Research Article

Analysis Of Components Affecting The Professional Growth Of Clinical Faculty Members

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Abstract:

Introduction: Professional development of faculty members is a key strategy to improve the quality of the higher education system. Therefore, this study was conducted to investigate the components affecting the professional growth of clinical faculty members of Jahrom University of Medical Sciences in 2022.

Methods: This descriptive cross-sectional study was performed on all clinical faculty members of Jahrom University of Medical Sciences in 2022. Data collection tools in this study are a demographic information questionnaire and a faculty member's professional development questionnaire. Data analysis was performed using SPSS software version 21 and descriptive and inferential statistical tests.

Result: 41 clinical faculty members participated in the study. Study participants mentioned the importance of professional development of faculty members 63.36%. The psychological factor with 73.78% and the Organizational factor with 55.73% had the highest and lowest importance in faculty development, respectively. From the point of view of clinical faculty members, the items "Commitment to career goals", "Existence of personal values and beliefs among faculty members that reflect excellence and goodness in work" and "Ability to understand issues related to their field of work" had the highest priority among the items of professional development of clinical faculty members. The lowest priority items were "Existence of a culture of criticism (criticism and critique) among faculty members", "Existence of strategic plans and policies for professional development" and "Existence of administrative policies recognizing professional development activities"

Conclusions: The results of the present study showed that the most important factors affecting the professional growth of faculty members of Jahrom University of Medical Sciences are: the psychological factor, cultural factor, support system, managerial factor and institutional factor, respectively. Higher education development programs should be emphasized these factors in order to promote the position of faculty members, science and the higher education system of the country by providing professional growth guides.

Keywords: Analysis, Influential components, Professional growth, Clinical faculty members

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Background:

Higher education in any country is one of the most important institutions that have an undeniable role in the development of societies. The university, as a thoughtful, knowledgeable and innovative institution in society, is expected to fulfill its duties and missions in the three fields of education, research and the provision of scientific and social services (1). Professional development of faculty members is a key strategy to improve the quality of the higher education system (2). Being a member of the faculty means

connecting with multiple situations (3). Faculty members play a special role as the main driver of intellectual and social capital, not only at the department, faculty and university level, but also at the national level (4). Numerous faculty activities, such as the demand for research and professional management activities at the university level, do not leave much time for continuous growth in teaching techniques and approaches. Although faculty members feel that teaching is a priority, more time and attention is spent on other academic activities (5). In such circumstances, it is inevitable to pay attention to the growth and promotion of faculty members in the form of professional development programs to properly deal with change and increase productivity (6). Reasons for the emergence of professional development of faculty members in response to social change result from five reasons (1. Changing expectations about the quality of education 2. Changing social needs 3. Changing technology and its impact on teaching and learning 4. Changing student population and their expectations 5. Changing paradigms in teaching and learning), each of which requires that not only faculty members but also universities review their traditional strategies (7). Faculty Improvement Network in Higher Education (2009) applied its professional development to all programs that focus on faculty members and stated that these programs emphasize aspects of teaching, research, and professional activities. And its purposeful advancement requires a process-oriented, participatory and systematic approach, and it is necessary that the professional development policy of faculty members be consistent with other components of the university system and the necessary resources and credits be considered for it (8). Therefore, professional development activities include three components: teaching and research, teaching and learning process, and knowledge of the curriculum and university teaching. Schulman (1987) considers these activities to include only aspects of teaching and research that are important faculty members and does not focus on strengthening other competencies such as technology transfer, change management, decision making, teamwork, conflict resolution, and consulting(9). Chikrin and Gassmon (1987) mention the strengthening of professional development of faculty members in the field of education in seven components:

1. Strengthen the spirit of faculty member interaction with the student, 2. Strengthen the spirit of interaction between students, 3. Enhance active learning, 4. Give appropriate feedback, 5. Observe order in terms of timely attendance at class, 6. High expectations of the student, 7. Respect for the diversity of talents and learning styles (10).

Numerous studies have been conducted on professional growth. King et al. (2011) Introduced the title of a source on professional growth (11). In Nourshahi (2011) research, it was found that the amount of interactions and collaborative communication among the faculty members is moderate, and among them, some faculty members have high group activities and scientific communication, and some have almost no relationships and interactions. They are scientific-professional (12). Therefore, according to the mentioned cases and the important role of faculty members in promoting education, the present study was conducted with the aim of investigating the components affecting the professional development of clinical faculty members of Jahrom University of Medical Sciences.

Method:

This cross-sectional descriptive study was performed on all clinical faculty members of Jahrom University of Medical Sciences in 2022. Data collection tools in this study are a demographic information questionnaire and faculty member's professional development questionnaire. The demographic information questionnaire includes: age, gender, work experience and marital status and

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professional development questionnaire for faculty members has 5 areas and 36 questions. Areas include psychological factors (10 questions), managerial factors (10 questions), cultural and social factors (7 questions), institutional factors (5 questions) and factors related to the support system (4 questions). The scoring range of the questionnaire questions is from very high to very low. So the score is very high = 5, high = 4, I have no idea = 3, low = 2 and very low = 1. The cut-off score is 36-180. The validity and reliability of the questionnaire were obtained in the study of Safari et al. With a reliability coefficient of 0.95 (13). Data analysis using SPSS software version 21 and using descriptive statistics (mean, percentage and standard deviation) and inferential tests such as independent t-test and one-way analysis of variance and if necessary post hoc tests such as Tukey at the level of meaning You will have P <0.05.

Results:

41 clinical faculty members participated in the study. 51.2% of them were male and the rest were female. 97.6% of them were married. Work experience 39% of them 0-4 years, 9.8% of them 4-8 years, 19.5% of them 8-12 years, 12.2% of them 16-12 years, and 19.5% of them was over 16 years (Table 1).

Study participants mentioned the importance of professional development of faculty members 63.36%. The psychological factor with 73.78% and the Organizational factor with 55.73% had the highest and lowest importance in faculty development, respectively (Table 2, Chart 1).

Table 1: Frequency of demographic variables of faculty members participating in the study

		Number	Percent
Gender	Male	21	51.2
	Female	20	48.8
Marital status	Single	1	2.4
	Married	40	97.6
work experience	year 0-4	16	39
	year 4-8	4	9.8
	year 8-12	8	19.5
	year 12-16	5	12.2
	Over 16 years	8	19.5

Table 2: The importance of professional development of faculty members and the affecting components

	Mean	Standard deviation	Minimum	Maximum
professional development	36.63	20.17	29.17	100
Psychological factor	73.78	14.40	40.0	100
Managerial factor	57.45	31.69	0	100
Cultural factor	62.58	21.52	9.38	100
Organizational factor	55.73	26.47	10	100
Supportive system	61.74	24.01	50.12	100

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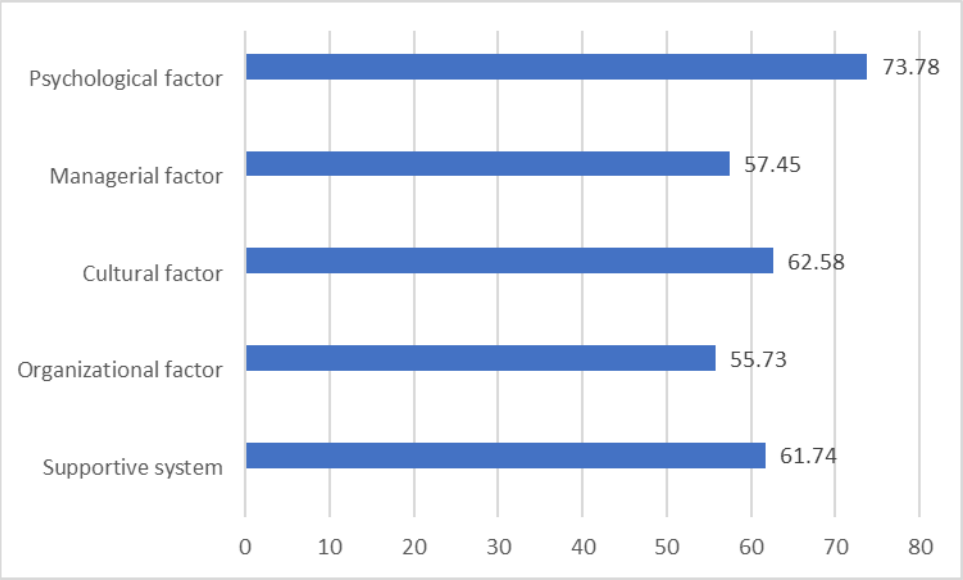


Figure 1: Comparison of the importance of components affecting the professional development of faculty members

From the point of view of clinical faculty members, the items "Commitment to career goals", "Existence of personal values and beliefs among faculty members that reflect excellence and goodness in work" and "Ability to understand issues related to their field of work" had the highest priority among the items of professional development of clinical faculty members. The lowest priority items were "Existence of a culture of criticism (criticism and critique) among faculty members", "Existence of strategic plans and policies for professional development" and "Existence of administrative policies recognizing professional development activities" (Table 3).

Discussion:

The professional development of university faculty members helps them to react appropriately to internal and external changes in the organization and is one of the most important factors in the effectiveness of educational systems.

Due to the increasing student admission capacity by the university Given the important role that universities play in the development of countries, it is necessary to identify the factors that affect the professional development of faculty members. In the present study, the participants expressed the importance of professional development of faculty members by 63.36%. 62.58%), support system (61.74%), managerial factor (57.45%) and institutional factor (55.73%). Accordingly, the psychological factor with 73.78% and the institutional factor with 55.73% had the most and the least impact on the professional growth of faculty members, respectively. Safari et al. (2014) (13)also examined the components affecting the professional growth of members. The faculty of Azadshahr Azad University paid attention. Factor analysis led to the extraction of five underlying components: psychological factor 8.45%, cultural and social factor 8.23%, institutional factor 8.18%, managerial factor 8.46% and supportive factor 7.68% of the total variance Eshraghi Samani (2017) her study with the aim of determining the factors affecting the professional growth of faculty members of Ilam Azad University, after analyzing the studied factors, concluded that four factors are Network Social Maturity , structural-service maturity, Managerial organizational maturity and Personal Characteristic Maturity have the greatest impact on the professional growth of participants.

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Table 3: Items of professional development of clinical faculty members

Items of professional development of clinical faculty members	Low	Medium	High
Commitment to career goals	2.44	4.88	92.68
Existence of personal values and beliefs among faculty members that reflect superiority and goodness in work	0.00	9.76	90.24
Ability to understand issues related to your field of work	2.44	9.76	87.80
Prevalence of a culture of mutual respect among faculty members	17.07	0.00	82.93
Faculty members believe in their influence on the personal and professional lives of colleagues and etc.	2.44	14.63	82.93
Having the spirit to face the challenges and changes in life	12.20	7.32	80.49
Strong belief of faculty members in the importance of continuity in professional development	9.76	14.63	75.61
Ability to progress through internal incentives (internal satisfaction)	2.44	21.95	75.61
Respect for the activities of colleagues by faculty members	21.95	2.44	75.61
Existence of a committed attitude among faculty members towards the professional development process	14.63	14.63	70.73
Belief in the impact of professional development on better performance of tasks	14.63	17.07	68.29
Having a suitable mental and psychological condition with the job of the faculty	12.50	20.00	67.50
Competence in delegating educational and research responsibilities to faculty members	17.07	17.07	65.85
Existence of positive and effective work relationships with management (manager, group, faculty manager, etc.)	19.51	17.07	63.41
Having a proper physical condition with the job of the faculty	14.63	21.95	63.41
Encouraging support from family and friends	14.63	21.95	63.41
Having a passion for continuous professional development	21.95	19.51	58.54
Existence of flexibility in the university management system	21.95	19.51	58.54
Professional meritocracy in the process of promoting faculty members	19.51	21.95	58.54
Ability of faculty members to play daily family and citizenship roles	15.38	30.77	53.85
Having positive communication and interaction of management with faculty members	24.39	21.95	53.66
Providing the necessary resources for professional development	24.39	21.95	53.66
Managing the performance of management	31.77	14.66	53.66
University management pays attention to the needs of faculty members	36.59	9.76	53.66
Important challenges and crises of life	13.51	35.14	51.35
Existence of a suitable environment for expressing the opinions, demands and criticisms of the faculty members	29.27	19.51	51.22
Support the university management of individual efforts for professional development	36.59	12.20	51.22
Having a society of a proper value and moral system with the profession of the faculty members	26.83	21.95	51.22
Support and appreciation of the management of the performance of the faculty members	39.02	12.20	48.78
Involve faculty members in university decisions	26.83	24.39	48.78
Presence of group and team participation fields of faculty members	24.39	29.27	46.34
The existence of procedures and regulations facilitating the development of technology	26.83	29.27	43.90
Existence of personal support system in the workplace	27.50	30.00	42.50
Existence of a culture of criticism (criticism and critique) among faculty members	31.71	26.83	41.46
Existence of strategic plans and policies for professional development	24.39	36.59	39.02
Existence of administrative policies formalizing professional development activities	31.71	34.15	34.15

Professional development activities by each department manager, participation of faculty members in managing university decisions, having a friendly and positive interaction between management and faculty, encouraging innovative teaching and research activities by management, creating space and conditions to provide members' views Faculty of performance Management, the transfer of educational and research responsibilities by management to faculty members and creating opportunities for professors to participate in the decisions of university

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curricula (14). These results are consistent with the results of the present study Fathi Vajargah Et al (2019) stated that the underlying characteristics affecting the professional development of faculty members can be classified into two main categories: the efficiency of management and supervisory structures and the existence of support systems for professional development of faculty members. Initially, with the category of efficiency of efficient management and supervisory structure in the higher education system, it is possible to pay attention to issues such as paying attention to the professional development of faculty members in higher education policies, the position of professional development of faculty members in the belief and practice of higher education managers. Salari pointed to the recruitment, employment and promotion of faculty members and the efficiency of supervisory systems and performance appraisal of faculty members. The existing infrastructure in the university system, the availability of programs and empowerment activities and the establishment of faculty development centers in universities and colleges with the participation of faculty members (15). In the present study, also in the field Support systems The most important factor affecting professional growth can be the existence of an individual support system in the workplace, the existence of positive and effective work relationships with management (manager, group, faculty manager, etc.), the existence of encouraging support for Towards family and friends and the ability of faculty members to play daily roles Family and citizenship. Among the other important factors that affect the professional development process of faculty members in the present study is the cultural factor. One of the most important points is the spread of a culture of mutual respect among faculty members. Respecting the activities of colleagues by competent faculty members in delegating educational and research responsibilities to faculty members, having a good mental and psychological condition with the faculty job, having a physical condition appropriate to the important academic life and program, Strategic policies in the direction of professional development, society has a value system and ethics appropriate to the profession of the board, Hejazi et al. (2010) also stated that in the socio-cultural field, the variable of mutual culture between faculty members, culture Respect for the activities of faculty members by colleagues and attention to the value and moral system of society in accordance with the teaching profession are factors affecting the professional growth of faculty members (16), which is consistent with the results of the present study.

Conclusion:

The results of the present study showed that the most important factors affecting the professional growth of faculty members of Jahrom University of Medical Sciences are: psychological factor, cultural factor, support system, managerial factor and institutional factor, respectively. Higher education development programs should be emphasized these factors in order to promote the position of faculty members, science and the higher education system of the country by providing professional growth guides.

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