Course Refresher in Assessing and Facilitating Teacher-Learning (CRAFT) in Higher Education Institution: Basis for Improved Professional Faculty Development

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ABSTRACT: The study examines the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity, school culture, update training trends, development of teaching management, and training needs and gaps. Likewise to identify the extent of the improved professional faculty development of the respondents' aspects as to roles, understanding, and expectation, development of trust and respect, organizational and institutional development culture, perspective faculty success, and assessment of program outcome.

Descriptive correlational research design is utilized in the study and gathering of population size is purposive sampling. The study comprised one hundred seventy five (175) respondents only from the various Higher Education Institutions.

Results show that skills productivity create things simple, focus plan, and faculties to stay on set tasks for success and clear outcome, school culture shows to build strong relationship which is one of the core values, update training trend shows to design capability of faculty to improve approach in teaching the latest trend based on the needs of students' learning process, development of teaching management shows to help and develops the improved teaching management and implementation, training needs and gaps show to determine valuable training needs for faculties overall competency and efficiency to increase school organization, roles, understanding, and expectation show to offer better professional opportunity development for faculties in retaining and attracting skilled employees for better advancement career, development of trust and respect show socialization in education provided by the school organization behavior process of individual employee faculties, organizational and institutional development show to promote collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment, perspective faculty success shows to provide proper discipline for faculty itself in the organizational school system, and assessment of program outcome shows to demonstrate mastery of educational assessment program outcome in political context, psychological, historical, socio-cultural, and philosophical educational system and setting.

Findings show that there is no significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents.

KEYWORDS: Course refresher, assessing and facilitating teacher-learning, Higher Education Institution, professional faculty development, skills productivity, school culture, update training trends, development of teaching management, training needs and gaps

INTRODUCTION

Course refresher in assessing and facilitating teacher-learning (CRAFT) in the Higher Education Institution provides professional development of faculties in the improved process of tasks as molders and shapers of the young minds. This is aligned with the vision and mission of Far Eastern University (FEU) as to the core values of fortitude, excellence, and uprightness. It is a professional development to be imposed by the university to upgrade knowledge of faculties and staff in preparation for the school process for the whole semester. The objectives are defined during the CRAFT session. The program is designed to maintain competency among faculties through training and seminars because they are being taught the proper way of handling the process in the educational institution. It maintains professional development skills to commit ethically to the interest of the faculties. It is a type of profession to disseminate aspirant minds and knowledge to balance new challenges faced by the faculties. It measures

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competency level of faculty performance and skills. It involves innovation and technical challenges in teaching and learning as molders and shapers of students as the centers of learning. The competency is based on professional development of faculty and staff as self-management, strategic action, teamwork, administration, planning and communication process. This is necessary in the Higher Education Institution as part of the course training workshop, (Mallillin, & Mallillin, 2019). On the other hand, course refresher in assessing and facilitating teacher-learning (CRAFT) requires faculty to nurture professional development in helping students' learning process and academic performance. Though the teaching profession is the noblest among all professions. Educators are catalysts in the social change for students in the society where professional development is needed as part of course refresher in assessing the facilitation of learning and teaching. It is a career profession that laden's classism and ethics development of professionalism in the improved learning process of students. It explores teaching careers and consequences of motivation in the work ethics that leads to job satisfaction as part of professionalism among faculties and staff. It identifies professional development of faculty in motivating career exploration of profession as to predictability, emotion, characteristics, outcome and performance, (Mallillin, 2021).

On the other hand, the purpose course refresher in assessing and facilitating teacher-learning (CRAFT) improves skills and knowledge related jobs among faculties and staff on new development school organization systems and setting. It upgrades continuous skills, professional development of faculties in better manner of work and performance expectation. It refreshers orientation and course program for in-service professional development faculties to maintain professional development and quality teaching. It focuses on teaching and the learning process. It explores teaching and theoretical background of practical knowledge among Higher Education Institution faculties. It designs different activities of faculties in the application and opportunity workplace. During the CRAFT, faculties acquire different teaching methods, skills, and models based on expected learning outcome to be implemented. It helps students to understand the development objectives in the educational system process of Higher Education Institution. It tries to focus on different policies teaching and learning process curriculum subjects. It integrates knowledge and professional teaching technology that enhances the focus of learning. It identifies the gaps and issues knowledge and integration of teaching and learning as purpose of course refresher in assessing the faculties in teaching and learning, (Mallillin, et al., 2020). The course refresher in assessing faculties teaching and learning examines implementation on educational learning and teaching intervention for student performance, learning activities, direct instruction, learning reflection, and student interest. It also identifies the contribution of adapting learning intervention of teacher model theory in the educational system especially in the Higher Education Institution since faculties are considered as talented, resourceful, effective, efficient, honest, adaptable, creative, and enthusiastic, (Mallillin, 2022, pp. 99-121).

Moreover, the course refresher in assessing and facilitating teacher-learning (CRAFT) helps to keep training necessary for knowledge among faculties. It dumps the information and refresher training course for improved personal knowledge among faculties and staff. It tickles the brains of faculties to become effective and efficient work performance to the best in handling students as centers of learning. It is the most necessary and important concept of the CRAFT among faculties in Higher Education Institutions. The course refreshers the concept workshop and training from time to time. It is designed to refresh professional development of faculties to bring the fundamental knowledge and information. It plays an effective major role for students as centers of learning. It contributes better competency and professionalism in the classroom practice. It applies teacher model generic competency for self-regulated learning in the classroom setting where training is needed for effective knowledge and development of faculties. Faculties can be assessed on various characteristics and necessary aspects as to self-efficacy, belief, and knowledge. It determines the characteristics of professional faculties in the course refresher assessing teaching and learning. It shows that faculty proficiency and competency has an impact on the training effect to inspire teaching and learning practice. Hence, faculty training and characteristic plays a big role in development and competency for professional classroom practice and knowledge as to variation of pedagogical belief, and motivational orientation for teaching and learning practice, (Dignath, 2021, pp. 555-594). Meanwhile, course refresher in assessing faculties and learning teaching in the Higher Education Institution has an impact pressure in requiring faculties for advance training through CRAFT experiences. Faculties are expected to utilize and deliver the medium of learning in various technologies as part of professional development. It aims to provide better challenges and understanding that can be addressed, (Li, & Morris, 2021, pp. 253-271).

Similarly, the facilitation of learning in understanding of course refreshes in assessing and facilitating teacher-learning (CRAFT) among faculties creates impact on the outcome and success of teaching and learning. It helps to facilitate better instruction and teaching learning for students' classroom atmosphere. It facilitates better learning philosophy of teaching based on the core values of the university. It is a tool used in facilitating learning for student tool sets in teaching strategy and method. It encourages students to absorb new information relevant in a meaningful process. It replaces the role of learning subtlety

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appreciation, imaginative learning, comprehensive understanding, and critical thinking which is needed among the learners. It predicted the idea of a learning environment that empowers trusted responsibility, and the decision making process of teaching and learning. It provides professional development for faculties efficiency and effectiveness impact work performance. It expands the evaluation and development framework for professional development, (Shin, & Kim, 2021, pp. 365-388). Hence, it provides better evaluation teaching and learning experiences of faculties. It provides understanding teaching outcomes and monitors progress of faculty performance and professional development. Course refresher in assessing faculty teaching provides product designed implementation training needed prior to actual work output, (Inman, & Roberts, 2021, pp. 205-236).

Furthermore, course refresher in assessing and facilitating teacher-learning (CRAFT) stresses facilitation learning especially on proper techniques in teaching strategies and methods such as variation of class activities in teaching and learning styles. This will assist students to explore and to shine skills. It helps in the approach of choosing the best techniques of teaching and learning, choice and options of teaching and learning style. It facilitates learning interest and exercises authority, connection for the lesson that relates learning experiences of students such as current issues, subjects, classes in real life situations, and resources to update students information teaching challenges to validate assessment of quality learning. It explores resources, tools, and trust in gauging trustworthiness of the learning process. It engages academic performance of students based on the various domains as motivating factors such as skills and motives in the process of learning, (Mallillin, 2020, pp. 1-11). It describes the structural domain of teaching in various learning as to affective, cognitive, and psychomotor domains of learning. It includes teaching strategies, and approach for students achievement toward academic performance, (Mallillin, et al., 2021).

STATEMENT OF THE PROBLEM

1. What is the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of

1.1 skills productivity,

1.2 school culture,

1.3 update training trends,

1.4 development of teaching management, and

1. 5 training needs and gaps?

2. What is the extent of the improved professional faculty development of the respondents' aspects as to

2.1 roles, understanding, and expectation,

2.2 development of trust and respect,

2.3 organizational and institutional development culture,

2.4 perspective faculty success, and

2.5 assessment of program outcome?

3. Is there a significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents?

HYPOTHESIS

There is no significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents.

THEORETICAL FRAMEWORK

The study is anchored on "Professional Development System Theory for Quality Education" as cited by (Mallillin, & Laurel, 2022) as this theory contributes to skills and professional system and development of faculties in various theories as to reflection, effectiveness, implementation, observed model of teaching, standard requirements, and acquiring knowledge theory. It shows how to develop knowledge and skills in the application and process of learning, and provides understanding in the skills and instruction process. It contributes to the teaching process and system of professional development. It includes well-organized skills in the classroom process of learning. It also provides an ability process to focus on thoughts and manner of teaching access and implementation to equip opportunities for learning. It promotes mindset growth and opportunity for faculty learning process support and outcome. It adopts and guides effectiveness to address opportunity standard professional development learning and

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collaboration in the educational setting. It describes tools to reflect the systematic process of teaching, analyzing, collecting, recording, thought observation for teachers.
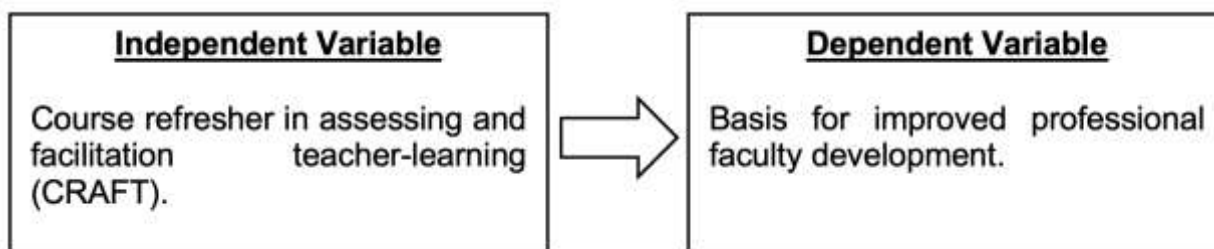
FLOW OF THE STUDY

Figure 1. Independent variable and dependent variable on course refresher in assessing and facilitation teacher-learning (CRAFT) as basis for improved professional faculty development

RESEARCH DESIGN

Descriptive correlational research design is utilized in the study. It is based on a set criteria where it measures and quantifies contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity, school culture, update training trends, development of teaching management, and training needs and gaps. Likewise to measure the extent of the improved professional faculty development of the respondents' aspects as to roles, understanding, and expectation, development of trust and respect, organizational and institutional development culture, prospective faculty success, and assessment of program outcome. It provides support and process on course refresher in assessing and facilitating teacher-learning competency that enhances professional development process of faculties, (Essel, et al., 2022, pp. 1-21).

Sampling Techniques

Purposive sampling is employed in the study. It is a convenient process in gathering the sample population of the study. It is drawn on a convenient sample population that is an accessible source for the researcher. It defines and characterizes the relevance and purpose of the study. It generalizes the purposive sampling and conveniences based on the entire population of the study. It explains the concept and examples of the practice and process of sampling size. It enriches the design of purposive sampling and convenience. It explains the design and sampling techniques as to understated research and interpretation, (Andrade, 2021, pp. 86-88).

Respondents of the Study

The subjects of the study are a group of professional faculties and staff of the various Higher Education Institutions who underwent training and workshop prior to actual work of teaching experiences. The study comprised one hundred seventy five (175) respondents only.

Instruments Used

1. **Contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institutions in terms of skills productivity.**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	skills productivity is highly observed
3.40-4.19	Agree	skills productivity is observed
2.60-3.39	Moderately Agree	skills productivity is limited
1.80-2.59	Disagree	skills productivity is not observed
1.00-1.79	Strongly Disagree	skills productivity is not observed at all

2. **Contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institutions in terms of school culture**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	school culture is highly observed

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3.40-4.19	Agree	school culture is observed
2.60-3.39	Moderately Agree	school culture is limited
1.80-2.59	Disagree	school culture is not observed
1.00-1.79	Strongly Disagree	school culture is not observed at all

3. **Contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institutions in terms of update training trend**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	update training trend is highly observed
3.40-4.19	Agree	update training trend is observed
2.60-3.39	Moderately Agree	update training trend is limited
1.80-2.59	Disagree	update training trend is not observed
1.00-1.79	Strongly Disagree	update training trend is not observed at all

4. **Contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institutions in terms of development of teaching management**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	development of teaching management is highly observed
3.40-4.19	Agree	development of teaching management is observed
2.60-3.39	Moderately Agree	development of teaching management is limited
1.80-2.59	Disagree	development of teaching management is not observed
1.00-1.79	Strongly Disagree	development of teaching management is not observed at all

5. **Contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institutions in terms of training needs and gaps**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	training needs and gaps is highly observed
3.40-4.19	Agree	training needs and gaps is observed
2.60-3.39	Moderately Agree	training needs and gaps is limited
1.80-2.59	Disagree	training needs and gaps is not observed
1.00-1.79	Strongly Disagree	training needs and gaps is not observed at all

6. **Extent of the improved professional faculty development of the respondents' aspects as to roles, understanding, and expectation**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	roles, understanding, and expectation is highly observed
3.40-4.19	Agree	roles, understanding, and expectation is observed
2.60-3.39	Moderately Agree	roles, understanding, and expectation is limited
1.80-2.59	Disagree	roles, understanding, and expectation is not observed
1.00-1.79	Strongly Disagree	roles, understanding, and expectation is not observed at all

7. **Extent of the improved professional faculty development of the respondents' aspects as to development of trust and respect**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	development of trust and respect is highly observed
3.40-4.19	Agree	development of trust and respect is observed
2.60-3.39	Moderately Agree	development of trust and respect is limited
1.80-2.59	Disagree	development of trust and respect is not observed
1.00-1.79	Strongly Disagree	development of trust and respect is not observed at all

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8. **Extent of the improved professional faculty development of the respondents' aspects as to organizational and institutional development culture**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	organizational and institutional development culture is highly observed
3.40-4.19	Agree	organizational and institutional development culture is observed
2.60-3.39	Moderately Agree	organizational and institutional development culture is limited
1.80-2.59	Disagree	organizational and institutional development culture is not observed
1.00-1.79	Strongly Disagree	organizational and institutional development culture is not observed at all

9. **Extent of the improved professional faculty development of the respondents' aspects as to perspective faculty success**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	perspective faculty success is highly observed
3.40-4.19	Agree	perspective faculty success is observed
2.60-3.39	Moderately Agree	perspective faculty success is limited
1.80-2.59	Disagree	perspective faculty success is not observed
1.00-1.79	Strongly Disagree	perspective faculty success is not observed at all

10. **Extent of the improved professional faculty development of the respondents' aspects as to assessment of program outcome**

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	assessment of program outcome is highly observed
3.40-4.19	Agree	assessment of program outcome is observed
2.60-3.39	Moderately Agree	assessment of program outcome is limited
1.80-2.59	Disagree	assessment of program outcome is not observed
1.00-1.79	Strongly Disagree	assessment of program outcome is not observed at all

RESULTS

1. **What is the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity, school culture, update training trends, development of teaching management, and training needs and gaps?**

Table 1. Contribution of CRAFT in HEI in Terms of Skills Productivity Among the Respondents

Indicators	WM	I	R
It creates things simple, a focus plan, and faculty to stay on set tasks for success and clear outcome.	4.21	SA	1.5
It sets goals on strategies and skills processes to ensure progress and success of tasks in the school setting.	3.61	A	5
It helps to minimize activities in the office or school such as work teaching load, meeting, and lack of organization.	3.38	MA	6.5
It motivates employees in the most difficult time and crucial understanding of individual work.	3.87	A	4
It minimizes expectation and avoids multitasking of work output and productivity.	3.38	MA	6.5
It improves productivity in focusing employee programs and benefits toward performance goals of the school organization.	4.21	SA	1.5
It encourages employees to focus and maintain performance on skills and productivity improvement.	4.01	A	3
Average Weighted Mean	**3.81**	**A**	
Standard Deviation	**0.359**		

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Table 1 presents the weighted mean and the corresponding interpretation on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity.

As noted in the table, it shows that rank 1 is shared by the two indicators which are "It creates things simple, focus plan, and faculty to stay on set tasks for success and clear outcome", and "It improves productivity in focusing employee program and benefits toward performance goals of the school organization", with a weighted mean of 4.21 or Strongly Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of skills productivity is highly observed. Rank 2 is "It encourages employees to focus and maintain performance on skills and productivity improvement", with a weighted mean of 4.01 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of skills productivity is observed. Rank 3 is "It motivates employees in the most difficult time and crucial understanding of individual work", with a weighted mean of 3.87 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of skills productivity is observed. The least in rank is shared by the two indicators which are "It helps to minimize activities in the office or school such as work teaching load, meeting, and lack of organization", and "It minimizes expectation and avoids multitasking of work output and productivity", with a weighted mean of 3.38 or Moderately Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of skills productivity is limited. The overall average weighted mean is 3.81 (SD=0.359) or Agree on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution in terms of skills productivity as observed among the respondents.

Table 2. Contribution of CRAFT in HEI in Terms of School Culture Among the Respondents

Indicators	WM	I	R
The employees, faculties, and staff are role models where they can assist one another as part of the trends in the school organization especially in coping with unfamiliar situations.	3.36	MA	7
Shows unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time.	4.00	A	3.5
School culture builds strong relationships which is one of the core values of Higher Education Institutions to breed positive culture.	4.20	SA	1
It influences support and improves the performance of every employee to make the school climate focus on strong relationships as one team in the educational system.	4.12	A	2
It sets a wide procedure in the school system to define culture, framework, and structure policy in the educational system.	3.74	A	5
It strengthens positive behavior of employees to reinforce better school culture in the educational system of the university.	4.00	A	3.5
It measures and tracks positive school culture climate success and initiative to define metrics and establish success.	3.53	A	6
Average Weighted Mean	**3.85**	**A**	
Standard Deviation	**0.314**		

Table 2 presents the weighted mean and corresponding interpretation on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of school culture.

As gleaned in the table, it shows that rank 1 is "School culture builds strong relationship which is one of the core values of the Higher Education Institution to breed positive culture", with a weighted mean of 4.20 or Strongly Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of school culture is highly observed. Rank 2 is "It influences support and improves performance of every employee to make school climate focus on a strong relationship as one team in the educational system", with a weighted mean of 4.12 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of school culture is observed. Rank 3 is shared by the two indicators which are "Shows unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time", and "It strengthens positive behavior of employees to reinforce better school culture in the educational system of the university", with a weighted mean of 4.00 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of school culture is observed. The least in rank is "The employees, faculties, and staff are role models to assist one another as part of the trends in the school especially in coping with unfamiliar situation", with a weighted mean of 3.36 or Moderately

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Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of school culture is limited. The overall average weighted mean is 3.85 (SD=0.314) or Agree on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution in terms of school culture as observed among the respondents.

Table 3. Contribution of CRAFT in HEI in Terms of Update Training Trends Among the Respondents

Indicators	WM	I	R
Innovates trends of educational systems and advanced technology in collaborative teaching and learning connection.	3.39	MA	6.5
Improves advanced technology for teaching approach on outcome-based teaching for students as the centers of learning.	4.07	A	2.5
Mobilizes classroom learning environments on different trends in technology to keep educational change on its quality from time to time.	3.81	A	5
Training updates design the capability of faculty to improve approach in teaching trends based on the needs of students' learning process.	4.23	SA	1
It helps to improve interactivity in the classroom through the trend of teaching utilizing the advanced technology for quality education output results.	4.07	A	2.5
It engages in updating academic measures of faculty classroom activities to focus on in-depth learning guidance in the course module.	3.39	MA	6.5
It introduces classroom learning experiences in the educational setting and system for a tremendous change and improves teaching immersive methods.	4.00	A	4
Average Weighted Mean	**3.85**	**A**	
Standard Deviation	**0.338**		

Table 3 presents the weighted mean and the corresponding interpretation on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of update training trend.

As shown in the table, rank 1 is "Training updates design capability of faculty to improve approach in teaching based on the needs of students' learning process", with a weighted mean of 4.23 or Strongly Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of update training trend is highly observed. Rank 2 is shared by the two indicators which are "Improve the advanced technology for teaching approach outcome-based teaching for students as the centers of learning", and "It helps to improve interactivity in the classroom through the trend of teaching utilizing the advanced technology for quality education output result", with a weighted mean of 4.07 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of update training trend is observed. Rank 3 is "It introduces classroom learning experiences in the educational setting and system for a tremendous change and improves teaching immersive method", with a weighted mean of 4.00 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of update training trend is observed. The least in rank is shared by the two indicators which are "Innovates trends of educational systems and advanced technology in collaborative teaching and learning connection", and "It engages update academic measure of faculty classroom activities to focus on in-depth learning guidance in the course module", with a weighted mean of 3.39 or Moderately Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of update training trend is limited. The overall average weighted mean is 3.85 (SD=0.338) or Agree on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution in terms of update training trend as observed among the respondents.

Table 4. Contribution of CRAFT in HEI in Terms of Development of Teaching Management Among the Respondents

Indicators	WM	I	R
It sets routine and classroom expectations on behavior of student positive outcome and improved performance.	3.34	MA	7
It helps to develop the improved teaching management and implementation for teaching and learning to the fullest.	4.20	SA	1.5
It determines to provide positive reward and behavior in teaching and learning during the delivery of the module.	4.17	A	3.5

It reinforces development of teaching management and positive behavior of learners gradually for the academic performance of students.	4.02	A	5
It defines best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process.	4.20	SA	1.5
It establishes a norm on development teaching management, evaluation of performance, development of interactive communication system, and planning.	3.78	A	6
It helps to develop goals and access to the educational system that can be achieved effectively in development management teaching for faculty.	4.14	A	3.5
Average Weighted Mean	**3.97**	**A**	
Standard Deviation	**0.318**		

Table 4 presents the weighted mean and the corresponding interpretation on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of development of teaching management.

As noted in the table, rank 1 is shared by the two indicators which are "It helps to develop the improved teaching management and implementation for teaching and learning to the fullest", and "It defines best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process", with a weighted mean of 4.20 or Strongly Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of development of teaching management is highly observed. Rank 2 is also shared by the indicators which are "It is determined to provide positive reward and behavior in teaching and learning during the delivery of the module", and "It helps to develop goals and access to educational system that can be achieved effectively in development management teaching for faculty", with a weighted mean of 4.14 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of development of teaching management is observed. Rank 3 is "It reinforces development of teaching management and positive behavior of learners gradually for the academic performance of students", with a weighted mean of 4.02 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of development of teaching management is observed. The least in rank is "It sets routine and classroom expectation on behavior of student positive outcome and improved performance", with a weighted mean of 3.34 or Moderately Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of development of teaching management is limited. The overall average weighted mean is 3.97 (SD=0.318) or Agree on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution in terms of development of teaching management as observed among the respondents.

Table 5. Contribution of CRAFT in HEI in Terms of Training Needs and Gaps Among the Respondents

Indicators	WM	I	R
It determines valuable training needs for faculty overall competency and efficiency increased school organization.	4.21	SA	1.5
It analyzes the gap in identifying the knowledge of training needs and performance of an organization to recognize upskill faculty training.	3.56	A	6
It identifies the outcome desired training gap of faculty in the actual team school system and setting.	4.21	SA	1.5
It helps to improve the skills for faculty whether soft or hard to address training expectation and disparity during the CRAFT.	3.35	MA	7
It determines training needs of faculties to provide analysis on performance issues that may arise before and after the CRAFT.	3.87	A	4.5
It helps to provide competency skills, knowledge for employees to keep them updated and perform better.	3.87	A	4.5
Training needs and gaps recognize knowledge and skills of faculty in organizational priority training and implementation of reskill and upskill.	4.04	A	3
Average Weighted Mean	**3.87**	**A**	
Standard Deviation	**0.323**		

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Table 5 presents the weighted mean and the corresponding interpretation on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of training needs and gaps.

As observed in the table, rank 1 is shared by the two indicators which are "It determines the valuable training needs for faculty overall competency and efficiency to increase school organization", and "It identifies outcome desire training gaps of faculties in actual team school system and setting", with a weighted mean of 4.21 or Strongly Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of training needs and gaps is highly observed. Rank 2 is "Training needs and gaps recognize knowledge and skills of faculty in organizational priority training and implementation of reskill and upskill", with a weighted mean of 4.04 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of training needs and gaps is observed. Rank 3 is also shared by the two indicators which are "It determines training needs of faculties to provide analysis on performance issues that may arise before and after the CRAFT", and "It helps to provide competency skills, knowledge for employees to keep them updated and perform better", with a weighted mean of 3.87 or Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of training needs and gaps is observed. The least in rank is "It helps to improve the skills for faculties whether soft or hard to address training expectation and disparity during the CRAFT", with a weighted mean of 3.35 or Moderately Agree which means contribution of course refresher in assessing and facilitating teacher-learning in terms of training needs and gaps is limited. The overall average weighted mean is 3.87 (SD=0.323) or Agree on the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution in terms of training needs and gaps as observed among the respondents.

2. **What is the extent of the improved professional faculty development of the respondents' aspects as to roles, understanding, and expectation, development of trust and respect, organizational and institutional development culture, perspective faculty success, and assessment of program outcome?**

Table 6. Extent of Improved Professional Faculty Development Aspects as to Roles, Understanding, and Expectation Among the Respondents

Indicators	WM	I	R
It gains new skills on professional development in continuous career training in education and workforce through workshops, industry conferences, training, and expanding knowledge of faculty.	3.49	A	5
It offers an in-house professional development opportunity such as mentoring program and training session for various professional development systems and settings.	4.12	A	2
It provides career opportunity and advancement in honing skills of faculty in the school organization.	3.37	MA	6.5
It develops professional privilege for faculty in higher job satisfaction and productivity school organization.	3.37	MA	6.5
It invests in training programs and professional development of faculty success and interest in advanced career processes.	3.66	A	4
It offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement careers.	4.22	SA	1
It builds professional development of faculty benefit and ability for personal goals and potentials.	4.00	A	3
Average Weighted Mean	**3.74**	**A**	
Standard Deviation	**0.361**		

Table 6 presents weighted mean and the corresponding interpretation on the extent of the improved professional faculty development as to aspects of roles, understanding, and expectation among the respondents.

As shown in the table, rank 1 is "It offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement career", with a weighted mean of 4.22 or Strongly Agree which means improved professional faculty development aspects as to roles, understanding, and expectation is highly observed. Rank 2 is "It offers an in-house professional development opportunity such as mentoring program and training session for various professional development systems in the school system and setting", with a weighted mean of 4.12 or Agree which means improved

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professional faculty development aspects as to roles, understanding, and expectation is observed. Rank 3 is "It builds professional development of faculty benefit and ability for personal goals and potentials", with a weighted mean of 4.00 or Agree which means improved professional faculty development aspects as to roles, understanding, and expectation is observed. The least in rank is shared by the two indicators which are "It provides career opportunity and advancement in honing skills of faculty school organization", and "It develops professional privilege for faculty in higher job satisfaction and productivity school organization", with a weighted mean of 3.37 or Moderately Agree which means improved professional faculty development aspects as to roles, understanding, and expectation is limited. The overall average weighted mean is 3.75 (SD=0.361) or Agree on the extent of the improved professional faculty development as to aspect of roles, understanding, and expectation as observed among the respondents.

Table 7. Extent of Improved Professional Faculty Development Aspects as to Development of Trust and Respect Among the Respondents

Indicators	WM	I	R
It advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized.	3.76	A	5
It seeks to fulfill trust and respect development in school culture heritage as to its function in social integrity and personal development of faculty.	3.36	MA	7
It develops trust and respect to socialization in education provided by the school organization behavior process of individual employee faculty.	4.23	SA	1
Trust and respect are reinforcing the structure function process of school culture in Higher Education Institutions as skills develop knowledge and complexity.	3.55	A	6
It is a total socialization in education-based needs and processes to survive for values and dominant roles in the educational institution.	4.02	A	3
It provides transmission of culture on trust and respect development in fundamental information and behavior of individual faculty.	3.87	A	4
Development of trust and respect maintains social control and manifestation standard faculty in the school organization.	4.11	A	2
Average Weighted Mean	**3.84**	**A**	
Standard Deviation	**0.310**		

Table 7 presents the weighted mean and the corresponding interpretation on the extent of the improved professional faculty development as to aspects of development of trust and respect among the respondents.

As noted in the table, rank 1 is "It develops trust and respect to socialization in education provided by the school organization behavior process of individual employee faculty", with a weighted mean of 4.23 or Strongly Agree which means improved professional faculty development aspects as to development of trust and respect is highly observed. Rank 2 is "Development of trust and respect maintains social control and manifestation standard faculty in the school organization", with a weighted mean of 4.11 or Agree which means improved professional faculty development aspects as to development of trust and respect is observed. Rank 3 is "It is a total socialization in education-based needs and processes to survive for values and dominant roles in the educational institution", with a weighted mean of 4.02 or Agree which means improved professional faculty development aspects as to development of trust and respect is observed. The least in rank is "It seeks to fulfill trust and respect development in school culture heritage as to function in social integrity and personal development of faculty", with a weighted mean of 3.36 or Moderately Agree which means improved professional faculty development aspects as to development of trust and respect is limited. The overall average weighted mean is 3.84 (SD=0.310) or Agree on the extent of the improved professional faculty development as to aspects of development of trust and respect as observed among the respondents.

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Table 8. Extent of Improved Professional Faculty Development Aspects as to Organizational and Institutional Development Culture Among the Respondents

Indicators	WM	I	R
It focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture.	3.35	MA	6.5
It builds cohesion explicit organizational and institutional development care as to direction determination, distinction, pattern behavior, standard, and promotion of achievement orientation.	4.17	A	2
Organizational and institutional development culture has advantages, and disadvantages function among faculty and educational institution setting and system.	3.82	A	4
It is conducive to positive institutional school culture, satisfaction, professionalism, morale, and effectiveness to foster collaboration in the educational institution.	3.61	A	5
It promotes and engages healthy behavior in organizational and institutional development culture among faculty and staff to display high professional standards.	3.35	MA	6.5
It promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment.	4.24	SA	1
It defines allowable policy and intention to ensure coherence, decision making, behavior in real change of organizational, and institutional development culture.	4.00	A	3
Average Weighted Mean	**3.79**	**A**	
Standard Deviation	**0.367**		

Table 8 presents the weighted mean and the corresponding interpretation on the extent of the improved professional faculty development as to aspects of organizational and institutional development culture among the respondents.

As glanced in the table, rank 1 is "It promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment", with a weighted mean of 4.24 or Strongly Agree which means improved professional faculty development aspects as to organizational and institutional development culture is highly observed. Rank 2 is "It builds cohesion with explicit organizational and institutional development care as to direction determination, distinction, pattern behavior, standard, and promotion of achievement orientation", with a weighted mean of 41.7 or Agree which means improved professional faculty development aspects as to organizational and institutional development culture is observed. Rank 3 is "It defines allowable policy and intention to ensure coherence, decision making, behavior in real change of organizational, and institutional development culture", with a weighted mean of 4.00 or Agree which means improved professional faculty development aspects as to organizational and institutional development culture is observed. The least in rank is shared by the two indicators which are "It focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture", and "It promotes and engages healthy behavior in organizational and institutional development culture among faculty and staff to display high professional standard", with a weighted mean of 3.35 or Moderately Agree which means improved professional faculty development aspects as to organizational and institutional development culture is limited. The overall average weighted mean is 3.79 (SD=0.367) or Agree on the extent of the improved professional faculty development as to aspects of organizational and institutional development culture as observed among the respondents.

Table 9. Extent of Improved Professional Faculty Development Aspects as to Perspective Faculty Success Among the Respondents

Indicators	WM	I	R
Perspective faculty success is responsible for the academic output and achievement instruction guide for the task assignment of the faculty success and responsibility.	3.76	A	4
It provides proper discipline for faculty itself in the organizational school system and success responsibility.	4.22	SA	1.5
It helps to manage time properly to allow personal responsibility and academic success for students as the centers of learning.	3.55	A	5.5

It helps to improve academic performance and support student success and experience in teaching and learning.	3.55	A	5.5
It provides knowledge of instruction and prompts the query of students in teaching and learning.	4.22	SA	1.5
It determines and helps students to press forward on academic success despite issues and gaps in the learning process as to problems and personal crises.	3.34	MA	7
It helps to notify instruction and work diligently to the best where support and services are needed in the academic performance of students.	4.00	A	3
Average Weighted Mean	**3.80**	**A**	
Standard Deviation	**0.348**		

Table 9 presents the weighted mean and the corresponding interpretation on the extent of the improved professional faculty development as to aspects of perspective faculty success among the respondents.

As revealed in the table, rank 1 is shared by the two indicators which are "It provides proper discipline for faculty itself in the organizational school system and success responsibility", and "It provides knowledge of instruction and prompts the query of students in teaching and learning", with a weighted mean of 4.22 or Strongly Agree which means improved professional faculty development aspects as to perspective faculty success is highly observed. Rank 2 is "It helps to notify instruction and work diligently to the best where support and services are needed in the academic performance of students", with a weighted mean of 4.00 or Agree which means improved professional faculty development aspects as to perspective faculty success is observed. Rank 3 is "Perspective faculty success is responsible academic output and achievement instruction guide for the task assignment of the faculty success and responsibility", with a weighted mean of 3.76 or Agree which means improved professional faculty development aspects as to perspective faculty success is observed. The least in rank is "It determines and helps students to press forward on academic success despite issues and gaps in the learning process as to problems and personal crises", with a weighted mean of 3.34 or Moderately Agree which means improved professional faculty development aspects as to perspective faculty success is limited. The average weighted mean is 3.80 (SD=0.348) or Agree on extent of the improved professional faculty development as to aspect of perspective faculty success as observed among the respondents.

Table 10. Extent of Improved Professional Faculty Development Aspects as to Assessment of Program Outcome Among the Respondents

Indicators	WM	I	R
Demonstrates mastery of educational assessment program outcome in political context, psychological, historical, socio-cultural, and philosophical educational system and setting in the Higher Education Institution.	4.21	SA	1
It facilitates learning delivery mode of teaching range and methodology appropriate to specific learning assessment and program outcome environment.	3.69	A	5
It develops curriculum and innovation program outcomes and establishes assessment as to diverse resource learning, teaching approach, and instructional plan.	4.01	A	2.5
It develops and applies skills in utilizing assessment program outcomes to promote sustainable relevant quality educational practice.	3.39	MA	7
It demonstrates different thinking skills, learning progress, reporting outcome, assessing, monitoring, and planning on program outcome of educational system and setting.	3.45	A	6
It practices assessment program outcomes as to ethical, and professional teaching standards, and sensitivity as to reality for national, global, or local setting.	4.01	A	2.5
It pursues assessment and program outcome in personal and professional growth lifelong learning varied experiential opportunity in the educational system.	3.81	A	4
Average Weighted Mean	**3.79**	**A**	
Standard Deviation	**0.305**		

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Table 10 presents the weighted mean and the corresponding interpretation on the extent of the improved professional faculty development as to the aspect of assessment of program outcome among the respondents.

As noted in the table, rank 1 is "Demonstrates mastery of educational assessment program outcome in political context, psychological, historical, socio-cultural, and philosophical educational system and setting in the Higher Education Institution", with a weighted mean of 4.21 or Strongly Agree which means improved professional faculty development aspects as to assessment of program outcome is highly observed. Rank 2 is shared by the two indicators which are "It develops curriculum and innovation program outcome and establishes assessment as to diverse resource learning, teaching approach, and instructional plan", and "It practices assessment program outcome as to ethical, and professional teaching standard, and sensitivity as to reality for national, global, or local setting", with a weighted mean of 4.01 or Agree which means improved professional faculty development aspects as assessment of program outcome is observed. Rank 3 is "It pursues assessment and program outcome in personal and professional growth lifelong learning varied experiential opportunities in the educational system", with a weighted mean of 3.81 or Agree which means improved professional faculty development aspects as assessment of program outcome is observed. The least in rank is "It develops and applies skills in utilizing assessment program outcome to promote sustainable relevant quality educational practice", with a weighted mean of 3.39 or Moderately Agree which means improved professional faculty development aspects as assessment of program outcome is limited. The overall average weight mean is 3.79 (SD=0.305) or Agree on the extent of the improved professional faculty development as to the aspect of assessment of program outcome as observed among the respondents.

3. **Is there a significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents?**

Table 11. Test of Significant Correlation Between the Contribution of CRAFT in HEI and the Extent of the Improved Professional Faculty Development Among the Respondents

Test of Variables CRAFT vs. Professional Faculty Development	Computed r value	Relationship *significant *not significant	Hypothesis *accepted *rejected
1. Skills productivity:			
roles, understanding, and expectation	0.02008293	not significant	accepted
development of trust and respect	0.01981971	not significant	accepted
organizational and institutional development culture	0.01995002	not significant	accepted
perspective faculty success	0.01992375	not significant	accepted
assessment of program outcome	0.01995002	not significant	accepted
School culture:			
roles, understanding, and expectation	0.01997833	not significant	accepted
development of trust and respect	0.01971648	not significant	accepted
organizational and institutional development culture	0.01984611	not significant	accepted
perspective faculty success	0.01981998	not significant	accepted
assessment of program outcome	0.01984611	not significant	accepted
Update training trends:			
roles, understanding, and expectation	0.01997574	not significant	accepted
development of trust and respect	0.01971392	not significant	accepted
organizational and institutional development culture	0.01984353	not significant	accepted
perspective faculty success	0.01981741	not significant	accepted
assessment of program outcome	0.01984353	not significant	accepted
Development of teaching management:			
roles, understanding, and expectation	0.01967407	not significant	accepted
development of trust and respect	0.01941621	not significant	accepted
	0.01954387	not significant	accepted

organizational and institutional development culture	0.01951814	not significant	accepted
perspective faculty success	0.01954387	not significant	accepted
assessment of program outcome			
Training needs and gaps:			
roles, understanding, and expectation	0.01992664	not significant	accepted
development of trust and respect	0.01966547	not significant	accepted
organizational and institutional development culture	0.01979476	not significant	accepted
perspective faculty success	0.01976870	not significant	accepted
assessment of program outcome	0.01979476	not significant	accepted
One tailed test, df of 175, with 0.05 level of significant and critical r value of 0.147558			

Table 11 presents the test of significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents.

It reveals in the table that when each variable is tested, it shows that all computed r values are lower than the r value of 0.147558, one tailed test with 0.05 level of significance, and df of 175 which is not significant in the relationship and acceptance of the hypothesis. Therefore, it is safe to say that there is no significant correlation between the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution and the extent of the improved professional faculty development among the respondents.

DISCUSSION

The contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity shows to create things simple, focus plan, and faculty to stay on set task for success and clear outcome. It also shows to improve productivity in focusing employees program benefits to work for the performance goals of the school organization. The process of the CRAFT explores professional development of faculty views from various school organizations and benefits. It provides better competition as expected from the faculty in Higher Education Institutions. It benefits the whole school system on substantial impact as to performance, attraction, and retention. It is the strategy and focused to help employees in the school organization as to competitive advantage, sustainability and goals. It elaborates the skills productivity of the faculty to stimulate professionalism and work output in the organization, (Werner, & Balkin, 2021, pp. 8-22). Hence, it also helps to minimize activities in the office or school such as work teaching load, meeting, and lack of organization to avoid multitasking work output and productivity. This is based on policy and rules mandated by the school organization. It enhances quality teaching in improving resources to effective educational systems in the Higher Education Institution. It increases school resources for faculty, facility and infrastructure, and improves quality school systems such as teacher professional development empowerment, (Romlah, et al., 2021).

Indeed, the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of school culture shows to build strong relationship which is one of the core values of the Higher Education Institution to breed positive culture as to fortitude, excellence, and uprightness. It influences support and improves performance of every employee to make the school climate focused on strong relationships as one team in the educational system. It is a comparative view and practice in exploring relationship and experience success and climate school culture context. It includes positive aspects in identifying success of faculty, learners, heads, school-based counselling or guidance, and teamwork. This includes utilization of school curriculum, respect in teaching, and relevant clear education act system and process. It is a catalyst to the educational and complex system practice dimension to school leadership influenced success of the learners, (Baafi, 2021). Still, it shows that employees, faculties, and staff are role models to assist one another as part of the trends in school, especially in coping with unfamiliar situations. It also shows unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time. It strengthens positive behavior of employees to reinforce better school culture in the educational system. It develops a responsible leadership theory based on the roles in the organization school expertise. It motivates faculties to conceptualize leadership success when molding and shaping students to the fullest. A responsible leader or

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faculty requires concept and behavior complexity in providing role models for the learners. It provides positive and perceived leadership effectivity engagement in the school organization and value orientation, (Voegtlin, et al., 2020, pp. 411-431).

Notably, the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of update training trend shows to design the capability of faculty to improve approach in teaching based needs of student learning process. It also improves advanced technology for teaching approach outcome-based teaching for students as the centers of learning. It also shows to help and to improve interactivity in the classroom through the trend of teaching utilizing the advanced technology for quality education output result. It examines organizational dimension capacity change from good, better, and best such as development of faculty professional and context change. This strengthens learning capacity and influences the progress of school organization performance, (Sukoco, et al., 2021). On the contrary, update training innovates trends of the educational system and advanced technology in collaborative teaching and learning connection. It also engages in updating academic measures of faculty classroom activities to focus on in-depth learning guidance in the course module. It introduces classroom learning, an experienced educational setting and system for a tremendous change and improves teaching immersive methods. It shapes educational structure based training design being updated for professional development as to skills and employment process. It strengthens development professional faculty high-tech skills and educational growth and value, (Qureshi, 2021).

Moreover, the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of development of teaching management shows to help and to develop the improved implementation for teaching and learning. It defines best possible teaching and development management to emphasize positive behavior for the learners-based needs in the teaching process. It determines to provide positive reward and behavior in teaching and learning during the delivery of the module. It helps to develop goals and access to educational systems that can be achieved effectively in development management in teaching for faculty which means practical experience, social development thinking, for faculty can improve professional competence, and profession. This depends on the attitude and logic in adequate respect, ability, and professional skills. It analyzes the level of training activity for professional faculty. CRAFT has designed professional formation competency skills for employee and staff of Higher Education Institution system and process, (Orishev, & Burkhonov, 2021, pp. 139-150). Besides, it shows that development of teaching management sets routine and classroom expectation behavior of student positive outcome and improved performance. It also reinforces development of teaching management and positive behavior of learners gradually for academic performance of students. It develops faculty behavior in classroom intervention and effectiveness as to techniques in the delivery mode of teaching and stimulus control, techniques in consequent-based contingency, and management, (Staff, et al, 2021, pp. 763-779).

Furthermore, the contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of training needs and gaps shows to determine the valuable training needs for faculty overall competency and efficiency to increase school organization which is necessary for professional development. It also identifies the outcome desired training gaps of faculty in the actual team school system and setting to provide development and learning. Training needs and gaps recognize knowledge and skills of faculty in organizational priority training and implementation of reskill and upskill. Effectiveness of training explores faculty performance competency as to soft skills, and knowledge management to strengthen and develop full potential individually. It enhances faculty solving problem skills, and concept development, (Mislia, et al., 2021, pp. 1368-1383). Yet, training needs and gaps help to improve the skills for faculty whether soft or hard to address training expectation and disparity during the CRAFT. This is a part of skills development as they face challenges in the now normal environment, especially in the adjustment process of teaching and learning. It determines training needs of faculty to provide analysis on performance issues that may arise before and after the CRAFT. This has been provided by the school organization before the start of the classes from time to time. It helps to provide competency skills, knowledge for employees to keep them updated and perform better. It assesses development and importance of CRAFT in improving performance of faculty in molding and shaping the young minds to the fullest. This is accounted for by the personality and professional development of faculty in the Higher Education Institution. It highlights relevant belief and cohesive structure in the academic skills of faculty, (Chamorro-Premuzic, et al., 2010, pp. 221-241).

Similarly, the extent of the improved professional faculty development as to aspects of roles, understanding, and expectation among the respondents shows to offer better professional opportunity development in retaining and attracting skilled employees for better advancement careers. This forms part of the vision, mission, and core value of the Higher Education Institution. It offers an in-house professional development opportunity such as mentoring program and training session for various professional development systems and settings. Various speakers are invited to give inspirational talks for faculty to engage in the

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impact of moderate role and practice. It provides an impact and enhances faculty retention and contribution through engagement of professional development processes. It appraises faculty on absorption process value at work, dedication, and vigor. It contributes to faculty improvement on job engagement. Faculty role and understanding provides real wealth in the educational system and organization as intense competency in providing quality education, (Sepahvand, & Bagherzadeh Khodashahri, 2021, pp. 437-468). Also, it provides career opportunity and advancement in honing skills of faculty in the school organization which means to provide proper training needed for teaching competency. It develops professional privilege for faculty in job satisfaction and productivity school organization. It builds professional development of faculty benefit and ability for personal goals and potentials. It highlights experiences and professional development of faculty in enhancing skills and competency for growth and development in teaching and learning practice. It challenges faculty on focus of work, and professional development to strengthen student future careers, (Grossman, & Duchesneau, 2021).

Nonetheless, the extent of the improved professional faculty development as an aspect of development of trust and respect among the respondents shows to develop socialization in education provided by the school organization behavior process of individual employee faculty. This must be the environment of the school organization where unity, and respect can be inculcated to have working relationships in Higher Education Institutions. Development of trust and respect maintains social control and manifestation standard faculty in the school organization. This is observed in the school organization. It fosters support for faculty as to diversity and equity intervention of the CRAFT. It underlies various theories as explained by the plenary speakers on processing theory, social information, and social learning theory to spur faculty on academic influence and leadership. It highlights the success of CRAFT in the role, respect, and understanding of the success of the faculty development program, (Marchiondo, Verney, & Venner, 2021). However, it shows to seek and to fulfill trust and respect development school culture heritage as to its function in social integrity and personal development of faculty. This has implanted to the mind of faculty the essence of development and trust among them. This maintains better camaraderie among faculty in the organization. It is a total socialization in education-based needs and processes to survive for values and dominant roles in the educational institution. It is determined to focus on faculty performance in an ideal workplace and purpose in the organization. This highlights better output and maintenance in the teaching and learning process. It mediates roles in the school organization of faculty, (Jena, 2021).

Certainly, the extent of the improved professional faculty development as to aspect of organizational and institutional development culture among the respondents shows to promote collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment which means necessary characteristics and features of faculty in the school system and organization. It shows how to build cohesion with explicit organizational and institutional development care as to direction, determination, distinction, pattern behavior, standard, and promotion of achievement orientation. It defines allowable policies and intention to ensure coherence, decision making, behavior in real change of organizational, and institutional development culture. It draws a holistic level of professional development during the process of CRAFT in competency and leadership skills. It Influences faculty performance and mechanism model of social interaction and adaptation, mediation, dominance leadership, discipline in leadership, and charismatic leadership needed for faculty in the Higher Education Institution. It builds competitive team learning, performance, and goal orientation, (Lin, & Wu, 2022, pp. 1-28). Also, it shows a focus on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values in the institutional development culture. It also promotes and engages healthy behavior in organizational and institutional development culture among faculty and staff to display high professional standards. It explores faculty engagement, working atmosphere and environment. It provides proper medicine in complying requirements of tasks in teaching and learning. This is necessary for faculty to feel the sense of belongingness in the school organization to strengthen morale in professional attribution in the system, (Rasool, et al., 2021).

In addition, the extent of the improved professional faculty development as an aspect of perspective faculty success among the respondents shows to provide proper discipline for faculty itself in the organizational school system and success responsibility. Faculty is being provided proper training for value and morale. This can maintain proper integrity. This includes behavior and attitude which is being measured during the process of evaluation and work performance. It provides knowledge of instruction and prompts the query of students in teaching and learning as part of integrity and moral for faculty. It helps to notify instruction and work diligently to the best where support and services are needed in the academic performance of students. It illustrates the concept and responsibility of faculty in teaching and learning. It implements novel potent pedagogy as professional faculty in the Higher Education Institution. It is an advanced faculty learning and concept designed for the faculty professional development process, (Chen, & Tsai, 2021). Thus, perspective faculty success determines and helps students to press forward on academic success despite issues and gaps in the learning process as to problems and personal crises. Perspective faculty success

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is responsible for the academic output and achievement instruction guide for the task assignment of the faculty success and responsibility. It provides formal training and expertise for faculty development programs. It describes operational faculty success based on the policy and standard requirement of Higher Education Institution that leads to effective teaching and learning practitioners, (Farakish, Cherches, & Zou, 2022, pp. 1-14).

Lastly, the extent of the improved professional faculty development as to aspect of assessment of program outcome among the respondents shows mastery of educational assessment program outcome in political context, psychological, historical, socio-cultural, and philosophical educational system and setting in the Higher Education Institution. It develops curriculum and innovation program outcomes and establishes assessment as to diverse resource learning, teaching approach, and instructional plans. It practices assessment program outcomes as to ethical, professional teaching standards, and sensitivity as to reality for national, global, or local settings. It examines the teaching and learning assessment outcome of the program for both faculty and students to align with the standard requirement of the school organization. This can apply to the various domains of learning as part of the program and assessment outcome, (Wei, Saab, & Admiraal, 2021). In consequence, it develops and applies skills and utilization assessment program outcomes to promote sustainable relevant quality educational practice. This can equip competency in the world of the educational system. It describes an intervention outcome assessment program for student and development process. The approach attempts to provide proper skills for students based assessment programs set in the module, (Hilty, et al., 2021, pp. 356-373).

CONCLUSION

The contribution of course refresher in assessing and facilitating teacher-learning (CRAFT) in Higher Education Institution among the respondents in terms of skills productivity shows to create things simple, focus plan, and faculty to stay on set task for success and clear outcome to improve productivity in focusing employee program and benefit to work performance goals of the school organization.

School culture shows to build strong relationships which is one of the core values of the Higher Education Institution to breed positive culture. It also influences support and improves performance of every employee to make the school climate focus on strong relationships as one team in the educational system.

Update training trend shows to design capability of faculty to improve approach in teaching based on the needs of student learning process to improve advanced technology for teaching approach on outcome-based for students as the centers of learning, and it helps to improve interactivity classroom through the trend of teaching utilizing the advanced technology for quality education output result.

Development of teaching management shows to help and develop the improved teaching management and implementation for teaching and learning to the fullest, and it defines best possible teaching and development management to emphasize positive behavior for the learners-based needs in the teaching process. It also determines to provide positive reward and behavior in teaching and learning during the delivery of the module to help develop goals and access to the educational system that can be achieved effectively in development management in teaching for faculty.

Training needs and gaps show to determine valuable training needs for faculty overall competency and efficiency to increase school organization, and to identify outcome desire training gaps of faculty in actual team school system and setting. Training needs and gaps recognize knowledge and skills of faculty in organizational priority training and implementation of reskill and upskill.

Roles, understanding, and expectation shows to offer better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement careers to offer an in-house professional development opportunity such as mentoring program and training session for various professional development systems in school system and setting.

Development of trust and respect shows socialization in education provided by the school organization behavior process of individual employee faculty where development of trust and respect maintains social control and manifests standard faculty in the school organization.

Organizational and institutional development shows to promote collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment. It builds cohesion explicit organizational and institutional development care as to direction determination, distinction, pattern behavior, standard, and promotion of achievement orientation.

Course Refresher in Assessing and Facilitating Teacher-Learning (CRAFT) in Higher Education Institution: Basis for Improved Professional Faculty Development

Perspective faculty success shows to provide proper discipline for faculty itself in the organizational school system and success responsibility. It also provides knowledge of instruction and prompts query of students in teaching and learning. It also shows to help and to notify instruction work diligently to the best. The support and services are needed in the academic performance of students.

Assessment of program outcome demonstrates mastery of educational assessment program outcome in political context, psychological, historical, socio-cultural, and philosophical educational system and setting in the Higher Education Institution where it develops curriculum and innovation program outcome and establishes assessment as to diverse resource learning, teaching approach, and instructional plans. It also shows practice assessment of program outcome as to ethical, and professional teaching standard, and sensitivity as to realities for national, global, or local setting.

CONFLICT OF INTEREST STATEMENT
The author declares no conflict of interest.

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