

Evaluating Quality of Teaching Skills among the Faculty Members at Najran University

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Abstract: *This study aims at evaluating quality of teaching skills among faculty members by the perspective of students at Najran University. To achieve the objectives of the study, a questionnaire was developed and distributed to (300) male and female students from various colleges. The questionnaire consisted of (54) items distributed on four domains: Planning, teaching, assessment and communication skills. The results showed an average level of faculty members' practice of teaching skills. The results also showed that there were statistically significant differences due to the gender and the type of the college.*

Keywords: *quality, teaching skills, faculty members.*

I. Introduction

Multiple duties, functions and responsibilities assigned to the faculty member, and University should make assessment review for all its works and activities and evaluate the process of university teaching that conducted by the faculty member. No longer is teaching process limited to receiving information, but student's role goes beyond that by searching for information and how to acquire and turn it into a skill, he is an active participant in the educational process. The complicated roles of faculty member in light of the technological development and the explosion of knowledge, requires him to work hard, to make an effective teaching, to adopt the social features and to have teaching skills to gain his students the skills of self-learning, and this is cannot be achieved unless by improving practices of teaching faculty members at universities to get into the quality of education (Biggs & Tang, 2007).

The process of evaluating teaching performance is considered a major core in educational development in its various forms, and no longer seen as just a way to show drawbacks, that leads to take actions or arbitrary decisions against the individuals working in educational institutions. It came to be seen as the way to improve and develop the performance, to gauge the weak points and to address them, to develop and improve educational practices and master the scientific material, to have a commitment to the lectures, to have the personal characteristics, to use the methods and approaches of effective teaching, to interact with students and to have human relation (Lekena & Bayaga, 2012). The performance evaluation of teaching faculty member has positive effects in achieving the educational goals in an active and smooth way. Therefore, The performance evaluation is an essential mean for improvement and development, and should be carried out continuously.

The concept of teaching performance indicates to all duties and responsibilities carried out by the faculty member inside the lecture halls or in any position or educational activity to bring about desirable changes in the character of his students in the light of the objectives and expectations of the university and society (Al-Janabi, 2009; Al-Amayreh, 2006; Al-Dahshan & Assisi, 2004).

The effective level of teaching performance of faculty member is associated with the efficient cognitive, professional competencies, and the ability of faculty member to transfer information to his or her students in a process through using the appropriate teaching methods (Gaskell & Simpson, 2000), as well as having the positive social qualities, the ability to instruct students, the ability to develop the skills of learning among students and to communicate actively with them and to plan for learning and teaching process (Cannon & Newble, 2000).

The concept of evaluating teaching performance includes of specifications set to be assessed to achieve the performance of a faculty member, which includes strategic planning, student achievement and exceptional relationships, and the relationship with all inputs of the educational process (Al-Mazrui, 2010). So, the evaluation of teaching performance of the faculty member is considered one of the important procedures and practices to many universities because of its role in promoting the process of learning and teaching and achieving educational goals to reach the quality of education. It is useful to the faculty member in enhancing the effective teaching. Thus, the quality of information and its management and the scientific competency of the faculty member, and compliance with the requirements of those who waiting for the results of this education, and motivating students to receive a high level of knowledge and information during the university study (Biggs & Tang 2007; Fry, Ketteridge & Marshall, 2009). The evaluation of teaching performance of the faculty member is beneficial in reaching to the quality of education at all its elements and components, especially the designer of the teaching process. There are a variety of methods to evaluate teaching performance of the faculty member and

no matter how methods of evaluation varied and different, they will remain-serving task in the educational process to get to an outstanding university education. One of the evaluation methods commonly used in the evaluation of teaching performance is to assess faculty member performance by the students, since the students are the closest to the faculty member. Furthermore, student's assessment practice of teaching practices of faculty member is essential and pivotal in the process of assessing teaching performance (Dunrong & Fan, 2009). Students are expressing their feedback directly through direct contact with the faculty member, and this emphasizes that the faculty member has the desire to improve the quality of education through the varied observations and opinions of students and their suggestions. It is an effective method to give feedback on the practice and teaching competencies for the faculty member (Cartwright, 2007; Jurate, 2007; Dunrong & Fan, 2009).

Sarairah (2011) indicated that the level of performance of the faculty members in Jordanian universities was high. Al-Mazrui (2010) founded that the overall average of the performance of faculty members was average performance. Al-Janabi (2009) concluded that most universities approved evaluation of teaching performance of the faculty member and consider it a key goal. But some methods adopted by universities in the assessing teaching performance of the faculty member are not enhancing the development of performance. Al-Asmar (2005) showed that the performance of faculty members on the skills of teaching, and classroom management was average performance. Ghoneim and Alyahyawe (2004) indicated that the academic performance of a faculty members at the King AbdulAziz University an average level. Al-Smadi (2013) emphasized that the quality of teaching practices of faculty members at Najran University were average level. Mikhlafi (2004) concluded that the self-evaluation of faculty members at University of Taiz, according to the areas of performance, was in the first place in the field of teaching and classroom interaction, but in the field of scientific research and community service was ranked at last. Jurate (2007) found that university education becomes an effective if the faculty member owns the practical skill that is to have the ability to solve the difficulties and problems of students, to communicate effectively with them and to develop the thinking skills they have.

The Problem of the study is determined by the following questions:

1. What is the level of quality of teaching skills among faculty members at Najran University?
2. Are there significant differences in the level of quality of teaching skills among faculty members attributed to the gender?
3. Are there significant differences in the level of quality of teaching skills among faculty members attributed to the type of college?

II. Method

2.1 Population and Sample

The population of the study composed of all undergraduate students enrolled at the Najran University, Kingdom of Saudi Arabia in the academic year 2013-2014. However, the sample of the study consisted of (300) male and female students from the scientific and humanitarian colleges.

2.2 Instrument

To achieve the objectives of the study a questionnaire was developed. However, the first draft of the questionnaire was modified by the professional from the college of Education, Najran University. The final draft of the questionnaire consisted of (54) items, which distributed to four domains: planning, teaching, assessment, and communication skills. Consequently, Five-Point Likert Scale was used. For the purpose of analyzing the results of the study, the questionnaire has been classified into three levels (low, average, and high). The three levels become as follows: 1-2.33 (low level), 2.34-3.67 (average level), and 3.68-5 (high level). To examine the internal consistency reliability of the questionnaire, the Cronbach's Alpha was calculated. This technique revealed a highly reliability coefficient ($r=.91$).

III. Results

3.1 Results related to the first question:

“What is the level of quality of teaching skills among faculty members at Najran University”? Means and standard deviations are computed. Table 1 demonstrates the results

Table1. Means and standard deviations of quality of teaching skills

Domain	M	SD	Level
Teaching	3.61	0.81	average
Communication	3.55	0.94	average
Planning	3.55	0.79	average
Assessment	3.48	0.76	average

Table 1 shows the means between (3.61-3.48), anywhere the teaching skills comes in the first rank (M=3.61), while the assessment skills comes in the last rank (M=3.48).

3.2 Results related to the second question:

“Are there significant differences in the level of quality of teaching skills among faculty members attributed to the gender”? Means, standard deviations and t-test formula are computed. Table 2 illustrates the results

Table2. Means, standard deviations and t-test of quality of teaching skills according to the gender

Domain	Gender	M	DF	F	P
Teaching	male	3.93	298	.635	.000*
	female	3.29			
Communication	male	3.84	298	.563	.000*
	female	3.27			
Planning	male	3.83	298	.561	.000*
	female	3.27			
Assessment	male	3.78	298	.592	.000*
	female	3.19			

* $p \leq .05$

Table 2 illustrates that there are statistically significant differences in the quality of teaching skills of faculty members due to the gender in favour of male students, the value of F on the all domains are statistically significant at $p \leq .05$.

3.3 Results related to the third question:

“Are there significant differences in the level of quality of teaching skills among faculty members attributed to the type of college (scientific or Humanitarian)”? Means, standard deviations and t-test formula are computed. Table 3 illustrates the results

Table 3. Means, standard deviations and t-test of quality of teaching skills according to the type of college

Domain	College	M	DF	F	P
Teaching skills	Scientific	3.78	298	.324	.001*
	Humanitarian	3.46			
Communication skills	Scientific	3.68	298	.235	.031*
	Humanitarian	3.44			
Planning skills	Scientific	3.68	298	.257	.005*
	Humanitarian	3.43			
Assessment skills	Scientific	3.61	298	.240	.007*
	Humanitarian	3.37			

* $p \leq .05$

Table 3 shows that there are statistically significant differences in the teaching skills practices of faculty members due to the type of college in favour of the scientific colleges, the value of F on the all domains are statistically significant at $p \leq .05$.

IV. Discussion

The purpose of this study was to evaluate quality of teaching practices among faculty members at Najran University by the perspective of students. The following parts include the discussion of the results.

4.1 The level of quality of teaching skills

In general the results indicated that the level of quality of teaching skills among faculty members at Najran University were average. This may be interpreted as a lack of interest of faculty members in attending

training programs and workshops which focus on developing teaching skills to the enough level or may be these programs, workshops and attempts offered by the university for this purpose are not sufficient. Saeed (2007) pointed to the presence of a low level in the educational performance of a faculty member at universities in the handling of students, and their ability to link the theoretical in the practical aspects of the course, their ability to use information and communication technology, to encourage students to learn, and their ability to use time effectively. However, Ghazioat (2005) indicated to the dissatisfaction of students on the methods of assessment that used by faculty members at the United Arab Emirates University as well as the use of traditional methods of teaching. Al-Shuaili and Khataybeh (2002) emphasized the low of some teaching skills of faculty members at Sultan Qaboos University, especially in the fields of evaluation and planning of instruction. On the other hand, Jan (2010) revealed that female postgraduate students are not satisfied because of faculty members use of traditional evaluation and teaching methods as well as inhumane treatment of students. Fallouh (2012) stressed that there is a weakness in the level of knowledge, professional, social and evaluation competencies among faculty members at university from the perspective students. These findings are consistent with Al-Asmar(2005) and Ghoneim (2004).

4.2 The relationship between quality of teaching skills and gender

The results showed there were statistically significant differences in the level of quality of teaching skills among faculty members at Najran University attributed to the gender in favour of male students. The estimates of male students were higher than the estimates of the female. This may be interpreted as the diversity of experience and the diversity of opportunities of the university in the selection of qualified teaching faculty males, while adequate and suitable competencies are not available in the females, which make the chances of a trade-off of the university in selection, is less. The more important factor that a lot of courses and disciplines taught to females by male faculty members and through the network, not face to face, which reduces the level of interaction and communication between the two sides which negatively affects the level of the evaluation. These results are consistent with the Ghoneim and Alyahywe (2004) and Mikhlaifi (2004) showed differences for the gender variable of the male student.

4.3 The relationship between quality of teaching skills and the type of college

The results showed there were statistically significant differences in the level of quality of teaching skills among faculty members at Najran University attributed to the type of college in favour of science colleges. Where the students in the science colleges are higher than their students in the colleges of humanity. This could be explained by the nature of the courses and scientific curricula which often built on the scientific certainty and the humanitarian disciplines are characterized by the multiplicity of theories and abstract concepts. It can also be attributed to the availability of educational technologies and capabilities of science colleges comparing with humanities colleges. As well as the high level of students in scientific disciplines in general may help in making interaction and active participation and being able to implement the educational process a better way. In addition, the faculty members in science colleges give attention to the teaching skills more than faculty members at colleges of humanity. These findings were consistent with Al-Asmar(2005) and Mikhlaifi (2004) showed differences of the college variable and in favour of scientific disciplines.

V. Recommendations

In light of the results the researcher submit some of recommendations in order to develop the performance of faculty members at Najran University as follows:

1. Work on to build up a comprehensive system to evaluate, monitor and improve the performance of faculty members through self-evaluation, students' evaluation, evaluation of the head of the department and the dean, and colleagues' evaluation.
2. To provide faculty members with feedback of the results of the evaluation process to enhance their strength points and address their weak points.
3. Spread the culture of quality among faculty members and make them aware of the importance of training courses in the field of teaching skills.
4. Performing training courses and workshops to enhance the performance of faculty members, and continue to provide the courses related to (planning, teaching, assessment, and communication skills).
5. Conducting a study of trends of the faculty members at Najran University about students' evaluation toward them.

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