



The Teaching Performance of Faculty Members in the College of Basic Education in Kuwait from the Perspective of Special Education Students in Light of the Performance Measurement Model

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ABSTRACT

The research aimed to identify special characteristics of the faculty member from the perspective of special education students in light of the performance measurement model, and to determine the level of teaching performance of faculty members from the perspective special education students in light of the performance measurement model. The research used the descriptive analytical approach. Results of the research showed that most phrases of the two dimensions of the research were achieved to a moderate degree. The most important characteristics of the faculty member were these: To receive students in office hours, sort out methods of communication with them, understand their academic problems and, help them overcome the problems, respect the feeling of students, and promote distinguished ones, and deal tactfully with students inside and outside the hall.

Keywords: Teaching Performance, Special Education Students, Performance Measurement Mode.



Introduction:

Scientific and technical changes and challenges, and the communications revolution and globalization, which the world is witnessing today, have become one of the most important reasons why the countries of the world seek to advance and progress in various areas of life through their human elements to enable them, work to develop their performance, raise their efficiency and capabilities, besides utilizing them properly.

In view of the important role played by universities in building society and solving its problems, and in an effort to determine the quality of the universities outputs, the evaluation of their educational system in all its components, including faculty members, is necessary in order to raise efficiency by supporting positive aspects and correcting defects, if any. To achieve this goal, universities should work continuously to raise the educational and research efficiency to achieve a distinguished university education that helps society in its progress. (Abdel Nasser Diab and Nidal Kamal, 2010, 88)

To achieve its goals, effective university teaching is based on four basic pillars: faculty, student, curriculum, and administration. The success of the teaching process in universities can only be achieved by upgrading these pillars and components to the level of the goals set by the university as an expression of the mission which it seeks to achieve. These should be taken care of by the faculty members, because they have to form and build the capabilities of students who occupy work and leadership positions in various areas of life. (Sultan Buhari, 2006, 67)

The evaluation process is an integral part of the educational development process, and it is a necessary process. Hence, the evaluation of education has become an indispensable necessity today, which in turn depends on the efficiency of the university professor whom the duty had been assigned, besides his ability to prepare human cadres that advance the development process in society and contribute to it effectively.

One of the most important indicators of the efficiency of the university professor is the teaching performance which he performs as one of the most important inputs in university education, as the teaching performance is considered to leave the strongest influence in

bringing about the desired changes for students. For University students, faculty members are the pillars of academic work at the university, because faculty members are the ones who bear the responsibility for teaching at the university. Moreover, they are responsible for academic guidance at the university. Furthermore, they are the ones who develop curricula and determine the courses. Therefore, the evaluation of faculty members, especially their teaching aspect, is an important work which is based on achieving the university's goals. In this way, the success of a university depends primarily on the efficiency and effectiveness of faculty members and employees. (Raafat Mohammed, 2013, 51).

The teaching performance of faculty members is defined as all the procedures, tasks and responsibilities performed by a faculty member within the lecture halls, or in any educational situation or activity which their peers, superiors or students absorb or adopt bring about desirable changes in the personality of their students in light of the goals and expectations of the university and society at large . (Alaa Hakim and Abdul-Zahra Mohsen, 2016, 76)

Therefore, the evaluation of the performance of a faculty member by students has become one of the most important forces affecting the education process and achieving its goals. The cognitive, professional, emotional characteristics and personality traits of the faculty member an effective role in the educational process. The method of the evaluation of the faculty member by students is one of the most used and applied types of evaluation prevalent in higher education institutions.(Qadri Halima, 2013, 828-836)

Moreover, the evaluation of the teaching performance of faculty members by students carries a high level of credibility, because the evaluation considered more accurate in judging a number of elements such as: the level and clarity of good teaching, the degree of their enjoyment in the way the faculty member teachers, and respect given by the faculty member. Moreover, the students have the ability to judge the extent to which faculty members benefit them, whether through the development of trends or giving them self-confidence.(Feldr & Brent, 2004, 200-215)

This research measures the teaching performance of faculty members from the perspective of special education students in light of the performance measurement model applied by the Public Authority for Applied Education and Training (Measurement and Evaluation



Center), considering that the student is the central focus of the educational process and that the students observe the performance of their university professor, and that the students must evaluate a teacher's performance to enhance the strengths of the faculty member, and to overcome their weaknesses.

Education is not a simple straightforward process to deliver learning. Instead, it is a complicated and adaptable process which relies on a systematic approach. There is no one size fits all method. The same is true for teaching methods to affect teaching performance. It is important for teachers to choose their teaching methods carefully to make the classroom an environment full of learning for students (Madsen & Cassidy, 222, 2005).

In the traditional methods of class learning, students used to rely on teachers and there was less autonomy for students to think, learn and perform. The class learning (and even the whole education system) was teacher-centred. The system has underperformed and has failed to cultivate innovative ability and self-motivation in students. However, the modern methods of class learning make students more responsible for the outcome of learning. Students get autonomous, work independently, and learn through cooperation and practical application of knowledge. The class learning is student-centred and students learn how to learn. This is the idea which encompasses the whole concept of modern education, a part of which is that students be empowered to evaluate teaching performance of faculty members (Hadi & Nabi, 262, 2019).

The major challenge to the concept of teaching performance of faculty members to enhance learning outcome of students comes from three areas. First, improving the infrastructure of school (such as libraries and toilets) improves learning outcomes by making school nicer and attractive (Yangambi, 2023). Now, the question is this: Can the improved learning outcome of students because of improved infrastructure match with the improvement in the learning outcome whenever the teaching performance of faculty members is improved? Second, the impact of reducing class size improves learning outcomes by letting a teacher pay more attention to an individual student (Hattie, 387, 2005). Now, the question is this: can the improved learning outcome of students because of reduced class size match with the improvement in the learning outcome whenever the teaching

performance of faculty members is improved? Third, if the influence of inputs (such as mid-day meals) given to students improved learning outcomes of students, besides the number of enrolment, because of enhancing physical and mental energy and helping the students save their spending (Chakraborty & Jayaraman, 249, 2019). Now, the question is this: can the improved learning outcome of students because of enhanced daily inputs match with the improvement in the learning outcome whenever the teaching performance of faculty members is improved?

Emphasis on teaching performance has increased in recent years. Along with it has evolved the concept of performance management which helps students develop practical skills. Management of performance can be viewed through three dimensions: job performance, personal trait performance, and interpersonal performance. Various methods have been used to understand the general process by which teachers acquire, analyse and use educational data to improve teaching performance. By setting certain benchmarks, meaningful results on teaching performance can be obtained (Uchida, 115, 2017).

Research problem:

As a result of rapid changes and scientific, cultural and social developments, the countries of the world with their various philosophies seek to develop their educational systems and work to raise the level of teaching performance of faculty members through continuous evaluation and through the provision of necessary skills to improve the level of education.

The issue of the teaching performance of faculty members has become a subject of interest for those concerned with higher education on regional and global levels. For this reason, the evaluation of university education has become an imperative necessity, which in turn depends on evaluating the efficiency of the university professor entrusted with preparing human cadres that advance the development process in society and that contribute to society effectively. Some studies indicate that the best sources through which the efficiency and effectiveness of the performance of a faculty member can be judged are students, because they are the most exposed to the performance of the faculty member. They are the primary beneficiaries of the performance, and they are the most knowledgeable and experienced



about the activities and teaching practices that take place in the classroom. (Hala Khaznadar, 2005, 100)

Modern educational trends have had a major role in emphasizing that students are the focus of the educational process through his activity and active participation, and one may see that their opinion and attitudes towards teaching and learning processes and their constituent elements are of great value. They provide rich feedback that contributes effectively to the educational process, and for this reason, students' evaluation of the faculty member is important and necessary. Furthermore, another reason is their judgments are often credible, and because they are the ones who observe the classroom performance of their professors directly. This is way they are one of the main sources of information on the performance of faculty members. (Abdeslam Youssef, 2015, 140)

Evaluation of teaching performance is defined as judging the level of correct teaching performance of a faculty member in line with the standards of quality systems adopted by the internal system for quality assurance in the educational institution, besides, specifications and indicators in accordance with the approved teaching competencies in order to raise the level of quality of teaching performance with the least effort and cost. (Bin Mohammed al-Jabr, 2014, 4)

Most professional bodies, which are specialized in the field of measurement and evaluation of the performance of faculty members. have developed a set of standards which help officials in higher education institutions to measure and evaluate the job performance of their employees. Among these specialized Arab bodies is the Association of Arab Universities, which provides a guide for self-evaluation and external and general accreditation of Arab universities, and which lays emphasis on that both faculty members and students are an essential element for the evaluation of the university. Moreover, its plans must include specific programs for professional development for faculty members. Teaching and upgrading their scientific, research and professional competencies and keeping pace with everything new, provided that the plan takes into account the existence of systems and programs to evaluate the performance of faculty members. (Association of Arab Universities, 2008, 23)

Many conferences and seminars have stressed the need for periodic evaluation of the performance of the university professors in order to raise the level of educational outcomes. One of the means of evaluation may be students, despite what many conferences on the teacher's preparation indicated in light of the challenges of the current era, and the skills that the teacher should master in order to be able to comply with the requirements of global competitiveness, including: The Third Educational Conference (Towards a Better Preparation for the Future Teacher) held at the College of Education at Sultan Qaboos University in the Sultanate of Oman in (2004), and the 20th Educational Conference (Education is a Total Quality and a New Vision) held at the College of Education at the University of Bahrain in (2007). However, the teaching performance of faculty members still suffers from some deficiencies and weaknesses and cannot achieve the desired goals. (Sumer Hassan, 2022, 137-153)

The Arab Human Development Report on university education and teaching methods indicates that the quality indicators of education in the majority of Arab universities are low below (60%), according to the standards in force, and that the poor teaching performance of the faculty member is one of the main factors in delivering the low quality of higher education-(Regional Bureau for Arab States, UNDP, 2003, 15).

It is, Therefore, necessary to work to raise the quality of teaching performance and the level of scientific and professional faculty members in order to keep pace with the requirements of a knowledge society.

Based on the aforementioned point, the research problem can expressed in the following main question:

What is the reality of the teaching performance of faculty members from the perspective of special education students in light of the performance measurement model?

The following sub-questions arise from this question:

- 1- What are special characteristics of the faculty member from the perspective of special education students in light of the performance measurement model?
- 2- What is the level of teaching performance of faculty members from the perspective of special education students in light of the performance measurement model?



Research Objectives:

The current research aims to explore:

- 1- Special characteristics of the faculty member of the faculty members are defined from the perspective of special education students in light of the performance measurement model.
- 2- Determine the level of teaching performance of faculty members from the perspective of special education students in light of the performance measurement model.

Importance of Research:

The importance of the current research is as follows:

- It is a scientific addition to research and studies in the field of measuring teaching performance that researchers benefit from in their research.
- The possibility of benefiting from the results of the field study in improving teaching performance of faculty members.
- Keeping researchers abreast of recent developments in higher education institutions on increasing importance evaluating teaching performance of faculty members.
- Work to provide the needs of faculty members which skills and training to achieve the objectives of the educational process.
- It provides an opportunity for those in charge of developing higher education institutions to know the students' perspective on the performance of faculty members to improve it.
- Finding a set of methods which can be used when measuring the teaching performance of faculty members.

Previous studies:

The following are presented as the most important previous studies which are closely related to variables of the current study, through their historical treatment from the latest to the oldest.

1- Study (Somar Hassan, 2022):

The study aimed to identify the reality of the teaching performance of faculty members from students' perspective at

Tishreen University. The descriptive analytical approach was relied on as a curriculum for the study achieve the objectives of the study, a questionnaire was designed and applied to a sample of (811) male and female students who were randomly selected from the students of the Faculty of Education at Tishreen University.

The study found that the average assessment of the reality of the teaching performance of faculty members in the Faculty of Education at Tishreen University reached (3.60) to a large degree. The results also revealed that there were no differences in the estimates of students of the Faculty of Education at Tishreen University about the reality of the teaching performance of faculty members due to the variables of gender, and academic level. However, there were differences in their estimates due to the variable of scientific research, dialogue and discussion with students.

2- Study (Khaled Ahmed and Maysa Walid, 2021):

The study aimed to identify the level of academic performance of faculty members in Jordanian public universities from the perspective of academic leaders in them. The descriptive approach was relied on as a curriculum for the study. To achieve the objectives of the study, a questionnaire was designed and applied to a sample consisting of (285) faculty members.

The study found that the level of academic performance of faculty members in Jordanian public universities from the perspective of academic leaders in them came at an average level. The results also showed that there were statistically significant differences attributable to the variable of leadership position in all fields in favour of the head of the department, and there were no statistically significant differences due to the variable of administrative experience in all fields. The study recommended holding training courses for faculty members in the field of modern strategies in teaching, performance evaluation mechanisms and scientific research.

3- Study (Samir Gohar, 2021):

The study aimed to evaluate the teaching performance of the university professor in light of the standards of ensuring the quality of education from the students' perspective, The descriptive analytical approach was relied on as a study method. To achieve the objectives of the study, a questionnaire was designed and applied to a sample of



(317) male and female students who were selected in a stratified random manner.

The study found that the level of teaching performance of the university professor in light of the standards of ensuring the quality of education from the perspective no statistically significant differences between the average estimates of students in the Department of Social Sciences in evaluating the teaching performance of the university professor attributed to the variables of gender, division, and educational level.

4-Study (Odeh Abdel-Gawad, et al., 2020):

The study aimed to evaluate the teaching performance of faculty members in private universities from the perspective of students. The study used the descriptive approach. To achieve the objectives of the study, a scale was developed to evaluate the teaching performance of faculty members in private universities, consisting of (50) items distributed on four levels (personal characteristics, planning and teaching, dealing with students, and student evaluation), and applied to a sample of (400) male and female students who were selected in a simple random way.

The study found that the general evaluative estimate of the teaching performance of faculty members came with a high degree on the overall scale and an average of (4.01). In the evaluation estimates of teaching performance, the results showed that there were present no statistically significant differences in terms of (gender, gender, college and academic level). The study ended with several recommendations, including holding workshops for faculty members on how to deal with students in universities, following up on the extent of faculty members' adherence to how to deal with students in the university, and following up on the extent of Faculty members adhere to office hours, and how to benefit from them to serve students.

5-Study (Awad Hammoud and Nasser Miteb, 2020):

The study aimed to identify the factors affecting the evaluation of the teaching performance of faculty members from the perspective of students in the Department of Library and Information Sciences at the College of Basic Education of the Public Authority for Applied Education and Training in the State of Kuwait. The descriptive

approach was used as a curriculum for the study. To achieve the objectives of the study, a questionnaire was designed and applied to a stratified random sample of students numbering (400) students.

The study found that the most main factors affecting students' evaluation of the performance of the faculty members were the following study axes: course presentation, awarding grades, and preparation for the course, while the axis of partisan, sectarian and tribal affiliation came at the tail of students' attention. The results of the study indicated that there were present statistically significant differences in favour of males in the axis of partisan, sectarian and tribal affiliation, whereas statistically significant differences were found in favor of females in the axis of time management. For the variable of academic stages, it was found that there were present statistically significant differences in the total score in favor of the years (second, third and fourth) versus the first year.

6- Study (Jassim Mohammed, 2019):

The study aimed to evaluate the teaching performance of faculty members in the College of Education at Kuwait University from the perspective of student teacher. The descriptive approach was used as a curriculum for the study. To meet the objectives of the study, a questionnaire was designed and applied to a sample of (181) male and female students majoring (mathematics, science, social studies, Arabic language) selected randomly.

The study found that the fields of (human relations, scientific empowerment), and the evaluation of general teaching performance received a high rating, and whereas the fields of (planning and implementation of teaching, and evaluation) received a high rating. The results established statistically significant differences according to the scientific specialization of student teachers (the Arabic language specialization and social specialization) with regard to the general evaluation of the teaching performance of faculty members in favour of students majoring in the Arabic language.

7- Study (Fatma Abdullah, 2019):

The study aimed to reveal the level of teaching performance of a faculty member in some Saudi public universities, and to identify international experiences in developing teaching performance, and to provide proposed mechanisms to improve the teaching performance of a faculty member in Saudi public universities. he descript Trivet

approach was used in its analytical and documentary style as a method of study.

The study found that there was a deficiency in the teaching performance of some faculty members in some Saudi universities. The study also found, the absence of a competent authority in evaluating the teaching performance of the faculty member, and the weakness of the organizational culture regarding the importance of evaluating the teaching performance of the faculty member. The study found that there were statistically significant differences for male and female students in the fields of (human relations, planning and implementation of teaching, and scientific empowerment). The study attributed the evaluation of general teaching performance to student teachers, while there were no statistically significant differences in the field of evaluation with regard to the general evaluation of the teaching performance of faculty members in favor of students majoring in the Arabic language.

8- Study (Najia Al-Mabrouk, 2019):

The current study aimed to evaluate the faculty member in the College of Education from the perspective of students, by knowing the level of practice of teaching performance indicators according to the dimensions of the university teaching scale, and also by knowing the most important methods used in the performance of faculty members at the College of Education. To achieve this objective , a scale was applied to know the teaching performance indicators of the university faculty member, as it was applied through a descriptive study by the survey method, on a sample of (207) students of the College of Education.

The study found that there were statistically significant differences in favour of the theoretical average, which indicated a low level of performance of faculty members, and there were differences in the degree of performance practice according to the dimensions of the scale in favour of the dimension of classroom evaluation, and after managing the learning environment. However, after human relations, and after planning and implementing teaching, the performance rate was low.

9- Study (Abdulrahman Al-Babtain, 2018):

The study aimed to define the degree of teaching performance of faculty members in the College of Education in King Saud University from the perspective of students of the College of Education. The descriptive approach was used as a curriculum for the study, and to achieve the objectives of the study, a questionnaire was designed and applied to a sample of (339) students.

The study found that all paragraphs of the teaching performance tool for faculty members came with a high and medium degree. Furthermore, the order of the fields of study was as follows: (planning for teaching, implementation of teaching, teaching evaluation, and teaching methods. Moreover, there are statistically significant differences in the opinions of the respondents engaged in study sample on the degree of teaching performance in the following three areas of study: teaching implementation, teaching methods, teaching evaluation, and the total degree of faculty members as per to the two variables of the study: (The academic department, and the academic level).

10- Study (Atef Mansour, 2017):

The study aimed to evaluate the teaching performance of faculty members in the College of Education at Al-Jouf University from the perspective of female students. The descriptive approach was used as a curriculum for the study, and to achieve the objectives of the study, a questionnaire was designed and applied to a sample of (126) female students of the College of Education who were selected in a simple random way.

The study found that the arithmetic average of the reality of the teaching performance of faculty members in the College of Education amounted to (3.29) with an average degree, and that the diversity of learning and teaching resources was great. The point of diversity remained the foremost with an arithmetic average of (3.56), and in second place the field of influence on female students with an arithmetic average of (3.20), and in last place came the field of employing measurement and evaluation methods with an arithmetic average of (3.10). The results revealed that there were no statistically significant differences between the average estimates of female students of the College of Education in teaching performance. The results indicated that there were no statistically significant differences



attributable to the variable of specialization and the variable of the academic year.

11- Study (Yin, & et al,2016):

The study identified Chinese students' in the quality of teaching, its impact on the study specialization, and the level of satisfaction on the decision. The transparent approach was used for the study. The questionnaire from (Experience Questionnaire Course) was applied to a sample of (2043) students in Chinese universities.

The study found that the axis of the study came from the importance of the student's view as follows: on the rank, the public axis came first. These skills are these: solving problems, the development of communication skills, followed by the good axis of the new time, whereas, the axis of the objectives and standards got the third place. The axis of the course was ranked fourth and the last resolution. The results of the schedule of the ranking also showed that the obvious objectives of the general levels of public students on the course of course, and the calendar of members of the faculty of students for students in order do not take the role of learning in Chinese universities and teaching about the teacher.

12- Study (Liu et al, 2015):

The study aimed to identify the opinion of Chinese students on the quality of teaching in three disciplines: psychology, education, and chemical engineering. The descriptive approach was applied as a method of study, and a questionnaire was used on the behaviour of faculty members. (Teacher Behaviour Checklist) was applied to a sample of (348) male and female students in these disciplines.

The study found that students, regardless of their specializations, gave the quality of teaching the greatest importance. The results also showed that the quality of teaching and the teaching performance of faculty members represents the largest factor in the efficiency of the level of universities. Moreover, the higher the teaching performance of faculty members, the higher the university's position among universities and the higher was the ability to achieve a competitive advantage over the others.

13- Study (Jurat ,2007) :

The study aimed to evaluate the quality of university education through the opinions of graduate university students. To achieve the objectives of the study, the descriptive approach was used as a curriculum for study. A questionnaire was designed and applied to a sample of (305) graduate university students.

The study found that graduate students believed that the most important thing that made university education very effective was the need for practical skills among faculty members. The skills were the ability to solve scientific difficulties facing students, having high skills in interacting with students, whether individually or collectively, listening to students' scientific needs, and help students develop their thinking skills.

14- Study (Simon,2003):

The study aimed to evaluate the competencies and teaching effectiveness of university professors from the perspective of graduate students. The descriptive approach was used through interviewing (7) professors over (3) semesters. The questions included some aspects of teaching performance such as (the ability to communicate, the trend towards learners, the abundance and adequacy of the scientific material, teaching skills, flexibility, justice, and objectivity.) The study found that there were no differences in the performance aspects determined by the interview questions.

15- Study (March, 2001):

The study aimed to evaluate students for their teachers in the University of Western Sydney in Australia. The descriptive approach was used as a curriculum for the study. To achieve the objectives of the study, a questionnaire was designed that was applied to a sample of(1554) male and female students. The questionnaire covered areas: skill in teaching, personal qualities and relationship with students, organizing the course teaching plan, assignments, and tests.

The study found that there were four objectives for evaluating students for the effectiveness of teaching namely: it constitutes feedback to the university, which helps to improve and develop the learning process: it measures the effectiveness of teaching performance for the purposes of making the appropriate decision in terms of retaining, dismissing or training a faculty member: it provides useful information to students to help them choose the appropriate

teacher and course for them ,and finally to devise a method for description of the results and processes of educational analysis.

In light of the foregoing reviews of some studies closely related to the variables of the current research, it becomes clear to us the need for work to improve the level of teaching performance of faculty members in universities, and to search for modern methods to evaluate and measure their teaching level, while taking into account the fact that students are always the main and first element in this evaluation. **Methodology:**

The descriptive analytical approach was used because it is concerned with describing the phenomenon and expressing it accurately in terms of its nature.

Research tool:

The research tool was the use of the questionnaire as a tool for data collection, due to its suitability to the objectives of the research and its methodology.

Research sample:

The research sample consisted of (97) female students from the College of Basic Education, specializing in special education.

Research Limits:

- **Objective limit:** The research is limited to measuring the teaching performance of faculty members from the perspective of students majoring in special education in light of the performance measurement model.
- **Human limit:** The students of the College of Education, specializing in special education.

Search terms:

- **Teaching performance :**It is defined as: "a set of teaching behaviours carried out by a faculty member accurately, easily and quickly commensurate with the educational situation to achieve high levels of quality in educational institutions, in areas of, planning and preparation for education, implementing teaching and its teaching and learning strategies, evaluating

student learning, providing feedback, personal traits and terminated responsibilities"(Ahmed Effat et al., 2013, 56).

It is defined procedurally as a set of teaching practices and plans carried out by faculty members in order to communicate information with students, to achieve the desired educational goals.

- **Teaching Evaluation:** It is defined as: "judging the practices of faculty members during the teaching process in order to continue improving their administrative, academic and professional behaviour to obtain advanced educational outputs which are appropriate to modern developments in light of quality standards and indicators"(Ziad Gergawi and Jamil Nashwan, 2007, 1317).

It is defined procedurally as: expressing opinion and judging the level of performance performed by faculty members in their actions such as the implementation and planning of lessons for learners within educational institutions.

Theoretical Framework:

The following are the most important aspects of the theoretical literature on the variables of current research, where the research deals with the concept of teaching performance, the importance of evaluating the teaching performance of faculty members, the objectives of evaluating the faculty member, and methods of evaluating the faculty member.

☒ The concept of teaching performance:

The quality of higher education generally depends on the ability of faculty members to perform their tasks and carry out their roles in light of the assigned objectives by the university and on the basis of the performance standards set by the university. No matter how different the roles of the university professor vary from college to college, and from country to country, the value of the university remains dependent on the value of its faculty and their scientific competence (Mohamed Ahmed, 2012, 397).

An active faculty member has a self-affirming vision of development, encouraging their students to assert themselves by reflecting on education and enhancing interaction with the aim of creating a qualitative transformation in their learning (Burn and Sinfield, 2004,46).



Teaching performance refers to a series of procedures, measures and practices carried out by the professor before or during the lecture, including: planning, implementation, evaluation, classroom management and control, besides, the professor's personal behaviour, and the mutual relationship between him and their students. (Ghazi Deifallah, et al., 2005, 139-200)

It is also defined as: judging the extent to which a faculty member accomplishes his job related tasks stipulated in the regulation, which are: teaching, researching and doing community service (Munir Abdo, 2011, 197).

☒ Objectives of evaluating the teaching performance of faculty members:

There are several objectives for evaluating a faculty member (Rushdi Ahmed, 2004, 16)

- Responding to students' educational requirements by faculty members.
- Detect deficiencies in performance and let them be known to faculty members to work on strengthening them.
- Make appropriate decisions for transfer, promotion or reward.
- Work on the participation of students in the educational process through the evaluation process.
- Spreading the culture which values evaluation as an important element for the development of the educational institution among students.
- Familiarize faculty members with their personal and functional behaviour for the purpose of evaluation and self-direction.
- Raising the quality of teaching by updating educational methods, materials and activities.
- Urge faculty members to follow new patterns in teaching after evaluating the results of students.
- Work to achieve the objectives of the educational institution.

☒ The importance of evaluating the performance of faculty members:

The importance of evaluating the performance of faculty members lies in the following (Shadia Abdel Halim, 2010, 43):

- Helps the educational institution ensure its success in achieving its educational goals and outcomes.
- Assures administrative decision makers that things are moving as desired.
- Uses teaching performance evaluation as a criterion to justify the selection and development of the system program.
- Contributes to identifying gaps in the teaching performance followed and tried to eliminate the gap.
- Detects the strengths of performance to enhance and benefit from them, and evaluates the possibility of transferring them to others through multiple means, by identifying weaknesses to avoid them and by developing solutions to achieve the same.
- Works to provide a database on the university's programs in all its details.
- Develops the skills and information of the professional faculty member in order to contribute effectively to future development processes.

☒ Faculty member evaluation methods:

The use of more than one method to evaluate the performance of a faculty member enables the collection of accurate and diverse information. The following is a mention of the most important of these methods(Nada Salem, 2013, 29-30).

- Administrative evaluation of the faculty member: It is carried out by the head of the department or the direct head of the faculty member, for the purpose of promotion, job confirmation or awarding incentives.
- Self-evaluation of the faculty member: It is carried out by faculty members for themselves in order to develop and improve their teaching style.
- Evaluation of colleagues for the faculty member: It is performed to evaluate the performance of faculty members through visits of their colleagues, who are mostly friendly. In this system, their colleagues records their observations on the performance of the faculty member through several lectures and then colleagues discusses their observations with the faculty member.
- Student evaluation of faculty members: a process that appeared in higher education in the United States of America in the 1930. It was practiced in a voluntary manner. However, in recent years, the application of student evaluation of the faculty



member in higher education has become a basic requirement in most developed countries.

☒ **Problems of evaluating the teaching performance of faculty members:**

There are many problems facing the success of the process of evaluating the teaching performance of faculty members, including the following (Mazio Manar bint Ammar, 2015, p132):

- The evaluation is carried out in light of predetermined behavioural standards to fathom the extent to which the university professor possesses certain teaching skills.
- The lack of experience of students, and their psychological state at the moment of evaluation, which is affected by some administrative pressures, and the personal qualities of the university professor.
- The use of one type of evaluation methods for the teaching performance of faculty members.
- Not choosing the appropriate time in the evaluation of faculty members.
- The lack of awareness about the importance of evaluation results.
- The faculty member's feeling that the evaluation process reduces his status (standing) among students.
- Not focusing on the scientific aspects during the evaluation process and limiting it to other factors far from the educational aspect.
- The evaluation of students was affected by many variables in the lecture hall, including the number of students, the type of course and specialization.
- The lack of objectivity and the lack of culture for the evaluation process of faculty members by students.
- Inappropriate time for the evaluation process, which leads to random marking in the evaluation form by students, because the evaluation process may take place at the end of lectures by passing the forms to students.

Field Research Procedures:

Research sample:

The research sample consisted of (97) female students of the College of Basic Education, specializing in special education, to know the reality of the teaching performance of faculty members from the point of view of special education students in the light of the performance measurement model, where the research tool was distributed to (107) female students of the College of Basic Education, specializing in special education in the State of Kuwait. (99) questionnaires returned, valid for research purposes (97) questionnaires.

Methodology:

This research seeks to identify the reality of the teaching performance of faculty members from the point of view of special education students in the light of the performance measurement model, and therefore the descriptive analytical approach was used, because it is concerned with describing the phenomenon and expressing it accurately in terms of its nature, and reaching conclusions that help to understand and develop reality.

Research Tool:

- The questionnaire of the reality of the teaching performance of faculty members, College of Basic Education, specializing in special education in the State of Kuwait

The two researchers built and developed a questionnaire tool with the aim of measuring the views of students in the level of teaching performance of faculty members specializing in special education in the light of the performance measurement model, through the study of educational literature and previous studies, and everything related to the current research topic. When building this questionnaire, the two researchers took into account the initial conditions in building the questionnaires, namely: objectivity in terms of standardization of procedures for clarity of instructions, method of correction, comprehensiveness, and codification (Ali Suleiman et al., 2002, 349-350).



Construction of the questionnaire:

Based on the objectives of the research, the two researchers identified the basic areas of the questionnaire, which included the phrases that were directed to the research sample, relying on the performance measurement model applied by the Measurement and Evaluation Center of the Public Authority for Applied Education and Training, and in front of each phrase three levels measure the degree of approval of the sample members about the reality of the teaching performance of faculty members at the College of Basic Education from the point of view of students specializing in special education in the State of Kuwait, which is OK (three degrees), to some extent (two degrees), and disagree (degree). The following arithmetic rule was adopted to estimate the responses of the sample members:

1	1:1.66	33.33:55	Weak
2	1.67: 2.33	55.67: 77.67%	Average
3	2.34: 3	78: 100%	high

The number of questionnaire phrases reached (46) phrases, which were divided into two axes: the first is related to the special characteristics of the faculty member, and included (19) phrases, and the second, related to the reality of the teaching performance of the faculty member and included (27) phrases, while the answer to the total questionnaire ranges between (46) degrees to (138) degrees. Stability of the tool: The stability was calculated by the method of re-testing (Test- Re -test), as the questionnaire was distributed to an initial sample of college students, whose number reached (11) students, other than the research sample, and after two weeks the tool was re-applied to the same sample, and then the correlation coefficient of the tool was calculated according to Pearson's predictive equation, and the stability coefficient of the tool as a whole reached (89.) , which is a reliable high stability coefficient.

Authenticity of the tool:

To verify the validity of the research tool, the credibility of the arbitrators was relied upon, as the questionnaire was presented in its initial form to experts and specialists in various fields of education (Appendix 1). They were asked to express an opinion on the validity of the statements and their appropriateness to know the reality of the

teaching performance of faculty members from the point of view of student majoring in special education, with the freedom to delete and add to phrase, and after taking the opinion of the arbitrators and making amendments, and the questionnaire was settled in its final form(Appendix 2).

- Stability of the tool:

The stability was calculated by the method of re-testing (Test-Re -test), as the questionnaire was distributed to an initial sample of college students, whose number reached (11) students, other than the research sample, and after two weeks the tool was re-applied to the same sample, and then the correlation coefficient of the tool was calculated according to Pearson's predictive equation, and the stability coefficient of the tool as a whole reached (89.), which is a reliable high stability coefficient.

Field research results and their interpretation:

The following are the most important results of the field research after applying the research tool, and processing the data statistically, where the reality of the teaching performance of faculty members at the College of Basic Education is defined here from the point of view of special education students in the light of the performance measurement model. The arithmetic average of each phrase of the axis of the attributes of the faculty members in the college was calculated from the point of view of the research sample, and then arranged the phrases in descending order based on the value of the arithmetic mean, and Table (1) shows that:

Table (1)

Arranging the phrases of the axis of the special features of the faculty member from the point of view of the research sample

M	Phrases	arithmetic mean	ranking	level
1	Possesses the art of managing dialogue inside lecture halls	2.0346	Twelfth	Medium
2	Respects the opinion and the other opinion and gives an opportunity to Participate	2.1835	IX	Medium
3	Enjoys flexibility and accepts excuses from students when late and absent	2.2567	VIII	Medium
4	Deals tactfully with his students inside and	1.7334	XVIII	Medium



	outside the hall			
5	Taking into account the circumstances of students before setting any test for the subject	2.1423	x	Medium
6	He works to spread an atmosphere of familiarity among his students during the explanation of lessons	2.0531	Xi	Medium
7	Participates in solving the problems of his academic and academic Students	1.7436	XVII	Medium
8	Has a high culture in responding to any question posed by students	2.5344	V	High
9	Respects the feeling of students and promotes distinguished ones	1.7643	XV	Medium
10	Keen to commit to time inside the classroom	2.3506	VI	High
11	Taking into account the social and psychological characteristics of Students	1.7106	XIX	Medium
12	Develops the moral sense of students	1.9531	XIII	Medium
13	It is characterized by transparency, clarity and fairness in dealing with female students.	2.2766	VII	Medium
14	Attracts the attention of students through discussion and dialogue with them	2.6751	III	High
15	Students are allowed to express their opinions that differ from his scientific opinion	2.5623	IV	High
16	Has a clear and audible voice during the lecture	1.7533	XVI	Medium
17	Possesses extensive knowledge in the topics of the course	2.9321	First	High
18	Assertive and well-behaved in attitudes	1.8743	XIV	Medium
19	He presents his ideas clearly and coherently	2.8372	II	high

It is clear from Table (1) that the arithmetic averages for approval of the phrases of the first axis of the special features of the faculty member were high and medium, and ranged between (2.9321, 1.7106), and this indicates that some of the special features of the faculty member in the College of Basic Education, specializing in special education in the State of Kuwait, have been achieved from the point of view of the students of the research sample, with a high degree of phrases (19,17,15,14,10,8), while most of the features were

achieved with an average degree for the phrases (18,16,13,12,11,9,7,6,5,4,3,2,1), and it is clear that the phrase (17), which states Ali "has extensive knowledge in the topics of the course", has come in first place for the order of the phrases of the axis of the special features of the faculty member from the point of view of the members of the research sample, with an arithmetic average of (2.9321), where the actual reality indicates the nature of the faculty members in the college to provide a supportive environment for the teaching and learning processes for students, while the statement (19), which states "presents his ideas clearly and coherently", came in second place for the order of the axis phrases, with an arithmetic average of (2.8372), The statement (14) "attracts the attention of female students through discussion and dialogue with them" ranked third, with an arithmetical average of (2.6751), as did the statement (11) "takes into account the social and psychological characteristics of female students." The faculty member's trait axis statements ranked last from the point of view of the members of the research sample, with an arithmetical average of (1.7106). The statement (4) that "treats his students gracefully in and out of the room" ranked second to last, in the 18th order, and an arithmetical average of (1.7334). The result is that the faculty member does not engage the skills of communication and interaction with the students, because the faculty is interested only in the subject, how it communicates to the students, and how it is not important Communication and interaction with students and the vital role that leads to positive human relationships that cultivate trust in individuals, increase their motivation to work, cooperate constructively, raise morale in the working environment between the group and satisfy their psychological and social needs. This also indicates that the personal characteristics and characteristics of the faculty are moderate, suggesting that academic guidance should be implemented in college and that faculty members should be adequately informed about female students. This was confirmed by a study (Jassim Mohammed, 2019), which indicated that the field of (human relations) received a very good rating, given the importance of this field.

The previous result can also be interpreted in light of the findings of the study of Odeh Abdel-Gawad et al., 2020), which ended with several recommendations, including holding workshops for faculty members on how to deal with students in universities, following up on the extent to which faculty members adhere to how to deal with students at the university, following up on the extent to



which faculty members adhere to office hours, and how to benefit from them to serve students, and a study (Najia Al-Mabrouk, 2019), which found that there were no statistically significant differences in the dimension of human relations. After the teaching was planned and implemented, the performance ratio was clearly low in the two dimensions.

And a study (Yin & et al), which indicated that the axes of the study were ranked based on importance from the students' point of view as follows: The axis of general skills came in first place, and these skills are: problem solving, and the development of communication skills, due to their importance.

In the same context, the results of the study (Simon,2003) confirmed the need to focus urgently on some aspects of teaching performance such as (the ability to communicate, attitude towards learners, abundance and adequacy of scientific material, teaching skills, flexibility, justice, and objectivity).

Answer to the second question: What is the level of teaching performance of faculty members from the point of view of special education students in light of the performance measurement model?

The arithmetic average of each phrase of the axis of the reality of the teaching performance of the faculty member was calculated from the point of view of the research sample, and then arranged the phrases in descending order based on the value of the arithmetic average,

and Table (2) shows that:

Table (2)

Arranging the statements of the axis of the reality of the teaching performance of the faculty member from the point of view of the research sample

M	Phrases	Arithmetic mean	ranking	level
1	He is keen to explain the topic of the lecture in more than one way	2.3302	IV	Medium
2	Organizes his thoughts well when narrating scientific material	2.3102	V	Medium
3	Keen to simplify and facilitate the	2.3478	III	High

M	Phrases	Arithmetic mean	ranking	level
	scientific material			
4	He uses most of the time in teaching during the lecture explanation.	1.8856	x	Medium
5	Adhere to the start and end dates of lectures during the academic year	2.4310	Second	High
6	Students are informed of students' appointments well in advance of the date of the exam	1.7573	XIX	Medium
7	Be keen to be in the office on office hours	1.3710	XXIV	Low
8	Gives useful feedback on the performance of students after correcting the test	1.3296	XXVI	Low
9	Explains the topics thoroughly to complete the comprehension process for students	1.7734	Fifteenth	Medium
10	His tests reflect what was explained during the semester	2.0132	VII	Medium
11	Uses various educational techniques (blackboard - Internet – Data show).	1.7680	XVI	Medium
12	He is keen to present and discuss the course description in his first meeting with his students.	1.8236	XIII	Medium
13	Diversifies in teaching methods (lecture - discussion - groups)	1.9645	VIII	Medium
14	Provides students with the opportunity to practice enrichment activities to evaluate them (readings - reports - research)	1.9041	Ninth	Medium
15	Perform frequently during the semester	1.7591	XVIII	Medium
16	Ensures feedback and continuity of evaluation	2.1763	Sixth	Medium
17	Taking into account the individual differences between students.	1.8437	XII	Medium
18	Asks questions and encourages students to think and seek answers	2.4365	First	High
19	Ensure that students' activities are received on time	1.8692	Eleventh	Medium



M	Phrases	Arithmetic mean	ranking	level
20	Ensures the comprehensiveness of the evaluation aspects of the various aspects of the students' personality	1.4290	XXIII	Low
21	Interested in evaluation methods that provide the opportunity for students to self-evaluation	1.4587	XXI	Low
22	Distributes activities and assignments in an orderly manner throughout the semester	1.4380	XXII	Low
23	Focuses on asking questions related to higher order thinking skills	1.8071	XIV	Medium
24	Clear in correcting tests	1.7605	XVII	Medium
25	Guides students towards references and studies related to their research	1.3096	XXVII	Low
26	Encourages students to conduct applied and scientific research	1.3470	Twenty-fifth	low
27	Cooperates in the arbitration of students' research questionnaires	1.5479	Twenty	Low

It is clear from Table (2) that the arithmetic averages for approval of the phrases of the second axis related to the reality of the teaching performance of the faculty member in the college from the point of view of the research sample, were low and medium, The ratios ranged from 2.4365, 1.3096), which indicates that, from the point of view of female students in the specialization of special education, some of the teaching performance indicators for faculty members in the College of Basic Education were achieved by female students in the research sample, with a high grade of phrases (3, 5, 18). Most of the indicators achieved a medium grade of phrases (1, 8, 8, 20, 21, 22, 12, 13, 17, 17, 24, 23, 26), while phrases were achieved with a low grade of 26, 25, 26. It is also clear that the statement (18) "to ask questions and encourage students to think and seek answers" came first in the order of the statements on the subject of the teaching performance of the teaching staff, from the point of view of the members of the research sample, with an arithmetical average of 2.4365, followed in second place by the statement (5) "to schedule the

beginning and end of the lectures during the school year" and an arithmetical average of 2.4310. "3) came in third place, with an average of" to simplify and facilitate the material "and This finding can be explained in the light of (Jurat, 2007), which asserted that graduate students believe that what makes a university education highly effective is the need for practical skills among faculty, such as high skill at interacting with individual and collective students, listening to students' scientific needs, and developing students' thinking skills. In the last place, the statement (25) stating "instructs female students towards references and studies related to their research", with an arithmetical average of (1.3096), from the point of view of the female students in the research sample, was ranked penultimate (26th). The statement "gives useful observations on female students' performance after marking the test", with an arithmetic average of (1.3296), and the statement (26) stating "encourages female students to conduct applied and scientific research" came in (25th), with an arithmetic average of (1.3470). This indicates the need to activate selection exercises for scientific and pedagogical activities in proportion to the capabilities and interests of female students in the faculty, and to provide faculty members with adequate information on female students; To provide for individual differences among students, this finding shows how the female faculty needs various methods of identifying their levels and individual differences to help them assign them appropriate assignments. Staff clarification of the assessment methods used, the appropriateness of the tests, and useful feedback after performance were among the most needed statements in the application of the resolution to the sample, the importance of covering all course terms, and the equitable distribution of the scores On the requirements of the content. This result can be explained in light of the recommendation of the study (Najia Al-Mabrouk, 2019) for the need to pay attention to the dimension of classroom evaluation, after managing the learning environment, in addition to the dimension of human relations, and after planning and implementing teaching. The previous results are also consistent with the results of the study (Etaf Mansour, 2017), which found that the arithmetic average of the reality of the teaching performance of faculty members in the College of Education reached (3.29) with an average degree, and that the diversity of learning and teaching resources was great, and came in first place with an arithmetic average (3.56), and in second place the field of influence on female students with an arithmetic average (3.20), and in last place



came the field of employing measurement and evaluation methods with an arithmetic average (3.10). The results of the study (Liu et al. (2015) also indicated that students, regardless of their specializations, give the quality of teaching the greatest importance, and the results also showed that the quality of teaching and the teaching performance of faculty members is the biggest factor in the efficiency of the level of universities, the higher the teaching performance of faculty members the higher the university's position among universities and the ability to achieve competitive advantage.

In the same context, the results of the study (March, March 2001) indicated the importance of having four objectives for evaluating students for the effectiveness of teaching: it constitutes feedback to the university, which helps to improve and develop the learning process, measuring the effectiveness of teaching performance for the purposes of making the appropriate decision in terms of retaining, dispensing or training a faculty member, providing useful information to students to help them choose the appropriate teacher and course for them, and finally a description of the results and processes of educational analysis.

Summary of the results:

The current research found:

- Most of the phrases of the two axes of the research came at the average level, which ranged the arithmetic average between (2.2766, 1.7106).
- The characteristics of the faculty member are the most important of: the commitment of faculty members to receive students in office hours, determine their ways of communicating with them, understand their academic and academic problems, help overcome them, respect the feeling of students and promote distinguished ones, and deal tactfully with students inside and outside the hall. Where it came in the first ranks in this axis.
- The results showed interest in the evaluation aspect by answering the questionnaire statements, especially by evaluating the performance of students repeatedly during the semester, giving notes after performing tests, paying attention

to feedback, and guiding students towards references and studies related to their research.

In light of the above, the research recommends the following:

- Diversify the methods used in the process of evaluating the teaching performance of faculty members to obtain good results.
- Work to spread the culture of evaluation among students to give them self-confidence and participate in the evaluation process.
- Establishing specialized centers to evaluate the performance of faculty members and work to develop it within universities.
- Work to improve the level of training performance of faculty members through the work of workshops to clarify the importance of student evaluation of faculty members.
- Attention to the application of total quality requirements, and a statement of the relationship of evaluation to the quality of university education.
- Urging faculty members to exchange teaching experiences to discover strengths and weaknesses.
- Holding training courses periodically for faculty members in universities.
- Provide students with the opportunity to participate and express their opinion inside the lecture halls.- Searching for new standards within universities to evaluate the performance of faculty members.
- Work to increase relations between students and faculty members to identify the problems facing students during the educational process.

Suggested Researches:

The research proposes to conduct the following research:

- Developing the teaching performance of faculty members in light of the requirements of total quality in university education.
- The role of administrative leaders in evaluating the teaching performance of faculty members in universities.
- Evaluating the teaching performance of university professors in the light of scientific standards for modern teaching methods.
- Evaluating the teaching performance of faculty members in light of the experiences of some developed countries.



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