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Faculty Members Competencies in the Student Viewpoints

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Abstract: This paper is a study in the elements of success in the higher education institutions, particularly in the faculties of physical education. It regards the faculty members competencies as among the most important elements in the interaction between the faculty members and the students (males and females), which enhances the educational process. The researcher had identified seven types of competencies, personal competencies, planning competencies, administrative competencies teaching competencies, technological competencies, social competencies, evaluative competencies, in assumption of that such competencies are key factors in the educational process in higher education, to be evaluated through the point of view of the students of two faculties of physical education in Cairo, one for women and one for men. The study followed the descriptive methodology and used a questionnaire form, the results of which have come as consistent with the literature preview, previous studies and to validate the study hypotheses.

Key words: Competencies · Personal · Planning · Administrative · Teaching · Technological Social · Evaluative

INTRODUCTION

The higher education success is based on how much it may be available of good elements of faculty members and no existence for institutions of higher education would be without the faculty [1], as it is its cornerstone. It is well known that teaching in public education often depends on the knowledge provided by the teacher and the textbook, but the teaching in higher education is a process of daily interactive and dynamic cohabitation between teacher and students, in order to propagate and disseminate the spirit of research and scrutiny and methods of knowledge and paying attention to spreading the ethics of science and scientists and rooting values and principles governing the work in the institutions of higher education.

Thus, this study aims to identify the degree at which the faculty members (teachers) in the faculties of physical education for boys and girls (Helwan University) practicing the competencies of the faculty members and the degree of importance of these competencies in the perspective of students (males and females), to identify the strengths and weaknesses by comparing the degree of exercising these competencies and the degree of importance relevant to teaching, thus contribution to the development of the performance of physical education teachers. And also the implementation of these skills related to teaching would help to increase social interaction, since the identification of such competencies has taken place based on the student perspectives. The level of achievement among students and teachers, because identifying these skills is based on the views of students.

These competencies may be used as a measure to evaluate the schooling performance of physical education teachers in the Egyptian universities

MATERIALS AND METHODS

Methodology: The researcher has used the descriptive method in its survey form.

Study Population and Sample: The study population included 600 students of the Faculty of Physical Education for males and females (Helwan University) for the academic year 2009/2010.

Study Instrument: Study axes and sections have been identified in its primary form (7 axes, 70 sections, Appendix1) as follows:

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Table 1: Coefficient of stability between first and second application of various areas

S.	Competencies	Coefficient of correlation: Degree of practice	Coefficient of correlation: Importance of practice
1	Personal competencies	0.713	0.839
2	Planning competencies	0.742	0.823
3	Administrative competencies	0.801	0.845
4	Teaching competencies	0.722	0.872
5	Technological competencies	0.714	0.833
6	Social competencies	0.736	0.825
7	Evaluative competencies	0.706	0.869

- Personal competencies axis (10 sections).
- Planning competencies axis (10 sections).
- Administrative competencies axis (10 sections).
- Teaching competencies axis (10 sections).
- Technological competencies axis (10 sections).
- Social competencies axis (10 sections).
- Evaluative competencies axis (10 sections).

Instrument Validity: It has been demonstrated to 12 university professors, in the faculties of physical education as a criterion for the adoption of the instrument axes and sections.

Instrument Stability: The method (test retest) was used on 30 students, randomly selected, (have not been included in the study) and were re-tested for 7 days after the first application on the same sample and in the same circumstances, coefficient of stability (person correlation) had been calculated between the first and second tests.

Coefficient of correlation has been higher than 70% which assert the high coefficient of stability; hence coefficients of correlation are high meeting the study purposes.

Research Application: Questionnaire form was applied on the basic sample, of strength 600, during the period from 11 / 10 /2009 to 5 /11/2009. Then the researcher has discharged the data in tables specially prepared, to be statistically processed.

Statistical Treatment: Arithmetic means, standard deviations and analysis of variance and Scheffe test have been used to answer the questions of the study.

Appendix 1: Study axes and sections

S.	Phrase	Achievable	To some extent	Not achievable
First. Personal competencies				
1	Has the ability to social interaction			
2	Properly appears in terms of hygiene and grooming			
3	Fluent in the skill of persuasion and influence others			
4	Characterized by behavioral commitment and keeping away from reaction and anger			
5	Characterized by a good level of physical fitness			
6	Good disposition in different behavioral situations			
7	Seems of broad access to knowledge and acquaintance in various areas			
8	Gives ideals and role models in behavior			
9	Respects professional ethics and abide by			
10	Welcomes the debate and accept the different viewpoints of students			
Second. Planning competencies				
1	Designs lecture as per what it include of (goals/ examples/ teaching method/ instructional materials/ evaluative means)			
2	Assimilates the curriculum objectives			
3	Pursues an instructional strategy appropriate to different levels			
4	Takes into account the different levels of students when preparing the lecture			
5	Develops a plan to evaluate the extent of achieving educational objectives			
6	Uses modern scientific and multi-topic references in planning lecture subject			
7	Specifies which activities carried out by students in advance			
8	Prepares a variety of questions, to pose on students at the end of the lecture			
9	Identifies the topics that students will be provided with, in the next lecture			
10	Formulates educational goals in applicable behavioral practice forms			

Third. Administrative competencies	
1	Committed to the time allocated for lecture (beginning- end)
2	Uses the lecture time meaningfully and effectively
3	Respects the university system and respects the rights of the others
4	Informs students at the beginning of the academic year of the specified proportion of absence and is committed to dealing with
5	Develops a plan for education in accordance with a specific time frame and informs the students of it
6	Distributes the time allocated to the lecture to the aspects of activities (instructional- applied)
7	Warns students abusing the proportion of absence in advance with enough time
8	Informs students with their duties and rights
9	Informs students with the organizational and administrative structure of the faculty
10	Informs students of the teaching plan of his/her methodology, taking into account official holidays
Fourth. Teaching competencies	
1	Analyzes the overall objectives of the lecture topics
2	Uses the method of teaching appropriate to the academic age stage
3	Determines the appropriate educational strategies
4	Selects a variety of activities and alternatives in observation of the individual differences between students
5	Uses a variety of and modern teaching methods
6	Prepares various tests to improve student performance
7	Uses appropriate enhancement at the right time
8	Displays content in sequential and progressive order
9	Provides feedback to students continuously and periodically
10	Presents examples and illustrations of the various lecture topics
Fifth. Technological competencies	
1	Is aware of how the correct choice of technological techniques
2	Employs educational techniques in the educational attitude framework
3	Takes into account the element of security and safety when choosing technology techniques
4	Demonstrates the use of educational equipment and materials effectively in teaching practices
5	Uses the Information Network to obtain educational data (online)
6	Diversity of educational methods used (Power Point - Slides ...)
7	Helps students in how to take advantage of educational technology in their learning process
8	Uses communication skills, verbal and non-verbal, to facilitate communication with learners
9	Creates educational situations for the use of educational techniques
10	Encourages students to use the Internet to get information and knowledge related to instructional material
Sixth. Social competencies	
1	Communicates with students constantly
2	Students feel the value of their opinions and contributions
3	Equal rights and duties of students
4	Working to develop teamwork among students
5	Works to instill the principle of accountability between students
6	Stimulates students to think critically and solve problems
7	Instills confidence in the hearts of students
8	Is interested in the disclosure of the innovative capacity of students and work on its development
9	Takes into account the injured athletic student circumstances
10	Encourages students to positively communicate with each others
Seventh. Evaluative competencies	
1	Develops clear evaluation criteria in the curriculum plan
2	Asks questions stimulating thinking and measure student understanding of the scientific material
3	Students are encouraged to self-evaluation
4	Tells the students of their learning levels and the results of their educational attainment
5	Fluent in the formulation of test questions and its suitability for various levels
6	Has the skill to diagnose the strengths and weaknesses in student attainment
7	Evaluation is characterized with comprehensiveness, in measurement of (knowledge - skills..) aspects
8	Diversifies in the methods of evaluation (physical- skill testing- articles …….)
9	Anxious to provide feedback in the light of assessment results
10	Informs students of evaluation methods and distribution of the curriculum degrees

RESULTS AND DISCUSSION

Table 2 (Fig. 1) illustrate statistical significant differences between the views of the female and male students in the degree of practice of faculty members of the teaching competency, as it is clear that there are statistically significant differences between the views of the female and male students in (teaching competencies- technological competencies- social competencies- evaluative competencies) in favor of the female student faculty members, whereas, there are statistical significant differences between the views of the female and male students in the (personal competencies- planning competencies- administrative competencies) in favor of the male students faculty members, which shows the advantage of the female student faculty members in their

Table 2: Significance of statistical differences between the views of students (females and males) in the degree of practice of the faculty members of competencies

S.	Competencies	Female students		Male students		Difference between means	Value of T
		Arithmetic difference	Standard deviation	Arithmetic difference	Standard deviation		
1	Personal competencies	3.26	0.43	3.56	0.43	0.30	5.83*
2	Planning competencies	3.27	0.62	3.47	0.59	0.20	5.21*
3	Administrative competencies	3.29	0.62	3.59	0.62	0.30	5.83*
4	Teaching competencies	3.68	0.65	3.30	0.64	0.38	6.81*
5	Technological competencies	3.35	0.64	3.20	0.75	0.15	2.94*
6	Social competencies	3.39	0.68	3.06	0.74	0.33	6.42*
7	Evaluative competencies	3.62	0.62	3.36	0.70	0.26	5.63*

Table 3: Significance of statistical differences between the views of students (females and males) in the importance of practice of the faculty members of competencies

S.	Competencies	Female students		Male students		Difference between means	Value of T
		Arithmetic difference	Standard deviation	Arithmetic difference	Standard deviation		
1	Personal competencies	4.18	0.53	3.89	0.63	0.29	5.76*
2	Planning competencies	4.11	0.60	3.88	0.73	0.23	5.53*
3	Administrative competencies	4.07	0.44	3.80	0.58	0.27	5.67*
4	Teaching competencies	4.00	0.68	4.28	0.51	0.28	5.74*
5	Technological competencies	3.96	0.72	4.12	0.59	0.16	5.98*
6	Social competencies	3.98	0.72	4.25	0.61	0.27	5.67*
7	Evaluative competencies	4.00	0.66	4.21	0.55	0.21	5.45*

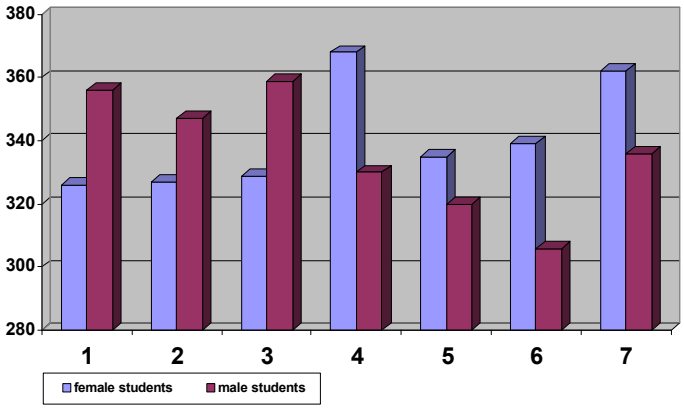

Fig. 1: Degree of practice- students (females- males)

opinion in each of the (teaching competencies- technological competencies- social competencies- evaluative competencies) over the male student faculty members, whereas the male student faculty members have advantage in each of the (personal competencies- planning competencies- administrative competencies) over the female student faculty members.

Table 3 (Fig. 2) illustrates significant statistical differences between the views of female and male students in the importance of the practice of the faculty members of the teaching competencies, as it is obvious that there are statistically significant differences between the views of female and male students in the importance of their needs of faculty members for each of the (personal competencies- planning competencies- administrative competencies) in favor of female students over male students, whereas, there are statistically significant differences between the views of female and male students in the importance of their needs from faculty members for each of the (teaching competencies- technological competencies- social competencies- evaluative competencies) in favor of male students over female students, which shows how much female students are in need from faculty members to (personal competencies- planning competencies- administrative competencies) higher than the current, besides, enhancing other competencies to become better, whereas male students are in need from faculty members

Table 4: Significance of statistical differences between the degree and importance of practice, in accordance with the views of female and male students in the teaching competencies of the faculty members

S.	Competencies		Female students				Male students			
			Arithmetic difference	Standard deviation	Difference	Value of T	Arithmetic difference	Standard deviation	Difference	Value of T
1	Personal competencies	Degree of Practice	3.26	0.43	0.92	14.6*	3.56	0.43	0.33	6.4*
		Importance of practice	4.18	0.53			3.89	0.63		
2	Planning competencies	Degree of Practice	3.27	0.62	0.84	14.2*	3.47	0.59	0.41	7.6*
		Importance of practice	4.11	0.60			3.88	0.73		
3	Administrative competencies	Degree of Practice	3.29	0.92	0.78	8.9*	3.59	0.62	0.21	5.4*
		Importance of practice	4.04	0.44			3.80	0.58		
4	Teaching competencies	Degree of Practice	3.68	0.65	0.32	6.2*	3.30	0.64	0.98	15.3*
		Importance of practice	4.00	0.68			4.28	0.51		
5	Technological competencies	Degree of Practice	3.35	0.64	0.61	8.5*	3.20	0.75	0.92	14.6*
		Importance of practice	3.96	0.72			4.12	0.59		
6	Social competencies	Degree of Practice	3.39	0.68	0.59	9.2*	3.06	0.74	1.19	15.9*
		Importance of practice	3.98	0.72			4.25	0.61		
7	Evaluative competencies	Degree of Practice	3.62	0.62	0.38	6.8*	3.36	0.70	0.85	14.3*
		Importance of practice	4.00	0.66			4.21	0.55		

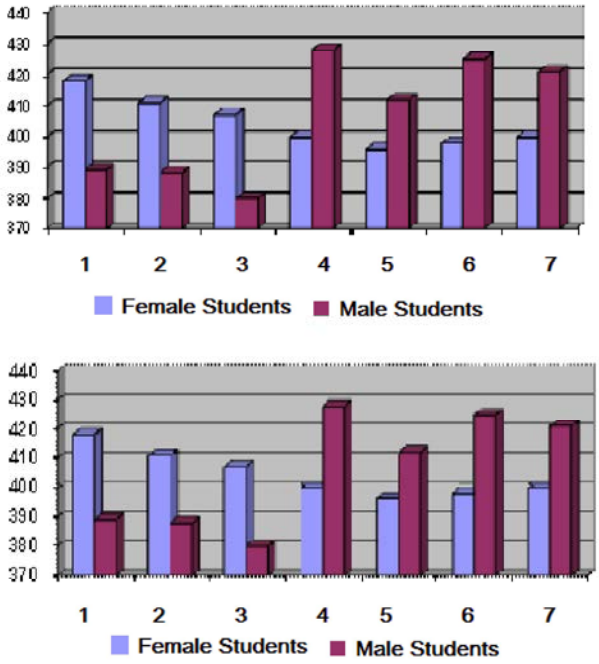

Fig. 2: Importance of practice- students (females- males)

to (teaching competencies- technological competencies- social competencies- evaluative competencies) higher than the current, besides, enhancing other competencies to become better.

Table 4 (Fig. 3, 4) illustrates significance of statistical differences between the degree and importance of practice, in accordance with the views of female and male students in the teaching competencies of the faculty members, as it is obvious that there are statistically significant differences between the degree of practice and importance of practice of all teaching related competencies subject of research, in favor of the importance of practice for both female and male students, which means that the actual practice of these

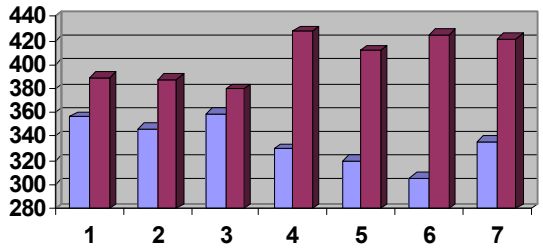

Fig. 3: Difference between the degree and importance of practice (female students)

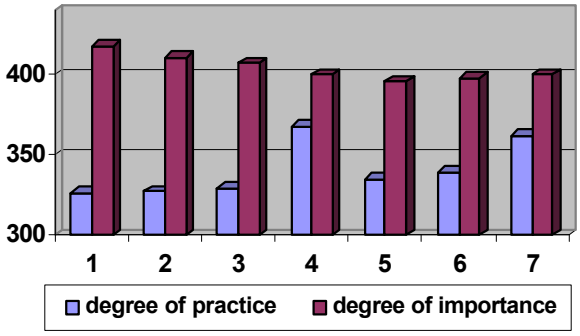

Fig. 4: Difference between the degree and importance of practice (male students)

competencies by the faculty members in the faculties of physical education for female and male students is less than its degree of importance and that these practice of teaching competencies has not gone up to the ambitions of students and students alike, which confirms the need for good preparation and the development and refinement of these teaching competencies by the faculty members of physical education in line with the needs of female and male students and the requirements of the modern era

These results are consistent with what have been indicated by the results of previous studies in the importance of competencies related to teaching for university female and male students [2]. It is also consistent with the results of the study of Centra [3], as well as the study of Eble and McKeachi [4] in that the competencies related to teaching are the most important for university female and male students and that the personal competencies were among the most important two dimensions forming competencies related to teaching. The study results have also indicated at the difficulty to the university teacher to have teaching competencies all at the same high level and his/her possession of teaching competencies may help to reduce the impact of the shortfall in other teaching efficiencies.

Whereas, the findings of previous studies [5] confirmed the importance of developing these competencies continually, through the organization of special training courses, in order to meet the complexities and burdens of the teaching profession and indicated to that the teacher's acquaintance with science of teaching and its applications has contributed to the implementation of certain standards of science education, especially, the standards associated with scientific survey [6], as well as confirming the low level of teacher performance in the light of quality standards for the use of technical tools of education and has recommended the teacher training on the requirements of educational situations for the use of education techniques [7]. Whereas, previous studies [8-12] have agreed with this study in the low responses by the faculty members to international standards and have recommended the need to employ education technology in the classroom and to understand the process of education and to assess the importance of education technology in the preparation, development, implementation and evaluation of teaching strategies.

CONCLUSION

There are statistical significant differences between the views of female and male students in (teaching competencies- technological competencies- social competencies- evaluative competencies) in favor of the faculty members of female students, whereas, there are statistically significant differences between the views of female and male students in (personal competencies- planning competencies- administrative competencies) in favor of the faculty members of male students, which indicate at the advantage of the faculty members of female students, in their point of view in each of the (teaching competencies- technological competencies- social competencies- evaluative competencies) over the faculty members male students, whereas, the faculty members of the male students have advantage in both of (personal competencies- planning competencies- administrative competencies) over the faculty members of the female students.

There are statistically significant differences between the views of female and male students in the importance of their needs from faculty members for each of the (personal competencies- planning competencies- administrative competencies) in favor of female students over male students, whereas, there are statistically significant differences between the views of female and male students in the importance of their needs of

faculty members for each of the (teaching competencies- technological competencies- social competencies- evaluative competencies) in favor of male students over female students, which shows how much female students are in need from faculty members to (personal competencies- planning competencies- administrative competencies) higher than the current, besides, enhancing other competencies to become better, whereas male students are in need from faculty members to (teaching competencies- technological competencies- social competencies- evaluative competencies) higher than the current, besides, enhancing other competencies to become better.

There are statistical significant differences between the degree of practice and importance of practice of all teaching related competencies subject of research, in favor of the importance of practice for both female and male students, which means that the actual practice of these competencies by the faculty members in the faculties of physical education for female and male students is less than its degree of importance and that these practice of teaching competencies has not gone up to the ambitions of students and students alike, which confirms the need for good preparation and the development and refinement of these teaching competencies by the faculty members of physical education in line with the needs of female and male students and the requirements of the modern era.

There is obvious difference between the degree of practice by the faculty members in the faculties of physical education in Helwan University of the competencies related to teaching and the degree of importance of such competencies from the point of view of the female and male students of the faculties of physical education.

Recommendations

- Determining the goals of university education and to identify priorities and mechanisms to achieve in a context of inclusiveness, flexibility and the future orientation.
- Benefiting from the list of competencies in the recruitment of new list of male and female instructors.
- Ongoing review of substances and provisions of university regulations to conform to the local and universal changes and challenges.
- Paying attention to the establishment and updating of scientific, professional and training centers for faculty members.
- Develop a mechanism to activate the training courses of faculty members, through adoption of a periodic program for development of faculty member competencies, in different areas and specific skills to serve the community, given to be mandatory in-service.
- To provide an instructional environment contributing to the professional and academic accreditation.
- Adoption of an integrated approach to training faculty members professionally and scientifically.
- Making benefit from the list of performance teaching competencies the study has reached at in the design of the programs of preparation and training of members of faculty before and during the service.
- Inviting the Arab universities within the framework of fruitful cooperation to exchanging experiences in the area of professional and educational preparation for faculty members and methods of in-service training and quality of techniques, capabilities and organizations available.

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