

Teaching methods used by faculty members at Yarmouk University with students

Alham Hikmat Nseer¹, Prof. Dr. Hassan Ahmed Al-Hiyari²,
Prof. Dr. Khalifa Mustafa Abu Ashour³

^{1,2,3} Yarmouk University

Abstract

The study aimed to identify the teaching methods used by the faculty members at Yarmouk University with the students. The study adopted the descriptive survey method. The researchers built a questionnaire to measure the teaching methods practiced by the faculty members with the students. The study population consisted of (48,500) male and female students. The study sample consisted of (619) male and female students who were chosen by the available random method. The results of the study showed that the teaching methods used by the faculty members at Yarmouk University from the students' point of view came to a high degree; The results revealed that there were statistically significant differences in the practice of teaching methods due to the variables (gender, college, academic degree), and came in order in favor of (males, scientific colleges, bachelor's), researchers recommend that Yarmouk University should research faculty members diversity in teaching strategies Which they practice with students in all educational programs (bachelor, higher diploma, postgraduate studies).

Keywords: teaching methods, faculty members, Yarmouk University.

Introduction

Education represents the practical application of the philosophy of any society, and educational goals are achieved through all societal institutions, including educational institutions at their various stages, as social and educational institutions that achieve the goals of society, and this requires taking into account the stages of growth that individuals go through; Therefore, the educational process was divided into stages in accordance with the needs of individuals and their mental abilities. Education is the basis for building society, and without it, it loses its ability to continue and stay, and it is something that God Almighty has singled out for the human being; Because it achieves the goal for which the human being was found on this earth, and education, including its objectives and educational methods, change and develop from one society to another, that is, whenever human life develops and changes, the methods and methods of education change with it to keep pace with this change and this change.

Education is one of the most important and oldest topics that man has known since his feet touched the surface of the globe, to achieve his individual and collective goals so that God Almighty inherits the earth and those on it, and the concept of education varies from generation to generation and from one school of thought to another school of thought, which led to the emergence of schools and philosophical opinions. different; To meet the needs of individuals and societies through scientific methods, and to make man develop the means of his upbringing over time and eras to suit the scientific, civilizational and technological progress to which he belongs. That is why man has tried, since the dawn of his history, to be aware of the hidden issues related to himself, whether related to the nature of the human soul or related to existence in its physical and metaphysical sides. The person who managed and moved away from the divine approach and took from the human mind the only way to reach the truth of all issues related to the world of the senses and the unseen is lost In a sea of darkness and came to come with something and its opposite, because he did not realize that his human capabilities are restricted and through which he cannot access knowledge completely in order to achieve happiness in this world and the hereafter, and based on these various ideas, many intellectual and philosophical schools appeared to reflect themselves in all educational circles of man and from Including the intellectual dimensions of the teaching practices used in the educational process (Al-Hiyari, 2013).

The ideal philosophy, at the beginning of its inception, relied on the method of indoctrination and indoctrination, and gave the teacher a great position, as he is the center of the educational process, the first reference for knowledge and an explanation of it. On the other hand, students must be obedient, and implement what is required of them, and students are subject to single courses that contain a set of accumulated and fixed information, and students must abide by it, and the method of teaching depends mainly on the teacher because he is the official spokesman for knowledge, curriculum and textbook, and the mind when Idealists cannot provide true knowledge because it is from the lower world far from the upper world, which contains all

perfections and truths, and therefore the relationship between the teacher and the student is a formal relationship (Al-Yamani, 2004).

The pragmatic philosophy sought to adopt a different approach to other educational philosophies in the educational process. The school is the social institution that seeks to achieve the goals of society, and the teacher must adopt a democratic approach in dealing with students, diversify the methods of education, encourage them to self-learning, and examine the ideas reached by students. Through discussion, dialogue and role-playing, the student in pragmatic philosophy is a biological and social formula capable of learning and growth through intelligent interaction with environmental data. He must possess a developing and developed personality and possess a set of skills and abilities to prove himself. The curriculum constitutes a complete and integrated cognitive unit to meet the needs of students, and contributes in providing students with the appropriate ways to solve the problems they face, and a variety of teaching methods provided to students based on teaching in a way of experimentation, trial and error, cooperative learning, and the use of all senses to reach the truth. The final learning process (Khawaldeh, 2012).

The educational process in the light of Islamic education must depend on two sources: the Noble Qur'an and the honorable Sunnah of the Prophet, as all sciences that study worldly phenomena are derived from these two sources, so that education can direct its educational experiences and branch out into all different general and specific disciplines, and they are no longer confined to the school. The students' curricula, rather their role has become to qualify the members of society according to the ethical and behavioral rules that stem from the educational thought of the society, and the teacher in the Islamic school represents the leading model and good example for students who prepare them and qualify them to the level of responsibility within the Islamic level at the Islamic level. The global human level, and the divine approach's keenness on equal opportunities in the educational process before members of the Muslim community in all matters related to the educational process throughout its stages, educating individuals and unleashing their latent energies according to their own abilities that God Almighty bestowed upon them, and qualifying individuals and preparing them in proportion to their abilities and Circumstances The era in which they live in light of their beliefs and ideas stemming from the divine approach, and the diversity of the Islamic school in teaching methods through the use of the method of dialogue and discussion (Maree and Al-Heila, 2004).

The efficiency of the university professor depends on the preparation of human cadres, which advance the process of development and contribute to it effectively in society. One of the most important indicators of the efficiency of the university professor is the teaching performance that he performs; As one of the most important inputs to university education, and the most powerful influence to bring about the desired changes among university students, faculty members are the mainstay of the university's academic pillar because they are the ones who are responsible for teaching, responsible for academic guidance, and responsible for research activity, and they set curricula and define courses; Therefore, evaluating the faculty members, especially the teaching side, is a very important work based on achieving the university's goals, and to identify the extent of the efficiency and effectiveness of the faculty members and its employees (Al-Awadi, 3013).

Teaching methods are the essence of university education, and the most important pillars of human development, and constituted an important element of quality control, and generally include two main aspects: the aspect related to the specifications of the university study program in terms of its objectives, mechanisms, structure, and admission requirements, while the other aspect relates to In the style followed by faculty members, and it is no secret to those who follow the prevailing teaching practices for quite some time that they depend on the direct teaching strategy (indoctrination) that arose from natural, idealistic, realistic and behavioral philosophy, and affected a very large part of the educational process in our Arab societies, And the possibility of changing attitudes towards this style depends very much on defining the intellectual and philosophical frameworks that a faculty member should rely on as a first step in reviewing the behavior that occurs in the classroom, and that defining these theoretical foundations helps relevant institutions and departments to reflect on the nature of programs Training, to raise the level of the teaching process (Al-Saghir, 2014)

As for the realist philosophy, it sees that the key to education is in the hands of the teacher, who decides the educational material that should be taught to the students, and he is the guide and conductor of students' behavior, and he is the educational leader to make his personality strong and sound standing on the side of the truth. The curriculum is more than emphasizing the students, and also believes that the teacher and students are not allowed to object to the facts or express their personal opinions, and the curriculum contains a set of knowledge related to reality that is divided and organized to make it easier for the minds of students to perceive and know, and teaching methods focus on psychological foundations And applying the principle of reward and punishment to encourage students to acquire desired habits, and in the process of evaluation, students must return the information as they received it from the teacher (Nasser, 2004).

The behavioral school linked the educational process to the stimulus and the response to the students, and it depends mainly on the teacher, who is the focus of the educational process, guiding and organizing it, and he also uses the method of reinforcement, he rewards the correct answers, and sometimes the learner is punished when he gives wrong answers. Basically on memorizing and remembering facts, identifying and clarifying

concepts, learning is assessed by exams and the learner simply has to prove his knowledge of the correct answer. The teacher bears all responsibility for achieving the objectives of the educational process; It is up to him to create the environmental conditions and the reinforcement system for the students to adopt new behaviours, and the students are described as a kind of receptacle into which the teacher throws whatever information he wants (Al-Zaqq, 2006).

Teaching methods represent the core of the university education process, which is the most important pillar of human development, and the quality of teaching methods; In addition to many other factors such as: (university professor, university administration, university curricula, student motivation) the significant impact on the efficiency of educational outputs. Due to the importance of the quality of education, the interest in evaluating faculty members began since (1921), when the American Purdue University made the first attempt to evaluate faculty members by their students at the university. (Calkins & Micari, 2010)

Al-Sagheer (2014, 3) defined teaching methods as: the behaviors, actions, and methods that teachers use in the classroom to present the educational material for the purpose of creating learning among learners. Al-Momani (2013, 3) defines it as the teacher's behavior, behavior and activities in the classroom, including teaching strategies and teaching aids to display the content of the educational material, methods of presenting the material and presenting it to students in the classroom, the main and sub-goals of the teaching process and the extent of the teacher's achievement of these goals. As for Borsh (Borsh, 1999), he defined it as: the ability to transform teaching procedures into behavior practiced by a faculty member within the classroom lecture.

The difference that we are witnessing in our universities stems from the multiplicity of intellectual and philosophical schools and the difference in their principles and objectives, whether in the educational process or the educational process; However, the difference on which these schools are built is the difference in access to knowledge; Either they are assets of a divine source, or origins of a human source, so that the eternal Islamic school represents the divine source of educational thought, while other intellectual and philosophical schools that have moved away from the divine source are considered schools with a human source, as the difference in human thought and the difference in their goals and objectives cause. There are many of these intellectual and philosophical schools and the teaching methods they use. Therefore, the general objectives in the light of the Islamic school that draw its knowledge from the divine source, the Holy Qur'an and the correct Sunnah of the Prophet, differ from other schools of thought, as well as the fundamental differences between the intellectual and philosophical schools about the principles and objectives of education. To the difference in curricula, teaching practices and behavioral patterns inside and outside the educational institution.

In Jordan, there is an urgent need to evaluate the quality of the teaching skills practices followed by a faculty member and their impact on the skill and cognitive achievement of students, in order to develop remedial and development plans for various aspects and elements of these practices in the educational process, and that these plans be based on studies aimed at evaluating. Various aspects of higher education, the most important of which are teaching practices related to faculty members. Yarmouk University is considered one of the Jordanian universities that has made good strides in various fields of development, including the development of teaching practices among faculty members through various programs for evaluating faculty.

The researcher noticed through her studies at Yarmouk University that there is a diversity in the teaching methods practiced by faculty members, the vast majority of them use the traditional method based on (indoctrination) influenced by philosophies such as natural philosophy, realism, idealism and behaviour, and the student here is a listener and transmitter of knowledge as it is, as if the minds of. Students are an empty container in which a faculty member puts whatever he wants, and he has to keep the information that is placed in it as it is without addition or decrease, and at the time of the exam he has to return the information he received as it is. Moving away from the correct divine approach that explained and organized all the pillars of the educational process, whether for the teacher, the learner, the curriculum, and even the administrations at all levels, and as a result of the multiplicity and diversity of the intellectual dimensions of the teaching practices followed by the faculty members, there is a diversity of educational outcomes, whether in the middle school levels or Supreme.

Study problem and questions

Given the importance of the faculty member in the age of science and technology, the era of the knowledge explosion, the knowledge revolution, the multiplicity of sources of knowledge, and the complexity of economic, social and cultural life, the faculty member has become the main element in the educational process. If not the most important, then the evaluation of the teaching practices that he follows has become an inevitable necessity, and necessary to develop this process and achieve its goals. Through the work of researchers in the field of education, it was noticed that the teaching methods practiced by a faculty member are different and varied among themselves, and are little based on an educational philosophy with clear foundations and landmarks. and cognitive differently. Therefore, the study attempted to answer the following questions:

The first question: What are the teaching methods used by the faculty members at Yarmouk University from the students' point of view?

The second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of the study sample members in the teaching methods used by faculty members at Yarmouk University from the students' point of view due to the variables (gender, college, scientific level)?

Objectives of the study

This study seeks to achieve the following objectives:

First: To reveal the teaching methods used by the faculty members at Yarmouk University from the students' point of view.

Second: To reveal the significance of the differences between the sexes and the faculty in the practice of teaching methods among faculty members at Yarmouk University from the students' point of view, in order to investigate these differences and identify them.

The importance of studying

The importance of the current study is represented in two aspects:

First: Theoretical importance: attention to an important category of society, namely the faculty members, who are responsible for preparing and promoting the future generation in view of the contemporary reality. It is characterized by modernity, scientific development and a civilized civilization accompanied by social, economic and political transformations in the Jordanian society. It is hoped that this study will be considered a scientific source for researchers to rely on in their subsequent studies.

Second: Practical importance: It is hoped that the results of this study will be reflected on policy makers and decision makers in the higher education sector in general, and in Yarmouk University in particular, to help develop frameworks and foundations that would contribute to unifying the intellectual dimensions of teaching practices for all faculty members. It is practiced on virtually all university employees, and the results of this study can provide new ideas for researchers to carry out new scientific research, which would contribute to solving some problems resulting from the lack of standardization of teaching methods and their impact on student achievement, and providing ideas for decision-makers at the senior management level in Yarmouk University, on ways to unify the teaching methods of faculty members, which is positively reflected on the development of the educational process in the educational field, and the increase in the skill and cognitive achievement of students.

The limits of the study

The results of the study are determined in the light of the following limits:

- Objective limits: the teaching methods used by the faculty members at Yarmouk University with the students.
- Human borders: a sample of Yarmouk University students.
- Spatial limits: This study was applied at Yarmouk University - Irbid.
- Time limits: The study was implemented within the first semester of the 2020-2021 academic year.

Idiomatic and procedural definitions

This study included the following terms:

- Teaching methods idiomatically: they are the teaching practices, behaviors, actions and methods used by faculty members in lectures to present the educational material for the purpose of creating learning among learners (Al-Saghir, 2014, 3). It is procedurally defined as: the educational methods followed by the faculty member in transferring information to students, which is directly reflected on the educational outcomes, which were measured in the current study through the responses of the study sample members to the study tool that was built.
- Yarmouk University: It is a public Jordanian university (public) located in the city of Irbid in the north of Jordan. It was established in (1976 AD) by order of King Hussein bin Talal and has witnessed a great expansion since that time. The university enjoys a large degree of autonomy. It is managed by the Board of Trustees, whose members are appointed by royal decree based on the recommendation of the Council of Ministers.

Previous studies

Al-Zuhair (2000) conducted a study aimed at identifying the intellectual assets of educational practices among faculty members in the College of Education at Yarmouk University, and used the descriptive survey method, and the questionnaire was a data collection tool consisting of (50) paragraphs, each of which represents an educational practice derived from one of the intellectual schools. The following: (Islamic, pragmatism, idealism, realism, and naturalism), and the study community and its sample consisted of all members of the teaching staff in the College of Education at Yarmouk University in the Department of Administration, Principles of Education and Psychological Counseling, which numbered (74) members. The results showed that the intellectual assets of the practices The educational arrangement was arranged as follows: (Islamic school, pragmatism, realism, idealism, and finally the natural school came), and the results of the study indicated that there are no statistically significant differences between the average responses of faculty members attributed to the variables of sex or department. Statistical significance between the averages of faculty members' responses due to the academic degree variable.

Teaching methods used by faculty members at Yarmouk University with students

Cheng Lin (2005) conducted a study aimed at identifying the effectiveness of the imperative and applied teaching methods under the guidance of the teacher. The study was conducted on a sample of (40) students who were chosen by the intentional method. The most important results of this study were the superiority of the group that used the applied method under the guidance of the teacher over the group that used the command method.

The study of Bin Kadam (2009) sought to identify the degree to which Umm Al-Qura University achieved the goals of Saudi educational thought from the point of view of faculty members and graduate students, and used the descriptive survey method, and the questionnaire as a tool for data collection, and the study sample consisted of all faculty members and graduate students in Umm Al-Qura University, whose number is (348) faculty members, and (325) students. The results showed that the degree to which Umm Al-Qura University achieved the goals of Saudi educational thought from the point of view of faculty members and graduate students came to a high degree, and the results showed that there were no significant differences. Statistical significance in the average responses of faculty members due to the effect of academic rank in the fields of the university as an institution, faculty member and educational technologies, and the presence of statistically significant differences due to the effect of scientific rank in the field of graduate students, and the presence of statistically significant differences in the averages of the responses of graduate students due to the level. The differences were in favor of the PhD category in the fields of the university, and there were no statistically significant differences due to the educational level, in the field of graduate students, and in the tool as a whole. .

The study of Odat and the Customer (2013) sought to identify the effectiveness of using the familiarity and building method on the performance level of some physical and skill variables for students of the Hashemite University. The experimental method was used, and the study population and its sample consisted of (40) students, and the sample was divided into two equal groups, the first as a control group, and the second experimental group, each of (20) students. Physical and skill tests were applied to measure the level of students' performance. The results of the study indicated that there were significant statistically significant differences in the effect of using the familiarity and building method on some physical and skill variables.

Al-Shboul (2016) conducted a study aimed at revealing the behavioral patterns practiced by faculty members, administrators and students at Yarmouk University from their actual point of view and suggestions. He used the descriptive survey method and the questionnaire as a tool for data collection. The sample amounted to (150) faculty members, and (101) administrative, and (1123) male and female students, and the results showed that the behavioral patterns of faculty members and administrators ranged between very high and high from the point of view of the sample members, and the results showed that there were no statistically significant differences attributed to the gender variable for faculty members and administrators, and there were differences attributable to For the academic rank variable, it came in favor of an associate professor.

The study of Lee, Yoo & you (2009), aimed at clarifying the experiment adopted by Han Yin University in Korea, which aimed to encourage faculty members to use constructivist teaching practices, and the study relied on the descriptive approach to determine the reasons for the faculty members' reluctance to apply Constructivist teaching practices, and the study sample consisted of (81) faculty members from various disciplines at Han Yin University. The results of the study indicated that the reasons for their reluctance to apply teaching practices are their desire to change traditional teaching, but they are not aware of how to apply constructivist teaching practices. Those who attempt to implement constructivist teaching practices face difficulties related to their personal conviction of teaching and the lack of time and resources.

And Robels (2016) conducted a study in the United States of America aimed at identifying the relationship between scientific research and the quality of teaching in universities. The study used the critical methodology based on a review of previous studies that dealt with the nature of the relationship between a faculty member and students while writing scientific papers and theses. The study sample consisted of (13) previous studies obtained after reviewing a number of scientific and academic databases. To achieve the aim of the study, content analysis was used. The results of the study revealed that the counseling relationship between a faculty member and students while supervising scientific research and theses is divided into three types: the positive relationship, which is based on the exchange of opinions, dialogue and discussion between the faculty member and the student, and the negative relationship, which is characterized by the faculty member imposing his opinion on the student without any A kind of dialogue or argument, the absence of a clear relationship between the faculty member and the student.

Al-Moutashari study (2018) sought to reveal the effect of using the flipped learning strategy on the achievement and skill performance of computer applications among middle school students in Jeddah. The descriptive and experimental approach was used, and the study tools consisted of: an achievement test and a skill performance note card. The study materials also included educational software. The study sample consisted of (73) students at Al-Abna' Middle School, they were distributed into two groups chosen randomly, one of them is controllable and the number of its students is (36) students, the other experimental, and the number of its students is (37) students. The control group was taught in the usual way, and the experimental one was taught using the flipped learning strategy. The results of the study revealed that there were statistically

significant differences between the mean scores of the students of the experimental group and the scores of the students of the control group in the post-measurement of the academic achievement test for computer applications for middle school students in favor of the students of the experimental group, in addition to the presence of statistically significant differences between the mean scores of the students of the experimental group who studied Through the flipped learning strategy and the scores of the students of the control group who studied in the usual way in the post-measurement of the skill performance note card for computer applications for the intermediate school students in favor of the students of the experimental group.

The location of the current study from previous studies

1- **Methodology:** Some studies used the descriptive survey method, such as the noon study (2000), and the study of Ibn Kadam (2009). The study of Lee, Yoo & you (2009) used the descriptive approach, while the study of Al-Moutashari (2018) used descriptive and experimental.

2- **The sample:** Most of the previous studies were applied to faculty members, such as the Noon study (2000), the Ben Kadam study (2009), and the Lee, Yoo & you study (2009), while the Al-Moutashari study (2018) was applied.

3- **The tool:** The current study used a questionnaire to collect data and it was similar to most studies such as the Noon study (2000), and the Bin Kadam study (2009).

4- **Benefiting from previous studies:** The previous studies were referred to as important references in the theoretical literature for the various chapters of the study and in the interpretation of the results.

The current study was distinguished from previous studies in dealing with the issue of intellectual dimensions of teaching methods practiced by faculty members at Yarmouk University with students, as there are no previous studies, according to the limits of researchers' knowledge, that talked about the intellectual dimensions of teaching methods and their relationship to skill and cognitive achievement, and there are no studies that dealt with this sample.

Method and Procedure

This part deals with the study method, its population, its sample, and the study tool used:

Study Approach

In order to achieve the objectives of the study, the researchers used the descriptive survey method, which is the most suitable for this study.

study community

The study population consists of all Yarmouk University students, for the academic year 2020-2021, and their number is (48,500) male and female students.

The study sample

The study sample consisted of (619) male and female students from Yarmouk University, within the second semester of the academic year 2020/2021, and the sample was chosen in the available way, and Table (1) shows the numbers of sample members distributed according to the study variables:

Table (1): Distribution of the study sample by gender, college, and academic level

Number	Level/Category	Variable
329	Mention	Male
290	Female	
619	Total	
281	Human	College
338	Scientific	
619	Total	
474	Bachelor's	Academic level degree
145	Postgraduate	
619	Total	

Study tool

To achieve the objectives of the study, the researchers built a tool to measure the intellectual dimensions of the teaching methods of faculty members at Yarmouk University, using theoretical literature and previous studies such as the Al-Shbul study (2016), the Bin Kadam study (2009), the Al-Manshari study (2018), and the Roberts study (Robets, 2016). The tool, in its initial form, consisted of (19) paragraphs.

Validity of the tool (resolution)

Teaching methods used by faculty members at Yarmouk University with students

To verify the content validity of the study tool; It was presented to a group of (10) arbitrators in the fields of (administration, pedagogy, teaching methods, and Arabic language curricula) at Yarmouk University, Al-Balqa Applied University, Jadara, Mutah, and Al-Hashimiya. and any modifications they deem appropriate. The researcher adopted the paragraph on which (8) or more arbitrators agreed, or 80% of the arbitrators. Thus, the tool became composed of (17) paragraphs.

The construction validity of the study tool

The study tool was applied to an exploratory sample consisting of (50) male and female students, from outside the target study sample, in order to calculate the corrected correlation coefficients for the relationship of the paragraphs with the study tool, as shown in Table (2).

Table (2): The values of the corrected correlation coefficients for the relationship of the items with the study tool

Corrected correlation coefficient value	Paragraph number	Corrected correlation coefficient value	Paragraph number
0.51	13	0.59	1
0.45	14	0.47	2
0.53	15	0.43	3
0.61	16	0.62	4
0.42	17	0.41	5
		0.53	6
		0.53	7
		0.56	8
		0.53	9
		0.49	10
		0.50	11
		0.52	12

It is noted from Table (2) that the values of the corrected correlation coefficients for the relationship of the items with the study tool ranged from (0.41) to (0.62).

Tool stability

For the purposes of calculating the internal consistency stability of the study tool, Cronbach's α equation was used based on the data of the first application of the pilot sample, and for the purposes of calculating the consistency of repeatability; The re-application was done on the exploratory sample by the test-retest method with an interval of two weeks between the first and second applications, where the Pearson correlation coefficient was used for the relationship of the first application to the second application of the exploratory sample, as shown in Table (3).

Table (3): The values of the internal consistency and recurrence coefficients for the study tool

Paragraph number	:Stability Coefficients		Scale
	Replay	Internal consistency	
17	0.86	0.87	Teaching methods
17	0.86	0.87	The total score of the tool

It is noted from Table (3) that the value of the stability of the internal consistency of the total degree of the tool has reached (0.87), while the stability of the repetition has reached its value (0.86). The value of the internal consistency for the field of teaching methods was (0.87), while the value of the repetition was (0.86).

Study tool correction standard

Likert scale was used for the five-year grading in order to measure the opinions of the study sample members, where it was given strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), and the following classification was relied on. To judge arithmetic averages:

Length of the period = (highest value - lowest value) / 3 = (5-4) / 3 = 1.33

So it will be:

Low approval score from (1-less than 2.33).

- Medium approval score from (2.34-less than (3.67)

A high degree of approval from (3.68-5).

Study variables

The study included the following variables:

First, the independent variables

1. Gender, which has two categories: They are: (male, female).
2. The college, which has two levels (humanity and scientific).
3. The scientific level, and it has two levels (Bachelor and Postgraduate studies).

Second, the dependent variable

Teaching methods practiced by faculty members at Yarmouk University with students.

Study results and discussion

This part included the results of the study to identify the teaching methods practiced by faculty members at Yarmouk University with students

First: the results related to the first question, "What are the teaching methods used by faculty members at Yarmouk University from the students' point of view?"

To answer the first question: The arithmetic means and standard deviations of the teaching methods used by faculty members at Yarmouk University were calculated from the students' point of view, as shown in Table (4).

Table (4): Arithmetic means and standard deviations of the teaching methods used by faculty members at Yarmouk University from the students' point of view

The first axis: the faculty member practices the following teaching methods in the lecture:					
practice degree	standard deviation	Arithmetic mean	Paragraph text	paragraph number	Rank
High	0.79	4.43		17	1
High	0.84	4.32	Students feel that they are the only source of knowledge for information only	1	2
High	0.79	4.24	Directs students to write down the information they are giving verbatim	14	3
High	0.83	4.20	Praise the students who memorize the most information	11	4
High	0.83	4.19	Determines students' abilities based on their memorization of information	13	5
High	0.84	4.18	He speaks alone most of the time in front of the students	7	6
High	0.88	4.18	He is bound to present the information literally as it was contained in the references he approves	9	6
High	0.92	4.17	Focuses on the amount of information written in answering test questions	3	7
High	0.87	4.15	Addresses all students in the same language and style without distinguishing between their abilities	5	8
High	0.91	4.15	Students feel that the information circulated is non-negotiable	8	8
High	0.89	4.14	It brings up easy-to-forget topics	16	9
High	0.93	4.13	He manages educational activities on his own	15	10
High	0.86	4.10	It reinforces the answers of students who have the most memorized information	10	11
High	0.90	4.10	He reinforces students who praise his teaching practices	12	11
High	0.98	4.08	They are disturbed by the students' interventions in asking questions to analyze the information	4	12
High	0.91	4.07	The method of indoctrination is used to deliver information to students	6	13
High	0.88	4.05	Students only need the reference that identifies the course	2	14
High	0.50	4.16	Total		

Teaching methods used by faculty members at Yarmouk University with students

It is noted from Table (4) that the arithmetic averages ranged between (4.43-4.05), as came paragraph No. (17) which states that “the lectures are presented in similar ways throughout the educational course” in the first order, with an arithmetic mean (4.43), and a standard deviation (0.79), with a high degree of practice, while paragraph No. (2) which states that “students are required to refer to the reference that he specifies for the educational course only” came in the last order, with an arithmetic mean (4.05), a standard deviation (0.88), and a high degree of practice, and the average was Total teaching methods (4.16), with a high degree of practice.

The reason for this is that the philosophy of education in the Islamic society is no longer clearly defined, which led to the intellectual and educational schizophrenia in those societies. Moreover, the educational systems in our society were subjected to a fierce wave of Orientalism and Westernization in the educational systems, which led to the emergence of contradictory educational conditions. The contemplator of the reality of the teaching methods notes that they vary among themselves. Sometimes we see them follow natural philosophy, and at other times, Greek philosophy and other philosophies at the expense of Islamic philosophy, which led to varying educational outcomes and their failure to adopt an educational philosophy with clear foundations and landmarks.

The reason for this may be due to the fact that the natural philosophy from which all other educational philosophies descended directly affected the educational process in our universities. The Islamic society, which managed and moved away from the divine approach as a source of knowledge and took from other educational philosophies as a source of knowledge, found itself in a complete loss that affected various aspects. His life, on top of which is the educational system. Instead of taking the wise Qur'an and the Prophet's Sunnah as the basis from which we draw our sciences, we found ourselves at the present time in front of a gelatinous philosophy that takes from this and this, until we do not realize what basis we should follow in our educational practices. On the other hand, we find that the divine curriculum has clearly and precisely defined the basis of the educational process that must apply in our educational institutions, and what methods we must follow. He urged us to take into account the individual differences between students, give reason the status that befits it, search and investigate knowledge and observe the morals of Dialogue, commitment to teamwork, and others. Unfortunately, university students were taught teaching methods that do not fit with our Islamic curriculum.

The reason for this is also due to the fact that those in charge of the educational process at Yarmouk University are graduates of various universities, whether at the local, regional and global levels, and these universities differ in the teaching methods they adopt based on the educational philosophy prevailing in those countries. Therefore, it is certain that their teaching methods used with students will vary based on what was provided to them in the educational process throughout their university studies.

The results of the current study agreed with the results of the study of Bin Kadam (2009), which showed that the degree to which Umm Al-Qura University achieved the goals of Saudi educational thought from the point of view of faculty members and graduate students came to a high degree. It also agreed with the Shboul study (2016), which showed the results of the behavioral patterns of faculty members and administrators ranged from very high.

Second: the results related to the second question, “Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of the study sample members in the teaching methods used by faculty members at Yarmouk University from the students' point of view due to the variables (gender, college, Scientific level)?”

To answer the second question, the arithmetic averages and standard deviations of the responses of the study sample members to the teaching methods used by faculty members at Yarmouk University were calculated from the students' point of view according to the variables, gender, college, and scientific level, as in Table (5).

Table (5): Arithmetic averages and standard deviations of the responses of the study sample members in the teaching methods used by faculty members at Yarmouk University from the students' point of view according to the variables, gender, college, and scientific level

standard deviation	Arithmetic mean	Category	Variable
0.43	4.22	Mention	Male
0.57	4.10	Female	
0.42	4.20	Bachelor's	Academic level degree
0.71	4.07	Postgraduate	
0.39	4.24	Human	College
0.60	4.08	Scientific	

It is noticed from Table (5) that there are apparent differences in the responses of the study sample members in the teaching methods according to the variables of gender, college, and scientific level. To find out the statistical significance of these differences, three-way ANOVA was used, and table (6) shows:

Table (6): Results of the triple variance analysis of the responses of the study sample members to the teaching methods used by faculty members at Yarmouk University from the students' point of view according to the variables: gender, college, and scientific level

Indication	value F	mean of squares	degrees of freedom	Sum of squares	Source
0.002	10.157	2.470	1	2.470	Male
0.000	15.513	3.772	1	3.772	College
0.036	4.431	1.078	1	1.078	Academic level degree
		0.243	615	149.549	The error
			618	157.394	Total

Table (6) shows that there are statistically significant differences at ($\alpha = 0.05$) in the responses of the study sample members due to the gender variable, in favor of males. The reason for this is that males are less active than females. Males often feel bored and repulsed by lectures, unlike females who are interested in the lecture and strive to prepare and access various sources to expand their understanding.

The results also showed that there were statistically significant differences at ($\alpha = 0.05$) in the responses of the study sample members in teaching methods due to the variable of specialization or college, in favor of scientific disciplines. The reason for this is that the students of scientific colleges rely mainly on foreign references, which they translate and the faculty member teaches them to the students, and the lecture time does not allow the faculty member to diversify his strategies and methods in the educational process, which does not allow him to engage students, discuss and dialogue. Much as in the humanities colleges that teach in Arabic, the faculty member has enough time to explain the educational material and also assign students to present part of the educational material, their discussion and dialogue.

The results also showed that there were statistically significant differences at ($\alpha = 0.05$) in the responses of the study sample members in the teaching methods followed due to the degree variable, in favor of the bachelor's degree. The reason for this is due to students at the undergraduate level who practice the method of indoctrination, because the students at this stage do not have the learning skills sought by the faculty member, and they have not adapted greatly to the learning strategies because most of the methods practiced on them in the school are memorization, and they prefer this type over other methods. Unlike postgraduate students, which gives them access to various scientific sources, research and exploration to find facts and compare them with each other.

Recommendations

Based on the results of the study, the researchers recommend the following:

- 1- Yarmouk University urged faculty members to diversify the teaching strategies they practice with students in all educational programs (Bachelor, your diploma, postgraduate).
- 2- Involving students' faculty members in the educational process during lectures, and urging them to work in a team spirit.
- 3- The faculty members take into account the individual differences between the students while setting the tests.
- 4- Faculty members link the information received by students to their daily lives.
- 5- Instructing the faculty members of students to diversify the sources of access to knowledge.

References

1. Al-Awadi, Raafat. (2013). **Develop professional development programs for faculty members in light of e-learning requirements and global competitiveness**. PhD Thesis, Institute of Educational Studies: Cairo University: Cairo.
2. Al-Shbul, Musa. (2016). **Behavioral patterns practiced by faculty, administrators and students at Yarmouk University from their point of view**. PhD thesis, Yarmouk University, Jordan.
3. Al-Yamani, Abdul Karim. (2004). **Education philosophy**. Amman: Jordan, Dar Al-Shorouk.
4. Awdat, Moin and the customer, Mansour. (2013). The effectiveness of using the familiarity and building method on the level of performance of some physical and skill variables for the students of the Hashemite University. Published research, **Al-Manara Journal**, 19(3), 287-311.

5. Ben Kadam, Ayed. (2009). **The degree to which Umm Al-Qura University achieves the goals of Saudi educational thought from the point of view of faculty members and graduate students.** A magister message that is not published. Yarmouk University: Jordan.
6. Calkins, Susanna & Micari, Marina. (2010). Less Than Perfect Judges: Evaluating Student Evaluation. **The NEA Higher Educational Journal. PP: 12-13.**
7. Cheng Lin, Chia. (2005). **the comparison of the teaching effects among mosston teaching spectrum apply to junior high school basketball camp.** National Taiwan College of Physical Education.
8. Hiyari, Hassan. (2013). **The origins of educational culture in the Islamic society, a comparative study.** Irbid: Jordan, Hamada for Publishing and Distribution.
9. Khawaldeh, Muhammad. (2012). **Philosophies of traditional and modern education.** Amman: Jordan, Dar Al-Maysara for publishing, distribution and printing.
10. Lee, K. yoo, J. You, Y. (2009). Why do Professors Refuse to use Constructivist Teaching Methodologies. **The International Journal of Learning (16), 8, 47-56.**
11. Little one, Ali. (2014). Teachers' teaching practice in light of learning theory. Amman: Jordan, Dar Al Masirah for Publishing and Distribution.
12. Marei, Tawfiq and Al-Hilha, Muhammad. (2004). **Modern educational curricula, its concepts, elements, foundations, and operations.** Amman: Jordan, Dar Al-Maysara for publishing, distribution and printing.
13. Momani, Ibrahim. (2013). **Constructivist theory and teaching practices in basic education.** Amman: Jordan, Dar Al-Fikr for Publishing and Distribution.
14. Montashari, Abdel Karim. (2018). The effect of using the flipped learning strategy on the achievement and skill performance of computer applications among middle school students. The Arab Foundation for Scientific Research and Human Development, p. (11), 1-100.
15. Nasser, Ibrahim. (2004). **Education philosophies.** Amman: Jordan, Dar Wael for Publishing and Distribution.
16. Noon, Joseph. (2000). **The intellectual assets of educational practices among faculty members in the College of Education at Yarmouk University.** Unpublished master's thesis, Yarmouk University.
17. Robels, M. (2016). **The relationship between academic research and instructional quality.** Proceedings of the 81st Annual Conference of the Association for Business Communication. October 19-22, 2016. Albuquerque. New Mexico.
18. Robles, M. (2016). **The relationship between academic research and instructional quality.** Proceedings of the 81st Annual Conference of the Association for Business Communication, October 19-22, 2016, Albuquerque, New Mexico.
19. Zuk, Ahmed. (2006). **psychology.** Amman: Jordan, Dar Wael for printing and publishing.