Original Research **Open Access**

Examining Education Optimization Extent Among the Teaching Staff at Qassim University by Measuring Their Professional Performance Competencies Rates

Safaa M. A. Yadak[*]
Department of Basic Education, College of Sciences and Arts in Rass, Qassim University, Qassim, Saudi Arabia

Lawaheth M. T. Hussein
Department of Basic Education, College of Sciences and Arts in Rass, Qassim University, Qassim, Saudi Arabia

Suleiman F. K. Alkhawatrah
Department of Islamic Studies, College of Sciences and Arts in Rass, Qassim University, Qassim, Saudi Arabia

Wafa S. M. Awajan
Department of Basic Education, College of Sciences and Arts in Rass, Qassim University, Qassim, Saudi Arabia

Abstract

The study aimed to examine Qassim University teaching staff professional competencies level and the extent of its implementation to reach 80% optimization level. The researchers used a test developed for this purpose; it included 42 items to measure eight key competencies: authorities and administration, development and quality assurance management, learning and teaching, learning resources, management competencies, personal competencies, scientific research, and the institution relationships with the society. We designed the test answers based on a 5-point Likert scale, and insured its validity and stability. An available sample of (218) from the teaching staff at College of Sciences and Arts in Rass/ Qassim University participated in the study. We found that the personal competencies means scores (M. = 4.76) are high, the institution relationships with the society means scores (M. = 3.24) are low, overall mean score (M. = 3.94) is moderate. The teaching staff implementation of their personal competencies to optimize education means scores (M. = 4.09) are high, the management competencies means score (M. =2.52) are low, the overall means score (M. =3.4) is moderate. The teaching staff scored lower than the expected optimization level of 80% at ($\alpha = 0.05$), the scores of the implementation level and the expected level in all the domains were low except in the personal competencies which scored over 80%, and a mean of (M. = 81.72).

Keywords: Performance optimization; Professional competencies; Performance rates; Teaching staff.

1. Introduction
1.1. Background

Islam stressed the concept of optimization; the term refers to many meanings called upon by Islam as improvement, planning, and enhancement. The holy Quran and the prophets' Hadith promised those who improve their work with the greatest rewards. Allah says that ⟨ (such is) the artistry of God Who disposes of all things in perfect order: for He is well- acquainted with all that ye do⟩ (27: 88), the Prophet [sallal-laahu-alayhi-wasallam] said, "Indeed, Allah has prescribed excellence in everything." The educational-learning process is a trust from Allah to humankind and a religious decree; Allah says that ⟨Those who faithfully observe their trust and their covenants⟩ (23:8). Accordingly, education is the learners' right that is to say teachers are obliged to teach, not as a favor but as the learners right to be taught" (Ali, 1999).

Performance optimization in teaching is a translation of the needs and expectations of those who benefit from the educational process; it materializes by a set of features in the structure of educational services and the way to perform work to achieve satisfaction. Teaching optimization guarantees a distinctive product, because it is an ambitious continuous process that requires distinguished members able to perform their expected roles with the minimum cost by the optimal investment of the available financial and human resources. This entails determination of the developmental professional domains needed for the teaching staff, which will help to design a proper plan to achieve the prospected goals, and to determine the extent of achieving them through designing a test to measure the teaching staff performance levels (Kanaan, 2005). Prophet Muhammad [sallal-laahu-alayhi-wasallam] determined the standard of good work by benefiting others when he said, "A Muslim does not plant something or cultivate something of which the birds or the human or the animals eat, but that a reward is given to him for this as a charity." (Al-Hindi and Hosam, 1989).

Universities are the core of knowledge communication, social progress, scientific awareness, and cultural development, they are supposed to prepare professional teachers, promote educational desires and academic environment, and motivate the scientific competencies to create and improve, which will benefit the society and the world. This process entails continuous and reasonable measurements of the teaching staff performance competencies

*Corresponding Author

at the university (Khathelah, 2000). It guarantees the ability to keep pack with new technology, information, and cognitive revolution (Abd Al-Maqsood and Mohammad, 1997).

Achieving performance excellence is a goal sought by optimizing the education process. Excellence in performance occurs through comprehensive scientific and professional foundations and standards that stress optimization of value product through several stages understood by clear verses from the holy Quran and Hadith. Allah says that ⟨ (such is) the artistry of God Who disposes of all things in perfect order: for He is well- acquainted with all that ye do⟩ and says that ⟨Behold thy Lord said to the angels: "I will create a vicegerent on earth."⟩ (2:30). Allah asked humankind to do work to please HIM, so work need to complete immediately, with all the details and this calls for full sincerity in the work.

Scholars gave many definitions of the university teaching optimization materialized through accuracy, optimization, performance improvement, development of the student's knowledge, and the extent of success in achieving educational goals (Al-Bohire, 2005). Researchers defined the professional performance competencies of the teaching staff as a set of knowledge, concepts, skills, and tendencies that guide the educational behavior and help to accomplish teaching in a certain level of ability. Performance measurements judge the teaching staff performance according to numerical estimates (Al-Shafei and Mohammad, 2006). We measure performance by agreed upon special standards such as Khawajah and Al-Sayeh (2008) test. Cognitive competencies refer to information and mental skills necessary for the performance of teacher in all educational domains. They are the base of work optimization in Islam. Knowledge availability is important in the Holy Quran, Allah says that ⟨And pursue not that of which thou hast no knowledge; for every act of hearing or of seeing or of (feeling in) the heart will be enquired into (on the Day of Reckoning) ⟩ (17:36). Knowledge without work equals nothing, Allah says that ⟨And say: "Work (righteousness): soon will God observe your work and His apostle and the believers: soon will ye be brought back to the knower of what is hidden and what is open: then will He show you the truth of all that ye did"⟩ (9:105). Therefore, the teaching staff should always remember that Gods control is over humankind control, it is the highest degree of individual and collective accountability, Allah says that ⟨But stop them for they must be asked⟩ (37:24). Emotional competencies refer to the teaching staff readiness, tendency, values, and beliefs; they include various fields such as the sensitivity of the educational member, self-confidence, and tendency toward the profession, Allah says that ⟨and my success (in my task) can only come from God: in Him I trust and unto Him I look.⟩ (11:88). Performance competencies include psychomotor skills such as the use of educational technology, aids, and presentations. Performing skills depend on the cognitive competencies the member has. "Learn whatever you like to learn, but Allah will never Benefit you with the knowledge until you act with it" (Al-Iraqi, 1995). Productive competencies refer to the teaching staff performance in teaching that is the effect of educational competencies in the learners and the extent of their adjustment in their future learning or their professions. Allah says that ⟨And He has subjected to you, as from Him, All that is in the heavens And on earth: behold, In that are Signs indeed For those who reflect⟩ (45:13).

1.2. Literature Review

Many studies examined university teaching staff performance, for example, Ibrahim (2003) identified several teaching staff quality standards such as efficacy in teaching, professional development, educational research development, academic production, social service, and periodic evaluation of the teaching staff in order to enhance performance and familiarize the teaching staff with modern education methods through attaining specialized training courses.

Al-Sameeh (2005) confirmed that the teaching staff promotion list (article 106) issued by the ministry of higher education in Kingdom of Saudi Arabia neglected the importance of developing educational performance of the teaching staff, and stressed the conditions of sabbatical leaves, attending seminars, conferences, and consultations.

Al Herashe (2007), suggested a concept of the professional development unit of the educational staff in light of quality concept. They found that the professional development is important in the field of debate and discussion, dissertation supervision, preparing the learning package, and electronic learning, they agreed on the importance of familiarizing the teaching staff with new teaching methods, self-improve, encourage on educational research, and attendance of seminars and conferences.

Abo Duff (2007) examined the teaching quality concept in Islamic perceptions through reading the Quran and Hadith, he found that Islam preceded in stressing the quality of education in the terminology used such as optimization, soundness, and proficiency, he also mentioned many strong motivations to enhance and improve teaching continuously.

Al-Mazrouei (2010), evaluated the educational performance of teaching staff in the departments of the faculty of education in Umm Al-Qura University from the viewpoint of doctoral students. He tested 41 male and 48 female students and found that the style of communication and justice scores ranked first.

Sarairah (2011), examined the professional performance level of the teaching staff in Jordan public universities from heads of department's viewpoint. Participants (No. 77) selection method was a simple random one; he used the descriptive analytical method in data analysis. He found that the professional performance level among the teaching staff was high referring to a good indicator of good organizational environment.

Al-Habeeb and Al-Obeid (2015), considered the standards of educational staff performance basic requirements to improve the quality of the university education in order to reach excellence. They found that teaching and academic activities scored first, research and authoring followed, then personal competencies scored third, cooperation and abiding to the university regulations scored fourth, followed by serving the university and society and performance development scored the last.

Mohammad and Samo (2015), examined the efficacy level of teaching methods at Dahok University. They found that the effect of improving the teaching staff skills on effective and quality teaching methods scores was high. They stressed the importance of improving the teaching staff skills within the comprehensive developmental plan of teaching, because this improvement improves the quality of the teaching process in general, which in turn reflects on the quality of the academic programs and the institution product quality.

Al-Qahtani (2015), defined the indices of internal efficacy in the higher education institutions in light of the quality standards and academic accreditation. He designed a test and tested a random sample of the King Khalid University teaching staff for university leadership and management standards, courses, human resource, student activities, and examinations and evaluations. All the scores came high.

In a recent study Wu et al. (2018) studied the perceived competencies differences between teachers of math and science majoring in math and science or majoring in other subjects. Teachers from elementary schools of Taiwan (No. 1374) completed the Math/Science Teachers' Professional Development Questionnaire. The results identified two competencies that need more development among the teachers who are not majoring in math and science they are self-efficacy in inquiry skills and the ability to offer students with the appropriate learning environment to help them understand the two subjects.

An overview of the previous literature shows that local and global studies in the extent of teaching optimization through measuring the rates of professional competencies of the teaching staff are scarce. This fact prompted us to examine the topic in an attempt to fill the gap in literature related to Arab and local societies.

1.3. Limitations of the Study

Generalizations of the study results may be restricted by its variables and goals, the procedural definitions, and methods of assessment; it also measured the professional performance of the teaching staff in one university (Qassim University).

1.4. Procedural Definitions

Performance optimization: It is a set of basic effective determinants used to judge the quality of the teaching staff performance, ranked as lecturers, assistant professors, associate professors, and professors, all teaching undergraduate students.

Professional competencies performance rates: It is a set of competencies, knowledge, skills and trends owned and practiced by the teaching staff, it enables them to teach and take responsibility, it may have a direct or indirect effect on the educational process, and it is measured by testing the performance rates (Al-Hakmi, 2004).

Teaching staff means the teachers at Qassim University holding positions of lecturers, assistant professors, associate professors, and professors, all teaching undergraduate students.

1.5. Problem of the Study

The study problem stemmed from the necessity: To determine the professional competency standards of the teaching staff. To set standards of educational optimization including inputs and outputs to be able to understand the actual situation in order to reform it, and to enable academic institutions from surviving in the age of competition and excellence in performance. To measure teaching staff performance, which influence the processes of teaching and learning, educational and scientific goals sought, and the production of trained human resources that will develop institutions and societies. To establish an indicator, which helps the teaching staff in finding negative aspects in their performance and reinforce the positive aspects in it.

Measuring the teaching staff performance includes the teacher behaviors and products, his problem-solving ability, practicing the teaching process in class in a good way.

Because teachers influence on education and students is important, we attempted to examine teaching staff professional competencies performance rate through answering the main question of the study "what is the extent of education optimization at Qassim University measured by the teaching staff professional performance competencies?" The sub-question that stem from the main question are:

1. What is the level of professional competencies existing in the teaching staff of Qassim University in light of education optimization?
2. What is the extent of teaching staff implementation of professional competencies at Qassim University in light of education optimization different domains?
3. Does the rate of implementing the teaching staff at Qassim University of their professional competencies exceeds the expected optimization rate of 80%?

1.6. Importance of the Study

The importance of the study stems from examining the extent of education optimization at Qassim University by measuring the professional performance competencies of the teaching staff; therefore, it is beneficial to higher education workers it enables them to implement a subjective instrument to examine the teaching staff performance and attempt to develop it to optimize education. It benefits academic head departments because it highlights the teaching staff participation to optimize teaching. It adds literature to fill a gap in education optimization, because as far as we know, this study is the first to examine teaching optimization at Qassim University by measuring the teaching staff professional competencies performance. It benefits curricula planning and training professionals to design the proper training programs needed by the teaching staff in order to optimize education.

1.7. Goals of the Study

The study aimed to recognize the rates of the professional performance competencies of the teaching staff, recognize the domains of teaching staff professional performance competencies at Qassim University. In addition, to propose a criterion to measure professional performance of the teaching staff in order to optimize education, to give a clear and accurate picture of the actual performance to ensure adopting reform measures and raise the performance level of the teaching staff.

2. Methodology

We have adopted the analytical descriptive method, because it depends on studying the phenomena as it occurs, describes, and analyzes it by minutes.

2.1. The Population of the Study

The study population included all the teaching staff working at Qassim University and holding positions of lecturers, assistant professors, associate professors, and professors.

2.1.1. The Study Sample

A convenience sample of (218) from the teaching staff at College of Sciences and Arts in Rass participated by answering the test items; table 1 illustrates the distribution of the sample according to gender, academic degree, experience, and division.

Table-1. Repetitions and percentages based on the study variables

	Category	R.	%
Gender	Male	136	62.4
	Female	82	37.6
Academic degree	Lecturer	36	16.5
	Assistant professor	128	58.7
	Associate professor	45	20.6
	Professor	9	4.1
Experience	Less than 5 years	28	12.8
	5-9 years	109	50.0
	More than 10 years	81	37.2
Division	Literary	162	74.3
	Scientific	56	25.7
	Total	218	100.0

2.2. Test of the Study

To be able to answer the study questions, we designed a scale to measure the degree of education optimization at Qassim University by measuring the rates of professional performance competencies of the teaching staff.

2.3. Procedures

We designed the test, which included in its final version (42) items distributed on eight main competencies: Authorities and administration, development and quality assurance management, Learning and teaching, Learning resources, Management competencies, Personal competencies, Scientific research, The relations of the educational institution with the society. We designed the test answers based on a 5-point Likert scale, participants answers ranged from (Strongly agree, Agree, Either agree or disagree, Disagree, Strongly disagree).

We considered in the design of the test the teaching staff at Qassim University viewpoints by asking them about the professional competencies they believe should exist in a teaching staff in light of teaching optimization, and reviewed few previous tests such as Adel (2013). The initial version included (48) items that measures the professional competencies a teaching staff should have at Qassim University before we present it to the reviewers.

Competent professors at Qassim University reviewed the initial version of the test to ensure its suitability to the Saudi local environment in terms of the dimension representation, suitability to measure the teaching staff professional competencies, and items structure, based on their comments we modified or excluded few items. The test included the items that scored a percentage more than (80%), while we modified the items that scored a less than the required percentage or were ambiguous. The final version of the test included (42) items. Based on a 5-point Likert scale the overall score of the test range between 42-220.

2.3.1. Validity and Reliability of the Test
2.3.1.1. Face Validity

After the review of test items and exclusion of few items, the final version included 42 items distributed on eight dimensions: Authorities and administration, Development and quality assurance management, Learning and teaching, Learning resources, Management competencies, Personal competencies, Scientific research, The relations of the educational institution with the society.

2.3.1.2. Construct Validity

The correlation of the test items with the overall score is insured by analyzing the answers of a pilot sample of 40 participant from the teaching staff, it demonstrate that the coefficients correlation of the overall test range between (0.32-0.68) and the domains scores range between (0.33-0.90), the following table illustrates the scores.

Table-2. Correlations coefficients between items, overall degree and the domain

N	Correlation with domain	Correlation with the test	Item No.	Correlation with domain	Correlation with the test	Item No.	Correlation with domain	Correlation with the test
1	.69(**)	.44(**)	15	.59(**)	.63(**)	29	.64(**)	.46(**)
2	.70(**)	.58(**)	16	.34(*)	.43(**)	30	.89(**)	.40(*)
3	.41(**)	.44(**)	17	.50(**)	.47(**)	31	.78(**)	.42(**)
4	.75(**)	.56(**)	18	.46(**)	.54(**)	32	.77(**)	.54(**)
5		.60(**)	19	.45(**)	.42(**)	33	.86(**)	.47(**)
6	.49(**)	.50(**)	20	.46(**)	.41(**)	34	.78(**)	.58(**)
7	.33(*)	.41(**)	21	.74(**)	.42(**)	35	.64(**)	.34(*)
8	.46(**)	.42(**)	22	.60(**)	.46(**)	36	.51(**)	.39(*)
9	.53(**)	.55(**)	23	.70(**)	.51(**)	37	.73(**)	.42(**)
10	.57(**)	.68(**)	24	.64(**)	.43(**)	38	.58(**)	.48(**)
11	.74(**)	.64(**)	25	.58(**)	.56(**)	39	.52(**)	.64(**)
12	.38(*)	.32(*)	26	.61(**)	.54(**)	40	.76(**)	.39(*)
13	.46(**)	.41(**)	27	.45(**)	.42(**)	41	.90(**)	.53(**)
14	.41(**)	.40(*)	28	.49(**)	.41(**)	42	.85(**)	.58(**)
*significant at (0.05)								
**significant at (0.01)								

As observed in table 2, all the correlation coefficients are significant and table3 three illustrate this end

Table-3. the crelation coeffiecient between the demains and the overall degree

	Overall degree
Authorities and administration	.736(**)
Development and quality assurance management	.605(**)
Learning and teaching	.943(**)
Learning resources	.711(**)
Management competencies	.748(**)
Personal competencies	.541(**)
Scientific research	.754(**)
The relations of the educational institution with the society	.483(**)
*significant at (0.05)	
**significant at (0.01)	

2.3.1.3. The Test Stability

To ensure the test stability, we retested the pilot sample after an interval of two weeks, and then we computed the Pearson correlation coefficients. We calculated the consistency coefficient by the internal consistency method depending on Cronbach's Alpha, table 4 illustrate the results we consider appropriate for the purpose of this study.

Table-4. the internal consistency according to Cronbach's Alpha formula and the repetition stability of the domains and the overall degree

Domain	Repetition stability	Internal consistency
Authorities and administration	0.84	0.72
Development and quality assurance management	0.87	0.70
Learning and teaching	0.90	0.76
Learning resources	0.88	0.74
Management competencies	0.91	0.71
Management competencies	0.86	0.85
Personal competencies	0.89	0.78
Scientific research	0.90	0.80
Overall degree	0.92	0.89

3. Results and Discussion

To answer the first question of the study "what is the extent of education optimization at Qassim University measured by the teaching staff professional performance competencies" we calculated the means and standard

deviations of the professional teaching competencies that should exist in the teaching staff of Qassim University in light of teaching optimization, the following table illustrated the scores.

Table-5. Means and standard deviations of the professional competencies items that should exist among the Qassim University teaching staff in light of teaching optimization in means' descendent order

Rank	No.	Domain	M.	Std.	%
1	6	Personal competencies	4.76	.310	95.25
2	5	Management competencies	4.62	.332	92.40
3	3	Learning and teaching	4.14	.351	82.81
4	4	Learning resources	3.67	.498	73.38
5	2	Development and quality assurance management	3.39	1.115	67.71
6	7	Scientific research	3.39	.560	67.87
7	1	Authorities and administration	3.34	.642	66.81
8	8	The relations of the educational institution with the society	3.24	.693	64.80
		Overall degree	3.94	.333	78.72

As seen in table 5, the means scores range between (3.24-4.76), the personal competencies score was the highest and ranked first (M=4.76), this result may be attributed to the teaching staff agreement on considering personal competencies the most important dimension. Personal competencies are the acquired abilities that allow for work and behavior in a certain context, they include knowledge, skills, abilities, and trends integrated and combined. The teaching staff who acquired these competencies tends to raise, recruit, and employ them in teaching students, which in turn reflects positively on the educational process. Moreover "the relations of the educational institution with the society" was ranked last (M=3.24). The overall score of the means scored (3.94). This result may be attributed to the lack of literature on the topic of "the university social responsibility" because it is a modern concept on the local level. This result agreed with the study of Al-Habeeb and Al-Obeid (2015), they concluded that teaching and academic activities are ranked first followed by research and authoring, then the personal competencies of the teaching staff ranked third. The results of our study agreed also with the previous study when it considered the domain of the social responsibility of the university the last scored. We calculated the means and standard deviations of the teaching staff responses on each item as seen in table 6.

Table-6. Means and standard deviations of the professional competencies items that should exist among the Qassim University teaching staff in light of teaching optimization in a descendent order

Rank	No.	Items	M.	Std.	Level
1	32	I seek justice in caring for all students	4.92	0.276	98.35
2	33	I follow Islam behaviors to be an example for the students	4.88	0.330	97.52
3	25	I am committed to the time of the lecture	4.83	0.372	96.70
4	26	I maintain students discipline in the lecture	4.79	0.406	95.87
5	27	I take records of the students attendance	4.75	0.594	95.05
5	30	I maintain a good personal appearance that agree with the profession values	4.75	0.433	95.05
7	29	I contribute in running the tests effectively	4.63	0.563	92.57
8	7	I clarify the procedure of assessment to the students in the beginning of each course	4.58	0.494	91.65
9	14	I clarify attendance requirements to the students in my courses and I control their attendance	4.58	0.494	91.65
10	17	I use verbal and non-verbal communications	4.50	0.501	89.91
10	31	I have the ability to adjust with changing situations	4.50	0.501	90.09
12	11	Being a member in the educational institute I follow the teaching and evaluation strategies described in the courses and programs descriptions	4.46	0.864	89.17
13	24	I attend all meetings and seminars	4.42	0.759	88.35
14	8	I make sure that the homework presented is done by the student himself	4.34	0.625	86.79
15	9	I give students a feedback about their performance, results and evaluations each semester, accompanied with assistant mechanisms when necessary	4.33	0.849	86.70
16	28	I care for aesthetical aspects and cleanliness of the building and faculty	4.29	0.840	85.87
17	20	It is easy for me to use the library facilities and services	4.22	0.817	84.31
18	19	I can access electronic database, research materials and scientific journals easily	4.05	0.677	80.92
19	16	I diversify the technological means I use	3.96	0.839	79.17
20	15	I modify the plans of teaching courses based on the results of	3.92	1.038	78.44

		reports if necessary			
21	36	I contribute in the research and scientific activities	3.92	0.757	78.35
22	13	I insure availability of required books and other requirements before the study begins	3.88	0.830	77.52
23	18	I give advice as a teacher about the requirements needed to assist me in teaching and educating courses and programs	3.88	0.882	77.61
24	6	I am familiar with and can use the strategies determined in the programs and courses	3.84	0.855	76.88
25	12	The references and books of the courses I teach are updated and include the latest developments	3.71	0.934	74.13
26	10	I know all the different types of support services available to the students in the University	3.59	0.952	71.74
27	22	I insure availability of books, scientific journals and other materials in Arabic and English	3.55	0.815	70.92
27	42	I have a variety of curses that serve interests and needs of the society	3.55	0.869	70.92
29	1	I regularly get constructive feedback and this participate in the process of personal and professional development	3.51	1.003	70.18
30	23	I insure the appropriateness of the facilities and equipment for study and scientific research	3.50	1.044	69.91
30	34	Mechanisms are available to support my research contributions	3.50	0.956	70.00
32	37	I am offered equal opportunities with the colleagues to contribute in the development of the scientific research	3.45	1.002	68.99
33	3	Contributions and accomplishments of the teaching member receive proper acknowledgment and appreciation	3.43	0.868	68.53
34	5	I contribute in self-evaluations processes and cooperate in reporting and performance development in my domain	3.39	1.115	67.71
35	2	The policies, regulations, and documents are kept in an accessible location and they are available for all the faculty members	3.33	1.112	66.70
36	39	The promotion procedures and policies depend on the distinguished research contribution	3.29	0.934	65.87
37	35	The University provide sufficient budget to enable me to achieve my research plans	3.25	0.927	64.95
38	40	I participate in the seminars that discuss important issues of the society and review the plans of development	3.21	0.815	64.22
39	4	I am informed with the topics, plans, and developments that occur in the university	3.09	0.956	61.83
40	41	I am involved in establishing society supportive organizations, or professional service organizations associated with the society needs	2.96	0.842	59.27
41	38	I try to get the research funds that the university offers in different domains	2.95	0.978	59.08
42	21	Adequate facilities for using laptops are available	2.83	1.212	56.61

As table 6 illustrated the means scores range is (2.83-4.92), item "I seek justice in caring for all students" ranked first and scored a means of (M=4.92). This result may be attributed to the fact that the teaching staffs at Qassim University are competent in dealing with the students such as being just, equal, and fair to all students. Islam urged us to be just to everyone in general and to students in specific regardless their environments and discard bias because it leads to stress among students and affects the student cognitive development. This humanizes education and achieves a kind of humanity and justice through the educational practices in educational contexts. The results agree with Al-Mazrouei (2010) study, who found that the communication and just style between the students scored the first. While the last rank was for item "Adequate facilities for using laptops are available"; and the means scored (M = 2.83). This result may be attributed to the lack of proper facilities for the teaching staff to use their laptops because the university is a beginner.

To answer the second question of "What is the extent of teaching staff implementation of professional competencies at Qassim University in light of education optimization different domains?" we calculated means and standard deviations of the teaching staff of Qassim University implementation of the professional competencies as illustrated in table 7.

Table-7. means and standard deviations of Qassim University educational members of professional competencies in a descendent order

Rank	Item	Domain	M.	Std.	%
1	6	Personal competencies	4.09	0.471	81.72
2	5	Management competencies	3.86	0.472	77.19
3	3	Learning and education	3.24	0.369	64.74
4	4	Learning resources	2.91	0.578	58.23
5	7	Scientific research	2.64	0.495	52.72
6	2	Development and quality assurance management	2.59	0.866	51.83
7	8	The relations of the educational institution with the society	2.54	0.662	50.89
8	1	Authorities and administration	2.52	0.445	50.46
		Overall degree	3.14	0.314	62.83

As seen in table 7, the scores of means range is (2.52-4.09), the personal competencies domain ranked first and scored a means of (M = 4.09), and this result confirms that the teaching staff agreed on the importance of the personal competencies. Personal competencies refer to the skills, knowledge, values, and tendencies that make the teaching staff member able to perform tasks in a good level of optimization, and economize in time and effort, which in turn reflects on the educational process positively. While the domain of Authorities and administration ranked last and scored a means of (M = 2.52), the overall means score is (M = 3.14), the responses showed that the University does not authorize and empower the teaching staff to take responsibility and trusts them to work. This is attributed to the centrality of the decision making which has no role for the teaching staff, as if his role is limited on teaching and he is not allowed to participate in administration of the University. The result disagreed with Al-Qahtani (2015); he found that the scores of administration and authority of the teaching staff in the university are high. We calculated the means and standard deviations of the responses on each item as seen in table 8.

Table-8. Means and standard deviations of the implementation extent of professional competencies among the teaching staff at Qassim University in means' descendent order

Rank	No.	Items	M.	Std.	Level
1	33	I follow Islam behaviors to be an example for the students	4.33	0.687	86.70
2	32	I seek justice in caring for all students	4.29	0.610	85.78
3	25	I am committed to the time of the lecture	4.09	0.645	81.83
3	27	I take records of the students attendance	4.09	0.862	81.74
5	26	I maintain students discipline in the lecture	3.97	0.618	79.36
6	30	I maintain a good personal appearance that agree with the profession values	3.96	0.678	79.27
7	24	I attend all meetings and seminars	3.80	1.041	75.96
8	7	I clarify the procedure of assessment to the students in the beginning of each course	3.79	0.645	75.78
9	31	I have the ability to adjust with changing situations	3.76	0.780	75.14
10	29	I contribute in running the tests effectively	3.75	0.720	75.05
11	14	I clarify attendance requirements to the students in my courses and I control their attendance	3.71	0.676	74.13
12	17	I use verbal and non-verbal communications	3.62	0.697	72.39
13	11	Being a member in the educational institute I follow the teaching and evaluation strategies described in the courses and programs descriptions	3.58	0.995	71.65
14	20	It is easy for me to use the library facilities and services	3.55	1.043	71.01
15	8	I make sure that the homework presented is done by the student himself	3.46	0.645	69.27
15	28	I care for aesthetical aspects and cleanliness of the building and faculty	3.46	0.956	69.17
17	9	I give students a feedback about their performance, results and evaluations each semester, accompanied with assistant mechanisms when necessary	3.38	0.904	67.52
17	19	I can access electronic database, research materials and scientific journals easily	3.38	0.954	67.61
19	42	I have a variety of curses that serve interests and needs of the society	3.21	1.008	64.22
20	36	I contribute in the research and scientific activities	3.13	1.091	62.57
21	15	I modify the plans of teaching courses based on the results of reports if necessary	3.05	1.135	60.92
22	6	I am familiar with and can use the strategies determined in the programs and courses	2.97	0.892	59.36
23	16	I diversify the technological means I use	2.96	0.839	59.17

23	22	I insure availability of books, scientific journals and other materials in Arabic and English	2.96	0.887	59.17
25	18	I give advice as a teacher about the requirements needed to assist me in teaching and educating courses and programs	2.92	0.954	58.44
26	12	The references and books of the courses I teach are updated and include the latest developments	2.83	1.104	56.61
26	13	I insure availability of required books and other requirements before the study begins	2.83	0.798	56.70
28	1	I regularly get constructive feedback and this participate in the process of personal and professional development	2.74	0.973	54.86
28	37	I am offered equal opportunities with the colleagues to contribute in the development of the scientific research	2.74	1.056	54.77
30	3	Contributions and accomplishments of the teaching member receive proper acknowledgment and appreciation	2.72	0.793	54.31
31	10	I know all the different types of support services available to the students in the University	2.67	1.103	53.39
31	34	Mechanisms are available to support my research contributions	2.67	0.798	53.39
33	23	I insure the appropriateness of the facilities and equipment to study and scientific research	2.66	1.031	53.21
34	5	I contribute in self-evaluations processes and cooperate in reporting and performance development in my domain	2.59	0.866	51.83
35	39	The promotion procedures and policies depend on the distinguished research contribution	2.50	0.956	50.00
36	38	I try to get the research funds that the university offers in different domains	2.49	1.044	49.82
37	2	The policies, regulations, and documents are kept in an accessible location and they are available for all the faculty members	2.46	1.048	49.17
38	40	I participate in the seminars that discuss important issues of the society and review the plans of development	2.42	0.759	48.35
39	35	The University provide sufficient budget to enable me to achieve my research plans	2.29	0.845	45.78
40	4	I am informed with the topics, plans, and developments that occur in the university	2.17	0.852	43.49
41	21	Adequate facilities for using laptops are available	2.00	1.154	39.91
42	41	I am involved in establishing society supportive organizations, or professional service organizations associated with the society needs	2.00	1.000	40.09

Table 8 illustrates the means scores range (2.00-4.33). Item "I follow Islam behaviors to be an example for the students" was ranked first and scored a means of (4.33), this result may be attributed to our religion behaviours; Prophet Mohammad [sallal-laahu-alayhi-wasallam] said "Allah Almighty have not sent ME for taunting but as an educator and accommodator" (Ibn Ḥanbal, n.d). This result agrees with the results of Abo Duff (2007), he examined teaching quality concept in Islamic perceptions through reading the Quran and Hadith, he found that Islam preceded in stressing the quality of education in the terminology used such as optimization, soundness, and proficiency. Item "I am involved in establishing society supportive organizations, or professional service organizations associated with the society needs" ranked last and scored a means of (2.00).

To answer the third question "Does the rate of implementing the teaching staff at Qassim University of their professional competencies exceeds the expected optimization rate of 80%?" we calculated the means and standard deviations of the teaching staff implementation rate of their professional competencies. In addition, we used the t-test to compare the results with the expected optimization rate (80%), table 9 illustrate the results.

Table-9. Means, standard deviations, and t-test results of teaching staff implementing rate of their professional competencies compared with the expected optimization rate (80%)

	No.	M.	Std.	t-value	DF	Sig.
Authorities and administration	218	50.46	8.891	-49.057	217	.000
Development and quality assurance management	218	51.83	17.316	-24.016	217	.000
Learning and education	218	74.74	7.373	-30.559	217	.000
Learning resources	218	58.23	11.552	-27.829	217	.000
Management competencies	218	77.19	9.446	-4.398	217	.000
Personal competencies	218	81.72	9.426	2.695	217	.008
Scientific research	218	52.72	9.891	-40.720	217	.000
The relations of the educational institution with the society	218	50.89	13.246	-32.452	217	.000
Overall degree	218	62.83	6.288	-40.316	217	.000

In table 9 we observed significant differences at (α = 0.05) between the teaching staff at Qassim University implementing rate of their professional competencies and the expected optimization level of 80% in all the domains and the overall degree were less than the expected level of optimization except for the personal competencies which scored a means of (81.72).

This result informs us that to reach the expected optimization rate of 80% by the teaching staff in professional competencies has a theoretical and philosophical approach, its procedural organized steps, and positive implementation results that should be considered by the university to reach the goal.

Therefore, we recommend scholars to conduct further research to study the effect of universities teaching staff implementation of their professional competencies to reach educational optimization level of 80%, and to clarify the picture more and enable the decision makers to take sound decisions.

To sum up, improving education is one of the main issues that occupy authorities' minds all over the globe, which acknowledges the importance of education proficiency as the core of social, economic, and sustainable community development. In universities, teachers hold responsibility of the educational quality product. Teaching optimization refers to a set of effective key determinants used to judge the quality of teacher's performance, this judgment requires measurement of the teacher's performance proficiencies constantly, objectively, and realistic to ensure reformation and persistence of the educational organization in the age of increased competition. The current study attempted to test education optimization among teachers at Qassim University by measuring their professional performance competencies rates, for the purpose of education reformation and optimization.

Recommendations

In light of the findings, we recommend researchers to:
1. Care for preparing the teaching staff for education according to the standards of education optimization.
2. Participate with Arab and foreign universities in developing the teaching staff professional competencies according to the standards of education optimization.
3. Orient the teaching staff in the professional competencies for education optimization.
4. Provide the material and human resources required to strengthen the university correlation with the society, which has a great impact on education optimization.

Acknowledgement

References

Abd Al-Maqsood and Mohammad, S. (1997). *Teachers training centers and organizational structures in the arab countries. Feasibility study for developing in-service training programs and methods in the arab countries.* Department of Education, Arab Organization for Education, Culture and Science: Cairo.

Abo Duff, 2007. "The quality of education in islamic perception: Concepts and implications." In *Quality of Palestinian Public Education as an Introduction to Excellence Conference.*

Adel, M. F. (2013). *Developing a scale to measure the professional competencies of the teaching staff.* 2nd ednNazareth University.

Al-Bohire, K. M., 2005. "Professional accreditation management to prepare teachers in Arab Universities." In *The 12th Annual National Conference of the University Education Development Center. Developing Arab universities Performance in light of the Comprehensive Quality Standards and Accreditation Systems. Cairo.*

Al-Habeeb, S. and Al-Obeid, S., 2015. "Evaluating teaching staff performance as a requirement of achieving university education quality." In *The Fifth Arab International Conference for Quality Assurance of Higher Education, University of Sharjah, United Arab Emirates.*

Al-Hakmi, I. A.-H. (2004). The required professional competencies for the university teacher from the viewpoint of his students and it correlation with few variables. *Gulf Arab Message Magazine, Arab Bureau of Education for the Gulf States, Riyadh, Saudi Arabia,* 24(90): 13-56.

Al-Hindi, A. and Hosam, A. (1989). *Kanz al-'ummal fi sunan al-aqwal wa 'l-af'al.* Muassasat al-Risalah: Bayrut.

Al-Iraqi, A. a.-R. i. a.-H. (1995). *Mughni 'an haml al-asfar. Revised by: Ashraf abd al-maqsud.* Tabariyah library: Riyadh.

Al-Mazrouei (2010). Evaluating the teaching performance of the teaching staff in the departments of educational faculty at umm al-qura university from the viewpoint of phd male and female students. *Journal of Studies in Curriculum and Educational Supervision,* 1(2): 61.

Al-Qahtani, M., 2015. "The development of higher education internal indicators in light of quality standards and academic accreditation: applied study at King Khalid University." In *the seventh annual conference, the impact of quality and accreditation in education. Arab organization to insure education quality.*

Al-Sameeh (2005). Developing the performance of the teaching staff in saudi universities in light of the experiences of western countries. *Journal of Education,* 8(15): 265-313.

Al-Shafei and Mohammad, M., 2006. "Requirements and objective conditions of the teaching staff performance from the viewpoint of the teachers and evaluators at the faculty education at king saud university." In *The Saudi Society of Educational and Psychological Sciences, education faculty, King Saud University, Riyadh, 13 anniversary meeting.*

Al Herashe, K. (2007). A suggested concept about the vocational development unit of the educational authority staff in the girls educational colleges in Kingdom of Saudi Arabia under the quality control. *Journal of Psychological and Educational Sciences, University of Bahrain,* 8(2): 117-41.

Ali, S. (1999). *Views in islamic education.* Wahbaa Library: Cairo.

Ibn Ḥanbal, A. (n.d). *Musnad imam ahmad.* AL-MAKTAB AL-ISLAMI: Beirut.

Ibrahim, M. (2003). *Teaching training system according to overall quality standards.* Dar Al-Fikr: Jordan.

Kanaan, A., 2005. "Academic accreditation of the higher education institutions in the arab republic of syria reality and hope." In *A Field Study at the Faculty of Education at Damascus University, the Program of Teacher Preparing as a Model, a research presented to the fifth educational conference "the Quality of the University Teaching", Bahrain.* pp. 11-13.

Khathelah, H. M. (2000). Sources of work stress as perceived by the university teaching staff. *Journal of King Saud University for Educational Sciences. Islamic and educational Studies,* 9(1): 85-112.

Khawajah, M. and Al-Sayeh, M. (2008). *An introduction into educational sport.* 1st edn: Dar El Wafaa for Printing and Publishing: Alexandria.

Mohammad, A. and Samo, I., 2015. "Developing the teaching performance at the university to insure teaching quality: Case study at university of duhok university." In *The Fifth International Arab Conference on Quality Assurance in Higher Education. University of Sharjah. UAE.*

Sarairah, K. (2011). Job performance of the faculty staff at the jordanian public universities from their department heads' perspectives. *University of Damascus Journal,* 27(2): 401.

Wu, L.-C., Chao, L., Cheng, P.-Y., Tuan, H.-L. and Guo, C.-J. (2018). Elementary teachers' perceptions of their professional teaching competencies: Differences between teachers of math/science majors and non-math/science majors in Taiwan. *International Journal of Science and Mathematics Education,* 16(5): 877-90. Available: https://doi.org/10.1007/s10763-017-9821-7