

The Evaluation of University Teacher's Performance at the Faculty of Education in Gaza Governorate from the Point of View of Postgraduates

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Abstract: The study aimed at identifying the level of university teacher's performance at the Faculty of Education from the point of view of postgraduates. The researchers used the analytical descriptive method. The study's tool was a questionnaire. The study sample consisted of (148) students. The main results of the study were as the following: the level of the university teacher's performance at the Faculty of Education had a high degree with a relative weight (70.20 %). As well as there were statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher's performance in the field of human relations for the students of the Department of Curricula and Teaching Methods, but there were no statistically significant differences due to study variables (Gender, Major, Cumulative average, University). Finally, the researchers recommended the following: there is a need to enable the university teachers to develop their performance continually, as well as, universities should provide qualitative training courses for the university teachers in the light of their vocational needs.

Keywords: The evaluation of university teacher's performance, the postgraduates.

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I. Introduction

Universities in any country play a major role in building the society and developing its potential through preparing trained cadres that have good experiences to develop all fields of life, as well as, the contemporary universities look forward to improving the level of their alumni. Thus, the proficient university teacher is a key factor in improving the quality of the outputs of the universities. So, universities administrators and researchers in the field of education devote great attention to university teaching because of its importance and impact in determining the quality of the educational output, especially in the postgraduate stage.

University teaching is a planned system that leads to teaching students and involves a set of targeted activities. This system is based on the faculty member as a basic element in the educational process in addition to the students and the curriculum. Therefore, the relation among these parties focuses on students acquisition of knowledge, skills, experiences, attitudes and values (Rashid, 1993, p.p 91).

Teaching process requires a faculty member to observe the following:

- Collecting the study material qualitatively and quantitatively that is appropriate to the stage of the study.
- Presenting the study material in an attractive way to raise the motivation of students for learning, and develop their abilities.
- Focusing on developing students' skills, especially critical thinking, deduction, analysis and problem solving (Najeeb, Al-Sayed, 2001, p.p 9).

The principles of university teaching:

There are many principles guiding the teaching of the university that the members of the faculty should take them into account as the following:

- 1- The teaching is one of the main functions of the university teacher.
- 2- The teaching is a scientific process that has technical skills.
- 3- The teaching is a process of interaction and depends on appropriate activities for learning.
- 4- The teaching is a guiding process that directs the behavior of students in all aspects. (Zaitoon, 1995, p.p 122).

The human relations in the university teaching:

It is clear that proper relations building with others is a factor of winning their hearts and achieving the desired goals through the continuous interaction. Thus, the process of teaching is a part of these relations as a human profession, so Abu Hurayrah (May Allah be pleased with him) showed the nature of relation between the university teacher and the learner through his words: "My friend Muhammad (the Messenger of Allah) recommended me to fast three days each month, pray two Rak'ahs of Duha prayer at forenoon and the Witr prayer before going to bed" (Al-Bukhari, 2001, p.p 58). As well as, The Prophet Muhammad (Peace be upon him) recommended to behave gently in all situations and works through his Hadith: " Leniency makes a thing ameliorative and when it is removed from a thing, it makes it defective" (Ibn-Habban, 1988, p.p 312).

Human relations mean "a set of processes that motivate people in certain situations effectively, lead to higher performance and thus achieve the desired goals in an atmosphere of mutual respect" (Ahmad, 2005, p.p 182). So, the human relations - from the point of view of the researchers-mean some interactions and practices that are based on the good treatment, familiarity, justice and kindness between the university teachers and their students. Moreover, the human relations between the university teacher and the learner are based on an Islamic principle that urges to deal with human as a generous creature whose human dignity should be safeguarded and treated in accordance with the Qur'an guidance: " Indeed, We have honored the sons of Adam, carried them on land and sea, granted them good and lawful provisions, and privileged them far above many of Our creatures"(Al-Isra Surah, p.p 70).

The practices of faculty members with their students in the light of human relations:

In light of the above, the university teachers should commit to a set of human behavior patterns, which can be summarized as follows:

- 1- Dealing with students in a respectful way.
- 2- Giving the students sufficient opportunities to express their views and problems.
- 3- Commending their good efforts and diligence.
- 4- Showing good trust and faith in dealing with students (Abu Daf, 2012, p.p 9-21).
- 5- Taking into account the special conditions of students.
- 6- Reducing homework and functions.
- 7- Taking into account the justice and transparency in dealing with all students and avoiding the favoritism among them (Katami, 2002, p.p 250).

Muslim scholars have recommended that the university teachers should take into account the following points in dealing with students:

- 1- Dealing with students in kindness and patience considering this treatment is one of the ethics of scholars (Al-Ghazali, p. 54). Moreover, (Ibn-Jamaha, p. 65) recommended the university teacher to be kind with his students by showing them a welcome, asking about their condition and treating with them lovingly. So, The Prophet Muhammad (peace be upon him) addressed the best university teacher in the Quran by saying: "And by the Mercy of Allah, you (Prophet Muhammad) dealt with them gently. And had you been severe and harsh-hearted, they would have broken away from you, so pass over their faults, and ask Allah's Forgiveness for them, and consult them in the affairs. Then when you have taken a decision, put your trust in Allah, certainly, Allah loves those who put their trust in Him" (Al-Imran Surah, p.p 159).
- 2- Showing humility in dealing with students and avoiding arrogance.
- 3- Showing the tolerance to students (Al-Ajri, 1999, p.p 101).

The evaluation methods of the university teacher:

There are many methods commonly used in the evaluation of the university teacher, which are the following:

- 1- Evaluating their performance through the deans of the faculties and the heads of departments.
- 2- Adopting the self-evaluation method by the university teacher.
- 3 - Evaluating the university teacher performance through students, and this is the most common method in the evaluation (Issa, Mohsen, 2010, p.p 147-189).

Shehadeh (2011, p.p 122) pointed out that the evaluation of the university teacher through his students contributes to the following:

- 1- Identifying the strengths and weaknesses in the performance of the university teacher which helps him to develop his performance.
- 2- Evaluating the students for the performance of their university teachers is pivotal and essential because they express their aspirations and wishes in the light of their observations.

The researchers emphasize the need to evaluate the university teacher through many parties which include the opinion of the student, the opinion of the deans and the heads of the departments, as well as the self-evaluation of the university teacher. Therefore, the university teachers should be very ambitious in evaluating his performance according to high standards in order to improve his performance.

The researchers studied several previous literature in evaluating the performance of the university teachers, such as, Al-Sabhi (2008) study which aimed at building a scale to evaluate the performance of faculty members at King Abdul Aziz University in Saudi Arabia, and Abdul Rahim (2004) study that aimed at evaluating the role of the university teacher in the Faculty of Education in providing his students with the skills of preparing master plan.

1.1 Previous studies:

The researchers conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest.

Ayasra (2017) study aimed at evaluating the teaching performance of the faculty members of the Faculty of Education at Al-Jouf University from the point of view of the students. The study reached that the arithmetic mean of the reality of the teaching performance had a medium degree. Al-Otaibi (2011) study aimed at evaluating some academic aspects of faculty members at Najran University from the point of view of undergraduates. The results of the study showed that the effective teaching methods of faculty members had a medium degree. Habahba (2008) study aimed at evaluating the teaching performance of faculty members of Al-Balqa'a Applied University from the point of view of postgraduates in the fields of (preparation of the lesson, the psychological atmosphere of the lecture, teaching and evaluation). The study showed that the performance of faculty members had a medium degree. Al-Babteen (2007) study aimed at identifying the practices of the university teacher for human relations from the point of view of the students of the Faculty of Education at King Saud University. The results of the study indicated that the practice of the university teacher for these relations had a medium degree. Jurate (2007) study aimed at evaluating the quality of university education through the performance of graduated students. The results of the study showed that the graduate students indicated that possessing the faculty members of practical skills makes university education very effective. Ewing (2006) study aimed at determining the cognitive level of teaching and learning on the selected courses for the students of the agricultural, physical and food sciences at Ohio University. The study showed that the university teacher used the lecture method by 62% and their questions on the level of knowledge of Bloom's classification by 43%. Simon (2005) study aimed at evaluating the competencies and teaching effectiveness of university teachers from the point of view of postgraduates in the educational institutions, so the researcher used a questionnaire which is distributed over three semesters on (7) university teachers that have taught some courses for these students. The questions included some aspects of teaching performance such as (ability to communicate, trend towards learners, the efficiency of the study material, training skills, flexibility, fairness and objectivity). The study reached that there were no differences among students in evaluating the performance aspects identified by the study examples. Al-Jafri (2004) study aimed at identifying the opinions of postgraduates on the teaching performance of the faculty members at Umm Al-Qura University, and showed that their educational performance had a high degree at rate of 71%.

1.2. Statement of the problem

Through the work of researchers in the field of teaching, they noticed many weaknesses in the performance of university teachers and listened to many complaints from students that were a strong incentive to conduct this study. Hence, the problem of the study involved the following questions as follows:

1. What is the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher's performance at the Faculty of Education in Gaza Governorate due to the study variables (Gender, Major, Cumulative average, University)?

1.3. Hypotheses of the Study:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to gender variable (male, female).
2. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to a major variable.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to a cumulative average variable.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to university variable.

1.4. The purpose of the Study

1. Identifying the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates.
2. Finding out the statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the students on the level of university teacher's performance at the Faculty of Education in Gaza Governorate due to the study variables (Gender, Major, Cumulative average, University).

1.5. Limitations of the study

- 1- **The subject limit:** Studying the level of university teacher's performance at the Faculty of Education.
- 2- **The humane limit:** The postgraduates in the Islamic University and Al- Azhar University.
- 3- **The spatial limit:** Gaza Governorate.
- 4- **The institutional limit:** The Islamic University and Al- Azhar University.
- 5- **The temporal limit:** The study was applied in the second semester of 2017/2018.

1.6. The significance of the study

1. The importance of university education in building and developing society.
2. The university teacher is a key element in implementing a good educational curriculum.
3. The study can benefit the university teachers in developing their performance and helping them to get work promotion.
4. Helping the responsible bodies for the planning of the programs of high education at the Faculty of Education through emphasizing the strengths of the university teacher's performance and addressing the weaknesses.

II. Methodology

2.1 Research design:

In order to achieve the objectives of the study, the researchers used the analytical descriptive approach which is consistent with the nature of the study, its problem and its objectives, as well as describes the phenomenon of the study, analyzes its data and indicates the relation among its components in order to increase the knowledge about the study.

2.2 Instrumentation:

The researchers used the most suitable tool for achieving the purpose of the study that is the questionnaire. The questionnaire consists of three parts; the first part deals with the personal data (gender, major, cumulative average, university), while the second part deals with 2 fields: the university teacher's performance in the teaching field containing of (19) statements, and the university teacher's performance in the human relations field containing of (18) statements. Then Likert's scale (strongly agree, agree, neutral, disagree, strongly disagree) was used to measure the respondents' answers on the questionnaire statements to equal the following degrees (5,4,3,2,1).

2.3 The questionnaire's validity:

1. The virtual validity "arbitrators validity":

The questionnaire was presented in its initial form to a group of experts and university teachers that are specialized in the educational sciences in the Palestinian universities. The experts and university teachers' opinions were followed for deleting and editing in the light of the presented suggestions to get the final form of the questionnaire.

2. The internal validity:

The internal validity has done for the questionnaire statements by calculating the correlation coefficient between each statement of the questionnaire and the total degree of its related field, as in Table (1).

Table (1): The correlation coefficient between each statement of the field and the total degree of its related field

The statement		The correlation coefficient	The significance level (Sig.)
The field of teaching			
1.	The university teachers shows a high confidence in his abilities through the teaching process.	0.424	0.000*
2.	He expresses his vision and philosophy in the teaching process.	0.215	0.182*
3.	He manages the dialogue with his student efficiently.	0.628	0.000*
4.	He is keen to benefit his student continually.	0.678	0.000*
5.	He speaks clearly and correctly.	0.408	0.009*
6.	He knows the details of the course that he teaches.	0.537	0.000*
7.	He uses the method of learning by practicing and working.	0.671	0.000*

8.	He provides a quick feedback to students.	0.696	0.000*
9.	He uses various ways of reinforcement.	0.653	0.000*
10.	He diversifies the given homework of students.	0.465	0.003*
11.	He guides his students to use reliable scientific sources.	0.558	0.000*
12.	He invests the lecture time in achieving the desired benefit.	0.679	0.000*
13.	He uses the education technology in a lecture.	0.495	0.001*
14.	He teaches his students with high motivation and enthusiasm.	0.695	0.000*
15.	He enhances the ethics for his students.	0.540	0.000*
16.	He enhances the critical thinking for his students.	0.468	0.002*
17.	He provides advice and guidance to his students continually.	0.478	0.002*
18.	He uses the body language efficiently.	0.430	0.006*
19.	He plans the lecture well.	0.588	0.000*
The field of human relations			
1.	He receives his student cheerfully.	0.650	0.000*
2.	He treats his student humbly.	0.599	0.000*
3.	He accommodates the special circumstances of the students.	0.701	0.000*
4.	He visits his absentee students and asks about their circumstances.	0.592	0.000*
5.	He commends the efforts of his distinguished colleagues.	0.726	0.000*
6.	He creates an atmosphere of fun in the lecture.	0.761	0.000*
7.	He enhances the students' self-confidence.	0.693	0.000*
8.	He communicates with the students in his office.	0.660	0.000*
9.	He deals with his student gently.	0.817	0.000*
10.	He prays for God to help his students to be successful.	0.749	0.000*
11.	He cares about his general appearance.	0.557	0.000*
12.	He listens to the concerns and complaints of his students.	0.501	0.001*
13.	He deals with his students fairly.	0.659	0.000*
14.	He accepts the students' criticism with pleasure.	0.502	0.000*
15.	He urges his students to deal with others with harmony.	0.591	0.000*
16.	He guides students to collaborate with others.	0.671	0.000*
17.	He avoids the irony of his students.	0.628	0.000*
18.	He uses polite words in all situations.	0.542	0.000*

*The correlation is statistically significant at ($\alpha \leq 0.05$)

Table (1) shows that all statements of the questionnaire are statistically significant with their related fields, and all correlation coefficients are statistically significant at a significance level of $0.05 \leq \alpha$. Thus, the statements of the questionnaire are valid for what they are intended to measure.

In order to confirm the stability of the questionnaire, the Cronbach Alpha coefficient was calculated at (0.936), and the Split Half Method was calculated at (0.846). This indicates that the questionnaire is consistent with the applying for the study.

2.4. The population of the study

The study's population is consisted of (188) master's students from three educational majors (pedagogy, methodology and psychology) in the Islamic University and Al-Azhar University.

2.5. The sample of the study:

The researchers used the comprehensive survey method to get the sample of the study which consisted of (148) from the Islamic University and Al-Azhar University, as shown in table (2):

Table (2): The distribution of the variables of the study's sample

The variable	The variable classification	The number	Percentage %
The gender	Male	61	41.2
	Female	87	58.8
The major	Pedagogy	56	37.8
	Methodology	61	41.2
	Psychology	31	20.9
The cumulative average	70 % - less than 80 %	17	11.5
	80 % and more	131	88.5
The university	Islamic University	97	65.5
	Al-Azhar University	51	34.5
The total		148	100.0

The Statistical Analysis

The data were analyzed through the Statistical Package for the Social Sciences (SPSS), the used statistical tests as the following:

1. Pearson's Correlation Coefficient.
2. Cronbach's Alpha test and Split Half Method.

3. The arithmetic mean, relative weight, standard deviation and ranking.
 In order to interpret the results, the following arithmetic averages were adopted as follows:

Table (3):The adopted criterion in this study

The cell length	The weighted average	The degree
From 1 to 1.80	From 20% to 36%	Very low
More than 1.80 to 2.60	More than 36% to 52%	Low
More than 2.60 to 3.40	More than 52 to 68%	Medium
More than 3.40 to 4.20	More than 68% to 84%	High
More than 4.20 to 5	More than 84% to 100%	Very high

III. The results and discussion of the study

The first question is: What is the level of university teacher’s performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates? In order to answer this question, the researchers used One-Sample T-Test, the arithmetic averages, standard deviation, and relative weight and ranking, as shown in Table (4):

Table (4): The arithmetic mean, relative weight, standard deviation and ranking for all questionnaire fields

No.	The field	Arithmetic mean	Relative weight	Standard deviation	(T) Test	(Sig.)	Ranking
1.	Teaching	3.56	71.20	0.582	11.991	0.000	1
2.	Human relations	3.45	69.00	0.663	8.171	0.000	2
The total degree of the questionnaire		3.51	70.20	0.574	10.818	0.000	

*"T" value at the significance level (0.05) and a freedom degree "147" equals ± 1.96

Table (4) shows that the arithmetic mean for all questionnaire statements “fields” is (3.51), and the relative weight is 70.20%. This shows that there is compatibility in the questionnaire statements in general.

The field “The teaching” had the first rank with a relative weight of (71.20%) and a large degree. The researchers attribute this result to the university teachers' belief that teaching is the main task in their university work. Moreover, they are constantly evaluated in terms of their teaching duties, and this evaluation motivates them to develop their performance to be excellent. This result differs from the results of Ayasra (2017) study and Al-Habahba (2008) study that indicated the level of performance of the university teacher had a medium degree.

The field “Human relations” had the second rank with a relative weight of (69.00%) and a large degree. The researchers attribute this result to the conviction of the university teachers that good relations in dealing with students can attract them to the educational process and increase the appreciation and respect of students to their university teachers. This result differs from the results of Babteen (2007) study which showed that the university teacher practice of human relations had a medium degree.

The second question is: Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher’s performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the study variables (Gender, Major, Cumulative average, University)?

To answer this question, four hypotheses were formulated:

The first hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher’s performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the gender variable (male, female).

Table (5): the results of using the Independent Samples T Test to detect the differences among the averages responses of students due to gender variable.

The field	Gender	Number	Arithmetic average	Standard deviation	(T) Test	Level of significance (Sig.)
Teaching	Male	61	3.57	0.579	0.050	0.961
	Female	87	3.56	0.587		
Human relations	Male	61	3.51	0.650	1.0	0.266
	Female	87	3.39	0.671	1.116	
The total degree of questionnaire	Male	61	3.54	0.561	0.637	0.525
	Female	87	3.48	0.585		

*"T" value at the significance level (0.05) and a freedom degree "146" equals ± 1.96

Table (5) shows that the significance level of the total degree of the questionnaire equals (0.525) which is higher than the significance level (0.05), and the calculated "T" value is (0.637). This shows that there are no

statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the gender variable (male, female), and this is attributed to the university teachers' interests in developing the skills of their students and dealing with them gently without discrimination between males and females. This result agreed with Hababba's study (2008) which reached that there are no statistically significant differences among the averages of the sample ratings on the level of university teacher's performance in Al-Balqa'a University.

The second hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the major variable.

Table (6): the results of using One Way ANOVA to detect the differences among the average responses of students due to the major variable.

The field	Source of variance	Sum of squares	Degrees of freedom	Average of squares	"F" Test	Sig.
Teaching	Among groups	0.449	2	0.225	0.660	0.518
	Within groups	49.345	145	0.340		
	Total	49.794	147			
Human relations	Among groups	3.648	2	1.824	4.333	0.015
	Within groups	61.046	145	0.421		
	Total	64.694	147			
The total degree of questionnaire	Among groups	1.508	2	0.754	2.326	0.101
	Within groups	46.990	145	0.324		
	Total	48.498	147			

*"F" value at the significance level (0.05) and a freedom degree "2, 145" equals 3.05

Table (6) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the major variable in the field of teaching. However, there are statistically significant differences in the field of human relations. So, the researchers used LSD test to identify the category that has the differences, as in the table (7).

Table (7): the results of LSD Test

The field	The major	Pedagogy	Methodology
Human relations	Pedagogy		
	Methodology	*-0.24514	
	Psychology	*0.15019	*0.39532

*The differences are significant at ($\alpha \leq 0.05$)

The results of LSD test showed that there are differences in the level of the performance evaluation of the university teacher among the students of the Pedagogy major and the Methodology major for the Methodology, as well as there are differences between the students of Methodology major and Psychology major for the students of Methodology. This result can be attributed to the fact that faculty members give their students many various assignments and follow them continually. Moreover, providing opportunities to interact with their students and strengthen the relations with them more than in the Pedagogy and Psychology majors, and thus the students showed a better appreciation to faculty members.

The third hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the cumulative average variable.

Table (8): the results of using the Independent Samples T Test to detect the differences among the average responses of students due to the cumulative average variable.

The field	Cumulative average	Number	Arithmetic average	Standard deviation	(T) test	Level of significance
Teaching	70 % - less than 80 %	17	3.49	0.661	-0.470	0.639
	80 % and more	131	3.56	0.573		
Human relations	70 % - less than 80 %	17	3.42	0.746	-0.137	0.892
	80 % and more	131	3.44	0.654		
The total degree of questionnaire	70 % - less than 80 %	17	3.47	0.664	-0.269	0.788
	80 % and more	131	3.51	0.564		

*"F" value at the significance level (0.05) and a freedom degree "146" equals ± 1.96

Table (8) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the cumulative average variable. The researchers attribute this to the judging of students on the performance of the university teacher does not necessarily require high level of abilities, as well as, the master's students are selected accurately through exams and interviews to measure their intelligence and knowledge.

The fourth hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the university variable.

Table (9): the results of using the Independent Samples T Test to detect the differences among the average responses of students due to the university variable

The field	University	Number	Arithmetic average	Standard deviation	(T) test	Level of significance
Teaching	Islamic University	97	3.57	0.501	0.584	0.560
	Al-Azhar University	51	3.52	0.714		
Human relations	Islamic University	97	3.45	0.653	0.014	0.989
	Al-Azhar University	51	3.44	0.688		
The total degree of questionnaire	Islamic University	97	3.51	0.522	0.218	0.828
	Al-Azhar University	51	3.49	0.666		

*"T" value at the significance level (0.05) and a freedom degree "146" equals ± 1.96

Table (9) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study sample on the level of university teacher's performance at the Faculty of Education in Gaza Governorate from the point of view of postgraduates due to the university variable. The researchers attribute this to the fact that university teachers have high degrees in their majors, as well as, they have a long experience in teaching master's students. Moreover, there is a cooperation between the two universities in teaching and supervision on the master's students. Hence, there is no difference in evaluating the university teachers' performances in both universities.

IV. Recommendations

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

- Recommending the university teachers of the Faculty of Education to deal with their students gently and fairly.
- The university teachers should accept students criticism as much as possible in order to develop their performance.
- Using the method of learning with love and humor because of its great impact on motivating students to focus and interest in education.
- The university teachers should diversify the given homework to the students, focus on the applied aspect in homework and develop the research skills.
- The university teachers should use various methods of reinforcement during the lecture which suit the educational situation and the individual differences among students.
- The university teachers should develop their performance continuously.
- Universities should train the university teachers of the Faculty of Education in light of their urgent professional needs.

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