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STRENGTH, CHALLENGES AND SOLUTIONS OF FACULTY IN COLLEGE TEACHING*

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ABSTRACT: Faculty members are not only expected to conduct a scientific research but also to possess adequate professional teaching. As a result of this, faculty development is an important highlight in improving the teaching skills of each individual faculty member. This study delves into how faculty views their strengths and the challenges in the process of college teaching as well as how they maintain their professional development and solve problems about the teaching process. The participants are faculty members in College of Arts and Sciences, College of Business Administration, and College of Education, Health, and Human Services at a well-known U.S University. The research methodology is based on phenomenological inquiry. In this research, the central phenomenon is the lived experiences of the faculty throughout their professional development. In line with research questions, a survey is designed by researchers. Of all the question items, seven (7) questions inquire personal information; the other question sets, six open-ended and four closed-ended, are directly addressing the aim of the research. Faculty who take part in the research are asked to fill out an online survey about their strengths, challenges and ways of solutions in their professional development efforts. The data collected from 80 faculty members were analyzed. Closed-ended questions are analyzed through frequency and percentage values, while open-ended questions contribute to the qualitative investigation. Content analysis was conducted for the open-ended questions. Analyses of the data regarding the themes which faculty feel confident or perceive as challenges indicate that technology is an area where they both enjoy and suffer from. The other themes *include course planning, instructional methods, preparing teaching materials, classroom management, monitoring students' progress* and *achieving rapport with students*. As for the solution, they anonymously agreed upon several concepts, including *Training and preparation, Technical support, Keeping up-to-date, Researching, Professional method* and *Personal characteristics*.

Keywords: college teaching, challenges of teaching, faculty development, instruction skills of lecturer

ÜNİVERSİTE ÖĞRETİM SÜRECİNDE ÖĞRETİM ELEMANLARININ GÜÇLÜ ÖZELLİKLERİ, YAŞADIĞI ZORLUKLAR VE ÇÖZÜM YOLLARI

ÖZ: Öğretim üyelerinden yalnızca bilimsel araştırma yapmaları değil aynı zamanda öğretimsel yeterliliğe de sahip olması beklenir. Bu nedenle her bir öğretim üyesinin öğretim becerilerini geliştirmek fakülte gelişimine önemli düzeyde katkı sağlamaktadır Bu çalışma, öğretim elemanlarının öğretim sürecindeki güçlü yanlarını, karşılaştıkları zorlukları ve bu zorlukların üstesinden nasıl geldiklerini, mesleki gelişimlerini nasıl sağladıklarını belirlemektir. Araştırmaya katılanlar tanınmış bir Amerikan Üniversitesinin Sanat ve Fen Bilimleri Fakültesi, İşletme Fakültesi ve Eğitim, Sağlık ve İnsani Hizmetler Fakültesindeki öğretim üyeleridir. Araştırmanın yöntemi fenomonolojik sorgulamaya dayalı olup öğretim elemanlarının yaşadığı deneyimlere dayalıdır. Bu kapsamda araştırmacılar tarafından 17 soruluk anket geliştirilmiştir Anket sorularının 7 si, kişisel bilgilere ve 10 tanesi de araştırmanın amacına yönelik olup bunların 6'sı açık uçlu ve 4'ü kapalı uçlu soru türlerinden oluşmaktadır. Araştırmaya katılan öğretim elemanlarından anketi online olarak doldurmaları istenmiştir. Toplam 80 öğretim üyesinden elde edilen veriler analiz edilmiştir. Kapalı uçlu soruların analizinde frekans ve yüzde kullanılmış, açık uçlu soruların analizi ise nitel veri analizi süreçlerinden içerik analizi yoluyla gerçekleşmiştir.. Veri analizlerine göre öğretim elemanlarının hem güçlü hissettikleri hem de zorluk yaşadıkları alan özellikle t*eknoloji* temasında görülmüştür. Buna ilişkin diğer temalar ise *dersi planlama, öğretim yöntemleri, öğretim materyalleri hazırlama, sınıf yönetimi, öğrenciyi izleme* ve *öğrencilerle uyum içinde olma* yer almaktadır . Çözüm olarak ise eğitim alma ve hazırlık teknik destek, günceli takip etme, araştırma, mesleki yöntemler ve kişisel özellikler belirtilmiştir.

Anahtar Kelimeler: üniversite öğretimi, öğretim zorlukları, fakülte gelişimi, öğretim becerileri

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INTRODUCTION

Teaching Profession is increasingly becoming important on different levels, starting from pre-primary through higher education. According to Deweyan philosophy, it is the teacher who is responsible for increasing individuals' learning skills, or intellectual growth, of course, regardless of the schooling level (Dewey, 1938). Regarding the Status of Teachers (1966) and the Status of Higher-Education Teaching Personnel (1997), ILO/UNESCO and UNESCO respectively stated some recommendations. The former, The 1966 Recommendation, covers all school-level teachers, from pre-primary through to secondary level, in all institutions whether public or private, whether providing academic, technical, vocational, or art education. Whereas the latter, The 1997 recommendation, complements the 1966 Recommendation and covers all higher-education teaching and research personnel.

The 1966 recommendation covers international standards for a wide range of issues, which relate to the most important professional, social, ethical, and material concerns of teachers in 146 short paragraphs, divided into 13 sections, which include *initial and continuing training, recruitment, advancement and promotion, security of tenure, disciplinary procedures, part-time service, professional freedom, supervision and assessment, negotiation, conditions for effective teaching and learning, responsibilities and rights, social security,* and finally, *participation in educational decision-making*. Later in the 1997 Recommendation, similar key areas as in the 1966 Recommendation, but with regard to higher education teachers and research personnel, were addressed, emphasizing important aspects such as *academic freedom* and *institutional autonomy* (UNESCO/ILO, 2008).

Similarly, Bologna Process, which was signed in 1999 by ministers responsible for higher education from numerous European countries, initially aimed to achieve an active cooperation process ever to take place in the field of higher education, including *a common degree system, a European system of credits, mobility, cooperation in quality assurance, national qualifications frameworks, lifelong learning, employability* and *the social dimension of higher education* (EACEA P9 Eurydice, 2012). The Ministers responsible for higher education in the 46 countries of the Bologna Process gathered for meeting in Leuven/Louvain-la-Neuve, Belgium, on April 28 and 29, 2009 to set the agenda for the new decade, expanding the objectives in the fields such as *mobility of graduates; data collection and reporting on mobility, social dimension and employability; widening access to higher education; the effectiveness of transparency tools related to Bologna objectives*, and finally *global dimensions* (Bologna 2020: Next Decade, 2012). In the 'The European Higher Education Area Report' in 2012, Vassiliou, *The Commissioner responsible for Education, Culture, Multilingualism and Youth*, claims that this new agenda is highly important in order for Europe to have more qualified graduates who can compete in a global knowledge economy. She also believes that this is "a vital issue for economic regeneration and sustainability of the wider continent of Europe" (p. 3).

The faculty is expected to conduct scientific research and to possess adequate professional teaching skills. The qualities of a faculty can be correlated to the quality of instruction. This can also play a critical role in improving the overall achievement of students and therefore, the vision and profile of the university. In fact, there is a reciprocal relationship between faculty development and college student learning, and such connections are said to exist in that the campus culture is impacted by faculty development (Rutz et al., 2012). As an institutional term, faculty development encourages many administrative and educational strategies, such as objectively assessing faculty-development programs, which go beyond the usual post-workshop evaluation forms. This constructive attitude can enable faculty to have faith in professional development that revolves around a scholarly approach to lifelong learning. Undoubtedly, this scholarly perspective contributes to the professional understanding of faculty in a relatively short term, and improved faculty teaching will improve student learning in the long run.

In order for faculty to attain such progressive development in instructional quality, three basic instructional paths can be followed (Diamond, 2002): *Faculty development-focus on the faculty, Instructional development-focus on the student (courses and curriculum),* and *Organizational development-focus on structure and process*. Each strategy has a distinctive focus. For instance, faculty development highlights improving the teaching skills of individual faculty members, whereas instructional development prioritizes the student figure by improving the course or the curriculum, and

finally, organizational development focuses on the institutional structure and the relationship among its units. Inevitably, common activities range from (Diamond, 2002, p. 3-4):

- Classroom visits by professional staff, personal consultation, workshops, and seminars, and analyze teaching styles and techniques (faculty development).
- Course and curriculum design, implementation, and evaluation (instructional development).
- Workshops, seminars, and individual consultation with administrators and faculty members (organizational development)

In all these activities, faculty member assumes a central role since each and every single effort for professional development contributes to the overall improvement in the faculty. Common activities highlighted above serve for this ultimate goal. In line with this purpose, Sorcinelli (2002, 9-23) offers ten fundamental principles of good practice in faculty development:

1. Build stakeholders by listening to all perspectives
2. Ensure effective program leadership and management
3. Emphasize faculty ownership
4. Cultivate administrative commitment
5. Develop guiding principles, clear goals, and assessment procedures
6. Strategically place the center within the organizational structure
7. Offer a range of opportunities, but lead with strengths
8. Encourage collegiality and community
9. Create collaborative systems of support
10. Provide measures of recognition and rewards

Besides these, another important practice for faculty development practices is peer coaching, which can be defined as "a collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching" (Huston & Weaver, 2008, p.5-6). It is a reciprocal and multidirectional process through which faculty interact.

The faculty has many other responsibilities in addition to teaching in class. They include planning, material production, making effective use of technology, keeping the records of students' progress and achievement thoroughly and maintaining a good rapport with students in and out of the class. All these additional factors directly affect the quality of instruction. In universities, the faculty is often expected to develop their own personal interpretation of teaching and student learning even though it may not easy to conclude in general what may work and what may not work while teaching a discipline. This dilemma actually refers to an ongoing question about the concept of best teaching.

After having explored the best teaching methods for 15 years in several American schools, Bean (2004) proposed six key elements that help frame the unique components used to define *best teaching*. Rather than presenting a list of teaching tips, he provides some key elements that might inspire teachers for more active engagement, and therefore, a better reflective experience in their own teaching. The elements include knowledge about how people learn, preparation strategies for teaching, expectations for students, organization and structuring of class sessions, treatment towards students, and evaluation of students and themselves. These can also be grouped under three main categories: *knowledge about teaching, knowledge about students,* and *knowledge about learning* (Altstaedter, 2007). Of course, when considering the distinctive characteristics of different disciplines, such practices may show some variances. For example, lab-oriented practices are important in experimental sciences, whereas communicative methodology is central in today's language teaching curriculum. Differences in lesson planning, student assessment, program evaluation or even in the use of technology should be considered as nuances.

On the other hand, planning teaching and learning is a fundamental aspect of the role of faculty. Faculty may not effectively use some of the teaching methods. In some areas, they may face some difficulties in regards with the subject or discipline, while they can make use of some teaching techniques successfully. The more they experience different teaching methods or techniques, the more competencies they get. In a sense, this is a reflective practice that happens in an iterative manner. Many factors have an impact on this reflective teaching experience. Of all, one of the most important factors is motivation which the faculty can achieve through his own experiences or through his good relationship with his students. Both motivation source are critical to encourage the faculty to come up

with some solutions or conclusions whenever he encounters a problem in teaching. Teaching efficacy can be achieved in a relatively gradual way.

As the expectations from teachers increase in general, the importance attached to professional development and lifelong learning follows a parallel path. Therefore, it is crucial to determine teachers' needs in professional development and the ways through which they meet their professional development requirements.

Purpose

This study delves into how faculty views their strengths and the challenges in the process of college teaching as well as how they maintain their professional development and solve problems about the teaching process. The results of this research reveal insights that reflect strengths, problems or assets of the faculty. Also, the needs of faculty members for professional development are explored. The findings, therefore, do not imply any comparisons among different faculties. However, whenever discrepancies among faculties are found, further analyses are made in order to reveal distinctive strategies, approaches or strengths peculiar to a specific field. In connection with these concerns, the following questions will be answered;

- What are the skills that educators feel confident about during their teaching process?
- What are the challenges that instructors face in teaching?
- What are the solutions to those challenges that instructors face?

METHODOLOGY

The research methodology is based on phenomenological inquiry. In this qualitative research approach, there are mainly two perspectives to analyze the perception of lived experience. Husserl (1970) notes that phenomenological analysis can be gained from individuals who are living through the phenomenon, or from the researchers who have a great interest in the phenomenon. In this research, the central phenomenon is *the lived experiences* of the faculty throughout professional development.

In line with research questions, a survey is designed by researchers, and interview questions are constructed accordingly. In the process of survey development, constant feedback is received from the experts specialized in Curriculum Development and in Educational Measurement & Evaluation. At first, the survey covered many issues and naturally consisted of numerous questions. However, as the researchers narrowed down their focus with the feedback received, the research questions are reduced to 17 questions to collect data. Of all the question items, seven (7) questions inquire personal information; the other questions, six open-ended and four closed-ended, are directly addressing the aim of the research.

The participants are faculty members in College of Arts and Sciences, College of Business Administration, and College of Education, Health, and Human Services at a well-known U.S University. The reason for the selected departments is mainly to receive more responses and diverse perspectives.

Data Collection and Analysis

The faculty who take part in the research are asked to fill out an online survey about their strengths, challenges and ways of solutions in their professional development efforts. The questions are organized into two parts: The first section depicts and questions academic profile and background information of participants, while the second refers to gaining information on the previously stated aspects. While designing the survey items, a question pool was developed, and thereafter, instructors and co-instructors were asked to read and evaluate the survey questions. Some question items were either modified or deleted based on the feedback. In the light of their comments, the final survey instrument has been restructured, using an online survey creation tool, titled *Qualtrics*. Overall, the questions in the research are either in open-ended or in close forms. In open-ended questions, participants are required to compose narrative responses. Once the responses are received, they are

reviewed on *Qualtrics* platform for further deliberation.

The number of the survey filled by the faculty is 93. Before the analysis, 13 forms which did not contribute to the research were excluded from the researchers, and the analyses were conducted on 80 forms. Closed-ended questions are analyzed through frequency and percentage values, while open-ended questions contribute to the qualitative investigation.

Content analysis was conducted for the open-ended questions. The major aim of content analysis is to obtain central concepts and connections among them that reveal insights about the collected data. Key point in the content analysis is to gather certain concepts and themes that show some similarities and organize them in a way that make sense for the readers (Yıldırım, 2006, p. 227).

In the study, the views of the faculty related with the reasons of the answers for the closed-ended questions were analyzed through content analysis. In this process the answers for each theme were grouped according to similarity. After this, sub-categories representing these views were established. In order to enable comprehensive understanding direct quotations from faculty were included.

To provide the reliability of the data three researchers took place in the analysis period. In the first phase, two researchers did a pre-analysis and after a certain time, the results were revised by the contribution of the third researcher. Moreover the analysis process of the data was explained in details.

FINDINGS

In this part, the distribution of the faculty attended the present study, and their views about the teaching process regarding strengths, challenges and solutions are presented.

Table 1
The distribution of the faculty attended the present study

		n	%
1	College of Arts and Sciences	27	34 %
2	College of Business Administration	8	10 %
3	College of Education, Health, and Human Services	45	56 %
	Total	80	100%

As can be seen in Table 1, the views of 80 faculty members were analyzed in the study. The majority of participants who responded to the survey questions are mainly from two colleges, respectively: College of Education, Health, and Human Services (56%) and College of Arts and Sciences (34%) College of Business Administration (%10). From the three colleges, Associate Professor TTs (37%) and Assistant Professor TTs (22%) and Professor (%14) appeared to have responded to the survey, compared to the other faculty. In terms of teaching experience, Pre K-12 teaching experience is about 4.08 years and college teaching experience is 13,32 years.

Table 2
The subjects about teaching process that faculty feel confident and challenged

		Feeling Confident			Facing Challenges		
	Themes	Yes (f)	No (f)	Total	Yes (f)	No (f)	Total
1	Course planning	75	5	80	16	47	63

2	Instructional methods	72	6	78	12	51	63
3	Preparing teaching material(s)	74	4	78	13	49	62
4	Using technology	59	20	79	34	28	62
5	Classroom management	72	7	79	11	52	63
6	Monitoring students' progress	71	8	79	21	42	63
7	Achieving rapport with students	71	7	78	9	54	63

Preliminary analyses of the data regarding the themes (Table 2) which faculty feel confident or perceive as challenges indicate that technology is an area where they both enjoy and suffer from. The other themes *include course planning, instructional methods, preparing teaching materials, classroom management, monitoring students' progress* and *achieving rapport with students*. In these fields, any significant discrepancy or outlier is not observed. However, when these themes are explored, some productive connections have been found.

Course planning: The majority (f=75) of faculty feels confident about this topic, claiming that factors like *experiences, researching/keeping up-to-date, focus areas* and *responsibility/beliefs* support their strengths. On the other hand, a few (f=16) academic faculties responded that they had problems with time management, administration, and about some professional issues related to student profiles, adaptation to change, sensitive topics and mainly to assessment. To solve such problems, they tend to get regular feedback from their students or colleagues and to assign more group projects. By contrast with this, they explained that there are no solutions in some courses.

Below you will find faculty opinions to each subject as a qualitative stance and their qualitative findings.

"I've been teaching the same courses for over 10 years, and I feel like they have evolved over time, as have my skills." F (38)

"It is a challenge to continuously evaluate and refine teaching methods for the most effective efficient methods." F (36)

"Routinely ask for feedback from students, peers, and colleagues" F (72)

Instructional methods: In this section, the strengths of the faculty are based on factors like *experiences/mastery, researching/keeping up-to-date, methods*, and *emotions/beliefs*. Of these, especially experiences and mastery of a course is seen as the most important factor that supports the strengths of the faculty. Besides it can be seen that they do research about new teaching methods, they renew their knowledge, use suitable and diverse teaching methods according to the students' needs and love teaching. Technology, however, is perceived as the biggest challenge on instructional methods. While using technology in class or trying new approaches like online and blended course designs, faculty feel incompetent. In addition, finding new methods for course content and the students with different learning styles are other matters for the challenges. To solve such problems, they tend to get training or rely on other colleagues.

The following quotations are some abstract answer samples of faculty members:

"I am constantly learning new methods and confident that I can experiment and improve." F (47)

"Participated in the KSU Teaching Scholars Learning Community. I attend conferences specifically aimed at teaching/learning in my discipline." F (36)

Preparing teaching materials: Strengths about this topic are quite similar to those in other themes, but faculty emphasized that their qualities about material production stand out. Most of them view material preparation as an accumulative process through which they evolve their individual beliefs and habits about materials they might use as a part of their in-class practices. Strangely enough, technology sets some critical challenges for the faculty while preparing materials in addition to factors like cost, time management and lack of sources. To come up with some solid resolution, again they tend to get training or rely on feedback from other colleagues and students. Using more visual materials and allocating more time to prepare materials are other two solutions that many agreed upon.

The following are some abstract answer samples of faculty members:

"I spend more time on creating application assignments than I do on lecture (because of my use of TBL). These are time-consuming to create and I sometimes have problems making instructions complete without making them too confusing." F (48)

"Only solution is to make time to prep, and try to recycle as most material from other preps as possible whenever justifiable." F (7)

Using technology: Of all the themes in this research, technology appears to be the most critical one about which faculty members have problems, especially while developing online courses, applying and integrating new technologies into their syllabi, and above all, while learning how to use them. Many faculties agreed that keeping track of the technological development is very challenging. They also worry about that they fail most of the time, whereas while their students have more flexibility or practicality while using new software or hardware. Using clickers, responding to students in large classes through social networking alternatives, and choosing the right technologies that might work in a complimentary fashion with traditional teaching tools/materials create some tension and resistance among faculty. More importantly, while seeking out a solution for their individual problems, they heavily rely on others including IT personnel, colleagues or even students.

The quotations regarding this issue are presented below:

"Technology is always changing, so it's always a challenge." F (51)

"Use it a lot but need to update and learn more" (F70)

"Attend training sessions and ask lots of questions." F (25)

Classroom management: Responses from participants underlined that classroom management is one of the areas where faculty feels confident about. They view their experiences, their individual responses and methods in class together with their educational beliefs as their strengths. Challenges in this topic are related to heterogeneity in class profiles and the size of some courses. They commonly believe that these two factors are critical while achieving multi-directional in-class dialogues. As a solution, most academic faculties tend to receive regular feedback to achieve a more constructive mutual understanding with students.

The quotations regarding this issue are presented below:

"Experience and confidence have made management an easy task" F (70)

"Things can get bad in Cartwright Hall. The room is large with lots of shadows. Students can talk, and I cannot localize from where the noise is coming" F (21)

Monitoring student progress: Responses to this topic are quite similar to those given to classroom management. Methodological development and teaching experience which can evolve with professional beliefs constitute one of the strongest topics academic faculties depend on. Some of the still experience some minor challenges about online submissions, the number of students, and time. As a solution, feedback is again viewed as the most powerful tool.

A faculty member's answer is presented below:

"I have frequently scheduled meetings with groups and also actively talk to students. Progress is also evaluated with presentations and exams." F (7)

Achieving rapport with students: Academic faculties consider this as one of the strongest skills they rely on for a high-quality instruction. The majority approaches this topic from a methodological perspective rather than an experiential perspective. Class size is viewed as the most critical challenge in this topic that prevents academic faculties from attaining better in-class communication. Faculty

explained that they solve challenges by being engaging and charismatic and with regular feedback, by encouraging students to call them when they need.

The following is abstract answer sample of a faculty member:

"I try to know everyone's name by the end of the first-day classes of 25 or fewer. I am available for office hours and after class to talk. As I hear about student interests in papers and discussion, I try to follow up with attributions or connections to course topics." F (61)

Overall, an important part of the participants stated that they face challenges while using technology. Factors related to accuracy, time and classroom management, administrative and personal issues are relatively viewed less critical. As for the solution, they anonymously agreed upon several concepts, including *Training and preparation, Technical support, Keeping up-to-date, Researching, Professional method* and *Personal characteristics*. Only in a few cases, they stated that they had no solutions at all when they faced challenges.

DISCUSSION AND CONCLUSION

In this study, the views of faculty members regarding teaching process were taken. Their strengths, weaknesses, problem solution methods and professional development needs of faculty were determined. According to the results of the analyses, the views of the faculty were distributed as course planning, instructional methods, preparing teaching materials, using technology, classroom management, monitoring student progress, achieving rapport with students.

In a study on faculty members' perceptions of their teaching efficacy, Changa (2012) found out that faculty members felt efficacious, from the greatest to the least, in course design, class management, interpersonal relation, learning assessment, technology usage, and instructional strategy.

In the findings of this study, it is seen that the experiences and beliefs of the faculty and their effort to keep up-to-date make them competitive and confident in the teaching process. Lei (2007) stated that factors like experience, educational level (doctorate & non-doctorate), the field of study and status (full-time & part-time) can impact the nature of teaching practices (Lei, 2007). Lei found out that, for instance, a part-time teacher or professor focused significantly more on lecture than their full-time colleagues. Full-time instructors, however, placed significantly more emphasis on class discussion/participation, slide/PowerPoint presentation, lab teaching, and distance learning compared to adjunct instructors. Moreover, instructors with a doctoral degree concentrated more on class discussion/participation and distance learning, whereas they did less lecturing compared to instructors with a nondoctoral degree.

The faculty experience some challenges in using and following developments in technology. In their research, Aldhafeeri ve Male (2016) found that even faculty know how to use personal mobile devices and software, they are not sufficient enough to use digital technology effectively to support student learning. The main reason for this is explained by attitudes rather than lack of opportunity or skills. In another research by Alemu (2015), the reason not to use ICT sources is listed as lack of skills, training, pedagogical support, technical support, insufficient time, and instructors' attitudes.

Besides, faculty experience difficulties arising from different learning styles, heterogeneity in class profiles, class size, the number of students, new methods, cost, time management, change, assessment, material preparation, and lack of sources. Sorcinelli (2007) defines the challenges in higher education in three topics as; changing professoriate, changing nature of student body and changing teaching, learning and scholarship.

Projections on class size and profile, on the other hand, indicate that there has been a substantial increase in the enrolment figures of tertiary level colleges and universities in OECD countries and it is predicted that this increase will continue. (Mulryan-Kyne, 2010).). In Moddley's research (2015), lecturers indicate that they do not prefer to teach in large classes and choose to use traditional teaching method. This should be seen as a very critical case as the number and profile of students can contribute to less effective teaching and learning. Seeing the challenges caused by size and diversity, faculty members may have to switch between teacher- or student-oriented teaching approaches. This ultimately alters the overall quality of teaching, and therefore, creates contradictory cases with institutional objectives of the university. Lecturers try to overcome difficulties by doing research

within their own supervision, following the latest developments, taking feedback from their colleagues and students and getting training and technical support.

As a result, the teaching process practice of lecturers, keeping up to date and the beliefs provide sustainability in their efforts. Lecturers generally experience challenges in using technology, student diversity, large classes, class management, material preparation, finding sources and effort to find solutions with personal perspectives and institutional support.

As it is clearly seen, whenever faculty members have problems while teaching, they tend to look for solutions based on their experiences. Their strengths and the support provided by the institution help them while dealing with those challenges. Only in a few cases, they failed to come up with any solutions.

One of the limitations of the study is that it is conducted in a single higher educational context. Organizational features of universities may vary or can be even unique in some cases. Therefore, conducting this research in multiple higher education contexts would reveal diverse and more solid outcomes.

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