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Designing a Training Program for Faculty Members at Al-Isra University Based on the Standards of Quality Assurance

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Abstract

This study aims to present a proposal for a training program based on the needs of Al Isra university faculty members in the light of the standards of quality assurance.

To achieve the aim of the study, the researcher prepared a questionnaire consisting of (54) items, each of which represents a training need in the following areas: planning and teaching, measurement and evaluation, scientific research, community service, and leadership and academic management. It was applied to a sample of (119) faculty members in all scientific and humanitarian faculties at Al-Isra University. The researcher used a descriptive, analytical method to answer the research questions.

The findings revealed a high need in all of the domains of the study. Moreover, the results of statistical analysis showed that there are statistically significant differences in the training needs attributed to the variable of academic rank.

The Center for the Development of Academic Staff Performance and the Office of Quality Assurance at the University of Isra should design courses and professional development programs for faculty members and work to develop their performance.

Keywords: Training program, training needs, standards of quality assurance, University of Isra.

تصميم مقترح لبرنامج تدريبي قائم على الاحتياجات التدريبية لأعضاء هيئة التدريس في جامعة الإسراء في ضوء معايير ضمان الجودة

انتصار طنوس

جامعة الإسراء، الأردن

ملخّص

الأهداف: تقديم تصميم مقترح لبرنامج تدريبي قائم على الحاجات التدريبية لأعضاء هيئة التدريس في جامعة الإسراء في ضوء معايير ضمان الجودة ولتحديد الحاجات التدريبية لأعضاء هيئة التدريس.

المنهجية: لتحقيق هدف الدراسة، أعدت الباحثة استبانة مكونة من (54) فقرة يمثل كل منها حاجة تدريبية في المجالات الآتية: التخطيط والتدريس، القياس والتقويم، البحث العلمي، خدمة المجتمع، القيادة والإدارة الأكاديمية. طُبقت الدراسة على عينة مكونة من (119) من أعضاء الهيئة التدريسية في جميع الكليات العلمية والإنسانية في جامعة الإسراء.

النتائج: أسفرت نتائج التحليل الإحصائي عن وجود (15) حاجة تدريبية على نحو مرتفع موزعة على المجالات الخمسة الآتية: التخطيط والتدريس، القياس والتقويم، البحث العلمي، خدمة المجتمع، مجال القيادة والإدارة الأكاديمية. وبناء على تلك الحاجات قُدّم تصور مقترح للبرنامج التدريبي لتدريب أعضاء هيئة التدريس في جامعة الإسراء، كما أظهرت نتائج التحليل الاحصائي عن وجود فروق دالة إحصائيا للحاجات التدريبية تعزى إلى متغير الرتبة الأكاديمية ولم تظهر النتائج عن وجود فروق دالة إحصائيا للحاجات التدريبية تعزى إلى متغير الجنس أو الكلية أو سنوات الخبرة.

التوصيات: أن يصميم مركز تطوير أداء أعضاء هيئة التدريس ومكتب ضمان الجودة بجامعة الإسراء دورات وبرامج تطوير مهني لأعضاء هيئة التدريس والعمل على تطوير أدائها.

الكلمات الدالة : برنامج تدريبي، الحاجات التدريبية، معايير ضمان الجودة، جامعة الإسراء..

Theoretical framework

In response to the tremendous changes witnessed in the current era in the quality system, and the existence of strong competition among higher education institutions, it is necessary to pay attention to the faculty members by recognizing their training needs and working to satisfy them to reach them to the highest level of efficiency and effectiveness in performance, and develop their abilities and skills, and empowerment. To participate positively in the educational learning process, in order to raise the quality of higher education and its outputs.

University education is one of the main pillars that contribute to building the individual and society as one of the strongest pillars of any society. The level of university education is determined by the quality of faculty members in terms of their competencies, good performance, and their ability to carry out their academic and professional roles with a high level of competence and professionalism (Al-Kassi, Tamam, and Yijie, 2013; Rababa'a, 2017).

The professional development of faculty members and leaders is an essential input from the educational process and a major axis for effecting change with the aim of improving the performance of faculty and leaders by providing them with skills, cognitive abilities, and behavioral ingredients that enable them to fulfill their various roles (Al-Ajmi ,2012) .

To achieve this, higher education institutions in various countries of the world have undertaken to plan specialized programs that raise the level of the performance of the faculty member and raise his efficiency, so that he can achieve his university role in all fields of teaching, research, technology, leadership and community efficiently and effectively. Training is therefore a key element in the professional development process of faculty members, which helps to refine their attitudes, renew their information, improve their performance, and increase their motivation in order to improve their job performance for the better (Harb, 2018).

Al-Tuwaijri (2017, p5) defined training as an effective activity that is based on scientific and practical bases, and aims to raise the competencies of the institution and its effectiveness by increasing the skills of human resources in the performance of their work to implement their plans and programs now and in the future, and this increase may include deepening their knowledge and skills or create new knowledge and skills added to what they have previously, and upgrading their behavioral values, and refine their attitudes, and deepen their loyalty to the institution in which they work, so as to meet the current and future work requirements. Al-Najjar (2011) defined training as the means by which working individuals are given the knowledge and skills necessary to conduct work, and the ability to use the means efficiently, thereby changing the behavior and attitudes of individuals in a new way. Khamis,Abu Nimrah,Al-Hadidi (2009) believes that training of all kinds and forms is considered a basic pillar that works to raise the adequacy of workers in any of the sectors of work ,Which reflects positively on the outputs of these sectors, both in quantity and quality. Al-Tuwaijri (2017) believes that training and education are two sides of the same coin that build life and make progress. He pointed out that training is an urgent necessity and an important requirement in universities as a stronghold of science and human thought, and a source of investment and development of human resources. This is why countries are keen to train their personnel at all technical and administrative levels, and provide them with scientific concepts, knowledge and trends that work to raise their level and develop their capabilities as the most important inputs to the productive process. The importance of training lies in three basic aspects: institution, individuals, and human relations (Al-Salem, Saleh, 2009). For the organization, training improves the organization's profitability, increases productivity, develops leadership styles, builds an effective internal consultancy base, rationalizes management decisions, and reduces workplace accidents and injuries (Al-Najjar, 2011; Al-Salem, Saleh, 2009).

Training is also an effective way to improve the skills and attitudes of individuals, develop their ability to think, analyze and foresight, enable them to participate in the knowledge movement and provide them with more knowledge they reach, and get rid of weaknesses and shortcomings in the current and expected performance and thus improve their economic and social level to the desired level By the Foundation (Assaf, 2000; Najjar, 2011). With regard to human relations, the training works to develop methods of social interaction between individuals working in the institution and develop their possibilities to accept adaptation to changes in the institution and deepen the relationship between individuals and management.

The success of the training depends on choosing the optimal and appropriate method in the training to ensure that the trainees participate in an effective and serious manner, stimulate their interest, and motivate them to interact and contribute

positively. These methods are:

First: the lecture method: although this method is one of the most training methods; ; However, it is not considered a means aimed at honing skills and changing behavior because it transmits information to the trainees specifically without taking into account their participation and the individual differences between them. (El Kas et al., 2013), and Najjar (2011) believes that this method can be improved through the introduction of audio-visual illustrations; Increase of the trainee's attention and interaction and thus improve his performance.

Second: the method of panel discussion: This method provides a suitable environment for the exchange of views and views, the acquisition of skills and the development of sound attitudes towards teamwork and the practice of methods of democracy in problem-solving to improve and deepen understanding through open dialogue between the trainer and the trainee (El Kas et al., 2013; Najjar, 2011).

Third: the method of seminars and conferences: One of the effective methods in which the trainer interacts with the trainee through a structured verbal exchange to express an opinion and provide suggestions and solutions to some of the problems raised (Zarqan, 2013).

Fourth, the method of workshops: One of the methods aimed at giving trainees knowledge, skills and positive trends using more than a training method such as lecture, debate, practical presentations and others (El Kas et al., 2013).

Fifth, the method of practical training: This method is a real representation of the practical reality and is often done in training centers to apply knowledge and skills in practice according to steps designed by the authors of the training program.

Sixth, brainstorming method: This method allows the trainee to put forward a number of ideas and ideas born of the moment in order to reach a solution to a problem or address a situation (Al Kas, 2013).

The training process includes the following stages:

First: the stage of identifying training needs:

Determining the training needs is the starting point and the basis of training. This stage depends on the accuracy of data collection and analysis to detect the problems and constraints of work suffered by the institution and to reach effective and sound decisions towards the planning and design of the training process (Harb, 2018, 119)

Abou Elenein (2016) defined the training needs as the required changes in the skills, knowledge and behaviors of the university faculty to achieve goals and overcome difficulties. While Barhoum (2017) defined it as a set of teaching, leadership, technical and research skills needed by the faculty member to perform the tasks required of him efficiently and accurately, Barhoum added that training needs must bring change in the skills and information of the faculty member, which reflects positively on the output and level of performance the Foundation (Barhoum, 2017).

Al Said (2012) stressed that in order for training programs to achieve their objectives, training programs must be tailored to actual training needs so that knowledge and skills are not provided with less or more than the trainees need. Abouelenein (2016) pointed out that training needs represent deficiencies in the target group, require identification of problems that need training, and they involve an ongoing review of reality to reach maturity and self-assessment; the faculty should have this performance in the future in order to face changes and developments in knowledge, skills, attitudes and abilities.

Faulkner (2004) argues that the need for training emerges in one of two ways: either a current performance deficit or new needs arising from planned and unplanned changes by the institution or by external forces that generated the need for change.

The benefits of determining the training needs of faculty members include:

- Build training plans and define their goals.
- Designing training programs to achieve the objectives,
- Improve the effectiveness of training by identifying problems and difficulties faced by faculty members, and work to involve them in community service.

- Assist trainers in designing training programs that meet the needs of trainees, and effectively plan the activities of those programs, to raise the efficiency of university education (Chan, 2010; Abouelenein, 2016).

The second stage, the stage of designing training programs:

After determining the training needs of the faculty members and developing and approving the training plans, the process of designing the training programs begins according to the following steps:

- Identify the title of the training program: where the title is clearly linked to the basic needs that will be met through it.
- Determine the objectives of the training program: where the objectives are defined in the light of the training needs that have been identified so that they are measurable and the stage of investigation to bring about the required change in the level of performance of the faculty members and their attitudes and behavior and accordingly the training material is developed.
- Determine the content of the training program and the type of skills to be trained: After determining the objectives of the training program in light of the training needs to be satisfied with the faculty members, the content of the program is determined to include the activities and skills to be trained.
- Determine the method of implementation of the training program: where the effective implementation of the training program requires the skill of employing the appropriate training method to take into account the following criteria: expertise and qualifications of trainers, the number and characteristics of the trainees, the nature of the training material, and the conditions and possibilities of the institution.
- Implementation of the training program: This phase is a qualitative shift in the program, where the transition from the stage of theoretical planning to the stage of practical application and whenever the implementation steps are clear, this helped the success of the training program and comes here the role of the management of the program by providing the necessary supplies and capabilities to create a suitable training environment leading to achieve Goals set.
- The evaluation phase of the training program: This stage is necessary to ensure the extent to which the objectives of the training program and its suitability to meet the training needs to be achieved for which the training program was designed for (Maria & Rafael. 2010). (Saeed & Othman, 2014)

A number of researches and studies were conducted to identify the training needs of faculty members at different universities:

(Harb ,2018) conducted a study aimed at identifying faculty members' special skills and technical knowledge at Imam Muhammad bin Saud Islamic University in the light of Academic Quality Standards: The researcher used a questionnaire as a data collection tool consisting of 108 items distributed in five areas: (University regulations and laws, planning and teaching, evaluation, scientific research, development and quality) were distributed to a sample of 75 teachers and 62 schools, representing 51% From the study community .The researcher used the descriptive method to achieve the research objectives. The researcher concluded that the level of training needs of the faculty members was high in all fields. The research recommends the need to determine the training needs of faculty members before any training course to achieve a high degree of efficiency and effectiveness of the training course.

The study (Rababaa, 2017) aimed to identify the training needs of the faculty members in the official Jordanian universities in the light of the requirements of the knowledge economy. The sample of the study consisted of (620) members. data were analyzed. The results of the study showed that the training needs of the faculty members in the official Jordanian universities in light of the requirements of the knowledge economy were moderate in the following areas (planning, teaching, communication and communication, the use of technology, scientific research, administrative tasks, and evaluation), and that the degree of training need for members The teaching staff at the official Jordanian universities in the light of the requirements of the knowledge economy was high in the field of the community. The study recommended the university administration to hold training courses in all fields of study where the degree of training need was moderate.

The study (Sarhan, 2017) aimed to identify the training needs of faculty members at the Balqa Applied University from their point of view in the fields of educational technology and also aimed to know the role of variables (college, scientific section, and

academic rank, number of years of university service) on those needs. To achieve the objective of the study, the researcher prepared and developed a questionnaire as a tool for the study, which included (7) main areas and (38) items. The study also verified the validity and reliability of the tool. Seven main areas were drawn, each of which includes a number of training needs. The study followed the descriptive method. The study population consisted of (1300) faculty members. results of statistical analysis showed that there are statistically significant differences in the training needs attributed to the variable of college, scientific section, and academic rank, number of years of university service) for faculty members at the Balqa Applied University.

(Abouelenein, 2016) conducted a study aimed at identifying the training needs of the university faculty members, in order to achieve the required quality in the light of technological innovations. A list of the training needs of faculty members has been developed in terms of technological innovations in general, developing the skills of faculty members in the use of technological innovations and enhancing the faculty members in quality assurance skills. The study followed the descriptive analytical design in the presentation of literature. The data collection was based on a questionnaire developed to assess the needs of university faculty in four areas: teaching, scientific research, community service and strengthening quality assurance procedures. Participants were 135 faculty members selected from different Saudi universities. Results were statistically analyzed using SPSS. The results revealed the need to train faculty members in the light of technological innovations. The study recommends a program to train faculty members, to use technological innovations, meet the needs of scientific research, university education, and community service and meet the course requirements in terms of quality standards and performance indicators.

A study (2015, Hamadneh) aimed to discover the training needs of faculty members at Al-Bayt University from their perspectives in light of some variables. In order to determine the appropriate training programs, which will be held by the Faculty Development Center at Al-Bayt University to achieve this, a questionnaire consisting of 25 items distributed in three areas: teaching skills, research skills, and technological skills. The questionnaire was applied to a cluster sample consisting of 102 faculty members from Al-Bayt University which was randomly selected. Appropriate statistical methods were used to analyze the data. The results of the study showed that faculty members gave high importance to all the skills covered by the questionnaire. Thus, the most important area is technological skills, followed by research skills, and finally educational skills. It has been found that the most important training needs for technological skills are "the use of virtual laboratories". The analysis of quantitative and qualitative data using statistical programs was the main training needs of research skills, while the development of thinking skills and problem solving of students was the most prominent training needs of teaching skills. Also, the results revealed that there were no statistically significant differences attributed to college and sex in light of the results of the study, a number of conclusions and recommendations were suggested.

The study (Casey, Tamam, Yahya, 2013) aimed to identify the needs of faculty members in the areas of teaching and effective learning. The researchers then used a descriptive analytical approach. The researchers prepared a questionnaire that included a set of questions and phrases in order to access information from the research sample to determine the training needs to build the program. Proposed training for faculty members at King Khalid University in the light of total quality standards on the sample of 161 faculty members of some humanities and scientific colleges and in the light of the results of the list of training needs, the researchers designed a training program to meet those needs.

From the previous presentation of the previous studies shows that the current study is different in that it provides a designing a proposal for a training program based on the training needs of Al – Isra University faculty members in the light of the standards of quality assurance that all universities seek to activate under the requirements of total quality.

Study problem and questions:

One of the most important challenges that may face Jordanian universities is the lack of performance of faculty members, therefore; the Ministry of Higher Education and the departments of universities in its plans for the current and future, work to address this shortcoming through training of faculty members as training is an effective way to develop, improve and modify this Performance, and to convince the university teacher of the importance of training to achieve professional growth so that they can perform their roles efficiently (Bahrani, 2014).

In order for training to achieve its goal, it is necessary to identify the training needs of faculty members in order to

build appropriate training programs.

Hence, the problem of the current study is to answer the following key question:

What is the proposed perception of the training program based on the training needs of faculty members at the University of Isra from their point of view in the light of quality standards?

The main question is divided into the following sub-questions:

1- What are the training needs of the faculty members at Al-Isra University from their point of view?

2- Are there any statistical differences at the level of significance ($\alpha = 0.05$) between the average scores of the study members for the training needs of the faculty members at Al-Isra University due to the study variables (gender, academic rank, years of experience, college)?

3- What is the designing a proposal for a training program based on the training needs of Al – Isra university faculty members in the light of the standards of quality assurance?

Objectives of the study:

The present study aims to:

1. Determine the training needs of the faculty members at the University of Isra from their point of view.
2. To reveal the significance of the differences between the average degrees of study members to the training needs of faculty members at the University of Isra attributed to the variables of study (gender, academic rank, years of experience, college)?
3. To provide a designing a proposal for a training program based on the training needs of Al – Isra university faculty members in the light of the standards of quality assurance

Terminology of study:

The training program :(is a set of training and planned activities that are provided to employees in order to improve their skills, information and attitudes to perform their roles and occupy their jobs efficiently and productively). (Najjar, 2011, p. 70)

It is defined procedurally as :(a plan that has specific goals and procedures that contain a set of organized or planned activities that aim to develop the skills, knowledge, experiences, and directions of the faculty members of Al-Isra University, and help them to renew their information, improve their performance, and raise their productive competencies).

Training needs: (a set of knowledge and skills that a university faculty member needs in a job to perform specific tasks efficiently and effectively) (Abu Al-Nasr, 2009, p. 21).

Procedurally, (it is defined as a set of teaching, research, technical, and leadership skills that a faculty member at Al-Isra University, numbering 119, requires in order to carry out the tasks required of him effectively).

Faculty member: (Any person who performs the teaching process at the University of Isra and holds a doctorate or master's degree in one of the fields of knowledge in one of the following ranks: Professor, Associate Professor, Assistant Professor, and Teacher).

Quality standards: (They are objective and scientific standardized criteria through which the level of performance and evaluation of achievement is judged in achieving the desired objectives) (Harb, 2018, p. 119).

The importance of studying:

- The present study seeks to develop the capabilities and skills of faculty members at the University of Isra in the light of quality standards.
- The lack for such kind of studies in the University of Isra
- The need for the University of Isra to faculty members with different knowledge, abilities and skills to enable them to make the desired change in the educational process of learning.
- This study is expected to raise the motivation of faculty members to participate in the training as it is prepared based on their training needs.

The limits of the study:

The present study is limited to the following limits:

Objective limits: The subject of the present study was limited to identifying the training needs of faculty members at Al-Isra University. The proposed training program was limited to training needs in the light of quality standards.

Human Frontiers: The study was applied to faculty members at Al-Isra University.

Time limits: The study was applied in the second semester of the academic year 2018/2019.

Study Methodology:

In the present study, the researcher used the descriptive and analytical approach in surveying the previous researches, literature and studies related to the subject of the study.

Study population:

The current study population consisted of (225) faculty members at Al-Isra University in the second semester of the academic year 2018/2019.

The study sample:

The questionnaire was distributed to all university faculty members (225) and the researcher retrieved (119) questionnaires to represent the final result of the study sample, which is approximately 52.8% of the study population. This percentage is acceptable for statistical analysis procedures in order to reach accurate results. Table 1 shows a description of the study sample in terms of sex, years of experience, academic rank, and college.

Table 1: Description of the study sample

	Sample of faculty members as follows:		**Repetition**	**The ratio**
1	Gender	Men	77	64.7
		female	42	35.3
		Total	119	100.0
	Years of Experience	Less than 10 years	54	45.4
		More than 10 years	65	54.6
2		Total	119	100.0
	Academic Rank	professor	16	13.4
		Associate professor	27	22.7
3		Assistant Professor	61	51.3
		Teacher	15	12.6
		Total	119	100.0
4	The college	Literature	24	20.2
		Engineering	19	16.0
		Business Management	18	15.1
		Sciences	8	6.7
		Nursing	8	6.7
		the pharmacy	12	10.1
		Educational Sciences	7	5.9
		Rights	4	3.4
		Allied Medical Sciences	10	8.4
		Information Technology	9	7.6
		Total	119	100.0

Study Tool:

After reviewing previous studies in the field of the current study, the researcher developed a questionnaire to know the training needs of faculty members at Al-Isra University.

Initial form of (66) items distributed over five areas in the light of the standards of quality of university education: planning for teaching, scientific research, measurement and evaluation, community service, management skills and

leadership. The researcher adopted the "Likert" scale of five grades, which is based on the assessment of the degree of training need according to its five weights

- Degree (5) need training to a very large degree.
- Degree (4) need training significantly.
- Degree (3) need training medium.
- Degree (2) need a little training.
- Degree (1) need very little training.

The Validity of the study tool:

The researcher used virtual honesty to verify the validity of the tool by presenting in its initial image to a group of specialists (10) arbitrators, where they expressed their views and observations on the suitability, clarity and validity of the items of the questionnaire, and accordingly some items were deleted, and some were modified to become the questionnaire in The final form consists of (54) items distributed in five areas as follows (planning, scientific research, community service, measurement and evaluation, leadership and management). A score of (0.82) was obtained for the validity of the questionnaire after measuring the sincerity of the item and then the validity of the questionnaire. As a whole this value was considered manasfor the purposes of the study. The questionnaire consisted of two parts:

- Part 1: Includes general information about faculty members such as: gender, academic rank, college, and years of experience.
- Part II: Includes the areas of work of the faculty member in the light of the standards of total quality are: (planning, scientific research, community service, measurement and evaluation, leadership and management).

Reliability of the study tool:

The researcher calculated the reliability of the scale using the equation "Alpha-Kronbach, where obtained the value of the coefficient of alpha for each area of the scale as well as the scale as a whole as shown in Table (2).

Table 2: Reliability of the questionnaire by Alfa Kronbach

The number	Scale fields	Number of items	Alpha coefficient
1	Planning and teaching	**15**	**0.92**
2	Measurement and evaluation	**8**	**0.85**
3	Research	**12**	**0.89**
4	Community Service	**6**	**0.94**
5	Leadership and academic management	**13**	**0.95**
Total summation		**54**	**0.96**

It is clear from the above table that the overall reliability coefficient alpha Kronbach (0.96) This indicates that the scale has a degree of acceptable reliability for the purposes of the present study.

Study Procedures:

The following procedures were followed in the present study:

- Access to previous studies related to the subject of the current study and modern literature.
- Prepare a list of topics, skills, knowledge and trends in the areas of planning, scientific research, measurement and evaluation, community service, and leadership skills in the light of quality standards that may be mastered by faculty members at the University of Isra or believe that they need to be trained.
- Preparation of a questionnaire includes a set of phrases based on the previous list that has been prepared.
- Distribution of the questionnaire in its final form to faculty members at the University of Isra after calculating

honesty and consistency.

- The results of the questionnaire were analyzed using SPSS program and come up with a list of training needs that faculty members think they need and build a training program based on those training needs.

The significance of the differences between the faculty members was also calculated in the light of those needs.

Design and statistical processing:

- The researcher used the following statistical methods:
- Frequencies and percentages of data to describe the study sample.
- Arithmetic mean, standard deviation and percentage of each statement to determine the responses of the study sample to the study axes. To determine the training needs of each axis and the scale as a whole
- Pearson correlation coefficient to determine the internal consistency and validity of the study instrument
- Alpha Cronbach stability factor to determine the degree of stability of the study instrument.
- Analysis of single variance
- Calculate the length of Likert scale cells according to the following steps:

Calculation of range (upper and lower limits): 5-1 = 4

Calculate cell length = 1.8

- The length of the cells is thus:
- 1 to 1.80 indicates very little score.
- Greater than 1.80 to 2.60 indicates a low score.
- Greater than 2.60 to 3.40 indicates a moderate score.
- Greater than 3,40 to 4,20 indicates a significant score.
- Greater than 4,20 to 5 indicates a very large score.

Therefore, the assessment of the categories is as follows: (1 to 2.60 represents low,

Greater than 2.60 to 3.40 represents an average,

Greater than 3.40 to 5 represents high

In the case of two or more expressions in their arithmetic mean at the axis level as a whole, the statement with the least standard deviation is provided.

Results and Discussion

Presentation and discussion of the results of the first question, which provides:

1-What are the training needs of faculty members at the University of Isra in the light of quality standards from their point of view?

To answer this question, the arithmetic averages, standard deviations, grade and the degree of training need were calculated for each area of the training needs of the faculty members. Table (3) illustrates this.

Table 3: Means and standard deviations, rank and degree of training need for the fields as a whole

Domain number	The Field	The Mean	Standard Deviation	Rank	Degree of training need
1	Planning for teaching	3.13	1.014	2	Moderate
2	Research	3.00	1.074	4	Moderate
3	Measurement and evaluation	3.28	1.061	1	Moderate
4	Community Service	3.06	1.162	3	Moderate
5	Leadership and Academic Management	2.96	1.047	5	Moderate
	Total	3.07	.9417		Moderate

The general means and standardations for the five fields mentioned in table (3) ranged between (2.96 - 3.28).This is an

indication that the faculty members at Al Isra University need Moderate training for all fields related to his roles as a faculty member in the university. From the training in all fields to meet the requirements of total quality; where the average arithmetic (3.07) and standard deviation of 0.9417.

The results related to the first area: planning and teaching as shown in Table (4) as follows:

Table 4: means and standardations of items and degree of training need in planning and teaching

The Number	Phrase	The Mean	Standard Deviation	Ranking	Degree of training need
1	Teaching planning and design	3.51	1.401	3	High
2	Formulate educational objectives covering aspects of learning	3.41	1.310	6	High
3	Choose the right educational content to achieve the goals.	2.92	1.415	11	Moderate
4	Prepare a teaching plan that organizes the content of the subject	2.93	1.454	10	Moderate
5	Using self-learning techniques and employing them in university education	3.08	1.424	8	Moderate
6	Choosing the appropriate teaching aids to achieve the goals	2.51	1.227	15	Low
7	Using modern strategies in university teaching	3.60	1.380	1	High
8	Description of programs and courses	2.98	1.359	9	Moderate
9	Employing technology in teaching	3.48	1.425	5	High
10	Design courses electronically	3.55	1.293	2	High
11	The ability to design educational sites on the Internet	3.49	1.352	4	High
12	Developing critical and creative thinking skills.	3.09	1.396	7	Moderate
13	Classroom management skill	2.55	1.388	14	Low
14	Psychological and educational bases for dealing with students of different learning styles	2.92	1.493	12	Moderate
15	Ability to provide a stimulating learning environment for the exercise of higher mental processes	2.91	1.438	13	Moderate
	Total	3.1289	1.01376		Moderate

It is clear from the results of table (4) that the arithmetic average in the field of planning and teaching as a whole is (3.1289) with a standard deviation of (1.01376), which confirms that the needs of faculty members in the field of planning and teaching moderate because they fall into the category (2.6 - 3.4)

As for the items in this area, it was found in Table (4) that six out of (15) items: (1,2,7,9,10,11) represent a great training need, while the rest of the items in the field of planning and teaching It represented a moderate -term training need, with the exception of item (13) concerning classroom management skill.

Through these results can be reached to the conclusion that the study sample felt a high level of training need in the field of planning and teaching, especially in the field of planning and design of teaching, and the formulation of educational objectives covering aspects of learning, and the use of modern strategies in university teaching, and the use of technology in teaching And the design of courses electronically, in addition to the ability to design educational sites on the Internet. This indicates that many faculty members lack the skills of planning and teaching strategies, because of the emphasis on the cognitive aspect of teaching more than the pedagogical aspect; which confirms the need for faculty to training courses in this area.

As for the second area of measurement and evaluation, Table (5) shows the Means and Standardations, and degree of training need as follows:

Table 5: Means and Standardations of items and degree of training need in the field of measurement and evaluation

The Number	Phrase	The Mean	Standard Deviation	Ranking	Degree of training need
16	Preparation of various types of tests.	3.05	1.449	7	Moderate
17	Use descriptive statistics principles to describe test results.	3.48	1.275	2	High
18	Statistical analysis of test questions and results	3.42	1.381	4	High
19	Use test results to develop curriculum decisions.	3.58	1.324	1	High
20	Build a specification table for a balanced test	3.45	1.191	3	High
21	Apply self-evaluation criteria for teaching	3.13	1.314	6	Moderate
22	Build test questions within higher mental levels.	2.97	1.301	8	Moderate
23	The use of computer techniques in the field of student assessment	3.16	1.302	5	Moderate
	Total	3.2805	1.06066		Moderate

The results of Table (5) show that the arithmetic mean in the field of measurement and evaluation as a whole is (3.2805) with a standard deviation of (1.06066), which confirms that the needs of faculty members in the field of measurement and evaluation are Moderate, as for the items in this area was shown in Table (5). Four out of the eight items, namely: (20, 19, 18, and 17), represent a great training need, such as: The remaining items in the field of measurement and evaluation was a training need of a Moderate degree, and the results did not show a low training need.

In general, we note that there is weakness in the practice of measurement and evaluation skill, especially with regard to the use of descriptive statistics principles to describe test results, analysis of questions and test results statistically, and the use of test results to develop curriculum decisions, in addition to building a specification table to make a balanced test. This may be due to the fact that most faculty members adopt traditional methods of assessment that measure the ability to memorize, not analyze, analyze and other higher mental skills and abilities. This confirms the need of faculty members for training courses in the field of measurement and evaluation.

As for the third area: scientific research, Table (6) shows the arithmetic the Means and Standardations and training need as follows:

Table 6: Means and Standardations, order of items and degree of training need in the field of scientific research

The Number	Phrase	The Mean	Standard Deviation	Ranking	Degree of training need
24	Knowledge of the ethics of scientific research.	2.59	1.405	11	Low
25	Skill writing scientific research and research projects	2.79	1.437	10	Moderate
26	Using SPSS statistical data packets	3.41	1.374	3	High
27	International publication of scientific research in international journals	3.20	1.406	4	Moderate
28	Skills of working within a research team and management of the research team	3.00	1.444	5	Moderate
29	Skill and preparation of research plans.	2.54	1.339	12	Low
30	Use the library and digital resources	2.83	1.392	9	Moderate
31	Ability to present research at international conferences.	2.87	1.393	8	Moderate
32	Scientific supervision of graduate students.	3.49	1.268	1	High
33	Ability to link research to community issues.	2.90	1.362	7	Moderate
34	Find out how to get research grants and how to benefit from them	3.48	1.333	2	High
35	Create an account in research sites	2.92	1.462	6	Moderate
	Google scholar & research gate	3.0021	1.07397		

The results of Table (6) show that the arithmetic mean in the field of scientific research as a whole is (3.0021) with a standard deviation of (1.07397), which confirms that the needs of faculty members in the field of scientific research are Moderate, as for the items in this area was shown through Table (6). Three out of 12 items (34, 32, and 26) represent a significant training need, while items (25, 27, 28, 30, 31, 33 and 35) in the field of scientific research represented an average training need. Items (24), which provide for "knowledge of the ethics of scientific research" and item (29), which provides for "skill and preparation of research plans" represented a low training need for faculty members. .

Through these results, it is possible to reach a conclusion that the study sample members feel a high level of training need in the field of scientific research, especially in the use of statistical data packets (SPSS), scientific supervision of graduate students, and know how to obtain research grants and how to benefit from them. There is a weakness in the level of scientific research and studies as a result of the lack of faculty members of scientific methods and modern methodology in the writing of scientific research, whether related to the completion of scientific research or university theses, which confirms the need for faculty members to training courses in this area.

The results related to in the field of community service, Table (7) shows the Means and Standardations, order and training need as follows:

Table 7: Means and Standardations, item order and degree of training need in the field of community service

The Number	Phrase	The Mean	Standard Deviation	Ranking	Degree of training need
36	Participate in community development programs	2.96	1.298	6	Moderate
37	Using the results of scientific research in the development of community institutions	3.42	1.453	1	High
38	Organizing cultural services for the local community.	3.00	1.269	4	Moderate
39	Methods of developing the university's relationship with its local community	2.96	1.224	5	Moderate
40	Investing the potential of the local community and its institutions in university education processes.	3.01	1.225	3	Moderate
41	Partnership between the university and the community	3.03	1.259	2	Moderate
	Total	3.0616	1.16158		Moderate

The results of Table (7) show that the Means and Standardations in the field of community service is (3.0616) with a standard deviation of (1.16158), which confirms that the needs of faculty members in the field of community service are Moderate, as for the items in this area was shown through Table (7). The items of this field represent a Moderate training need except item (37) which provides for "employing the results of scientific research in the development of the institutions of society".

This may be due to the inability of faculty members to exploit modern technological means in scientific research and link them to community issues, which confirms the need for faculty members at the University of Isra to training courses in the field of community service.

As for the field of leadership and management, Table (8) shows the Means and Standardations, order and training need as follows:

Table 8: Means and Standardations, item arrangement and degree of leadership training need

The Number	Phrase	The Mean	Standard Deviation	Ranking	Degree of training need
42	Ability to practice administrative processes (planning, organization, control, supervision, communication)	2.90	1.304	6	Moderate
43	Knowledge of the concept of leadership and modern models	2.97	1.279	5	Moderate
44	Ability to manage academic departments	2.84	1.340	8	Moderate
45	Ability to manage and organize meetings and write minutes and reports.	2.78	1.322	11	Moderate
46	Functional polarization ability	2.72	1.221	12	Moderate
47	Ability to manage crises and make decisions.	3.45	1.345	2	High
48	Ability to manage work stress.	2.99	1.305	4	Moderate
49	Ability to prepare strategic plans.	3.44	1.319	3	High
50	Ability to solve problems and make decisions	3.48	1.178	1	High
51	Ability to motivate employees	2.80	1.225	10	Moderate
52	Ability to participate effectively in scientific committees and councils.	2.87	1.334	7	Moderate
53	Continuous access to the regulations, rules and laws of the university and higher education.	2.82	1.371	9	Moderate
54	Commitment to professional ethics	2.39	1.519	13	Low
	Total	2.9567	1.04711		

The results of Table (8) show that the Means and Standardations in the field of academic leadership and management as a whole is (2.9567) with a standard deviation of (1.04711), which confirms that the needs of faculty members in the field of academic leadership and management are medium, as for the items in this area was shown through the table (8) Three items out of (13): (47, 49, 50) represent a great training need, namely: the ability to manage crises and decision-making, and the ability to prepare strategic plans, and the ability to solve problems and decision-making, while the rest of the items In the area of leadership and academic management, it represented a medium-term training need except Item (54), which represented a weak training need, which confirms the need for faculty to training courses in leadership and academic management.

The reason for this weakness may be due to the belief of the faculty members that the administrative work does not fall within the tasks of the faculty member, although the regulations and laws indicated that the administrative work of the tasks assigned to the university professor, management art and science renewable and stand-alone requires the possession of the faculty member skills and experience Many to become a successful leader.

In conclusion, the results of the first question show that there is a need for a large, medium and weak training needs of the faculty members of the University of Isra in all fields in accordance with the standards of total quality, summarized researcher in the following table:

Table 9: Number of items of fields and classified according to the degree of training need

Domain Number	Domain name	Number of items	Items representing medium training need	Items representing medium training need	The items represent a great training need
1	Planning and teaching	15	(3 ، 4 ، 5 , 8 , 12 ، 14 ، 15)	(3 ، 4 ، 5 , 8 , 12 ، 14 ، 15)	(1 ، 2 ، 7 ، 9 ، 10 ، 11)
2	Measurement and evaluation	8	16	16	(21 ، 22 ، 23)
3	Research	12	(25 ،27 ،28 ،30 ،31 ،33 ،35)	(25 ،27 ،28 ،30 ،31 ،33 ،35)	(26 ،32 ، 34)
4	Community Service	6	(36 ،38 ،39 ،40 ،41)	(36 ،38 ،39 ،40 ،41)	37
5	Leadership and management	13	(42 ،43 ،44 ، 45 ، 46 ،48 ، 50 ،51 ،52 ،53)	(42 ،43 ،44 ، 45 ، 46 ،48 ، 50 ،51 ،52 ،53)	(47 ،49)
Total		54	30	30	15

Table (9) shows the need for faculty members for training courses significantly for fifteen training needs distributed in five areas, and (30) training needs in an average also distributed in five areas, and showed that there are nine items does not represent the needs of final training.

The benefits of determining the training needs of faculty members as indicated by (Chan, 2010; Abouelenein, 2016) include:

- Build training plans and define their goals.
- Designing training programs to achieve the objectives,
- Improve the effectiveness of training by identifying problems and difficulties faced by faculty members, and work to involve them in community service.
- Assist trainers in designing training programs that meet the needs of trainees, and effectively plan the activities of those programs, to raise the efficiency of university education

These results are consistent with the following studies (Hamadneh, 2015),(Harb, 2018), (Sarhan, 2017). (Rababaa, 2017).

Results of the second question:

2- Are there any statistical differences at the level of significance (α = 0.05) between the average scores of the study members for the training needs of the faculty members at Al-Isra University due to the study variables (gender, academic rank, years of experience, college)?

To answer the second question which is: Are there any statistically significant differences at the level of significance (α = 0.05) between the mean scores of the study members for the training needs of the faculty members at Al-Isra University due to the study variables (gender, academic rank, years of experience, college)

The analysis of the variance between the differences between the averages was calculated and the analysis resulted in the data of Table (10).

Table 10: Analysis of individual variability of study scores for training needs attributed to study variables (Gender, Academic Rank, Years of Experience, and College)

Contrast Source	Total squares	Degrees of freedom	Average squares	The value of F	Significance level
Accompanying	627.437	1	627.437	885.764	.000
Gender	.730	1	.730	1.031	.312
Rank	14.677	3	4.892	6.907	.000
the college	5.504	9	.612	.863	.560
Years of Experience	1.355	1	1.355	1.913	.170
The error	73.669	104	.708		
Total	104.641	118			

Table (10) shows that there are statistically significant differences at the significance level (α = 05.0) of the grade variable where the value of "P" was (6.907). For the benefit of faculty members who are in the rank of professor

While the results indicated in table (10) indicate that there are no statistically significant differences at the level of significance (α = 05.0) in the degree of training needs among faculty members at Al-Isra University due to gender, college type and years of experience.

To calculate the significance of the differences in academic rank, the Scheffe test was used as shown in Table (11).

Table 11: Scheffe test of differences in academic rank

(I) Rank	(J) Rank Associate professor	Mean Difference (I-J)	Std. Error	Sig.
Professor	Assistant Professor	-1.2037-*	.26553	.000
	Teacher	-1.2168-*	.23640	.000
	professor	0	.30248	.000
Associate professor	Assistant Professor	1.2037*	.26553	.000
	Teacher	-.0131	.19455	1.000
	professor	-.3506	.27103	.644
Assistant Professor	Associate professor	1.2168*	.23640	.000
	Teacher	.0131	.19455	1.000
	professor	-.3376	.24256	.587
Teacher	Associate professor	1.5543*	.30248	.000
	Assistant Professor	.3506	.27103	.644
	(J) Rank	.3376	.24256	.587

Table (11) shows statistically significant differences between rank (professor, associate professor) (professor, assistant professor), professor and teacher) in favor of professor rank. This means that faculty members in the rank of professor do not have any training needs.

While the results of Table (11) did not show any differences in the training needs between the rank of Associate Professor and Assistant Professor and teacher or Assistant Professor and teacher. This result means that faculty members with the ranks of associate professor, assistant professor or teacher have training needs regardless of their academic rank.

These results are consistent with the results of the following studies (Hamadneh, 2015), (Abou elenein, 2016).

Findings regarding the third question, which states:

3- What is the designing a proposal for a training program based on training needs in the development of the skills of faculty members at the University of Isra in the light of quality standards?

The researcher followed the following procedures in presenting a suggested concept for the training program:

First: Identify the training needs

The researcher based on the proposed conceptualization of the training program on the list of training needs of faculty members through the distribution of a questionnaire includes 54 items distributed over five areas and the analysis of the results of the questionnaire resulted in the presence of (15) training needs significantly, 30 training needs on average and 9 items does not represent a need In the proposed training program, the researcher relied on the items that represent a great training need.

Second: Defining the objectives of the training program

The researcher has transformed the list of training needs into measurable goals to represent the objectives of the proposed program, according to which the training material is developed.

Third: Identify the topics of the training program

The researcher identified the content and topics to be trained through the objectives and training needs.

Fourth: Determine the number of hours required to train each subject, whether theoretical or practical.

Fifth: Determine the training method

The method of training depends on the nature of the material to be trained and the target group.

Sixth: Identify the means of training

Seventh: the selection of trainers:

so that the trainers are experienced and specialized and their abilities are compatible with the requirements of effective

training and possess intellectual, social and leadership skills

Eighth: Locating the implementation of the training program.

Ninth: Evaluation of the training program.

The program was presented in its initial form to a number of arbitrators, and then the researcher made appropriate adjustments based on their observations to make the program in its final form as shown in the following tables: (12) and (13).

- The evaluation phase of the training program: This stage is necessary to ensure the extent to which the objectives of the training program and its suitability to meet the training needs to be achieved for which the training program was designed for (Maria & Rafael. 2010). (Saeed & Othman, 2014)

Proposed training program in light of training needs

Table 12: First: areas, objectives, topics and content, number of hours required

The field	Objectives	Topics and content	The number of hours		
			Theoretical	Applied	Total
The first area: planning and teaching	Learn how to prepare a study plan	Preparation of study plans	1	1	2
	Learn how to formulate educational goals that cover aspects of learning	Areas of Goals Cognitive, emotional and psychomotor Bloom's classification of cognitive goals Formulate educational objectives	1	1	2
	Identify the use of modern strategies in university teaching	Structural theory and teaching strategies emanating from it	1	1	2
	Learn how to employ technology in teaching	e-learning	1	3	4
	Design courses electronically	e-learning	1	3	4
	The ability to design educational sites on the Internet	e-learning	1	3	4
Total training hours	18				
The field	**Objectives**	**Topics and content**	**The number of hours**		
			Theoretical	**Applied**	**Total**
Second area: Measurement and evaluation	Use descriptive statistics to describe test results	Descriptive Statistics and Measurement	1	1	2
	To analyze questions and test results statistically	Descriptive and analytical statistics	1	1	2
	Use test results to develop curriculum decisions	Build the test and build the curriculum	1	1	2
	Build a specification table for a balanced test	Set up a test based on a specification table	1	1	2
Total training hours					8

The field	**Objectives**	**Topics and content**	**The number of hours**		
			Theoretical	Applied	Total
The third area: scientific research	Find out how to get research grants and how to benefit from them	Scientific research activities	2	-	2
	Scientific supervision of graduate students	Modern scientific methodology in accomplishing theses and researches Ethics of scientific research	2	-	2
	Using SPSS statistical data packets	SPSS Statistical Packages Program	2	-	2
Total training hours					6
The field	**Objectives**	**Topics and content**	**The number of hours**		
			Theoretical	Applied	Total
The fourth area: community service	Using the results of scientific research in the development of community institutions	Skills of linking research to community issues	2	-	2
Total training hours					2
The field	**Objectives**	**Topics and content**	**The number of hours**		
			Theoretical	Applied	Total
The fifth area: leadership and academic management	Ability to solve problems and make decisions	Problem solving and goal setting skills	2	-	2
	Ability to prepare strategic plans	Prepare a crisis management plan	2	---	2
	Ability to manage crises and make decisions.	Leadership concept and skills employ their theories	2	-	2
Total training hours					6
Total summation					40

Table 13: Second: the design of the training program

Training strategies	**Means of training**	**Target group**	**Trainers**	**Program Management**	**Training place**	**Incentives**	**Calendar**	**Accessories**
- Training workshops Lectures. - Discussion and dialogue - Reports and research - Demonstrative exercises - Brainstorming - Self-learning - Learning in a solution the problems	- The blackboard - Transparencies - data show - Computers - Internet - Making projects - Addresses program topics - Practical applications.	Faculty of Isra University interested in the program Training	Specialized trainers in the fields offered in the training program (teaching, evaluation, community service, scientific research, educational management and leadership)	Quality Office and Staff Development Center	Engineering Theater, Child Rights Center and Computer Labs at Isra University	Give the trainees a certificate of passing the course	- A form to evaluate the practices of trainees - A tool for evaluating trainers presenting a project	Training bag for trainer

These results are consistent with the results of studies (Maria & Rafael. 2010). (Saeed & Othman, 2014), where they indicated that the process of designing training programs according to the following steps:

- Identify the title of the training program: where the title is clearly linked to the basic needs that will be met through it.
- Determine the objectives of the training program: where the objectives are defined in the light of the training needs that have been identified so that they are measurable and the stage of investigation to bring about the required change in the level of performance of the faculty members and their attitudes and behavior and accordingly the training material is developed.
- Determine the content of the training program and the type of skills to be trained: After determining the objectives of the training program in light of the training needs to be satisfied with the faculty members, the content of the program is determined to include the activities and skills to be trained.
- Determine the method of implementation of the training program: where the effective implementation of the training program requires the skill of employing the appropriate training method to take into account the following criteria: expertise and qualifications of trainers, the number and characteristics of the trainees, the nature of the training material, and the conditions and possibilities of the institution.
- Implementation of the training program: This phase is a qualitative shift in the program, where the transition from the stage of theoretical planning to the stage of practical application and whenever the implementation steps are clear, this helped the success of the training program and comes here the role of the management of the program by providing the necessary supplies and capabilities to create a suitable training environment leading to achieve Goals set.

It is necessary to pay attention to the faculty members of Isra university by recognizing their training needs and working to satisfy them to reach them to the highest level of efficiency and effectiveness in performance, and develop their abilities and skills, and empowerment. To participate positively in the educational learning process, in order to raise the quality of higher education and its outputs.

Proposals and recommendations

-In light of the study results, the researcher recommends the Center for the Development of Academic Staff Performance and the Office of Quality Assurance at the University of Isra to design courses and professional development programs for faculty members and work to develop its performance.

-In light of the study results, the researcher recommends the university to provide incentives to encourage faculty members to attend courses to gain experience in university teaching, scientific research and community service in addition to leadership and administrative work.

-In light of the study results, the researcher recommends further studies on the topic of study in other universities and other variables

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