UTILIZATION OF COURSE REFRESHER IN ASSESSING AND FACILITATING TEACHER-LEARNING (CRAFT) FOR PROFESSIONAL FACULTY DEVELOPMENT

UTILIZAÇÃO DE CURSOS DE ACTUALIZAÇÃO NA AVALIAÇÃO E FACILITAÇÃO DA APRENDIZAGEM DO PROFESSOR (OFÍCIO) PARA PROFISSIONAIS DESENVOLVIMENTO DAS FACULDADES

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Abstract: The study aims to identify the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development and analyses what makes utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) becomes professional faculty development such as role, understanding, expectation, development of trust and respect, organizational and institutional development culture, and perspective faculty success. Mixed method is utilized in the study through Focus Group Discussion (FGD). It is a combination of quantitative and qualitative research. Likewise, purposive sampling is employed in the study. It is appropriate in collecting the sample population of the target population. It is subjective sampling, selective, and judgmental. The study comprised one hundred seventy-five (175) respondents only. Results show that utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development promote collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment, roles, understanding, and expectation shows to build professional development of faculty benefit and ability for personal goals and potentials, development of trust and respect show to have socialization in education provided by the school organization behaviour process of individual employee faculty, organizational and institutional development culture show to promote and engage healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards, and perspective faculty success shows to be responsible for academic output and achievement instruction guide task assignment of faculty success and responsibility to improve academic performance and support student success and experience in teaching and learning. Findings show that there is a significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents.

Keywords: Utilization of professional faculty development. Course refresher in assessing and facilitating teacher-learning. Roles. Understanding, and expectation. Development of trust and respect. Organizational and institutional development culture. Perspective faculty success.

Resumo: O estudo visa identificar a utilização da actualização do curso na avaliação e facilitação da aprendizagem do professor (CRAFT) para o desenvolvimento profissional do corpo docente e analisa o que torna a utilização da actualização do curso na avaliação e facilitação da aprendizagem do professor (CRAFT) no desenvolvimento profissional do corpo docente, tais como papel, compreensão, expectativa, desenvolvimento da confiança e respeito, cultura de desenvolvimento organizacional e institucional, e perspectiva de sucesso do corpo docente. O método misto é utilizado no estudo através da Discussão de Grupos de Discussão (FGD). É uma combinação de investigação quantitativa e qualitativa. Do mesmo modo, é utilizada uma amostragem proposita no estudo. É apropriado na recolha da população da amostra da população alvo. É uma amostragem subjetiva, seletiva, e julgadora. O estudo incluiu apenas cento e setenta e cinco (175) inquiridos. Os resultados mostram que a utilização da actualização do curso para avaliar e facilitar a aprendizagem do professor (CRAFT) para o desenvolvimento profissional do corpo docente promove a colaboração e a tomada de decisões sobre questões dinâmicas convergentes que requerem o estabelecimento de liderança, atenção, e orientação de objetivos de trabalho em equipa no ambiente de cultura escolar, papéis, compreensão, e expectativa mostra que o desenvolvimento profissional do corpo docente beneficia e capacita para objetivos e potenciais pessoais, o desenvolvimento da confiança e respeito mostra que a socialização na educação é proporcionada pelo processo de organização escolar do comportamento individual do corpo docente empregado, a cultura de desenvolvimento organizacional e institucional mostra-se para promover e envolver um comportamento saudável na cultura de desenvolvimento organizacional e institucional entre o corpo docente e o pessoal para demonstrar elevados padrões profissionais, e a perspectiva de sucesso do corpo docente mostra-se para ser responsável pela produção académica e pelo guia de instrução de realização tarefa de sucesso e responsabilidade do corpo docente para melhorar o desempenho académico e apoiar o sucesso e experiência dos estudantes no ensino e aprendizagem. Os resultados mostram que existe uma relação significativa na actualização do curso ao avaliar e facilitar a aprendizagem do professor (CRAFT) para o desenvolvimento profissional do corpo docente, tal como observado pelos inquiridos.

Palavras-chave: Utilização do desenvolvimento profissional do corpo docente. Actualização do curso na avaliação e facilitação da docência-aprendizagem. Funções. Compreensão, e expectativa. Desenvolvimento da confiança e do respeito. Cultura de desenvolvimento organizacional e institucional. Perspectiva de sucesso da faculdade.

Introduction

Utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development is necessary in the school setting and system. Faculties are being guided in the classroom management effectiveness in the now normal teaching and learning process and roles. The CRAFT training organizes faculty to manage students inside the classroom considering capacity of students and study habits as observed in the school organization. It is a very critical part of faculty achievement for a positive outcome in the teaching and learning process. It establishes effective classroom instruction and context to eliminate issues and behaviour of students. It organizes management behaviour as part of the course refresher in assessing and facilitating teacher-learning for professional faculty development. It expresses proper implementation in handling teaching and learning processes. This contributes to professional faculty development in the school organization and setting. It implements readiness of faculty in teaching and learning process. It provides trends in the educational system. It explores the academic competency based professional development during and after the course refresher in assessing facilitation of teaching and learning. This involves collaborative learning for faculty practice and innovation, (Mallillin, et al., 2020). It includes integration of knowledge for faculty development training and influences faculty enhancement knowledge in teaching and learning to focus on students' academic performance. It assesses the impact of study that deals on attitude and behaviour of student integration knowledge during learning enhancement. Faculty development program assesses faculty development management of modules and teaching learning. It is a flexible program for module coursework to focus on student success in academic output and performance, (Mallillin, et al., 2020).

On the other hand, utilization of CRAFT for professional faculty development targets and addresses classroom management improvement in preparation for teaching as part of the training and seminar to inculcate values and worth of work performance integrity. It improves faculty systematic approach in classroom management behaviour effectively. It guides them to prepare themselves professionally. The CRAFT helps to develop and support faculty to experience skills in teaching and learning. The professional faculty development through CRAFT is essential especially those newly hired faculties to adapt to the new situation and environment of school culture. CRAFT provides a way to explore and identify the process of policies, and procedures in the school system. This ensures that ongoing CRAFT addresses concerns and provides necessary knowledge for faculty development and management. It prepares programs for effective and efficient faculty educators and competency school organization. It develops programs for faculty confidence, knowledge, and skills in educational practice and training utilization. It evaluates faculty development utilization of CRAFT program intervention in teaching learning concept and framework, (Chia, et al., 2021). It maintains teaching excellence and an experienced professional development program. It mitigates pressure

design for faculty development programs to become efficient, fast, and effective faculty. It evaluates utilization of professional development programs in effective design for positive stability of CRAFT and faculty. It summarizes challenges of better professional faculty development utilization, (Schmid, et al., 2021, pp. 340-365).

Furthermore, CRAFT configures and innovates faculty professional development in teaching and learning. It guides and innovates faculty development programs on classroom management teaching and learning context. The CRAFT describes and identifies practice and components for professional faculty development. CRAFT' stresses an essential component of professional faculty development on configuration as guide in training for the coursework teaching learning practice and standard. Hence, it also configures innovation on degree of implementation for better output and performance of students in addition to the performance of faculty development standards. The program ensures faculty to emphasize being proactive in dealing with the learners through development of techniques, methods, and strategies. Part of the innovation of the faculty development program is focused on the school educational system and forms curriculum and learning process needs. It provides understanding and concept of student's intervention for better academic performance output. It is based on the various domains of learning technology, support, analysis, and characteristics of students as the centres of learning, (Mallillin, et al., 2021). On the other hand, innovation depends on faculty skills in teaching and learning. Skills are adapted based on faculty expertise in handling the educational process. It encourages to design and adopt skills and improve learners' classroom setting. It acquires adjustment teaching techniques exploitation in complex situations for better transition learning process through CRAFT utilization. It empowers connection effectively teaching as a two-way process. It gauges suitable skills and innovation based on different domains of teaching and learning as part of the CRAFT process as to psychomotor, affective, and cognitive processes. (Mallillin, 2020, pp. 1-11).

Moreover, CRAFT provides professional faculty development support in teaching and learning. It assumes professional development approach success and implementation of accurate process CRAFT in preparation of tasks in school organization. It is being guided properly to familiarize the process of work tasks in the school setting and system. CRAFT supports faculty professional development program intervention in the schoolwide system, (Mallillin, & Mallillin, 2019). It provides foundation, faculty support, and framework prevention for efficient classroom management in the school setting. Yet, faculty professional development organizes proper management which is the primary context of the CRAFT program. It leads to better performance faculty in the school organization and academic outcome for the learners. School provides in-house training which is part of the program in the school curriculum to address issues and concerns prior to actual teaching of faculties. This is based on competency and intervention of faculty in utilization professional development. It tries to involve faculty lecturers on technical teaching and challenges to

innovate students as the centres of learning. It influences student positive reward and success. It equips with better competency and level performance in assessing the framework of faculty professional and development. Noteworthy, utilization of CRAFT in professional faculty development examines the learning teaching intervention as implemented for student performance, learning activity, direct instruction, learning reflection, and student interest. This identifies the theory of teacher model and contribution in adapting intervention of teaching and learning that focuses on lecturer faculty characterized as being talented, enthusiastic, adaptable, creative, honest, effective, and resourceful (TEACHER), (Mallillin, 2021). It encourages faculties to provide comfortable sharing of interest and knowledge in the classroom setting where it provides student reflection in assessing to modify the concept of teaching. It brainstorms the learning activity approach as standard teaching learning and intervention to address better output for student learning, (Mallillin, 2022, pp. 99-121).

Statement of the Problem

1. What is utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents?

2. What makes utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) becomes professional faculty development among the respondents?

3. Is there a significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents?

Hypothesis

There is a significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents.

Theoretical Framework

The study is anchored on "Adaptable Model Teacher Theory in Teaching Profession Application", as cited by (Mallillin, 2021). This theory explains the teaching profession and application adapted for faculty to feature and define teaching work and collaboration toward the learning process as important aspects in measuring academic performance and output of students as the centres of learning. This involves a change of teaching process from good, better, and best. It is

in response to the essentiality of faculty function for effective and healthy performance in the educational system. It describes the implication and practice of an adaptable approach to teaching relevance to boost expertise and experience process for moulding and shaping performance of students. It provides an impact on technology of teaching process and adaptability. The theory stands for acronym TEACHER which stands for talented, enthusiastic, adaptable, creative, honest, effective, and resourceful. The acronym discusses the characteristics of being a teacher as compared to faculty professional development perspectives. It provides teaching specialists and rich knowledge to equip better learning and quality education. It highlights better characteristics in adapting the model theory that features expert faculty on decision-making, respect for learners, context sensitivity, classroom even perception, technique in teaching or strategy, problem solving, adaptation, diverse learners, extensive pedagogy, and content knowledge.

Research Design

Mixed method is utilized in the study through Focus Group Discussion (FGD). It is a combination of quantitative and qualitative research. Quantitative research tries to measure and quantify the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents, while qualitative research is used to analyse what makes utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) becomes professional faculty development among the respondents. On the other hand, mixed method research involves and represents interpretation, analysis, and collection of quantitative and qualitative data in underlying series of phenomenon investigation. It is a research design with assumption on CRAFT utilization and method inquiry, (Dawadi et al., pp. 25-36).

Sampling Techniques

Purposive sampling is employed in the study. It is appropriate in collecting the sample size of the target population. It is subjective sampling, selective, and judgmental. It is a non-probability sampling in choosing the population of the survey questionnaire. It requires prior knowledge on eligibility and approach in selecting the sample population. Purposive sampling accesses the subset of participants of the study. It is convenient and interchangeably utilization of the sampling techniques, (Andrade, 2021, pp. 86-88).

Participants of the Study

The subjects of the study are the professional faculties from various Educational Higher Institutions who are undergoing a CRAFT session prior to actual teaching. They are being trained to

enhance professionalism and ethics as faculties in the educational system. The study comprised one hundred seventy-five (175) respondents only.
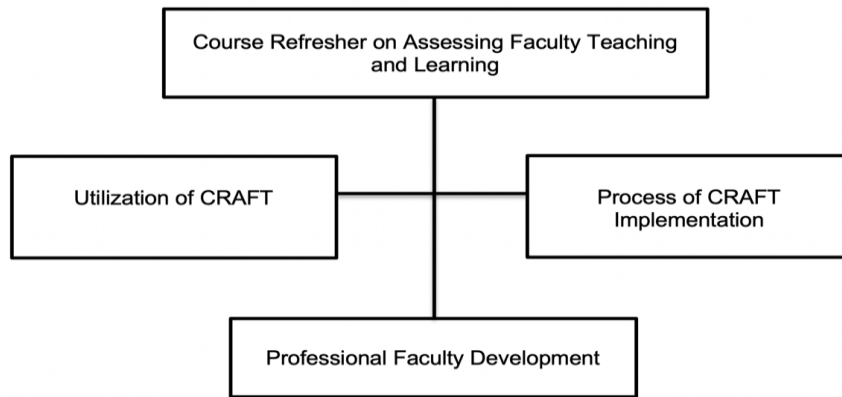
Flow of the Study

Figure1: Flow of the study on utilization of course refresher in assessing faculty teaching learning (CRAFT) for professional faculty development program and system in the education school organization

Results

1. **What is the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents?**

Table 1: Utilization of CRAFT for Professional Faculty Development Among the Respondents

Indicators	WM	I	R
1. It provides proper discipline for faculty itself in the organizational school system and success responsibility.	4.00	O	5.5
2. It promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment.	4.21	HO	1.5
3. It develops trust and respect to socialization in education provided by the school organization behaviour process of individual employee faculty.	3.91	O	7
4. It seeks to fulfil trust and respect development in school culture heritage as to function in social integrity and personal development of faculty.	3.84	O	8.5
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.	3.61	O	12

6. It defines allowable policy and intention to ensure coherence, decision making, behaviour in real change of organizational, and institutional development culture.	3.84	O	8.5
7. It builds professional development of faculty benefit and ability for personal goals and potentials.	4.21	HO	1.5
8. Perspective faculty success is responsible for academic output and achievement instruction guide task assignment of faculty success and responsibility.	3.40	O	14
9. It provides transmission of culture on trust and respect development in fundamental information and behaviour of individual faculty.	3.58	O	13
10. It provides career opportunity and advancement in honing skills of faculty in the school organization.	3.37	L	15.5
11. It promotes and engages healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards.	4.12	O	3
12. It offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement careers.	3.69	O	11
13. It advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized.	3.37	L	15.5
14. It focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture.	4.07	0	4
15. It helps to improve academic performance and support student success and experience in teaching and learning.	3.73	0	10
16. It develops professional privilege for faculty in higher job satisfaction and productivity school organization.	4.00	0	5.5
Average Weighted Mean	**3.81**	**O**	
Standard Deviation	**0.287**		

Table 1 presents the weighted mean and the corresponding interpretation on utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents.

As noted in the table, rank 1 is shared by the two indicators which are "It promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment", and "It builds professional development of faculty benefit and ability for personal goals and potentials", with a weighted mean of 4.21 or Highly Observed which means utilization of CRAFT is necessary for professional faculty development needed in the school system. Rank 2 is "It promotes and engages healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards", with a weighted mean of 4.12 or Observed which means CRAFT engages professional standard in the school organization which is part of utilization of faculty training to enhance development. Rank 3 is "It focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture, with a weighted mean of 4.07 or Observed which means utilization of professional development faculty for CRAFT emphasizes proper training as to skills and

development to face challenges in the now normal. The focus is student centred in the educational system and setting as emphasized in the CRAFT. The least in rank is shared by the two indicators which are "It provides career opportunity and advancement in honing skills of faculty in the school organization', and "It advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized", with a weighted mean of 3.37 or Limited. This is probably the reason why this study is being conducted. This is to provide better improvement and professional faculty development on course refresher in assessing faculty teaching and learning among the respondents. The overall average weighted mean is 3.81 (SD=0.287) or Observed on the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed among the respondents.

In consequence, CRAFT plays a major role for teaching and learning effectiveness. It contributes to faculty competency in the classroom practice. It applies faculty competency in specific context and self-regulated promotion in teaching and learning. It shows moderate faculty competence on teaching training and effectiveness. It assesses the faculty competency as to self-efficacy, belief, and knowledge. It determines utilization of CRAFT in the professional faculty development implementation process, (Dignath, 2021, pp. 555-594).

2. **On the significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents**

Table 2: Test of Significant Relationship on CRAFT for professional faculty development as observed by the respondents

Test of Variables	z computed value	Comparison	z critical value	Decision
CRAFT for professional faculty development as observed by the respondents	94.08124408	>	±1.96	rejected
Two tailed tests, at 0.05 level of significant with z critical value of ±1.96				

Table 2 presents the test of significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents.

As revealed in the table, when the variables are tested, it shows that the z-computed value is higher than the z critical value of ±1.96, two tailed tests with 0.05 level of significance which the computation reveals are significant and reject the hypothesis. Therefore, it is safe to say that there is

a significant relationship on the course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development as observed by the respondents.

3. Thematic analysis and core ideas on the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents

Presented here is the thematic analysis and core ideas on the utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development among the respondents. The responses of the participants are categorized using the Likert scale as follows:5.00-4.20=highly observed, 4.19-3.40=observed, 3.39-2.60=limited, 2.59-1.80=not observed, and 1.79-1.00=not observed at all. Verbatim of the text is transcribed for proper analysis of the data.

Themes	Response of the Participants	Core Ideas
1. **Role, understanding, and expectation**	Observed	• better advancement career • personal goals and potentials • honing skills of faculty • job satisfaction and productivity
2. **Development of Trust and Respect**	Observed	• socialization and behaviour process • academic democracy • personal development of faculty • development information and behaviour
3. **Organizational and Institutional Development Culture**	Observed	• collaboration and decision making • allowable policy and intention • understanding school-based professionals • healthy behaviour in organization
4. **Perspective Faculty Success**	Observed	• success responsibility • academic success • teaching and learning • academic output

A. Roles, understanding, and expectation

Roles, understanding, and expectation assume the responsibilities, and duties assigned in the school organization. Faculty professional responsibility involves classroom management and instruction for better output in the academic performance of students. It provides instructional knowledge and techniques on classroom activities, in-service, meetings, conferences with students, record keeping, and assessment of students. This involves conferences, and educational planning of the module. Roles and expectation include professional status, behaviour and reflection, and general decorum especially on the function of school activities and teaching process. The participants say that:

> "It offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement careers". (T1, P89 & P27)
> "It builds professional development of faculty benefit and ability for personal goals and potentials". (T1, P121 & P29)
> "It provides career opportunity and advancement in honing skills of faculty in the school organization". (T1, P93 & P36)
> "It develops professional privilege for faculty in higher job satisfaction and productivity school organization". (T1, P101 & P12)

B. Development of Trust and Respect

Development of trust and respect fosters leadership in the school organization and setting. It comes from respect in the working environment. This is incorporated in the course refresher in assessing faculty teaching and learning. It is the foundation of school values that needs to be given emphasis. It creates understanding and communication effectively for more creative and productive development of trust and camaraderie being observed in the Higher Education Institution. It engages trust and respect among faculty in action that requires its own responsibility. This can foster better value and a positive work environment to strengthen unique communication methods on direction and expectation of the goals in the school system and create a safe school atmosphere to carry responsibility and challenges in the educational system. The participants say that:

> "It develops trust and respect to socialization in education provided by the school organization behaviour process of individual employee faculty". (T2, P89 & P37)
> "It advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized". (T2, P105 & P 26)
> "It seeks to fulfil trust and respect development in school culture heritage as to its function in social integrity and personal development of faculty". (T2, P131 & P36)
> "It provides transmission of culture on trust and respect development in fundamental information and behaviour of individual faculty". (T2, P99 & P28)

C. Organizational and Institutional Development Culture

The school organization and institute development culture highlight the environment situation working atmosphere process. It is a model of the fast-changing process of Higher Education Institute in a continuous learning capability. It emphasizes competency skills and capability knowledge for professional development of faculty in the school organization. It needs to continue growing and developing on the optimized focus and alignment to organization and institutional development culture. It encompasses organizational culture behaviour and value implementation and strategy design in the school system. It identifies formal relationships, power dynamics, and hierarchy

in the school organization. It encourages cultural opportunity in organizational and institutional development culture. The participants say that:

> "It promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment". (T3, P112 & P34)
> "It defines allowable policy and intention to ensure coherence, decision making, behaviour in real change of organizational, and institutional development culture". (T3, P104 & P67)
> "It focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture". (T3, P93 & P47)
> "It promotes and engages healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards". (T3, P124 & P18)

D. Perspective Faculty Success

Perspective faculty success depends on motive and professional development. It supports values in the school system and institution to inspire people around, especially among students, in molding and shaping learners' futures. It fosters resources and contribution to diversity and commitment in fostering teaching excellence in the school organization. It designs and supports the process of faculty development in directing and providing perspective of success in the school system and organization. It outlines goals and procedures to improve and maintain success based on faculty perspective and decision-making process to center students' academic performance. The participants say that:

> "It provides proper discipline for faculty itself in the organizational school system and success responsibility". (T4, P128 & P34)
> "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". (T4, P111 & P14)
> "It helps to improve academic performance and support student success and experience in teaching and learning". (T4, P139 & P23)
> "Perspective faculty success is responsible for the academic output and achievement instruction guide for the task assignment of the faculty success and responsibility". (T4, P145 & P12)

Discussion

The utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development 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. It builds professional development for faculty benefit and ability personal goals and potentials which collaborative learning plays a potential aspect

in the Higher Education Institution because it promotes knowledge construction, and skills development of essential interaction learning process. This is based on the type of teaching and learning concept to explore concrete and work experience of faculty in the educational setting, (Herrera-Pavo, 2021). Also, it promotes and engages healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards to sustain and develop multi-discipline utilization of CRAFT on professional faculty development. It sustains effective leadership establishment, (Iqbal, & Ahmad, 2021, pp. 108-119). Yet, it also shows a focus on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture. It explores faculty perception to contribute the key support on development of high functioning faculty professional principle in teaching and learning, (Thessin, 2021, pp. 7-25). Lastly, it shows to provide career opportunity and advancement in honing skills of faculty in the school organization, and to advance faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized. This means that faculties are connected to academic performance of students as the centres of the learners in actual situation and pedagogy skills academic performance of students, (Khalid, et al., 2021, pp. 2009-2014).

In contrast, the roles, understanding, and expectation show to build professional development of faculty benefit and ability for personal goals and potentials where it improves faculty development program and outcome. It involves changes and multidimensional structure for CRAFT utilization on faculty development. It defines optimal professional faculty development and utilization in the educational system. It offers attentive assessment, collaboration, research scale, support control, comprehensive, duration, and dissemination context in teaching and learning, (Sancar, et al., 2021). On the contrary, it develops professional privilege for faculty in higher job satisfaction and productivity school organizations where educational settings affect the culture, job satisfaction performance, and leadership of faculty development utilization in Higher Education Institution. The CRAFT utilization organizes a positive behaviour of faculty leadership and function, (Kumar, & Hamid, 2021). Still, it provides career opportunity and advancement in honing skills of faculty in the school organization where it experiences better mentoring as part of CRAFT in the school setting modalities. It guides faculties for performing duties and responsibilities as part and function as moulders and shapers for students as the centres of learning. It develops and offers effective initiative of mentoring as reflection of institutional image, (Espino, & Zambrana, 2019, pp. 457-484). However, it also offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement career. It brings to new technology and scientific development requirement of the school university and faculty professional training. It integrates the need to have a professional development of faculty and curricula trends and approach to institutional setting. It focuses on analysing future perspectives for innovation of faculty

development needs of students, and trends in educational program designs, **(**Ramírez-Montoya, 2021).

On the contrary, development of trust and respect seeks to fulfil trust and respect development in school culture heritage as to its function in social integrity and personal development of faculty. It discusses the relevant program of CRAFT and utilization of professional faculty development. It develops and evaluates the CRAFT utilization that analyses and addresses the model of professional faculty development. It defines the implementation, system, program, and function needed for faculty development that enhances discipline and success for improving quality education, (Lu, et al., 2021, pp. 686-703). Significantly, development of trust and respect advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized. It predicts quality faculty function and designs well-equipped experiences of learning, development guide for faculty function and responsibility, feedback, advance theory of teaching and learning. It draws various approaches and models for faculty professional development, (Weinberg, et al., 2021, pp. 99-120). Accordingly, it provides transmission of culture on trust and respect development in fundamental information and behaviour of individual faculty which means professional faculty development is necessary for the work culture and improvement. It influences job satisfaction and performance of faculty development systems and functions. It helps in monitoring the performance of faculties in the educational setting and system. It analyses the values and performance of faculties in the system results, output, and perception, (Che, et al., 2021). Lastly, it develops trust and respect to socialization in education provided by the school organization behaviour process of individual employee faculty. It is an interprofessional socialization as a fundamental component for camaraderie, trust, and respect among faculties in educational institutions as part of the core values to be practiced, (Bloomfield, et al., 2021).

Nevertheless, organisational, and institutional development culture promotes and engages healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards. It targets to determine leadership impact of transformation process engagement and creativity of innovation in the school system. It examines the creative engagement process to mediate innovation process in CRAFT utilization of professional faculty development function and system. (Begum, et al., 2021). Hence, it promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment. It organizes school culture understanding and focus for faculty development programs where it sets explicit, norm, values, attitude, and common values in various ways. It serves as a sense of cohesion in the school organization and system that can be shared through experiences, faculty and student relationship, and school norm environment. It provides culture in school organization to promote and identify school achievement and orientation. It helps in shaping the pattern and standard behaviour to determine direction for faculty

in the school culture, (Teasley, 2017, pp. 3-6). Certainly, it defines allowable policy and intention to ensure coherence, decision making, behaviour in real change of organizational, and institutional development culture. It addresses the goal strategy of CRAFT utilization for change and improvement of the school organization and system process. It designs and maintains the theoretical function of school organization in developing strategies in teaching and learning perspective for students as the centres of learning especially for what could be done, from the future, past and the present. It chooses the existing alternative for improvement in the school organization development culture, (Rindova, & Martins, 2021, pp. 800-822). Likewise, it focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture, (Mazzoli Smith, 2021, pp. 85-103).

In addition, prospective faculty success is responsible for the academic output and achievement instruction guide for the task assignment of the faculty success and responsibility. It provides a substance in the educational school system for quality education and competency. It fosters better teaching and learning to equip learners for the trend of knowledge in academic achievement aligns with the core values of the school institution, (Sutoro, 2021, November, pp. 320-324). Further, it helps to improve academic performance and support student success and experience in teaching and learning. It determines teaching and learning competency of faculty professionals in the classroom setting. This determines academic performance of students in the school organization as to pedagogical competence of faculty profession, (Bakar, 2018, pp. 67-72). Equally, faculty perspective provides proper discipline itself in the organizational school system and success responsibility. It aims to strengthen and determine the process level of the school faculty development through CRAFT system and utilization on the right treatment of issues and conflict in the transformational program process, (Mohd Hamzah, et al., 2021). Thus, 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. Faculty perspectives continue to promote success as part of CRAFT in the school system to impede challenges among faculties, (Palmer, Davis, & Hilton, 2009, pp. 429-445).

Conclusion

Utilization of course refresher in assessing and facilitating teacher-learning (CRAFT) for professional faculty development 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 where it builds professional development of faculty benefit and ability for personal goals and potentials. This includes promotion and engagement

of healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards.

Roles, understanding, and expectation show to build professional development of faculty benefit and ability for personal goals and potentials where it develops professional privilege for faculty in higher job satisfaction and productivity school organization. This includes career opportunity and advancement in honing skills of faculty in the school organization where it offers better professional opportunity development for faculty in retaining and attracting skilled employees for better advancement.

Development of trust and respect shows socialization in education provided by the school organization behaviour process of individual employee faculty where it advances faculty development of trust and respect to form part of the school culture where academic democracy is being emphasized. This includes to seek fulfil trust and respect development in school culture heritage as to its function in social integrity and personal development of faculty where it provides transmission of culture on trust and respect development in fundamental information and behaviour of individual faculty

Organizational and institutional development culture shows to promote and engage healthy behaviour in organizational and institutional development culture among faculty and staff to display high professional standards where it promotes collaboration and decision making on dynamic converging issues requiring leadership setting, attention, and teamwork goal orientation in the school culture environment. This includes defining allowable policy and intention to ensure coherence, decision making, behaviour in real change of organizational, and institutional development culture where it focuses on understanding greater need for school-based professionals as to common beliefs, attitude, norms, and common values on the institutional development culture.

Perspective faculty success shows to be responsible for the academic output and achievement instruction guide for the task assignment of the faculty success and responsibility to improve academic performance and support student success and experience in teaching and learning. This includes proper discipline for faculty itself in the organizational school system and success responsibility where 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.

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