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# STRATEGIC FRAMEWORK FOR ENHANCING ACADEMIC EXCELLENCE: AN IN-DEPTH EXAMINATION OF FACULTY DEVELOPMENT INITIATIVES IN INSTITUTIONS OF HIGHER EDUCATION

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**Abstract**

This study observes the pivotal role of Strategic Planning Efforts (SPEs) and their influence on enhancing teaching and learning products, as well as exploring the essential role of Faculty Development Programs (FDPs) in boosting the quality and level of education and learning within HEIs. The main outcomes of the FDPs that serve as pillars of teaching and learning and that are adopted in this paper as basic criteria for the proposed conceptual framework are: Pedagogical Contents Knowledge (PCK), Curriculum Development and Course Design (CDCD), Instructional Skills (ISs), Enhanced Assessment and Feedback Practices (EAFP), and Professional Growth and Reflection (PGR). The surveys were used as a research method, and the questionnaire was sent to selected experts in the field of academic development programs, faculty, and administrators in HEIs in Iraq, and analysed using SPSS software. The results revealed a strong positive impact of Strategic Planning in activating Academic Development Programs, and a strong impact of Academic Development Programs on strengthening the main pillars of teaching and learning stated in the study.

**Keywords:** Strategic Planning, Faculty Development Programs, teaching and learning performance, higher education institutions.

## INTRODUCTION

Teaching and learning have become the key to surviving in today's ever-evolving world in all aspects of life and achieving stability and the fulfilment of personal and institutional aspirations. Academic development is the effort to improve the efficiency of faculty, enhance the quality of curriculum, and raise educational institutions to the level where students can acquire science and knowledge effectively and at a high level, and thus overcome the difficulties of a fluctuating life.

Academic development in a higher education institution therefore has three prime objectives, the first is to empower and qualify students to acquire knowledge and increase their educational potential and thinking skills at a level that makes them more productive. The second objective is to raise the level of efficiency of faculty members, enhance their competencies and improve their skills in the fields of teaching, research, and related academic and professional endeavours to raise the level of quality of teaching and enable them to transfer knowledge easily and

efficiently. The third objective is to develop and improve the quality and consistency of the curriculum, periodically and regularly.

The academic development programs of most globally ranked higher education institutions are essential and irreplaceable. They represent the key to achieving the goals set and reaching the desired benefits, for students, faculty, and educational institutions alike.

It is obligatory, for example, to give a student undergoing academic skills development in a higher education environment the opportunity to develop research skills, thinking skills, and skills in receiving knowledge relevant to current or future study, or potential careers.

Likewise, all faculty, at all levels and titles, should undergo academic development activities that combine the development of teaching skills and enhancing research and publishing capabilities, while improving the critical thinking skills of formal curricula and informal curriculum contexts, and of methods, skills and approaches used in the teaching and learning process. The above shows how academic development programs enhance the ability of faculty members to develop their professional potential, raise their level of pedagogical contents knowledge and the topics they teach, and develop skills and use techniques that help them transfer knowledge quickly, effectively and efficiently, which is reflected in improving the quality of teaching and raising the level of learning in higher education institutions.

Academic Development Programs provide faculty members with the resources, tools, expertise, and skills required to design or develop curriculum and course design, enhance assessment and feedback practices, diversity in teaching methods, and enhance cognitive understanding of learning outcomes.

Academic development and the positive results and effects of its use are not limited to the developed world, but to improve the results of teaching and learning, there is a serious emphasis on adopting and collaborating with it, periodically, in Iraqi higher education institutions.

As we move into the next stage of modern education, it is essential to learn more about how strategic planning improves teaching and learning. In this article, we will look at how Faculty Development Programs improve teaching and learning and how they influence the effectiveness of professors, faculty members, administrators and academic policy makers.

A review of the current literature on strategic planning and academic development programs and their impact on improving teaching and learning outcomes in higher education institutions is related to theoretical frameworks. Due to the great importance of the theoretical dimension in strategic approaches to improving teaching and learning, we see that there is a gap in the literature cantered on the most important effects and results of academic development that contribute

to the development of the quality of teaching and learning in higher education institutions in Iraq. Considering the bureaucracy and complexities of the higher education landscape in Iraq, and in the near absence of international standards for academic development, the dimensions of this gap become clear and the urgent need for an integrated understanding of the positive effects and results of academic development programs emerges.

Although there is a lot of standard-related research that goes into the formulation of teaching and learning improvement programs around the world, however, there remains a lack of knowledge and use of these standards in the context of academic development in higher education institutions in Iraq. Moreover, current studies are often limited to deducted and non-integrated programs of the academic development process, rather than working with an integrated set of standards, practices, and comprehensive strategic planning in higher education in the country.

Given these shortcomings, our central research question is: How do academic development programs in Iraq affect the pivotal role of global standards on which teaching and learning is based within higher education institutions?

This article will begin with a comprehensive review of the existing literature on academic development and its impact on enhancing teaching and learning in higher education institutions, focusing on studies relevant to the Iraqi context. We then use the proposed theoretical framework of this research, which sets out the main criteria that academic development programs produce in order to measure hypotheses. By analysing the results of the survey, we seek to explore the unique challenges and opportunities facing higher education institutions in Iraq, and the level of their adoption of academic development programs. Thus, we have analysed the specific criteria of teaching and learning performance and examined how academic development programs can affect each of those criteria in the Iraqi context.

Ultimately, we will discuss how our findings can be applied to the real-world context of higher education in Iraq, and how recommendations can be made to institutional leadership and academic policy makers by reconciling different points of view and empirical evidence, in order to support ongoing work to enhance teaching and learning in the higher education system in Iraq, and to improve student performance and institutional effectiveness.

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

The topic of strategic planning and the role of academic development in improving the performance of teaching and learning in higher education institutions is of great interest to academics, researchers, and decision-makers, and as a result there has been a large and diverse body of literature in this regard. This section will provide an in-depth review of the most important and relevant literature related to

the research questions, through which hypotheses will be formulated, which will form the basis for building the theoretical framework of this research. This review will focus on the key outcomes of academic development programs and their role in improving teaching and learning performance.

**Strategic Planning and Faculty Development Programs**

Strategic planning is one of the pillars on which the work of higher education institutions is based and most importantly in determining the direction, priorities and resources needed for faculty development programs (Bertram Gallant & Bullock, 2022).

Birnbaum (2022) argues that strategic plans undertaken by leaders and decision-makers in higher education institutions provide a roadmap for identifying and addressing the professional development needs of faculty members, aligning these programs with the set goals, thus ensuring that advanced ranks are reached in improving the quality of teaching and learning.

Strategic planning thus plays a pivotal role in shaping an academic environment based on innovation and collaboration, which is reflected in supporting faculty development initiatives.

This was emphasized by Duderstadt (2022) when he pointed out that when educational institutions adopt academic development programs in their strategic plans, they seek to support professional development that raises the level of efficiency of faculty members, thus enabling them to dedicate themselves to teaching and research and participate in improving teaching and learning outcomes.

Strategic planning plays a pivotal role in aligning faculty development programs to institutional goals, reaching priorities, and obtaining accreditation standards from globally reputable organizations (Birnbaum (2022). Thus, the objectives set for faculty development programs in strategic plans can increase the importance and effectiveness of institutional programs related to improving the quality of education and education.

Duderstadt (2022) emphasizes that despite the positive role of strategic planning in faculty development, it can also be difficult for institutions to adopt these programs and make them a priority in their strategic planning processes. One of the most important obstacles are competing priorities, as we find that some institutions of higher education live in situations where the goals are different or conflicting, and the timetables of these programs may overlap, and therefore the matter of applying them is difficult (Bertram Gallant & Bullock, 2022).

Another contraindication is limited resources, which requires initiative-taking leadership, collaboration, and dedication to the ongoing evaluation and review of faculty development programs.

Accordingly, the relationship between Strategic Planning and Faculty Development Programs is hypothesized as follows:

Hypothesis 1: Strategic planning of higher education institutions has a significant and positive impact on the design and implementation of faculty development programs effectively and efficiently.

**Faculty Development Programs and the Pedagogical Contents Knowledge (PCK)**

Many literatures have emphasized the importance of academic development programs and the impact of these programs on improving educational skills and raising the teaching efficiency of faculty members in higher education institutions (Garet et. al., 2001; Pajares, 2019; Eddy et. al., 2015, Cochran-Smith & Lytle, 1999; Barr & Tagg, 1995). In more depth, many other literatures have shown the positive impact of faculty development programs on enhancing the knowledge of educational contents among professors in universities and educational institutions (Henderson, et. al., 2011; Cox & Richlin, 2017; Kezar, et. al., 2018; Borko, 2004).

Although higher education institutions differ in the type and quality of the faculty development programs, they design and implement, the most important of these programs remain limited to workshops, seminars, mentoring plans, group discussions, as well as online courses and educational clinics (Caffarella & Zinn, 1999).

As defined by Schulman (1987), Pedagogical Contents Knowledge (PCK) includes understanding and familiarity with evolving theories, successful teaching methods and skills, and effective assessment techniques. As a result, PCK encompasses both theoretical understanding and practical skills needed to create productive learning environments in the classroom (Cox, 2017).

A group of researchers (Smith et al, 2017) conducted an in-depth study at a university where the Faculty Development Program was implemented. The results showed that the participating faculty members significantly improved their pedagogical knowledge and teaching practices after completing this program.

Jones & Brown, (2019) also conducted a meta-analysis of several studies that looked at how faculty development interventions affect pedagogical knowledge acquisition.

Meta-analysis showed consistent evidence that participation in the faculty development program increased faculty members' pedagogical knowledge regardless of their majors or colleges.

Faculty development programs that use evidence-based teaching methods, active learning curricula, and technology-based learning strategies tend to achieve speed and quality in acquiring and implementing pedagogical competencies (Guskey 2002; Hattie & Timperley 2007).

Hence, the correlation between Faculty Development Programs and the Pedagogical Contents Knowledge (PCK) is hypothesized as follows:
Hypothesis 2: Active participation in faculty development programs positively affects the Pedagogical Contents Knowledge.

**Faculty Development Programs and the Curriculum Development and Course Design (CDCD)**

Faculty Development Programs (FDPs) have a significant impact on the quality of curricula and course design at higher education institutions. These influences transcend individual boundaries and the personal potential of faculty to include the culture and practices of higher education institutions (NRC, 2003; NRC, 2012).

By fostering a culture of continual improvement and reflection, these programs motivate faculty members to evaluate and revise their courses of study to better respond to disciplinary norms and evolving educational trends (Perkins & Salomon, 1988; Wiggins & McTighe, 2005).

Through community cooperation initiatives faculty members can collaborate, exchange the best ideas and experiences, and work together to address challenges associated with curriculum development and course design (Borrego & Newwander, 2010; Handelsman et al. 2004).

Within the realm of higher education institutions in Iraq, programs aimed at enhancing faculty development possess the capacity to effectively tackle the specific challenges and opportunities that are distinct to the region.

With the continuous evolution of the higher education landscape, there arises an increasing demand for faculty members to adjust their teaching methodologies and academic offerings in order to align with the evolving needs of students and society at large (Hativa & Goodyear, 2002; Huber & Hutchings, 2005).

The Faculty Development Programs can play a fundamental role in fostering innovation and driving transformation, enabling faculty to develop curricula that are world-standard, inclusive, and adaptable to multiculturalism, equipping students with the skills needed to succeed in the modern era (Kuh and Whitt, 1988; Meyer and Land, 2005).

Accordingly, the proposed hypothesis in this context is:

Hypothesis 3: Participating in faculty development programs has a positive impact on the quality of curriculum and course design within higher education institutions.

Faculty Development Programs and the Instructional Skills (ISs)

Faculty development programs are essential to improve the Instructional Skills (ISs) of faculty members in universities, institutes, and other institutions of higher education, as well as to improve the quality of teaching and enhance overall learning

outcomes in higher education environments (Boyer, 1990; Guskey, 2002; Seldin, 2011). Programs and events that focus on supporting and developing faculty members and improving their pedagogical skills and educational performance are diverse in objectives and contents. Each program aligns with certain goals and not others, so we may find that some programs can only be realized through workshops, while others through group discussion, and so on (Hutchings & Shulman, 1999; McKeachie & Svinicki, 2014).

A literature review shows that faculty development programs that focus on instructional skills have a significant and positive impact in raising the level of student participation in classroom activities and deepening the state of communication between the teacher and the student (Centra, 2009; Diamond et al., 2005; Seldin, 1999). These programs provide faculty members of higher education institutions with evidence-based curricula and teaching methods, take student and technological advances at the centre of the teaching curriculum, and adopt advanced techniques in assessment, which enables them to create dynamic and interactive educational settings that foster deep understanding and critical thinking (Nilson, 2010).

In addition, faculty development programs frequently include chances for reflective practice, collaborative work with peers, and receiving feedback. These elements contribute to the continuous professional growth and enhancement (Gurung et al., 2016; Sawatzky et al., 2013).

Lectures, workshops, seminars, teaching seminars and training sessions are opportunities for faculty members to systematically review and assess their skills to make appropriate improvement and ensure that students are making maximum progress (Barkley et al., 2014; Chick et al., 2009; McAlpine & Weston, 2000).

In Iraq, although faculty development programs in higher education institutions are lagging behind, we see a promising desire among decision-makers to address the unique challenges and opportunities associated with educational practice and student learning (Al-Faliti, 2015; Al-Kubaisy & Karim, 2019; Rasheed & Naif, 2017). Therefore, these development programs aim to enhance the quality and effectiveness of teaching, leading to improved learning outcomes and increased student success (Kadhim & Al-Hussein, 2016; Salman & Saad, 2018; Sultan & Fakhar, 2014).

Accordingly, the correlation between Faculty Development Program and Enhanced Instructional Skills is hypothesized as follows:

Hypothesis 4: Faculty development programs significantly enhance instructional skills, thereby raising the level of education and academic achievements within higher education institutions.

**Faculty Development Programs and Enhanced Assessment and Feedback Practices (EAFP)**

A large number of literatures have indicated the importance of academic development programs and their impact on enhancing assessment and Feedback Practices in higher education institutions (Black & Wiliam, 2009; Rust, 2002; Orsmond et. al., 2019; Hattie & Timperley, 2007; Nicol & Macfarlane, 2006). Assessment skills improvement activities are one of the most important elements of faculty development programs (Eynon, 2017). These provide opportunities to explore advanced assessment techniques and approaches that align with modern pedagogical theories and advanced teaching methods (Brown and Knight, 1994).

Therefore, by adopting assessment-related workshops, seminars, and courses, faculty development programs are able to provide ongoing support to faculty members looking to improve their assessment strategies (Gibbs & Coffey, 2004).

Teaching and learning outcomes are directly influenced by the adoption of sophisticated assessment practices through faculty development programs. According to numerous literature reviews, faculty members who actively participate in professional development and assessment skills programs are keener than others to incorporate advanced and diverse assessment methods into their courses (Rust, Price, & O'Donovan, 2003).

Developed skills in assessments, such as, Focused Listing, Misconception/Preconception Check, Analytic Memos, Documented Problem Solutions, Student-Generated Test Questions, etc., would promote active learning, improve critical thinking skills, and encourage students to participate effectively (Boud & Associates, 2010)

In addition, faculty development programs provide lecturers with the tools and encouragement they need to improve curricula and assessments to be consistent with learning outcomes (Barr & Tang, 1995). Actively participating in faculty development programs improves specific evaluation practices that help address issues such as validity, dependability, and equity.

Although faculty development programs in higher education institutions play an important role in adopting sophisticated assessment models, many institutions in general, and in Iraq in particular, still face obstacles to successful implementation. Participants in those programs often resist change as a result of their lack of institutional support, or the lack of academic development programs at the required level (Gibbs & Coffey, 2004). In addition, technology-based assessment also requires ongoing training and infrastructure support, which some faculty members lack (Brown & Race, 2012).

Based on the literature reviews conducted, the hypothesis proposed in this content is as follows:

Hypothesis 5: Active participation in faculty development programs leads to the adoption of innovative assessment practices.

**Faculty Development Programs and Professional Growth and Reflection (PGR)**

Academic development programs have provided opportunities for faculty at higher education institutions to improve their teaching methods and methods, overcome obstacles that arise every now and then, and help make sophisticated choices to enhance student learning experiences through self-reflection, peer monitoring, and feedback mechanisms (Harvey and Stensaker, 2021).

Reflective practice is one of the most important components of faculty development programs in higher education institutions, which has a direct impact on improving the level of critical evaluation, diversifying teaching methods and methods, and raising the level and efficiency of evaluating student learning outcomes (Cabrera and Milner, 2021).

Literature review reveals the importance of faculty development programs (FDPs) and their pivotal impact in supporting professional development and reflective practices for faculty members in higher education institutions (HEIs) (Borko, 2004; Austin, 2011; Kezar, et. al., 2018; Nicol, et. al., 2014).

Recent research by Smith et al. (2021) revealed the role played by FDP and the multidimensional implications, the most important of which is nurturing continuous professional growth and promoting reflective practices for faculty in higher education institutions.

Another study by Brown and Johnson (2020) focused on the effectiveness of reflective teaching provided by FDP workshops, and how participants in such events experienced increased self-awareness, better understanding of teaching strategies, and an increase in the level of reflective practices. As a result, Brown and Johnson's findings demonstrate the role of FDPs in encouraging reflective teaching practices and professional development among faculty in higher education institutions.

FDP mentoring programs were the focus of a study by Garcia et al., (2019), which showed the impact of the FDP's online mentoring program on faculty members' reflective practices. The study further emphasized the evolution of the role of self-criticism, collaborative and professional criticism of participants in mentorship-based FDP activities, and consequently an increase in critical thinking skills among faculty members of higher education institutions.

In addition, Wang and Ahmed (2018) found that participating in faculty development programs would promote reflective teaching practices and support the professional growth of faculty participants. The research has proven that as a result their teaching skills have been more effective.

Faculty development programs not only enhance the teaching aspect such as methods, approaches, and skills in teaching, but also include scientific events, such as research, publications, and attending conferences and seminars (Cabrera & Milner, 2021).

Academic development programs provide ideas, skills, resources, mentoring, and communication to help faculty members participate in research and development activities and develop their knowledge in their areas of proficiency (Harvey & Stensaker, 2021).

Thus, by raising the level of professional growth, scientific excellence and critical thinking, faculty development programs enable faculty members to enhance specialized knowledge and spreading a culture of knowledge in the academic environment (Beach & Cox, 2021).

Accordingly, the correlation between Faculty Development Program and Professional Growth and Reflection (PGR) is hypothesized as follows:

Hypothesis 6: Participation in faculty development programs has a significant positive impact on the professional growth and reflective practices of faculty members in higher education institutions.

## RESEARCH METHODOLOGY

The aim of this study is to explore the impact of academic development programs on various dimensions of teaching and learning practices. By analysing these dimensions, this study seeks to determine the extent to which participation in academic development programs affects improved teaching and learning practices, as well as fostering professional growth and reflective practices among faculty in higher education institutions.

The methodology for the study included creating and implementing a structured survey that was distributed electronically to a selected group of academics.

### Conceptual Framework and hypotheses

The conceptual framework depicted in Figure 1 has been resulted through an extensive review of literature to evaluate the influence of academic development programs on teaching and learning aspects in higher education settings. This framework establishes a theoretical basis for the research, highlighting the associates amongst key variables and representing how the initiatives of academic development programs can influence academic achievements, pedagogical skill, and education participation.

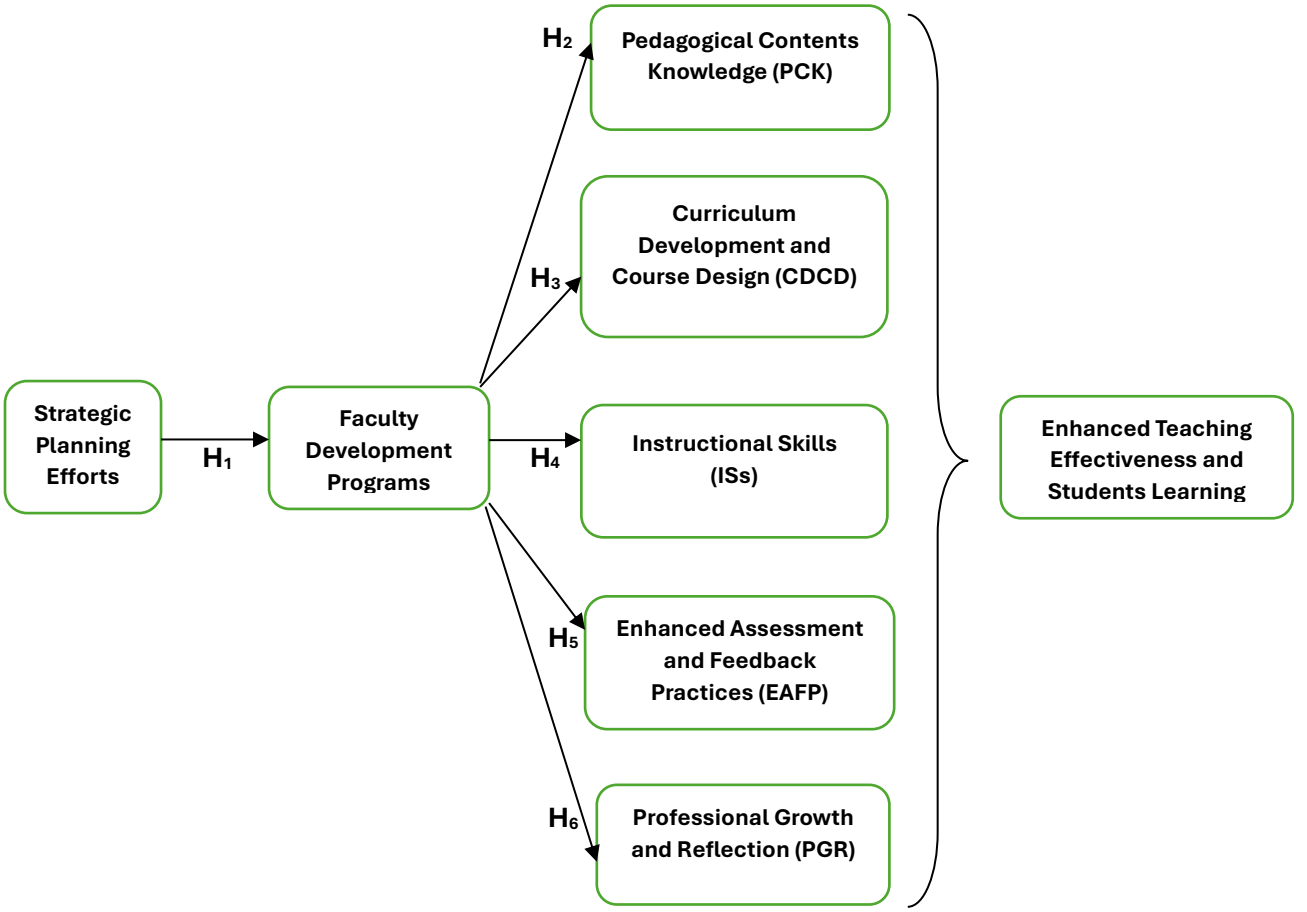


**FIGURE 1: Conceptual Framework**

At the heart of this framework is the concept of strategic planning efforts, which refer to the intentional initiatives and planning processes undertaken by Institutional leaders to enhance their educational performance.

Such strategic planning efforts are responsible for the design, implementation, and effectiveness of faculty development programs. Faculty development programs serve as a means to enhance the skills, knowledge, and effectiveness of university professors. Through robust and experience-based strategic planning, educational institutions are likely to allocate the resources needed to undertake more powerful and impactful faculty development activities.

Faculty members participating in these development programs acquire significant pedagogical knowledge with which they can develop curriculum, improve learning abilities, and raise the bar for assessment and feedback practices. Moreover, these programs encourage the reflective practices of lecturers, and enhance the quality of knowledge they provide to students.

Enhancements in pedagogical knowledge, instructional strategies, and professional growth and reflection within the faculty members play a vital role in advancing the quality of teaching. Higher education faculty members who participate in impactful professional development initiatives are more adept at fostering education participation, providing valuable feedback, and cultivating interactive educational settings.

Higher education institutions have great opportunities through which they can raise the level of educational experience through the implementation of strategic plans and faculty development programs. Through these initiatives, the highest quality in teaching and learning practices can be reached, which in turn accelerates the process of growth and overall development within higher education institutions.

Participant Selection

This study aims to reach the most accurate and reliable results, so there was great care to invite academic competencies and those who have experience in strategic planning, academic development, teaching, education, research, and publishing. Hence, participants were selected through careful consideration of the criteria of this research and to ensure that valuable perspectives are obtained for the purpose of filling the gap and answering the research questions.

Therefore, there was great keenness to select participants in this questionnaire who are academic leaders and decision-makers, and who have held various positions within higher education institutions in Iraq, such as deans of colleges, assistant deans, heads of department departments, or directors of centres. In order to benefit from their experiences and inform them of this in the fields related to this research.

**Questionnaire Design**

The survey was divided into two main sections: one focused on collecting demographic information related to participants, and the second section housed the main survey questions. The demographic department aims to collect data on the age, gender, qualifications, academic ranks and job titles of participants.

The second section of the questionnaire included the main survey questions, which were specifically formulated to evaluate the six hypotheses in this study, and these questions used the Likert scale as an assessment tool.

**Data Collection**

The survey was published electronically through the Google form platform to ensure easy and fast access to the selected group of respondents. More than 257 experts in strategic planning in higher education institutions, academic leaders and faculty members were sent to the survey, the aim being to gather as many

perspectives as possible from individuals with diverse backgrounds and experiences in higher education in Iraq. 172 comprehensive and integrated responses were received to the questionnaire sent, twenty-three incomplete responses were excluded, and there were sixty-two abstentions.

## DATA ANALYSIS

Following the conclusion of the data gathering stage, the answers that were assembled were organized and measured utilizing the Statistical Package for the Social Sciences (SPSS) program. Various inferential statistical methods, including correlation and regression analyses, were employed to evaluate the research hypotheses and explore the correlations among variables.

## Data Analysis and Results

Desiring to present the results of the data analysis in an orderly manner, and conserve space in this publication instead of repeating in the display of tables, we opted to condense the findings of our studies into a concise table, we decided to select the key results and limit them to one table. This step allows us to present a simplified picture of the relationships between faculty development programs and the various positive outcomes they entail, while ensuring clarity and understanding for our readers.

Every row within the table illustrates one of our six hypotheses, while the columns exhibit essential statistical metrics obtained from our analyses. Through the integration of ANOVA F-values and related p-values with coefficient t-values and their corresponding significance levels, we present a thorough overview of the significance of each relationship investigated in our research.

This procedure allows a fast correlation between hypotheses and assists in pinpointing notable results. For example, hypotheses with p-values lower than our established significance level (commonly 0.05) are labelled as 'Accepted,' signifying a substantial correlation between faculty development initiatives and the associated dependent variable. However, hypotheses with p-values exceeding the threshold are denoted as 'Rejected,' indicating an absence of a significant correlation. Table 1 shows the results of our analysis collected and presented in this way.

**TABLE 1:** The Condensed table

| Hypothesis | ANOVA Sig. | ANOVA F-value | Coefficient Sig. (Constant) | Coefficient t-value (Constant) | Coefficient Sig. (Ind. Var.) | Coefficient t-value (Ind. Var.) | Accept/ Reject |
|---|---|---|---|---|---|---|---|
| Hypothesis 1 | <.001 | 445.380 | <.001 | 3.782 | <.001 | 21.104 | Accepted |
| Hypothesis 2 | <.001 | 91.670 | <.001 | 8.498 | <.001 | 9.574 | Accepted |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Hypothesis 3 | <.001 | 18.714 | <.001 | 9.861 | <.001 | 4.326 | Accepted |
| Hypothesis 4 | <.001 | 404.954 | <.001 | 4.647 | <.001 | 20.123 | Accepted |
| Hypothesis 5 | <.001 | 436.643 | <.001 | 3.993 | <.001 | 20.896 | Accepted |
| Hypothesis 6 | <.001 | 856.337 | <.001 | 3.928 | <.001 | 18.818 | Accepted |

**$H_1$: Strategic Planning Efforts and Faculty Development Programs**

The findings from the linear regression analysis conducted with SPSS demonstrate a statistically significant correlation between the predictor variable: Strategic Planning Efforts, and the dependent variable: Faculty Development Programs.

In the ANOVA Table 1, Sig (0.01) indicates a relationship between these variables. The high F (F = 445.380) indicates that this corelation also exists. In the Coefficients, both the Constant and the Coefficient for the Strategic Planning Effort have p values below .001, suggesting that these variables play a significant role in the framework.

The findings reveal that there is solid indication to accept H1 and argue that operative strategic planning within higher education institutions has a positive and significant impact on the success of faculty development initiatives in higher education institutions. This hypothesis emphasizes the role of strategic leadership in supporting academic institutions, upgrading a continuing professional development skill, and improving educational professions.

Therefore, H1 is accepted.

**$H_2$: Faculty Development Programs and Increased Pedagogical Knowledge**

The significance value (Sig.) associated with the regression model in table 1, as shown by the ANOVA of hypothesis 2, is less than 0.001. This implies that the overall model is statistically significant. Furthermore, the F-value of 91.670 exceeds the critical value required for statistical significance.

The Coefficients in table 1 shows that the constant term is statistically significant as the significance value (Sig.) is less than 0.001, with a t-value of 8.498 exceeding the critical value. Similarly, for the independent variable "Faculty Development Programs," the significance value (Sig.) is less than 0.001, with a t-value of 9.574.

These results indicate that faculty development programs play a pivotal role in raising the level of educational knowledge of faculty members, which leads to improving teaching methods and academic achievements to the fullest and best.

Therefore, H2 is accepted based on the findings of this analysis.

**$H_3$: Faculty Development Programs and Improved Curriculum and Course Design**

The ANOVA significance level is less than .001, indicating a statistically significant correlation. The F-value is 18.714, surpassing the critical value for significance.

Moreover, the Coefficients sig value for both the constant and the independent variable are under .001, indicating significance. The t-values for both variables are also accurately significant.

These figures thus reveal that participation in such programs will have a significant positive impact on curriculum development and course design within higher education institutions. This would activate creative and successful teaching methods and improve overall teaching and learning skills.

As a result, participation in faculty development programs and its positive impact on curriculum quality and course design in higher education institutions necessitates the support and acceptance of H3.

**H4: Faculty Development Programs and Enhanced Instructional Skills**

The ANOVA sig. value of the hypothesis 4 is less than .001, demonstrating a highly significant correlation. The F-value is 404.954, which considerably go above the essential value for significance. Also, the Coefficients sig. values for both, constant and Ind. Var., are less than .001. Furthermore, the t-values for both variables are also highly significant.

This implies that faculty development programs planned towards providing the best image of education result in a great improvement of their educational competencies and teaching skills. It underlines the significance of continuing professional development possibilities for lecturers to advance their teaching capabilities and encourage effective teaching practices in HEIs; thus, improving the quality of teaching and learning performance, as a result accepting H4.

**$H_5$: Faculty Development Programs and Increased Enhanced Assessment Practices**

The value of ANOVA sig. for hypothesis 5 shown in Table 1 is less than .001, this figure indicates a very important relationship. Furthermore, the value of F which is 436.643, confirming in clear terms that it is much higher than the critical value of significance.

The value of the coefficients sig. function reveals that both the constant term and the ind. Var. have significance values less than .001. Moreover, the t-values of both variables are also highly significant.

This indicates that contribution in faculty improvement initiatives does indeed cause the adoption of progressive assessment strategies that aid student learning and academic success, as a result accepting H5.

**$H_6$: Faculty Development Programs and Professional Growth and Reflection**

The value of ANOVA sig. for hypothesis 5 shown in Table 1 is less than .001, this figure indicates a very important relationship. The F-value is 856.337, which is noticeably higher than the critical value for significance.

The value of the coefficients sig. function reveals that both the constant term and the ind. Var. have significance values less than .001. Moreover, the t-values of both variables are also highly significant.

This shows that faculty development programs do indeed influence on the professional growth and reflective practices of higher education faculty members, and as a result, enhancing teaching skills and advertising student learning effects. Therefore, H6 is accepted.

## CONCLUSION

This article explores the effects of faculty development programs and strategic planning on teaching and learning processes in higher education institutions. The study analysed six hypotheses to show the nature and strength of the links between faculty development and teaching and learning outcomes.

The results revealed that effective strategic planning within higher education institutions has a direct impact on the activation of faculty development programs, and participation in faculty development programs significantly affects the main pillars on which the edifice of higher education is based namely, Pedagogical Contents Knowledge (PCK), Curriculum Development and Course Design (CDCD), Instructional Skills (ISs), Enhanced Assessment and Feedback Practices (EAFP), and Professional Growth and Reflection (PGR).

These outcomes emphasize the significance of faculty development initiatives and strategic planning efforts to improve the quality of educational process in higher education institutions. By providing faculty with all the capabilities required for constant professional development, and adopting collaborative educational atmospheres, institutions can create required ecosystems that support student engagement, help achieve desired education, and reach overall satisfaction.

Reputable higher education institutions are well aware that faculty development and strategic planning are the best paths towards a prosperous educational future. Therefore, fostering a culture of innovation, collaboration and continuous improvement, those institutions can better respond to the changing

needs of students and prepare them in a way that they can successfully live in a fast-paced and challenging world.

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