Pegem Journal of Education and Instruction, Vol. 15, No. 1 , 2025 (pp. 221 -230 )

RESEARCH ARTICLE WWW.PEGEGOG.NET

# The Degree to Which Faculty Members Possess Effective University Teaching Skills from the Perspective of Their Students

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## Abstract

The study aimed to identify the degree to which faculty members possess effective university teaching skills from the point of view of their students and the relationship of this to the variables of gender, type of academic subject, academic degree of the student, and academic level of the student. The descriptive approach was used in addition to the use of the questionnaire, which consisted of 41 items distributed over 4 areas. As a tool for the study, the study sample consisted of 3,000 male and female students from various Jordanian universities in the first semester of the academic year (2022-2023). The results of the study showed, after conducting appropriate statistical treatment, that the degree of possession of effective university teaching skills by university faculty members was moderate in all areas of the questionnaire as a whole, with an arithmetic mean of (3.36) and a standard deviation of (0.63). The results also showed that there were no significant differences. Statistics on the degree to which faculty members possess effective university teaching skills from the point of view of their students attributed to the variables of the study.

**Keywords:** degree of ownership, faculty, teaching skills, effective teaching, university students, higher education

## Introduction

A member of the education faculty is the basis of the educational process. Thus, we find that his or her position must be distinguished as in developed societies. Education is one of the most important objectives of higher education institutions to which students are exposed most days of their enrollment years and at all levels. The main task carried out by faculty members in universities is to teach students effectively. The educational process still takes wide attention from the university administration and seeks permanent and continuous development by various means and necessary materials. It is to meet the human needs of the university's successful reputation. Besides, the education process is an important indicator of an educational institution's excellence and its classification of its capabilities to achieve the desired goals.[1-2]

Teaching methods have brought great development in teaching multiple courses, such as the diversity of the student community in terms of different physical abilities, skills, tendencies, and desires. This entailed the use of different teaching methods that corresponded to these variables. [3-4]

New educational concepts have also emerged that make teaching not just a quantitative realization of student information, but an increase in the qualitative amount of information, skills, and behavior.[5]

That the educational process today does not depend on the use of the teacher's mind as a store of information, nor is based on indoctrination. Rather, it transcends it since the teacher's and the learner's roles have changed. Better learning and thus achieving the desired goals of the educational process.[6]

Educational institutions and teachers are to play their roles, contributing to preserving the authenticity of educational institutions and society's good values. It is because it is difficult for anyone to become a teaching professional and be able to do so. Teaching does not depend only on memorizing the subject and the concepts and terms it contains. There are laws, dates, and personalities, so understanding the material is one thing, and being able to teach it is another.[7] Therefore, efficient teachers always seek to be effective and influential. They were to follow their desires from their professional commitment to provide their best in facing the urgent task of organizing and performing the situations in which learning takes place.[8-9]

The development in the domain of teaching methods was accompanied by another development related to the domain of studies that examined effective teaching elements in three directions. The first direction compared the different teaching methods. The second direction examined the behavior of the

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**How to cite this article:** AL-Momani MO. The Degree to Which Faculty Members Possess Effective University Teaching Skills from the Perspective of Their Students. Pegem Journal of Education and Instruction, Vol. 15, No. 1, 2025, 221-230

**Source of support:** Nil.

**Conflicts of Interest:** None.

**DOI:** 10.47750/pegegog.15.01.19

**Received:** 25.01.2024

**Accepted:** 15.09.2024 **Publised :** 01.01.2025

interactive teacher. The third one tackles empirical studies that examined the elements and factors of the task in the teaching process [10-13]

The studies that have been conducted on effective university education have focused on the relationship related to the pre-educational process taking place during the lecture. This exemplifies the faculty members' access to the academic major they teach. Their attitudes, planning abilities, and the behaviors inside the lecture are of special importance, in terms of later provision. The faculty members' feedback is to improve and develop educational performance as a directive and main driver. It is a direct point in building a good educational relationship between teachers and their students and planning processes. Faculty members' good attitudes do not work unless they are translated into effective class behaviors that can make a meaningful change.[11-16]

The changes that have occurred to the different educational curricula require teachers' abilities to test teaching methods, methodological activities, and appropriate educational and technological means. Also, their abilities are to motivate students to take part in the teaching process, providing practical teaching and learning situations, and creating an atmosphere conducive to communication. interaction to communicate information and skills brings ideas and information closer to students' minds, refines their souls, and evaluates their behaviors with ease.[17-18]

There are prominent preparation programs that enable the teacher to perform the teaching position efficiently and effectively. These programs are related to teachers' performances concerning teaching cognitive competencies in the classroom. There should be a focus on achievement, competencies, and training. It should be with the teacher and to develop his abilities and skills to employ them in the educational classroom.[19]

By reviewing the educational literature, the researcher noticed that there is a lack of studies related to effective teaching in Jordanian society, especially at university. She relied on her experience and knowledge of the teaching-learning process and the continuous follow-up of students. This is because of its specificity and importance. The researcher reviewed previous studies related to the subject of the current study.[20-26]

## Study Questions

The faculty member is no longer limited to the delivery of information and knowledge, but there are multiple and varied tasks. Therefore, the educational institution and the faculty members are required to play roles that contribute to maintaining the authenticity of the educational process of learning in universities. Also, they are to contribute to the absorption of developments to make the efficient teacher effective, influential and constant. It is because effective teaching for faculty members is important for identifying effective educational behaviors. These behaviors provide them with feedback on their educational performance. The phenomenon of effective education and teaching did not receive sufficient attention from researchers at the local level, despite its importance. Thus, the researchers saw the opportunity to study this phenomenon because of the weakness of the students' level in some educational courses [27] Besides, the researchers believes that the reasons for this weakness among students are the teachers' lack of effective teaching elements. These teaching elements are about communication and interaction, skills presentation, explanation, and application, and some administrative and organizational aspects. Thus, the researcher saw the need to conduct this study to shed light on the elements of an effective educational and teaching process from the students' viewpoints.

## Study Significance

The student is the focus of the educational learning process. The importance of the current study comes from the importance of effective university education, which is the university faculty members' focus in the past, present, and future. Higher education institutions identify these educational practices as being importantly seen by students as indicators of their effectiveness. It is important for the faculty members themselves to identify effective educational behaviors, as this provides them with feedback about their educational performance. And thus, the importance of this study comes in identifying the elements of an effective educational and teaching process from the students' viewpoints. Also, it is to identify the effective teaching elements when preparing the lesson contents and applying aspects related to the teacher's behavior, administrative and preparatory aspects for students.

The significance of this study is related to the identification of the elements of an effective educational process from the perspective of university students. While previous research has emphasized the importance of active learning, clear communication, and supportive learning environments in promoting student engagement and success, this study provides specific insights into the key elements of effective educational processes as perceived by university students.

## Study Objectives

The study aimed to identify:

- Identifying the degree to which faculty members possess effective university teaching skills from the point of view of their students.

The effect of the variables of gender, academic level, and type of academic subject on the degree to which faculty members possess effective university teaching skills from the point of view of their students.

## Study Questions

To achieve the objectives of the study, the study attempted to answer the following questions:

1. What degree do faculty members possess effective university teaching skills from the point of view of their students?
2. Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the gender variable (male, female)?
3. Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the variable type of academic subject (humanities, scientific)?
4. Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the academic degree variable (diploma, bachelor's degree)?
5. Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the variable of academic level (first and second year, third year, fourth year)?

## Study limitations and domains:

The study was limited to:

Spatial domain: a sample of different Jordanian universities

Human domain: This study was limited to university students enrolled in the diploma and bachelor's stages.

Time scope: The study was conducted during the first semester of the academic year (2023/2024).

**Terminology of study**

Effective teaching: It is teaching in which teachers acquire specific skills, knowledge, and attitudes. It is enjoyable as it leaves an impact on the students' minds regarding scientific and behavioral terms[28].

Elements of the effective educational process: It is the relationship between the educational activities (behaviors) carried out by university professors and the changes that occur among students because of these behaviors. Exams and marks, class interaction between the teaching sample members and students, relations with colleagues, and practices outside the lecture hall.[29]

# Study Method and Procedure

## Study Approach:

The descriptive approach was used because of its suitability for the study.

Study population and sample:

**Study community:** The study population shall comprise students enrolled in Jordanian public universities during the first semester of the academic year( 2023/2024).

**The study sample:** The study sample comprised (3000) male and female students, who were chosen by a stratified random method, and Table 1 shows the distribution of the sample following the study variables.

## Study instrument:

To determine the elements of the effective educational and teaching process, This is done by referring to a group of previous studies such as study [30], study [31], study,[8] study[10] study,[12] study [16], developed an instrument, initially determining the hubs and items of the study. The evaluation hub was added and some items were amended in some items, which should be available in the effective educational process. Those principles were planned clearly and understandably. There were(41) items distributed over six domains which measure the elements of an effective teaching and learning process, which are:

**Table 1: Distribution of the study sample following its variables (n: 3000)**

| *variable* | *the level* | *the number* | *percentage %* |
|---|---|---|---|
| sex | Male | 1106 | 37% |
| | female | 1894 | 63% |
| Degree | diploma | 1197 | 40% |
| | Bachelor | 1803 | 60% |
| Academic level | first and second | 1216 | 40% |
| | third | 1038 | 34% |
| | fourth | 746 | 25% |
| Scientific subject type | humanity | 1735 | 58% |
| | Scientific | 1265 | 42% |

- Content display domain includes (7 items).
- Teachers' behaviors domain includes (7 items).
- The motivational domain for students includes (6 items).
- Evaluation-exams domain includes (7 items).

The researcher used Likert's Fifth Scale to respond to the items of the questionnaire that were planned positively. They represented the practices of the effective teaching and learning process, and the weights of the responses to the items were as shown in table (2).

**Table (2) Ladder the response to the items of the questionnaire**

| very big degree | big degree | Average | little degree | very little degree |
|---|---|---|---|---|
| (5) degrees | (4) degrees | (3) degrees | (2) degree | (1) degree |

## Validity of the instrument

To ensure the validity of the study instrument, the researcher presented it to a committee comprising (15) referees from the faculty members of Jordanian universities. These referees are in the disciplines of curricula, teaching methods, educational psychology, measurement, and evaluation. The researcher benefited from the referees' comments, amendments, and suggestions by adopting the items that were agreed upon by (80%) of the referees. The number of items before showing them to referees was (53) items. Then, the final number of items was (41) items.

## Instrument stability

The stability of the study instrument was confirmed by using the test and re-test method. It was applied on a sample of (50) male and female students from the same study community, but not from its sample. Then, the test was applied again after (14) days from the first application. The total stability coefficient reached (0.92) and it was good for the study.

### Statistical manipulations:

To answer the study questions, the statistical package for the social sciences program was used.SPSS21) using the following statistical treatments:

- Arithmetic averages, percentages, and standard deviations.
- Test (T) (t-test)
- One-way analysis of variance (One Way ANOVA

In order to pass judgments on the arithmetic means, the degree was considered high in the category of arithmetic averages (3.67 -5.00), medium in a category of (33, 2 - 66, 3) and low in a category of (1.00-2.33). According to the following statistical standard:

Range = High Scale - Lowest Scale = 5 - 1 = 4

Class length \ number of sentences = 4 \ 3 = 1. 3 3

## Results and Discussion

Considering the objectives of the study, the researcher monitored the data and conducted a statistical analysis of the data. The following is a presentation of the results and their discussion following the study sequence:

First: the results related to the first question of the study, which states: "what degree do faculty members possess effective university teaching skills from the point of view of their students? To answer this question, the Arithmetic mean and standard deviations were extracted for each item in the domains of study and the domains as a whole. Tables (3, 4, 5, 6, 7, 8) explain this.

## 1- Content display area:

Table (3) shows that the domain items got an arithmetic mean of (0.63) with an average degree. The researcher attributes this to the positive impact resulting from students' responses to

**Table (3): Arithmetic mean and standard deviations of the effective educational elements and teaching process in the content display domain from the students' views in descending order regarding Arithmetic mean**

| *Rank* | *vertebrae* | *SMA* | *standard deviation* | *Degree* |
|---|---|---|---|---|
| 1 | The teacher explains the course content clearly to the students | 3.53 | 0.54 | average |
| 2 | The teacher helps students understand the content of the material | 3.48 | 0.57 | average |
| 3 | The teacher uses feedback from the students | 3.41 | 0.75 | average |
| 4 | The teacher considers the content of the material with the abilities of the students | 3.39 | 0.64 | average |
| 5 | The teacher presents the content in a proper and regular sequence | 3.22 | 0.55 | average |
| 6 | The teacher gives examples of learning methods | 3.19 | 0.67 | average |
| 7 | The teacher maintains a balance between the practical and theoretical aspects | 3.08 | 0.71 | average |
| The overall score for the content display area as a whole | | 3.30 | 0.63 | average |

the presentation and clarity of skills, and thus the content of the material appropriately. Besides, the negative impact doesn't result from considering the practical and theoretical sides of the teaching educational process. And this may be because most of the courses are theoretical ones. This result agrees with the results of the studies of [8] and [19] They showed the importance of presenting the content in a sequential, sound, and regular manner to be assimilated, perceived, and accessible, depending on the sequence of students' performance.

## 2- Teacher's behaviors:

Table (4) shows that the domain items got an arithmetic mean of (0.66) with an average degree. The researcher attributes this result to the teacher's desire and enthusiasm to be successful in teaching and thus dealing with students clearly and flexibly. It is because this positively affects their interaction with the teacher. The researcher believes that directing praise towards performance and not towards individuals makes the students feel the teacher's justice. Also, this does not have a negative impact on the psychological aspects of the students. It must be noted that the teacher should not use his powers to undermine the students.

## 3- Motivational aspects (promoting students)

Table 5 shows that the domain items got an arithmetic mean of (0.62) with an average degree. The researcher believes that the teacher's praise and encouragement of the students after mastering the skills may motivate them to perform better next time. Therefore, it may reflect a student's positive image of the teacher's performance. The researcher also believes that the teacher's failure to use any kind of praise towards students leads to a lack of interaction between the teacher and students. It, therefore, does not encourage him or her to improve his or her performance next time and negatively affects him or her.

### Evaluation domain (exams):

Table (6) shows that the domain items got an arithmetic mean of (0.62) with an average degree. The researcher believes that the domain of evaluation occupies an important place for the teacher and the student. This includes the evaluation of skills, duties, and diversification in evaluation methods. This result may be normal because the students are not familiar with the evaluation patterns of teachers, especially

**Table 4: Arithmetic mean and standard deviations of the effective educational elements and teaching process in the teacher's behavior domain from the students' viewpoints in descending order following their arithmetic averages**

| *Rank* | *vertebrae* | *SMA* | *standard deviation* | *Degree* |
|---|---|---|---|---|
| 1 | The teacher has a positive and average behavior and personality | 3.73 | 0.56 | High |
| 2 | The teacher shows an evident desire to teach | 3.69 | 0.57 | High |
| 3 | The teacher has self-confidence and his ability in his scientific domain | 3.51 | 0.67 | average |
| 4 | The teacher can communicate positively with students | 3.43 | 0.71 | average |
| 5 | Less teacher resorting to aggressive behavior with students | 3.29 | 0.54 | average |
| 6 | The teacher uses his powers to belittle the students | 3.11 | 0.75 | average |
| 7 | The teacher deals with students clearly and flexibly | 2.98 | 0.64 | average |
| The overall score for the teacher's behavior domain as a whole | | 3.39 | 0.66 | average |

**Table 5: Arithmetic mean and standard deviations of the effective educational elements and teaching process on the student's enhancement domain from the students' viewpoints in descending order following their arithmetic averages**

| *Rank* | *vertebrae* | *SMA* | *standard deviation* | *Degree* |
|---|---|---|---|---|
| 1 | The teacher praises students for their performance, not who they are | 3.54 | 0.54 | average |
| 2 | The teacher uses different complements | 3.50 | 0.55 | average |
| 3 | The teacher praises the students after their positive answers | 3.42 | 0.71 | average |
| 4 | The teacher praises the students objectively and honestly | 3.30 | 0.64 | average |
| 5 | The teacher praises the students after they gain knowledge | 3.26 | 0.59 | average |
| 6 | The teacher praises the students when they realize how successful they are in acquiring knowledge | 3.13 | 0.73 | average |
| The overall score for the area of student enhancement as a whole | | 3.35 | 0.62 | average |

**Table No. (6): Arithmetic mean and standard deviations of the effective educational elements and teaching process in the evaluation domain from the students' viewpoints, in descending order following their arithmetic means**

| *Rank* | *vertebrae* | *SMA* | *standard deviation* | *Degree* |
|---|---|---|---|---|
| 1 | The teacher gives space for the students to discuss in answering the examination questions | 4.11 | 0.56 | High |
| 2 | The teacher gives tests of varying degrees and grades in difficulty to the students | 3.90 | 0.71 | High |
| 3 | The teacher is keen to treat students with the same standards during exams | 3.82 | 0.59 | High |
| 4 | The teacher gives assignments and exams that require practical and theoretical skills for students | 3.46 | 0.62 | average |
| 5 | The teacher considers the student's attendance and participation in the class | 3.37 | 0.58 | average |
| 6 | The teacher explains the principles of marking during exams to the students | 2.77 | 0.63 | average |
| 7 | The teacher announces the students' grades clearly and publicly | 2.46 | 0.70 | average |
| The overall score for the evaluation domain as a whole | | 3.41 | 0.62 | average |

since each teacher builds his or her tests from his or her viewpoint. This study agreed with the studies of [12] and [27] since they showed that teachers' giving of gradually difficult tests leads to students' better understanding and learning. The researcher believes that giving the teacher a space for discussing questions, prepared for students, plays a key role in the evaluation process and is very important for students. Therefore, this result agreed with the study [21], which showed the positiveness of clarifying questions to students during exams because it leads to their understanding, awareness, and better performance.

## Summary of results for the first question:

Table (7) shows the arithmetic mean and standard deviations of the effective educational elements and teaching process on the study domains as a whole from the students' viewpoints. The response was average across all domains. The Arithmetic mean of the response ranged from (3.30) to (3.41).

Tables' (3, 4, 5, 6, 7) results showed that the degree of practicing the effective educational elements and teaching process on university students was average in all domains. The Arithmetic mean of the response were (3.41, 3.39, 3.35, 3.30) respectively. The total score for the domains as a whole was (3.36), which was also an average score.

Second: The results related to the second question of the study, which states: "Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the gender variable (male, female)? To answer this question, a (T-test) was used to show the differences between groups, as shown in table (8).

Table (8) shows the absence of statistically significant differences and the total degree in all domains that are

**Table 7: Arithmetic mean and standard deviations of the effective educational elements and teaching process in all study domains as a whole from the students' viewpoints following their arithmetic mean renunciatively**

| *Rank* | *domains of study* | *SMA* | *standard deviation* | *Degree* |
|---|---|---|---|---|
| 1 | Evaluation | 3.41 | 0.63 | average |
| 2 | teacher's behaviors | 3.39 | 0.66 | average |
| 3 | reinforcement | 3.35 | 0.62 | average |
| 4 | View content | 3.30 | 0.62 | average |
| The overall score for the domains as a whole | | 3.36 | 0.63 | average |

attributed to gender variable. This shows that gender has no clear impact on the students' evaluation of the degree to which faculty members practice the elements of the learning and teaching process. The researcher believes that teachers practice their work following similar educational plans and facilities for both genders, and thus the estimates were similar. The results agreed with the study [4] and [13] and [22]. They showed that there were no statistically significant differences because of gender variable. However, they differed from the study [15], which showed that there were statistically significant differences following gender variable and in favor of female teachers.

Third: The results related to the third question of the study: "Are there statistically significant differences at the significance level (α = 0.05) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the variable type of academic subject (humanities, scientific)? To answer this question, a test (T-test) to show the differences between groups, as shown in table (9).

**Table 8: The results of the "T" test show the differences between the effective educational elements and the teaching process from the students' viewpoints, being attributed to gender variable (males, females).**

| *the number* | *domains* | *male* | | *female* | | | |
|---|---|---|---|---|---|---|---|
| | | *SMA* | *standard deviation* | *SMA* | *standard deviation* | *T* | *signification* |
| 1 | Evaluation | 3.31 | 0.55 | 3.22 | 0.64 | 1.77 | 0.09 |
| 2 | teacher's behaviors | 3.37 | 0.53 | 3.31 | 0.67 | 0.69 | 0.41 |
| 3 | reinforcement | 3.23 | 0.57 | 3.18 | 0.79 | 1.52 | 0.08 |
| 4 | View content | 2.98 | 0.51 | 2.87 | 0.63 | 0.42 | 0.69 |
| Total marks | | 3.22 | 0.54 | 3.14 | 0.68 | 1.41 | 0.17 |

**Table 9: The "T" test results show the differences between the effective educational elements and teaching process from the students' viewpoints following the type of academic major variable (humanitarian, scientific).**

| *the number* | *domains* | *humanity* | | *Scientific* | | | |
|---|---|---|---|---|---|---|---|
| | | *SMA* | *standard deviation* | *SMA* | *standard deviation* | *T* | *signification* |
| 1 | Evaluation | 3.30 | 0.57 | 3.19 | 0.53 | 1.63 | 0.11 |
| 2 | teacher's behaviors | 3.31 | 0.50 | 3.30 | 0.50 | 0.62 | 0.44 |
| 3 | reinforcement | 3.37 | 0.62 | 3.22 | 0.68 | 1.58 | 0.12 |
| 4 | View content | 3.28 | 0.70 | 3.40 | 0.73 | 0.40 | 0.72 |
| Total marks | | 3.31 | 0.59 | 3.27 | 0.61 | 1.32 | 0.14 |

Table (9) shows the absence of statistically significant differences in all domains and the total degree, which are attributed to the type of academic major (humanitarian, scientific). This shows that the academic major type has no clear impact on the students' evaluation of the faculty members' degree of practicing the learning, teaching elements, and teaching process. The researcher said that teachers practice their work under the same conditions, following similar educational plan for the students' evaluations, whether they are for humanitarian or scientific subjects.

Fourth: The results related to the fourth question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the academic degree variable (diploma, bachelor's degree)? To answer this question, a test (T-test) to indicate the differences between groups, as shown in table (10).

Table (10) shows the absence of statistically significant differences in all domains and the total degree, which are attributed to the student's degree variable (diploma, bachelor). This shows that the academic degree has no clear impact on the students' evaluation of the faculty members' degree of practicing the learning process and teaching elements. The researcher believes that teachers are the same ones who teach students, whether they are at the diploma or bachelor's level, so students look at teachers with the same degree.

Fifth: Results related to the fifth question. The results related to the fifth question of the study: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which faculty members possess effective university teaching skills from the point of view of their students, which is attributed to the variable of academic level (first and second year, third year, fourth year)? To answer this question, a one-way analysis of variance (ANOVA) test was used. Table (11) results show the arithmetic averages. Table (12) shows the results of the one-way analysis of variance.

Table No. (11) shows the absence of statistically significant differences in all domains and the total score following the student's academic level variable.

Table (12) shows the absence of statistically significant differences at the significance level ($\alpha = 0.05$) in the effective educational elements and teaching process from the university students' viewpoints. They are attributed to the student's academic level variable (first and second year, third year, fourth year). This shows that the academic level has no clear impact on students' evaluation of the extent to which teachers practice the effective educational elements

**Table 10: The "T" test results indicate the differences of the effective educational elements and teaching process from the students' viewpoints that are attributed to the student's degree variable (diploma, bachelor's)?**

| *the number* | *domains* | *diploma* | | *Bachelor* | | | |
|---|---|---|---|---|---|---|---|
| | | *SMA* | *standard deviation* | *SMA* | *standard deviation* | *T* | *signification* |
| 1 | Evaluation | 3.33 | 0.74 | 3.30 | 0.64 | 1.71 | 0.15 |
| 2 | teacher's behaviors | 3.29 | 0.71 | 3.34 | 0.63 | 0.73 | 0.43 |
| 3 | reinforcement | 3.30 | 0.53 | 3.28 | 0.70 | 1.61 | 0.17 |
| 4 | View content | 3.22 | 0.66 | 3.24 | 0.68 | 0.46 | 0.65 |
| Total marks | | 3.28 | 0.66 | 3.29 | 0.66 | 1.43 | 0.17 |

**Table 11: Table (11) shows the arithmetic mean of the effective educational elements and teaching process from the university students' viewpoints. They are attributed to the student's academic level variable (first and second year, third year, and fourth year).**

| *the number* | *domains* | *First and Second Years* | *Third Year* | *Fourth Year* |
|---|---|---|---|---|
| 1 | Evaluation | 3.21 | 3.29 | 3.30 |
| 2 | teacher's behaviors | 3.25 | 3.28 | 3.31 |
| 3 | reinforcement | 3.30 | 3.29 | 3.28 |
| 4 | View content | 3.32 | 3.37 | 3.31 |
| Total marks | | 3.27 | 3.30 | 3.30 |

**Table 12: The results of the (One Way ANOVA) analysis show the differences between the effective educational elements and the teaching process from the university students' viewpoints. They are attributed to the student's academic level variable (first and second year, third year, and fourth year).**

| *the number* | *domains* | *Contrast source* | *Sum of square deviations* | *degrees of freedom* | *mean deviation* | *q calculated* | *sign** |
|---|---|---|---|---|---|---|---|
| 1 | Evaluation | between groups | 0.075 | 3 | 0.41 | 0.071 | 0.86 |
| | | within groups | 63.08 | 88 | 0.69 | | |
| | | Total | 63.17 | 90 | | | |
| 2 | teacher's behaviors | between groups | 0.267 | 3 | 0.154 | 0.197 | 0.667 |
| | | within groups | 30.794 | 88 | 0.421 | | |
| | | Total | 31.315 | 90 | | | |
| 3 | reinforcement | between groups | 0.435 | 3 | 0.354 | 0.314 | 0.691 |
| | | within groups | 72.789 | 88 | 0.694 | | |
| | | Total | 73.257 | 90 | | | |
| 4 | View content | between groups | 0.794 | 3 | 0.468 | 0.264 | 0.719 |
| | | within groups | 778,531 | 88 | 0.702 | | |
| | | Total | 79,294 | 90 | | | |

| *the number* | *domains* | *Contrast source* | *Sum of square deviations* | *degrees of freedom* | *mean deviation* | *q calculated* | *sign** |
|---|---|---|---|---|---|---|---|
| Total | | between groups | 0.250 | 3 | 0.89 | 0.257 | 249 |
| | | within groups | 36.848 | 88 | 0.403 | | |
| | | Total | 37.248 | 90 | | | |

and teaching process. The researcher believes that students in the first four years of university are subjected to the same conditions; especially in their evaluation of teachers, to the extent to which the effective educational elements and teaching processes are practiced. Therefore, there were no statistically significant differences between the different years. This result agreed with the results of [5] and [8] and [11] and [17] and [24] and [26]. These studies' results indicated that there were no statistically significant differences in the practice of the effective educational elements and teaching process, following the student's academic level variable.

## Recommendations

Considering the study objectives and results, the researcher recommends

- Relying on the study domains and their items in determining the effective educational
- lements and teaching process, preparing, and motivating teaching materials at the university level.
- The need to consider the results of this study for the evaluation process of faculty members in universities.
- It is necessary to use the study results to prepare the faculty members in universities and qualify them well in line with the principles of continuous professional development.

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