



Teaching Methods and Methods and Their Impact on the Performance of Faculty Members Field Study

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Abstract

This study aimed to measure the impact of acquiring the necessary skills (applying scientific methods in teaching, and using educational aids) on improving teaching performance, as well as to find out whether there are differences between the study sample in acquiring the necessary skills for faculty members and their impact on improving teaching performance attributed to (type of work contract, years of experience, and degree), and the questionnaire was relied on as the main tool in data collection, as a simple random sample was taken from the faculty members working at the college. Tripoli Administrative and Financial Sciences (Cooperative or Permanent) was 35 individuals in size, constituting 25% of the total population size of the study. The results of the study indicate that there is a strong relationship between the acquisition of the necessary skills (the application of scientific methods, the use of educational aids) for faculty members and the improvement and development of teaching performance in higher education institutions. There were also significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions according to the type of contract (collaborators, permanent) at a level of significance (5%). The category of permanent residents in the college under study is the most possessed and used of skills (scientific methods, teaching aids) in the institution under study than the category of collaborators. In light of the results of the study, a number of proposals can be dropped, the most important of which are: working on the professional development of faculty members and educational quality through the establishment of organizational units concerned with permanent qualification and training. Higher education institutions should be keen on the professional development of faculty members, as they constitute the most important input to the educational system.

Keywords: Methods - Tools - Training - Performance - Teaching.

Introduction:

As a result, it was necessary to pay attention to the quality of the faculty member by focusing on the renewal and development of qualification and training programs during his work, which leads to raising the efficiency of the faculty member and pushes him to assume his responsibilities towards himself first and then towards the educational institution in which he works as well as his role towards the society as a whole. The competence is to organize rehabilitation and training programs in a way that helps to avoid shortcomings among faculty members and achieve the goals of the educational process better, and the amount of attention paid to the quality and qualification of faculty members and their training reflects a sense of responsibility towards the future of generations and the presentation of new teaching methods that are commensurate with the level of students.

First: The Problem of the Study:

By reviewing some previous studies and researches conducted on a number of Arab universities and some reports issued by the Regional Office for Arab States, 2003,¹ which indicated that the indicators of the quality of education in most Arab universities have been low to less than (60%) according to the applicable standards, and the poor teaching performance of faculty members is one of the main factors in the low quality of higher education. The researcher realized the problem of the weak relationship between the faculty member in higher education institutions and the students through the teaching performance and its limitation to the method of one-sided indoctrination despite the existence of more than twenty-eight educational training methods, and from the above, the study problem can be formulated through the following questions:

- 1- Does the faculty member use different scientific methods and methods in higher education institutions?
- 2- Is the training style important when teaching higher education students from the faculty perspective?
- 3- What skills should be adopted and provided to faculty members by higher education institutions for the purpose of improving the level of teaching performance?
- 4- What is the difference between a faculty member who has and does not possess training skills in the ease of communicating information interactively to students?
- 5- Do the Ministry of Higher Education, its subordinate departments, and departments of higher education institutions develop the skills of faculty members?

Second: Research Objectives:

- 1- Knowing the methods and methods used in teaching in higher education institutions by the faculty member through the sample under study.
- 2- Knowledge of the various training methods and means that help the faculty member increase his teaching skills.
- 3- Knowing whether there are training courses held for faculty members for the purpose of informing them of the most important training methods that would contribute to raising the educational level and then monitoring their performance.
- 4- Trying to reach a set of results that would serve the subject of the study, and developing appropriate proposals for it.

Third: Research Hypotheses:

- 1- There is no statistically significant relationship between the acquisition of training skills (means and methods) and the improvement of teaching performance in higher education institutions.
- 2- There are no statistically significant differences in the ownership and use of training skills by faculty members in higher education institutions due to variables (type of employment contract, years of experience, degree).

Fourth: The importance of the research:

The importance of the research stems from the importance of the teaching function in higher education institutions, which is one of the most important and effective jobs in preparing students for future life, as it provides them with specialized knowledge, positive behavioral attitudes, and all the

¹ <http://www.ilo.org/beirut/lang--ar/index.htm>

scientific and practical skills necessary to qualify them to become active members in the service of society, as well as considering the measure of excellence of higher education institutions depends on their possession of qualified faculty members capable of communicating and interacting with students to facilitate the process of delivering high-quality information.

Fifth: Research Methodology, Tools, and Methods:

- 1- Research Methodology: The researcher used the descriptive field method to study the special part in the form and content of acquiring the necessary skills for faculty members and their impact on improving teaching performance.
- 2- Research Method and Tools: The researcher used books, researches, and some websites related to the research topic, as well as the questionnaire prepared to collect special data from the research sample.

Sixth: Research Population and Sample:

The research community is represented by all faculty members working in the Faculty of Administrative and Financial Sciences in Tripoli, which amounted to (140) faculty members among (permanent, collaborators) according to the statement of the head of the faculty members department at the faculty when he was asked about the number of faculty members working in the college, as this number represents the total community of the study, so a sample of the research community was selected to be a good representative of the research community to ensure a high degree of objectivity in the results, as it was selected A simple random sample of all faculty members working in the Faculty of Administrative and Financial Sciences in Tripoli, and the size of the simple random sample from the research population can be determined according to the following equation, which reached a representation of 25% of the total population of the research:¹

$$n = \frac{p(1-p)}{\left[\frac{p(1-p)}{N} + \frac{E^2}{SD^2} \right]}$$

where:

N: Study sample size.

N : The size of the study population.

SD : The standard score (the tabular value corresponding to the confidence score), which is equal to 1.96 at a 95% confidence factor.

P : A probability value ranging from zero to a correct one, where the closer the value of (P) is to zero and the correct one, the smaller the sample size, and the closer the value of (P) is to half, the larger the sample size, and therefore the value of (P) was chosen to be equal to 0.5 in order to ensure that the researcher gets the largest sample size.

E: The maximum allowable error in specimen size determination, where the maximum allowable error is assumed to be about 0.05, i.e. a value is predetermined (assumed) to be equal to 0.05.

¹ Adnan Abbas, et al., Applied Statistics (Damascus: Open University Publications, 2006), p. 41.

Seventh: Research Limits:

Each research has limits that fall according to the researcher's ability in terms of time, effort, and cost, so the research was limited in terms of time limits to the period between March and May of 2026, while the spatial limits will be conducted at the Faculty of Administrative and Financial Sciences in Tripoli, and the human limits will be investigated by the faculty members who teach in the faculty under study from permanent members or collaborators specialized in the field of administrative and financial sciences.

Eighth : Research Form

Acquire the necessary skills for faculty members and their impact on teaching performance

Independent variable Acquire the necessary skills

For Dependent Variable Faculty Members (Teaching Performance)

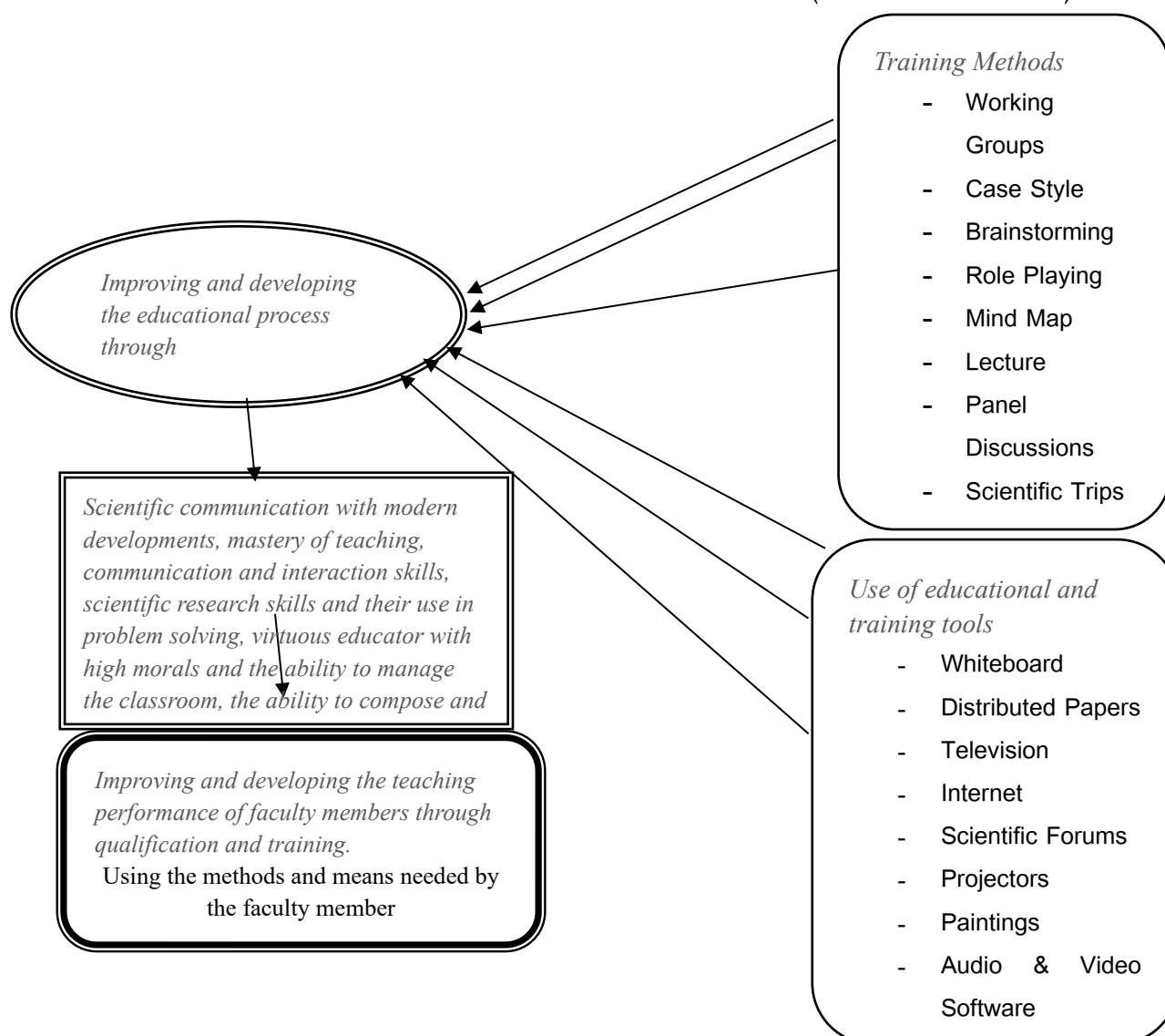


Figure (1) The form for research variables¹

¹ Designed by the researcher based on the research variables

Ninth: Procedural Definitions of Research Terms:

Procedural Definition of Teaching Performance: The degree to which a university faculty member works to implement the university's tasks through the teaching function to achieve high levels of teaching performance.

Faculty Member: Anyone who teaches in higher education institutions who hold a doctorate or master's degree.

Higher Education Institutions: The highest levels of education, including universities and higher institutes that grant bachelor's degrees, higher diplomas in primary studies, master's degrees, and doctoral degrees in postgraduate studies.

Skills Acquisition: Qualification and training processes aimed at changing the skills, attitudes, and behavior of faculty members to be more efficient and effective to meet the needs of the higher education institution and the community, and the needs of the faculty members themselves.

Tenth: Previous Research and Studies:

The purpose of presenting the previous research and studies lies in the extent to which they are useful in the current study in terms of objectives, study results, study tools, results, etc., and will be addressed with a comparison between them and the current study:

- 1– Abdulwahed Milad Al–Senussi Qutaish: (The Extent to which Geography Teachers at the Secondary Stage Possess and Practice Educational Technical Competencies in the City of Bani Walid, Libya, Unpublished Master's Thesis, Al Al–Bayt University, Faculty of Educational Sciences, Blue Jordan, 2013) The study aimed to find out the extent to which geography teachers in the Bani Walid region in Libya possess and practice educational technical competencies and the extent to which they practice them. During their work, by reviewing their training needs, the study reached several results, the most important of which are: The researcher concluded that teachers' possession of professional competencies was average, and this current study differs from this study in the axis of measuring teaching performance, but it agrees with it in that the previous study focused on qualification and training

The present study makes use of this study in the theoretical part as a reference and deals with some of the findings in the interpretation of the study.

- 2– Abdul Razzaq Shanin Al–Janabi: (Evaluation of the Teaching Performance of Faculty Members at the University and its Implications on the Quality of Higher Education, Research Presented to the Quality Conference at the University of Kufa, Faculty of Education for Girls, University of Kufa, November 2009) This study aimed at the process of evaluating teaching performance and its importance in the quality of higher education, and the research addressed this topic through several axes related to performance evaluation, and the researcher used the descriptive method in his study, and the study reached a number of results, the most important of which is the evaluation of the teaching performance of a member. This study is consistent with the current study in the field of measuring teaching performance, but it differs from it in that the previous study focused on the part of measuring the performance of faculty members, while the current study is concerned with the

comprehensiveness of qualification and training first, and then measuring and evaluating teaching performance.

The present study makes use of this study in the theoretical part as a reference and deals with some of the findings in the interpretation of the study.

- 3- Mustafa Khalil Al-Sharqawi's Study: (Training Studies for In-Service Teachers: Planning, Management, First Conference on Professional Training for Teachers, Benghazi, Libya, March 15, 1984) This study aimed at planning and managing training courses for in-service teachers, and the researcher used the historical and descriptive method in his study, and the study reached many results, including: providing continuous development of information, skills and trends that enable the teacher to raise the level of his profession. This study agrees with the current study in the field of in-service teacher training, and differs with it in that this study was concerned with the management and planning of training courses, while the current study is concerned with the rehabilitation and training program as an integrated whole.

The present study makes use of this study to crystallize the theoretical part and some results.

- 4- Saliha Sanqar: Some Contemporary Trends in the Field of In-Service Teacher Training – In-Service Teacher Training Symposium – Arab Teachers Union , Damascus , 1989

This study aimed to show the necessity of training teachers, and the researcher used the historical and descriptive method, and reached several results, the most important of which are:

- Beginner teachers with little experience need intensive programs to qualify them for employment.
- Outstanding teachers need more care and search for the new.
- Traditional teachers cling to the old and prefer to stay on it.
- Passive teachers avoid observing others.
- Teachers who lack competence and practical skill are not aware of their lack of experience.

This study agrees with the current study on the field of in-service teacher training, but it differs from it in that the previous study is only concerned with the need to train teachers, while the current study goes beyond that to qualifying and training an important segment represented by faculty members in higher education institutions, and the current study benefits from this study in the theoretical part, the methodological method, and some results.

Theoretical Framework of Research

Due to the rapid change and continuous development of our current era in various fields of life, which requires continuous attention to the development of faculty members in higher education institutions because it is the basic basis for comprehensive development, it is useful to refer to the concept of professional development of faculty members and its goals. As well as the areas and methods of training faculty members in higher education institutions:

First: Developing the Skills of the Faculty Member:

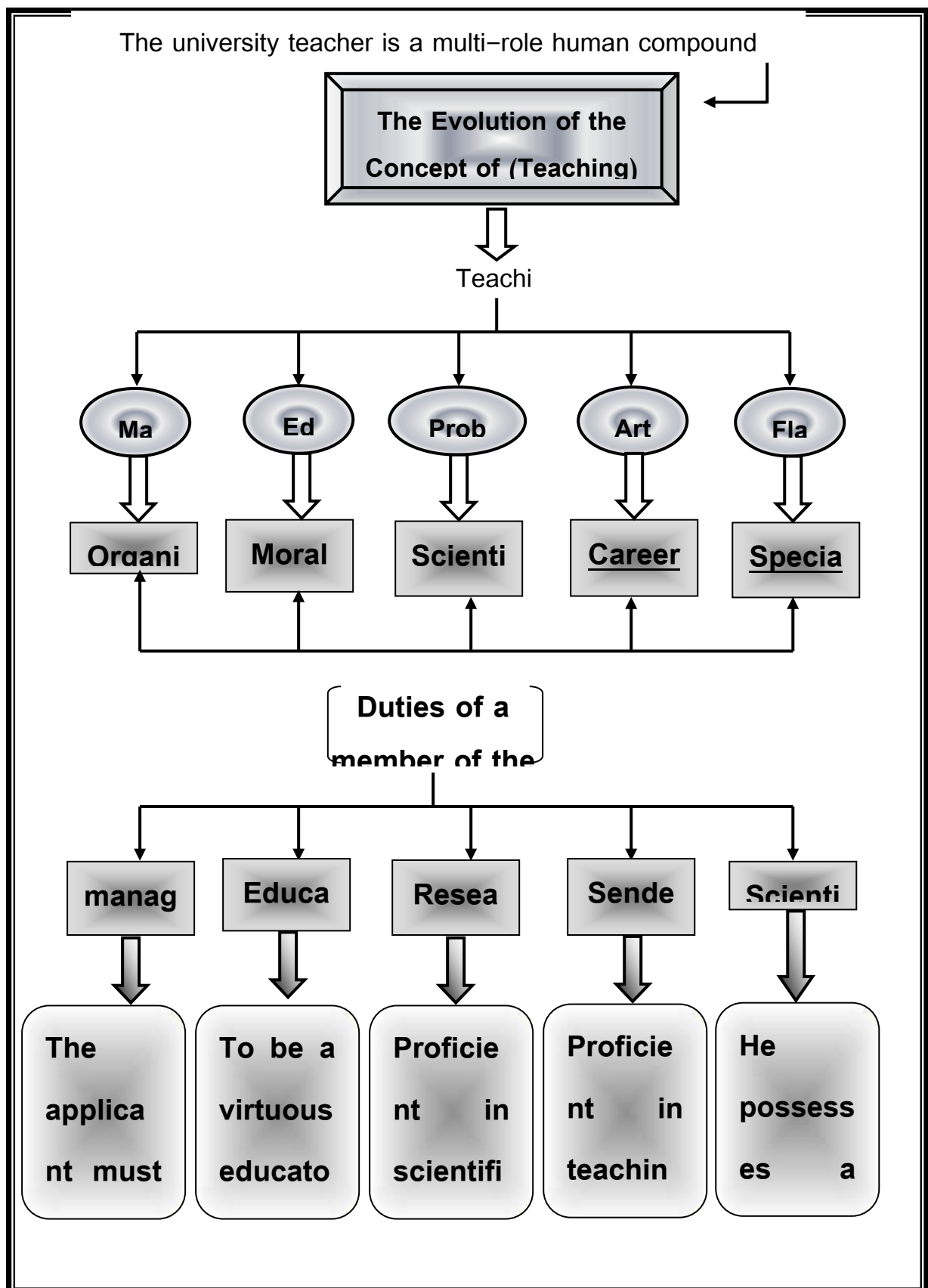
Faculty member skills development is an institutional process that is usually carried out by the university or college through specialized centers or units to provide programs aimed at achieving the professional development of faculty members in a way that ultimately reflects the improvement and development of the university or college.

1. His responsibility to himself as a scientist or academic, which requires him to make progress in his field of knowledge, improve his competencies, and continue to develop and improve.
2. His responsibility to his institution, which requires the academic to be proficient in the fields of teaching, research, management, and community service.
3. His responsibility to the community, which requires the academic to respond to the problems and needs of the community.¹

The faculty member's tasks and abilities stem from the main tasks and functions that universities seek to achieve, which are teaching, scientific research, and community service, and the capabilities and abilities of the faculty member in his contribution vary from one activity to another, but the result of these activities is the effectiveness of the faculty member in the university community, and the researcher will focus on the first main task related to the topic of his research, which is the development of the faculty member's skills and the academic events associated with it, despite the fact that this task is related to other tasks. It is shown in the following Figure (1) and the teaching performance of the faculty member is one of the main factors in evaluating his activity and represents the first place in the list of priorities.²

¹ Suleiman Al-Kharboush, Professional Development for Faculty Members Personal Website (<http://www.skharboush.com/ar/cv.html>)

² Abdul Razzaq Shanin Al-Janabi: (Evaluation of the Teaching Performance of Faculty Members at the University and its Implications on the Quality of Higher Education, Research Presented to the Quality Conference at the University of Kufa, Faculty of Education for Girls, University of Kufa, November 2009), p. 14.



Second: Justifications for the professional development of faculty members: Developed countries felt the importance of professional development for faculty members, so universities in Britain, America, and some other European countries took it in the middle of the last century, as well as various developing countries, especially in our Arab world, in the post-1970s period, so Arab universities in Egypt, the Gulf countries, Iraq, Jordan, and Algeria adopted it. Hence, the professional development of faculty members was not only a response to personal intentions as much as it was a response to personal intentions This stemmed from a number of factors, and (Onyishkin) believes that the global interest in developing the skills of university faculty members is due to the following factors:¹

1. Technological development and its implications for the educational process, in terms of the employment of information and communication technologies and learning and teaching technologies. Information and computer technology have radically impacted education systems and methods, requiring students to acquire self-learning, collaborative learning, and distance learning skills, as well as increased attention to the professional development of faculty members in order to improve the effectiveness of educational outcomes
2. The change that has occurred in the roles of faculty members, the development of communication technologies, and the multiplicity of learning sources have led to fundamental changes in the requirements of the educational situation in terms of means of knowledge transfer and the roles of faculty members, which have shifted from traditional roles that consider the teacher to be a mere transmitter of knowledge to a facilitator, facilitator, mentor and mentor to his students. Arab Universities.
3. Paul Clapper says that the main reason for the inefficiency of teaching in our universities and colleges today is not the large numbers of students, nor the lack of experience of the faculty members, the length of the university day, or the workload of teaching, these are all secondary reasons and the main reason is that the faculty members are not ready to teach, and this is perhaps the most important reason behind the inefficiency of university teaching and the undermining of educational efforts.
4. Lack of knowledge growth in all disciplines and fields, which requires the need for the faculty member to follow up on scientific developments in his field of specialization, as this is a necessity to improve teaching competencies.
5. University professors are convinced of the importance of professional growth so that they can perform their roles effectively.

It is clear from the above that the professional development of faculty members and educational quality requires a change in concepts, roles, performance levels, and work relations, so professional development starts from the outcome of basic goals that include providing faculty members with knowledge, skills, attitudes, and values, so we should be keen on the professional development of faculty members as tools to achieve the goals of universities, they constitute the most important inputs of the educational system, and based on

¹ Mahdi Saleh et al., The Role of Centers for the Development of Teaching Methods and University Training in the Rehabilitation and Training of University Teaching Staff, Journal of the Union of Arab Universities, (Amman: General Secretariat of the Union of Arab Universities, No. 31, 1996), p. 142.

their performance levels, many educational outcomes are decided. The competent authorities shall take into account this importance by:

- Raising the level of skill of the faculty member in the field of teaching.
- Raising the level of skill of the faculty member in the field of scientific research.
- Acquire the necessary information about the higher education institution in which he works in terms of its objectives, organization, and role in the advancement of society.
- Acquire the necessary information to deal with the latest developments in teaching and learning technology and use it in self-education and continuing education.
- Acquire information and skills about the calendar, building its modern means, their technology, and use, and what can be used in the development of exams.
- Provide the appropriate atmosphere for faculty members to learn about each other's abilities and experiences through the exchange of opinions and discussions.
- Supporting the exchange of experiences between faculty members and other scientific institutions.
- Reducing the teaching burden on the faculty member to make room for innovation and creativity and equipping them with the necessary skills for this, whether through self-development or through programs prepared in advance by the competent authorities in the educational process in higher education institutions.

Third: The skills that faculty members must have.

- 1- Cognitive Skills: Represented in educational culture and ethics of the teaching profession.
- 2- Soft skills: Represented in cooperation and communication with the environment of the educational process.
- 3- Professional Skill: Preparing and motivating students through (presentation of the material, learning language, method of questions, educational media, development of creativity and innovation skills, diversity in educational activities, motivation, lecture hall management, evaluation, training, and self-development).¹

From the above, we find that the aforementioned skills are difficult to acquire in the faculty without qualifying and training them to perform their duties with high performance.

Fourth: Performance Required by Faculty Members: By reviewing the studies related to the research topic, the researcher adopted the method of a model presented by (Alan Prosser), and this model focused on the study and analysis of the role of the faculty member (performance) in achieving the requirements of the following educational dimensions:

- 1- The performance of the faculty member outside the classroom
 - Preparing and preparing the lectures of his study program.
 - Preparing and preparing the summary of lectures.
 - Preparation and preparation of explanatory notes.
 - Multimedia configuration and setup.

¹ These skills are key variables in research and have been collected by looking at previous studies.

- Preparation and preparation of tests and other inspection and measurement tools.
- Preparing laboratory work supplies.
- Testing and testing laboratory work equipment before starting experiments.
- Evaluate and evaluate academic assignments.
- Correcting test papers.
- Supervising students.
- Answering students' questions outside of the main teaching hours.
- Prepare, supervise, and evaluate scientific or training trips and visits.
- Participate in the preparation of teaching schedules and other teaching work requirements.
- Assist new teachers in teaching from the experiences of others.

2– Creative and innovative performance of the faculty member

- Proposing new developmental additions to the curriculum.
- Proposing and adding new supervisory methods.
- Adding new study materials to the course.
- Introducing new evaluation and evaluation methods.
- Introducing modern teaching methods to present an old academic material.
- Enriching the practical course with new experiences and additions.
- Writing and preparing a book related to the course.
- Writing scientific research treatments and publishing them in scientific journals.
- Continuous participation in training courses and workshops on teaching methods and learning

methods.

- Attending lectures, seminars and conferences related to the teaching process and the educational process.
- Extensive knowledge of all educational developments related to teaching.
- Participate in writing working papers and research related to the best methods that can be adopted by the faculty member in his field of specialization.
- Expanding the circle of educational objectives to include goals related to students' tendencies, behaviors, mental abilities, practical skills, and communication skills.
- Establishing and employing sound and effective training methods to achieve educational and teaching goals.
- Examining the effectiveness of his teaching methods and modifying them.

The researcher agrees with this model with its detailed explanations of the requirements of teaching performance and can be employed to evaluate the teaching performance of the faculty member in our institutions as it meets the requirements of seeking and reaching the quality of higher education.

Field Study

First: The method and tool of the study: In collecting the preliminary data related to the practical part of this study, the researcher relied on a questionnaire form as a main tool for the study, and it represents a method to collect the necessary information as one of the most appropriate scientific research tools that achieve the objectives of the field study to obtain information and facts about a phenomenon or a specific

situation, and by reviewing many previous studies and researches related to some of the study variables and benefiting from them, the researcher designed a questionnaire form for the current study, including a group. This framework was an important source of many ideas that were developed, modified and formulated in the form of questions whose answers lead to obtaining data related to the hypotheses of the study and its basic variables, in addition to the questionnaires of previous studies related to the subject of the current study. Accordingly, a questionnaire form was designed for the faculty members working at the Faculty of Administrative and Financial Sciences in Tripoli, where the questionnaire was divided into three parts, the first part dealt with the demographic characteristics of the study sample, the second part dealt with the descriptive aspect of the study data, and the third part dealt with the variables of the study represented in the acquisition of the necessary skills for the faculty members, and the teaching performance that represents the dependent variable. The set of items for the third part was measured using the graded (Likert) scale, which consists of five scores: (5) completely agree, (4) agree, (3) neutral, (2) disagree, and (1) disagree at all, and then (40) questionnaires were distributed, to a random sample of the total population of the study, and (35) questionnaires were retrieved, i.e. 25% of the total population size, and after sorting the returned questionnaires, the researcher found that they were valid and actually underwent analysis, and to analyze the data obtained from the During the questionnaire form, statistical analysis methods were relied upon, using the Statistical Software Package for Social Sciences (SPSS), and the statistical analysis included the application of some descriptive and inferential statistics methods that are compatible with the nature of the study data, where some descriptive statistics measures were used such as frequencies, percentages, arithmetic average, and standard deviation, in addition to the use of some Statistical tests to test the statistical significance in proving the hypotheses on which this study was based.

Second: Validity and Consistency of the Study Tool: In order to choose the honesty and consistency of the study tool, the questionnaire was presented to some specialists in this field in order to take their observations on the questionnaire, and they expressed their approval of it while giving some scientific and related observations related to the modification and formulation of some of the paragraphs contained in the questionnaire in a way that contributes and serves the study problem and its hypotheses and achieves its goals, and to identify the degree of clarity and understanding of the items contained in the questionnaire from the researchers' point of view, a sample of (15) individuals was taken for this purpose. The Cronbach's alpha coefficient of internal consistency was extracted, and it was found to be equal to (85.6%), and this result is a high stability rate from the statistical aspect.

Third: Characteristics of the study sample: This analysis dealt with a descriptive presentation of the most important demographic characteristics of the study population, by explaining these elements, the number of their repetitions, and their percentages, and one of the most important demographic characteristics addressed by this analysis was (gender, years of experience, and degree) of the members of the community, as shown in the following table (2).

Table (1) shows the most important demographic characteristics of the study population.

Percentage	Duplicates	Statement	Variable	R.M.
48.6 %	17	Permanent	Contract Type	3
51.4 %	18	Cooperative		
100%	35	Total		
Percentage	Duplicates	Statement	Variable	R.M.
25.8 %	9	From one year to less than 5	Years of Experience	1
31.4 %	11	years		
28.6 %	10	5 to less than 10 years		
14.2%	5	More than 10 to less than 20 years		
		More than 20 years		
100%	35	Total		

Designed by the researcher based on the results of SPSS

48.6 %	17	Assistant Lecturer	Degree	2
37,1%	13	Lecturer		
14.3%	5	Assistant Professor		
0%	0	Associate Professor		
0%	0	Professor		
100%	35	Total		

Through the previous table (2), which describes the most important demographic characteristics of the study sample, we note the following:

- 1– Experience was the first variable in demographic characteristics or variables, as it was divided into four levels, and the duration of experience ranging between (more than 5 to less than 10 years) was the most frequent, reaching 11 people, or 31.4%, followed by the duration of experience (from 10 to less than 20) where it was 10 people with a frequency of 28.6%, and the third group comes in terms of the most frequent group between (one year and less than 5) with 25.8% and the group The least frequent in the fourth place (more than 20 years) is 14.2%, which indicates that the vocabulary of the study sample has experience in the field of teaching in higher education institutions.
- 2– The variable of the degree owned by the faculty members representing the study sample formed a category (assistant lecturer, lecturer, and assistant professor degree) that together constituted 100% and the study sample did not represent any individual in this study, as the sample was random and was not determined to become an intentional sample to reach more objective results, and the highest percentage was the holders of the degree (assistant lecturer) with a percentage of 48.6%, followed by the degree of (lecturer) whose

representation was By 37.1%, as for the degree of the assistant professor, its representation was the least repeated with 14.3%, we conclude from this that the vocabulary of the study sample varied between the degree of the lecturer and the assistant professor, and looking at the experience table and the outputs of the statistical analysis and comparing it with the degree table, we find that the faculty members have years of experience that qualify them to hold more degrees, but we find them in lower degrees, and this result will be raised to the paragraph of future research trends so that it can be studied and identified. Its causes were caused by a researcher.

- 3- The third variable in the characteristics or demographic variables included the type of contract, and the type of contract means that the members of the sample that represent the research community work permanently or collaboratively, and the percentage of permanent employees who work under an appointment decision in the college under study was 17 individuals (48.6%), and the percentage of collaborators who work under a mandate from the scientific departments to fill the shortage in teaching some courses from master's and doctoral holders was 18 individuals (51.4%), and the questionnaire included a paragraph in the case of answering The results were that all the collaborating faculty members included in the study sample work for (University of Tripoli, Al-Zawiya University, Al-Zaytouna University), and this indicates the similarity of the characteristics of the research community with the faculties that study administrative and financial sciences in the mentioned universities through the responses of the sample members to the questionnaire paragraphs.

Fourth: Description and Analysis of the Study Variables: Description of the vocabulary of the study sample targeted by analysis of the questions related to the study variables included in the questionnaire form:

- 1- The frequency distribution of the vocabulary of the study sample targeted by the analysis by answering the question Is the scientific method used by you in the classroom to cover the vocabulary of the subjects you are studying?

Table (2) shows the distribution of the vocabulary of the study sample according to the scientific method followed in the classrooms.

Percentage	Repetition	Method	Question
34.3%	12	Lecture	The scientific method used by you in the classroom to cover the vocabulary of the subjects you are studying is? (Lecture, Working Groups, Case Studies, Brainstorming, Mind Map, Seminars and Workshops, Scientific Trips, Participation, Practical Training, Scientific Papers)
22.9%	8	Lecture – Discussion – Scientific Papers	
8.6%	3	Lecture – Scientific Papers	
22.9%	8	Lecture and Participation	
11.5%	4	Lecture, Discussion, Scientific Cases and Scientific Papers	
100%	35	Total	

Through the previous table, we find that the study sample relied on a set of teaching methods, and the lecture method was one of the most used teaching methods, as it constituted 34.3% of the total amount, while other methods (discussion, scientific papers, scientific cases, and participation) were used in addition to the lecture in varying percentages between 22.9% and 8.6% as shown in Table 2, and the rest of the other scientific methods were not used in teaching (working groups, brainstorming, mind map, discussion panels, workshops, scientific trips, training). Practical) This indicates the lack of knowledge of these skills by the faculty members under study, as well as the use of the indoctrinating lecture method alone for more than a third of the sample.

2– The frequency distribution of the vocabulary of the study sample targeted by the analysis by answering the question "Are the educational aids used by you in the classrooms?"

Table (3) shows the study sample's use of the scientific methods used in the classrooms

Percentage	Repetition	Methods used	Question
60%	21	Regular Paintings and Diaries	What are the teaching aids used by you in the classroom? (Regular Motherboards, Notes, Internet, Video, Projectors, Smart Boards)
17.2%	6	Regular Boards, Projectors, Memos, and Internet	
8.6%	3	Regular Paintings Only	
14.2%	5	Regular Boards, Diaries and the Internet	
100%	35	Total	

The previous table (3) indicates that a large percentage of the sample used traditional means represented by (ordinary boards and notes) by 60%, only ordinary boards by 8.6%, and ordinary boards, memos and the Internet by 14.2%, while the rest of the vocabulary of the study sample used the previous methods with the addition of projectors by 17.2%, and this shows the lack of potential of the college in providing modern educational means to help the faculty member play his role in the success of the educational process in higher education institutions.

- 3- The frequency distribution of the vocabulary of the study sample targeted by the analysis by answering the question "Did you undergo a qualification period before you took over the teaching tasks in higher education institutions?"

Table (4) shows whether the faculty member underwent a qualification period before taking up his duties.

Percentage	Repetition	Statement	Did you undergo a qualification period before taking up teaching assignments in higher education institutions?
5.7%	2	yes	
94.3%	33	no	
100%	35	Total	

The previous table (4) indicates that the most frequent vocabulary of the study sample with a large percentage of 94.3% did not undergo a qualification period that enables them to acquire the necessary skills (following scientific methods, and using educational aids) to help them improve their performance, while those who underwent this period constituted 5.7% of the study sample.

- 4- Frequency distribution of the vocabulary of the study sample targeted by analysis by answering the question Did you receive a training course in the field of teaching skills during your tenure as a faculty member?

Table (5) shows whether the faculty member underwent a qualification period before taking up his duties.

Percentage	Repetition	Statement	Have you received a training course in the field of teaching skills during your tenure as a faculty member?
22.9%	8	yes	
77.1%	27	no	
100%	35	Total	

The previous table (5) indicates that the most frequent vocabulary of the study sample, with a percentage of 77.1%, did not receive a training course throughout their work period that enables them to acquire the necessary skills (following scientific methods and using educational methods)

to help them improve their performance, while those who received these courses constituted 22.9% of the study sample.

- 5- Frequency distribution of the vocabulary of the study sample targeted by analysis by answering the question If you received qualification courses before receiving assignments or training during your work as a faculty member, was the entity (the higher education institution you work for, through your personal diligence)?

Table (6) shows whether the faculty member underwent a qualification period before taking up his duties.

Percentage	Repetition	Statement	If you have received training courses before taking up assignments or training while working as a faculty member, was the entity responsible for that (the higher education institution you work for, through your personal diligence)?
17.2%	6	Institution I work for	
11.4%	4	Personal diligence	
71.4%	25	They did not receive	
100%	35	Total	

It is clear from the previous table (6) that the most frequent vocabulary of the study sample, with a percentage of 71.4%, did not receive a training course, either before their work (qualification period) or throughout their work, while those who received these courses were nominated by the higher education institutions in which they work to acquire the necessary skills to perform their work by 17.2%, and the remaining percentage of the study sample of 11.4% received the necessary courses through personal diligence and seeking the latest scientific developments in the field of skills required to be acquired for a member. Teaching staff.

- 6- The frequency distribution of the vocabulary of the study sample targeted by the analysis by answering the question Is the teaching hours applied according to the regulations in higher education institutions an obstacle to the faculty member's endeavor to improve his performance through the acquisition of modern skills (methods and means)?

Table (7) shows the answers of the faculty members about the regulations related to teaching hours

Percentage	Repetition	Statement	Faculty Responses to Regulations Regarding Teaching Hours
77.1%	27	yes	
22.9%	8	no	
100%	35	Total	

The previous table (7) indicates that the most frequent vocabulary of the study sample, with a percentage of 77.1%, considers that the regulations related to teaching hours stand in front of them to develop and improve their performance by searching for developments in terms of teaching and its skills, as well as playing their role in scientific research, authorship, translation, and others, while those who do not consider the regulations related to teaching hours as an obstacle, constituted 22.9% of the study sample.

- 7– The frequency distribution of the vocabulary of the study sample targeted by the analysis on the effect of skills acquisition (scientific methods, and teaching methods) on improving educational performance from the viewpoint of faculty members?

Table (8) shows the effect of skills acquisition on performance from the viewpoint of faculty members

Percentage	Repetition	Statement	The Effect of Skills Acquisition (Scientific Methods, Teaching Aids) on Improving Teaching Performance from the Viewpoint of Faculty Members
82.8 %	29	Highly influential	
2.9 %	1	Medium Impact	
14.3 %	5	Ineffective	
100%	35	Total	

It is clear from the previous table (8) that the most frequent vocabulary of the study sample with a percentage of 82.8% believes that the acquisition of the necessary skills for faculty members has a significant impact on improving teaching performance, while those who believe that skills are ineffective were 14.3%, and the remaining percentage of the study sample of 2.9% was neutral and found the effect to be moderate, and this result reflects the importance of acquiring the necessary skills and their impact on improving teaching performance from the point of view of faculty members.

- 8– The frequency distribution of the vocabulary of the study sample targeted by analysis by answering the question: Is there a specialized organizational unit in the higher education institution in which it works that is interested in keeping abreast of the latest scientific developments and works to provide the faculty members with them through seminars, workshops, training courses, etc.?

Table (9) shows the answers of the faculty members about the existence of an organizational unit concerned with the development of faculty members and providing them with the necessary skills

Percentage	Repetition	Statement	Faculty Members' Answers about the Existence of a Specialized Organizational Unit Concerned with the Development of Faculty Members and Providing Them with the Necessary Skills
14.3%	5	Yes, there is.	
85.7 %	30	None	
100%	35	Total	

The previous table (9) indicates that the most frequent vocabulary of the study sample, with a percentage of 85.7%, does not find an organizational unit concerned with the development of faculty members and providing them with the necessary skills to improve their performance in their institutions, while those who find these organizational units constituted 14.3% of the study sample, and this reflects the weak organizational performance in higher education institutions in terms of training, development, and providing faculty members with the necessary information regarding conferences, seminars, workshops, etc.

- 9- To do this, the researcher used descriptive statistics to extract the arithmetic mean, and the standard deviation on the five-rank Likert scale for the sample members' answers to the questionnaire paragraphs in terms of determining the degree of agreement about the level of effect.

Table (10) shows the arithmetic averages, standard deviations and the relative importance of each of the study variables.

Impact Level	Standard deviation	Arithmetic Average	Skills acquisition
Very impressive	0.807	4.514	Paragraphs for the variable (scientific methods) Paragraphs 1 to 8
Very impressive	0.771	4.581	Paragraphs for the variable (educational aids) paragraphs 9 to 11
Very impressive	0.778	4.142	Paragraphs for the dependent variable (teaching performance) Paragraphs 12 to 16

We can see from the previous table (10) that the impact percentage is very high with regard to the axes of the main variables of the study (scientific methods, educational means, teaching

performance), where the arithmetic average of the total paragraphs was high and influential according to the responses of the sample members compared to the average adopted for this study, which is (3), which means that there is a direct relationship, i.e., the more higher education institutions adopt to provide their faculty members with the necessary skills through qualification and training, the better the teaching performance, as well as The faculty members who represent the study sample attach great importance to these skills according to the approved study scale.

Fifth: Testing the Hypotheses of the Study

After reviewing the most important results of the descriptive analysis of the study variables, the hypotheses of the study will be tested as follows:

- 1- The first hypothesis of the study is tested and states that: " **There is no statistically significant relationship between the acquisition of the necessary skills (methods and means) of faculty members and the improvement of teaching performance in higher education institutions.**"

The following is a study of the effect **of acquiring the necessary skills for faculty members** in its dimensions **(scientific methods and teaching methods)** on improving teaching performance, and to test this effect, the researcher used the method of multiple regression analysis to determine the relationship between each of the skill variables as independent variables and performance as a dependent variable, see Table (11).

Table (11) shows the multiple regression analysis to test the relationship between the skills under study (methods and means) together and teaching performance

Significance Level	Calculated F value	Average Square	Total Squares	Source	R ² Selection Coefficient	Correlation coefficient R	Independent variable
0.000 *	13.188	1.384 0.105	5.537 20.993	Decline Error	0.209	0.475 (+)	Acquire the necessary skills for faculty members

* D at the level of significance 0.05 Source: Prepared by the researcher based on the results of the (SPSS) program

Table (11) shows the relationship between skills as an independent variable and performance as a dependent variable, where the results of multiple regression analysis showed a relationship between them, where the value of the correlation coefficient was 0.475, (the

more attention paid to the skills needed for the faculty members, the higher their performance), with a determination coefficient of 0.209, and the calculated F value , which reached 13.188 with a statistical significance of 0.000, which is significant at 0.05, confirms the existence of a strong relationship between the acquisition of the necessary skills (methods, methods) for faculty members and the improvement of teaching performance in institutions Higher Education.

2– The second hypothesis tested: There are no statistically significant differences in the possession and use of skills (scientific methods, teaching methods) by faculty members in higher education institutions due to variables (type of employment contract, years of experience, and degree).

In order to test this hypothesis statistically, it requires reformulating it in the form of sub-hypotheses as follows:

A– The first sub-hypothesis: There are no statistically significant differences in the possession and use of skills (scientific methods, teaching methods) by faculty members in higher education institutions due to the type of employment contract.

B– The second sub-hypothesis: There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions due to years of experience.

E– The third sub-hypothesis: There are no statistically significant differences in the possession and use of skills by faculty members (scientific methods, teaching aids) in higher education institutions attributed to the degree.

A– Testing the first sub-hypothesis emanating from the second (main) research hypothesis and to conduct the appropriate statistical test for this sub-hypothesis: it entails reformulating it in the form of a statistical hypothesis, so that it is as follows:

H0 : There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions due to the type of employment contract.

H1: There are no statistically significant differences in the ownership and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions due to the type of employment contract.

Accordingly, and to test the mentioned statistical hypothesis at the level of significance (5%), the analysis of univariate variance and its level of significance was used as one of the significance tests that can be used to find out whether there are significant differences in the possession and use of skills (scientific methods, teaching methods) by faculty members in higher education institutions attributed to the type of employment contract.

Table (12) shows the univariate analysis of the effect of faculty members' possession and use of skills (scientific methods, teaching aids) in higher education institutions attributed to the type of employment contract

Morale level	F value	Average Grades	Degree of Freedom	Total Grades	Source	
0.001	5.107	0.602	8	4.819	Between groups	The Impact of Faculty Members' Possession and Use of Skills (Scientific Methods, Teaching Aids) in Higher Education Institutions by Type of Contract (Collaborator, Permanent)
		0.118	26	3.067	Within Groups	
			34	7.886	Total Contrast	
Conclusion: There are statistically significant differences at the significance level of $= 0.5\alpha$.					Statistical Decision: Rejection of the null statistical hypothesis "HO", and acceptance of the alternative statistical hypothesis " H1".	

Source: Prepared by the researcher based on the results of the (SPSS) program

Looking at the previous table, it is clear that there are statistically significant differences, where the calculated value of (F) was (5.107), which is greater than the tabular (F), which is a significant function value at the level of significance (5%) and degrees of freedom (8, 26), and that the level of observed significance is P – corresponding to the value of the test (F) (0.002), which is less than the dependent significance level, and accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, which states that there are significant differences between the average of the categories in the previous hypothesis, so it was necessary to use one of the Comparison Tests, so the researcher used the Schiffe test to examine the statistically significant differences between the average of the categories and the following table shows this.

Table (13) shows the results of the Scheffe test.

Arithmetic averages		Contract Type (Collaborative, Permanent)
2	1	
	3.918	(Collaborator)
4.236		(Permanent)

The previous table showed that there are significant differences in terms of the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions, through the Schiff test, it is clear that there are significant differences between the nature of the type of contract (cooperative, permanent), where the averages of the second period were higher

than the first period, and this indicates that the second category is more possessive and using skills (scientific methods, teaching aids) in higher education institutions, which is (permanent category), and the researcher attributes this to the affiliation of the college. The researcher summarizes that there are significant differences with statistical significance in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions according to the number of employees at a level of morale (5%), and its permanent category in the college under study is the most possessed and used of skills (scientific methods, teaching aids) in the institution under study.

B– Testing the second sub–hypothesis emanating from the second (main) research

hypothesis In order to conduct the appropriate statistical test for this sub–hypothesis: it requires reformulating it in the form of a statistical hypothesis, so that it is as follows:

H0 : There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions due to years of experience.

H1: There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions due to years of experience.

Accordingly, to test the mentioned statistical hypothesis at the level of significance (5%), the analysis of univariate variance and its significance level was used as one of the significance tests that can be used to find out whether there are significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions attributed to years of experience.

Table (14) shows the univariate analysis of the effect of faculty members' possession and use of skills (scientific methods, teaching aids) in higher education institutions attributed to years of experience

Morale level	F value	Average Grades	Degree of Freedom	Total Grades	Source	
0.051	3.040	3.142	8	25.133	Between groups	The Impact of Faculty Members' Possession and Use of Skills (Scientific Methods, Teaching Methods) in Higher Education Institutions by Years of Experience
		1.033	26	26.867	Within Groups	
			34	52.000	Total Contrast	
Conclusion: There are no statistically significant differences at the significance level of $= 0.5\alpha$.					Statistical Decision: Rejection of the alternative statistical hypothesis "H1", and acceptance of the zero statistical hypothesis "H0".	

Source: Prepared by the researcher based on the results of the (SPSS) program

Looking at the previous table, it is found that there are no statistically significant differences, where the calculated value of (F) was (3.340), which is smaller than the tabular (F), which is a significant function value at the level of significance (5%) and degrees of freedom (8, 26), and that the level of observed significance is P – corresponding to the value of the test (F) (0.051), which is greater than the approved significance level, and accordingly, the alternative hypothesis is rejected and the null hypothesis is accepted, which states that "there are no statistically significant differences in the possession and use of skills by faculty members." Scientific methods, teaching aids) in higher education institutions are attributed to years of experience, **and it** was also shown from the previous table that there is an impact and interest among the study sample in terms of faculty members' possession and use of the skills necessary to improve teaching performance.

E– Testing the third sub-hypothesis emanating from the second (main) research hypothesis and to perform the appropriate statistical test for this sub-hypothesis: it entails reformulating it in the form of a statistical hypothesis, so that it is as follows:

H0 : There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions attributable to the degree.

H1: There are no statistically significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions attributable to the degree.

Accordingly, and to test the mentioned statistical hypothesis at the level of significance (5%), the analysis of univariate variance and its level of significance was used as one of the significance tests that can be used to find out whether there are significant differences in the possession and use of skills (scientific methods, teaching aids) by faculty members in higher education institutions attributed to the degree.

Table (14) shows the univariate analysis of the effect of faculty members' possession and use of skills (scientific methods, teaching aids) in higher education institutions attributable to the scientific degree.

Moral level	F value	Average Grades	Degree of Freedom	Total Grades	Source	
0.051	5.457	0.656	8	5.250	Between groups	The Impact of Faculty Members' Possession and Use of Skills (Scientific Methods, Teaching Aids) in Higher Education Institutions by Their Degree
		0.090	26	2.350	Within Groups	
			34	7.600	Total Contrast	
Conclusion: There are no statistically significant differences at the significance level of $= 0.5\alpha$.					Statistical Decision: Rejection of the alternative statistical hypothesis "H1", and acceptance of the zero statistical hypothesis "H0".	

Source: Prepared by the researcher based on the results of the (SPSS) program

Looking at the previous table, it is clear that there are no statistically significant differences, as the calculated value of (F) was (5.547), which is smaller than the tabular (F), which is a significant function value at the level of significance (5%) and degrees of freedom (8, 26), and that the level of observed significance is P – corresponding to the value of the test (F) (0.051), which is greater than the dependent significance level, and accordingly, the alternative hypothesis is rejected and the null hypothesis is accepted, which states that "there are no statistically significant differences in the possession and use of skills by faculty members." Scientific methods, teaching aids) in higher education institutions are attributed to the degree, and it was also shown from the previous table that there is an impact and interest among the study sample in terms of the need to possess and use the necessary skills to improve teaching performance.

Study Findings and Recommendations

First: Results

The researcher reached a set of results, the most important of which were the following:

- 1) There is a significant correlation between the Bank's use of plastic cards (ATMs) to serve its customers and attract new customers and increase its profitability and competitiveness, and magnetic electronic plastic cards ranked first in terms of their impact on increasing competitiveness.
- 2) The results of the study indicated that there is a significant relationship between the degree of adoption of the bank to provide its banking services through the Internet and the increase in

competitiveness, and this variable ranked second after the magnetic plastic cards in terms of importance.

3) There is a statistically significant relationship between the electronic services provided by telephone and mobile phones and the increase in competitiveness in the banks under study, and this variable ranked third after the electronic services provided to customers over the Internet in terms of importance.

4) The researcher found that electronic banking through plastic card (ATM), online banking, and electronic services over the phone, have a significant impact on increasing the competitiveness of the banks under study, and the average total effect was (4.048), which is a high impact percentage according to the study scale, as well as there is a direct relationship between the electronic banking services as a whole and the increase in competitiveness and the excellence of the bank, i.e., the more the bank's interest in electronic banking services, the greater its capacity Competitiveness.

Second: Recommendations:

In light of the researcher's findings, the following recommendations can be made:

- 1) The need for commercial banks in Damascus to improve the quality of electronic services provided to customers, especially with regard to the aspect of telephone and mobile phone services, which have not yet received sufficient attention from the banks under study.
- 2) Working to expand the ATM network and include it in all services, as some banks still own a few of these ATMs.
- 3) The necessity of commercial banks to use marketing programs to introduce customers to the bank's electronic services.
- 4) Paying attention to the application of the concept of customer orientation, which involves studying the needs and desires of customers to provide high quality banking services.

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