The Professional Growth of the University Professor during the Service a Field Study at Prince Sattam Bin Abdulaziz University

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Abstracts: The study aimed to identify the professional growth of the university professor during the service, a field study at Prince Sattam bin Abdulaziz University. The analytical descriptive approach was used for its suitability for this study. (289) faculty members from all disciplines. The study sample consisted of (125) male and female faculty members. The professional development scale was used, which was designed by the researcher. The study found that the level of scientific research among the study sample was high, as well as professional development. The study also found that there were no statistically significant differences in the level of professional development due to the variable of academic qualification, experience and specialization.

Keywords: Professional Growth, University Professor.

1. INTRODUCTION

Countries have paid attention to qualifying the university professor by preparing him and continuing his professional growth during service, because of the importance of keeping pace with the university professor with the development taking place in the world in light of the knowledge and technical explosion taking place. After, as I am, the world is like a village. What happens in its east reaches its west in a blink of an eye. Therefore, the university professor must be urged to develop its performance through professional growth during the service, so that he transmits this to his students, which contributes to educational outcomes that match the quality of education outcomes in the most modern learning systems in the world. This is the study of Al-Daoud (2021) and the study of Hamed / Muhammad Abdel-Salam (1993) with interest in preparing the university professor.

This study aimed to know the objectives of the professional development of the university professor during the service and to reveal the reality of the professional growth of the university professor during the service and to develop a vision for proposed programs to qualify the university professor in all aspects. The study population is (186) faculty members distributed among doctorate, master's and bachelor's degrees Research methodology and research tool, as the researcher followed the analytical descriptive approach - the research tool included a questionnaire submitted to a random sample of the study population (faculty members of the applied and theoretical colleges at Sattam bin Abdul Aziz University) in the Kingdom of Saudi Arabia.

The study attempts to answer the following questions:

1- What is the level of the university faculty member during service and his teaching performance at the university?

2- What is the level of the university faculty member during service and his performance of scientific research at the university?

3- Are there statistically significant differences (a = 0.05) in the reality of the professional growth of the university

professor during the service due to the variables of academic qualification, years of experience and specialization?

2. THEORETICAL LITERATURE

The concept of professional growth:

It was defined as increasing the effectiveness of the performance of faculty members by improving their efficiency, performance, and skills in terms of university teaching, scientific research, and community service (Al-Shakhaibi et al. 3002, p. 38).

The Kingdom of Saudi Arabia has allocated space in the Kingdom's vision (2030) for higher education to pay attention to the professional growth of a faculty member, its most important items

1- Achieving parity between the products of the educational process and the requirements of the labor market in terms of quantity and quality, by preparing graduates qualified to work.

2- Bringing five Saudi universities to the list of the best two hundred universities in the world

3- The Kingdom should be among the first ten countries in the Global Competitiveness Index

4- Encourage students and graduates to distance learning and self-learning

5- Guiding students to the professions that suit them and are compatible with their tendencies and abilities (Kingdom's Vision 2030)

All this can only be done by preparing a university professor with qualifications to be able to achieve all of this, so the scholarship was to qualify a university professor with high efficiency, and universities also allocated a budget for scientific research, and linking universities to society that formed partnerships between universities and many of the state’s social and economic entities. (Norvell,2000)

2.1. Reasons for countries' interest in the professional growth of a university faculty member

A- The need of faculty members for professional growth in order to review the curricula in terms of (goals, content, strategies, learning techniques, activities, and evaluation) in order to keep pace with the scientific development of all sciences.

B- University education has principles and rules that the university professor must master, as it requires skills, knowledge and values (Abdul-Jawad 1999, p. 123)

C- Raising the efficiency of the professor leads to raising the efficiency of university education (alhadad,2004, p. 29)

D- The high number of students overburdens the university professor with burdens, so he must be rehabilitated to achieve a balance between the large number of burdens and the lack of number, and a good director that competes in the labor markets

E- Changing the function of the university if it is no longer limited to graduating a university student, but rather extends to preserving identity and serving the community (Al-Aghbari 1994, p. 16)

F- The rapid change in all aspects of life and the overlapping of cultures burdens education by preparing a university professor who keeps pace with this change and confronts these changes. In order to perform his assigned role, he must continue his professional growth.

G- The existence of a professional and moral incentive for the university professor to improve his performance, which makes him able to carry out the duties assigned to him by educational institutions (Al-Khatib 2001, p. 249)

In this context, many studies were conducted that the researcher was able to view, including Hamed, Mohamed Abdel-Salam (1993) entitled Professional Growth for a Faculty Member in the Egyptian Education Faculties, as conducted by Al-Omari / Gamal Fawaz (2009) entitled Professional Growth Methods among faculty members at Al-Balqa University. applied in the fields of teaching and scientific research, A study by Saleh, Abd Qader Muhammad (2016) professional development for faculty members in Libyan universities, and Shuaib / Ali Mahmoud, Asfour and Iman Hussein (2017) conducted a study entitled: The training system for faculty members between reality and hope. Al-Daoud / Munira bint Abdulaziz bin Abdullah conducted a study aimed at identifying the requirements for achieving professional enhancement for faculty members in the colleges of education in the light of quality standards. Taylor(2001) also conducted a study aimed at identifying the impact of performance indicators on the professional development of faculty members in Australian universities.

2.2. Study tool:

It consists of closed questions. A five-point Likert scale has been adopted to correct the tools and the study by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and they are represented numerically (5, 4, 3, 2, 1), respectively. And the number of its vocabulary (29) distributed as follows (10) the axis of teaching performance - (9) the axis of scientific research - (6) the axis of community service - (4) free on the member's participation in setting university plans, the coefficient of validity and reliability of the study tool was conducted.

3. RESULTS

Discussion of the first study question: What is the level of the university faculty member during service and his teaching performance at the university?

In order to discuss the hypothesis, statistical treatments were carried out for the axis of teaching performance, and the average account for each item and the standard deviation were calculated, and the results were shown in Table No. (1).

Table (1) The arithmetic means and standard deviations related to teaching skills arranged in descending order according to the arithmetic means

Number	Rank	Paragraphs	arithmetic mean	standard deviation	the level
1	1	The university seeks to develop the teaching skills of the faculty member	4.49	.837	high
2	4	The university encourages the faculty member to participate in workshops and training courses in the field of specialization	4.42	.813	High
3	2	The university focuses in its professional development programs on raising the teaching staff's skills	4.33	.769	High
4	3	The university designs continuous training courses for faculty members in the field of teaching	4.23	.802	High
5	5	The faculty member evaluates performance reports in the field of teaching	4.06	.793	High
6	9	The university motivates the faculty	3.98	.871	High

		member in general to improve his teaching skills			
7	10	Teaching vocational education programs for members include all aspects related to knowledge, attitudes and skills	3.94	.654	High
8	6	The university motivates the faculty member to continue his studies in the field of specialization	3.79	1.040	High
9	7	The university helps the faculty member to engage with experts in the field of education	3.68	.944	High
10	8	The university relies on peer learning in evaluating the faculty member in the field of teaching	3.52	.836	Average
		Teaching skills	4.04	.618	High

Table (1) shows that the arithmetic averages ranged between (3.52-4.49), where paragraph No. (1) which states “the university seeks to develop the teaching skills of a faculty member” ranked first with an arithmetic mean of (4.49), followed by encouragement The member, then designing courses, then peer evaluation, and performance evaluation with an average between (4.49-4.06). Experts, learning from peers, and the inclusion of programs on all fields of skill, knowledge and emotional, with an arithmetic average of(3.52 - 3.98) The researcher attributes this to subjectivity in those paragraphs, as the interest differs from one member to another. The arithmetic mean for the field of teaching skills as a whole was (4.04). good for rehabilitation)

Discussion of the second study question:

What is the level of the university faculty member during service and his scientific research performance at the university?

In order to discuss the hypothesis, statistical treatments were carried out for the second axis, scientific research, teaching, and the calculation of the mean calculation for each item and the standard deviation, and the results are shown in Table No. (2).

Table No. (2) Arithmetic means and standard deviations related to scientific research arranged in descending order according to the arithmetic means

Number	Rank	Paragraphs	arithmetic mean	standard deviation	the level
11	1	The university focuses on professional development programs for faculty members on scientific research	4.25	.677	High
12	2	The university is interested in developing the faculty member in terms of scientific research	4.22	.799	High
13	2	The university designs regular courses to develop the scientific research skills of the faculty member	4.22	.692	High
16	4	The university seeks to publish all developments in the field of scientific research	4.17	.777	High
18	4	The university motivates the faculty member to	4.17	.713	High

		participate in research with local and international external parties			
19	6	The university encourages the faculty member to publish his writings and research	4.16	.784	High
17	7	Evaluating the performance of a university faculty member in the field of scientific research	4.13	.708	High
14	8	The university provides financial and moral support in the field of scientific research	4.01	.967	High
15	9	The university prepares the scientific environment for the faculty member to perform his research tasks	3.98	.790	High
		Scientific Research	4.15	.620	High

Table (2) shows that the arithmetic averages ranged between (3.98-4.25), as Paragraph No. (11) came, which states: “The university focuses on professional development programs for faculty members on scientific research in the first place, with an arithmetic average of (4.25), The researcher attributed this to the university's interest in the scientific research axis, followed by paragraph (12) the university is concerned with development and paragraph (13) the university motivates the faculty member with an arithmetic mean of (4.22), while the standard deviation differed in the first (7990) and the second (.692). This indicates the amount The scattering of grades on the paragraph The university is interested in the development of the member, followed by paragraph No. (16) The university seeks to publish scientific research and paragraph (18) The university seeks to participate with agencies with an average of (4.17) and a standard deviation, respectively (.777) (.713). Which indicates that the amount of dispersion, i.e. the concentration of grades around the arithmetic mean, is less in the second item, the collector’s endeavor to hold companies, and the paragraphs followed with a very close arithmetic average, while Paragraph No. (15) and its text “The university prepares the scientific environment for a faculty member to perform his research tasks” came in the last rank with an average My account reached (3.98), and this reinforces the saying that the university pays attention to scientific research. The arithmetic mean for the field of scientific research as a whole was (4.15) and a standard deviation (.620), estimated to have a low degree of divergence from the arithmetic mean, that is, it is centered around the mean, which is also high, and this makes us accept the hypothesis: There are statistically significant differences between the qualification of a faculty member at the university during service and his performance. Research in good scientific research for the benefit of qualification.

Results of the third study question:

Are there statistically significant differences (a = 0.05) in the reality of the professional growth of the university professor during the service due to the variables of academic qualification, years of experience and specialization?

To answer this question, the arithmetic means and standard deviations were extracted for the reality of the professional growth of the university professor during the service according to the variables of academic qualification, years of experience, and specialization, and the table below shows that.

Table (3) The arithmetic means and standard deviations of the reality of the professional growth of a university professor during service according to the variables of academic qualification, years of experience and specialization

Numbers		arithmetic mean	standard deviation
Qualification			
14	BA	3.84	.594
25	Master's	4.14	.553
87	Ph.D	4.03	.592
Years of Experience			

15	Less than 5 years	4.08	.487
33	From 5 years to 10 years	4.16	.490
78	more than 10 years	3.97	.634
Specialization			
96	Theoretical	4.08	.534
30	Practical	3.87	.714

Table (3) shows an apparent variation in the arithmetic means and standard deviations of the reality of the professional growth of the university professor during service due to the different categories of the variables of academic qualification, years of experience, and specialization To find out the significance of the statistical differences between the arithmetic means, the three-way analysis of variance was used (Table 4).

Table No. (4)

Triple variance analysis of the effect of academic qualification, years of experience, and specialization on the reality of the professional growth of a university professor during service

source of contrast	sum of squares	degrees of freedom	mean of squares	f value	Statistical significance
academic qualification,	.856	2	.428	1.265	.286
years of experience	.452	2	.226	.667	.515
Specialization	.493	1	.493	1.456	.230
Rung	40.618	120	.338		
Total	42.880	125			

As shown in Table (4), the results show that there are no statistically significant differences (a = 0.05) due to the effect of the academic qualification, as the P value reached 1.265 and a statistical significance of 0.286. Also, there were no statistically significant differences (a = 0.05) due to the effect of years of experience, as the p value was 0.667 and the statistical significance was 0.515. In the same direction, there were no statistically significant differences (a = 0.05) due to the effect of specialization, as the value of p was 1.456 and a statistical significance of 0.230. This indicates that the professional development is not linked to the educational qualification, experience, or specialization, and it may be related to the aspirations of the person himself and the formation of a positive attitude towards work, which leads to the professional development of the faculty member.

RECOMMENDATIONS

1- Increasing scholarship opportunities to learn about the experiences of international and local universities.

2- Involving faculty members in the university's plans to benefit from opinions

3- The university continues its interest in training faculty members in the field of teaching, increasing interest in scientific research, and expanding in community service magazines.

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