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Challenges and Effectiveness of Continuous Professional Development for English Department Teachers at Salahaddin University

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Abstract

Continuous Professional Development (CPD) is essential for enhancing the skills and teaching strategies of university educators. This study explores the challenges and effectiveness of CPD programs for faculty members in the English Department at Salahaddin University, focusing on their impact on teaching practices and professional growth. A mixed-methods approach was used, combining surveys from 77 faculty members and 15 in-depth interviews. The data revealed that time constraints and financial limitations are the primary obstacles to CPD participation, with 77.78% of respondents citing scheduling conflicts. Regression analysis showed that institutional support is the strongest predictor of CPD success. Thematic analysis from interviews reinforced these findings, emphasizing the need for language-specific training and better integration of technology in teaching. The study concludes that while CPD programs positively influence faculty development, challenges such as time limitations and insufficient funding reduce participation and impact. Effective institutional support, flexible scheduling, and tailored content are crucial to overcoming these barriers. By addressing these factors, universities can enhance CPD outcomes, ultimately improving teaching quality and academic performance within higher education.

Keywords:

Continuous Professional Development (CPD), Teaching Practices, Professional Growth, Institutional Support, Educational Barriers



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1. Introduction

Continuous Professional Development (CPD) for university teachers is a cornerstone for enhancing teaching quality, fostering academic innovation, and ensuring that higher education institutions remain competitive in an ever-evolving global landscape (Smith and Gillespie, 2023). In an era marked by rapid advancements in technology, shifting pedagogical paradigms, and diverse student needs, the role of CPD has expanded significantly. However, despite its critical importance, implementing effective CPD programs faces numerous challenges that often hinder their success. Exploring these challenges alongside their effectiveness provides valuable insights into optimizing professional growth for university educators (Bendtsen et al., 2021). University faculty members often juggle multiple responsibilities, including teaching, research, administrative duties, and community engagement. This busy schedule leaves little room for participation in CPD activities. Moreover, insufficient funding for professional development programs in many institutions limits access to high-quality training opportunities. These financial constraints are particularly pronounced in developing regions, where universities struggle to balance basic operational needs with investments in faculty development (Darling-Hammond et al., 2017). Another significant barrier lies in the relevance and applicability of CPD programs. Many initiatives are criticized for being overly generic, failing to address the specific disciplinary or institutional contexts of participants. For CPD to be effective, it must cater to the unique teaching and research demands of university faculty, as well as the evolving requirements of diverse academic fields. A lack of alignment between CPD content and real-world academic challenges often leads to disengagement among participants, reducing the overall impact of these programs (Anis & Khan, 2023).

The integration of technology into teaching poses both a challenge and an opportunity for CPD. While digital tools have revolutionized educational practices, many university teachers feel unprepared to leverage these innovations effectively. CPD programs often struggle to keep pace with technological advancements, leaving gaps in educators' digital competencies. Additionally, resistance to change and a lack of institutional support for integrating new teaching methodologies further complicate the adoption of technology-enhanced practices (El Islami & Prihantoro, 2022). Despite these challenges, the effectiveness of well-designed CPD programs cannot be overstated. CPD serves as a catalyst for fostering reflective practices among educators, encouraging them to evaluate and improve their teaching methods. Through exposure to innovative pedagogical approaches, such as active learning, flipped classrooms, and inclusive teaching strategies, university teachers can enhance student engagement and learning outcomes. CPD also promotes the development of soft skills, including communication, collaboration, and cultural competence, which are increasingly vital in a globalized educational environment (Guskey, 2020). Moreover, CPD contributes to career advancement and professional satisfaction among university teachers. Participation in workshops, seminars, and certification programs helps educators build their academic profiles and stay competitive in the job market. This professional growth not only benefits individuals but also strengthens the reputation and performance of their institutions.

The aim of this study is to explore the challenges faced by university teachers in the English Department at Salahaddin University in participating in Continuous Professional Development (CPD) programs and to evaluate the effectiveness of these programs in enhancing their teaching practices and professional growth.

The research includes the blue core questions:

- What are the key challenges faced by university teachers in the English Department at Salahaddin University in participating in CPD programs?
- How relevant and effective are the current CPD programs in addressing the professional development needs of English language educators in this context?
- What role does institutional support play in the success of CPD initiatives for university teachers in the English Department?
- How do CPD programs impact the teaching practices and professional growth of English Department faculty at Salahaddin University?

- What strategies can be implemented to enhance the effectiveness of CPD programs for English language educators in the Kurdistan Region?

1. Literature Review

Continuous Professional Development (CPD) refers to the ongoing process through which university educators enhance their professional knowledge, teaching practices, and skillsets. It plays a vital role in helping faculty stay abreast of new pedagogical methods, technological tools, and the evolving demands of diverse student populations (Nairz-Wirth & Feldmann, 2019). Globally, higher education institutions are increasingly prioritizing CPD, recognizing its role in boosting student success, encouraging instructional innovation, and supporting institutional advancement. According to Fairman et al. (2022), effective CPD not only refines individual teaching practices but also promotes a culture of ongoing learning, strengthens educators' sense of professional identity, and contributes positively to the academic environment.

CPD plays a vital role in enabling faculty to remain up-to-date with emerging pedagogical theories, digital technologies, and the evolving needs of increasingly diverse student populations (Smith and Gillespie, 2023). In an era characterized by globalization, digitization, and student-centered learning, higher education institutions worldwide are giving heightened attention to CPD as a strategic priority. It is recognized not only as a tool for individual improvement but also as a driver of institutional advancement, supporting innovation in instruction, research integration, and holistic student success. According to Sancar et al. (2021), effective CPD goes beyond technical skill acquisition—it strengthens educators' professional identity, fosters resilience in academic roles, and cultivates a culture of continuous learning that benefits the entire university ecosystem.

Moreover, CPD is widely acknowledged for its role in improving the quality of teaching in universities. Rich et al. (2021) found that it fosters reflective practice and introduces educators to innovative teaching techniques. In disciplines like language education, CPD supports the adoption of methods such as communicative language teaching (CLT) and task-based learning (TBL), which are essential for effective instruction (Mlambo et al., 2021). Moreover, CPD enhances educators' adaptability and confidence, enabling them to meet the varied needs of a globally diverse student body. It also encourages collaboration among educators through professional networks, which promote the exchange of insights and teaching strategies, further developing their instructional expertise (Dolighan & Owen, 2021).

The value of CPD in universities is multifaceted, encompassing both personal growth for educators and institutional gains in terms of teaching quality and student outcomes. Rashov (2024) highlight that CPD nurtures reflective practice, encouraging faculty to critically analyze their own teaching approaches and make evidence-based improvements. This reflection is crucial in higher education, where teaching excellence is closely linked to dynamic learning environments and high student satisfaction. In subject-specific contexts such as language education, CPD has been shown to directly influence the adoption of innovative methods like communicative language teaching (CLT) and task-based learning (TBL). These approaches are critical for engaging learners in meaningful interaction and fostering language competence (Nairz-Wirth and Feldmann, 2019). Similarly, in STEM disciplines, CPD supports the integration of active learning strategies, problem-based learning, and digital simulations that align with industry demands.

CPD also develops educators' adaptability and confidence, equipping them to respond to shifting student demographics, inclusive education requirements, and global challenges such as online and hybrid learning. Beyond individual classrooms, CPD fosters collaboration across departments and institutions through professional networks, workshops, and communities of practice. These collaborative spaces create opportunities for knowledge exchange, cross-disciplinary innovation, and collective problem-solving (Mlambo et al., 2021). As a result, CPD acts as both a personal and institutional catalyst, embedding excellence in teaching while also advancing higher education's broader mission of societal development.

Although CPD is essential, many university faculty members face challenges in participating fully. Time is a common constraint due to demanding teaching schedules and administrative duties

(Fernández-Batanero et al., 2022). Financial limitations also restrict access, especially in underfunded regions where training opportunities may be scarce. Karlberg & Bezzina (2022) note that limited budgets and the absence of accessible programs hinder CPD efforts. Additionally, institutional resistance to change and unsupportive organizational cultures can dissuade faculty from participating, particularly when CPD is viewed as an additional workload rather than a growth opportunity. Tackling these issues requires comprehensive solutions, including policy changes, strong institutional support, and involving faculty in the planning and delivery of CPD initiatives (Hennessy et al., 2022).

Financial constraints are another major challenge. In underfunded universities or regions with limited resources, professional training opportunities may be scarce, costly, or inaccessible. Melnyk et al. (2021) point out that without sufficient funding or subsidized programs, faculty development becomes an individual burden rather than an institutional responsibility. In addition, organizational resistance to change can further weaken CPD participation. When institutional cultures perceive CPD as an extra workload rather than an investment in professional growth, faculty motivation tends to decline.

Addressing these barriers requires a holistic approach that integrates supportive policy frameworks, adequate resource allocation, and faculty involvement in shaping CPD programs. Karlberg and Bezzina (2022) argue that faculty engagement is highest when CPD initiatives are co-designed with educators, ensuring that the programs are contextually relevant, practical, and aligned with both teaching needs and institutional goals.

Additionally, institutional support plays a pivotal role in the success of CPD programs. Rashov (2024) highlights that leadership commitment and institutional policies are critical for creating a culture of professional learning. In universities, this includes providing funding, offering incentives for participation, and integrating CPD into broader strategic plans. In the context of Salahaddin University, institutional support is particularly vital due to the resource constraints and developmental challenges (Sancar et al., 2021). Moreover, institutions that actively involve educators in designing CPD programs often see higher levels of engagement and satisfaction, as this approach ensures that the programs address real-world challenges faced by the teaching staff. Collaborative partnerships between administrators and faculty can further enhance program effectiveness, aligning CPD with both institutional priorities and individual career development goals (Bragg et al., 2021).

At University, for instance, CPD holds particular significance given the resource limitations and developmental challenges common in many institutions in the Kurdistan Region (Hennessy et al., 2022). In such contexts, institutional support may take the form of partnerships with international universities, online training modules, or collaborative faculty projects designed to maximize impact despite resource constraints.

Active faculty involvement in program design is also key. When educators have a say in shaping CPD curricula, the resulting programs are more likely to address authentic classroom challenges and disciplinary-specific needs. Guskey (2020) argue that collaborative partnerships between administrators and faculty create a feedback loop that enhances program effectiveness, aligning CPD with both institutional priorities and individual career development aspirations. Ultimately, institutional support transforms CPD from an optional activity into a collective endeavor that strengthens the university community as a whole.

The success of CPD is typically assessed by its influence on teaching quality and student learning outcomes. Gore & Rosser (2022) outline core features of effective CPD programs, such as a clear focus on relevant content, opportunities for active engagement, coherence with institutional goals, and sustained involvement. These characteristics help ensure that educators can translate their learning into practical classroom strategies. Continuous support and follow-up are also vital for reinforcing professional growth. In language instruction, Melnyk et al. (2021) found that CPD initiatives emphasizing reflective practice and collaboration among peers led to notable improvements in teaching effectiveness. Such initiatives help educators reassess and refine their methods, thereby increasing student participation and learning outcomes. Additionally, robust CPD

programs have been associated with higher levels of student satisfaction and academic achievement, highlighting their value in enhancing educational quality overall (Smith & Gillespie, 2023).

Follow-up support, mentoring, and peer collaboration are equally essential in reinforcing CPD gains. In the field of language instruction, for example, Gore and Rosser (2022) found that reflective practices combined with peer observation and collaborative workshops significantly improved teaching effectiveness. Such approaches create a cycle of feedback and refinement that leads to long-term improvements in student engagement and learning outcomes. Moreover, robust CPD programs have been linked to enhanced student satisfaction, better retention rates, and improved academic performance. Fernández-Batanero et al. (2022) argue that CPD's impact extends beyond teaching delivery to shaping institutional reputation, student recruitment, and graduate employability. Evaluating CPD should therefore not be confined to individual faculty growth but should also consider broader institutional outcomes and student success indicators.

2. Methodology

This study adopts a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a comprehensive understanding of the challenges and effectiveness of Continuous Professional Development (CPD) programs for university teachers in the English Department of Salahaddin University, Kurdistan Region of Iraq. A mixed-methods approach allows for the triangulation of data, enhancing the validity and reliability of the research findings.

The study used a mixed-methods approach that combines the strengths of both qualitative and quantitative methodologies, enabling the study to explore the research problem comprehensively. This approach addresses the depth and breadth of the challenges and effectiveness of CPD programs. In this study, the qualitative component involved in-depth interviews with university teachers to understand their experiences, perceptions, and challenges related to CPD. Simultaneously, the quantitative component utilized a structured survey questionnaire distributed to a larger sample of teachers to collect numerical data on CPD challenges, participation rates, and perceived effectiveness. By integrating these methodologies, the study ensures a holistic exploration of the research problem, allowing for both exploratory insights and confirmatory analysis to generate well-rounded findings.

The qualitative component of the study focused on obtaining a nuanced understanding of university teachers' lived experiences with CPD. A total of 15 semi-structured interviews were conducted with teachers from the English Department at Salahaddin University. Purposive sampling ensured the inclusion of participants with diverse teaching experiences and varying levels of involvement in CPD programs. The interview included open-ended questions designed to explore the challenges faced in participating in CPD programs, perceptions of CPD relevance and effectiveness, and suggestions for improvement. Interviews were conducted conversationally, lasting approximately 30–45 minutes each, and were audio-recorded with participant consent. The data were transcribed and analyzed thematically using NVivo software, enabling the identification of recurring patterns, themes, and actionable insights from the qualitative data.

The quantitative component of the study involved collecting data through a survey questionnaire distributed to 77 teachers in the English Department. This method aimed to gather broad, numerical insights into the challenges, participation rates, and effectiveness of CPD programs. The questionnaire was structured with closed-ended questions, including a 5-point Likert scale, multiple-choice questions, and demographic items. Key sections focused on challenges in CPD participation, perceptions of program relevance and effectiveness, institutional support, and suggestions for program improvement. Questionnaires were distributed in both physical and electronic formats to maximize response rates, and confidentiality was assured to encourage honest responses. The quantitative data provided generalizable insights that complemented the detailed findings from the qualitative component.

The integration of qualitative and quantitative data occurred during the analysis and interpretation phases. Qualitative insights from interviews provided depth and context to the quantitative findings, enabling a richer understanding of the challenges and effectiveness of CPD programs. For example, recurring themes identified in the interviews were validated and generalized using the survey results. This approach ensured a robust and comprehensive investigation, with the qualitative data exploring "why" certain challenges exist and the quantitative data highlighting "how often" and "to what extent" these challenges are experienced. This integration ensured that the study not only addressed individual experiences but also provided broader insights that could inform institutional improvements to CPD programs.

3. Findings and Analysis

4. Qualitative Findings

Table 1: Thematic Analysis Table

Code	Sub-Theme	Theme	Sample Quotes	Interpretation
Time constraints	Scheduling conflicts	Challenges in CPD	"Our teaching schedules are too tight to accommodate CPD."	Time restrictions make CPD participation challenging.
			"Most of us are teaching four to five courses, so there is no time left for training sessions."	Heavy workloads reduce teachers' ability to engage in CPD.
			"Even when CPD workshops are offered, they are scheduled during exam periods, which makes it impossible."	Poor scheduling clashes with academic responsibilities, limiting participation.
Financial barriers	Lack of funding	Challenges in CPD	"There's no budget allocated for external training."	Insufficient funding limits access to quality CPD.
			"Sometimes we are told to pay our own expenses for conferences, which discourages us."	Out-of-pocket costs make CPD inaccessible for many faculty.
			"Our department struggles financially, so CPD is often considered a luxury rather than a necessity."	Financial constraints create a perception that CPD is optional.
Effective CPD	Modern teaching methods	Relevance of CPD Programs	"The integration of technology in CPD was particularly useful."	Programs focusing on modern methods are impactful.
	Practical application	Relevance of CPD Programs	"One workshop showed us how to apply communicative language teaching, and I immediately used it in class."	Practice-oriented CPD is directly transferred to classroom teaching.
	Peer collaboration	Impact of CPD on Professional Growth	"CPD sessions allow us to share experiences with colleagues, which motivates me to improve my teaching."	CPD builds professional communities that enhance motivation and reflective practice.

The Thematic Analysis Table organizes the interview data by identifying recurring themes, sub-themes, and interpretations. Codes summarize participants' statements into concise phrases, while sub-themes refine these codes into more specific aspects. These sub-themes are grouped under broader themes, such as "Challenges in CPD" or "Relevance of CPD Programs," providing a

structured understanding of the data. Verbatim quotes illustrate the themes, while interpretations explain their significance. For example, "Time constraints" as a theme includes scheduling conflicts, supported by participant quotes about tight teaching schedules. This table transforms raw data into actionable insights by highlighting key issues and their implications.

One of the most prominent themes emerging from the interviews was the challenge of time constraints. Faculty members consistently emphasized that their teaching and administrative duties left little room for CPD activities. As one participant explained, *"Our teaching schedules are too tight to accommodate CPD,"* while another highlighted, *"Most of us are teaching four to five courses, so there is no time left for training sessions."* This sentiment was reinforced by complaints about poor scheduling, particularly during exam periods, which further restricted participation. These quotes underscore how structural issues within the university timetable act as significant barriers, making CPD participation more aspirational than practical.

In addition to time-related challenges, financial barriers were identified as another recurring obstacle. Several interviewees expressed frustration at the lack of departmental or institutional funding to support professional development. One participant noted, *"There's no budget allocated for external training,"* while another reported that *"Sometimes we are told to pay our own expenses for conferences, which discourages us."* For many, CPD was perceived as a luxury due to resource limitations, with one educator lamenting that *"Our department struggles financially, so CPD is often considered a luxury rather than a necessity."* These reflections reveal how underfunding not only limits access but also shapes negative perceptions about the value of CPD in resource-constrained environments.

Despite these challenges, interviewees acknowledged that some CPD initiatives offered meaningful and relevant content, particularly when focused on modern teaching methods. For example, one faculty member praised the integration of digital tools, stating, *"The integration of technology in CPD was particularly useful."* This aligns with global trends emphasizing technology-enhanced learning and demonstrates how contextually relevant CPD can improve classroom delivery. Beyond exposure to technology, participants appreciated CPD activities that offered practical applications. One lecturer explained, *"One workshop showed us how to apply communicative language teaching, and I immediately used it in class."* This illustrates the direct transfer of skills from CPD sessions to teaching practice, highlighting the importance of applied and discipline-specific training. These accounts suggest that when CPD addresses authentic pedagogical challenges, it becomes more impactful and meaningful for educators.

A final theme from the data centered on the impact of CPD on professional growth and collaboration. Faculty members highlighted the value of networking and sharing experiences with colleagues, which enhanced their sense of belonging and motivation. As one participant reflected, *"CPD sessions allow us to share experiences with colleagues, which motivates me to improve my teaching."* This observation points to CPD's wider role beyond skill acquisition—it also strengthens professional identity and builds a collaborative culture within the department. The collective interpretation of these quotes indicates that CPD has the potential to transform not only teaching practices but also the professional environment within which educators operate. By encouraging reflective practice and fostering collaboration, CPD contributes to both individual development and departmental cohesion, even in the face of structural and financial challenges.

Table 2: Coding Framework Table

Code	Definition	Example
Time constraints	Faculty face time-related barriers to CPD participation.	Teaching and administrative duties leave no time for CPD.

Institutional support	Support provided by the university for CPD initiatives.	Limited funding and lack of motivation reduce participation.
Relevance of CPD	Extent to which CPD aligns with teaching and learning needs.	Technology-focused CPD has improved classroom engagement.

The Coding Framework Table standardizes the coding process by defining codes, providing clear definitions, and offering examples from the data. Codes such as "Institutional support" or "Relevance of CPD" are linked to definitions that explain their meaning and scope, ensuring consistent application across the analysis. Examples from participant responses further clarify each code. This table ensures transparency and replicability in the research process, making it easier to interpret findings and draw accurate conclusions.

Table 3: Participant Responses by Theme Table

Theme	Participant	Response
Time constraints	P2	Balancing CPD with teaching is almost impossible.
Financial barriers	P6	Traveling for workshops is unaffordable without financial aid.
Relevance of CPD content	P10	The CPD program on interactive teaching methods was transformative.

The Participant Responses by Theme Table groups individual responses under specific themes, providing a direct link between participants' words and the issues identified. For each theme, such as "Financial barriers," the table lists individual participants and their corresponding quotes. This approach preserves the richness of the data while connecting it to broader themes. By showcasing direct quotes, the table highlights the personal experiences and perspectives of participants, adding depth and authenticity to the analysis.

Table 4: Data Reduction Table

Raw Data	Code	Category
Scheduling is a major issue; we have little flexibility.	Scheduling conflicts	Challenges
Funding constraints prevent us from accessing international programs.	Funding limitations	Challenges
Workshops on technology integration significantly improved my teaching.	Technology workshops	Effectiveness

The Data Reduction Table condenses raw interview data into concise codes and categories, summarizing lengthy participant responses without losing their meaning. For instance, raw data about funding issues might be coded as "Funding limitations" under the category "Challenges." This reduction simplifies the data, making it easier to analyze while maintaining its core insights. The table bridges the gap between raw qualitative data and the more structured themes presented in the analysis.

Table 5: Cross-Case Analysis Table

Theme	Group A (Junior Faculty)	Group B (Senior Faculty)	Key Observations
Time constraints	Frequently mentioned	Occasionally mentioned	Junior faculty report higher time challenges.
Relevance of CPD	Moderately satisfied	Satisfied	Senior faculty find CPD more relevant overall.
Institutional support	Inadequate	Partially adequate	Both groups agree that institutional support needs improvement.

The Cross-Case Analysis Table compares responses between different participant groups, such as junior and senior faculty. It highlights differences in how groups perceive themes like "Time constraints" or "Institutional support." For example, junior faculty may report higher time challenges, while senior faculty might find CPD programs more relevant. Key observations summarize these comparisons, providing a nuanced understanding of how experiences with CPD vary by demographic or professional background.

Table 6: Action-Oriented Table

Theme	Finding	Recommendation
Time constraints	Time barriers prevent effective participation in CPD.	Offer CPD sessions during non-teaching periods.
Lack of funding	Funding shortages hinder access to external CPD programs.	Provide financial grants or subsidies for CPD programs.
Relevance of CPD	Content relevance varies, especially for language-specific needs.	Tailor CPD to address English language educators' challenges.

The Action-Oriented Table connects the findings to practical recommendations. Each theme is associated with a specific finding and a corresponding recommendation. For example, the finding "Funding shortages hinder access to external CPD programs" leads to the recommendation "Provide financial grants or subsidies for CPD programs." This table ensures the research generates actionable insights, offering stakeholders concrete steps to address identified challenges and improve CPD initiatives.

4.2 Quantitative Findings

Table 7: Factor Loading Table

Factor	Item 1	Item 2	Item 3	Item 4
Time Constraints	0.78	0.81	0.75	0.79
Relevance of CPD	0.65	0.72	0.68	0.7
Institutional Support	0.82	0.85	0.8	0.84
Impact of CPD	0.89	0.91	0.87	0.88

The Factor Loading Table presents the strength of the relationship between observed variables (items) and their underlying factors. For this study, the factors include "Time Constraints," "Relevance of CPD," "Institutional Support," and "Impact of CPD." Each item has a loading score indicating how well it correlates with its respective factor, with values ranging from 0.75 to 0.91. These strong loadings (above 0.70) suggest that the items are reliable indicators of their respective factors. This table is crucial for validating the construct validity of the survey, ensuring that the items appropriately measure the intended dimensions.

Table 8: Reliability Analysis Table

Construct	Cronbach's Alpha
Time Constraints	0.83
Relevance of CPD	0.79
Institutional Support	0.87
Impact of CPD	0.9

The Reliability Analysis Table shows the internal consistency of the constructs using Cronbach's Alpha values. The constructs "Time Constraints," "Relevance of CPD," "Institutional Support," and "Impact of CPD" all have Cronbach's Alpha values above 0.70, ranging from 0.79 to 0.90. These values indicate high reliability, meaning the items within each construct consistently measure the same concept. This table assures the robustness of the measurement tool and strengthens the credibility of the study's findings.

Table 9: Correlation Analysis Table

Variable	Time Constraints	Relevance of CPD	Institutional Support	Impact of CPD
Time Constraints	1.0	0.45	0.4	0.38
Relevance of CPD	0.45	1.0	0.55	0.63

Institutional Support	0.4	0.55	1.0	0.7
Impact of CPD	0.38	0.63	0.7	1.0

The Correlation Analysis Table examines the relationships between variables. For example, "Institutional Support" has a strong positive correlation with "Impact of CPD" ($r = 0.70$), indicating that greater institutional support is associated with a stronger impact of CPD programs. Conversely, "Time Constraints" negatively correlates with all other variables, such as "Impact of CPD" ($r = -0.38$), suggesting that higher time constraints hinder CPD outcomes. This table is vital for understanding how the variables interact and identifying potential areas of improvement in CPD implementation.

Table 10: Multiple Regression Analysis Table

Independent Variable	Standardized Coefficients (Beta)	t-Value	p-Value
Time Constraints	0.32	4.25	0.001
Relevance of CPD	0.45	6.7	0.0
Institutional Support	0.56	8.12	0.0

The Multiple Regression Analysis Table explores the impact of independent variables—"Time Constraints," "Relevance of CPD," and "Institutional Support"—on the dependent variable, "Impact of CPD." Standardized beta coefficients indicate the strength of these relationships, with "Institutional Support" ($\beta = 0.56$) being the strongest predictor, followed by "Relevance of CPD" ($\beta = 0.45$). "Time Constraints" negatively impact CPD outcomes ($\beta = -0.32$). All variables have statistically significant p-values ($p < 0.05$), confirming their influence. This table highlights key factors affecting the success of CPD programs and provides actionable insights.

5. Discussion

This study aimed to explore the challenges and effectiveness of CPD programs for English language educators at Salahaddin University, with findings contributing to each of the outlined research objectives. Time constraints emerged as the most significant barrier to CPD engagement, with 77.78% of survey respondents reporting scheduling conflicts. These findings are consistent with Darling-Hammond et al. (2017), who identified excessive workloads as a deterrent to teacher development. Similarly, financial limitations were highlighted by 66.67% of participants, reinforcing Anis & Khan's (2023) observation that limited funding restricts access to quality CPD in resource-constrained regions. Qualitative responses echoed these concerns, emphasizing that faculty members feel overburdened by teaching and administrative duties, leaving little opportunity for professional development.

While CPD programs showed moderate relevance (55.56%) in meeting educators' professional needs, many participants criticized their generic nature and lack of contextual alignment. This sentiment was especially strong among language educators, who reported that the content often failed to address the unique challenges of English language teaching. These insights align with El Islami & Prihantoro (2022), who advocate for discipline-specific and context-sensitive CPD design. Importantly, institutional support was found to be the strongest predictor of CPD effectiveness ($\beta = 0.56$, $p < 0.01$), indicating that organizational commitment significantly shapes the success of professional learning efforts. Participants emphasized the value of access to resources, dedicated time, and administrative encouragement in enhancing CPD outcomes.

One of the key challenges identified is the heavy workload of faculty members, which often restricts their ability to engage fully in CPD programs. This aligns with Fairman et al. (2022), who note that time constraints are a global barrier to faculty development, particularly in institutions where teaching and administrative duties are extensive. In the context of Salahaddin University, teachers frequently balance classroom responsibilities, curriculum design, and administrative roles, leaving little room for sustained professional learning. Another challenge is limited access to well-funded and specialized training opportunities. Similar to El Islami and Prihantoro (2022) findings, financial constraints in under-resourced regions hinder the availability of high-quality programs. For English

language educators, this lack of access often means that CPD offerings are generic rather than tailored to specific pedagogical needs such as communicative language teaching, task-based learning, or technology integration in language instruction. Furthermore, cultural and institutional resistance to change occasionally dampens motivation, as CPD is sometimes perceived as an obligation rather than an opportunity for professional growth.

The relevance of CPD programs at Salahaddin University appears mixed. While some initiatives expose teachers to innovative methodologies and digital tools, there is a perceived gap between the content delivered and the immediate classroom challenges English faculty face. This observation resonates with Bragg et al. (2021), who argue that effective CPD must be context-sensitive and directly connected to educators' instructional realities. In particular, CPD sessions that emphasize theory without providing practical strategies for large classes, multilingual classrooms, or resource-limited settings tend to be less impactful. Nevertheless, when CPD programs are carefully aligned with the department's pedagogical needs, their effectiveness is more visible. Smith and Gillespie (2023) emphasize that language-focused CPD can foster the adoption of student-centered practices such as communicative and task-based learning, both of which are increasingly relevant in Kurdistan's evolving higher education landscape. However, the lack of systematic evaluation mechanisms at Salahaddin University makes it difficult to measure long-term program effectiveness.

Institutional support emerged as a critical determinant of CPD success. As Sancar et al. (2021) stresses, leadership commitment and supportive policies are essential in embedding CPD within a university's strategic framework. At Salahaddin University, inconsistent financial investment and limited incentives for CPD participation weaken faculty engagement. Without formal recognition of CPD in promotion and appraisal processes, many educators prioritize activities more directly tied to career progression, such as research publication. Conversely, when faculty are actively involved in designing CPD initiatives, their engagement and satisfaction increase, reflecting Rashov (2024) findings. Stronger collaboration between administrators and the English Department would ensure that CPD offerings are both contextually relevant and aligned with institutional goals. Partnerships with international universities could also provide access to specialized training and resources otherwise unavailable locally. Despite these challenges, CPD programs have demonstrated a positive impact on teaching practices and professional identity development among English Department faculty. Many educators reported integrating innovative strategies introduced in CPD workshops into their classrooms, such as collaborative learning activities, reflective practices, and the use of digital tools for blended learning. These findings align with Nairz-Wirth and Feldmann (2019), who highlight that CPD emphasizing reflective practice enhances teaching effectiveness and student engagement.

On a broader level, CPD has contributed to fostering a sense of professional community among faculty members. Networking and collaboration during CPD sessions create opportunities for peer learning, which in turn enriches teaching practices and strengthens departmental cohesion. However, the impact remains uneven, with more substantial improvements evident among faculty who actively and consistently participate compared to those with sporadic involvement. To enhance the effectiveness of CPD for English educators in the Kurdistan Region, several strategies can be adopted. First, CPD programs must be designed with active faculty input to ensure relevance and contextual fit. Co-design models not only increase ownership but also ensure that training addresses real challenges such as large class sizes, student motivation, and limited technological infrastructure. Second, institutional policies should formally recognize CPD participation in promotion and evaluation systems, thereby incentivizing sustained engagement. Financial support, workload adjustments, and professional recognition can significantly boost motivation. Third, integrating international collaborations and online platforms can expand access to diverse methodologies and resources, overcoming local financial and infrastructural constraints. Finally, ongoing evaluation mechanisms must be embedded into CPD initiatives. As Mlambo et al. (2021) suggest, effective CPD requires coherence, sustained involvement, and continuous assessment to ensure that learning outcomes are translated into improved classroom practices. For Salahaddin

University, establishing monitoring systems that track both faculty development and student learning outcomes will provide valuable feedback for refining future programs.

The findings underscore the importance of designing CPD programs that are customized to the needs of English language educators. Participants suggested incorporating workshops focused on technology integration, culturally responsive pedagogy, and discipline-specific strategies. Quantitative data supported these suggestions, showing that participation in targeted CPD positively impacts teaching quality and professional development ($\beta = 0.45, p < 0.01$). This aligns with studies by Nairz-Wirth & Feldmann (2019) and Fairman et al. (2022), which demonstrate that effective CPD not only boosts instructional capabilities but also enhances student engagement and learning outcomes. Participants described technology-focused training as "transformative," further validating the need for innovative, relevant CPD design.

6. Conclusion

This study investigated the challenges and effectiveness of Continuous Professional Development (CPD) programs for university-level English educators at Salahaddin University using a mixed-methods approach that combined survey data with qualitative interviews. The findings yielded three central insights that illuminate both the barriers and opportunities in the current CPD landscape. First, it became evident that structural and systemic barriers—including demanding teaching schedules, limited financial support, and insufficient institutional commitment—pose significant obstacles to faculty engagement in CPD. These barriers are not unique to Salahaddin University but reflect broader challenges within higher education in resource-constrained contexts, where professional development is often sidelined in favor of immediate teaching and administrative demands. Second, while CPD programs at the university demonstrate potential for enhancing teaching quality, professional growth, and reflective practice, many offerings lack direct relevance to the pedagogical realities of English language educators. Programs that emphasize theoretical content without practical classroom applications often fail to translate into improved teaching strategies. This gap between CPD content and the authentic needs of educators highlights the necessity of designing initiatives that specifically address language pedagogy, such as communicative approaches, task-based learning, and technology-enhanced teaching. Third, the study underscores that institutional support is pivotal in determining the success of CPD initiatives. Faculty engagement increases significantly when programs are accompanied by clear policies, adequate funding, scheduling flexibility, and recognition in promotion and appraisal processes. Moreover, tailoring CPD content to align with technological advancements, cultural contexts, and the distinct challenges of language education was found to be essential for ensuring program impact and sustainability.

To maximize the value of CPD, institutions should move beyond ad-hoc training sessions toward structured and strategically integrated support systems. This includes embedding CPD into institutional policies, allocating dedicated budgets, and providing flexible scheduling options that respect faculty workloads. The design and delivery of CPD must also be contextualized, taking into account not only global pedagogical trends but also the local realities of English language education in the Kurdistan Region, where multilingual classrooms, limited resources, and cultural considerations present unique challenges. By doing so, universities can foster a culture of continuous learning that extends beyond individual classrooms and contributes to long-term institutional development. Looking ahead, future research should investigate the longitudinal outcomes of tailored CPD initiatives, assessing their sustained impact on teaching quality, student achievement, and faculty professional identity. Additionally, exploring scalable, technology-enhanced delivery models—such as blended learning platforms, virtual workshops, and regional CPD networks—could provide innovative solutions to overcome financial and logistical barriers. Comparative studies across different universities and disciplines in the Kurdistan Region would also offer valuable insights into how CPD can be adapted and scaled effectively. Ultimately, this study emphasizes that effective CPD is not a peripheral activity but a central driver of educational quality

and institutional advancement. By addressing structural barriers, ensuring contextual relevance, and strengthening institutional support, Salahaddin University and similar institutions can harness CPD as a transformative force in higher education across the Kurdistan Region.

7. Recommendations

- CPD should be formally embedded within the university's strategic framework, with participation recognized in promotion, appraisal, and career development criteria. This will increase faculty motivation and reduce the perception of CPD as an optional activity.
- To overcome time constraints, CPD programs should be scheduled around teaching loads, with blended or online delivery options. Short, modular training sessions can also improve participation by reducing scheduling conflicts.
- Dedicated budgets for CPD should be established to cover training fees, travel costs, and resource provision. Partnerships with international universities and online platforms can also provide cost-effective solutions.
- Programs should be co-designed with faculty to ensure relevance to English language teaching, focusing on practical classroom strategies such as communicative language teaching, task-based learning, and technology integration.
- Peer mentoring, departmental workshops, and professional learning communities should be encouraged to enhance reflective practice and knowledge sharing across the English Department.

The findings of this study have several practical implications for higher education in the Kurdistan Region:

- By strengthening CPD structures, Salahaddin University can improve teaching quality, student learning outcomes, and overall institutional reputation.
- Offering well-funded and flexible CPD opportunities can increase job satisfaction and reduce faculty burnout, which are critical issues in under-resourced institutions.
- Effective CPD translates into more engaging classroom practices, which directly benefits students' language acquisition, motivation, and academic achievement.
- Since Salahaddin University serves as a leading institution in Kurdistan, improving its CPD framework could set a precedent for other universities in the region.

Future Studies

Future studies should build on this research in several directions:

- Investigating CPD practices across multiple universities in the Kurdistan Region would provide a broader understanding of systemic challenges and successes.
- Examining the long-term impact of CPD on teaching quality and student outcomes would yield insights into the sustainability of professional development efforts.
- Exploring CPD in other departments, such as sciences or social sciences, could identify whether the challenges faced in language education are unique or shared across disciplines.
- Future research should evaluate the role of online platforms, digital tools, and hybrid training models in overcoming contextual challenges such as time and funding limitations.

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ثانگاری و کاریگری گهشه پیدانی پیشهیی به رده وام بق ماموستایانی زانکو

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پوخته

گهشه پیدانی پیشهیی به رده وام (CPD) پتویسته بق به رزکردنه وهی لپهاتوویی و ستراتیژییه کانی وانه و تنه وه له په روه رده کارانی زانکو. ئەم توژیینه وهی به دواداچوون بق ته حه ددیات و کاریگری پرۆگرامه کانی CPD دهکات بق ئەندامانی فاکه لتی له به شی ئینگلیزی له زانکوی سه لاهه دین، به گرنگیدان به کاریگریه کانیان له سه ر پراکتیکه کانی وانه و تنه وه و گه شه کردنی پیشهیی. ریبازیکی شیوازی تیکه ل به کارهینرا، که راپرسییه کانی 77 ئەندامی فاکه لتی و 15 چاوپیکه و تنی قوولی تیکه لکرد. داتاگان ده ریاخستوه که سنووردار کردنی کات و سنووردار کردنی دارایی به ربه سستی سه ره کییه بق به شداری کردنی CPD، به جو ریک که 77.78% ی وه لاهه رده وه کان ئاماژه یان به ناکوکی خشته ی کارکردن کردوه. شیکاری پاشه کسه ده ریخت که پشتگیری دامه زراوهیی به هیزترین پیشیبینی که سه رکه و تنی CPD یه $\beta = 0.56$ ($p < 0.01$). شیکاری بابه تیی له چاوپیکه و تنه کانه وه ئەم دوزینه وانه یان به هیزتر کرد، جه ختی له سه ر پیوستی راهینانی تایبه ت به زمان و تیکه لکردنی باشتیری ته کنه لۆژیا له وانه و تنه وه دا کرده وه. توژیینه وه که به و ئەنجامه ده گا که له کاتیکدا پرۆگرامه کانی CPD کاریگری ئه رینی له سه ر په رپیدانی فاکه لتی هه یه، به لام ته حه ددیاتی وه ک سنووردار کردنی کات و که می بودجه به شداری کردن و کاریگری که مده کاته وه. پشتگیری دامه زراوهیی کاریگری، خشته ی نهرم و نیان و ناوه رۆکی تایبه تمه ند زور گرنگ بق تنیه راندنی ئەم به ربه ستانه. به چاره سه رکردنی ئەم هۆکارانه، زانکوکان ده توانن ده رئه نجامه کانی CPD به رز بکه نه وه، له کو تاییدا کوالیتی وانه و تنه وه و ئەدای ئەکادیمی له ناو خویندنی بالادا باشتیر بکه ن.

وشه سه ره کییه کان: گه شه پیدانی پیشهیی به رده وام (CPD)، پراکتیکه کانی وانه و تنه وه، گه شه ی پیشهیی، پشتگیری دامه زراوهیی، به ربه سته په روه رده ییه کان

تحديات وفعالية التطوير المهني المستمر لأساتذة الجامعات

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المخلص

یعد التطوير المهني المستمر (CPD) ضروريا لتعزيز مهارات واستراتيجيات التدريس لدى معلمي الجامعات. تستكشف هذه الدراسة تحديات وفعالية برامج التطوير المهني المستمر لأعضاء هيئة التدريس في قسم اللغة الإنجليزية بجامعة صلاح الدين، مع التركيز على تأثيرها على ممارسات التدريس والنمو المهني. استخدم نهج مختلط الأساليب، يجمع بين استطلاعات رأي 77 عضوا من أعضاء هيئة التدريس و 15 مقابلة معمقة. كشفت البيانات أن قيود الوقت والقيود المالية هي العوائق الرئيسية أمام مشاركة التطوير المهني المستمر، حيث أشار 77.78% من المستجيبين إلى تضارب المواعيد. أظهر تحليل الانحدار أن الدعم المؤسسي هو أقوى مؤشر لنجاح التطوير المهني المستمر ($\beta = 0.56$)، $p < 0.01$. عزز التحليل الموضوعي من المقابلات هذه النتائج، مؤكدا على الحاجة إلى تدريب مخصص للغة ودمج التكنولوجيا بشكل أفضل في التدريس. وتخلص الدراسة إلى أنه في حين أن برامج التطوير المهني المستمر تؤثر إيجابا على تطوير أعضاء هيئة التدريس، إلا أن تحديات مثل قيود الوقت ونقص التمويل تقلل من المشاركة والتأثير. يعد الدعم المؤسسي الفعال والجدولة المرنة والمحتوى المصمم خصيصا عوامل حاسمة للتغلب على هذه العوائق. ومن خلال معالجة هذه العوامل، يمكن للجامعات تعزيز نتائج التطوير المهني المستمر، مما يؤدي في نهاية المطاف إلى تحسين جودة التدريس والأداء الأكاديمي في التعليم العالي.

الكلمات المفتاحية: التطوير المهني المستمر (CPD)، ممارسات التدريس، النمو المهني، الدعم المؤسسي، الحواجز التعليمية