

Vocational Students' Perceptions toward the Traits of Effective Faculty Members: The Case of Albalqa Applied University

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Abstract. This study sought to identify what traits describe effective faculty members as perceived by students at Balqa' Applied University (BAU). Descriptive analytical research was utilized to achieve the aims of the study. The researchers developed a questionnaire that consisted of 62 items divided into four-domains: Knowledge, teaching skills, social skills, and personal traits. The questionnaire was distributed to the students of the university (N=910) (600 male, 310 female) in the Second Semester 2018/2019. However, 300 usable questionnaires were answered by students with a rate of return thirty-three percent. The study instrumentation was checked for validity and reliability by a number of faculty members from several universities in Jordan. The results showed that students' perceptions toward the traits of effective faculty members were different from one domain to another. Personality traits were the most important traits of effective faculty members, followed by social and emotional skills, and the dimension of knowledge was ranked as less important. Based on the results, researchers concluded with suggestions and recommendations such as encouraging faculty members to develop their effectiveness in the four domains and to conduct continuous training to the faculty members in modern teaching and learning strategies.

Keywords: Faculty Members; Vocational Education; Students' Perceptions, effectiveness, Traits

1. Introduction

The success of the educational process depends on many factors, such as building, high-quality equipment, instructional strategies, and good administration to count a few. However, the most important factor in the whole teaching and learning process is the instructor, who leads the student to achieve the educational outcomes. Moreover, the instructor is a role model to the students in terms of respectable behavior, creative thinking, and worthy values (Moustafa, 2009). Besides, the instructor plays a prominent role in determining the quality of education and its outcomes. He can prepare the mental excitement of his students and create constructive human relations by giving students the freedom to express themselves, with a great deal of democracy. A successful teacher builds relationships with his students based on mutual respect and appreciation (Al-Jarrah & Al-Shraifeen, 2010).

Khodair et. al. (2012) referred to the effective instructor as the most important factor among other factors in the educational process. Therefore, the effective instructor's cognitive and emotional characteristics play a prominent role in the effectiveness of this process as constituting one of the important educational inputs that affect, in one way or the other, the educational outcomes at different cognitive, psychological, performance, and emotional levels. The effective faculty member is the one who can perform his role effectively and efficiently. He is dedicated to find more suitable educational opportunities for his students and constantly seeks to be more effective in his teaching at all levels.

The current study is intended to identify the importance of the faculty members' effectiveness as perceived by vocational education students at AL-Balqa Applied University. This perception is probably believed to be vital because the students are the most qualified candidates who can assess the traits and characteristics of their teachers. Also, they are the most influenced ones by their teachers' traits and characteristics as well. Teachers can enhance their student's motivation to learn and improve their achievement.

The task of improving education and learning is a priority for many different countries, both developed and developing because this process effectively contributes to the achievement of their goals and future hopes. Faculty is one of the most important factors that help to achieve the desired educational reforms, which lead to the social-reform in all aspects. The role of the faculty member in any educational system depends on a set of interrelated factors that form the frame of reference for the concept of the educational process, and irrespective of the different concepts in the role of the faculty member, it remains a decisive factor in the success or failure of the educational process. This role is not a mechanical process that is limited to transferring knowledge to learners but rather is an effective tool in developing the mental, social and physical learners' abilities and developing their personalities in general.

In view of the latest development and increasing importance of university education and in light of rapid changes, society is required to provide faculty members who are highly qualified and trained. Stakeholders should pay attention to the faculty members as an important factor in the success of the

educational process and as a tool for achieving the educational goals and outcomes. Given the distinguished role of the faculty member in the education system in the community, choosing, preparing, training, sustaining, and retaining are some of the aspects that need to be taken into consideration when we talk about teachers and faculty members (Ramadan and Hamza, 2011).

Academic effectiveness can be described as a skilled faculty member who leads by goals. The effectiveness of a faculty member refers to the results and student achievement, or the progress made by students towards the specific educational goals. Effectiveness can also be defined as precisely as knowledge, skills, and attitudes that are believed to be necessary for a faculty member (Moustafa, 2009). Identifying the desired characteristics of an effective faculty member is not an easy task. The term "effective" can be interpreted differently from one person to another, depending on the measure used to judge effectiveness. Early studies described effective teachers as those who obtain high grades and assessments from those responsible for their evaluation. These studies examined the relationship between these high ratings and the characteristics and traits of the faculty. At a later stage, effective teachers were identified through their ability to help students achieve the maximum from their education (Khodair et al, 2012). Effective teaching requires also the provision of an effective learning skill for the faculty member through which we can judge the effectiveness or ineffectiveness of learning. The skill takes different images according to the general conditions in which it occurs, and it is the treatment of these different images that highlight the importance of the skill of the faculty member during the teaching process (Yahya, 2013, 28).

The creation of an environment conducive to learning depends on the talents and self-efficacy of the faculty member. A faculty member who has a sense of high self-efficacy helps low-achieving students, develops their self-confidence, and praises their achievements. It is not enough for a faculty member to have the necessary skills to perform his duties. He should have faith and confidence in his ability to conduct the behavior required under difficult circumstances. If individuals do not believe that their actions achieve the desired outcome, they will have little incentive to work (Hasounah, 2009).

2. Literature Review

According to Samples and Martinazzi (2002), over the years, the role of the faculty member has changed from controller, authorizer, and the container of the knowledge to coach, trainer, mentor, and facilitator. In parallel, the traits of the professors have changed as well. All teachers, even those with limited experience, can gain characteristics and traits that make them effective in the classroom. Kourieos and Evripidou (2014) pointed out that an effective teacher is no longer considered the one who has an authoritarian role in the teaching and learning process, but the one who believes in diversity and individual differences, abilities, and interests and who designs learning environment accordingly.

Previous research approved the role of training in improving faculty members' performance and traits. For example, Sarhan (2017) conducted a study to identify training needs for faculty members at the University of Al-Balqa Applied University in the fields of educational technology. The researchers found that all training requirements would contribute to the efforts of improving faculty members' traits and characteristics which assist in improving the quality of teaching and learning.

Köpsén (2014) conducted a research on how vocational students describe their vocational teachers' identities. The study followed the qualitative methodology by interviewing 22 vocational teachers. The results suggested that the identity of vocational teachers includes orienting students to be effective in members of social practices. Moreover, all domains of the study scored a high level of performance. However, domain five, which is "Assessment of students' learning" came at the middle level. There were statistically significant differences due to the variable of the college for the advantage of students from Sciences Colleges. Also, There were no statistically significant differences due to the variable "gender". There were statistically significant differences due to the variable "academic level" for the advantage of second-year students, the fourth-year students, and the third-year students respectively.

Al-Sa'aydeh (2012) aimed at identifying the teaching skills that should be possessed by the faculty members Al-Balqa Applied University from the perspective of the students. The skills were divided into four areas, namely, planning, implementation, evaluation, and communication. The study sample consisted of 368 male and female students who were selected by the class sample method. The results of the study showed that the teaching skills of the faculty members at the University of Balqa Applied from the point of view of the students were medium, and there were differences in the results due to the variable of gender, on behalf of males, and differences due to the variable college for the benefit of scientific colleges.

Isa & Al-Naqah (2009) aimed to determine the professional competencies of faculty members in the Faculty of Education at the Islamic University in Gaza, as perceived by students according to the quality standards. The study sample consisted of 426 male and female students, who answered the paragraphs of the questionnaire. The questionnaire which consisted of 61 items on quality standards. The results of the study showed that the personality and public relations came first, while the scientific and professional ability were ranked second. The results of the study did not show differences attributed to gender variables and specialization of the student.

Abu- Humaidan and Sawaqed (2008) aimed at identifying the characteristics that must be available in the faculty member from the perspective of students at Mu'tah University. The sample of the study consisted of 700 male and female students. The researchers used the questionnaire to collect data. The sample was divided into three areas: the personal factor, educational efficiency, and the relationship with the students. The results showed that there were no differences

in the ranking of the three fields of study according to their importance to the students. The results also showed no differences ascribed to gender, college or level of study.

Moghtadaie and Taji (2016) conducted a study that aimed at finding the relationship between the study's dimensions of talent management and improving the faculty members' performance at university. The population of this study was all public universities in Iran. Data were collected in two methods: interviewing with experts and distributing questionnaires to the sample. The data were analyzed using correlation analysis and Analytical Network Process (ANP) by SPSS and Super Decisions software. The results showed that the "Talents development" dimension came in the first position. However, the two dimensions "attracting the talent" and "talents maintenance", were ranked in second and third positions, respectively. The study revealed that the most relevant dimension of talent management in improving the performance of faculty members was "educational services". Thus, before considering the work processes and relying on modern technology, the role of "in-service training courses", "continuous learning" and "technical skills training" are crucial in improving the performance of faculty members.

Al-Hattami, Muammar, and Elmahdi (2013) conducted a study in Saudi Arabia to investigate the needs and the competencies that are required by faculty members at the Saudi universities to enable them to achieve the standards stated by the National Center for Academic Accreditation and Assessment (NCAAA). For achieving the aim of the study, a questionnaire and semi-structured interviews were utilized to collect the data. The sample of the study consisted of (882) participants: (students, faculty members, chairmen and college boards, colleges deans, and deanships deans) from Saudi universities in the eastern province. The results showed a great need and importance of providing training programs to enhance and elevate faculty members' professional abilities in teaching. Many participants emphasized that in-service training should be mandated to ensure quality teaching.

Ansari and Malik (2013) aimed to identify the most important features of the teacher suitable for teaching in contemporary educational environments. The sample included (82) teachers. The researchers used a questionnaire in collecting the study data. The results showed that the most prominent feature of an effective 21st-century teacher is to be a transformational teacher with five basic characteristics, namely, personal knowledge, personal qualifications, instructional effectiveness, the ability to communicate and lifelong learning.

Gao and Liu (2013) aimed at identifying the characteristics of the effective teacher from the perspective of both Chinese and American teachers. The sample of the comparative study included (80) American teachers and (75) Chinese teachers. The researchers used the questionnaire to collect data. The results showed that there were (12) important features in the two groups of teachers as follows: Adaptability, Enthusiasm, Fairness, High Expectations, Sense of

Humor, Patience, Responsibility, Agreeableness, Caring, Friendliness, Honesty, Respectfulness.

Walker's (2008) longitudinal study aimed at identifying the attitudes of teachers towards the characteristics of an effective teacher in the American society. The study sample included (300) teachers whose attitudes towards these characteristics were measured over ten years. The results showed that the most consistent features in teachers' attitudes toward the effective teacher included: Preparedness, positive, high expectations, creativeness, fairness, personal touch, developing students' sense of belonging, compassion, sense of humor, respectfulness, forging, and admitting mistakes.

Ginsberg (2007) sought to identify the characteristics shared by the faculty members who are effective classroom communicators. The researcher employed qualitative method through conducting interviews and observing the faculty members. Two-public-comprehensive universities were chosen to collect the data. Faculty members with good communication skills, particularly, immediacy and clarity, were all found to carry humanistic views of their students and to be reflective about their communication and their teaching on the one hand. On the other hand, faculty members who demonstrated poor communication skills were neither reflective nor humanistic instructors. To improve faculty member effectiveness, the researcher recommended that universities must consider underlying views and thought processes rather than teaching communication skills techniques in isolation.

The perceptions toward educators and those related to teaching vocational education courses vary. A number of studies showed that traits of teachers and instructors have an impact on students' learning and achievement. However, based on the experience of the researchers as vocational instructors and faculty members, they noticed that students' learning and achievement at Al-Balqa Applied University what are those traits that would define students' perceptions toward faculty member. Moreover, due to the nature of vocational courses in terms of the strategy of teaching (theoretical and practical), it seems that teaching those courses could have an impact on the students because of to the close interaction between the learners and the instructors. Studying characteristics of the effective faculty member requires further and in-depth investigation. This is due the nature pf the important role it plays in overcoming teaching difficulties. As a result, the present study came to answer the following questions:

1. What are vocational education students' perceptions of the traits of effective faculty members?
2. Are there any differences in the mean scores of students' perceptions toward the traits of effective faculty members due to their genders?

3. Methodology

Al- Balqa Applied University (BAU) is a public university which was established in 1997. The university is located in Al-Balqa Province in Jordan. It offers Bachelor and Community College degrees in applied education. The number of students exceeded 45,000 students distributed into 10,000 at bachelor's degree program and 11,000 at the community college degree. The university was shaped after merging and affiliating about 40 community colleges under one umbrella. Today, the university branches are distributed over all Jordan governorates. The main focus of the university is on applied technical studies.

The sample of the study consisted of all the students who enrolled in vocational courses. The number of students who were reached and responded to the survey was (N=910) or (300 male and 610 female) in the year 2018/2019. However, 300 usable questionnaires were answered with a rate of return thirty-three percent. The researchers used the analytical descriptive method in answering the study questions and achieving its aims. Descriptive research shed light on current problems through data collection.

The study instrument consisted of (62) items divided into four dimensions: knowledge- items (1-15), teaching skills- items (16-41), social and emotional communication skills- items (42-52), and the dimension of personal characteristics- items (53-62). Students were asked to answer the questionnaire items on a five-point Likert scale based on the degree of importance: very high (5), high (4), medium(3), low(2), and very low(1). Internal consistency was calculated, and its value was (0.84), while the reliability was (0.82), which is acceptable for the current study.

4. Results and Discussion

Results of question 1: What is vocational education students' perceptions of the traits of effective faculty members?

To answer this question, the means and the standard deviations of the sample responses were calculated on the four dimensions of the study. The results are presented below.

4.1 Results related to the first dimension: knowledge

The means and standards deviations were calculated to find out the students' perceptions toward the traits of the faculty members in terms of the knowledge domain as shown in table (1).

Table 1: Means and standard deviations of participants' responses on the knowledge domain

Item	Standard deviation	Means	Rank
1	0.81	4.53	1
2	0.83	4.30	2
3	0.83	4.16	3
4	0.82	4.06	4
9	1.08	4.00	5
11	1.01	3.93	6
6	1.06	3.90	7

8	0.994	3.90	8
10	1.09	3.90	9
5	1.06	3.90	10
7	0.937	3.86	11
13	0.949	3.83	12
12	1.03	3.80	13
15	1.01	3.73	14
14	1.06	3.60	15
Whole dimension	.23	3.96	

Table (1) shows that the means of the responses related to the dimension of knowledge ranged between (3,60- 4.53) with a high level of importance. The table also shows that item (1), which states that a faculty member must have "appropriate knowledge of the scientific concepts associated with vocational education", was ranked first in terms of importance according to the responses of the students participating in the study sample, with a mean of (4.5333), and a standard deviation of (0.81). The item which states that the faculty member "has sufficient knowledge about the formal aspects of vocational work", came second, with a mean of 4.3000 and a standard deviation of 83666. Item (14), was ranked last in terms of importance within the knowledge dimension, with a mean of (3.6000) and a standard deviation of (1.06). The mean for the knowledge dimension as a whole was (3.96).

4.2 Results related to the second dimension: Teaching skills

The means and standards deviations were calculated to retrieve the students' perceptions toward the traits of the faculty members in terms of the teaching skills domain as table (2) shows.

Table 2: Means and standard deviations of participants' responses on the teaching skills domain

Item	Rank	Means	Standard deviations
36	1	4.46	0.68
35	2	4.20	1.03
40	3	4.20	0.66
26	4	4.20	1.09
38	5	4.13	0.77
27	6	4.10	0.95
16	7	4.10	0.95
17	8	4.06	0.98
41	9	4.03	0.99
37	10	4.03	0.96
33	11	4.03	1.03
21	12	4.03	1.03
20	13	4.03	0.99
34	14	4.03	0.92
22	15	4.00	1.17
23	16	4.00	1.14
28	17	3.96	1.03
24	18	3.96	1.18

18	19	3.96	0.92
32	20	3.96	0.96
30	21	3.93	1.01
19	22	3.93	0.94
29	23	3.90	0.88
39	24	3.86	0.93
31	25	3.86	1.04
25	26	3.86	1.07
Whole Dimension		4.03	0.13

Table (2) shows that the means of the dimension of teaching skills ranged between (3.8667 - 4.4667) with a high level of importance. The table also shows that item (36), which states that the faculty member should "inform students of the expected learning outcomes before starting teaching", ranked first in terms of importance according to the responses of the students participating in the study sample, with a mean of (4.4667), and a standard deviation of (0.68145). It was followed by item (35), as the second most important item, which states that the faculty member "analyzes the content of the curriculum in a comprehensive and detailed way before teaching.", with a mean of 4.2000, and a standard deviation of (1.0305,), item (25) was ranked last in terms of importance within the teaching skills dimension, with a mean of (3.8667) and a standard deviation of (1.07425). The mean for the knowledge dimension as a whole was (4.0346).

4.3 Results related to the third dimension: Social and emotional communication skills.

The means and standard deviations were calculated to retrieve the students' perceptions toward the traits of the faculty members in terms of the communication skills domain as table (3) shows.

Table 3: Means and standard deviations of participants' responses on the communication skills domain

Item	Rank	Means	Standard deviation
49	1	4.33	0.71
51	2	4.26	0.73
50	3	4.26	0.78
52	4	4.23	0.81
43	5	4.20	0.96
42	6	4.16	1.01
44	7	4.13	1.04
48	8	4.03	1.03
45	9	3.93	0.98
47	10	3.93	1.01
46	11	3.86	1.10
Whole Dimension		4.12	0.15

Table (3) shows that the means of the items related to the social and emotional communication skills of the faculty member ranged from (3.86 to 4.33) with a high level of importance. The table also shows that item (49), which states that a faculty member should "discuss with his students the subjects and issues of interest to them.", Ranked first in terms of importance according to the responses

of the students participating in the study sample, with a mean of (4.33), And a standard deviation of (0.71). It was followed by the second most important item (51), which states that the faculty member "uses nonverbal behaviors to attract the attention and interest of students", with a mean of (4.26), and a standard deviation of (0.73), while item (46) was ranked last in terms of importance within the dimension, with a mean of (3.86) and a standard deviation (1.10). The total mean of the dimension of social and emotional communication skills as a whole was (4,12).

4.4 Results related to the fourth dimension: Personal characteristics

The means and standard deviations were calculated to retrieve the students' perceptions toward the traits of the faculty members in terms of the personal characteristics domain as table (4) shows.

Table 4: Means and standard deviations of participants' responses on the personal characteristics domain

Item	Rank	Means	Standard deviations
55	1	4.33	0.88
53	2	4.30	0.91
59	3	4.28	1.05
61	4	4.26	1.11
60	5	4.23	1.11
62	6	4.20	1.09
54	7	4.16	0.83
56	8	4.13	0.86
58	9	4.08	1.10
57	10	4.03	1.09
Whole Dimension		4.20	0.95

Table (4) shows that the means of the personal characteristics of the faculty member ranged between (4.03- 4.33) with a high level of importance. The table also shows that item (55), which states that the faculty member should be "flexible and non-rigid.", was ranked first in terms of importance according to the responses of students participating in the study sample, with a mean of (4.3) and a standard deviation of (0.88). It was followed by the item number (53), which states that the faculty member should be "serious in his work and enthusiastic about his profession." with a mean of 4.30 and a standard deviation of (0.91), while item (57), was ranked last in terms of importance within the dimension, with a mean of (4.03) and a standard deviation (1.09). The total mean of the dimension of personal and effective characteristics as a whole was (4.20).

4.5 Comparison of the results of the four dimensions

In order to have a wide view of the students' perceptions toward faculty members', the researchers have calculated the means and the standards deviations for each domain. Table (5) shows the results and the ranking of each domain:

Table 5: Comparison means and standard deviations of the participants' responses on the four domains

Dimension	Rank	Mean	Standard deviation
First: knowledge	4	3.96	0.23
Second: teaching skills	3	4.03	0.13
Third: social and emotional skills	2	4.12	0.15
Fourth: personal characteristics	1	4.20	0.95

Table (5) shows that the personal characteristics domain has ranked at the top of other domains with a mean score of (4.20) and a standard deviation (0.95), followed by social and emotional skills (4.12), teaching skills (4.03). Knowledge domain was ranked as the last of other domains with a mean of (3.96), and a standard deviation of (.23089).

Results from research question 2: Are there any differences in the mean scores of students' perceptions toward the traits of effective faculty members due to their genders (male, female)?

To answer this question, the means and standard deviations of the sample responses were calculated on the four study dimensions, as table (5) shows:

Table 6: Comparison of the means and the standard deviations of the participants' responses on the knowledge domain due to their gender

Item	Mean	Standard deviation	Gender
1	4.66	0.81	Male
	4.40	0.82	female
2	4.46	0.83	Male
	4.13	0.83	female
3	4.26	0.88	Male
	4.06	0.79	female
4	4.20	0.94	Male
	3.93	0.70	female
5	3.86	1.06	Male
	3.95	1.09	female
6	3.73	0.96	Male
	4.07	1.16	female
7	3.74	0.88	Male
	4.00	1.00	female
8	3.80	0.94	Male
	4.00	1.06	female
9	4.00	1.19	Male
	3.99	1.00	female
10	4.06	1.03	Male
	3.73	1.16	female
11	3.93	1.16	Male
	3.95	0.88	female
12	3.86	1.06	Male
	3.73	1.03	female
13	3.533	0.91	Male
	4.13	0.91	female
14	3.33	1.04	Male
	4.04	1.06	female

15	3.40	1.05	Male
	4.06	0.88	female
Whole dimension	3.93	0.37	Male
	4.00	0.16	female

Table (6) shows the differences between male and female students' estimates of the importance of the items in the first domain related to the knowledge of the faculty member. The mean of the male students' estimations was higher than the mean of female students' estimations in items (1, 2, 3, 4, 10, 12), while the female students' estimates were higher than those of male students in items (5, 6, 7, 8, 13 ,14, 15), whereas the estimates of male and female were equal concerning the importance of the items (9 and 11). The means for the male and female students of the dimension as a whole showed a high estimate of the importance of the dimension in females (mean = 4.00), compared to males (mean= 3.92).

Moreover, the researchers have compared the mean score of the male and female participants' responses to the teaching skills domain. Table (7) shows the results.

Table 7: Comparison the means and the standard deviations of the participants' responses on the teaching skills domain due to their gender

Item	Mean	Standard deviation	Gender
1	4.66	0.81	Male
	4.40	0.82	female
2	4.46	0.83	Male
	4.13	0.83	female
3	4.26	0.88	Male
	4.06	0.79	female
4	4.20	0.94	Male
	3.93	0.70	female
5	3.86	1.06	Male
	3.93	1.09	female
6	3.73	0.96	Male
	4.0667	1.16	female
7	3.73	0.88	Male
	4.00	1.00	female
8	3.80	0.941	Male
	4.00	1.06	female
9	4.00	1.19	Male
	4.00	1.00	female
10	4.06	1.03	Male
	3.73	1.16	female
11	3.93	1.16	Male
	3.93	0.88	female
12	3.86	1.06	Male
	3.73	1.03	female
13	3.53	0.91	Male
	4.13	0.91	female
14	3.33	1.04	Male
	3.86	1.06	female

15	3.40 4.06	1.05 0.88	Male female
Whole Dimension	3.90 4.00	0.37 0.16	Male female

Table (7) shows the differences between the estimates of male and female students for the importance of the items in the second domain of teaching skills of the effective faculty member. The mean of the male students was higher than the mean of the female students' estimations in paragraphs (16, 17, 18, 19, 20, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39 and 40), while female student estimates were higher than those of male students in (21, 22, 23, 24, 25, 31, 32, 33, 41). The estimates of male and female students are equal concerning the importance of the item (30) in the dimension of teaching skills of the faculty member. The means for both male and female students for the dimension as a whole showed significant differences, on behalf of male students (mean = 4.06), compared to females (mean = 4.01).

Also, the researchers have compared the mean score of the male and female participants' responses to the social and emotional communication skills domain. Table (8) shows the results.

Table 8: Comparison of the means and the standard deviations of the participants' responses on the domain social and emotional communication skills

Item	Standard deviations	Means	Gender
42	1.09	4.26	Male
	0.96	4.06	Female
43	0.81	4.33	Male
	1.00	4.06	Female
44	0.73	4.40	Male
	1.24	3.86	Female
45	0.83	4.13	Male
	1.09	3.73	Female
46	0.67	4.20	Male
	1.35	3.53	Female
47	0.79	4.06	Male
	1.20	3.80	Female
48	0.61	4.33	Male
	1.27	3.73	Female
49	0.73	4.40	Male
	0.70	4.26	Female
50	0.73	4.40	Male
	0.83	4.13	Female
51	0.73	4.40	Male
	0.74	4.13	Female
52	0.73	4.40	Male
	0.88	4.06	Female
Whole Dimension	0.12	4.30	Male
	0.22	3.94	Female

Table (8) shows the differences of the estimates of male and female students for the importance of the items in the third dimension of social and emotional communication skills, where the mean of the male students was higher than the mean of the female students' estimations in items (42, 44, 45, 46, 47, 49, 50, 51 and 52), while female student estimates were higher than those of male students in items (43-48) related to social and emotional communication skills. The mean scores for male and female students for the dimension as a whole showed an increase in the estimates of the importance of the field in males (mean = 4.30), compared with females (mean = 3.94).

In addition, the researchers have compared the mean score of the male and female participants' responses to the personal traits domain as shown in table (8).

Table (9): Comparison of the means and the standard deviations of the participants' responses on the personal traits domain

Item	Gender	Means	Standard deviations
53	Male	4.53	0.63
	Female	4.06	1.00
54	Male	4.20	0.77
	Female	4.13	0.91
55	Male	4.46	0.63
	Female	4.20	1.08
56	Male	4.33	0.81
	Female	3.93	0.88
57	Male	4.33	1.00
	Female	3.73	1.00
58	Male	4.20	1.00
	Female	4.06	1.20
59	Male	4.33	0.81
	Female	4.26	1.20
60	Male	4.20	1.00
	Female	4.33	1.20
61	Male	4.26	1.00
	Female	4.26	1.20
62	Male	4.20	1.00
	Female	4.20	1.20
Whole Dimension	Male	4.30	0.11
	Female	4.12	0.18

Table (9) shows the differences of the estimates of male and female students for the importance of the items in the fourth dimension related to personal characteristics, where the mean of the male students' estimates was higher than the mean of the female students' estimations in items (53, 54, 55, 56, 57, 58, 59). The female student estimates were higher than those of male students in item (60), while the estimates of male and female students were equal concerning the importance of the items (61 and 62) in the dimension of personality traits. The means for the male and female students for the dimension as a whole showed a

high estimate of the importance of the dimension among male students (mean = 4.30), compared to females (mean = 4.12).

The results of the study showed statistically significant differences between male and female students' assessment of the characteristics of the active faculty members in each of the four dimensions of study, namely, knowledge, teaching skills, social and emotional communication skills, and personal characteristics.

The results of the present study are consistent with the results of several previous Arab studies (e.g., Al-Hattami, Muammar, & Elmahdi, 2013), which examined the characteristics and traits of an effective faculty member from the students' point of view (e.g., Abu Houmaidan and Suaqid, 2008; Al-Ja'afra, 2015; Sarhan, 2017) as well as other communities related to the educational process in universities.

5. Conclusion

The present study proposed to identify vocational education students' perceptions of the traits of an effective faculty members at Al-Balqa Applied University. It also examined whether there were significant differences based on the students' gender. The study recruited participant students from Albalqa Applied University which could be a limitation of this study and prevents the result from the generalization issue. The study revealed that students' perceptions and estimates to the faculty members' characteristics were high all the time. However, male students' perceptions were higher than the female on the four dimensions of the study (knowledge, teaching skills, and social and emotional communication skills). The finding suggests encouraging faculty members who teach vocational education courses to develop their effectiveness in acquiring more knowledge in the field of vocational education. This could be realized by more reading and conducting research in the field, attending conferences and using new materials in teaching vocational courses. Also, faculty members may improve their teaching skills by attending workshops, colleagues' lectures, and self-learning from the available traditional and electronic materials. Moreover, faculty members could improve their social and emotional communication skills and personal traits.

Moreover, findings suggest conducting further studies that examine the traits of the effective faculty members in the field of vocational education and conducting training in modern teaching methods and strategies.

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