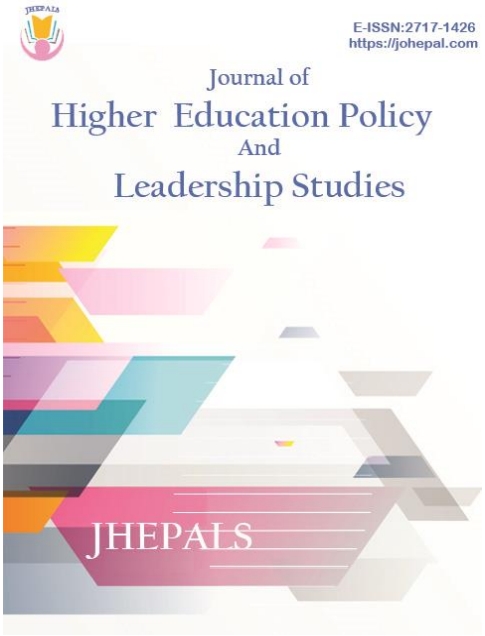
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Jordanian State Universities Developmental Centers for Building the Competences of the Academic and Administrative University Teaching Staff

Omar Rababah *

Highlights

- The study aimed to evaluate the role of the performance development centers for teaching staff members at Jordanian state universities to develop academic and administrative capabilities.
- The descriptive approach was used to investigate and achieve the study's objectives. The study sample comprised six hundred teaching staff and adopted a twenty-nine-item questionnaire.
- The study results showed that the evaluation of the role of teaching staff at development centers in the Jordanian state universities in building academic and administrative capacities is of a high degree. Some results showed a set of suggestions from teaching staff members to improve the role of the centers.
- The study recommended that the university administration implement the suggestions of faculty members to increase the teaching process's effectiveness. Also, higher education institutes worldwide can see their suggestions and apply what is necessary in their institutes.

Keywords: Academic & Administrative Capabilities; Faculty Development Centres; Jordanian State Universities; Effectiveness of the teaching; academic and administrative capabilities

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Introduction

Due to the ever-constant development of knowledge, it has become impossible to predict the possibility of furnishing teaching staff with all the information requirements, skills and approaches prior to their service. Therefore, on-the-job training has become indispensable throughout their service (Halabi & Salameh , 2005). The requirements for positive change, qualitative development, today's challenges, information explosion and developments in all walks of life have made it necessary to develop the teaching staff competencies to enable them to master newer skills to improve or replace the more familiar ones they have practiced throughout their careers.

The teaching staff member is an essential element in the academic system. Therefore, the underperformance of teaching staff is a challenge for universities. Some studies (Rasmi, 2002; Saleem, 2008; & Ayadruse, 2009) indicated that teaching staff underperforms in teaching, academic research and community service. The following question represents the problem: What role do the centers for the development of teaching staff members in the Jordanian state universities have in building the academic and administrative competencies of the teaching staff members—according to the opinions and suggestions for improvement from the teaching staff?

Research Methodology

The descriptive analytical method was adopted due to its ability to provide us with the necessary information, analyze it and explain it to determine the results, which contributed to the achievement of the study.

The study population consisted of all the teaching staff members of the Jordanian State Universities, totaling seven thousand four hundred and sixty-four (7464) (Ministry of Higher Education) and the study sample comprised six hundred (600) faculty members from six Jordanian State Universities. Study Tool was used for our survey, and a set of thirty-five (35) items in the administrative and academic fields was compiled.

Presentation and Discussion of Findings

Question One

What role do the teaching staff Development Centers of the Jordanian State Universities have in building the academic competencies according to the perspectives of the teaching staff?

The information in Table (1) shows that the mean of the responses of the sample study members to the items of the first question ranged from 3.3 to 4.10. The mean of all the responses is 3.72, with a high degree of evaluation. The higher responses are for the item with a high degree and mean of 4.10 that states: The centers trained me to deal with study material through the recognition system. The lowest responses are for the item that states: The centers helped me handle the academic material with various methods proper for the nature of the teaching context. The mean for this item is 3.30 with an average evaluation degree that entails the training centers uplift it to a high degree through skills development. Items 1, 2, 3, 5, 7, 13, 14, and 15 show that skills development needs to be uplifted to a high

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degree of evaluation. It must be recommended that the universities' administrations must raise these items to a high degree of evaluation. Nevertheless, most items of this scope have high degrees, meaning that the academic competencies of the teaching staff have been developed according to the content of the items.

Table 1.
Means, Standard Deviations. Application degree and rank of sample responses to the items of the academic competencies.

Rank	No.	Item	Mean	Application degree
11	.1	The centers helped me master various aspects in my specialty field	3.5	Average
11	.2	The centers helped me handle the academic material with various methods proper for the nature of the teaching context.	3.5	Average
13	.3	The centers help me design a teaching plan in light of students' needs	3.45	Average
6	.4	The centers help me in using various teaching strategies.	3.75	High
8	.5	The centers help me identify various teaching methods according to my specialization.	3.62	Average
7	.6	The centers helped me use various methods and various tools of evaluation.	3.72	High
14	.7	The centers helped me design programs, capacities and study units.	3.32	Average
5	.8	The centers helped me develop student academic counseling skills.	3.80	High
3	.9	The centers trained me on how to record the grades and give assignments.	3.95	High
2	.10	The centers trained me in electronic teaching.	4.00	High
1	.11	The centers trained me in dealing with study material through the recognition system.	4.10	High
4	.12	The centers trained me in putting questions, writing them and uploading them on the recognition system.	3.90	High
9	.13	The centers accept the suggestions and perspectives of the teaching staff.	3.60	Average
10	.14	The development centers helped me revise the foundations of the evaluation of students.	3.55	Average
12	.15	The centers taught me pre-emergency planning throughout the academic year.	3.47	Average
Building academic competencies			3.72	High

Question Two

What is the role of the centers for the development of the performance of the teaching staff at the Jordanian State Universities in building the administrative competencies, according to the perspectives of the teaching staff themselves.?

The information in Table (2) shows that the mean of the sample members' responses to the second question ranged from 3.60 to 3.92, with a total mean of 3.88 and a high evaluation degree. The item with the most responses is the one that states: The training courses included the information about my work service, with a mean of 3.92 with a high degree. The item with the least responses states: The training courses help solve the existing problems, with an average evaluation degree. This result indicates that centers need to improve their abilities to solve problems. Items 1,2,5, 6, 7, 8,9, 10, 12, and 13 have high degrees of evaluation, showing that building the administrative competencies of teaching

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staff has a high degree of fulfillment. Items 3 and 11 have means with an average evaluation degree, indicating that building the teaching staff's administrative competencies according to the content of those items has an average degree of materialization.

Table 2.
Means, standard deviations and degree of application for the responses members of the study sample to the administrative competencies

Rank	No.	Items	mean	Application degree
6	.1	The courses helped me progress in my job	3.80	High
9	.2	The university offered me the place of the training equipment.	3.70	High
11	.3	The training content contributed to enriching my sources.	3.62	Average
1	.4	The training courses included the information of my work service.	3.92	High
6	.5	The training material included a presentation of my actual work activities and training.	3.80	High
8	.6	The course was reflected in my work performance.	3.75	High
3	.7	The courses were offered through application and practice	3.85	High
2	.8	Training timing is not in conflict with my work schedule.	3.90	High
4	.9	I was selected for training according to clear standards.	3.84	high
6	10	The training centers provided the educational technology in training.	3.80	High
10	.11	The centers updated the educational supplies.	3.65	Average
5	.12	The training courses offered fulfill the required objectives.	3.83	High
7	.13	The training courses are designed to accomplish the objectives declared.	3.76	High
10	.14	The training courses help solve the existing problems.	3.65	Average
The administrative competencies			3.88	high

Question Three

The questions seek to get suggestions from the teaching staff to improve their academic and administrative competencies:

Table 3 shows that the high percentage is for suggestion. Suggestion 1 shows the zeal that 41.1 percent of the teaching staff want this suggestion implemented. The suggestions successively follow one another, as do the percentages expressing the perspectives of the teaching staff who want their suggestions materialized through putting them into practice. The first rank is for the suggestion stating that the courses should be requested by the teaching staff; this suggestion gains priority to materialization. This point demonstrates the suggestion's efficacy in improving the teaching staff's work and the impact of training on their performance.

In second place came the suggestion stating that the training courses should be relevant to the teaching staff's academic work, and this means that the courses should be relevant to their core academic work, as it would significantly impact their performance. In third place came the suggestion stating that courses should meet the practical needs of the teaching staff’s work if it is to have an impact on the educational process.

In fourth place came the suggestion that states that the faculty member actually feels the need for these courses for them to have any benefit and impact on their work.

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Suggestions successively follow, and they take priority according to what is stated in the Table and how their implementation can improve the educational process and further improve the work of the centers for developing the performance of teaching staff. In the last place came the proposal that **the training and field practice should be on-the-job training at the workplace of the teaching staff** to ensure that this training is reflected in the classroom. To improve the teaching staff's performance, these suggestions must be the focus of the decision-makers in Jordanian State Universities, as they are put forward by the teaching staff—the sector that benefits from training.

Table 3.
Shows that the high percentage is for suggestions of the teaching staff to improve their academic and administrative competencies;

No.	Suggestions	Frequency	Percentage
1	The courses should be asked for by the teaching staff members.	62	41.3
2	The courses should be relevant to the teaching staff's academic work	55	36.6
3-	The courses should meet the practical needs of the work of teaching staff	53	35.5
4	The teaching staff member should actually feel the need to do such courses.	51	34
5-	The training and field practice should be on-the-job training at the workplace of the teaching staff	48	34

Recommendations

The researcher recommends that the university administration consider the suggestions of the teaching staff to reinforce the teaching efficiency with the content of these suggestions until a high degree of evaluation manifests itself. Most of these suggestions have come with high degrees of evaluation—meaning that the content of these items has developed the teaching staff's academic competencies.

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Human Participants

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