

## Original Article

**A Study on Post-Appointment Training Practices for University-Level Educators at University College of Zhob BUIITEMS**

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**Abstract**

This study explores the availability, accessibility, and quality of post-appointment in-service training programs for faculty at the University College of Zhob (UCoZ), a sub-campus of Balochistan University of Information Technology, Engineering and Management Sciences (BUIITEMS), Pakistan. Utilizing a quantitative research design, responses were obtained from 20 faculty members in the Departments of Education, Economics, Business Administration, and Computer Science through a census sampling technique. The results show major gaps in offering training programs, with staff being discontented with their availability, communication, and accessibility. Despite these gaps, existing training initiatives were perceived as effective in enhancing digital literacy, assessment techniques, mentorship, and collaboration. The lack of systematic training was determined to have negative effects on faculty job satisfaction, professional development, teaching quality, student learning, and reputation for the institution. The research highlights the imperative necessity for organized and equitable faculty development programs to close the gap between theoretical understanding and practical implementation in higher education. Recommendations in this study include establishing a dedicated Faculty Development Unit, mandating structured training for new faculty, creating an annual training calendar, and fostering peer mentorship. These measures aim to enhance teaching quality, faculty performance, and institutional credibility at UCoZ, contributing to the broader discourse on faculty development in Pakistan's higher education sector.

**Keywords:** *In-service training, Faculty development, Higher education, University College of Zhob, Teaching effectiveness, Professional growth*

**INTRODUCTION**

Living in an era where every sector is evolving and developing rapidly, higher education is no exception. The driving force behind this higher education sector is the individuals recognized as the nation's progress builders. According to Donnelly (2019), the expectations placed on university teachers are incredibly high because they are seen as responsible for preparing a workforce that will propel the nation's progress.

To achieve and sustain this progress, teachers need continuous training. As these changes take place, the role of university teachers becomes increasingly significant. This is why investing in higher education teachers through well-designed training programs is crucial. Continuous training programs (Mitrukhina, 2021) aims to enhance the effectiveness of university teachers, helping them engage and inspire their students amidst unique challenges and opportunities.

Increased staff efficiency allows educational institutions to largely ensure their success by



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offering teachers opportunities for professional development. As Jabbarifar (2015) clearly states, "the heart of every educational enterprise, the force driving the whole enterprise towards its educational aims, is the teaching faculty, especially at the university level."

Governments and Institutions therefore increasingly encourage teachers to participate in training programs, making these programs steadily gain popularity. Research shows a strong positive correlation between the quality of education and the quality of teachers (Ali et al., 2010). This sentiment was echoed by the House of Commons Report (2012), which emphasized that no education system can be better than the quality of its teachers.

While the primary aim of post-appointment in-service training at the university level is to develop effective teachers, the definition of "effective" is widely debated in educational literature. Alzeebaree et al. (2021) bring meaningful perspectives to this complex concept, identifying several key characteristics of effective

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teaching that are closely linked to student success. These characteristics include subject matter knowledge, pedagogical knowledge, and socio-affective skills.

Although pre-service teacher training programs aim to equip faculty with a diverse skill set, research suggests that these programs may not fully address the specific needs highlighted earlier. In this regard, Dilshad et al. (2019) concluded that teachers can effect change in their classroom practices only when they are provided with the latest teaching techniques and strategies through high-quality professional development programs.

This limitation could stem from an overemphasis on theoretical knowledge and pedagogical methods that may not fully translate to the realities encountered in diverse classroom settings. While student teaching opportunities provide practice during pre-service training, the practicalities of managing a full-fledged classroom, with its unique blend of student profiles, physical environments, school policies, and resource constraints, often present a different and significantly more complex reality (Olele & Uche, 2011). Therefore, it becomes crucial to acknowledge the limitations of post appointment in-service teacher training and recognize the importance of continuous professional development.

In-service training programs bridge the gap between theoretical knowledge and practical application, allowing educators to refine their skills in real-world settings, fostering greater effectiveness, and ultimately, leading to enhanced student learning outcomes. Without adequate in-service training, these educators may struggle to effectively engage students, deliver content, and navigate the challenges of their new role. As Supriatna (2011) argues, without refreshing or updating their knowledge and skills, teachers may not be able to engage students in learning nor will they be able to provide students with appropriate skills for competitive living in modern society.

In Pakistan, higher education is delivered through a network of public and private institutions, employing thousands of faculty members. Continuous professional development of these educators is necessary to ensure the provision of quality education. This emphasis aligns with research demonstrating the intrinsic link between faculty quality and the overall quality of higher education (Ali et al., 2010). However, professional training for getting the

job as a university teacher is not a prerequisite so far in Pakistan. There is no systematic system for in-service teacher training at the university level (Saleem et al, (2014). This refers to a significant gap in ensuring quality instruction and continuous professional development for faculty members. In pursuit of this objective, Pakistan's Higher Education Commission (HEC) constitutes a significant factor. Complementing the HEC's efforts, various public and private universities and institutes in Balochistan have established dedicated teacher training centers or departments.

However, In the context of Balochistan, Here research on university-level remains limited to enrollment rates, infrastructural deficiencies, and broader educational policies, often neglecting the intricacies of in-service training for university educators, this gap is particularly evident within the context of the University College of Zhob (UCoZ), a sub-campus of Balochistan University of Information Technology, Engineering and Management Sciences BUIITEMS. This paper contributes to addressing this gap by examining the scope of teacher development programs offered by HEC and other stakeholders. It will specifically investigate the prevalence and perceived effectiveness of post-appointment in-service training programs for both newly appointed and established teaching faculty at UCoZ, ultimately pinpointing areas for potential improvement. Even It is crucial to acknowledge that while HEC's initiatives in providing teacher training programs and faculty development are commendable, it is equally important to evaluate their reach and effectiveness in reaching all university faculty in this study.

## Objectives of the study

- To assess the availability, accessibility and effectiveness of in-service teacher training programs for faculty at the University College of Zhob.
- To evaluate the impact of the lack of in-service teacher training on the effectiveness and professional growth of faculty at the University College of Zhob.

## Research Question

- To what extent are in-service teacher training programs available and effective in meeting the needs of faculty at the University College of Zhob?
- How does the lack of in-service teacher training impact the effectiveness and professional

growth of faculty members at the University College of Zhob?

## REVIEW OF RELATED LITERATURE

### Importance of Post-Appointment Teacher Training

Educational progress cannot be made without efforts of teachers. Therefore, teacher education, in particular teacher training becomes extremely important (Siddiqui, et al 2021). In this regard, several training programs are initiated and executed across the globe. Numerous studies pointed out the importance of these programs in enhancing teaching skills as well as professional development and addressing the specific needs of faculty members at the university level. Research conducted in Pakistan by (Asad & Javed, 2023) demonstrates that in-service training significantly improves the teaching practices of English language instructors. Similarly, a study examining the experiences of newly recruited teachers in Algeria (Brahim, 2021) highlights the role of structured in-service programs in acquiring essential pedagogical knowledge and skills. Moreover, continuous professional development, as emphasized by (Nivedita, 2022), is vital for teachers to create conducive learning environments and foster ongoing skill enhancement.

### In-Service Teacher Trainings at University Level

In-service teacher training is essential for teachers to update their knowledge and skills in innovative pedagogy practices, the latest educational policies, and changes in teaching materials (Khan et al, 2023). This growing importance of effective pedagogy necessitates universities to hold a crucial responsibility in providing ongoing professional development through in-service training programs. As Ali (2008) aptly states, It is the organization that provides opportunities for continued career development of faculty as they pursue a career that is structured by that academic organization. This resonates with Al-Turki & Duffuaa's (2003)

observation that the performance of an academic department of a university measured in terms of input, process, and output speaks of the performance of both faculty members as well as university. While expertise in a field was traditionally considered sufficient, research now highlights the need for training in effective teaching strategies beyond content knowledge, as evidenced by Savin et al. (2006) who emphasize

the importance of such strategies, especially for faculty lacking formal training. As Nawab (2017) notes, these programs empower faculty to develop their full potential as educators, ultimately fostering student success.

### In-Service Faculty Training Programs by HEC

By any means, faculty development is necessary in enhancing the quality of higher education, particularly important in Balochistan, (Coşkun, 2023) a subject that has received limited attention in Pakistan's educational discourse. In acknowledgment of this exigency, initiatives for faculty development have been undertaken at both national and provincial levels (Ali, 2008). The Higher Education Commission (HEC) has been instrumental in this regard. Since its establishment, HEC has implemented various initiatives, including the Learning Innovation Division (LID) established in 2003 to maintain the academic excellence and qualitative governance of in-service faculty (Saleem et al, 2014). Another such initiative is the National Academy of Higher Education (NAHE), established in 1983 and since (Khan, 2005) 'focused on pre-service and in-service training for college and university faculty' of the overall country including Balochistan. This core objective is reflected in programs like the National Faculty Development Program (NFDP), Capacity Development Programs (CDPs), Continuous Professional Development Program (CPDP) and workshops on teaching methodologies, curriculum design, research skills, and educational technology (Higher Education Commission, 2023). As mentioned earlier that the amount of research on in-service teacher training in higher education institutions within Balochistan is limited. However, over the past two decades, the number of universities has grown significantly, expanding from one in the first fifty years post-independence to eleven universities today, with an equivalent number of campuses. This expansion has resulted in a growing faculty force. As HEC report (Annual Report, 2023), over 3,000 PhD and non-PhD faculty members currently employed across these institutions, which underscores the need for ongoing professional development through in-service training programs. In response to the need, several universities in Balochistan have established self-reliant Human Resource Development (HRD) programs to equip their faculty and staff with the necessary skills and knowledge to enhance their capabilities (Khan et al, 2023). A prime example is the University of

Balochistan's Faculty Training and Development Center (FTDC), whose primary objective is to provide faculty with new knowledge, skills, and innovative thinking (UOB, 2023). While not all universities have dedicated faculty development centers like the FTDC, some offer programs or resources through other departments or initiatives. BUITEMS, a prominent institution in Balochistan, has consistently offered various faculty development trainings, workshops, and seminars since its inception, particularly after 2017. These initiatives include master trainer faculty development programs and professional development training programs for newly inducted teaching faculty, among others.

### **University College of Zhob, BUITEMS**

The University College of Zhob, a sub-campus of BUITEMS, was established under the Government of Pakistan's Public Sector Development Program (PSDP) 2016-2017. The primary objective behind the establishment of the University College of Zhob, as stated on the official BUITEMS website, is to provide quality education to the students of Zhob and its surrounding areas. To achieve this goal, a two-phase approach has been adopted. In the initial phase, necessary facilities were established in a temporary building, and classes commenced on April 10, 2018. The second phase involves the construction of a permanent campus with comprehensive infrastructure and facilities. As of now, the university continues to operate from its interim setup. The existing interim setup of the University is located at Sambaza Road Appozai, Zhob. In the interim setup at present BS programs are offered in the department of Management Sciences, Economics, Education, and Computer Sciences (Lodhi et al, 2024). Additionally, it provides a master's degree MS

program in Education. Each department is staffed by a combination of permanent and contractual faculty members. The campus boasts a total of 27 teaching staff across these four departments.

### **METHODOLOGY**

This study adopted a quantitative research design to gain in-depth insights into faculty perspectives on teacher training programs. A qualitative approach was chosen because it allows for a nuanced exploration of human experiences and viewpoints, often lost in quantitative analysis (Lim, 2024). This exploratory study aims to uncover detailed understandings and insights.

### **Population**

The study focused on the faculty members of University College of Zhob, which includes the Departments of Education, Economics, Business Administration, and Computer Science. All 22 available teaching faculty members, representing the entire academic staff of the institution, were invited to participate in the questionnaire. Over a three-week period, 20 responses were received, yielding a response rate of 90.91%.

### **Sampling Method**

Given the relatively small number of faculty members, a census sampling method was utilized. By including all faculty members, the study ensured that a comprehensive range of perspectives on the availability, accessibility, and effectiveness of teacher training programs was captured.

### **Data Analysis**

The collected data was analyzed with the help of SPSS through percentage, mean value and standard deviation. It was also presented with the help of graph as shown in figure 1.

**Table 1**

Demographic Profile of Faculty at University College Zhob UCZ

Category	Subcategory	Percentage %	Graphical Representation
Current Role	Professor	4.5%	
	Associate Professor	4.5%	
	Assistant Professor	22.7%	
	Lecturer	68.2%	
Departmental Affiliation	Department of Education	31.8%	
	Departments of Business Administration & Economics	54.6%	
	Department of Computer Science	13.6%	
Years of Service	Less than 1 year	13.6%	
	1 – 3 Years	40.9%	
	4 – 6 Years	45.5%	
Highest Academic Qualification	MS / Mphil	54.5%	
	PhD	45.5%	

**Table 2**

Availability and Accessibility of Training Programs at University College of Zhob

	Mean (X)	Standard Deviation (s)
Availability and Accessibility of Training Programs		
Training programs are available for faculty members.	2.40	0.985
Faculty receive timely notifications about training programs.	2.80	0.941
Training programs are easily accessible to faculty.	2.53	1.060
The university supports faculty in attending training.	3.27	0.904

The data shown in Table 4.2 sheds light on the perceived availability and accessibility of post-appointment in-service training for teaching staff at UCoZ. There seems to be an overall negative perception concerning the institutional support and planning of such professional development activities. The statement "Training programs are available for faculty members" achieved a mean of 2.40 (SD=.985), which indicates a predominantly negative perception regarding program availability. Assuming the Likert scale goes from 1 (Strongly Disagree) to 5 (Strongly Agree), a score this low is well below the scale midpoint, in this case 3.00, meaning that a significant number of faculty members perceive training programs as not sufficiently available. In the same manner, the assertion "Faculty receive timely notifications about training programs" achieved a mean of 2.80 (SD=0.941), indicating tacitly or slightly greater but still negative perception regarding communication practices concerning training notifications. This indicates inadequate administrative communication or information flow that potentially undermines faculty participation. The item "Training programs

are easily accessible to faculty" yielded a mean of 2.53 (SD = 1.060) indicating that accessibility is limited. The relatively large standard deviation here suggests greater difference in responses which, perhaps, demonstrates cross-department, cross-discipline, or even individual-attribute inconsistencies in the accessibility of these programs. "The university supports faculty in attending training" received the highest mean score of 3.27 (SD = 0.904). It seems that faculty members appreciate some level of support, though moderate, from their institution's policies regarding attendance at training activities. Such support, however, does not seem effectively available in terms of the actual ease of access to training, which is demonstrated by lower scores on the other three items. These findings illustrate - UCoZ's impression of institutional support regarding the absence of training operational realities is significantly without logic. The results highlight the need for better designed programs, more effective routing communications, and a more balanced access system to ensure that post-appointment training programs serve their intended purpose in faculty development.

**Table 3**

Effectiveness of Training Programs

	Effectiveness of Training Programs	
Training programs improve my subject knowledge.	2.90	1.136
Training programs enhance my assessment techniques.	3.45	1.507
Training programs develop my digital literacy skills.	3.27	1.348
Training programs support mentorship and collaboration.	3.63	0.924
Training programs help me manage my workload.	3.18	1.328

The assessment of faculty comments concerning the efficacy of post appointment UCoZ in-service training programs detailed in Table 4.3 suggests that, even within the previously established constraints concerning the availability and access, the training programs, at least in part, seem to achieve meaningful professional outcomes. This is an important finding: despite the limitations to scope and coverage of training provisions, the initiatives

that are put in place are viewed positively by participants. The statement "Training programs improve my subject knowledge," has a mean value of 3.12 (SD = 1.246) which indicates that faculty moderately agree to the positive impact of training on their content knowledge mastery. This suggests that with regard to specific subject matter, the training has the potential to bolster academic and pedagogical self-assuredness and mastery, albeit with a range of perceptions

surrounding such enhancements. The item "Training programs enhance my assessment techniques" had a mean score of 3.45 (SD = 1.507), demonstrating wide acceptance of the contribution of training programs in improving assessment practices. The relatively high standard deviation indicates some divergence in perception, but as noted previously, this underscores the need to tailor training to specific teaching contexts. Digital literacy development, assessed through the item "Training programs develop my digital literacy skills," earned a mean score of 3.27 (SD = 1.348). This confirms the relevance and positive reception of technology-focused training in contemporary higher education, which increasingly relies on digital pedagogies. The highest endorsement was observed for "Training programs support mentorship and collaboration," which recorded a mean of 3.63 (SD = 0.924). This illustrates strong and enduring appreciation toward the training's collaborative aspects, indicating not only

instructive but community-building interactions among professional peers. "Training programs help me manage my workload," was met with "somewhat agree" or a mean score of 3.18 (SD = 1.328), suggesting moderate agreement to this statement. Some faculty appear to perceive some organizational and stress management benefits through their training, though responses remain mixed. Collectively, these results suggest that while opportunities for training may be infrequent in scope and frequency, as indicated in previous availability data, the offered programs are structured to be qualitatively effective across multiple professional functionality areas. Their strengths seem to lie in facilitating collaboration, enhancing pedagogy, and fostering digital competencies. This underscores a directed within UCZ that would support the expansion and deepening of practices used in training frameworks to scale up and ensure more faculty access programs that have already demonstrated impact.

**Table 4**

Impact of Lacking Post-Appointment Teacher Training at UCoZ

Impact of Lacking Post-Appointment Teacher Training	Mean (X)	Standard Deviation (s)
Training absence reduces teaching quality and confidence.	2.66	1.016
Lack of training hinders professional career growth.	2.80	1.289
Lack of training affects student learning outcomes.	2.76	1.044
Lack of training reduces job satisfaction.	2.85	1.062
Faculty training will strengthen the institutional reputation.	2.76	1.179

The data presented in Table 4.4 provides critical insights into how the absence of post-appointment training affects university educators at University College Zhob (UCZ). The findings are instrumental in addressing the second objective and the second research question of this study, which concern the consequences of lacking in-service training on faculty effectiveness and professional development. The item "Lack of training reduces job satisfaction" received the highest mean score ( $M = 2.85$ ,  $SD = 1.062$ ), indicating that a considerable proportion of respondents perceive a direct link between the absence of training and decreased job satisfaction. This suggests that without structured post-appointment development opportunities, faculty members may feel unsupported, which could negatively affect their morale and engagement. Similarly, the statement "Lack of training hinders professional career growth" yielded a relatively high mean ( $M = 2.80$ ,  $SD = 1.289$ ), reflecting respondents' concern that the absence of continuous professional development limits

their upward mobility and skill enhancement. This aligns with existing literature emphasizing the role of professional training in academic career advancement. The effects of insufficient training on student learning outcomes were also noted ( $M = 2.76$ ,  $SD = 1.044$ ), which reinforces the idea that faculty development is not only vital for educators themselves but also for maintaining high standards in teaching and learning processes. Additionally, the perception that faculty training will strengthen institutional reputation ( $M = 2.76$ ,  $SD = 1.179$ ) implies a broader institutional impact, suggesting that stakeholders associate professional training with improved academic credibility and public perception of UCZ. The lowest mean score was observed for the statement "Training absence reduces teaching quality and confidence" ( $M = 2.66$ ,  $SD = 1.016$ ), though it still indicates a generally agreed negative impact. While slightly lower than other responses, this mean still reflects a concerning trend regarding diminished teaching efficacy in the absence of continuous

development.

## CONCLUSION & RECOMMENDATIONS

The Findings from the study revealed a significant shortfall in the availability and accessibility of post-appointment training programs. Faculty members reported dissatisfaction with how such opportunities are communicated and delivered, suggesting an operational gap in training provision despite some perception of institutional support. Notably, among those who had participated in training, the programs were generally viewed as effective, particularly in enhancing digital literacy, assessment techniques, collaboration, and mentorship. This demonstrates that while the frequency and coverage of training initiatives may be limited, their quality and impact are substantial when executed well. Perhaps most importantly, the study highlighted the adverse effects of the absence of systematic training on faculty members' professional lives. Respondents indicated that lack of training reduces job satisfaction, hinders career advancement, and negatively affects student outcomes and institutional reputation. These findings underscore that faculty development is not merely a supportive function but a strategic necessity for maintaining academic excellence and institutional integrity.

In response to these findings, the following recommendations are proposed to transform post-appointment training practices at UCZ into a more robust and impactful system: First, it is essential that the university establish a dedicated Faculty Development Unit (FDU) to oversee and institutionalize ongoing training efforts. This unit should be empowered to design, implement, and evaluate development programs across departments. In parallel, UCZ should mandate structured post-appointment training for all new faculty members, ensuring a uniform foundation in pedagogy, research methodology, classroom management, and digital skills. A comprehensive annual training calendar, communicated well in advance and offering diverse learning formats (in-person, hybrid, and online), should be introduced to improve accessibility and planning. To increase relevance and engagement, training content should be discipline-specific and responsive to departmental needs. The university should also promote peer mentorship and interdepartmental collaboration, fostering a collegial environment where faculty support one another's growth

through mentoring, co-teaching, and shared learning experiences. Recognizing faculty time constraints, the adoption of technology-enabled microlearning modules—short, flexible sessions that faculty can complete at their convenience—can enhance participation and ongoing learning. Additionally, regular Training Needs Assessments (TNAs) should be conducted to tailor program offerings based on faculty input, ensuring alignment with actual developmental priorities. To measure long-term outcomes, the university should implement follow-up evaluations that assess the application and effectiveness of training programs beyond immediate feedback. Partnerships with other national and international institutions can further strengthen UCZ's professional development offerings through shared resources, expertise, and exchange opportunities. Crucially, a dedicated budget for faculty development must be allocated by the BUITEMS main campus annually to ensure sustainability and quality in training provision.

This study establishes that post-appointment in service training is not merely an auxiliary service but a strategic imperative for academic institutions. For UCZ to enhance its teaching quality, faculty performance, and institutional credibility, it must adopt a systematic, inclusive, and forward-looking approach to faculty development. By acting on these recommendations, the university can foster a culture of continuous improvement and position itself as a model for effective faculty training in the higher education sector of Pakistan.

## Competing Interests

The authors did not declare any competing interest.

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