

RELATIONSHIP BETWEEN LECTURERS' PROFESSIONAL COMPETENCE,  
TEACHING ENVIRONMENT AND CLASSROOM TEACHING PRACTICES AT  
AL-BAHA UNIVERSITY

ABDULKHALIQ HAJJAD ALGHAMDI

A thesis submitted in fulfilment of the  
requirements for the award of degree of  
Doctor of Philosophy (Curriculum and Instruction)

Faculty of Education  
Universiti Teknologi Malaysia

AUGUST 2017

## DEDICATION

I dedicate this work

To my revered father *Dr. Hajjad Alghamdi* who gives me confidence and boosts my morale to proceed with my studies until his intention is fully achieved...

To my dear mother *Umm Khaled* who for the past years patiently awaits my success story and with whose prayers and love, I accomplished this work...

To my beloved lovely wife *Eman* and sons *Hajjad, Ahmed, Salman and Ammar* whose strangeness and patience for seven years assist me in seeing the end of this journey...

To my brothers *Khaled, Omar, Meshal and Sultan*, as well as my lovely sisters, relatives and friends who greatly inspired my life for the completion of this thesis...

## ACKNOWLEDGEMENT

Alhamdulillah. All praises to Allah the Almighty, the Most Gracious and the Most Merciful, for granting me the strength to complete this thesis.

The completion of this research and dissertation would not have been possible without the support of many wonderful people. First of all, my extreme gratitude goes to my supervisor, Assoc. Prof. Dr. Ahmad Johari bin Sihes for his unconditional support, kindness, and motivation. He has inspired me in so many ways throughout my PhD journey. Only Allah can repay his kindness. I wish him all the best in his future life, Insha' Allah.

I also would like to thank this great country (Malaysia) generally, and the special thanks to Universiti Teknologi Malaysia, which gives me this opportunity to complete my study, you have all had a great impact on my life, thinking, and education. Moreover, I would like to thank the Ministry of Education in my country (Kingdom of Saudi Arabia), and Al-Baha University, for the scholarship, motivation, and support during my PhD journey.

Besides that, I have to send my great thanks to the faculty of Education (FP) as well as all of the academic staff and secretary, specially, Assoc. Prof. Dr. Azlina binti Mohd Kosnin for her support, motivate, and help.

I have to thank all of my friends in Ireland, those who had helped me during my English Language course, and the best thanks to Mr. Ashraf Albahi, your helpful won't be forgotten at all. As well as community of friends and neighbors in Malaysia for their intellectual curiosity, social support, constant encouragement, long chats, and laughter throughout this process.

Finally, the Doctoral journey would not have been possible without the support and love of my lovely parents, brothers, sisters, partner, and sons. Thank you for your unconditional love, prayers, motivates, comfort, patience, and support.

ABDULKHALIQ HAJJAD ALGHAMDI

## ABSTRACT

University lecturers are both educators and facilitators to university students to enhance the dynamics and effectiveness of the educational process. Lecturers' professional competence and their teaching environments are two factors that influence the students' performance through effective classroom teaching practice. However, in a university the concept of classroom teaching practices is easily overlooked as it is generally believed that the university academics have acquired professional competence and the teaching environment is judged to be conducive. Recent research indicated that university lecturers lack adequate competencies in managing the classrooms, and this issue has not been adequately addressed. Thus, the main objective of this study is to examine the extent to which professional competence and teaching environment determine the classroom teaching practice among lecturers. A mixed method design was employed to collect quantitative and qualitative data. Quantitative data using questionnaire were gathered from 800 lecturers while seven lecturers were interviewed for qualitative information at Al-Baha University, Saudi Arabia. Quantitative data were analysed using mean, percentage, Pearson correlation, one way Anova and multiple regressions. Meanwhile, qualitative data were analysed thematically to support quantitative findings. The results from the analyses confirmed that factors concerning human, teaching, technology, evaluation, and cultural competencies were from the professional competence aspect. On the other hand, control of teaching, size of classroom, support from faculty and students' characteristics were from the lecturers' teaching environment component which are significant determinants of the classroom teaching practice among lecturers of this university. Therefore, the study concludes that university students' performance would be enhanced if the competencies of lecturers are improved with the provision of a conducive classroom teaching environment. Hence, it is recommended that the authorities in the university should pay more attention to these factors to improve lecturers' classroom teaching practices aimed towards effective management of classroom activities.

## ABSTRAK

Pensyarah universiti bertindak sebagai pendidik dan fasilitator kepada pelajar universiti untuk meningkatkan dinamik dan keberkesanan proses pendidikan. Kecekapan profesional pensyarah dan persekitaran pengajaran mereka adalah dua faktor yang mempengaruhi prestasi pelajar melalui amalan pengajaran yang berkesan dalam bilik kuliah. Walau bagaimanapun, dalam sebuah universiti, konsep amalan pengajaran bilik kuliah sering diabaikan kerana pada amnya dipercayai bahawa para akademik universiti telah memperoleh kecekapan profesional dan persekitaran pengajaran yang diuji secara kondusif. Kajian terkini menunjukkan bahawa pensyarah universiti tidak mempunyai kecekapan yang memadai dalam mengurus bilik kuliah dan isu ini tidak dapat ditangani dengan secukupnya. Sehubungan itu, objektif utama kajian ini adalah untuk mengkaji sejauh mana kecekapan profesional dan persekitaran pengajaran menentukan amalan pengajaran dalam bilik kuliah dalam kalangan pensyarah. Reka bentuk kajian campuran digunakan untuk mengumpul data kuantitatif dan kualitatif. Data kuantitatif dikumpul daripada 800 orang pensyarah menggunakan soal selidik manakala 7 orang pensyarah ditemu bual untuk mendapatkan maklumat kualitatif di Universiti Al-Baha, Arab Saudi. Data kuantitatif dianalisis menggunakan min, peratusan, korelasi Pearson, Anova Satu-Hala dan regresi pelbagai. Manakala data kualitatif dianalisis berdasarkan tematik untuk menyokong dapatan kuantitatif. Dapatan kajian menunjukkan bahawa faktor kecekapan manusia, pengajaran, teknologi, penilaian dan budaya merupakan faktor dari aspek kecekapan profesional. Selain itu, kawalan pengajaran, saiz bilik kuliah, sokongan fakulti dan ciri-ciri pelajar daripada komponen persekitaran pengajaran pensyarah adalah penentu yang signifikan terhadap amalan pengajaran dalam bilik kuliah dalam kalangan pensyarah. Sehubungan itu, kajian ini menyimpulkan bahawa prestasi pelajar universiti akan dipertingkatkan jika kecekapan pensyarah diperbaiki dengan penyediaan persekitaran mengajar kelas yang kondusif. Oleh itu, adalah disyorkan bahawa pihak berkuasa di universiti harus memberi perhatian yang lebih kepada faktor-faktor ini untuk meningkatkan amalan pengajaran bilik darjah pensyarah yang bertujuan untuk mengurus aktiviti bilik kuliah dengan lebih berkesan.

## TABLE OF CONTENTS

<b>CHAPTER</b>	<b>TITLE</b>	<b>PAGE</b>
	<b>DECLARATION</b>	ii
	<b>DEDICATION</b>	iii
	<b>ACKNOWLEDGEMENT</b>	iv
	<b>ABSTRACT</b>	v
	<b>ABSTRAK</b>	v
	<b>TABLE OF CONTENTS</b>	v
	<b>LIST OF TABLES</b>	xiii
	<b>LIST OF FIGURES</b>	xvi
	<b>LIST OF ABBREVIATIONS</b>	xvii
	<b>LIST OF APPENDICES</b>	xviii
<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
	1.1 Introduction	1
	1.2 Background of Study	6
	1.3 Statement of Research Problem	13
	1.4 Research Objectives	16
	1.5 Research Questions	17
	1.6 Research Hypotheses	18
	1.7 Significance of Study	19
	1.8 Contribution to the Body of Knowledge	20
	1.9 Limitation of Study	20
	1.10 Theoretical Framework	20
	1.10.1 Theory of Professional Competence	21
	1.10.2 Lewin's Field Theory of Teaching Environment	22
	1.10.3 Theory of Classroom Teaching Practice	23

1.11	Conceptual Framework	25
1.12	Operational Definition	26
1.12.1	Lecturers' Background	26
1.12.2	Professional Competence	27
1.12.3	Teaching Environment	27
1.12.4	Classroom Teaching Practices	28
1.13	Summary	29
<b>2</b>	<b>LITERATURE REVIEW</b>	<b>30</b>
2.1	Introduction	30
2.2	Higher Education in Saudi Arabia	30
2.3	Teaching in Higher Education	31
2.4	Models of Teaching in Higher Education	33
2.4.1	Bigg's 3p Model of Teaching	33
2.4.2	Prosser and Trigwell's Model	34
2.5	Al-Baha University	35
2.6	Lecturer's Background Concept	36
2.6.1	Teaching Experience as a Subset of Lecturer's Background	36
2.6.2	Position Held as a Subset of Lecturer's Background	38
2.6.3	Number of courses and workshop attended as a Subset of Lecturer's Background	38
2.7	Level of Professional Competence Concept	39
2.7.1	Teaching Competence as a Subset of Professional Competence	40
2.7.2	Human Competence	43
2.7.3	Technology Competence	48
2.7.4	Evaluation Competence	50
2.7.5	Cultural Competence	51
2.8	Level of Teaching Environment Concept	52
2.8.1	Size of Classroom	52
2.8.2	Control of Teaching	54
2.8.3	Students' Characteristics	56

2.8.4	Support from Faculty	57
2.8.5	Workload	58
2.8.6	Out-of-Field Teaching	59
2.9	The Concept of Classroom Teaching Practices	60
2.9.1	Use of Teaching Methods	62
2.9.2	Response to Students' Queries	66
2.9.3	Control Students Behaviour	67
2.9.4	Teaching Reflection	69
2.10	Professional Competence and Lecturers' Background	70
2.11	Professional Competence and Classroom Teaching Practices	71
2.12	Lecturers' Background and Classroom Teaching Practices	71
2.13	Teaching Environment and Classroom Teaching Practices	72
2.14	Professional Competence, Teaching Environment, Background and Classroom Teaching Practices	73
2.15	Underpinning Theories of the Study	74
2.15.1	Theory of Professional Competence	74
2.15.2	Lewin's Field Theory of Teaching Environment	75
2.15.3	Theory of Classroom Teaching Practice	76
2.16	Summary	77
<b>3</b>	<b>RESEARCH METHODOLOGY</b>	<b>78</b>
3.1	Introduction	78
3.2	Design of Study	78
3.3	Location of Study	80
3.4	Population, Sampling Technique and Sample Size	81
3.5	Data Collection Procedure	82
3.6	Research Instrument (Quantitative)	82
3.6.1	Questionnaire	85
3.6.2	Research Instrument (Qualitative)	86
3.6.3	Interview Questions	86
3.7	Questionnaire Validity	87
3.8	Reliability	89
3.9	Back Translation	89



3.10 Pilot Study	89
3.11 Questionnaire Items Reliability	92
3.12 Items Deletion	94
3.13 Data Analysis Technique	96
3.14 Qualitative Data Analysis Technique	97
3.14.1 Thematic Data Analysis	97
3.14.1.1 Familiarization with Data Source	98
3.14.1.2 Initial Code Generation	98
3.14.1.3 Themes Development	99
3.14.1.4 Revision of the Themes	99
3.14.1.5 Definition and Renaming of the Themes	99
3.14.1.6 Production of the Report	100
3.15 Cut-off Point for Descriptive Data	100
3.16 Correlation Threshold	101
3.17 Stepwise Regression	101
3.18 Summary	102
<b>4 DATA ANALYSIS AND FINDINGS</b>	<b>103</b>
4.1 Introduction	103
4.2 Demography of Respondents for Quantitative Research	104
4.3 Normality Test of Data	108
4.4 Descriptive Analysis	112
4.4.1 Research Question 1	112
4.4.1.1 Overall Results for the Sub Construct of Professional Competence	112
4.4.2 Research Question 2	113
4.4.2.1 Overall Results for the Sub Construct of Teaching Environment	113
4.4.3 Research Question 3	114
4.4.3.1 Overall Results for the Sub Construct of Classroom Teaching Practices	114

4.5	Inferential Analysis	115
4.6	Summary of Quantitative Findings	136
4.7	Qualitative Analysis	136
4.7.1	Profile of the Respondents	137
4.7.2	Analysis of Responses from the Respondents	138
4.7.2.1	Teaching Competence	138
4.7.2.2	Human Competence	140
4.7.2.3	Technology Competence	141
4.7.2.4	Evaluation Competence	142
4.7.2.5	Cultural Competence	144
4.7.3	Lecturers' Teaching Environment	145
4.7.3.1	Size of Class	145
4.7.3.2	Control of Teaching	147
4.7.3.3	Students' Characteristics	148
4.7.3.4	Supports from Faculty	149
4.7.3.5	Workload	150
4.7.3.6	Teaching Out-of-Field	150
4.8	Summary of the Qualitative Findings	151
4.9	Integration of Quantitative and Qualitative Findings	152
4.10	Chapter Summary	155
<b>5</b>	<b>DISCUSSION, RECOMMENDATIONS AND CONCLUSION</b>	<b>156</b>
5.1	Introduction	156
5.2	Summary of the Research	156
5.3	Discussions on Research Findings	158
5.3.1	Lecturers' Professional Competence Level	159
5.3.1.1	Human Competence	160
5.3.1.2	Teaching Competence	160
5.3.1.3	Cultural Competence	161
5.3.1.4	Technology Competence	162
5.3.1.5	Evaluation Competence	163
5.3.2	Lecturers' Teaching Environment Level	164
5.3.2.1	Control of Teaching	165

5.3.2.2 Students' Characteristic	166
5.3.2.3 Size of the Class	166
5.3.2.4 Support from Faculty	167
5.3.2.5 Workload	167
5.3.2.6 Teaching out of Field	168
5.3.3 Lecturers' Classroom Teaching Practices Level	169
5.3.3.1 Response to Students' Query	169
5.3.3.2 Teaching Reflection	170
5.3.3.3 Use of Teaching Method	170
5.3.3.4 Control of Students' Behaviour	171
5.3.4 Relationship between Professional Competence and Lecturers' Classroom Teaching Practices	172
5.3.5 Relationship between Lecturers' Teaching Environment and Their Classroom Teaching Practices	173
5.3.6 Relationship between Lecturers' Professional Competence, Lecturers' Teaching Environment and their Classroom Teaching Practices	175
5.3.7 Lecturers' Professional Competence and Lecturers' Background	177
5.3.8 Lecturers' Classroom Practice and Lecturers' Background	179
5.3.9 Lecturers' Background, Professional Competence, Teaching Environment and Lecturers' Classroom Teaching Practice	181
5.3.10 Framework for Improving Lecturers' Classroom Teaching Practices	183
5.4 Implications	187
5.5 Recommendation for Future Study	188
5.6 Conclusion	190
<b>REFERENCES</b>	<b>191</b>
Appendices A - U	215- 275

## LIST OF TABLES

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
3.1	Constructs and their items	83
3.2	Interview protocol	87
3.3	Item after its modification	88
3.4	Pearson correlation coefficients between the statement and dimension of professional competence	90
3.5	Pearson correlation coefficients between the statement and dimension to where it belongs (Teaching environment)	91
3.6	Pearson correlation coefficients between the statement and dimension to which it belongs (Classroom teaching practices)	92
3.7	Original questionnaire items before running their internal consistency	93
3.8	Items deleted from student's characteristics, support from faculty, teaching out-of-field, control of teaching and workload	94
3.9	Cronbach's alpha coefficient to measure the reliability of the study instrument	95
3.10	Types of data analyses	96
3.11	Explain the cut-off point for the level of agreement	100
3.12	Shows the correlation cutoff used in this study	101
4.1	The study sample distribution according to the gender	105
4.2	The study sample distribution according to the nationality	105
4.3	The study sample distribution according to the position	105
4.4	The study sample distribution according to the teaching experience	106

4.5	The study sample distribution according to teaching and learning courses attended	106
4.6	The study sample distribution according to number of teaching and learning courses attended	107
4.7	The study sample distribution according to the period of courses attended	107
4.8	Mean and rank for sub constructs under professional competence	112
4.9	Mean and rank for sub constructs under teaching environment	113
4.10	Mean and rank for sub constructs under classroom teaching practices	114
4.11	The threshold of item correlation according to Gravetter and Wallnau	115
4.12	Pearson correlation between lecturers' professional competence and their classroom teaching practices	116
4.13	Pearson correlation between lecturers' teaching environment and their classroom teaching practices	117
4.14	Pearson correlation between lecturers' professional competence, teaching environment and classroom teaching practices	118
4.15	One way ANOVA for differences in accordance with teaching experience	120
4.16	Post hoc test using LSD estimator	120
4.17	One way ANOVA for differences in accordance with position	121
4.18	Post Hoc Test using LSD estimator	122
4.19	One way ANOVA for differences in accordance with Number of courses attendance	122
4.20	Post hoc test using LSD estimator	123
4.21	Independent t. test differences professional competence based on nationality	124

4.22	One way ANOVA for differences in accordance with teaching experience	125
4.23	Post hoc test using LSD estimator	126
4.24	One way ANOVA for differences in accordance with position	127
4.25	Post hoc test using LSD estimator	127
4.26	One way ANOVA for differences in accordance with courses attended	128
4.27	Post hoc test using LSD estimator	129
4.28	T. test differences in classroom teaching practices based on nationality	129
4.29	Summary of the regression results on aggregated figures	131
4.30	Summary of the regression results base on subcomponents figures	132
4.31	The result of stepwise analysis	134
4.32	Profile of the respondents	137
4.32	Summary of the quantitative and qualitative results	154

**LIST OF FIGURES**

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
1.1	Theoretical framework of the study	19
1.2	A conceptual framework of the study	25
3.1	Explanatory mixed method	79
4.1	Histogram explaining the professional competence	109
4.2	Histogram explaining the teaching environment	110
4.3	Histogram explaining the classroom teaching practices	111
4.4	The proposed framework	133
4.5	The final framework	135
5.1	The new framework for improving lecturers' classroom teaching practices	184

**LIST OF ABBREVIATIONS**

ANOVA	-	Analysis of variance
CSU	-	California State University
EE	-	Environmental Education
WACOT	-	Western Australian College of Teaching
CTP	-	Classroom Teaching Practecies
Obs	-	Observations



## LIST OF APPENDICES

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
A	Questionnaire (English)	215
B	Questionnaire (Arabic)	221
C	Interview Questions (English)	227
D	Interview Questions (Arabic)	228
E	Letter from Saudi Cultural Mission in Malaysia to Al-Baha University to let me collecting the data	229
F	Letter from Deanship of Scientific Research in Al-Baha University to all faculties	230
G	Back translation of the Questionnaire (English-Arabic)	231
H	Back translation of the Questionnaire (Arabic-English)	232
I	Approval letter	233
J	Back translation of the interview results (Arabic-English)	234
K	Back translation of the interview results (English- Arabic)	135
L	List of academic staff who validited the questionnaire	236
M	Descriptive analysis of the respondants	237-256
N	Interview transcription for the selected interviewees	257-268
O – U	Approval letter from the interviewees	269-275

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

Developing competences requires an analysis of the social, economic, and political context. Competence is needed in all works of life in organization or any setting. For example in the educational realm, lecturers are required to be competent to make the teaching students-centered. Competence should be understood as a collective and system-wide effort. In Saudi Arabia, competence profiles serve as the cornerstone of teachers' development to bring about successful learning outcomes. That is, not only that the level of competence among academic staff would bring about better performance of the students at various level of studies but also would assist in their behaviours in the classrooms.

The issue of competence has become the concern of all countries (Merriënboer, Van, Van der Klink & Hendriks, 2002). Bourgonje and Tromp (2011) are of the opinions that the formulation of a common vision of desired competences should be an inclusive process with all stakeholders. The concept of competence has a long history in education, training, research and practice. However, there is no consensus on definitions of concept or what constitutes it (Kouwenhoven, 2003). Kouwenhoven (2003) puts it quite clearly that the lack of a generally accepted operational definition of competence is generally acknowledged. The conceptual meaning of competence varies throughout different countries and cultures (Edwards, Sánchez-Ruiz & Sánchez-Díaz, 2009). For example, in the USA the term competency is used in generic way different from what it means (Kouwenhoven, 2003; Smith, 1999; Merriënboer, Van, Van der Klink & Hendriks, 2002).

Amongst the many factors that contributing to education quality, it is widely recognized that lecturers play a crucial role. It is even argued out that lecturers' quality is the contributing factor to students' achievement. Researchers, policy makers, programme designers and evaluators (Association for the Development of Education in Africa, 2005) therefore, are looking for ways of understanding lecturers' competence. Lecturer's competence is one way of looking at a quality education. At present, around the world, many reforms in te education are oriented towards making lecturer's education more functional for the development of competences lecturers' need in practice. However, competence standards for lecturers and routine classroom practices are increasingly being designed to meet the students' outcome. Lectureship is a strategic position in supporting the process and results of the overall educational system. The lecturer's professional competence in mastering the teaching content and method affects positively students' performances in the classroom (Anggraeni, 2013). The competence of a lecturer in the university is to acts as an educator and facilitator to university students in order to enhance the dynamics and effectiveness of the educational process. According to Anggraeni (2013), lecturer's performance requires their personal competence including skill practices, behaiour, creativity, and self-development efforts. The competence of academic staff among the universities in Saudi has been examined (e.g., Al Dawood, 2007; Basfar, Amer, and Mohammad 2011; Ashehry, 2012) but no specific one has been conducted in Al-Baha. The competence of the lecturers however has been put under question as the performance of the students has been dropping in recent time (Abulatefah 2014). Meanwhile, Abulatefah (2014) reveals that the performance of students at Al-Baha was lower than expectation. The author attributed the finding to the level of competence among the academic staff of the university and the teaching environment. It was argued that teaching strategies adopted by the academia in the university might be one of the major factors responsible to their overall lower performance of the students.

Teaching environment is claimed to be one of the factors that helps students academically especially the university environment. According to Queensland Department of Education, (2005) safe and caring teaching environment allows students to participate actively in the various activities, engage seriously in their

study, regulate their behaviour, and know of the explicit criteria and high expectations of what they are to achieve.

Also, Teaching environment is an inherently social act in which teacher is responsible for the teaching and perceived as a purveyor of the knowledge and student as a recipient (Gaff & Wilson, 1971). Teaching environment is a condition that surrounds the work place (Al-Otaibi 2009). The initiatives to take care of the teaching environment have started taking shape worldwide. Some major universities are already beginning to do so with organizing conferences and seminars on advancing university learning (Markwell, 2003). Putting it specifically, the urgent need to enhance the university learning and teaching is increasingly recognised by the Saudi Arabia government, especially among the newly established universities like Al-Baha. Studies have shown the fast and effective steps taken by the Saudi government to improve the teaching and learning environment (Al-Sharqi, Hashim & Ahmed, 2015; Alkubaisi, 2014; ) in the country for its awareness that contributes to educational success stories either now or in the future. However, most of these studies were conducted in old universities in the Kingdom.

It is unfortunate that few studies directly help lecturers to build the human relations skills necessary and a collegial environment (Vermunt, 1998). It has been clear for some time that student's learning depends on a complex of influences from the whole teaching-learning environment (Entwistle, 1987; Biggs, 1993; Entwistle, 2003). Furthermore, research has offered a clear and relatively straightforward conceptual framework for thinking about ways of improving teaching and learning in higher education (Entwistle, McCune & Hounsell, 2002).

Interestingly, the majority of development and growth opportunity for addressing students' outcome or lecturers focuses on the creation of effective learning environments inside the classroom. The focus signifies the importance of classroom practices. The classroom practice level is not simply a list of discrete behaviours that should be ticked off in the educational progress. This was deliberate because when lecturer enters the classroom or he/she draws on different kinds of knowledge, an array of strategies and tools that he/she can use for students

(Ausrialian Institure for Teaching and School Leadership Limited, 2014). The classroom practice is said be actively practiced in a communicative language teaching in most of the universities across the globe. Findings of the study revealed that lecturers are more concerned with the completion of syllabus but reflective teaching is rarely practiced (Mathew, 2012). Mathew (2012) further emphasizes on the lack of classroom practices in many universities by saying that “lecturing and explanation are predominant methodologies for classroom instruction while the scope for interactive instruction is too narrow due to too many constraints”. The significance of classroom practices should be emphasized in the university for its advantages to teaching and learning outcomes.

Futher, it is generally believed among the academia that teaching is centered upon innovation and generation of novel ideologies. The university teacher is a generator of those new ideas that shall be of use to the community at large (Slovenia 2015). The university teachers are commonly taken as experts in teaching and research in order to serve the community. So, University as a higher learning and teaching institution prepare students for a world in which change is given and creativity is a requirement (Mathew, 2012). The reason is that, the university students are those who are the agents of positive change in the society at large. Therefore, in order to achieve all these objectives, Slovenia (2015) suggests that, the teaching in the university must be refined and well structured.

Accordingly, Al-Zahir (2005) opines that, the university teaching needs a highly qualified lecturer with knowledge, experience, and moral. He further says that, the competence of university lecturers cannot be measured with knowledge of subject content in their specialization and what knowledge they possess, conceptions and theories alone, their competence in teaching should also be measured by their teaching assessment because the university teaching requires staff who has been effectively trained professionally and knowledge wise. He or she should use modern university teaching method that reflects in brainstorming and discussion method while teaching the students. The role of university lecturer is not only to teach the students or answer their questions but also as a facilitator to the students, encourage them on discussion in the class, and assist them in terms of research. The importance

of university teaching generally is as stressed by Chong-Cheng (1997) that, the overall goal of university teaching is to promote national unity. He added that teaching and learning in university has changed to a process of an interactive planned communication between teacher as a knowledge guider and student as a knowledge developer.

Al-Otaibi (2009) noted that, the significance of teaching in the university is to contribute to the development of knowledge, skills, and thought of human societies. Chong-Cheng (1997) cited the Universiti Sains Malaysia (USM) as an example where teaching and learning is to assist the academic staff to understand more about the teaching –learning procedure that will enable them to improve their students as an educational outcome with the use of different teaching-learning methods. Specifically in Saudi, the importance of teaching in University is either on teaching or research and community services. According to the Saudi Ministry of Higher Learning (2000) teaching and learning in Saudi Universities must be to teach, conduct scientific research, write books, translate, publish and serve the community (p.15).

The nature of teaching in university is also crucial. Al-‘Iesa (2011) explained that the nature of teaching in the university is not attractive, particularly, the faculty are not encouraged because of workload, supervision, the rapid increase in number of learners and less financial motivation. He further said that, when the Saudi Government recognizes this, it improves the university teachers in terms of salary except that, the time of work is not decreased, other responsibilities, favoring the Saudi lecturers on foreign lecturers which results to non satisfaction of the expatriate lecturers, lack of accountability, and lack of acknowledgement to the hardworking staff.

Although, the importance of teaching in university is emphasized, except that studies examining lecture’s background, professional competence, teaching environment that will lead to the desired variables of lecturer’s classroom practices and bring us the improvement of lecturers’ classroom practices are few. Al-‘Iesa (2011) emphasized on the crisis of teaching in Saudi Universities with little chance,

learning and teaching outcome and classroom practices before the King Abdullah introduces sciences and technology into teaching in Saudi universities.

## **1.2 Background of Study**

In the world today, competence is required to become a professional to certify the employees as well as to develop them. In the world of education, there is a dire need for qualified and experienced lecturer who will raise the society to have community of learning and teaching of high students who can work on the educational challenges (Harrison, 2004). To Epstein and Hundert (2002) professional competence takes the shape of lecturer's ability to use judicious communication, knowledge, skills, reasoning, values to benefit in an increasingly knowledge-driven global economy. With the rapidly changing environment in the higher institutions, it makes sense to promote educational environment to give students the confidence to become independent and life-long the individual learning community he/she serves. This definition signifies the importance of professional competence to ensure the continuity of a lecturing profession.

Professional competence is a must for lecturers in education. However, its conceptual meaning of competence varies from country to another and from one higher learning institution to other across the learning cultures (Edwards, Sánchez-Ruiz & Sánchez-Díaz, 2009).

The governments of each country strive to maintain the standard of education to increase the competency standards. Trinder (2008) argues that science universities are responsible for educational development. The university also requires to be having competent lecturers who can raise standard to meet with the world challenges today. He further argues that, competence is relevant because it has been achieved in many countries of the world namely; United Kingdom, USA, Canada and Australia with a slightly different standard relevant to each country. However, in Arab countries such as Saudi Arabia, the lecturers's professional competence has not been realised (Al-'Iesa, 2011). Most of the professional competence programmes

organized have not yield expected outcomes as the performance of students have not improve as planned by the Ministry of Higher Education (Al-Ghamdi & Li, 2011).

Higher education is becoming a major driver of economy learners (Allan & Clarke, 2007). In creating supporting learning and teaching environment for students there should be the type of skill-oriented outcomes which students are expected to learn and the kind of learning activities which are likely to result to the students desired outcomes including who students learn with and where students best learn. With regards to this aspect, both Peters (2000) and Biggs (2003) posit learning activities that constitute an effective learning and teaching environment. Both suggest that self-study which might be guided or self-directed is a key component. Biggs makes a distinction between teaching and learning environment that is lecturer centered and the one that is student centered while Peters records the significance of taking part in teaching events at the university. For deeply emphasizing on the teaching environment, studies show that students's learning is dependent on a complex of influence from the whole teaching-learning environment (Entwistle, 1987; 2003; Biggs, 1993), the teaching-learning environment is also recognized as a powerful learning environment designed to strongly impact on learning outcomes (De Corte, Verschaffel, Entwistle, & van Merriënboer, 2003). In addition to the quality of the lecture per se, quality teaching requires attention to be given to the teaching learning environment" (Ellet, Loup, Culross, McMullen & Rugutt, 1997) of students. Indeed, learning is enhanced for students in higher education settings that address students' personal learning environment needs (Hénard & Roseveare, 2012).

The importance of teaching-learning environment is also felt in Saudi Arabia where the Saudi Ministry of Higher Education (2000) focuses that teaching and learning in Saudi Universities be to taught, conducting scientific research, writing books, translating, publishing and serving the community (p.15). The problem is more pronounced among newly established universities in the country. In their study, Alghamdi, Wagih, Alzahrani, and Attia, (2015) reveals that Al-Baha University, being an emerging modern institution founded by the royal decree No 9682/mb dated September 9th, 2005 with a mission to provide distinguished and comprehensive higher education, research, community service and lifelong learning environment



through the utilisation of the available resources to ensure the best results, is not exempted from this problem. Also, Al-Kabbaa, Ahmad, Saeed, Abdalla and Mustafa (2012) in their study carried out on Saudi Arabia medical students at Taibah University found that a motivating learning environment fosters deep self-directed learning in students.

Classroom teaching practice is meant by focusing on student's learning. This typical learning approach takes place in a class where students have independent in learning and lecturer becomes a facilitator for the students' learning. According to Saxena (2013) classroom teaching practice can be practically effective when lecturer shifts teaching to students. That is to say, the focus is on students as a teaching outcome not on lecturer. Hénard and Roseveare (2012) found that in higher education quality teaching becomes more glaring when teaching is focused on student's learning outcomes. They further stressed that the education offered in the university must ensure that it meets the expectations of students and the requirement of today and the future. Henard and Leprince-Ringuet (2008) report that good classroom teaching practice is necessarily student-centered, its aim is most and for all student's learning.

Classroom teaching practice is a collaborative learning in which students interact with their peers and lecturers in a fundamental part of learning (Bernad, Rubalcave & St. Pierre, 2000). This type of learning is social interaction amongst individual learners that comprises a range of performance such as communication, coordination, problem solving, negotiation and information sharing (Roberts, 2004). Classroom teaching practice that is collaborative is considered to be an effective method to enhance student's learning and academic achievement compared to conventional instructional methods (Amey, 2010; Bennet, 2004; Turner, 2011).

Unfortunately in Saudi Arabia, the classroom teaching practice is almost based on directed teaching. Al-Ismaiel (2013) found that the classroom teaching practice as a learning strategy and it is rarely used in Saudi higher education. This phenomenon reflects the Saudi culture where the relationship between lecturers and students remains a formal relationship (Al-Keaid, 2004). This phenomenon prevails

with the intention that students must rely on their lecturers for their learning (Hofstede, 1980; 2001) with little emphasis on student's personal skills (Hall, 1966; 1976).

Many studies have demonstrated various factors that determine lecturers' classroom practices. Some of the factors identified determining lecturers' classroom practices are lecturers' background, staff professional competence and teaching environment. Lecturer's background is one of the most important determining factors of classroom teaching practice in the literature. Its importance lies in the fact that, it explains the lecturer's knowledge content, experience, their relation with the faculty members and the position held. In the same sense, there is no agreed definition on professional competence (Epstein & Hundert, 2002) most importantly is that professional competence is a set of techniques, skills, abilities and knowledge displayed. In this context, professional competence is measured by teaching, technology, human, evaluation, and culture as suggested in the review of related works. Interestingly, work environment is a work place and work condition. The work environment is an essential factor which impacts on classroom environment in any educational realm. The existing literature delineates teaching load, teaching aids (Ijaiya, 1999; Umbach & Wawrzynski, 2005) and Out-of-field teaching (Ingersoll, 2003) as determinants of workplace.

Furthermore, lecturer's background includes teaching experience found to significantly related to the classroom management (Luo, Bellows, & Grady, 2000), lecturer's position held (Driver & Campbell, 2013), number of courses attended (Lembke (2006) which are reported to impart new learning into classroom. Additionally, professional competence and its ramifications namely, human (Schonert-Reichl & Lawlor, 2010), technology (Cator, Schneider, & Ark 2014), teaching (Cabrera, Colbeck, & Terenzini, 2001), evaluation competence (Wong & Moni, 2014), and cultural competence (Johnson, 2010) are found as the main influences of the perceived quality of modules in the classroom. Volume of studies suggests that, size of class (Dibbon, 2004), control of teaching (Rasul, Bukhsh & Batool, 2011), students' characteristics (Postareff & Lindblom-Yla`nne, 2008), support from faculty (Umbach & Wawrzynski, (2005), workload (Galton &

MacBeath, 2002), and teaching out-of-field (Ingersoll, 2003) are teaching environment factors that bring changes to classroom environment positively or negatively. The significance of lecturer's background, their professional competence and workplace has been identified in many empirical studies to have an effect on the change of classroom practices. For instance, Inegethan (2008) who stresses the use of information technology among university lecturers found a correlation between high academic achievement and the use of computer than the use of tradition method.

Teaching environment is also one of the determinant of classroom teaching practices. Allan and Clarke (2007) suggest that in higher institutions, educational environment gives students the confidence to become independent and life-long learners. Studies affirm that students's learning is dependent on a complex of influence from the whole teaching-learning environment (Entwistle, 1987; 2003; Biggs, 1993). Also, study by De Corte, Verschaffel, Entwistle, and van Merriënboer, (2003) found that teaching-learning environment is recognized as a powerful learning environment designed to impact strongly on learning outcomes. Ellet, Loup, Culross, McMullen and Rugutt (1997) assert that quality teaching requires that attention be given to students' teaching-learning environment. Additionally, Hénard and Roseveare (2012) found that learning in higher education enhances students' personal learning environment needs (Hénard & Roseveare, 2012).

The Saudi Ministry of Civil Service established in 1997 has two ways in appointing Universities lecturers. The first way is to identify students who performed extremely well in undergraduate level. These kinds of students are sponsored to obtain PhDs and upon their graduation, they would be given an opportunity to lecture in the Universities which they keep their performance tracking record. The standard yard stick to teach in the Saudi Universities is to obtain very good or distinction in certificate and excel in knowledge. The second way is to appoint someone as a lecturers provided the appointee has good character and obtains his/her certificate from any highly reputable universities recognized by the Ministry of Higher Education.

In Saudi Arabia, enhancing research productivity in higher education is a key pillar of Saudi's National Development Plan for achieving the social and economic aspirations of the Kingdom. In order to achieve these aspirations, the Ministry of Higher Education has allocated resources to support research productivity by establishing scientific research centres and technology for the Saudi faculty members and their scholars.

The Ministry of Higher Education in Saudi oversees all the educational levels for both males and females (Al-Rawaf & Simmons, 1991). This Ministry is also superintends the establishment of Universities in the country namely, the King Saud University in 1957, the Islamic University of Madinah in 1961, the King Fahd University for Petroleum and Minerals in 1963, the King Abdul-Aziz University in 1967, the Um Al-Qura University in 1967, the Imam Muhammad Bin Saud Islamic University in 1974, and the King Faisal University in 1975. The purposes of this establishment were exclusively to offer special programs in accordance with the country's needs, create, administer universities and colleges in the Kingdom, to raise the level of communication and coordination between institutions of higher learning, to coordinate with other governmental ministries and agencies in terms of their interests and needs in higher education, to represent the government abroad in all educational and cultural affairs, through various cultural and educational offices distributed over 32 countries (Saudi Arabian Cultural Mission to Washington DC, 2011).

The Ministry of Higher Education is a centralized authority responsible for directing university education in accordance with the adopted policy, supervising the development of university education in all sectors, coordinating among universities especially in the field of scientific departments and degrees, encouraging research, and formulating rules and regulations for compliance by all institutions of higher learning (SACM, 2011).

Despite this effort, Alebaikan and Troudi (2010) notified that, the capacity of universities and a college in Saudi is limited compared with the rapid growth of students applying. As-Subai'ee (2009) found that, faculty are not competent in using

computer and internet for teaching. The Literature shows that, the Saudi Ministry of Higher Education did not focus on the lecturers' background, their professional competence, and teaching environment to enhance the classroom practices. For example, Ahmed and Hijjah (2012) discovered that, the faculty members lack three things namely; human competence, evaluation competence and teaching competence. Al-Hakami (2004) found that, students complained that their lecturers lack lecture preparation and content knowledge. Al-Shahrani (2013) found the lack of teaching aids in the lecture rooms makes the students bored. Al-Abdul Gafur (2002) found that the problems in the Saudi universities are in teaching aids in the lecture rooms, the number of students, and staff low teaching competence. Al-Jabiri (2009) suggested that, scientific studies investigating the academic success and absenteeism among Saudi students are few. Laal (2004) recommended the lecturers to use multimedia in teaching at the Umm Al-Qura University. Al-'Iesa (2011) observed that, in spite of achievements recorded by the Ministry of Higher Education in Saudi Arabia, the issue of Universities independency, identity development in their mission and vision and objective remain something that has not been researched about. There are also challenges in university classroom teaching. Some of these challenges are related to the method used in teaching and teaching hours. Bagazi (2010) found that the students' dropout from Saudi universities is as a result of teaching method and curriculum itself. An-Nuh (2006) stressed that, one of the problems facing the Saudi universities is reflected in the increase of teachers' workload.

Based on this notion, this study proposes to determine the causal relationship between lecturers' background in Al-Baha University of Saudi Arabia, their professional competence, work environment and lecturers' classroom practices in accordance with the theories proposed and the existing literature. The study would be of significant by revealing the professional competences of academic staff in the University as the quality unit to collate this information are presently not available.

### 1.3 Statement of Research Problem

The conduct of classroom activities by the teachers, lecturers, and other academic staff has been a subject of discussion over the years among the practitioner and academia. The significant of the good practices in the management of classroom include better time management by the staff and sound performance of students which is the ultimate objective of any institution of learning (Duarte 2013). However, in the Universities environment, the concept of classroom teaching practices is easily overlook as it is generally believed that the academic staff at that level of career might have acquired some of professional competence and that the teaching environment is judged to be conducive. Meanwhile, the recent development has so that some of the universities lecturers lack adequate competences in managing the classrooms (Lucky and Yusoff, 2013) but the question that has not be adequately addressed is the factor that determine the classroom teaching practices among the academic staff. Though, there are few studies that document some factors, none is known about Al-Baha university of Saudi Arabia. Being a new university, with ultimate aim of enhancing the quality of graduates in the country, there a need to consider the classroom teaching practice among the academic staff.

This become imperative as the earlier studies about the university have documented low performance of the students (Alghamdi, et al., 2015; Abulatefah 2014; Abulatefah 2012; Al-ghamdi 2012) which has given the management of the school serious concern over years. For instance, these authors find that the students dislike the traditional methods of teaching being currently practice by most of the academic staff. Hence, this has called for the assessment of the professional competence among the lecturers. Also, Abulatefah (2014) reveals that 68% of the academic agreed that the teaching environment in the university is below the standard, thus affect their classroom teaching practices. The author argued further that the condition of environment in the university is not conducive due to the fact that most of the faculties are still being operated from rented building since the permanent site of the university is still under construction. To address this problem, the current study considers the possible impact of professional competence and teaching environment on the classroom teaching practices among academic staff at

Al-Baha University. In addition, since the lecturers in the university are of different backgrounds, the study consider the possible impact of their background on the classroom teaching practices.

Based on prior studies (e.g., Ahmed and Hijjah 2012; Salamah 2005; Al-Yawar 2009; Johnson 2010) the present study examines the possible competencies factors, environment conditions and background of the academic staff that could improve their classroom's teaching practices. For instance, Ahmed and Hijjah (2012) recommended increase staff in terms of human competence as one of the professional competencies. Salamah (2005) find that technology competence among the academic staff has positive correlation with the classroom teaching and learning effectiveness. Al-Yawar (2009) asserted that one of the obstacles hindering the learning and teaching in the open Arabic University in Jeddah is that the academic is not able to evaluate students' performance adequately. Hence, suggest a proper evaluation competence among the academic staff. Johnson (2010) found out that culturally competent leaders in college campuses are necessary.

Further, following the model of Prosser and Trigwell (1997), the present study considers teaching environment variables in higher education such as, size of class, control of teaching, students' characteristics, support from faculty and workload. Meanwhile, based on argument of Ingersoll (2003), teaching out-of-field was included in the model as it is regarded as a general phenomenon. He explained that out-of-field teaching is a new problem confronting education worldwide. It means a teacher who is not qualified for a certain course teaching the course.

Besides, studies have suggested some lecturers' background that could affect classroom teaching practices (e.g., Mgheer, Al-Sultani and Abbas 2015; AlShurman and Ja'aferah 2014; AsSrayrah 2011; Musa and Alotaibi 2011; Abu Samhadanh 2010; Dunkin, 1991). For instance, lecturers' teaching experience is consider as one of the fundamental factor of background that influences classroom teaching practices among the academic staff of universities (AlShurman and Ja'aferah 2014; Tame 2008; Dunkin 1991). Another possible element of lecturers' background suggested in prior studies is academic positions, such as Professor, Associate professor,

Assistance Professor and Lecturer (e.g., Mgheer, Al-Sultani And Abbas 2015; Abu Samhadanh 2010; AsSrayrah (2011). Also, Musa and Alotaibi (2011) reveal that course work and workshop attended is one of major factors that could shape the manner academic staff manage the classroom. Meanwhile, another background factor that could influence the classroom teaching practices, especially at Al-Baha University is the nationality of the academic staff. Currently the university has academic staff from various part of the world. Their approach to managing classroom could be greatly influenced by this concept.

Though, efforts have been put in place to manage this problem in the country but the approach has not being the yielding positive results as Al-Ghamdi and Li (2011) found that most of the professional competence programmes organized do not aim specifically at teachers and university lecturers. Classroom teaching practice in Saudi Arabia is believed to be challenging (Shah, Hussain & Nasseef, 2013) in general and specifically at Al-Baha University (Alghamdi, et al., 2016; Abulatefah 2014). We cannot fold our hands and looking without doing research to solve the problems identified in the Higher Education because the country development rests on the quality education.

Therefore, there is a need to study on the variables that related to improve teaching practices at Al-Baha University. Thus, the objectives of this study are to determine the level of lecturers' professional competence, their level of teaching environment and the lecturers' classroom teaching practices level, their use of teaching methods, their responses to students' queries, control of students' behaviour, and teaching reflection and to determine the relationship between lecturers' teaching environment, their professional competence and their classroom practices.

Specifically, the current study considered Al-Baha, one of the newest government owned universities in the country. The university is not immured from the challenges of universities' in the country and issue of professional competence in the university has been identified by earlier study (Alghamdi, et al., 2015; Abulatefah 2014).



## **1.4 Research Objectives**

The major objectives of the present study are as follows:

**1.4.1** To determine the level of lecturers' professional competence regarding teaching competence, human competence, technology competence, evaluation competence, and cultural competence.

**1.4.2** To determine the level of lecturers' teaching environment regarding size of class, control of teaching, students' characteristics, support from faculty, workload, and teaching out-of-field.

**1.4.3** To determine the level of lecturers' classroom teaching practices regarding the use of teaching methods, response to students' queries, control of students' behaviour, and teaching reflection.

**1.4.4** To determine the relationship between professional competence and lecturers' classroom teaching practices.

**1.4.5** To determine the relationship between lecturers' teaching environment and their classroom teaching practices.

**1.4.6** To determine the relationship between lecturers' professional competence, lecturers' teaching environment and lecturers' classroom teaching practices.

**1.4.7** To determine the differences in lecturers' professional competence based on their background (teaching experience, position held, and number of attendance in teaching & learning related courses/workshop).

**1.4.8** To determine the differences in lecturers' classroom teaching practices based on their background (teaching experience, position held, and number of attendance in teaching & learning related courses/workshop).

**1.4.9** To determine the contribution of lecturers' background, professional competence and teaching environment towards lecturers' classroom teaching practice.

**1.4.10** To develop a framework for improved lecturers' classroom practices.

## **1.5 Research Questions**

This research is particularly designed to answer the following questions:

**1.5.1** What are the lecturers' professional competence level regarding teaching competence, human competence, technology competence, evaluation competence, and cultural competence?

**1.5.2** What are the lecturers' teaching environment level regarding size of class, control of teaching, students' characteristics, support from faculty, workload, and teaching out-of-field?

**1.5.3** What are the lecturers' classroom teaching practices level regarding the use of teaching methods, response to students' queries, control of students' behaviour, and teaching reflection?

**1.5.4** What is the relationship between professional competence and lecturers' classroom teaching practices?

**1.5.5** What is the relationship between lecturers' teaching environment and their classroom teaching practices?

**1.5.6** What is the relationship between lecturers' professional competence, lecturers' teaching environment, and lecturers' classroom teaching practices?

**1.5.7** Are there any differences in lecturers' professional competence based on their background (teaching experience, position held, and number of attendance in teaching & learning related courses/workshop)?

**1.5.8** Are there any differences in lecturers' classroom teaching practices based on their background (teaching experience, position held, and number of attendance in teaching & learning related courses/workshop)?

**1.5.9** Are there any contribution of lecturers' background, professional competence and teaching environment towards lecturers' classroom teaching practice?

**1.5.10** What is the framework for improving lecturers' classroom teaching practices?

## 1.6 Research Hypotheses

To answer research questions (4), (5), (6), (7), (8) and (9), the following null hypotheses are formulated.

Hypothesis (1) answers research question no (4):

H<sub>01</sub>: There is no significant relationship between lecturers' professional competence and their classroom teaching practices.

Hypothesis (2) answers research question no (5):

H<sub>02</sub>: There is no significant relationship between lecturers' teaching environment and their classroom teaching practices.

Hypothesis (3) answers research question no (6):

H<sub>03</sub>: There is no significant relationship between lecturers' professional competence, lecturers' teaching environment, and lecturers' classroom teaching practices.

Hypothesis (4) answers research question no (7):

H<sub>04.1</sub>: There is no significant difference in lecturers' professional competence based on their teaching experience.

H<sub>04.2</sub>: There is no significant difference in lecturers' professional competence based on their position held.

H<sub>04.3</sub>: There is no significant difference in lecturers' professional competence based on the number of teaching and learning related courses or workshop they attended.

Hypothesis (5) answers research question no(8):

H<sub>0</sub>5.1: There is no significant difference in lecturers' classroom teaching practices based on their teaching experience.

H<sub>0</sub>5.2: There is no significant difference in lecturers' classroom teaching practices based on their position held.

H<sub>0</sub>5.3: There is no significant difference in lecturers' classroom teaching practices based on the number of teaching and learning related courses or workshop they attended.

Hypothesis (6) answers research question no (9):

H<sub>0</sub>6: Lecturers' background, professional competence, and teaching environment do not contribute to their classroom teaching practices.

## **1.7 Significance of Study**

The present study will benefit the management and governing body of the Al-Baha University by understanding the level of professional competence among the the academic lecturers. This would help in formulating appropriate policies and procudures concerning the training about teaching methods and provision of condusive teaching environment in the university. The study is important to the authority of Al-Baha University in order to professionally enhance the staff and their classroom teaching practices. The study will benefit in promoting staff who use an effective classroom teaching practice to motivate others. This study will also improve the students' learning outcome, particularly those who face problems of teaching and learning, while improving teaching practices for the faculty members in Saudi universities. The study shall be of benefit to the educational policy makers in the High Ministry of Education in Kingdom of Saudi Arabia.

## **1.8 Contribution to the Body of Knowledge**

The study will contribute to the use of theories into practice for empirically testing the theory of professional competence by Grant, Elbow, Ewens, Gamson, Kholi, Neumann, Olesen and Riesman (1979), theory of teaching environment by Lewin's Field theory (1942), and theory of classroom teaching practice by Piaget all of which reported to have an impact on classroom such as in Al-Baha University. The study proposes a practical framework from the theories that will be useful for educators. The study is assumed to contribute to the existing body of previous research works which have been conducted in effective teaching method. The study will particularly contribute to the corpus of studies that have been carried out in Al-Baha University. Besides, it will also add an insight in teaching to the newly established universities in Saudi Arabia such as Al-Baha University as well as old established Universities in Saudi Arabia. Furthermore will also develop a framework for improving lecturers' classroom practices in Saudi universities.

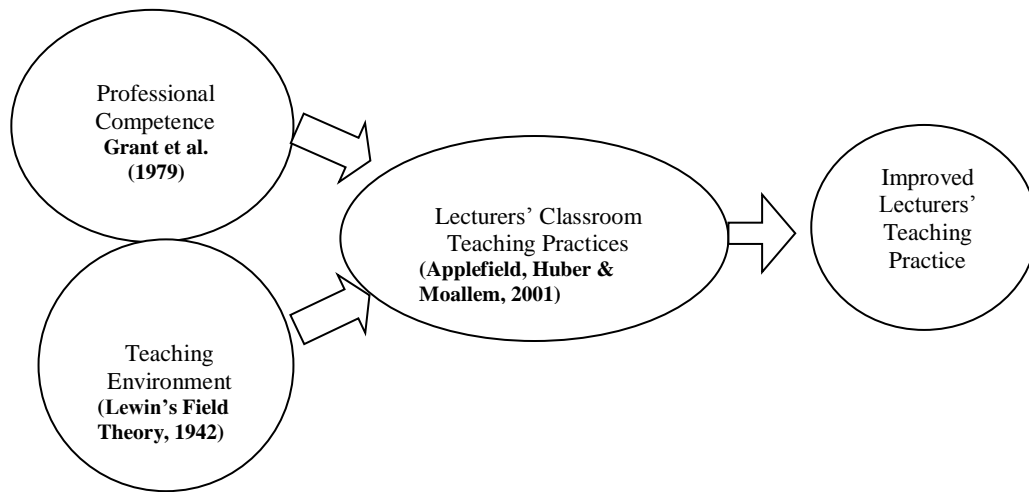
## **1.9 Limitation of Study**

This thesis is bounded to be completed within the time frame of 2015 -2016, and it will be carried out in Al-Baha University in the Kingdom of Saudi Arabia. The sample to be involved in this study will be lecturers from different faculties. This study proposes to use the theory of Grant, Elbow, Ewens, Gamson, Kholi, Neumann, Olesen and Riesman (1979), theory of Field (1942), and theory of Applefield, Huber and Muallem (2001) in classroom practices.

## **1.10 Theoretical Framework**

The current study is based on theory of professional competence by Grant, Elbow, Ewens, Gamson, Kholi, Neumann, Olesen and Riesman (1979), theory of teaching environment by Lewin's Field theory (1942), and theory of classroom teaching practice by Applefield, Huber and Muallem (2001) as the empirical studies

found the causal relationship of professional competence, teaching environment and lecturers' classroom teaching practices.



**Figure 1.1** Theoretical framework of the study

### 1.10.1 Theory of Professional Competence

The theory of professional competence is first introduced into higher education by Grant, Elbow, Ewens, Gamson, Kohli, Neumann, Olesen and Riesman (1979) in the United States. Grant et al., develop their theory called competence-based education (Grant, Elbow, Ewens, Gamson, Kohli, Neumann, Olesen, & Riesman, 1979). The theory is focusing on the lecturers's direction on competence-based education with the competency movement in the USA that was spreading around at that time. Grant et al., (1970) argues that certain competency-based lecturer's education have to be fulfilled in order to make students come out successfully in their test that is used to measure learning outcome. They further stress on the competence-based programs which were not received well by students at various institutions of higher learning worldwide. The theory of Grant et al., aims to describing competence-based projects at undergraduate college level in various liberal arts and non-teaching professions. Competence-based education tends to be a form of education that focuses on an analysis of a prospective or actual role in modern society to certify student's progress (Mulder, 2014). In the same vein,

literature review showed that competency theory comes from the US, although there are also various authors in Europe who have contributed to the development and dissemination of this concept, such as in the UK (around the New Vocational Qualification and Accreditation of Prior Learning), France (around the 'bilan the competence') and Germany (around the notion of 'Kompetenz') (Mulder, Gulikers, Wesselink & Biemans, 2008). Literature asserts that teachers' professional competence has a significant relationship with the environmental education curriculum implementation (Carril, Sanmamed & Sellés, 2013). According to Astuty (2015) professional competence is the lecturer's ability to master learning materials in broad and deep manner, this includes mastery of materials, curriculum as well as mastery of the structure and methodology. Thus, the theory of competence is used as proposed in this study to uncover the lecturers' professional competence at Al-Baha university in the Kingdom of Saudi Arabia.

### **1.10.2 Lewin's Field Theory of Teaching Environment**

Lewin's theory links teachers' commitments to teaching environmental education (EE) to significant life experiences as well as to beliefs and attitudes about EE. Field Lewin's theory (Lewin, 1942) formed the foundation for the model-building process. The underlying premise of field theory is that two constructs namely; the person and the person's environment operate together in an integral way within the immediate "field of time,". The theory simply states that at any given time, a behaviour (B) is a function of the person (P) and the environment (E). According to Lewin, behaviour (B) refers to any change in life space or "the environmental and psychological factors of the current situation surrounding the behaviour" (p. 218) (Shuman & Ham, 2010). Lewin clearly states that the 'total field includes time perspective at a given time' (1992a, p. 207). Lewin further argues in his theory, the pattern of interaction between individual and the environment regarding the place, time and the individual. He proposed that human behaviour is a function of both person and the environment in which the behaviour takes place with the inclusion of social settings. Lewin postulated that needs organic perception of the field and acting within that field. This can be understood as dynamic interrelation of elements in the

field itself. He said learning is essential to coping with the opposing force field, and having side that he also believed that a comprehensive observation of human behaviour and learning must be in environment in which the learning takes place with the psychological environment of the learner whom he/she interacts with (Sahakian, 1976).

From the perspective of field's theory, teaching EE is a behaviour that is a function of both the lecturer and the educational environment. Lewin postulates that behaviour is any change in the environmental and psychological factors caused by the action of the person. For the purpose of this study, environmental factors are considered to mean size of class, control of teaching and other factors as included in the research conceptual framework.

### **1.10.3 Theory of Classroom Teaching Practice**

Classroom teaching practice is a student-centered. Constructivism is a major referent theory in university classroom teaching. Constructivism is that students construct their own understanding and knowledge of the world through learning. Gresen (2004) argues that learning becomes active, knowledge is constructed from and shaped by student's experience. Student-centered approach rooted in constructivist approach is a typical learning approach where knowledge and context are connected determined by students experiential in nature (Hannafin, Hill & Land, 1997, p. 94). This approach emphasizes that students are active and able to build new paradigm of knowledge upon their prior knowledge (Brooks & Brooks, 1999; Duffy & Jonassen, 1992; von Glasersfeld, 1995). According to Barr and Tagg (1995) student centered learning approach is challenging, cooperative and collaborative. Lea, Stephenson, and Troy (2003) argue that this approach is reliance on active rather than positive learning. In constructivist learning approach, Glasgow (1997) adds that students are expected to gradually take more responsibility for their own learning.

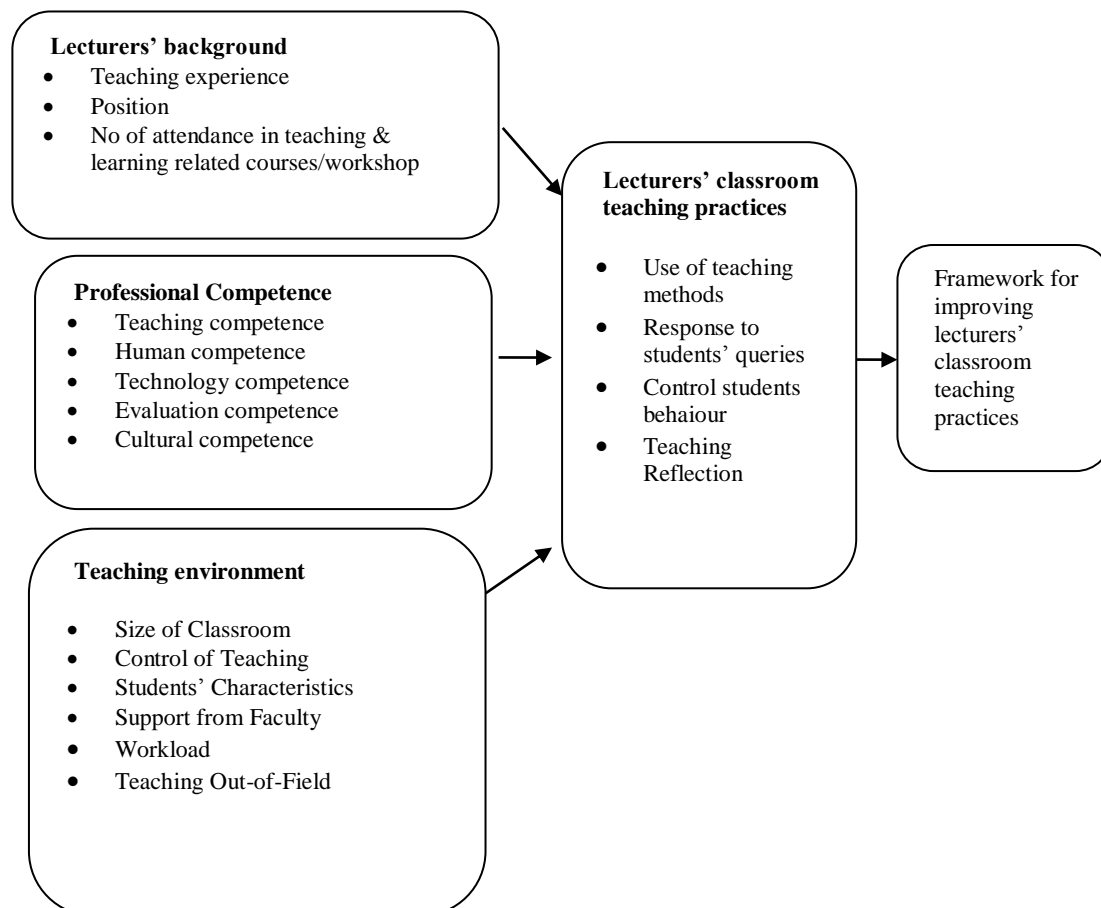


The term constructivism is mostly derived from Piaget's reference to his views as constructivist (Applefield, Huber & Moallem, 2001). This term also includes the discovery of learning, generative learning, situated learning, and authentic instruction (Applefield, Huber & Moallem, 2001).

The theory of constructivism emphasizes on providing opportunities for students to construct their own judgments and interpretations of the knowledge or situations they come across based on their prior knowledge and experience. Hussain (2012) argued that constructivism is based on active involvement or participation of students in teaching learning process. It aims at developing students' skills by offering them activities and projects in their relevant disciplines and contexts.

### 1.11 Conceptual Framework

This framework is developed from the theories mentioned earlier and is shown below in the full fledged conceptual framework.



**Figure 1.2** A conceptual framework of the study

Figure 1.2 of the research conceptual framework explains the causal relationship among the independent variables namely, lecturers' background variables (teaching experience, position, and number of attendance in teaching and learning related courses and workshop, professional competence variables (teaching competence, human competence, technology competence, evaluation competence, and cultural competence) and teaching environment variables (size of classroom, control of teaching, students' characteristics, support from faculty, workload, and

out-of-field teaching) with the first dependent variables namely; lecturers' classroom teaching practice variables (use of teaching methods, response to students' queries, control students' behaviour and teaching reflection) and the second dependent variable namely framework for improving lecturers' classroom teaching practices.

## **1.12 Operational Definition**

The title of this thesis is "Lecturers' Professional Competence and Teaching Environment as Determinants of Classroom Teaching Practices at Al-Baha University." In order to explain clearly the meaning of the title and also to avoid misunderstanding in defining the title, the researcher provides the definition of terms as follows:

### **1.12.1 Lecturers' Background**

Lecturer's background is the amount of knowledge and skills that the lecturer has to own (Isambert, 2010). In this study, this variable is operationalized as lecturer's teaching experience, position held means professor, associate professor, assistant professor and lecturer, number of courses or workshop attended in teaching methods and technology in line with earlier studies (e.g., Musa and Alotaibi, 2011; Tame, 2008 and Abu Samhadanh, 2010). Professor is highest rank in the academic card in the university. They are mostly involve in both academic and administrative activities in the university. Associate professors are academic staff with at least four years post PhD degree. The waiting period on this position is four academic years. The promotion is subject to adequate performance and publications. The promotion is subject to external assessment. Assistant professor are fresh PhD graduate. The waiting period in this position is four year and the promotion is subject to performance and the adequate publication of empirical research findings. Lecturer are academic staff with master degree. The during of the position depend on the completion of the PhD before they can become Assistant Professor Assistant lecturers are academic staff with the first degree qualification. They are mostly not

regarded as full staff until they acquire master degree. The nationality has used in the study comprises of Saudis and Non-Saudis.

### **1.12.2 Professional Competence**

According to Mizell (2010), professional competence is defined as the strategy used by the educational authorities to strengthen the lecturers to ensure that they continue their practices throughout their career. In this study, professional competence is perceived as lecturer's ability and skills to deliver their own knowledge content in the classroom students-centered. In the present study, this variable is measured by teaching competence, human competence, technology competence, evaluation competence, and cultural competence. Firstly, teaching competence means lecturer's competence which focuses on students' learning. Human competence is meant by being accountable to Allah and responsible, while quality of friendly teacher who encourages an open discussion with student and offers a constructive criticism. Technology competence refers to lecturer's ability to use computer and smart board in teaching. Evaluation competence refers to lecturers' assessment of examination preparation, students' assignment, classroom participation, correction and feedback. Cultural competence refers to a lecturer who is multiculturally educated, a person who understands different students' cultures in learning. These definitions were based on the previous studies such as Ahmed and Hijjah (2012); Al-Ghazywat (2005) and Essa and AnNaqa (2006).

### **1.12.3 Teaching Environment**

Teaching environment is an inherently social act in which teacher is responsible for the teaching and perceived as a purveyor of the knowledge and student as a recipient (Gaff & Wilson, 1971). Teaching environment is a condition that surrounds the work place. Following the prior studies such as Breket et al., (2010), Al Khateeb (2004), this construct is measured by size of a class, control of teaching, students' characteristics, support from the faculty, workload, and teaching

out-of-field. The size of a classroom can be defined as an appropriate number of students with the classroom size. Meanwhile, the control of teaching can be defined as the lecturers focusing on amount of teaching aids to use in the classroom. The use of various teaching materials that is meant here as smart board and computer. Beside, the students' characteristics are something to be focused on learners' variation in gender, as well as students' background of study. A support from the faculty is balancing between teaching, research, motivation, and teamwork with other academic staff. The workload is meant by the time the lecturers used for teaching. Out-of-field teaching is meant by subject taught by a lecturer who is not specialized in teaching that subject.

#### **1.12.4 Classroom Teaching Practices**

Classroom teaching practice is what teachers should know and do (Australian Institute for teaching and school leadership, 2014). Classroom teaching practice is also the flow of learning and teaching in the class that should be a student-centered. In this study, this variable with the use of teaching methods, lecturers' ability to respond to students' query, their ability to control students' behaviour, and teaching reflection. Teaching method refers to brainstorming and problem solving method, whereas lecturer's ability to respond to students' query refers to lecturer's ability to answering student's question positively and student-teacher participation in finding appropriate answer to the question. Lecturers' ability to control students' behaviour refers to the lecturers' ability to control students' late coming to the class and control their noises. Reflection is meant by lecturer reflects upon what he or she teaches in the students' centered classroom before and after. The measurement was adapted from earlier studies (e.g., Musa and Alotaibi, 2011; Al Alwani, 2009).

### **1.13 Summary**

This chapter discusses about the background as an entry to the study. In the study background, the definitions of the variables of topic of interest and their importance were discussed. The chapter also presents the problem statement which calls for the present research. The objectives of study were highlighted as proposed. The questions that will answer the objectives were posed which are in line with the formulated hypotheses. The chapter also discusses about the contribution of the present study to the existing body of knowledge in the related area as well as relevance of study. The theories underpinning the present study were discussed and the conceptual framework. The scope and limitation of the study which the researcher will cover were presented in details. The variables of the study were operationally defined based on the researcher's understanding of the issue. In conclusion, the summary of chapter one was written to give the reader a picture of the overall chapter.

## REFERENCES

- Abdul Ghaffar, M. N. (2003). Reka Bentuk Tinjauan Soal Selidik Pendidikan. Skudai : Penerbitan UTM.
- Abdul Majeed, M. M; AlRabie, M. A. & Abdul Rahman, A. A. (2004). An Evaluation Study of the Quality of Graduate Studies in Faculty of Education at Al Qassim University in the Light of the National Authority for Assessment and Accreditation Standards. *Journal of Al Qassim University*.
- Aboud, M. A; Ibrahim, M. (2005) Teaching practices of the faculty member of the university in light of the humanization of education from the view point of students. *Journal of Human Sciences*, the second year, No. 22.
- Abrami, P., Aslan,. & Nicolaidou, V. (2007). Teaching and learning strategies questionnaire. *CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE*. Canada.
- Abulatefah, L. (2014). The effectiveness of brainstorming strategy in developing problem solving skills among students at Al-Baha University. *Journal of Education* 28 (111)
- Abulatefah, L. (2012). Assessing of the effectiveness of a suggested training program to improve the ability of recalling in educational psychology subject on the achievement of the college of education students at Al- Baha University in Saudi Arabia. *International Interdisciplinary Journal of Education* 1(2), 34 – 50
- Abu Samhadanh, A. (2010) The degree of the impact of organizational justice on the job performance of academic teaching staff at Mutah University, Master Thesis unpublished, Mutah University, Karak, Jordan.
- ADEA (Association for the Development of Education in Africa) (2005) The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. Paris.

- Ahmad, I., Said, H., Zeb, A., Rehman, S., Ahmad, S., & Khan, W. (2013). How reflective practice improves teachers' classroom teaching skill? Case of community based schools in district Chitral, Khyber Pakhtunkhwa. *Journal of Social Sciences and Humanities*.
- Ahmed, S., & Hijjah, A. R. (2012). The professional competence of the staff members of the faculties at the university of kassala, from the students' viewpoint, April, pp 65-82.
- Al-Abbad, A. H. (2008). *Requirements for applying the academic accreditation system as an approach to develop faculties of education in Saudi Arabian universities*. Unpublished Master thesis. King Saud University.
- Al-Abdul Gafur, F. Y. (2002). Problems facing teaching staff that impact on their performance occupational level at the basic education faculty in Kuwait. *Arab Gulf Journal for Scientific Research*, Vol, 85.
- Al-Alwani, M. S. (2009) Teaching practices of faculty member that achieve the humanitarian aspects of the students, the university magazine, Faculty of Education, University of the seventh of April, No 12.
- Alamairah, M. H (2006) Performance of the faculty members at the University of Isra Jordan for the tasks assigned to them from their point of view and their students, *Journal of Educational and Psychological Sciences* Vol. 7, No. 3. pp. 96-122.
- Alasmer, M. H. (2005) Performance efficiencies of faculty members at the University of Umm Al-Qura from the viewpoint of the students of Educational Sciences. No.7. PP131-169.
- Al-'Aqili, S., & Abu Hashim, M. (n.d). *Academic problems faced by students of human faculties inKing Saud University in light of some variables*. Retrieved April 24, 2014 from <http://rs.ksu.edu.sa/43264.html>.
- Al-Baha University. (2015). From: <Http://portal.bu.edu.sa/web/guest/university-history>. Accessed 15 March, 2015.
- Al-Bakr, F. B. (2001). University lecturers' knowledge and occupational growth: Reality and hindrances. Field work for the academic staff in some universities and girls' colleges in Riyadh. *Arab Gulf Journal for Scientific Research*, Vol, 81.



- Al Dawood, I. D. (2007). *The quantitative and qualitative growth of university teaching staff at Saudi universities. Assessment study*. Unpublished PhD. Thesis, College of Education, King Saud university, Riyadh.
- Aldumyati, S. I. (2009). Academic problems for female students of Taibah University and its relationship to the level of performance - a field study. Unpublished research. University of Taibah, Saudi.
- Alebaikan, R., & Troudi, S. (2010). Blended learning in Saudi universities: Challenges and perspectives. *ALT-J, Research in Learning Technology, Routledge, Taylor & Francis Group*. Vol. 18, No.1.
- Alghamdi, A. H., Li, L. (2011). *Teachers' Continuing Professional Development Programmes in the Kingdom of Saudi Arabia*. Publication of University of Exeter.
- Al-Ghamdi, F. S. (2012). *M-Learning in Improving Practical Skills and Achievement For Al-Baha University Students*. Faculty of Education at Al-Baha University, unpublished research.
- Alghamdi, S.S., Wagih, M. E., Alzahrani, A. S., and Attia, M. A. (2015). Investing in Intellectual Capital for Enhancing the Management Systems in Saudi Arabia's Higher Education: Al-Baha University's Experience. *Proc. Canada International Conference on Education (CICE-June 22-25, 2015)*; University of Toronto, Toronto, Canada.
- AlGhamdi, S. S. (2011). *The impact of mobile learning on the development of critical thinking skills among female students at Department of English Language at a college Education at King Abdul Aziz University*. Faculty of Education at King Abdul Aziz University, unpublished research
- Al-Ghzywat, M. I. (2005) Evaluation of teaching skills among faculty members in the College of Education Sciences from the standpoint of social female students - *Journal of the Faculty of Education twentieth Year, No. 22* University of the United Arab Emirates.
- Al-Hakami, I. A. (2004). Occupational competences for university lecturer from the perspective of his students and their relationship with other variables. *Arab Gulf Journal for Scientific Research*, Vol, 90.
- Al-Harbi, H. M. S. (2006). *Managements and their role in sustainable professional development for faculty members at the Saudi universities*. Centre of Professional Development, Ain Shams University, Egypt. Vol. 13.

- Al-Hoqail, I. A., & Badr, F. M. (2010). Objective structured brainstorming questions (OSBQs) in PBL tutorial sessions: Evidence based pilot study. *International Journal of Health Sciences*. A Scientific Publications by Qassim University.
- Al-‘Iesa, A. (2011). Higher education in Saudi: Research trip identity. Publication of Dar Al-Saqi, Beirut, Lebanon.
- Al-Ismaiel, O. A. (2013). Collaborative blended learning with higher education students in an Arabic context. Doctoral dissertation, University of Wollongong.
- Al-Jabiri, N. R. (2009). Determinants of academic performance for the male and female Taiba university students in Saudi Arabia. *Arab Gulf Journal for Scientific Research*, Vol, 111.
- Aljeboury, H. M. (2008) Evaluating the performance of university teacher in the light of professional competence and personal qualities. *Journal of Human Sciences*, Vol. 15, No. 2.
- Al-Kabbaa, A. F., Ahmad, H. H., Saeed, A. A., Abdalla, A. M., & Mustafa, A. A. (2012). Perception of the learning environment by students in a new medical school in Saudi Arabia: Areas of concern. *Journal of Taibah University Medical Sciences*, Vol. 2, Issue, 2.
- Al-Keaid, A.A. (2004). Choice of practice: Teaching in Saudi Arabian universities. Doctoral dissertation. The Pennsylvania State University, University Park, PA.
- Alkhateeb, M. (2004). Academic Accreditation, and its relationship to professional and scientific development of the faculty members in higher education. Seminar of development teaching of higher education faculty members at King Saud Univesity. Between 15-16 of December 2004.
- Al-khatib, B. A. ( 2012). The effect of using brainstorming strategy in developing creative problem solving skills among female students in princess Alia university college. *American International Journal of Contemporary Research*, Vol. 2 No.10.
- AlKubaisi, M. A. Y. (2014). “The relationship between Saudi English major university students’ writing performance and their learning style and strategy use”. *English Language Teaching*, 7(4), 83-95.
- Allan, J., & Clarke, K. (2007). Nurturing Supportive Learning Environments in Higher Education Through the Teaching of Study Skills: To Embed or Not to

- Embed?. *International Journal of Teaching and Learning in Higher Education*, Vol, 19, No. 1, 64-76, ISSN 1812-9129.
- Allen, D., & Tanner, K. D. (2006). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *Cell Biol Educ*, 5:197-203.
- Al-Mubarak, S. A. I. (2008). *Evaluate the performance of the Faculty of Applied Studies and the Community Service of the King Saud University in Riyadh from the point of view of female students*. Unpublished Master thesis, King Saud University.
- Al Muhsen, M. (2003) Academic obstacles facing faculty member. *Journal of Education*, Faculty of Al-Azhar. Iss. 120.
- Al Muhsen, M. A. A. (2013), *The Academic Profession Among Faculty at Saudi Universities*. *European Scientific Journal* . Vol 4.
- Al-Otaibi, F. K. (2009). *Employments in Saudi universities in the light of current challenges*. PhD thesis, published by the King Saud University, Kingdom of Saudi Arabia.
- Al-Rawaf, H., & Simmons, C. (1991). The education of women in Saudi Arabia. *Comparative Education*, 77, 187-295.
- Alrehaili, T. (2013). *The Effect of Using Some Google Apps for Education in Teaching "Education Technology Course" on Achievement, Social Intelligence and Attitude Towards It Among the Students at Taibah University*. Faculty of Education at Umm Al Qura University, unpublished research.
- Al-Sharif, E. M. (2010). Evaluation of students / teacher teaching competences in the curricula and teaching methods of motor expression in the light of quality academic standars. *World Journal of Sport Scinces*, 3 (S): PP 311-358.
- Al-Sharhaan, J. A. (2002). Investigating the perception of teaching staff in using computer and internet for teaching and learning, *Journal of King Saud University*. Vol. 14, Iss. 2.
- Al-Sharqi, L. M., Hashim, K., & Ahmed, P. S. (2015). Improving the Learning Environment at a University in Saudi Arabia: Identifying Factors That Impede or Motivate Learning. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*.

- Al-Shehry, F. D. (2012). *Sustainable professional development for faculty members at Saudi universities in the light of their professional roles*. PhD thesis, King Saud University. Saudi Arabia.
- Alsubaie, M. H. (2008) The reality of teaching skills of faculty member at the Faculty of Applied Science in light of the overall quality from the perspective of students Umm Al Qura University standards. Faculty of Education, unpublished research.
- Alshurman, M. & Ja'afrah, S. (2014) The Extent of Job Satisfaction among Academic Staff at Mutah University and its relationship to Their Job Performance. *Journal of Manara*. Vol. 20. No 1/B.
- Al-Yawar, A.S. (2009). Teaching obstacles for open university in the branch of open Arabic university in Jeddah. *Arab Gulf Journal for Scientific Research*, Vol, 112.
- Al-Zahir, A. N. S. (2005). Professional development program for the teaching staff in the Saudi universities: Its stages, implementations, challenges, and success factors. Doctoral thesis published by Umm al-Qura University, No, 38, Kingdom of Saudi Arabia.
- Al-Zu'bi, A. M. (2003). Academic achievement hindrances among the teachers' colleges students in Saudi Arabia. *Arab Gulf Journal for Scientific Research*, Vol, 87.
- Alzu'bi, M. A.(2012).The role of smart board in improving English language skills in Jordanian universities. *The proceedings of the 11th European Conference on e-Learning University of Groningen The Netherlands*.
- Amey, M. J. (2010). Leading partnership: Competencies for collaboration. *New Directions for Community Colleges*, 14(9), 13-23.
- Anggraeni, R.D. (2014). Increasing Lecturer Competence as the Quality Assurance of Lecturer Performance. *Management Studies*, ISSN 2328-2185.
- Anggraeni, R. D. (2013). Increasing Lecturer's Competence as the Quality Assurance of Lecturer Performance. *Proceedings of 7th Global Business and Social Science Research Conference 13 - 14, Radisson Blu Hotel, Beijing, China*, ISBN: 978-1-922069-26-9.
- An-Nuh, M. A. (2006). Teaching problems at the teachers' colleges in Saudi Arabia. *Arab Gulf Journal for Scientific Research*, Vol, 98.

- Applefield, J.M., Huber, R., & Moallem, M. (2001). Constructivism in theory and practice: Toward a better understanding. ERIC, *High School Journal*, Vol, 84.
- Aronson, J. (1995). A Pragmatic View of Thematic Analysis. *The Qualitative Report*, 2(1), 1-3. Retrieved from <http://nsuworks.nova.edu/tqr/vol2/iss1>
- Ar-Rawaf, H. S. (2007). Factors leading to female students' failure at the teachers' colleges. *Arab Gulf Journal for Scientific Research*, Vol, 103.
- As-Sa'ee, A. J., & An-Nu'aymi, N. M. (2001). Developing self learning programs using some patterns of multiple choice exams. *Arab Gulf Journal for Scientific Research*, Vol, 79.
- As Saud, R. (2001) Job satisfaction among faculty members in the Jordanian private universities, *Yarmouk Research Journal, a series of Humanities and Social Sciences*, Vol. 17 (3), No 3, pp. 615-642.
- As-Shahrani, A. A. (2013). Higher education and different teaching method. *Al-Watan Journal*, January 8. Retrieved from [www.alwatan.com.sa/Articles/Detail.aspx?ArticleId](http://www.alwatan.com.sa/Articles/Detail.aspx?ArticleId).
- As-Sharqi, M. R. (2004). Evaluating science teacher programs in the teachers' colleges in Saudi Arabia. *Arab Gulf Journal for Scientific Research*, Vol, 92.
- AsSrayrah, K. A. (2011) Functionality of the faculty members in the Jordanian public universities from the perspective of the department heads, *Damascus University Journal*, Vol. 27, the first and the second number: 601-652.
- As-Subai'ee, K. (2009). Perceptions of academic teaching staff towards the use of effective teaching methods and requirement of its use in Gulf Universities. *Arab Gulf Journal for Scientific Research*, Vol. 113.
- Astuty, E. (2015). Implementation analysis of lecturer's pedagogical competence on student's academic achievement. *Journal of Management Research*, ISSN 1941-899X, Vol. 7, Iss. 2.
- Australian Institute for teaching and school leadership, (2014). Looking at classroom practice. Available at [www.aitsl.edu.au/docs/default](http://www.aitsl.edu.au/docs/default).
- Aziz, H. J. (2012) Evaluation of performance among members of the University from the perspective of their students. *Diyala University, Open Magazine*, Issue (50): PP 103-123.

- Az-Zahrani, H. A. M. (2006). *Psychological, social and educational problems in a sample of teachers' colleges students who are low academic achievement in the light of some variables*. Unpublished Master thesis. King Saud University.
- Bachioua, L. A. (2006). The quality of education from an islamic perspective, the charity, the mastery, the quality, the distinction. *Journal of Human Sciences*. Vol. 31.
- Bagazi, A. (2010). Sixty percent universities dropouts in two years. Middle East Newspaper, Vol. 11547, July.
- Barr, R. B., & Tagg, J. (1995). From teaching to learning - A new paradigm for undergraduate education. *Change*, 27(6), 13-25.
- Basfar, H. O., Amer, T. A., & Mohammad, R. A. (2011). Teachers' professional development in universities. Dar Taybah, Cairo, 1<sup>st</sup> Edition.
- Bedi, K., & Lange, H. (2007). The impact of faculty instruction on the learning experience and outcomes of online learners. *Conference Proceeding ascilite, Singapore*.
- Bernad, R. M., Rubalcave, B. R. & St. Pierre, D. (2000). Collaborative online distance learning: Issues for future practice and research. *Distance Education*, 21(2), 260-277.
- Bennet, S. (2004). Supporting collaborative project teams using computer-based technologies. Hershey, PA: Idea Group.
- Berman, J., & Ritchie, L. (2006). Competences of undergraduate business students. *Journal of Education for Business*, 81(4), 205-209.
- Bhargava, A. & Pathy, M. (2011). Perception of student teachers about teaching competencies. *American International Journal of Contemporary Research*. Vol. 1 (1):77- 81, Centre for Promoting Ideas, USA, [www.aijcrnet.com](http://www.aijcrnet.com).
- Biggs, J. B. (1999). *Teaching for quality learning at university*. Buckingham: SRHE and Open University Press.
- Biggs, J. B. (1993). From theory to practice: a cognitive systems approach. *Higher Education Research and Development*, 12, 73-86.
- Biggs, J. (2003). *Teaching for quality learning at university*. The Society for Research into Higher Education and Open University, 2<sup>nd</sup> edition.

- Biggs, J., & Tang, C. (2007). Teaching for quality learning at university. Society for Research into Higher Education and Open University Press, England.
- Bogaz, N. A. (2008). Impacts of using effective teaching method and direct training on the achievement, and development of teaching skills among students-teachers. *Arab Gulf Journal for Scientific Research*, Vol. 110.
- Bohnet, I., Herrmann, B., & Zeckhauser, R. (2010). Trust and the reference points for trustworthiness in Gulf and western countries. *Quarterly Journal of Economics* 125(2), 2010: 811-828
- Bourgonje, P & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. Oxfam Novib, Education International.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Breket, A. M. S.; Alhimiari, A. A.& Alhazmi, M. A. (2010) Elements that attract the environment of university, unpublished. Taibah University.
- Brooks, J., & Brooks, M. (1999). *In search of understanding: The case for constructivist classrooms* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Burroughs, N.F. (2007). A reinvestigation of the relationship of teacher nonverbal immediacy and student compliance-resistance with learning. *Commun Educ*, 56:453-475.
- Cabrera, A. F., Colbeck, C. L., & Terenzini, P. T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning. *Research in Higher Education*, 42, 327-352.
- Cameron, R. (2009). A sequential mixed model research design: design, analytical and display issues. Southern Cross University ePublications at SCU.
- Cavana, R. Y., Delahaye, B. L., & Sekaran, U. (2000). Applied business research: Qualitative and quantitative methods. John Wiley and Sons Australia.
- Carril, M., Sanmamed, G., & Sellés, H. (2013). Pedagogical roles and competencies of university teachers practicing in the e-learning environment. *The International Review of Research in Open and Distance Learning*, IRR ODL.

- Castro-Martinez, J. A, Roa, J. C, Benitez. A. P., & Gonzalez. S. (2012). *Noise and attention: Effects of classroom-acoustic change on the attention level of university students*. Politecnico Grancolombiano University Institution, from <http://repository.poligran.edu.co/bitstream/10823/575/1/100614%20%20Acoustic%20Change%20Effects-Final.pdf>, on 25-3-2015.
- Cator, K., Schneider, C., & Ark, T. V. (2014). Preparing teachers for deeper learning: Competency-based teacher preparation and development. Digital Promise Accelerating Innovation in Education.
- Chong-Cheng, C. (1997). Teaching-learning at university level. Public lecture, Inaugural Professional Lecture Series, Issu. 5, Universiti Sains Malaysia.
- Cole, N.S. (1990). Conceptions of educational achievement. *Educational Researcher*, 18, 3: 2-7.
- Craig, H., Kraft, R., & du Plessis, J. (1998). Teacher development: Making an impact. Washington, D.C.: Academy for Educational Development, ABEL Clearinghouse for Basic Education.
- Creswell, J. W. (2003). Research Design: Qualitative, quantitative, and mixed method approaches. *Sage Publications. London. 2<sup>nd</sup> Ed.*
- Creswell, J. W. (2002). Educational research: Planning, conducting and evaluating quantitative and qualitative research. *Pearson Education Ltd. New Jersey.*
- Cuseo, J. (2007). *The empirical case against large class size: adverse effects on the teaching, learning, and retention of first-year students*. Accessed online at: <https://wiki.doit.wisc.edu/confluence/download/attachments/20938768/Cuseo.pdf>
- Darling-Hammond, L., Aness, J. & Ort, S.W. (2002). Reinventing High School: Outcomes of the Coalition Campus School Project. *American Educational Research Journal*, Vol. 39, Issu. 3, pp.639-673.
- De Corte, E. Verschaffel, L., Entwistle, N. J., & van Merriënboer, J. (Eds.) (2003). *Powerful learning environments: Unravelling basic components and dimensions*. Oxford: Elsevier Science.
- Department of Education and Training (2004). Competency Framework FOR TEACHERS.
- De Vaus, D. (2001). *Research Design in Social Research*. Sage Publications. London.



- Dey, E. L., & Hurtado, S. (2000). Faculty survey on teaching, learning and assessment. The Regents of the University of Michigan.
- Dibbon, D. (2004). It's about time: A report on the impact of workload on teachers and students. Commissioned by NLTA.
- DiPerna, J. C. (2004). Structural and concurrent validity evidence for the academic competence evaluation scales college edition. *Journal of College Counseling*, 7(1), 64-72.
- Driver, J. & Campbell, J. (2013). An evaluation of the impact of lecturer practitioners on learning. *British Journal of Nursing*, Vol 9, Iss 5.
- Duarte, F. P. (2013). Conceptions of good teaching by good teachers: Case studies from an Australian university. *Journal of University Teaching and Learning Practice*, Vol.10.
- Duffy, T. M., & Jonassen, D. H. (1992). Constructivism: New implications for instructional technology. In D. H. Jonassen (Ed.), *Constructivism and the technology of instruction: A conversation* (pp. 1-16). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Dunbar, C. (2004). Best practices in classroom management. Michigan State University.
- Dunkin, M. J. (1991). Orientations to teaching, induction experiences and background characteristics of university lecturers. *The Australian Educational Researcher*, 18(1), 31-52. doi:10.1007/bf03219483
- Edwards, M., L. M. Sánchez-Ruiz & C. Sánchez-Díaz (2009). Achieving Competence Based Curriculum In Engineering Education In Spain. INGENIO (CSIC-UPV) Working Paper Series 04.
- Ellet, C. Loup, K. Culross, R., McMullen, J. and Rugutt, J. (1997), "Assessing Enhancement of Learning, Personal learning Environment, and Student Efficacy: Alternatives to Traditional Faculty Evaluation in Higher Education", *Journal of Personnel Evaluation in Education*, Vol.11.
- Entwistle, N. J. (1987). A model of the teaching-learning process derived from research on student learning. In J. T. E. Richardson, M. W. Eysenck, & D. Warren Piper (Eds.) *Student learning: research in education and cognitive psychology*. Milton Keynes: SRHE/Open University Press.

- Entwistle, N. (2000). Promoting deep learning through teaching and assessment: Conceptual frameworks and educational contexts. *Paper presented at the TLRP Conference, Leicester.*
- Entwistle, N. (2003). University Teaching-Learning Environments and Their Influences on Student Learning: An Introduction to the ETL Project. EARLI Conference, Padova, 26 – 30.
- Entwistle, N., McCune, V., & Hounsell, J. (2002). Approaches to Studying and Perceptions of University Teaching-Learning Environments: Concepts, Measures and Preliminary Findings. Enhancing Teaching-Learning Environments in Undergraduate Courses Project, Higher and Community Education, School of Education, University of Edinburgh, Paterson's Land, Holyrood Road, Edinburgh.
- Epstein, R. M. & Hundert. E. M. (2002). Defining and assessing professional competence. *JAMA Journal*, 287(2):226-235, doi:10.1001/jama.287.2.226 from: [http://medicina.udd.cl/ode/files/2010/07/epstein\\_JAMA\\_1461.pdf](http://medicina.udd.cl/ode/files/2010/07/epstein_JAMA_1461.pdf),
- Essa, H. Z; and AnNaqa, S. A. (2006) Evaluating the professional skills possessed by the faculty in the College of Education at the Islamic University from the viewpoint of the members of their students according to quality criteria - Second Educational Conference role of higher education in the overall development. College of Education - Islamic University.
- Evans & D. Nation (Eds.). Changing university teaching (pp. 10-23). London: Kogan Page.
- Faudah, A. M. (2003). Cooperative learning and its effect on achievement and attitude toward computer among the Education female students, King Saud University, *Arab Gulf Journal for Scientific Research*, Vol. 86.
- Ferris, A., & Hedgecock, J. C. (2005). Teaching ESL composition: Purpose, process and practice. Mahwah, NJ: Erlbaum Associates.
- Field, A. (2006). *Reliability analysis. Research Method*. Accessed 18 March 2015 at: <Http://www.statisticshell.com/docs/reliability.pdf>
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London, Sage.
- Fraser, B. J., Aldridge, J. M., & Soerjaningsih, W. (2010). Instructor-student interpersonal interaction and student outcomes at the university level in indonesia. *The Open Education Journal*, 3(1).

- Frey, K. A. (2009). Understanding incivility in the college classroom. Virginia Polytechnic Institute & State University, Running Head.
- Gaff, J.G., & Wilson, R. C. (1971). The teaching environment. Published by American Association of University Professors. Vol. 57. Issu. 4.
- Galton, M., & MacBeath, J. (2002). *A life in teaching: The impact of change on primary teachers' working lives*. Available at <http://www.educ.cam.ac.uk/people/staff/galton/NUTreport>.
- Galton, M., & Mac Beath, J. (2010). Balancing the workload equation in primary schools: A continuing story? *Asia-Pacific Journal of Teacher Education*, 38, 301-315.
- Gambone, M. A., Klem, A. M. & Connell, J. P. (2002). Finding out what matters for youth: Testing key links in a community action framework for youth development. Philadelphia Youth Development Strategies and Institute for Research and Reform in Education.
- Gay, L. R. (1996). Educational research: Competencies for analysis and application. New York: Macmillan, 9th Ed.
- Giesen, N. (2004). Constructivism: A holistic approach to teaching and learning. Faculty Development and Instructional Design Center, Northern Illinois University.
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cell phones, smart phones and social media. *The Internet and Higher Education*, Vol 19- PP 18-26.
- Glasgow, N. A. (1997). *New curriculum for new times: A guide to student-centred, problem-based learning*. Thousand Oaks, CA: Corwin Press, Inc.
- Gok, T. (2012). Development of problem solving confidence questionnaire: Study of validation and reliability. *Lat. Am. J. Phys. Educ.* Vol. 6, Issu. 1.
- Grant, G., Elbow, P., Ewens, T., Gamson, Z., Kohli, W., Neumann, W., Olesen, V., & Riesman, D. (1979). A critical analysis of competence based reforms in higher education. Published by the University of Chicago.
- Gravetter, P. J. & Wallnau, L. G. (2004). Essentials of Statistics for Behavioural Science. (6<sup>th</sup> Ed.) Belmont, CA: Thomsom Learning.
- Grift and Wal (n.d). Measuring the development of professional competence among teachers.

- Groccia, J. E. (2012). A model for understanding university teaching and learning. Chapter One from the Handbook of College and University Teaching: A global perspective. Sage Publication.
- Guyon, I., Saffari, A., Dror, G., & Cawley, G. (2010). Model selection: Beyond the bayesian/frequentist divide. *Journal of Machine Learning Research*, 11(Jan), 61-87.
- Haddad, M. B. (2004). Professional development for the university teaching staff: a comparative study. Alamalkotob. First Edition.
- Hall, E. T. (1966). The hidden dimension. Garden City, NY: Doubleday.
- Hall, E. T. (1976). Beyond culture. Garden City, NY: Doubleday.
- Hallinger, Philip (2010). Using Faculty Evaluation to Improve Teaching Quality, Case study of Higher Education in Southwest Asia, Evaluation and Accountability, 22 (4), 253-274.
- Hannafin, M. J., Hill, J. R., & Land, S. M. (1997). Student-centred learning and interactive multimedia: Status, issues and implications. *Contemporary Education*, 68(2), 94-97.
- Herrington, J., Mantei, J., Herrington, A., Olney, I., & Ferry, B. (2008). *New technologies, new pedagogies: Mobile technologies and new ways of teaching and learning*. Proceedings ascilite Melbourne 2008: Full paper: Herrington. From: <http://www.ascilite.org.au/conferences/melbourne08/procs/herrington-j.pdf>, on 20-3-2015.
- Harrison, D. (2004). Professional Competence. Chartered Professional Accountants, Canada.
- Hénard, F., & Roseveare, D. (2012). Fostering Quality Teaching in Higher Education: Policies and Practices. IMHE Institutional Management in Higher Education.
- Henard, F., & Leprince-Ringuet, S. (2008). THE PATH TO QUALITY TEACHING IN HIGHER EDUCATION. Institutional Management for Higher Education (IMHE).
- Herrington, J., Mantei, J., Herrington, A., Olney, I., & Ferry, B. (2008). *New technologies, new pedagogies: Mobile technologies and new ways of teaching and learning*. Proceedings ascilite Melbourne 2008: Full paper: Herrington. From: <http://www.ascilite.org.au/conferences/melbourne08/procs/herrington-j.pdf>, on 20-3-2015.

- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage.
- Hofstede, G. (2001). *Culture's consequences: comparing values behaviours, Institutions and organisations across nations*. 2nd Ed. Thousand Oaks, CA: Sage.
- Hussain, I. (2012). Use of constructivist approach in higher education: An instructor's observation. *Journal of Creative Education, Science Research*.
- Ijaiya, N.Y.S. (1999). Effect of overcrowded classrooms on teacher – students' interactions. *Unillorin Journal of Education*. Vol.19, at: [Www.unilorin.edu.ng/journals/.../EFFECTS%20OF%20OVER.pdf](http://www.unilorin.edu.ng/journals/.../EFFECTS%20OF%20OVER.pdf)
- Inegethan, I. H. (2008). Learners' attitudes toward the use of information technology in the university lecture. Published paper at the Development Seminar of the Academic staff in the Higher Education, King Saud University, Riyadh, Kingdom of Saudi Arabia.
- Ingersoll, R. (2003). Is there really a teacher shortage?. University of Pennsylvania, Reprinted from *A Research Report Co-sponsored by The Consortium for Policy Research in Education and The Center for the Study of Teaching and Policy*.
- Isambert, P. (2010). Lecturer. Available at: <https://mirror.hmc.edu/ctan/macros/generic/lecturer/doc/lecturer-doc.pdf>
- Jan, K. M.(2009) Teaching competencies of faculty members in educational departments at the University of Umm Al-Qura from the viewpoint of female graduate students, *Journal of the College of Education, Umm Al Qura University, Makkah*.
- Johnson, I. M. (2010). *Cultural competence: Laying the foundation for education and leadership*. Available at [//www.wtamu.edu/webres/File/Journals/MCJ/Volumes5-2/Johnson.pdf](http://www.wtamu.edu/webres/File/Journals/MCJ/Volumes5-2/Johnson.pdf).
- Jones, E. A., Hoffman, S., Moore, L. M., Ratchliff, G., Tibbetts, S., Click, B. A. L., & Corrallo, S. (1995). National assessment of college student learning: Identifying college graduates' essential skills in writing, speech and listening, and critical thinking. PA: National Center on Post secondary Teaching, Learning, and Assessment.

- Kamariddin, W. N.M . and Ibrahim, M. S. (2010). Lecturer Efficacy, Professional and General Competencies of Malaysian Polytechnic Technical Lecturers. RCEE & RHED2010 Kuching, Sarawak.
- Kanter, Rosabeth Moss, 1995, Usmara H. (editor), *Kekuasaan dalam Handbook of Organization: Kajian & Teori Organisasi*, Yogyakarta: Amara Books.
- Kazim, A. M., & Jabr, S. K. (2006). Evaluating art programs in the sultan Qaboos university from the perception of the ex-students. *Arab Gulf Journal for Scientific Research*, Vol. 100.
- Keengwe, J. (2007). Faculty integration of technology into instruction and students' perceptions of computer technology to improve student learning. *Journal of Information Technology Education*. Vol.6, pp169-180.
- Kember, D., & Kwan, K. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional Science*, 28, 469e490.
- Khan, P., Young, R., Grace, S., Pilkington, R., Rush, L., Tonkinson, B., & Willis, I. (2008). The role and effectiveness of reflective practices in programmes for new academic staff: A grounded practitioner review of the research literature. Publication of the University of Manchester.
- Khaqo, M. H., & As-Sab', S.S. (2007). Entrance to suggestion for grammar teaching in the university highlighting grammatical concepts. *Journal of Social Sciences*, Vol, 23, Special, p. 239-264.
- Khulyfat, A. (2000) Job satisfaction of faculty members at Mutah University, *Journal of Educational and Psychological Sciences*, No 38.
- King, G., Tomz, M., & Wittenberg, J. (2000). Making the most of statistical analyses: Improving interpretation and presentation. *American journal of political science*, 347-361.
- King Saud University. (2015). [Http://ksu.edu.sa/en/about-ksu/history](http://ksu.edu.sa/en/about-ksu/history). Accessed 15 March, 2015.
- Knofczynski, G. T., & Mundfrom, D. (2007). Sample sizes when using multiple linear regression for prediction. *Educational and Psychological Measurement Journal*.
- Kouwenhoven, W. (2003). Designing for competence: towards a competence-based curriculum for the Faculty of Education of the Eduardo Mondlane University. (Doctoral thesis). Enschede: University of Twente.

- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Laal, Z. (2000). Importance of using internet in education from the perception of academic staff in the Saud universities. *Journal of Attaawun*, Vol.52.
- Laal, Z. (2004). The effectiveness of multimedia on achievement and skills of design and preparing slides with sound. *Arab Gulf Journal for Scientific Research*, Vol. 93.
- Lakeh, M. A ; Moonaghi, H. K ; Makarem, A ;Esmaily, H ; Ebrahimi, M. & Ashoori, A. (2012). Medical Faculty Members' Teaching Competencies and Factors Affecting It. *Future of Medical Education Journal*. September.
- Laughridge, V. J. (2011). The relationship between professional development and teacher change in the implementation of instructional strategies that support elementary students' science textbook reading. A PhD Dissertation, Lincoln, Nebraska.
- Lea, S. J., Stephenson, D., & Troy, J. (2003). Higher education students' attitudes to student-centred learning: Beyond 'educational bulimia'? *Studies in Higher Education*, 28(3), 321-334. doi: 10.1080/03075070309293.
- Lembke, M. (2006). *The effect of staff development on teacher practice*. Master's dissertation at the University of Nebraska-Lincoln. Available at [http://scimath.unl.edu/MIM/flies/research/Lembke\\_AR%20Final\\_LA.pdf](http://scimath.unl.edu/MIM/flies/research/Lembke_AR%20Final_LA.pdf).
- Leonaviciene, V. (2009). Student teachers' preparation for classroom practice; professional competencies in terms of knowledge, skills and approach. Vilnius Pedagogical University.
- Lewin, K. (1942). Field theory and learning. *Yearbook of the National Society for the Study of Education*, 41. part 2.215-242.
- Lewin, K. (1992). Contemporaneity rule. Published by the Tavistock Institute.
- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model. *Journal of Student Engagement: Education matters* 2012, 2 (1), 2–9.
- Long, C.S., Ibrahim, Z., & Kowang, T.O. (2014). An Analysis on the Relationship between Lecturers' Competencies and Students' Satisfaction. *International Education Studies*; Vol. 7, Issu 1.
- Lucky, E. O. I., & Yusoff, N. B. M. (2013). A conceptual framework on teaching qualifications, characteristics, competence and lecturer performance for

- higher education institutions in Nigeria. *Malaysian Online Journal of Educational Management*, 1(3), 35-47
- Luo, J., Bellows, L., & Grady, M. (2000). Classroom management issues for teaching assistants. *Research in Higher Education*, Vol. 41, Issu. 3.
- Malouff, J. M. (2011). Teaching problem solving to college students. University of New England.
- Markwell, D. (2003). Improving teaching and learning in universities. Business higher education round table.
- Mason, J. L. (1995). Cultural competence self- Assessment questionnaire: A manual for users. Research and Training Center, Portland State University.
- Mathew, N. G. (2012). Reflective Classroom Practice for Effective Classroom Instruction. *International Education Studies*, Vol. 5, Iss 3.
- McConney, A. & Price, A. (2009). Teaching out-of-field in Western Australia. *Australian Journal of Teacher Education*, Vol. 34, Iss. 6.
- McDaniel, C. & Gates, R. (1999). Contemporary marketing research. 4th Edition. South Western University Publications: Cincinnati.
- McNeely, C.A., Nonnemaker, J. M. & Blum, R. W. (2002). Promoting school Connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of School Health*, Vol. 72, Iss 4.
- Mehdipour, Y. & Balaramulu, D.(2013). The influence of teacher's behaviour on the student's self- regulation. *IOSR Journal of Research & Method in Education*. Vol. 1, Iss. 6.
- Merriënboer, J.J.G. van, M.R. van der Klink & M. Hendriks (2002). Competencies: van complicaties tot compromis. Over schuifjes en begrenzers. Den Haag: Onderwijsraad.
- Mgheer, A. H; Al-Sultani, N. H& Abbas, W. A. (2015). Availability of the ISO standards of the Performance of the University Instructors in the Department of Science\ College of Basic Education from the Students' point of View. *Journal of College of Basic Education, educational and humanitarian / Babylon University of Sciences*. April.
- Milicy, W. M. (2003). What You Don't Know Can Hurt You Students' Perceptions of Professors' Annoying Teaching Habits, *College Students Journal*,. (37),. No(3) , P. 447-455.



- Mizell, H. (2010). Why professional development matters. Learning Forward. The United States of America. ISBN 978-0-9800393-9-9.
- Moreno-Murcia, J. A., Torregrosa, Y. S., & Pedreño, N. B. (2015). Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university. *New Approaches in Educational Research*, Vol. 4, Iss 1.
- Mulder, M. (2014). Conceptions of professional competence.
- Mulder, M., Gulikers, J., Wesselink, R., & Biemans, H. (2008). The new competence concept in higher education: error or enrichment? Paper presented at the AERA, New York.
- Munajid, M. (2015). Trust in Islam. Retrieved 2017. Available at <https://islamqa.info/en/232749>
- Murray, C., & Greenberg, M.T. (2000). Children's relationships with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology*, 38, 423-445.
- Mursy, M. M. (2002) Modern trends in the contemporary university education and methods of teaching, Cairo: Journal of The world of books.
- Musa, M. F. A & Alotaibi, M. N.(2011). Improving the performance of the teaching staff at the University of Najran in accordance with the standards for accreditation and quality. Published in the Journal of Education Faculty - Al-Azhar University, No 145 March.
- Nawwar, H. F., & As-Shaykh, F. A. (2011). Performance quality of Academic teaching. *Conference of development and quality*. 6-7 December 2011, Jazan University, Saudi Arabia.
- Niemiec, C. P, & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom. Applying self-determination theory to educational practice. *Journal of SAGA*. Vol. 7(2).
- Ololube, N. P. (2008). Evaluation competencies of professional and non-professional teachers in Nigeria. Elsevier, *Journal of Science Direct*, Studies in Educational Evaluation.
- Olymat, S. N (2006) Educational competencies of academic teaching staff at Yarmouk University, *Educational Journal*, Volume 20, No 78, pp. 151-180.
- Perks, T. (2012). What makes a classroom an effective learning environment. The Published thesis from the University of Lethbridge.

- Peters, O. (2000). The transformation of the university into an institution of independent learning. In T. Physics department at the science college (2010). *Low academic achievement among university students*. Babylon University, Retrieved on April 24, 2014 from [www.uobabylon.edu.iq/uobcoleges/fileshare/article](http://www.uobabylon.edu.iq/uobcoleges/fileshare/article)
- Postareff, & Lindblom-Ylännö (2008). Variation in teachers' descriptions of teaching: Broadening the understanding of teaching in higher education. Elsevier.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what is being reported? critique and recommendations. *Research in Nursing and Health*, 29, 489- 497.
- Pozo-Muñoz, C., Reboloso-Pacheco, E., & Fernandez-Ramirez, B. (2000). The ideal teacher: Implications for student evaluation of teacher effectiveness. *Assessment & Evaluation in Higher Education*, [Vol. 25](#), [Iss. 3](#).
- Prosser, M. & Trigwell, K. (1997). Relations between perceptions of the teaching environment and approaches to teaching. *British Journal of Educational Psychology*.
- Radouan, B. (2014) Professional Competencies Needed for University Faculty Members from the Students' point of view – students of the University of Jijel-sample, PhD thesis, Setif 2 University. Algeria.
- Rasul, S., Bukhsh, Q., & Batool, S. (2011). A study to analyze the effectiveness of audio visual aids in teaching learning process at university level. Elsevier, SciVerse Science Direct Publication.
- Rasul, S., & Bukhsh, Q. (2012). A study of the utilization of instructional technology at higher level. *Journal of International J. Sci. & Education*, Vol. 2, Iss. 4.
- Ratcliff, N. J., Jones, C. R., Costner, R. H., Savage-Davis, E., Sheehan, H., & Hunt, G. H. (2010). Teacher Classroom Management Behaviours and Student Time-on-Task: Implications for teacher education. *Journal of Action in Teacher Education*, [Vol. 32](#), [Iss. 4](#), 38-51.
- Reaper, L., & McShane, I. (2010). *Teachers' workload survey*. UTI, Behaviour and Attitude, at: [Www.tui.ie/ fileupload/Behaviour%20and%20Attitudes %20teacher%20workload%20survey.ppt+&cd=1&hl=en&ct=clnk&gl =my](http://www.tui.ie/fileupload/Behaviour%20and%20Attitudes%20teacher%20workload%20survey.ppt+&cd=1&hl=en&ct=clnk&gl=my).

- Richardson, J. T. E. (2005). Students' approaches to learning and teachers' approaches to teaching in higher education. *Educational Psychology*, Taylor and Francis, Vol. 25, pp. 673-680.
- Roberts, T.S . (2004). *Online collaborative learning: Theory and practice*. Central Queensland University, Australia.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Journal of Teachers College Record*, Vol. 104, Iss. 4. Pp. 842-866.
- Sahakian, W. (1976). *Theories of learning in educational psychology*. Available at: [www.lifecircles-in.com](http://www.lifecircles-in.com).
- Salamah, A. M. (2005). Educational technology competencies of faculty members in teachers' colleges in Saudi Arabia and the degree of utilizing them. *Dirasat International Journal of Educational Sciences*, Vol, 32, Iss. 2.
- Samsudin1, S., & Islam, M. S. (2015). Value of al-amanah in human's life. *International Journal of Scientific and Research Publications*, Volume 5, Issue 4, ISSN 2250-3153.
- Saudi Arabian Cultural Mission to Washington DC, (2011).
- Saudi Ministry of Higher Education. (2000). *Policy of ministry of higher education: Universities and their bulletins*. Council of Ministry of Higher Education, General Directorate, First Edition.
- Saxena, S. (2013). *Best classroom practices for student centric teaching*. Available at [www.http://edtechreview.in/trends-insights/insights/775-best-classroom-practices](http://edtechreview.in/trends-insights/insights/775-best-classroom-practices).
- Schonert-Reichl , K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. *Springer Science and Business Media Publication*. Doi 10.1007- s 12671-010-0011-8.
- Sdouh, W. M. (2013). The effect of using the strategies of brainstorming and computer education in academic achievement and the development of creative thinking skills of sixth grade students in Jordan and their attitudes towards learning mathematics. *European Scientific Journal*, vol.9, No.13 ISSN: 1857 – 7881.
- Sekaran, U. (2003). *Research methods for business: a skill building approach*. Hoboken, NJ: John Wiley & Sons, 4<sup>th</sup> Edition.

- Shahata, H., & Abal Khail, F. (2001). Teaching and university evaluation: Future critique study. *Arab Gulf Journal for Scientific Research*, Vol. 78.
- Shah, S. R., Hussain, M.A., & Nasseef, O.A. (2013). Factors impacting EFL teaching: An exploratory study in the Saudi Arabian context. *Arab World English Journal*.
- Shaheen, M. & Shindi, I. (2014). The quality of education from an Islamic perspective. The paper presented at the Quality Education in The Palestine University by Al-Quds Open University.
- Shuman, D. K., & Ham, S. H. (2010). Toward a Theory of Commitment to Environmental Education Teaching. *The Journal of Environmental Education*.
- Slovenia, L. (2015). Improving university teaching. Available at: <Http://www.iutconference.com/>
- Smith, M. K. (1999). Competence and competency: What is competence? How has it been reduced to competency? What is the impact on education and training? In Mark K. Smith: Infed (the informal education homepage).
- Sobrepena, T. Y. (2011). *Research instruments. Scribd, Attribution Non-Commercial*. Accessed 18 March, 2015 from <http://www.slideshare.net/argellee>.
- Solomon, G. A. (2015). Instructional media for effective teaching and learning. *Journal of Academia.Edu*, at: <http://www.academia.edu/4661905/>  
INSTRUCTIONAL MEDIA FOR EFFECTIVE TEACHING AND LEARNING.
- Sosu, E. M., & Gray, D. S. (2012). Investigating change in epistemic beliefs: An evaluation of the impact of student teachers' beliefs on instructional preference and teaching competence. *International Journal of Educational Research*. Vol. 53, pp. 80-92.
- Stacey, A. (2008). Trustworthiness. Retrieved 2017. Available at <https://www.islamreligion.com/articles/1703/trustworthiness/>
- Sulaiman, S. K., & As-Somaadi, M. A. (2008). Academic problems among the students of teachers' colleges in Saudi Arabia in light of specialization and educational level. *Arab Gulf Journal for Scientific Research*, Vol. 109.
- Talis, (2009). *Creating Effective Teaching and Learning Environments*. ISBN 978-92-64-05605-3.

- Tame, H. (2008) The opinions of graduate students in the teaching performance of faculty members in the College of Graduate Studies at An-Najah National University, Palestine. Unpublished.
- Tawarah, H. M. (2013). Teachers' effectiveness in asking classroom's questions and their interaction with students' responses and questions. *International Journal of Educational Sciences*, 5(2): 117-122.
- The Quran. (n. d).
- Titsworth, B. S. (2001). The effects of teacher immediacy, use of organizational lecture cues, and students' notetaking on cognitive learning. *Commun Educ*, 50:283-297.
- Trinder , J. C. (2008). Competency standards - a measure of the quality of a workforce. The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences. Vol. XXXVII. Part B6a. Beijing.
- Turner, T. (2011). Power in collaboration. *Harvard International Review*, 33 (1), 74-77.
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: *The role of college faculty in student learning and engagement*. Available at [http://nsse.iub.edu/pdf/research\\_papers/faculty\\_do\\_matter.pdf](http://nsse.iub.edu/pdf/research_papers/faculty_do_matter.pdf)
- Umm Al-Qura University. (2015). <https://uqu.edu.sa/page/en/48>. Accessed 15 March, 2015.
- University and College Union. (2012). Excessive workloads: A risk worth assessing. From: [Www.ucu.org.uk/media/docs/5/m/fe\\_workloadtoolkit\\_oct12.doc+&cd=1&hl=en&ct=cln\\_k&gl=my](http://www.ucu.org.uk/media/docs/5/m/fe_workloadtoolkit_oct12.doc+&cd=1&hl=en&ct=cln_k&gl=my).
- University of Fribourg. (n.d). Evaluation for gender sensitive teaching. [Http://www.unifr.ch/didactic/fr/recherche/projet-e-qual](http://www.unifr.ch/didactic/fr/recherche/projet-e-qual).
- University of Southern California. (2008). *Teaching in diverse classroom*. Center for Excellence in Teaching. Available at [http://cet.usc.edu/resources/teaching\\_learning/docs/teaching\\_nuggets\\_docs/2](http://cet.usc.edu/resources/teaching_learning/docs/teaching_nuggets_docs/2).
- University of Wisconsin-Madison. (n.d). Study of faculty and academic staff worklife at the University of Wisconsin-Madison. University of Wisconsin Survey Center.
- Vermunt, J. D. (1998). The regulation of constructive learning processes. *British Journal of Educational Psychology* ,68, 149-171.

- Vito, M. M. (2007). *The impact of faculty-student interaction outside of classroom on faculty satisfaction, engagement, and retention*. PhD Thesis Submitted in Educational Leadership Northern Arizona University.
- Von Glaserfeld, E. (1995). *Radical constructivism: A way of knowing and learning*. Bristol, UK: Falmer Press.
- Witt, P. L. & Wheelless, L. R. (2001). An experimental study of teachers' verbal and nonverbal immediacy and students' affective and cognitive learning. *Commun Educ*, 50:327-342.
- Woodward, P.(2005). Faculty and student computer usage in higher education: faculty and student responses to CSU technology surveys. University of California, Davis.
- Wong, W. Y. & Moni, K. (2014). Teachers' perceptions of and responses to student evaluation of teaching: purposes and uses in clinical education. *Journal of Assessment & Evaluation in Higher Education*, Vol. 39, Issue 4.
- Wynd, C. A., Schmidt, B., & Schafer, M. A. (2003). Two quantitative approaches for estimating instrument content validity. *Western Journal of Nursing Research*, 25, 508-518.
- Yuan, X., & Che, L. (2012). How to deal with student misbehaviour in the classroom? *Journal of Educational and Developmental Psychology*, Vol. 2.
- Zarqan, L. (2013) Propose a training program for members of the university faculty in light of the standards of quality in higher education at the University of Setif 1-2. PhD thesis, Faculty of Social Sciences and Humanities, Department of Psychology, Educational Administration. Unpublished.
- Zelege, A. S. (2012). Continuous professional development program for higher education academics in Ethiopia: Views, perceived needed competencies and organization in focus. *Greener Journal of Educational Research*, Vol.2(3), pp027-041.
- Žeravíková, I., Tirpakova, A., and Markechová, D. (2015). The analysis of professional competencies of a lecturer in adult education. Publication of Springerplus.