



RESEARCH ARTICLE

The Effectiveness of Professional Development Programs for Faculty Members at Private Higher Education Institutions in Sudan (Applied on Imam Al-Hadi College during the period 2015-2022)

Dr. Muram Ahmed Ali Al-Tayeb^{1*}, Dr. Al-Musharrafal-Amin Ahmed Al-Shafie², Dr. Mashair Hussien Khalifa Ali³,
Dr. Gubara Farah Gubara Mohamed⁴

¹Assistant Professor of Public Administration - King Khalid University, Saudi Arabia

²Assistant Professor of Business Administration - Imam Al-Hadi College, Sudan

^{3,4}Assistant Professor of Business Administration - King Khalid University, Saudi Arabia

ARTICLE INFO	ABSTRACT
<p>Received: Apr 24, 2024</p> <p>Accepted: Jul 1, 2024</p> <p>Keywords</p> <p>Effectiveness</p> <p>Professional development</p> <p>Faculty members</p> <p>*Corresponding Author: moram1177@gmail.com</p>	<p>The purpose of this research was to assess the quality of training offered to lecturers at Sudanese private universities. The study's central issue was the difficulty many universities, particularly private ones, have in offering enough professional development opportunities for their teaching staff. An analytical-descriptive methodology was used for the research. College professors made up the bulk of the study's sample group. A large-scale survey was used as a sampling strategy since the research population was quite small. The researchers devised a questionnaire to serve as a means of data collection. A total of 166 questionnaires were analyzed, and 113 (or 68%) were deemed suitable for inclusion in the research. SPSS was used to do some statistical analyses on the data for the purpose of testing the hypothesis. The purpose of this study is to test the following hypotheses: Professional development plans for teachers are planned and prepared in advance. Faculty members may further their careers in a wide variety of topics and specializations. Faculty members face challenges that prevent them from participating in professional development opportunities. The study's final results are as follows. Plans and materials for faculty professional development are prepared well in advance. Faculty members face challenges that prevent them from participating in professional development opportunities. Here are some suggestions from the research: Companies should pick the most qualified instructors to lead their training programs.</p>

INTRODUCTION

According to Sorcinelli et al. (2005), the most valuable asset of a higher education institution is its faculty members, who impart knowledge and skills to students. Faculty members are sometimes criticized for deficiencies in their teaching performance (Gruppen et al., 2003). Despite the fact that a faculty member should be an essential academic and an effective teacher, faculty members are sometimes criticized for deficiencies in their teaching performance. (Wilkerson, Irby, 1998), one study affirmed that such changes required faculty members to obtain new knowledge, skills, and diversified abilities in a variety of areas:

Managing multiple roles and new responsibilities, including small group instruction, problem-based lessons, case-based discussions, and new curriculum development and evaluation.

Integrating technology into instruction, research, and the mastery of novel computer-based educational programs.

Therefore, the faculty member bears significant responsibility for the advancement of science and knowledge. The development of specializations is continuous and swift. Due to their impact on the disciplines in which he works, a faculty member at the university is required to monitor these developments and address them. All of this necessitates that the university develop special programs for professional development in these disciplines, as such programs would increase the faculty member's skills and academic output. In addition, the absence of such programs hinders the faculty member's ability to keep up with developments in scientific and technological knowledge related to his area of expertise. (2010). (Mashhour, 2010).

Many universities in the Arab world and other parts of the world, recognizing the significance of the professional development of faculty members in the aforementioned fields, have established centres within the university to oversee the professional development of faculty members.

Therefore, faculty members in higher education institutions, particularly private universities in Sudan, face challenges related to the improvement of education quality and employee work conditions, including providing them with training and development on the necessary skills and raising the level of teaching, scientific research, community service, and academic administration in order to enhance the efficacy of the educational process and guarantee that programs meet the needs of the e. These constraints are a result of the development of contemporary curricula, the competition in private higher education institutions in Sudan, and the lack of allocated resources for research. From this perspective, the purpose of this evaluation study is to determine the effectiveness of faculty professional development programs.

This study seeks to confirm the following hypotheses:

1. There is planning and preparation for faculty professional development programs in advance.
2. There are numerous areas and disciplines for faculty members to pursue professional development.
3. There are barriers preventing faculty members from enrolling in professional development programs.

Study's theoretical framework

The concept of the efficacy of faculty professional development programs

Effectiveness:

It means "utilizing the available resources to accomplish the planned specific objectives and achieve the desired outcomes." (Al-Hashimi, 2010).

The researchers define it procedurally as "the positive outcomes of the programs of private higher education institutions in Sudan in order to enhance the professionalism of the faculty at Imam Al-Hadi College." In the following areas of study: skill development through training and development, enhancing the quality of instruction, scientific research, community service, and academic administration.

Effectiveness:

It means "utilizing the available resources to achieve the planned specific objectives to reach the desired results." (Al-Hashimi, 2010).

The researchers define it procedurally as "the positive results of the programs of private higher education institutions in Sudan, in order to develop the professionalism of the faculty members at Imam Al-Hadi College. In the following fields of study: training and development to develop skills; raising the level of teaching; scientific research; community service; and academic administration.

Professional Development

In light of developing university education (Roper, 2006). "Professional development is "an expression used to describe the formal and informal learning activities received by a professional (specialized) person that contribute to the person's continuous development ability to fulfill the requirements of his professional role." It was defined by Golding and Gray (2006). "These intended processes or efforts are performed by the university, college, or other professional institution to develop the faculty member professionally so that he can achieve the objectives and jobs of the university." He pointed it out. (Loveder, 2005). that professional development is "the opportunity provided to educators to develop their cognitive skills and tendencies, with the aim of improving their effectiveness within classes and organizations, or is any activity that would develop the individual's skills, knowledge, experience, and other characteristics that the teacher or educator possesses."

They are "processes that aim at developing faculty members' skills and behaviors to be more efficient and effective in order to meet the university's and community's needs and the faculty members own needs" (Speck, Knipe, 2005).

According to what is stated above, "professional development is not only to raise the professional performance of a faculty member; it goes beyond that to reach the educational process. The college benefits from the members' and external community's productivity. It is a continuous, organized, aim-based process performed by the college administration to develop the faculty member to an extent that enables him to practice his role and perform his tasks efficiently in order to better achieve the college's objectives." This is the procedural definition given by the researchers.

Faculty Member

Rice (1986) defines a faculty member as "someone who is able to transfer knowledge to his students in a manner that develops in them creativity, thinking, and self-confidence."

The researchers define a faculty member as "a member who is qualified and trained to carry out the processes of teaching, scientific research, and community service, who holds a doctorate, master's degree, or less, and is on the job at the university."

Professional Development Programs for University Faculty Members

Nowadays, faculty members' development has become a very important component of higher education. Faculty members need to be adequately prepared by joining programs that develop them in order to deal with the rapid changes and changing models in higher education and its systems (Steinert, 2011).

In 1975, he described faculty members' development in higher education as those activities that help teachers improve their teaching skills, design improved curricula, and enhance an organizational climate for education. In addition, Streeter (Gaff, 1975) described individual consultations on teaching skills, designing curriculum, and collaborative educational research.

Faculty members' development has been defined as a wide range of activities that institutions put into practice to support faculty members' roles. (Stritter,1983). including programs designed to improve faculty members' performance in teaching, research, and administration. (Centra, 1978), in addition to increasing organizational and cultural capabilities. (Sheets,1990). A study conducted by Riegel found

that a number of descriptions of the term "faculty members' development" were used, including (Bligh,2005):

- Educational development that emphasizes the development of faculty members' skills that include educational technology, small group teaching, media, course design, and curriculum design.
- Professional development that emphasized developing faculty members' skills in their professional responsibilities as teachers, researchers, and administrators.
- Organizational development that emphasized the institution's requirements and key concerns.
- Career development that emphasized preparing faculty members for career advancement
- personal development that emphasized life planning and interpersonal and communication skills for faculty members.

Professional Development Methods:

(Gaba et al., 2007): The evolving factors that have an important impact on faculty members and should be taken into account through faculty members' development are as follows:

Financial constraints and calls for accountability that require faculty members to show greater accountability face the increasing expenditures of public and private investment in education and concerns from parents, students, legislatures, and the general public.

Increasing the diversity of students of different ages, aspirations, and cultural and academic backgrounds Effective faculty members should support the learning of these students with different educational needs by developing curricula and teaching strategies appropriate to a wide range of learning environments.

Opportunities and Challenges of Technology: Technologies offer many opportunities to enhance learning processes with information, simulation, and engaging learning activities, and faculty members should have the knowledge and skills to take advantage of these developments in teaching and curriculum planning.

Changes in the characteristics of faculty members and shifts in recruitment patterns This requires ways to integrate new faculty members into the institution's community and culture while at the same time ensuring the quality of their skills and abilities.

In literature, the development of faculty members was complete. (Lancaster et al., 2014).

Faculty members' development centers are concerned with designing and implementing faculty members' development programs that support the academic objectives of the institution. The center is often run by full-time, dedicated administrative staff, in addition to other faculty members selected on the basis of their experience, leadership abilities, or personal interests.

Faculty members may have development committees that may be separate or jointly with an advisory service center to maintain communication in general. These committees include many faculty members working at the level of department, section, or college.

Programs for the advancement of teaching and learning that range from a one-off activity to regularly scheduled workshops or seminars to highly competitive, application-based, multi-month scholar or academic programs (Lancaster et al., 2014).

Obstacles to Professional Development:

Olean and Streeter (Griffith, 2000) described a classification that included organizational strategies, fellowships, comprehensive programs, seminars and workshops, and personal activities. Wilkerson

and Irby (Ullian, Stritter, 1997) also introduced a different classification, starting with orientation for new faculty members and then moving on to instructional, leadership, and organizational programs. Perhaps the crucial point regarding workshops and seminar programs is that they should be planned in response to the needs of the faculty members, and the participants should be aware of the expectations (Riegle, 1987).

Faculty Member Development Programs in the Republic of Sudan:

Mohammed, Abdalla (2019) mentioned some negative issues related to university education in Sudan: The educational system in Sudan faces major challenges, represented by:

1. Political and social problems.
2. Economic potential.
3. Population density.

These major challenges are reflected in various aspects of the educational process:

1. The teachers' level declined for several reasons, including:
 - Poor educational preparation for the rapid technological progress.
 - poor economic conditions of teachers, which negatively affected their performance.
 - negative attitudes towards the teaching profession in terms of material return, social status, and teacher job grade.
 - D: Most teachers lack teaching skills, methods, and the basics of knowledge and culture.
2. School environment.
3. Laboratories.
4. Places for practicing various activities.
5. Spread of private schools and private lessons that increase problems faced by families and threaten the community entity.
6. Educational and school administration, which constitute an important factor in the education crisis in terms of: the contradiction between policies and objectives, lack of proper scientific planning, negative community participation, and the curricula's dependence on dictating and memorizing subjects.
7. The educational ladder equals students in their abilities and preparations, as they all spend equal academic years on a unified curriculum without regard to individual differences, abilities, or interests.
8. University education declined by focusing on quantity rather than quality, graduating many majors that the community and the labor market did not need, and the emergence of some for-profit universities that did not care about educational objectives.

Therefore, universities should be prepared, rehabilitated, and developed to play their full role in graduating competencies capable of achieving the demands of the global market and keeping pace with the international economy.

The researchers believe that building successful programs for faculty members' development is based on the following steps:

- Ensuring effective leadership and management of the program.
- Developing administrative commitment.
- Setting clear strategies, principles, and objectives for faculty members' development.
- Constructing faculty members development strategically within the institution.

Developing faculty members' ability to identify weaknesses and solve them

Previous Studies:

1. Pesce's (2015) study, entitled "Professional Development of Teaching in Higher Education from the Viewpoint of Faculty Members". The study investigated the perceptions of faculty members towards the obstacles to professional development and the most important programs and methods of professional development they prefer. The study adopted a deductive survey approach and used interview and questionnaire tools to collect the data from a sample of 432 faculty members from two universities in the north and east of the United States. The study concluded that the lack of financial incentives and the absence of an encouraging environment are among the most important obstacles to professional development. The study recommended that means of professional development, including workshops, seminars, and education technology, for new faculty members be activated.
2. (2015, Miller) study, entitled "Motivating factors and obstacles facing an online professional development program for faculty members." This study attempted to identify the motivating factors and obstacles faced by faculty members at the Community College of Eastern Kentucky in the United States of America. The study adopted a descriptive approach and used a questionnaire as its tool. The population of the study included all of the male and female faculty members at the Community College of Eastern Kentucky in the United States of America. The sample for the study consisted of 52 faculty members. The study concludes with these findings: The incentives that drive faculty members to professional development via the Internet are the flexibility of the type of development and the ease of access, as well as the material incentives associated with joining this type of development. The most important obstacles to electronic professional development programs on the Internet are the lack of interaction in these programs, the high teaching load, and the lack of proficiency of some faculty members in dealing with the Internet. There are no differences in the sample responses due to the human gender and scientific rank variables.
3. Siddigi et al. (2011), entitled "Issues and Challenges Facing the Professional Development of Faculty Members in Higher Scientific Institutions in Punjab: Pakistan". The study aimed to identify the issues and challenges facing professional development and provide suggestions to improve these problems. The researchers used previous studies as the basis for the current study. A questionnaire and an interview were used as tools to conduct the study on a sample of 108 faculty members. The findings of the study revealed that, when granting rewards and incentives, the level of faculty members' satisfaction with the development programs obtained the lowest degree from the point of view of the sample. The study recommended that an appropriate assessment of teaching needs be conducted before implementing them. A good training program should be prepared.

COMMENT ON PREVIOUS STUDIES

All studies came out with recommendations to develop the faculty member's professional development. Studies also revealed that there is need to activate the means of professional development for the new faculty member, which is represented in workshops, seminars and educational technology such as:(Pesce, 2015) study. (Miller, 2015) study confirms that the most important incentives that drive faculty members to professional development are the flexibility of the development and the ease of access. Siddigi et al (2011) focused on conducting an appropriate assessment of teaching needs before implementing them and developing good training programs. The researchers benefited from the previous studies through reviewing the methodology adopted, tools used, the findings they concluded and the problems facing professional development they revealed and solutions for them they proposed. The current study differs from previous studies in its

environment, as it is considered the first study conducted in Imam Al-Hadi Applied College, according to the researchers' information.

RESEARCH METHOD

The Field Study Population and Sample of the Study:

The population of the research consists of the faculty members working at Imam Al-Hadi College. The comprehensive sampling method (survey) was used for all the study population, while the sample of the study consisted of (113) members.

Tool of the Study:

The researchers adopted a questionnaire as their main tool to collect data from the study sample. The questionnaire included questions about the personal information of the study sample, namely, gender, age, specialization, academic rank, and work experience.

The questionnaire also comprised three main aspects, each of which included a number of statements. The study sample respondents were asked to specify their answers with regard to what each statement describes in accordance with the five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree).

Statistical Methods Used:

- Frequencies and percentages
- Descriptive statistics.
- Chi-Square test.

Application of the Study Tool:

The reliability coefficient (Cronbach's alpha) was used to confirm to what extent the measurement of the study concepts is accurate. It means that the scale gives the same results if it is reapplied to the same sample by another researcher. The coefficient was also used to measure to what extent the responses are consistent with regard to the variables investigated and to what extent the measurement results are reliable. When Cronbach's alpha coefficient for a number of variables is calculated, its value should be greater than 0.6 in order for the results to be considered reliable. When the value comes close to or equals zero, the data reliability is considered low, and vice versa, when it comes close to or equals one, the data reliability is considered high.

Validity and Reliability of the Questionnaire:

Table 1: Cronbach's alpha coefficient test for the questionnaire's validity and reliability

Items	Cronbach's alpha coefficient
21	0.90

Source: Prepared by the researchers based on the field study data using SPSS 2022.

Table 1 above shows that Cronbach's alpha coefficient value equals 0.90. This is considered very high and confirms that the scale is valid and reliable for the measurement.

DATA ANALYSIS

Firstly: Personal Information Analysis

This analysis is based primarily on descriptive statistics using percentages and focuses on gender, age, specialization, academic rank, and work experience.

Table 2: Sample respondents' distribution according to personal information

Variable	Variable Category	Frequency	Percentage
Gender	Male	90	79.6%
	Female	23	20.4%
	Total	113	100%
Age	Less than 30 years	16	14.2%
	From 30 to 40 years	33	29.2%
	From 40 to 50 years	40	35.4%
	From 50 to 60 years	10	8.8%
	From 60 years and over	14	12.4%
	Total	113	100%
Specialization	Humanitarian sciences	23	20.4%
	Applied sciences	90	79.6%
	Total	113	100%
Academic Rank	Teaching Assistant	27	23.9%
	Lecturer	10	8.8%
	Assistant Professor	40	35.4%
	Associate Professor	20	17.7%
	Professor	16	14.2%
	Total	113	100%
Work Experience	Less than 5 years	45	39.8%
	From 5 to less than 10 years	57	50.5%
	From 10to less than 15 years	-	-
	From 15 years and more	11	9.7%
	Total	113	100%

Source: Prepared by the researchers based on the field study data using SPSS 2022.

Table (2) above shows the distribution of the study sample respondents according to personal information.

Most of the study sample respondents (79.6%) are males. The study sample respondents are from different age groups. Most of the study sample respondents' (79.6%) specializations are applied sciences. Most of them are Ph.D. holders. Many of them (50.5%) had work experience ranging from 5 to less than 10 years.

Secondly, data analysis and hypothesis verification.

In this part, the researchers present the interpretation of the field study results through the information obtained from the statistical analysis of the data based on the "general statistical analysis" by calculating the mean, standard deviation, chi-square test, and probable value of the study statements to identify the direction of the study sample and the relative significance of the study statements.

Hypothesis one: There is forward preparation and planning of professional development programs for faculty members.

Table 3: Descriptive analysis of the statements for Hypothesis 1.

First aspect statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. There is a specialized department in the college that plans professional development programs for faculty members.	13 11.5%	57 50.4%	4 3.5%	29 25.7%	10 8.8%
2. The college administration allocates a budget to meet the training programs.	41 36.3%	70 61.9%	1 0.9%	1 0.9%	- -
3. A faculty member attending training courses is mandatory.	37 32.7%	71 62.8%	- -	5 4.0%	- -
4. Programs are designed and implemented in accordance with training needs reports.	26 23.0%	81 71.7%	5 4.4%	1 0.9%	- -
5. The pre- and post-evaluation of the courses implemented has an important role in identifying to what extent the trainees benefited.	45 39.8%	61 54.0%	4 3.5%	3 2.7%	- -
6. All of the courses implemented contain a theoretical part and a practical part.	34 30.1%	59 52.2%	16 14.2%	4 3.5%	- -
7. Trainees are given opportunity to express their opinions about the courses implemented.	45 39.8%	61 54.0%	4 3.5%	3 2.7%	- -

Source: Prepared by the researchers based on the field study data using SPSS 2022

Table (4): Descriptive statistics and general direction of the hypothesis one statements.

First aspect statements	Mean	SD	Chi-value	P-value	Decision
1. There is a specialized department in the college that plans professional development programs for faculty members.	3.30	1.224	28.670	0.000	Neutral
2. The college administration allocates a budget to meet the training programs.	4.34	0.545	48.637	0.000	Agree
3. A faculty member attending training courses is mandatory.	4.24	0.672	67.073	0.000	Agree
4. Programs are designed and implemented in accordance with training needs reports.	4.17	0.533	83.164	0.000	Agree

5.The pre- and post-evaluation of the courses implemented has an important role in identifying to what extent the trainees benefited.	4.31	0.669	68.485	0.000	Agree
6.All of the courses implemented contain a theoretical part and a practical part.	4.09	0.762	57.000	0.000	Agree
7.Trainees are given opportunity to express their opinions about the courses implemented.	4.36	0.642	72.269	0.000	Strongly agree

Source: Prepared by the researchers based on the field study data using SPSS 2022.

Tables (3) and (4) above show the descriptive statistics for the hypothesis-one statements.

All of the probable values are less than the significant level (0.05); this indicates that there are statistically significant differences in the distribution of the study sample responses to the various answer options. All the mean values are in the range (3.30–4.36). All the standard deviation values are in the range (0.533–1.224). This indicates that the differences between the individuals' responses (strongly agree, agree, neutral, disagree, strongly disagree) are highly statistically significant in favor of (agree). Therefore, the researchers conclude that hypothesis 3 (there is forward preparation and planning of professional development programs for faculty members) is achieved.

Hypothesis two: There are various areas and fields of professional development for faculty members.

Table (5): Descriptive analysis of the hypothesis and two statements

Second aspect statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.The College allocates continuous training courses to develop faculty members in the areas of teaching skills and raising teaching efficiency.	30 26.5%	57 50.4%	3 2.7%	20 17.7%	3 2.7%
2.The College encourages faculty members to employ technology in the field of university education.	44 38.9%	60 53.1%	4 3.5%	5 4.4%	-
3.The College takes care of providing faculty members with self-learning skills through training programs.	24 21.2%	76 67.3%	4 3.5%	9 8.0%	-
4.Training courses have an effective role in providing faculty members with effective administrative skills.	25 22.1%	83 73.5%	3 2.7%	2 1.8%	-
5.There is interest in publishing and scientific research by faculty members.	46 4.7%	58 51.3%	8 7.1%	1 0.9%	-
6.Training courses implemented for faculty members contribute to raising the efficiency of communication and interaction with others.	58 51.3%	46 40.7%	3 2.7%	6 5.8%	-
7.The Quality and Development Department takes care of making teachers aware of the basics of ensuring the quality of education.	23 20.4%	67 59.3%	6 5.3%	15 13.3%	2 1.8%

Source: Prepared by the researchers based on the field study data using SPSS 2022

Table (6): Descriptive statistics and general direction of the hypothesis two statements.

First aspect statements	Mean	SD	Chi-value	P-value	Decision
1.The College allocates continuous training courses to develop faculty members in the areas of teaching skills and raising teaching efficiency.	3.81	1.101	36.747	0.000	Agree
2.The College encourages faculty members to employ technology in the field of university education.	4.27	0.732	61.932	0.000	Agree
3.The College takes care of providing faculty members with self-learning skills through training programs.	4.02	0.756	56.514	0.000	Agree
4.Training courses have an effective role in providing faculty members with effective administrative skills.	4.16	0.544	81.290	0.000	Agree
5.There is interest in publishing and scientific research by faculty members.	4.32	0.645	71.223	0.000	Agree
6.Training courses implemented for faculty members contribute to raising the efficiency of communication and interaction with others.	4.38	0.783	59.483	0.000	Agree
7.The Quality and Development Department takes care of making teachers aware of the basics of ensuring the quality of education.	3.83	0.963	42.310	0.000	Agree

Source: Prepared by the researchers based on the field study data using SPSS 2022.

Tables (5) and (6) above show the descriptive statistics for the two hypotheses.

All of the probable values are less than the significant level (0.05); this indicates that there are statistically significant differences in the distribution of the study sample responses to the various answer options. All the mean values are in the range (3.81 – 4.38). 0.544–1.11ard deviation values are in the third range (0.54(that1therehis indicates that the differences between the individuals' responses (strongly agree, agree, neutral, disagree, strongly disagree) are highly statistically significant in favor of (agree). Therefore, the researchers conclude that the hypothesis three: (There are various areas and fields of professional development for faculty members) is achieved.

Hypothesis Three: There are obstacles that hinder faculty members from joining professional development programs.

Table (7): Descriptive Analysis of the Hypothesis: Three Statements

Second aspect statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.Excessive teaching burden of a faculty member prevents him from joining professional development programs.	9 8.0%	51 45.1%	6 5.3%	40 35.4%	7 6.2%
	37	68	5	3	-

2.The faculty member preoccupation with administrative work limits his opportunities for joining training courses.	32.7%	60.2%	4.4%	2.7%	-
3.Rewarding and motivating the faculty member has a fundamental role in joining professional development programs.	45 39.8%	57 50.4%	5 4.4%	6 5.3%	-
4.non-allocating a budget for professional development programs leads to non-implementation of training courses.	35 31.0%	68 60.2%	4 3.5%	6 5.3%	-
5.Professors' lack of conviction in the usefulness of the training courses has a direct effect on joining the courses.	47 41.6%	52 46.0%	8 7.1%	6 5.3%	-
6.The lack of technical and technological support limits the opportunities for joining training courses.	42 37.2%	66 58.4%	4 3.5%	1 0.9%	-
7.There is lack of information and reports that show the actual need for courses.	52 46.0%	57 50.4%	4 3.5%	- -	- -

Source: Prepared by the researchers based on the field study data using SPSS 2022

Table (8): Descriptive statistics and general direction of the hypothesis three statements

First aspect statements	Mean	SD	Chi-value	P-value	Decision
1.The College allocates continuous training courses to develop faculty members in the areas of teaching skills and raising teaching efficiency.	3.13	1.169	28.491	0.000	Neutral
2.The College encourages faculty members to employ technology in the field of university education.	4.23	0.655	68.675	0.000	Agree
3.The College takes care of providing faculty members with self-learning skills through training programs.	4.25	0.774	58.354	0.000	Agree
4.Training courses have an effective role in providing faculty members with effective administrative skills.	4.17	0.731	60.635	0.000	Agree
5.There is interest in publishing and scientific research by faculty members.	4.24	0.805	55.987	0.000	Agree
6.Training courses implemented for faculty members contribute to raising the efficiency of communication and interaction with others.	4.32	0.587	78.268	0.000	Agree
7.The Quality and Development Department takes care of making teachers aware of the basics of ensuring the quality of education.	4.42	0.564	83.416	0.000	Agree

Source: Prepared by the researchers based on the field study data using SPSS 2022.

Tables (7) and (8) above show the descriptive statistics for the two hypotheses.

All of the probable values are less than the significant level (0.05); this indicates that there are statistically significant differences in the distribution of the study sample responses to the various answer options. All the mean values are in the range (3.13 – 4.42). Standard deviation values are in the third range (0.56–1.16) which indicates that the differences between the individuals' responses (strongly agree, agree, neutral, disagree, strongly disagree) are highly statistically significant in favor of (agree). Therefore, the researchers conclude that the hypothesis three: (There are obstacles that hinder faculty members joining professional development programs) is achieved.

FINDINGS AND RECOMMENDATIONS

Findings

First:

- There is forward preparation and planning for the professional development programs for faculty members.
- There are various areas and fields of professional development for faculty members.
- There are obstacles that hinder faculty members from joining professional development programs.

Secondly: Recommendations:

- 1- Various training courses should be organized, and the best trainers should be selected to implement these courses.
- 2- Faculty members should be motivated to participate in workshops, seminars, and conferences, and they should be provided with financial support.
- 3- Attention should be given to the moral and material stimulation that enhances teaching.
- 4- A database should be established to show the training needs of faculty members in various fields.
- 5- Faculty members should be trained to participate in serving the community and to conduct scientific research.
- 6- Further studies should be conducted to investigate the professional competencies of faculty members.

REFERENCES

- Al-Hashimi, Baaj (2010). The Role of Training Process in Raising the Institution Organizational Effectiveness, unpublished master thesis, Algeria University, Algeria.
- Bligh J. Faculty development. *Med Educ* 2005,39:120-1.
- Pesce, Jessica. (2015). professional Development for teaching in Higher Education: Faculty professions and Attitudes. PhD thesis in philosophy Department of Educational Leadership and Higher Education: Boston Collage University.
- Centra JA. Types of faculty development programs. *J High Educ* 1978,49:151-62.
- Griffith CH. Evidenced-based educational practice: The case for faculty development in teaching. *Am J Med* 2000,109:749-52.
- Gappa JM, Austin AE, Trice AG. *Rethinking Faculty Work: Higher Education's Strategic Imperative*. San Francisco CA: Jossey-Bass; 2007.
- Gaff JG. *Toward Faculty Renewal: Advances in Faculty, Instructional, and Organizational Development*. San Francisco, CA: Jossey-Bass; 1975.
- Golding, L. & Gray, I. (2006). *Continuing professional development for clinical. psychologists: A practical handbook*. The British psychological society. Oxford: Blackwell publishing.

- Gruppen LD, Frohna AZ, Anderson RM, Lowe KD. Faculty development for educational leadership and scholarship. *Acad Med* 2003,78:137-41.
- Hrnciar M, Madzík P. Improving the quality of higher education in central Europe: Approach based on GAP analysis. *High Educ Stud* 2013,3:75-88.
- Lancaster JW, Stein SM, MacLean LG, Van Amburgh J, Persky AM. Faculty development program models to advance teaching and learning within health science programs. *Am J Pharm Educ* 2014,78:99.
- Lancaster JW, Stein SM, MacLean LG, Van Amburgh J, Persky AM. Faculty development program models to advance teaching and learning within health science programs. *Am J Pharm Educ* 2014m78:99.
- Loveder, Phil (2005). World Trends in Staff Development: Implications on the Performance of Technical Education Institutions. Paper Presented to National Seminar: The Development of Technology and Technical Vocational Education and Training in an era of Globalization, 23-24 August, p4.
- Mohammed Abdalla Kuku, Negative Issues Related to Higher Education in Sudan, an article published in *The Independent newspaper*, 03/04/2019.
- Miller. Kathryn. (2015) Motivating Factors and Barriers to online Faculty professional Development, Unpublished, PhD thesis, Morehead State University, USA. R
- Roper, Christopher (2006). A National Standard for Professional Development for Australian Judicial Officers. Australian Institute of Judicial Administration.
- Rice Eugence (1986). The Academic Profession in Transition: Toward A new Social Fiction. *Teaching Sociology*, 14 (January)pp12-23.
- Riegle R. Conceptions of faculty development. *Educ Theory* 1987,37:53-9.
- Sheets KJ, Schwenk TL. Faculty development for family medicine educators: An agenda for future activities. *Teach Learn Med* 1990,2:141-8.
- Stritter FT. Faculty evaluation and development. In: McGuire CH, Foley RP, Gorr A, Richards RW, editors. *Handbook of Health Professions Education*. San Francisco, CA: Jossey-Bass; 1983. p. 294-318.
- Steinert Y. Commentary: Faculty development: The road less traveled. *Acad Med* 2011,86:409-11.
- Speck, M. & Knipe, C (2005). Why Can't we get it right? Designing High- Quality Professional Development for Standards – based Schools. (2nd ed).
- Steinert Y, Mann K, Centeno A, Dolmans D, Spencer J, Gelula M, et al. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No 8. *Med Teach* 2006,28:497-526.
- Sorcinelli MD, Austin AE, Eddy PL, Beach AL. *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton, MA: Anker Publishing, Inc.; 2005.
- Siddiqui, A, Aslam, H. D, Farhan, H.& Lodhi, A. (2011). Perceived Issues and Challenges to professional Development of Faculty Members in Tertiary Academic Institutes of Punjab, Pakistan. *Journal of American Science*, 7 (12), 533-538.
- Ullian JA, Stritter FT. Types of faculty development programs. *Fam Med* 1997,29:237-41.
- Wilkerson L, Irby DM. Strategies for improving teaching practices: A comprehensive approach to faculty development. *Acad Med* 1998,73:387-96.13.
- Mashhour, Tharwat (2010). *Administrative Development Strategies*, Dar Osama Publishing and Distributing, Amman, Jordan.