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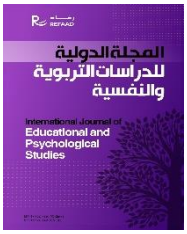

Effective Teaching Skills of Faculty Members at Tafila Technical University According to some Variables

مهارات التدريس الفعّال لدى أعضاء الهيئة التدريسية في جامعة الطفيلة التقنية تبعًا لبعض المتغيرات

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Abstract:

This study aimed at knowing up to what level the academic staff at Tafilh Technical University possesses effective teaching skills according to two variables: the faculty and years of experience, and for the sake of achieving the study's aims. A main-three-section questionnaire was developed based on (planning, teaching, and evaluation). Each of these sections has a set of paragraphs that describes it, and after checking the psychometric properties of the tool, it was distributed to the study sample that is about 101 academic staff members. The results showed that the academic staff at Tafilh Technical University has an advanced level of teaching skills. Moreover, the results showed that there were no statistically-marking differences attributed to the faculty variables, humanity or scientific. The results showed that there were statistically-marking differences in the teaching and evaluation that were attributed to the faculty variable, and it was positive for the Faculty of Humanities. The results also showed that there were no statistically-marking differences in the planning and evaluation that were attributed to the variable of years of experience. Meanwhile, the results showed that there were statistically-marking differences in the teaching attributed to the variable of experience, and it was positive for the faculty. The experience is from 10 years of experience and above. The study recommended making more studies about teaching skills and how good the academic staff in other universities are at them and according to other variables such as gender.

Keywords: *Degree of possession; Academic staff; Effective teaching skills.*

الملخص:

هدفت الدراسة تعرّف درجة امتلاك أعضاء الهيئة التدريسية في جامعة الطفيلة التقنية لمهارات التدريس الفعّال تبعا لمتغيري الكلية، وسنوات الخبرة، لتحقيق أهداف الدراسة تم تطوير استبانة مكونة من ثلاثة مجالات رئيسية: (التخطيط، التدريس، التقويم)، يتبع لكل مجال مجموعة من الفقرات التي تعبّر عنه، وبعد التأكد من الخصائص السيكومترية للأداة؛ تم توزيعها على عينة الدراسة البالغ عددها (101) عضو هيئة تدريس، أظهرت النتائج أن درجة امتلاك أعضاء الهيئة التدريسية لمهارات التدريس الفعال كانت مرتفعة، كما أظهرت النتائج عدم وجود فروق دالة إحصائيًا على مجال التخطيط، تعزى لمتغير الكلية (إنسانية، علمية)، وبينت النتائج وجود فروق دالة إحصائيًا على مجالي التدريس والتقويم تعزى لمتغير الكلية، ولصالح الكلية الإنسانية، كما بينت النتائج عدم وجود فروق دالة إحصائيًا على مجالي التخطيط، والتقويم تعزى لمتغير سنوات الخبرة، في حين أظهرت النتائج وجود فروق دالة إحصائيًا على مجال التدريس تعزى لمتغير الخبرة، لصالح الكلية الإنسانية، والخبرة التدريسية (عشر سنوات فأكثر)، وأوصت الدراسة بإجراء المزيد من الدراسات حول مهارات التدريس ودرجة تمكن أعضاء الهيئة التدريسية منها في جامعات أخرى، وضمن متغيرات أخرى كالنوع الاجتماعي.

الكلمات المفتاحية: *درجة امتلاك، الهيئة التدريسية، مهارات التدريس الفعّال.*

Introduction:

The educational process is considered a key factor in the advancement and prosperity of nations as it mainly and effectively contributes to the upbringing of generations in such a way that they contribute to the building and advancement of their homelands. This educational process is an integrated system of teachers, learners, educational environments, school curricula and in-class activities between teachers and learners, which plays an important role within this integrated system when a teacher chooses the teaching strategy, relying on his choice of scientific and educational bases, this would lead to the achievement of all or at least most of the targeted educational goals, which necessarily means supporting the learner in acquiring knowledge and contributing to it properly.

Teaching is an activity that aims at stimulating the learning process and facilitating its mission. It is a thoughtful and carefully planned process with the aim of developing and forming a learning environment for the learner that contributes to the formation of his knowledge and the refinement of his personality and skills, under certain conditions, to reflect his behaviors and actions in reality (2013, Elsayed).

In this regard, effective teaching, which could play a significant role in making the educational process meaningful; therefore, is defined as a type of teaching aimed at providing students with a set of skills necessary for work and life. Moreover, it is that teaching which turns the process of learning into a meaningful process, so that knowledge and information coincide with the learner for a long time so that the learner can employ and benefit from them in a variety of everyday situations. It further helps shaping positive trends and tendencies towards the teaching and learning process (Ambosidi, Al-Bura 'a, & Al-Hasani, 2019).

Effective teaching is based on the idea that the learner is the center of the educational process, the teacher is a facilitator and guide, and that the primary role of the teacher in this type of teaching lies in his ability to integrate the learner into the educational situation, meaning that the learners participate in the educational situation. The role of the learner here is a positive role and is not traditionally stereotypical in the sense of only receiving information. Rather, in this type of teaching, he is a participant and a seeker of information by various means and methods (AboSamour,2015) and participates in educational activities physically, mentally and emotionally, so the outcome is an increase in the achievement level of these learners, and naturally, this requires transferring the teaching method from the traditional style in which the teacher is the main focus in the educational situation to the effective teaching method that makes the learner the basis of the educational situation (Himmele & Himmele, 2017).

In order to transform the educational environment into an effective environment suitable for effective teaching, it is necessary to take a set of actions, including: preparing the classroom environment before carrying out any teaching activity, and, by preparation, it means organizing the seating of students inside the classroom, securing the lighting and heating if it is winter and cooling if it is summer, a set of laws must be set by the teacher with the participation of the learners, aiming to organize the interaction of students inside the classroom, and these laws are implemented and reviewed periodically by the teacher and learners to ensure its compatibility to the educational process (Marzano, 2007).

Effective teaching differs from traditional teaching due to a number of foundations, including the participation of the learner in the learning process, building on the learner's experiences, and the need to enhance the motivation of learners to learn through notifying them of their need for learning. It is noteworthy that the teaching material intended for learners needs to be in line with their abilities and needs (Al-Mantshri, 2011).

Effective teaching needs an active teacher who possess several traits such as autonomy, responsibility, impartiality, thoughtfulness, kindness, motivation, excitement, responsiveness and self-confidence. An effective teacher must demonstrate a continuous state of learning the psychological theories related to learning. It is similarly important that the teacher must have and adequate and in-depth knowledge of the field s/he teaches. On the other hand, the behavior of the teacher towards himself is regarded an influential factor in the educational process. If his behavior towards himself is positive, this would be reflected on the students, so that their behavior towards the teacher is positive, and vice versa. Further, the behavior of the teacher with his students is vital as the teacher advises students of having positive feelings towards themselves and their colleagues which increases their self-confidence and motivates them to learn more (Al-haylah, 2014).

This confirms the importance and gravity of the teacher's role as it is not the teaching method that matters, but the teacher. In the end, the method is an action or initiative taken by the teacher (Rashid, 2001) since a university teacher that possesses the required teaching competency is the basis for building and developing the educational process, it is a tool for development and modernization; the limits of its job responsibilities should not end at the traditional aspects, but rather it should contribute effectively to building generations, be able to change, and interpret the knowledge and experience that he provides to students into practical situations of interest effective on the formation of students in the professional and scientific aspects; this is only possible if the teacher possesses a set of skills that lead to effective teaching (Mohisen & Al-Haloul,2018).

Effective teaching includes a set of skills that together constitute the basis of effective teaching. Planning for teaching is the basic skill because it includes defining the educational goals to be achieved by learners, and dividing these goals into their types: cognitive, psychomotor, emotional, higher and lower mental skills and other divisions. All the following educational processes such as teaching, activities, and assessment are in light of the educational goals, so it is important for the teacher to define the educational goals and turn them into educational products.

Also, the implementation of the lessons is one of the important skills in effective teaching as it includes all the actions and initiatives that the teacher takes during the presentation of the lesson in order to help learners realize and understand the information contained in the lesson and increase their interest. Among the most important skills that the teacher must master are preparing lessons, diversifying stimulants, and ending lessons (closure) (Al-Tanawi, 2013).

Effective evaluation is an important ring in the educational teaching chain as it gives an idea about the extent of the educational cycle and the feasibility of the effectiveness of teaching methods. It also gives an indication of the teachers' advancement and achievements.

In order for the assessment to be effective, dependence should not only be on paper and pencil tests as the only method of assessment because the focus today has shifted to the student's abilities and skills in order to prepare him for the practical life. This requires training the teachers and providing them with tools and modern methods in addition to paper and pencil tests because diversifying the tools of assessment is very important to address different aspects among learners as the effective assessment does not only measure the cognitive aspect, but rather measures the skill aspect and higher thinking processes of learners, the effective evaluation highlights the learners' strengths to be reinforced, and weaknesses to be strengthened, taking into account that the evaluation tools should be honest and stable. The results of the assessments are also used to improve the teaching process (Al-Sabahi, 2020).

The study problem:

Effective teaching is an important pillar of the educational process, as it incubates knowledge and skills that enable students to acquire all forms of knowledge and experience well. It converts the educational process into a participatory process between the teacher and the learner (Abdul Razzaq, 2021). Nevertheless, it is important for a teachers to have effective teaching skills which they lack as reported in previous studies such as the study of (Masood, 2017), which reported that some effective teaching skills such as diversity in evaluation tools and stimuli that draw the attention of learners and the use and development of students' thinking skills.

Another study conducted by (al-omari, 2015) noted that the practice of the teachers of effective teaching skills was below average. It recommended that studies should be conducted on the possession of teachers of effective teaching skills.

Therefore, the researcher considered it appropriate to conduct a study that sheds light on the effective teaching skills on a sample of teaching staff at Tafila Technical University.

The study questions:

- What is the degree of possess effective teaching skills among faculty members at Tafila Technical University from their point of view?
- Does the of effective teaching skills among faculty members at Tafila Technical University differ according to the difference in the faculty (humanitarian, scientific)?
- Does the degree of effective teaching skills among faculty members at Tafila Technical University differ according to the difference in teaching experience?

The objectives of the study:

The objectives of this study are as follows:

- identifying the degree of the possession of the faculty members at Tafila Technical University of effective teaching skills from their perspective.
- Finding out any differences in the degree of the possession of the faculty members at Tafila Technical University of effective teaching skills from their perspective attributed to the college variable.
- Finding out any differences in the degree of the possession of the faculty members at Tafila Technical University of effective teaching skills from their perspective attributed to the Teaching Experience.

The importance of the study:

The importance of this study stems from the significance of the topic it discusses. Effective teaching and its skills are of ultimate significance due to its direct impact on students in relation to their acquisition of knowledge and theoretical and academic experience. It is expected that this study would contribute to providing the Arab Library with theoretical literature on the topic of effective teaching skills. Likewise, it is anticipated that the results of the study would be beneficial for the faculty members at Tafila Technical University and other universities as it would attempt to provide a perception of their possession of effective teaching skills. Researchers in curricula and teaching methods could further benefit from this study in terms of theoretical literature and research methodology.

Procedural Operational definitions:

This study contains a set of variables, known procedurally as follows:

- **Effective teaching skills:** a set of performances and behaviors carried out by faculty members in order to achieve the set of educational objectives. These skills in this study consist of three main skills: the skill of

planning, the skill of executing lessons, and the skill of assessment; under each major skill, there's a group of associated sub-skills.

- **Possession of the skill:** the response of the faculty members to the study tool, which consists of the primary and secondary effective teaching skills, and the response either to a very large degree, or to a large degree, or to a moderate degree, or to a small degree, or never.
- **Faculty members at Tafila Technical University:** those who practice the profession of teaching at Tafila Technical University whether in humanitarian colleges or in scientific colleges.

The delimitations of the study:

- **Human delimitations:** teaching staff at Tafila Technical University who teach in humanities and science colleges.
- **Place delimitations:** Tafila Technical University.
- **Time delimitations:** the second academic semester 2021-2022.
- **Objective delimitations:** the results of the study are circulated in light of the tools used in the study.

Previous studies

Given the prominence of the theme of effective teaching, the researcher has reviewed and arranged the related previous studies from the newest to the oldest:

- **The study of Abdulrahman (2022)** aimed at identifying the impact of some variables on the effective teaching skills possessed by the female secondary teachers in Makkah province. The study tool was a questionnaire of 42 items covering three dimensions: planning skills, implementation skill and evaluation skills. The questionnaire was applied to a sample of (429) female teachers. The results of the study indicated that the level of possessing effective teaching skills by the study sample was high in all three dimensions of the scale and on the scale as a whole. The ranking of the three dimensions was as follows: planning skills, implementation skills and evaluation skills. The results further indicated that there were no statistically significant differences between the average responses on the scale of effective teaching skills attributed to the variables of specialization, the number of years of experience and the number of courses.
- **Mohisen and Al-Haloul (2018)** conducted a study aimed at evaluating the effective university teaching from the perspective of students and teaching staff at Al-Aqsa University. To achieve the objective of the study, two questionnaires were prepared; one for the teaching staff and one for the students. After verifying the validity and reliability of the study tool, it was applied to a sample of (327) male and female students and (144) teaching staff at the university. The results of the study showed that the evaluation percentage of effective university teaching, from the students' point of view, was (67.4%) and (92%) from the perspective of the university teaching staff. The results also showed that there were differences in the evaluation of effective university teaching between university students and university teaching staff in favour of latter. The results further showed differences attributed to the gender variable in favour of the females, the variable of specialization for the literary disciplines, and the academic achievement for the high-achievers.
- **Al-Anzi (2017)** carried out a study to identify the extent to which intermediate schoolteachers use lesson planning, implementation and evaluation skills from the perspective of teachers and supervisors. It moreover aimed to identify the impact of both academic qualification and experience on the extent to which the members of the study sample use effective teaching skills. To achieve the objectives of the study, the descriptive method was applied. The study population consisted of (756) teachers and supervisors of the intermediate school level in the city of Hail. The sample of the study, which was selected using the sample random manner, consisted of (80) teachers and educational supervisors, distributed according to the study variables of the academic qualifications and experience. The measurement tool was a 45-item questionnaire of three main dimensions covering the skills of planning, 10 items, implementation, 29 items and evaluation skill of 6 items. The results of the study indicated that the extent to which members of the study sample used effective teaching skills was average, and that there were no statistically significant differences at the level of (0.05) in the extent to which intermediate schoolteachers used effective teaching skills according to the academic qualifications variable. In addition, they indicated that there were statistically significant differences attributed to the experience variable.
- **The study of (Abu Haltam, 2016)** aimed at identifying the degree to which the students of practical education programs at the colleges of education at the Palestinian universities practise effective teaching skills. It further sought to identify the differences between the average evaluations of practical education supervisors at the colleges of education colleges at the Palestinian universities according to the university variable. To achieve its objectives, the study followed the analytical descriptive approach. A questionnaire was designed consisting of effective teaching skills. The population of the study included (42) supervisors at the colleges of education at the Palestinian universities. The results of the study indicated that the degree to which the students of practical education programs at the colleges of education at the Palestinian universities practise effective teaching skills moderately. They, moreover, showed that there were statistically significant differences attributed to the university variable for National University and Hebron University.

- **Another study was conducted by Omari (2015)** aimed at identifying the extent to which a sample of science teachers from the First Directorate of Education in Irbid region, Jordan practised the principles of effective teaching during their teaching of science courses. The study used a questionnaire as a measuring tool to find whether there were differences that could be attributed to the variables of gender, qualifications, and experience. The population of the study was made up of (200) teachers in Irbid region, and the sample of the study comprised of (123) teachers. To achieve its objectives, a two-section questionnaire was used; the first section covered the personal study variables; whereas the second section consisted of (57) items divided into the dimensions of effective education. These include clarity of objectives, educational tools and activities, presentation of the subject, using learning sources, motivation and enhancement, taking into account individual differences, class management and interaction, development of skills and values, and trends and evaluation. The results indicated that the degree of science teachers' practice of effective teaching principles was close to average. They further indicated that there were differences in the use of effective teaching principles attributed to gender variables for the benefit of female teachers and there were no differences in the use of effective teaching principles attributed to other variables.
- **Karimin, Rammana and Karimin (2015)** conducted a study to identify the extent to which teachers of talented students practise effective teaching dimensions in Jordan from the perspective of the teachers according to the variables of gender, qualifications and years of experience. In order to achieve its objectives, the study followed the analytical descriptive approach. The study sample included (171) male and female teachers of the talented students in the Jordanian centres. The measuring tool was a three-dimension questionnaire of (69) items covering the teaching plan, class management and teaching method and evaluation. The results of the study indicated that the level of practicing the effective teaching dimensions by the study sample was moderate. They, besides, showed that there were no statistically significant differences between male and female teachers in the assessment of competencies related to the three dimensions of the study tool. Moreover, they indicated that there were no statistically significant differences among the teachers of the talented students concerning their degree of practicing effective teaching dimensions attributed to the variables of the years of experience and the qualifications.
- **In the same context, Al-Qamish (2013)** conducted a study to identify the extent to which teachers of talented students in Jordan practise effective teaching dimensions inside the classroom from the perspective of the teachers according to the variables of gender, qualifications, and years of experience. The study sample included (171) male and female teachers of the talented students in the Jordanian centres. The measuring tool was a three-dimension questionnaire of (69) items covering the teaching plan, class management and teaching method and evaluation. The results of the study indicated that the level of practicing the effective teaching dimensions by the study sample was moderate. They, besides, showed that there were no statistically significant differences between male and female teachers in the assessment of competencies related to the three dimensions of the study tool. Moreover, they indicated that there were no statistically significant differences among the teachers of the talented students concerning their degree of practicing effective teaching dimensions attributed to the variables of the years of experience and the qualifications.

Comment on previous studies:

It is noticed that all previous studies have aimed at identifying the teachers' effective teaching skills in different locations and at different dates. It is further noticed that previous studies were conducted on ordinary student schoolteachers such as the study of Abdulrahman (2022), Al-Omari (2015) and Al-Anzi (2017). Besides, there were some studies that targeted talented students' teachers such as the study of Al-Qamish (2013) and Karimin , Rammana and Karimin, (2015), and there were studies targeting practical education students at faculties of education at universities such as the study of Abu Haltam (2016). Moreover, there were studies that targeted university faculty members including that of Mohisen and Al-Haloul (2018). Also, there were studies targeting teachers for certain courses as science teachers as in that of Al-Omari (2015).

The present study is similar to previous studies in its goal of identifying the teachers' effective teaching skills; nonetheless, it differed from them in the targeted group as this study targeted the teaching staff at Tafila Technical University. However, the above-mentioned studies targeted school teachers with the exception of the study of Mohisen and Al-Haloul (2018) in evaluating the effective university teaching from the perspective of students and teaching staff at Al-Aqsa University. Both studies targeted the same group but in different countries and used different variables. The present study used the variables of colleges and teaching experience, as well as the difference in the study tool applied.

The method and procedures:

Study population:

The study population consists of all the faculty members at the university, whose number is (258) professors, distributed among (164) professors in scientific faculties, and (94) in humanities faculties.

Study sample:

The study sample amounted to (101) professors from the humanities and sciences faculties who were chosen by the stratified random sampling method, distributed among (54) professors from the scientific faculties and (47) professors from the humanities faculties, and table No. (1) shows the details of the sample.

Table (1): The study sample

Faculty	Humanitarian	Scientific	Total
Number	48	53	101
Experience	Less than 10 years	More than 10 years	
Number	37	64	101

The study tool:

It is a questionnaire consisting of three main areas representing (effective teaching skills) and these areas are: the planning skill, lesson execution skill, and assessment skill, and each of the main skill areas includes a set of statements that express it. The tool was built by referring to the previous literature and related studies, and to determine the estimates of the responses of the study sample, indicators for these responses were identified: low, medium and high depending on the following criterion: category length = highest value - lowest value / number of levels = 5-1/3 = 1.33, so the value ranging between (1-2.33) is low, the value from (2.34-3.66) is medium, and the value from (5-3.67) is high.

The tool validity:

To ensure the validity of the tool, it was presented to a group of specialized faculty members. After taking their opinions, some paragraphs were modified, and others were added and deleted, so that it consisted in its final form of three main areas, and forty-one statements.

The tool stability:

To ensure the stability of the tool, the questionnaire was applied to (20) of the study population; (Faculty members at Tafileh University) whom are not part of the study sample; then the stability coefficient (Cronbach alpha) was used, and table (2) shows the result:

Table (2): Stability coefficient (Cronbach alpha)

No. of statements	Stability coefficient
41	.093

The above table shows that the value of the stability coefficient is (.093), which is a high stability coefficient, and accordingly the researcher was assured that the study tool can be applied to the study sample.

The study results:

In this part of the study, the results of the study will be reviewed in addition to a discussion of these results.

Results related to the first question, which states: what is the degree of possessing effective teaching skills among faculty members at Tafila Technical University from their point of view?

To answer this question, percentages and standard deviations were calculated, and Table No. (3) shows the results:

Table (3): Percentages and standard deviations for the areas of the study as a whole

Skills	Mean	Standard Deviation
Planning	4.33	0.355
Lesson execution	4.24	0.403
Assessment	4.21	0.478
All areas	4.26	0.365

The above table shows that the arithmetic mean of the study sample's estimates of the degree to which they possess the skills of effective teaching completely amounted to (4.26) with a standard deviation of (0.365); this means that the degree of possessing these skills is high as the arithmetic mean falls between the two categories (5-3.67). This result may be due to the fact that the faculty members are exposed to unified developmental training courses in teaching skills, and that they keep up with the developments in the field of teaching skills. This result is similar to the result of the study of Mohisen and Al-Haloul (2018), which showed that the teachers' estimates for their use of effective teaching amounted to (92%) as the above table shows that the skill of lesson planning came in the first place with an arithmetic mean of (4.33) and a standard deviation of (0.355). In the second place came the skill of lesson execution with a mean of (4.24), and a standard deviation of (0.40345). The third was the assessment skill with an arithmetic mean of (4.21) and the standard deviation amounted to (0.47). This result may be attributed to the study sample's awareness of the importance of owning the skill of planning lessons because it is the first step

on which the rest of the elements of effective teaching are built, and the plan or planning is required administratively at the level of departments and colleges, so it was necessary to possess the skill of planning more than other areas of effective teaching; Table (4) shows the arithmetic mean and deviation for the paragraphs of the planning skill:

Table (4): Arithmetic mean and standard deviation for statements in the planning skill

No.	Statements of the planning skill	Mean	Standard deviation
1	I have a full perception of the target group in the teaching process	4.42	0.605
2	I do a course analysis before making a plan	4.17	0.698
3	I set course objectives clearly	4.51	0.521
4	I set realistic and achievable educational goals	4.32	0.634
5	I diversify the educational goals that I set	4.09	0.755
6	I set a timetable for completing the course topics	4.39	0.762
7	I select the educational materials available for teaching	4.44	0.607
8	I identify activities that contribute to achieving goals	4.12	0.757
9	I indicate the teaching methods to be used	4.34	0.623
10	I include up-to-date references in the plan for the course	4.34	0.639
11	I determine for students the assessment mechanism for the course in advance	4.45	0.574

The above table shows that all the statements in the area of planning were high, and it shows that paragraph (3), which states "I set course objectives clearly" ranked first, with an mean of (4.51); the result may be attributed to the teachers' awareness of the importance of the goals clarity as the rest of the educational process elements are affected by the goals negatively and positively as the table shows that paragraph (5), which states "I diversify the educational goals that I set" ranked last with an arithmetic mean equal to (4.09), and perhaps the reason for this is due to the terms of priorities, as diversification of goals is an obvious matter for teachers; Table (5) shows the arithmetic mean and standard deviation in the area of lesson execution:

Table (5): Arithmetic mean and standard deviation for statements in the lesson execution skill

No.	Statements of the lesson execution skill	Mean	Standard deviation
12	I start the lecture with an interesting introduction to the students	4.26	0.746
13	I vary the stimulants during the course of the lecture	4.27	0.736
14	I work on communicating information to students in an easy and understandable way	4.43	0.572
15	I vary in audio coloring and visual distribution according to the context of the topic	4.34	0.780
16	I choose the educational method that suits the subject and the students	4.13	0.883
17	I gradually pass the information to the students	4.38	0.599
18	I ask students questions related to the topic of the previous lecture	4.35	0.672
19	I ask questions that motivate the students to think during the lecture	4.47	0.593
20	I give the students enough time to think about the answers to the questions during the lecture	4.26	0.614
21	I motivate students to interact during the lecture through reinforcement	4.22	0.746
22	I give opportunities for students to discuss and inquire	4.43	0.654
23	I work on developing positive feelings among students by respecting them and rewarding their good performance	4.42	0.637
24	I choose a teaching method that suits the nature of the subject I am teaching	4.36	0.628
25	The number of students in the classroom is an important factor in my choice of teaching method	4.19	0.990
26	I diversify teaching methods to suit the diverse abilities of students	4.19	0.774
27	I take into account the individual differences between students in terms of needs and characteristics	4.17	0.638
28	Choose teaching methods that increase students' motivation	4.23	0.602
29	I use teaching methods that depend on teamwork	3.78	0.965
30	Activity-based teaching is one of the teaching methods I use	3.72	0.928
31	I use teaching methods that stimulate thinking among students	4.24	0.712

The above table shows that all the paragraphs in the field of lesson execution were high, and the table shows that paragraph (19), which states "I ask questions that motivate the students to think during the lecture" ranked first, with an arithmetic mean equal to (4.47), and the result may be attributed to the teachers' interest provoke students' thinking by asking questions that stimulate thinking. The table shows that paragraph No. (30), which states "activity-based teaching is one of the teaching methods I use", ranked last with an arithmetic mean equal to (3.72), and perhaps the reason is because a number of teachers do not have a good idea about activity-based teaching. Table (6) shows the arithmetic mean and the standard deviation of the assessment area:

Table (6): Arithmetic mean and standard deviation for statements in the assessment skill

No.	Statements of the lesson execution skill	Mean	Standard deviation
32	I determine what knowledge, skills and attitudes should be evaluated	4.24	0.684
33	I keep in mind that the assessment starts from the beginning of the lecture to its end	4.21	0.715e
34	In my opinion, the assessment process is a mean, not a purpose	4.19	0.761
35	The results of the assessment process are not affected by my tendencies as a teacher (objectivity)	4.37	0.614
36	I always make sure that the assessment tools measure what they are designed to measure (the validity of the tools)	4.24	0.698
37	I diversify the methods and tools that I use for the assessment	4.29	0.625
38	I take into account the human aspect in the assessment process, so students do not feel that assessment is a punishment	4.24	0.712
39	I give students the opportunity to evaluate their activities for themselves	3.69	1.083
40	I provide continuous feedback to students about their work, activities and test performance	4.31	0.615
41	I use assessment results to improve the educational process	4.29	0.60

The above table shows that all the statements of the assessment field were high, and the table shows that paragraph (35), which states "The results of the assessment process are not affected by my tendencies as a teacher (objectivity)" ranked first, with an arithmetic mean equal to (4.37), and the result may be attributed to teachers' awareness of the need to possess the element of objectivity in the assessment process as the teacher's tendencies involvement in the assessment results is far from the integrity that the teacher is supposed to possess, and the fact that the results are not affected by the teacher's tendencies gives credibility to these results on which subsequent steps may be built as the above table indicates that Paragraph (39) which states that "I give students the opportunity to evaluate their activities for themselves" ranked the last with an arithmetic mean equal to (3.69); the result may be attributed to the fact that if the students evaluate their activities themselves, they will not be objective because giving the student an opportunity for self-evaluation between now and then gives him an opportunity to practice self-criticism and corrects his mistakes by himself.

The results related to the second question which states: does the of effective teaching skills among faculty members at Tafila Technical University differ according to the difference in the faculty (humanitarian, scientific)?

To answer this question, an independent sampling t-test was used:

Table (7): Arithmetic means and standard deviations of the responses of the study sample to college variable

Std. Deviation	Mean	Co	Domains
.379	4.38	H	P
.330	4.28	S	
.378	4.36	H	T
.401	4.14	S	
.502	4.33	H	Ca
.433	4.10	S	

The above table shows that there are apparent differences between the mean estimates of the study sample on the variable of college (co), humanity (h), scientific (s), on all areas of the study tool, planning area (p), teaching area (t), and assessment area (ca). To make sure if these differences are statistically significant, the T-test was used for independent samples, and Table (8) shows the results:

Table (8): T-test results for the differences between the means of the study sample on the college variable

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TOTALP	Equal variances assumed	.761	.385	1.337	99	.184	.094	.070	-.04574-	.234
	Equal variances not assumed			1.328	93.793	.188	.094	.071	-.04680-	.235
TOTALt	Equal variances assumed	.009	.927	2.792	99	.006	.217	.077	.06287	.371
	Equal variances not assumed			2.801	98.832	.006	.217	.077	.06332	.371
TOTALca	Equal variances assumed	2.489	.118	2.445	99	.016	.227	.093	.04294	.412
	Equal variances not assumed			2.428	93.400	.017	.227	.093	.04145	.413

The above table shows that there are no statistically significant differences (0.184) at ($0.05 \leq \alpha$) between the means estimates of the study sample on the area of planning (P) due to the college variable (humanity, scientific), and this result may be due to the fact that all faculty members are subject to training courses focused on the planning process as it is the basis for teaching as the table shows that there are statistically significant differences (0.006) on the area of teaching due to the variable of the college. With reference to the arithmetic means in table no. (8), the area of teaching (t) shows that the differences are in favor of the human college (4.36). This result may be attributed to the fact that the nature of the subjects taught in humanities faculties bears the nature of flexibility as they are mostly theoretical subjects, and it is possible to diversify in teaching methods more than scientific faculties whose subjects bear the nature of scientific and laboratory experiments; as the table shows that there are statistically significant differences (0.016) on the assessment area (ca) attributed to the college variable, and by returning to the arithmetic means in table no. (8), the assessment field shows that the differences are in favor of the human college (4,33), and this result may be attributed to the fact that assessment takes multiple forms in viewing the nature of the materials taught in human colleges which is theoretical, and this diversification enables faculty members to possess the evaluation skill while scientific colleges are subject to assessment in practical and laboratory terms; therefore, there is no diversity in the assessment process.

Results related to the third question, which states: does the degree of effective teaching skills among faculty members at Tafila Technical University differ according to the difference in teaching experience?

To answer this question, a T-test of independent samples was used:

Table (9): T-test results for the differences between the means of the study sample on the years of experience variable

	years	Mean	Std. Deviation
TOTALP	tenL	4.25	.328
	tenH	4.37	.365
TOTALt	tenL	4.09	.452
	tenH	4.33	.344
TOTALca	tenL	4.11	.528
	tenH	4.26	.442

The above table shows that there are differences between the arithmetic means of the fields of the variable years of teaching experience: ten years or less (tenL), and ten years or more (tenH), and to find out the significance of the differences between the means, the (T-test) was used for independent samples, and the table (10) shows the results:

Table (10): Results of the T-test of the differences between the means of the study sample on the variable of teaching experience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TOTALP	Equal variances assumed	.852	.358	-1.734	99	**.086**	-.126	.07277	-.27059	.018
	Equal variances not assumed			-1.784	81.924	.078	-.126	.07073	-.26689	.014
TOTALt	Equal variances assumed	2.028	.158	-3.061	99	**.003**	-.245	.08004	-.40385	-.086
	Equal variances not assumed			-2.849	60.306	.006	-.245	.08601	-.41707	-.073
TOTALca	Equal variances assumed	3.630	.060	-1.525	99	**.130**	-.149	.09822	-.34473	.045
	Equal variances not assumed			-1.455	65.088	.150	-.149	.10296	-.35544	.055

The above table shows that there are no statistically significant differences (0.086) at ($0.05 \leq \alpha$) between the mean estimates of the study sample on the planning (P) due to the variable years of experience (ten or less, ten or more), and the table also shows that there are no statistically significant differences (0.130) at ($\alpha \leq 0.05$) between the means of the study sample's estimates on the assessment area (ca) due to the variable of years of experience. This result may be due to the fact that all faculty members are periodically subject to continuous training courses that focus on the planning process as it is the basis of teaching. The table also shows that there are statistically significant differences (0.006) in the field of teaching due to the variable of experience, and by returning to the arithmetic means in table no. (8), the field of teaching (t) shows that the differences are in favor of the Humanities College (4.36) and the teaching experience (ten years or more). This result may be attributed to the fact that the nature of teaching subjects in humanities faculties differs in viewing the nature of theoretical subjects, which allows diversification in teaching methods, experimenting with new ones, and with the long practice for a long period of time, the degree of mastery and possession of effective teaching skills becomes better. Contrary to what is the case in scientific colleges, this result is similar to the result of Al-Anzi study (2017), which showed that there are statistically significant differences attributed to the teaching experience to the extent to which teachers use the teaching skill.

Recommendations:

In light of the findings, the study recommends the following:

- Conducting training courses for faculty members organized regularly and periodically to enhance the effective teaching skills that they possess in all areas, and to inform them of the latest developments in teaching skills.
- Intensifying training workshops for faculty members in scientific faculties in particular in order to enhance their effective teaching skills.
- Conducting more studies on teaching skills and the degree to which faculty members are able to do so in other universities, and among other variables such as gender.

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