



Faculty Development Practice Theory: Redefining Characteristics of Professional Competency in Higher Education Institutions (HEIs)

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Abstract

The study aims to identify the faculty development practice theory in redefining characteristics of professional competency in Higher Education Institutions in the area of creating a culture of teaching excellence, advancing initiatives in teaching and learning, and supporting faculties on professional development goals. Descriptive quantitative research is employed in the study. It measures and quantifies the development practice theory on the educational phenomena of the research process. The study comprised sixty (60) respondents only. Results show that creating a culture of teaching experience contributes to relevant insights and offers culture of excellence strategies to encourage motivation behavior and improved performance outcome, show that advancing initiatives in teaching and learning among the respondents improves advanced towards recognition and evaluation pathway system in the HEIs where it explores to provide opportunity for advanced initiative in teaching and learning activities underlying task and performance of students as centers of learning, and show that supporting faculties on professional development goals among the respondents inspires to visualize success in the achievement of professional development of faculty process success and passion at work aspects.

Keywords: Faculty development practice theory, characteristics of professional competency, and Higher Education Institutions (HEIs)

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Introduction

The faculty development practice activities describe the design program to assist the faculties in the Higher Education Institutions (HEIs) in developing skills in the various pillars of domains in the academic performance of students to the fullest (Amin et al., 2025). This includes the skills and roles related to faculties, educators, leaders, administrators, scholars, and researchers that defines the characteristics of professional competency in HEIs (Aquino, 2025). It delivers quality services in the development of faculties through increased improvement of access in teaching and learning collaboration in building a success platform in the educational system (Barnett-Itzhaki et al., 2025). It highlights satisfaction and guides the motivational concept, confidence, relevance, satisfaction of the quality improvement of teaching and learning practices-based theory to define characteristics of professional faculty competency in various educational institutions (Costa & Cipolla, 2025). It defines the development of faculty practices and characteristic innovation and competency in professional education activities to improve behaviors, skills, and knowledge setting (Ventista & Brown, 2023). It includes leadership skills, promotion preparation, and educational best practice (Du Plooy et al., 2024).

On the other hand, faculty development practice theory contributes to the complexity of the individual level in exploring perception that encompasses the barriers and importance of defining characteristics of professional development and competency of faculties in HEIs (Dzimińska et al., 2018). It is guided by the purpose and meaning of faculty development practice in the HEIs, perception, challenges encountered, delivering, designing faculty development, and continuing professional development assessment (Capano et al., 2025). This includes personalized faculty development curricula, bringing and focusing faculty in the community as part of their social responsibility and developing faculty development characteristics professional competency in the Higher Education Institutions (Hartati et al., 2023). On the other hand, the importance of faculty development practice theory provides a way to build a positive understanding with students since teaching and learning is a two-way process (Karakasidou et al., 2025). It provides constructive feedback to create a supporting learning atmosphere from good, better, and best. It adopts a faculty development model in teaching and intervention in the educational system (Khatri et al., 2024).

It increases teaching satisfaction to understand the journey of learning (Shomotova & Ibrahim, 2025). It enhances individual growth and development goals in compelling and addressing the challenges of faculty in increasing workload support for education, emotional, and institutional well-being (Nayar K., 2024). It addresses the barriers, issues, and gaps in the faculty development practice level. It articulates the vision of the prospective purpose of the faculty development program to describe educational leaders, characteristics, and competency in the theory of adaptive leadership approach in the educational system and mechanism management (Ossiannilsson, 2022). It supports innovation and excellence in faculty development efficiency (Qin et al., 2025). It proposes a model for the impact of the major goals of professional faculty development practice in advanced degrees, system, coaching, and mentoring competency program of the HEIs (Radović et al., 2021).

In addition, the importance of faculty development practice theory identifies the extent of professional and competency in the flourishing workplace of the educational organization (Rodrigues et al., 2021). It develops to integrate new measures of defining characteristic competency in professional development of faculty in HEIs values (Ulufiyah et al., 2025). It utilizes the professional development purpose in the HEIs to measure competency and innovation of faculty practices. It focuses on the insights of faculty development innovation and competency technique. It develops to demonstrate the faculty based-practice development new measure

initiative for the potential utilization of skills and knowledge in encompassing adaptive innovation and centered approach in teaching and learning (Salo et al., 2024). It fosters the leverage of the HEIs level development strategy contribution impact in the professional identity competency (Ulufiyah et al., 2025). It stimulates undertakings on various responsibilities in the faculty development practice in defining characteristics of professional competency in the HEIs (Sayin et al., 2026).

Methodology

The study employs descriptive quantitative research design as these methods quantifies and measures the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of creating a culture of teaching excellence, advancing initiatives in teaching and learning, and support faculties on professional development goals. It also evaluates the significant agreement on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) as observed among the respondents. It evaluates quantitative research in asking questions on how long and degree to generalize the samples on varied perspectives in faculty development practice theory. It interprets and analyzes the required collection of data to prove the result of the study. It relies on data and analysis focused on methods and ideologist (Collins & Stockton, 2018).

Respondents of the study

The respondents of the study are the faculties of Higher Education Institutions (HEIs) in both public and private sectors who are professional lecturers and competent in dealing with students. This is based on the predefined criteria set by the researcher. They are exposed to various seminars and workshops on professional competency and innovation for faculty development practice in the various educational institutions. The study comprised sixty (60) respondents only.

Procedures of the study

The procedures of the study are being highlighted on the faculty development practice theory in redefining characteristics of professional competency in Higher Education Institutions as follows: Formulation of research title. In order to equip students with quality education, faculty development practice theory must be implemented to redefine the characteristics of professional competency in Higher Education Institutions (HEIs). This is how the formulation of the title is made based on the trends of research at present; Formulation of the research questions. After the formulation of the research title, research questions are made based on the practice theory on faculty development and professional competency in teaching and learning in HEIs; Validation of instruments. After the instrument tool is made, the researcher validates the research tool by those who are experts in quantitative research who are professional doctors in the field of education. All their suggestions and feedback are being considered to improve the substance of the study; Analysis of the Study. The analysis of the study is made through statistical analysis.

Results

On the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) among the respondents

Table 1. Faculty Practice Theory in Creating a Culture of Teaching Experience Among the Respondents

Indicators	WM	I	R
1. It creates craft in teaching and learning diligence and intentional practice towards techniques and innovation.	3.38	MA	7.5
2. It contributes to teaching and learning relevant insights and offers culture of excellence strategies to encourage motivation behavior and improved performance outcome.	4.23	SA	1.5
3. It creates strategies for culture excellence in teaching and learning to develop expected output and performance of students as centers of learning.	4.00	A	5
4. It improves the quality performance innovation of teaching and learning to promote excellence culture motivation for students' effectiveness and high quality of competency in HEIs.	4.18	A	3
5. It assists to adopt expectation support behavior of continuous improvement and performance in teaching and learning for faculty development practice and competency.	3.91	A	6
6. It commits to develop emotional school intelligence ability and skills to strengthen competency in teaching and learning.	4.23	SA	1.5
7. It possesses a positive influence in the culture of teaching experience for professional competency of faculty development and motivation.	3.38	MA	7.5
8. It promotes risk-taking for improvement of faculty development in creating culture excellence and innovation in the educational system provided by HEIs.	4.12	A	4
Average Weighted Mean	3.928	A	
Standard Deviation	0.356		

Table 1 presents the weighted mean and the corresponding interpretation on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of creating a culture of teaching experience among the respondents. It shows that rank 1 is shared by the two indicators which are “It contributes to teaching and learning relevant insights and offers culture of excellence strategies to encourage motivation behavior and improved performance outcome”, and “It commits to develop emotional school intelligence ability and skills to strengthen competency in teaching and learning”, with a weighted mean of 4.23 or Strongly Agree which means that creating a culture of teaching experience is highly observed. Rank 2 is “It improves the quality performance innovation of teaching and learning to promote excellence culture motivation for students' effectiveness and high quality of competency in HEIs”, with a weighted mean of 4.18 or Agree which means that creating a culture of teaching experience is observed. Rank 3 is “It promotes risk-taking for improvement of faculty development in creating culture excellence and innovation in the educational system provided by HEIs”, with a weighted mean of 4.12 or Agree which means that creating a culture of teaching experience is observed. The least in rank is also shared by the two indicators which are “It creates craft in teaching and learning diligence and intentional practice towards techniques and innovation”, and “It possesses positive influence in the culture of teaching experience for professional competency of faculty development and motivation”, with a weighted mean of 3.38 or Moderately Agree which means that creating a culture of teaching experience is limited. The overall average weighted mean is 3.928 (SD=0.356) or Agree on the faculty practice

theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of creating a culture of teaching experience as observed among the respondents.

Table 2. Faculty Practice Theory in Advancing Initiatives in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. It strives to enhance the quality of teaching and learning experience in the academic culture establishment and support reward innovation and competency.	4.00	A	4.5
2. It improves advanced teaching and learning initiative towards recognition and evaluation pathway systems in the HEIs.	4.21	SA	1.5
3. It achieves expectations in teaching and learning for the basic skill mastery in all aspects of activities and technical content for high academic pursuits.	3.37	MA	7.5
4. It provides opportunity for advanced initiative in teaching and learning activities underlying task and performance of students as centers of learning.	4.21	SA	1.5
5. It builds to assimilate the concept of alternative teaching and learning prior knowledge and in-depth content understanding transmission of knowledge.	3.95	A	6
6. It utilizes the approach of teaching and learning based on the needs of students in various problem solving to arrive with academic performance output.	3.37	MA	7.5
7. It stimulates activities and requirements in advanced teaching and learning situation application of thinking skills and content involvement and motivation.	4.13	A	3
8. It assesses complicated technical knowledge and academic skills of students' competency and adequate mastery in teaching and learning.	4.00	A	4.5
Average Weighted Mean	3.905	A	
Standard Deviation	0.344		

Table 2 presents the weighted mean and the corresponding interpretation on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of advancing initiatives in teaching and learning among the respondents. As shown in the table rank 1 is shared by the two indicators which are "It improves advanced teaching and learning initiative towards recognition and evaluation pathway system in the HEIs", and "It explores to provide opportunity for advanced initiative in teaching and learning activities underlying task and performance of students as centers of learning", with a weighted mean of 4.21 or Agree which means that advancing initiatives in teaching and learning among the respondents is highly observed. Rank 2 is "It stimulates activities and requirements in advanced teaching and learning situations application of thinking skills and content involvement and motivation", with a weighted mean of 4.13 or Agree which means that advancing initiatives in teaching and learning among the respondents is observed. Rank 3 is shared by the two indicators which are "It strives to enhance quality of teaching and learning experience in the academic culture establishment support reward innovation and competency", and "It assesses complicated technical knowledge and academic skills of students' competency and adequate mastery in teaching and learning", with a weighted mean of 4.00 or Agree which means that advancing initiatives in teaching and learning among the respondents is observed. The least in rank is also shared by the

two indicators which are “It achieves expectation in teaching and learning for the basic skill mastery in all aspects of activities and technical content for high academic pursuits”, and “It utilizes the approach of teaching and learning based on the needs of students in various problem solving to arrive with academic performance output”, with a weighted mean of 3.37 or Moderately Agree which means that advancing initiatives in teaching and learning among the respondents is limited. The overall average weighted mean is 3.905 (SD=0.344) or Agree on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of advancing initiatives in teaching and learning as observed among the respondents.

Table 3. Faculty Practice Theory in Supporting Faculties on Professional Development Goals Among the Respondents

Indicators	WM	I	R
1. It supports professional development goals for faculty action success of the plan implementation in the educational organization progress.	4.00	A	5
2. It encourages and supports to accomplish the set goals on professional competency of faculty to upgrade knowledge in teaching and learning achievement of HEIs.	3.39	MA	7.5
3. It inspires to visualize success in the achievement of professional development of faculty process success and passion at work aspects.	4.20	SA	1.5
4. It helps to motivate progress in a positive step towards professional development in maintaining commitment of faculty in the millennial era of teaching.	4.09	A	3.5
5. It reflects on the progress of professional faculty development practice support and benefit improvement to determine success and failure.	3.93	A	6
6. It motivates faculty to accomplish the task in the workplace with professional competency in teaching and learning as molders of students as centers of learning values.	3.39	MA	7.5
7. It inspires to accomplish the faculty support on professional development practice motivation to empower challenges in the HEIs.	4.20	SA	1.5
8. It reinforces professional competency access for the goals of HEIs among professional development competency approach processes.	4.09	A	3.5
Average Weighted Mean	3.911	A	
Standard Deviation	0.334		

Table 3 presents the weighted mean and the corresponding interpretation on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of supporting faculties on professional development goals among the respondents. It shows in the table that rank 1 is shared by the two indicators which are “It inspires to visualize success in the achievement of professional development of faculty process success and passion at work aspects”, and “It inspires to accomplish the faculty support on professional development practice motivation to empower challenges in the HEIs”, with a weighted mean of 4.20 or Strongly Agree which means that supporting faculties on professional development goals among the respondents is highly observed. Rank 2 is also shared by the two indicators which are “It helps to motivate progress in a positive step towards professional development in maintain commitment of faculty in the millennial era of teaching”, and “It reinforces to provide professional competency access for the goals of HEIs among professional

development competency approach process”, with a weighted mean of 4.09 or Agree which means that supporting faculties on professional development goals among the respondents is observed. Rank 3 is “It supports professional development goals for faculty action success of the plan implementation in the educational organization progress' ', with a weighted mean of 4.00 or Agree which means that supporting faculties on professional development goals among the respondents is observed. The least in rank is also shared by the two indicators which are “It encourages and supports to accomplish the set goals on professional competency of faculty to upgrade knowledge in teaching and learning achievement of HEIs”, and “It motivates faculty to accomplish the task in the workplace with professional competency in teaching and learning as molders of students as centers of learning values”, with a weighted mean of 3.39 or Moderately Agree which means that supporting faculties on professional development goals among the respondents is limited. The overall average weighted mean is 3.911 (SD=0.334) or Agree on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of supporting faculties on professional development goals as observed among the respondents.

On the significant agreement on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) as observed among the respondents

Table 2. Test of Significant Agreement on the Faculty Practice Theory as Observed Among the Respondents

Test of Variables on Faculty Practice Theory	Computed z value	Interpretation	Decision
• Creating a culture of teaching excellence	51.12417797	significant	non-rejection of the Ho
• Advancing initiatives in teaching and learning	51.57241184	significant	non-rejection of the Ho
• Support faculties on professional development goals	52.41917817	significant	non-rejection of the Ho
Two-tailed test at 0.05 level of significant with a critical z value of ± 1.96			

Table 2 presents the test of significant agreement on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) as observed among the respondents. It shows that all the z computed values are higher than the critical z value of ± 1.96 , two tailed tests at 0.05 level of significance which resulted in non-acceptance of the hypothesis due to its significance. Therefore, it is safe to say that there is a significant agreement on the faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) as observed among the respondents.

Discussion

It shows that faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of creating a culture of teaching experience among the respondents contributes insights and offers culture of excellence strategies to encourage motivation behavior on improved performance favorable outcome and job satisfaction on faculty performance (Pimpa, 2023). It also commits to develop emotional school intelligence ability and skills to strengthen competency in teaching and learning (Kuffuor et al., 2024). It improves the quality performance innovation of teaching and learning to promote

excellence culture motivation for students' effectiveness and high quality of competency in HEIs. It improves the quality efforts in education to produce quality learning and improves teaching skills in assessing faculty in the HEIs (Manishimwe et al., 2024). It develops technology in educational development practice as part of the theory for professional competency and innovation for HEIs. It adapts in the improved quality of teaching and learning for fun (Chigbu et al., 2023). It answers related innovation for professional competency in teaching and learning innovation. It mentors to improve training skills for faculty development program practice approach and experiences in the learning process (Corujo-Vélez et al., 2021).

In addition, faculty theory practice in the area of creating a culture of teaching experience among the respondents promotes risk-taking for improvement of faculty development in creating culture excellence and innovation in the educational system provided by HEIs practice management transformation (Abnoulgid et al., 2025). It also creates craft in teaching and learning diligence and intentional practice towards techniques and innovation. It possesses a positive influence in the culture of teaching experience for professional competency of faculty development and motivation (Arciénaga Morales et al., 2018). It attempts to practice the impact of quality management in the educational system and professional competency. It innovates the performance and innovation of the faculty in the HEIs output in molding students as a center of learning for effective devices in instructional teaching theory (Bravo-Jaico et al., 2025). It explores the process of academic innovation and work performance of professional faculty competency in HEIs. It highlights the significant impact of faculty development practice and innovation of professional competency and behavior in teaching and learning (Chigbu & Makapela, 2025). It promotes educational support and training in quality faculty development performance and work enhancement (Ghamrawi et al., 2024).

Moreover, faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of advancing initiatives in teaching and learning among the respondents improves recognition and evaluation pathway system in the HEIs (Gulmira et al., 2024). It provides opportunity for advanced initiative in teaching and learning activities underlying tasks and performance of students as centers of learning. It stimulates activities and requirements in advanced teaching and learning situation application of thinking skills and content involvement and motivation (Singun, 2025). It combines a collaborative learning approach in teaching pedagogy for the application support information in the classroom setting. It emphasizes the independent pedagogy of learning process and cooperative teaching innovation and competency among faculty development practice (Thirkell, 2026). It supports the learning resources for faculty professional competency initiative and innovation regulatory strategies. It attracts learning regulation from the faculty development attention atmosphere. It explores critical thinking, learning motivation, engagement and academic performance in teaching and learning (Umar et al., 2025). In addition, faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of advancing initiatives in teaching and learning among the respondents strives to enhance quality of teaching and learning experience in the academic culture establishment to support reward innovation and competency (Guerra-Macías & Tobón, 2025).

It assesses complicated technical knowledge and academic skills of students' competency and adequate mastery in teaching and learning. This includes to achieve expectation in teaching and learning for the basic skill mastery in all aspects of activities and technical content for high academic pursuits where it utilizes the approach of teaching and learning based on the needs of students in various problem solving to arrive with academic performance output. It helps to stimulate student problem-solving skills critical thinking in the complex real-world and learner-centered method as part of the professional competency innovation of faculty development practice in teaching and learning process. It provides a systematic approach in teaching and

learning competency innovation. Finally, faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of supporting faculties on professional development goals among the respondents inspires to visualize success in the achievement of professional development of faculty process success and passion at work aspects. It also accomplishes faculty support on professional development practice motivation to empower challenges in the HEIs (Zwolińska-Gładys et al., 2024). It helps to motivate progress in a positive step towards professional development in maintaining commitment of faculty in the millennial era of teaching. It reinforces professional competency access for the goals of HEIs among professional development competency approach processes. It entails change for the role of professional competency and driven based knowledge among faculty development practice.

It sustains the approach in the HEIs competency considering the implication of quality education and pedagogical skills context (Rahman, 2023). It performs the effective function of faculty development practice effectively. It provides updated analysis and comprehensive competency for educational faculty in HEIs (Stupnisky et al., 2018). Lastly, faculty practice theory in redefining characteristics of professional competency in Higher Education Institutions (HEIs) in the area of supporting faculties on professional development goals among the respondents supports action success of the plan implementation in the educational organization progress. It encourages and supports to accomplish the set goals on professional competency of faculty to upgrade knowledge in teaching and learning achievement of HEIs. It motivates faculty to accomplish the task in the workplace with professional competency in teaching and learning as molders of students as centers of learning values. It promotes promotion of the skills and self-regulated learning for professional approach and competency in teaching and learning. It equips faculty for professional growth and lifelong learning for the quality educational system and professional competency. It recognizes pivotal endeavors to address the promotion of faculty development practice in the initial process of HEIs. It promotes and examines the strategies for faculty development and professional competency and innovation in teaching and learning. It emphasizes implication and significant proactive faculty development practice requirements in the academic maintenance motivation engagement and self-directed learning (Zhang & Chen, 2025).

Conclusion

It shows that creating a culture of teaching experience among the respondents contributes to relevant insights and offers culture of excellence strategies to encourage motivation behavior and improved performance outcome. It commits to develop emotional school intelligence ability and skills to strengthen competency in teaching and learning. This includes to improve the quality of performance innovation of teaching and learning to promote excellence culture motivation for students' effectiveness and high quality of competency in HEIs where it promotes risk-taking for improvement of faculty development in creating culture excellence and innovation in the educational system provided by HEIs. It shows that advancing initiatives in teaching and learning among the respondents improves the advanced recognition and evaluation pathway system in the HEIs where it explores to provide opportunity for advanced initiative in teaching and learning activities underlying task and performance of students as centers of learning. This includes to stimulate activities and requirements in advanced teaching and learning situations application of thinking skills and content involvement and motivation where it strives to enhance quality of teaching and learning experience in the academic culture establishment to support reward innovation and competency. It shows that supporting faculties on professional development goals among the respondents inspires to visualize success in the achievement of professional development of faculty process success and passion at work aspects where it accomplishes faculty support on professional development practice motivation to empower challenges in the HEIs. This

includes to motivate progress in a positive step towards professional development in maintaining commitment of faculty in the millennial era of teaching where it reinforces to provide professional competency access for the goals of HEIs among professional development competency approach processes.

Conflicts of Interest

The authors declare no conflict of interest.

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Author contribution

Leovigildo Lito D. Mallillin: Conceptualization, Methodology, Software, Data curation, Writing-original draft preparation, Visualization, Investigation, Supervision, Software, Validation, Writing-reviewing, and editing.

Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used QuillBot AI in order to improve language and readability. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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