

Professional Skills of Faculty Members and Comprehensive Quality Standards from the Perspective of Female Graduate Students

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Abstract:

The purpose of this study is to produce a list of professional competencies for faculty members in educational specializations based on standards of total quality assurance. It also uses female students' perspectives to know about the extent of quality in the teaching performance of the faculty members at the College of Education at Imam University.

A total number of 122 female graduate students from the College of Education majoring in educational administration, curriculum and teaching methods, education principles, and Islamic education, have participated in the study. The study addresses professional competencies associated with personal characteristics and human relations, knowledge in specialization, teaching delivery, motivating and assessment and reinforcement.

The most significant results of the study revealed a high level of standards associated with personal characteristics and human relations, knowledge in specialization, and teaching delivery in the performance of the faculty. However, the study revealed a lower level of standards associated with motivating and assessment and reinforcement, most of which represent the standards advocated by recent trends in teaching that call for the use of technology, using questions to trigger thinking, and providing feedback, all of which are considered very important to achieve total quality.