



Faculty-Quality Standards at Oum El Bouaghi University: A Student Perspective

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Abstract

This study sought to explore the extent to which faculty quality standards are met at the University of Oum El Bouaghi from the students' perspective. The study followed a descriptive methodology, and its sample consisted of 121 male and female students who were selected randomly. A questionnaire composed of four dimensions was distributed to them: teaching skills, assessment skills, communication skills, and scientific research skills. The findings of the study, which are based on mean scores and standard deviations, revealed that the quality standards of faculty members at the University of Oum El Bouaghi in Algeria, from the students' perspective, are moderately available across the skills of teaching, assessment, communication, and scientific research.

Keywords: quality; faculty members; university students.

Normes de qualité du corps professoral à l'université Oum El Bouaghi : le point de vue des étudiants

Résumé

Cette étude visait à déterminer dans quelle mesure les normes de qualité du corps enseignant sont respectées à l'université d'Oum El Bouaghi du point de vue des étudiants. L'étude a suivi une méthodologie descriptive et son échantillon était composé de 121 étudiants et étudiantes sélectionnés au hasard. Un questionnaire composé de quatre dimensions leur a été distribué : compétences pédagogiques, compétences d'évaluation, compétences en

communication et compétences en recherche scientifique. Les résultats de l'étude, qui sont basés sur les scores moyens et les écarts-types, ont révélé que les normes de qualité des membres du corps enseignant de l'université d'Oum El Bouaghi en Algérie, du point de vue des étudiants, sont modérément respectées dans les domaines de l'enseignement, de l'évaluation, de la communication et de la recherche scientifique.

Mots clés : *qualité ; membres du corps enseignant ; étudiants universitaires.*



Introduction

Higher education stands at the center of the comprehensive development of educational, economic, social, and political fields because it prepares the qualified human resources that will steer societal change. Faced with unprecedented, accelerating challenges, universities have had to shift their emphasis from mere certification to demonstrable quality, competence, and skill. The quality of education, therefore, increasingly preoccupies not only providers but also stakeholders broadly defined as students, families, and labour market actors, who now treat it as a core condition for meaningful improvement.

Quality, in this context, marks a transition from a culture of minimum compliance to one of mastery and distinction. While many facets of institutional performance invite scrutiny, curricula, research output, infrastructure, and community service attention continually return to the teaching-learning process and, within it, to the instructor. Student-based evaluations of faculty, which are common across global universities, reveal strengths worth consolidating and weaknesses that call for remedies. They also drive professional growth, whether self-directed or institutionally supported. As Fajčíková and Fejfarová (2019) note, the instructor exerts a persistent influence not only on attendance and engagement but also on how students both shape and are shaped by their environment, an influence rendered more salient by the fourth criterion for accrediting higher-education institutions, namely, the university's contribution to its local milieu.

The study problem:

Higher education is regarded as one of the essential pillars for the advancement and development of nations and as a space for the production of scientific knowledge. For this reason, most countries strive to allocate significant budgets and attract competent and highly skilled professionals, given the central role that higher education plays in developing human resources and enhancing technological and scientific progress (Saddar & Meziane, 2018, p. 335).

Hence, the need emerged to adopt the principles of total quality management in higher education institutions, considering it a strategic requirement to confront the challenges of an era marked by rapid knowledge and technological progress, along with the intensification of competition among universities. The implementation of quality standards contributes to advancing universities toward achieving sustainable development (Nour Al-Imane, 2019).

Preparing human resources capable of driving comprehensive development is among the most important pillars of quality in this sector. The success of the university in leading change and contributing to societal development essentially depends on the competence of the faculty member, who is considered one of the most critical components of the total quality system in higher education. The ability of a university to meet future challenges and ensure the effectiveness of the educational process is determined primarily by faculty quality.

Despite the diversity of Algerian and international studies that have addressed total quality management in higher education institutions, most of them have emphasised



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administrative, organisational, or structural aspects. Moreover, the quality standards of faculty members have not received sufficient attention, despite their essential role in ensuring the quality of university education. Moreover, international models in this field have not been adequately adapted to the specificities of the Algerian university environment.

This gap highlights the significance of the present study, which seeks to enrich the field by focusing on the quality of faculty members in Algerian universities, as they are the primary agents in activating total quality standards. Accordingly, the central research question is formulated as follows:

To what extent are the quality standards of faculty members at the University of Oum El Bouaghi in Algeria met from the students' perspective?

Hypotheses

▪ *General Hypothesis*

Faculty-quality standards at the University of Oum El Bouaghi are met to a moderate degree from the students' perspective.

▪ *Sub-Hypotheses*

1. Teaching skills are present to a moderate degree.
2. Assessment skills are present to a moderate degree.
3. Communication skills are present to a moderate degree.
4. Research skills are present to a moderate degree.

Objectives

- To determine, from the student viewpoint, the degree to which faculty at Oum El Bouaghi display the following skill sets: teaching, assessment, communication, and research.

Significance

- This study helps disseminate a culture of quality, continuous improvement, and lifelong learning throughout the academic community, with a particular focus on faculty.
- This underscores that ensuring faculty quality is pivotal, given that the university instructor remains the linchpin of the institution's mission.
- Its results may guide lecturers in pursuing their own professional development by highlighting weaknesses that warrant attention.
- Finally, it alerts decision-makers and academic leaders to support faculty development through targeted training and mentoring opportunities.

Literature Review

Mohammed (2016) set out to identify quality-of-instruction criteria for faculty members in the Department of History, College of Basic Education, and to evaluate staff performance against those benchmarks. Adopting a descriptive design and using a structured observation checklist, the study surveyed thirty lecturers. The performance on personal attribute criteria proved merely acceptable, whereas the scores on instructional design and planning, assessment, and instructional strategies and technologies fell into the weak range.



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In a subsequent investigation, Al-Bahilil and Al-Fathli (2017) appraised the quality of university teaching at the University of Tripoli from the students' viewpoint. Working within a descriptive framework, they distributed a questionnaire to a sample of five hundred undergraduates. The analysis revealed gender-based differences in just one of five performance domains, personal competencies, where observed quality diverged from the desired standard in the faculty of engineering. In contrast, the year of study was correlated with disparities across four domains: planning and preparation, interaction and rapport, personal competencies, and course design.

Naïm (2018) aimed to determine how fully university lecturers enact teaching competences in line with total-quality standards, again through the lens of student perception. The researcher employed a descriptive survey, drawing data from two hundred students. The results indicated that staff in the Faculty of Humanities and Social Sciences at the University of Jijel meet quality requirements for lesson planning and delivery, as well as for classroom management and assessment. However, they fall short in their use of instructional media.

Fajčíková and Fejfarová (2019) looked for the factors that, in students' eyes, determine course quality. When working with 450 master's degree students at a public university, they relied on a structured survey and a descriptive design. Their analysis shows a clear pattern: variables tied to the course itself, learning outcomes, content, and overall design carry more weight in the final course rating than perceptions of the instructor do.

Alrawi and Al-Soud (2023) explored how far graduate programmes in Jordanian public universities align with international quality benchmarks. Using a questionnaire and a descriptive approach, they gathered responses from 103 faculty members. The level of compliance was moderate. The sections are ranked in this order: faculty supervision of programmes, teaching and learning processes, curriculum content, evaluation methods, institutional policy and vision, research quality, and, finally, graduate output and adequacy.

Through student feedback, Obied and Alajmi (2024) gauged faculty competence at Kuwait University and Palestine Technical University Kadoorie. A 24-item instrument was administered to 115 students at each institution. At Kuwait University, the mean scores were 2.74 for teaching competence, 2.29 for technology use, 2.65 for evaluation practices, and 2.71 for human-related skills. At Palestine Technical University Kadoorie, the corresponding figures were 2.31, 1.96, 2.24, and 2.34.

Discussion of Previous Studies

Drawing on the foregoing survey of work on faculty-quality assurance, four points stand out:

- Previous studies, both local (Mohamed, 2016; Al-Buhailil & Al-Fathli, 2017; Naeem, 2018) and international (Fajčíková & Fejfarová, 2019; Alrawi & Al-Soud, 2023; Obied & Alajmi, 2024), have shown interest in the quality of faculty performance. However, they differ in focus: local studies have concentrated on direct teaching competencies, whereas international studies have expanded their attention to include the quality of programs,



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curricula, and scientific research. This variation has helped shape the hypotheses of the current study by highlighting the need for a comprehensive investigation of faculty quality standards in Algerian universities.

- The findings diverge regarding how well faculty meet quality benchmarks, mainly because each investigation emphasises a different constellation of instructional competencies.
- Insights from earlier research guided the present authors in selecting an appropriate methodological strategy and in constructing the data-collection instrument, a questionnaire, along with choosing the sample.
- Finally, prior results offered a helpful lens through which to interpret the outcomes of the current study.

Conceptual Framework

1. Faculty-Quality Standards

2. These are the benchmarks against which a lecturer's performance is judged.

3. Faculty Quality

4. Possession of the four competence clusters examined here: teaching skills, assessment skills, communication skills, and research skills.

Research Methodology

Research Design

A descriptive approach was selected because it matches the study's diagnostic aim.

Population and Sample

The study population consists of all students at the University of Oum El Bouaghi. In contrast, the study sample comprised 121 male and female students from the University of Oum El Bouaghi in Algeria who were selected randomly.

Research instrument

A purpose-built questionnaire elicited students' views on the extent to which faculty quality standards were met. Table 1 shows its structure.

Table 1

Questionnaire dimensions together with the number of items allocated to each dimension

Dimension	Items
Teaching skills	15
Assessment skills	17
Communication skills	18
Research skills	16
Total	66

Thus, 66 statements span four dimensions: 15 teaching, 17 assessment, 18 communication, and 16 research items.

Psychometric Properties

1. Validity

Extreme-group validity

The responses were ordered by total score; the top 10 and bottom 10 formed two comparison groups. An independent-samples *t* test (SPSS v.27) was used to produce the figures in Table 2.



Table 2

Results of the t test assessing the significance of the mean difference between the high-score and low-score student groups on the questionnaire

Group (n)	Mean	SD	t	df	p
High (10)	125.90	1.20	3.70	18	.002
Low (10)	106.60	16.45			

An examination of the data in Table 2 reveals a calculated t value of 3.700 for the mean difference test, a result that reaches statistical significance. This outcome confirms the questionnaire's capacity to discriminate reliably between the high-scoring and low-scoring subsets of respondents.

Construct validity

Pearson correlations between each item and the total score were calculated in a pilot sample (n = 30).

Table 3

Pearson correlations between each item score and the total questionnaire score in the pilot sample (n = 30)

Item	r	Item	r	Item	r
1	.247**	23	.433**	45	.243**
2	.222*	24	.477**	50	.231*
3	.429**	25	.427**	51	.275**
4	.251**	26	.225*	52	.116
5	.276**	27	.256**	53	.340**
6	.273**	28	.427**	54	.297**
7	.267**	29	.323**	55	.350**
8	.406**	30	.297**	56	.385**

9	.333**	31	.314**	57	.287**
10	.264**	32	.393**	58	.313**
11	.127	33	.273**	59	.292**
12	.288**	34	.457**	60	.436**
13	.223*	35	.278**	61	.308**
14	.270**	36	.335**	62	.229*
15	.420**	37	.439**	63	.489**
16	.218*	38	.115	64	.160
17	.292**	39	.050	65	.477**
18	.236**	40	.303**	66	.172
19	.359**	41	.381**		
20	.189*	42	.191*		
21	.163	43	.291**		
22	.308**	44	.430**		

* $p < .05$ ** $p < .01$

Fifty-nine of the sixty-six items correlate significantly with the total score: forty-seven at the .01 level ($.247 \leq r \leq .489$) and eight at the .05 level ($.191 \leq r \leq .231$). The 89% proportion signals strong internal consistency.

2. Reliability

To gauge score dispersion, we estimated internal consistency with Cronbach's alpha, which is widely regarded as the most appropriate reliability index in this context. Table 4 lists the obtained coefficients.

Table 4

Reliability coefficients calculated with Cronbach's alpha

Dimension	α
Teaching skills	0.748
Assessment skills	0.799
Communication skills	0.760



Research skills	0.663
Questionnaire (overall)	0.806

The overall alpha (.806) and dimension-specific values (0.663–0.799) indicate satisfactory reliability.

Presentation and Discussion of the Results

1. General Hypothesis

The central hypothesis stated that *the faculty-quality standards at the University of Oum El Bouaghi are met to a moderate degree from the students' perspective.*

To test this hypothesis, arithmetic means and standard deviations were computed for the total questionnaire score and for each subdimension. Table 5 summarises the outcomes.

Table 5: Means and standard deviations of participants' responses on the total questionnaire score and its subdimensions (n = 121)

Dimension	Mean	SD	Rank	Interpretation
Teaching skills	2.104	0.342	3	Moderate
Assessment skills	2.142	0.467	2	Moderate
Communication skills	2.087	0.382	4	Moderate
Research skills	2.228	0.676	1	Moderate
Overall score	2.147	0.347	–	Moderate

The overall mean of 2.147 (SD = 0.347) confirms the mid-level presence of faculty-quality standards. Within the scale, *research skills* occupy first place (M = 2.228, SD = 0.676), followed by *assessment skills* (M = 2.142, SD = 0.467). *Teaching skills* stood third (M = 2.104, SD = 0.342), whereas

communication skills trailed slightly behind ($M = 2.087$, $SD = 0.382$).

Faculty members possess an acceptable or moderate level of core competencies; however, there is relative weakness in areas such as developing teaching methods, utilising modern assessment tools, effective communication, and limited research output. These results can be understood in light of Algeria's higher education policies, which focus on strengthening and enhancing the quality of university education and achieving institutional competitiveness at the regional and international levels by qualifying and developing academic human resources to meet the demands of the digital and knowledge era.

The results reflect a gap between the stated objectives of these policies, such as improving educational outcomes and advancing scientific research, and their practical implementation at the individual faculty performance level. This highlights the need for targeted developmental strategies that include continuous training in innovative teaching methods, enhancing assessment and communication skills, and encouraging scientific research. Such strategies would ensure the achievement of national policy goals and support the consolidation of a culture of total quality within Algerian universities.

The findings of this study are consistent with the results of Mohamed (2016), Naeem (2018), and Alrawi & Al-Soud (2023).

Presentation and Discussion of Sub-Hypothesis 1

The hypothesis states that *teaching skills among faculty members at the University of Oum El Bouaghi, Algeria, are present at a moderate level in the judgment of students.*



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Table 6: *Arithmetic means and standard deviations for the teaching skills dimension (ranked in descending order)*

Dimension	Mean	SD	Interpretation
Teaching skills	2.104	0.342	Moderate

The mean for the entire dimension equals 2.104 (SD = 0.342). Thus, student responses place teaching competence firmly in the moderate band. Faculty performance emerges as acceptable yet unspectacular. A likely explanation is the persistent use of traditional, unvaried instructional methods and the limited, often untargeted, deployment of educational technologies; both factors blunt interaction and reduce pedagogical vitality.

Fajčíková and Fejfarová (2019) noted that sound teaching competence weaves together several strands: the mastery of disciplinary content, the capacity to motivate and involve learners, the adoption of contemporary pedagogical strategies, the clarity of explanations, the judicious use of pertinent examples, and the formulation of coherent, sequential learning goals. It also rests on skill in steering discussion, persuading through reason, employing inventive explanatory devices, structuring facts with precision, and harnessing reinforcement techniques that foster autonomous learning.

Work pressures can erode these qualities. Excessive teaching loads, administrative routines, and limited professional development opportunities cause classroom fatigue and, ultimately, disengagement. Under such conditions, staff members risk settling for routine rather than pursuing instructional distinction.

Presentation and Discussion of Sub-Hypothesis 2

The assessment skills of faculty members at the University of Oum El Bouaghi, Algeria, are moderate from the students' point of view.

Table 7: Means and standard deviations for the assessment skills dimension (descending order)

Dimension	Mean	SD	Interpretation
Assessment skills	2.142	0.467	Moderate

The overall mean is 2.142, with a deviation of 0.467. Hence, students regard assessment competence as neither poor nor exemplary but safe in the middle. One plausible reading is that lecturers still rely on legacy testing, mainly written exams that skim the surface of real attainment. The narrow toolkit reflects limited experience in crafting richer, multimodal instruments, and feedback often arrives thinly or late. Alrawi and Al-Soud (2023) reported the same tendency.

Presentation and Discussion of Sub-Hypothesis 3

It states that the communication skills of faculty members at the University of Oum El Bouaghi, Algeria, are moderate from the students' point of view.

Table 8: Means and standard deviations for the communication skills dimension (descending order)

Dimension	Mean	SD	Interpretation
Communication skills	2.087	0.382	Moderate



Table 8 shows that the overall mean for the domain was 2.0868, with a standard deviation of 0.38248. This finding indicates that the responses of the sample regarding communication skills reflect a moderate availability of communication skills among faculty members at the University of Oum El Bouaghi in Algeria.

The moderate level of communication skills among faculty members reflects a balance between acquired abilities and practical challenges in the university environment. Although they possess basic communication skills, the heavy reliance on traditional lecturing as the primary method, along with the demands of teaching and research production, limits the development of more effective communication skills with students and colleagues. The lack of specialised institutional training and the absence of targeted qualification programmes to enhance academic communication also contribute to maintaining this moderate level.

Individual differences among faculty members play an important role, as some naturally exhibit a strong capacity for interaction and communication, whereas others require systematic support. This level suggests a foundation on which to build, emphasising the necessity of adopting developmental programmes aimed at enhancing communication skills in accordance with the goals of higher education quality and the policies for developing academic human resources in Algeria.

This result may also be attributed to the lack of good and effective relationships with students, in addition to not listening to their needs and opinions. Furthermore, the absence of diverse communication methods, such as

interactive dialogues or the use of digital tools, may contribute to this issue. The cause of this deficiency could be work pressure or insufficient training in academic communication skills, which aligns with the findings of Naeem (2018) and Alrawi & Al-Soud (2023).

Presentation and Discussion of Sub-Hypothesis 4

The fourth subsidiary hypothesis states that *research skills among faculty members at the University of Oum El Bouaghi, Algeria, are present at a moderate level in the judgment of students.*

Table 9: Means and standard deviations for the research-skills dimension (ranked in descending order)

Dimension	Mean	SD	Interpretation
Research skills	2.228	0.676	Moderate

The aggregate mean of 2.228 (SD = 0.676) again locates faculty performance in the middle range. In other words, students perceive research competence as respectable yet not exemplary.

Several factors may affect this outcome. Institutional incentives for research appear limited, and heavy teaching loads may sap the time and energy required for sustained inquiry. Training in contemporary research methodologies also seems sporadic, reflecting gaps in individual planning and in university-level provision. Furthermore, scarce laboratory facilities, lean funding lines, and modest interinstitutional collaboration reduce opportunities for publication and broader scholarly visibility. These impressions echo patterns reported by Naïm (2018) and by Alrawi and Al-Soud (2023).



Conclusion

The results of this study, which aimed to reveal the extent to which the quality standards of faculty members at the University of Oum El Bouaghi are met from the students' perspective, revealed that these standards are moderately applicable to teaching, assessment, communication, and scientific research. In light of these results, the following practical and research recommendations were formulated:

1. Faculty members' skills can be developed through regular training workshops focused on modern teaching methods, practical assessment tools, and communication skills.
2. Institutional incentives such as promotions, rewards, or certificates of appreciation linked to academic and research performance should be increased.
3. Provide technical support and practical resources to facilitate teaching and scientific research within universities.
4. Activate mechanisms for periodic performance evaluation with the provision of constructive feedback to improve academic performance and strengthen cooperation among faculty members.

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