

Training Needs of Faculty Members at the University of Hail in the Light of Creative Teaching Skills

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ABSTRACT

Objective: The current research aimed to determine the rate of training needs of faculty members at the University of Hail in the light of creative teaching skills.

Design of the Study: It was a descriptive analytical method.

Place and Duration of Study: This study was carried at the.

Patients and Methods: The descriptive analytical approach was used, which is represented by a survey of literature, previous studies and tools for the subject of the research. and by applying it to a sample of faculty members at the University of Hail affiliated with the university's faculties (in some practical and theoretical faculties) in the academic year 1442 AH / 2021 AD, the sample consists of 120 members.

Results of the Study: Where the results of the research showed that all fields of training needs are necessary and important, and that the rate of training need for creative teaching skills in its five fields was high, ranging between (93.3% -98.10%), and in light of these results, a proposed scenario was prepared for a training program to develop creative teaching skills among members..

Practical Implication: The groundwork and growth of Higher education institutions from all over the world arouse the curiosity of a professor. As a result of globalisation and technological advancement, they have begun working on programmes to improve his performance and efficiency, as well as creating an optimal environment for him to accomplish his duties.

Conclusion: The research recommended the need to train faculty members to practice creative teaching in light of the requirements of distance education according to specialization, and to reorganize and formulate the content of specialization courses electronically in light of creative teaching skills. Research recommended the need to pay attention to the development of creative thinking skills among their students through creative activities and tasks. It also recommended; training them on teaching methods and strategies that help develop creative teaching skills, and methods of evaluating courses online, and a number of proposals were presented for future research.

Keywords: Distance Education, Teaching Strategies, Calendar Methods, Electronic Courses

INTRODUCTION

If you or your organisation are serious about developing a workforce that can adapt to new circumstances while still accomplishing the same or similar goals, training is a vital component. The academic staff is a crucial part of any university's growth as an educational institution.¹ Improving the academic performance of the university is dependent on many factors, one of the most important of which is the development of the faculty member through training in contemporary teaching methods and strategies, various evaluation methods, strategies for managing the educational process, and the developmental skills needed in the teaching process and self-development. Since a professor's responsibilities now extend beyond merely imparting information and knowledge, In this position, you will act as an observer who is well-versed in Arab, local, and global experiences and who is also equipped to use cutting-edge pedagogical.^{2,3}

One of the most important things a university can do for its students is to foster an environment where students are encouraged to think creatively and critically about the material they are learning. This is because creative teaching is tied to a number of different components of a classroom that, when properly coordinated and integrated, tend towards excellence and originality in instruction.⁴ Teaching creativity requires that students be encouraged to come up with original ideas, as this is the most essential outcome of education. Educators are responsible for instilling a creative mindset in their students, while artists have a responsibility to invest in the growth of their communities.^{5,6}

The modern educator needs teaching and learning methodologies that broaden his pedagogical horizons, allowing him to better assist his pupils in expanding their knowledge, mastering their cognitive abilities, and honing their creative faculties. They are inspired to come up with original ideas as a result.⁴ A person's knowledge, skills, and abilities can be honed through training to better suit his or her current and future

circumstances, as well as the demands of one's current and desired professional roles in society.^{7,8}

This research by Abu Namira and Al-Hadidi (2009) sought to identify the areas in which educational science teachers at Jordan's private institutions could benefit from additional education.⁹ And Al Farhan research (1432 AH) at Umm Al-Qura University's College of Education aimed to assess educators' priorities for professional development and identify gaps in training.¹⁰ Moawad's (2009) research attempted to uncover the efficacy of a proposed training programme for fostering innovative pedagogical practises and a thirst for academic success among aspiring high school science teachers at a university's College of Education. Schifter's research from 2002 looked at how to use the Internet to teach effectively.¹¹ And Yahya's (2013) research endeavoured to expose the efficacy of a proposed training programme based on quality standards for building creative teaching skills among student instructors in colleges of education.¹² The research conducted by Al-Sudairy (2013) for the purpose of determining the educational requirements of KSU's teaching staff.¹³

Given that the professor is the central pillar of the educational process, student achievement in the classroom is directly tied to the quality of teaching and learning provided by the university. A teacher who is both innovative in the classroom and up-to-date on the latest educational trends is essential, as teaching is a communication channel for learning. The job of the educator has evolved from just imparting information to the student to one of innovation, with the teacher being expected to put the student at the centre of the learning experience. Since faculty members are the most crucial inputs and the most effectual factor in the schooling institutions, and since they are the primary cornerstone upon which the accomplishment of college educational goals rests, an interest in the development and improved performance of their achievement is the main foundation for this advancement and advancement. Academic institutions gain prestige when their teaching staff is well-respected and highly regarded for the quality

of their teaching and research, as well as their dedication to their profession and the success with which they conduct it.

PATIENTS AND METHODS

The current study employed the descriptive analytical strategy exemplified by a review of relevant literature, studies, and instruments. And then use it on a cross-section of faculty members at Hail University who are actually part of the faculties there. The population included all faculty and staff at the University of Hail, and also the sample was drawn at random from several different professional and academic departments, totaling 120 people. Tools for this study included a poll of educators to gauge their thoughts on a proposed list of innovative pedagogical techniques, as well as a questionnaire designed to pinpoint areas of improvement in terms of teacher education. In order to respond to the first study question, "What are the innovative pedagogical abilities needed by professors at the University of Hail? Following these processes, a list of innovative methods for instructing students has been compiled.

The goal of the list was to highlight the need for academic staff at the University of Hail to improve their ability to use innovative teaching methods. Two different kinds of study were used to compile the list: those dealing with the theoretical foundations of research, and those dealing with innovative pedagogy. Three, creating the first draught of the list: a certain type of expertise, specifically: An initial list was compiled as a poll of experts to determine the most pressing areas in which academics at the University of Hail may improve their innovative teaching abilities. There were six primary areas, from which the remaining two fields (82) emerged.

Table 1: Initial illustration of the innovative instructional skills list: fields and subskills

No.	Field	Sub Skills
1st field	Creating for creative teaching strategies requires certain skills.	15
2nd field	Implementing inventive teaching techniques	15
3rd field	Evaluation of creative teaching abilities	7
4th field	Creative pedagogical techniques linked to fluency	15
5th field	Flexible teaching techniques that are creative	15
6th field	Teaching techniques that are original and creative	15
Total	6 fields	82 sub skill

Determine the list's credibility through mathematical means: Using the validity of the arbitrators, the first draught of the list was presented to a panel of arbitrators and subject-matter experts to solicit feedback on the following aspects of the document: the number of main fields represented, the degree to which sub-skills correlate with the main skills, the list's validity and suitability for innovative pedagogy, the suitability of the list items for faculty members at the University of Hail, and the list's linguistic integrity. The arbitrators agreed upon a set of core areas and supporting competencies that need work, and a subset of those competencies that needs work as well.

An initial list was compiled to solicit feedback from professionals in order to determine the most pressing areas in which the University of Hail's teachers could benefit from additional

education. There were five main areas covered, each of which contributed to a distinct set of skills (56).

Table 2: Curriculum vitae's first-image fields and skills

No	Field	Skills
1 st field	Planning requirements and creative teaching skills	12
2 nd field	requirements for applying inventive teaching techniques	15
3 rd field	requirements for evaluating innovative teaching abilities	12
4 th field	Fluency-related requirements for innovative teaching abilities	7
5 th field	requirements for creative teaching abilities linked to adaptability and uniqueness	10
Total	5 fields	56

STUDY RESULTS

Implementing the list for determining training needs first. To ascertain the frequency of training requirements, a finalised training needs questionnaire was administered to the University of Hail's (120) affiliated faculty members in the academic year 1442/2021 AD (I need it - I do not need it).

Second, a review of the questionnaire's fields (the necessity for training in creative teaching techniques in its disciplines). Table (3) displays the aggregate responses to the questionnaire, which were designed to ascertain the training requirements of the research sample's faculty members.

Training rates for innovative pedagogy varied from (1.876 by 93.8% to 1.946 by 97.30%) across the five categories in Table 3. The top spot went to participants' implementation skills for innovative teaching, which reflects their motivation to put these methods into practise inside their classrooms. Following is a detailed breakdown of how we'll be planning, executing, and assessing creative teaching in each of these three areas:

Within this category, there are (12) abilities depicted in Table 4 that can be used to gauge how much training they may require in order to better prepare lessons that engage and inspire their students. Analyzing the data in Table (4), it is clear that m Methodologies of planning the lecture's content to encourage students' discovery and creative thinking through a variety of topics, as well as the ability to select from a variety of teaching strategies and methods to foster students' creative abilities through the setting of educational goals, the design of new situations in the field of specialisation for students, the provision of creative solutions, and the planning of educational activities. And planning exercises and real-world applications that put pupils' knowledge to use.

The objective of this area is to determine how often instructors in the sample need to draw on more innovative approaches to teaching that emphasise adaptability and novelty. There is a requirement need /I need it/ for academic staff in all areas, and they are categorised under the topic of creative teaching abilities connected with flexibility and creativity. Whereas, the mean scores for all skill sets (training requirements) fell between 1.87 and 1.93, placing them squarely inside the "I need it" category. Additionally, proficiency No.8 was drilled into pupils at a pace of 100c/o; these are strategies for motivating them to create novel, never-before-seen answers to problems relating to the lecture's subject matter as shown in table 5.

Table 3: The percentage of respondents that agreed with each field (theme) and with the survey as a whole (N=120)

Fields	No. of indicators	Needing rate			
innovative lesson preparation	12	1.960	0.07	98%	Need it 2
innovative methods of instruction	16	1.962	0.06	98.10%	Need it 1
innovative assessment of teaching	11	1.946	0.12	97.30%	Need it 3
Creative pedagogical techniques linked to fluency	7	1.876	0.20	93.80%	Need it 5
Flexible and innovative teaching methods that are creative	10	1.907	0.19	95.35%	Need it 4

Table 4 emphasises the necessity for unique teaching skills training

No.	Statement	Need rate (rate)				Average	Relative weight	Need rate	Sort by rank
		Need it		Don't need it					
		K1	%	K2	%				
1	establishing training goals in light of creativity, particularly that of teachers,	104	87.7	16	13.3	1.87	186.7	Need it	4
2	designing a range of activities to foster a suitable school environment and generate fresh ideas	118	98.3	2	1.7	1.98	198.3	Need it	2
3	selection of tactics and instructional techniques, in particular those that have proven to be inventive	120	100	0	0	2.00	200	Need it	1
4	The development of creative abilities through the establishment of educational goals and educational activities	120	100	0	0	2.00	200	Need it	1
5	creating open probes in the area of expertise	104	87.7	16	13.3	1.87	186.7	Need it	4
6	creating fresh problems for students in their area of expertise and coming up with inventive answers	120	100	0	0	2.00	200	Need it	1
7	putting together educational activities that encourage pupils to explore and use their creativity	120	100	0	0	2.00	200	Need it	1
8	Prepare lectures by dividing them into big and small issues.	112	93.3	8	6.7	1.93	193.3	Need it	3
9	preparing lessons that enable students to collaborate in groups and exchange ideas	112	93.3	8	6.7	1.93	193.3	Need it	3
10	ways to structure lectures so that they allow for student discovery and creation through application to real-world situations	120	100	0	0	2.00	200	Need it	1
11	designing behaviours and procedures for spatially based student evaluation	112	93.3	8	6.7	1.93	193.3	Need it	3
12	preparing exercises that force students to apply what they have learned to fresh circumstances	120	100	0	0	2.00	200	Need it	1

Table 5: establishes the necessity of training in innovative methods of teaching fluency

No.	Statement	Need rate (rate)				Average	Relative weight	Need rate	Sort by rank
		Need it		Don't need it					
		K1	%	K2	%				
1	Strategies for encouraging students to generate many ideas on the lecture's topic in a limited amount of time	112	93.3	8	6.7	1.93	193.3	Need it	1
2	Approaches to guiding students to websites where they might glean the most relevant information for a given lecture topic	96	80	24	20	1.80	180	Need it	3
3	Instruct the class to provide numerous illustrations of the lecture's central point.	104	86.7	16	13.3	1.87	186.7	Need it	2
4	Having students provide numerous synonyms for a single lecture topic concept	104	86.7	16	13.3	1.87	186.7	Need it	2
5	Create methods for students to access multiple sources of information pertinent to the lecture's topic.	112	93.3	8	6.7	1.93	193.3	Need it	1
6	Strategies for helping students break down numerous lecture topic's primary ideas into supporting details	112	93.3	8	6.7	1.93	193.3	Need it	1
7	Techniques for guiding students to the most relevant online resources for gaining in-depth knowledge before and during a lecture	96	80	24	20	1.80	180	Need it	3

DISCUSSION

From data presented in table 4, we can deduce the following: (1) The training needs contained in the first field, "needs related to planning skills for creative teaching," have the highest "I need it" rate of all training needs, with an average of 1.87; (2) the training needs for the skills of numbers (3, 4, 7, 6, 10, 12) have the highest arithmetic average, at 2.00; and (3) the average training needs for all other skills fall somewhere between 1.87 and 2.00. Methods of planning the lecture's content to encourage students' discovery and creative thinking through a variety of topics, as well as the ability to select from a variety of teaching strategies and methods to foster students' creative abilities through the setting of educational goals, the design of new situations in the field of specialisation for students, the provision of creative solutions, and the planning of educational activities. And planning exercises and real-world applications that put pupils' knowledge to use. The authors provide an explanation for the high prevalence of training needs among academic staff.^{14, 15}

Skills (1, 5, and 6) obtained a 93c/o rate of repetition; these are techniques for encouraging students to generate many ideas on the lecture's topic in a short period of time; strategies for getting students access to multiple data on the lecture's topic; and techniques for getting students to analyse many ideas, starting with the lecture's main ideas and working their way to secondary ones. A few more research, including Murad et al.(2006), Harhash et al. (2016).^{14,15} In response, training programmes were offered to a cross-section of teachers across disciplines, as seen in studies

like Yahya's (2001).¹² The findings demonstrated the necessity of providing such instruction to academic staff.

In addition, the rate of repetition for skill No.8 was 100c/o, which represents strategies for motivating students to develop novel, never-before-seen answers to problems connected to the lecture's subject matter. Training for a sample of instructors of diverse topics, including the study of Salem et al. (2020) showed similar results. Because the results revealed a training gap in this area for the sample, the current study aimed to create a tailored curriculum to address this requirement.

The student can access the software in a number of ways. The nine (9) training subjects were arranged, with the proviso that instruction be delivered in both group and individual settings, at times that best suit the instructors. As can be seen in Table (6), the programme spans a total of five days, eleven training sessions, and twenty-one training hours.

Table 6: subjects recommended for training programmes

No.	Training Topics	Time
1	Planning for teaching methods at a distance	3 Hours
2	Implementation expertise for online creative instruction	3 Hours
3	Teaching methods in light of the needs of distance learning	3 Hours
4	Techniques for remote evaluation of creative instruction	3 Hours
5	Creative pedagogical techniques linked to fluency	3 Hours
6	Teaching techniques that are original and creative	3 Hours
7	Flexible teaching techniques that are creative	3 Hours

In-depth explanations of were provided in the trainer's guide (the objectives of the programme - the components of the programme - strategies for implementing the programme.

Given the findings of the study, we propose the following: First, the field of creative education has to design training programmes that can keep up with the latest scientific breakthroughs and global trends. Two, to improve the courses so that they better shape students' minds and hearts to foster productive creativity. Third, we must do everything we can to get the word out about remote education by hosting seminars, workshops, and conferences geared specifically toward this audience so that professors can learn more about how it might help them acquire the critical thinking skills they need to succeed in their fields.

CONCLUSION

The research recommended the need to train faculty members to practice creative teaching in light of the requirements of distance education according to specialization, and to reorganize and formulate the content of specialization courses electronically in light of creative teaching skills. Research recommended the need to pay attention to the development of creative thinking skills among their students through creative activities and tasks. It also recommended; training them on teaching methods and strategies that help develop creative teaching skills, and methods of evaluating courses online, and a number of proposals were presented for future research.

Acknowledgements: "This research has been funded by Scientific Research Deanship at University of Hail - Saudi Arabia through project number (RG- 20 014)"

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