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The impact of organizational commitment on professional development among faculty at private undergraduate universities in Yunnan, China

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Abstract: In recent years, China's higher education community has increasingly focused on the Professional Development (PD) of faculty in private undergraduate universities. Guided by Social Exchange Theory, this study aimed to examine the impact of Organizational Commitment (OC) on teachers' PD, with a particular focus on the mediating role of Occupational Well-Being (OWB) in this relationship. A total of 801 valid questionnaires were collected through a questionnaire survey of teachers in four private undergraduate universities in Yunnan Province, and a structural equation modeling (SEM) was utilized to test the proposed hypotheses. The results confirmed that teachers' OC significantly improved their PD (β = .253; 95% CI: .163 - .345; p < .001), and OWB partially mediated this relationship (β = .038; 95% CI: .019 - .067; p < .001). The findings suggest that enhancing teachers' OC is crucial to promoting their PD, with special attention paid to the key mediating role of OWB.

Keywords: *Occupational well-being, Organizational commitment, Private undergraduate Universities, Professional development, Teachers.*

1. Introduction

Amid China's ongoing reform and opening-up, private higher education institutions have rapidly expanded in both number and enrollment, becoming an essential component of the national higher education system [1]. As higher education enters an era of massification, improving teaching quality and strengthening policy support for private universities have emerged as key priorities in both social and educational development [2]. However, despite national efforts to enhance policy and legal frameworks, private universities continue to grapple with persistent challenges, including a shortage of young faculty, limited career development opportunities, low professional appeal, and high turnover rates [3]. In this context, recent reforms in faculty management have significantly reshaped the professional landscape within private universities, prompting growing scholarly interest in the evolving academic profession and its institutional implications [4]. Addressing these issues requires a shift from traditional, administration-centered faculty management to a more value-driven and incentive-based approach, aimed at restructuring faculty development systems and unlocking academic potential [5]. Accordingly, teachers' PD is increasingly recognized as a critical driver for improving the overall quality of private higher education institutions [6].

Teachers' Professional Development (PD) has been shown to significantly enhance the quality of higher education and talent cultivation [7, 8]. Additionally, it also directly improves teaching and research capacities, classroom effectiveness, and student academic performance [9]. Faculty well-being strongly influences job satisfaction and motivation for ongoing PD [10]. Improved well-being not only enhances their ability to seize development opportunities but also fosters greater engagement in professional growth initiatives [11]. Existing studies have shown that a strong sense of Organizational

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Commitment (OC) among teachers is often accompanied by higher levels of Occupational Well-Being (OWB), which in turn enhances their loyalty and identification with the organization [12]. Social Exchange Theory (SET) emphasizes reciprocal relationships formed through trust, resource exchange, and emotional investment within organizations [13]. However, there remains a limited understanding of how OC influence PD and how OWB mediate this relationship in the unique context of private higher education institutions, especially in China. Therefore, this study adopts SET as its analytical framework to examine the impact of OC on teachers' PD, with OWB introduced as a potential mediating variable to further explore the underlying mechanism.

The main contribution of this centers on advancing the application of SET to the field of teachers' PD, providing theoretical insight and practical guidance for faculty management in private universities. Through the construction of a theoretical model and empirical testing, this study investigates how OC influences teachers' PD via the mediating role of OWB, thereby offering more effective strategies for faculty advancement. To achieve these objectives, the following research questions are proposed:

1. Does teachers' OC significantly influence their PD?
2. Does teachers' OC significantly influence their OWB?
3. Does OWB significantly influence teachers' PD?
4. Does OWB mediate the relation between OC and PD?

2. Literature Review

2.1. SET

SET provides a crucial theoretical foundation for research on teachers' PD. Klassen, et al. [14] conceptualized the interaction between teachers, students, and schools as a social exchange process, where teachers offer instructional and emotional support in anticipation of positive feedback and academic achievement from students. The relationship between faculty and institutions can also be seen as an exchange of resources, whereby teachers contribute through teaching and service and receive institutional support for PD in return [15]. When faculty perceive that their efforts are reciprocated with opportunities for professional growth and personal advancement, their OWB is enhanced [16]. Higher levels of OC among teachers are often related with stronger OWB, which in turn motivates greater engagement in PD activities [17]. Thus, SET offers a solid framework for comprehending the interplay between OC, OWB, and PD.

2.2. Relationship Between OC and Teachers' PD

The three-component model of OC— normative, affective, and continuance commitment—proposed by Meyer and Allen [18] has been widely validated in the education sector Shore and Wayne [19]. Wang [20] argues that teachers' OC reflects teachers' identification with and involvement in their institutions, serving as a key psychological factor influencing career stability. teachers' PD is defined as a process of enhancing teaching competence and professional expertise through ongoing learning, reflection, and participation in professional activities Goddard [21]. Wang [22] suggests that PD comprises cognitive knowledge, emotional commitment, and professional ethics, reflecting intrinsic motivation for self-improvement.

Existing studies show that OC positively contributes to teachers' PD. Somech and Bogler [23] found that teachers with strong affective commitment are more proactive in pedagogical innovation, while normative commitment—driven by a sense of responsibility—also fosters professional growth even under non-voluntary conditions. Li, et al. [24] demonstrated that OC enhances teachers' engagement in instructional innovation and sustains motivation for career advancement. Empirical research by Li, et al. [25] further confirmed that organizational support and affective commitment stimulate professional motivation and participation in development activities. However, the nature of this relationship may vary across institution types, career development opportunities, and resource availability [22, 26].

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2.3. Relationship Between OC and OWB

In the context of higher education, OC—defined as faculty members' identification with institutional goals, values, and role expectations—has been extensively identified as a significant predictor of OWB. OC reflects a teacher's willingness to exert effort for the institution and encompasses affective, normative, and continuance dimensions. Empirical studies have shown that stronger emotional attachment and value alignment with the organization are significantly related with higher levels of well-being among teachers [27]. Particularly in universities, institutional care and support can be transformed into a sense of loyalty and belonging, greatly enhancing teachers' subjective well-being [28].

In addition, organizational climate and resource availability are regarded as essential conditions for enhancing OWB. Peng, et al. [29] identified OC, social support, professional identity, and development opportunities as key factors influencing teachers' well-being. Similarly, Zhang and Jin [30] found that institutional support for PD enhances teacher well-being. Jiang [28] highlighted the importance of a supportive environment, open atmosphere, and career growth in fostering OWB. Li and Gai [31] further noted that career achievement, organizational respect, and work-life balance also significantly shape well-being. Thus, OC serves as both a crucial antecedent of OWB and a foundational element in developing a high-quality faculty [32, 33].

2.4. Relationship Between OWB and Teachers' PD

Teachers' OWB, the sense of meaning and accomplishment derived from their work, has become central to teacher development and school management [34]. It not only reflects personal growth but also significantly promotes PD [11, 31]. As an expression of identity, pride, and professional values, well-being serves as a vital psychological resource for maintaining a positive attitude and achieving self-growth [35]. High well-being levels enhance teaching quality, motivation for continuous development, and psychological resilience [36].

Meanwhile, the experience of achievement and self-identity brought about by PD can further deepen teachers' enthusiasm and confidence in educational work [37, 38]. OWB and PD present a two-way interactive and mutually reinforcing relationship. On the one hand, well-being inspires teachers' motivation and sense of direction for continuous learning; on the other hand, PD promotes their accumulation of positive emotions and realization of professional values [30, 39]. The specific mechanism of professional identity in different environments and career stages still needs further exploration [40]. Therefore, incorporating teachers' OWB into the construction of PD mechanisms is of great significance for enhancing individual PD of teachers and improving the quality of higher education.

2.5. Mediating Role of OWB

According to SET, when teachers perceive institutional support and access to resources, they are more likely to strengthen their OC and experience enhanced OWB, thereby becoming more engaged in PD [17]. Strong OC boosts well-being, which in turn reinforces loyalty and dedication to the organization [41]. OWB not only elevates teachers' passion for education but also encourages participation in training, instructional reform, and PD initiatives [42, 43]. As a key psychological driver for achieving personal growth and career goals, higher well-being leads to greater effort and satisfaction in teaching and research [44].

While existing studies have primarily focused on the bilateral relationships between OC and well-being, and between well-being and PD, initial evidence suggests that OWB may serve as a bridging mechanism. Clarifying this mediating pathway will offer deeper insights into the psychological and organizational processes underpinning faculty development.

In light of the reviewed literature, the study focuses on faculty members at private undergraduate universities in Yunnan Province and propose the following hypotheses (Figure 1):

H_1: OC has a significant positive effect on teachers' PD.

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H_2. OC has a significant positive effect on teachers' OWB.
H_3. OWB has a significant positive effect on teachers' PD.
H_4. OWB mediates the relationship between OC and PD.

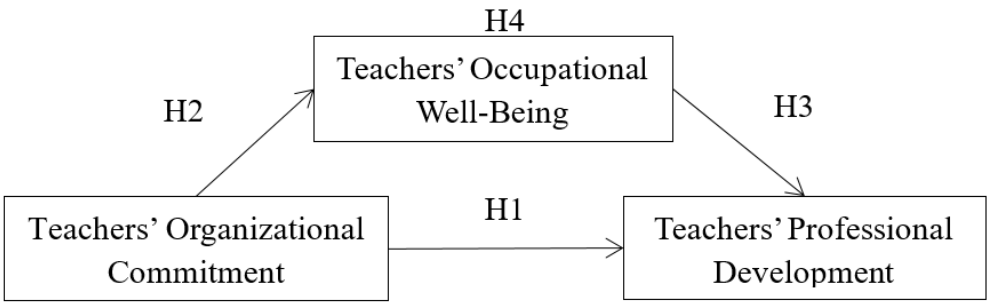

Figure 1.
Research Framework.
Note: Compiled by the Author of This Study.

3. Methodology and Design

3.1. Participants

The sample for this study consisted of 801 faculty members from four private undergraduate universities in Yunnan Province, China. Participants completed the questionnaires anonymously, and the study's purpose was clearly communicated to them. Out of 900 distributed questionnaires, 801 valid responses were collected after removing invalid entries, yielding an effective response rate of 89%.

3.2. Procedure

Data collection was carried out using an internet-based questionnaire distributed through the "Questionnaire" Star platform (www.wjx.cn). Participants accessed the electronic survey by scanning a QR code containing the survey link. Before completing the questionnaire, all participants received information regarding the purpose and details of the study, as well as the confidentiality agreement. They were assured that all responses would be submitted anonymously and that data processing would be kept strictly confidential. Participants were free to withdraw from the study at any time. Informed consent was obtained online before participants began the survey. The sample demographics, including gender, age, and educational background, generally reflected the characteristics of faculty in the region, enhancing the representativeness of the results. The research protocol was approved by the ethics committee of a university in Thailand.

3.3. Research Instruments

Standardized questionnaires were used to measure teachers' OC, OWB, and PD, all of which demonstrated good reliability and validity.

OC Scale: This scale, developed by Wang [20] includes three dimensions: affective commitment, continuance commitment, and normative commitment, with a total of 10 items. A 5-point Likert scale was used (1 = Strongly Disagree, 5 = Strongly Agree), with a Cronbach's alpha coefficient of .851, indicating good internal consistency.

OWB Scale: Developed by Zhang and Jin [30] this scale consists of six dimensions: student development, friendly relationships, job satisfaction, work achievements, job autonomy, and value realization, with a total of 34 items. The scale also uses a 5-point Likert scale, with Cronbach's alpha coefficients ranging from .878 to .938 across the dimensions, and a total coefficient of .959, demonstrating high reliability.

PD Scale: Developed by Wang [22] this scale includes three dimensions: professional emotions, professional knowledge, and professional ethics, with a total of 28 items. The Cronbach's alpha

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coefficient is .944, showing high reliability and validity. A 5-point Likert scale was used, where a higher total score indicates a higher level of teachers' PD.

3.4. Data Analysis Methods

SPSS and AMOS were employed to conduct data analysis, which included reliability and validity testing, checking for common method bias, descriptive statistics, correlation analysis, and SEM. Reliability and validity tests assessed measurement quality, while Harman's single-factor test and confirmatory factor analysis (CFA) evaluated common method bias. Descriptive statistics summarized sample characteristics, and correlation analysis examined variable relationships. SEM tested structural relationships, and the Bootstrap method assessed the mediating effect of OWB between OC and PD.

4. Results

Based on the strong reliability and validity of the pre-test and 801 valid responses, SPSS and AMOS were used for multidimensional analysis of the research model. The analysis assessed model fit, tested hypothesis paths, and evaluated the validity of the research hypotheses. Descriptive statistics showed that the mean values of the overall variables and their dimensions were above 3, indicating that the variables were at a relatively high level.

4.1. Reliability Analysis

Reliability was evaluated utilizing Cronbach's alpha coefficient to analyze the internal consistency of the OC, OWB, and PD scales. The results revealed that all scales and their dimensions had Cronbach's alpha coefficients greater than .700, indicating good internal consistency and reliability [45].

The OC scale showed coefficients of .822 for affective commitment, .792 for normative commitment, and .784 for continuance commitment, with an overall coefficient of .866.

The PD scale showed coefficients of .918 for professional emotions, .935 for professional knowledge, and .868 for professional ethics, with an overall coefficient of .944.

The OWB scale showed coefficients of .920 for student development, .910 for friendly relationships, .880 for job satisfaction, .836 for work achievements, .852 for job autonomy, and .857 for value realization, with an overall coefficient of .954.

4.2. CFA

CFA was employed to test the construct validity of the scales, including model fit, and discriminant validity and convergent validities. AMOS analysis results included tests for normality, estimation issues, and multiple model fit indices, ensuring that the measurement structures of the scales were accurate and supported by theoretical foundations.

4.2.1. CFA for OC Scale

The OC scale includes three dimensions: affective commitment, normative commitment, and continuance commitment, with 10 items in total. CFA results indicated that the skewness and kurtosis of all items were less than 2, satisfying the univariate normality requirement, and the Mardia coefficient's critical ratio (C.R.) was less than 1.96, meeting the multivariate normality condition. Model fit indices showed that $\chi^2/df = 3.681$ (less than 5), RMSEA = .058, SRMR = .037, GFI = .973, CFI = .973, and TLI = .962, all of which met the model fit criteria [46]. The standardized factor loadings ranged from .672 to .799, all greater than .500 and statistically significant, with composite reliability (CR) values ranging from .788 to .825, and AVE values between .542 and .563, indicating good convergent validity.

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4.2.2. CFA for PD Scale

The PD scale consists of three dimensions: professional emotions, professional knowledge, and professional ethics, with 28 items. CFA results showed that the skewness and kurtosis of all items were less than 2, meeting the univariate normality requirement, and the Mardia coefficient's critical ratio was less than 1.96, satisfying the multivariate normality condition. Model fit indices indicated that χ^2/df = 1.785 (less than 5), RMSEA = .031, SRMR = .038, GFI = .948, CFI = .978, and TLI = .976, suggesting a good fit. The standardized factor loadings ranged from .605 to .880, with CR values between .870 and .935, and AVE values ranging from .509 to .572, indicating good convergent validity.

4.2.3. CFA for OWB Scale

The OWB scale includes six dimensions: student development, friendly relationships, job satisfaction, work achievements, job autonomy, and value realization, with 34 items in total. CFA results showed that the skewness and kurtosis of all items were less than 2, satisfying the univariate normality requirement, and the Mardia coefficient's critical ratio was less than 1.96, meeting the multivariate normality condition. Model fit indices showed that χ^2/df = 1.602 (less than 5), RMSEA = .027, SRMR = .037, GFI = .954, CFI = .980, and TLI = .978, indicating a high fit. The standardized factor loadings ranged from .676 to .734, with CR values between .840 and .921, and AVE values ranging from .563 to .606, demonstrating good convergent validity.

4.2.4. Discriminant Validity Analysis

Discriminant validity assesses the degree of distinction among the different dimensions of a scale. This study examined discriminant validity by comparing the square roots of the Average Variance Extracted (AVE) values with the inter-construct correlation coefficients. The results showed that the square roots of AVE for each dimension exceeded the corresponding inter-factor correlations, indicating strong discriminant validity. Following Fornell and Larcker [47] criteria, over 75% of item comparisons met the threshold, further confirming the measurement model's conceptual independence and structural validity.

4.3. Common Method Variance (CMV) Test

To assess potential CMV, both Harman's single-factor test and CFA were conducted. The exploratory factor analysis (EFA) in the Harman test identified seven factors with eigenvalues greater than 1, collectively explaining 60.909% of the variance. The first factor explained only 26.331% of the total variance, which is well below the 50% threshold, suggesting that CMV is not a significant concern [48, 49].

To further validate these results, a CFA was conducted to compare a single-factor model with a multi-factor model. In the single-factor model, all measurement items were loaded onto a single latent variable, while in the multi-factor model, items were grouped into three latent constructs based on theoretical dimensions: OC, PD, and OWB. The results demonstrated that the single-factor model exhibited significantly poorer model fit than the multi-factor model ($\Delta\chi^2$ = 8585.614, Δdf = 21, $p < .001$), and the multi-factor model showed superior fit indices (Table 1). In summary, both Harman's test and CFA indicate that CMV is not a serious issue in this study, supporting the reliability and validity of the data.

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Table 1.
Comparison of Single-Factor and Multi-Factor CFA Models

Model	χ^2	df	χ^2 /df	$\Delta\chi^2$	Δdf	p
Single-Factor Model	22144.822	2484	8.915	19012.935	66	.000***
Multi-Factor Model	3131.887	2418	1.295			

Note: ***$p < .001$. Organized by the authors.

4.4. Pearson Correlation Analysis

To examine the relationships and potential multicollinearity among the three core variables—OC, OWB, and PD—this study conducted a Pearson correlation analysis Rodgers and Nicewander [50]. According to Wu [46] correlations below .700 suggest low to moderate association and minimal risk of multicollinearity. Maruyama [51] further posits that correlations below .800 generally do not indicate severe collinearity issues.

Moreover, by comparing the square roots of the diagonal AVE values with the inter-variable correlation coefficients, the discriminant validity of the constructs was further tested [52]. The results indicated significant positive correlations among the variables: OC and PD ($r = .226$, $p < .001$), OC and OWB ($r = .157$, $p < .001$), and OWB and PD ($r = .155$, $p < .001$). All coefficients ranged from .155 to .226 and were below .800, confirming the absence of serious multicollinearity. Additionally, all correlation coefficients were lower than the square roots of the AVE values, providing further evidence for discriminant validity and supporting the robustness of subsequent SEM (Table 2).

Table 2.
Summary of Pearson Correlation Analysis

Variable	Mean	SD	OC	PD	OWB
OC	3.398	0.764	0.783a		
PD	3.248	0.712	0.226***	0.727a	
OWB	3.151	0.735	0.174***	0.187***	0.752[a]

Note: The bold diagonal elements are the square roots of the AVE for each variable; OC: Organizational Commitment, PD: Professional Development, TPI: Professional Identity. ***$p < .001$.Organized by the authors.

4.5. SEM Analysis

AMOS software was used to construct the SEM to examine the structural relationships among teachers' OC, OWB, and PD. The model fit results indicated $\chi^2/df = 1.285$, which is below the recommended threshold of 5, suggesting good overall model fit. Given the sensitivity of χ^2/df to sample size [53] additional fit indices were considered. The RMSEA = .019, RMR = .045, and SRMR = .034 were all below the .080 cutoff, indicating low residuals in the model. Moreover, the values of GFI = .905, CFI = .977, and TLI = .977 were all above the .900 standard, indicating a high level of model adequacy [54]. Taken together, all indices met the SEM evaluation criteria, confirming that the model is well-fitted and suitable for further analysis of the relationships between variables.

4.5.1. Path Coefficient Analysis

The path coefficient analysis (Figure 2) supported all research hypotheses. The results revealed that teachers' OC had a significant positive effect on PD ($\beta = .253$, $p < .001$), indicating that higher levels of OC are associated with greater levels of PD, thus supporting Hypothesis H1. Furthermore, OC had a significant positive effect on OWB ($\beta = .217$, $p < .001$), suggesting that teachers with stronger commitment to their institutions are more likely to experience higher levels of well-being, thus supporting Hypothesis H2. In addition, OWB had a significant positive effect on PD ($\beta = .175$, $p < .001$), indicating that teachers with greater well-being tend to perform better in terms of PD, thereby supporting Hypothesis H3. These findings empirically support the theoretical model by confirming the intrinsic relationships among OC, OWB, and PD.

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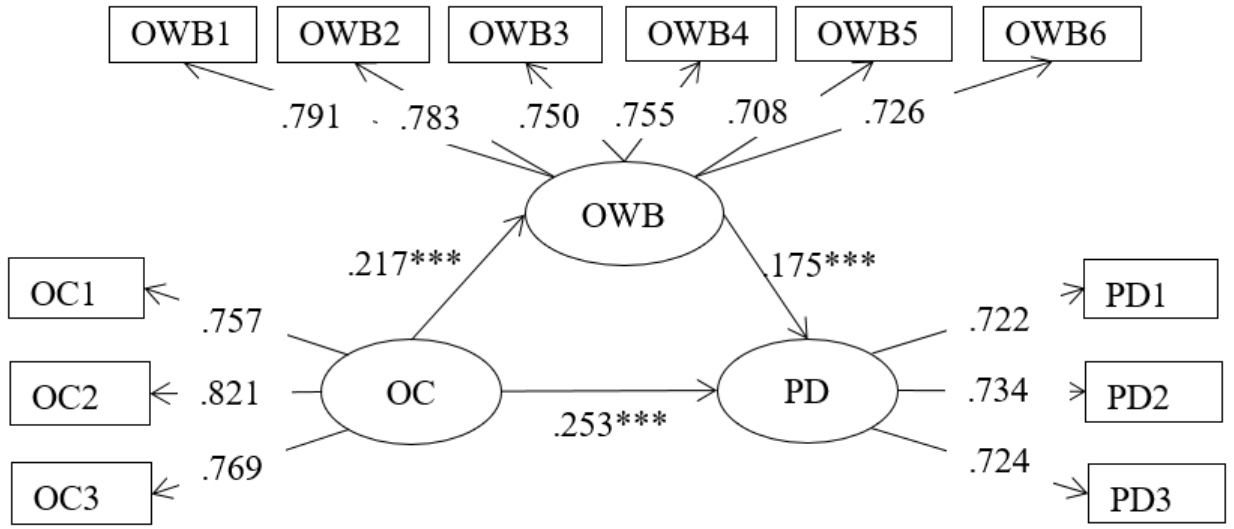

Figure 2.
SEM Path Diagram.
Note: OWB denotes Occupational Well-Being. OC is Organizational Commitment, which is consisted of three dimensions: OC1 (Affective Commitment), OC2 (Normative Commitment), and OC3 (Continuance Commitment). TPD represents Professional Development, which includes three dimensions: PD1 (Professional Emotion), PD2 (Professional Knowledge), and PD3 (Professional Ethics). OWB stands for Teacher Occupational Well-being, which includes the following six dimensions:OWB1 (Student Development), OWB2 (Friendly Relationships), OWB3 (Job Satisfaction), OWB4 (Job Performance), OWB5 (Job Autonomy), and OWB6 (Value Realization). ***$p < .001$. Compiled by the Author of This Study.

4.5.2. Mediation Effect Testing

The mediation analysis was conducted using the Bootstrap method with 5,000 resamples at a 95% confidence level, following the procedures recommended by Hair, et al. [52]. The results confirmed that OWB partially mediated the relationship between OC and PD.

The direct effect of OC on PD was significant, with an estimated coefficient of .253 and a 95% confidence interval (CI) of [.163, .345], $p < .001$. The indirect effect via OWB was also significant, with an estimate of .038 and a 95% CI of [.019, .067], $p < .001$. These results support Hypothesis H4, indicating that OWB plays a partial mediating role in the relationship between OC and PD.

Additionally, the total effect of OC on PD was significant (estimate = .291, 95% CI = [.203, .379], $p < .001$), highlighting the overall importance of OC in influencing Teachers' PD.

The path coefficients and bootstrap results collectively demonstrate that both OC and OWB exert significant positive influences on PD, with OWB serving as a partial mediator. These findings confirm the validity of the proposed research model (Table 3).

Table 3.
Summary of Path Coefficient and Mediation Effect Analysis.

Path	Estimate	SE	95% CI	
			Lower,Upper	p
OC → PD (Direct)	0.253	0.046	[0.163, 0.345]	0.000
OC → OWB	0.217	0.042	[0.136, 0.299]	0.000
OWB → PD	0.175	0.043	[0.091, 0.262]	0.000
OC → PD (Indirect through Professional Identity)	0.038	0.012	[0.019, 0.067]	0.000
OC → PD (Total)	0.291	0.045	[0 .203, 0.379]	0.000

Note: Compiled by the Author of This Study; OC: Organizational Commitment; PD: Professional Development; OWB: Occupational Well-being.

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5. Discussion

Grounded in SET, this study empirically examined the relationships among teachers' OC, OWB, and PD in private undergraduate universities in Yunnan, China. The findings revealed a significant positive effect of OC on PD, suggesting that a strong sense of organizational identification plays a critical role in stimulating teachers' engagement in teaching, research, and career advancement [23, 24]. Faculty members with high levels of OC are more likely to proactively cope with professional challenges and maintain strong momentum for continuous development.

OC was also found to have a significant positive effect on OWB. When teachers perceive sufficient organizational support, resource availability, and value alignment, their sense of well-being is greatly enhanced [12, 33]. This indicates that commitment to the institution not only reflects identification with its goals but also fosters emotional satisfaction and a sense of belonging, thereby reducing career-related uncertainty and enhancing overall OWB.

Furthermore, OWB had a significant positive impact on PD. As a core indicator of personal development, well-being plays a vital role in motivating professional growth. As key drivers of university development, faculty members' well-being not only influences teaching quality, research productivity, and academic contribution, but also acts as a critical internal motivator for sustained professional advancement [10].

The study also confirmed the partial mediating role of OWB in the relationship between OC and PD. Path analysis indicated that OC enhances PD both directly and indirectly through improved OWB. Fair management practices, career development support, and a positive work environment can strengthen teachers' emotional attachment to their institutions and enhance their sense of well-being [25]. Faculty with stronger OC tend to report higher levels of well-being Karadaş and Akın [12] which, in turn, increases their motivation and engagement in PD [41, 55]. OWB not only serves as a source of professional fulfillment but also stimulates proactive learning and growth behavior, thus facilitating the achievement of PD goals [1]. The mediating role of well-being revealed in this study contributes to a more comprehensive understanding of the internal mechanisms linking OC to faculty development, expanding theoretical models in this field.

6. Conclusion and Implications

6.1. Conclusion

Based on SET, this study explored the effect of teachers' OC on PD in private universities in Yunnan, and empirically tested the mediating role of OWB. The results demonstrated significant positive relationships among OC, OWB, and PD. OC was found to directly enhance teachers' PD, and also to indirectly promote it through the improvement of OWB. Higher levels of well-being led to greater faculty engagement in teaching, research, and career training, improving career stability and fostering sustained professional growth.

The mediation analysis further verified that OWB plays a partial mediating role in the relationship between OC and PD. The significance of the indirect effect, coupled with consistent findings in path analysis, highlights the central role of OC and the bridging function of OWB. These findings provide valuable empirical evidence for optimizing faculty development and institutional management strategies in private higher education.

6.2. Limitations and Future Research

This study contributes both theoretically and practically by examining the relationships among OC, OWB, and PD in private undergraduate universities in Yunnan, and by verifying the mediating role of OWB. However, several limitations should be noted.

First, the sample was limited to private undergraduate institutions in Yunnan Province, which may constrain the generalizability of the findings due to regional and institutional variability. Future studies

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should expand the sample to include a broader range of universities across different regions and types to enhance external validity.

Second, this study employed a cross-sectional design, which limits the ability to infer causality and observe dynamic changes over time. Longitudinal research is recommended to track the evolving professional status of teachers and to explore their real experiences through qualitative methods.

Third, this study primarily drew upon SET and did not incorporate other theoretical perspectives. Given the multifaceted nature of faculty development, future research could integrate alternative frameworks such as Self-Determination Theory or Social Capital Theory to gain deeper insights into the underlying mechanisms. Moreover, greater attention should be paid to the interaction between individual characteristics and external environmental factors in order to construct a more comprehensive model of teachers' PD.

Institutional Review Board Statement:

The Ethical Committee of Dhurakij Pundit University approved this study on 11 Decembert 2024 (Ref. No. DPU_BSH 1112/2567).

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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