Achieving Comprehensive Quality in Higher Education Institutions According to the Performance Competencies of University Teaching Staff

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Abstract

The ongoing criticism of higher education institutions for producing low-quality work that does not meet the demands of the job market led to the introduction of the Total Quality Assurance Concept in these institutions. A member of the teaching staff, or faculty, is a crucial cog in the wheel of higher education's declared mission. To evaluate his teaching profession in light of the requirements of the century and become an input to attain quality assurance in Higher Education, he must limit his tasks, responsibilities, and competencies that should be found in a faculty. This poses a problem that could influence society's construction. That is why we set out to address these questions in our research:

➢ What are the roles of a faculty member and his tasks that should be performed at University?
➢ How can faculty members be involved in ensuring quality in institutions of higher learning?
➢ How did the reasons and procedures used to establish faculty professions impact the assurance of quality in higher education?

The analytic descriptive method of research is applied in introducing the concepts, experiences, studies and attitudes in this respect and fulfill the answer to the three afore posed questions. As for the first question, the many responsibilities of faculty members are laid out in response, along with the skills that should be present in a academics to successfully carry out his responsibilities. For the subsequent question, it's clear that the programs, curricula, teaching staff, university buildings, student support, evaluation procedure, and feedback make up Total Quality. The relationship among these criteria and the faculty effect the performance development in their institutions, and this will help them to reach beyond their traditional skills and tasks in their job and achieve quality assurance and provide funding resources for the institutions.

In response to the third question, it is found that faculty development should be built on a strategy plan taking into account the effecting factors, involving faculty in planning the training programs to meet their needs and funding, and emphasizing the importance of training as a promotion prerequisite for the faculty. In the light of these findings, suitable conclusions and recommendations are put forward in terms of developing faculty teaching performance and achieving Total Quality.

Keywords: - Comprehensive Quality , Performance Competencies , University Teaching Staff.

I. INTRODUCTION

The duties and responsibilities bestowed upon university faculty members reflect the very heart of what it means to provide a high-quality education, and as such, they are believed to play a pivotal and fundamental part in this endeavor. Especially since achieving quality is organically linked to the culture of quality, developing teamwork, and spreading the leadership spirit, given that comprehensive quality in itself is an intellectual revolution that requires all officials to carry out their responsibilities to the fullest extent. Therefore, this study addresses the necessity of developing the professional performance competencies of faculty members as an entry point to achieving quality in higher education. It seeks to answer the following questions:

- What are the roles of a faculty member and the tasks he performs at the university?
- How do faculty members relate to the requirements for quality in higher education?
- How may enhancing faculty members' professional development contribute to higher education quality?

- What are the reasons for and methods of this?

There was a sea change in pedagogy, syllabi, and academic disciplines in the last 25 years of the 20th century. Several factors, including the great knowledge boom, rising demand for educational technology, and technological advancements in the classroom, contributed to this shift in higher learning. Aside from the fact that economic competitiveness in global marketplaces is dependent on the extent to which human knowledge can produce, the rise of new industries, globalization, and the formation of economic blocks have all contributed to a concentration of investment in the areas of knowledge and scientific research. Consequently, there is a greater need than ever before for higher learning to devote its full resources to human investment by creating new specializations that meet the needs of the times, enhancing human skills, and graduating human cadres with the ability to adapt to any change that may occur. We are living through it.

One of the most prominent challenges of this era is the issue of the quality of higher studies, which is now a problem for those in charge of higher education institutions. Many educational conferences at the global and regional levels took the initiative to raise this topic in order to draw the serious attention of those in charge of education to it, and this was confirmed at the UNESCO conference. What should governments and educational institutions do about the tyranny of quantity in higher studies in the twenty-first century? In particular, given the overwhelming demand for these institutions, there must be an ongoing effort to improve the scientific and professional abilities of university faculty (Abdel Dayem, 2000).

Although there is an interest in preparing faculty members, university education cannot overcome its problems without them. Consequently, we must work to improve their abilities so that they can fulfill their roles in an approach that is in line with current demands and contribute effectively to the achievement of high-quality education. Although it has been around for a while, its early days were characterized by sluggish progress and a concentration on colleges in the United States and Great Britain.

Interest in university professors dates back to the eighteenth century, when new needs for academic preparation arose as a result of advances in science, education, and psychology. Gliper made the astute observation that most university professors in the United States had not received the specialized training necessary to effectively teach their students. This, he said, is the primary cause of the dismal quality of university instruction in the country. American, British, Canadian, and French universities, as well as those in the Arab world (particularly in the Gulf nations, Egypt, Jordan, Algeria, and Iraq), have placed a premium on teacher skill development. (Per Morrisi, 2002).

Since individuals bear the primary responsibility for attaining high-quality higher education, efforts were focused on enhancing their skill sets. Edward A. Salies says, "Investing in people is built on the experience of successful institutions, where it has been confirmed that a motivated and skilled workforce is important for their success. Investors in people provide a methodology for developing employees in ways that help achieve the institution's goals, and the essential elements that must be achieved in a university in order to become a university." Investing in people, from his point of view, is:

- A firm resolve to help each person grow professionally so that the company can reach its objectives.
- The presence of a well-thought-out strategic plan outlining the organization's objectives and the resources to be allocated to effectively accomplish them.
- Conduct periodic reviews to train and develop employees on an ongoing basis.
- Assessing the return on investment (ROI) of development and training initiatives for staff members (Sales, 1999).

This study aimed to shed light on the significance of faculty performance competency development and its consequences for quality in higher education. It also highlighted the key techniques and methods that can be used in this field, with a focus on faculty members' renewable roles that align with current needs and trends. These roles should be evident in the educational outcomes that determine the level of education excellence.
The goals of the study are as follows:

- Clarifying the roles and tasks of the faculty member at the university,
- Elaborating on the criteria for excellent higher learning and how they relate to faculty members' responsibilities;
- outlining the ways in which instructors can enhance their professional growth and how it affects the standard of education

II. DEFINITION OF TERM

2.1 Performance Evaluation

It is intended to reach specific value judgments for university activities and programs through the use of some reference standards that help to understand and realize the relationship between the various elements of the evaluation. The evaluation is based on specific standards to which all components of university work that can be measured are subject, so that it enables. Through these criteria, the university's performance and its ability to advance its mission specified in its basic stated goals are judged. Quality is described as adherence to certain requirements or specifications, but the American National Standards Institute characterizes it as a collection of qualities and attributes of a product or service that enable it to fulfill particular needs. Total Quality in education refers to a comprehensive set of characteristics that accurately encapsulate the essence and status of education, encompassing all dimensions: inputs, processes, outputs, feedback, and the ongoing interactions that facilitate the attainment of universally suitable objectives.

2.2 Quality Control

It means a system that achieves desired levels in the product by examining samples of the product. Other dictionaries define it as supervising production processes to achieve the production of a commodity at the lowest cost and with the required quality in accordance with objective standards for the quality of production.

2.3 Standards

These are standards for comparison used to set goals and evaluate achievement. These standards may be the current levels of achievement in the institution (for example, the percentage of students who have completed the study of business administration). These standards may also be levels set by an external party or levels of achievement in an institution. Others are selected for comparison (for example, the number of research publications conducted by each full-time faculty member at such and such university).

2.4 Accreditation

The term denotes the comprehensive procedures and operations executed by the accreditation body to verify that the institution has fulfilled the qualitative standards endorsed by evaluation entities, whereas the Commission on Higher Education defines it as practices undertaken by an external entity, It is an accrediting body that supports analogous institutions in the sector by evaluating their applications for accreditation and enhancing their educational aims. It is a method employed by the educational community to self-organize and assess the quality and effectiveness of education, hence enhancing its credibility and diminishing external oversight. Faculty members refer to educators who perform instructional responsibilities, possess a master's degree or doctorate, and have an academic title such as professor, assistant professor, or instructor.

2.5 Study Method

The study adopts the descriptive analytical approach in presenting concepts, experiences, results of studies, and trends in this field.

2.5.1 First

Answering the first study question: What are the roles and tasks of a faculty member at the university?
Numerous researchers assert that there is a consensus regarding the university's primary tasks, which are confined to three principal areas:

- Education to prepare manpower.
- Scientific research.
- Community service. (Morsi, 2002).

These roles are predominantly allocated to faculty members, as they constitute the foundation of the university's operations; the institution cannot fulfill its functions and attain its objectives effectively without access to qualified human resources and requisite financial resources. Consequently, universities aim to delineate the tasks and responsibilities of faculty members. The teaching faculty is anticipated to fulfill their responsibilities either individually or collaboratively, so enabling the investment process in higher education institutions to attain its intended objectives (Matero et al., 2000). The faculty individual's job is fundamental to the establishment of the university, extending beyond mere instruction to shaping students' personalities through the academic programs and activities he diligently implements. It is important to highlight. The function of the faculty member differs based on the university's size, its responsibilities, and the variations in the systems its use to establish its philosophy and objectives. His responsibilities are focused on teaching, scientific research, writing and translation, and offering.

In addition , a staff member also exercises administrative roles through his participation in various committees at the university and providing advice to state institutions and students. McKenzie and his companions believe that a faculty member must have university teaching competencies, continue scientific research, pay attention to administrative matters, and write in his field of specialization and be able to play the role of mentor. He advises his students and provides consultations to government institutions (Hayawi, 1987).

Through reviewing many sources that dealt with the role of the faculty member, it became clear that his role towards himself was not addressed, and the researcher attributes this matter to the general understanding and mistake of the aura that dominates the faculty member after he obtains his doctorate degree, as there is no longer room for doubting his abilities. Therefore, the researchers classify the roles of the faculty member into the following main areas:

➢ His roles towards his students, which include teaching, evaluation, counseling and guidance, supervising students' research and studies whether in the first university stage or the following stages, facilitating and facilitating the learning process, and preparing educational materials and study guides.
➢ His roles towards the institution in which he works, including administrative processes, including participation in decision-making, policy-making, planning programs and plans, participation in meetings, committees and specialized bodies at the university, and representing the university or its colleges in official or popular forums.
➢ His roles towards the surrounding community include serving relevant institutions in the local community, spreading culture, providing consultations, conducting studies and research that address the problems that the community suffers from, strengthening the university's relationship with local community institutions, and activating the role of governmental and private institutions in serving university students.
➢ His roles towards himself, which include his endeavor to raise his level of qualification, and develop himself professionally through reading and research, participating in conferences, organizing visits, attending discussion circles, training courses, and exchanging visits with colleagues in other universities.
➢ It is important to acknowledge that these roles are mutually reinforcing, and it is evident that the responsibilities of faculty members are confined to teaching, scientific research, and community service. Given the ongoing scientific and technological advancements, as well as economic and political transformations globally, faculty members must serve as influential agents in society. Consequently, it is imperative for them to continually enhance their skills and fulfill their roles in alignment with contemporary demands.

Consequently, a faculty member must possess the personal, cognitive, and performance qualities necessary for effective role execution. Gouel says that the significance of the contemporary university educator has escalated in this century, since their function extends beyond only imparting knowledge to encompass broader contributions. To transform the educational system for effective and relevant education, the modern university educator must be dedicated to a society grounded in justice and equality, thereby striving to reinforce these values and disseminate knowledge and skills within the community" (Abu Nawar et al., 1990).

2.5.2 Second

Answer to the second study question: "What are the elements and standards of quality of higher education and their relationship to faculty members?"

Numerous initiatives have been undertaken by educational institutions in America and Europe to adapt the principles of comprehensive quality management from the industrial sector to the educational sector. Numerous institutions have endeavored to cultivate Stuart's industrial model, while educational establishments in both Britain and America have commenced the implementation of the Deming model in education. To enhance and modify educational conditions (Basiouni, 2001).

Consequently, numerous endeavors have been made to delineate the notion of quality within the educational system, including its components and standards; yet, the overarching objective of implementing the quality system continues to reflect the cumulative efforts of educational institutions as a whole. Some believe that the term "quality in education" refers to the overall efforts made by employees (professors and administrators) in the educational institution to raise the level of educational outcomes in a manner commensurate with the requirements of society. (Joely, 2001)

The elements of comprehensive quality mostly address programs, curricula, teaching staff, university facilities, administrative processes, student support and support, and evaluation and feedback processes. Considering the educational process as a system, comprehensive quality focuses on the inputs, processes and outputs of the educational system.

Therefore, it is believed that employees, including faculty members and administrators, bear the burden and responsibility for achieving comprehensive quality. Therefore, they hold the key to success or failure in achieving quality according to their culture, motivation, readiness, and belief in what they do. Doherty says that comprehensive quality management is "that every member of the organization, at any level, is individually responsible for managing the quality of his own processes that It contributes to the provision of the product or service" (Doherty, 1999).

Hence, quality represents a cooperative work in which employees engage and continuously use their talents, abilities, and creativity. Thus, total quality management is based on three basic components to ensure its success: participatory management, the use of work teams, and continuous improvement in operations (Ahmed, 2003).

Many researchers in the field of quality education in higher education have emphasized the role of faculty members, considering that they are a target element in the quality system.

They bear the task of meeting several educational quality criteria as they are the most significant representatives. The quality of inputs, determined by their roles, directly influences the quality of the outputs. Farman asserts that the quality criteria pertaining to the teaching personnel should concentrate on:

❖ Faculty testing standards include:
- Their qualifications and level of preparation.
- Their experiences.
- Their scientific production.
- Their skills.
❖ The availability of their development requirements.
❖ The method of monitoring their performance. This requires determining which of the following areas need to be monitored: teaching methods, the method of providing students with feedback, the method of monitoring learners' progress, the method of conducting examinations to ensure that the educational program meets the needs of the learner, the method of evaluating learners, and the type of contents of the records that are kept by Faculty members (Ferman, 1995).

While others believe that the quality of faculty members is also related to their education and promotion procedures, the extent of their contribution to community service, and the effectiveness of their participation in scientific committees and bodies. (Salama et al., 1997).

This is why we see that the quality standards of higher education begin with faculty members in many of the models adopted by universities, and Kogi believes that "quality cannot be enhanced through regulations and laws but through professional commitment." (Naidoo, 2002).

In higher studies, there are a number of quality guidelines that pertain to the faculty, such as:

- The level, reputation, and fame of the academic and administrative body.
- Ratio of students to faculty members.
- Academic body record at the university.
- The accessibility of faculty members to accommodate the university's diverse programs and areas of expertise.
- How much faculty members value their students' opinions and ideas.
- How many professors work full-time.
- How well-educated the teachers are.
- The number of committees, councils, and professional and scientific organizations in which faculty members are actively involved.

- The faculty members' scholarly output, including the kind of study and research they do for the benefit of the institution and the surrounding community (Abu Fara ,2003).

The significance of instructors in attaining quality is demonstrated here. Here, Goupe thinks that higher education officials have a challenge in achieving educational quality; how much of an impact this has on teaching staff is directly related to how seriously they take quality into consideration, since they are factors affecting the growth of performance in their respective departments. Because of this, they are able to broaden their horizons beyond their usual job responsibilities and excel in areas such as program management, quality assurance, strategic planning, and generating revenue for their employers through consulting and research (Naidoo, 2002).

Likewise, the British model BS5750 emphasizes the significance of faculty skills in its eighth part. Farman states that it is often not possible to specify many of the specifications of service operations in detail, but quality assurance can be done through selecting and developing teaching staff. (Ferman, 1995).

It is evident from the foregoing that faculty members are directly related to the quality of higher studies The most crucial component in attaining comprehensive excellence is their involvement and the tasks they do both inside and outside of the university.

2.5.3 Third

Answer to the third study question: "What are the justifications and means of professional development for faculty members and its impact on quality in higher education?"

Given the rapid growth of information, advancements in communication, the rise of globalization, educational reform efforts, and new studies and research in the field of education, it is crucial to train teaching bodies that can adjust to these changes. This is particularly important now that administrations at universities recognize the importance of performance evaluations. Members of the faculty are integral to the academic community and the university's standing in the community. Because most universities base faculty evaluations on three primary areas—teaching, scientific production, and performance in activities—faculty individuals hold the firm belief that the university's reputation is derived from their high status and high performance in these areas. Others inside and outside the university. That is according to (Al-Makhlafi 2002).

Thus, it is essential to provide instructors with training so they can enhance their talents. The introduction of quality in education has heightened the urgency of the need for conditioning. This is because training programs aim to help individuals and groups in colleges, departments, and course preparation teams gain a better understanding of their work, grow in their perspective on it, and adapt to the constant changes and transformations in the field. Perpetually embracing change can pose risks to individuals, organizations, and society as a whole. Consequently, the most important signs for faculty growth include gaining a critical knowledge, which will allow them to assess change, think about its purposes, and either fully implement or make necessary adjustments to it. (Parington et al., 1997).

The third study question will be answered according to the following main axes: Firstly: Justifications for professional development for faculty members.

In the middle of the last century, universities in the United Kingdom, the United States, and a few other European nations began to implement professional growth initiatives for faculty members after realizing its significance in developed nations. In addition, several developing nations experienced.

Arabic universities across Egypt, the Gulf nations, Iraq, Jordan, and Algeria saw the need for it in the 1970s and 1980s. According to Onishkin, there are a number of reasons why there is a worldwide interest in enhancing the abilities of university faculty members, and the professional growth of instructors was not only a reaction to personal intentions but also a result of many of these factors (Grew, 1996).

❖ Technological development and its implications on the educational process, in terms of employing information and communication technology and learning and teaching techniques. Information and computer technology have radically affected education systems and methods, which required helping students acquire the skills of self-learning, cooperative learning, and distance learning, in addition to increasing attention to the professional growth of faculty staff in order to improve the effectiveness of educational outcomes (Madani, 2002).

The change that occurred in the roles of faculty members. The development of communication technologies and the multiplicity of learning sources led to fundamental changes in the requirements of the educational situation in terms of means of transferring knowledge and the roles of faculty members, which were transformed from traditional roles that considered the teacher merely a transmitter of knowledge to a facilitator and Despite this, he is a facilitator, guide, and mentor to his students , Research has shown that the majority of Western university professors do not have formal training in classroom instruction; sadly, the same is true in Arab colleges.

In this regard, Paul Clapper, says, "The main reason for the inefficiency of teaching in our universities and colleges today is not the large numbers of students, nor the lack of experience of the teaching staff, the length of the university day, or the load of teaching work. These are all supplementary factors, but the primary cause of ineffective university teaching and the undermining of educational initiatives is that faculty members are not teaching anymore. We have put our faith in the old adage that excellent teachers are born, not made, and this is probably the most crucial reason for this (Morsi, 2002).

Robert Making notes that professors at universities have always taught their students the way they themselves learnt, without providing students with the chance to apply their intellects to new situations, hence teachers should be ready by participating in professional development courses (Ali ,2002). Therefore, it is necessary to organize professional growth initiatives based on effective training for the purpose of professional development of teaching instructors so that they can vary teaching approaches and apply educational technologies.

❖ The lack of sufficient numbers of qualified university professors in various specializations, compared to the high percentage of teachers who are new to teaching, and this group lacks the skills and experience necessary to exercise their roles effectively.

❖ Cognitive growth in all specializations and fields, which requires the faculty member to follow up on scientific developments in his field of specialization, considering this a necessity to improve teaching competencies.

❖ The firm belief among university instructors that continuous professional development is crucial for their success in the classroom.

❖ Worldwide, the need for faculty members with a wide range of qualifications and areas of expertise has grown in recent decades due to the rising number of students enrolled in higher education programs.

❖ The challenge of quality in higher education. Achieving quality in education has become a challenge facing officials of higher education institutions (Naidoo, 2002).

The quality of education, according to some, is just as important as the availability of funding when it comes to the problems that universities and colleges face today, particularly those in the Arab world (Al-Hawat, 2002).

Consequently, if we want to see higher education become more efficient and of higher quality, we need to invest heavily in both teaching and research, create strategies to improve faculty performance and credentials over the long term, fund training scholarships, and lay the groundwork for collaborative partnerships with leading universities (Morsi, 2002).

Therefore, professional development constitutes a basic requirement for providing an appropriate climate for a culture of quality that is reflected in caliber, taking into consideration its importance in providing a suitable basis for employing quality processes, in addition to bringing about intellectual and practical changes that classify the total quality management system. (Mustafa & Al-Ansari, 2002).

All of the above highlights how seriously the quality issue takes the influence on faculty professionals' professional growth. This is particularly true given that quality necessitates a shift in perspectives, responsibilities, levels of performance, and relationships within the workplace. Giving professors the information, tools, and mindset they need to do their jobs well is one of the primary goals of professional development programs and the principles.

Therefore, we should be keen on the professional growth of faculty instructors as they are tools to achieve the goals of universities. They constitute the most important inputs to the educational system, and based on their performance levels, many educational outcomes are determined.

secondly. Professional development for faculty members: its means, conditions for success, and its impact on quality in higher education:

Higher education institutions in several Arab nations, as well as those in the United States, Canada, Australia, and Europe, have made significant strides in recent years to improve the professional competence of their teaching staff. To that end, universities in these nations have set up specific centers to help instructors grow professionally. These centers are responsible for developing, launching, and assessing various development initiatives. Professional in the fields of teaching methods and the use of educational technologies, Measurement and evaluation, the role of the faculty member in raising the level of his students' achievement, and the requirements of the university teacher's advisory roles, in addition to administrative areas, the use of computers and other topics (Grio, 1996).

These centers have started to take on more meaningful roles as higher studies moves towards quality, particularly when quality is, according to the opinions of the early pioneers, led by Deming, requires the need to pay attention to professional development because it constitutes a basic requirement for achieving quality, so that it is done through training to create opportunities. To make the most of the efforts of employees at various levels, Calling for work to design a strong program for education and training in order to keep pace with developments and developments that lead to developing performance levels. (Mustafa & Al- Ansari, 2002).

In most cases, faculty instructor's growth opportunities have concentrated on: 1_ Self-development based on the personal efforts of the faculty member through reading and listening to seminars and lectures, attending conferences and discussion panels, conducting studies and research, and writing and translating (Morsi, 2002).

Third. Institutional development: This is the development that is planned and supervised by a specialized unit in the educational institution, which can employ continuous training courses, workshops, discussion panels, hosting visiting professors, and exchanging visits and research contributions. Training is considered the most important means of professional development.

It is defined as "a dynamic process that aims to bring about changes in the information, experiences, behavior methods, and attitudes of trainees in order to enable them to exploit their potential and latent energies, in a way that helps raise their competencies in carrying out their work in a regular manner and with high productivity" (Al-Taani, 2002).

Consequently, training is seen as a tool rather than a goal with the objective to improve the skills of college employees, particularly those who have committed to quality work. This is because training represents one of the components that employees bring to the table, and faculty members are the ones who lead the charge in this endeavor. Professionally, instructors, particularly those responsible for evaluation and control, lack substantial and ongoing professional development opportunities. Maybe the training they receive, how well it works, and the amount of it all contribute to excellent evaluation methods and improved ways to train teachers. (Partington et al., 1997) Consequently, universities that prioritize quality must meticulously plan a program Staff employees receive ongoing instruction from instructors. That is especially true because fostering a quality culture is the starting point for every effort to achieve quality.

Deming and Other Quality Science Pioneers Crosby had stressed in their works the need of a quality culture as a prerequisite to giving the institution a chance to succeed in its attempts to raise the bar for education (Taiyara et al.,2003). Only through training is this to be accomplished. Therefore, training should center on meeting present and future skill demands. What ought to be learned in terms of conduct, opinion, value, and attitude is determined by one's personal and professional qualities. Thus, high-quality programs recognize the difficulty of changing long-standing habits. Achieving success, however, requires continuous training that is centered on the organization's primary needs (Dayan & Griggs, 1995).

Marsh pointed out that it has been proven by experience that those who wanted change and self-development are the ones who excelled in comprehensive quality, and he stressed that comprehensive quality requires that individuals challenge their previously accustomed ways of working and assumptions, and therefore movement towards the goal is based on a stable foundation. From administrative leadership, training, exercise and strong encouragement of individuals to apply their knowledge on a sound basis (Marsh, 1999).

Everyone knows that teachers need to take part in professional development if they want to see a noticeable improvement in the education of pupils, and that the quality of education as a whole can only be raised by the people who teach. According to Patricia and B. Brown, quality concerns should be at the center of growth for educators, and vice versa. By bringing these two aspects together, they believe that a substantial improvement in student learning can be achieved (Partington,et.al,1997).

Grafth was a supporter of this relationship, as he considered that the focus in quality assurance should be on the "customer", the employees and their needs, continuous planning, and setting specific, measurable results. Therefore, achieving quality assurance requires a system with good dissemination and a culture that encourages Excellence. (Naidoo, 2002).

Staff development, in Willson's view, is all about improving quality, and training and development as a whole aims to raise the bar and boost efficiency. Education, research, and community involvement are all ways in which employees grow professionally, and they all help push the quality mission forward. According to Al-Mikhlafi, numerous studies have demonstrated a favorable relationship between competent teaching, student accomplishment, and teaching competencies (Al-Mikhlafi, 2002). According to (Hijazi & Al-Tamimi ,1996), there are multiple academic axes that can be used to manage the educational results we desire and accomplish high-quality higher education. On one hand, we have the selection of teachers, students, and administrators; on the other hand, we have ongoing training, the upkeep of study programs, and the provision of food. Consider administrative and budgetary considerations alongside scientific research review and planning (Naji, 1998).

(Farrugia,1996) believes that training university lecturers gives them a high sense of independence, which leads to academic achievements. University instructors shouldn't be scared to affirm excellence since, with the right goals in mind, it can only help them rise in the ranks of their profession by drawing attention to the value they provide to teaching and research.

This, of course, confirms that professional development for employees represents the main link between employees and quality because it provides the foundations for ensuring it through a culture of quality, improving performance, raising the level of belief in goals, and enhancing the sense of responsibility in achieving them, while emphasizing the spirit of teamwork.

The following key elements highlight the various ideas that should underpin the development process for faculty individuals' professional growth if it is to accomplish its goals:

➢ A flexible strategic plan should underpin the development process, including all impacting elements, development entitlements and requirements, and the desired outcomes. Therefore, the general training policy for professional development should be based on the following assumptions:

- Considering training as an integral component of management quality.
- Training should lead to continuous improvement in the performance of individuals and the institutions in which they work.
- Assuming that all employees have the right to get training from the company.
- Organization-specific training is essential.
- Taking into account the multiple forms and means of training (John and Matthias, 1999).

➢ That faculty members be involved in planning and selecting the training programs that should be provided by the educational institution (Hayawi and Hagras, 1996).

➢ The development process should be characterized by continuity, so that development programs stem from the principle of lifelong learning.

➢ The training adequately addresses the actual requirements of instructors. Training requirements are defined as a set of indicators that show how individuals are not performing up to their desired standards, which leads to deficiencies in their knowledge, abilities, and skills as well as their behavior and tendencies. Regarding this matter, it was proposed (Beethes, 1994) that many sources be used to ascertain the training requirements of faculty members, including:

- Asking many questions to the target group.
- Benefiting from feedback from the field.
- Meetings and meetings with faculty members.
- Participation of the teaching staff in planning and implementing development programs.
- Using questionnaires.

And regulations for evaluating faculty members, through which data of importance and impact on development can be obtained (Naidoo, 2002).

➢ Organizing courses for professional development through the provision of private financial resources.

Financial incentives should be provided to the participants, and many researchers considered it necessary to consider training as one of the requirements for the promotion ladder in universities or for transferring from a teacher position to a high administrative position. The effectiveness of a faculty member does not depend on academic qualification and securing buildings, facilities, and learning resources, but rather it should be accompanied by This is a comprehensive system for the professional growth of faculty instructors (Al-Fawarea, 1991). Abdel Dayem says, "How can these professors play a double role in renewing others and developing other frameworks if they themselves do not possess the means to renew themselves? Perhaps what confronts us in this regard is the belief of faculty members that they do not need the best knowledge and preparation and that they possess the maximum amount of knowledge." And among the experiments he called, this is the

killing of every scholar." (Abdel Dayem, 2000). As a result, training should be mandatory for faculty members and included in the promotion process so that he may be taken seriously and has credibility.

➢ Disseminating the culture of development and clarifying the relationship between it and the growth of education, the growth of the institution, and achieving quality.

➢ Adopting clear strategies to evaluate the benefits of investing in professional development processes.

➢ Plan programs for continuing education for professionals that are credible and recognized as appropriate and necessary for all employees in higher education institutions.

III. CONCLUSIONS

Based on what was presented above, the researcher summarizes the following basic conclusions:

➢ Since the inception of quality assurance in higher education, universities have recognized the importance of investing in their faculty members' professional development. This demand has grown in recent years, prompting the establishment of professional development centers within universities. The training has resulted in, drawing from the experiences of numerous American, British, and Arab colleges:

- Generating positive attitudes towards quality.
- Enhancing faculty members' self-confidence.
- Emphasis on professionalism in higher education.
- Improving one's abilities as a teacher and in the creation of instructional materials.
- Encouraging the utilization of communication and educational technology.
- Enhancing the sense of self and national responsibility.
- Strengthening the spirit of cooperative (collective) work.
- Emphasizing the role, importance and necessity of professional development at the personal and institutional levels.
- Contributing to unleashing individuals' energies and abilities and improving their level of job satisfaction.
- Developing faculty members' skills in administrative and student support fields.

➢ The areas of development of teaching staff in many universities around the world included topics such as teaching methods, quality, evaluation methods, computers and the Internet, statistical analysis, writing and translation, advising and directing students, using and employing educational technologies, scientific research, evaluating research, and supervising study students. Higher education, in addition to administrative topics related to the roles of faculty members.

➢ Faculty advancement is clearly not a goal in and of itself., but rather a means to modify ideas and develop teaching and learning in order to achieve comprehensive quality, as it should appear in meeting the needs and aspirations of the beneficiaries, whether they are learners, institutions, or the local community.

➢ The professional advancement of faculty instructors reflects positively on the standards of quality and its fields in higher education to the extent that the development has had an impact on the information, skills and attitudes of those targeted, and not merely by attendance, considering that it is a formal administrative requirement. Consequently, the following components represent the training of instructors on educational quality:

- Personality: Regarding the development of a functional sense of morality and self-confidence, an optimistic orientation toward a culture of excellence and standards, an increased feeling of personal accountability, faith in the power of collaboration and its impact on success, and so on.
- Teaching: This element relates to diversifying teaching methods, accepting and practicing feedback, using educational techniques, and developing intellectual and competitive skills among students.
- Evaluation: It includes focusing the evaluation methods on higher mental goals.
- Guiding and guiding students.
- Producing educational materials according to quality specifications, including academic curricula, media, study guides, etc.
- Scientific research, in terms of research design, supervision of graduate students, research evaluation, and statistical analysis.
- Administrative operations: entrusted to faculty members in terms of preparing student records, participating in meetings, managing departments or colleges, planning and providing consultations.

3.1. Recommendations :

The researcher concludes from the foregoing that faculty instructors urgently need chances for professional growth in order to meet the challenges posed by the educational system and the changes taking place around it, especially the quality challenge. Professional development programs aim to equip faculty members with the information, abilities, values, and attitudes necessary to fulfill their roles and responsibilities in ensuring a high-quality education for students. To achieve this goal, it is crucial for higher education institutions to foster a development culture among their employees, while also carefully determining the most appropriate means to support this process. The following suggestions have been put up by the researchers in this area:

- Establishing professional development centers for workers in higher education institutions.
- Adopting participation in development courses as a condition for academic promotions in universities.
- Disseminating a culture of quality and professional development among employees.

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