

A proposed vision for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of experts

By

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Introduction

University education is one of the basic pillars that contribute in forming the individual and society and in drawing the features of the present and the future together. The professional development of the faculty members is considered an original input of the educational process inputs and a main axis for causing the change with the aim of improving the performance of the faculty members by providing them with skills, cognitive capabilities, behavioral constituents and attitudes, which enable them to carry out their new roles.

The faculty member in the university is considered one of the most important constituents of the educational process in the university education, and one of its main piers that contribute to raising the efficiency, level and effectiveness of this education, through the roles he plays, and the tasks and responsibilities he performs that are closely related to achieving the goals and functions of the universities. The faculty member is also considered the main pillar for the real forces to improve the university teaching and raise its level, as the faculty member plays a major role in preparing human competencies for the society in various specializations. (Al-Tweissi and Samarah, 2014).

The development of university education is also receives great attention in the universities of the civilized and emerging nations alike, and the universities' interests are growing in the educational preparation and training for the university professors before and during service, and this is clearly evident through the increased attention paid by higher education institutions represented in the preparation and good educational training of the faculty members and the like.

This field receives great attention from the Ministry of Education, because of its importance in improving the level of university education, its programs, curriculum, methods and evaluation methods. And, this will not be achieved without developing the educational professional competencies of the university teacher, a development that enables him to keep pace with the rapid developments witnessed by the contemporary reality. Educational preparation and training may be considered a major pillar of the desired professional development. (Abu Al-Hama'il, 2022).

Professional development at the present time represents an important requirement for the university education, and perhaps one of the most important grounds that motivated universities globally and locally to pay attention to the professional development and to adopt a number of variables produced by the spirit of the times, and on top of them comes the knowledge explosion, in addition to that the change that got into the roles of the faculty members. The development of communication technologies and the multiplicity of learning sources have led to fundamental changes in the requirements of the academic position in terms of the means of transferring knowledge and the roles of the faculty members that have turned

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from the traditional roles in which the teacher is merely a transmitter of knowledge to a facilitator to it and a guide for his students. This is in addition to the technical development and its repercussions on the academic process in terms of employing information and communication technologies in education and its methods, which requires increased attention to the professional development of the faculty members.

Al-Masoudi (2007) confirms that the professional development of the faculty members is an essential requirement for improving the university performance, and an important factor in transferring the distinguished or creative experiences in the field of teaching and learning, and a modern necessity to face many of the challenges that education is exposed to. It has also become a human investment that helps to diversify knowledge and improve performance.

Al-Meligy (2010) sees that the professional development helps in improving the quality of the professional life within the university and provides them with more experiences and information that contribute to raising their intellectual, cultural and professional level and developing their readiness to do new roles.

Study problem

With the advancement of technology and its development and the multiplicity of the knowledge outlets, the teaching tasks and skills of the faculty members have changed and developed, including following up on developments in his field of specialization to transfer it to his students, discussing students and educational support for them, and choosing non-traditional student evaluation methods, and so on.

The study of McLean et al. (2008, M et al.) considers that achieving this requires supportive institutional leadership, and allocation of appropriate resources and the recognition of distinguished education, so that programs can be designed and implemented to assess and develop their skills systematically, and provide the main attitudes to develop them in the future.

The study of (Bedir, 2020) confirms the importance of training faculty members, and providing a specialized center for that in which international training standards are available, and adopting the modern technology as a basis for training.

A lot of the international, Arab and the local Saudi organizations recommend the importance of preparing a faculty member by providing him with a set of skills (ALECSO, 2000).

Also, a report issued by (European University Association, 2019) recommends the need to develop the level of skills and competencies of the faculty members in a systematic continuous method.

From this viewpoint, the Saudi universities, represented in deanships of development and quality in them, continuously sought to develop and improve the performance and practices of professors in teaching, and that by following up their achievement in the final report for each course, and providing the training courses for them.

Prince Sattam bin Abdulaziz University is considered one of the universities that interested in qualifying and developing the capabilities of the faculty member, as it is the main element in achieving the quality of academic programs with their different titles,

specializations, and aims, and this leads to distinguished teaching that is reflected on the quality of the academic programs outputs.

Among the manifestations of interest in this, the Deanship of Scientific Research at Prince Sattam bin Abdulaziz University provided support for studies dealing with aspects of development for the faculty members, including the current study, which will deal with the reality of the teaching skills (planning, implementation, and evaluation) and sit a vision for developing these skills.

Study questions

What is the proposed vision for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of specialists.

From this main question, the following sub-questions branch out:

- 1- What is the reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University?
- 2- What are the proposals for improving the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals?
- 3- Are there statistically significant differences among the answers of individuals in the study variable (the scientific rank, years of experience, number of courses in the teaching skills)?
- 4- What is the proposed vision for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of specialists?

Study objectives

The study seeks to achieve the following objectives:

- Preparing a questionnaire to exposing the reality of teaching skills for the faculty members at Prince Sattam bin Abdulaziz University.
- Identify proposals for improving teaching skills from the perspective of the faculty members at Prince Sattam bin Abdulaziz University.
- Standing on the reality of teaching practices of the faculty members at Prince Sattam bin Abdulaziz University in light of the variables (the scientific rank, years of experience, number of courses in the teaching skills).
- sitting a proposed vision for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of specialists.

Study importance

The importance of the current study is:

The scientific importance:

- 1- It may contribute to improving the teaching practices of the faculty members in the universities.
- 2- It may help in paying attention to the processes and ways of developing the university teaching and seeking towards that, and its role in improving the university outputs.

The practical importance:

- 1- Presenting a questionnaire to exposing the reality of teaching skills for the faculty members, which can be used and applied in other universities.
- 2- Providing those acting in the university education development programs with a set of training programs that can be presented to the faculty members and help in developing their teaching performance.
- 3- The proposed vision in this study can be used and applied in universities.
- 4- The study may contribute in guiding researchers to conduct studies in university teaching, whether surveying, such as the reality of the teaching practices of the faculty members, or experimental studies such as training programs that include modern evaluation strategies and mechanisms that can be applied during teaching.

Research limits

The study adheres to the following limits:

Objective limits

The reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University, and then sit a proposed vision for developing them from the perspective of specialists.

Spatial boundaries

Prince Sattam bin Abdulaziz University in all its branches

Temporal limits:

The study was applied in the first semester of the year 1444 AH.

Study terms

Teaching skills are defined as: "the ability to perform a specific work or activity related to teaching planning, implementation and evaluation, and this work can be analyzed for a group of performance cognitive behaviors, and then it can be evaluated in light of the standards of accuracy and speed of achievement, and the ability to adapt with the changing teaching situations using the method of organized observation, and then it can be improved through training programs" (Qatami, 2004, p. 28).

It was also defined as: "the performance of the teacher and his ability to make learning happen, and the growth of this skill through educational preparation and passing through previous experiences, and it vary according to the study subject, its nature, and its objectives" (Hils, Abu Shaqir, p. 15)

Teaching skills are defined procedurally as:

A set of behaviors and teaching practices that the faculty members do in their educational activity to achieve certain objectives.

While, the development of the teaching skills, it can be defined procedurally as:

Seeking towards improving the teaching skills of the faculty members in line with technical progress and knowledge expansion, in order to reach the desired and hoped learning for the male and female university students.

Theoretical framework and previous studies

Teaching skills:

The university professor is the cornerstone of the academic structure, as he is the most important element in the educational process, which depends in its achievement on the extent of what he has of teaching skills and experiences that help him to perform his task to the fullest.

The process of preparing a faculty member represents one of the main pillars in the development of higher education, and the teaching performance is the basis for achieving efficiency in teaching. The function of university teaching is one of the most important functions performed by universities and the most effective in preparing learners for the future life, as it provides them with specialized knowledge, behavioral and value trends, and the necessary scientific and practical skills to qualify them to become active members of society. The scale of the university's excellence depends on its possession of highly qualified faculty members through which they have all the capabilities for an appropriate academic atmosphere that contributes to the quality of the educational process (Al-Shammmary, 2020).

The literature in past and present, has been concerned with developing the teacher and the university professor in terms of the extent to which he possesses and applies teaching skills, as it is the most important element in providing the scientific subject to learners, it dealt with the topic of teaching skills from several aspects, in terms of concept, characteristics, sections or types, and the researcher will try to present what she collected about them and link between them.

The concept of teaching skills:

The specialists' definitions of skills varied, but they all have the same meaning, including:

It defined by (Hils, Abu Shaqeer, 2015, p. 14) as: the easy and accurate performance based on understanding what a person learns, kinesthetically and mentally, while saving effort and costs.

And it is defined as: the ease and accuracy in conducting work of some works (Khalifah, 2014, p. 17).

As for teaching, it is defined as: the set of procedures that the teacher performs with a group of students in order to achieve specific educational goals.

And it is defined by (Zeitoun, 2009, p. 40) as: a purposeful, planned and implemented human activity, in which interaction takes place between the teacher and the students and the subject of education and the learning environment, and this activity leads to the growth of the cognitive, skillful and emotional aspects of both the teacher and the students, and this activity is subject to a comprehensive evaluation process and continuous.

It is: the set of intended educational procedures and activities in which the teacher interacts with a group of students to facilitate the learning process according to predetermined objectives (Badawi, 2011, p. 47).

And it is defined by (Metawaa and Khalifah, 2015, p. 24) as: an educational and learning situation that planned carefully and implemented in an elaborate manner, in order to

develop the learner to the maximum extent permitted by his capabilities, under the supervision and guidance of the teacher according to the educational possibilities.

General features of the effective teaching:

- Providing the psychological knowledge and theories about learning and human behavior.
- Showing the attitudes and situations that enhance learning, including:
 - Attitudes of teachers towards themselves
 - Teachers' attitudes towards learners
 - Teachers' attitudes towards their peers and parents
 - Teachers' attitudes towards the educational subject they teach
- Familiarity with the aspects of the subject that the teacher will teach
- Controlling the educational skills that the students learn and acquire: These are the teaching skills that every teacher must possess, in addition to training them on how to employ them in classroom situations.
- Personal knowledge in a certain way: This knowledge includes teachers' understanding of the conditions in which they must work, and this understanding also includes aspects of teachers' beliefs and habits that enable them to do their duty in school. (Al-Hilah, 2014, p. 26).

Also, (Muzata, 2018) mentioned, it is expected in the present that the qualified teachers - in general - to develop and apply knowledge, manage the classroom, evaluate and record the level of progress of learners, and then what the teacher offers himself in terms of professional development, except that in some countries teachers are evaluated from the beginning from several aspects, the most important of which are: knowledge of the cognitive subject, his knowledge of the age group that he will study and their characteristics, teaching skills, personal and social relations, and managing learners, and if he does not pass in any of them, he is excluded from teaching.

Teaching characteristics:

Superiority in any of the arts is based on two pillars, no one of which replace the other, namely: instinct and natural talent, then learning and industry, and teaching is a specialized and purposeful professional activity professionalized by persons officially assigned with the aim of achieving specific teaching and educational objectives, and this requires:

- A- These teachers should have the teaching competencies, including:
 - Proficiency in the subject of the specialization
 - Knowing the psychological characteristics of learners
 - Knowing the teaching methods
 - Proficiency of the teaching skills
- B- Preparing the teacher to practice the profession through the pre-service qualification process. (Kotb, 2019).

Components of the teaching system:

Educational literature mentioned (Al-Khalifah, p. 80, Zaytoun, p. 79, Al-Hilah, p. 31, Al-Shammary, 2020) that the teaching system has four components, they are: the teacher, the learner, the curriculum, and the learning environment. As follows:

Firstly: the teacher:

He represents the most important components of the teaching system because he performs multiple teaching roles and activities, to help learners to learn in the different stages.

And, in order for the teacher to do this task, he must play many roles, the most important of which are the following:

- 1- Learning expert: he plans, directs, follows up, and evaluates learning, and this requires that he be well-informed in his field of specialization, and a follower in the field of education and psychology, and thus the teacher becomes an important and essential source of knowledge that the learner refers to him in his learning.
- 2- Leader of education: this role makes the teacher responsible for directing the course of the educational process, following up the learners and providing them with the required educational experiences in the appropriate amount and at the right time, and that through a set of situations, practices and activities.
- 3- Manager of education: this role makes him a successful manager of the education project, as he is who determines the objectives according to content, plans situations, and draws strategies according to the learners' abilities and their characteristics.
- 4- Learner's guide: the teacher has become a guide for the learners, a guide for them, and a facilitator of their learning. Thus, part of the responsibility for education is transferred from the teacher to the learner, so that he becomes the axis of the educational process.

Recent literature clarify that the teacher has new and modern roles that are required to be performed by him in order to keep up with the requirements of the current era, as follows:

- Providing learners with functional scientific knowledge, facts and concepts: The teacher has a cognitive role, but the nature of this cognitive role differs from what it was in the past, where the focus is on providing learners with knowledge, facts and concepts appropriate to the continuous flow of knowledge of science, and the skills associated with this knowledge from skills, values and attitudes, so that they can deal correctly with this flow of knowledge and the technologies associated with it, where it enable them to understand the present in its details, imagine the future and its trends, and participate in its creation.
- Developing the learners in their various aspects: mental, social and psychological, to the fullest extent permitted by his capabilities and aptitudes, as well as satisfying his needs and inclinations in harmony with the exigencies and requirements of the environment and the social environment, and focusing on a sense of individual and social responsibility.
- Achieving the principle of self-learning: by urging them to discover information and facts themselves, and informing them to how to learn from different sources and modern technology.
- Developing the creative abilities of the learners: by employing modern educational techniques in building the creative personality that follows up on the new in the fields of science, and influences it, and finds a place for itself in the world of creativity.
- Establishing the basics of the environmental education among the learners: the teacher has an important role to play by motivating them to study the environment and taking care of it and enhancing their perception and awareness of everything related to the environment in terms of knowledge, values, attitudes and skills to protect and improve the environment, and to acquire the necessary skills to identify the environmental problems and participate in providing appropriate solutions for them.
- Achieving ethical controls: the teacher must consolidate the ethical aspects of the learner, to deal with the outflow of information with ethical controls that prevent or reduce the disadvantages that could occur if we deal with this information without moral conscience, so the teacher has an important role to play in confirming the moral conscience for the learners.

Secondly: the learner:

The nature of teaching and its procedures depends mainly on the learner's nature and his characteristics and roles that he performs during learning. Therefore, the teacher is required to use teaching strategies that suit the learners' characteristics, abilities, readiness, and tendencies. So that is why the teacher finds himself obligated to use more than one method and manner in one educational situation, according to the individual differences among the learners.

Accordingly, every learner is required to be positive, interactive and cooperative, willing to learn and participating in it, and appreciating the role and message of the teacher.

Thirdly: the school curriculum:

Educators paid special attention to the school curriculum, since the important educational role that influences in raising generations in society according to the philosophy in which they believe. The manifestations of interest appear in the educators' constant endeavor to sit the theoretical frameworks, models and specifications in the light of which the curricula are planned, designed and built, and then specify the procedures for experimenting, applying and following them up in order to develop them and improve their outputs, with the data and information provided by the feedback.

Fourthly: learning environment:

It means all the factors influencing the teaching process, and which contribute to achieving a good climate in which the beneficial interaction is experienced between each of the teacher, the learner and the subject, and facilitating the teacher's performance of his message. These factors are divided into three main factors, they are:

Physical factors:

These include facilities and equipment, the library and playgrounds, the garden, the cleanliness of the school, the provision of transportation, and the healthy atmosphere.

Educational factors:

These include: school books and references, scientific means, educational activities and museums, different teaching and learning methods, evaluation methods, verbal interaction and classroom management.

Social factors:

These include: social interaction in school, precision and ordering, the relation between school and home, guidance and counseling, and the relation between school and society.

The teaching skill is defined as

The ability to perform a specific work / activity related to planning of the teaching, implementation and evaluation it, and this work can be analyzed for a group of performed cognitive behaviors, and then it can be evaluated in the light of standards of accuracy and speed of achievement, and the ability to adapt to the changing teaching situations using the method of organized observation, then it can be improved through training programs (Qatami, 2004, p. 28).

It was also defined as: the performance of the teacher and his ability to make learning happen, and the growth of this skill through the educational preparation and passing through the previous experiences, and it differs according to the study subject, its nature and objectives. (Hils, Abu Shoqir, p. 15)

In the light of this definition, (Nazari, Far, 2019) mention that the ability of the teacher to effect learning and the extent of his application of the effective teaching skills with taking into account the level of achievement of the students, and their attitudes and feelings towards learning. The more the teacher possesses teaching skills, the higher the academic achievement and positive attitudes.

Characteristics of university teaching skills

The characteristics of university student teaching skills are as follows:

Generality:

This is due to the functions of the faculty members may be the same in all the educational stages and in all teaching subjects, and the nature of the teaching process is similar, however, the teaching behavior as a method for all faculty members differs according to the various educational stages and the different subjects, that is, in light of the difference in the educational content that is taught, and the generality may be that there are general skills for each specific discipline and not the other.

Changing:

If the objectives of the curricula are changing, and therefore all the experiences of the curriculum reflect these objectives and achieve them in the light of many sources that are referred to when building or developing the curricula, which is represented in the conditions of society, its philosophy, the nature of its students, and the changes that can be made to them, as well as the development in the structure of the study subject, which makes us therefore look for more teaching skills that can achieve these objectives.

Interaction:

Teaching behavior by its nature is complex, in the sense that it is not possible to isolate a specific pattern of the teaching behavior patterns without others, so it is difficult to separate a specific teaching skill from other the teaching skills.

The difference in how to perform:

Although there are common behavioral patterns among all university faculty members when they perform teaching skills, there are aspects of difference between faculty members when applying the skill, because the application is characterized by the personal behavior of all faculty members.

Ability to learn:

Whether before or during service, as its acquisition is subject to multiple factors, the most important of which are: motivation, previous experience, implementation and practice. (Al-Saaidah, 2015, Gabr, 2022)

Educators' classifications of teaching skills varied and differed, and in view of them, they can be put forward as follows:

The major and basic skills for teaching, and they include three basic skills: planning, implementation, and evaluation (Al-Alawi, 2022)

Teaching skills vary according to the three main stages of the teaching process, as follows:

Firstly: Lesson preparation skills, including the following skills:

- Analyzing the content of the lesson
- Determine the previous experiences
- Determine the objectives of the lesson
- Draw a plan for the sequence of presenting the content of the lesson
- Determine the appropriate strategies and teaching methods for the topic of the lesson
- Determine the educational means and activities
- Determine how to finish the lesson
- Determine schoolwork
- Determine the means and methods of evaluating the learning results

Secondly: Lesson implementation skills, including the following skills:

- Introduction for the lesson
- pre-evaluating
- Presenting the new educational subject
- Employing the means
- Ask questions
- Employing the activities during the lesson
- Planning the board
- Solving the classroom problem
- Adjust the class management
- Solving the classroom problem
- Dealing with the individual differences
- Use of reinforcement
- Diversifying the stimuli in the lesson

Thirdly: evaluation and follow-up skills, including the following skills:

- Preparing tests
- Applying tests
- Diagnosing learners' mistakes
- Treatment of errors using remedial methods and activities
- Correcting learners' notebooks and works. (Badawi, p. 52, Bagbeer, Al-Hamdi, 2020, Mostafa, 2021, Al-Tanawi, 2013, p. 41)

Teaching skills for a university faculty member

The teaching process does not begin with the beginning of the lecture and does not end with its end, but it is a process preceded by stages of preparation, followed by stages of evaluation, and requires a set of elements, including: preparing for teaching before each lecture, through: educational objectives, content preparation and logical sequence for this content, preparing the curriculum outline, and defining the methods used in teaching the curriculum and delivering the scientific subject, and the clarity of the presentations used, the method of moving from one point to another, the use of clear examples when the professor presents the lecture, and applying the student's evaluation methods to determine what the students learned during the lecture and what they did not learn. In addition to the effective use of technology and audio-visual means, and the body language used by the professor and changing the voice layers to ensure that information is delivered in an easy way and to attract students to the learning process.

Among the elements that teaching requires are the social presence of the professor, and the extent to which the relation between him and the students is strengthened, and the quality

of the learning environment that he provides in the classroom. After these elements comes the final assessment of learning, and the choice of methods used by the professor to measure the students' mastery in the scientific subject, and the methods of the teacher's evaluation of his teaching, whether by himself or through another colleague, and other distinguished practices in teaching. (Deanship of Development, 2010, p. 1)

Among the teaching skills required for a university faculty member: Creating a learning educational environment for students and encouraging them to work in small groups, which helps to cooperate with others, sharing them their ideas and assume responsibilities of their success. Each member must participate in the learning process effectively. It is better to create an educational environment according to the learners' levels of knowledge, and their abilities and attitudes, and the educational environment must be safe, supportive for learning, encouraging learners to take responsibility of their learning, and helping them to engage in purposeful experiences. (Al-Saaidah, 2015).

Its importance is attributed to the faculty member, as mentioned by (Ahmed, 2022) in his study that to the extent that the faculty member is proficient in teaching skills and applies them, this will be reflected on the learners in their teaching in the future.

Developing the academic performance of a university faculty member:

Higher education faces a number of challenges and developments represented in the development of educational technologies, the huge knowledge explosion, and the growth of new industries that led to directing investment in the fields of knowledge and scientific research, in addition to the adoption of economic competition in global markets on the extent to which human knowledge is capable of production and innovation. These challenges led to radical transformations in the patterns of education and its fields and skills, so that higher education is required more than ever before to work on human investment with the maximum possible energy, and that through developing the human skills and developing the new specializations commensurate with the requirements of the era while ensuring the graduation of human cadres who possess the necessary skills to deal with all developments and changes.

And since university education is unable to face the challenges in isolation from the faculty members, it has become necessary to seek towards developing their skills in a manner that enables them to do their roles consistent with the requirements of the era, in addition to enhancing their role in achieving quality education. (Al-Daais, 2018, Sahaby, 2021).

Objectives of developing and training university faculty members:

- Understanding the nature of the learning process, and acquiring appropriate professional skills to create comprehensive growth opportunities for learners to achieve the desired goals and acquiring self-learning skills, to be able to achieve growth through continuous learning.
- Acquiring and developing for the scientific thinking skills in all its forms: problem-solving method, innovative thinking, extrapolation, and deduction, and thus acquiring behavioral patterns with scientific trends.
- Realizing the importance of the scientific research and investing its results in meeting the needs of society.
- Acquiring and developing the values and ethics of the profession, to be a good role model for learners, and a model to be followed in his work, morals, and behavior.
- Acquiring information, skills, attitudes, tendencies, and values that enable him to participate positively in meeting the needs of learners. (Al-Saaidah, 2015, taken from Al-Hilah, 2013).

Also, in order to reach the sustainable development that many countries aspire to, universities must achieve their main functions, which are: education, university research and community service. Therefore, the role of the university professor is centered around those functions in a varying degree, and in light of the repaid changes, the role of the faculty member has turned from a transmitter of knowledge to a learner, a trainee, and a constant keep pace with the educational developments in order to grow professionally and academically, so that he can perform his role in light of these changes. One of the pillars of human development is the preparation of the specialized competencies in various aspects of life, and the quality of university education is assessed as much as it ensures the quality of these competencies, and university teaching as one of the basic objectives of universities, and a group of factors related to university professor and learners, university curricula and university administration are linked with it, these factors overlap together to affect the type and quality of university teaching, positively and negatively. (Al-Amad, 2022, Al-Daais, 2018)

Methods of developing the academic performance for the university faculty member:

The development methods vary as follows:

Conferences:

It is a valuable and positive opportunity to meet experiences, ideas and opinions in a group form.

Training workshops:

It enjoys a great deal of success and spread because it is based on the presence of competent trainers and experts who have training skills

Distance training:

It is one of the modern training methods that invest modern technologies in providing training sessions via the Internet or in the form of scientific discussions

Learning circles:

It is the best method of academic development, as it relies mainly on the exchange of field experiences and best practices among faculty members. It is an opportunity for ideas and experiences to come together collectively and without any material cost, as in workshops.

Vocational rehabilitation:

It is through long-term training programs such as educational preparation for the university faculty member in some Arab universities

Academic guiding:

It is through the system of consultations with experts in the field of teaching, whether inside or outside the university to provide advice and guidance.

Scientific guide:

To issue guides for the skills of teaching a university faculty member, including video media and links to courses that explain each skill and illustrate it with examples, and the guides also include an evaluating card that the professor himself makes after applying the skill. (Tracy, 2021).

Practical training:

It is through micro-teaching in training on a specific skill so that the strengths or deficiencies in their performance can be identified and the performance upgraded. Also, it

develops the teacher's professional skills such as lesson planning and teaching skills, how to use resources, thinking, decision-making, time management, responsibility and professional behavior. (Al-Rayes, 2020) (Msimanga, 2021).

Previous studies:

It will be dealt according to modernity, so we will start from the newest to the oldest, as follows:

A study of (Abu Qaoud, 2022) entitled: Skills of: teaching, research and administration for the faculty members according to academic accreditation standards: an exploratory study of faculty members at Al-Baha University. The study aimed to identify the levels of availability of teaching, research and administration skills among faculty members and to achieve this goal, a model was developed for the study and a questionnaire was developed and distributed to the university faculty members who represent the study community, and a stratified random sample representing 40% of the study community was taken. The study reached a set of results, the most important of which are: The levels of availability of teaching skills among faculty members came to a medium degree closer to high, and the study recommends focusing on developing all skills and focusing on developing the feedback skill in evaluating students and the skill of conducting research.

As for the study of (Al-Amad, 2022), it was entitled: Distance courses for faculty members at the University of Jerash and their role in developing their teaching skills from their point of view. The study aimed to identify the training courses provided by the university to the faculty members and their role in developing their teaching skills from their point of view. The study community consisted of faculty members at the university, and they were selected in a simple random way, and the descriptive survey method was used, and to achieve the objectives of the study, a questionnaire was used to collect information. The results showed that the training courses provided by the university have a role in developing the teaching skills of the faculty members to a high degree, also the results showed that the field of assessment skills ranked first, the field of planning ranked second, the field of communication skills ranked third, and the field of educational situation management ranked fourth, and all of them were with a high degree. Among the most important recommendations: the need for the university to choose thought-provoking educational activities and subjects, in order to be able to highlight the creative side of the faculty members.

A study of both (Merellano-Navarro1, Muñoz-Oyarce .2021) entitled: Teaching from the Perspective of University Professors. The study aimed to a critical analysis of the university teaching. The study followed the analytical explanatory approach, which aims to understand how the university professor performs the teaching process, and the results reached that it is important for the university professor to realize the learning process, as this shows positive results in the education process, and in establishing good relations with learners, and the importance of mastering the scientific content he studies.

There is also a study of (Aljarrah1.Khataybeh. 2021), which is entitled: The extent to which faculty members at the university possess the teaching skills of the twenty-first century. The study aimed to know the degree to which faculty members possess of the twenty-first century skills in Jordanian universities. The study followed the descriptive methodology, and the questionnaire was built and its sincerity and reliability were verified. The results showed that the degree of possession of the faculty members for the teaching skills of the twenty-first century was medium, and that the highest degree they possessed represented the skill of the effective communication, and the lowest degree of possession was the skill of the creative

thinking. This study recommends that universities focus on the faculty member development programs and integrate teaching skills within them and employ them practically.

Also, a study of (Bajbir, 2020), which is entitled: The extent of possessing effective university teaching skills among professors at Seiyun University from their point of view and their students: the College of Education as a model, the study aimed to identify the extent to which the faculty members at the university possesses the skills of effective university teaching in (planning, implementation, communication, contact and evaluation) in the light of the variables (gender, specialization, scientific department, academic degree and years of experience). The sample consisted of all faculty members in the College of Education, and the research tool was developed to achieve the objectives of the study and to ensure its sincerity and reliability. The study reached that the possession of university teaching skills among university teaching professors from their point of view is great, and from the point of view of their students is medium. The study recommended the implementation of a number of training and qualification courses to develop the capabilities and skills of faculty members and their assistants in fields of planning and implementing skills.

As for the study of (Al-Furaih, 2020), which is entitled: The actual and ideal teaching skills of the faculty members as seen by postgraduate students in the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University. The study aimed to reach the actual and ideal teaching skills of the faculty members in the lectures as seen by postgraduate students in the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University through preparation, organization, teaching and evaluation. The study community consisted of all postgraduate students in the doctorate program in the Department of Fundamentals of Education, and the descriptive survey approach was applied to achieve the objectives of the research, and after a comparison was made between the actual skills practiced by the faculty member and the ideal skills that should be practiced in lectures. The results were that most of the actual skills practiced by the faculty member are low compared to the skills that they should practice as seen by postgraduate students, and that as follows: The actual preparation and organization skills that he actually practices in the lectures are low compared to the ideal, that is, that he should practice, and the actual teaching skills in the lectures are low compared to the ideal, that is, that he should practice. The study recommended: providing training programs for academics to develop their teaching skills, which would raise the professional level of the members so as to enable them to keep up with the developments of the era in teaching, and to hold meetings and seminars among the faculty members.

And also a study of (Al-Shammary, 2020) entitled: Evaluating the level of performance of the university professor in the light of the standards of quality of teaching skills, and the study aimed to know the level of performance of the university professor in the light of the quality standards of teaching skills, and to achieve the aim of the research, the university teaching skills that should be available among the faculty members at Wasit University were investigated. In light of this, a note card was prepared as a tool that measures the level of university teaching skills, and it consisted of 50 items distributed over four areas: planning, implementation, evaluation, communication and connect, and a random class was chosen, and after verifying the sincerity and reliability of the tool, the results reached that the university teaching skills available among the faculty members at Wasit University were weak. The study recommended holding training courses and workshops to develop teaching skills for the university faculty members.

And a study of (Al-Samani, 2020) entitled: The effectiveness of training programs in developing the teaching and professional skills for the faculty members at the College of

Education in Zulfi - Al-Majmaah University, and the study aimed to identify the effectiveness of training programs in developing teaching skills and professional performance skills for faculty members at the College of Education in Zulfi. The researcher used the descriptive approach. The researcher designed a questionnaire as a tool for data collection, and among the results of the study: the effectiveness of training programs in developing the teaching skills for the faculty members with a high degree of effectiveness, with an arithmetic mean of (3.44), and the study recommended increasing interest in training programs related to teaching skills as the first and basic task for the faculty member at the university and preparing training programs according to training needs.

Also, a study of (Angelo1, Harsh.2019.) entitled: Exploring teaching methods expressed in teaching philosophies among the university teaching professors. The study aimed to explore whether the faculty member adopts his own teaching philosophy and based on it he chooses the methods and teaching skills that he uses in his teaching. The results reached that a group of them identified some teaching methods without clarifying their philosophy in teaching, and the study recommended the necessity of holding the training courses and any opportunity from the professional development opportunities and to hold meetings with experienced faculty members.

Among the studies is also a study of (Al-Dais, 2018) entitled: The degree of availability of the university teaching skills among the faculty members at the Faculty of Education, Sana'a University. The study aimed to investigate the degree of availability of the university teaching skills among the university faculty members among faculty members at the Faculty of Education - Sana'a University, for teaching skills from the students' point of view. And, in order to achieve this goal, a questionnaire consisting of 27 items was developed and distributed in five areas: preparation and organization skill, possibility of availability for the students, practicing the teaching activities, skill of arousing motivation and student participation, and skill of evaluation. The results showed that the faculty member possesses teaching skills with a medium degree in general, and the study recommended the importance of developing the capabilities of the university faculty members through continuous training on the process of planning and developing for the academic programs, and also aware them about the teaching skills and the academic teaching.

A study of both (Reznik, Vdovina, 2018), which is entitled: The university professor: Developing the faculty members and the priority activities. The study aimed to identify the priority activities for the university teachers and identify ways to develop their teaching and professional skills, by discover the motives of their choice of educational skills and teaching activities and skills, by observing the results of teachers' activities by creating a statistical picture of the university professor. The results were: poor psychological and educational preparation of the faculty member and the lack of opportunities available to them to keep pace with the rapid innovations in the higher education systems. The study recommended the need to observe the quality of the teaching performance of faculty members by the departments' managers, and to hold skills courses, and the need to exchange experiences with others by inviting reliable local or foreign experts, and to develop books on teaching skills.

As well as a study of (Al-Qararah, 2015), which is entitled: The teaching skills of the teachers of Tafila Technical University, according to the comprehensive quality standards. The study aimed to identify the reality of the teaching skills available to faculty members at Tafila Technical University in the light of the comprehensive quality standards. The study used the descriptive approach, and the questionnaire was used as a tool for it. Among the most important results: the efficiency of the university faculty member in teaching skills at the medium level

due to their lack of interest in developing themselves in the educational aspect and educational attitudes in terms of planning, implementation, classroom management, dealing with learners, activities and evaluation. The study recommended the importance of educating faculty members about training courses in refining their teaching skills, and holding courses and workshops to develop the teaching skills of the university faculty members.

Commentary on the previous studies

It is clear from the previous studies that all of them agreed on the objective in terms of dealing with the skills of the university teaching, and its role in the professional development for the faculty members.

The current study agrees with Abu Qaoud (2022), Al-Amd's study (2022), Bagbeer's study (2020), Aljarrah1.Khataybeh (2021), Al-Fraih's study (2020), Al-Samani's study (2020), and Al-Dais's study (2018), and Al-Qararah's study (2015), and that in using the descriptive research approach, and adopting the questionnaire as a research tool.

Also, the study of Al-Shammary (2020) and the study of Reznik, Vdovina (2018) used the descriptive research approach, but the tool was different from the tool of the current study, where both studies used the observation tool

While the study of Merellano-Navarro1, Muñoz-Oyarce (2021) used the explanatory-analytical approach.

It is also similar to the previous studies in terms of interest in the university teaching skills, but it differs from the previous studies in that it aims to identify the reality of teaching practices of the faculty members at Prince Sattam bin Abdulaziz University, and then building a proposed vision to develop the teaching skills of the faculty members.

How the current study taken benefits from the previous studies:

- 1- Preparing the theoretical framework for the current study
- 2- Preparing the questionnaire and the proposed vision for developing the teaching skills of the faculty members.
- 3- Determining the used study approach.
- 4- Benefit from the results of the previous studies in explaining and discussing the results.

Study methodology and procedures:

This chapter deals with a presentation of the procedures used in this study, and it includes a description of the approach used by the researcher in her study, in addition to determine the study community and the characteristics of the study individuals, it also includes how to build the study tool and the procedures used to verify its sincerity and reliability, and the statistical methods used in processing and analyzing its data.

Study methodology:

The study adopted the descriptive survey approach due to its suitability for this type of studies, which is based on questioning all individuals of the study community or a sample representing them, with the aim of describing the studied phenomenon in terms of its nature and degree of existence, and it does not stop at describing the data related to the phenomenon only, but goes beyond it to the limits of investigating its various manifestations and relations. It is also based on analyzing and interpreting the phenomenon and reaching conclusions in developing and improving reality (Al-Assaf, 2012).

Study community:

The study community consists of all faculty members at Prince Sattam bin Abdulaziz University, whose number is (2246) faculty members.

Study sample:

A simple random sample consisted of (328) faculty members from Prince Sattam bin Abdulaziz University, and the researcher relied on Stephen Thompson's equation to determine the minimum size that represents the study sample.

Characteristics of the study individuals:

The study individuals are characterized by a number of characteristics, represented in: academic degree, years of experience, training courses in developing teaching skills, as shown in table no. (1), as follows:

Table (1) Distribution of study individuals according to their job characteristics

Study variables		Iterations	Percentage
Academic degree	lecturer	106	32.3
	Assistant Professor	128	39.0
	Associate Professor	54	16.5
	Professor	40	12.2
Years of experience	Less than 5 years	62	18.9
	5- less than 10 years	75	22.9
	10 years or more	191	58.3
Training courses in developing teaching skills	There is no	38	11.6
	One course	98	29.9
	Two courses	146	44.5
	Three courses or more	46	14.0
Total		328	100.0

Table (1) shows the distribution of the study individuals according to their job characteristics, as for the variable of the academic degree, there are (128) faculty members with a percentage of (39.0%) and their academic rank is assistant professor, while there are (40) faculty members with a percentage of (12.2%) and their rank is professor, and with regard to years of experience, there are (191) faculty members with a percentage of (58.2%) and their experience is (10) years or more, while there are (62) faculty members with a percentage of (18.9%) and their experience is less than (5) years, and with regard to training courses in the field of developing teaching skills, there are (146) faculty members with a percentage of (44.5%) who got two training courses in the field of developing teaching skills, while there are (38) faculty members with a percentage of (11.6%) who did not get any training courses in this field.

Fourthly: Study tool:

According to the nature of the data, and the approach used in the study, the researcher found that the most appropriate tool to achieve the objectives of this study is the questionnaire.

The questionnaire is defined as "a suitable tool for obtaining information, data, and facts related to a specific reality, and it is presented in the form of a number of questions to be answered by a number of individuals concerned with the subject of the questionnaire." Obeidat et al. (2012, p. 106). The study tool was built by referring to the literature and previous studies related to the subject of the study, and the questionnaire in its final form consisted of two parts: the first part: it deals with the primary data of the study sample individuals, such as: academic degree, years of experience, training courses in the field of developing teaching skills. As for the second part: it consists of (60) phrases distributed over two axes, which are as follows: The first axis deals with: the reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University, and it includes (53) phrases distributed over four areas, which are (planning for the lesson (12) phrases - implementing the lesson (17) phrases - teaching evaluation and feedback (10) phrases - connecting and communicating with students (14) phrases). As for the second axis, it deals with proposals for developing the teaching skills for the faculty members at Prince Sattam bin Abdulaziz University, and it includes (7) phrases. The researcher asked the study individuals to answer each phrase by putting a tick (✓) in front of one of the following options:

1-Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree

The five-graduated scale categories have been determined as shown in table (2), as follows:

Table (2) Determining the five-graduated scale categories

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.21 – 5.0	3.41 – 4.20	2.61 – 3.40	1.81–2.60	1-1.80

The sincerity of the study tool: the researcher verified the validity of the study tool through the following:

The virtual sincerity (the sincerity of the arbitrators): after completing the construction of the study tool, which deals with "a proposed vision for developing the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University from the perspective of specialists", it was presented to a number of arbitrators in order to take guidance from their opinions. The arbitrators were asked to express their opinion on the clarity of the phrases and their suitability for what they were put for, and the suitability of the phrases for the axis to which they belong, with setting the adjustments and suggestions through which the study tool could be developed, and according to the adjustments and suggestions that made by the arbitrators, the researcher made the necessary adjustments agreed upon by the majority of the arbitrators, from adjusting some phrases and deleting others, until the questionnaire became in its final form.

Sincerity of the internal consistency: after confirming the virtual sincerity of the study tool, the researcher applied it in the field on an exploratory sample consisting of (30) faculty members. The Pearson correlation coefficient was also calculated to find out the internal validity of the questionnaire, where the correlation coefficient was calculated between the degree of each phrase of the questionnaire and the total degree of the axis to which the phrase belongs, as shown in the following tables.

Table (3) Pearson correlation coefficients for the phrases of the axis (the reality of the teaching skills of the faculty members) with the total degree for each axis

Planning for teaching		Implementation of teaching		Teaching evaluation and feedback		Connecting and communicating with students	
S	correlation coefficient	S	correlation coefficient	S	correlation coefficient	S	correlation coefficient
1	0.648**	1	0.716**	1	0.651**	1	0.670**
2	0.679**	2	0.526**	2	0.796**	2	0.748**
3	0.669**	3	0.521**	3	0.546**	3	0.676**
4	0.771**	4	0.723**	4	0.656**	4	0.652**
5	0.639**	5	0.627**	5	0.739**	5	0.631**
6	0.557**	6	0.639**	6	0.643**	6	0.543**
7	0.652**	7	0.502**	7	0.692**	7	0.703**
8	0.744**	8	0.687**	8	0.656**	8	0.599**
9	0.726**	9	0.580**	9	0.535**	9	0.656**
10	0.705**	10	0.578**	10	0.577**	10	0.691**
11	0.670**	11	0.594**	-	-	11	0.650**
12	0.693**	12	0.547**	-	-	12	0.798**
-	-	13	0.559**	-	-	13	0.504**
-	-	14	0.672**	-	-	14	0.597**
-	-	15	0.597**	-	-	-	-
-	-	16	0.622**	-	-	-	-
-	-	17	0.625**	-	-	-	-
0.816**		0.800**		0.881**		0.851**	

** significant at level (0.01)

It is clear from table (3) that all the correlation coefficients for the phrases of axis (the reality of the teaching skills of the faculty members) with the total degree of the axis that they belong came significant at the level of (0.01), where the values of the correlation coefficients for the dimensions of the axis ranged with the total degree of the axis between (0.800, 0.881), and all of them are good correlation coefficients, and this gives an indication of high internal consistency coefficients, as well as high and sufficient validity indicators that can be trusted in applying the current study tool.

Table (4) Pearson correlation coefficients for the phrases of the axis (proposals of developing the teaching skills for the faculty members) with the total degree of the axis

S	correlation coefficient	S	correlation coefficient
1	0.874**	5	0.713**
2	0.773**	6	0.621**
3	0.701**	7	0.803**
4	0.550**	-	-

** significant at level (0.01)

It is clear from table (4) that all the correlation coefficients for the phrases of axis (proposals of developing the teaching skills for the faculty members) came significant at the level of (0.01), where the values of the correlation coefficients for the phrases ranged between (0.550, 0.874), and all of them are good correlation coefficients, and this gives an indication of high internal consistency coefficients, as well as it indicate high and sufficient validity indicators that can be trusted in applying the current study tool.

The reliability of the study tool: the reliability of the questionnaire means making sure that the answer will be approximately the same if it is applied repeatedly to the same people at different times (Al-Assaf, 2012, p. 430), and the researcher measured the reliability of the study using Cronbach's alpha coefficient, as follows:

Table (5) *Cronbach's alpha coefficient to measure the reliability of the study tool*

S	Axis	Number of phrases	Reliability coefficient
1	Planning for teaching	12	0.878
2	Implementation of teaching	17	0.902
3	Teaching evaluation and feedback	10	0.794
4	Connecting and communicating with students	14	0.857
5	The total degree of the reality of the teaching skills of the faculty members	53	0.894
6	Proposals of the teaching skills for the faculty members	7	0.803
	Total reliability	29	0.919

Table (5) shows that the study questionnaire has statistically acceptable reliability, where the value of the total reliability coefficient (alpha) was (0.919), which is a high degree of reliability, and the reliability coefficients of the study tool ranged between (0.794, 0.902), which are high reliability coefficients that can be trusted in applying the current study tool.

The statistical methods used: to achieve the objectives of the study and analyze the collected data, many appropriate statistical methods were used using the Statistical Package for Social Sciences, which are symbolized by the symbol (SPSS). The most prominent of those methods: frequencies and percentages, Pearson correlation coefficient, Cronbach's Alpha coefficient, "Mean" and "Standard Deviation", One-Way analysis of variance (One Way Anova) to identify the differences according to the variables of the study (the educational rank, years of experience, number of courses in developing teaching skills), and Scheffe test to identify the dimensional differences and in favor of any category of the variables of the study (the educational rank, years of experience, number of courses in developing teaching skills).

Presenting and discussing the results of the study

This chapter presents and discusses the results of the field study by presenting the answers of the study individuals on the phrases of the questionnaire, and that by answering the study questions as follows:

The first question: What is the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University?

The current study dealt with the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University through four dimensions: planning for teaching, implementation of teaching, teaching evaluation and feedback, connecting and communicating with students, and the following points deal some details of those dimensions, as follows:

Firstly: planning for teaching

To identify the reality of the teaching skills of the faculty members with regard to planning for teaching at Prince Sultan bin Abdulaziz University, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (6) shows the reality of the teaching skills of the faculty members with regard to planning for teaching at Prince Sultan bin Abdulaziz University

S	Phrases	Degree of approval										Arithmeti c mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
5	Prepare for the lecture before its time in sufficient time	243	74.1	76	23.2	9	2.7	0	0.0	0	0.0	4.71	0.51	1
6	Determine clear systems to follow-up the lecture	204	62.2	106	32.3	18	5.5	0	0.0	0	0.0	4.57	0.60	2
8	Determine appropriate teaching methods in light of the curriculum objectives	194	59.1	10,5	32.0	29	8.8	0	0.0	0	0.0	4.50	0.65	3
4	Present for the students a written copy of the curriculum description at the beginning of each semester	213	64.9	68	20.7	29	8.8	18	5.5	0	0.0	4.45	0.87	4
2	Determine the general objectives of the curriculum	205	62.5	85	25.9	28	8.5	0	0.0	10	3.0	4.45	0.89	5
3	Determine the requirements and mechanisms for the scheduled evaluation at the beginning of each semester	195	59.5	86	26.2	37	11.3	0	0.0	10	3.0	4.39	0.91	6
7	Formulate various objectives for the lecture	165	50.3	108	32.9	37	11.3	18	5.5	0	0.0	4.28	0.87	7
12	Use recent and multiple references for the curriculum	146	44.5	13,5	41.2	29	8.8	18	5.5	0	0.0	4.25	0.83	8
1	Write a description for the curriculum at the beginning of each semester	185	56.4	86	26.2	19	5.8	18	5.5	20	6.1	4.21	0.86	9
9	Choose the necessary and most important curriculum topics in the field of specialization	165	50.3	104	31.7	30	9.1	19	5.8	10	3.0	4.20	0.83	10
11	Review and update the curriculum plan continuously	136	41.5	104	31.7	69	21.0	9	2.7	10	3.0	4.06	0.90	11
10	Link the objectives of the curriculum to the	108	32.9	124	37.8	67	20.4	9	2.7	20	6.1	3.89	0.89	12

S	Phrases	Degree of approval								Arithmetic mean	Standard deviation	Ranking		
		Strongly agree		Agree		Neutral		Disagree					Strongly disagree	
		K	%	K	%	K	%	K	%				K	%
	jobs available for the specialization	The general arithmetic mean of the axis								4.33	0.58	-		

It is clear from table (6) that the axis of the reality of the teaching skills of the faculty members with regard to planning for teaching at Prince Sultan bin Abdulaziz University includes (12) phrases, their arithmetic means ranged between (3.89 , 4.71) from (5.0) degrees, and these means fall into the fourth and fifth categories of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases came with a response degree (agree to strongly agree).

The general arithmetic mean of the axis phrases was (4.33) with a standard deviation (0.58), and this indicates that the reality of the teaching skills of the faculty members with regard to planning for teaching at Prince Sultan bin Abdulaziz University was very high, where the phrase (5), which states (Prepare for the lecture before its time in sufficient time), comes in the first rank with an arithmetic mean (4.71) and a standard deviation (0.51), followed by phrase (6), which states (Determine clear systems to follow-up the lecture) with an arithmetic mean (4.57) and a standard deviation (0.60), and phrase (11), which states (Review and update the curriculum plan continuously) comes in the eleventh rank among the phrases of the axis of the reality of the teaching skills of the faculty members with regard to planning for teaching at Prince Sultan Bin University Abdulaziz, with an arithmetic mean (4.06) and a standard deviation (0.90), and in the twelfth and last rank comes phrase (10), which states (Link the objectives of the curriculum to the jobs available for the specialization) with an arithmetic mean (3.89) and a standard deviation (0.89). The result of the current study agreed with the result of the study (Bajbeer, 2020), which found out that the possession of university teaching skills among the university professors with regard to planning for teaching from their point of view was significant, while the result of the current study differed with the result of the study (Al-Furaih, 2020), which found out that the level of actual teaching skills of the faculty members related to planning in the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University was not at the desired level. As well as, the result of the current study differed with the result of the study (Al-Shammari, 2020), which found out that the level of performance of the university professor with regard to planning in light of the standards of quality of teaching skills at Wasit University was weak. Also, the result of the current study differed with the result of the study (Al-Dais, 2018), which found out that the degree of availability of the university teaching skills with regard to preparation and organization among the faculty members at the Faculty of Education, Sana'a University was medium.

Secondly: implementation of teaching

To identify the reality of the teaching skills of the faculty members with regard to implementation of teaching at Prince Sultan bin Abdulaziz University, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (7) shows the reality of the teaching skills of the faculty members with regard to implementation of teaching at Prince Sultan bin Abdulaziz University

S	Phrases	Degree of approval										Arithmetic mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
5	Present the topic logically and gradually	252	76.8	76	23.2	0	0.0	0	0.0	0	0.0	4.77	0.42	1
2	Adhere to the dates and times of the lectures	261	79.6	58	17.7	9	2.7	0	0.0	0	0.0	4.77	0.48	2
13	Directing students to obtain information from its correct sources	222	67.7	106	32.3	0	0.0	0	0.0	0	0.0	4.68	0.47	3
3	Employ the previous experience gained as an introduction to the new lecture	241	73.5	68	20.7	19	5.8	0	0.0	0	0.0	4.68	0.58	4
17	Encourage the students to participate constructively and positively in activating the activities	166	50.6	142	43.3	20	6.1	0	0.0	0	0.0	4.45	0.61	5
4	Start the lecture with a statement that arouses the students' attention and curiosity	194	59.1	85	25.9	49	14.9	0	0.0	0	0.0	4.44	0.74	6
1	Explain the objectives of each lecture	165	50.3	134	40.9	29	8.8	0	0.0	0	0.0	4.41	0.65	7
10	Give students the opportunity to express their opinions on various issues and topics	174	53.0	107	32.6	47	14.3	0	0.0	0	0.0	4.39	0.72	8
11	Directing students to accept different points of view	163	49.7	127	38.7	38	11.6	0	0.0	0	0.0	4.38	0.68	9
14	Encourage students to work collaboratively and accomplish works in a team spirit	176	53.7	104	31.7	39	11.9	9	2.7	0	0.0	4.36	0.80	10
7	Link the topics with the students' personal experiences	163	49.7	116	35.4	49	14.9	0	0.0	0	0.0	4.35	0.73	11
9	Develop in students the skill of decision making and taking responsibility through activities and costs	154	47.0	126	38.4	48	14.6	0	0.0	0	0.0	4.32	0.72	12
12	Ask questions that require specific	156	47.6	116	35.4	47	14.3	9	2.7	0	0.0	4.28	0.81	13

S	Phrases	Degree of approval										Arithmeti c mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
6	knowledge of the curriculum content through self-reading Use appropriate educational techniques and resources for the lecture	176	53.7	96	29.3	29	8.8	27	8.2	0	0.0	4.28	0.94	14
8	Use teaching methods that promote critical and creative thinking	165	50.3	88	26.8	66	20.1	9	2.7	0	0.0	4.25	0.87	15
15	Provide opportunities for self- and group learning continuously	135	41.2	134	40.9	59	18.0	0	0.0	0	0.0	4.23	0.73	16
16	Encourage students to do scientific research appropriate for the specialization	155	47.3	87	26.5	58	17.7	28	8.5	0	0.0	4.13	0.99	17
The general arithmetic mean of the axis												4.42	0.45	-

It is clear from table (7) that the axis of the reality of the teaching skills of the faculty members with regard to implementation of teaching at Prince Sultan bin Abdulaziz University includes (17) phrases, their arithmetic means ranged between (4.13 , 4.77) from (5.0) degrees, and these means fall into the fourth and fifth categories of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases came with a response degree (agree to strongly agree).

The general arithmetic mean of the axis phrases was (4.42) with a standard deviation (0.45), and this indicates that the reality of the teaching skills of the faculty members with regard to implementation of teaching at Prince Sultan bin Abdulaziz University was very high, where the phrase (5), which states (Present the topic logically and gradually), comes in the first rank with an arithmetic mean (4.77) and a standard deviation (0.42), followed by phrase (2), which states (Adhere to the dates and times of the lectures) with an arithmetic mean (4.77) and a standard deviation (0.48), and phrase (15), which states (Provide opportunities for self- and group learning continuously) comes in the sixteen rank among the phrases of the axis of the reality of the teaching skills of the faculty members with regard to implementation of teaching at Prince Sultan Bin University Abdulaziz, with an arithmetic mean (4.23) and a standard deviation (0.73), and in the seventeen and last rank comes phrase (16), which states (Encourage students to do scientific research appropriate for the specialization) with an arithmetic mean (4.13) and a standard deviation (0.99). The result of the current study agreed with the result of the study of (Merellano-Navarro¹, Muñoz-Oyarce, 2021), which emphasized the importance of the faculty member's mastery of the scientific content he teaching, also the result of the current study agreed with the result of the study (Bajbeer, 2020), which found out that the possession of university teaching skills among the university professors with regard to implementation of teaching from their point of view was significant, while the result of the current study differed with the result of the study (Al-Furaih, 2020), which found out that the level of actual teaching skills of the faculty members related to implementation of teaching in

the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University was not at the desired level. As well as, the result of the current study differed with the result of the study (Al-Shammary, 2020), which found out that the level of performance of the university professor with regard to the implementation in light of the standards of quality of teaching skills at Wasit University was weak. Also, the result of the current study differed with the result of the study (Al-Dais, 2018), which found out that the degree of availability of the university teaching skills with regard to do teaching activities among the faculty members at the Faculty of Education, Sana'a University was medium.

Thirdly: teaching evaluation and feedback

To identify the reality of the teaching skills of the faculty members with regard to teaching evaluation and feedback at Prince Sultan bin Abdulaziz University, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (8) shows the reality of the teaching skills of the faculty members with regard to teaching evaluation and feedback at Prince Sultan bin Abdulaziz University

S	Phrases	Degree of approval										Arit - St an d'a R e		
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		K	%	R
		K	%	K	%	K	%	K	%	K	%			
1	Use a variety methods in evaluating students	212	64.6	106	32.3	10	3.0	0	0.0	0	0.0	4.62	0.55	1
5	Explain to the students the criteria of evaluating the tasks they perform	195	59.5	123	37.5	10	3.0	0	0.0	0	0.0	4.56	0.55	2
2	Make sure to evaluate students objectively to ensure that the impact of learning is transmitted	193	58.8	116	35.4	19	5.8	0	0.0	0	0.0	4.53	0.61	3
10	Discuss test questions with students after the test finished	192	58.5	106	32.3	30	9.1	0	0.0	0	0.0	4.49	0.66	4
9	Give the students an opportunity to discuss the mistakes they made in a way that improves their performance	146	44.5	173	52.7	9	2.7	0	0.0	0	0.0	4.42	0.55	5
3	Use credible and reliable measurement tools continuously to know the level of students	165	50.3	135	41.2	28	8.5	0	0.0	0	0.0	4.42	0.64	6

S	Phrases	Degree of approval										Arit	St an	da R
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
6	Allocate a portion of students' grades for class activities and participations	165	50.3	95	29.0	49	14.9	9	2.7	10	3.0	4.21	0.82	7
8	Give the students the opportunity to choose from alternatives for tasks with what achieve the creation to them	78	23.8	134	40.9	49	14.9	58	17.7	9	2.7	3.65	0.91	8
4	Activate (achievement file - performance measurement)	88	26.8	59	18.0	11,5	35.1	47	14.3	19	5.8	3.46	0.99	9
7	Allocate a portion of students' grades for the volunteer works and community participations	57	17.4	95	29.0	79	24.1	68	20.7	29	8.8	3.25	0.93	10
The general arithmetic mean of the axis											4.16	0.50	-	

It is clear from table (8) that the axis of the reality of the teaching skills of the faculty members with regard to teaching evaluation and feedback at Prince Sultan bin Abdulaziz University includes (10) phrases, their arithmetic means ranged between (3.25, 4.62) from (5.0) degrees, and these means fall into the third and fifth categories of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases came with a response degree (neutral to strongly agree).

The general arithmetic mean of the axis phrases was (4.16) with a standard deviation (0.50), and this indicates that the reality of the teaching skills of the faculty members with regard to teaching evaluation and feedback at Prince Sultan bin Abdulaziz University was high, where the phrase (1), which states (Use a variety methods in evaluating students), comes in the first rank with an arithmetic mean (4.62) and a standard deviation (0.55), followed by phrase (5), which states (Explain to the students the criteria of evaluating the tasks they perform) with an arithmetic mean (4.56) and a standard deviation (0.55), and phrase (4), which states (Activate (achievement file - performance measurement)) comes in the ninth rank among the phrases of the axis of the reality of the teaching skills of the faculty members with regard to teaching evaluation and feedback at Prince Sultan Bin University Abdulaziz, with an arithmetic mean (3.46) and a standard deviation (0.99), and in the tenth and last rank comes phrase (7), which states (Allocate a portion of students' grades for the volunteer works and community participations) with an arithmetic mean (3.25) and a standard deviation (0.93). The result of the current study agreed with the result of the study (Bajbeer, 2020), which found out that the possession of university teaching skills among the university professors with regard to evaluating from their point of view was significant, while the result of the current study differed

with the result of the study (Al-Furaih, 2020), which found out that the level of actual teaching skills of the faculty members related to evaluating in the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University was not at the desired level. As well as, the result of the current study differed with the result of the study (Al-Shammari, 2020), which found out that the level of performance of the university professor with regard to evaluating in light of the standards of quality of teaching skills at Wasit University was weak. Also, the result of the current study differed with the result of the study (Al-Dais, 2018), which found out that the degree of availability of the university teaching skills with regard to evaluating among the faculty members at the Faculty of Education, Sana'a University was medium.

Fourthly: connecting and communicating with students

To identify the reality of the teaching skills of the faculty members with regard to connecting and communicating with students at Prince Sultan bin Abdulaziz University, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (9) shows the reality of the teaching skills of the faculty members with regard to connecting and communicating with students at Prince Sultan bin Abdulaziz University

S	Phrases	Degree of approval										Arithmetic mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
8	Accept students' notes and discussions with interest	261	79.6	67	20.4	0	0.0	0	0.0	0	0.0	4.80	0.40	1
9	Contribute in forming the positive attitude towards the subject of specialization	252	76.8	76	23.2	0	0.0	0	0.0	0	0.0	4.77	0.42	2
2	Allow students to express their opinions clearly	242	73.8	86	26.2	0	0.0	0	0.0	0	0.0	4.74	0.44	3
4	Take into account the gestures, facial expressions, body language and movement during the lecture	243	74.1	76	23.2	9	2.7	0	0.0	0	0.0	4.71	0.51	4
3	Speak in a clear voice and various voice tones during the lecture	252	76.8	58	17.7	18	5.5	0	0.0	0	0.0	4.71	0.56	5
10	Develop the students' patriotism sense for students and	251	76.5	67	20.4	0	0.0	10	3.0	0	0.0	4.70	0.63	6

S	Phrases	Degree of approval										Arithmeti c mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
7	their pride in building the homeland through proficiency in specialization Welcome students outside of lecture time and during office hours	222	67.7	106	32.3	0	0.0	0	0.0	0	0.0	4.68	0.47	7
5	Show enthusiasm and vitality during the lecture	233	71.0	86	26.2	9	2.7	0	0.0	0	0.0	4.68	0.52	8
14	Direct the students to the importance of mastering the work	242	73.8	67	20.4	19	5.8	0	0.0	0	0.0	4.68	0.58	9
13	Clarify to the students how important they are in promoting the society and its economy.	212	64.6	97	29.6	19	5.8	0	0.0	0	0.0	4.59	0.60	10
11	Keen to instill the positive attitudes for students in national events	222	67.7	77	23.5	29	8.8	0	0.0	0	0.0	4.59	0.65	11
1	Encourage students on the electronic communication with me (e-mail - personal page - twitter ... etc.).	203	61.9	106	32.3	19	5.8	0	0.0	0	0.0	4.56	0.60	12
6	Keen to know names of the students	202	61.6	97	29.6	19	5.8	10	3.0	0	0.0	4.50	0.74	13
12	Motivate students to interact and participate with the government initiatives	184	56.1	116	35.4	28	8.5	0	0.0	0	0.0	4.48	0.65	14
The general arithmetic mean of the axis												4.66	0.37	-

It is clear from table (9) that the axis of the reality of the teaching skills of the faculty members with regard to connecting and communicating at Prince Sultan bin Abdulaziz
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University includes (14) phrases, their arithmetic means ranged between (4.48, 4.80) from (5.0) degrees, and these means fall into the fifth category of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases came with a response degree (strongly agree).

The general arithmetic mean of the axis phrases was (4.66) with a standard deviation (0.37), and this indicates that the reality of the teaching skills of the faculty members with regard to connecting and communicating at Prince Sultan bin Abdulaziz University was very high, where the phrase (8), which states (Accept students' notes and discussions with interest), comes in the first rank with an arithmetic mean (4.80) and a standard deviation (0.40), followed by phrase (9), which states (Contribute in forming the positive attitude towards the subject of specialization) with an arithmetic mean (4.77) and a standard deviation (0.42), and phrase (6), which states (Keen to know names of the students) comes in the thirteen rank among the phrases of the axis of the reality of the teaching skills of the faculty members with regard to connecting and communicating at Prince Sultan Bin University Abdulaziz, with an arithmetic mean (4.50) and a standard deviation (0.74), and in the fourteen and last rank comes phrase (12), which states (Motivate students to interact and participate with the government initiatives) with an arithmetic mean (4.48) and a standard deviation (0.65). The result of the current study agreed with the result of the study of (Merellano-Navarro¹, Muñoz-Oyarce, 2021), which emphasized the importance of the good relations among the faculty member and the learners, also the result of the current study agreed with the result of the study (Bajbeer, 2020), which found out that the possession of university teaching skills among the university professors with regard to connecting and communicating from their point of view was significant, while the result of the current study differed with the result of the study (Aljarrah¹.Khataybeh,2021), which found out that the degree of possession by faculty members of the skills of teaching the twenty-first century with regard to the effective communication was a medium degree. As well as, the result of the current study differed with the result of the study (Al-Shammery, 2020), which found out that the level of performance of the university professor with regard to connecting and communicating in light of the standards of quality of teaching skills at Wasit University was weak. Also, the result of the current study differed with the result of the study (Al-Dais, 2018), which found out that the degree of availability of the university teaching skills with regard to the participation of students among the faculty members at the Faculty of Education, Sana'a University was medium.

Through the previous presentation of the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (10) shows the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University

S	Areas	Arithmetic mean	Standard deviation	Ranking
4	Connecting and communicating with students	4.66	0.37	1
2	Implementation of teaching	4.42	0.45	2
1	Planning for teaching	4.33	0.58	3
3	Teaching evaluation and feedback	4.16	0.50	4
	The general arithmetic mean	4.39	0.42	-

It is clear from table (10) that the axis of the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University includes (4) dimensions, their arithmetic means ranged between (4.16, 4.66) from (5.0) degrees, and these means fall into the fourth and fifth categories of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases ranged between response degree (agree to strongly agree).

The general arithmetic mean of the axis dimensions was (4.39) with a standard deviation (0.42), and this indicates that the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University was very high, where the dimension of (Connecting and communicating with students), comes in the first rank with an arithmetic mean (4.66) and a standard deviation (0.37), followed by (Implementation of teaching) with an arithmetic mean (4.42) and a standard deviation (0.45), and dimension (Planning for teaching) comes in the third rank with an arithmetic mean (4.33) and a standard deviation (0.58), and in the last rank comes dimension (Teaching evaluation and feedback), as a minimum dimensions of the axis of the axis the reality of the teaching skills of the faculty members at Prince Sultan bin Abdulaziz University, with an arithmetic mean (4.16) and a standard deviation (0.50). The result of the current study agreed with the result of the study of (Bajbeer, 2020), which found out that the possession of university teaching skills among the university professors from their point of view was significant, while the result of the current study differed with the result of the study (Abu Qaoud, 2022), which found out that the levels of availability of teaching skills among faculty members came with a medium degree closer to high. Also, the result of the current study differed with the result of the study (Aljarrah1.Khataybeh, 2021), which found out that the degree of possession by faculty members of the skills of teaching the twenty-first century was a medium degree. As well as, the result of the current study differed with the result of the study (Al-Furaih, 2020), which found out that the level of actual teaching skills of the faculty members in the Department of Fundamentals of Education at Imam Mohammed bin Saud Islamic University was not at the desired level compared to the ideal levels for those skills. Also, the result of the current study differed with the result of the study (Al-Shammary, 2020), which found out that the level of performance of the university professor in light of the standards of quality of teaching skills at Wasit University was weak. Also, the result of the current study differed with the result of the study (Al-Dais, 2018), which found out that the degree of availability of the university teaching skills among the faculty members at the Faculty of Education, Sana'a University was medium in general. Also, the result of the current study differed with the result of the study (Al-Qarwa'a, 2015), which found out that the efficiency of the university faculty member at Tafila Technical University in teaching skills is at medium level.

The second question: What are the proposals for improving the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals?

To identify proposals for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals, frequencies, percentages, arithmetic mean, and standard deviation were calculated for the responses of the study sample individuals, as follows:

Table (11) shows proposals for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals

S	Phrases	Degree of approval										Arithmeti c mean	Standard deviation	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		K	%	K	%	K	%	K	%	K	%			
5	Designing an appropriate teaching environment equipped with modern digital technologies	239	72.9	60	18.3	20	6.1	9	2.7	0	0.0	4.61	0.72	1
3	Adopting international quality standards to be applied to the teaching practices of faculty members	203	61.9	97	29.6	10	3.0	18	5.5	0	0.0	4.48	0.80	2
2	Providing training courses related to (teaching strategies, learning activities).	221	67.4	59	18.0	28	8.5	20	6.1	0	0.0	4.47	0.89	3
7	Applying training programs related to (evaluation methods, questions formulation, and learning outputs)	183	55.8	116	35.4	19	5.8	10	3.0	0	0.0	4.44	0.74	4
4	Existence of a follow-up system from the quality committees in the departments	172	52.4	108	32.9	39	11.9	9	2.7	0	0.0	4.35	0.80	5
1	Providing training courses at the beginning of each academic year related to (formulating the learning outputs, curriculum description).	182	55.5	108	32.9	9	2.7	20	6.1	9	2.7	4.32	0.99	6
6	Applying mutual visits between members when implementing the lecture	173	52.7	96	29.3	50	15.2	9	2.7	0	0.0	4.32	0.83	7
The general arithmetic mean of the axis											4.43	0.56	-	

It is clear from table (11) that the axis of the proposals for improving the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals includes (7) phrases, their arithmetic means ranged between (4.32, 4.61) from (5.0) degrees, and these means fall into the fifth category of the five-graduated scale categories. The previous result indicates that the study individuals' responses to the axis phrases came with response degree (strongly agree).

The general arithmetic mean of the axis phrases was (4.43) with a standard deviation (0.56), and this indicates that there is strongly agree among the study sample individuals on the proposals for improving the teaching skills of faculty members at Prince Sattam bin Abdulaziz University from the perspective of the study individuals, where the phrase (5), which states (Designing an appropriate teaching environment equipped with modern digital technologies), comes in the first rank with an arithmetic mean (4.61) and a standard deviation (0.72), followed by phrase (3), which states (Adopting international quality standards to be applied to the teaching practices of faculty members) with an arithmetic mean (4.48) and a standard deviation (0.80), and phrase (1), which states (Providing training courses at the beginning of each academic year related to (formulating the learning outputs, curriculum description)) comes in the sixth with an arithmetic mean (4.32) and a standard deviation (0.99), and in the seventh and last rank comes phrase (6), which states (Applying mutual visits between members when implementing the lecture) with an arithmetic mean (4.32) and a standard deviation (0.83).

The third question: Are there statistically significant differences among the answers of individuals in the study variable (the academic rank, years of experience, number of courses in developing teaching skills)?

Firstly: the differences according to the academic rank variable

And to know if there are statistically significant differences in the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University, according to the academic rank variable; analysis test of one way variance (one way anova) was used, as shown in Table (11), as follows:

Table (11) Results of one way analysis of variance (One Way Anova) for differences about (The reality of the teaching skills of the faculty members) according to the academic rank variable

Dimensions	Groups	Sum of Squares	Degrees of freedom	Squares Value mean	Value of (F)	level of significance
Planning for teaching	Among groups	1.672	3	0.557	1.664	0.175
	Within groups	108.533	324	0.335		
	Sum	110.205	327			
Implementation of teaching	Among groups	0.625	3	0.208	1.033	0.378
	Within groups	65.312	324	0.202		
	Sum	65.937	327			
Teaching evaluation and feedback	Among groups	2.252	3	0.751	3.008	0.030
	Within groups	80.849	324	0.250		
	Sum	83.100	327			
Connecting and communicating with students	Among groups	0.792	3	0.264	1.995	0.115
	Within groups	42.866	324	0.132		

Dimensions	Groups	Sum of Squares	Degrees of freedom	Squares Value mean of (F)	level of significance
The total degree of the axis	Sum	43.658	327		
	Among groups	0.812	3	0.271	
	Within groups	57.577	324	0.178	1.524 0.208
	Sum	58.389	327		

It is clear from Table (11) that there are no statistically significant differences among the means of the responses of the study sample individuals about the total degree of the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - connecting and communicating with students) according to the academic rank variable, Where the value of the level of significance for those dimensions was respectively (0.175, 0.378, 0.115), and the total degree (0.208), all of them have values greater than (0.05), that is, they are not statistically significant. The previous result indicates the convergence of the responses of the study sample individuals despite the difference in their academic degrees, about the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - connecting and communicating with students) at Prince Sattam bin Abdulaziz University.

While the results showed that there are statistically significant differences among the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback) according to the academic rank variable. To find out the direction of the differences and in favor of any category of the academic rank variable categories, the (Scheffe) test was used, as follows:

Table (12) *Schefee test for differences on the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback) according to the academic rank variable*

The academic rank	N	Arithmetic mean	Standard deviation	lecturer	Assistant professor	Associate professor	Professor
lecturer	106	4.24	0.49	-	0.18**		
Assistant professor	128	4.06	0.58	-0.18**	-	-0.16*	
Associate professor	54	4.22	0.39		0.16*	-	
Professor	40	4.19	0.37				-

It is clear from Table (12), which shows the results of the post-comparisons of the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback) according to the academic rank variable, where it is clear that these differences came among the faculty members with the rank of assistant professor and faculty members with the rank of lecturer and associate professor, and that in favor of a lecturer with an arithmetic mean of (4.24). The previous result indicates that the faculty members with the rank of lecturer agree to a greater degree on the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback).

Secondly: the differences according to the years of experience variable

And to know if there are statistically significant differences in the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University, according to the years of experience variable; analysis test of one way variance (one way anova) was used, as shown in Table (13), as follows:

Table (13) Results of one way analysis of variance (One Way Anova) for differences about (The reality of the teaching skills of the faculty members) according to the years of experience variable

Dimensions	Groups	Sum of Squares	Degrees of freedom	Squares Value of mean	Value of (F)	level of significance
Planning for teaching	Among groups	12.807	2	6.404	21.367	0.000
	Within groups	97.398	325	0.300		
	Sum	110.205	327			
Implementation of teaching	Among groups	7.913	2	3.957	22.161	0.000
	Within groups	58.024	325	0.179		
	Sum	65.937	327			
Teaching evaluation and feedback	Among groups	1.886	2	0.943	3.773	0.024
	Within groups	81.215	325	0.250		
	Sum	83.100	327			
Connecting and communicating with students	Among groups	0.347	2	0.173	1.302	0.273
	Within groups	43.311	325	0.133		
	Sum	43.658	327			
The total degree of the axis	Among groups	4.056	2	2.028	12.129	0.000
	Within groups	54.334	325	0.167		
	Sum	58.389	327			

It is clear from Table (13) that there are no statistically significant differences among the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members with regard to skill of (connecting and communicating with students) according to the years of experience variable, Where the value of level of significance reached (0.273), and it is value greater than (0.05), that is, they are not statistically significant. The previous result indicates the convergence of the responses of the study sample individuals on the difference of their years of experience about the reality of the teaching skills of the

faculty members with regard to (connecting and communicating with students) at Prince Sattam bin Abdulaziz University.

While the results showed that there are statistically significant differences among the means of the responses of the study sample individuals about the total degree of the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - teaching evaluation and feedback) according to the years of experience variable. To find out the direction of the differences and in favor of any category of the years of experience variable categories, the (Scheffe) test was used, as follows:

Table (14) *Scheffe test for differences on the reality of the teaching skills of the faculty members according to the years of experience variable*

Dimensions	Years of experience	N	Arithmetic mean	Standard deviation	Less than 5 years	5- less than 10 years	10 years or more
Planning for teaching	Less than 5 years	62	4.63	0.37	-	0.61**	0.28**
	5- less than 10 years	75	4.02	0.45	-0.61**	-	-0.33**
	10 years or more	191	4.35	0.63	-0.28**	0.33**	-
Implementation of teaching	Less than 5 years	62	4.60	0.37	-	0.45**	0.14*
	5- less than 10 years	75	4.15	0.41	-0.45**	-	-0.32**
	10 years or more	191	4.47	0.44	-0.14**	0.32**	-
Teaching evaluation and feedback	Less than 5 years	62	4.17	0.41	-	-	-
	5- less than 10 years	75	4.02	0.45	-	-	-0.19**
	10 years or more	191	4.21	0.54	-	0.19**	-
The total degree	Less than 5 years	62	4.52	0.34	-	0.32**	-
	5- less than 10 years	75	4.20	0.31	-0.32**	-	-0.23**
	10 years or more	191	4.43	0.46	-	0.23**	-

It is clear from Table (14), which shows the results of the post-comparisons of the means of the responses of the study sample individuals about the total degree of the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - teaching evaluation and feedback) according to the years of experience variable, Where it is clear that these differences came between the faculty members whose experience is less than (5) years and the faculty members who have other years of experience, and that in favor of the faculty members whose experience is less than (5) years, with an arithmetic mean of (4.63) for the dimension of Planning for teaching, and with an arithmetic mean of (4.60) for the dimension of Implementation of teaching, and with an

arithmetic mean of (4.52) for the total degree of the axis, in favor of years of experience (10) years or more in the dimension of teaching evaluation and feedback.

Thirdly: the differences according to the number of courses in developing teaching skills variable

And to know if there are statistically significant differences in the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University, according to the training courses variable; analysis test of one way variance (one way anova) was used, as shown in Table (15), as follows:

Table (15) Results of one way analysis of variance (One Way Anova) for differences about (The reality of the teaching skills of the faculty members) according to the training courses variable

Dimensions	Groups	Sum of Squares	Degrees of freedom	Squares Value mean	Value of (F)	level of significance
Planning for teaching	Among groups	3.958	3	1.319	4.023	0.008
	Within groups	106.247	324	0.328		
	Sum	110.205	327			
Implementation of teaching	Among groups	2.206	3	0.735	3.738	0.012
	Within groups	63.731	324	0.197		
	Sum	65.937	327			
Teaching evaluation and feedback	Among groups	1.545	3	0.515	2.047	0.107
	Within groups	81.555	324	0.252		
	Sum	83.100	327			
Connecting and communicating with students	Among groups	2.377	3	0.792	6.220	0.000
	Within groups	41.281	324	0.127		
	Sum	43.658	327			
The total degree of the axis	Among groups	2.034	3	0.678	3.897	0.009
	Within groups	56.355	324	0.174		
	Sum	58.389	327			

It is clear from Table (15) that there are no statistically significant differences among the means of the responses of the study sample individuals about the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback) according to the training courses variable, where the value of level of significance reached (0.107), and it is value greater than (0.05), that is, they are not statistically significant. The previous result

indicates the convergence of the responses of the study sample individuals on the difference of the training courses they obtained about the reality of the teaching skills of the faculty members with regard to (teaching evaluation and feedback) at Prince Sattam bin Abdulaziz University.

While the results showed that there are statistically significant differences among the means of the responses of the study sample individuals about the total degree of the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - connecting and communicating with students) according to the training courses variable. To find out the direction of the differences and in favor of any category of the training courses variable categories, the (Scheffe) test was used, as follows:

Table (16) *Scheffe test for differences on the reality of the teaching skills of the faculty members according to the training courses variable*

Dimensions	Training courses	N	Arithmetic mean	Standard deviation	There is no	One course	Two courses	Three courses or more
Planning for teaching	There is no	38	4.06	0.62	-	-0.24*	-0.35**	-0.34**
	One course	98	4.30	0.63	0.24*	-		
	Two courses	146	4.40	0.56	0.35**		-	
	Three courses or more	46	4.40	0.41	0.34**			-
Implementation of teaching	There is no	38	4.23	0.43	-	-0.21*	-0.20*	-0.32**
	One course	98	4.43	0.39	0.21*	-		
	Two courses	146	4.43	0.53	0.20*		-	
	Three courses or more	46	4.55	0.22	0.32**			-
Connecting and communicating with students	There is no	38	4.00	0.50	-	-0.23**	-0.25**	-0.31**
	One course	98	4.21	0.41	0.23**	-		
	Two courses	146	4.19	0.59	0.25**		-	
	Three courses or more	46	4.10	0.36	0.32**			-
The total degree	There is no	38	4.43	0.33	-	-0.22**	-0.25**	-0.27**
	One course	98	4.66	0.32		-		
	Two courses	146	4.68	0.40			-	
	Three courses or more	46	4.74	0.29				-

It is clear from Table (16), which shows the results of the post-comparisons of the means of the responses of the study sample individuals about the total degree of the reality of the teaching skills of the faculty members with regard to each of (planning for teaching - implementation of teaching - connecting and communicating with students) according to the training courses variable, where it is clear that these differences came among the faculty

members who did not get training courses and the faculty members who got training courses, in favor of the faculty members who got three or more courses with an arithmetic mean of (4.40) for the dimension of planning for teaching, and an arithmetic mean (4.55) for the dimension of implementation of teaching, with an arithmetic mean of (4.74) for the total degree of the axis, and in favor of the faculty members who have got one course in the dimension of connecting and communicating with students.

The answer for the fifth question: What is the proposed vision for improving the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University from the perspective of specialists?

In the light of the results of the current study, the proposed vision was formulated and arbitrated by a group of specialized professors in curricula, teaching methods and educational evaluation, which numbered 12 arbitrators. The vision was modified according to their suggestions, and the proposed vision for improving the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University can be presented as follows:

Firstly: What is the proposed vision?

It is a future planning based on the results of the study to build a general intellectual framework adopted by the study in order to develop the teaching skills of the faculty members in all universities, as Prince Sattam bin Abdulaziz University was chosen as a model for applying the study.

Secondly: Grounds of the proposed vision:

- 1- Improving the efficiency of the faculty members requires developing their teaching skills to reach the desired goals.
- 2- Educational studies that confirm that work in the educational field requires continuous development in keeping with the rapid global changes.
- 3- The results of the current study, which indicate in general, that the faculty members whose responses were high to the reality of their teaching practices; this is due to their obtaining a number of training courses in the field of development and university teaching.
- 4- Recommending many studies that focused on building evidence in university teaching and its skills from quality centers in universities, to be a reference for members to benefit from in teaching.
- 5- This vision also comes in response to supporting the requirements of the Saudi Vision 2030, which among what the development of the educational system focus with all its components to provide education capable of building personality.
- 6- Preparing a generation of students ready to adapt to the requirements of the twenty-first century.

Thirdly: The objectives of the proposed vision

- 1- Directing attention to generalizing experiences in the field of developing the preparation and training programs for university teacher, improving the professional performance, and raising the level of the educational practices.
- 2- Providing officials of the university education development centers with a number of training programs that can be used to train the university professor, in order to contribute in developing his teaching performance.
- 3- Directing researchers to conduct more studies in the field of university teaching development programs
- 4- Preparing some research tools that can be used in evaluating the reality of the university teaching.

The proposed vision

- 1- Adopting international standards in comprehensive quality that can be applied to all teaching elements in terms of planning, implementation and evaluation, such as the PDCA standards.
- 2- Evaluating the quality of teaching by using evidences collected from multiple sources, including the preparation and organization of the course, its presentation and evaluation, in addition to teaching activities outside the classroom.
- 3- Adopting mutual visits among the faculty members, writing reports on that, and discussing the visits in the meeting of the members of each department to benefit from experiences and interchanging them.
- 4- A suggested list of teaching skills that should be available to a faculty member at the university.

Planning skills	Implementation skills	Evaluation skills
Choosing the necessary and most important topics in the field of specialization	- Diversify in using the teaching methods to suit each lecture	- Explains to students the standers of evaluating the assignments assigned to them
Choosing appropriate curriculum topics for students	- He is interested in the methods of cooperative education	- Provides feedback on the assignments they provide
Determining the curriculum requirements: (tests, readings, worksheets).	- He uses a variety of methods of discussion: (discussion with the lecturer, discussion in groups, seminars...).	- He studies the students' answers and discusses with them the mistakes they made.
Distributing the curriculum topics according to the number of lectures and study weeks	- Uses educational tools and techniques to facilitate student learning: (visual, audio...)	- Helps students provide solutions to the difficulties they encounter during the exam.
Defining the names of books and references that can be used for students, as well as reliable technical applications and programs.	- Uses various examples to enhance students' understanding	- Interests in test questions that develop higher order thinking skills
Collecting academic material on the topic of the lecture from multiple references.	- Students are assigned individual and group educational activities related to their curriculum, which are serious and exciting.	- Analyzes and interprets students' results in exams
Balance between the size of the academic material and the time allotted for teaching	- Students are required to make field observations related to the curriculum:	- Interests in the evaluation methods that give the student the opportunity to evaluate himself
Updating the academic material he teaches	- (Classroom observations, attending scientific conferences and seminars, visiting libraries).	- Taking into account the individual differences among the students
Determining an appropriate teaching strategy for lectures	- A part of the students' grades is allocated for evaluating activities and participations	- He is keen that the tests measure the extent to which the curriculum achieves its objectives (honesty).
Designing an initial measure of students' level of their knowledge about the curriculum topics	- Linking the student to the subject through the student choosing a reference (friend) to be with him during the entire semester.	- Works to ensure that the tests are characterized by moderation between ease and difficulty.
Selecting thought-provoking educational activities and materials	- Applying standardized tests for the academic subject in specific paragraphs in which the student's knowledge of the specialization is measured in a horizontal manner.	- Exams measure students' understanding and comprehension
He constantly reviews the curriculum plan and modifies what needs to be modified		- Formulates the test in easy-to-understand words
		- Diversify test questions between essay and objective

Explaining to students the system of grading according to the course requirements

Determining for students the time of delivery of the tasks required of them

Planning an educational environment supportive of creativity and generating ideas

- The exams should be comprehensive for all curriculum items

- Balances between the number of test questions and the time allotted for them.

5- Developing programs and training workshops related to teaching skills (planning, implementation, evaluation, connecting and communicating).

Planning	Implementation	Evaluation	Connecting skills
- Description of curriculum.	Developing habits of mind	- Building of tests	Dialogue skills
- Description of program.	Active learning.	- Specifications table	Tools for communicating with students
- Formulating the learning outcomes.	Creative critical thinking skills	- Common errors in exams	Using the educational communication platform
- Production and design of electronic curriculum.	- Training on some teaching strategies (inverted learning, reciprocal teaching).	- Designing electronic tests	
		- Suitable tools for the university student's evaluation.	

6- signing a stimulating teaching environment (classrooms, workshops, laboratories, halls equipped with modern digital technologies).

7- Establishing an e-learning system.

8- Development for the teaching and e-learning skills.

9- Preparing a guide on teaching, learning and evaluating strategies.

10- Designing and building a list of teaching skills, their standards and indicators in the field of planning, evaluating, implementing and follow-up it by the quality committees in the departments.

11- Moral and material reinforcement for distinguished faculty members at the end of each academic year

12- Discussing the final reports and results at the end of each semester in each department.

Study recommendations

In light of the findings, the researcher recommends the following:

1- Training courses and workshops for faculty members at Prince Sultan bin Abdulaziz University to enhance their teaching skills, especially with regard to teaching evaluation and feedback, to keep them informed of everything new in that field.

2- Exchanging visits with faculty members in other universities, which contributes to the exchange of experiences on various teaching methods

3- The faculty members are keen to link the objectives of the curriculum with the labor market (jobs available for specialization), in a way that contributes to enhancing the skills required for the labor market among students.

4- The interest of faculty members in encouraging students to do scientific research that is appropriate to the specialization

5- Encouraging students to do the voluntary works and community participation, by allocating a portion of students' grades to those works..

Study proposals

In light of the findings, the researcher presents some suggestions for future studies, as follows:

- 1- Conducting a study dealing with the reality of the teaching skills of the faculty members in other universities.
- 2- Conducting a study dealing with the training needs for the faculty members at Prince Sattam bin Abdulaziz University.
- 3- Conducting a study dealing with the teaching skills of the faculty members at Prince Sattam bin Abdulaziz University in the light of twenty-first century skills.

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