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The Desired Professional Competencies of the Faculty Member from the Point of View of his Student and its Relation to Some Variables

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Abstract
The aim of this study was to prepare a criterion for the desired professional competencies of the faculty member and to know the most professional competencies preferred in the faculty member from the point of view of the students at Al Isra University. It also aimed to reveal the variables that may have an impact on the judgments issued by the students on professional competence required for their instructor.
The study sample consisted of (200) students of the faculties of Education, Arts, Pharmacy and Engineering at Al-Isra University in the second, third and fourth levels. In the present study, the list of professional competencies was used, including (4) main competencies and (62) secondary competencies (prepared by the researcher).
Using the arithmetic mean, standard deviation, T test for two independent samples, and One-way analysis of variance, the following results were obtained:
- The desired competencies of the faculty member are based on four main competencies: personality and human relations, preparation and implementation of the lecture, scientific and professional competence, and evaluation methods.
- There are differences in the degree of preference of university students for the desired professional competencies of faculty member from their point of view, all tend to the need to meet the requirements of the list of competencies for the faculty member.
- There are no differences between the views of male and female students at the university in the degree of preference for the professional competencies of the faculty member.
- There are differences between the students of the humanitarian colleges and scientific colleges in the average degrees of preference for professional competencies (personal competencies and human relations, preparation and implementation of the lecture, scientific and professional ability, and methods of evaluation) for the benefit of scientific colleges.
- There are no differences between the views of students of the second, third and fourth level in the university in the degree of preference for the professional competencies of the faculty member.

In the light of these findings, the research presented some recommendations and suggestions.
Keywords: Professional Competencies, Faculty Member, Isra University

Introduction

The university education is one of the most important pillars of human development. It is concerned with the preparation of specialized competencies in various fields of life, which requires a comprehensive and continuous review of the outputs of this education, which plays a major role in influencing the movement of the society and its development and is a natural product of an interactive group of factors most important the teaching staff in the performance of the functions.
In a meeting organized by the Arab Thought Forum in collaboration with the United Nations Development Program (UNDP) on Higher Education in Arab Countries in 1997, Subhi Al Qassim mentioned that Arab universities were not treated as a national investment project and if it happened, it is as Badran mentioned is only investment in number and size, which is often a case of irrational investment, because of horizontal expansion in each direction at the expense of depth, so he recommended in his research paper to consider the university project as an economic project in the sense and provide adequate funding and incentives that make investment in university education more useful and Development ability (Arab Thought Forum, 1997). In order to make higher education a national investment project, it is necessary to emphasize the development and quality of higher education, this does not only focus on the quality of the output of higher education, but it is necessary to emphasize each element of this system, including the quality of teaching staff and educational services, and administrative
A faculty member of the university is the basic and essential element in the educational process because he leads the educational and educational work, and he deals directly with the students, so he influences their scientific and

social composition. Also he works on develop the institutions and carry the burdens of their scientific and practical mission in serving the society and achieving its goals. In light of this, the university professor should be considered in terms of development and evaluation, in order to keep abreast of scientific developments in his field of specialization, educational aspects and educational technology (Al-Naimi, 1985).

Many universities and higher education institutions in different countries seek to develop the performance of their teaching staff by following up and evaluating their teaching practices. There are common methods to evaluate the performance of faculty members, all or some of them are usesd in universities such as: Evaluating the performance of the university professor by the deans of the faculties, heads of departments and co-workers. And evaluate the performance of the university professor by urging the faculty Member to evaluates himself by providing some scientific and educational tools necessary for that. And evaluate the performance of the university professor by students evaluate their professors, and this method is one of the most accurate and most stable in the evaluation of the work of the university professor and his professional and technical skills.

The basic idea of students evaluate their professors is an important central principle in all forms of human relations: Which is: The most able to evaluate the quality of the product is the consumer and the first beneficiary of it, as the target of this production, and then his opinion and appreciation and evaluation of what is provided has the greatest weight in the development and improvement of this product Therefore, the faculty member who seeks success in his work, he must accept the evaluation of this work from time to time to recognize the strengths and weaknesses, especially after the knowledge of the impact that can be left by the successful teacher in his student, Therefore, the students evaluate their professors is one of the most important determinants of the educational evaluation in democratic societies if we are already targeting the achievement of the goals of great education.

The teaching and professional competencies of the university professor are an important aspect of the academic system, Because as far as the university professor has these types of competencies in so far as his academic roles of education, research and service more distinct, research and studies have pointed out that the use of educational competencies in the educational process has a great importance in increasing the level of student achievement, enhancing the aspects of classroom interaction, shortening the lesson time and making learning experience more realistic and acceptable for application. And make education an ongoing process (Al-Abdullah, 899). Therefore, the teacher is required to keep pace with change and development in order to achieve the principle of education because his growth in the profession is linked to his scientific, personal, professional and academic development. Al-Ghamdi (2004) notes that university education institutions entering into the twenty-first century must pay attention to the training and development of faculty members if they are to improve the quality of education offered.

From the above it is clear the importance of the performance of the faculty member in the university, considering the roles it plays, and the performance that plays a key component in the success of the university in achieving its goals. It has become more demanding than ever to improve its performance and develop its roles so that it is geared towards meeting changing needs and challenges imposed by the era of informatics.

Since upgrading the performance of faculty member depends on many factors that make excellence and effectiveness of performance possible, hence the current study that is trying to examine the educational and professional Competencies desirable to the faculty member from the point of view of students that could have an impact on the performance of the university faculty member.

Study problem

University education is facing a number of internal and external challenges that should be dealt with through scientific studies that analyze the present and forward-looking about the development of mechanisms and through the development of development plans that reduce the negative effects of those challenges, One of the challenges facing university education quality teaching and professional competencies enjoyed by the faculty member, The lack of a faculty member for the appropriate teaching and professional competencies is negatively reflected on his educational and research performance. The more the lack of academic and professional competencies, the weaker the academic outputs.

Hence, the need to define a standard for the professional qualifications of the university teacher, especially by his student, as the student evaluates his professors is the most important determinants of the importance of judging the effectiveness of the educational process**.** Hounsell (2000) notes that taking the opinion of students in general - and graduate students in particular - gives us clear indications of the performance of faculty members in various aspects, such as their educational responsibilities, cognitive abilities, level of encouragement and scientific support for students**.** And the development of standards to evaluate the quality of the educational process with all inputs and outputs to enable the formation of a clear picture of the reality of the process and ways to develop and improve it is important to achieve reform in the educational process of learning and the continuation of educational institutions and survival in an era of increasing competition to achieve outstanding performance in the educational service**,** And to evaluate the performance of the university teacher an

active and influential role on the course of the educational process and teaching within the university institution and the scientific and educational goals it seeks, and also affects the outputs of this institution of trained human cadres working to promote their communities and institutions, and is one of the most important indicators that help the university professor to correcting its mistakes and negatives and consolidating this performance from positive**.**

Anyone who studies in the literature of education notes the lack of studies concerning with teaching and professional competencies, for the faculty member, and since these competencies represent an indispensable necessity for the faculty member, it was necessary to investigate the competencies that could have an impact on the performance of the faculty member of the university, Therefore, the current study is trying to reveal the most important personal and professional competencies that could have an impact on the performance of the faculty member at the Isra University . From this point of view came the idea of the current study that tries to answer the following main question:

- What are the teaching and professional competencies that are preferred by the faculty member of the university?

Sub-questions: The ramifications of the question, the former president following sub-questions:

1- What are the teaching and professional competencies that are preferred by the faculty member from the point of view of students?

2- Are there statistically significant differences between the average scores of preference for the professional competencies of the faculty members from the point of view of students attributed to the gender (male, female)?

3- Are there statistically significant differences between the average grades of preference for the professional competencies of the faculty member from the point of view of the students attributed to the college (human, scientific)?

4- Are there any statistically significant differences between the average grades of preference for the professional competencies of the faculty members from the point of view of the students due to the academic year level (second, third, and fourth)?

Research Objectives:

The objectives of the study are:

1- Preparing a standard for the teaching and professional competencies desired by the faculty members from the perspective of the recipients of the service from students in different disciplines.

2- Knowledge of the best teaching and professional competencies in favor of the faculty member at the University of Isra from the perspective of students.

3- Disclosure of variables that can have an impact on the judgments issued by students on the desired teaching and professional competencies of the faculty member.

The importance of the study:

This study derives its theoretical and practical importance from the following considerations:

It addresses a key component of the educational learning process and , the faculty member in terms of personal, teaching and professional competencies. Where the teaching and professional competencies of university professor is an important aspect of the academic system, Because many of the studies have shown a strong relationship between the teacher's sense of educational efficiency on the one hand, and the achievement of his students and their motivation, and adoption of educational innovations And its implementation on the other hand, The teacher's effectiveness can be evaluated through his / her ability to own and practice these competencies (Hu.1990). Therefore, the teacher is required to keep pace with change and development in order to achieve the principle of education because his growth in the profession is linked to the growth of scientific, personal, professional and academic. Personal and professional competencies are one of the aspects of preparing the teacher. Therefore, they have received great attention in the educational systems, where they proved their success and effective impact in helping teachers in various disciplines to carry out the teaching and teaching process efficiently. It is therefore one of the important sources in evaluating the extent of their competence, which may be useful in the development of this process in itself. Jennifer (2000) emphasizes that the cognitive level of the teacher affects the opportunity for students to use them in new situations, in developing their level of thinking, and in solving the problems that confront them.

The importance of this study is that it provides a list of standards for the benefit of the quality of teaching performance of faculty members in universities, and it enables university officials to make the right administrative decisions in the field of human development planning in general and the evaluation and training of faculty members in particular. This in turn will contribute to determining the starting points and develop their teaching performance.

It may be useful to know the impact of some variables on the professional competencies of faculty members in universities in determining how to invest and know which of them more than the need for others to develop teaching performance.

The current study can also contribute to the enrichment of knowledge building in its field by filling some of the shortcomings that the subject matter.

Limits of study:

Objective limits: This study is limited to knowledge of the most important professional competencies required for faculty members in universities. This study identified the professional competencies of faculty members in four areas: personal competencies and human relations, planning and implementation of the lecture, scientific and professional ability,

Spatial boundaries: This study was applied in the Faculties of Education, Arts, Pharmacy and Engineering at Al Isra University.

Time Limits: This study was applied in the first semester of the academic year 2016 – 2017

Terminology of study:

Suleiman was known professional competence (1991) as the skills related to educational work and entitles its owner to exercise his work successfully, and Abdel-Jawad and Metwally (1993) see that the concept of professional competence includes three components: skills and attitudes, while Dodle (1996) finds that professional competencies are the functional abilities that teachers show in their daily activity related to their work.

The researcher defines the professional competencies in this study as: the set of knowledge, skills and trends that a faculty member should possess to perform his academic, administrative and research role effectively.

Professor: This study determines that anyone who teaches for academic courses or educational preparation courses and holds a doctorate degree.

The theoretical framework of the study:

Many researchers differed in the concept of competencies, some see it as a set of abilities and others believe that it is the skills that an individual has mastered. A number of researchers have considered efficiency and others to be efficient. Although different opinions on the concept of competencies, it ultimately means a description of skill or value and the standard of performance required in the light of the requirements of the program and the strategic objectives of the Organization, and therefore can be clarified the concept of competency as follows:

Linguistic Concept: Karmi (1992) defines competency as a sufficient language in man because he satisfies you in the work of his ability and service.

Conceptualization: Jammel (1998) defines competency as the ability to perform a behavior, and Marai et al. (1992) defines it as the ability to do something with a certain level of performance with influence and effectiveness. Hainault (2002) defines it as a set of social and affective behaviors Psychosocial skills that allow for a decent exercise of a role, function or activity.

Educational Concept: Laqani and jamal(1995) defines educational competency as the ability to acquire maximum performance. As for (Barnes and Taylor , 1988) see that competency means the ability to acquire and develop the necessary skills, to control the educational situations with specific objectives and gain different experiences to achieve success efficiently and effectively.

Therefore, the researcher believes that despite the great overlap between competencies and some terms such as abilities, skills, trends, effectiveness and efficiency, but competencies are the end of each term of those terms that the adequacy is the individual proficiency of knowledge, abilities, skills and trends effectively and efficiently in performance, This is why al-Maliki (2007) distinguishes between efficiency and competence by saying: "The word efficiency means the language of equivalence and symmetry, while the word competency means excellence.

Competency is one of the basic determinants of the personal quality of individuals or the academic quality of programs or the overall quality of institutions. Therefore, those who has the competency has a certain amount of intelligence that qualifies him for creativity and development, and change for the better.

Where Gharib (2002) S Bronner Jerome s. explained that "The concept of competence occupies an important aspect of thinking and management practices that is used by academics and administrators alike as a fundamental criterion for evaluating the performance of individuals and measuring their success or failure," says Ansari (2008).

In view of the information revolution required by the development of teacher education programs as a cornerstone in the educational process, several attempts have been made to raise the level of teacher performance in the profession , employ it for its efficiency and guide its skills to help students achieve their goals. Among

these attempts to focus on the preparation of the teacher and rehabilitation on the basis of educational and psychological based on new inputs based on the competencies and the latest trends in the preparation of the teacher and the most common and widespread.
Pickett (1998) argues that there are several reasons why competencies are important in the educational process, including:
1. Improve overall project performance and competitive increase.
2. Increasing the effectiveness of training, development and cultural change.
3- Contribute to improvement, planning, recruitment and selection in human resources.
4. Addressing the gap between realistic and expected skills.
5. Increase labor force and contribute to the integration of management strategies.

Factors of the emergence of the trend based on competencies:
The subject of competencies is an administrative approach that seeks to achieve perfection and to obtain quality. This is the interest of the developers of programs of all kinds in the subject of competencies, Al-Rasheed (1424) explained that there are a number of factors that have led to the importance of the trend towards studying and developing the competencies of these factors:
- The development of means of measurement and evaluation, which led to the need to evaluate individuals in the light of competencies.
- The strong demand on educational institutions, which led to the need to evaluate the inputs, processes and outputs in order to evaluate competencies.
- The adoption of competences rather than knowledge in the preparation of individuals professionally.
- The emergence of the responsibility movement in education that the teacher responsible for the educational and behavioral levels of students.
- The emergence of the method of mastery of performance is that the teacher trains and gives the tools through which he can do his work with skill and mastery and thus have mastered the competencies required
- The development of educational techniques, which led to attention to the separation of education, as the programmed education and micro-teaching, and these elements include the need to master a number of competencies.
- The emergence of the system analysis approach, which includes four important components are inputs, processes, outputs and feedback, all of which require the provision of a number of competencies.

Professional Competencies:
In light of the above, competencies in the field of university education represent intermediate variables ie inputs, processes and outputs at the same time, as follows:
Competencies are inputs as they are a set of abilities, skills and positive attitudes that should be available to faculty members and thus are an input into the academic process.
- Competencies are processes in terms of being powerful mechanisms used by the faculty member in the performance of his academic work of education, research and social service.
- Competencies are outputs in terms of abilities, skills, values and trends of graduate students.
He pointed out that there are four types of occupational waste:
Personal competencies: The preparation of the individual (teacher) and the direction and trends and values of his beliefs.
Cognitive competencies: The information and mental skills necessary for the individual (teacher) are indicated in his / her educational activities.
Performance competencies: refers to performance efficiencies that are shown by the individual (teacher) and includes the motor skills (such as the use of means, technology, education of students, etc.).
Productive competencies: refers to the impact of the performance of the individual (teacher) of the former competencies in the field (education), i.e. the effects of the teachers in the learners, and the extent of their competence and their future education in their professions (http://www.novapdf.com).

Previous studies
In this part of the study, we will present some studies related to the subject of this research, namely the characteristics of the distinguished teacher, his qualifications and his skills. We will list some of these studies in chronological order.
Jainini (2000) conducted a study entitled "The basic competencies of teachers in secondary education in Jordan from their point of view" using the descriptive approach, through a questionnaire prepared by, And included six areas of competencies, distributed to the sample of the study of teachers and teachers of employees in secondary schools academic in (16) Directorate of Education and different in Jordan, Where the results of his study showed that the competency of the commitment to the ethics of the profession is the most important required by the

hierarchy of competencies, followed by teaching skills and management of the classroom, and then the skill of planning share, knowledge competencies, evaluation and judgments, and finally communication skills.

The study of al-Khatayla (2000) aimed to identify some of the actual teaching skills practiced by the university professor and the ideal teaching skills that he should practice, from the perspective of his students. The study was a group of students from King Saud University expected to graduate in the first semester of the academic year 1418/1419 AH in the city of Riyadh, and the study tool was a form consisting of (60) paragraph dealt with six axes. The study concluded that:

- The importance of standing on the quality of students' knowledge and perspective as a tool to reach the reality of education, and then we turn to ways to improve the performance of university education.
- The need to organize and build the lecture to determine the appropriate depth of the material provided in terms of presentation and explanation and time and attention to feedback and the importance of absorption of new thought and addition to knowledge.
- The university professor does not reach the level of performance to the degree of efficiency expected of him, due to the need for professional teaching methods to develop in many of the skills that lead to better academic tender and increase the need for educational achievement in order to raise the level of performance.

Al-Hakimi's (2004) study aimed to prepare a standard for the professional qualifications required for the university professor and the knowledge of the most professional competencies preferred by the university professor from the point of view of the students at Umm Al-Qura University, Taif branch. The aim was to reveal the variables that could have an effect on the judgments issued by students om the professional competence required for their teacher. The study sample consisted of (210) students.

The list of professional competencies included 6 main competencies and 75 sub-competencies. The following results were found: There are differences in the degree of preference of the university students for the professional qualifications required for the university professor, and all tend to the availability of the qualifications requirements of the university professor. There are differences between the students of the theoretical colleges and the practical colleges in the average scores of preference for the professional competencies (preparation and implementation of the lecture, methods of motivation and promotion) for the practical colleges, and the rest of the competencies studied there were no differences between the two types of colleges. There are no differences between the views of the first and last level students at the university in the degree of preference for professional qualifications of the university professor.

Vialla & Quigley (2007) examined a study entitled "Selected Students' Perspectives on the Essential Characteristics of Teachers" and applied them to a sample of 387 students aged 7.9.11 years in a school in New South Wales, Results The preferred characteristics of the study sample are: The teacher is friendly, open and receptive to the students, the listener, understanding their needs and abilities, and encouraging them, who is keen to create a fun classroom environment, fun and pleasant teaching, use of diverse and thought-provoking methods, and possessing communication skills and knowledge of what he has studied.

Roberts and Dyre (2007) conducted a study entitled "Characteristics of an effective agriculture teacher" aimed at developing a list of characteristics through which educators can design their graduates' preparation programs and analyzing the results of the questionnaire used by the researchers, Which included 42 advantages to the teacher of effective agriculture, the most prominent of these characteristics is the encouragement of students - especially the new ones - and guidance and attention to them, and improve their behavior, and meet their needs, and good knowledge of teaching materials, and good relations with students, parents, to show positive attitudes towards the profession of education and enthusiasm, and commitment to ethics, and raise the motivation of students, and improve their self-confidence, and the management and control of the classroom, and investment of time, creativity and openness.

One of the most important characteristics in the implementation side, the planning of the lesson to implement the best picture, and then assess the achievement of students, and opportunities for continuous learning. Abu Awad (2008) examined the characteristics of the distinguished teacher from the point of view of the primary school teachers in the southern region of UNRWA. The aim was to reveal the characteristics of the distinguished teacher or teacher we want in the basic schools in the south of Amman from the point of view of the teachers, And to know whether these characteristics vary according to a number of variables such as: the gender of the teacher and his qualifications and specialization and the number of years of experience. The study sample consisted of (164) teachers and teachers. The most important results of the study were the absence of statistically significant differences in the characteristics of the distinguished teacher due to gender, scientific qualification and number of years of experience, while significant differences were found due to the specialization and for the benefit of the teachers of the teacher grade.

General comment on previous studies:

Through our review of previous studies we note that many studies were conducted in Arab and foreign environments, indicating that there is increasing interest in many countries in this subject, We also note that some studies have found that the university professor is in need of good professional preparation and training in the use of multiple teaching strategies, and note that most of these studies dealt with the teaching skills and characteristics of the outstanding teacher in general but did not deal with these characteristics competencies and skills necessary for these teachers, The most important thing that distinguishes this study from other previous studies is that it dealt with the personal characteristics and the desired professional competencies of the faculty member from the point of view requested to perform their academic, service and research functions effectively.

Study Methodology and Procedures:

Study Methodology: The descriptive method was used, and a list was applied to a representative sample of the students of Al Isra University.

The study population:

The study population consists of all (4580) students in Al-Isra University enrolled in its various colleges.

The study sample:

The study was carried out on a random sample of (200) students to identify their views on the most important professional competencies possessed by faculty members at Al-Isra University as shown in table (1).

Table (1): Characteristics of the study sample in the light of independent variables

Variable		N	Ratio
Gender	Male	92	45.7
	Female	108	54.3
	Total	200	100
College	Humanity	92	46.2
	Scientific	108	53.8
	Total	200	100
Level	Second year	74	36.7
	Third year	60	30.2
	Fourth year	66	33.1
	Total	200	100

Study tool: (preparation of competencies list)

The list of professional competencies desired by the university professor (tool of the current study) was prepared by following a number of steps:

- See a number of lists and forms of appreciation of teachers and identify the professional competencies of the teachers of different educational stages, including but not limited to: Yaqoub (2005), Hakimi (2004), Ghamdi (2003) Ja'nini (2000).
- Review the theoretical framework of professional competencies and definitions and scientific bases of methods of measurement.
- Review the determinants of good teaching and the characteristics of the successful teacher identified by the various previous studies that the researcher examined, especially the studies that dealt with the university professor.
- In light of the above, the professional competencies were identified in the list, which are the most frequent competencies between the previous lists, and then presented to (7) members of the faculty of educational Sciences and the Department of Psychology at the Faculty of Arts, in Israa University, And to add competencies that they deem necessary for measurement if possible. The list was amended in the light of observations received from the arbitrators. The list was then distributed among the members of the Taris faculty to classify the professional competencies into fields. The faculty members agreed that the list includes four areas of professional competence of the university professor as shown in Table (2).

Table (2): Distribution of the list of competencies in the proposed domains

Domain	Competence	Number of items
1	Personal competencies and human relations	16
2	Preparation and implementation of the lecture	17
3	Scientific and vocational competence	14
4	Evaluation methods	15

The list is then composed of (62) sub- competence and four main competencies, and each sub-competence determines its degree of preference from the student's point of view on a five-point response indicating higher degree of preference.

Validity:

The validity of the content of the list of professional competencies is presented by presenting the list of the members of the teaching staff of the Faculty of Educational Sciences and the Department of Psychology at the University of Israa, asking them to determine the relevance of the paragraph to the relevant level, the clarity of the paragraphs, the appropriateness of the linguistic formulation of the paragraph, the appropriateness of the list of the sample of the study and the observation of the observations.

Based on this criterion and the opinions of the arbitrators, ten paragraphs of the initial picture of the scale and the summary of its paragraphs shall be deleted (72); for the purposes of the agreement, the list shall become the list in its final form consisting of (62) paragraphs.

Internal Accuracy: The researcher calculated the validity of the internal consistency of each field by applying the list of professional competencies to a sample of 40 students from outside the sample of the study. As shown in Table (3).

Table (3): The correlation coefficients of each domain to the total grade of the list

Domain	**Correlation Coefficient**
Personal competencies and human relations	0.892**
Planning and implementation of the lecture	0.968**
Scientific and vocational competence	0.932**
Evaluation methods	0.929**

** Statistically significant at (0.01)

Table (3) shows the significance of all correlation coefficients between the domains of the professional competency list with each other and between them and the total score of the list at (0.001) level. This is a high degree of equilibrium between the secondary dimensions of the scale. This indicates that the list has a very high degree of internal construction accuracy. The validity of internal consistency has also been calculated by finding the correlation coefficient between each paragraph of the list and the overall score of its field as shown in Table 4:

Table (4): The correlation coefficient between each paragraph of the list and the total score of the domain to which it belongs

Domain	**Item**	**Correlation coefficient**	**Item**	**Correlation coefficient**
Personal competencies and human relations	1	0.463**	9	0.684**
	2	0.455**	10	0.599**

	3	0.425**	11	0.621**
	4	0.783**	12	0.675**
	5	0.713**	13	0.813**
	6	0.665**	14	0.689**
	7	0.799**	15	0.779**
	8	0.782**	16	0.420**
Planning and implementation of the lecture	1	0.626**	10	0.586**
	2	0.768**	11	0.681**
	3	0.569**	12	0.542**
	4	0.586**	13	0.540**
	5	0.534**	14	0.475**
	6	0.672**	15	0.484**
	7	0.834**	16	0.495**
	8	0.495**	17	0.560**
	9	0.647**		
Scientific and vocational competence	1	0.508**	8	0.556**
	2	0.554**	9	0.540**
	3	0.747**	10	0.657**
	4	0.609**	11	0.714**
	5	0.409**	12	0.788**
	6	0.501**	13	0.797**
	7	0.538**	14	0.677**
Evaluation methods	1	0.526**	9	0.562**
	2	0.549**	10	0.573**
	3	0.542**	11	0.645**
	4	0.708**	12	0.412**

	5	0.677**	13	0.672**
	6	0.745**	14	0.434**
	7	0.617**	15	0.532**
	8	0.511**		

** Statistically significant at (0.01)

It is clear from Table (4) that all the correlation coefficients between each paragraph and the total score of the field belonging to it were positive and statistically significant at (0.01). It achieves the highest levels of occupational stress in the occupational calibrations of faculty members.

Reliability:

The consistency coefficient of the list of professional competencies was verified by applying it to (40) students from outside the study sample and calculating the internal consistency coefficient using the Krona coefficient in the paragraphs as each of the fields of the list. The correlation coefficients of the list and its fields in this manner ranged between 0.839-0.906, The correlation coefficients of the list and its dimensions between the scores of the students on the scale between the two application periods between 0.575 and 0.958 were assumed. Table (5) illustrates this

Table (5): values of reliability coefficients for the domains of the list and the total score in the equation of Kronbach Alpha using retesting method

Domain	Alpha Cronbach coefficient	Correlation Coefficient	Level of significance
Personal competencies and human relations	0.906	0.958	0.000
Planning and implementation of the lecture	0.871	0.919	0.000
Scientific and vocational competence	0.869	0.948	0.000
Evaluation methods	0.839	0.575	0.000
	0.964	0.903	0.000

Statistical processing methods:

To achieve the objectives of the study use the statistical packages for social sciences (SPSS) for data analysis and obtain the results as follows:

Frequency and percentage to describe the characteristics of the study sample.

The arithmetical averages and the standard deviations to identify the responses of the sample members on each of the paragraphs of the list

Pearson Correlation coefficient was used to verify the internal consistency of the list, and to measure the reliability in the application and re-application.

Cronbach's alpha coefficient was used to check the stability of the list.

T test was used for independent samples to determine the significance of differences between two independent groups.

The following staging was used to denote the average responses of sample members to the degree of approval:

Arithmetic Mean	Degree of Approval
4.2 and above	very high
From 3.4 to less than 4.2	high
From 2.6 to less than 3.4	medium
From 1.8 to less than 2.6	low
Less than 1.8	very low

Results of the Study and its discussion

One-Way ANOVA Analysis of the differences between more than two independent groups this section presents the results of the study that were reached by answering the study questions as follows:
Results related to the first question: What are the teaching and professional competencies preferred by the Faculty member from the point of view of students?

In order to answer this question, the researcher studied which fields obtained the highest preference for professional competencies from the point of view of the students. The value of the arithmetic average and the standard deviation were found as shown in Table (6).

Table (6): means standard deviations of the degree of approval and ranking of domains of teaching and professional competencies that are preferred by the faculty member from the point of view of the students

Domain	Mean	Standard deviation	Degree of approval	Ranking
Planning and implementation of the lecture	4.28	0.272	Very high	1
Scientific and vocational competence	4.28	0.254	Very high	2
Evaluation methods	4.26	0.269	Very high	3
Scientific and vocational competence	4.22	0.302	Very high	4
Teaching competencies as a whole	4.26	0.227	Very high	

Table (6) shows that all fields of professional competencies preferred by the faculty member have a very high degree of approval from the students' point of view, ranging from 4.22 to 4.28, where the field of planning and implementation of the lecture, (4.28), then the field of evaluation methods with an average of (4.26), followed by the field of scientific and vocational ability with an average of 4.22. The table also shows that the total fields have an average of 4.26 and a very high approval.

The above four areas are important aspects of the faculty member's performance, which reflect outstanding performance, superior ability and vision for the future, which in turn will probably be one of the minimum standards a faculty member must have in the context of rapid changes.

We also note that the areas of planning and implementation of the lecture and personal and human relations each ranked first in the faculty member at the Isra University from the point of view of students, and the area of planning and implementation of the lecture, it paints the way that helps in setting goals and how to implement, And the choice of the best methods of teaching and control of the educational process - learning, and the mastery of the study material and this in turn leads to psychological preparation of the faculty member while performing the lecture. As for the field of personal and human relations, this is evidence of the good treatment of faculty member with students, The behavior of the example is a behavior that everyone knows is a behavior stemming from our Islamic culture and educational methods in the university. As for the field of evaluation methods, it is one of the basic principles in the educational field, As it helps to develop and modify the discovery

of negative and positive aspects of the level of performance of learners, and to establish the process of decisions, actions and adjustments and developments. As for the field of scientific and professional ability is one of the most important characteristics of the university professor successful and effective.

In order to study any of the paragraphs in the list of professional competencies more favorable to the faculty member of the Isra University from the perspective of their students, each field was dealt with separately with the statement of the arithmetic mean and standard deviation and order of each paragraph, as follows:

I. Personal competencies and human relations:

In order to answer this question, the arithmetical averages and standard deviations were calculated for the degree of approval and the tables for the personal competencies and human relations preferred by the faculty member from the students' point of view. The results were as follows:

Table (7): means and the standard deviations of the degrees of approval and the frequency of the statements related to the personal competencies and human relations that are preferred by the faculty member from the point of view of the students

N	Item	Mean	Standard deviation	Degree of approval	Ranking
6	He is virtuous and takes care of the feelings of others.	4.70	0.503	Very high	1
7	Maintains a general appearance that suits his or her profession	4.60	0.511	Very high	2
8	Characterized by democracy and dialogue urbanity in his lecture.	4.54	0.510	Very high	3
10	He seems to follow the developments related to the teaching profession	4.48	0.530	Very high	4
13	Demonstrates an understanding of students' learning principles and developmental characteristics.	4.46	0.538	Very high	5
4	His emotional responses are balanced	4.44	0.581	Very high	6
2	He starts his lectures and finishes them on time	4.40	0.501	Very high	7
9	He seems bland and fun inside the lecture hall	4.36	0.549	Very high	8
11	Understand students' problems and help them overcome it.	4.36	0.610	Very high	9
15	he is keen to establish good relations with students without allowing them to exceed their borders	4.36	0.549	Very high	10
14	Accepts the ideas and views of the students with joy	4.23	0.661	Very high	11
12	Has the ability to innovate and accept new ideas	4.15	0.653	High	12
3	Listen to students, and allow them to defend their point of view	4.10	0.634	High	13
1	He has a high sense of responsibility towards his work	3.92	0.645	High	14
5	he is flexible in dealing and responsible for his decisions	3.79	0.664	High	15

N	Item	Mean	Standard deviation	Degree of approval	Ranking
16	Interacts with students through exchange of experiences and dialogues through electronic communication channels	3.55	0.574	High	16
	General average	4.28	0.254	Very high	

Table (7) shows that the mathematical averages of the personal competence and human relations that the faculty members prefer to adopt from the students' point of view ranged from 3.55 to 4.70, and most of them with very high approval ratings, Where paragraph (6) (has the virtuous morality and takes into account the feelings of others) at the highest average and the value of (4.70) and the degree of approval is very large, While paragraph (16) (interacting with students through the exchange of experiences through electronic communication channels) got a less average arithmetic value (3.55) and the great approval degree, And the prioritization of the rest of the competencies is shown in the previous table. The table also shows that the total number of paragraphs has an average of 4.28 and a very high degree of approval, This gives an indication of the importance of the personal competencies and human relations of the faculty member to become an academic figure with a positive impact at the institutional level. This explains that the students prefer and hope that the university professor will be characterized by the professional competence , and they put the university professor in appreciation and attention and draw a personal picture in their minds and agree to see the teacher.

II - Competencies planning and implementation of the lecture: To answer this question were calculated arithmetical averages and standard deviations to the degrees of approval and arrangement of the paragraphs relating to the planning and implementation competencies of the lecture preferred by the faculty member from the point of view of students, and the results were as follows:

Table (8): means and standard deviations of the degree of approval and the ranking of items related to the planning and implementation competencies of the lecture, which is preferred by the faculty member from the point of view of the students

N	Item	Mean	Standard deviation	Degree of approval	Ranking
1	He introduces the elements of the lecture in an organized, coherent and logical way	4.65	0.510	Very high	1
8	Highlights the main points in the lecture.	4.61	0.519	Very high	2
3	Plan well for what he does in the lecture.	4.60	0.492	Very high	3
9	Give students equal opportunities to participate during the lecture.	4.60	0.540	Very high	4
10	Uses diverse and appropriate strategies for presenting educational content	4.59	0.493	Very high	5
14	Students' attention is raised in various ways during the lecture.	4.59	0.523	Very high	6
13	Develops self-learning skills for students	4.55	0.519	Very high	7
2	He focuses on the quality of information and teaching methods	4.54	0.520	Very high	8
4	Improve time management and investment to benefit students.	4.54	0.548	Very high	9

N	Item	Mean	Standard deviation	Degree of approval	Ranking
11	Motivates students to learn and encourages them to work.	4.54	0.538	Very high	10
12	Makes the information he provides meaningful for students	4.52	0.539	Very high	11
15	Design interactive activities that motivate students to learn and participate	3.90	0.705	High	12
6	His stimulus and promotion methods are diverse.	3.89	0.693	High	13
7	He designed themes of courses according to students' abilities and readiness.	3.85	0.721	High	14
16	He uses blended learning (combining traditional and technical education).	3.68	0.665	High	15
5	He employs new technology resources in the learning process.	3.61	0.663	High	16
17	He uses non-verbal hints and signals and change the tone of the sound to draw attention	3.59	0.636	High	17
	General average	4.28	0.272	Very high	

Table (8) shows that the arithmetical averages of the subjects related to the planning and implementation competencies of the lecture, which are preferred by the faculty member from the point of view of the students, ranged from 3.59 to 4.65 to the degree of approval between large and very large, Where paragraph (1) (presented the elements of the lecture in a systematic, coherent and logical sequence) obtained the highest arithmetic average and its value (4.65) and the degree of approval is very large, while paragraph (17) (uses nonverbal hints and signals and change the tone of the voice to draw attention) The average arithmetic value (3.59) has a large degree of approval, and prioritization of the rest of competencies illustrated by the previous table.

The table also shows that the total number of paragraphs has an average of 4.28 and a large degree of approval. This indicates that all the professional competencies of the field of preparation for the lecture and the mechanisms of its implementation in the list of competencies desired by the faculty member came to a high degree of preference, giving an indication of the importance of these competencies In the academic field.

III. Competencies of scientific and professional competence:

To answer this question, the arithmetical averages and standard deviations were calculated for approval degree .

And to arrange the paragraphs related to the competencies of scientific and professional ability that are preferred by the faculty member From the students' point of view, the results were as follows:

Table (9): means and standard deviations of the degree of approval and arrangement of the terms related to the competencies of scientific and vocational ability that are preferred by the faculty member from the point of view of the students

N	Item	Mean	Standard deviation	Degree of approval	Ranking
1	He has knowledge of scientific material and follow up what he finds in it.	4.65	0.499	Very high	1
8	Ranging from the unknown to the unknown with students while giving the lecture.	4.57	0.535	Very high	2
7	Makes the content of the course presented by him consistent with scientific progress in his field	4.52	0.530	Very high	3
14	He is keen to follow the latest developments in his field of specialization.	4.47	0.592	Very high	4
6	Moving on his lecture elements from easy to hard.	4.42	0.552	Very high	5
10	Helps students apply knowledge in their lives	4.32	0.519	Very high	6
5	Instructs students to the knowledge resources available by the Internet to search and investigate targeted information	4.27	0.599	Very high	7
11	Linking course content to students' needs and preferences	4.04	0.679	High	8
13	Raises students' higher thinking skills and motivates them to innovate.	4.03	0.657	High	9
2	He seems to have a good knowledge of areas related to what he teaches to students.	4.02	0.601	High	10
4	Provides students with opportunities to demonstrate their creations.	3.98	0.597	High	11
12	Focuses on the depth of knowledge rather than its breadth	3.98	0.746	High	12
9	Highly proficient in dealing with computer, internet and modern technological means.	3.95	0.643	High	13
3	Encourage students to take the initiative and present their views without restriction.	3.93	0.630	High	14
	General average	4.22	0.302	Very high	

Table (9) shows that all professional competencies for the field of scientific and vocational competence in the list of competencies preferred by the faculty member from the point of view of students came to a high degree of preference where the averages of the paragraphs related to the competencies of scientific and professional competence (3.93 - 4.65) Between large and very large, Where paragraph (1) (has the knowledge of the scientific material and follow-up what it finds) got the highest average and its value (4.65), while paragraph (3) (encourage students to open and view their views without restriction) on the lowest average and the value of 3.93), And prioritize the rest of competencies illustrated by the previous table.

The table also shows that the total number of paragraphs has an average mean of 4.22 and a very high degree of approval. This indicates that all these paragraphs represent the competencies of scientific and professional ability that the faculty member would prefer to practice from the point of view of the students and to a very large extent. This result is interpreted in the light of the students' vision of the faculty member

as the source of science and knowledge and any scientific development. Therefore, from the point of view of the students it is appreciated and prefer to have the highest level of scientific competence, growth and professional development.

IV. Methods of assessment competencies:

To answer this question, the arithmetical averages and the standard deviations were calculated for the degree of approval and classification of the paragraphs related to the competencies of the evaluation methods preferred by the faculty member from the students' point of view. The results were as follows:

Table (10): means and standard deviations of the degree of approval and the order of the terms related to the competencies of the evaluation methods preferred by the faculty member from the point of view of the students

N	Items	Mean	Standard deviation	Degree of approval	Ranking
1	Investigate accuracy and justice in correcting student papers	4.67	0.501	Very high	1
6	Announces the result of periodic tests and editorial work in a timely manner.	4.58	0.495	Very high	2
10	Provides typical answers to periodic test questions.	4.54	0.510	Very high	3
11	Ask questions and encourage students to think and look for answers.	4.53	0.511	Very high	4
7	He diversifies in the activities assigned to his students to take account of individual differences	4.48	0.567	Very high	5
8	Activities and assignments are regularly distributed throughout the semester	4.46	0.565	Very high	6
12	Provide students with feedback on progress in their performance.	4.45	0.538	Very high	7
9	Challenge students with questions that stimulate their thinking.	4.42	0.552	Very high	8
5	Praises the outstanding achievements of the students and motivates them for more.	4.39	0.565	Very high	9
15	Uses different means in stimulation and reinforcement.	4.05	0.663	High	10
3	He is very interested in correcting mistakes that students make	3.96	0.566	High	11
4	He follows the duties and activities and gives it weight in the evaluation	3.96	0.644	High	12
14	Builds tests that measure the levels of different cognitive goals.	3.95	0.685	High	13
13	Develop among the students the ability to self-evaluate and make judgments.	3.83	0.683	High	14
2	Employing educational techniques in evaluating student performance	3.67	0.611	High	15
	General average	4.26	0.269	Very high	

Table (10) shows that the arithmetic averages of the subjects related to the competencies of the evaluation methods preferred by the faculty member from the students' point of view ranged from 3.67 to 4.67, Paragraph (1) (verifies the accuracy and fairness of correcting student papers) achieved the highest average degree (4.67) and the degree of approval is very large, while paragraph (2) (employs the educational techniques in the evaluation of the performance of students) (3.67) and a large approval degree.

The table also shows that the total number of paragraphs has a mean average of 4.26 and a very high approval degree. This indicates that all these paragraphs represent the competencies of the evaluation methods preferred by the faculty member from the point of view of the request and to a very large degree. Which gives an indication of the importance of those competencies in the process of educational education; in order to know the effectiveness of this education, the capabilities of students, their level of achievement, and the achievement of the achievement of goals, , educational products, and the teacher's various educational activities that help to raise the learning competencies of learners.

Results related to the second question: Are there statistically significant differences between the average of the preference of the professional competencies of the faculty member from the point of view of the students attributed to the gender (male, female)?

To answer this question, the "T" test was used for independent samples to determine the significance of the differences between the average grades of preference for the professional competencies of the faculty member from the students' perspective according to gender. The results were as follows:

Table (11): Results of the T test for independent samples to determine the significance of the differences between the mean scores preference of the professional competencies of the faculty members from the perspective of students according to gender

Domain	Gender	N	Mean	Standard deviation	(T) value	Df	Sig
Personal competencies and human relations	Male	92	4.31	0.197	1.534	198	0.127
	Female	108	4.25	0.292			
Planning and implementation of the lecture	Male	92	4.30	0.236	0.796	198	0.427
	Female	108	4.27	0.301			
Scientific and vocational competence	Male	92	4.22	0.280	-0.218	198	0.828
	Female	108	4.23	0.321			
Evaluation methods	Male	92	4.26	0.234	0.104	198	0.917
	Female	108	4.26	0.297			
Teaching competencies as a whole	Male	92	4.27	0.188	0.667	198	0.505
	Female	108	4.25	0.256			

Table (11) shows that there are no statistically significant differences at a level of significance less than (0.05) between the average grades of preference for all domains of professional competence of the faculty member from the point of view of students attributed to genderwhich gives an indication that there is a consensus between male and female students in the importance of professional competencies of the faculty member and the researcher attributed that most of the lecturers teaching the students the same courses.

Results related to the third question: Are there any statistically significant differences between the averages of the degree of preference for the professional competencies of the faculty member from the point of view of the students attributed to the college (human, scientific)?

To answer this question, the "T" test was used for independent samples to determine the significance of the differences between the average grades of preference for the professional competencies of the faculty member from the point of view of students according to the college. The results were as follows:

Table (12): Results of the T test for independent samples to determine the significance of the differences between the mean scores preference of the professional competencies of the faculty member from the point of view of the students according to the college

Domain	College	N	Mean	Standard deviation	T value	Df	Sig
Personal competencies and human relations	Human	92	4.27	0.283	-3.428	198	0.000
	Scientific	108	4.48	0.227			
Planning and implementation of the lecture	Human	92	4.19	0.284	-4.702	198	0.000
	Scientific	108	4.36	0.236			
Scientific and vocational competence	Human	92	4.09	0.300	-6.554	198	0.000
	Scientific	108	4.34	0.251			
Evaluation methods	Human	92	4.19	0.262	-3.511	198	0.001
	Scientific	108	4.32	0.263			
Teaching competencies as a whole	Human	92	4.19	0.240	-4.582	198	0.000
	Scientific	108	4.33	0.194			

Table (12) shows that there are statistically significant differences at a level of significance less than (0.05) between the average grades of preference for all areas of professional competencies of the faculty member from the point of view of students attributed to the college in favor of the scientific college. This indicates that the students of scientific colleges are more favored than the students of the humanities colleges to practice the professional competencies of the faculty members. This may be explained by the nature of the scientific disciplines and the required laboratories, scientific experiments and the very advanced mental processes of thinking need high levels of knowledge level of faculty members Check and facilitate university teaching for them.

Results related to the fourth question: Are there any statistically significant differences between the average grades of preference for the professional competencies of the faculty member from the point of view of students attributed to the academic level (second, third, fourth)?

To answer this question, the means and standard deviations of the grades of preference for the professional competencies of the faculty member were calculated from the students' point of view according to the academic level. The results were as follows:

Table (13): means and standard deviations of the grades of preference for the professional competencies of the faculty members from the point of view of students according to the level of study

Domain	Scientific qualification	N	Mean	Standard deviation
Personal competencies and human relations	Second year	74	4.24	0.250
	Third year	60	4.31	0.224
	Fourth year	66	4.28	0.281
Planning and implementation of the lecture	Second year	74	4.29	0.261
	Third year	60	4.30	0.232
	Fourth year	66	4.26	0.317
Scientific and vocational competence	Second year	74	4.19	0.264
	Third year	60	4.29	0.244
	Fourth year	66	4.20	0.376
Evaluation methods	Second year	74	4.23	0.235
	Third year	60	4.34	0.246
	Fourth year	66	4.22	0.310
Teaching competencies as a whole	Second year	74	4.24	0.203
	Third year	60	4.31	0.186
	Fourth year	66	4.24	0.277

In order to determine the significance of these differences, One-way analysis of variance was performed. The results were as follows:

Table (14): One-way analysis of variance to determine the significance of differences in the degrees of preference professional competencies of faculty member from the point of view of students according to the study level

Domain	Source of variation	Sum of squares	df	Mean of squares	F value	Sig
Personal competencies and human relations	Between groups	0.164	2	0.082	1.275	0.282
	Within groups	12.649	197	0.064		
	Total	12.813	199			
Planning and implementation of the lecture	Between groups	0.075	2	0.038	0.505	0.604
	Within groups	14.700	197	0.075		
	Total	14.776	199			
Scientific and vocational competence	Between groups	0.362	2	0.181	2.003	0.138
	Within groups	17.791	197	0.090		
	Total	18.152	199			
Evaluation methods	Between groups	0.580	2	0.290	2.119	0.088
	Within groups	13.872	197	0.070		
	Total	14.452	199			
Teaching competencies as a whole	Between groups	0.204	2	0.102	1.997	0.139
	Within groups	10.043	197	0.051		
	Total	10.247	199			

Table (14) shows that there are no statistically significant differences at a level of significance less than (0.05) between the average grades of preference for all domains of professional competence of the faculty member from the point of view of students attributed to the study year level. This indicates the similarity of the students' views on the degree of professional competence of the faculty members, whatever their academic level.Thus, it is clear that all students prefer the availability of these competencies to the university professor and have everything that is useful to the student. The researcher points out that the students at different levels are taught by the same lecturers. The course may be studied by a number of students regardless of the level of study. The results of this study are consistent with the study of al-Hakimi (2004), which found that there were no differences between the views of students attributed to the level of study.

Suggestions and Recommendations:

- Include personal and professional competencies in evaluating the performance of faculty members in universities.
- Universities should enhance the functional performance of their faculty members, identify their needs and desires to achieve and satisfy them, and provide a system of personal and material incentives, because of their positive impact in maintaining the high level of job performance.
- Building programs for the preparation and training of faculty members in light of the list of competencies reached by the study, which helps them to develop their job performance.
- Conducting an evaluation study of the professional competencies of faculty members in a number of universities

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