



Research Article

University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation

Dr. Sonia Abdul-Fattah Ibrahim Shehadeh

Academic staff member, Head of Diploma in Administrative and Financial Business Department, and head of Bachelor of Accounting and Auditing Department, Palestine Technical University Kadoorie, Ramallah Branch – Palestine



ARTICLE INFO

ABSTRACT



Keywords:

Professional development, human resources, educational institutions, educational formation

Article History:

Received: 11-12-2024

Accepted: 15-01-2024

Published: 02-02-2025

The study aimed to examine the University Human Resources Professional Development as a Tool for Achieving Good Educational Formation and examined the role of variables: gender, scientific qualifications, nature of work, and years of experience in examining the problem of study. The study population consisted of all (145) Palestine Technical University Khadoori (Ramallah Branch) employees for the year 2023, the sample consisted of (65).

The results of the study showed that Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation was high; it also showed that there were no statistically significant differences due to gender, nature of work, scientific qualification, and years of experience

Cite this article:

Shehadeh, S. A.-F. I. (2025). Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation. *Sprin Journal of Arts, Humanities and Social Sciences*, 4(1), 19–25. <https://doi.org/10.55559/sjahss.v4i1.470>

Introduction

Professional development represents an important and essential input of the educational process, and it is concerned with improving the performance of workers in all educational institutions (Shabbir, 2016), including educational leaders, administrators and academics, which makes them able to carry out their roles and work requirements efficiently and effectively (Wilton, 2022), and with the development of the basic functions of the university and its endeavor to achieve comprehensive quality and face future challenges (Kálmán & Skaniakos, 2020). The concept of professional development in the developed and developing countries of the world alike (Corcoran, 2014), to make the best use of the human element and strengthen its capabilities (Dessler, 2020), and to enhance the role of the educational institutions in achieving its functions (Bates & Morgan, 2018), and this broader concept means that professional development is the means through which the human element and leaders in the university can acquire and enhance their skills and beliefs Necessary to provide high educational and administrative levels in the interest of society and lead to its continuous development (Buckley et al, 2023).

Institutions of higher education are the locomotive of development in its various fields (Huang, 2016), and they also represent houses of expertise that provide the various sectors of work and production with what they need of qualified cadres in various fields (Sancar & Deryakulu, 2021), The university, in turn,

does this through three main areas: teaching, scientific research, and community service (Kilag, & Sasan, 2023).

Professional development helps in improving the quality of professional life within educational institutions, providing its employees with more experiences and information that contribute to raising their intellectual, cultural and professional level (Borka Et Al, 2010), developing their readiness to take on new roles, and developing their skills (Robert, 2002), whether by providing them with multiple skills or providing them with values appropriate to the nature of their profession and their current and future roles (Kohli, 2019). In the end, it serves the local community in which these institutions are located (Powell & Bodur, 2019).

This is because effective professional development must provide the human element with the ability to devise modern performance strategies to meet the requirements of rapid change (Merchie et al, 2018). Therefore, the concept of professional development and related concepts belong to the philosophy and principles of continuous education and self-education. Continuous education is based on the meaning of change and its implications in the political, economic, social and cultural aspects of society (Admiraal et al. 2021). Professional development in general is an intended process through which programs provide the human element with the knowledge (Collins Et. Al 2000), skills and attitudes that enable him to absorb the developments of his advanced profession and develop accordingly to meet the changes facing modern societies (Smith & Gillespie, 2023).

*Corresponding Author:

Email: s.shehadeh@gmail.com (S. A.F. I. Shehadeh)

<https://doi.org/10.55559/sjahss.v4i1.470>

© 2025 The Authors. Published by Sprin Publisher, India. This is an open access article published under the CC-BY license

<https://creativecommons.org/licenses/by/4.0>

And if higher education institutions are the locomotive of development (Gardner et al, 2019), then the human element in it is the main driver of this locomotive, and to the extent of its quality and the level of its performance (Cheon et al, 2018), the success of the educational institution in performing its role in leading society in various sectors towards progress (MacPhail et al, 2019), advancement and well-being, and its support is considered one of the most important tasks entrusted to those who work in the field Education (Fernández-Batanero, et al,2022), because it is the most valuable resource for any country (Danijela, 2018), so it must provide it with time and resources that help it grow and develop to reach the ranks of specialists (Boon et al, 2019).

Therefore, higher education institutions around the world have taken care of the need to organize many continuous professional development programs for the human element and educational leaders in it (Boon et al, 2018), in order to develop and organize their investment capacity (Allison, 2013), and increase their absorptive capacity in light of their policies, which express the extent of their ability to benefit from professional development programs (Sukawati et al, 2020).

Gaps in the Literature

Many previous studies have addressed the subject of professional development of human resources, as this concept has received the attention of many researchers in various fields, and the Palestinian society has received many studies that have addressed ways to develop and grow it. However, the researcher did not find research that linked professional development of human resources and its role in forming good educational formation in Palestinian universities in general, and in Palestine Technical University - Khadouri in particular, which is what this study attempts to address.

The originality of the present study

Palestinian universities are one of the most important tools for change in the prevailing thinking pattern, and the real field for building and shaping the personalities of students in them, and providing the community with the outputs on which it is based on its operation, development, and meeting its needs, and given that the human element is very influential in the process of preparing university students who form the pillar of its rise and development The interest in his development and the development of his knowledge, experience and skills is one of the things taken for granted if the university is to fulfill its mission in serving the community to the fullest. And good tutorial.

Aim of the study

Recognizing the University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation. Also Identifying the estimates of the study sample of the University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation according to the study variables: gender, academic qualification, nature of work, and years of experience.

Research Question

The Main Question: what is the University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation?

Based on the main question the following sub-question formed:

Is there a difference in University Human Resources Professional Development extant as a Tool for Achieving Good

Educational Formation due to gender, scientific qualification, work field, and years of experience?

Study Hypothesis

1. There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to scientific qualification.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Nature of work.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience.

The significance of the Study

The importance of the study appears in being related to an important topic of the modern era in terms of measuring the role of professional development of the human element in educational institutions in achieving good educational and educational training.

This study is the first at this level, which is concerned with studying the role of professional development of the human element in educational institutions in achieving good educational and educational training, as far as the researcher knows.

Presidents of Palestinian universities and researchers interested in achieving good educational training may benefit from this study.

Definition of Terms

Human resources: Human Resources is defined as “The entire workforce within an organization” (Wilton, 2022), and it is also a concept Means “the human element or individuals present within a business establishment” (Dessler, 2020), it is also defined as “The comprehensive group of individuals working in an organization or institution” (Buchley et al, 2021), as it is also a contemporary, comprehensive term used to describe the “management and development of employees in an organization” (Greer, 2021).

Professional development: Professional development is defined as “any activity designed to help develop and enhance the skills and knowledge of workers in their field of work” (Allison, 2013), and it can also be defined as “a planned and organized attempt to introduce, review or change the competencies and thus the professional performance of professionals” (Borka et al, 2010), and it is also a concept It indicates that “education continues throughout an individual’s life, whether through educational courses or work experience and practice” (Kilag & Sasan, 2023), and it is also defined as “a set of activities that raise the current and future abilities and skills of workers and which are related to a specific work” (Sim & Fletcher-wood< 2021), as it is also called the term Personnel development, and according to this term, is defined as “experiences that help employees build knowledge and skills, such as attending conferences and workshops” (Fernández-Batanero et al, 2022).

Methods (Design of the Study)

The current study adopted the descriptive analytical approach. After collecting the data, the researchers used the analytical-statistical method to answer the question of the study and interpreted the results.

Population and sample of the study

Population of the study:

The study population consisted all (145) Palestine Technical University Khadoori (Ramallah Branch) employees for the year 2023

Sample of the Study:

A random cluster sample of (65) were chosen to respond to the questionnaire.

Table (1) statistical description of the research sample according to demographic variables

Demographic Variables		Frequency
Gender	Male	25
	Female	40
	Total	65
Scientific qualification	Diploma and less	19
	Bachelor's	10
	Master's	26
	Ph.D.	10
	Total	65
work field	Administrative	33
	academic	32
	Total	78
Years of Experience	Less than 5 years	2
	From 5-10 years	5
	More than 10 years	58
	Total	65

Instruments of the study

The researcher developed Questionnaire to examine University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation, it consists of two sections. The first section included personal information about the respondents. The second section included (24) items, to investigate the aim of the study, the researcher developed the questionnaire with 3-point Likert scales ranging from strongly agree - strongly disagree. The questionnaires distributed to (65) employee.

Validity of Instruments

To ensure that the content of the questionnaire was valid, it handed to a jury of professional doctors in the field at Palestine technical university, The Panel of judges asked to evaluate the opportunities of the instrument to the whole purpose of the study. They accepted the items and the parts of the questionnaire, but they asked the researchers to follow some modifications. The researchers took these recommendations into amount before issuing the final draft of the tool, and then the instrument distributed to the subject of the study.

Reliability of Instruments

Cronbach's Alpha Value for the questionnaire was (85.1%) which is appropriate for the purposes of the study.

Procedures of the study

The study carried out in the following manner:

1. The relevant literature reviewed to establish the theoretical background of the study.
2. The population identified and the samples selected on which the instruments applied.
3. The questions of the study put up, depending on previous studies.
4. The reliability and validity of the instruments approved.
5. The researcher distributed the instruments.
6. The instrument distributed and gathered in the Second semester of the scholastic year 2022-2023.
7. The data was gathered and analyzed by using SPSS program.
8. The researcher explained the information.

Variables of the study:

1. **Independent variables:** Gender (Female/Male), Scientific qualification (Diploma and less/Bachelor's/Master's/Ph.D), Nature of work (Administrative/academic), Years of Experience (Less than 5/From 5-10/More than 10).
2. **Dependent variables:** University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation.

Data Analysis

In order to analyze the data, the researcher used statistical Package for social science (SPSS), descriptive statistics (means, frequencies, percentage, and Std. Deviation) and inferential statistics. (Independent T-test, one-way ANOVA, LSD and Cronbach Alpha).

Results and discussion

To determine University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation, and in order to interpret the results, the following arithmetic means and percentages were adopted:

An arithmetic means of (1.8–2.59) or (36–51.9%) indicates a low score.

The mean (2.60 – 3.39) or (52 – 67.9 %) indicates a Moderate score.

An arithmetic means of (3.40 –4.19) or (68 – 83.9%) indicates a high degree.

Results related to the first question:

What is Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation?

To answer this question, the researcher calculated the arithmetic means and standard deviations of the study sample's estimates of Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation for each paragraph of the tool and for the total score. Table (2) shows that

Table (2): means, Std. Dev. and degrees of the items of the questionnaire (ranked in descending order).

#	Item	Mean	Std. Dev.	Degree
15	Update and develop the knowledge and skills of the human element in the field of community service.	4.80	1.17	High
24	The human element participates in holding seminars and workshops for community members that meet their different needs.	4.14	1.17	High
8	Planning professional development programs for the human element is linked to achieving the general goals of society.	4.12	1.18	High
17	Organizes and supervises courses in the field of literacy and adult education.	4.11	1.30	High
23	The human element participates in holding training courses for members of the community.	4.06	1.32	High
2	The Foundation provides a scientific climate that supports scientific research activities aimed at serving the community.	3.93	1.24	High
16	Design programs to develop the skills of workers in local community institutions.	3.91	1.31	High
3	The human element participates in conducting research that deals with many creative ideas that serve the community.	3.84	1.13	High
6	Appropriate budget shall be approved to provide the necessary material resources for professional development programs aimed at developing scientific research skills.	3.69	1.24	High
14	It encourages creativity and innovation in all fields of work of the human element with regard to community service.	3.66	1.29	High
12	There are interdisciplinary research teams consisting of workers in educational institutions and members of the local community.	3.60	1.16	High
7	The human element gains the total trust and support of the institutions of society.	3.48	1.25	High
10	Meetings are held between the human element and members of the local community in order to exchange experiences as a form of professional development.	3.46	1.16	High
1	Human element research is related to the problems of society.	3.45	1.06	High
13	The human element updates their curricula according to the needs of the community.	3.45	1.25	High
19	It helps the human element to benefit the local community from what they have gained from the professional development programs offered to them.	3.37	1.13	Moderate
4	The human element in its scientific production adopts contemporary research methodologies and methods that keep pace with the problems of contemporary society.	3.34	1.03	Moderate
18	It encourages the human element to hold high-level training courses for members of the local community.	3.32	1.31	Moderate
21	It allows the human element to work as volunteers with local community institutions in order to benefit from their experiences as a form of professional development.	3.24	1.02	Moderate
20	It allows its specialized cadres to contribute to the development of local community institutions.	3.18	1.23	Moderate
9	The human element builds long-term relationships with their students.	3.14	1.22	Moderate
22	Scientific and applied cooperation agreements are concluded with local community institutions.	3.13	1.02	Moderate
5	It adopts strategic planning for professional development programs to raise the level of its human element in the field of scientific research.	3.09	1.26	Moderate
11	Seminars and scientific conferences are organized to solve community problems as a form of professional development for academic staff members.	3.08	1.02	Moderate
	Total	3.61	0.10	High

Results in table (2) show that Palestine technical university contribution in spreading of technical education culture in the Palestinian society was high, with a mean of (3.61) over/out of (5).

Results related to the second question

Is there a difference in University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender, scientific qualification, work field, and years of experience?

To answer this question, the researchers investigated the following hypothesis:

Results related to the first Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender.

To test this hypothesis, the researcher used independent t-test as table (3) shows: The results of independent t-test for the differences in participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender.

Table (3): Results of the independent t-test for gender variable.

gender	Mean	Std. Dev.	Std. Error Mean	Sig.
male	2.95	.420	1.93	0.06
female	2.75	.370		

The results in table (3) show that the level of significance for the differences in participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender is (0.06) this means that there are no statistically significant differences at ($\alpha < 0.05$), in favor of female students, Thus, the hypothesis is accepted.

Results related to the second Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to scientific qualification.

To test this hypothesis, the researcher used one-way ANOVA-test, table (4) shows: The results of one-way ANOVA- test for the differences in participant's responses related to universities academic staff Developing Effects on Palestinian society development due to scientific qualification.

Table (4): results of ANOVA- test for scientific qualification variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.1010	3	0.0340	0.20	0.89
Within Groups	10.287	61	0.1690		
Total	10.388	64			

The results in this table (4) show that the level of significance for the differences in the participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to scientific qualification is (0.89) this means that there are no statistically significance differences at ($\alpha < 0.05$). Thus, the hypothesis accepted.

Results related to the third Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) of Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to work field.

To test this hypothesis, the researcher used independent t-test as table (5) shows: The results of independent t-test for the differences in participant's responses related to Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Nature of work.

Table (5): Results of the independent t-test for Nature of work variable.

Nature of work	Mean	Std. Dev.	Std. Error Mean	Sig.
Administrative	32	2.87	0.8180	0.41
Academic	33	2.79		

The results in table (5) show that the level of significance for the differences in participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Nature of work is

(0.41) this means that there are no statistically significant differences at ($\alpha < 0.05$). Thus, the hypothesis is accepted.

Results related to the fourth hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) of University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience.

To test this hypothesis, the researchers used one-way ANOVA- test, table (6) shows: The results of one-way ANOVA- test for the differences in participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience.

Table (6): the results of ANOVA- test for the differences in the participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.072	2	0.0360	0.2160	0.800
Within Groups	10.316	62	0.1660		
Total	10.388	64			

The results in this table (6) show that the level of significance for the differences in the participant's responses related to University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience is (0.80) this means that there are no statistically significance differences at ($\alpha < 0.05$). Thus, the hypothesis accepted.

Conclusion

The study results showed that Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation was high, with a mean of (3.61) over/out of (5). The result also revealed that there were no statistically significant differences due to gender, scientific qualification, Nature of work, and Years of Experience.

Dissection of the results of the study

1. The researcher attributed The High Universities Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation to the following: The study sample members' awareness of the role of professional development of the human element in educational institutions in achieving good educational and teaching formation, as development serves the interest of society and brings it great benefit due to what it entails in terms of developing the knowledge, skills and capabilities of the human element, which in turn is reflected in the performance of students who are the main tributary to society by the university.
2. The researcher attributed that there are no statistically significant differences with University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to gender to the following: the members of the study realize the effect of developing staff members at the university in serving the local community, as development is in the interest of the community and brings great benefit to it because of what it entails in developing the knowledge, skills and capabilities of staff members, which in

- turn is reflected in the performance of students who They are the main tributary of the community by the university.
3. The researcher attributed that there are no statistically significant differences with University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to scientific qualification to the following: There was no difference in the opinions of the study sample regarding the importance of developing the human element in achieving good educational and teaching formation, as employees, whether administrative or academic, saw that there was a need to develop the human element to achieve this..
 4. The researcher attributed that there are no statistically significant differences with University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Nature of work to the following: There was no difference in the opinions of the study sample regarding the importance of developing the human element in achieving good educational and teaching formation, as employees, whether administrative or academic, saw that there was a need to develop the human element to achieve this.
 5. The researcher attributed that there are no statistically significant differences with University Human Resources Professional Development extant as a Tool for Achieving Good Educational Formation due to Years of Experience to the following: All members of the study sample, from different levels of years of experience, realize the importance of developing the human element in achieving good educational and teaching formation, as development leads to raising the efficiency of the human element in all aspects of their work, whether teaching, scientific research, or community service. Achieving continuous development leads to the accumulation of experience over the years, which makes the human element an effective tool in developing society through their influence on students at the university.

Limitations of the study

The current study has the following limitations:

1. This population study consisted of Palestine technical university employee.
2. The study carried out in the academic year (2022-2023) at the second semester.
3. The study was limited by the concepts and definitions mentioned in it.

Recommendations

In light of the results of the study, the researcher recommends the following:

1. The need to adopt strategic planning for professional development programs to raise the level of the human element in educational institutions.
2. The need to update the curricula in educational institutions according to the needs of society on an ongoing basis.
3. The human element should adopt contemporary research methodologies and methods in its scientific production that keep pace with the problems of contemporary society.
4. The need to encourage the human element to hold high-level training courses for members of the local community.

5. Allowing employees of educational institutions to work as volunteers in local community institutions with the aim of benefiting from their experiences as a type of professional development.
6. Providing an opportunity for its specialized cadres to contribute to the development of local community institutions.
7. The need to conclude agreements for scientific and applied cooperation with local community institutions.
8. The need to organize scientific seminars and conferences to solve community problems as a type of professional development for employees in educational institutions.

References:

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: what can schools do to support professional development of their teachers? *Professional development in education*, 47(4), 684-698.
- Allison Gulamhussein (2013): *Teaching the teacher: effective professional development in an era of high stakes accountability*, center for public education, p21.
- Ascd (2007): *A Lexicon Lf Learning*, Ascd Agreement Number 817144, August,28,2007.
- Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional development. *The Reading Teacher*, 71(5), 623-626.
- Besty Corcoran (2014): *How teachers are learning: professional development remix*,ceo, edsurge, p5.
- Boon, C., Den Hartog, D. N., & Lepak, D. P. (2019). A systematic review of human resource management systems and their measurement. *Journal of management*, 45(6), 2498-2537.
- Boon, C., Eckardt, R., Lepak, D. P., & Boselie, P. (2018). Integrating strategic human capital and strategic human resource management. *The International Journal of Human Resource Management*, 29(1), 34-67.
- Bo-Ruey Huang (2016): Transformation and framework of teacher professional development in Taiwan, *Policy Futures in Education*, 14(7):928.
- Boxall, P., & Purcell, J. (2022). *Strategy and human resource management*. Bloomsbury Publishing.
- Bratton, J., Gold, J., Bratton, A., & Steele, L. (2021). *Human resource management*. Bloomsbury Publishing.
- Buckley, M. R., Wheeler, A. R., Baur, J. E., & Halbesleben, J. R. (Eds.). (2023). *Research in personnel and human resources management*. Emerald Publishing Limited.
- Cheon, S. H., Reeve, J., Lee, Y., & Lee, J. W. (2018). Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. *Teaching and Teacher Education*, 69, 43-51.
- Danijela, M. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 6(2), 33-45.
- Dessler, G. (2020). *Fundamentals of human resource management*. Pearson.
- Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Digital competences for teacher professional development. Systematic review. *European Journal of Teacher Education*, 45(4), 513-531.

- Gardner, K., Glassmeyer, D., & Worthy, R. (2019, April). Impacts of STEM professional development on teachers' knowledge, self-efficacy, and practice. In *Frontiers in Education* (Vol. 4, p. 26). Frontiers Media SA.
- Greer, C. R. (2021). *Strategic human resource management*. Pearson Custom Publishing.
- H. Borka Et Al (2010): Contemporary Approaches to Teacher Professional Development, Available At: [Http://Psc.Stanford.Education/Publications/Articals/Pscbor ko](http://Psc.Stanford.Education/Publications/Articals/Pscbor ko).
- John Collins Et. Al (2000): *The Greenwood Dictionary of Education*, 2nd Ed, P372.
- Kálmán, O., Tynjälä, P., & Skaniakos, T. (2020). Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. *Teaching in higher education*, 25(5), 595-614.
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, 1(1), 63-73.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39-50.
- MacPhail, A., Ulvik, M., Guberman, A., Czerniawski, G., Oolbekkink-Marchand, H., & Bain, Y. (2019). The professional development of higher education-based teacher educators: needs and realities. *Professional development in education*, 45(5), 848-861.
- Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers' professional development initiatives: towards an extended evaluative framework. *Research papers in education*, 33(2), 143-168.
- Muhammad Shabbir (2016): Improving Professional Development System through Quality Assurance Practices in the Universities of Pakistan, *International Education Studies*; 9(1):141-147.
- Oxford University Press (2008): *A Dictionary of Nursing*, [Http://www.Encyclopedia.Com](http://www.Encyclopedia.Com).
- Powell, C. G., & Bodur, Y. (2019). Teachers' perceptions of an online professional development experience: Implications for a design and implementation framework. *Teaching and teacher education*, 77, 19-30.
- Robert D. Fox (2002): *Encyclopedia Of Education*, The Gale Group Inc, United States, P20.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and teacher education*, 101, 103305.
- Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: a critical review. *School effectiveness and school improvement*, 32(1), 47-63.
- Smith, C., & Gillespie, M. (2023). Research on professional development and teacher change: Implications for adult basic education. In *Review of Adult Learning and Literacy, Volume 7* (pp. 205-244). Routledge.
- Sukawati, N. N., Gunawan, I., Ubaidillah, E., Maulina, S., & Santoso, F. B. (2020, November). Human resources management in basic education schools. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (pp. 292-299). Atlantis Press.
- Wilton, N. (2022). An introduction to human resource management.