Employee Development Practices in a Maritime School: Faculty Perspectives and Improvement Areas

Ariane Alexis B. Crueldad[1], Jerrell Mea S. Banih[2] & Dr. Francis Michael P. Yambao[3]

ORCID: 0009-0001-9361-2406[1] 0009-0004-1347-2530[2] & 0009-0009-2367-8520[3]

[1]Graduate School, Centro Escolar University, Manila, Philippines, Westbay College, Inc., Manila Philippines
[2]Graduate School, Centro Escolar University, Manila, Philippines, Centro Escolar University, Manila, Philippines
[3]Graduate School, Centro Escolar University, Manila, Philippines

Abstract	Original Research Article

In this qualitative study, we investigated how maritime schools utilize employee development strategies as viewed by faculty members, which identified potential areas for development. We collected semi-structured interview data from a random sample of the teaching staff of a single maritime school and used this data to identify experiences related to current training options, opportunities for career advancement and institutional support. Through thematic analysis of the interviews, we found that there was a strong focus on technical education and maritime regulation but also identified a need for more formalized mentoring, professional development courses, and clearly defined routes for career advancement. Faculty were unanimous in their desire for better defined and more effective plans for continued professional growth and greater administrative support. This research provides a roadmap for implementing faculty development programs that are successful in raising the quality of teaching in maritime schools and will be necessary to continue to provide students with the education they require to enter into an ever-changing maritime workforce.

Keywords: employee development, maritime education, faculty perspectives, professional and growth.

1. Introduction

Continuous Faculty Development is important in the enhancement of faculty's knowledge base and the development of Higher Education (Zepeda, 2017). As a result of the Maritime Industry's continuous evolution and the constant updates of International Standards and Conventions (such as IMO STCW), it is even more important that continuous Faculty Training/Development exists within the Maritime Institutions. Faculty need to stay current on both teaching related topics and industry related topics so they can provide their students with the most up-to-date knowledge of the Maritime World.

However, many maritime institutions are finding it difficult to develop faculty development programs that are both ongoing and relevant, mainly due to financial limitations and the high workloads of faculty members (Abad & Manalo, 2020; Cabaron,

2023). Thus, understanding how faculty view these programs is vital for identifying gaps in the existing programs and developing new initiatives that will support professional development and enhance quality of instruction (Atienza, 2023; Robles & Tolentino, 2022).

2. Background of the Study

Employee Development plays a significant role in the success and long-term sustainability of organizations, particularly within Educational Institutions as Faculty Performance affects Academic Quality. The Need for Ongoing Employee Development in Maritime Education is even more urgent due to the rapidly changing expectations of the Maritime Training Industry; Global Regulations; and the Internationalization of the Maritime Sector which requires Graduates to be at the forefront of their profession. Educators must continue to stay abreast of New Teaching Practices & Professional Developments to meet International Standards of Instructional Delivery. While there are many well-known maritime schools, the Faculty Development and Institutional Support for Faculty Development is often unclear.

Faculty Members are the Primary Recipients and Stakeholders of Employee Development Initiatives and therefore, provide valuable insight to the Applicability, Efficacy, and Accessibility of Current Development Procedures through their Opinions. Identifying gaps between what policies dictate and how they are implemented is a key factor in research that involves understanding participant's experiences. Reviewing how faculty members perceive current Development Initiatives will assist administrators in making Programs More Relevant to Faculty Member Needs such as training, workshops, industry exposure, or any additional studies. This investigation also reveals barriers to participation, such as limited funding, time constraints, or differing priorities, which may limit faculty growth and overall institutional improvement.

3. Research Objectives

To identify:

- Current Faculty Development implementation at a maritime school.

- The study focuses on how Maritime and General education faculty view the efficiency.

- The study looks at how faculty view the effectiveness, sufficiency, and influence of these practices on their professional development.

- Identify opportunities for improvement to strengthen faculty development strategies and ensure their compliance with International maritime education standards.

4. Research Problem

The primary concern of this study is to determine whether the faculty development in a maritime school effectively fosters faculty growth and contributes to the institutions and academic excellence. Specifically, it seeks to answer these questions.

- How do faculty members view the current faculty development programs in terms of effectiveness, importance, and accessibility?

- To identify the weaknesses and opportunities and make these practices stronger.

Main Research Question

What are faculty perceptions regarding employee development practices at a Maritime School? How might the Institution enhance both Academic Quality and Organizational Performance?

Specific Research Questions

- What employee development programs are currently in place at the maritime school?

- What strategies do faculty members use to assess the efficacy of these programs in improving their professional growth and teaching effectiveness?

- What problems do teachers have when they try to get to or take part in employee development activities?

- What impact do current employee development practices have on the performance of the organization and the quality of education in the school?

- What ideas can faculty members give to make employee development plans that meet international maritime education standards better?

5. Theoretical Framework

Theories of Human Capital Theory (HCT), developed by Gary Becker in 1993, supporting this study include, and Adult Learning Theory (Andragogy) which was developed by Malcolm Knowles in 1980 as the conceptual framework for the research. Theoretical frameworks such as HCT also support the notion of employee development being an essential factor within maritime education as well as the factors affecting faculty involvement in continuing professional development opportunities.

5.1. Core Components of Human Capital Theory

The HCT suggests that investing time or money in employee education, training, and/or skill development will increase their productivity and therefore their contribution to the institution. The theory explains the rapport between continuing education for faculty in a maritime school environment and the resultant higher quality teaching, improved technical competence and alignment with international maritime regulations.

- Investment in Employee Education/Training: Maritime Schools invest in certification programs, faculty seminars and industry immersion for the direct improvement of faculty skills.

- Returns to the Organization: Faculty development will result in student success, alignment with international maritime regulations and ultimately an increased reputation of the institution.

5.1.1. Adult Learning Theory (Andragogy)

Adult Learning Theory as described by ADL states that adults will be best served by the process of learning if they direct their own learning, are goal-oriented, and see the practical application of what they learn to their job. Therefore, for maritime school instructors, professional development will be most successful when aligned with their instructional needs, and reflect current real world practices in the industry.

Self-Directed Learning: Faculty want to be able to choose training opportunities that are relevant to their interests.

Experience-Based Learning: Training based on an instructor's past experience both professionally and as a teacher will be more applicable to their future instruction and maritime operations than other types of training.

Relevance & Practicality: Faculty will be more invested in their professional development when the outcome of the training can be applied to their instruction, or to maritime operations.

5.2. Combining Theories

Both Human Capital Theory and Adult Learning Theory provide a well-rounded perspective for understanding employee development practices. As previously stated, while Human Capital Theory provides insight into the benefits of providing faculty training from an organization's standpoint, Adult Learning Theory provides direction for developing professional development that respects the autonomy and experience of maritime instructors. Thus, integrating the two theories provides a basis for ensuring that employee development leads to positive institutional performance, as well as to the positive development of faculty.

6. The Significance of the Study

This research is vital for augmenting the comprehension of how employee development influences faculty performance, job satisfaction, and the overall efficacy of maritime institutions. It seeks to enhance faculty development processes by pinpointing strengths and weaknesses that can be

addressed through targeted professional development initiatives.

6.1 Contribution to Maritime Education

Research focused on maritime education identifies specific knowledge about employee development practices and challenges experienced within a maritime educational setting, and provides guidance for best practices in employee development that can be used in maritime educational settings.

6.2 Support for Faculty Development

Through an examination of faculty perspectives on employee development and identification of needed improvements in development processes, this research has provided the opportunity to make several practical recommendations to support enhanced faculty development programs; these enhanced faculty development programs will likely contribute to higher levels of faculty engagement and participation as well as higher levels of faculty skills and professional development, and both of these will contribute to improved student learning outcomes and to an improved institutional reputation.

6.3 Growth and Competitiveness within an Organization

Development of employees is essential to an organization's ability to adapt to changing industry conditions and technology. The research also provides insight into how institutions of higher education may remain competitive through alignment of employee development practices with the changing needs of the maritime industry. As such, faculty will be better prepared to educate students who will experience real world challenges.

6.4 Support for Policy and Decision Making

The results of this research have provided evidence-based information for administrators and policy makers to use when designing or revising employee development policies to create an environment where employees feel supported and encouraged to continually improve their performance.

Therefore, this research has provided a complete understanding of employee development from the faculty's perspective, and allows maritime schools to develop strategic plans to enhance the employee development process as a means to achieve success and educational excellence for the institution.

7. Methodology

7.1. Research Design:

The research study applied qualitative methodology using Phenomenology as the qualitative research paradigm, to gain an understanding of the views, perceptions, and experiences of faculty on employee development programs at a Maritime Higher Education Institution. The qualitative research methodology was selected as it enabled the researcher to develop rich descriptions of how faculty perceive, experience, and interpret the effectiveness of employee development that currently exists in their workplace.

7.2 Participants

Table 1 Profile of Faculty Participants

ID	AGE	GENDER	DEPARTMENT	RANK	SEA SERVICE	FACULTY CLASSIFICATION	TYPE OF CONTRACT	TEACHING EXPERIENCE
F1	72	FEMALE	CAS	PROFESSOR	NA	GENERAL EDUCATION FACULTY	FULL TIME	36 YEARS
F2	38	FEMALE	CAS	PROFESSOR	NA	GENERAL EDUCATION FACULTY	FULL TIME	3 YEARS
F3	29	FEMALE	CAS	PROFESSOR	NA	GENERAL EDUCATION FACULTY	PART TIME	2 YEARS
F4	32	MALE	CMS	THIRD ENGINEER	11 YEARS	MARITIME FACULTY	FULL TIME	2 YEARS
F5	32	MALE	CMS	SECOND MATE	4 YEARS	MARITIME FACULTY	FULL TIME	1.6 YEARS
F6	77	MALE	CMS	ENGINEER	35 YEARS	MARITIME FACULTY	FULL TIME	16 YEARS
F7	42	MALE	CMS	CAPTAIN	10 YEARS	MARITIME FACULTY	FULL TIME	3 YEARS
F8	68	MALE	CMS	THIRD ENGINEER	36 YEARS	MARITIME FACULTY	FULL TIME	6 YEARS
F9	65	MALE	CMS	CAPTAIN	30 YEARS	MARITIME FACULTY	FULL TIME	2 YEARS
F10	66	MALE	CMS	SECOND	22 YEARS	MARITIME FACULTY	FULL TIME	20 YEARS

MATE

*Note. F1–F3 are **general education faculty**; F4–F10 are **maritime faculty**.*

Ten faculty members, 29-77 years old, from a private maritime school participated in this research. They consisted of three female general education professors from the College of Arts & Science, and seven male professors from the College of Maritime Studies as well as engineers/captains. The participants' sea time was from 4 to 36 years. Their professional backgrounds were diverse, with individual teaching experience varying between 1.6 and 36 years. Tenure at the school for the participants was between 1.6 to 20 years; most were full-time, with only one participant being part-time of the participants were full-time faculty, with only one part-time faculty member (F3).

The diversity and collective experience of the participants can be seen as being a diverse and experienced group of faculty members who have both academic and seafaring experiences, which will enable a valid and credible assessment of the employee development programs of the maritime school.

7.3 Sampling Technique

This research used Purposive Sampling as a non-probability technique to obtain intentional participation from the individuals with the particular knowledge, experience and attributes needed for the research topic. Faculty Members were selected based upon the following three criteria:

- working in a maritime school.
- Teach General Education or Maritime Professional courses.
- Have extensive teaching and/or industry experience so they could provide meaningful comments about Employee Development Programs at the Maritime School.

The Dean of the College of Maritime Studies, serving as the institutional gatekeeper, oversaw the entire recruitment process and provided final approval for both the Letter of Permission to Conduct a Research Interview (Supplement A), and the mapping prompts to research questions (Supplement B) that included all necessary details regarding participants' rights in relation to voluntary participation, and confidentiality assurances. Following approval by the Dean, the recruitment letter was distributed electronically via an official faculty email list to eligible and interested faculty members.

7.4 Research Instrument

The main research tool used in the study was a semi-structured interview guide that was developed by the researcher. This guide had open-ended questions as a way to allow for the participants **(faculty)** to provide lengthy descriptions regarding their past and present experiences and views of employee development programs at the Maritime School.

This tool provided flexibility to allow for additional follow-up questions as a way to allow the researcher to delve further into an area of relevance. In addition, the interview guide went through an expert review process to ensure it was clear, appropriate and aligned with the research questions.

7.5 Data Collection Process

Interviews were held with selected faculty members to collect information about the participants' perceptions regarding their potential participation in this study. Interviews were conducted one-on-one, during semi-structured conversations with each selected participant, employing a formal, systematic, and reliable methodology that included approval from the institution at which the interviewee works, and invitation of appropriate candidates to

participate in the research; and use of an electronic voice recorder to record both the in-person and remote interviews (dependent upon the interviewee's preference). Following the interviews, the voice recordings were transcribed using TurboScribe software, and then coded and analyzed using Taguette software after the interviews were organized and evaluated for content.

7.6 Data Analysis

The thematic analysis of the interviewees' responses was completed using **Braun and Clarke's (2006)** six-phase approach to thematic analysis to allow for a systematic and structured review of the entire set of data collected during the interviews. To aid in the transcription process of the interviews, TurboScribe software was used to provide an accurate representation of each participant's response to the questions asked during the interviews. Following completion of the transcription process, the clean transcript of the interviews was uploaded to Taguette to systematically code each participant's responses to questions that provided meaningful statements; and organize like concepts together. Braun and Clarke's (2006) six-phase approach to thematic analysis includes: becoming familiar with the data; developing preliminary codes; exploring the data for themes; reviewing the themes; defining and naming themes; and creating a report of the results. for relevance; defining and identifying the themes; and subsequently detailing the results in Chapter 8, where the final themes are presented with participant quotations that illustrate each theme.

7.5 Ethical Considerations:

Qualitative Research Ethics were followed by this study. The researcher respected all participants (faculty members) and ensured their safety and confidentiality throughout the study. The Dean of the College of Maritime Education approved the proposals, interviews and the participant consent process prior to conducting the interviews. Faculty members were formally sent an explanatory letter regarding the purpose of the study; how it would be conducted; and that participation was strictly voluntary. A written or electronic version of informed consent was provided to each participant

prior to the commencement of the interview; providing them with the option to decline to participate or withdraw at any time during the interview process.

Participants' privacy was maintained by using pseudonyms and removing identifiable data from audio recordings, transcripts, and reports. Audio recordings; transcripts; and consent documents were kept in encrypted, password protected files.

The research study included secure cloud-based backup of data and a minimum retention period of five years prior to permanent destruction; in addition, the researcher was reflexive concerning their dual role as administrator to avoid influencing participant responses with either personal or institutional bias and did not overstep professional boundaries; however, the researcher used select quotes from interviews to provide evidence of major themes within the study in order to maintain the anonymity of participants.

8. Summary of findings, Results and Recommendations

8.1 Summary of Findings

Both General Education and Maritime faculty have a wide variety of complementary backgrounds that significantly affect their teaching styles and practices in many faculty in both General Education and Maritime reported being able to take advantage of many faculty development opportunities, and generally felt that these opportunities helped them develop their instructional competence, improve their confidence in the classroom, strengthen the alignment of their curriculum with that required by IMO, STCW, CHED and MARINA and improve their students' learning outcomes. However, several significant obstacles were noted as well; such as, lack of time, excessive workload, underfunding, technology problems and short notice scheduling. Both General education and Maritime faculty agreed that they require more specialized training in maritime education, need more accessible delivery options for the programs and additional institutional support. Overall, faculty development is seen as an important way to promote the personal development of individual faculty members as well as the success

of organizations, ensure that faculty are compliant with all regulatory requirements and prepare students to successfully enter into the maritime workforce.

8.2 Results: Thematic Analysis (Braun & Clarke)

Theme 1: Teaching experiences are diverse and professional backgrounds vary.

Sub-theme 1.1: Fulfilling and meaningful teaching roles

Faculty members consistently expressed that their teaching is fulfilling and meaningful.

- *"Teaching becomes more engaging... it boosts your confidence."*
- *"It is fulfilling and meaningful, especially when you see student growth."*

Subtheme 1.2: Integration of Industry Experience

Maritime faculty strongly emphasize that using real-world maritime experience in the classroom provides a great deal of value to students.

- *"I can identify relevant topics and activities based on actual work and how efficient and safe work should be done."*

Subtheme 1.3: GE Faculty Focus on Communication Skills

Maritime faculty emphasized how they helped to enhance the communication and academic requirements of students in the maritime industry through General education.

Theme 2: Availability and Types of Faculty Development Programs

Subtheme 2.1: Regulatory and Technical Programs

Participants took part in various maritime-based mandatory or specializations (such as) courses:

- IMO Model Courses (6.09, 6.10, 3.12)
- STCW refresher trainings
- Simulation and assessment training

Subtheme 2.2: Academic and Pedagogical Programs

GE & Maritime faculty reported on (their) participation with the maritime related programs:

- Teacher methodology workshops
- Research capability building
- Curriculum development orientations

Subtheme 2.3: Institutional Support Activities

The faculty also emphasized mentoring programs and communication aligned training, specifically for GE instructors.

Theme 3: Perceived Efficacy of the Development Programs

Sub-theme 3.1: The Enhancement of Faculty Teaching Competency

The training programs improved participant's teaching competency and confidence.

- *"These programs are effective. They enhance my teaching strategies."*
- *"My lessons are more structured, industry-aligned, and interactive."*

Subtheme 3.2: Compliance and Accreditation Readiness

The programs also helped improve the auditing and documentation processes.

- *"Because of the program, I gained self-confidence and I was prepared for the CHED-MARINA audit."*

Subtheme 3.3: Enhanced Classroom Engagement

The faculty noticed better engagement among students and practical results from learning.

- *"The students have better understanding because of the real-world applications."*

Theme 4: Positive Outcomes and Changes after Program Participation

Subtheme 4.1: Pedagogical Improvements

The faculty indicated that planning lessons, keeping records, and testing had all gotten better.

- *"Participating in the programs the school offers to helped us to improve classroom engagement and make detailed lesson plans."*

Subtheme 4.2: Increased Professional Identity and Motivation

Faculty reflected on boosted confidence and self-knowledge.

- *"The programs helped me improve my self-knowledge and motivations."*

Subtheme 4.3: Strengthened Use of Practical and Scenario-Based Teaching

Programs allow the faculty to act out real situations that might happen on a ship.

Theme 5: Challenges and Barriers to Participation

Subtheme 5.1: Time, Workload, and Scheduling Issues

Most of the faculty did not have sufficient free time or were too busy teaching.

- *"Schedule conflicts and workloads make it hard to participate or to attend."*

Subtheme 5.2: Financial Limitations

Maritime training and licensing costs were always a problem.

- *"Financial and time are the main problems that limit willingness and lack of incentives."*

Subtheme 5.3: Technological Limitations

Digital tools and simulation technologies were hard for the older teachers to utilize.

- *"Older faculty are not adaptable to technology; education is advancing fast."*

Subtheme 5.4: Limited Access to Specialized Training

The faculty thinks the school is in need of external experts to conduct more practical workshops.

- *"They need to send us to outside training. We need outside speakers."*

Theme 6: Recommendations to Improve Faculty Development

Subtheme 6.1: Enhanced Training Content and Delivery

Faculty requested:

- More advanced training in maritime activities.
- More realistic tasks based on simulations.
- Attend international webinars and benchmarking.

"They need to expand the development of the faculty. Invite people from other countries."

Subtheme 6.2: Improved Accessibility and Scheduling

The faculty suggested having flexible schedules, giving extra notice, and having online options.

"Training programs should be scheduled more flexibly… no more short notices."

Subtheme 6.3: Increased Institutional Support

Participants suggested:

- Provide financial allowances
- Provide transportation support
- Add more training days
- Job security

"Provide allowances, transportation, food, incentives."

Theme 7: Contribution to Organizational Performance

Subtheme 7.1: Improved Quality of Instruction and Student Outcomes

To get high student performance and engagement, the school should conduct more training.

"Students are made aware of current trends… they try to keep up with us."

Subtheme 7.2: Enhanced Compliance and Accreditation

Programs facilitate adherence to IMO, MARINA, CHED, and STCW standards.

"Programs assist us in creating the records and evaluations required by auditors.

Subtheme 7.3: Institutional Reputation and Competitiveness

The faculty considered development programs crucial for upholding the school's reputation and regulatory compliance.

Theme 8: Improvements in Student Learning Experience

Subtheme 8.2 The students' readiness for job placement on vessels has increased.

"Students learn safety and practice technique procedures to reduce maritime accidents."

Theme 9. The faculty followed MARINA regulations, CHED policies, STCW updates and IMO model courses when developing international standards.

9.1 Participation by some in maritime networking was also reported; this included maritime associations and training facilities.

8.3 Recommendations:

1. Accessible and organized time for professional growth programs.

- Equip more time for maritime and General education faculty to make a plan of action.

- Schedule an early announcement for these programs

- Offer different ways to receive information (asynchronous, modular and/or online).

- Accumulate the number of training opportunities to decrease competition among faculty.

2. Enhance Technical & Specialized Maritime Training

- Get guest maritime trainers/lecturers from other nations to participate as well.

- Increase simulated training and skill-based training.

- Develop multi-year training plans aligned with IMO, STCW, CHED, MARINA etc.

3. Provide Institutional Support & Incentives

- Provide financial support (i.e. food, transportation, etc.) for development activities.

- Support renewal of certification; provide funding for attendance at development workshops/seminars outside of the institution.

- Create job security to foster long term professional development.

4. Increase Technological Capacity and Digital Readiness

- Increase the amount of training provided for senior faculty in digital literacy.

- Change equipment and tools available for students to use for hands-on learning/simulated training.

- Increase the priority of technological integration into faculty training.

5. Promote Equity in Development Opportunities

- Ensure equitable access for both General Education and Maritime faculty.

- Customize training to meet the needs of academic pedagogy and industry standards.

6. Conduct Regular Benchmarking and International Collaboration

- Collaborate with other maritime organizations.
- Conduct and facilitate global webinars and exchange initiatives.
- Regularly updates the curriculum to align with the international standards.

7. Strengthen Student-Centered Development Approaches

- Focus programs on ways to get people more involved, make them more aware of safety, and get them ready for work.
- Encourage the use of teaching methods that are based on real-world situations, scenarios, and competencies.

10. References

Atienza, J. (2023). Maritime instructors' competence, retention, and attrition: Basis for a strategic human resource development plan. *International Journal of Research Studies in Management, 11*(5), 11–22. https://doi.org/10.5861/ijrsm.2023.1049

International Maritime Organization. (2021). *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW)*. IMO Publishing.

Robles, C. D., & Tolentino, J. R. (2022). Faculty development programs and their impact on teaching effectiveness in Philippine higher education institutions. *Asia Pacific Journal of Education, Arts and Sciences, 9*(1), 50–59.

Abad, M., & Manalo, K. (2020). Instructional competence and faculty performance among maritime schools in Central Luzon. *International Journal of Multidisciplinary: Applied Business and Education Research, 1*(1), 44–53. https://doi.org/10.11594/ijmaber.01.01.05

Cabaron, R. R. (2023). Enhancing the digital competence of maritime education faculty in the Philippines using DigComp 2.0 framework. *International Journal of Multidisciplinary: Applied Business and Education Research, 4*(4), 1096–1101. https://doi.org/10.11594/ijmaber.04.04.06

International Maritime Organization. (2021). *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW)*. IMO Publishing.

Robles, C. D., & Tolentino, J. R. (2022). Faculty development programs and their impact on teaching effectiveness in Philippine higher education institutions. *Asia Pacific Journal of Education, Arts and Sciences, 9*(1), 50–59.

Appendix

Supplement A

October 15, 2025

PROF. CIRILO P. TUPAS, MME
Dean, College of Maritime Studies
West Bay College

Dear Dean Tupas,

 Greetings!

We are graduate students currently conducting a research study entitled *"Employee Development Practices in a Maritime School: Faculty Perspectives and Improvement Areas"* in partial fulfilment of the requirements for the degree Master in Business Administration at Centro Escolar University.

   In line with this, we respectfully seek your permission to conduct our study and gather data from selected faculty members of the College of Maritime Studies. We assure you that all information collected will be treated with the utmost confidentiality and used exclusively for academic and research purposes.

   We sincerely hope for your favorable consideration and support in this endeavor.

 Respectfully yours,

Researchers

 Noted by:

DR. FRANCIS MICHAEL P. YAMBAO
Research Adviser
Centro Escolar University

Approved by:

PROF. CIRILO P. TUPAS, MME
Dean, College of Maritime Studies
West Bay College

Supplement B

Interview Mapping Prompts to Research Questions

Employee Development Practices in a Maritime School: Faculty Perspectives and Improvement Areas

Date: October 20, 2025

Annotation

The interview guide incorporated prompts, including those specific to maritime topics, aligned with each research question. The guide guarantees a comprehensive examination of faculty experiences and viewpoints concerning employee development practices in maritime educational institutions and is intended for ethics review or committee documentation.

Research Question	Interview/Focus Group Prompts
Opening and Context	- - How long have you been teaching in this institution? - How would you describe your overall teaching experience at the maritime school?
RQ1: What employee development programs are currently in place at the maritime school?	- What employee development programs are currently implemented in your maritime school? *- What types of programs do you find most helpful (e.g., STCW refresher training, IMO Model Courses (6.09, 6.10, 3.12) research seminars, simulator courses)?* - For General Education faculty: What training or support do you receive to improve teaching quality and relevance to maritime students?
RQ2: How do faculty members assess the effectiveness of these programs in promoting their professional growth and teaching performance?	- How effective do you think these programs are in improving your teaching skills and professional growth? - What specific outcomes or improvements have you observed after participating in these activities?

RQ3: What challenges or barriers do faculty face in accessing or participating in employee development activities?	- What difficulties or challenges do you experience in accessing or participating in faculty development programs? - What can be done to make participation easier or more accessible for all faculty members like you?
RQ4: How do existing employee development practices impact the school's organizational performance and academic quality?	- In what ways do employee development programs contribute to the school's organizational performance? - How do these programs affect the academic quality and overall learning experience of students?
RQ5: What suggestions can faculty members provide to improve employee development strategies that meet international maritime education standards?	- How can the school ensure that faculty development aligns with **international maritime education standards**? - What improvements or new initiatives would you recommend to enhance employee development in your school?

Format Notes:

- This mapping guide forms Supplement B, ready for Appendix or ethics review.

- Maritime-specific questions are italicized and bolded for clarity.

- All participant sessions start with an introduction of purpose and ethical information.

End of Supplement B