

The Effect of Training and Lecturer Engagement on Lecturer Performance in Higher Education Institutions at UAE

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Abstract: *Today the performance and engagement of lecturers are decisive factors in higher education domain. However, there is a lack of reports in the literature on the role of training in fostering the engagement and performance of lecturers in higher education institutions (HEIs) in the UAE. To that end, the aim of this study is to examine the relationships between training, lecturer engagement, and lecturer performance in HEIs of UAE. Quantitative methodology was applied to test the hypothesized relationships and validate the proposed conceptual framework. Questionnaire was used to collect data from a sample of 450 lecturers. Simple random sampling technique was applied in the survey procedure. SPSS was utilized to conduct data analysis in this study. The results showed that training has a significant effect on lecturer performance and lecturer engagement. In addition, the result reveals that lecturer engagement has a significant effect on lecturer performance. The outcome of this paper contributes to the theory of human capital development, and provide novel evidence on the substantial role of training in higher education. Therefore, the policymakers of UAE universities should consider the findings of this paper in developing human capital development in future plans. Furthermore, HEIs must prioritize tactics that increase lecturer involvement, such as including them in decision-making processes, giving leadership chances, and creating a positive work atmosphere. Engaged lecturers tend to show stronger dedication and passion, which directly influences their performance.*

Keywords: training, lecturer engagement, lecturer performance

1. Introduction

Lecturers in Higher Education Institutions (HEIs) are the lifeblood of universities and colleges and are regarded as the most precious assets for attaining long-term success, whereas lecturer professionalism is critical to increasing HEI effectiveness (Prasetyo et al., 2022). The primary purpose of educational institutions is not only to choose professional lecturers, but also to continually enhance their abilities and performance; so, educational institutions and lecturers should collaborate to improve lecturing performance (Sutoro, 2012). As a result, achieving good educational quality necessitates constant growth for lecturers through training and maintaining a high level of participation in their teaching roles. Furthermore, employee engagement has become a major concern in the worldwide workplace (Shrotryia & Dhanda, 2020). Employee engagement is critical in assessing job performance since employee involvement in the workplace has been shown to have a major influence on productivity (Thevanes & Dirojan, 2018). This suggests that for a business to succeed in the long run, its

personnel must be productive (Kumaran & Ferdous, 2020). In other words, training and employee engagement are critical to meeting current managerial difficulties and improving overall organizational performance (Huang, 2019). While HEIs are not exempt, university administrators should implement effective training programs to improve the performance of academic staff and adapt to difficulties in the higher education sector.

Higher education in the United Arab Emirates (UAE) has grown dramatically in recent decades. While the number of local and international universities has substantially expanded, there are currently 35 branches of foreign colleges and universities. Thanks to governmental and private investments in higher education institutions (Pagliaro, 2019). Despite the UAE's efforts to improve HEI education quality in order to supply the domestic market with qualified expertise and fresh graduates capable of delivering good performance for their organizations, HEIs continue to face significant challenges, such as the quality of graduates, education, and research engagement (Ashour & Fatima, 2016). According to Gallup's analysis of 141 nations, just 13% of employees globally are engaged at work, 63% are disengaged, and 24% are actively disengaged. The findings highlight the gravity of the situation and the importance of taking immediate action. Empirical research has been conducted to identify what might potentially improve and affect employee engagement to assist firms worldwide (Ahmed et al., 2015). Along with demographic concerns, cultural and institutional constraints hamper higher education advancement (Al-Yateem et al., 2020). The contrast between the ease of obtaining a public employment and the difficulties of working in the private sector is obvious proof of these issues (Pauceanu et al., 2018). Although instructors play an important role in the success of HEIs, maintaining lecturer involvement is a possible difficulty (McInerney & Niewiarowski, 2022). As a result, there is a need to investigate the sources of these challenges and understand how training programs fit the goals of HEIs, whereas the role of lecturer engagement in HEIs has not been reported in the UAE educational context (Kasimu, 2018), particularly from the perspective of training and job performance. Low salaries, a lack of professional prospects, a poor work-life balance, a lack of training and development, and a lack of difficult assignments are all prevalent causes of low engagement in the UAE workplace (Nuaimi, 2022). When investigating the topics of professor engagement and performance in the UAE, it is critical to address the particular challenges and circumstances that may affect these areas. One major concern is the high turnover rate among instructors, which can result in inconsistencies in teaching quality and student outcomes. Furthermore, a lack of professional development opportunities and support for lecturers might impede their capacity to successfully interact with students and provide high-quality education. Furthermore, cultural and linguistic difficulties may have an impact on professor performance in the UAE. Addressing these concerns and developing ways to boost professor engagement and performance can help educational institutions in the UAE improve overall teaching quality and student achievement. The purpose of this study is to investigate the links between training, lecturer performance, and lecturer involvement in UAE higher education institutions. To accomplish this goal, this study will seek to answer the following questions.

2. Literature Review

2.1 Lecturer performance

The performance of professors is crucial at every university. The performance of lecturers decides whether the lecturer's production and accomplishment meet the needs of the university for which he or she works. Similarly, one criterion to consider while evaluating postsecondary institutions is professor performance (Atikah & Qomariah, 2020). Workplace rivalry, the adoption of innovative ideas, and assisting the business in achieving its goals are all markers

of job performance. Employee performance, according to Azhad et al. (2015), is the result of an individual's labor that is aligned with organizational goals. Employee performance may suffer if motivational elements are lacking (Govender et al., 2018). Lecturer performance is always a fascinating issue to investigate. The term "performance" refers to the carrying out of obligations, namely the completion of basic tasks based on responsibilities and authority outlined in work standards. In practice, however, performing these core duties demands the utilization of a variety of traits, including attitudes, knowledge, abilities, and work behavior. Lecturer performance is a critical metric used to assess organizational success, particularly in today's fierce competition in all sectors. Thus, firms must be able to satisfy their employees' physical and social expectations in order for them to be satisfied with their jobs and perform well (Layla et al., 2020). Lecturer performance is a multidimensional notion assessed by the individual's production in relation to productivity (Adim & Mezeh, 2020).

Several frameworks and taxonomies could be developed to measure job performance while keeping task and contextual aspects in mind (Michael & Werner, 2017), such as work role empowerment, behavior toward customers, and teamwork (Adriana et al., 2020), conscientious initiative and personal and organizational support perceived effort, satisfaction with coworkers, and opportunity for reward (Giacomelli et al., 2019), proactive work behavior, problem-solving (Govender et al., 2018). In addition to the aforementioned, Rabindra and Kesari (2017) improved job performance measurement by grouping nine constructs, namely interpersonal adaptability, job role behavior, conscientious initiative, proactivity, satisfaction with coworkers, disciplined effort, dealing with uncertain and unpredictable work situations, citizenship performance, and dealing with emergencies and crises. The majority of writers agree that work performance should be judged by adaptive and contextual performance (Huang et al., 2014; Pintão et al., 2018; Yoonhee et al., 2020). As a result, Rabindra and Kesari (2017) established a framework and surveyed 42 items that corresponded to their hypothesized criteria in order to aggregate these nine characteristics into three main dimensions: task performance, contextual performance, and adaptive performance. The job performance indicators were sorted and grouped into a conceptual model with three dimensions, as illustrated in Figure 1. Based on a review of the literature on lecturer performance, adaptive performance, task performance, and contextual performance assumed as the best indicators of job performance in this study. This sheds light on how employee performance has been operationalized in the literature based on the measurement model of Rabindra and Kesari (2017). The first dimension, adaptive performance, includes the ability of lecturers to adapt to changing circumstances and solve problems effectively. Task performance, the second dimension, focuses on how well lecturers perform their core job duties and responsibilities. Finally, contextual performance, the third dimension, examines how lecturers contribute to the overall success of the organization beyond their basic job requirements. This conceptual model provides a comprehensive framework for evaluating lecturer performance and can help organizations identify areas for improvement and development.

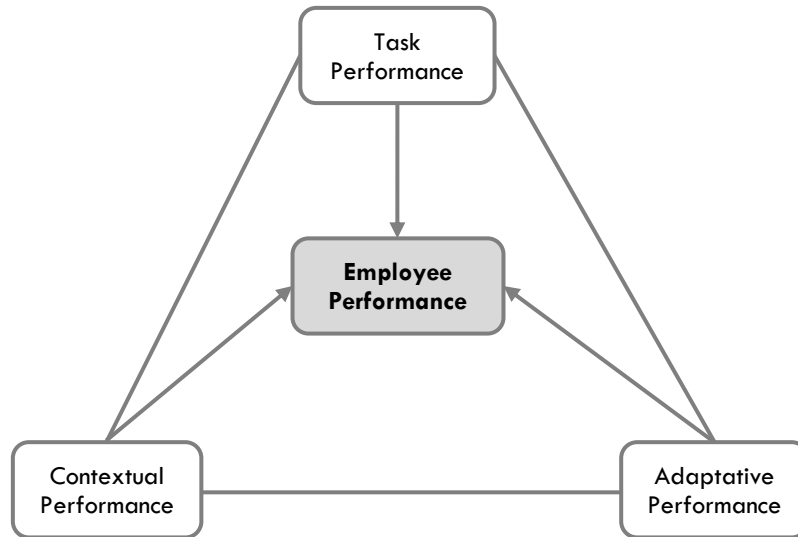


Figure 1: The Tri-Construct Model of Job Performance (Rabindra & Kesari, 2017).

2.2 Training

Training is considered the most significant activity for developing human resources. It is an excellent technique for detecting people's ability gaps and advising on what kind of improvements should be done to improve their performance (Gaillard et al., 2020). Training is a workplace learning process that assists employees in obtaining specialized information and skills in order to become professionals and experts in their fields (Mobarak, 2019). Human capital development researchers have characterized training in a variety of ways, such as a technique to improve work-related skills and knowledge in order for an individual to function properly in their present employment (Garcia et al., 2020; Jonsson & Goicolea, 2020). Others described training as approaches used to assist persons in acquiring new skills that are regarded required to do the work (Al Maani et al., 2020; Gahlawat & Kundu, 2020; Kim, 2020; Shakur et al., 2020; Shiferaw, 2020; Wong et al., 2020; Woods et al., 2020). Training is one of the most important tasks in human resource development since it enhances individuals' skills and knowledge while also changing their attitudes and behaviors. Training programs encourage individual development and retention so that people may rely on themselves for virtually all jobs and contribute constructively to the business. Skilled people are recruited or generated inside firms through training programs (Kuruppu et al., 2021). Any training program's practices and activities are intended to provide individuals with the learning capacities, new skills, and knowledge needed to do their existing jobs (Clarke & Lipsig- Mumme, 2020; Fatoki, 2020; Milica & Milica, 2020). In this sense, work training offers several benefits to both the firm and the employees in terms of career advancement. Furthermore, training ensures that individuals have acquired the skills and qualities required to complete their tasks successfully and efficiently, both now and in the future (Asmara & Wu, 2020; Milica & Milica, 2020).

Training is a multidimensional construct since it includes a number of aspects that influence its success. These elements might include the training program's content, delivery methods, accessible resources, and training goals and objectives. By taking all of these factors into account, trainers may design a thorough and successful training program that fulfills the needs of both the firm and its personnel. The Kirkpatrick Model is a popular paradigm for assessing the efficacy of training programs (Smidt et al., 2009). Donald Kirkpatrick developed this paradigm in the 1950s, and it consists of four stages of evaluation: response, learning, conduct, and outcomes. Each stage builds on the preceding one, with the ultimate purpose of assessing the impact of training on organizational performance (Alsalamah & Callinan, 2021). Reaction

in the Kirkpatrick Model refers to participants' instant comments and perceptions of a training program or learning experience. It includes their initial thoughts and opinions regarding the content, delivery, and overall efficacy of the course. This step is critical in determining the first impact of the training and can give useful insights into areas for development (Paull et al., 2016). The learning assessment framework is frequently used to measure the efficacy of training programs. It has four levels: response, learning, behavior, and outcomes. In this paradigm, learning is defined as the amount to which participants gain the desired information, abilities, attitudes, confidence, and commitment as a result of their involvement in the training program. This level of assessment focuses on determining how the training affected participants' knowledge and abilities (Cheung et al., 2023). The Kirkpatrick Model defines behavior as the acts and activities that workers carry out as a result of their learning and development experiences. This can include changes in job performance, higher productivity, enhanced communication skills, and the implementation of new knowledge and abilities in the workplace (Alsalamah & Callinan, 2021). The Kirkpatrick model defines outcomes as the long-term influence of training on the company and its personnel. This includes changes in behavior, attitudes, and performance that are directly related to the training program. By concentrating on outcomes, companies may assess the real value of their training efforts and make data-driven decisions regarding future training programs (Jones et al., 2020). Without a comprehensive knowledge of the benefits obtained by training programs, companies may struggle to justify the resources spent on them (Alsalamah & Callinan, 2021).

2.3 Lecturer engagement

People's workplace engagement is a psychological response to their work that reflects their level of involvement (Macey & Schneider, 2008). Individual loyalty and happiness are the outcomes of lecturer engagement. Meanwhile, job involvement provides important personal resources necessary for acceptable behavior (Salanova 2008). Academics, particularly those working in human resource management, have focused their emphasis on this issue. According to Milhem et al. (2019), professor involvement can be a crucial driver of company success. Because professors are ultimately considered lecturers, analyzing lecturer engagement should be done from a lecturer engagement standpoint. Lecturers, as human capital assets, are among the things that rivals cannot replicate or mimic. It is also recognized as one of the most valuable assets when properly managed and engaged (Sutarno, 2023). One method to human resource management is to prioritize professor involvement. Lecturer engagement is a lecturer's attitude toward their employment and the company where they operate (Noercahyo et al., 2021). In keeping with this, researchers focused on finding professor engagement determinants as part of managerial attempts to boost lecturer engagement. The translation of a large body of empirical data based on the job-demand resource model into practical tactics to promote lecturer engagement is a current significant trend in engagement research (Mazzetti et al., 2021). The educational institution values the dedication and participation of its academic personnel more than other organizations (Asbari, 2019). Furthermore, instructors' mental contracts have switched from safety and work loyalty to career and advancement, leading lecturers to abandon their jobs in pursuit of a better profession (Asbari et al., 2020; Santoso et al., 2020). As a result, it is vital to retain instructors as a valuable asset for long-term university performance by encouraging their participation in the educational process. In this context, successful lecturing is defined as engaging and keeping academic personnel in the area of education (Purwanto et al., 2019). To that purpose, researching lecturer involvement will aid universities' growth in the higher education market (Goestjahjanti et al., 2020).

Lecturer engagement is a composite notion that may be measured in several dimensions. The earliest originator of this notion, Kahn (1990), suggests that lecturer participation be assessed

in terms of physical presence, cognitive presence, and emotional presence. Engaged lecturers give full flexible effort at work and are highly vigorous and dedicated to their jobs, whereas disengaged employees are those who are separated from work due to low motivation and lack the necessary energy to work hard and be enthusiastic about their work. Similarly, Boccoli et al. (2023) measured employee engagement in universities by combining faculty and staff perceptions, but they acknowledge the lack of analysis of higher education staff engagement as an individual workgroup, so this study focuses on dedication, absorption, and vigor to measure lecturer engagement. The dimensions used to quantify lecturer involvement in this study are defined as follows. The first dimension is vigor; when an employee has a high degree of energy and mental clarity, she or he is said to have vigor to perform (Gera et al., 2019). The high level of energy and mental endurance when working can be perceived as excitement, whereas vigor is the readiness to give one's all in a task and resolve when faced with a difficulty (Schaufeli, 2017; Andrianto and Alsada, 2019). The second dimension is dedication, which refers to the ability to engage in a job and feel involved in completing a task. It is associated with enthusiasm for doing the work, a high level of inspiration, pride in being a part of the organization, and radiance to face workplace challenges (Schaufeli, 2017; Andrianto & Alsada, 2019). The third dimension is absorption, which relates to an individual's capacity to perform a certain activity and their level of focus in completing the task such that time goes quickly and it is easier to separate from work. Absorption indicates the amount to which an individual is entirely alert at work (Tugade & Arcinas, 2023; Nakinaalwa, 2023).

3. Hypothesis Development

The literature is wealth of studies that confirm the significant association between training and employee performance. Organizations that engage in continual training are capable to outperform the crises in the market (Kumaran & Ferdous, 2020). Training plays an essential role in increasing developing the skills and knowledge of employees. The training's goal is to maximize employees' information, attitudes, and developing positive behaviors (Kuruppu et al., 2021). In this regard, Dorothy (2019) investigated the extent to which employee training contributes to employee performance. The study's findings demonstrated that both employees improved employee performance and led to enhanced organization's competitiveness. To that end, effective training design raises the willingness to learn and offers better performance.

Training consists of activities that are designed to improve job performance through numerous ways (Siswoyo et al., 2020). In this regard Gehad et al. (2020) found that training had a clear and favorable impact on employee performance in Yemen's oil and gas companies. And the training had an effect on their performance. The association between training and employee performance confirmed the need of implementing a comprehensive training program at Yemeni oil and gas businesses (Gehad et al., 2020). In brief, employees are the most valuable assets of organizations without particular industry. To accomplish duties successfully and efficiently, any organization needs well-trained employees. In other words, employee performance determines the organization's success, especially at the age of globalization, training is critical for running a competent and challenging business. Therefore, training should be mandatory, and employers should participate in mandatory training programs in order to boost their performance (Mobarak, 2019). Based on the findings and reports identified in the literature on this relationship. It is evident that training and job performance are linked to each other. However, the results are limited in terms of their generalizability, whereas this study will test this relationship in the higher education domain, therefore this study will test the following hypothesis statement in universities of UAE.

Hypothesis (H1): Training has a significant effect on lecturer performance

In addition, training is one of the factors that promotes more engagement in the work. The literature reveals lots of empirical studies that confirmed the vital role of employees training in fostering employee engagement. The more training, the more human resources engage in the work and feel a sense of loyalty to their organization. In other words, training provide the opportunity for employees to learn new skills and develop their capabilities in doing difficult tasks (Salamon et al., 2022), so training will naturally give the employees a motivation to be more engaged in their work (Nehra, 2023), and become more willing to work harder like talents and serve their organization through deeper engagement in the work (Akter et al., 2022). It is evident that adequate level of employee development via training, skills and learning can result in making employees more engaged with respect to their work and organization. But engaging employees is a long-term task and cannot be accomplished by one training program, no matter how good its quality is (Chandani et al., 2016). To that end, employees feel valued and appreciate the effort of their organization when they receive training as part of career development, which therefore increases their motivation to work harder and help their organization to achieve its objectives (Ahmed et al., 2015). The notion that employee training has the potential to improve employees' psychological well-being at work by increasing employee engagement seems to be true. But there is a scarcity of study and data on this relationship in higher education domain. Therefore, this study will test the following hypothesis in UAE universities.

Hypothesis (H2): Training has a significant effect on lecturer engagement

In the same context, appropriate work engagement is very important to achieve fair job performance (Yao et al., 2022). It has been consistently shown in many of the studies in this field that work engagement has a positive effect on performance of human resources. In fact, employee engagement is one of the factors, which begins with the motive to improve performance according to Khan (1990). Employee engagement is often associated with the performance of the organization (Andrianto & Alsada, 2019). Some researchers have suggested that with an increase of work engagement, employee behaviors will positively improve, which boost job performance (Wang & Chen, 2020). Other argue that an increase in work engagement does not necessarily lead to the continuous progress in job performance, but the relationship does exist (Bouckenooghe et al., 2021). In other words, when work requirements match an employee qualification, increasing work engagement will definitely improve employee performance. However, if the work requirements exceed an employee qualification, at this point employee performance will not be improved because of the loss of an employee's mental and physical resources, leading to anxiety, energy exhaustion, and disappointment and other negative emotions that should never exist in the workplace. In sum, employee engagement has a significant relationship with job performance (Halbesleben, 2010). To that end, the less work engagement, the more regress in job performance (Anitha, 2014; Lu & Tu, 2015). That exhibits lecturer productive behavior (Sulistiowati et al., 2018). Accordingly, lecturers who are involved in teaching tasks reflects better performance (Sulistiowati et al., 2018). Some authors suggested that lecturers participate in teamwork, are accountable for their duties, and strive to fully contribute to the goals of their institutions (Asbari, 2019). However, these results are limited in terms of their generalizability, whereas this study will test this relationship in the higher education domain as stated in the following hypothesis.

Hypothesis (H3): Lecturer engagement has a significant effect on lecturer performance

4. Research Methodology

This study applied quantitative methods to analyze relationships between training, lecturer engagement, and lecturer performance and validate the proposed framework. The population is the lecturers in universities of UAE. Data instrument is self-administrated questionnaire. The data collection has been conducted on a sample of 450 lecturers. Simple random sampling technique has been applied in the survey procedure. SPSS software is deployed to conduct data analysis. Regression analysis is the principal approach used to conduct data analysis and test the hypothesis of this study.

5. Result and Discussions

The first analysis is demographic profiles which include the statistics that explain the characteristics of study sample as shown in Table-1. With respect to gender, the number of males is higher than females in the UAE universities, while those aged 30-39 years are the highest number of employees, and employee older than 60 years are the lowest group. The data of academic qualification of reveals that lecturers having a master degree are the highest number (42%), and those holding only bachelor are the smallest group in the population of this study. In addition, employees who have middle occupational experience (5-10 years) represent the highest percentage in UAE universities.

Table 1: The demographic profile of the lecturers

Demographics	Category	Frequency	Percentage (%)
Gender	Male	269	63
	Female	155	37
Age	20-29 years	121	29
	30-39 years	141	33
	40-49 years	77	18
	50-59 years	53	13
	Older than 60 years	32	8
Academic Qualification	Bachelor	88	21
	Master	178	42
	PHD	158	37
Work Experience	1-5 years	92	22
	5-10 years	232	55
	10-15 years	56	13
	Elder than 15 years	44	10

The results of data analysis reveal the findings that answer research questions of this study. Testing the hypotheses should answer the research questions by providing evidence on existence of effects and the strength of such effect. This analysis is conducted in several steps, starting with path analysis to assess the significance of direct relationships between training, lecturer engagement, and job performance within the proposed framework (Akoglu, 2018). To that end, the unstandardized coefficients are used to validate and accept the hypotheses, while standardized coefficients (Beta) are used to measure the strength interrelationships between the aforementioned constructs within the structural framework (Dhakai, 2018). Reading the output data in Table-2 reveals the scale of relationships between training and lecturer engagement (beta = 0.70), training and job performance (beta = 0.77), finally between job performance and lecturer engagement (beta = 0.49). Reading the values and magnitudes of beta between the

constructs, as well as between the constructs and their related dimensions reveal a moderate strength of associations between them.

Table 2: Standardized regression coefficients and significance of relationships

Hypothesis Statement	Directions of effects	Beta	C.R	Sig.	Result
H1: Training has a significant effect on lecturer performance	Training → Lecturer Performance	0.77	4.37	0.00	Supported
H2: Training has a significant effect on lecturer engagement	Training → Lecturer Engagement	0.70	5.16	0.00	Supported
H3: Lecturer engagement has a significant effect on lecturer performance	Lecturer Engagement → Lecturer Performance	0.49	2.90	0.00	Supported

To test the hypothesis, the p-value only tells how likely the data that have observed is to have occurred under the null hypothesis. If the p-value is below the threshold of significance (typically $p < 0.05$), then this study rejects the null hypothesis. In other words, the alternative hypothesis is true. To support the statements of hypotheses, the Critical Ratio (C.R) is applied to evaluate the significance level of unstandardized regression coefficients (Hair et al., 2019). Two criteria are used to validate the hypotheses and fulfill research objectives: (1) if $C.R \geq 1.96$ for a specific relationship, then a hypothesis is accepted (i.e., $p < 0.05$), otherwise the hypothesis should be rejected, and (2) the estimate path coefficient for a relationship is significant at the 0.05 cut-off point.

The findings demonstrated a substantial association between training and instructor performance at UAE universities. In other words, enhanced training will increase lecturer performance. This conclusion is consistent with prior empirical results from other industries, which show a substantial relationship between these two factors (Siswoyo et al., 2020; Gehad et al., 2020). It is clear that firms that engage in continuous training outperform market crises (Kumaran and Ferdous, 2020). The literature offered evidence that supported the findings of this investigation. Training is one of the variables that promotes higher levels of employee engagement. Employee training has been shown to have an important impact in increasing employee engagement. The more training employees receive, the more engaged they are in their work and feel loyal to their firm. In other words, training allows employees to learn new skills and improve their abilities in performing difficult tasks (Salamon et al., 2022), so training will naturally motivate employees to be more engaged in their work (Nehra, 2023), and become more willing to work harder like talents and serve their organization through deeper engagement in the work (Akter et al., 2022). Several previous researches found similar outcomes, indicating that fair work performance necessitates adequate employee involvement (Yao et al., 2022). Many studies on the issue have repeatedly shown that work engagement increases human resource performance. Employee engagement, according to Khan (1990), is one of the characteristics that begins with a desire to improve performance. Employee engagement is often associated with organizational performance (Andrianto & Alsada, 2019). Several studies show that improving work engagement enhances employee behaviors, which boosts job performance (Wang & Chen, 2020). Overall, training has an indisputable impact on lecturer engagement and plays an important part in fostering a happy and successful learning environment. By investing in continual training and professional development for lecturers, institutions may guarantee that their educators have the skills and knowledge needed to effectively connect with students and promote their learning. This helps not only the professors, but also the institution and its students. Finally, understanding the value of training in

increasing professor involvement at UAE institutions is critical for fostering a culture of continual development and educational quality.

6. Conclusions

This study provides additional empirical data to support the hypotheses that were formed as a result of the extensive literature review. The links between training, lecturer engagement, and lecturer performance have been reviewed and assessed, and they have been determined to be significant based on quantitative methodologies used. After completing a study at UAE institutions, the results suggest that training has a direct impact on professor performance and engagement, while lecturer engagement has a considerable effect on lecturer performance. This shows that offering training to professors can improve their performance by boosting their involvement with their work. This study emphasizes the need of investing in training programs for lecturers in order to increase their performance and, eventually, the quality of education at universities. Future study might focus on the exact sorts of training that are most successful in increasing professor engagement and performance. Furthermore, it would be useful to explore how the duration and frequency of training sessions affect professor involvement and performance. Furthermore, investigating the long-term impacts of training on lecturer performance may shed light on the viability of these gains. Understanding the most successful training methods and their long-term impacts allows universities to adjust their professional development programs to assure ongoing progress in lecturer performance and, as a result, improve students' overall educational experiences. It is advised that UAE institutions engage in organized training and development programs for their instructors on a regular basis. These should emphasize both teaching skills and topic knowledge. Continuous professional development helps lecturers remain up to speed on new teaching approaches, technology breakthroughs, and research discoveries, all of which can have a direct influence on their performance. Furthermore, HEIs must prioritize tactics that increase lecturer involvement, such as including them in decision-making processes, giving leadership chances, and creating a positive work atmosphere. Engaged lecturers tend to show stronger dedication and passion, which directly influences their performance.

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