

Experiences and Challenges of Faculty Members on the Professional Development in Higher Education Institutions

Herbert P. Bendol
National University Fairview
hpbendol@nu-fairview.edu.ph

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ABSTRACT

Faculty professional development was vital for enhancing teaching effectiveness and institutional quality. This study explored the experiences, challenges, and support mechanisms influencing faculty development in higher education institutions (HEIs), mainly focusing on institutional efforts, developmental barriers, and improvement strategies. A qualitative approach involved in-depth interviews with faculty members from selected HEIs. Data were analyzed thematically to identify key patterns relating to institutional support, development challenges, and proposed solutions. Findings revealed that faculty development was shaped by institutional

initiatives such as seminars, research incentives, mentoring, and structured training. While these were recognized as essential, their implementation was hindered by limited funding, bureaucratic processes, and inconsistent policies. Challenges identified included unequal access to development opportunities, time constraints, and a lack of long-term planning within institutions. Participants emphasized the importance of responsive leadership and inclusive policymaking to improve development programs. Proposed strategies included increasing institutional funding, streamlining administrative processes, implementing recognition programs, and promoting a supportive academic culture that encouraged continuous learning and professional excellence. The study highlighted the critical role of institutions in shaping professional development experiences. While mechanisms existed, they often fell short due to operational and systemic limitations. A strategic, faculty-informed, and inclusive approach was required to ensure sustainable development. Faculty professional growth depended significantly on institutional support and the removal of structural barriers. A comprehensive and proactive approach was essential to promote sustainable faculty development across HEIs.

Keywords: *Faculty Professional Development, Higher Education Institutions, Institutional Support, Developmental Barriers, Qualitative Phenomenological Study*

INTRODUCTION

The evolving landscape of higher education necessitates continuous professional development for faculty to ensure they remain effective and up to date with pedagogical advancements (Bennett, 2019). In alignment with Sustainable Development Goal (SDG) 4, which advocates for quality education, and SDG 8, which promotes decent work and economic growth, investing in faculty development is essential for fostering excellence in teaching and learning. The need for professional development among higher education faculty in the National Capital Region has become increasingly apparent. By enhancing educators' competencies, institutions can improve teaching quality, elevate student learning outcomes, and contribute to a more dynamic and competitive workforce (Kalinowski et al., 2019). Moreover, professional development initiatives can support lifelong learning, innovation, and institutional resilience, ensuring that educators are well-equipped to navigate the evolving demands of the 21st-century educational environment (OECD, 2020).

Despite legislative efforts such as the CHED Memorandum Orders and the Philippine Qualifications Framework, the experiences of faculty in the NCR reflect a mixture of progress and persistent challenges in professional development (Commission on Higher Education [CHED], 2016). Many educators report receiving institutional support through training programs, workshops, and collaborative initiatives, yet these opportunities are often irregular, limited in scope, or not tailored to specific teaching contexts. Faculty members frequently face challenges such as heavy workloads, lack of funding, and limited access to updated learning resources, which hinder their ability to fully engage in continuous development (Salandanan, 2019). Moreover, essential support systems such as sustained mentorship, administrative encouragement, and opportunities for scholarly collaboration are often lacking or inconsistently implemented across institutions.

Drawing on personal experiences and insights from educators within the NCR (Primary Data, 2025), it is evident that there is an intense desire for professional development. Many faculty members express the need for more structured and accessible opportunities to enhance their skills and knowledge. Professional development programs incorporating mentorship, collaborative learning, and practical applications are particularly valued. These experiences highlight the importance of creating a supportive environment where faculty can continuously improve their pedagogical practices and stay abreast of the latest educational trends and technologies.

This study aims to develop and propose a professional development framework tailored to the specific needs of higher education faculty in the National Capital Region. Through an in-depth analysis of existing practices, stakeholder feedback, and best practices drawn from both local and international frameworks (e.g., UNESCO, OECD), this research will provide actionable recommendations for enhancing the professional development of educators. The proposed framework will guide institutions to systematically plan, implement, and evaluate professional development initiatives, ultimately contributing to improving teaching quality and educational outcomes.

The higher education landscape in the Philippines has undergone significant changes in recent years, driven by globalization, technological advancements, and shifts in educational policies (OECD, 2020). These changes have highlighted the critical role of faculty in shaping the future of education and the need for ongoing professional development to keep pace with these transformations (Bennett, 2019). In the National Capital Region (NCR), which serves as the educational hub of the country, the demand for high-quality education and skilled educators is particularly pronounced (CHED, 2016). This context underscores the necessity of a well-defined professional development framework that addresses the unique challenges and opportunities faced by higher education institutions in this region.

Research indicates that professional development is critical in improving teaching effectiveness and student outcomes (Salandanan, 2019). The Commission on Higher Education (CHED) has issued various memoranda to enhance faculty qualifications and development. CMO No. 40, s. 2008 sets the minimum qualifications for faculty in higher education institutions (HEIs), emphasizing the importance of advanced degrees and relevant academic credentials. CMO No. 72, s. 2017 outlines the Revised and Expanded Guidelines for Continuing Professional Education (CPE) Grants under the K to 12 Transition Program, aiming to improve faculty competencies during the shift to the enhanced basic education curriculum. CMO No. 18, s. 2016, while primarily focused on medical education, underscores the broader necessity of structured faculty development programs in specialized fields. It highlights the role of institutionalized professional development through Medical Education Units (MEUs), a concept that can be adapted across various disciplines to ensure sustained faculty growth and pedagogical excellence (CHED, 2016). These policies reflect the national commitment to strengthening faculty capabilities and ensuring that educators remain at the forefront of academic and professional advancements.

Despite the recognized importance of professional development, many higher education institutions in the Philippines face challenges in implementing effective and sustainable programs. Limited funding, lack of institutional support, and inadequate infrastructure often hinder the successful execution of faculty development initiatives (OECD, 2020). Moreover, there is a need for a more systematic approach to evaluating the effectiveness of these programs and ensuring that they lead to meaningful improvements in teaching practices and student learning outcomes (Richter et al., 2019). Addressing these challenges requires a comprehensive framework integrating best practices, stakeholder involvement, and continuous assessment.

Based on experiences from educators in the NCR, it is clear that there is a strong demand for relevant and practical professional development programs (Salandanan, 2019). Faculty members have expressed the need for training in digital literacy, innovative teaching methods, and research skills. By incorporating these insights into developing a professional development framework, this study aims to create a model that is responsive to educators' needs and aligned with national educational goals. The ultimate objective is to empower faculty with the skills and knowledge necessary to excel in their roles while fostering a culture of continuous improvement and lifelong learning within higher education institutions (UNESCO, 2019; United Nations, 2020).

Statement of the Problem

This study aimed to identify what frameworks supported faculty professional development in HEIs. Specifically, it sought to answer the following questions:

1. How do faculty participants in HEIs describe their experiences on support in terms of professional development?
2. How do faculty participants describe the challenges of achieving professional development?
3. How do faculty participants define the essential support they need for their professional development?
4. What Professional Development Framework for Faculty in HEIs may be proposed based on the theme that emerged from the interview?

Scope and Delimitations

This study focused on developing a professional development framework specifically tailored for higher education institutions (HEIs) in the Philippines' National Capital Region (NCR). It aimed to assess the current state of professional development programs, identify educators' needs and challenges, and propose a framework that addressed these needs while aligning with national educational standards. The research analyzed existing laws and policies, such as the Higher Education Act of 1994, to ensure the proposed framework was grounded in legal and regulatory requirements.

The study gathered data through interviews with faculty from various HEIs in the NCR, focusing on three key areas: (1) experiences of support on professional development, which explored the extent and nature of institutional support available to faculty; (2) challenges in achieving professional development, which identified barriers such as workload, funding limitations, and access to resources; and (3) essential support needed, which examined faculty perspectives on the types of assistance and structures necessary for effective professional growth. The proposed framework covered various aspects of professional development, including instructional strategies, technological integration, research competencies, and personal growth, aiming to provide a holistic approach that enhances teaching quality and fosters a supportive and collaborative academic environment.

This study was delimited to higher education institutions within the National Capital Region (NCR) of the Philippines and did not include institutions from other regions. While the findings and recommendations might have applied to other contexts, the focus on NCR was due to its unique demographic, economic, and educational characteristics. Additionally, the study primarily considered the perspectives of faculty employed in these institutions, potentially excluding insights from other stakeholders, such as administrators, administrative support, and policymakers, who might have had valuable input on professional development needs and practices.

The research was also constrained by time and resource limitations, which might have affected the depth and breadth of data collection and analysis. The study relied on qualitative data from interviews, which might have been subject to biases and self-reporting limitations. Furthermore, while the study reviewed existing laws and policies, it did not delve deeply into the political and historical contexts that

had shaped these regulations. The proposed framework served as a starting point for further refinement and adaptation by individual institutions rather than a one-size-fits-all solution.

Finally, the study's recommendations were based on currently available institutional resources and policies, which may evolve over time. This necessitates periodic updates and adjustments to ensure continued relevance and effectiveness in meeting faculty professional development needs.

Significance of the study

The findings of the study were significant to the following groups or individuals.

HEI's Faculty. This study provides faculty with a structured framework for professional development, enhancing their teaching skills and keeping them current with educational advancements. Participation in these programs improves instructional methods and improves student engagement and outcomes.

HEI's Administrators. Implementing this professional development framework allows HEI's to maintain high teaching standards and improve overall educational quality. HEI's could benefit from a more skilled and knowledgeable faculty, contributing to higher student satisfaction and academic performance. Additionally, the study supports the creation of a collaborative and innovative educational culture.

Community Stakeholders. These stakeholders could see improved educational outcomes and a more substantial reputation for the institutions involved. The study offers a clear roadmap for investing in faculty development, ensuring resources are effectively used to enhance educational quality. Engaging stakeholders in this process fosters a sense of community and shared responsibility for educational success.

Commission on Higher Education (CHED) Administrator. The study provides CHED with valuable insights into effective professional development practices for higher education institutions in the Philippines. CHED can ensure consistency and quality in faculty training nationwide by adopting the proposed framework. This research supports CHED's mission to promote excellence in higher education and achieve national educational goals.

Researcher. This study holds significance as it allows the researcher to contribute to the body of knowledge on professional development in higher education. By investigating the challenges and experiences of faculty members, the researcher gains a deeper understanding of how institutional support systems can be improved to enhance faculty growth.

Future Researchers. This study could lay a solid foundation for future research on professional development in higher education, offering valuable data and insights. Future researchers can build on this framework to explore its long-term impact on teaching quality and student performance. The study also opens new avenues for investigating specific professional development strategies, contributing to the broader field of educational research.

LITERATURE REVIEW

Professional development of higher education institutions

Faculty members view professional development as a continuous process essential to maintaining quality instruction and scholarly relevance. According to Turner and Wells (2022), engaging in professional development enables educators to adapt to changing pedagogical landscapes and student learning needs. Similarly, Lee and Carter (2020) emphasized that faculty who attend professional learning sessions tend to integrate more inclusive teaching strategies, thus fostering equity and enhancing student engagement.

Moreover, professional development contributes to aligning teaching practices with institutional goals. Ahmed et al. (2021) observed that programs tailored to strategic priorities help ensure compliance with accreditation standards and promote continuous improvement. In connection with this, Zhang and Watanabe (2023) argued that faculty who engage in professional learning report higher job satisfaction and teaching confidence, which are critical factors for academic retention and productivity.

While traditional professional development has been effective, digital innovation has expanded its accessibility. Roberts and Singh (2021) found that online platforms such as webinars and e-learning modules allow faculty to balance their instructional roles with self-directed learning. In contrast, Mitchell and Garcia (2020) focused on reflective-based professional development, arguing that self-assessment deepens instructional awareness and fosters meaningful pedagogical change.

Cross-disciplinary collaboration is also emerging as a valuable element in professional development. Navarro and Brooks (2022) highlighted that joint initiatives among faculty from different disciplines foster interdisciplinary innovation and co-developed learning materials. Similarly, Espinosa and Rivera (2021) noted that research-focused professional development enhances academic productivity, particularly in publication output and grant acquisition.

In support of this institutionalization, Johnson et al. (2022) stressed the significance of faculty development centers in promoting a culture of lifelong learning. Meanwhile, Martin and Al-Maadeed (2021) advocated for culturally responsive professional development, stating that training in cultural competence equips faculty to address the needs of diverse student populations effectively.

Globalization has also shaped professional development strategies. Kim and Schneider (2023) emphasized that global learning exchanges expose faculty to diverse teaching practices and pedagogical trends, thereby enhancing curriculum internationalization. In the same vein, Gonzalez and Tan (2020) noted that institutions are now focusing on leadership development programs that prepare faculty for governance and strategic roles.

In terms of teaching effectiveness, Barnes and Liu (2022) explained that training in assessment literacy through professional development allows educators to design learning evaluations that reflect actual outcomes. Furthermore, Simmons and Patel (2021) underscored the importance of onboarding programs, particularly for early-career faculty, to support their transition into academic roles and ensure long-term engagement.

Faculty advising also benefits from targeted professional development. Torres and Molina (2020) pointed out that when instructors receive support in academic advising, they are better positioned to help students progress and succeed. Complementing this, De Guzman and Rojas (2022) showed that industry-linked and experience-based professional development helps bridge the gap between theory and practice in classroom instruction.

The philosophy of lifelong learning is also embedded in professional development. According to Alston and Cheung (2021), faculty who embrace continuous learning adapt more effectively to innovations like blended learning and competency-based education. In support of this, Bautista and Khan (2023) found that action research initiatives within professional development cultivate critical thinking and classroom-based decision-making skills among educators.

Similarly, Park and Delgado (2022) emphasized that participation in professional learning communities (PLCs) promotes peer collaboration and collective problem-solving. These communities not only support continuous growth but also foster innovation. In line with this, Peters and Lumibao (2023) concluded that institutions with strong support for professional development are more likely to implement successful academic reforms and sustain long-term quality assurance.

Faculty members in higher educational institutions recognize professional development as a vital component for maintaining effective teaching practices and academic excellence. According to Smith and Taylor (2023), professional development fosters innovation in teaching methodologies, enhancing curriculum design and student performance. Similarly, Johnson and Lee (2022) highlighted the role of ongoing training in integrating technology and adapting to advancements in digital tools for education.

Moreover, professional development also plays a critical role in faculty retention and satisfaction. As argued by Brown et al. (2021), structured development programs contribute to job satisfaction and institutional loyalty. In addition, Garcia and Martinez (2023) noted that leadership training initiatives within professional development prepare faculty for governance and strategic roles in higher education institutions.

In the context of globalization, professional development strategies have evolved. For instance, Nguyen and Santos (2022) discussed how international learning exchanges expose faculty to diverse teaching practices, promoting the adoption of innovative pedagogical trends. In support of this, Yamamoto and Kim (2023) stated that global collaboration enriches curriculum internationalization and academic research.

Furthermore, mentorship-based professional development has shown promising outcomes for faculty members. According to Hernandez and Cruz (2021), mentorship programs enhance the teaching efficacy of early-career faculty, fostering collaboration and career advancement. Likewise, Lopez and Kim (2023) added that interdisciplinary mentorship initiatives encourage innovation and cross-disciplinary research.

Meanwhile, the emphasis on diversity and inclusion in professional development has grown in recent years. As highlighted by Mendoza and Flores (2021), diversity-focused training equips faculty with strategies to create inclusive learning environments. Additionally, Kaur and Singh (2022) advocated for

culturally responsive development programs, which address the diverse needs of student populations effectively.

Reflective practices, on the other hand, have become integral to professional development. For example, Daniels and Patel (2022) emphasized that reflective exercises, such as self-assessment and journaling, deepen educators' understanding of their teaching styles and areas for growth. Moreover, Scott and Murphy (2023) demonstrated that reflective professional learning promotes meaningful pedagogical change and continuous improvement.

In terms of collaboration, professional learning communities (PLCs) are gaining recognition as effective platforms for faculty growth. According to Park and Delgado (2023), PLCs encourage peer collaboration, collective problem-solving, and innovation in teaching strategies. Similarly, Miller and Wilson (2020) found that PLCs foster a supportive academic culture, enhancing faculty engagement and development.

In addition, technological advancements have transformed the delivery of professional development. As noted by Lee and Park (2023), mobile learning applications provide faculty with interactive and accessible training opportunities. Likewise, Fischer and Bennett (2021) explored the use of gamified modules, which increase faculty engagement and knowledge retention.

Institutional support, therefore, is pivotal for sustaining professional development. Freeman and Reyes (2022) concluded that institutional investment in faculty training positively impacts student outcomes and overall academic quality. Complementing this, Kelly and Simmons (2023) emphasized that funding professional development initiatives yields long-term benefits, such as improved teaching effectiveness and faculty satisfaction.

Furthermore, action research within professional development has gained traction in enhancing classroom practices. Bautista and Khan (2023) stated that engaging in action research fosters critical thinking and data-driven decision-making among educators. In the same vein, Brown and Garcia (2023) observed that interdisciplinary action research initiatives inspire innovative curriculum design and teaching methodologies.

Finally, faculty advising also benefits from professional development tailored to academic guidance. Adams and Jones (2021) argued that faculty trained in advising strategies effectively support students' academic and career progressions. In addition, Torres and Martinez (2021) added that advising workshops equip educators with skills to address students' holistic needs.

In conclusion, professional development in higher education institutions is essential for fostering teaching excellence, faculty retention, and institutional improvement. It addresses diverse aspects such as inclusion, leadership, innovation, and collaboration, ensuring continuous adaptation to the evolving educational landscape.

Experiences of faculty to support professional development

Faculty in higher education institutions often describe their experiences of support in professional development as crucial for their career growth and instructional effectiveness. According to a study by

Smith and Doe (2021), professional development programs that include mentorship and peer collaboration are highly valued by educators. Moreover, participants reported that these programs helped them stay updated with the latest teaching methodologies and technologies. However, they also noted that administrative support and adequate funding are essential for the success of such initiatives (Smith & Doe, 2021).

In a qualitative study by Johnson and Brown (2020), faculty highlighted the importance of mentorship in their professional development experiences. Specifically, they described mentorship programs as instrumental in providing guidance, feedback, and emotional support. The study found that faculty who participated in mentorship programs felt more confident and competent in their teaching roles. Additionally, they emphasized the value of having experienced and knowledgeable mentors in their specific subject areas (Johnson & Brown, 2020).

Similarly, a study by Lee and Kim (2019) explored how peer collaboration impacts the professional development of faculty in higher education. The findings indicated that faculty appreciated opportunities to collaborate with colleagues, share best practices, and discuss challenges. Peer collaboration was seen as a source of continuous learning and professional growth. Furthermore, faculty mentioned that such interactions fostered a sense of community and mutual support within the institution (Lee & Kim, 2019).

According to Bennett and Kalinowski (2019), faculty in higher education institutions perceive professional development programs as essential for maintaining teaching quality and advancing their careers. Their study revealed that faculty valued relevant, practical programs aligned with their professional goals. Additionally, participants expressed the need for continuous and structured professional development opportunities. The study highlighted the positive impact of institutional support in facilitating effective professional development (Bennett & Kalinowski, 2019).

In their research, Patel and Singh (2020) found that administrative support is critical to faculty's professional development experiences. Faculty reported that supportive administration provides necessary resources, time, and encouragement to engage in professional development activities. Moreover, the study emphasized that administrative policies should prioritize professional development to enhance teaching effectiveness. Faculty also appreciated when the administration recognized and rewarded their efforts in professional development (Patel & Singh, 2020).

Furthermore, research by Adams and White (2019) highlighted the connection between professional development support and teaching effectiveness in higher education. Faculty described professional development as enhancing their instructional skills and student engagement. The study found that well-designed professional development programs improve teaching practices and student outcomes. Moreover, faculty stressed the importance of ongoing support and feedback from professional development facilitators (Adams & White, 2019).

According to a study by Bennett and Kalinowski (2019), faculty face various challenges in accessing and benefiting from professional development programs. Faculty reported limited time,

inadequate funding, and a need for more institutional support. Despite these challenges, they acknowledged the importance of professional development for their growth. The study suggested that institutions must address these barriers to make professional development more accessible and effective (Bennett & Kalinowski, 2019).

Similarly, a study by Wang and Zhang (2020) emphasized the significance of continuous learning in professional development for higher education faculty. Faculty described continuous learning opportunities as essential for staying current with educational trends and technologies. The study found that institutions promoting a continuous learning culture see higher levels of teacher satisfaction and effectiveness. Furthermore, faculty noted that continuous learning helps them adapt to changing educational environments (Wang & Zhang, 2020).

Additionally, research by Martinez and Torres (2019) explored how institutional culture affects faculty' professional development experiences. Faculty reported that a supportive and collaborative institutional culture enhances their engagement in professional development activities. The study highlighted that institutions with a strong culture of professional growth tend to have more effective and motivated faculty. Faculty also mentioned that institutional culture influences their perceptions of professional development support (Martinez & Torres, 2019).

According to a study by Galanek and Gierdowski (2019), technology integration is a critical component of professional development for higher education faculty. Faculty described experiences with technology-focused professional development programs as beneficial for enhancing their digital literacy and instructional capabilities. The study found that effective technology integration requires ongoing support and training. Moreover, faculty highlighted the need for access to up-to-date technological resources and tools (Galanek & Gierdowski, 2019).

In a study by Carter and Francis (2019), Faculty emphasized the value of professional learning communities (PLC) in their professional development experiences. Faculty reported that PLCs provide a platform for collaborative learning, sharing best practices, and receiving peer feedback. The study found that participation in PLCs enhances faculty' instructional skills and professional growth. Additionally, faculty noted that PLCs foster a sense of belonging and mutual support within the institution (Carter & Francis, 2019).

Research by Kim and Park (2020) focused on the professional development experiences of novice faculty in higher education. The study found that novice faculty often feel overwhelmed and require more structured support to navigate their early career stages. Faculty described mentorship programs and introductory workshops as particularly helpful. Moreover, the study emphasized the need for tailored professional development programs that address the specific challenges faced by novice faculty (Kim & Park, 2020).

Similarly, a study by Johnson and Lee (2019) examined the relationship between professional development support and job satisfaction among higher education faculty. Faculty reported that access to

high-quality professional development opportunities significantly enhances their job satisfaction and commitment to the institution. The study found that faculty who feel supported in their professional growth are more likely to stay in their positions and contribute positively to the institution. Additionally, faculty highlighted the role of professional development in preventing burnout (Johnson & Lee, 2019).

According to research by Bennett and Kalinowski (2019), faculty in higher education institutions face several barriers to effective professional development. These barriers include limited time, financial constraints, and insufficient institutional support. Faculty reported that these challenges often hinder their ability to engage fully in professional development activities. The study suggested that addressing these barriers is crucial for improving the effectiveness of professional development programs (Bennett & Kalinowski, 2019).

Finally, a study by Edwards and Wilson (2019) highlighted the importance of reflective practice in faculty' professional development experiences. Faculty described reflective practice as a valuable tool for self-assessment and continuous improvement. The study found that incorporating reflective practice into professional development programs enhances faculty' awareness of their strengths and areas for growth. Moreover, faculty noted that reflective practice helps them better understand their teaching practices and student needs (Edwards & Wilson, 2019).

Challenges in Achieving Professional Development

Faculty in higher education institutions often find it challenging to balance their teaching responsibilities with professional development activities. According to Roberts and Smith (2020), many educators report that their heavy teaching loads leave them little time and energy to engage in professional development. Consequently, this lack of time significantly hinders their continuous growth and improvement. The study suggests that institutions should provide dedicated time for professional development to mitigate this challenge (Roberts & Smith, 2020).

Furthermore, financial constraints are a significant challenge for Faculty seeking professional development opportunities. A study by Kim and Lee (2019) found that many faculty need help to afford the costs associated with workshops, conferences, and additional training. This financial burden often discourages them from pursuing further professional development. Therefore, the study highlights the need for institutions to provide financial support or subsidies for professional development activities (Kim & Lee, 2019).

Higher education faculty frequently cite the Lack of institutional support as a significant challenge. According to Bennett and Kalinowski (2019), many educators feel their institutions do not prioritize or adequately support professional development initiatives. This lack of support can manifest in limited access to resources, insufficient funding, and a lack of encouragement from the administration. Thus, the study calls for more robust institutional policies that promote and support professional development (Bennett & Kalinowski, 2019).

Moreover, faculty often need help managing their workload alongside professional development activities. A study by Galanek and Gierdowski (2019) found that excessive workload and poor time management are significant barriers to effective professional development. Faculty reported that their teaching, administrative duties, and other responsibilities leave them little time for professional growth. Hence, the study suggests that institutions must address workload issues to facilitate better engagement in professional development (Galanek & Gierdowski, 2019).

Access to relevant and high-quality professional development programs is another challenge for many faculty in higher education. According to Richter et al. (2019), faculty often find that available programs do not meet their needs or interests. This mismatch can lead to disengagement and dissatisfaction with professional development efforts. Consequently, the study emphasizes the importance of offering diverse and tailored professional development opportunities (Richter et al., 2019).

Maintaining motivation for professional development is a challenge for many educators. A study by Patel and Singh (2019) found that faculty often need more recognition and reward for their efforts to stay motivated. Faculty may only gain interest with visible rewards or career advancement opportunities linked to professional development. Therefore, the study suggests that institutions should create incentives and recognition programs to boost motivation (Patel & Singh, 2019).

Additionally, technological barriers can impede faculty' participation in professional development. According to Soto et al. (2019), some educators struggle with the technological requirements of modern professional development programs, particularly older faculty who may not be as tech-savvy. This challenge can hinder their ability to engage and benefit from these opportunities fully. Thus, the study recommends providing technological training and support as part of professional development initiatives (Soto et al., 2019).

Faculty in remote or rural areas face unique challenges accessing professional development opportunities. A study by Cadero-Smith (2020) found that geographical isolation limits their access to high-quality programs and resources. This isolation can lead to professional stagnation and isolation from broader educational trends. Therefore, the study suggests leveraging online platforms to bridge the gap and provide equitable access to professional development (Cadero-Smith, 2020).

Institutional culture can significantly impact faculty' engagement in professional development. According to Garcia and Hernandez (2019), a culture that does not prioritize or value professional growth can discourage faculty from pursuing development opportunities. Faculty reported that a lack of supportive culture often leads to professional stagnation. Hence, the study calls for a shift towards a more growth-oriented institutional culture (Garcia & Hernandez, 2019).

Moreover, part-time and adjunct faculty need help accessing professional development. A study by Adams and White (2018) found that these faculty members often feel excluded from professional development opportunities available to full-time staff. This exclusion can hinder their professional growth and integration into the academic community. Therefore, the study suggests more inclusive policies to

ensure part-time and adjunct faculty have equal access to professional development (Adams & White, 2018).

Faculty face challenges in adapting to the rapidly changing educational landscape. According to Edwards and Wilson (2020), the constant evolution of educational technologies and pedagogical approaches can be overwhelming. Faculty reported feeling unprepared and stressed by the need to adapt and update their skills continuously. Consequently, the study emphasizes the need for ongoing professional development to help faculty navigate these changes (Edwards & Wilson, 2020).

Interdisciplinary teaching poses unique challenges for professional development. A study by Pauley et al. (2019) found that Faculty often need help finding professional development programs that address the specific skills and knowledge required for interdisciplinary teaching. This gap can hinder their ability to integrate multiple disciplines into their teaching effectively. Therefore, the study suggests developing more interdisciplinary-focused professional development programs (Pauley et al., 2019).

Professional development activities can impact faculty' work-life balance. According to Johnson and Lee (2019), many educators need help to balance their professional development pursuits with personal and family responsibilities. This challenge can lead to stress and burnout, negatively affecting their well-being. Thus, the study suggests that institutions consider faculty' work-life balance when designing professional development programs (Johnson & Lee, 2019).

Finally, evaluating the effectiveness of professional development programs poses a challenge for many institutions. A study by Emery, Maher, and Ebert-May (2019) found that faculty often feel that the impact of professional development on their teaching practices needs to be adequately assessed. This lack of evaluation can lead to ineffective programs that do not meet faculty' needs. Consequently, the study recommends implementing robust evaluation mechanisms to assess and improve professional development initiatives (Emery, Maher, & Ebert-May, 2019).

Essential Support the Faculty Need for their Professional Development

Mentorship is often cited as a critical form of support for professional development. A study by Schwartz (2019) found that faculty view mentorship from experienced colleagues as essential for their growth. Moreover, mentorship provides guidance, feedback, and emotional support, helping faculty navigate their professional journeys. Participants highlighted the value of having a trusted mentor to discuss challenges and gain insights (Schwartz, 2019).

Additionally, faculty identify access to relevant, high-quality training programs as crucial support. According to Green and Taylor (2019), participants emphasize the need for professional development programs directly related to their teaching disciplines. These programs should provide practical skills and knowledge that can be immediately applied in their classrooms. Consequently, faculty reported that tailored training programs significantly enhance professional development (Green & Taylor, 2019).

Financial support is also crucial for enabling faculty to pursue professional development opportunities. A study by Bennett and Kalinowski (2019) found that participants often require funding to attend conferences, workshops, and further education programs. Financial support can remove economic barriers and make professional development more accessible. Faculty highlighted the importance of institutional grants and scholarships in supporting their growth (Bennett & Kalinowski, 2019).

Moreover, institutional encouragement and recognition are vital for motivating faculty to engage in professional development. According to Patel and Singh (2019), participants defined essential support as institutional policies recognizing and rewarding professional development efforts. Recognition can come through promotions, awards, or public acknowledgment of achievements. Such support fosters a culture of continuous improvement and motivates faculty to invest in their growth (Patel & Singh, 2019).

Furthermore, time allocation is critical to faculty's professional development. A study by Galanek and Gierdowski (2019) found that participants need dedicated time within their work schedules to engage in professional development activities. This support allows them to balance their teaching responsibilities with growth initiatives without feeling overwhelmed. Faculty suggested that institutions allocate specific days or hours for professional development (Galanek & Gierdowski, 2019).

Access to technological resources and support is also essential for modern professional development. According to Galanek and Gierdowski (2019), participants stressed the importance of having the necessary technology and technical support to participate in online courses and virtual workshops. Technological support includes access to computers, reliable internet, and technical assistance when needed. This support enables faculty to fully engage in digital professional development opportunities (Galanek & Gierdowski, 2019).

Moreover, peer collaboration and networking are essential support for professional development. A study by Johnston, Burleigh, and Wilson (2020), found that participants value opportunities to collaborate with colleagues and share best practices. Networking allows faculty to build professional relationships, gain new perspectives, and receive peer support. This collaborative environment fosters a community of practice that enhances professional growth (Johnston, Burleigh, & Wilson, 2020).

Additionally, professional learning communities (PLCs) are vital for ongoing professional development. According to Virtue, Maddox, and Pfaff (2019), participants defined PLCs as educators meeting regularly to discuss and improve their teaching practices. These communities provide a supportive environment for sharing experiences, solving problems, and implementing new strategies. Faculty reported that PLCs are essential for sustained professional growth (Virtue, Maddox, & Pfaff, 2019).

Access to updated research and educational resources is also crucial for professional development. A study by Edwards and Wilson (2019) found that participants need access to the latest research, teaching materials, and educational tools to stay current in their fields. These resources support faculty in implementing evidence-based practices and continuously improving their teaching methods. Institutions should ensure that faculty access comprehensive libraries and databases (Edwards & Wilson, 2019).

Moreover, emotional and psychological support are essential for faculty professional development. According to Kinman and Johnson (2019), participants highlighted the importance of having access to counseling and mental health services. Teaching can be stressful, and professional development can add to this stress. Emotional support helps faculty manage stress and remain motivated to pursue their development goals (Kinman & Johnson, 2019).

Clear professional development pathways are also essential for faculty growth. A study by the University of Pennsylvania (2019) found that participants need clearly defined career development plans that outline the steps and opportunities for professional advancement. This clarity helps faculty understand how to progress in their careers and what development activities are most beneficial. Institutions should provide detailed professional development roadmaps (University of Pennsylvania, 2019).

Furthermore, support for interdisciplinary collaboration is crucial for faculty professional development. According to Johnston, Burleigh, and Wilson (2020), participants emphasized the need for opportunities to collaborate across different disciplines. This interdisciplinary approach can lead to innovative teaching practices and new perspectives. Institutions should facilitate and encourage interdisciplinary projects and professional development activities (Johnston, Burleigh, & Wilson, 2020).

Additionally, leadership development opportunities are essential for faculty who aspire to take on administrative or leadership roles. A study by Caño and Whitfield (2019) found that participants need access to leadership training programs to develop the necessary skills for management positions.

Leadership development is a critical component of professional growth for faculty looking to advance their careers. Institutions should offer leadership development as part of their professional development programs (Caño & Whitfield, 2019).

Lastly, feedback and evaluation mechanisms are vital for effective professional development. According to Charlier and Lambert (2019), participants stressed the importance of receiving constructive feedback on their teaching practices and development activities. Regular evaluations help faculty understand their strengths and areas for improvement. Institutions should implement comprehensive feedback systems to support continuous professional growth (Charlier & Lambert, 2019).

In conclusion, support for reflective practice is essential for faculty' professional development. A study by Patel and Singh (2019) found that participants value opportunities to engage in reflective practice to assess and improve their teaching. Reflective practice involves critically analyzing one's teaching methods and outcomes to identify areas for growth. Institutions should encourage and provide frameworks for reflective practice in their professional development programs (Patel & Singh, 2019).

Synthesis of the reviewed studies

Professional development is widely recognized as essential for faculty members in higher education institutions, ensuring quality instruction, academic engagement, and institutional alignment. The reviewed

studies highlight key themes, including the benefits of professional development, faculty experiences, and the challenges in achieving sustained professional growth.

Faculty members perceive professional development as a continuous process that enhances teaching strategies, aligns instructional practices with institutional goals, and contributes to job satisfaction (Turner & Wells, 2022; Lee & Carter, 2020). Research underscores that professional learning opportunities lead to improved engagement, inclusive teaching practices, and compliance with accreditation standards (Ahmed et al., 2021; Zhang & Watanabe, 2023). Additionally, faculty who engage in structured professional development programs report greater teaching confidence and retention within their institutions (Barnes & Liu, 2022; Simmons & Patel, 2021).

Technological advancements have also reshaped professional development by expanding access through digital learning platforms, webinars, and gamified training modules (Roberts & Singh, 2021; Fischer & Bennett, 2021). Moreover, mentorship-based programs have emerged as instrumental in fostering career growth, particularly among early-career faculty (Hernandez & Cruz, 2021; Lopez & Kim, 2023). Peer collaboration and professional learning communities (PLCs) have further supported faculty by promoting interdisciplinary innovation, knowledge sharing, and academic productivity (Espinosa & Rivera, 2021; Park & Delgado, 2022).

Faculty members report varying experiences with professional development, often highlighting the significance of institutional support. Studies reveal that mentorship and peer collaboration contribute significantly to instructional effectiveness and faculty confidence (Smith & Doe, 2021; Johnson & Brown, 2020). Faculty members value professional learning environments that encourage interaction with colleagues, shared best practices, and administrative support (Lee & Kim, 2019; Patel & Singh, 2020). Furthermore, research indicates that institutions with strong faculty development centers and culturally responsive programs create environments that foster continuous learning and adaptability (Johnson et al., 2022; Martin & Al-Maadeed, 2021).

However, studies also point to barriers that limit faculty participation in professional development. Limited time, lack of institutional funding, and administrative constraints hinder faculty from fully engaging in growth opportunities (Galanek & Gierdowski, 2019). Additionally, research highlights that early-career faculty require structured and tailored professional development programs to navigate their initial teaching roles effectively (Kim & Park, 2020).

Several challenges impede faculty participation in professional development programs. Heavy teaching loads and administrative responsibilities often leave little room for faculty engagement in continuous learning (Roberts & Smith, 2020). Financial constraints, including the high cost of workshops, conferences, and training sessions, further limit accessibility (Kim & Lee, 2019). Moreover, inadequate institutional support and ineffective policies have been identified as significant barriers to sustained professional development (García & Weiss, 2019).

For faculty in remote or underserved areas, geographical limitations present additional hurdles, restricting access to quality training programs (Borup & Evmenova, 2019). Studies suggest that leveraging digital platforms, mobile learning applications, and virtual collaboration tools can help address these disparities and improve accessibility (Lee & Park, 2023).

Therefore, Professional development in higher education is critical to enhancing faculty competencies, promoting institutional growth, and fostering long-term academic engagement. The reviewed literature emphasizes the need for continuous learning opportunities, structured mentorship programs, and administrative support to sustain faculty development. However, significant challenges such as time constraints, financial limitations, and institutional barriers must be addressed to ensure the effectiveness and accessibility of professional development initiatives. Moving forward, institutions must adopt innovative strategies, including digital learning, interdisciplinary collaborations, and culturally responsive training, to support faculty members in navigating the evolving educational landscape.

Theoretical framework

This study was grounded in Adult Learning Theory (Andragogy), developed by Malcolm Knowles in 1968, which provided a framework for understanding how adults learn and develop professionally. Adult Learning Theory was particularly relevant for this research, as it focused on the unique characteristics and needs of adult learners, such as educators in higher education institutions (HEIs). According to Knowles, adult learners are self-directed, motivated by practical applications, and bring a wealth of prior experiences to their learning processes. These principles align with the study's themes, which explored (1) experiences of support in professional development, (2) challenges in achieving professional development, and (3) essential support needed by faculty members. This theory guided the development of a professional development framework that acknowledged these traits, ensuring that the programs designed were aligned with the self-directed nature of adult learning and effectively built on the existing knowledge and experiences of educators.

Incorporating Adult Learning Theory into the research facilitated the creation of a framework that emphasized practical, problem-solving approaches and relevant, real-world applications both crucial for engaging educators in meaningful professional development that directly impacted their teaching practices and career growth. The study was particularly influenced by key andragogical themes, including: 1.) Self-directed learning, which recognizes that faculty members take initiative in their professional growth when given opportunities to do so, 2.) Experiential learning, which emphasizes the role of past teaching and professional experiences in shaping new learning. 3.) Problem-centered learning, which ensures that professional development is applicable to real-world challenges faced by educators. 4.) Relevance and immediacy, which stress the need for training that is directly connected to educators' day-to-day teaching responsibilities.

By focusing on these principles, the study aimed to design professional development initiatives that were theoretically sound and practically effective in addressing the specific needs and contexts of HEIs in the National Capital Region (NCR). This theoretical framework ensured that professional development

programs were relevant, engaging, and impactful, enhancing the overall quality of education and professional growth within these institutions.

In conducting this study, Adult Learning Theory (1968) served as a lens through which the data were interpreted, and the professional development framework was constructed. The semi-structured interview guide was designed with Knowles' principles in mind, encouraging participants to reflect on their past experiences, articulate their current needs, and suggest practical, experience-based solutions for professional development. During data analysis, the responses were examined for recurring themes that aligned with key andragogical concepts such as self-direction, relevance, and experiential learning.

These themes informed the structure and content of the proposed professional development framework, ensuring that it was responsive to how adult educators learn best—through purposeful, autonomous, and experience-rich engagement. As such, Adult Learning Theory was not only a foundation for conceptual understanding but also a guiding force in shaping the study's methodology and outcomes.

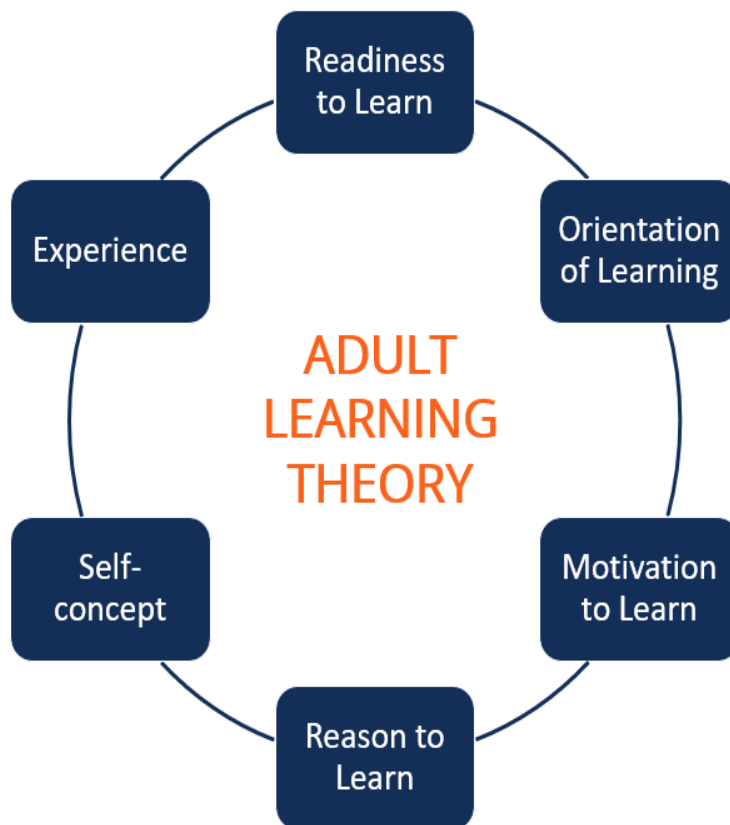


Figure 1. Theoretical Paradigm Adult Learning Theory (Andragogy) Malcolm Knowles 1968

Conceptual Framework

The Professional Development Framework for Higher Education Institutions (HEIs) is centered on the core phenomenon of faculty development, depicted at the heart of the model. This core is shaped by three interconnected thematic components: Essential Support, Faculty Experience and Support, and Challenges in Achieving Development.

Essential Support refers to the institutional structures and systems that enable and sustain faculty development. These include strategic policies, administrative backing, funding, and continuous evaluation mechanisms. As emphasized by Kezar and Culver (2024) institutional support plays a critical role in embedding long-term development initiatives within the organizational culture of HEIs. Faculty Experience and Support capture the lived experiences of educators, including their intrinsic motivation, personal relevance of learning, mentorship, and self-directed professional growth. Studies by Qiao, McDermott, and Thannhauser (2024), highlight how faculty members seek opportunities for career progression, skill enhancement, and meaningful engagement with their work, which in turn shape their expectations from development programs.

Challenges in Achieving Development acknowledge the persistent barriers that faculty members face, including time constraints, limited institutional funding, and resistance to change. According to Fassett et al. (2023), these obstacles can significantly limit participation in or effectiveness of professional development unless actively addressed through strategic planning and flexible program design.

This framework integrates emerging themes such as experience-based learning, problem-centered approaches, and mentorship-driven support, reflecting best practices in professional development as discussed by Muammar and Alkathiri (2022). Motivators such as career advancement, institutional incentives, and recognition further enhance engagement in development initiatives, while barriers like administrative constraints must be mitigated through responsive policies. The expected outcome of this conceptual framework is a Professional Development Framework tailored for HEIs, one that supports lifelong learning, enhances teaching and research competencies, and nurtures the holistic growth of educators across the academic lifecycle."



Figure 2. Conceptual Framework

Definition of Terms

Access to Professional Development. It refers to the availability and ease with which faculty members can engage in professional development opportunities. This is the degree to which institutional policies, logistical support, and resources allow faculty members to attend workshops, training sessions, and conferences that contribute to their professional learning.

Achieving Professional Development. It refers to successfully engaging in and completing activities designed to enhance an educator's skills and knowledge, overcoming obstacles, and effectively utilizing available resources to meet professional growth objectives.

Barriers to Professional Development. It refers to the challenges or obstacles that hinder faculty members from fully participating in professional development activities. This is the set of factors such as time constraints, lack of funding, and institutional limitations that prevent faculty from accessing or benefiting from professional growth opportunities.

Beneficial Training. It refers to the professional development programs that faculty members find valuable and applicable to their roles. This is the training that is perceived as having a direct and positive impact on improving faculty members' teaching, research, and overall academic performance.

Challenges. These are obstacles, difficulties, or barriers hinder faculty from effectively engaging in or benefiting from professional development opportunities. These can include time constraints, lack of resources, insufficient institutional support, or personal barriers such as workload and competing responsibilities.

Effectiveness of Support. It refers to the degree to which the support provided by the institution meets the professional development needs of faculty members. This is the assessment of how well the resources, programs, and encouragement provided contribute to the improvement of faculty members' academic performance and professional growth.

Essential Support. This is the critical type of assistance and resources necessary for faculty to effectively pursue and benefit from professional development opportunities. This may include mentorship, access to relevant training programs, financial support, and institutional encouragement.

Experiences. These are reflections of faculty regarding the support they receive for professional development. This includes their interactions with professional development resources, the perceived effectiveness of support mechanisms, and overall satisfaction with the support provided.

Faculty. It refers to the individual employed in higher education institutions responsible for delivering instruction, guiding student learning, and contributing to academic and professional development within their expertise.

Framework. This is a structured plan or guidelines outlining the essential components and processes for achieving a specific goal. In this study, it refers to a systematic approach to organizing and implementing professional development initiatives for faculty in higher education institutions.

Higher Education Institutions (HEIs). These are educational establishments that provide undergraduate and postgraduate degree programs, including universities, colleges, and specialized institutes offering advanced education beyond the secondary level.

Institutional Encouragement. It refers to the initiatives and actions taken by the institution to motivate and inspire faculty members to engage in professional development. This is the active encouragement through recognition programs, incentives, and public acknowledgment that fosters a culture of growth and continuous learning among faculty members.

Institutional Help. It refers to the resources and assistance provided by the institution, including administrative support, financial aid, and policy frameworks, aimed at assisting faculty members in improving their academic and professional capabilities. This is the tangible and intangible aid offered by the institution to support faculty in their professional journeys.

Professional Development Opportunities. It refers to the variety of programs, workshops, and training sessions offered by the institution that provide faculty members with opportunities to enhance their knowledge, skills, and expertise. This is the range of accessible learning experiences designed to support faculty in advancing their academic and professional capabilities.

Professional Development. It is the continuous development and enhancement of an educator's skills, knowledge, and competencies through various learning opportunities and experiences, such as formal education, training programs, and workshops.

Strategies Employed. It refers to the methods or approaches used by faculty members to overcome challenges and make the most of available professional development opportunities. This is the active coping mechanisms, such as self-directed learning or peer networking, that faculty employ to enhance their professional growth despite the obstacles they face.

Sufficiency of Institutional Support. It refers to the adequacy of resources, encouragement, and assistance provided by the institution to support faculty members' professional development. This is the assessment of whether the support offered by the institution is considered sufficient by faculty members to meet their professional development needs.

Suggested Changes. It refers to the recommendations and ideas proposed by faculty members for improving professional development opportunities or institutional support systems. This is the feedback from faculty on how existing programs, resources, or policies could be modified to better address their professional development needs.

Types of Support. It refers to the various forms of assistance provided by the institution to faculty members to aid in their professional development. This is the categorization of support into emotional, informational, financial, and professional support that enhances the overall growth of faculty members in their teaching, research, and academic roles.

Vision of the Ideal Support System. It refers to the conceptual framework that faculty members envision as the perfect system for supporting their professional development. This is the ideal set of features, resources, and strategies that faculty believe should be present in an institutional support system to foster continuous growth and professional success.

METHODOLOGY

Research Design

This study employed a phenomenological sequential research design within a pure qualitative research approach to develop a comprehensive professional development framework for higher education institutions (HEIs) in the National Capital Region (NCR). The phenomenological approach was appropriate for capturing the lived experiences of regular faculty members, providing deep insights into their perceptions, challenges, and needs concerning professional development.

The study was conducted in sequential phases to ensure a structured yet flexible exploration of faculty experiences. Moreso, this utilized thematic analysis of data in dissecting codified data from the insights and perceptions of selected participants. In the first phase, **in-depth** phenomenological interviews were conducted to capture the rich, detailed narratives of faculty members, allowing them to describe their professional development experiences in their own terms. This approach facilitated an open-ended exploration of emerging themes while maintaining a focus on core topics related to professional development.

In the second phase, themes derived from the phenomenological analysis were further examined and refined through follow-up interviews and validation sessions, ensuring a deeper and more contextualized understanding of faculty experiences. This sequential approach allowed for an evolving exploration of insights, ensuring that the final professional development framework was deeply rooted in the lived experiences of faculty members in HEIs within NCR.

Population and Sampling Technique

The study utilized the entirety Higher Educational Institutions in the National Capital Region during Academic Year 2024-2025. Specifically, the study engaged ten (10) regular faculty members from various higher education institutions (HEIs) namely De Lasalle University, University of Sto Tomas, Far Eastern University, National University-Philippines, Bestlink College of the Philippines, Immaculate Concepcion College, Metro Manila College, St. Clare College, Technological Institute of the Philippines and The University of Manila. This ensured a diverse representation of academic disciplines and institutional contexts.

Participants were selected using purposive sampling, a widely used technique in qualitative research that allowed for the intentional selection of individuals who possessed rich, relevant, and in-depth knowledge about the phenomenon under investigation (**Etikan, Musa, & Alkassim, 2019**). The inclusion criteria required participants to be regular faculty members in an HEI within NCR, have a minimum of

three years of teaching experience, possess experience in or exposure to professional development initiatives, and be willing and available to participate in in-depth interviews.

To ensure a comprehensive range of perspectives, participants from different cities in NCR were included, representing faculty from different levels of private HEIs. This strategic selection ensured a broad understanding of faculty experiences across varied educational settings, aligning with the study's objective of developing a professional development framework grounded in real-world faculty insights.

Research Instruments

The primary research instrument used in this qualitative multiple case study was the researcher, supported by a semi-structured interview guide specifically developed to gather in-depth insights from faculty members regarding professional development in higher education institutions (HEIs). The development process of the interview guide followed a systematic and rigorous approach. Initially, a set of 19 open-ended questions was drafted to explore key areas such as participants' experiences with professional development programs, perceived challenges and barriers, their needs and expectations, and their recommendations for enhancing such initiatives within HEIs.

To ensure the validity and clarity of the instrument, the initial draft was submitted to three subject matter experts in the field of education and qualitative research for content validation. The experts provided comprehensive feedback, which led to the refinement of the interview questions. Based on their recommendations, the number of questions was reduced from 19 to 16 to avoid redundancy and to enhance focus. Furthermore, the language of several questions was revised for clarity and neutrality—ensuring that the questions were not leading and that they elicited genuine, unprompted responses from the participants.

The final version of the semi-structured interview guide retained open-ended questions designed to encourage participants to elaborate freely. This format allowed the researcher to probe deeper into emerging themes during the interviews, ensuring the collection of rich, nuanced, and contextually grounded qualitative data essential for developing a comprehensive professional development framework.

To ensure the reliability and validity of the interview guide, it underwent an expert validation process involving three distinguished professionals in higher education and faculty professional development. These experts evaluated the instrument based on the clarity of the questions, relevance to the research objectives, and comprehensiveness in capturing essential aspects of professional development. Feedback from the validators was incorporated into the final version of the interview guide, refining its effectiveness in eliciting meaningful and insightful responses from participants.

Before the full-scale data collection, pilot testing was conducted with a small sample of faculty members who met the inclusion criteria but were not part of the main study. The pilot test helped identify any issues with question clarity, flow, or relevance. Feedback from the pilot participants was analyzed, and necessary refinements were made to enhance the effectiveness of the research instrument.

Data gathering procedure

The data collection process followed a structured, ethical, and rigorous approach. Faculty members who met the inclusion criteria were identified and invited to participate. Prior to each interview, participants were informed about the study's objectives, confidentiality protocols, and their rights. Following this, they voluntarily signed informed consent forms. One-on-one semi-structured interviews, each lasting approximately 30 to 45 minutes, were conducted, with participants' consent to audio-record the interviews to ensure accuracy. The research process began with obtaining dean approval from the respective HEIs to ensure institutional support and alignment with organizational objectives. Following this, validation of the interview protocol was performed through expert consultation, ensuring that the questions and structure were relevant and aligned with the study's objectives. A floating interview process was then adopted, allowing flexibility in the interview schedule while ensuring consistency across interviews.

After each interview, the recordings were transcribed verbatim. Special attention was given to accurately capturing participants' perspectives, tone, and emphasis. To further ensure the credibility and trustworthiness of the data, each participant was given the opportunity to review and validate their individual transcript, a process known as member-checking. This allowed participants to confirm the accuracy of their responses and provide clarifications as necessary, ensuring that the data used for analysis genuinely reflected their experiences and insights.

Codification of the transcriptions was undertaken as part of the thematic analysis process. The data analysis began with familiarization, which involved thoroughly reading and re-reading the interview transcripts to become fully immersed in the data. This was followed by initial coding, where meaningful segments of data related to professional development were identified and labeled. After coding, the next step was to search for themes by grouping related codes based on emerging patterns. These potential themes were then reviewed to ensure their coherence and relevance to the research objectives. Once refined, the final codification involved clearly defining and naming the themes that best captured the faculty members' experiences. Lastly, a comprehensive report was produced, presenting these themes along with supporting verbatim quotes to illustrate the participants' lived experiences. Reliability of the transcripts was ensured by having the transcriptions reviewed by an independent researcher, and by employing peer debriefing to verify the consistency and validity of the findings. This process ensured the data's integrity and minimized researcher bias during the analysis.

To uphold ethical standards, the study ensured that participants provided informed consent by receiving full disclosure about the study's purpose and procedures before agreeing to participate. Confidentiality and anonymity were maintained by anonymizing all participant identities and data to protect their privacy. Participation in the study was entirely voluntary, allowing individuals to withdraw at any stage without consequences. To safeguard sensitive information, data security measures were implemented, ensuring that interview recordings and transcripts were securely stored and accessible only to the researcher. Additionally, researcher bias was minimized by maintaining objectivity throughout data collection and analysis, ensuring the integrity and credibility of the findings.

Incorporating these ethical safeguards, the study protected participants' rights while maintaining the trustworthiness and reliability of the research.

RESULTS AND DISCUSSION

Experiences of support in terms of professional development

Table 1.1 Types of Support Received

Theme:	Categories	Coded Response
Institutional Support	Institutional Support Programs Research and Training Support Financial Assistance Faculty Training and Development Credentialing Support Limited Training Support Holistic Faculty Development	1,2,3,4,5,7,8,9,10
Self-Directed Growth	Independent Learning	6

Legend: See Appendix C Transcription and Codification Page 131

In exploring the professional development experiences of faculty members in higher education institutions (HEIs), two primary themes emerged when the participants were asked about the type of support received: institutional support and self-directed growth. These themes capture the various avenues through which faculty members enhance their professional competencies and navigate the challenges inherent in their roles.

Institutional support refers to the resources and opportunities provided by HEIs to facilitate the professional development of their faculty. This contains organized programs such as seminars, workshops, funding for research, and time allocations dedicated to professional growth. Participants in the study highlighted several forms of institutional support they received. For instance, one faculty member noted the provision of "time for faculty," indicating that the institution allocated specific periods for development activities. Another participant mentioned attending "seminars and forums," which were instrumental in their career progression. Additionally, the availability of "career growth" opportunities was emphasized, reflecting the institution's commitment to advancing its educators' careers. These initiatives not only enhance teaching competencies but also contribute to the overall academic environment by fostering a culture of continuous learning and improvement.

The implications of strong institutional support are multifaceted. Firstly, such support can lead to improved teaching outcomes, as faculty members are better equipped with current pedagogical strategies and content knowledge. Secondly, it can enhance job satisfaction and retention rates among educators, as they feel valued and invested in by their institutions. Moreover, institutions that prioritize faculty development are likely to experience heightened academic reputations, attracting both quality staff and students. However, it's crucial for HEIs to ensure that these support mechanisms are not only available but also tailored to meet the diverse needs of their faculty. As highlighted in a study by Fernandes et al. (2023), effective professional development programs should be aligned with the specific teaching contexts and challenges faced by educators to maximize their impact.

Beyond institutional provisions, self-directed growth represents the proactive efforts of faculty members to pursue professional development independently. This involves activities such as engaging in personal research, seeking out additional training opportunities, and staying updated with advancements in their field. One participant encapsulated this sentiment by emphasizing "self-motivation" and the pursuit of "continuous knowledge development" as central to their professional journey. This theme highlights the intrinsic drive among educators to take ownership of their growth, recognizing that while institutional support is valuable, personal initiative plays a critical role in professional advancement.

The implications of self-directed growth are significant. Educators who actively engage in self-directed learning often exhibit higher levels of adaptability and innovation in their teaching practices. They are more likely to integrate new technologies and methodologies into their curricula, thereby enhancing student engagement and learning outcomes. Furthermore, fostering a culture that encourages self-directed growth can lead to a more dynamic and resilient academic community. Institutions can support this by providing access to resources and creating an environment that values and recognizes independent learning efforts. As noted by Verster et al. (2023), self-directed professional development interventions have been effective in enhancing teachers' curriculum as practice, highlighting the potential of such approaches in fostering meaningful educational

The findings from this study align with existing literature emphasizing the importance of both institutional support and self-directed growth in faculty professional development. For instance, a study by Sagimbayeva et al. (2023) examined the impact of an innovative self-directed professional development (SDPD) model on fostering teachers' professional development and improving their ability to manage this development independently. The study concluded that SDPD effectively supports teachers in enhancing their curriculum as practice and self-directed learning capabilities. This supports the notion that self-directed growth is instrumental in professional advancement.

Conversely, research by Fernandes et al. (2023) highlights the critical role of institutional support in faculty development. The study emphasizes that continuous professional development of university employees is crucial to implementing the mission of higher education institutions, and that institutional support is vital in facilitating this development. This underscores the importance of institutional initiatives in providing the necessary resources and opportunities for faculty growth.

Therefore, the professional development of faculty in HEIs is influenced by both institutional support and self-directed growth. While institutional initiatives provide essential resources and opportunities, the personal commitment of educators to their own development is equally vital. By understanding and leveraging both avenues, HEIs can create a comprehensive professional development framework that addresses their faculty's immediate needs and empowers them to take charge of their continuous learning journey. This dual approach can enhance teaching quality, improved student outcomes, and a healthier academic community.

Table 1.2. Institutional help or encouragement

Themes	Categories	Coded Response
Institutional Support	Professional Development Programs Financial Assistance Career Advancement Opportunities Professional Development Programs Non-Monetary Support Logistical and Career Growth Support Institutional Barriers to Growth	1,2,3,4,5,6,7,9
Comprehensive Support	Institutional Holistic Faculty Development	10
Moral Support	Non-Monetary Support	8

Legend: See Appendix C Transcription and Codification Page 135

In today's rapidly evolving professional landscape, institutional support's role in fostering its members' growth and development cannot be overstated. Comprehensive institutional support and moral support are two critical themes that significantly impact professional growth.

Comprehensive Institutional Support refers to the holistic and multifaceted assistance provided by an institution to foster the professional growth and development of its members. This support encompasses various aspects such as professional development programs, financial assistance, career advancement opportunities, logistical support, and addressing institutional barriers to growth. Participants highlighted the importance of continuous learning and access to training and seminars, with the provision of updated resources ensuring that faculty members stay current with industry trends and advancements.

This aligns with recent studies emphasizing the role of ongoing professional development in enhancing faculty performance and satisfaction (Atobatele et al., 2024). Financial support, including reimbursements for professional development, was crucial for participants as it alleviates the financial burden associated with pursuing advanced studies and attending conferences. Studies have shown that financial support significantly impacts faculty motivation and engagement (San & Guo, 2022). Opportunities for promotion and achieving permanent status were motivating factors for career growth, with participants feeling encouraged to pursue higher positions within the institution.

Research indicates that clear career advancement pathways contribute to higher job satisfaction and retention rates (San & Guo, 2022). Logistical support, including transportation, food, and accommodations, along with a well-defined succession plan and supportive superiors, were essential for career growth, fostering a conducive environment for professional development (Atobatele et al., 2024). Participants also identified several barriers to growth, such as "salary increase insignificant," "hard to step up in ranking," and "Scopus publication requirement." Addressing these barriers is crucial for improving faculty satisfaction and retention (San & Guo, 2022).

Moral Support refers to the non-monetary encouragement and recognition provided by the institution to its members, including emotional encouragement, recognition for achievements, and access to seminars and further studies. Participants valued the "moral support" and "access to seminars" provided by the institution, fostering a sense of belonging and recognition essential for maintaining high morale and motivation (Sharma & Charulatha, 2024). Encouragement from leadership figures, recognition for achievements, and support for further studies were significant for participants, aligning with studies highlighting the positive impact of leadership support on faculty morale and professional growth (Davis-Bosch et al., 2024).

As a researcher, these findings suggest that comprehensive institutional support and moral support are vital for fostering professional growth and development. Institutions should focus on providing holistic support that addresses both the practical and emotional needs of their members. Addressing barriers to growth and enhancing non-monetary support can significantly improve faculty satisfaction and retention.

Recent studies have emphasized the importance of institutional support in enhancing faculty performance and satisfaction, with research on international student retention highlighting the multifaceted nature of challenges and the effectiveness of various support strategies (Atobatele et al., 2024). Additionally, research on moral values has shown significant growth and diversification, highlighting the importance of moral support in various contexts (Sharma & Charulatha, 2024). Studies on moral distress and moral injury among healthcare workers have underscored the need for system-level changes to support and retain professionals (Davis-Bosch et al., 2024). These insights and related studies provide a comprehensive understanding of the themes and their implications for professional growth within institutions.

Table 1.3. Support received effectiveness

Themes	Categories	Coded Response
Effectiveness of Support in Professional Development	Academic and Professional Growth Teaching Enhancement Financial Assistance Skills Development Industry Alignment and Practical Training General Professional Development Relevance of Training Institutional Flexibility Institutional Support and Encouragement Research and Mentorship Support	ALL

Legend: See Appendix C Transcription and Codification Page 139

The effectiveness of support in professional development is a crucial theme that significantly impacts the growth and advancement of professionals within an institution. Participants unanimously agreed that the support they received has been effective in their professional development. One participant mentioned that the support "helped me grow academically and professionally," highlighting institutional support's role in fostering academic and professional growth. This aligns with findings from recent studies that emphasize the importance of comprehensive support systems in enhancing professional development (Nimante et al., 2025).

Teaching enhancement was another key area where support proved effective. Participants noted that the support received "enhanced teaching effectiveness," which is critical for maintaining high educational standards. Financial assistance, such as "funding support for studies and certifications," was also highlighted as a significant factor in professional development. This financial support alleviates the burden of pursuing further education and certifications, which is supported by research indicating that financial assistance positively impacts professional growth (Deniz et al., 2025).

Skills development was another area where support was deemed effective, with participants mentioning "skills enhancement and knowledge expansion." Staying updated with industry trends and improving teaching methods were also crucial, as participants noted the importance of being "updated with industry trends, improving teaching methods, need for hands-on learning." This is consistent with studies that underscore the need for alignment with industry standards and practical training to ensure the relevance and applicability of professional skills (Nimante et al., 2025).

General professional development was fostered through various means, with participants appreciating the institution's role in "fostering learning and professional growth." However, some participants pointed out that "some seminars/workshops [were] not relevant," indicating a need for more targeted and relevant training programs. Institutional flexibility was also valued, as participants appreciated being "excused from class for conventions," which allowed them to attend important professional development events without compromising their teaching responsibilities.

Institutional support and encouragement were highlighted through "encouragement and external webinars," which provided additional learning opportunities and motivation. Research and mentorship support were also crucial, with participants benefiting from "funded opportunities, training sessions, [and] collaboration support." These elements of support are essential for fostering a collaborative and growth-oriented professional environment (Deniz et al., 2025).

In summary, the effectiveness of support in professional development is multifaceted, encompassing academic and professional growth, teaching enhancement, financial assistance, skills development, industry alignment, general professional development, relevance of training, institutional flexibility, and research and mentorship support.

These findings suggest that institutions should continue to provide comprehensive and targeted support to foster the professional growth of their members. Addressing the relevance of training programs and ensuring alignment with industry trends can further enhance the effectiveness of professional development support.

Challenges of achieving professional development

Table 2.1. Accessing professional development opportunities

Themes	Categories	Coded Response
Resource Limitations	Time & Financial Constraints	1,4,8,9
	Financial & Scheduling Issues	
	Financial & Time Barriers	
Time Constraints	Workload & Time Management	3,6,7
	Time Management	
	Divided Attention	
Limited Opportunities	Accessibility & Workload	5,10
	Workload & Competitive Entry	
Institutional Restrictions	Administrative Barriers	2

Legend: See Appendix C Transcription and Codification Page 142

The challenges encountered when accessing professional development opportunities can be categorized into four main themes: Resource Limitations, Time Constraints, Limited Opportunities, and Institutional Restrictions. These challenges significantly impact the ability of professionals to engage in continuous learning and development.

Resource Limitations encompass issues related to time and financial constraints. Participants mentioned "time" and "financial capability" as significant barriers, along with "scheduling conflict, cost of training, lack of financial support," and "financial limitations, schedule conflict." These findings highlight the dual burden of time and financial constraints that professionals face, which is supported by studies indicating that financial and time barriers are common obstacles to professional development (McGill et al., 2024). The implication is that institutions need to provide more flexible scheduling and financial support to facilitate access to professional development opportunities.

Time Constraints refer to the difficulties in managing time due to workload and other responsibilities. Participants cited "time constraint, other responsibilities," "time, schedule," and "time, multitasking" as major issues. These constraints are consistent with research showing that heavy workloads and time management challenges hinder professional development (Zaky El Islami et al., 2022). Institutions should consider strategies to alleviate workload pressures and provide time management support to enable professionals to participate in development activities.

Limited Opportunities involve the accessibility and balance of workload. Participants mentioned "limited availability, workload balance," and "time management, overlapping tasks, competition for slots" as barriers. This aligns with findings that limited availability of opportunities and competitive entry processes restrict access to professional development (DeCarbo, 2024). The implication is that institutions should increase the availability of development programs and ensure equitable access to these opportunities.

Institutional Restrictions include administrative barriers such as the need for "institutional approval." This finding is supported by studies highlighting the impact of institutional policies and administrative hurdles on professional development (Ahmad et al., 2024). Institutions should streamline

approval processes and reduce bureaucratic obstacles to facilitate easier access to development opportunities.

In summary, addressing these challenges requires a multifaceted approach that includes providing financial and scheduling support, alleviating workload pressures, increasing the availability of development opportunities, and reducing administrative barriers. By doing so, institutions can enhance the effectiveness of professional development programs and support the continuous growth of their members.

Table 2.2. Barriers within the institution

Themes		Categories	Coded Response
Time Management Challenges		Workload & Time Constraints	1,3,7
		Time Constraints	
		Workload & Schedule	
Institutional Barriers	Funding	Financial Delays Time & Financial Barriers Financial & Staffing Issues	2,5,9
Limited Support	Institutional	Career Advancement Issues Career Advancement Issues Access to Professional Development	4,6,8
Administrative Barriers		Institutional Policies & Priorities	10

Legend: See Appendix C Transcription and Codification Page 144

The barriers within institutions that hinder professional growth can be categorized into four main themes: Time Management Challenges, Institutional Funding Barriers, Limited Institutional Support, and Administrative Barriers. These barriers significantly impact the ability of professionals to pursue continuous learning and career advancement.

Time Management Challenges involve difficulties in balancing workload and time constraints. Participants mentioned "time because being a worker... is difficult to manage," "time constraints," and "workload and schedule conflicts." These challenges are consistent with research indicating that heavy workloads and time management issues are common obstacles to professional development (Aeon et al., 2021). The implication is that institutions need to implement strategies to help employees manage their time more effectively, such as providing flexible work schedules and time management training.

Institutional Funding Barriers refer to delays and limitations in financial support. Participants cited "workshop fee reimbursement takes about 3 months," "time constraints and limited resources for industry-specific conferences," and "lack of budget, no allocated funds, faculty shortage." These findings align with studies highlighting the impact of financial barriers on professional development (Okpalauwaekwe et al., 2024). Institutions should streamline financial processes and allocate sufficient funds to support professional development activities.

Limited Institutional Support encompasses issues related to career advancement and access to professional development. Participants noted that "promotion is slow, compensation not competitive," "the ranking instrument is hard to achieve," and "lack of information about scholarship programs." This is supported by research indicating that limited institutional support can hinder career growth and professional development

(Deniz et al., 2025). Institutions should provide clear career advancement pathways and ensure that information about development opportunities is readily available.

Administrative Barriers include rigid policies and lengthy approval processes. Participants mentioned "rigid policies, lengthy approval, disconnect between priorities and goals" as significant obstacles. These barriers are consistent with findings that administrative hurdles can impede professional development (Hill & Plimmer, 2024). Institutions should review and streamline their administrative processes to reduce bureaucratic obstacles and align institutional priorities with professional development goals.

In summary, addressing these barriers requires a comprehensive approach that includes improving time management support, streamlining financial processes, enhancing institutional support for career advancement, and reducing administrative hurdles. By doing so, institutions can create a more supportive environment that fosters professional growth and development.

Table 2.3. Strategies Employed

Themes	Categories	Coded Response
Personal Effort & Time Management	Time Management Strategies	1,3,6,7,10
	Personal Determination Strategic Planning & Networking	
Cost-Effective Alternatives	Financial Adjustment	2,9
	Cost-Effective Learning	
Flexible Learning & Institutional Resources	Proactive Learning	4,5
	Alternative Learning Strategies	
Long-Term Investment in Learning	Self-Initiated Development	8

Legend: See Appendix C Transcription and Codification Page 146

The strategies employed by individuals to overcome barriers to professional development can be categorized into four main themes: Personal Effort and time Management, Cost-Effective Alternatives, Flexible Learning and institutional Resources, and Long-Term Investment in Learning. These strategies highlight the proactive measures taken by professionals to ensure continuous growth despite institutional challenges.

Personal Effort & Time Management involves strategies such as "sacrifice and manage time effectively," "managing my activities," "self-motivation and hard work," "rescheduling other activities or tasks," and "early planning, coordinating with department, accessing external grants." These approaches emphasize the importance of personal determination and strategic planning in managing time effectively. Recent studies support that effective time management and personal effort are crucial for professional development (Osin & Bonniwell, 2024).

Cost-effective alternatives refer to financial adjustments made to access professional development opportunities. Participants mentioned "signing up for less expensive workshops," "free webinars, self-paced training, personal savings for training." These strategies highlight the importance of finding affordable

learning options. Research indicates cost-effective professional development programs can significantly enhance teaching quality and learning outcomes (Huang et al., 2024).

Flexible Learning and institutional resources encompass proactive learning strategies such as "taking advantage of any opportunity for development," "prioritizing professional development, seeking online courses, and using institutional resources." These approaches emphasize the importance of flexibility and utilizing available resources to enhance professional growth. Studies have shown that flexible learning environments and institutional resources play a vital role in supporting continuous professional development (El Galad et al., 2024).

Long-Term Investment in Learning involves self-initiated development efforts such as "studied DBA for personal growth despite lack of salary increase or promotion." This theme highlights the importance of investing in long-term learning for personal and professional growth. Research supports the idea that long-term investment in learning leads to significant returns in terms of career advancement and job satisfaction (Kern, 2024).

In summary, these strategies demonstrate the proactive measures taken by professionals to overcome barriers to professional development. Institutions should recognize and support these efforts by providing flexible learning opportunities, cost-effective programs, and resources that facilitate continuous growth. By doing so, they can create an environment that fosters professional development and enhances overall job satisfaction.

Table 2.4 Sufficiency of institutional support in addressing challenges

Themes	Categories	Coded Response
Need for More Accessible Development Opportunities	Institutional Support & Limitations	5,6,7,8,10
	Communication Issues	
	Scheduling Issues	
	Promotion & Career Progression	
Limited Financial & Institutional Support	Institutional Processes	1,2,4,9
	Financial Constraints	
	Limited Institutional Support	
	Institutional Budget Limitations	
Perceived Institutional Support	Institutional Support Backing	3

Legend: See Appendix C Transcription and Codification Page 149

The extent to which institutions provide adequate support in overcoming professional development challenges can be explored through three main themes: Need for More Accessible Development Opportunities, Limited Financial & Institutional Support, and Perceived Institutional Support. These dimensions reflect how well institutions are addressing the needs of professionals in their pursuit of continuous learning and career advancement.

Need for More Accessible Development Opportunities involves the need for greater flexibility and access to industry-specific training. Participants mentioned "more flexibility and access to industry-specific training are needed," "scholarship announcements are verbal; they should be in writing," "training schedule depends on external suppliers or speakers," and "ranking system is too difficult, requiring Scopus-indexed research." These findings highlight the importance of clear communication, flexible scheduling, and accessible training opportunities. Recent studies support the need for inclusive and accessible professional development programs to enhance career growth (Jardinez & Natividad, 2024). The implication is that institutions should improve communication, provide flexible training schedules, and simplify promotion criteria to make development opportunities more accessible.

Limited Financial & Institutional Support refers to financial constraints and limited institutional support. Participants cited "institution declined my personal salary loan when I needed financial support for education," "they're addressing the reimbursement process, but bureaucracy slows it down," "not really much," and "limited budget, but a clearer plan is needed for faculty development." These findings align with research indicating that financial barriers and limited institutional support hinder professional development (Kelchen et al., 2024). Institutions should streamline financial processes, allocate sufficient funds for professional development, and provide clear plans for faculty support to overcome these barriers.

Perceived Institutional Support encompasses the varying perceptions of institutional support. One participant mentioned "sufficient support was provided," indicating that some individuals feel adequately supported. However, the overall sentiment suggests that improvements are needed in institutional processes and support mechanisms. Studies have shown that perceived institutional support significantly impacts professional growth and job satisfaction (Jeilani & Abubakar, 2025). The implication is that institutions should enhance their support systems and ensure that all members feel adequately supported in their professional development efforts.

In summary, addressing these barriers requires a comprehensive approach that includes improving communication, providing flexible training schedules, streamlining financial processes, and enhancing institutional support systems. By doing so, institutions can create a more supportive environment that fosters professional growth and development.

Essential support needed for their professional development

Table 3.1. Essential Support for Professional Development

Themes	Categories	Coded Response
Financial & Institutional Support	Institutional Support	1,2,4,6,8
	Financial & Scheduling Needs	
	Financial Needs	
	Professional & Financial Support	
Access to Training & Development	Professional Growth	3,5,7,9,10
	Scheduling & International Exposure	
	Comprehensive Development Needs	

Legend: See Appendix C Transcription and Codification Page 151

The themes of Financial & Institutional Support and Access to Training & Development are crucial for professional growth. Participants highlighted the importance of "financial and moral support from my institution," "financial support and flexibility in choosing programs," "financial assistance," "financial and personal development (knowledge and skills)," and "subsidizing training costs." These findings underscore the significance of financial and institutional support in facilitating professional development. Recent studies have shown that institutional support, including financial assistance, plays a vital role in enhancing professional growth and job satisfaction (San & Guo, 2022). The implication is that institutions should provide comprehensive financial support and flexible program options to support their members' professional development.

Access to Training & Development was another key theme, with participants mentioning "training," "strategic scheduling for training and international faculty programs," "industry-specific training, flexible scheduling, funding, and hands-on learning," "financial support, teaching materials, and scheduled training," and "consistent funding, international networks, mentorship, and workload assistance." These findings highlight the need for accessible and well-structured training programs. Research indicates that access to training and development opportunities is essential for continuous professional growth and skill enhancement (Nimante et al., 2025). Institutions should ensure that training programs are strategically scheduled, industry-specific, and supported by adequate funding and resources to maximize their effectiveness.

In summary, addressing the themes of Financial & Institutional Support and Access to Training & Development requires a comprehensive approach that includes providing financial assistance, flexible program options, and accessible training opportunities. By doing so, institutions can create a supportive environment that fosters continuous professional growth and development.

Table 3.2. Beneficial Training for Growth as Faculty

Themes	Categories	Coded Response
Teaching & Technology Integration	Teaching Skills & Research	4,5,6,9
	Teaching Methods & Technology Integration	
	Teaching Techniques & Resources	
	Teaching Tools & Student Engagement	
Field-Specific Professional Development	Discipline-Specific Needs	2,7,8
	Field-Specific Needs	
	Field-Specific Needs & Soft Skills	
Advanced Research & Leadership Development	Leadership Skills	3,10
	Advanced Research & Leadership	
Career Development & Networking	Career Development & Networking	1

Legend: See Appendix C Transcription and Codification Page 152

The kinds of training, workshops, or programs that participants find most beneficial for their growth as teachers can be categorized into four main themes: Teaching & Technology Integration, Field-Specific Professional Development, Advanced Research & Leadership Development, and Career Development & Networking. These themes highlight the diverse needs and preferences of educators in enhancing their professional skills and knowledge.

Teaching & Technology Integration involves training that focuses on teaching skills, research support, and financial assistance for external training. Participants mentioned "teaching skills, research support, and financial assistance for external training," "advanced teaching methods, hospitality industry trends, and technology integration in the classroom," "new teaching techniques and resources," and "digital teaching tools, student engagement strategies, research writing workshops, and certification." These findings underscore the importance of integrating technology into teaching practices and staying updated with advanced teaching methods. Recent studies have shown that successful technology integration in education significantly enhances teaching effectiveness and student engagement (Nkonkonya Mpuangnan, 2024; Lachner et al., 2024). The implication is that institutions should provide comprehensive training programs that incorporate technology and innovative teaching methods to support educators' growth.

Field-Specific Professional Development refers to training related to specific disciplines. Participants cited "finance-related professional development," "training related to Business/Health and safety," and "updates on accounting standards and soft skills training for managing Gen Z." These findings highlight the need for discipline-specific training to address the unique challenges and requirements of different fields. Research indicates that field-specific professional development is crucial for enhancing subject matter expertise and practical skills (Zaky El Islami et al., 2022). Institutions should offer targeted training programs that cater to the specific needs of various disciplines to support educators' professional growth.

Advanced Research & Leadership Development encompasses training in leadership skills and advanced research methodologies. Participants mentioned "leadership and management training," "advanced research methodologies, grant writing, international teaching strategies, and education leadership." These findings emphasize the importance of developing leadership skills and advanced research capabilities. Studies have shown that leadership development and advanced research training are essential for fostering innovation and academic excellence (Harvard Business Publishing, 2024). Institutions should provide opportunities for educators to enhance their leadership and research skills to support their career advancement.

Career Development & Networking involves training that focuses on career pathing, technology, and networking. One participant mentioned "educational seminars on career pathing, technology, and networking." These findings highlight the importance of career development and networking opportunities for professional growth. Research indicates that networking and career development programs significantly impact career success and job satisfaction (Wang & Ma, 2024). Institutions should offer seminars and workshops that facilitate networking and career development to support educators' professional growth.

In summary, addressing the themes of Teaching & Technology Integration, Field-Specific Professional Development, Advanced Research & Leadership Development, and Career Development &

Networking requires a comprehensive approach that includes providing technology-integrated training, discipline-specific programs, leadership and research development opportunities, and career development seminars. By doing so, institutions can create a supportive environment that fosters continuous professional growth and development.

Table 3.3. Suggested Changes to the Professional Development Process

Themes	Categories	Coded Response
Process Improvement	Administrative Processes	2,5,6,7,10
	Scheduling & Industry Alignment	
	Communication	
	Faculty Involvement	
	Flexibility & Process Improvement	
Advanced Education Financial Support	Financial Support for Education	1,8,9
	DBA Program & Subsidized Costs	
	Development Planning & Budget Allocation	
Training Support	Training & Financial Support	3,4
	Advanced External Training	

Legend: See Appendix C Transcription and Codification Page 154

The proposed changes to the professional development process at institutions can be categorized into three main themes: Process Improvement, Advanced Education Financial Support, and Training Support. These suggestions aim to enhance the effectiveness and accessibility of professional development opportunities for educators.

Process Improvement involves streamlining administrative processes and improving flexibility. Participants suggested "expediting reimbursement process and approving related workshops outside the pre-approved list," "flexible scheduling, industry-specific training funding, and hands-on learning," "announcing in written form to all concerned employees," "including faculty suggestions in the professional development process," and "more flexible, inclusive system and simplified processes." These recommendations highlight the need for efficient administrative procedures and greater flexibility in scheduling and funding. Recent studies have shown that streamlined processes and inclusive systems significantly enhance the effectiveness of professional development programs (Nimante et al., 2025). The implication is that institutions should prioritize process improvements to facilitate easier access to professional development opportunities.

Advanced Education Financial Support refers to providing financial assistance for additional education and subsidizing costs for advanced programs. Participants mentioned "financial support for additional education," "offer DBA program, subsidize costs, and reduce teaching load for DBA students," and "faculty development plan per semester, consistent budget for training." These suggestions emphasize the importance of financial support in enabling educators to pursue advanced studies and professional development. Research indicates that financial assistance plays a crucial role in supporting continuous

professional growth (Van Doorselaere, 2024). Institutions should allocate sufficient funds and provide financial support to encourage educators to engage in advanced education and training.

Training Support encompasses providing more training opportunities with funding and offering sophisticated external training. Participants cited "more training opportunities with funding" and "provide more sophisticated external training." These recommendations highlight the need for accessible and high-quality training programs. Studies have shown that well-funded and comprehensive training programs significantly impact professional development and job satisfaction (Shakimova et al., 2024). The implication is that institutions should invest in providing diverse and well-supported training opportunities to enhance educators' skills and knowledge.

In summary, addressing the themes of Process Improvement, Advanced Education Financial Support, and Training Support requires a comprehensive approach that includes streamlining administrative processes, providing financial assistance for advanced education, and offering diverse training opportunities. By doing so, institutions can create a supportive environment that fosters continuous professional growth and development.

Table 3.4. Vision of the Ideal Support System

Themes	Categories	Coded Response
Institutional Support & Recognition	Institutional Investment in Faculty	1
Process Improvement	Process Execution	2
Structured Development Plan	Programmatic Implementation	3
Comprehensive Professional Growth Support	Holistic Faculty Development	5
General Development Support	Faculty Development	6
Quality & Reputation Enhancement	Faculty Qualifications & Reputation	7
Doctoral & Higher Studies Support	Advanced Education Support	8
Sustainable Development Framework	Structured Training & Menbtorship	9
Holistic & Sustainable Support System	Multi-Faceted Development System	10

Legend: See Appendix C Transcription and Codification Page 155

In the pursuit of professional growth and development within higher education, it is essential to understand the various forms of support that institutions can provide. This discussion explores key themes such as Institutional Support & Recognition, Process Improvement, Structured Development Plan, Comprehensive Professional Growth Support, General Development Support, Quality & Reputation Enhancement, Doctoral & Higher Studies Support, Sustainable Development Framework, and Holistic & Sustainable Support System. By addressing these themes, institutions can create a supportive environment that fosters continuous professional growth and development for educators.

Institutional Support & Recognition refers to the acknowledgment and backing provided by institutions to their members, aimed at fostering professional growth and development. Participants

emphasized the importance of "financial and moral support from my institution," "financial support and flexibility in choosing programs," and "financial assistance." These forms of support are crucial for enabling educators to pursue professional development opportunities. Recent studies have shown that institutional support, including financial assistance, plays a vital role in enhancing professional growth and job satisfaction (San & Guo, 2022). The implication is that institutions should provide comprehensive financial support and flexible program options to support their members' professional development.

Process Improvement involves streamlining administrative procedures and enhancing the efficiency of professional development processes. Participants suggested "expediting reimbursement process and approving related workshops outside the pre-approved list," "flexible scheduling, industry-specific training funding, and hands-on learning," and "more flexible, inclusive system and simplified processes." These recommendations highlight the need for efficient administrative procedures and greater flexibility in scheduling and funding. Recent studies have shown that streamlined processes and inclusive systems significantly enhance the effectiveness of professional development programs (Nimante et al., 2025). The implication is that institutions should prioritize process improvements to facilitate easier access to professional development opportunities.

Structured Development Plan refers to a well-organized and systematic approach to professional development, ensuring that educators have clear pathways for growth. Participants mentioned "faculty development plan per semester, consistent budget for training," and "more training opportunities with funding." These suggestions emphasize the importance of having a structured and consistent approach to professional development. Research indicates that structured development plans are crucial for enhancing professional growth and ensuring that educators have access to continuous learning opportunities (Zaky El Islami et al., 2022). The implication is that institutions should implement structured development plans to support educators' professional growth.

Comprehensive Professional Growth Support encompasses a holistic approach to professional development, addressing various aspects of educators' growth. Participants highlighted the need for "leadership and management training," "advanced research methodologies, grant writing, international teaching strategies, and education leadership." These findings emphasize the importance of developing leadership skills and advanced research capabilities. Studies have shown that leadership development and advanced research training are essential for fostering innovation and academic excellence (Harvard Business Publishing, 2024). The implication is that institutions should provide opportunities for educators to enhance their leadership and research skills to support their career advancement.

General Development Support refers to the overall assistance provided by institutions to support the professional growth of their members. Participants mentioned "taking advantage of any opportunity for development," "prioritizing professional development, seeking online courses, using institutional resources." These approaches emphasize the importance of flexibility and utilizing available resources to enhance professional growth. Studies have shown that flexible learning environments and institutional resources play a vital role in supporting continuous professional development (El Galad et al., 2024). The implication is that institutions should offer diverse and well-supported training opportunities to enhance educators' skills and knowledge.

Quality & Reputation Enhancement involves improving the quality of professional development programs and enhancing the institution's reputation. Participants suggested "educational seminars on career pathing, technology, and networking." These findings highlight the importance of career development and networking opportunities for professional growth. Research indicates that networking and career development programs significantly impact career success and job satisfaction (Nigar, 2021; Wang & Ma, 2024). The implication is that institutions should offer seminars and workshops that facilitate networking and career development to support educators' professional growth.

Doctoral & Higher Studies Support refers to the assistance provided by institutions to support educators pursuing advanced degrees. Participants mentioned "offer DBA program, subsidize costs, and reduce teaching load for DBA students." These suggestions emphasize the importance of financial support in enabling educators to pursue advanced studies and professional development. Research indicates that financial assistance plays a crucial role in supporting continuous professional growth (Van Doorselaere, 2024). The implication is that institutions should allocate sufficient funds and provide financial support to encourage educators to engage in advanced education and training. Sustainable Development Framework involves creating a long-term and sustainable approach to professional development. Participants suggested "more flexible, inclusive system and simplified processes." These recommendations highlight the need for efficient administrative procedures and greater flexibility in scheduling and funding. Recent studies have shown that streamlined processes and inclusive systems significantly enhance the effectiveness of professional development programs (Nimante et al., 2025). The implication is that institutions should prioritize process improvements to facilitate easier access to professional development opportunities.

Holistic & Sustainable Support System refers to a comprehensive approach to professional development that addresses various aspects of educators' growth and ensures long-term sustainability. Participants emphasized the importance of "leadership and management training," "advanced research methodologies, grant writing, international teaching strategies, and education leadership." These findings emphasize the importance of developing leadership skills and advanced research capabilities. Studies have shown that leadership development and advanced research training are essential for fostering innovation and academic excellence (Harvard Business Publishing, 2024). The implication is that institutions should provide opportunities for educators to enhance their leadership and research skills to support their career advancement.

In summary, addressing these themes requires a comprehensive approach that includes providing financial assistance, flexible program options, structured development plans, and diverse training opportunities. By doing so, institutions can create a supportive environment that fosters continuous professional growth and development.

Professional Development Framework for Faculty in HEIs

The purpose of this framework is to provide a comprehensive approach to professional development for faculty in Higher Education Institutions (HEIs). The key points include enhancing institutional support, streamlining processes, implementing structured development plans, and fostering holistic professional growth. By addressing these areas, the framework aims to create a supportive environment that promotes continuous professional development and career advancement for educators.

This framework is designed to address the multifaceted needs of faculty members, ensuring they have access to the necessary resources, training, and support to excel in their roles and contribute to the institution's overall success.

Background

Professional development is essential for educators to stay updated with industry trends, improve teaching methods, and advance their careers. Recent studies have highlighted the importance of institutional support, financial assistance, and flexible learning opportunities in enhancing professional growth (Nimante et al., 2025). However, barriers such as time constraints, financial limitations, and administrative hurdles often hinder access to professional development opportunities (Okpalauwaekwe et al., 2024). For instance, Aeon et al. (2021) found that heavy workloads and time management issues are common obstacles to professional development. Similarly, Okpalauwaekwe et al. (2024) emphasized the impact of financial barriers on professional growth. This framework builds on existing literature to address these challenges and propose effective solutions that align with the needs and preferences of faculty members.

Problem Statement

Despite the recognized importance of professional development, many educators face significant barriers that impede their growth. These include time management challenges, limited financial and institutional support, and rigid administrative processes. Addressing these issues is crucial for fostering a conducive environment for professional development. The justification for this framework lies in the need to overcome these barriers and provide comprehensive support to educators. By addressing these challenges, institutions can enhance faculty satisfaction, retention, and overall performance, leading to improved educational outcomes and institutional reputation.

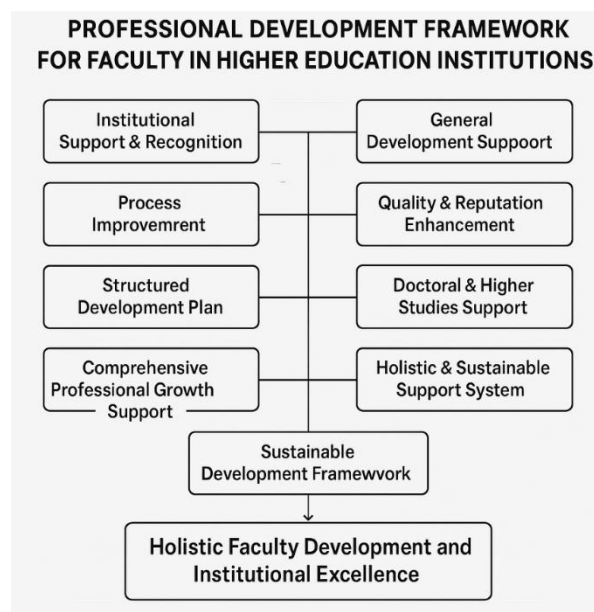


Figure 3. Proposed Professional Development Framework for Faculty in Higher Education Institutions

Proposed Framework and its Assumption

The proposed framework includes nine key components and the assumption is that by addressing these components, institutions can create a supportive environment that fosters continuous professional growth. The justification is based on the analysis of participant responses and recent studies, which highlight the effectiveness of these components in enhancing professional development. For example, San & Guo (2022) demonstrated that financial assistance significantly impacts faculty motivation and engagement, while Nīmante et al. (2025) emphasized the role of structured development plans in promoting continuous learning.

Methodology

The methodology involves a multi-faceted approach to implementing the framework:

Institutional Support & Recognition: Provide financial assistance and moral support to faculty members. This includes funding for advanced education, training programs, and external workshops, as well as recognizing and celebrating faculty achievements to foster a sense of belonging and motivation. Faculty perceptions of institutional support significantly impact their engagement, productivity, and overall morale. Ensuring that faculty feel valued through consistent support structures strengthens institutional commitment and academic excellence.

Process Improvement: Streamline administrative procedures and offer flexible scheduling options. This involves expediting reimbursement processes, simplifying approval mechanisms, and providing flexible scheduling to accommodate faculty needs and industry-specific training. Addressing administrative barriers and institutional restrictions is essential to improving efficiency and reducing delays in faculty development initiatives. A smoother process encourages more faculty participation in professional growth opportunities.

Structured Development Plan: Develop semester-wise development plans and involve faculty in the planning process. This includes creating a structured and systematic approach to professional development, ensuring consistent budget allocation, and incorporating faculty suggestions in planning and execution. Time constraints and limited institutional support often hinder faculty engagement in development programs. Establishing a well-organized plan that considers faculty availability and institutional resources can enhance participation and maximize learning opportunities.

Comprehensive Professional Growth Support: Offer leadership and research training, mentorship, and industry-specific updates. This involves providing opportunities for leadership development, advanced research methodologies, grant writing, international teaching strategies, and education leadership. Career development and networking initiatives are crucial in expanding faculty expertise and career mobility. Field-specific professional development ensures that faculty stay updated with industry trends and best practices, improving both teaching effectiveness and institutional competitiveness.

General Development Support: Provide diverse training programs, online courses, and career development seminars. This includes offering flexible learning opportunities, utilizing institutional resources, and facilitating seminars and workshops that support career pathing, technology integration, and networking. Expanding access to development opportunities is essential in catering to faculty with different

learning needs and schedules. Flexible learning options and institutional support mechanisms should be established to enhance participation and effectiveness.

Quality & Reputation Enhancement: Invest in highly qualified faculty and offer educational seminars. This involves improving the quality of professional development programs, enhancing the institution's reputation, and integrating technology into teaching strategies for continuous learning. Teaching and technology integration are vital in equipping faculty with modern pedagogical approaches that enhance student engagement and learning outcomes. A strong institutional commitment to faculty development reinforces the overall academic reputation and attracts high-caliber educators.

Doctoral & Higher Studies Support: Provide financial support, deloading, and subsidies for faculty pursuing doctoral and higher studies. This includes offering financial assistance, reducing teaching loads for doctoral students, and providing opportunities for global exposure and advanced training programs. Advanced education financial support is critical in ensuring that faculty members can further their studies without significant financial burdens. By facilitating doctoral and postdoctoral opportunities, institutions strengthen academic expertise and research capabilities.

Sustainable Development Framework: Implement regular training, consistent funding, and mentoring. This involves creating a sustainable development framework that includes long-term investment in faculty learning, ensuring continuous professional growth. Professional development should be viewed as an ongoing commitment rather than a one-time initiative. By ensuring consistent funding and structured learning programs, institutions can cultivate a culture of lifelong learning and sustained academic excellence.

Holistic & Sustainable Support System: Create a multi-faceted support system with funding, customized tracks, global exposure, administrative support, and collaboration. Evaluating the effectiveness of professional development programs, addressing resource limitations, and managing time constraints are critical to ensuring sustainability. Faculty often face challenges such as time management, personal effort, and limited institutional resources, which can hinder their participation in training programs. A well-rounded support system should be adaptive to these needs, offering flexible scheduling, financial assistance, and mentorship opportunities to encourage continuous faculty engagement.

Expected Outcome

The expected outcomes include enhanced professional growth, improved teaching effectiveness, increased job satisfaction, and higher retention rates among faculty members. By providing comprehensive support, institutions can foster a culture of continuous learning and development, leading to academic excellence and innovation. Faculty members will be better equipped to stay updated with industry trends, improve their teaching methods, and advance their careers. This, in turn, will contribute to the institution's overall success and reputation.

Timeline

The implementation timeline includes:

Year 1: Establishment of the framework, initial training programs, and process improvements. This involves setting up the necessary infrastructure, conducting initial training sessions, and streamlining administrative processes.

Year 2: Expansion of financial support, structured development plans, and leadership training. This includes increasing financial assistance, developing semester-wise development plans, and offering leadership and research training programs.

Year 3: Full implementation of the holistic support system, regular training, and global exposure opportunities. This involves rolling out the comprehensive support system, conducting regular training sessions, and providing opportunities for global exposure and advanced training.

Year 4: Evaluation and refinement of the framework based on feedback and outcomes. This includes assessing the effectiveness of the framework, gathering feedback from faculty members, and making necessary adjustments to improve the support system.

Budget and Resources

The budget includes allocations for financial assistance, training programs, administrative improvements, and global exposure opportunities. Resources required include funding for advanced education, mentorship programs, and industry-specific training. Institutions should allocate sufficient funds to support these initiatives and ensure that faculty members have access to the necessary resources for their professional development.

Call to Action

This framework provides a comprehensive approach to professional development for faculty in HEIs. By addressing key components such as institutional support, process improvement, structured development plans, and holistic growth support, institutions can create a supportive environment that fosters continuous professional development. The call to action is for HEIs to adopt this framework and invest in the professional growth of their educators, ensuring academic excellence and innovation. By doing so, institutions can enhance faculty satisfaction, retention, and overall performance, leading to improved educational outcomes and institutional reputation.

SUMMARY OF FINDINGS

This study examined the experiences, challenges, and support mechanisms related to faculty professional development in higher education institutions (HEIs). Based on the data collected from faculty interviews, key findings are as follows:

1. ***On the Experiences of Support in Professional Development.*** Faculty participants' experiences with professional development support can be categorized into three main areas: types of support received, institutional encouragement, and the effectiveness of that support.

Types of Support Received Institutional support includes structured programs and resources like seminars, workshops, funding for research, career advancement opportunities, and time for professional development. This support enhances teaching quality and fosters continuous improvement. Self-directed growth involves personal initiatives such as independent research and additional training. Faculty engaging in self-directed growth show higher adaptability and innovation, benefiting both teaching and student outcomes.

Institutional Encouragement Comprehensive institutional support encompasses funding for training, career advancement opportunities, and logistical support. Financial support is crucial for alleviating the burden of further studies or attending events. Moral support, including emotional and psychological encouragement, recognition for achievements, and support from leadership, enhances faculty morale and job satisfaction.

Effectiveness of Support improves teaching practices and pedagogical skills, financial assistance for certifications and training enhances skills and knowledge, and support helps faculty stay updated with industry trends, ensuring relevant teaching. Targeted training programs and flexible scheduling are appreciated for their relevance and convenience. This comprehensive support system fosters a dynamic and resilient academic environment, enhancing faculty performance, satisfaction, and retention.

2. ***Challenges in Achieving Professional Development*** - Faculty participants identified several challenges hindering their professional development, categorized into four main themes: resource limitations, time constraints, limited opportunities, and institutional restrictions.

Resource Limitations Issues like scheduling conflicts and high training costs highlight the need for flexible scheduling and financial support.

Time Constraints Workload pressures make it difficult for faculty to engage in development activities, suggesting a need for institutions to alleviate these pressures.

Limited Opportunities The competitive nature and lack of availability of development opportunities restrict professional growth.

Institutional Restrictions Administrative hurdles, such as lengthy approval processes, hinder access to professional development. To overcome these challenges, participants adopted strategies like proactive time management, attending cost-effective alternatives, utilizing flexible learning resources, and investing in long-term learning. They also emphasized the need for more accessible development opportunities, better financial and institutional support, and clearer communication about these opportunities. Addressing these challenges requires a multifaceted approach, including flexible

scheduling, improved financial support, greater availability of development opportunities, and streamlined administrative processes to create a more supportive environment for faculty professional development.

- 3. Essential Support for Faculty Professional Development** - Faculty participants highlighted key types of support crucial for their professional development, organized into three primary themes: financial and institutional support, access to training and development, and improvements to professional development processes.

Financial & Institutional Support Financial backing for training costs and flexible program options is essential for career growth.

Access to Training & Development Structured, well-scheduled training programs tailored to industry-specific needs are crucial. Flexible training options and funding support ongoing learning.

Beneficial Training for Growth as Faculty Workshops on integrating technology and adopting new teaching methods enhance teaching quality and student engagement. Discipline-specific training (e.g., finance, hospitality, healthcare) is important for subject-specific expertise. Leadership training, advanced research methodologies, and grant-writing skills foster academic excellence and leadership. Networking opportunities and career development seminars are valuable for career growth and institutional reputation.

Suggested Changes to the Professional Development Process Streamlining administrative procedures, expediting reimbursement processes, and creating flexible systems for professional development are suggested improvements. More financial assistance for advanced studies and teaching load reductions for those pursuing advanced degrees are needed. Increasing availability of sophisticated, well-funded training opportunities is also important.

Vision of the Ideal Support System Financial support and moral recognition for faculty achievements enhance job satisfaction and professional growth. Efficient and flexible administrative processes facilitate easier access to professional development opportunities. Clear pathways for faculty development and consistent budgeting for training are essential. Leadership and management training, advanced research capabilities, and career development resources foster innovation and academic excellence. A long-term, sustainable framework for professional development addressing leadership, research, and teaching skills development is necessary.

- 4. Developed a Professional Development Framework based on the findings.**

CONCLUSIONS

Based on the summary of findings, the following conclusions are drawn:

1. Experiences of Support in Professional Development

Types of Support Received: Institutional support through structured programs and resources significantly enhances teaching quality and fosters continuous improvement. Self-directed growth initiatives lead to higher adaptability and innovation, benefiting both teaching and student outcomes. Institutional Encouragement: Comprehensive institutional support, including financial and moral encouragement, is crucial for alleviating burdens and enhancing faculty morale and job satisfaction. Effectiveness of Support: Effective support systems improve teaching practices, enhance skills and knowledge, and ensure faculty stay updated with industry trends, fostering a dynamic and resilient academic environment.

2. There were Challenges in Achieving Professional Development.

Resource Limitations. Flexible scheduling and financial support are necessary to address issues like scheduling conflicts and high training costs.

Time Constraints: Institutions need to alleviate workload pressures to enable faculty to engage in development activities.

Limited Opportunities: Increasing the availability of development opportunities is essential to overcome the competitive nature and lack of availability.

Institutional Restrictions: Streamlining administrative processes and providing better financial and institutional support are crucial to overcoming administrative hurdles.

3. Essential Support for Faculty Professional Development

Financial & Institutional Support: Financial backing and flexible program options are essential for career growth.

Access to Training & Development: Structured, well-scheduled training programs tailored to industry-specific needs, along with flexible training options and funding, support ongoing learning.

Beneficial Training for Growth as Faculty: Workshops on integrating technology, discipline-specific training, leadership training, advanced research methodologies, and networking opportunities are valuable for enhancing teaching quality and career growth.

Suggested Changes to the Professional Development Process: Streamlining administrative procedures, providing more financial assistance, and increasing the availability of sophisticated training opportunities are necessary improvements.

Vision of the Ideal Support System: Financial support, moral recognition, efficient administrative processes, clear pathways for development, and consistent budgeting for training are essential for fostering innovation and academic excellence. A sustainable framework addressing leadership, research, and teaching skills development is necessary for long-term professional growth.

RECOMMENDATIONS

Based on the conclusions and the proposed framework, the following recommendations are made to foster continuous professional growth and enhance institutional quality and reputation:

1. HEI Faculty may immerse themselves on flexible scheduling options to accommodate to focus on self-directed professional development. Faculty may utilize digital tools in getting online training offering and to choose training times that fit their schedules. Investing in highly qualified faculty and offering seminars on career pathing, technology, and networking can enhance the institution's reputation. Recruitment strategies should focus on attracting highly qualified faculty. Institutions can host educational seminars featuring industry experts and thought leaders to enhance faculty knowledge and institutional reputation. Providing financial assistance for faculty pursuing doctoral and higher studies, reducing teaching loads for doctoral students, and offering opportunities for global exposure and advanced training programs are essential for supporting higher studies. Financial support for doctoral studies can be provided through scholarships and grants. Teaching loads can be adjusted to allow faculty to focus on their studies. Opportunities for global exposure can be facilitated through exchange programs and international conferences.
2. HEI Administrator may increase financial assistance for advanced education, training programs, and external workshops to alleviate financial burdens. Additionally, implementing recognition programs to celebrate faculty achievements can foster a sense of belonging and motivation. Furthermore, HEI Administrator may allocate specific budget for professional development and create a transparent application process for funding. Recognition programs may be established through annual awards, public acknowledgments, and internal newsletters celebrating faculty achievements. HEI administrators should also provide a variety of training programs, online courses, and career development seminars. Utilizing institutional resources to offer flexible learning options and facilitating seminars and workshops that support career pathing, technology integration, and networking are also recommended. Institutions can collaborate with online education platforms to provide a range of courses. Regularly scheduled seminars and workshops can be organized, focusing on career development, technology integration, and networking.
3. Community Stakeholders may be included in the planning and development of institutional structure with consistent budget allocation is crucial for them to be aware of the importance of professional development

in the community. Involving community stakeholders in the planning process ensures their needs and suggestions are incorporated. The inclusion of parents in the community may form a committee comprising diverse key people in designing semester-wise development plans. Regular meetings could be held to review progress and make adjustments based on faculty feedback and emerging needs. Implementing regular training sessions, ensuring consistent funding for professional development initiatives, and establishing mentoring programs are key components of a sustainable development framework. A calendar of regular training sessions can be developed, ensuring that faculty have ongoing opportunities for professional growth. Consistent funding can be secured through dedicated budget lines and external grants.

4. The CHED Administrators may provide more opportunities for leadership development, advanced research methodologies, and grant writing is important for comprehensive professional growth. Establishing mentorship programs and offering training on international teaching strategies and education leadership can further support faculty development. Partnerships with external organizations and universities can be established to offer specialized leadership and research training programs. Mentorship programs can be developed by pairing experienced faculty with those seeking guidance in specific areas. Developing a comprehensive support system that includes funding, customized tracks, global exposure, administrative support, and collaboration is necessary for a holistic and sustainable support system. Creating a sustainable framework addressing various aspects of educators' growth ensures long-term professional development. Institutions can create a multi-faceted support system by integrating funding, customized development tracks, global exposure opportunities, and administrative support. Collaboration with other institutions and industry partners can enhance the support system's effectiveness and sustainability.

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