

# Constructing a Questionnaire to Evaluate the Performance of Faculty Members in Iraqi Universities

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## ABSTRACT

The current research will aim to Construct a questionnaire to evaluate the performance of faculty members in Iraqi universities, according to scientific titles (assistant teacher, teacher, assistant professor, professor). who are in service for the academic year 2021-2022.

In order to achieve the aim of the research, the preparation of a tool related to the measured variables is required, and because the research seeks to search for elements of evaluation for the faculty member and sources of information to reach criteria for evaluating university performance from the point of view of faculty members at the University of Baghdad, the researchers found that the rating scale is suitable. To obtain information about performance as a process or as a final product, the tool has been prepared according to the following steps:

- 1- Determine the concept of evaluating the performance of a faculty members (according to what will be mentioned in defining terms).
- 2- Examination of the literature on evaluating the performance of faculty members as presented in the theoretical background, in addition to previous studies that are directly related to the subject of the research.
- 3- Directing an exploratory questionnaire (Appendix 1) to a sample of faculty members at the University of Baghdad, with the aim of determining the elements of evaluation and sources of information when evaluating the performance of a faculty member at the University of Baghdad.

In light of the foregoing and after analyzing the sample answers, the following findings became clear:

A. Evaluation elements: they are (personal characteristics, teaching and academic activities related to it, research and writing, university and community service, cooperation and commitment to university instructions, performance and capabilities development).

B. Sources of information: (self-evaluation, colleagues' evaluation, students' evaluation, direct observation, evaluation of the heads of scientific committees, students' results in exams, professional development plan, academic report, department head's evaluation, dean's evaluation). After identifying the elements and sources of evaluating the performance of a faculty member, the method of answering the evaluation questionnaire requires that the teacher read the six elements of evaluation, and then it will be presented to a group of experts in the field of educational and psychological sciences to indicate its suitability for the evaluation procedure, and the experts have agreed on the validity of the evaluation elements and its sources and the validity of the answering method, and the validity of the following evaluation sources (direct observation and professional development plan, report and file of the study material because this procedure is not followed in the evaluation of teachers at the University of Baghdad) and the integration of the evaluation of the head of the department and the evaluation of the dean together. The researchers will verify the validity of the tool components' representation of the measured phenomenon's domains well, through the judgment of specialists on the validity of the tool in measuring the measured property. The reliability of the tool will also be extracted after its application and re-application on a sample of faculty members, and then the researchers will present a final copy of the faculty members' evaluation form after verifying its psychometric characteristics.

**KEYWORDS:** Evaluation, Performance, Faculty Members

## INTRODUCTION

### Research problem:

The selection of highly qualified and creative individuals who are able to develop society, and have high flexibility to develop themselves and keep abreast of changes and developments of the times, and this depends on the quality of measurement and evaluation methods that help in making objective decisions based on scientific bases, after evaluation is an organic part of the fabric The educational system, through which the extent to which the objectives of the educational system are achieved is determined, and it provides continuous feedback that contributes to the modification and development of the system and increases its efficiency and thus the quality of its outputs (Ghoneim, 2003: 2).

In addition, what is used by those responsible for evaluating faculty members in universities that are based on the evaluation of the head of the department and the endorsement of the dean, who adopts personal estimates that are subjective and their results are subject to severe criticism, because the judgments are inaccurate and give only a general idea and their evaluations are descriptive rather than being a subjective quantity more than Being objective, which makes its results vary from one resident to another, as it is not characterized by stability, in addition to being affected to a large extent by the factor of chance.

The faculty members face the problem of role tension, as the problem of distributing time and effort to roles appears in a balanced manner, as they are obliged to perform the requirements of more than one role at the same time. Where he indicates that fulfilling the requirements of a particular role is often at the expense of success in the other role, and the problems of the faculty member must be put under close examination so that they can see their subtleties clearly, and so that they can reach practical solutions to them in the near future, and so that the level of university education does not continue to decline (Morsi 1985:15).

The research problem crystallizes by preparing an objective tool for evaluating the performance of faculty members in Iraqi universities, by identifying the basic sources for evaluating a faculty member, and then determining the evaluation elements that should be adopted as a basis for evaluation in order to reach an accurate objective scientific form that includes teaching performance in all its aspects.

### Research Importance

Building universities philosophically, organizationally and scientifically requires an evaluation of the university process to keep pace with intellectual, social and economic transformations and changes in contemporary society. A weak level does not produce anything but a weak level (Touq, 1977: 48).

There is no doubt that the university has an impact on the adaptation and rehabilitation of young people according to the needs of society, and in developing talents and encouraging the spirit of innovation. University education contributes greatly to the mental, emotional and moral development of students, and also contributes to increasing their economic production, their style of life, and the aspects of activity that they practice in their spare time. And in enhancing their understanding and knowledge of science and culture and in developing their personal skills (Morsi, 1985: 228).

In addition, university education is not limited to spreading science and knowledge, but also deals with its development , through scientific research conducted or supervised by faculty members, individuals or groups, where scientific research is considered one of the main goals of the university as the way to Pursuing the scientific competition necessary for the progress of society. Therefore, education, scientific research and community service are among the most important goals of any university because they constitute the main axes of its mission, improving the performance of the faculty member as an active member in society . It represents a shared responsibility between the university and the faculty member. The faculty member's interruption to education and research only inevitably harms his mission and social role. In his teaching, he needs to know the issues and concerns of society in order to harmonize his teaching with the needs of society, especially in the social and humanitarian faculties (Al-Tarturi, 2007: 2).

The member of the university faculty is the focal point in achieving the goals of the university, as he is the first communicator of information to his students and influences their personalities and their scientific development, and is directly responsible for training them and developing their capabilities in the field of scientific research, in addition to the research and scientific studies he carries out in his field of specialization, On the other hand, he implements the policy of his university in linking it to the community, as he is the one who proposes programs and various aspects of activity that serve this community, and he is the one who implements those programs, as well as conducts various evaluations and activities with the aim of correcting their orbit and increasing the benefit from them, and he also undertakes an important aspect of educating the community that the university exists in it in terms of consolidating positive values, principles and trends and fighting negative and imported values and principles that may harm society (Morsi, 1985: 84).

The teacher usually proceeds in this from the interest of his society and the honesty of his responsibility. By addressing the problems of his society, analyzing its factors, and suggesting effective and effective factors in addressing them, he is actively interested in serving his society and his nation, because the problems and needs of society represent the main axes and points of focus around which the activities of the university, its professors and all employees revolve. In it (The Arab Bureau for the Arab Gulf States, 1987: 110).

Most universities set the development of the performance of faculty members as a primary goal, but the majority of evaluation systems do not stimulate or promote the development of faculty members effectively. One of the main reasons for the weak impact or inefficiency of evaluation programs in most universities is the lack of linkage between evaluation and development activities, and the lack of involvement of faculty members in the evaluation process (Moomaw, 1977:301).

Performance appraisal is one of the means that motivates individuals because it generates positive feelings among them that they are an important part of the educational institution, and those in charge of managing that institution focus their interests on developing their competence (individuals) and appreciating their efforts, which drives them to make greater efforts and change some negative trends in work. Therefore, it is noted that The evaluation process cannot be dispensed with in any service or educational organization or institution such as schools, institutes and universities. There is no doubt that universities have a distinct role in transferring knowledge and technology and bringing about changes in society.

Evaluation requires the use of more than one evaluation method to ensure objectivity in judging the performance of a university faculty member. Studies indicate that most higher education institutions in different countries use various methods and approaches in the evaluation process (Centra, 1977:81). This increases the possibility of reaching more accurate and credible judgments. The use of more than one source in the evaluation process, such as the member himself, students, co-workers, department head, and college dean, makes it possible to collect a large amount of information from those diverse sources that are not likely to be collected by mistake and incorrect data and information that are used in judging the performance of Faculty member. The goal is the cornerstone of any evaluation, in the light of which questions are formulated, how to benefit from data sources, deepen analysis, and publish results (Seldin, 1984:223).

Determining the positive and negative aspects of the university professor's performance contributes to the development of the teaching performance of university professors, so they tend to use electronic means and objective evaluation methods for their students and interact with them. On sound scientific grounds, and the practice of methods required from the students' point of view. (Al-Hakami, 2004: 20).

Therefore, it seems that there is an urgent need to develop a questionnaire for evaluating faculty members in Iraqi universities and to show the characteristics, characteristics and uses of the teaching staff so that it is possible to distinguish between them and choose from them what is appropriate to the different situations in the evaluation processes, and this is what called for conducting this research.

Research Aim: The current research aims to:

1. Constructing a questionnaire to evaluate the performance of faculty members at the University of Baghdad.
2. Evaluating the performance of faculty members at the University of Baghdad, according to the fields included in the questionnaire.

### Research limits:

The current research is determined by faculty members at the University of Baghdad who hold a master's degree and a doctorate and who hold scientific titles (professor, assistant professor, teacher) who are in service for the academic year 2021-2022.

Definition of Terms: The researchers defined the following terms:

Form: A set of papers containing specific data for the person who fills it in, and it is presented when evaluating faculty members in Iraqi universities during their service.

Assessment

Abdul-Hadi (2001): A summarizing process, that is, a descriptive one, in which judgment on the value of something plays a major role, as is the case in giving estimates to individuals and numbering them (Abdul-Hadi, 2001: 68).

Lehman & Mehrens (2003): Collect both formal and informal information and consolidate this information in a comprehensive manner to reach a general judgment (Lehman and Mehrens, 2003: 19).

Majeed (2011): A set of processes used by experienced specialists to reach perceptions and impressions and test hypotheses related to the pattern of characteristics of a particular individual that determines his behavior and interaction with his environment (Majeed, 2011: 26).

Performance evaluation:

Zaki Mahmoud defines it as analyzing and evaluating the performance of workers for their work and their behavior in it, and measuring the extent of their suitability and efficiency in carrying out the burdens of the current jobs they occupy and assuming responsibilities and capabilities for higher-level positions and jobs (Al-Samarrai, 1987: 337).

Al-Sayyed and Hassan (1998) define it as an estimate of the individual's competence in his work, in order to know the extent of his suitability in carrying out the burdens of his job, the level of his performance of his duties, the degree of his cooperation with his colleagues and his obedience to his superiors and his behavior towards those who deal with him, and the extent of his capabilities to occupy higher positions at the organizational level (Al-Hamoud, 199 :370).

And by faculty members, it is meant: the teacher who performs the teaching tasks, who holds a master's degree or doctorate and holds one of the scientific titles (professor, assistant professor, teacher).

Khidr distinguishes between evaluation and assessment, which he believes includes, in addition to issuing judgment, the process of modifying and correcting the things on which judgments are issued (Khidr, 1987: 39).

### LITERATURE REVIEW:

First: Duties of a university faculty member:

The main activities that represent the basic tasks of a faculty member are:

1. Teaching and academic activities related to it,
2. Scientific research and intellectual contributions,
3. University and community service, and
4. Developing performance and capabilities.

These activities represent the basis for evaluating the faculty member in the academic aspects, despite the variation in the effectiveness of the faculty member in his/her university community.

1) Teaching and academic activities related to it: It occupies the first place on the list of priorities, as it is distinguished and the most important element when evaluating the activity of a faculty member. This part

includes the teaching plan during the year, including the courses that the faculty member will teach or that he will or will participate in developing with Clarify aspects of development and modernization in each course, as well as the activities it intends to carry out to improve teaching methods, efficiency and effectiveness, or to update the use of educational techniques and means, or any data directly related to the efficiency of the teaching process.

2) Scientific research: Scientific research helps a faculty member to advance his professional practices in the field of his interest, scientific research represents an essential element in evaluating the activities of a faculty member, and this section explains the intellectual contributions of a faculty member that add to the knowledge base and applications in the field of specialization Including research published in specialized scientific journals, peer-reviewed conferences, technical notes, and working papers. It is necessary to pay attention to publishing in specialized international journals, which should represent the bulk of scientific research production, and university teaching is closely related to scientific research, and new ideas, discoveries and inventions constitute an important factor in motivating students to love the field of scientific material and fueling the spirit of research and questioning in it (Al-Zahrani 1997: 33-84).

3) University and community service: What is meant by university and community service is what a faculty member provides on assignment or voluntarily in terms of services in his field of specialization or according to his capabilities and experiences that contribute to building and developing the university and fulfilling the requirements of its management and in developing and upgrading the community to which he belongs. And his professional community is one of the three important elements in evaluating his performance.

4) Developing performance and capabilities: This part explains the faculty member's plan and the activities he undertakes to develop his capabilities and improve his performance. The faculty member must take the initiative in developing his capabilities and improving his performance (Al-Hakami, 2004: 21).

Second: Objectives of the process of evaluating the performance of a university faculty member:

In order to assist the university faculty member in continuous self-development within the framework of his basic tasks (distinguished teaching, sophisticated scientific research, advanced professional and community service) with the aim of evaluating his performance, and through the evaluation process, the following is achieved:

1. Following up the performance of the faculty member.
2. Exposing strengths and weaknesses in performance.
3. Enabling the faculty member to develop his academic performance.
4. Investing outstanding performance in enabling the faculty member to devote himself academically and to participate in conferences, seminars, training courses and other scientific incentives.

The process of evaluating a university faculty member will provide the following:

1. Important data and indicators on the level of achievement within the framework of tasks, and the extent of scientific and professional progress achieved within the framework of goals.
2. A scientific tool for the university administration to identify the competencies available to make the best use of them to achieve the purposes and mission of the university.
3. It will provide an information base on academic programs and the university as a basis for judging the effectiveness of their performance and provide decision-makers at the university with accurate, clear and modern information and adopting this information as a basis for rationalizing university decisions.

Third: Methods of evaluating the performance of a university faculty member:

Examination of the literature in this field finds the use of a number of means for the evaluation process and the emphasis on not relying on one method in that, such as contenting students with the evaluation of faculty members and the academic course (Haskell, 1997). The following are examples of some of the tools that can be chosen for use in the evaluation process .

1. Self-evaluation of the faculty member: Forms may be designed for the faculty member himself to carry



out the assessment, including the points and elements that are taken into account when conducting the self-evaluation process.

2. Peer assessment of the faculty member: A team of three faculty members of the faculty member's colleagues examines the following aspects: the adequacy of the educational material provided and its suitability for students, the appropriateness of the evaluation methods used in the course, and the effectiveness of the methods used in the course, and the team approves its examination. These aspects depend on what the faculty member presents to them, and on their observation of it during his teaching and in coordination with him.

3. Student evaluation of the faculty member: This evaluation depends on selecting a sample of students to evaluate the faculty member, and it takes place one or two weeks before the start of the final exams, where each department organizes the evaluation process, provides its own forms, sets implementation dates, and then collects Evaluation forms after filling them in and submitting them to the college that undertakes the analysis process and extracts the evaluation results.

4. Direct observation or videotaping of a faculty member: A special form is used that includes the main points that must be focused on and confirmed during the observation process. It is carried out by the department head at least once a year for each faculty member.

5. Professional development plan for a faculty member. Each faculty member prepares an annual plan for his professional development that includes the professional and scientific activities that he will perform during this year, and submits it to the department head.

6. Course report: The report includes the number of students attending the course, the number of students who dropped out of the course, and the final results of the course, including the success rate and the distribution of students' grades.

7. Course file: It includes a description of the course, including objectives, topics, requirements, and references. In addition to the methods of student evaluation, and samples of tests, where the faculty member prepares a file for the course he teaches.

8. Achievements report and university and community service: A faculty member submits an annual report for studies and research published and accepted for publication, the services he provided to the university such as membership in committees, technical and administrative tasks he performed, and the services he provided to the community such as giving lectures, participating in seminars and conferences, and providing consultations (Haskell, 1997).

Pervious Related Studies concerned with the evaluation and development of the faculty member:

Al-Arayed Study (1991) This study discussed the qualification and evaluation of the faculty member in the Gulf universities through axes: (the foundations and criteria according to which the faculty member is appointed, the foundations and criteria according to which the faculty member is evaluated and promoted, and the reality of the performance of a faculty member teaching.

Zaher's study (1991) identified the difficulty of limiting the basic purposes of the university and its responsibilities towards the world of knowledge, according to three possibilities (the neutrality of the relationship between scientific research and teaching, the excellent university researcher as an excellent university teacher, and the existence of the inverse relationship between research and teaching.

Shehata and Al-Mazrou' (1991) focused on the importance of the demands, areas and means of self-evaluation from the point of view of faculty members, and providing a card for self-evaluation that could be used as guidance for faculty members.

Flemban (1991) aimed at revealing the obstacles that stand in front of faculty members for their teaching performance, and the methods that help to remove these obstacles.

Darwish's study (2000) aimed to identify the attitudes of faculty members towards students' evaluation of them, and the extent of their acceptance of the students' role in the process of evaluating the effectiveness of teaching. The study provided a tool to identify the attitudes of faculty members.

Al-Khathila's study (2000) aimed to identify some of the actual teaching skills practiced by university professors, and then the ideal skills that should be practiced.

Al-Sumairi (2002) was concerned with identifying the difficulties facing a faculty member in attending scientific conferences, and the importance of participating in these conferences for the development of the university teacher and his knowledge and professional growth, and the importance of this participation and its impact on achieving progress and professional growth for the faculty member.

Abdel Ghafour's study (2002) aimed to reveal the priorities of the scientific, teaching, mental, cognitive, personal, emotional and social characteristics, and to reveal the individual differences in the arrangement of the characteristics of the faculty member, as it focused on introducing them to the most important of these characteristics and their impact on their teaching performance.

Shaheen's Study (2004) aimed to clarify the roles of university faculty members, in addition to presenting the relationship between quality of the university and the quality of faculty members, with a focus on the importance and role of professional development in achieving quality in higher education.

Previous related studies have helped the researchers to reveal points of convergence in evaluating a faculty member, although they were distinguished by following the theoretical methodology, except for some studies that dealt with students' evaluation of teachers, which were outside the limits of the current research, as it was clearly shown that the universities are striving to develop specific forms that can be relying on it in evaluating faculty members, it can also be used in selecting applicants for teaching or research positions. These criteria are necessary to know the capabilities of faculty members, their experiences, and their educational and behavioral practices related to the teaching profession, and the extent to which these practices are able to bring about the required change.

## RESEARCH METHODOLOGY:

The descriptive research method is one of the forms of organized scientific analysis and interpretation to formulate a specific phenomenon or problem and depict it quantitatively by collecting codified data and information about it, classifying it and subjecting it to careful study (Melhem, 2002: 35). Being interested in conditions, classifications, and relationships between things, he does not stop at describing phenomena or describing reality as it is and developing it by collecting data and information that further clarify the circumstances surrounding the research problem.

### Research Population:

The research population consists of faculty members at the University of Baghdad for the academic year (2020-2021) which included (2774) male and female teachers, distributed representing (1637) male and female teachers in scientific specialization into (59%) and (1137) male and female teachers in Human specialization with a percentage of (41%), and (1831) teachers with a percentage of (66%) and (943) teachers with a percentage of (34%). As for scientific titles (professor, assistant professor, teacher), they are distributed into (506, 1013, 1255), with percentages of (18.2%, 36.5%, and 45.3%), respectively.

### Research sample

The researchers selected a sample of (500) male and female teachers representing (18%) of the population research in a stratified random manner, by selecting a number of teachers from each of the departments, a number of teachers and a number commensurate with the variables (sex, degree, academic title), and Table (1) shows that.

**Table (1) The research sample is distributed according to specialization, degree, academic title, and gender**

| Certificate | Scientific |    |              |    |            |    |       | Humanity |    |              |    |            |    |       | Total |
|-------------|------------|----|--------------|----|------------|----|-------|----------|----|--------------|----|------------|----|-------|-------|
|             | Prof.      |    | Assist Prof. |    | Instructor |    | Total | Prof.    |    | Assist Prof. |    | Instructor |    | Total |       |
|             | M          | F  | M            | F  | M          | F  |       | M        | F  | M            | F  | M          | F  |       |       |
| Master's    | -          | -  | -            | -  | 26         | 14 | 40    | -        | -  | -            | -  | 18         | 10 | 28    | 68    |
| Ph.D        | 30         | 16 | 61           | 32 | 76         | 40 | 255   | 21       | 11 | 43           | 22 | 53         | 27 | 177   | 432   |
| Total       | 30         | 16 | 61           | 32 | 102        | 54 | 295   | 21       | 11 | 43           | 22 | 72         | 37 | 205   | 500   |

**Research tool:** To achieve the aims of the research, a tool related to the measured variables is required, and because the research seeks to search for elements of evaluation for a faculty member from the point of view of faculty members at the University of Baghdad, the researchers have found that the rating scale is suitable for obtaining information about performance as a process or as a final product, and the tool has been prepared according to the following steps:

1. Defining the concept of evaluating the performance of a faculty member (see definition of terms).
2. Examination of the literature on evaluating the performance of faculty members as presented in the theoretical background, in addition to previous related studies directly related to the subject of the research.
3. Issuing an exploratory questionnaire (Appendix 1) to a sample of (100) faculty members at the University of Baghdad, male and female, randomly selected from three scientific colleges (Medicine, Veterinary Medicine, Nursing) and three humanities colleges (Fine Arts, Sharia, Physical Education) and distributed equally among the variables (specialization, scientific title, gender), in order to determine the elements of evaluation when evaluating the performance of a faculty member at the University of Baghdad. In the light of the foregoing and after analyzing the sample answers, it became clear that the evaluation elements are (scientific performance, teaching efficiency, educational performance, administrative performance, as well as the final evaluation of the faculty member). It is appreciated that the teacher reads the evaluation elements and fills in the information related to scientific and teaching performance) based on the activities that he carried out during the academic year and documents that with official books and certificates granted to him. Presented to a group of experts in the field of educational and psychological sciences, to indicate the extent of its validity for the evaluation procedure, and the experts agreed on the validity of (100%) on the evaluation elements and the validity of the answer method, but they did not agree on the validity that the evaluation is conducted by the head of the department and the scientific committee in the department together. Thus, the researcher has verified the apparent honesty (Face Validity), which depends on the representation of the components of the tool for the areas of the measured phenomenon well represented, through the judgment of specialists on the validity of the tool in measuring the measured property.

The researchers also verified the reliability of the research tool, which refers to the consistency of individual scores on it and the consistency between its parts, and the Test-Retest Method was adopted to achieve the external consistency of the responses, after applying the tool to a random sample consisting of (50) male and female teachers who were randomly chosen from two colleges. Two sciences (Pharmacy, Engineering) and two humanities colleges (Arts, Education of Woman) were re-applied to them at an interval of two weeks, then the Pearson correlation coefficient was used between the sample scores in the first and second application, and this indicates that the tool has good reliability according to the criterion. The co-explained variance, as the ratio of the co-variance of the square of the correlation coefficients was higher than (0.50), which indicates the existence of a real relationship between the degrees of the two applications, and that the total variance is the most real variance.

The results of evaluating the teaching performance of the colleges and institutes of the University of Baghdad according to the level of scientific titles of their teachers:

1. Evaluation of the performance of teachers who hold the title of professor:  
Data for teachers who hold the title of professor have been collected and in light of the approved evaluation fields (scientific performance, teaching efficiency, educational performance, administrative performance), (506) male and female teachers responses who hold the title of professor have been analyzed, and the results



are as shown in Table (2).

**Table (2) Evaluation of the performance level of Baghdad University teachers who hold the title of professor**

| College  | scientific performance<br>35% | Teaching efficiency<br>25% | Educational performance<br>30% | administrative performance<br>10% | Final evaluation<br>100% | Appreciation |
|--|-------------------------------|----------------------------|--------------------------------|-----------------------------------|--------------------------|--------------|
| Educational and Psychological Research Center        | 32.67                         | 22.5                       | 30                             | 9.33                              | 94.5                     | Excellence   |
| Arts   | 27.5                          | 24.86                      | 30                             | 7.36                              | 89.72                    | Very Good    |
| Engineering  | 32.27                         | 23.36                      | 27.84                          | 4.61                              | 88.08                    | Very Good    |
| Nursing  | 30.92                         | 24.38                      | 28.5                           | 3                                 | 86.8                     | Very Good    |
| Research Center and Museum of Natural History        | 33.25                         | 21.88                      | 27                             | 4.67                              | 86.8                     | Very Good    |
| Sciences   | 31.57                         | 22.84                      | 27.64                          | 4.60                              | 86.65                    | Very Good    |
| Medicine   | 30.77                         | 23.60                      | 27.59                          | 4.46                              | 86.42                    | Very Good    |
| Science for Women                                    | 30.51                         | 23.17                      | 27.35                          | 4.79                              | 85.82                    | Very Good    |
| dentist  | 29.13                         | 18.97                      | 29.48                          | 5                                 | 85.58                    | Very Good    |
| Education Ibn al-Haytham                             | 29.43                         | 23.40                      | 27.92                          | 4.55                              | 85.3                     | Very Good    |
| physical education                                   | 31.39                         | 22.85                      | 26.34                          | 4.53                              | 85.11                    | Very Good    |
| Languages  | 29.65                         | 24.06                      | 26.25                          | 4.97                              | 84.93                    | Very Good    |
| Postgraduate Laser Institute                         | 30.33                         | 22.92                      | 26                             | 4.22                              | 83.74                    | Very Good    |
| Heritage Revival Centre                              | 29.75                         | 22.92                      | 25.88                          | 4.92                              | 83.47                    | Very Good    |
| Administration and Economics                         | 30.33                         | 22.25                      | 26.25                          | 4.43                              | 83.26                    | Very Good    |
| Agriculture  | 30.27                         | 22.24                      | 26.28                          | 4.35                              | 83.14                    | Very Good    |
| Education for Women                                  | 25.56                         | 23.98                      | 28.77                          | 4.79                              | 83.1                     | Very Good    |
| Center for International Studies                     | 29.17                         | 22.5                       | 27                             | 4.33                              | 83                       | Very Good    |
| Fine arts  | 29.87                         | 22.25                      | 25.56                          | 4.23                              | 81.91                    | Very Good    |
| Law  | 23.33                         | 25                         | 30                             | 3.33                              | 81.66                    | Very Good    |
| Genetic Engineering Institute                        | 31.5                          | 21.88                      | 24                             | 4.5                               | 81.88                    | Very Good    |
| Canadian medicine                                    | 29.17                         | 21.25                      | 27                             | 4                                 | 81.42                    | Very Good    |
| Education Ibn Rushd                                  | 28.80                         | 21.29                      | 26.02                          | 4.45                              | 80.56                    | Very Good    |
| Political Science                                    | 24.80                         | 24.55                      | 26.32                          | 4.85                              | 80.52                    | Very Good    |
| media  | 29.17                         | 25                         | 22.5                           | 3.33                              | 80                       | Very Good    |
| Center for Palestinian Studies                       | 23.33                         | 25                         | 27                             | 4.67                              | 80                       | Very Good    |
| Higher Institute of Accounting and Financial Studies | 26.83                         | 22.5                       | 25.5                           | 5                                 | 79.83                    | Good         |
| Islamic Sciences                                     | 27.22                         | 20                         | 26.5                           | 5                                 | 78.72                    | Good         |
| Veterinary Medicine                                  | 29.08                         | 20.63                      | 23.36                          | 3.29                              | 76.36                    | Good         |
| Higher Institute of Urban and Regional Planning      | 27.22                         | 21.25                      | 25                             | 1.67                              | 75.14                    | Good         |
| Physical education for Women                         | 27.33                         | 24.82                      | 28.93                          | 4.9                               | 65.98                    | average      |

It is clear from table (2) that the level of evaluation of teachers who hold the title of professor ranged between (95.98-94.5) with a grade ranging between good and excellent. (The Higher Institute for Accounting and Financial Studies, Islamic Sciences, Veterinary Medicine, and the Higher Institute for Urban and Regional Planning) got a good rating, while the College of Physical Education for Women alone got an average rating.

#### **Evaluation of the performance of teachers who hold the title of assistant professor :**

Data has been collected for teachers who hold the title of Assistant Professor and in the light of the approved areas of assessment (scientific performance, teaching efficiency, educational performance, administrative performance), (1013) male and female teachers responses, who hold the title of Assistant Professor have been analyzed , and the results are shown in the table (3).

**Table (3) Evaluation of the performance level of Baghdad University teachers who hold the title of Assistant Professor**

| College  | scientific<br>performance<br>35% | Teaching<br>efficiency<br>25% | Educational<br>performance<br>30% | administrative<br>performance<br>10% | Final<br>evaluation<br>100% | Rating     |
|--|----------------------------------|-------------------------------|-----------------------------------|--------------------------------------|-----------------------------|------------|
| Educational and Psychological Research Center        | 30.62                            | 23.44                         | 28.88                             | 9.25                                 | 92.19                       | Excellence |
| media  | 30.06                            | 24.44                         | 28.67                             | 8.59                                 | 91.76                       | Excellence |
| Sciences   | 35                               | 21.79                         | 25.91                             | 8.18                                 | 90.88                       | Excellence |
| dentist  | 29.43                            | 23.35                         | 28.11                             | 8.26                                 | 89.15                       | Very Good  |
| Higher Institute of Urban and Regional Planning      | 29.56                            | 21.67                         | 27.5                              | 8.89                                 | 87.62                       | Very Good  |
| pharmacy   | 27.91                            | 22.69                         | 27.81                             | 9.18                                 | 87.59                       | Very Good  |
| Medicine   | 26.78                            | 23.66                         | 28.28                             | 8.55                                 | 87.57                       | Very Good  |
| Genetic Engineering Institute                        | 28.7                             | 22.75                         | 27                                | 8.47                                 | 86.92                       | Very Good  |
| Arts   | 28.10                            | 23.55                         | 24.28                             | 7.37                                 | 86.3                        | Very Good  |
| Nursing  | 26.48                            | 22.5                          | 27.75                             | 9.23                                 | 85.96                       | Very Good  |
| Physical education for Women                         | 27.24                            | 23.75                         | 27.25                             | 7.61                                 | 85.85                       | Very Good  |
| Heritage Revival Centre                              | 28.87                            | 19.69                         | 28.5                              | 8.5                                  | 85.83                       | Very Good  |
| Physical education                                   | 27.59                            | 22.5                          | 27.18                             | 8.45                                 | 85.81                       | Very Good  |
| Science for Women                                    | 25.92                            | 22.99                         | 27.91                             | 8.77                                 | 85.59                       | Very Good  |
| Education for Women                                  | 27.03                            | 22.66                         | 26.53                             | 8.31                                 | 85.53                       | Very Good  |
| Engineering  | 27.23                            | 22.44                         | 26.63                             | 8.87                                 | 85.17                       | Very Good  |
| Administration and Economics                         | 28.07                            | 21.65                         | 26.12                             | 8.59                                 | 84.43                       | Very Good  |
| Education Ibn Rushd                                  | 29.61                            | 20.97                         | 25.40                             | 8.34                                 | 84.32                       | Very Good  |
| Education Ibn al-Haytham                             | 24.32                            | 24.69                         | 27.2                              | 7.89                                 | 84.1                        | Very Good  |
| Veterinary Medicine                                  | 28.5                             | 21.67                         | 25.02                             | 8.08                                 | 83.27                       | Very Good  |
| Languages  | 27.04                            | 21.55                         | 26.18                             | 8.30                                 | 83.07                       | Very Good  |
| Agriculture  | 25.95                            | 22.23                         | 26.26                             | 7.71                                 | 82.15                       | Very Good  |
| Islamic Sciences                                     | 28.15                            | 21.04                         | 24.83                             | 7.93                                 | 81.95                       | Very Good  |
| Political Science                                    | 27.65                            | 20.29                         | 24.79                             | 8.21                                 | 80.94                       | Very Good  |
| Center for International Studies                     | 28                               | 19.64                         | 24.43                             | 8.19                                 | 80.26                       | Very Good  |
| Higher Institute of Accounting and Financial Studies | 26.25                            | 19.38                         | 24.75                             | 9.67                                 | 80.05                       | Very Good  |
| Fine arts  | 22.67                            | 22.12                         | 26.58                             | 8.62                                 | 79.99                       | Good       |
| Canadian medicine                                    | 21.37                            | 23.92                         | 28.43                             | 5.83                                 | 79.55                       | Good       |
| Postgraduate Laser Institute                         | 25.67                            | 20                            | 24                                | 8.67                                 | 78.34                       | Good       |
| Algorithmic engineering                              | 25.2                             | 21.25                         | 24.3                              | 7.13                                 | 77.88                       | Good       |
| Research Center and Museum of Natural History        | 25.88                            | 22.16                         | 22.36                             | 7.46                                 | 77.86                       | Good       |

It is clear from table (3) that the level of evaluation of teachers holding the title of Assistant Professor ranged between (76.75 - 92.19), with a grade ranging between good and excellent. Each of the (Educational and Psychological Research Center, College of Information, College of Science) got an excellent grade, respectively and Twenty-three colleges, institutes and research centers got a very good rating, while the College of Fine Arts, the College of Medicine, the Laser Institute, the College of Al-Khwarizmi Engineering, the College of Law and the Museum of Natural History got a good evaluation.

#### **Evaluation of the performance of teachers who hold the title of teacher:**

Data for teachers who hold the title of teacher have been collected and in the light of the approved evaluation fields (scientific performance, teaching efficiency, educational performance, administrative performance), (1255) male and female teachers responses who hold the title of teacher have been analyzed, and the results are as shown in Table (4).

**Table (4) Evaluation of the performance level of Baghdad University teachers who hold the title of teacher Rating**

| College | scientific<br>performance | Teaching<br>efficiency | Educational<br>performance | administrative<br>performance | Final<br>evaluation | Rating |
|---------|---------------------------|------------------------|----------------------------|-------------------------------|---------------------|--------|
|---------|---------------------------|------------------------|----------------------------|-------------------------------|---------------------|--------|

|   | 35%   | 25%   | 30%   | 10%  | 100%  |            |
|---|-------|-------|-------|------|-------|------------|
| University Center                                     | 29.56 | 25    | 29    | 8.33 | 91.89 | Excellence |
| Nursing   | 23.8  | 24.5  | 30    | 9.2  | 87.5  | Excellence |
| Physical education for Women                          | 27.31 | 23.93 | 28.61 | 7.38 | 87.23 | Excellence |
| media   | 27.10 | 23.27 | 27.46 | 8.73 | 86.56 | Very Good  |
| Educational and Psychological Research Center         | 28.93 | 23.75 | 25    | 8.17 | 85.85 | Very Good  |
| pharmacy  | 25.73 | 23.31 | 28.2  | 7.57 | 85.81 | Very Good  |
| Heritage Revival Centre                               | 29.4  | 20.63 | 27.45 | 7.75 | 85.07 | Very Good  |
| Dentist   | 22.71 | 23.74 | 28.88 | 8.16 | 83.49 | Very Good  |
| Medicine  | 25.57 | 22.05 | 27.36 | 8.14 | 83.12 | Very Good  |
| Arts  | 23.67 | 23.40 | 27.75 | 7.77 | 82.59 | Very Good  |
| Canadian medicine                                     | 23.17 | 24.4  | 28.71 | 6.30 | 82.58 | Very Good  |
| Education for Women                                   | 25.29 | 22.15 | 26.19 | 8.05 | 81.68 | Very Good  |
| Engineering   | 23.19 | 22.64 | 26.97 | 8.87 | 81.67 | Very Good  |
| Science for Women                                     | 22.41 | 22.22 | 27.55 | 8.80 | 80.98 | Very Good  |
| Physical education                                    | 24.18 | 21.73 | 26.28 | 8.58 | 80.77 | Very Good  |
| Center for Palestinian Studies                        | 28.19 | 21.25 | 24    | 8.28 | 80.72 | Very Good  |
| Sciences  | 25.06 | 21.45 | 25.65 | 8.24 | 80.60 | Very Good  |
| Languages   | 24.29 | 21.86 | 26.73 | 7.71 | 80.59 | Very Good  |
| Educational Studies and Psychological Research Center | 27.61 | 20    | 24.5  | 8    | 80.11 | Very Good  |
| Education Ibn Rushd                                   | 26.72 | 20.24 | 24.95 | 8.06 | 79.97 | Good       |
| Postgraduate Laser Institute                          | 26.83 | 18.5  | 26.4  | 8    | 79.73 | Good       |
| Research Center and Museum of Natural History         | 26.37 | 20.5  | 24.9  | 7.87 | 79.64 | Good       |
| Algorithmic engineering                               | 24.06 | 19.53 | 27.56 | 8.17 | 79.32 | Very Good  |
| Higher Institute of Accounting and Financial Studies  | 27.56 | 18.91 | 24.19 | 8.21 | 78.87 | Good       |
| Education Ibn al-Haytham                              | 21.36 | 22.25 | 27.02 | 8.02 | 78.65 | Good       |
| Algorithmic engineering                               | 22.03 | 21.84 | 26.38 | 7.71 | 77.96 | Good       |
| Agriculture   | 21.67 | 22.19 | 26.44 | 7.37 | 77.67 | Good       |
| Veterinary Medicine                                   | 23.30 | 21.11 | 25.63 | 8.04 | 78.08 | Good       |
| Center for International Studies                      | 26.75 | 18.39 | 23.68 | 7.86 | 76.68 | Good       |
| Higher Institute of Urban and Regional Planning       | 21.74 | 21.02 | 26.05 | 7.58 | 76.39 | Good       |
| Islamic Sciences                                      | 20.31 | 20.90 | 26.11 | 8.72 | 76.04 | Good       |
| Administration and Economics                          | 20.65 | 21.22 | 25.19 | 8.67 | 75.73 | Good       |
| Fine arts   | 19.23 | 21.38 | 26.12 | 8.52 | 75.25 | Good       |
| Law   | 20.50 | 19.73 | 24.54 | 8.12 | 72.89 | Good       |
| Political Science                                     | 24.45 | 17.28 | 22.43 | 7.59 | 71.75 | Good       |

It is clear from table (4) that the evaluation level of teachers who hold the title of teacher ranged between (71.75-91.89), with a grade ranging between good and excellent. Eighteen colleges, institutes and research centers got a very good rating, while sixteen colleges, institutes and research centers got a good evaluation. Through the foregoing, it is possible to form a picture of the level of teachers according to academic titles, as follows:

#### First- the title of professor:

To evaluate the academic performance of Baghdad University teachers, a weighting percentage was calculated for each of the four performance axes:

A. The scientific performance axis- the result was that the professors of five faculties, institutes and centers reached the weighted percentile for their scientific performance as excellent, and the professors of seventeen colleges and centers reached the percentage weighting percentile for their scientific performance as very good. The weighted percentile for Palestinian studies center was the lowest.

B. Teaching competency axis- The results of the weighted percentile for professors of colleges, institutes

and centers of the University of Baghdad had obtained an excellent and very good level for the teaching competency axis.

C. The axis of educational performance- the results of the weighted percentile of the professors of the colleges, institutes and centers of the University of Baghdad had obtained an excellent and very good level, except for the professors of the faculties of Veterinary Medicine and Information, who had a good weighting percentile, and this percentage is not suitable for this scientific title.

D. The administrative performance axis- the results of the weighted percentile for the teachers of the Center for Educational and Psychological Research had obtained an excellent level, and the professors of the Faculty of Arts, which obtained a good weighting percentile, and this percentage is not suitable for this scientific title, while the rest of the colleges, institutes and research centers have obtained a poor rating, and this indicates a defect in this side.

### **Second- the title of Assistant Professor:**

To evaluate the academic performance of Baghdad University teachers who are assistant professors, a weighting percentage was calculated for each of the four performance axes:

A. The scientific performance axis - the result was that the assistant professors of the Faculty of Science reached the weighted percentile for their scientific performance as excellent, and the level of assistant professors for thirteen colleges and centers reached the weighted percentile for their scientific performance as very good, while the assistant professors in fifteen colleges got a good weighted percentile, which is disproportionate with the level of this scientific title, as did the assistant professors of the faculties of (Education Ibn Al-Haytham, Fine Arts, and Al-Kindi Medicine), they got an average weighting rate, which is not commensurate with the level of this scientific title.

B. The axis of teaching efficiency- the results of the weighted percentile of the assistant professors of the colleges, institutes and centers of the University of Baghdad have obtained an excellent and very good level for the axis of teaching efficiency, and this percentage is suitable for this academic title, except for three centers and an institute that got a good weighted percentile which is not commensurate with the level of this scientific title.

C. The axis of educational performance - the results of the weighted percentile of the assistant professors of the faculties, institutes and centers of the University of Baghdad had obtained an excellent and very good level, except for the professors of the College of Law who got a good percentile weighted, and this percentage is not appropriate for this scientific title.

D. Administrative Performance Axis - the results of the weighted percentile for the professors of the colleges, institutes and centers of the University of Baghdad had obtained an excellent and very good level, except for the faculties of performance of seven colleges that got a good weighted percentile and this percentage is not suitable for this academic title, and the Al-Kindi College of Medicine got a medium weighted percentile which is not suitable for this scientific title.

### **Third - the title of teacher:**

To evaluate the academic performance of Baghdad University teachers, a weighted percentile was calculated for each of the four performance axes:

A. The scientific performance axis - the result was that the assistant professors of four research centers reached a weighted percentile of their scientific performance as very good, and the level of teachers for twelve colleges and centers reached a weighted percentile of their scientific performance as good, with the level of this scientific title.

B. The axis of teaching efficiency - the results of the weighted percentile for the teachers of the colleges, institutes and centers of the University of Baghdad had obtained an excellent and very good level for the axis of teaching efficiency, and this is suitable for this scientific title, except for the teachers of the Faculty of Law and three institutes and the Center for International Studies, they got a good weighted percentile, while the teachers The Faculty of Political Sciences have got an average rating, which is not commensurate with the level of this scientific title.

C. The axis of educational performance - the results of the weighted percentile for the teachers of the colleges, institutes and centers of the University of Baghdad had obtained an excellent and very good level,

except for the teachers of the Center for International Studies and the College of Political Science who had a good weighting percentile.

D. Administrative Performance Axis - The results of the weighted percentile for the professors of the colleges, institutes and centers of the University of Baghdad had obtained an excellent and very good level, except for ten colleges and institutes that got a good weighted percentile, while Al-Kindi College got a medium weighted percentile which is not commensurate with the level of this academic title.

### **Recommendations: In light of the findings, the researcher recommends the following:**

1. Urging teachers holding academic titles (teacher and assistant professor) to make the necessary scientific efforts to be promoted to higher scientific titles.
2. The need to direct teachers to balance their scientific activities and not to focus on the efficiency of teaching only, but to pay attention to scientific, educational and administrative performance.
3. Introducing teachers to educational and scientific rehabilitation courses for the purpose of developing their performance in their various fields of work.
4. Twinning of teachers who hold a scientific title (teacher, assistant professor) with teachers who hold a scientific title (professor) in order to acquire scientific and educational expertise and skills.
5. The need to assign teaching staff holding scientific titles (professor, assistant professor) with educational, research and scientific tasks to develop the level of university performance.

### **Suggestions for future studies: The following suggestions can be included:**

1. Using the performance appraisal form to evaluate the performance of faculty members in other universities.
2. Checking the psychometric characteristics of the questionnaire after applying it to different samples.
3. Conducting a comparison between evaluating the performance of faculty members among Iraqi universities.

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