined as the methodical attainment of competencies, principles, concepts, or perspectives that culminate in enhanced performance within the professional setting (James Jacob, 2015; Addy et.al, 2024; Kaaki & Zara'a, 2012).

It has been demonstrated that faculty members can enhance their proficiency in identifying descriptive solutions to their learning challenges and refining performance methods through self-directed learning activities (Abdul Hamid, 2000).

It is also an ongoing institutional and individual process aimed at developing the behavior, skills, and thinking of faculty members in higher education institutions. The objective of this process is to enable them to be more efficient and effective in fulfilling their assigned roles (Al-Shakhshir, 2010; Meadows et.al, 2024).

Sustainable professional development is defined procedurally as an ongoing and intentional process aimed at changing the attitudes and behaviors of faculty members. The goal of this process is to equip faculty members with the knowledge, skills, and attitudes that will enhance their job performance and personal skills throughout their professional careers. This, in turn, will help them perform their future roles efficiently and effectively.

2- Faculty members:

This includes all individuals engaged in academic instruction at the university, irrespective of their academic credentials or positional rank.

### **Study Limitations:**

The current study was defined as follows:

• **Objective Limits:** To identify the level of professional development among faculty members

at Al-Balqa Applied University.

- **Human Limits:** The study was limited to faculty members who were actually appointed and practicing their teaching work at Al-Balqa' Applied University across various colleges and specializations.
- **Temporal Limits:** This study was conducted during the first academic year of the 2024/2025 academic year.
- **Spatial Limits:** This study was conducted across the various colleges of Al-Balqa Applied University, located across the governorates of the Hashemite Kingdom of Jordan.

**Method and Procedures:**

**Study Methodology:**

The study adopted the descriptive approach due to its suitability and the nature of the current study. This approach involves the study, description, and evaluation of a specific phenomenon or event, from which information can be obtained to answer the study's questions without the researcher's intervention (Al-Agha& Al-Ustadh, 2000).

**Study Community:**

The population under study is as follows The study population comprised all faculty members at Al-Balqa' Applied University, encompassing various academic ranks and disciplines, with a total of 1,520 faculty members, as reported on the official website of Al-Balqa Applied University.

**Study Sample:**

The study sample consisted of 300 faculty members from the Faculty of Al-Balqa Applied University, who were selected using a stratified random method. The study tool was designed and disseminated electronically via social media, specifically WhatsApp. A total of 308 questionnaires were distributed, of which 8 were excluded due to incomplete responses or incorrect answers. The following table, No. (1), presents the distribution of the study sample members according to its variables:

variable	the Categories	repetition	percentage
Sex	male	194	65%
	female	106	35%
Total		300	100%
Academic specialization of the faculty member	Humanities major	208	%69
	Scientific specialization	92	31%
Total		300	100%

Table (1) Distribution of Study Sample Individuals According to Study Variables

**Study Tool:**

To this end, a study instrument was developed, which took the form of a questionnaire directed at faculty members at Al-Balqa Applied University. A comprehensive review of extant studies and educational literature related to the subject of the current study was conducted. The

following studies were reviewed: Study (Al-Shakhshir, 2010), Study (Imam, 2008), Study (Ragupathi, 2021), Study (Meadows et.al, 2024), Study (Muammar & Alkathiri, 2021), Study (Addy et.al, 2024), Study (Younes, 2014), and Study (Harbi, 2001). The questionnaire, in its initial form, consisted of two parts: the first part represented the demographic information of the study sample, while the second part represented the questionnaire paragraphs. The questionnaire was composed of twenty paragraphs, the purpose of which was to assess the professional development of faculty members at Al-Balqa Applied University.

**Validity of the Study Tool:**

In order to verify the validity of the study tool, the following procedures were followed:

**First:** The validity of the arbitrators is a matter of significant concern. The questionnaire was initially presented to a group of ten arbitrators specializing in curriculum, teaching, measurement, and evaluation from Al-Balqa Applied University and Yarmouk University. The objective of this study was to ascertain the study tool's suitability for the intended purpose. Furthermore, the respondents were invited to provide their insights on the paragraphs incorporated within the questionnaire, encompassing potential amendments, additions, deletions, or combinations. The arbitrators' proposed amendments were adopted, resulting in a final study tool consisting of 16 paragraphs measuring the level of professional development of faculty members at Al-Balqa Applied University.

**Secondly,** the concept of internal consistency validity, also referred to as statistical validity, is paramount. The validity of the paragraphs was determined by calculating the Pearson correlation coefficient between each paragraph's score and the total score of the study tool. This calculation was performed after the study tool was administered to a survey sample of 25 individuals, who were also members of the original community from which the study sample was drawn. The following table (No. 2) provides further clarification.

M	Correlation coefficient	Significance level	M	Correlation coefficient	Significance level
1	0.58	0.01	9	0.51	0.01
2	0.64	0.01	10	0.54	0.01
3	0.66	0.01	11	0.55	0.01
4	0.52	0.01	12	0.52	0.01
5	0.57	0.01	13	0.59	0.01
6	0.63	0.01	14	0.68	0.01
7	0.72	0.01	15	0.71	0.01
8	0.68	0.01	16	0.77	0.01

Table Number (2) It Shows the Pearson Correlation Coefficients Between the Score of Each Item and the Total Score of The Study Tool.

As illustrated in Table 2, the correlation coefficients between the scores of each paragraph and the total score of the study tool ranged from 0.51 to 0.77. These values are statistically significant at the 0.01 level, thereby validating the study tool and substantiating the reliability of the results obtained from its application to the study sample.

**Stability of the Study Tool:**

The reliability of the study instrument was determined by calculating Cronbach's alpha

coefficient for the instrument in its entirety. Following the application of the study instrument to the survey sample, which comprised 25 individuals representing the original community sample, the results indicated an alpha coefficient of 0.88. This high coefficient suggests instrument stability and lends credibility to the survey's findings.

**Statistical Methods Used in the Study:**

Data were processed statistically using the Statistical Package for the Social Sciences (SPSS 21) program as follows:

- Pearson's Correlation Coefficient to verify the validity of the study instrument.
- Cronbach's Alpha to verify the reliability of the study instrument.
- Frequencies and percentages to identify the characteristics of the study sample.
- Arithmetic means and standard deviations to answer the first question of the study.
- Independent Samples T-test to answer the second and third questions of the study.

Each paragraph of the questionnaire was assigned a graded weight according to the five-point Likert scale as follows: very high (5 points), high (4 points), medium (3 points), low (2 points), very low (1 point).

To determine the length of the five-point Likert scale cells, the following criterion was used:

$$\text{Criterion} = (\text{Highest} - \text{Lowest}) \div \text{Highest}$$

$$(5 - 1) \div 5 = 0.80$$

Subsequently, this value was appended to the lowest value in the scale to ascertain the upper limit for the specified cell. This process was repeated for each cell in the spreadsheet. The following table, number 3, presents the standard that was adopted for the study. The objective of the study was to determine the level of professional development for faculty members at Al-Balqa Applied University according to the arithmetic averages.

Arithmetic mean range	degree Appreciation
From 1 to 1.80	Very low
from 1.81 to 2.60	low
2.61 to 3.40	Medium
from 3.41 to 4.20	large
From 4.21 to 5	very large

Table (3) The Approved Criterion for Determining the Level of Professional Development for Faculty Members at Al-Balqa Applied University According to Arithmetic Averages

**Study Results and Discussion:**

To answer the first question of the study, which states: **"What is the level of professional development among faculty members at Al-Balqa' Applied University in Jordan, from their own perspective?"**

The arithmetic means, standard deviations, and ranks were calculated to estimate the level of

28 *The Level of Professional Development Among Faculty Members*

professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view. The faculty members were arranged in descending order according to their arithmetic means. The following table No. (4) shows the results.

Rank	Paragraph	arithmetic mean	standard deviation	Level
1	I have extensive knowledge and self-education in my field of specialization	4.12	0.59	large
2	I participate in various committees at the university, whether academic, scientific, or administrative	4.01	0.61	large
3	The university offers an invitation to attend conferences and seminars	3.82	0.55	large
4	I received vocational training electronically from the university	3.60	0.63	large
5	I have knowledge of educational situations and modern teaching models	3.43	0.57	large
6	I am informed periodically about the professional development plan presented by the university	3.32	0.52	Medium
7	I benefited from the professional training courses held at the university	3.31	0.54	Medium
8	The content of the professional development programs offered by the university is consistent with the needs and goals of faculty members	3.27	0.52	Medium
9	Facilitates access to places where professional development programs are implemented without obstacles	3.14	0.51	Medium
10	The University's Learning Resources Center provides up-to-date resources and references that contribute to professional development	3.03	0.63	Medium
11	The university takes into account attracting trainers with advanced international experience in the field of training and professional development	2.80	0.71	Medium
12	I regularly attend workshops and discussion groups held by the university	2.62	0.76	Medium
13	The content of the professional training programs provided by the university tends to be innovative and modern	2.55	0.73	Few
14	There is a clear professional development policy at the university	2.43	0.63	Few
15	The university provides the necessary in-service vocational training	2.36	0.59	Few

16	The content of the professional development programs provided by the university links the theoretical and practical aspects	2.27	0.52	Few
<b>Total score for the professional development scale as a whole</b>		<b>3.13</b>	<b>0.60</b>	<b>Medium</b>

Table (4) Arithmetic Means, Standard Deviations and Ranks for The Study Sample Members' Assessment of the Level of Professional Development Among Faculty Members at Al-Balqa Applied University in Jordan from Their Own Point of View, Arranged in Descending Order According to Their Arithmetic Means.

A review of Table No. 4 reveals that the faculty members at Al-Balqa Applied University demonstrated a medium level of professional development, with an arithmetic mean of 3.13 and a standard deviation of 0.60, as measured on a scale ranging from low to high. The data indicates that five paragraphs exhibited a high level of professional development, seven paragraphs demonstrated a medium level of professional development, and four paragraphs indicated a low level of professional development. The arithmetic means of the paragraphs ranged between 2.27 and 4.12. The paragraph that states "I have broad knowledge and self-education in the field of specialization" was the top-ranked paragraph, with an arithmetic mean of 4.12 and a standard deviation of 0.59. The paragraph that states "I participate in the various committees at the university, whether academic, scientific, or administrative" was the second-ranked paragraph, with an arithmetic mean of 4.01 and a standard deviation of 0. The paragraph that states "The university provides the necessary professional training during service" received the sixth-lowest rank, with an arithmetic mean of 2.36 and a standard deviation of 0.59. The paragraph that states "The content of the professional development programs provided by the university links the theoretical and practical aspects" received the seventh-lowest rank, with an arithmetic mean of 2.27 and a standard deviation of 0.52.

This phenomenon can be attributed to the growing imperative of professional development in the face of rapidly advancing technology. The academic community is progressively embracing the integration of technology into university teaching methodologies, a development that necessitates professional development for faculty members. Professional development has evolved from a discretionary benefit to an indispensable necessity in an era characterized by rapid and successive transformations, thereby necessitating the adaptation of faculty roles. Consequently, it is imperative to underscore the necessity of continuous professional development. Absent of such emphasis, faculty members will undergo a perpetual decline in their capabilities, outpacing their concomitant growth.

Faculty members also believe they possess a strong foundation of knowledge and education in their respective fields of specialization. This may be attributed to Al-Balqa Applied University's consistent pursuit of highly qualified faculty members. This, in turn, has a positive impact on the university's educational process, particularly given that Al-Balqa Applied University is regarded as one of the universities that compete to enter international rankings, having achieved distinguished and advanced results in various international rankings. This, in turn, necessitates the availability of faculty members who possess both high academic competence and the ability to maintain pace with scientific and technological developments through continuous scientific research. This does not imply that faculty members are exempt from continuous training or professional development, as such development is an ongoing and uninterrupted process. It is important to note that faculty members' needs may vary significantly across different

professional programs. This discrepancy can be attributed to the distinct nature of various specializations, which include both humanities and scientific disciplines, as well as medical fields.

To answer the second question of the study, which states: **“Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the gender variable (males, females)?”**

The arithmetic mean, standard deviation, and the statistical t-test for independent samples were calculated to reveal statistically significant differences between the average responses of the study sample to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the gender variable (males, females). The following table, number (5), illustrates this point:

field	Sex	repetition	arithmetic mean	standard deviation	value (t)	Significance level
Level of professional development among faculty members	male	194	3.36	0.55	1.759	.312*0
	female	106	3.31	0.58		

Table (5)

Results of the (t) test for the differences between the average responses of the study sample members to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the gender variable (males, females)

\*Statistically significant at the significance level ( $\alpha \leq 0.05$ )

As demonstrated in Table (5), there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses of the study sample members to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which is attributed to the gender variable (males, females). This outcome can be ascribed to two factors. Firstly, faculty members inhabit a congruent university environment and execute their duties in a comparable manner. Secondly, the university furnishes uninterrupted professional training to all faculty members, irrespective of their background, thus ensuring equitable access to advancement opportunities.

To answer the third question of the study, which states: **“Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the variable of the scientific specialization of the faculty member (humanities, science)?”**

Arithmetic means, standard deviations, and the statistical t-test for independent samples were calculated to reveal statistically significant differences between the average responses of the study sample to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the variable

of the scientific specialization of the faculty member (humanities, science), and the following table No. (6) shows that:

field	Scientific specialization	repetition	arithmetic mean	standard deviation	value (t)	Significance level
Level of professional development among faculty members	humanitarian	208	3.38	0.62	1.341	.287*0
	scientific	92	3.40	0.59		

Table (6)

Results of the (t) test for the differences between the average responses of the study sample members to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view, which are attributed to the variable of the scientific specialization of the faculty member (humanities, scientific)

\*Statistically significant at the significance level ( $\alpha \leq 0.05$ )

Table 6 demonstrates that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses of the study sample members to the level of professional development among faculty members at Al-Balqa Applied University in Jordan from their own point of view. These differences are attributed to the scientific specialization of the faculty member (humanities, science). This outcome can be ascribed to the necessity for faculty members to engage in ongoing professional development, a requirement that is particularly pertinent given the promotion system's emphasis on the possession of commendable skills and capabilities. Consequently, faculty members find themselves motivated to enhance their competencies, whether scientific, research-related, or technological, thereby contributing to the enhancement of the institution as a whole.

**Summary of Results:**

The subsequent section will present a synopsis of the obtained results. A review of the results of the aforementioned study reveals the following conclusions. A recent study of faculty members at Al-Balqa' Applied University in Jordan revealed an average level of professional development. The arithmetic mean of the sample was 3.13, and the standard deviation was 0.60. Moreover, no statistically significant differences were observed at the significance level ( $\alpha \leq 0.05$ ) among faculty members in their level of professional development, attributable to the study variables gender (male, female) and the academic specialization of the faculty member (humanities, sciences).

**Recommendations and Suggestions:**

In light of the findings of this study, the researchers recommend the following:

- 1- It is imperative for academic institutions to facilitate opportunities for ongoing professional development by encouraging all members of the faculty to participate in external conferences and workshops. These opportunities are crucial for enhancing employees' knowledge and experience, contributing to the advancement of the institution as a whole.

2- It is imperative for the university to establish comprehensive and varied professional development programs that align with the requirements of academic and administrative entities.

3- It is imperative that analogous studies be conducted to assess the professional development of faculty members at universities, with various variables taken into account, including years of experience and academic rank.

## References

- Abdul Hamid, A. (2000). In-Service Professional Development in Education, Cairo, Journal of the Faculty of Education, Al-Azhar University, Issue (88), pp. 154-157.
- Abu Wafra, M. (2002). The Reality of Professional Development of Faculty Members at the Islamic University and Ways to Develop It from Their Perspective. Unpublished Master's Thesis, Department of Foundations of Education, Faculty of Education, Islamic University, Gaza.
- Addy, T. M., Scitutto, M. J., & Hagan, E. J. (2024). A consortial community for VITAL faculty: fostering community, sense of belonging, & teaching excellence. *International Journal for Academic Development*, 29(2), 201–204. <https://doi.org/10.1080/1360144X.2024.2349032>
- Alam, S. (2006). *Educational and Psychological Measurement and Evaluation: Its Foundations, Applications, and Contemporary Trends*, Dar Al-Fikr Al-Arabi, Cairo.
- Al-Agha, I., Al-Ustadh, M. (2000). *Introduction to Educational Research Design*, Gaza, Al-Rantisi.
- Al-Asmar, M. (2009). Professional Development Needs of Faculty Members at Saudi Universities - A Future Vision, *Umm Al-Qura University Journal of Educational and Psychological Sciences*, Vol. (1), No. (2), pp. 234-320.
- Al-Harbi, H. (2006). Development Departments and Their Role in the Professional Development of Faculty Members at Saudi Universities. *Journal of Studies in University Education*, Issue 13, p. 315.
- Al-Harishi, M., Kaaki, S. (2005). Evaluation of the Experience of Faculty Development in Light of Total Quality at the College of Education for Girls in Riyadh. *Saudi Society for Educational and Psychological Sciences (JUSTEN)*, College of Education, King Saud University, Riyadh, Thirteenth Annual Meeting, February 21-22, pp. 468-498.
- Al-Najem, S., Al-Zaki, A. (2012). The Role of King Faisal University in Achieving Professional Development for its Faculty Members. *King Faisal University Scientific Journal, Humanities and Administrative Sciences*, Vol. (13), No. (2), pp. 339-389.
- Al-Shakhshir, H. (2010). The Level of Professional Development among Faculty Members at An-Najah National University from Their Perspective, Unpublished Master's Thesis, An-Najah National University, Palestine.
- Al-Ta'ani, H. (2002). *Training, Its Concept and Effectiveness, Building and Evaluation of Training Programs*, Dar Al-Shorouk, Ramallah, Palestine.
- Al-Zaher, A. (2004). Professional Development Programs for Faculty Members at Saudi Universities: Their Scope, Methods of Implementation, Obstacles, and Factors for Their Success, *Umm Al-Qura*

- University, Makkah Al-Mukarramah.
- Bubb, S. (2004). *The Insider's Guide to early Professional Development: Succeed in your first five years as a teacher*. London: Rutledge Falmer.
- Bukalova, D. (2024). Using the VUCA framework to support faculty development during professional transitions. *International Journal for Academic Development*, 1–5. <https://doi.org/10.1080/1360144X.2024.2331210>
- Clarke, M., Barrett, T., Dignam, B. J., Galvin, Á., Hyland, S., & Jennings, D. (2021). Early-career STEM faculty members' perceptions on their teaching praxis. *International Journal for Academic Development*, 28(1), 101–114. <https://doi.org/10.1080/1360144X.2021.1960353>
- Du, X., Chaaban, Y., Al-Thani, H., & Lundberg, A. (2023). University teachers' professional learning for academic development: Q methodology research. *International Journal for Academic Development*, 29(4), 463–479. <https://doi.org/10.1080/1360144X.2023.2265891>
- Farrugia, Charles. (1996). Continuing Professional Development Model for Quality Assurance in Higher Education. *Journal of Quality Assurance in Education* Vol. 4, No. 2, P 28-34.
- James Jacob, W., Xiong, W. & Ye, H. Professional development programmes at world-class universities. *Palgrave Commun* 1, 15002 (2015). <https://doi.org/10.1057/palcomms.2015.2>
- Jarvis, D. K., Kondrashova, M. V., Efendiev, A. G., & Tukhfatullin, M. (2005). Faculty Development in Russian Higher Education. *International Journal for Academic Development*, 10(2), 125–137. <https://doi.org/10.1080/13601440500281740>
- Haddad, M. (2004). *Professional Development of University Faculty Members*. Cairo: Alam Al-Kutub.
- Harbi, M. (2001). Professional Development of Faculty Members: Importance, Justifications, and Requirements. *Journal of the Faculty of Education, Tanta University*, Volume 20, Issue 30, pp. 133-134.
- Ibrahim, M.(2009). *Terms and Concepts of Teaching and Learning*, Cairo, Alam Al-Kutub.
- Imam, I .(2008). Professional Development of Faculty Members at Egyptian Universities in Light of University Functions, *Journal of Psychological and Educational Research, Faculty of Education, Menoufia University*, Issue (3), pp. 1-48. Egypt.
- Kaaki, S., Zara'a, S .(2012). The Quality of Professional Development for Faculty Members in Saudi Universities. *Kuwait Educational Journal - Vol. 27, No. 105, December*, pp. 289-342.
- Keese, J., Ford, D.J., Luke, S.E. et al. An individualized Professional Development Approach for Training University Faculty in using a Technological Tool. *Educ Inf Technol* 28, 14577–14594 (2023). <https://doi.org/10.1007/s10639-023-11792-8>
- Meadows, K. N., Dawson, D. L., Shaw, L., & Kustra, E. (2024). Assessing the teaching culture on campus: the development and validation of the Institutional Teaching Culture Perception Survey-Faculty. *International Journal for Academic Development*, 1–14. <https://doi.org/10.1080/1360144X.2024.2379531>
- Muammar, O. M., & Alkathiri, M. S. (2021). What really matters to faculty members attending professional development programs in higher education. *International Journal for Academic Development*, 27(3), 221–233. <https://doi.org/10.1080/1360144X.2021.1897987>
- Norvell, H. (2000). Faculty development needs as perceived by the faculty and administrators at Rima College. *Malaysia, Dissertation Abstract International*, 56(7), 240-253.
- Ragupathi, K. (2021). Desired characteristics of continuing professional development for holistic academic

34 *The Level of Professional Development Among Faculty Members*

- development. *International Journal for Academic Development*, 27(4), 372–385.  
<https://doi.org/10.1080/1360144X.2021.2007484>
- Shagrir, L. (2017). Collaborating with colleagues for the sake of academic and professional development in higher education. *International Journal for Academic Development*, 22(4), 331–342.  
<https://doi.org/10.1080/1360144X.2017.1359180>
- Sharif, A., Welsh, A., Myers, J., Wilson, B., Chan, J., Cho, S., & Miller, J. (2019). Faculty Liaisons: an embedded approach for enriching teaching and learning in higher education. *International Journal for Academic Development*, 24(3), 260–271. <https://doi.org/10.1080/1360144X.2019.1584898>
- Younes, M. (2014). The Reality of Professional Development for Faculty Members at Qassim University in Light of University Education Quality Standards. *Journal of Educational and Psychological Sciences*, Vol. (15), No. (2), Menoufia University, pp. 201-243.