Evaluating the teaching performance of faculty members from the students' point of view
تقييم الأداء التدريسي لأساتذة التعليم الجامعي من وجهة نظر الطلبة

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Abstract: The current study aimed to shed light on the importance of evaluating the teaching performance of a university professor from the students 'point of view, and the study sample consisted of (118) students from masters and doctoral students in the Faculties of Social Sciences and Humanities during the first semester of the academic year 2018/2019 and the study concluded with a group of results, including Masters and doctoral students estimate that the teaching performance of higher education professors is within the limits of the average. It also revealed that there are no statistically significant differences in evaluating the teaching performance of higher education professors from the students 'point of view for the academic stage variable (Master PhD)**.**
Keywords: Teaching Performance- Teachers of higher education-Performance evaluation

الملخص:

هدفت الدراسة الحالية إلى تسليط الضوء على أهمية تقييم الأداء التدريسي للأستاذ الجامعي من وجهة نظر الطلبة، وقد تكونت عينة الدراسة من(118) طالب وطالب من طلبة الماستر والدكتوراه بكليات العلوم الاجتماعية والإنسانية خلال الفصل الدراسي الأول لسنةالجامعي2018/2019 وخلصت الدارسة إلى جملت من

النتائج منها: انه طلبة الماستر والدكتوراه يقدرون أن الأداء التدريسي لأساتذة التعليم العالي في حدود المتوسط. كما أسفرت انه لا توجد فروق ذات دلالة إحصائية في تقييم الأداء التدريسي لأساتذة التعليم العالي من وجهة نظر الطلبة لمتغير المرحلة الدراسية(ماستر دكتوراه)

الكلمات المفتاحية: الأداء التدريسي، تقييم الأداء، الأستاذ الجامعي

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1. introduction:

The development and development of nations depends primarily on the quality of education in them, and the quality of their outputs that represent the forces supporting the economic development of the country, as most universities and higher education institutions in various countries strive to achieve their goals and reach their goals in order to reach a distinguished position among the various universities, and this is through For the activities it carries out, and the efficient and effective tasks and functions it performs.

The university cannot achieve its goals and objectives in bringing about the required changes at the level of society, raising the quality of education and imposing its position among universities unless there are qualified teachers in it, as the university professor is a common element in all the international standards adopted in evaluating the qualitative performance of higher education institutions in various countries The world

1.1 The problem of the study:

The most important indicators of the proficiency of a

university professor is the teaching performance that he performs, as it is one of the most important inputs to university education, as it is considered the strongest influence in bringing about the desired changes among university students.

As long as the university is seen by the professor as its most important input, and accordingly the success of the university and its distinction and the achievement of its desired goals depend, it has become necessary to take specific methods to evaluate his teaching performance within the university, as evaluating the performance of the university professor at the level of universities and institutes is necessary, so universities are keen to develop and develop the capabilities of And the skills and competencies of its professors through the conditions of their appointment, promotion and evaluation of their performance, and evaluation of performance will not be effective unless specific and clear criteria are available to try to give a quantitative assessment of the quality of the university professor's performance by examining aspects of his professional life (Kazem and Fadel, 2010), because the evaluation of the performance of the university professor contributes to improving the work The university, its development and the strengthening of its quality (Al-Toissi and Samara, 2014), as some studies indicate that the most effective sources for judging the performance of a university professor are students, because they are more exposed to his performance and they are the most familiar and familiar with what is happening in the classrooms of teaching practices (Al-Khazandar, 2005)

The students 'evaluation of the university professor's performance is one of the important educational fields, and it is one of the most important educational evaluation fields, and one of the most important influencing forces in the education

process. They are postgraduate students (Jasim, 2012), as is the assessment of students of teaching performance is an important tool for measuring the effectiveness of teaching quality (Spooren & Mortelmans, 6200)

There have been many studies that dealt with the subject of evaluating the teaching performance of a university professor from the students's point of view, as we find Hassan Tim's (2008) study, which aimed to know the opinions of graduate students on the teaching performance of faculty members in graduate studies colleges at An-Najah National University. Out of 47 items divided into five competencies, the results of the study resulted in the level of opinions of graduate students in the teaching performance of faculty members in the faculties of graduate studies at An-Najah National University is generally high, and it reached a number of recommendations, including the necessity of holding mandatory training courses for faculty members, and increasing Interest in evaluating the teaching performance.

As for Amayreh (2006), he conducted a study aimed at identifying the degree of performance of faculty members at Al-Israa Private University for their educational tasks from their point of view and the consideration of their students, and to achieve this, a questionnaire was distributed to a sample consisting of (59) faculty members and (271) male and female students, The results showed that the results of their self-evaluation on the four fields of study (planning, implementation, and evaluation of the educational / learning position, and human relations and communication with students) were high, while the students 'evaluation of their performance came close to the degree of neutrality and the presence of statistically significant differences in the degree of their evaluation of their

performance, and the evaluation of students. There are no differences attributed to gender for their performance.

1.2 Study problem:

From the foregoing theoretically and eminently, the problem of our study came as follows: What are the most important criteria for students 'evaluation of the teaching performance of higher education professors from their point of view?

The following questions include this problem:

- Are there statistically significant differences in evaluating the teaching performance of higher education professors from the students' point of view due to the variable of academic specialization?

-Are there statistically significant differences in evaluating the teaching performance of higher education professors from the students' point of view due to the school stage variable?

1.3 Hypotheses of the study:

1. **3.1** tudents' opinions differ regarding the evaluation of the performance of their professors (low / medium / high) according to the university professor's evaluation criteria

1.3.2 There are statistically significant differences in evaluating the teaching performance of higher education professors from the students' point of view due to the academic stage variable (Master / PhD)

1.4 Importance of the study:

The importance of the study lies in the importance of the variable that we address in the study, because evaluating the teaching performance of a university professor is a basic

process in developing university work, and the evaluation process is useful for higher education professors as it contributes to improving their level and improving methods and teaching strategies to achieve the goals of the educational process.

1.5 Objectives of the study:

Describing and analyzing the reality of the teaching performance of university professors according to the evaluation of their students, and revealing the most important points of view of students of the teaching performance of university professors with revealing the most important criteria by which the student judges the effectiveness of the teaching performance of the university professor, and that it serves as a feedback on the level of teaching performance of professors from the point of view. Consideration by their students and may help improve the level and quality of education.

1.6 Study concepts:

Evaluation: It is an organized process in which a judgment is made on an educational system or one of its components or components, in order to issue decisions related to improvements or modifications to that system as a whole, or to some of its components or components, in order to achieve its objectives (Ayasrah, 2017, 415). Performance in this study Judging the teaching performance of a university professor by his students using the scale prepared for this purpose.

Teaching performance: It is known that it is the degree to which the university professor carries out the teaching tasks assigned to him and the practices, activities and behaviors he exerts related to his various tasks in a behavioral expression

'(Al-Amayr, 2006, 103)

 Procedural definition: It is all that the professor does in terms of preparing and planning for teaching, the extent of his interest in scientific research, methods of presenting tests and grades for his students, the field of his interaction with students in the lecture hall, and methods of presenting academic courses.

Evaluating the performance of a university professor: The performance of a university professor is measured by the degree obtained from the evaluation of his students in the scale used in this study through its five dimensions (the field of preparation and planning for teaching, the field of scientific research, tests and grades, the field of interaction with students in the lecture hall, the field of courses Scholastic)

2- The theoretical side of the study

2.1 Teaching performance evaluation:

Many researchers consider that the performance evaluation process is a stage of the monitoring process as it sheds light on the accomplishments achieved within any organization, meaning that this stage stops when the actual results are compared to the established goals, taking into account the means and methods used in this, and the university professor who is the main pillar of the university Given the importance of the role it plays, it has become necessary to take specific methods to evaluate it and identify the tools and sources through which information can be obtained on which reliable information can be obtained in evaluating his teaching performance within the university. The subject of evaluating the performance of a university professor is a problem for higher administrations in universities because of the results that can result from it. With it to review its programs

and policies.

Where the researchers know the teaching performance is the apparent performance that the teacher performs during the educational situation, which is based on the interaction between each of the teacher and students to the extent that stimulates the students 'thinking and their motivation towards learning (Shula and Abdul Aziz, 1998, p.128)

2.2 Methods of evaluating the performance of faculty members:

There are common methods used to evaluate the performance of a university professor, all or some of them may be used in universities, such as:

- Evaluating the university professor's performance by means of college deans, department heads and coworkers.

- Evaluating the university professor's performance for himself by urging the university professor to evaluate himself.

- Evaluating the university professor's performance by evaluating students 'professors, and this method is considered the most common

Used in assessing the work of the university professor and his professional and technical skills; Because the student's evaluation of the teacher constitutes the most important evaluation determinant in judging the extent of the effectiveness of the educational process, which is useful in developing this process in and of itself, while there are those who question the

reliability of the students 'evaluation process for their teachers as they see that they do not have sufficient maturity that establishes their ability to Issuing fixed judgments related to the proficiency of the professor or the teaching process (Aasrah, 2017, 418)

2.3 The objectives of evaluating the teaching performance from the students' point of view:

According to Marsh (2001) that the objectives of the university professor's evaluation, and the component dimensions of the measurement tools for student evaluation for teachers, as she showed in her study four goals for evaluating students for the effectiveness of teaching, namely:

A. Forms feedback to educational institutions, helping to improve education.

B. Measuring the effectiveness of teaching for the purposes of making decisions about the teacher.

C. Providing students with good information that helps them choose the right teacher and course for them.

D. Provide a description of the results and processes of educational analysis.

Marsh emphasized that student evaluation is a method that calls for increasing students' self-confidence and their ability to improve education at the university (Sarayreh, 2011, 622).

3. Methodological:

3.1 Study methodology:

In our research we relied on the descriptive comparative approach, this approach which is known in the social sciences as a method of comparison between different societies or groups within the same society or social systems to reveal the similarities and differences between social phenomena and highlight their causes according to some of the criteria that make These phenomena are comparable in historical and statistical terms (Atef, 2006, p. 31)

Comparative studies also define in the descriptive approach that they are procedures aimed at clarifying and classifying causal factors in the emergence and development of certain phenomena, as well as patterns of reciprocal relationship within these phenomena between them and each other, by clarifying the similarities and differences shown by the phenomena that are in different respects comparable ((Atef, 2006, p.132)

2.2 Study Sample:

We relied on selecting the individuals of our study sample on the criteria of 'occasional or incidental sample', which is defined by selecting the members of the research sample according to their presence by chance at the place where the field research is conducted (Contandrio-Poulos et al 1990, 62) The sample of the study consisted of 118 male and female students

Table No. (01): Distribution of the sample members according to gender and school stage.

Master's students	18	51	69

Doctoral students	12	37	49
Total	*30*	*88*	*118*

3.3 Tools and Technique:

To monitor the students 'point of view, a scale was designed. Hasan Taym in the year (2008) and consisted of (47) paragraphs that dealt with five areas, namely: (1) The field of preparation and planning for teaching. - The field of interaction with students in the lecture hall and includes (10) paragraphs - The field of academic courses and includes (9) paragraphs

The answer to each paragraph of the questionnaire was determined according to Likert's five-point scale as follows:

3.3.1 Scale validity :

To measure the validity of the study tool, the researcher used the Alpha Cronbach equation to ensure the stability of the study too

Table No. (02) shows the parameter of the Cronbach alpha values for the validity of the scale

Scale factors	The number of items	The Kronbach α alpha value
Teaching preparation and planning	09	0.70
Scientific Research	09	0.77
Tests and grades	10	0.76

Interact with students in the lecture hall	10	0.78
Courses	09	0.80
Total validity	**47**	**0.95**

It is evident from the table that the general stability coefficient for the questionnaire axes is high, reaching (0.95) the total of the questionnaire items, while the stability of the axes ranges between 0.70 and 0.80. These results indicate the stability of the questionnaire, and this is recommended to apply the questionnaire to the study sample.

Calculation of honesty by internal consistency method: This was done by calculating the correlation coefficients between the five dimensions of the questionnaire represented in (the field of preparation and planning for teaching, the field of scientific research, tests and grades, the field of interaction with students in the lecture hall, the field of academic courses), between them and the extent of their correlation with the total degree, as the results of the calculation showed In the SPSS statistical analysis program, the correlations between the questionnaire dimensions and the total score are acceptable and statistically significant correlations at a level of significance, which are shown in the following table:

Table No. (03) shows the correlation between the scale dimensions and the overall score.

Scale factors	correlation
Teaching preparation and planning	0.98

Scientific Research	0.88	0.01
Tests and grades	0.72	
Interact with students in the lecture hall	0.80	
Courses	0.85	

It is clear from the table that all Pearson correlation coefficients between the questionnaire dimensions and the total score are statistically significant at (0.01), where the minimum correlation coefficients were (0.72) while the upper limit was (0.98). Therefore, all the paragraphs and dimensions of the questionnaire are internally consistent, and this reflects the consistency of the scale in its dimensions Therefore, he is sincere

4. Results

4.1 Results of the first hypothesis:

The first hypothesis of our research stated that students 'opinions differ regarding the evaluation of the performance of their professors (low / medium / high) according to the university professor's evaluation criteria, and to ensure their validity, they were treated statistically by applying an adequate quadrature test to analyze the results of master's students alone and analyze the doctorate alone, which are as follows:

4.1.1 From the Master's side

Table No. (04): shows the Master's students 'assessment levels

for the university professor's performance

Scale factors	low		median		High		Kai square	significance
	f	%	f	%	f	%		
Teaching preparation and planning	10	14.5	33	47.8	26	37.6	17.73	statistically significant
Scientific Research	27	39.1	25	36.2	17	24.7	2.43	Not statistically significant
Tests and grades	20	29	32	46.3	17	24.7	5.74	Not statistically significant
Interact with students in the lecture hall	25	36.2	27	39.1	17	24.7	2.84	Not statistically significant
Courses	32	46.3	26	37.6	11	16.1	7.13	statistically significant

It is clear from the previous table that:

- The differences in the level of the master's students 'estimate of the university professor's performance (low / medium / moderate) are not statistically significant 'in relation to scientific research, tests and grades, interaction with students in the lecture hall. That is, it is the diversity and convergence of masters 'students' appreciation of the university professor's performance, according to the aforementioned levels

-While the differences in the level of the master's students 'appreciation of the professors' performance (low / medium / high) are statistically significant, in terms of preparation and planning for teaching and the field of curricula and according to the results, it is clear to us that the majority of master's students estimate the level of their teachers 'performance within the limits of the intermediate level and this is in the field of preparation For teaching and in the field of academic courses.

4.1.2 From the side of doctoral students:

Scale factors	low		median		High		Kai square	significance
	f	%	f	%	f	%		
Teaching preparation and planning	19	38.8	20	40.8	10	20.4	3.72	Not statistically significant
Scientific Research	18	36.7	24	49	7	14.3	10.63	statistically significant

Tests and grades	14	29	25	51	10	20	7.38	statistically significant
Interact with students in the lecture hall	20	40.8	21	42.8	08	16.3.5	6.07	statistically significant
Courses	18	36.7	21	42.8	10	20.41	5.49	statistically significant

It is clear from the previous table that:

It is clear from Table No. (4) that the differences in the level of doctoral students 'assessment of the teaching performance of the university professor (low / medium / high) are statistically significant in the field of scientific research - the field of tests, grades, class interaction and academic courses, as these results reflect that the majority of students PhDs value their evaluation of the professor's performance at the intermediate level, in all areas of the professor's evaluation. It also revealed to us that the majority of doctoral students rate their professor at the intermediate level.

4.2 Presentation of the results of the third hypothesis:

The hypothesis of our third study indicates that there are statistically significant differences in the evaluation of the teaching performance of higher education professors from the students' point of view due to the academic stage variable

(Master / Ph.D.). To verify its validity, it was addressed by t-test for differences between the averages.

	Students	mean	sd	T-Test	significance
Teaching preparation and planning	Master	**25.30**	**5.14**	**-0.14**	Not statistically significant
	PhD	**25.18**	**3.63**		
Scientific Research	Master	**25.59**	**5.81**	**-1.76**	Not statistically significant
	PhD	**27.59**	**5.81**		
Tests and grades	Master	**27.36**	**7.53**	**1.17**	Not statistically significant
	PhD	**28.89**	**6.17**		
Interact with students in the lecture hall	Master	**26.77**	**9.96**	**-0.31**	Not statistically significant
	PhD	**27.31**	**7.83**		
Courses	Master	**23.36**	**7.23**	**0.082**	Not statistically significant
	PhD	**23.26**	**6.42**		

It is clear from Table (06) that:

The differences between master and doctoral students in their evaluation of the performance of a university professor are not statistically significant, in all the five fields of evaluating the

performance of the university professor, namely, the field of planning, the field of scientific research, the field of tests and grades, the field of interaction between students in the lecture hall, and the field of academic courses.

5. Discussing the results:

Our statistical analysis of the data of the first hypothesis of the research resulted in the variation in the students 'point of view regarding their evaluation of the performance of the university professor, as we find doctoral students appreciating the university professor's performance within the limits of the average in all five areas, while we find the master's students' evaluation of the university professor's performance in the field of (preparation and planning for teaching And the field of academic curricula) was within the limits of the average. As for the rest of the other fields, their opinions do not differ in determining the level of the university professor's performance, and according to the results of our study, we find that Africa supported studies, including the study of Ayasrah (2016) represented in assessing the teaching performance of faculty members in the college Education at Al-Jouf University from the students' point of view, as I found that the reality of the teaching performance of the faculty members was of an average degree, and we also find that the results of our study differ with the study of Adna Al-Habashneh (2013) represented in the level of teaching performance of mathematics teachers for the tenth grade is essential in the governorate of Karak from the students's point of view. Where I found that the level of teaching performance of mathematics teachers for the tenth grade from the point of view of their students was a high degree. As for the study of Hatem Aziz (2012) in the evaluation of members is The teaching staff, from the students 'point of view, concluded that

the performance level of the professors from the students' point of view was low and weak.

Based on the results of our study represented in evaluating the teaching performance of higher education professors from the students' point of view (Master / PhD), it was as we expected it to be different, and this reflects that the viewpoint of master and doctoral students regarding the evaluation of the performance of the university professor is different**.**

As for the results of the hypothesis of our second study, kd, that there are no statistically significant differences at the level of 0.05 in the average evaluation of students (Master / PhD) for the performance of the university professor from their point of view, and on the effect of this result we accept the null hypothesis that states that there are no differences Statistical significance in evaluating the teaching performance of higher education professors from the students' point of view due to the academic stage variable (Master / PhD)

6. Conclusion of the study:

We considered the importance of the role of the university professor in educational institutions, it is necessary for those in charge of these institutions to evaluate and monitor the performance of the professor in performing his work, because the effective teaching performance of the university professor has a direct relationship in raising the level of the university's inputs and outputs, so this survey was in order to know the 'assessment of teaching performance Professors of higher education from the students 'point of view of the Faculties of Social Sciences and Humanities' and on the impact of the findings reached, which we do not claim to be general but rather

remain within the limits of the studied sample, and after analyzing, discussing and interpreting them, the researcher thought that suggestions could be made, including:

Evaluating the teaching performance of higher education professors from the point of view of department heads and college heads

Evaluating the teaching performance of higher education teachers according to the comprehensive quality standards of education.

Evaluating the teaching performance of higher education professors from the point of view of specialists in teaching methods

Providing financial incentives to high-performing and distinguished professors in order to contribute to the quality of higher education

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