



الجامعة الإسلامية بالمدينة المنورة
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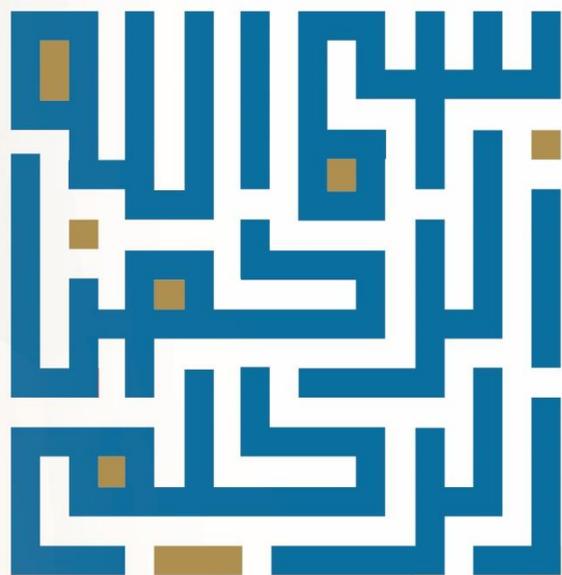




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البحوث المنشورة في المجلة
تعبر عن آراء الباحثين ولا تعبر
بالضرورة عن رأي المجلة

جميع حقوق الطبع محفوظة
للجامعة الإسلامية



قواعد وضوابط النشر في المجلة

- أن يتسم البحث بالأمانة والجدية والإبتكار والإضافة المعرفية في التخصص.
- لم يسبق للباحث نشر بحثه.
- أن لا يكون مستلاً من بحوث سبق نشرها للباحث.
- أن يلتزم الباحث بالأمانة العلمية.
- أن تراعى فيه منهجية البحث العلمي وقواعده.
- أن لا تتجاوز نسبة الاقتباس في البحث المقدم (25%) .
- أن لا يتجاوز مجموع كلمات البحث (12000) كلمة بما في ذلك الملخصين العربي والإنجليزي وقائمة المراجع.
- لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
- أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA) الإصدار السادس، وفي الدراسات التاريخية نظام شيكاغو.
- أن يشتمل البحث على : صفحة عنوان البحث ، ومستخلص باللغتين العربية والإنجليزية، ومقدمة ، وصلب البحث ، وخاتمة تتضمن النتائج والتوصيات ، وثبت المصادر والمراجع ، والملاحق اللازمة (إن وجدت).
- يلتزم الباحث بترجمة المصادر العربية إلى اللغة الإنجليزية.
- يرسل الباحث بحثه إلى المجلة إلكترونياً ، بصيغة (WORD) وبصيغة (PDF) ويرفق تعهداً خطياً بأن البحث لم يسبق نشره ، وأنه غير مقدم للنشر. ولن يقدم للنشر في جهة أخرى حتى تنتهي إجراءات تحكيمه في المجلة



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شرح التباين في مدى تطور أعضاء هيئة التدريس
عبر مستويات البديهة الوظيفية والاستعدادية
للمشاركة في التعليم عن بعد
(دراسة تطبيقية سعودية)

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بالجامعة الإسلامية في المدينة المنورة



المستخلص

تهدف الدراسة إلى شرح الاختلاف في مستويات تطور أعضاء هيئة التدريس عبر متغيرين مستقلين هما مدى توظيف عضو هيئة التدريس لممارسات التقدير وحرية التصرف الوظيفي ومدى استعدادية عضو هيئة التدريس للمشاركة في بدائل التعليم المعاصرة مثل التعليم عن بعد. واتبعت الدراسة المنهج التقليدي الكمي للبحث العلمي وذلك بهدف الوقوف على آثار المتغيرين المستقلين على متغير الدراسة.

وقامت الدراسة على مجتمع بيانات أعضاء هيئة تدريس بالجامعات السعودية وذلك لأهمية متغير الدراسة بالنسبة لرؤية ٢٠٣٠ فيما يتعلق بصياغة سياسات التعليم الحديث وإثراء رأس المال البشري والتركيز على جودة وتنافسية أعضاء هيئة التدريس.

وقد خلصت الدراسة إلى تقدير معاملات تغير ذو دلالة احصائية عند مستويات الشك التقليدية بقيمة ٢,٢٦ في حالة البديهة الوظيفية بقيمة ١,٢ في حالة اتباع ثقافة التعليم عن بعد.

كلمات افتتاحية: مستوى تطور عضو هيئة التدريس، ممارسات التقدير وحرية التصرف الوظيفي، الاستعدادية، مشاركة عضو هيئة التدريس في بدائل التعليم المعاصر، التعليم عن بعد.

Introduction:

Faculty development, a quality that contributes to fostering faculty knowledge, skills, and professional competence in different educational settings (Light et al., 2009; Steps, Coertjens, & Van Petegem, 2010; Steinert et al., 2006), has taken on increased global importance over the last two decades. Covering all instructional quality, curriculum development, and assessment improvement activities to enhance faculty teaching and student performance (McLean, Cilliers & Van Wyk, 2008), faculty development varies significantly concerning scope, operation, and purposes. It can also be realized in various ways. On the one hand, faculty development can be achieved through one-on-one sessions in which new faculty are coached on specific topics and have their individual professional needs addressed. On the other hand, faculty development can also be realized through the implementation of short workshops on learning and teaching strategies, instructional effectiveness, or technology integration for all faculty members who are to teach (Condon et al., 2016). Though these methods, among others, can increase faculty development, they hold limited effectiveness for assessing current faculty development levels. Such an assessment demands a more comprehensive yet pragmatic view of faculty development consisting of faculty practices oriented toward preparing for the future (Steinert et al., 2016). This view allows for a concrete characterization of faculty development based on observable and measurable variables .

This study seeks to advance such a concrete characterization of faculty development by assessing its relationship with two qualities: discretion, defined as a faculty member's exercise of discretion and professional judgement, and online willingness, defined as a faculty member's openness to a paradigm shift attaching increased importance to

interactive and online education. To conduct such an assessment, the study follows a traditional scientific paradigm centering on a quantitative analysis specifying faculty development regarding the extent to which faculty members exercise discretion and employ interactive online education activities. By shedding light on the relationship of faculty discretion and online willingness to faculty development in Saudi higher education, the study contributes to the literature in a fashion particularly relevant in the context of the importance Saudi 2030 vision places on education, advanced technology, and human capital.

The balance of this discussion reviews the relevant literature, identifies the current study's hypotheses, outlines the procedures and results of the empirical research, and offers concluding remarks.

Significance of the Study:

The objective of this study is to endogenously specify the level of faculty development in Saudi higher education by understanding the respective impact of two exogenous variables [1] faculty discretion and exercise of professional judgement (discretion), and [2] faculty openness to a paradigm shift that revolves around interactive and online education (online willingness). The study choice of a comprehensive and pragmatic view of faculty development in terms of the level of faculty members' preparedness for the future allows for a robust characterization for faculty development based on observable and measurable variables, and so investigating the impact of faculty discretion and online willingness on the level of faculty development. Furthermore, the study contributes to the contemporary literature by shedding light on the roles of faculty discretion and online willingness in a Saudi higher education setting. This is

particularly relevant given the importance that Saudi 2030 vision places on education, advanced technology, and human capital .

Objectives of the Study:

In the light of the preceding discussion, the study has two main objectives:

1–Reporting a statistically significant parameter estimate that purports to the difference in the level of faculty development between the two types of faculty members separated by the exercise of discretion and professional judgement while holding constant online willingness.

2–Reporting a statistically significant parameter estimate purports to the difference in faculty development between the two types of faculty members separated by online willingness while holding constant the level of discretion and exercise of professional judgment.

Literature Review and Hypothesis Development:

Literature Review:

Faculty development holds enormous importance concerning the success of the educational enterprise, as developed faculty tend to make more appropriate use of good instructional strategies, interact better with students, utilize collaborative, inquiry-based, and problem-solving learning techniques more effectively, and employ best practices in building curriculum and selecting assessments (Gülbahar & Adnan, 2020). In addition, developed faculty inspire satisfaction among administrators, the community at large and, perhaps most importantly, among students (Elliott & Oliver, 2016; Perez, McShannon, & Hynes, 2012). McShannon and Hynes

(2012) report a respectable 7.9% increase in students' overall academic achievement and 4% improvement in overall student retention after the formalization of faculty development, improvements likely related to developed faculty members' predilection for employing empirically well-supported learning methods to enhance student engagement, collaboration, and performance (Condon et al., 2016). Student benefits stemming from engagement with developed faculty extend well beyond the classroom, as well: Phuong, Cole, and Zarestky (2018) document that developed faculty play an effective role not only in improving student academic performance but also in enhancing their personal development and post-graduation employment outcomes.

Though faculty development has been a concern since the inception of modern education, the formal roots of its increased contemporary importance can be traced to the 1970s. Up until the 1970s, conventional thinking equated the quality of an educational setting with the content knowledge of its faculty members (Kamel, 2016). As a result, most universities recruited faculty members based on their content knowledge rather than their competence in teaching, which later resulted in increasing criticism of educational institutions for poor instructional quality and deteriorating student academic performance (Gruppen et al., 2003). Together with the conditions that inspired it, such criticism led to the initiation of formal faculty development in the 1970s (McLeod & Steinert, 2010). For example, Gaff (1975) emphasized the need for development programs to augment faculty members' skills in teaching, communication, and the design of advanced curricula. Similarly, Stritter (1983) called for individual consultations with faculty members to enhance their teaching competence and augment the collaborative educational setting overall.

Starting in the 1970s, many universities and faculty began to use behavioral models to evaluate course objectives, lectures and outcomes (Condon et al., 2016). Writing clear objectives, course materials and validated assessments came to be identified as skills possessed by well-developed faculty members (Steinert et al., 2016). The 1980s saw the behavioral influence of the previous decade supplanted in favor of a cognitive framework placing learning at the center of initiatives (McLean, Cilliers & Van Wyk, 2008), a shift followed in the 1990s by a move away from the cognitive learning framework to a social learning model focused on collaborative learning (Dillenbourg, Baker, Blaye & O'malley 1996). The increased importance of social models was underpinned by studies assessing the relative impacts of individual work and group-based work on student academic performance (Palincsar & Brown, 1989; Blaye & Chambres, 1991). In the first decade of the 2000s, by contrast, faculty development mainly concentrated on technology integration, empirically validated best practices, and the use of research-based techniques to enhance learning. In this period, interdisciplinary skills like cultural competence and research methods penetrated the world of faculty development more extensively (McLean, Cilliers, & Van Wyk, 2008) .

Contemporary constructions of faculty development must include previously undocumented qualities. One such quality is that of faculty discretion and exercise of professional judgement, an increasingly essential trait given the rapidly changing ontological and epistemological assumptions with which faculty members must grapple when designing instructional and assessment activities. A second previously undocumented quality holding increased importance for faculty development involves faculty members' willingness to participate in online education programs, instructional methodologies made necessary by the COVID-19 pandemic. In this regard, Steinhart et al. (2016) and Beach et al.

(2016) contend that faculty exercise of professional judgement and faculty ability to carry out multi-modal online teaching activities may significantly define the extent to which faculty members are developed in the future .

Hypothesis Development:

In the light of the preceding, the present empirical study proceeds by testing the following hypotheses:

Hypothesis One. The null hypothesis holds faculty exercise of discretion does not impact faculty development, while the alternative hypothesis holds that faculty exercise of discretion has a positive impact on faculty development. These hypotheses are summarized as follows:

H10: Discretion has no impact on faculty development

H1a: Discretion has a positive impact on faculty development

Hypothesis Two. The null hypothesis holds that online willingness does not impact faculty development, while the alternative hypothesis holds that online willingness positively impacts faculty development. These hypotheses are summarized as follows:

H20: Online willingness has no impact on faculty development

H2a: Online willingness has a positive impact on faculty development

Empirical Study:

Following a traditional scientific paradigm, the present study centers on a quantitative analysis whose objective involves explaining the endogenous variable of faculty development in terms of two exogenous variables: discretion, or the exercise of discretion and professional judgement, and online willingness, or faculty willingness to participate in online education platforms. The population for the present study consists

of faculty members affiliated with two Saudi universities for which data were available: King Saud University and the Islamic University of Madinah. The study estimates the degree of faculty development in terms of the exercise of discretion and professional judgement (discretion) and faculty willingness to participate in online education programs (online willingness) according to the following equation:

the level of faculty development = f (discretion, online willingness, and other exogenous variables)

The empirical analysis then follows by estimating the model parsimoniously and reporting respective parameter estimates, particularly the respective parameter estimates corresponding to the impact of the degree of discretion on the level of faculty development and the impact of the degree of online willingness on the level of faculty development.

Data Collection:

The dataset for this study consists of the population of faculty members at King Saud University and at the Islamic University of Madinah, for which data records are available. The exogenous variables' measures of formative assessment deployment and interactive online education methodologies are reported for each faculty member based on the review of course files and class reports submitted up to January 2020. Faculty members for whom no course files or class reports were available were eliminated from the study sample. The endogenous variable measure of the number of peer-reviewed research papers published in 2019 is similarly reported for each included faculty member. Faculty members who published either no papers or more than eight papers in 2019 were eliminated from the study sample. The study sets the lower limit of one paper and the upper limit of eight papers to mitigate against the presence of outliers and to produce robust estimates of the extent to which faculty

exercise of discretion and willingness to participate in online education explain the degree of faculty development. This double filtration excluded more than three-quarters of available faculty members, yielding a study sample consisting of 1014 individuals .

Variable Measurement and Coding:

The study variable of the degree of faculty development is measured continuously between one and eight. The exogenous variable indicating exercise of discretion is measured on a binary basis as 'yes' when formative assessment evidence is found in course files and class reports, and 'no' otherwise. The other exogenous variable indicating willingness to participate in online education programs is likewise measured on a binary basis as 'yes' when evidence of interactive online material is found in course files and class reports, and 'no' otherwise. The two measures of the exogenous variables are coded '1' for 'yes,' and '0' for 'no'.

Empirical Analysis:

This study estimates the degree of faculty development in terms of discretion, the exercise of discretion and professional judgement, and in terms of online willingness, the willingness to participate in online education programs according to the following functional form:

FF: the level of faculty development = f (discretion, online willingness, and other exogenous variables)

For ease of exposition, the collective impact of all exogenous variables other than discretion and online willingness is assumed to cancel out and reduce to an expected value of zero while maintaining the Gauss-Markov data generating process with well-behaved mathematical

properties. The functional form thus reduces to the following specification form:

SF: The level of faculty development (i) = $b_0 + b_1 \cdot \text{discretion} (i) + b_2 \cdot \text{online_willingness} (i) + e (i)$

Faculty development comprises the number of peer-reviewed research papers published in 2019; (i) is an index for faculty members included in the dataset; b_1 & b_2 are rates for change (the derivatives) pertaining to the change in the endogenous variable stimulated by a corresponding change in the respective exogenous variables; b_0 is an intercept term that the endogenous variable collapses on whenever any of the exogenous variables or the respective derivatives b_1 & b_2 take the value of zero; discretion is an exogenous variable measured on binary basis according to whether a faculty member employs formative assessment; online_willingness is an exogenous variable measured on a binary basis according to whether a faculty member employs interactive online activities; and e is a Gauss-Markov error term with the independent and identical statistical distribution $e \sim N(0, K)$.

Employing binary measures of discretion and online willingness leads to the following model:

M1: $b_0 + b_1 + b_2$ is the faculty member applies formative assessment and employs interactive online activities

M2: $b_0 + b_1$ if the faculty member applies formative assessment but does not employ interactive online activities

M3: $b_0 + b_2$ if the faculty member employs interactive online activities but does not apply formative assessment

M4: b_0 if the faculty member does not apply formative assessment or interactive online activities

The coefficients can be interpreted according to the following system:

S1: b_0 is the average number of peer-reviewed papers published by faculty members who do not apply formative assessment (and hence do not exercise discretion) or employ interactive online activities (and hence are not willing to participate in online education)

S2: $b_0 + b_1$ is the average number of peer-reviewed papers published by faculty members who apply formative assessment (and hence exercise discretion) while holding constant whether faculty members employ online activities interactively

S3: $b_0 + b_2$ is the average number of peer-reviewed papers published by faculty members who employ online activities interactively (and hence are willing to participate in online education) while holding constant whether faculty members apply formative assessment

S4: $b_0 + b_1 + b_2$ is the average number of peer-reviewed papers published by faculty members who apply formative assessment and employ online interactive online activities

S5: b_1 comprises the average difference in published peer-reviewed papers between faculty members who do and do not employ formative assessment while holding constant employment of interactive online activities

S6: b_2 comprises the average difference in published peer-reviewed papers between faculty members who do and do not employ interactive online activities while holding constant employment of formative assessment

S7: $b_1 + b_2$ is the average difference in published peer-reviewed papers between faculty members who do employ both formative assessment and interactive online activities and those who do not

As substantiated by the regression output (Appendix 2), this study strongly rejects the null hypothesis that discretion has no impact on faculty development and supports the alternative hypothesis that discretion positively impacts faculty development with a b_1 parameter estimate of 2.26 that is significant at all conventional levels. Similarly, the study also strongly rejects the null hypothesis that online willingness has no impact on faculty development, supporting the alternative hypothesis that online willingness positively impacts faculty development with a b_2 parameter estimate of 1.2 that is significant at all conventional levels. The regression holds an explanatory power of almost 72.7% that is also significant at all conventional levels .

The results show that whereas faculty members who do not exercise discretion or employ interactive online activities produce about two-yearly papers on average, faculty members who exercise discretion while willing to engage in online education platforms produce a total of almost six papers on average (i.e., nearly four more papers on average). Thus, regarding how the present study operationalizes faculty development, discretion-exercising, and online-willingness-displaying faculty members show significantly more development than their colleagues who do not share these qualities .

Though this study produces empirical evidence favoring the positive impact of discretion and online willingness on the level of faculty development, future research studies may include more exogenous, right-hand side variables to parsimoniously specify the level of faculty development.

Concluding Remarks and Limitations:

The present study produces two statistically significant parameter estimates: the estimate of 2.26 describes the difference in development levels between faculty members who exercise and those who do not while holding willingness to participate in online education constant; likewise, an estimate of 1.2 describes the difference in development levels between faculty members who display a willingness to participate in online education and those who do not while holding exercise of discretion constant. The regression, which specifies faculty development regarding discretion and online willingness, has an explanatory power greater than 72% and is statistically significant at all conventional levels. Thus, the empirical output of this study supports the proposition that the variables of faculty discretion and online willingness have a significant and positive impact on the level of faculty development. Along those lines, this study choice of a comprehensive and pragmatic view of faculty development in terms of the level of faculty members' preparedness for the future allows for a robust characterization for faculty development based on observable and measurable variables while investigating the impact of faculty discretion and online willingness on the level of faculty development. Toward this end, the study contributes to the contemporary literature by shedding light on the roles of faculty discretion and online willingness in a Saudi higher education setting. This is particularly relevant given the importance that Saudi 2030 vision places on education, advanced technology, and human capital .

However, it is important to note that the output of this study is greatly limited by variable measurement and the ease of exposition. Though this study measures faculty development in terms of publications, discretion in formative assessment, and online willingness by the deployment of online education methodologies, there are many alternative

ways to represent the same underlying theoretical constructs with different measures. The study is also limited by the ease of empirical exposition and the choice of convenience over tractability. In this vein, the extent to which faculty members are developed is a compound variable that may be specified parsimoniously by many right-hand variables, broadly categorized after a typical education production model into institutional and non-institutional (Roodt, 2012). This study, nonetheless, underlines the role of faculty exercise of judgement and online willingness about faculty development. The present study thus seeks to ameliorate the dearth of research exploring the impacts of discretion and willingness to engage in online instruction on faculty development, a significant gap given that faculty exercise of professional judgement and faculty ability to carry out multi-modal online teaching activities may significantly define the extent to which faculty members are developed in the future (Steinhart et al. 2016; Beach et al., 2016).

Note: Generally, the work is plausible, but with some minor corrections as observed.

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مستخلصات الأبحاث
باللغة الإنجليزية



الجامعة الإسلامية بمكة المكرمة
ISLAMIC UNIVERSITY OF MADINAH

**Explaining the variability in the levels of faculty development
by professional judgment and online willingness: Saudi
empirical evidence**

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Abstract ⁽⁹⁾

This study seeks to explore faculty development levels in Saudi higher education in connection with two qualities: discretion, defined as the exercise of professional judgement, and online willingness, defined as openness to a paradigm shift attaching increased importance to interactive and online education. Specifically, this study investigates the impact of each of these qualities on faculty development levels. Following a traditional scientific paradigm, the investigation centers on a quantitative analysis. Accordingly, the level of faculty development is specified in terms of the extent to which discretion is exercised and the degree of interactive deployment of online education activities. The study produces two parameter estimates statistically significant at all levels: first, it identifies a parameter estimate of 2.26 between the development levels of faculty members who exercise discretion and professional judgement and those who do not while controlling for online willingness; second, it identifies a parameter estimate of 1.2 between the development levels of faculty members displaying online willingness and those who do not while controlling for the exercise of discretion and professional judgement. By shedding light on the relationship of faculty discretion and online willingness to faculty development in Saudi higher education, the study contributes to the literature in a fashion particularly relevant in the context of the importance Saudi 2030 vision places on education, advanced technology, and human capital .

Keywords: Faculty development, paradigm shift, online willingness, professional judgement

Researches Abstracts



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