

**Evaluation of the quality of professor's performance of his teaching roles
A field study at the University of Batna**

تقييم جودة الأستاذ الجامعي في ادواره التدريسية - دراسة ميدانية بجامعة باتنة

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Abstract:

The current study aimed to identify the level of quality of teaching performance among professor in both from students point of views, and determining the nature of interactions between variables of gender and the specialization and their impact on the level of quality of teaching performance among professor from students point of views. The sample of this descriptive study consisted of (400) students from the University of Batna. The study tool was Teaching Performance Questionnaire consisting of (62) item and includes two dimensions. The results are quality of teaching performance for professor in lecture is low from students' point of views. Quality of teaching performance for professor in the applied class is low from students' point of views. There is a statistically significant effect due to gender, and there is no statistically significant effect due to specialization, while there is no interaction due to it, i.e. (the effect of gender on specialization in the level of professor's performance quality and vice versa). The study came out with a set of suggestions

. Keywords: Educational quality; teaching performance; university professor

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ملخص :

هدفت الدراسة الحالية إلى الكشف عن مستوى جودة الأداء التدريسي للأستاذ الجامعي في كل من (المحاضرة والحصّة التطبيقية) من وجهة نظر الطلبة، الكشف عن طبيعة التفاعلات بين متغيرات الجنس والتخصص العلمي وتأثيرها على مستوى جودة الأداء التدريسي للأستاذ الجامعي من وجهة نظر الطلبة. وقد اعتمدت الدراسة على المنهج الوصفي، حيث طبقت على عينة قوامها (400) طالب وطالبة من جامعة باتنة وتم اعتماد استبيان مكون من 62 فقرة ويضم بعدين، واعتمدت عدة أساليب إحصائية باستخدام (البرمجة الإحصائية للعلوم الاجتماعية SPSS) وأسفرت النتائج إلى: - مستوى جودة الأداء التدريسي للأستاذ الجامعي في المحاضرة منخفض من وجهة نظر الطلبة. - مستوى جودة الأداء التدريسي للأستاذ الجامعي في الحصّة التطبيقية منخفض من وجهة نظر الطلبة. - وجود تأثير دال إحصائي حسب متغير الجنس وعدم وجود تأثير دال إحصائي حسب متغير التخصص العلمي، بينما أظهرت النتائج أنه لا يوجد هناك تفاعل حسبها أي (تأثير الجنس على التخصص العلمي في مستوى جودة أداء الأستاذ الجامعي والعكس صحيح). وخرجت الدراسة بمجموعة من الاقتراحات.

الكلمات المفتاحية: الجودة التعليمية؛ الأداء التدريسي؛ الأستاذ الجامعي.

Introduction:

Quality is one of the modern and contemporary approaches that play a vital and distinct role in helping organizations of different missions and human organizations to survive and compete in a highly complex, rapidly changing and shifting environment. Through an integrated intellectual and scientific methodology, tools, means, standards and techniques dominated by a distinct culture, the principle of continuous improvement and a desire to satisfy all parties in order to achieve short and long term goals.

In education particularly, the concept of quality considered one of the modern concepts that now used strongly in the management and administration of the affairs of educational institutions, because there is a high degree of harmony between quality, existing and contemporary educational movements, especially, for increasing educational institutions effectiveness and improvement. In addition, the administrative model based on quality works to create a high degree of morale among workers in the educational field, this makes them feel their educational message and may raise the educational system efficiency in achieving its goals, and it is the environment is shown by the work techniques, including sincerity and creativity ability.

In university education, raising the level of performance, excellence and their continuity are essential for universities now and this achieved only through the

adoption of university institutions for quality, in an effort to improve the quality of university performance in its various fields.

The problem statement:

Daniel Seymour confirmed that colleges and universities must believe or strongly trust in the consequences of quality. Since university education in the world faces an important transition period based on improving the education quality and developing its outputs. In light of the formation of the knowledge society, it considered one of the most important stages of education that works to prepare trained and qualified scientific cadres to lead the institutions of society. The interest of university education institutions with quality derives from an awareness of the importance of providing an acceptable study environment that helps to obtain outputs capable of proving their worth and ability to interact with the data of the modern era and its changes. Therefore, it was necessary to intensify efforts to promote education and raise its quality (Al-Saeed, 2007, p103) .

In order for the university education to play its distinguished role in change and positive development in various fields, its production must be characterized by level and quality , and its inputs must be distinctive quality to achieve a desired university goals which are teaching, scientific research and community service and development.

In addition, to achieve a desired development in university education, it is necessary to periodic and continuous evaluation of the staff performance in educational institutions. Especially since education has recently received great attention from the state, where the highest budgets allocated and all requirements provided to it. This reflects its important to prepare an effective human being and its role in achieving development and progress. The observer of the education reality in the Arab world finds this sector has suffered from many limits, which confirmed by the Arab Human Development Report on university education and teaching methods, pointing to low education quality indicators among the majority of Arab universities less 60% according to applicable standards. The teaching performance among staff was one of the main factors in the low of higher education quality. (Regional Office for Arab States, 2003)

The importance of teaching performance for professor in achieving the goals of university, specifically the process of preparing and building qualified and efficient outputs that meet the needs and various requirements of society.

Our study researches and investigates the quality of teaching performance for professor and the repercussions it achieves on education quality students point of views as they are directly concerned. As well as because educational process stands on two main pillars, one is professor and the other is student, which is an indicator and reference to measure the level of teaching performance for his professor. Through the previous presentation, the problem of the current study is determined to answer the following questions:

What is the quality of teaching performance for professor from students' point of views?

-What is the quality of teaching performance for professor in lecture from students' point of views?

-What is the quality of teaching performance in applied class from students' point of views?

Is there a statistical effect for both sex and specialization and the bilateral interactions between them, the teaching performance quality among professor in its dimensions (the lecture performance quality and the applied lesson performance quality) from students point of views?

2. Study hypotheses:

1- There is a low level of quality of teaching performance among professor in lecture.

2- There is a high-level of quality of teaching performance among professor in applied class.

3- There is no statistical effect due to gender and specialization, and the bilateral interactions between them on quality of teaching performance questionnaire among professor in its dimensions, (lecture performance quality and applied class performance quality), from students' point of views.

3. The Objectives of this study:

The current study aimed

To identify the level of quality of teaching performance among professor from students point of views.

- To identify the level of quality of teaching performance among professor in lecture from students point of views.

- To identify of the level of quality of teaching performance among professor in the applied class from students point of views.
- To determine the nature of the interactions between sex and specialization and their effect on the level of quality of teaching performance among professor from students point of views.

4-The importance of this study:

The importance of the topic dealt with in this current study focus on the level of quality of teaching performance among professor, through responding to recent trends that pay attention to the subject of quality in general and the quality of university education in particular.

The importance of the study also lies in raising awareness of the importance to increase the level of teaching performance among professor through developing his teaching skills, in order to achieve the level of professional quality standards for the professor.

5. Concepts of study:

Educational quality: Jowhar (2008) defined educational quality as “the extent to which the objectives of educational programs are achieved among graduates, in order to achieve the community satisfaction as the first beneficiary, so that he has the right to participate effectively in the formulation of education policies, programs and activities. As well as, he has the right to hold accountable those responsible for the management of institutions for their programs and educational activities” (Jowhar, 2008, p. 34).

It defined procedurally as the degree of teaching behavior conformity for professor to a set of criteria that were set in the research questionnaire, and these criteria related to the professional characteristics that must be available in professor.

University teaching performance: Al-Omeira (2006) defined it as the degree to which the teaching staff member carries out the educational tasks assigned to him and his practices, activities and behaviors related to his various tasks in a behavioral expression (Jowhar, 2008, p. 35).

It defined procedurally as the level of all the activities, processes and educational behaviors of professor related to the teaching process inside the classroom (lecture and applied lesson) and outside scientific research, and community service through students’ opinion on the study questionnaire.

- Procedural definition of quality of teaching performance among professor: The degree of teaching behavior conformity among professor to a set of criteria specified in the study questionnaire in its two dimensions (quality of lecture performance and quality of applied lesson performance). These criteria relate to the professional characteristics that should be in good professor.

6. Previous studies:

Through this research to obtain some of previous studies that fit the objectives of the research and its variables to benefit of them in research procedures:

The study of Al Imia, Al adjami and Al dokhi (2010): its title is the evaluation of teaching performance among the staff members at the College of Basic Education, in the State of Kuwait from female students' point of view. The sample of this descriptive study consisted of 291 students was chosen randomly from various disciplines and different study levels, while the study tool was a questionnaire consisting of 19 items.

The results are the professors have high trends toward the educational process in general, while there is average level in cognitive level among professors, and there is the sub-average level in academic support for professors. The study also shows that female students of the supporting disciplines believe that the performance of professors at a higher level than the students of other disciplines, and that female students of the scientific disciplines are the most sample study who feel a kind of negative toward the level of teaching staff in the three dimensions of the study. The views of students generally agree on the low level of academic support for teaching staff members. (Al Imia, 2010, p. 361)

The Study of Hatem and Jassim Aziz (2012): The aim of the research was to build a tool to evaluate the performance of teaching staff members at Diyali University from the point of view of graduate students. The tool consisted of five dimensions of (42) items in its final form. The study sample consisted of (175) graduate students at the University of Diyali distributed to six scientific and humanitarian colleges. The results are: The most important a clear weakness in professor from students point of views in all dimensions. The research also shows that there is a weakness in the dimension of lecture performance; it has achieved only four items, some of which were at the average level. In addition, the dimension of preparation was equal in terms of

the verified items, and it did not achieve in the dimensions of preparing for exams and giving grades except two items were at the average level. While in the dimension of personal characteristics, only one items achieved, four items verified the dimension of teaching staff member tasks. The researcher attributed this weakness to the exceptional circumstances experienced by the country, which reflected negatively on the teaching performance. (Aziz, 2012, p. 103)

The study of Al-Harahsha (2013) the aim of the study was to identify the degree of practicing teaching staff members for teaching competencies according to standards of comprehensive quality management from students' point of views in the Faculty of Education at Al-Baha University. As well as, to identify the degree of practicing teaching staff members for competencies in different fields of study and to determine the effect of gender and the study program on the degree of practicing teaching staff members for teaching competencies. The random sample of this analytical descriptive study consisted of (375). The study tool was a questionnaire included 72 items according to Likert Scale and distributed over four dimensions represented in planning, implementation, Evaluation, communication. The results are there is moderate degree of practicing teaching staff members for teaching competencies according to standards of comprehensive quality management. As well as, there are statistically significant differences in the degree of practicing teaching staff members for teaching competencies according to standards of comprehensive quality management on the evaluation and communication dimensions due to gender for males. In addition, here is statistically significant differences in the degree of practicing of teaching staff members for teaching competencies according to standards of comprehensive quality management on all dimensions due to the program for master's program and diploma. (Al-Haraha, 2013, p55)

Commentary:

Based on the previous studies addressed in this study, there is near agree among the sample members on the importance of this study because of its results based on its evaluation of the teaching process, which is one of the most important means to be employed to measure the quality and efficiency of university education. These results also showed a difference in the level of quality of teaching performance of professor and the most studies end with recommendations to find different mechanisms to overcome obstacles to reach concrete results.

As for the method, tool and sample, there was a difference in some samples and tools and a similarity in the use of the descriptive approach, as most of these studies are an extrapolation of reality.

By reading the current research position within the previous studies, the subject is a continuation of the approach to reveal the extent of practicing of professor of his teaching roles, as the current study has benefited from previous studies in terms of offering, procedures followed and the formulation of tools. In order to complete the research within the framework of evaluating the quality of teaching performance among professor from students point of views.

Literature review:

The new vision of education and society can only be with education that face the requirements of quality at all stages and levels, and that is why most countries in the world have been alert to the importance of the quality issue in education, including higher education, and have placed it at the forefront of priorities since the 1990s.

Quality in higher Education: The concept of quality moved from the field of industry to education and it has many concepts, not limited to quality concept in a specific concept, but differs according to different views in quality of education. There are those who defined it as excellence, and others defined it in the sense of mastery continuity in education outputs. Another defined it as being the suitability of goal, i.e., the suitability of educational outputs to the goal set by the educational institution and it also defined in quality of education to achieve the wishes of the beneficiaries of educational outputs. (**Abdullah, 2003, p.6**) ,Some describe quality in higher education as what makes education fun and cheerful as educational institution that provides quality of education is the educational institution. It makes its students eager for teaching and learning process, actively participate in it to achieve their discoveries and creations stemming from their abilities that face their needs and the demands of their growth. Quality in education is a set of features and characteristics that relate to educational service and face students' needs. As well as the efforts exerted by educational workers to raise and improve educational product unity as appropriate to beneficiary desires, educational product unit capabilities and characteristics. (Khalil, 2011, p. 28)

Quality in higher education defined as: "A comprehensive philosophy of life. Work in educational institutions defines a method in administrative practice in order to obtain continuous improvement of teaching and learning processes and

develop education outputs based on teamwork to ensure professors, students, parents and the labor market satisfaction. (Ozzy, 2005, p.34)

2. Teaching performance at University: Teaching is one of the most important functions that have been associated with university education since its inception, it is an activity practiced by professor in order to follow the process of education. He also provides an appropriate environment for success of the educational process, which includes guidance and counseling, human relations, the use of various educational means, and links between applied and theoretical aspects.

He is committed to the consultative style, discussion and dialog, accepts the opposing practical views and takes in consideration socio-economic conditions of students, and excites enthusiasm of students to study and discuss using various teaching methods based on the use of modern information technologies and focus on self-education and creative thinking. (Walid, 2002, p. 17)

3. Principles and criteria for evaluating quality of a professor's performance: The tasks of achieving university's objectives are primarily on teaching staff membres. Thus, when they are able to implement plans and programs to achieve those goals indicates their effectiveness and efficiency in their performance. The assessment process of professor is one of the most important problem faced by administration due to establishing clearly and accurately defined bases and criteria difficulty, as descriptive method does not provide proven or useful indications that considered an objective assessment.

In general, Salman Faisal Mahjoub identified these criteria as follows: (Zarqan, 2013, p. 125-127)

- Teaching and Lecture - Scientific Research
- Educational counseling and relationship with students
- Administrative functions and relations with management
- Social activism and relationship with colleagues

7_ The field work:

1. Study method:

In this study used descriptive method, which is appropriate to the research's purpose, as the study based on the collection, compilation, analysis and conclusions on the evaluation of quality of teaching performance, to monitor these views and to reveal their realities with a view for better understanding.

Community, sample and sampling techniques :

The original research community represented in 400 students who study in both Sciences College and Social and Human Sciences College.

The questionnaire applied individually on students. After collecting and arranging it, the sample obtained was 400 students or 85.69% of the distributed forms.

- Sample characteristics according to sex:

Table (01) shows the distribution of sample members according to sex:

Sex	Frequency	Percentage%
Male	142	35.50
Female	258	64.50
Total	400	100

- Sample characteristics according to specialization:

Table (02) shows the distribution of sample members according to specialty:

Scientific spécialisation	Frequency	Percentage%
Scientific	204	51.00
Literary	196	49.00
Total	400	100

Limits of study:

Human limits: A sample of 400 students at University of Batna.

Time limits: field study conducted in 2018-2019

Study tools: the study tool was Quality of Teaching Performance among Professor Questionnaire. In its final form included (62) items with two-dimensions (performance quality in lecture, performance quality in applied lesson).

Psychometric properties:

Validity: It calculated in tow ways:

Internal consistency validity: it is calculated by correlation coefficient between item and dimension.

Table (03) shows correlation coefficient between item and dimension.

Quality of lecture teaching questionnaire				Quality of applied class teaching questionnaire			
Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient
01	0,610	16	0,686	01	-0,04-	16	0,524
02	0,378	17	0,669	02	0,563	17	0,461
03	0,245	18	0,624	03	0,606	18	0,557
04	-0,260-	19	0,622	04	0,578	19	0,283
05	-0,200-	20	0,612	05	0,700	20	-0,043-
06	0,092	21	0,620	06	0,528	21	0,209
07	0,486	22	0,733	07	-0,19-	22	0,602
08	0,619	23	0,451	08	0,73	23	0,402
09	0,980	24	0,575	09	0,72	24	0,654
10	0,750	25	0,623	10	0,59	25	0,718
11	0,783	26	0,690	11	0,22	26	0,646
12	0,750	27	0,797	12	0,59	27	0,522
13	0,752	28	0,729	13	-0,36-	28	0,446
14	0,767	29	0,654	14	0,51	29	0,584
15	0,738	30	0,562	15	0,02	30	0,655

All values were significant. Therefore, the questionnaire is valid.

-Discriminant validity: the item' s ability to distinguish between high and low levels in the questionnaire, calculated by variation between higher and less than 30% for the current sample of study, for each item of Quality of Teaching Performance Questionnaire.

Table (04) shows T value

Quality of lecture teaching questionnaire				Quality of applied class teaching questionnaire			
Item	T value	Item	T value	Item	T value	Item	T value
01	7.659	16	11.754	01	12.010	16	14.055
02	11.096	17	12.024	02	13.378	17	13.531
03	12.849	18	9.235	03	14.773	18	14.253
04	7.600	19	11.153	04	24.150	19	13.320
05	12.625	20	17.237	05	20.989	20	11.262
06	12.990	21	14.473	06	17.076	21	13.590
07	16.128	22	13.457	07	20.899	22	12.163
08	9.857	23	14.774	08	19.696	23	12.849
09	12.886	24	9.892	09	13.909	24	14.333
10	10.223	25	13.757	10	20.726	25	14.478
11	19.543	26	12.611	11	14.473	26	11.181
12	12.358	27	12.522	12	14.774	27	19.313
13	18.094	28	13.040	13	17.500	28	14.478
14	11.667	29	12.611	14	26.119	29	13.279
15	12.217	30	13.918	15	12.010	30	18.811

All values were significant. Therefore, the questionnaire is valid.

Reliability: It calculated in the following ways:

_ Alpha Cronbach coefficient calculation: the correlation coefficients appeared very high.

Table (05) shows Alpha Cronbach coefficient calculation

Dimension	Alfa Kronbach Value	Correlations mean
Quality of lecture performance	0,90	0.22
Quality of applied lesson performance	0,93	0.34
Total	0,96	0.28

- The correlation coefficient using the split half method:

The correlation coefficient was calculated by the split half method (using the equity method), so the results showed that the Pearson coefficient = 0.84, and after correcting the length with Brown coefficient became = 0.91, which is a high value. Therefore, the questionnaire is reliable

Statistical methods used. The study used SPSS program for statistical treatment.

The following statistical methods used for this purpose:

Percentages, mean, median, and standard deviation.

Two-way analysis of variance (Tow way Anova).

Presentation and discussion of results:

The results presented and discussed as produced by statistical treatments.

_ **Presentation of the first hypothesis results: which is:** There is low level of quality of teaching performance among professor in lecture class from students of point views. The results presents in the following table:

A table (06) shows descriptive statistics of quality of teaching in lecture.

Mean	Median	Mode	Standard deviation	Low Grade	Top Grade
71.80	70.00	69.00	11.18	42	107

Through the previous table (05), hypothetical fields [0, 80], [128, 80] and considering that the first field represents a low level of quality of lecture performance, the second field indicates its height.

Therefore, The level of quality of teaching performance among professor in the lecture from the students' point of view that it is low because mean is 71.80 and median has a score (70.00) and it is in the field $[0, 80]$, i.e. students consider that quality of teaching performance among professor in the lecture is low but medium.

To analyse and find out the most significant responses, the frequencies, percentages and mean of each item calculated and the following table shows this:

Table (07) shows the analysis of dimension's items of quality of teaching performance among professor in the lecture.

Number	Quality items of lecture performance	mean
01	He achieves a scientific publication of lectures to a subject for students	2.43
02	He presents axes lecture systematically	2.64
03	He refers to original references for students	2.32
04	He deals smoothly with students and accepting all opinions	2.38
05	He interests in participating students for enriching lecture	2.44
06	He puts students in a situation of real-life problem	2.25
07	He doesn't take long time to analyze information and theories	2.37
08	He connects theoretical ideas with students' life realities	2.42
09	He defines a teaching strategy for lecture	2.38
10	He brings techniques and means to help present lecture	2.11
11	He does not more explain theoretical ideas and does not present them as they are in books	2.37
12	He uses his scientific production in lectures and providing them to students	2.23
13	He cares about jamming cases and side talk	2.15
14	He interests in controlling students and their participations	2.48
15	He takes care about complete lecture as planned with interest in understanding students	2.38
16	He reviews his thoughts after discussion with students	2.07
17	He gives lecture in a way that attracts criticism among students	2.10
18	He requests to students with visiting library after each lecture	1.90
19	He gives information appropriate with student's scientific competence	2.16
20	He uses audio-visual in lecture presentation	1.90
21	He opens dialogue with students via social networking websites	1.90
22	He distributes lecture time accurately and effectively	2.14
23	He is able to take in consideration individual differences among students during explanation	2.14
24	He develops positive trends for students towards science through different educational attitudes	2.13
25	He interests in revealing students' creative abilities	1.94
26	He raises questions that elicit thinking after lesson end	2.17
27	He respects lecture time	2.40
28	He builds personal relationships with students through lecture	2.31
29	He welcomes students meeting outside a lecture time	2.30

30	He accepts respectfully students' observations on his teaching method	2.19
31	He respects students' opinions even if they disagree with him	2.27
32	He addresses difficult situations in an appropriate pedagogical manner	2.28

Through the previous table (05), it is clear that the most prominent items in quality of lecture performance: 02, 14, 05, 01, 08, 27, 15, 09, while the least prominent items are: 18, 20, 21, 25, 16, 17, 10, 24.

- **Presentation of the second hypothesis results:** which is: There is a high-level of quality of teaching performance among professor in the applied class from students' point of views.

The results presents in the following table:

Table (06) shows descriptive statistics of quality of teaching performance among professor in applied class.

Mean	Median	Mode	Standard deviation	Low Grade	Top Grade
106	37	13.20	72	75	74.85

Through the table (08), hypothetical fields [0, 75], [120, 75] and considering that the first field represents a low level of applied class performance, the second field indicates its height.

Therefore, The level of quality of teaching performance among professor in the applied lesson from the students' point of view that it is low because mean is 74.85 and median has a score (75.00) and it is in the field [0, 75], i.e. students consider that quality of teaching performance among professor in the applied class. The hypothesis that quality of teaching performance among professor in the applied class is high rejected from the student's point of view.

To analyse and find out the most significant responses, the repetitions, percentages and mean of each item calculated and the following table shows this:

Table (09) shows the analysis of dimension's items of quality of teaching performance among professor in applied class.

Number	Quality items of applied lesson performance	Mean
01	He presents research subjects to students as real problems	2.49
02	He assigns a group research team in each class	2.43
03	He gives students freedom to choose subject and determine problem	2.47
04	He offers academic research subjects related to student's reality	2.12
05	He proposes theoretical research topics relevant to field reality	2.32
06	He manages class through a group oral examination of achieved	2.47

	research	
07	He leaves student free to choose presentation method	2.48
08	He determines steps of presentation systematically	2.76
09	He encourages students to dialogue and enrich research with discussion	2.75
10	He directs dialogue and discussion and adjusts students' participations	2.61
11	He trains students in critical thinking	2.39
12	He instilles to students love of communicating with others	2.44
13	He interests to link research topics to lecture	2.66
14	He corrects information and enriches students' ideas	2.70
15	He interests to conclude results in form of theoretical information	2.46
16	He evaluates methodology of research	2.75
17	He shows interests in scientific material	2.71
18	He involves students in application preparation	2.58
19	He uses scientific terminology	2.68
20	Professor's thoughts and opinions are based on a clear theoretical perception	2.57
21	He encourages students to self-evaluate	2.48
22	He uses various examples to enhance students' understanding	2.64
23	He assigns students to individual and collective educational activities	2.59
24	He requires for students to perform visual sights such as attending scientific forums	2.39
25	He teaches students how to benefit from communication techniques in their education process	2.26
26	He asks questions to create an interaction atmosphere	2.46
27	He shows interaction and vitality in the applied lesson	2.40
28	He encourages positive communication between students	2.39
29	He provides students with decision-making skills through the class	2.25
30	He takes care of students' psychosocial needs	2.16

Through the table (06), it is clear that the most prominent items in quality of applied class performance are: 08, 09, 16, 17, 14, 19, 13, 22, while the least prominent items are: 04, 30, 24, 29, 25, 05, 11.

- **Presentation of the third hypothesis results:** Which is: There is no statistical effect due to gender and specialization, and the bilateral interactions between them on quality of teaching performance questionnaire among professor in its dimensions, (the lecture performance quality and the applied class performance quality), from students' point of views.

The statistic method is two-way analysis of variance used to study the effect of both sex and specialization, and the bilateral interactions between them on the total degree of each dimension of teaching performance quality questionnaire among professor from students' point of views.

The quality of teaching performance among professor in the lecture dimension:

Table (07) shows two-way analysis of variance (Tow way Anova) to study the effect of both sex and specialization, and the bilateral interactions between them on the total degree of quality of teaching performance among professor in the lecture.

Source of variation	Sum of squares	Mean square	Degree of freedom	F value	Statistical significance
Sex(a)	537.012	537.012	1	4.305	0.038
specialization (b)	7.692	7.692	1	0.062	n.c 0.804
Sex * specialization (a) * (b)	243.137	243.137	1	1.949	n.c 0.163
Error	138452.873	124.732	1.110		

Through the table (07), there is an effect of sex on the total degree of quality of teaching performance among professor in the lecture. There is no significant effect of specialization or bilateral interactions between them (sex and specialization) on the total degree of quality of teaching performance among professor in the lecture dimension.

_ The quality of teaching performance among professor in the applied lesson dimension:

Table (08) shows two-way analysis of variance (Tow way Anova) to study the effect of both sex and specialization, and the bilateral interactions between them on the total degree of quality of teaching performance among professor in the applied class.

Source of variation	Sum of squares	Mean square	Degree of freedom	F value	Statistical significance
Sex(a)	1430.083	1430.083	1	8.261	0.004n.c
Scientific specialization (b)	0.143	0.143	1	0.001	0.977 n.c
Sex * specialization (a) * (b)	515.963	515.963	1	2.981	0.085n.c
Error	192149.175	173.107	1.110		

Through the table (08), there is no significant effect for both sex and specialization on the total degree of quality of teaching performance among professor in the applied class dimension. While there is no significant effect of bilateral interactions between them (Sex and Specialization) on the total degree

of quality of teaching performance among professor in the applied class dimension.

Therefore, the hypothesis that there is no statistical impact of both sex and scientific specialization, and bilateral interactions between them on the quality of teaching performance questionnaire among professor in its dimensions (Quality of performance in lecture and quality of performance in applied class) from the student's point of view.

Discussion and analysis of results:

- The first hypothesis results discussion:

After presenting the first hypothesis results, the quality of the teaching performance of professor in lecture found low from the students' point of views, the first hypothesis results are similar with the results of the study of Hatem and Jassim Aziz (2012) and the study of Abdul Wahid Hamid Al-Kubaisi (2010). But, they are differ with the results of the study of Al-Harahsha (2013).

This result interpreted through several causes like professor's own personality, by his ability to control and communicate information to students, his ability to control class according to time and lectures management, and how he prepares his lecture whether or not he respect conditions for structuring lecture before presenting it.

However, professor (not all of them) is missing this structure; as well as student is not looking for new information and research, he takes what the professor gives him in class and accepts it even if it is wrong; this noticed in real life. Since professor has a rigid student before him who loses his desire for change and extinguishes his enthusiasm for work, professor presents his lecture as his duty and does not concern him with the result obtained. The low level of teaching performance among professor is not only dependent on the performance of professor; student also has a role in activating the performance of professor. The quality of his performance is to activate the role of student as well as improve communication between them. The success of the educational process as a whole is based on both (professor and student).

- The second hypothesis results Discussion:

After presenting the second hypothesis results, the quality of teaching performance of professor in applied class found low from students' point of views, and the second hypothesis results are similar with the results of the study of Hatem and Jassim Aziz (2012) and the study of Abdul Wahid Hamid Al-

Kubaisi (2010). But, they are differ with the results of the study of Al-Harahsha (2013). This interpreted by the lack of training to professor and motivation absence by providing the means. For this deficiency, teaching performance among professor will naturally be poor. In addition, the prevalence of quantitative and formal pattern of teaching. This decrease attributed to professor's quality and his training, the majority of professors teaching applied classes are contractual professors, i.e. they are new professors who do not mastery the profession; they lack the ability to control class. Moreover, the personality and flexibility of professor with students play an important role in that, all these causes may decrease the performance of professor's applied class.

-The third hypothesis results discussion:

The results of the hypothesis indicated a statistically significant effect by gender and no statistically effect by specialization, this is differ to the results of the study of Al-Kubaisi (2010), Al Imia, Al adjami and Al dokhi (2010), as their studies showed there are differences due to scientific specialization. While the results showed that there was no interaction calculated by any (effect of sex on specialization in quality of professor's performance and vice versa). This is due to the weak base structure of professors' training, as well as to students who indoctrinate lessons and do not contribute in any way to education promotion in general.

Conclusion:

In sum, we can say that in order to reach the quality of teaching performance among professor, it is necessary to emphasize what Daniel Seymour put forward, that colleges and universities must strongly believe and trust in the results of improving university education, as it is an important transitional stage based on improving the quality of education and its outputs. The formation of the knowledge society has been one of the most important stages of education that works to prepare trained and qualified scientific teaching staff to lead the institutions of society. The interest of university education institutions in quality stems from the awareness of the importance of providing an acceptable study environment that helps to obtain outputs that are able to prove their efficacy and ability to interact with the needs of modern era and. Therefore, efforts must be intensified to advance education and raise its quality.

Achieving quality of teaching performance among professor is neither impossible nor very easy, but rather requires synergy and cooperation between those involved in the educational process, headed by a professor, student and

management...etc.. That is, the necessity to use standards and indicators of quality in this field, apply them, and follow them up, which vary according to their purpose, expand, and multiply according to using them level.

Recommendations and suggestions:

From the results of this research, presenting a set of recommendations and suggestions as follow:

- Developing an awareness program for students that helps increase their effectiveness and participation in the process of evaluating teaching performance of their professor, thereby improving educational process.
- Generalizing a culture of quality and professional development among workers in educational institutions.
- Paying attention to results of evaluation for faculty members with plans to improve quality of higher education.

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