The professional competence of faculty members from the students' perspective at Kuwait University and Palestine Technical University Kadoorie

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Abstract

Purpose – The study aimed at identifying the degree of professional competence of faculty members from the students' perspective at Kuwait and Palestine Technical University Kadoorie, and identifying the effect of the variables of gender and academic year.

Design/methodology/approach – The researchers developed a 24-item questionnaire and administered it to 115 students each from Kuwait (male: 57, female: 58) and Palestine Technical University Kadoorie (male: 21, female: 94). The study used a descriptive approach to analyze the collected data.

Findings – According to the students' perspective, the average professional competence of faculty members at Kuwait University is 2.74 for the teaching competencies, 2.29 for the technology competencies, 2.65 for the evaluation competencies and 2.71 for the human competencies. Similarly, at Palestine Technical University Kadoorie, the mean of the professional competencies of faculty members from the students' perspective is 2.31 for the teaching competencies, 1.96 for the technology competencies, 2.24 for the evaluation competencies and 2.34 for the human competencies. There were significant differences in the degree of professional competence at Kuwait and Palestine Technical University Kadoorie due to the gender of all domains in favor of females. There were significant differences in the degree of professional competence in Kuwait due to the academic year of the technology domain between the first year and second year, in favor of the second year. There were significant differences due to the variable of the academic year of the human domain between the first year and the third year, in favor of the third year. There were significant differences in the degree of professional competence at Palestine Technical University Kadoorie due to the academic year of the technology domain (second, third, fourth year and more) and second year, in favor of (the second year). There were significant differences due to the academic year of the human domain between the first and second year, in favor of second year.

Originality/value – The authors hope that their findings will inspire further research in this area and help universities to better support their faculty members and improve student outcomes.

Keywords Professional competence, Faculty members, Kuwait University,
Palestine Technical University Kadoorie

Paper type Research paper

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1. Introduction

University education is of paramount importance as it plays a vital role in the progress, expansion and well-being of society. Universities are scientific establishments that are accountable for training students in various fields and disciplines, thereby contributing to the development of human resources and providing them with the essential skills to improve the labor market. This prepares them to take on leadership roles in different community centers and job positions. Therefore, the faculty members must have the necessary knowledge, information and skills to fulfill the requirements of the present times and play an active role in accomplishing the objectives of the educational process.

The proficiency of the faculty members is a crucial attribute of an effective university professor, as it determines their capability to execute their planned activities. During this phase, the professor's conduct involves engaging with the students to attain the lesson objectives. This encompasses teaching methods and utilizing information and communication technology (ICT) in teaching. However, it is important to note that quality education cannot be solely attributed to methodology, as it also stems from the teacher's integrity and sincerity (Knight, 2010).

The education system of universities heavily relies on its faculty members to overcome the challenges it faces. Hence, there is a considerable focus on improving their skills and knowledge as they constitute the backbone of the education system (Radwan, 2014).

The concept of "competence" is employed in diverse fields, including psychology, education, employment and human resource management. The term denotes an individual's capabilities and proficiencies, and it has gained universal acceptance across all areas of study (Bellacicco & Demo, 2023; Bateel, 2010; Mashrabjonovich, 2023).

The contribution of this study is to provide insights into the perceptions of students regarding the professional competence of faculty members at these two universities (Kuwait and Palestine Technical University Kadoorie). The study aims to identify the strengths and weaknesses of the faculty members in terms of their professional competence, as perceived by the students. The findings of the study can be used to improve the quality of teaching and learning at these universities and to enhance the professional development of faculty members. Additionally, the study can serve as a reference for future research in this area.

The rest of this paper is organized as follows. In the next section, we review the previous literature that gets to know the professional competence at universities. In the following section, we discuss the adopted theory, then we explain the motivation of the study. In the research methodology and empirical findings and discussion sections, we explain the sample and data collection and variables definitions. Afterward, we explain the conclusions, limitations and future studies. The "Acknowledgement" is given in the final section.

2. Literature view

In this study, the term "professional competence" refers to the collection of abilities, skills, knowledge, sciences and behaviors that a faculty member possesses and employs to execute their duties and responsibilities. It is a quality that can be observed, evaluated and learned by students either directly or indirectly (Al-Anzi, 2007; Nair, Jahagirdar, Angadi, & Meena, 2023).

The study identifies various types of competencies, and the following are the ones that are specifically mentioned:

(1) Cognitive competence, as defined in the study, encompasses more than just knowledge and information. It also includes the ability to engage in ongoing education, utilize knowledge tools and apply acquired knowledge in practical settings (Bateel, 2010).

(2) Performance competence, as described in the study, refers to an individual's ability to demonstrate appropriate behavior when faced with challenging situations. This is

because competencies are closely linked to an individual's performance (Zahrani, 2021; Barasa *et al.*, 2023)

(3) According to the study, achievement competencies or results are related to possessing cognitive competencies, which refers to having the necessary knowledge to perform a job. However, it does not necessarily indicate that an individual can carry out the job effectively (Horria, 2018).

The study highlights the significance of professional competencies for faculty members. As the teaching profession has evolved, there has been a greater emphasis on performance in educational settings. The primary responsibility of university professors is to equip students with the necessary skills to integrate into their academic and professional communities. The study suggests that the significance of professional competencies for faculty members can be attributed to a shift in focus from certification to competence and skill.

This means that there is now greater emphasis on an individual's ability to demonstrate their skills and competencies, rather than simply possessing a certification or degree. The study highlights several aspects that are associated with the importance of professional competencies for faculty members. These include the alignment of professional competencies with the concept of continuing education and addressing deficiencies in traditional programs. Additionally, the study emphasizes the need for teachers to play multiple roles, which requires a diverse range of competencies. Furthermore, developing the teaching profession itself is also crucial, which can be achieved through the acquisition of various skills. Finally, the study also recognizes the significance of discovering new technologies that can facilitate better learning outcomes more efficiently and cost-effectively (Bateel, 2010; Kaidouch & Lebna, 2022).

According to Al-Abuwa (2020), teaching competencies are a set of skills and abilities that a faculty member must possess effectively and proficiently carry out the teaching process with a certain level of performance. These competencies encompass a range of factors, including the faculty member's mastery of the academic subject, their ability to inspire and engage students, their use of contemporary teaching methods, their clarity in explanation and their use of relevant examples to help them perform their duties. Teaching competencies encompass a variety of skills, such as the capacity to establish and interpret goals, present information in a coherent and structured manner, manage dialogue and persuasion, utilize innovative methods of explanation, accurately organize ideas and facts, employ reinforcement techniques and encourage students to engage in self-directed learning.

In addition to Sitepu, Eliyana, Raza, and Rosalina (2020), technological competencies refer to the knowledge and technical expertise in computer and communication technologies that a faculty member must possess and effectively utilize. These competencies also encompass a range of abilities, skills and attitudes that a teacher must possess and be proficient in practice, particularly in the areas of educational technology design and production, as well as the use and evaluation of educational materials and various devices.

Mansour (2020) describes evaluation competencies as the skills and abilities that enable a faculty member to accurately and effectively evaluate their students. The purpose of this evaluation is to identify the strengths of the student and enhance them, as well as identify their weaknesses and address them in a manner that contributes to improving the student's overall level and achieving teaching objectives.

According to Haider *et al.* (2022), human competencies encompass a range of skills such as human relations, respect, providing assistance and fostering a positive relationship between students and faculty members. To achieve the objectives of the educational institution, the relationship between students and faculty members should promote comfort and reassurance, encourage specialization, increase students' motivation to learn and facilitate a better understanding of academic subjects. Assisting students and being mindful of their

circumstances, collaborating with them and attentively addressing their concerns, welcoming them into offices and accepting their apologies, as well as valuing their opinions and allowing them to participate in lectures, all contribute to the advancement and growth of academic life. These practices enhance students' optimism and comprehension of the course material and boost their morale, thereby encouraging them to engage in further study and research.

According to Sitepu *et al.*'s (2020) study, universities operating in the era of the 4.0 Industrial Revolution must take immediate steps to enhance their preparation, particularly about human resources. The article emphasizes the competencies that are essential for lecturers to master in the current era of the 4.0 Industrial Revolution in Indonesia. These competencies include educational competence, research competence, technological commercialization competence, future strategies competence, counseling competence, globalization competence and joint competence.

And Zahrani's (2021) study aimed to assess the level of professional competencies among faculty members in technical colleges in the West Bank, based on international standards. The study utilized a descriptive and analytical approach and included a sample of (321) faculty members from (12) technical colleges. To achieve the study's objective, the study developed a questionnaire consisting of (42) items related to knowledge, teaching, professional relations, technological knowledge and communication. According to the findings, the level of professional competencies among faculty members in technical colleges was high. The study also revealed statistically significant differences in the level of professional competencies based on variables such as academic qualification, years of service, educational qualification and supervising authority. The study recommended the significance of enhancing the competencies of faculty members in technical colleges in the areas of scientific research and communication with the local community. Additionally, the study suggested the need to improve their skills in utilizing emotional evaluation methods.

The development of a faculty member's performance efficiency through competency-based programs is characterized by several key features. These include the presence of predetermined learning objectives that are communicated to all program participants. Additionally, the program is organized in a structured and sequential manner, with learning elements arranged in a logical and consecutive order. The characteristics of faculty member performance development programs based on competencies also include the integration of educational technology into the learning process. Additionally, learners are provided with feedback during the learning process to facilitate their progress. The evaluation of a teacher's competencies is based on their performance and mastery of competence, which takes into account both theoretical knowledge and practical skills. The educational competencies that teachers need to be trained in should be derived from the various roles and functions they are expected to perform. Furthermore, a teacher's evaluation in an educational program is based on their ability to demonstrate competence through observable behaviors, rather than being restricted by a specific timetable (Al-Anzi, 2007).

In 2022, Haider *et al.* conducted a study aimed at identifying methods and parameters to enhance the competence of university teachers in delivering knowledge to their students in Pakistan. The study utilized quantitative research techniques and surveys to investigate various factors that influence the professional competence of university professors. The findings suggest that in addition to enhancing their knowledge, university professors need to improve their communication skills and attitude toward knowledge delivery to achieve the required level of competence.

3. Theoretical framework

The transformational theory is a leadership theory that emphasizes the importance of leaders inspiring and motivating their followers to achieve their full potential and exceed their

expectations. This theory suggests that leaders can transform their followers by creating a vision and inspiring them to work toward it, providing individualized support and coaching and challenging them to take on new and exciting tasks. Transformational leaders are seen as charismatic, visionary and able to inspire their followers to achieve more than they thought possible. This theory has been widely studied and is effective in a variety of settings, including business, education and politics (Ytterstad & Olaisen, 2023).

The benefits of the transformational theory of leadership are numerous. *Firstly*, it is effective in improving employee motivation, job satisfaction and performance. Transformational leaders inspire their followers to work toward a common goal, which can lead to increased productivity and better outcomes. *Secondly*, this theory emphasizes the importance of individualized support and coaching, which can help employees develop their skills and reach their full potential. This can lead to increased job satisfaction and a sense of fulfillment in their work. *Thirdly*, transformational leaders are often seen as role models, which can help to create a positive organizational culture and improve employee morale. *Finally*, this theory is effective in a variety of settings, including business, education and politics, which suggests that it is a versatile and adaptable approach to leadership. *Overall*, the transformational theory of leadership has many benefits and can be an effective approach for leaders looking to inspire and motivate their followers (Greimel, Kanbach, & Chelaru, 2023).

There is a relationship between transformational theory and professional competence. According to research, transformational leadership is to be positively related to professional competence. This is because transformational leaders can inspire and motivate their followers to reach their full potential, which can lead to increased job satisfaction and better performance. Additionally, transformational leaders provide individualized support and coaching, which can help employees develop their skills and improve their competence. By creating a positive organizational culture and emphasizing the importance of personal growth and development, transformational leaders can help to improve the professional competence of their followers.

One possible theoretical framework for this study could be based on the concept of transformational leadership. Transformational leadership is a leadership style that emphasizes inspiring and motivating followers to achieve their full potential and work toward a shared vision. In the context of education, transformational leadership can be used to enhance the professional competence of faculty members by providing them with the necessary support, resources and opportunities for growth and development.

4. Significance of the study

The progress in science and technology has led to an increase in the duties of teachers, which now go beyond just imparting knowledge, instilling values and explaining lessons. To be successful, teachers need to have a diverse set of competencies that are relevant to their profession. Without these competencies, a teacher's efforts may be deemed ineffective. This is particularly applicable to university professors who must adapt to the changing requirements of the teaching field. The focus has shifted from depending solely on academic degrees to prioritizing performance in different educational settings. (Radwan, 2014).

The level of professional competence among faculty members is a crucial factor that has a positive impact on the quality of higher education. Therefore, it is essential to assess this competence to determine the actual level of performance, particularly given the recent concerns about the decline in educational outcomes compared to previous periods.

Professional competence is a fundamental aspect that faculty members must continuously and effectively work on to keep up with the advancements and progress in the educational

process. This determines their success or failure in their profession. Universities play a crucial role in developing qualified individuals for the labor market and production.

To enhance the alignment of higher education outputs with labor market requirements and promote creativity and innovation, several studies (including Kaidouch & Lebna, 2022; Al-Abuwa, 2020; Zahrani, 2021; Mansour, 2020) have emphasized the importance of transforming universities into productive institutions. As such, universities must prioritize the professional competence of all faculty members. It is worth noting that there is a lack of research on professional competence, which makes it difficult to compare the results of Kuwait University and Palestine Technical University Kadoorie from a student perspective.

Recognizing the significance of continuously evaluating the professional competencies of faculty members (see Figure 1), researchers have emphasized the need for faculty members to possess these competencies to enhance student performance. This involves identifying the extent to which faculty members at Kuwait University and Palestine Technical University Kadoorie possess professional competencies. So the objectives of the study are as follows: *firstly*: to identify the degree of the professional competence of faculty members from the student's perspective at Kuwait University and Palestine Technical University Kadoorie, *secondly*: to investigate whether there are any notable differences in how faculty members evaluate the professional competence of faculty members from the students' perspective at Kuwait University based on factors such as gender and academic year, *thirdly*: to investigate whether there are any notable differences in how faculty members evaluate the professional competence of faculty members from the students' perspective at Palestine Technical University Kadoorie based on factors such as gender and academic year.

5. Research methodology

The study was limited to knowing the degree of the professional competence of faculty members from the students' perspective at Kuwait University and Palestine Technical University Kadoorie. The study population consisted of (265) students at the Faculty of Economics and Administrative Sciences at Kuwait University and (270) students at the Faculty of Economics and Administrative Sciences at Palestine Technical University Kadoorie, who were present in the second semester of the academic year 2022/2023, because

Figure 1.
Proposed model

Source(s): Authors

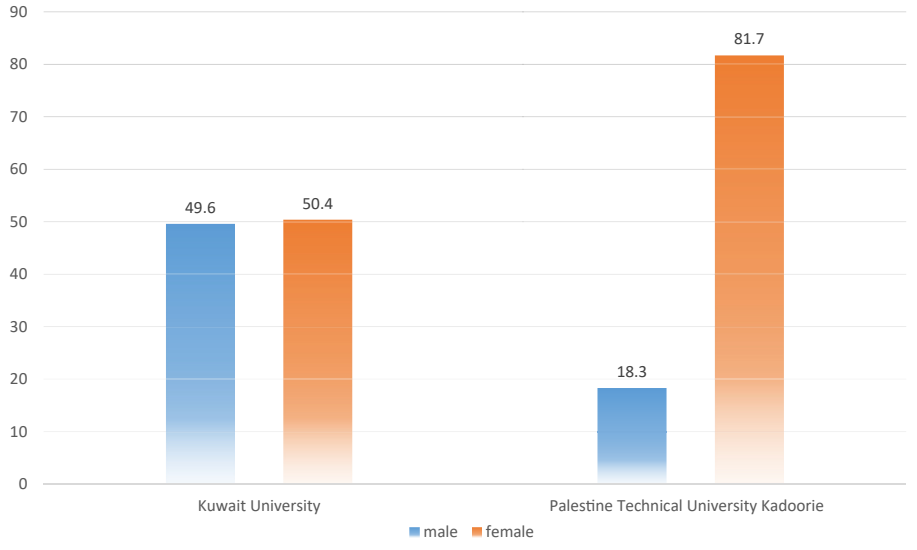
they are two governmental universities and benefit from the exchange of experiences between the universities. The study sample consisted of (115) students at the Faculty of Economics and Administrative Sciences at Kuwait University, while 50 questionnaires were excluded due to incomplete responses to some of the questionnaire's sections, and (115) students at the Faculty of Economics and Administrative Sciences at Palestine Technical University Kadoorie, while (55) questionnaires were excluded due to incomplete responses to some of the questionnaire's sections (see Table 1 and Figure 2). The study followed the analytical descriptive survey method. A questionnaire was developed consisting of 24 items and included several variables, namely gender and academic year.

Their weights were determined according to Likert's three-point scale (low degree, medium degree, high degree) in the questionnaire, and they are represented numerically as 1, 2, 3, respectively. The Cronbach's alpha equation was used for the whole sample, and the

University	Variables		Frequency	Percent
Kuwait University	Gender	Male	57	49.6
		Female	58	50.4
Palestine Technical University Kadoorie		Male	21	18.3
		Female	94	81.7
Kuwait University	Academic year	First year	43	37.4
		Second year	38	33.0
		Third year	25	21.7
		Forth year and more	9	7.8
Palestine Technical University Kadoorie		First year	20	17.4
		Second year	49	42.6
		Third year	30	26.1
		Forth Year and more	16	13.9

Source(s): Authors

Table 1.
Sample descriptive and distribution by demographic variables



Source(s): Authors

Figure 2.
Sample descriptive

reliability factor connected the domain of teaching competencies (0.84), technology competencies (0.83), evaluation competencies (0.83) and human competencies (0.86).

The questionnaires were distributed, retrieved, sorted, analyzed through the use of statistical analysis, and arithmetic averages of the items and standard deviations were calculated and an independent group *t*-test), the use of one-way ANOVA and Scheffe test were used.

6. Empirical findings and discussion:

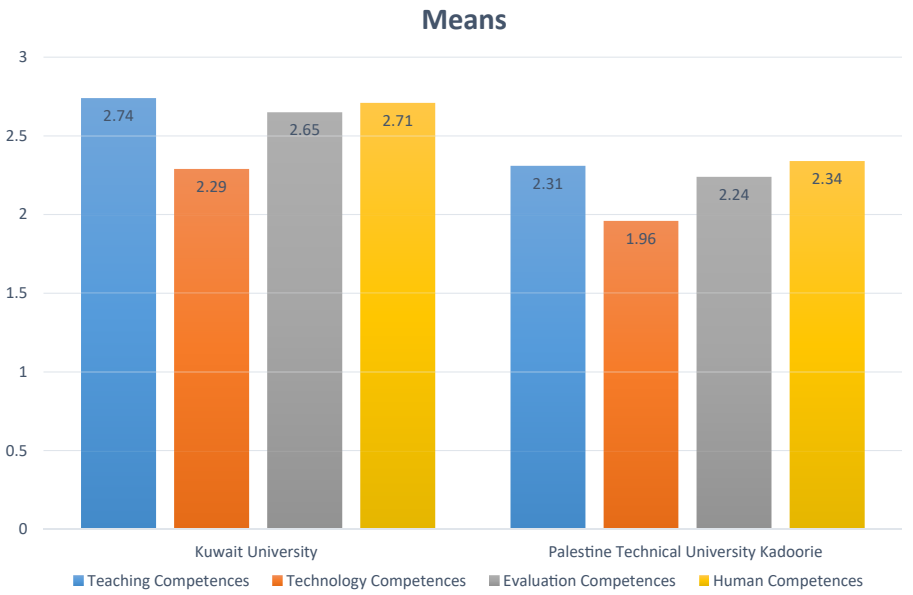
Table 2 presents the mean of the professional competence of faculty members from the students' perspective at Kuwait University for the teaching competencies domain (M 2.74), the technology competencies domain (M 2.29), the evaluation competencies domain (M 2.65), the human competencies domain (M 2.71); it also presents the mean of the professional competencies of faculty members from the students' perspective at Palestine Technical University Kadoorie for the teaching competencies domain (M 2.31), the technology competencies domain (M 1.96), the evaluation competencies domain (M 2.24) and the human competencies domain (M 2.34). The findings align with a research study conducted by Bellacicco and Demo in 2023, which emphasized the significance of professional competence among university educators (see Figure 3).

Table 3 indicates that there were significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of the professional competence of faculty members from the students' perspective at Kuwait University, due to the variable of the gender of the domains (teaching, t = 0.004; technology, t = 000; evaluation, t = 000; human, t = 000) in favor of female students. But there were significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of the professional competence of faculty members from the students' perspective at Palestine Technical University, due to the variable of the gender of the domain (teaching, t = 0.006), in favor of female students, so the findings of this research are in opposition to Mansour's (2020) study, as they reveal significant statistical differences in the students' perceptions of the availability of professional competencies based on gender, with male students being favored. There are no differences in the rest of the domains. These findings suggest that female students may have different expectations or perceptions of faculty members' professional competencies compared to male students. This contradicts Al-Abuwa's study (2020) on the degree to which faculty members possess teaching competencies from the point of view of postgraduate students in private Jordanian universities in the capital Amman Governorate due to the gender variable. It is possible that female students may value certain competencies more than male students or may have different experiences with faculty members that influence their perceptions.

Table 2.
Means and standard deviations on the total the professional competence and subtopics

University	Domain	Mean	Std. deviation
Kuwait University	Teaching competences	2.74	0.331
	Technology competences	2.29	0.487
	Evaluation competences	2.65	0.418
	Human competences	2.71	0.385
Palestine Technical University Kadoorie	Teaching competences	2.31	0.465
	Technology competences	1.96	0.542
	Evaluation competences	2.24	0.479
	Human competences	2.34	0.511

Source(s): Authors



Source(s): Authors

Figure 3.
Domain means of the study

University	Domain gender		N	Mean	Std deviation	*T*-value	Sig 2-tailed
Kuwait University	Teaching competences	Male	57	2.65	0.047	−2.934	0.004
		Female	58	2.82	0.036		
	Technology competences	Male	57	2.09	0.059	−4.611	0.000
		Female	58	2.48	0.058		
	Evaluation competences	Male	57	2.51	0.060	−3.76	0.000
		Female	58	2.79	0.042		
	Human competences	Male	57	2.58	0.058	−3.685	0.000
		Female	58	2.83	0.036		
Palestine Technical University Kadoorie	Teaching competences	Male	21	2.04	0.453	−2.953	0.006
		Female	94	2.37	0.450		
	Technology competences	Male	21	1.75	0.574	−1.854	0.074
		Female	94	2.00	0.527		
	Evaluation competences	Male	21	2.23	0.457	−0.193	0.848
		Female	94	2.25	0.486		
	Human competences	Male	21	2.26	0.463	−0.817	0.420
		Female	94	2.36	0.521		

Note(s): *The mean difference is significant at < 0.05 level
Source(s): Authors

Table 3.
Results from independent between two samples (*t*-test) related to gender

Table 4 indicates the means and standard deviation of the academic year variable at Kuwait University.

Table 5 indicates that there were significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of professional competence of faculty members from the students' perspective at Kuwait University due to the variable of the academic year of the domains

Domain	Academic year	N	Mean	Standard deviation
Teaching competences	First year	43	2.6783	0.34579
	Second year	38	2.7719	0.30615
	Third year	25	2.7800	0.34265
	Fourth year and more	9	2.7963	0.34134
	Total	115	2.7406	0.33127
Technology competences	First year	43	2.0814	0.42627
	Second year	38	2.4342	0.45112
	Third year	25	2.3933	0.52678
	Fourth year and more	9	2.4444	0.51370
	Total	115	2.2942	0.48733
Evaluation competences	First year	43	2.5116	0.43247
	Second year	38	2.7149	0.41537
	Third year	25	2.7600	0.35382
	Fourth year and more	9	2.8333	0.38188
	Total	115	2.6580	0.41876
Human competences	First year	43	2.5853	0.44301
	Second year	38	2.7544	0.34165
	Third year	25	2.8533	0.27352
	Fourth year and more	9	2.7778	0.39965
	Total	115	2.7145	0.38538

Source(s): Authors

Table 4.
The means and standard deviation of academic year variable in Kuwait University

Domain		Sum of squares	df	Mean square	F	Sig
Teaching competences	Between groups	0.271	3	0.090	0.819	0.486
	Within groups	12.240	111	0.110		
	Total	12.511	114			
Technology competences	Between groups	3.141	3	1.047	4.856	0.003
	Within groups	23.933	111	0.216		
	Total	27.074	114			
Evaluation competences	Between groups	1.581	3	0.527	3.178	0.027
	Within groups	18.410	111	0.166		
	Total	19.991	114			
Human competences	Between groups	1.296	3	0.432	3.068	0.031
	Within groups	15.635	111	0.141		
	Total	16.931	114			

Note(s): *The mean difference is significant at < 0.05 level
Source(s): Authors

Table 5.
Results from one-way ANOVA related to academic year

(technology competencies sig. = 0.003, evaluation competencies sig. = 0.027, human competencies sig. = 0.031). And there are no differences in the rest of the domains. These findings suggest that students' perceptions of faculty members' professional competencies may change as they progress through their academic programs. Students in different academic years may have different expectations or experiences with faculty members that influence their perceptions.

Table 6 indicates that there were significant differences due to the variable of the academic year of the technology domain between the academic year (first year, second year) in favor of the second academic year. There were significant differences due to the variable of the academic year of the human domain between the first academic year and the third academic

year in favor of the third academic year. In the technology competencies domain, there were significant differences between first- and second-year students, with second-year students rating faculty members higher. This suggests that students' perceptions of faculty members' technology competencies may improve as they progress through their academic programs. In the human competencies domain, there were significant differences between first- and third-year students, with third-year students rating faculty members higher. This suggests that students' perceptions of faculty members' human competencies may improve over time as they gain more experience with faculty members.

Table 7 indicates the means and standard deviation of the academic year variable in Palestine Technical University Kadoorie.

Table 8 indicates that there were significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of professional competence of faculty members from the students' perspective at Palestine Technical University Kadoorie, due to the variable of academic year of the domains (technology competencies sig. = 0.000, human competencies sig. = 0.031). And there are no differences in the rest of the domains. In the technology competencies domain, there were significant differences between students in different academic years, with a significance of 0.000. This suggests that students' perceptions of faculty members' technology competencies vary significantly based on their academic year. In the human competencies domain, there were also significant differences between students in different academic years, with a significance of 0.031. This suggests that students' perceptions of

Dependent variable domains	(I) Academic year	(J) Academic year	Mean difference (I-J)	Sig
Technology competences	First year	Second year	−0.35282*	0.011
Evaluation competences	First year	Third year	−0.26806*	0.050

Note(s): *The mean difference is significant at < 0.05 level
Source(s): Authors

Table 6. Results from post-test (Scheffe) related to academic year

Domain	Academic year	N	Mean	Standard deviation
Teaching competences	First year	20	2.2500	0.52566
	Second year	49	2.3980	0.40657
	Third year	30	2.2833	0.51445
	Fourth Year and more	16	2.1771	0.45732
	Total	115	2.3116	0.46596
Technology competences	First year	20	1.8167	0.48636
	Second year	49	2.1939	0.52852
	Third year	30	1.8333	0.48935
	Fourth year and more	16	1.6667	0.49814
	Total	115	1.9609	0.54224
Evaluation competences	First year	20	2.1833	0.55383
	Second years	49	2.2517	0.45277
	Third years	30	2.2556	0.52838
	Fourth year and more	16	2.3021	0.39543
	Total	115	2.2478	0.47979
Human competences	First year	20	2.1167	0.55436
	Second year	49	2.5000	0.44618
	Third year	30	2.3389	0.52428
	Fourth year and more	16	2.1771	0.49988
	Total	115	2.3464	0.51116

Source(s): Authors

Table 7. The means and standard deviation of academic year variable in Palestine Technical University Kadoorie

Domain		Sum of squares	df	Mean square	F	Sig
Teaching competences	Between groups	0.755	3	0.252	1.164	0.327
	Within groups	23.996	111	0.216		
	Total	24.751	114			
Technology competences	Between groups	4.949	3	1.650	6.410	0.000
	Within groups	28.569	111	0.257		
	Total	33.518	114			
Evaluation competences	Between groups	0.133	3	0.044	0.188	0.904
	Within groups	26.110	111	0.235		
	Total	26.243	114			
Human competences	Between groups	2.672	3	0.891	3.646	0.015
	Within groups	27.114	111	0.244		
	Total	29.786	114			

Note(s): *The mean difference is significant at < 0.05 level
Source(s): Authors

Table 8.
Results from one-way ANOVA related to academic year

faculty members' human competencies also vary significantly based on their academic year. Universities need to consider these differences when assessing and improving faculty members' professional competencies. This could involve providing targeted training or support to address areas where students perceive lower levels of competence among faculty members in specific domains based on their academic year. Additionally, universities could explore ways to promote consistency and quality across all academic years to ensure that all students receive high-quality education throughout their programs.

Table 9 indicates that there were significant differences due to the variable of the academic year of the technology domain between the academic year (second year, third year, fourth year, more) and the second academic year , in favor of the second academic year. There were significant differences due to the variable of the academic year of the human domain between the academic year (first year, second year) in favor of the second academic year. In the technology competencies domain, there were significant differences between second-year students and students in higher academic years (third year, fourth year and more), with second-year students rating faculty members higher. This suggests that students' perceptions of faculty members' technology competencies may improve as they progress through their academic programs up to a certain point. In the human competences domain, there were significant differences between first- and second-year students, with second-year students rating faculty members higher. This suggests that students' perceptions of faculty members' human competencies may improve as they progress from their first to second year.

Additionally, this study is the first of its kind to compare the professional competence of faculty members from the students' perspective at Kuwait University and Palestine Technical University Kadoorie. The findings of this study can be used by universities to identify the strengths and weaknesses of their faculty members and improve the quality of

Dependent variable domains	(I) Academic year	(J) Academic year	Mean difference (I-J)	Sig
Technology	Second year	Third year	0.36054*	0.028
	Second year	Fourth year and more	0.52721*	0.006
Human	First year	Second year	−0.38333*	0.041

Note(s): *The mean difference is significant at < 0.05 level
Source(s): Authors

Table 9.
Results from post-test (Scheffe) related to academic year

teaching and learning. Specifically, the study focuses on the four domains of teaching competences, technology competences, evaluation competences and human competencies.

The study's findings suggest that universities can use the information to enhance the professional development of their faculty members and improve the quality of teaching and learning. Additionally, the study can serve as a reference for other universities interested in evaluating the professional competence of their faculty members from the perspective of students. It is important to note that the study highlights the significance of considering cultural, social and institutional factors that may impact the degree of professional competence of faculty members from the students' point of view.

7. Conclusions, limitations, future studies

Certainly, our study aimed to investigate the professional competence of faculty members from the students' perspective at Kuwait University and Palestine Technical University Kadoorie. We found that there were significant differences in the degree of professional competence between the two universities, with female faculty members receiving higher ratings. This is consistent with previous research that has shown that female faculty members tend to be more effective teachers and mentors than their male counterparts.

We also found that there were differences based on academic year and domain. For example, at Kuwait University, second-year students rated faculty members in the technology domain more highly than first-year students did. At Palestine Technical University Kadoorie, third-year students rated faculty members in the human domain more highly than first-year students did.

These findings have important implications for universities and their faculty members. Universities should consider ways to support and promote the professional development of their faculty members, particularly those who are less experienced or who work in domains where they may be less confident or effective. This could include providing training and mentorship opportunities, as well as creating a culture of continuous learning and improvement.

One limitation of this study is that it only focused on two universities in Kuwait and Palestine, which may limit the generalizability of the findings to other universities or countries. Additionally, the study relied solely on students' perceptions of faculty members' professional competence, which may not fully capture the complexity of this construct. Furthermore, the study did not explore potential confounding variables that may impact perceptions of professional competence, such as students' prior knowledge or expectations. Finally, the study did not investigate potential differences in perceptions of professional competence based on other demographic factors such as age or ethnicity.

The scientific addition of this study is that it is the first of its kind to compare the professional competence of faculty members from the students' perspective at Kuwait University and Palestine Technical University Kadoorie. The study also highlights the importance of considering cultural, social and institutional factors that may impact the degree of professional competence of faculty members from the students' point of view. Additionally, the study identifies the strengths and weaknesses of faculty members in terms of their professional competence, as perceived by the students. This information can be used by universities to improve the quality of teaching and learning by enhancing the professional development of their faculty members. Finally, the study can serve as a reference for other universities interested in evaluating the professional competence of their faculty members from the perspective of students.

This study provides valuable information for universities to improve teaching and learning by identifying strengths and weaknesses of faculty members' professional competence from students' perspective. Universities can take measures to enhance faculty

members' professional development based on the study's findings. The study can also serve as a reference for other universities interested in assessing faculty members' professional competence from students' perspective.

The practical implication of the study is to help the universities identify the areas where they need to allocate more resources and support to improve the quality of teaching and learning. The study can also help the universities develop policies and procedures to ensure that the faculty members are meeting the expectations and needs of the students in terms of their professional competence. Furthermore, the study can help the universities enhance their reputation and competitiveness by improving the quality of teaching and learning, which can attract more students and faculty members to the universities.

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