

RESEARCH ARTICLE

Analysis of escalated training for faculty development: Change of mindset and behavior

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ABSTRACT

This study explores the transformative effects of enhanced faculty development programs on the teaching workforce within higher education institutions. Drawing on qualitative feedback from 40 faculty members from Biliran Province, the study reveals how well-structured development programs impact faculty motivation, teaching effectiveness, job satisfaction, and overall professional growth. Participants reported improvements in confidence, teaching methodologies, and their ability to adapt to new pedagogical trends and technologies. The findings highlight the importance of providing ongoing professional development opportunities to foster a supportive, growth-oriented academic environment. While this study focuses on qualitative insights, the results suggest that future research incorporating quantitative measures, such as Likert scales, could further enrich the understanding of faculty development's impact. This study contributes to the ongoing discussion on the significance of faculty development in enhancing institutional performance and long-term sustainability.

Keywords: Escalated training; Faculty development; Change of mindset; Behavior

1. Introduction

The ability of higher education institutions to thrive relies heavily on their capacity to foster faculty members who are not only skilled but also adaptable in meeting the multifaceted demands of teaching, research, and administrative responsibilities. This study delves into the transformative effects of intensified faculty training programs, focusing on how these initiatives drive changes in mindset and behavior to align with institutional goals. Insights gathered from faculty experiences emphasize the importance of strategies that enhance professional competencies and empower educators to excel in their roles^[1]. By addressing the psychological dimensions of stress, time management, and behavioral modeling, this research examines how well-structured training interventions support educators in balancing their responsibilities while embracing innovative approaches to teaching. Grounded in principles of professional growth and mental well-being, the study underscores the critical role of training in fostering a resilient and progressive academic environment.

In the current academic landscape, managing stress and time effectively has emerged as a significant challenge for faculty. Psychological strategies aimed at alleviating these pressures are essential to ensuring that educators can balance personal and professional demands. The demanding nature of faculty roles,

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encompassing teaching, research, mentorship, and administrative duties, often leads to heightened levels of stress, burnout, and mental health concerns such as anxiety and depression^[2]. While mild stress can serve as a motivator, excessive stress can hinder both professional performance and overall well-being, leading to adverse physical and emotional consequences^[3,4]. Training programs that integrate structured time management techniques and stress-reduction strategies not only help alleviate these challenges but also enhance educators' capacity to thrive within their roles.

The emphasis on faculty well-being has become an increasing priority in higher education, as institutions recognize its impact on academic success^[5]. Structured training initiatives that address time management and stress reduction play a pivotal role in creating an environment where faculty feel supported and empowered. A perceived sense of control over time correlates with improved job satisfaction, better performance, and enhanced well-being, including reduced tension and increased happiness^[6]. By addressing these psychological barriers, institutions can cultivate a positive atmosphere that supports faculty in pursuing growth opportunities without compromising their mental health or professional productivity.

Another critical aspect of these training programs is the integration of behavioral modeling, a method that demonstrates effective teaching strategies for faculty to replicate and refine in their classrooms. Through observed examples, educators gain confidence in implementing innovative pedagogical tools designed to improve student engagement and learning outcomes^[7,8]. Behavioral modeling fosters a culture of adaptability and experimentation, encouraging faculty to explore new approaches and contribute to enhanced academic outcomes^[9,10]. Such initiatives promote continuous improvement and collaboration, equipping educators with the skills necessary to address evolving challenges in education.

This study also explores the broader psychological themes impacting faculty training, particularly the relationship between stress management, time optimization, and institutional support. Pressures arising from curriculum demands, personal competence, and workload often exacerbate mental health challenges such as anxiety and depression^[11,12]. Targeted training programs designed to address these issues enable educators to adopt innovative practices while maintaining a healthy balance between their professional and personal lives. By fostering an environment of motivation and support, institutions empower faculty to excel in their roles and contribute meaningfully to institutional success.

Aligning these psychological strategies with the goals of professional development, this research underscores the profound impact of well-designed training programs in driving mindset shifts and behavioral changes among educators. It highlights how addressing stress, time management, and innovative practices equips faculty with the tools to navigate their complex roles effectively, ultimately contributing to the success of both educators and the institutions they serve.

2. Literature

Institutions with comprehensive training initiatives demonstrate a firm commitment to developing a teaching force capable of meeting the growing demands of higher education. These programs focus on critical psychological aspects such as stress and time management while incorporating strategies like prioritization, task delegation, and mindfulness. By equipping faculty with these tools, institutions foster an environment where educators can effectively manage their responsibilities and maintain productivity. Extensive training provides employees with the knowledge, skills, and attitudes required to address a broader scope of tasks, rather than limiting them to a single role^[13]. Training benefits both individuals and organizations by enhancing employee performance through skill development, as noted by Sendawula et al.^[14]. Magagula^[15] asserts that the success of any responsibility depends on adequate training and equipping

personnel with the necessary resources. This is echoed by Masongsong et al.^[16], who highlight that Filipino teachers, despite limited training opportunities, exhibit high efficacy in student engagement, instructional strategies, and classroom management.

Teacher quality is one of the most significant factors affecting student achievement, as supported by empirical evidence^[17-21]. Quality teachers contribute substantially to the overall standard of education^[22]. Academic institutions play a key role in fostering teacher-student interaction by providing structured assignments and encouraging innovative teaching practices^[23,24]. While various factors influence education quality, the central element is the competence and effectiveness of teachers^[25]. Teachers are instrumental in creating learning environments that captivate students' interest and promote engagement^[26].

The inclusion of behavioral modeling in faculty development programs further emphasizes the transformative potential of training initiatives. By incorporating role-play demonstrations and practical teaching strategies, these programs refine educators' abilities and introduce innovative techniques for classroom use. Behavioral modeling ensures that knowledge extends beyond theoretical understanding, addressing the common issue of skills training not translating into behavioral change^[27-28]. These initiatives inspire faculty to adopt progressive tools and methodologies that enhance student learning outcomes. Higher education institutions that emphasize behavioral modeling foster a culture of adaptability, positioning themselves as leaders in professional growth^[29].

Structured faculty development programs have a profound impact on the mindset and behavior of educators. Faculty who perceive consistent institutional support for their professional development are more likely to embrace change and enhance their teaching and research practices. This transformation is supported by global trends in professional development as a key feature of higher education^[30,31]. Institutions that prioritize continuous training initiatives foster a positive academic culture characterized by high morale, job satisfaction, and a strong sense of purpose. Faculty members who feel valued and supported contribute more effectively to institutional goals, promoting an atmosphere of trust and collaboration.

The long-term benefits of consistent and escalated faculty training are evident in the enhanced performance and productivity of teaching staff. Training programs addressing stress and time management, alongside behavioral modeling, result in greater motivation and professional efficacy among educators^[32]. High-quality teacher training directly correlates with the quality of education, reinforcing the importance of investing in faculty development.

By implementing extensive training programs, institutions empower faculty to excel personally and professionally. These initiatives also underscore a proactive institutional approach to fostering a motivated and innovative teaching workforce. In the Philippines, the development and monitoring of educational programs are overseen by three governing bodies: the Department of Education (DepEd) for basic education, the Commission on Higher Education (CHED) for tertiary and graduate education, and the Technical Education and Skills Development Authority (TESDA) for technical-vocational education^[33]. Collectively, these agencies ensure that training initiatives align with national educational standards. The result is an academic environment where faculty feel inspired, supported, and equipped to make meaningful contributions to institutional success, demonstrating the transformative impact of training programs on mindset and behavior.

3. Methodology

3.1. Research design

In this study, qualitative exploratory research design was applied to explore how increased faculty training affected the faculty members' mindsets and attitudes in institutions of higher learning. Qualitative studies are most relevant when seeking to investigate multifaceted issues which are hard to capture through numeric measurements^[34]. By examining the interview observations, exploratory design enabled significant themes, connections, and stories to be uncovered, and the rich understanding of how faculty members perceive their professional growth and institutional support^[35]. The approach enabled insightful examination of what the experiences of faculty members and the institutional support that they derive, with semi-structured interviews being the instrument used to collect comprehensive and extensive data.

3.2. Participants

Purposive sampling was employed to select participants from Biliran Province who met specific criteria that aligned with the research focus. As shown in **Table 1**, participants were chosen for their substantial experience in teaching and participation in faculty development programs. The criteria included faculty members with a minimum of six years of teaching experience, ensuring that the participants could provide deep insights into the training programs and their professional growth. This targeted approach ensured the relevance and depth of the data collected^[36,37].

Table 1. Demographic and professional characteristics of study participants.

Characteristic	Category/Description	Frequency (N=40)
Gender	Male	13
	Female	27
Age Group	31-40	18
	41-50	13
	51+	9
Years of Experience	6-10 years	34
	11-15 years	6
Academic Rank	Assistant Professor	6
	Associate Professor	5
	Professor	29
Department	Teacher Education	15
	Science and Technology	8
	Arts and Humanities	6
	Business and Administration	11

3.3. Instrument

Semi-structured interviews were chosen as the main method of data collection to enable flexibility in the investigation of participants' opinions without a rigid framework of questions. The interviews took between 45 minutes and 1 hour and were conducted in a relaxed, conversational manner to enable participants to expand on their experiences. This was an effective format that facilitated in-depth answers and allowed the interviewer to delve deeper into particular aspects of concern, gaining an overall reflection on the impact of faculty development^[38]. The interview guide (**Table 2**) was also tailored to cover the main areas, namely institutional support, perceived behavioral changes, and long-term training impacts.

Table 2. Interview guide.

Objectives	Questions
Determine characteristics of academic institutions with aggressive training for their faculty.	1. When can you say if a higher education institution is sufficiently proactive in terms of faculty development, like teacher training? Elaborate further. 2. Will there be mined shift or behavior change of faculty if they see that their higher education institution supports their trainings and professional development? Explain more.
Determine specific positive effects of escalated faculty development plans being implemented by the academic institution.	3. As a faculty, how do you feel about your institutions that you receive enough training for your professional development? Explain your feelings 4. What are long-term positive effects of a sound faculty development training of an institution to the teaching force? Explain further. 5. Based on your observations, what perceptions are formed by faculty if their institution is consistent with updating themselves of the current training programs for teachers? Explain further. 6. What differences have you noticed in terms of motivation and productivity to faculty belonging to institutions with insufficient training programs and those sufficient training programs? Provide your observation and comparisons.

3.4. Data gathering

The interviews were carried out with the participants' full consent, and each participant was told about the purpose of the study and their right to confidentiality. The interviews were planned at convenient times for the participants so that they would be comfortable, and were either carried out in person or through virtual means. Participants were also encouraged to provide their unreserved views within a secure and non-judgmental setting.

The entire interview was recorded verbatim to ensure that data collected was exact and a correct reflection of participants' views^[39]. Confidentiality was achieved through the assignment of distinct identification to all the participants, with safe storage of data. Ethical concerns were of prime importance during conducting the research, following institutional protocols. The participants were explained the nature and aim of the research and their signed informed consent was asked for prior to gathering data. The research also followed the institutional ethics review board's protocols, and the rights of the participants were safeguarded at all phases of the research process^[39].

3.5. Data analysis

Thematic analysis was employed for the analysis of the interview data. This methodology entailed several steps: initial familiarization of the data in the form of reading the transcripts, developing first codes from prominent ideas that reoccurred, looking for themes, and inspecting those themes to check that they represented the data accurately. The coding process was iterative to provide room for themes refinement and adjusting as emerging patterns were found. To ensure that the findings would be credible, two independent researchers coded a sub-sample of data, and resolving discrepancies through discussion until agreement on the themes resulted. This allowed the results to be rigorous and meaningful^[40].

4. Result

Research Objectives 1. Determine characteristics of academic institutions with aggressive training for their faculty.

Question No. 1. When can you say if a higher education institution is sufficiently proactive in terms of faculty development, like teacher training? Elaborate further.

1.1. Focus on structured training programs

Thirty (30) respondents expressed that proactiveness can be gauged by the availability and frequency of structured teacher training programs. Institutions that regularly offer workshops on innovative pedagogy, technology integration, and assessment strategies demonstrate a commitment to faculty development. The key is making these programs accessible and mandatory for all faculty, especially new hires. Additionally, they mentioned that Programs should be aligned with the institution's broader mission, such as improving student retention, fostering employable skills, or advancing DEI (Diversity, Equity, and Inclusion) initiatives. Clear alignment motivates faculty to see the relevance of their development. In summary, institutions not only create strong faculty training programs but also foster a culture where professional growth is seen as integral to both individual and institutional success.

"Proactiveness can be gauged by the availability and frequency of structured teacher training programs. Institutions that regularly offer workshops on innovative pedagogy, technology integration, and assessment strategies demonstrate a commitment to faculty development."

"Programs should be aligned with the institution's broader mission, such as improving student retention, fostering employable skills, or initiatives."

1.2. Encouragement for continuous professional development

Thirty-three (33) respondents expressed that an institution that encourages and financially supports attendance at external conferences, certifications, or higher studies shows proactiveness. Faculty development goes beyond internal training, it's also about exposure to global trends and opportunities for intellectual growth. Additionally, they mentioned that they gain exposure to global pedagogical practices and trends by participating in international conferences, broadening their perspectives and networks. They also said that institutions that encourage participation in conferences outside one's discipline foster cross-pollination of ideas and innovative teaching approaches. This concludes, that supporting external learning opportunities, institutions not only empower individual faculty members but also enhance their overall reputation as centers of innovation and excellence.

"An institution that encourages and financially supports attendance at external conferences, certifications, or higher studies shows proactiveness. Faculty development goes beyond internal training; it's also about exposure to global trends and opportunities for intellectual growth."

"Teachers gain exposure to global pedagogical practices and trends by participating in international conferences, broadening their perspectives and networks."

1.3. Fostering a collaborative learning environment

Twenty (20) respondents expressed those proactive institutions create spaces for peer mentoring, interdisciplinary collaboration, and regular dialogue about teaching challenges and innovations. If they can share insights and learn from each other without fear of judgment, that's a sign of a truly developmental culture. Additionally, they mentioned that faculty must feel comfortable discussing teaching challenges without fear of criticism. Institutions can promote this by emphasizing that growth comes from shared learning and not perfection. Regular, supportive peer evaluations can provide actionable feedback without the pressure of formal performance assessments. Finally, fostering peer mentoring, interdisciplinary

collaboration, and open dialogue, institutions not only enhance faculty development but also cultivate a sense of community and shared purpose that benefits everyone involved.

" If teachers can share insights and learn from each other without fear of judgment, that's a sign of a truly developmental culture."

"Faculty must feel comfortable discussing teaching challenges without fear of criticism. Institutions can promote this by emphasizing that growth comes from shared learning and not perfection."

Question No. 2. Will there be a mind shift or behavior change of faculty if they see that their higher education institution supports their training and professional development? Explain more.

2.1. Positive mind shift

Thirty-five (35) respondents expressed that they felt supported and valued. They may see professional development opportunities as a sign that the institution invests in their growth, which could enhance their sense of belonging and loyalty. There is an increase in willingness to participate in training, apply new teaching strategies, and engage in institutional initiatives. When they see the institution cares about their growth, they are motivated to innovate in their teaching and contribute more to the community. Additionally, they highlighted every time they learn something new and apply it successfully in their teaching, they feel a renewed sense of purpose and confidence in their ability to make an impact. Opportunities for professional development help refine pedagogical techniques, stay updated with evolving educational trends, and address specific challenges in teaching. In essence, supporting faculty professional development isn't just about equipping educators; it's about fostering a culture where growth, innovation, and collaboration are celebrated, ultimately enriching the entire academic ecosystem.

"There is an increase in willingness to participate in training, apply new teaching strategies, and engage in institutional initiatives. When they see the institution cares about their growth, they are motivated to innovate in their teaching and contribute more to the community."

"Every time I learn something new and apply it successfully in my teaching, I feel a renewed sense of purpose and confidence in my ability to make an impact."

2.2. Growth-oriented but cautious

Twenty-five (25) respondents expressed that they appreciate the initiative but feel overburdened by existing responsibilities. While they value the opportunities, they may worry about balancing professional development with teaching, research, and administrative duties. They value professional growth, but the institution needs to ensure that it doesn't come at the expense of their well-being or other responsibilities. Additionally, they prefer workshops or courses directly addressing their specific challenges, making them feel the time invested is worthwhile. If training is flexible and directly applicable to their work, they're more likely to make time for it, even with a packed schedule. Ultimately, addressing these concerns, institutions can foster an environment where faculty feel supported in pursuing growth without compromising their well-being or professional responsibilities.

"Faculty appreciate the initiative but feel overburdened by existing responsibilities. While they value the opportunities, they may worry about balancing professional development with teaching, research, and administrative duties."

"I prefer workshops or courses directly addressing their specific challenges, making them feel the time invested is worthwhile. If training is flexible and directly applicable to my work, I'm more likely to make time for it, even with a packed schedule."

2.3. Altruistic view

Twenty-two (22) respondents believe professional development is essential for student success. They view institutional support as a necessary step for improving teaching effectiveness and enhancing the student experience. If the institution supports them, they are better equipped to support their students, and that's what matters most. When they are equipped with modern strategies, tools, and knowledge, they feel more confident in their roles, leading to better classroom engagement. Additionally, they mentioned that the educational landscape is rapidly evolving, with new technologies, pedagogical methods, and diverse student needs emerging regularly. Professional development ensures teachers remain current and effective. Students today learn differently than they did a decade ago. The institution's support helps them stay relevant and impactful in the classroom. So, when they learn new ways to engage their students, it transforms their teaching and makes the classroom more dynamic. In summary, faculty see institutional support as essential for bridging the gap between teaching and learning. This support not only empowers educators but also enhances the overall educational experience for students, creating a virtuous cycle of growth and success.

"Professional development is essential for student success. They view institutional support as a necessary step for improving teaching effectiveness and enhancing the student experience. If the institution supports me, I'm better equipped to support my students, and that's what matters most."

"The educational landscape is rapidly evolving, with new technologies, pedagogical methods, and diverse student needs emerging regularly. Professional development ensures teachers remain current and effective. Students today learn differently than they did a decade ago. The institution's support helps them stay relevant and impactful in the classroom. When I learn new ways to engage my students, it transforms my teaching and makes the classroom more dynamic."

Question No. 3. As a faculty, how do you feel about your institutions that you receive enough training for your professional development? Explain your feelings.

3.1. Satisfied but seeking more innovation

Fifteen (15) respondents expressed that they feel the institution provides a solid foundation for professional development, especially with workshops and teaching enhancement programs. However, the training tends to focus on traditional methods. They wish there were more emphasis on innovative approaches, like incorporating AI tools or data-driven teaching strategies, to meet the changing needs of students. Additionally, they mentioned that with the rise of online and hybrid learning environments, there's a gap in training for these modalities. They feel unprepared to design truly interactive and effective online courses that go beyond simply uploading lectures and materials. Sessions on gamification, virtual labs, or collaborative online tools would be highly beneficial. In summary, this expanded perspective underscores the desire for forward-thinking professional development that equips faculty with the tools, confidence, and inspiration to embrace modern educational innovations.

"I feel the institution provides a solid foundation for professional development, especially with workshops and teaching enhancement programs."

“I feel unprepared to design truly interactive and effective online courses that go beyond simply uploading lectures and materials.”

3.2. Support exists, but time is an issue

Twenty-four (24) respondents expressed that the institution does offer many opportunities for training, but they find it difficult to balance these with their teaching, research, and administrative duties. While they appreciate the support, they wish there were more flexible options, like on-demand online modules or asynchronous learning, that could fit into their busy schedule. Additionally, they mentioned that while they value the training opportunities provided, the rigid scheduling often conflicts with their teaching and research commitments. Offering on-demand online modules or asynchronous webinars would allow them to engage with these resources at their convenience, perhaps during a quieter time in the semester or on weekends. These insights highlight the need for flexible, personalized, and supportive professional development opportunities that align with the demanding schedules of higher education faculty.

“The institution does offer many opportunities for training, but I find it difficult to balance these with my teaching, research, and administrative duties.”

“Offering on-demand online modules or asynchronous webinars would allow me to engage with these resources at my convenience, perhaps during a quieter time in the semester or on weekends.”

3.3. Training feels superficial

Twenty-nine (29) respondents expressed that the training provided often feels like a checkbox exercise. While there are sessions on compliance and policy, they feel there’s a lack of deeper engagement in areas like advanced teaching techniques, mentoring skills, or grant writing. They would appreciate more tailored programs that reflect their unique needs as educators. Additionally, they mentioned that most training sessions focus on general policies, procedures, or mandatory compliance topics. While important, these sessions rarely dive into advanced areas that would enhance their teaching or research capabilities. For example, a session on active learning techniques or designing interdisciplinary courses would be far more impactful. These expanded insights emphasize the need for deeper, more relevant, and faculty-driven professional development initiatives that align with the realities of modern teaching and academic responsibilities.

“The training provided often feels like a checkbox exercise. While there are sessions on compliance and policy, I feel there’s a lack of deeper engagement in areas like advanced teaching techniques, mentoring skills, or grant writing.”

“Most training sessions focus on general policies, procedures, or mandatory compliance topics. While important, these sessions rarely dive into advanced areas that would enhance our teaching or research capabilities.”

Research Objectives 2. Determine specific positive effects of escalated faculty development plans being implemented by the academic institution.

Question No. 1. What are long-term positive effects of a sound faculty development training of an institution to the teaching force? Explain further.

1.1. Continuous professional growth

Twenty-three (23) respondents expressed that Faculty development is like a career investment. It helps them stay updated with evolving pedagogical trends and technologies. Over time, this keeps their teaching

relevant and engaging for students. They gain updated knowledge and skills, enhancing their teaching methodologies. This results in better learning outcomes for students and increased job satisfaction for educators. Additionally, they mentioned that Faculty development programs equip them with the tools and techniques necessary to adapt to rapid changes in education, such as flipped classrooms, blended learning, or competency-based education. For example, training on integrating artificial intelligence in classroom settings helps faculty leverage AI tools like adaptive learning platforms, making teaching more personalized and efficient. In essence, faculty development isn't just about improving teaching methodologies—it's about transforming educators into lifelong learners who inspire the same attitude in their students.

"Faculty development is like a career investment. It helps them stay updated with evolving pedagogical trends and technologies. Over time, this keeps their teaching relevant and engaging for students."

"Faculty development programs equip educators with the tools and techniques necessary to adapt to rapid changes in education, such as flipped classrooms, blended learning, or competency-based education."

1.2. Enhanced collaboration and collegiality

Nineteen (19) respondents expressed that these programs often bring faculty together. Sharing strategies and challenges with colleagues has given them fresh ideas and fostered a sense of community. A collaborative academic environment develops, leading to interdisciplinary teaching innovations and a more cohesive faculty body that is united in their goals. Additionally, they mentioned that Faculty development activities, like workshops and seminars, create safe spaces for educators to discuss challenges, share vulnerabilities, and seek advice without fear of judgment. This peer support reduces isolation, particularly for new or adjunct faculty, fostering a culture of mutual growth. In conclusion, fostering collaboration through faculty development programs, higher education institutions not only improve teaching quality but also build a resilient academic community. Educators feel empowered and supported, students benefit from a richer learning environment, and the institution gains a reputation for innovation and excellence.

" These programs often bring faculty together. Sharing strategies and challenges with colleagues has given them fresh ideas and fostered a sense of community."

"Faculty development activities, like workshops and seminars, create safe spaces for educators to discuss challenges, share vulnerabilities, and seek advice without fear of judgment."

1.3. Boosted confidence and leadership skills

Thirty-two (32) respondents expressed that participating in workshops and seminars has equipped them with leadership and communication skills. They now feel more confident mentoring younger colleagues and handling administrative responsibilities. They become empowered to take on leadership roles, contributing to the institution's strategic vision and inspiring peers to excel. Additionally, they mentioned that Faculty development often focuses on improving communication, both in the classroom and in professional settings. Educators learn how to express complex ideas more clearly, listen actively, and engage diverse audiences effectively. Improved communication skills allow them to manage classroom dynamics better, collaborate more effectively with colleagues, and participate more confidently in institutional meetings and decision-making. In summary, investing in leadership and communication skills, faculty development programs not only contribute to individual career growth but also to the long-term success of the institution. Faculty

members who are well-equipped to take on leadership roles help shape the institution's culture, strategic direction, and academic excellence.

"Participating in workshops and seminars has equipped me with leadership and communication skills. I now feel more confident mentoring younger colleagues and handling administrative responsibilities."

"Faculty development often focuses on improving communication, both in the classroom and in professional settings. Educators learn how to express complex ideas more clearly, listen actively, and engage diverse audiences effectively."

Question No. 2. Based on your observations, what perceptions are formed by faculty if their institution is consistent with updating themselves of the current training programs for teachers? Explain further.

2.1. Positive growth-oriented perspective

Thirty (30) respondents expressed that they feel motivated and valued when the institution invests in training programs. It shows that the institution cares about their professional development and is keen on keeping them competitive and aligned with modern teaching practices. It also improves their teaching methodologies, which benefits students directly. Additionally, they mentioned that training programs help them stay updated with the latest pedagogical techniques, subject-specific advancements, and educational technologies. This not only enriches their knowledge base but also diversifies their teaching toolkit, enabling them to cater to varied student needs. Continuous professional development often translates to better career prospects, promotions, or leadership opportunities within the institution. They feel supported in this way tend to be more committed and engaged. Prioritizing continuous professional development, institutions not only build a motivated and valued faculty but also lay the foundation for a thriving academic environment.

"I feel motivated and valued when the institution invests in training programs. It shows that they care about our professional development and are keen on keeping us competitive and aligned with modern teaching practices."

"Training programs help us stay updated with the latest pedagogical techniques, subject-specific advancements, and educational technologies."

2.2. Supportive but realistic perspective

Thirty (30) respondents expressed that it's great that the institution keeps updating training programs, but sometimes, the volume or frequency can be overwhelming. It would be ideal if these were tailored more towards specific faculty needs or departmental goals, rather than a one-size-fits-all approach. Additionally, they mentioned that programs designed to align with departmental goals or individual faculty interests are more engaging and impactful.

For example, a technology workshop tailored for science faculty might focus on lab-based simulations, while one for humanities faculty could explore tools for digital storytelling. In summary, when institutions demonstrate flexibility, acknowledge individual challenges, and offer relevant, impactful opportunities, they foster a more engaged, capable, and satisfied teaching community. This approach also strengthens the relationship between faculty and administration, ensuring long-term institutional success.

"It's great that the institution keeps updating training programs, but sometimes, the volume or frequency can be overwhelming. It would be ideal if these were tailored more towards specific faculty needs or departmental goals, rather than a one-size-fits-all approach."

"Programs designed to align with departmental goals or individual faculty interests are more engaging and impactful."

2.3. Neutral/adaptable perspective

Twenty-six (26) respondents expressed that they're fine with it as long as it doesn't disrupt their regular teaching schedule too much. Training programs should be designed in a way that respects their schedules, offering flexibility. Participants see these updates as opportunities to learn, but they also think it's up to the individual teacher to decide how much they benefit from them. Additionally, they mentioned that Faculty with experience often value self-directed learning. With six years of teaching experience, they likely have a strong foundation in their field, and training programs should be an opportunity to deepen that expertise rather than to be seen as remedial. Thus, having the option to select and engage with content that matches personal or professional development goals becomes more appealing. In summary, as a faculty member with 6 years of experience, training programs should be designed to respect the professional autonomy of teachers, provide flexibility, and offer relevant content that doesn't disrupt core responsibilities. Offering optional, manageable, and personalized learning opportunities, institutions can ensure that faculty are empowered to grow without feeling overwhelmed.

"I'm fine with it as long as it doesn't disrupt my regular teaching schedule too much. I see these updates as opportunities to learn, but I also think it's up to the individual teacher to decide how much they benefit from them."

"With six years of teaching experience, you likely have a strong foundation in your field, and training programs should be an opportunity to deepen that expertise rather than to be seen as remedial."

Question No. 3. What differences have you noticed in terms of motivation and productivity to faculty belonging to institutions with insufficient training programs and those sufficient training programs? Provide your observation and comparisons.

3.1. Motivation to engage with work

Thirty-one (31) respondents expressed that in Institutions with Insufficient Training Programs they feel underprepared for their roles, especially in adopting new teaching technologies or pedagogical strategies. This often leads to frustration, disengagement, and a lack of enthusiasm for professional development. As they struggle to keep up with changing demands, their intrinsic motivation to innovate or invest in their teaching may diminish while in the institutions with Sufficient Training Programs they feel more supported in their professional growth. These programs not only offer pedagogical knowledge but also equip them with the tools and skills to integrate technology, research methodologies, and teaching strategies effectively. This support tends to boost motivation as they feel empowered and more competent in their roles. Additionally, they mentioned that without proper training, they often lack confidence in their teaching abilities and the effectiveness of their methods. A lack of knowledge about modern teaching tools or pedagogical techniques may lead to hesitation in trying new approaches. They shared, they feel like they're stuck in a time warp, unable to adapt their teaching style to today's Institutions that prioritize ongoing training create a culture of growth and collaboration, leading to more engaged and effective faculty.

"I feel underprepared for my roles, especially in adopting new teaching technologies or pedagogical strategies. This often leads to frustration, disengagement, and a lack of enthusiasm for professional development."

“I feel like I’m stuck in a time warp, unable to adapt my teaching style to today’s needs. There’s no guidance or resources to help me change, so I end up sticking to what I know, even if it’s not engaging for students.”

3.2. Job satisfaction and retention

Thirty-five (35) respondents expressed that environment without adequate training opportunities often report lower job satisfaction, which can affect their long-term commitment to the institution. Without the opportunity for development, they may feel stuck in outdated teaching methods or feel overlooked, leading to burnout or consideration of leaving for institutions that offer better professional growth prospects while institutions with strong training and development programs tend to have higher levels of faculty retention. They feel more valued when they see the institution is investing in their professional development. As a result, they are more likely to be satisfied with their roles, leading to better work-life balance and a stronger commitment to the institution. Additionally, they mentioned that environments with inadequate training opportunities often experience a significant impact on their job satisfaction and long-term commitment to their institution. Their reflections shed light on the psychological and professional challenges they face, as well as the reasons they might consider leaving for better prospects. In contrast, institutions that prioritize faculty development tend to create a more fulfilling environment, where they feel valued, supported, and committed to their roles.

"Environments without adequate training opportunities often report lower job satisfaction, which can affect their long-term commitment to the institution. I feel more valued when I see the institution is investing in their professional development"

"My reflections shed light on the psychological and professional challenges I face, as well as the reasons I might consider leaving for better prospects. In contrast, institutions that prioritize faculty development tend to create a more fulfilling environment, where I feel valued, supported, and committed to their roles."

3.3. Productivity in research and teaching

Twenty (20) respondents expressed that they may struggle with incorporating the latest research methods, teaching technologies, or best practices into their classrooms and research. This can result in lower productivity in both teaching and research, as their efforts may not be as effective or efficient as they could be while in a supportive school, they are better equipped to enhance their teaching effectiveness and research productivity. Training programs that focus on research grants, writing workshops, and advanced teaching methodologies can lead to more efficient work processes, higher research output, and improved teaching quality. Additionally, they mentioned that teachers working in environments without adequate training often struggle to stay up-to-date with the latest teaching technologies, research methods, and best practices. This struggle can significantly affect their productivity and effectiveness in both teaching and research. However, in institutions that provide robust support through training programs, they are better equipped to overcome these challenges, leading to improved productivity and higher-quality work.

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5. Discussion

This study examined the transformative effects of enhanced faculty training programs on mindset and behavior, specifically within the realm of higher education. The findings highlight the pivotal role of psychological strategies and professional development initiatives in cultivating a more engaged and effective teaching workforce.

5.1. Stress and time management

The results underscore the importance of addressing psychological challenges, such as stress and time management, which are commonly faced by faculty members. Participants noted that institutions with well-established training programs significantly alleviated these challenges, contributing to improved well-being and a reduction in burnout. These findings highlight the necessity of addressing psychological barriers like stress and time management, which are key obstacles for faculty. Institutions that offer effective training programs were shown to mitigate these pressures, thus enhancing faculty well-being and reducing burnout. A supportive environment in educational institutions fosters higher professional satisfaction and a sense of belonging among faculty members, which aligns with previous studies that emphasize the significance of well-being for sustained professional growth^[41,42]. These interventions not only improve individual faculty performance but also contribute to a positive institutional culture. Faculty members who perceived their institutions as supportive reported a heightened sense of belonging and greater professional satisfaction. Research supports the idea that a supportive environment promotes teamwork and collaboration, which enhances overall morale and productivity^[43]. Furthermore, a sense of belonging is positively correlated with job satisfaction across various educational contexts, reinforcing the importance of fostering inclusivity and community support^[44]. This reinforces the existing literature which suggests that well-being is fundamental for sustained professional development.

5.2. Behavioral modeling

The emphasis on behavioral modeling within training programs reflects a psychological approach to both learning and teaching. Behavioral modeling is a core component of training programs that facilitates learning through observation and hands-on application. This experiential approach encourages adaptability and creativity among educators, ultimately leading to enhanced teaching effectiveness^[45]. Through observing examples and engaging in practical applications, faculty members gained confidence in incorporating innovative teaching strategies. This approach to learning nurtures creativity and adaptability, in line with Bandura's social learning theory, which posits that individuals acquire behaviors by observing and modeling others.

5.3. Mindset and behavioral shifts

The study revealed a clear relationship between institutional support and shifts in faculty mindset. Faculty members reported a renewed sense of purpose and motivation when given opportunities for professional growth. This aligns with self-determination theory, which emphasizes the role of intrinsic motivation in boosting performance and engagement. Participants' willingness to innovate and adopt new teaching methodologies illustrates how training programs can serve as catalysts for change, fostering a growth-oriented mindset. Furthermore, the results showed that insufficient training programs often lead to frustration, disengagement, and decreased confidence among faculty members. In contrast, institutions that

implemented structured and consistent training programs saw improvements in productivity, job satisfaction, and retention. Existing research demonstrates that effective training programs not only enhance employees' skills but also promote a supportive environment, which is critical for job satisfaction and commitment^[46], a finding that is equally relevant for faculty members. This highlights the broader impact of psychological investment on institutional success, as faculty members who feel supported are more inclined to make positive contributions to their roles and the academic community.

The study also emphasized the long-term advantages of robust faculty training programs, including improved collaboration, increased confidence, and strengthened leadership skills. Faculty development initiatives created spaces for educators to share challenges, foster interdisciplinary collaboration, and build a sense of community. Faculty development is recognized as an ongoing need, and when approached as a long-term, continuous process, it fosters community building throughout the institution. Carefully designed faculty development programs can cultivate a culture that prioritizes teaching excellence while simultaneously nurturing a sense of connection and collegiality across the organization, which is essential for continuous innovation and improvement^[47]. A collaborative environment not only benefits individual faculty members but also enhances the academic ecosystem as a whole.

Additionally, participants highlighted the significance of aligning training programs with both institutional objectives and the specific needs of faculty members. Programs that address particular challenges and promote innovative pedagogical techniques were considered more impactful. These insights support the idea that a strategic approach to faculty development is necessary, where professional growth is viewed as integral to both personal and institutional success.

6. Conclusion

This study emphasizes the central role of faculty development programs in shaping the future of higher education institutions. By both psychological and professional needs satisfaction for faculty, these programs facilitate the establishment of a healthy, supportive, and growth-facilitating academic climate. The incorporation of behavioral modeling and psychological strategies within faculty training has proved to be effective in empowering instructors to manage the changing demands of modern academia.

The findings identify that the faculty members involved in such development activity experience a sharp rise in their resilience, flexibility, and innovativeness in teaching practices. Not only does this shift in attitude enhance personal teaching, but it also serves to advance institutional goals. The professors are likely to be more aligned with institutional goals, be more collaborative in working with others, and respond to emerging pedagogical movements and technology.

Overall, high-quality faculty development programs are an investment not just in the individual faculty member but also in the long-term viability and success of the institution as a whole. These programs are central to enhancing teaching quality, academic innovation, and continuous improvement culture. Investing in faculty development enables institutions to create an active academic community that supports faculty professional development and institutional excellence.

Conflict of interest

The authors declare no conflict of interest.

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