

The role of the faculty skills development program in achieving sustainable development / King Khalid University's experience for the year 2020-2021 as a model

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Abstract: This study aims to investigate the relationship between the Faculty Skills Development Program at King Khalid University in the year 2020-2021 and the enhancement and development of new skills among the participating faculty members, totaling 389 after several selection tests. Additionally, it seeks to understand the role of this training program in achieving sustainable development. Accordingly, 194 questionnaires were collected through Monkey Survey using Google Forms. The data were cleaned and analyzed using SPSS and Amos 22.0 to produce the study results. The results revealed that participants in the King Khalid University Faculty Skills Development Program for 2020-2021 were generally satisfied with the program. They believed that the program added new skills and knowledge, contributing to a sense of cooperation among them, reflecting the program's success in achieving its primary objectives. Regarding its impact on achieving sustainable development, the results indicated that participants generally agreed on the presence of some drawbacks, but to a relatively moderate degree, as most statements did not exceed an average score of 4.0, indicating some reservations rather than outright rejection of the program. The study also highlighted some drawbacks, such as the lack of financial or material incentives that met the participants' expectations and the reluctance of some faculty members to participate in the program due to its length and the absence of a "Human Resources Expert" certificate.

Keywords: Faculty Skills Development Program, Sustainable Development, Faculty Skills Enhancement, King Khalid University

Introduction

Saudi Arabia's Vision 2030 places human and organizational capacity building as a fundamental pillar for achieving comprehensive economic development. Consequently, higher education institutions are now expected to excel and enhance their service delivery, measuring their performance in line with the QS ranking standards. For King Khalid University to fulfill its ambition of being among the world's top 200 universities, it has adopted a strategy of investing in the development of faculty members. This strategy aims to equip them with the necessary skills, competencies, and values to keep pace with targeted advancements, thereby ensuring transformative progress for the university. In line with this goal, the university launched and implemented the Faculty Development Program for 2020-2021 through Tamyuzi.

This research was initiated to evaluate the effectiveness of this program in enhancing the knowledge and skills of faculty members, which in turn supports the university's progress on the

QS ranking indicators. The program also aims to achieve several objectives, including increasing the university's financial returns, fostering academic leadership capacities, improving teaching skills to boost the university's academic reputation, and advancing faculty members' professional capabilities in providing consultancy and training services.

The study examines the extent to which this program has impacted the skill level and competencies of the faculty members and its contribution to sustainable development at King Khalid University. By identifying the positive aspects for future program design and addressing the negatives to avoid their recurrence, the researcher will develop a questionnaire to test the study's hypotheses and provide practical findings to the relevant departments. Subsequent studies will be conducted based on this research, including applying this study to faculty members who did not participate in the initial training program to gain further insights into its impact.

In support of these efforts, King Khalid University's Human Resources Deanship, through the Human Resources Development Department, published statistics on the "Masarat" training platform. According to Dr. Ali bin Jaber Al-Alyani, Dean of Human Resources, 858 faculty members and affiliates registered for "Masarat," with 30 training modules delivered over eight weeks. Of these, 692 participants attended training sessions, and 389 faculty members completed all required training modules and competencies.

Human Resources Development Director Ali bin Saleh Al-Dumaih highlighted the inaugural project for faculty skills development via "Masarat" as a vital component in the professional growth ecosystem for university staff. King Khalid University, represented by the Human Resources Development Department, also launched interactive sessions as part of the 2021 Faculty Development Project, focusing on core competencies.

Literature Review:

Objectives of the Faculty Skills Program at King Khalid University (2020-2021) (Deanship of Human Resources, October 2020-May 2021):

- Enhance the academic leadership capabilities of faculty members.
- Improve teaching competencies to contribute to the university's academic reputation.
- Advance faculty members' research publishing skills to raise citation impact indicators.
- Develop professional skills among faculty members in providing consulting and training services.

Faculty Members: The term "faculty member" refers to individuals who lecture in universities or educational institutions. Academic ranks and scientific positions vary within this designation, and it typically applies to individuals with advanced degrees in core, applied, or humanities fields who occupy recognized academic positions (Faculty Handbook, 2020-2021).

Professional Development: Nabeih Gattas defines professional development as "organized efforts to equip individuals with cognitive and field skills, instilling positive attitudes, creativity, and originality to enhance their performance, differing from technical job training" (Taymah, Rushdy Ahmad, Al-Bandari, Muhammad bin Suleiman, 2004). Professional development can also be understood as "a representation of planned, long-term goals and continuous improvement focused on institutional efforts, aimed at academic achievements by faculty through supporting practices of problem-solving, improvement, and ongoing enhancement" (Sami, Fathi, 1999). Further, professional development encourages faculty to take initiative and cultivate self-driven improvement in educational and scientific skills, along with enhancing professional awareness and teaching abilities across disciplines (Hasan, Salih, 2001, p. 6). It provides faculty with the knowledge, skills, opinions, and beliefs necessary to offer high standards in education and

administration, through various programs and approaches aimed at raising their professional performance (Yusuf, Dalia, 2016, p. 136).

Training Programs: These are a set of planned professional, administrative, and specialized needs offered annually by the Deanship of Quality and Skills Development to university affiliates, including academic leaders, faculty, and administrators. The purpose is to enhance their capabilities and achieve the university's strategic goals (Bader, Al-Mutawalli, 1440, p. 170).

The Importance of Training Programs for Faculty Members

Many institutions are committed to enhancing faculty members' skills and capabilities in various areas to improve university workforce performance. Higher education leaders recognize the importance of this development and have implemented training programs for faculty to achieve the overarching goals of educational institutions (Janice A. Miller, et al., 2002; Ali, Riasat, et al., 2010).

Professional Competency of Educators: Professional competency refers to a range of attributes, such as broad knowledge, continuous learning, exploration of new ideas, ability to simplify academic content, effective communication with students, use of engaging methods, and fair and consistent evaluation of students' work (Lozano, et al., 2009, p. 340). Achieving professional competency involves four main components:

1. **Lesson Planning Competency**, including defining educational objectives, content, and appropriate activities and resources.
2. **Lesson Implementation Competency**, involving organizing and utilizing educational experiences and activities within the learning process.
3. **Assessment Competency**, covering the preparation and use of appropriate tools to evaluate educational content.
4. **Human Relations Competency**, focusing on fostering positive relationships between educators and students and among students in the learning environment (Al-Adwani & Al-Ashwal, 2013, p. 14).

Sustainable Development: Sustainable development integrates social and environmental dimensions with economic ones to make optimal use of resources that meet current needs without compromising future generations. The global community faces environmental degradation, which must be addressed while ensuring economic growth and social equity (Power, C., 2015, *The Power of Education: Education for All, Development, Globalization, and UNESCO*, London, Springer). Education, therefore, plays a crucial role in the renewed vision for sustainable human and social development, aiming for inclusivity and long-term impact. Empowering education fosters human resources who are productive, adaptable, problem-solving, creative, and able to live in harmony with nature. Nations that ensure lifelong educational opportunities set in motion a "quiet revolution" where education drives sustainable development and serves as a key to a better world (UNESCO, *Rethinking Education: Towards a Global Common Good?*, 2015, pp. 31-32).

Sustainable development is also defined as a country's ability to enhance its human, economic, natural, and social resources to meet the basic needs of most citizens and empower them to advocate for their rights. This concept applies at both the societal level and the individual level, where personal growth involves self-driven development of knowledge, culture, productivity, and skills in line with the demands of modern society (*Theories of Social Development*, NWEKE, OBINNA INNOCENT, 2010).

Developing faculty skills plays a crucial role in achieving sustainable development by improving educational quality and enhancing academic and administrative performance. Training faculty on curriculum design, teaching strategies, and innovative methods promotes students' environmental

and social awareness. By incorporating sustainability into the learning process, faculty training supports the formation of sustainable communities. (Alkhaleej, July 5, 2024)

Study Methodology

This study primarily relies on the descriptive-analytical methodology, which uses both descriptive and analytical statistical methods. The descriptive methodology is defined as "a set of research procedures that integrate to describe a phenomenon or subject by relying on the collection, classification, processing, and detailed analysis of facts and data to extract their significance and reach conclusions" (Matawa' and Al-Khalifah, 2014, p. 111).

In the same context, the descriptive-analytical methodology aims to provide "a type of research that targets the quantitative or qualitative description of a social, human, or administrative phenomenon, or a group of interrelated phenomena, through the use of various data collection tools such as interviews and observations, making the studied phenomenon or phenomena clear enough to allow for the realistic identification of the problem in preparation for hypothesis testing" (Al-Ash'ari, 2007, p. 118). The researcher assumes that the use of this methodology in the study will help in achieving its goals, as it has proven effective in yielding good results.

Study Population

To examine the impact of the faculty development program on achieving sustainable development, using the experience of King Khalid University in the year 2020 as a model, the total number of participants was 389 trainees.

The researcher relied on the (UMA Sekaran) formula to determine the sample size, which is as follows:

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Study Sample

A sample of 194 trainees was drawn from the faculty members at King Khalid University for the year 2020.

Characteristics of the Study Participants

A number of key variables were identified to describe the study participants, including: (age – academic degree), which have significant indicators on the study results. These are detailed as follows:

1. Age:

Table (1) shows the distribution of the study participants according to the age.

Age	Frequencies	Percent
Less than 30 years	15	7.73
30–40 years	55	28.35
41–50 years	105	54.12
51–60 years	18	9.79
Total	194	100.0

Table (1) illustrates the age distribution of the study participants. It shows that the largest group falls within the 41–50 years age range, accounting for 54.12% (105 participants), indicating that

over half of the sample consists of individuals in this age bracket. The next most represented age range is 30–40 years, making up 28.35% (55 participants). Meanwhile, participants under 30 years constitute a smaller portion, with 7.73% (15 participants), and those aged 51–60 represent 9.79% (18 participants). This distribution suggests that the study largely focuses on participants aged 30–50, which could have implications for the study's outcomes or relevance to mid-career individuals.

2. Academic Degree

Table (2) shows the distribution of the study participants according to the academic degree.

Academic Degree	Frequencies	Percent
Professor	5	2.58
Associate Professor	25	12.89
Doctorate	116	59.79
Master's	33	17.01
Bachelor's	15	7.73
Total	194	100.0

Table (2) presents the distribution of study participants based on their academic degrees. The majority hold a Doctorate degree, comprising 59.79% of the sample (116 participants), indicating that most participants have attained advanced academic qualifications. This is followed by Master's degree holders, who make up 17.01% (33 participants), and Associate Professors at 12.89% (25 participants). Bachelor's degree holders represent 7.73% (15 participants), while Professors are the least represented group at 2.58% (5 participants). This distribution highlights that the sample primarily includes participants with high academic achievements, suggesting a focus on individuals with advanced expertise and possibly influencing the study's insights within academic and professional contexts.

Study Tool

A questionnaire was used as a data collection tool due to its suitability for the study's objectives, methodology, and population, as well as to answer its research questions.

A) Construction of the Study Tool:

After reviewing the literature and previous studies related to the current study topic, and in light of the data and questions of the study and its objectives, the tool (the questionnaire) was constructed. The final version of the questionnaire consists of three parts. Below is a description of how it was constructed and the procedures followed to verify its validity and reliability:

1. **Introduction:** This section includes an introduction outlining the study's objectives, the type of data and information to be collected from the study participants, along with assurances regarding the confidentiality of the provided information and a commitment to use it solely for research purposes.
2. **Part One:** This section contains the demographic data of the study participants, specifically: (age - academic degree).
3. **Part Two:** The questionnaire comprises two main sections:
 - o **Section One:** Positives of the Faculty Development Program in Achieving Sustainable Development, using the experience of King Khalid University in 2020 as a model, consisting of 10 items.

- **Section Two:** Negatives of the Faculty Development Program in Achieving Sustainable Development, also based on the experience of King Khalid University in 2020, consisting of 10 items.

The five-point Likert scale was used to obtain responses from the study participants, with the following degrees of agreement: (Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree). This scale is quantified by assigning each statement a score as follows: Strongly Agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), Strongly Disagree (1 point). To determine the length of the categories in the five-point Likert scale, the range was calculated by subtracting the minimum value from the maximum value ($5 - 1 = 4$). This range was then divided by the highest value in the scale ($4 \div 5 = 0.80$). After that, this value was added to the lowest value in the scale (1) to determine the upper limit of this category. Consequently, the length of the categories is as shown in the following table:

Table (3): Distribution of Categories for the Five-Point Likert Scale (Response Means Limits)

Category	From	To
Strongly Agree	4.21	5.00
Agree	3.41	4.20
Neutral	2.61	3.40
Disagree	1.81	2.60
Strongly Disagree	1.00	1.80

The range length was used to obtain an objective judgment on the mean responses of the study participants after statistical processing.

B) Validity of the Study Tool:

The validity of the study tool was ensured through:

1. Content Validity

Content validity refers to the extent to which the statements and dimensions of the study represent the content of the phenomenon being studied. This can be assessed through the Pearson correlation coefficient values at a significance level ($\alpha = 0.05$). The strength of the correlation coefficient is reflected in its value, which ranges from 0 to 1. The accompanying sign of the coefficient indicates the direction of the relationship; it is positive for a direct relationship and negative for an inverse relationship, while a correlation coefficient of zero indicates no relationship at all (Abdul Fattah, 2017). The researcher verified the content validity of the tool by:

2. Internal Consistency Validity of the Tool:

to verify the internal consistency validity of the questionnaire, the Pearson correlation coefficient was calculated to determine the degree of correlation between each item of the questionnaire and the total score for the section.

Table (4): Pearson Correlation Coefficients for the Questionnaire Items with the Total Score

Section	Items	Correlation Coefficient with Total Score
Section One: Positives of the Faculty Development Program in Achieving Sustainable Development / Experience of King Khalid University in 2020 as a Model	I feel satisfied with the level of the Faculty Development Program in enhancing my skills.	.905**
	The material available in the Faculty Development Program is sufficient and useful.	.392*
	I have applied what I learned in the Faculty Development Program in teaching and administrative work.	.865**
	The Faculty Development Program has successfully met my training needs.	.903**
	The Faculty Development Program has succeeded in developing my values, attitudes, and behaviors toward work, supervisors, colleagues, and subordinates.	.829**
	The Faculty Development Program has provided benefits that exceed the expenses incurred.	.811**
	The Faculty Development Program has added new and relevant information and skills for me.	.875**
	The Faculty Development Program has fostered a spirit of cooperation among faculty members at King Khalid University.	.858**
	The Faculty Development Program helped trainees share their experience with colleagues who could not attend the program.	.788**
	The Faculty Development Program has managed to achieve sustainable development at King Khalid University.	.813**
Section Two: Negatives of the Faculty Development Program in Achieving Sustainable Development / Experience of King Khalid University in 2020 as a Model	The Faculty Development Program took more time and effort than planned.	.591**
	The density of information in the program led to significant information loss.	.693**
	Trainees were not awarded the promised Human Resources Expert certificate before enrolling in the program.	.439**
	The numerous and difficult tests during the Faculty Development Program.	.537**
	The program continued during the summer vacation.	.287*
	Trainees were only given a certificate of attendance.	.245*
	No material or in-kind rewards were offered that met the trainees' expectations.	.179*
	Other faculty members who did not attend were deterred from enrolling in this program because they learned of its length and the lack of a Human Resources Expert certificate for trainees.	.641**
	The Faculty Development Program did not contribute directly to the development of faculty members' skills.	.701**
	Trainees conveyed their dissatisfaction with the program's negatives to other colleagues.	.602**

Significant at the 0.01 level | Significant at the 0.05 level

It is evident from Table (4) that the correlation coefficient values for each statement with its corresponding dimension are positive and statistically significant at the levels of 0.01 and 0.05, indicating the internal consistency validity of the questionnaire items and their suitability for measuring what they were designed to measure.

C) Reliability of the Study Tool:

The reliability of the study tool was confirmed using Cronbach's Alpha coefficient (α). Table (5) shows the Cronbach's Alpha reliability values for each section of the questionnaire.

Table (5): Cronbach's Alpha Coefficient for Measuring the Reliability of the Study Tool

Questionnaire Sections	Number of Items	Cronbach's Alpha Coefficient
Section One	10	0.812
Section Two	10	0.948
Overall Reliability	20	0.815

It is evident from Table (5) that the reliability coefficient of the questionnaire is high, with an overall reliability of (0.812), reliability for the first section (0.948), and reliability for the second section (0.815). This indicates that the questionnaire has a high degree of reliability and can be confidently used in the field study.

Study Application Procedures:

After confirming the validity and reliability of the questionnaire and its suitability for application, it was implemented in the field by following these steps:

1. The questionnaire was distributed electronically.
2. A total of (169) questionnaires were collected.

Statistical Analysis Methods:

To achieve the study objectives and analyze the collected data, several appropriate statistical methods were used through the Statistical Package for Social Sciences (SPSS). The following statistical measures were calculated:

1. **Frequencies and Percentages:** To identify the characteristics of the study participants and their responses to the main sections of the questionnaire.
2. **Weighted Mean:** To determine the average responses of the study participants for each item, and to rank the items based on the highest weighted mean.
3. **Mean:** To assess whether the responses of the study participants to the main sections were high or low, and to rank the sections based on the highest mean.
4. **Standard Deviation:** To identify the deviation of participants' responses for each item and for each main section from the mean. A standard deviation close to zero indicates concentrated responses with less variability.
5. **Pearson's Correlation Coefficient:** To measure the validity of the study tool.
6. **Cronbach's Alpha Coefficient:** To measure the reliability of the study tool.

Results

Results provides a detailed presentation of the results obtained from the current study by answering the study's questions through appropriate statistical analyses, followed by the interpretation of these results, as outlined below:

1. There is a statistically significant relationship between the faculty development program at King Khalid University and the improvement of faculty members' skills at the university in a positive direction.

Table (6) shows the mean and standard deviation for the items of the first section: "The Positive Aspects of the Faculty Development Program in Achieving Sustainable Development / The Experience of King Khalid University for the Year 2020."

Statement	Mean	Standard Deviation	Rank	Interpretation
The faculty development program added new and relevant knowledge and skills to me.	4.06	0.836	1	Strongly Agree
The program fostered a spirit of collaboration among faculty members at King Khalid University.	4.05	0.901	2	Strongly Agree
I am satisfied with the level of the faculty development program in enhancing my skills.	4.05	0.905	3	Agree
The program successfully improved my values, attitudes, and behaviors towards work, superiors, colleagues, and subordinates.	4.01	0.752	4	Agree
I have applied what I learned from the faculty development program in teaching and administrative work.	3.98	0.852	5	Agree
The program successfully met my training needs.	3.95	0.953	6	Agree
The faculty development program succeeded in achieving sustainable development at King Khalid University.	3.83	0.850	7	Agree
The program helped participants transfer their experience to colleagues who could not attend.	3.79	1.036	8	Agree
The program provided benefits that exceeded its costs.	3.69	1.006	9	Agree
The materials available in the faculty development program were sufficient and useful.	3.56	1.209	10	Agree
Overall Mean for the Section	3.89	0.93		

Table (6) presents the means and standard deviations for statements related to the advantages of the Faculty Development Program in achieving sustainable development at King Khalid University in 2020. The highest mean was for the statement, "The program added new and relevant knowledge and skills to me," with a score of 4.06, indicating high participant satisfaction with the value the program added. This was followed by the statement about fostering collaboration among faculty members, with a mean of 4.05, underscoring the importance of professional interaction and

teamwork. In contrast, the statement about the sufficiency of the program materials ranked last, with a mean of 3.56, indicating a potential area for improvement.

The results suggest that participants in the 2020 Faculty Development Program at King Khalid University were generally satisfied, with an overall mean rating of 3.89. The statements with the highest means indicate that participants found the program valuable in providing new skills and enhancing collaboration, reflecting the program's success in achieving its core objectives.

Here is an analysis of the key points from the table:

- The statement "The program added new and relevant knowledge and skills to me" had the highest mean (4.06), showing that most respondents found the program very beneficial in providing new skills. The standard deviation of 0.836 suggests broad agreement among participants.
- The statement about fostering collaboration among faculty members followed closely with a mean of 4.05, indicating that the program also contributed to teamwork and effective communication.
- The statement "The materials available in the faculty development program were sufficient and useful" had the lowest mean (3.56), which may point to a need for improving or expanding the training content.
- The statement "The program provided benefits that exceeded its costs" received a lower than average rating (3.69), suggesting some doubts about the economic efficiency of the program.
- The overall mean for the section was 3.89, with a standard deviation of 0.93, indicating generally positive feedback on the program, although there are areas that may require improvement.

2- There is a statistically significant negative relationship between the Faculty Development Program at King Khalid University and the enhancement of faculty members' skills.

Table (7) shows the means and standard deviations for statements related to the disadvantages of the Faculty Development Program in achieving sustainable development at King Khalid University in 2020.

Statement	Mean	Standard Deviation	Rank	Interpretation
Failure to provide material or in-kind rewards that meet trainees' expectations	3.86	0.925	1	Agree
Other faculty members who did not attend refrained from joining the program because they knew about its length and lack of a Human Resources Expert certificate for the trainee	3.86	0.996	2	Agree
Trainees were only given a certificate of attendance	3.62	1.101	3	Agree
Trainees were not awarded the promised Human Resources Expert certificate before enrolling in the program	3.60	1.197	4	Agree
The program continued during the summer vacation	3.59	1.038	5	Agree
Trainees expressed their dissatisfaction with the program's shortcomings to other colleagues	3.50	1.064	6	Agree
There were too many difficult tests during the Faculty Development Program	3.47	1.175	7	Agree
The Faculty Development Program took more time and effort than planned	3.35	1.119	8	Neutral
The Faculty Development Program did not directly contribute to developing the skills of faculty members	3.11	1.215	9	Neutral
The dense information in the program caused a large portion of it to be lost	3.09	1.169	10	Neutral
Overall mean for the section	3.51	1.10		

Table (7) shows the average ratings of the negative aspects of the Faculty Development Program at King Khalid University in 2020, regarding its impact on achieving sustainable development. Here are the key observations:

1. Overall mean for the section:

- The overall mean for the negative aspects is 3.51 with a standard deviation of 1.10. This suggests that participants generally agreed on the presence of some negative aspects, but to a moderate extent. Most of the statements did not exceed a mean of 4.0, indicating some reservations but not an outright rejection of the program.

2. Statements with the highest means:

- The statement "Failure to provide material or in-kind rewards that meet trainees' expectations" received the highest mean (3.86) with a standard deviation of 0.925. This indicates that the lack of rewards was one of the most prominent criticisms negatively affecting the participants' experience.
- Similarly, the statement concerning the reluctance of other faculty members to join the program (mean of 3.86) reflects that the program's length and the absence of a "Human Resources Expert" certificate reduced interest and participation.

3. Statements with the lowest means:

- The statement "The dense information in the program caused a large portion of it to be lost" received the lowest mean (3.09), indicating that this issue was not central for most participants.
- Additionally, the statement "The Faculty Development Program did not directly contribute to developing the skills of faculty members" received a relatively low mean (3.11), suggesting that many participants felt the program met some objectives but was not clearly effective in enhancing their skills in a tangible way.

There are clear criticisms regarding the length of the program and the lack of expected certificates or rewards, which affected participants' enthusiasm and engagement. The standard deviation for many statements is relatively high, indicating diverse opinions among participants about the impact of these negative aspects. While some saw these as significant obstacles, others may not have been as affected.

Summary of Results:

- Participants expressed a positive evaluation of the Faculty Development Program at King Khalid University for 2020, with an overall mean of **3.89**, indicating general satisfaction with the program.
- The main positives highlighted by participants were the addition of new skills and knowledge through the program and the enhancement of cooperation among faculty members.
- Despite these positive results, there were some concerns regarding the abundance of training materials and the program's economic efficiency, suggesting that content and economic value could be improved.
- Participants also pointed out some negative aspects of the program, with an overall mean of **3.51**, showing agreement on certain negative aspects but to a lesser extent than the positives.
- The main negatives included the lack of financial or material rewards meeting participants' expectations, and the reluctance of some faculty members to join the program due to its length and the absence of a "Human Resources Expert" certificate.

- There was a range of opinions on points such as the density of the information and the direct impact of the program on their sustainable skills development, indicating that some participants felt they did not fully benefit from the program.

Study Recommendations:

1. **Incorporate financial or material incentives** for trainees, as the results showed that the lack of such rewards negatively impacted participant satisfaction. Providing additional rewards or certificates of appreciation could encourage participants to fully benefit from the program.
2. **Offer specialized certifications** like "Human Resources Expert" or other internationally recognized professional certifications to enhance the program's credibility and attract more faculty members to participate.
3. **Review the training material** to ensure it is adequate and beneficial, aligning with trainees' expectations, and focus on reducing information density while delivering it in an organized manner for better absorption.
4. **Reconsider the program's timing**, ensuring it does not overlap with summer vacations or impose heavy time burdens on trainees. It would be preferable to plan the program flexibly to fit faculty members' schedules.
5. **Reduce the number and difficulty of tests** within the program, ensuring they serve the purpose of assessment without overwhelming participants, while using alternative evaluation methods such as practical projects or continuous assessment.
6. **Increase efforts to attract non-participating faculty members** by promoting the benefits, emphasizing the certifications and rewards offered, and organizing introductory or trial sessions to help them understand the value of the program before enrolling.
7. **Focus on improving practical applications** to ensure sustainable development. The program should emphasize practical applications of the training content and provide opportunities for hands-on and experiential training, helping to improve faculty members' skills tangibly.
8. **Conduct periodic evaluations of the program** based on trainee feedback to ensure continuous improvement and updating of the content to align with faculty needs and sustainable development goals.

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