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Private Jordanian universities faculty members' training needs in the northern region from their perspective

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ABSTRACT

Identifying the training needs of faculty members in private Jordanian universities constitutes a fundamental challenge in the effort to enhance academic performance in higher education institutions. This quantitative study aimed to explore these needs by analyzing a stratified random sample of 310 faculty members working at various private universities in Jordan. The findings revealed that the "employment of technology" dimension ranked highest in importance, while the "teaching" dimension ranked lowest. The results showed no statistically significant differences attributable to gender, except for the "community service" dimension, which was more prominent among faculty members in the humanities. The study also found statistically significant differences in favor of faculty members holding the rank of "Assistant Professor" in the areas of teaching, communication and social relations, and scientific research. Furthermore, professors expressed a greater interest in integrating technology into teaching and learning processes. Based on these findings, the study recommends the development of targeted training programs focusing on these key areas, with particular emphasis on enhancing faculty members' proficiency in English as the language of instruction through intensive language training courses.

Contribution/Originality: This study identifies faculty training needs as a key factor in improving academic performance and the quality of education. It promotes critical thinking and sustainable development through targeted programs tailored to specific academic roles and disciplines. The study emphasizes continuous professional development, integration of technology, enhancement of research skills, and community service within higher education institutions.

1. INTRODUCTION

The training needs of the teaching staff are a crucial element in improving the quality of university education and enhancing academic efficiency. These needs contribute to determining the skills and knowledge that must be developed to enable faculty members to keep abreast of modern developments in their fields and apply innovative

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teaching methods in line with the requirements of the times. By meeting these needs, it is possible to improve students' educational experience, increase the effectiveness of the educational process, and enhance academic interaction. This ultimately leads to more effective and sustainable achievement of the educational goals of the institution.

In addition, Zahedi and Bazargan (2023) confirmed that the professional development of faculty members is considered one of the aspects of improving academic quality. Also, professional development and improvement are related to raising the efficiency of the faculty member and clearly affect the quality of the educational process by increasing student efficiency.

Moreover, a study by Hoidn (2020) identified that training needs before the COVID-19 pandemic differ from those after. There is a focus on digital transformation in the education sector, and the integration of online and face-to-face education requires a change in the training needs of faculty members by emphasizing technological and psychological aspects. Additionally, Alamri (2024) linked the training needs of faculty members to the nature of the university and its global ranking, focusing on two aspects: scientific research and the educational process, due to their strong connection with university rankings.

In Jordan, various sectors at the local, regional, and international levels are provided with economic, political, and educational competencies. However, it has recently been noticed that there is a decrease in the outputs of Jordanian higher education. This can be attributed to a number of issues in admission foundations, funding, quality assurance criteria, and the university's internal and external environment, as well as the training needs of faculty members (Zabalawi, 2017).

Furthermore, Jordanian private universities encounter significant challenges such as a profit-driven emphasis on educational quality, a dearth of original research, and a reliance on Western paradigms (Al-Omari, 2006; Kura, Al-Khat, & Abdul El, 2023). Faculty qualifications often suffer due to strict accreditation criteria and social pressures in hiring. To tackle these issues, universities should prioritize educational quality, foster original research, and establish comprehensive faculty development programs. This requires a shift from profit-centric models to a more holistic approach valuing academic rigor and innovative research. Furthermore, there is a critical need for comprehensive faculty development programs ensuring the recruitment of highly qualified faculty members and offering ongoing support in contemporary teaching methodologies. Only through such concerted efforts can Jordanian private universities aspire to surmount present challenges and become exemplars of educational excellence in the region.

Hence, it was noticed that most of the issues Jordanian higher education institutions suffer from are related to the role and performance of staff members. Therefore, they must be cared for and trained in order to reach a distinguished rank in their field of specialization (Al-Dhalaein, Khalifat, & Fattah, 2020). In fact, the university's reputation stems from its staff members' high performance in the fields of teaching, scientific research, and community service (Wasswas, Jawarneh, & Alatyyat, 2015). On the other hand, Alamri, AlFauri, Al- Sarayrah, Alzboon, and Attal (2025) states that the faculty member has a prominent role in instilling moral values and positive principles in the hearts of students. This can be achieved by enhancing their sense of belonging, safety, and optimism, which, in turn, develops a culture of hope in them (Barr & Gibson, 2013).

As a result, the essential role of university administration is evident in providing the necessary resources that help staff members perform their duties to the fullest (Alanezi, 2019). Despite the establishment of centers for training, academic development, and quality assurance sometimes with different names in every public and private Jordanian university to enhance staff performance through academic programs, numerous studies such as Al-Dhalaein et al. (2020); Al-Saidah (2015); Rababah (2017); Abdel Rahman (2019), and Abu Alkishik (2020) have been conducted. These studies reveal that these programs often do not meet the actual needs of staff members due to physical and financial burdens. Many staff members, after participating in interviews, commented that the content of the training programs is predominantly theoretical and lacks practical application. Furthermore, the programs tend to be routine and repetitive, failing to keep pace with recent developments in their respective fields.

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Accordingly, and based on the aforementioned, this study aims to shed light on the training needs of faculty members in Jordanian private universities. It is widely believed that they require continuous development more than others. This is because some faculty members are appointed at the university without prior experience in the field of teaching. Precisely, this study seeks to answer the following questions:

1. What are the training needs for faculty members in Jordanian private universities from their perspective in the following factors: teaching, communication and human relations, technology employment, and community service?
2. Are there statistically significant differences at the significance level (α=0.05) in the ranking degree of faculty members in Jordanian private universities for their training needs due to the variables of gender, faculty, and academic rank?

2. LITERATURE REVIEW

Training is one of the most popular programs used by international and local universities to develop their faculty members (Collins & O'Brien, 2003). The results of Rawashdeh and Tamimi's (2020) study revealed that effective training practices conducted by organizations help in enhancing employees' job efficiency (Zulaiha & Mulyono, 2020). Giving them training and opportunities to be promoted makes them feel that the organization respects them and appreciates their efforts. This contributes to developing their sense of organizational loyalty (Leibowitz, 2014). Also, training contributes to improving the efficiency of the organization (Assi & Jassem, 2021) as the efficiency and effectiveness of the organization depend on the efficiency and effectiveness of its staff in achieving its goals (Afonso, Marques, & Fuinhas, 2021). Amer and El Masri (2019) add that training is transferred from a state of underdevelopment to progress, as development plans in developing countries remain unfulfilled unless they have a trained staff through various training programs. These countries can provide and create this force in a short period and at very low cost if they rely on schools and universities (Abu Makh, 2024; Alawamreh et al., 2023).

Therefore, training leads to professional development Havea and Mohanty (2020), whereas training and development are two related processes (Paposa & Kumar, 2019). Training does not only cover activities that improve job performance; it also includes activities that lead to personal development and help individuals progress towards self-improvement. Thus, they can become competent employees and better human beings (Durand & Pascual, 2021).

Leibowitz (2014) adds that the term "academic development" primarily refers to various activities aimed at developing teaching, including supervision, curriculum, and leadership. These activities aim to provide high-quality education to students, with staff developers being primarily responsible for enhancing and supporting such initiatives. This requires the creation of supportive conditions. Guskey (2002) identified three main goals of professional development for teachers: changes in classroom practices, changes in attitudes and thoughts, and improvements in student learning outcomes.

Hence, training and developing the labor in a rapidly changing environment is not only a desirable practice; it is an activity for which the organization must provide the necessary resources (Durand & Pascual, 2021). This aligns with the ongoing knowledge advancement and the challenges of globalization (Collins & O'Brien, 2003).

Coban, Siddiqui, Creed, Rai, and Imitola (2021) indicated that the clarity of the concept of training for each of the training officials, trainers, and trainees helps in setting goals. If the training is intended for acquiring knowledge, then the topics of courses are chosen on a theoretical basis, and the lecture is the most effective method. However, if the training aims for skills development, the practical side becomes dominant, and evaluation is based on the skills acquired by the trainee.

Montero-Hernandez, Levin, and Diaz-Castillo (2014) recommended the necessity of understanding ways to develop motivational resources for faculty members who have become outstanding despite institutionalized restrictive contexts. Three concepts are relied upon to understand the reasons that drive them to continue under adverse

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conditions. These are developing self-concept, understanding the relationship between self-definition and hard work, and developing the concept of flexibility, which means adapting positively in the face of major issues.

Allen, Miller, French, Kim, and Centeno (2023) state that the employee's training program must begin with assessing the need for training. This is followed by defining training objectives, designing, and implementing the training program accordingly. Finally, an evaluation should be conducted to determine whether the training objectives were achieved, including feedback from participants on the training program, their learning outcomes, and how effectively they apply what they have learned.

The results of the qualitative study conducted by Zulaiha and Mulyono (2020) showed that the content of the training should be relevant to the actual needs of the trainees and include both theoretical and applied methods. Additionally, teachers are recommended to be aware of the necessity for updated training content to respond to the demands of current developments in politics and technology. Therefore, the process of identifying needs is the first and essential step in the chain of interconnected links, which together constitute the training process (Al-Ahmad, 2005).

Hence, training needs are defined as planned activities to increase knowledge and skills related to the performance of a faculty member, which include teaching, management, and scientific research (Sheets & Schwenk, 1990). Dath, Iobst, and Collaborators (2010) suggested extending this definition to include both individual and organizational staff positions, and this requires that faculty members understand their own needs and the needs of their students. The importance of training needs is that it helps to plan training programs effectively and to examine the gap between what is and what should be Abbas (2011). Also, Fenstermacher and Berliner (1988) indicated that the trainee's participation in defining their needs gives them the opportunity to assess those needs and identify areas that require development.

Czerniawski, Guberman, and MacPhail (2016) recommended that recent higher education institutions should work to provide the personal and academic training needs required to encourage the professional development of staff members. This aims at ensuring the adoption of the most appropriate training and development practices, which lead to creating a suitable university environment that contributes to achieving job satisfaction (Paposa & Kumar, 2019). On the other hand, Richardson (2015) mentioned that the importance of identifying training needs lies in increasing demand for continuous learning and developing educational curricula to keep pace with recent developments.

As for how to determine the training needs, there are several methods, among them are:

1. Work analysis method: This is done by identifying the activities that make up the job or work, and putting that in an integrated description, and defining the specifications of the position, thus building the organizational structure and the best choice for the position (Noe, Hollenbeck, Gerhart, & Wright, 2004).
2. The method of analyzing the organization: beginning with the goals and ending with the organizational structure; analysis of the teaching and administrative tasks of the trainee (faculty member), aiming to discover potential problem areas that may indicate the need for training (Alhety, 2010).
3. The method of analyzing the trainee (faculty member): It is intended to measure the performance of the trainee in his current job, determine the extent of his success in performing it, and identify the skills, information, ideas, and trends that help him perform and improve his job (Yaghi, 2019).
4. Employing questionnaires that include two parts: open-ended questions and multiple-choice questions. Both are considered among the most prominent methods for determining training needs (Alqadhi, 2016).

3. METHODOLOGY

3.1. Research Design

This study uses a quantitative approach through a descriptive analytical design to investigate the training needs of faculty members in private Jordanian universities from their perspective. It raises the question of whether there are statistical differences in it due to gender, college, and academic rank.

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3.2. Research Population

The participants in this study are a stratified random sample of 310 faculty members from private Jordanian universities in the Northern Region, including Jadara University, Irbid National University, Jerash University, and Philadelphia University. This sample comprises 185 members from the humanities and 125 from the sciences, with 72 females and 238 males. The academic ranks include 61 Professors, 95 Associate Professors, and 154 Assistant Professors.

Instrument: The training needs of faculty members' inventory.

The researchers built an inventory to measure the training needs of faculty members in private Jordanian universities from their perspective (Abdel Rahman, 2019; AL-Omari & Tanash, 2007; Makableh, 2005; Rababah, 2017). The inventory comprised five dimensions, including teaching, communication and social relationships, research, technology employment, and community service, with 36 items. Each participant rated the items on a five-point scale, from 1 (strongly disagree) to 5 (strongly agree). The scores reflected a higher training need. The researchers assessed validity and reliability, finding that Cronbach's alpha was 0.83.

3.3. Data Analysis

The researchers used SPSS to analyze the data. The first question's means and standard deviations were calculated to identify the most important training needs, while for the second question, a three-way ANOVA test was used to analyze differences in training needs based on demographic variables.

4. RESULTS

- What are the training needs of faculty members in private Jordanian universities from their perspective?

To answer this question, means and standard deviations were calculated. Table 1 shows the results.

Table 1. Means and standard deviations for the training needs of faculty members in private Jordanian universities from their perspective.

N.	Items	Rate	Mean	Std.	Level
1	Using modern teaching methods that develop students' higher-order thinking skills.	6	3.17	1.17	Moderate
2	Choosing the suitable educational content to achieve the specified goals of education.	25	2.46	1.06	Moderate
3	Preparing a plan for the course showing (objectives, exam dates, main references, grade distribution).	36	1.90	0.94	Low
4	Framing the test questions that measure different levels of thinking.	5	3.19	1.22	Moderate
5	Presenting ideas in a sequential and logical way.	24	2.49	1.06	Moderate
6	Drawing students' attention throughout the lecture.	22	2.53	1.31	Moderate
7	Choosing appropriate evaluation methods.	30	2.30	1.13	Low
Teaching			2.58	0.97	Moderate
8	Having knowledge of the skill of asking questions.	17	2.72	1.04	Moderate
9	Having knowledge of running a constructive dialogue.	7	3.15	1.13	Moderate
10	Conducting good relationships with colleagues.	31	2.27	1.10	Low
11	Exchanging contacts with colleagues on the internet at the university.	29	2.31	1.02	Low
12	Being a role model when dealing with students.	28	2.33	0.91	Low
13	Providing guiding services for students.	23	2.52	0.98	Moderate
14	Ability to give constructive criticism to others.	8	3.12	1.07	Moderate
15	Mastering the language and employing it with its (verbal and nonverbal) types.	18	2.66	0.97	Moderate
Communication and social relationships			2.63	0.87	Moderate
16	The knowledge of using the approaches and methods of scientific research.	15	2.83	1.12	Moderate
17	Publishing research in international journals.	1	3.83	1.21	High
18	Conducting single and group research projects.	26	2.35	0.93	Moderate

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N.	Items	Rate	Mean	Std.	Level
19	Knowing the scientific research ethics.	33	2.15	0.89	Low
20	Using technology in scientific research.	19	2.62	1.15	Moderate
21	Using the basis of scientific translation.	4	3.21	1.17	Moderate
22	Using appropriate statistical analyses for scientific research.	10	3.04	1.18	Moderate
Research			2.86	0.94	Moderate
23	Using technological methods in teaching halls.	11	3.03	1.33	Moderate
24	Designing materials online.	9	3.06	1.33	Moderate
25	Using websites to obtain educational data related to the material.	16	2.76	1.23	Moderate
26	Guiding students to websites that could benefit them.	3	3.23	1.33	Moderate
27	Using E-learning effectively.	14	2.87	1.28	Moderate
Technology employment			2.99	1.22	Moderate
28	Knowing the university's role in serving the local community.	20	2.56	1.11	Moderate
29	Observing the method of spreading dialogue culture in society.	2	3.59	1.02	Moderate
30	Knowing how to benefit from social electronic programs.	12	3.02	1.13	Moderate
31	Helping students develop their capabilities to the maximum extent possible.	27	2.35	1.09	Moderate
32	Appreciating innovative works by rewarding their owners.	21	2.55	1.13	Moderate
33	Notifying any negative behaviors or attitudes to adjust them.	32	2.21	0.93	Low
34	Notifying students of the importance of their role in development.	34	2.03	0.97	Low
35	Encouraging cooperative work in the atmosphere of human relations.	35	1.97	0.94	Low
36	Building relationships with local community institutions.	13	2.98	1.21	Moderate
Community service			2.59	0.91	Moderate
The training needs of faculty members			2.70	0.85	Moderate

Participants' responses to the training needs of faculty members' items averaged between 1.90 and 3.83. Responses to the highest-scoring item (Publishing research in international journals) averaged 3.83, a high-level score, while responses to the lowest-scoring item (Preparing a plan for the course that clarifies the objectives, exam dates, main references, and grade distribution) averaged 1.90, a low level. The arithmetic average of the training needs of faculty members in private Jordanian universities from their point of view was a moderate 2.70, with a standard deviation of 0.85. The dimensions ranged from 2.58 to 2.99. The highest-scoring dimension was Technology Employment, and the lowest-scoring dimension was Teaching.

- Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs degree of faculty members in private Jordanian universities from their perspective due to gender, college, and academic rank?

The means and standard deviations were calculated for the training needs degree of faculty members according to gender, college, and academic rank. Table 2 displays the results.

Table 2. Means and standard deviations for the training needs of faculty members according to gender, college, and academic rank.

Variables		Mean	Std.
Gender	Male	2.69	0.877
	Female	2.74	0.771
College	Humanities	2.81	0.784
	Sciences	2.55	0.926
Academic rank	Prof.	2.80	0.634
	Associate Prof.	2.60	0.971
	Assistant Prof.	2.73	0.848

Table 2 shows that responses regarding the training needs of faculty members were higher among females, the Humanities College, and Professors. To determine whether these differences were statistically significant, a three-way ANOVA test was conducted, and the results are presented in Table 3.

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Table 3. Results of three-way ANOVA analysis according to the study variables.

Source	Sum of squares	df	Mean square	F	Sig.	Eta squared
Gender	0.237	1	0.237	0.333	0.564	0.001
College	10.129	1	10.129	14.252	0.000	0.023
Academic rank	2.927	2	1.464	2.059	0.128	0.007
Error	437.083	615	0.711			
Total	450.761	619				

Table 3 indicates that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the training needs of faculty members due to gender and academic rank. However, there are statistically significant differences at the level of ($\alpha = 0.05$) in the training needs of faculty members due to college, favoring the humanities.

4.1. Dimension Analysis

The means and standard deviations were calculated for the training needs dimensions related to the degree of faculty members according to gender, college, and academic rank. Table 4 displays the results.

Table 4. Means and standard deviations for the training needs dimensions of faculty members according to gender, college, and academic rank.

Variable			Teaching	Communication and social relations	Research	Technology employment	Community Service
Gender	Male	Mean	2.53	2.60	2.83	3.07	2.58
		Std.	0.98	0.90	0.95	1.26	0.94
	Female	Mean	2.72	2.74	2.98	2.72	2.60
		Std.	0.93	0.75	0.87	1.02	0.80
College	Humanities	Mean	2.70	2.73	3.10	3.11	2.58
		Std.	0.91	0.84	0.79	1.17	0.87
	Sciences	Mean	2.39	2.50	2.51	2.82	2.59
		Std.	1.02	0.90	1.02	1.27	0.96
Academic rank	Prof.	Mean	2.47	2.56	2.81	4.12	2.54
		Std.	0.75	0.70	0.72	0.79	0.70
	Associate prof	Mean	2.38	2.49	2.64	3.03	2.60
		Std.	1.09	0.95	1.04	1.09	0.99
	Assistant prof.	Mean	2.74	2.75	3.02	2.52	2.60
		Std.	0.94	0.86	0.92	1.14	0.93

Table 4 shows that responses on the training needs dimensions of faculty members were higher among females, Humanities College, and Professors. To determine whether these differences were statistically significant, the MANOVA test was employed, and the results are presented in Table 5.

Table 5. Results of MANOVA analysis according to the study variables.

Source	Dependent variable	Sum of squares	Df	Mean square	F	Sig.	Eta
Gender	Teaching	1.922	1	1.922	2.145	0.144	0.003
	Communication and social relations	0.934	1	0.934	1.275	0.259	0.002
	Research	1.288	1	1.288	1.666	0.197	0.003
	Technology employment	3.249	1	3.249	2.934	0.087	0.005
	Community service	0.016	1	0.016	0.019	0.890	0.000
Collage	Teaching	13.819	1	13.819	15.421	0.000	0.024
	Communication and social relations	7.839	1	7.839	10.700	0.001	0.017
	Research	49.798	1	49.798	64.422	0.000	0.095
	Technology employment	12.138	1	12.138	10.961	0.001	0.018
	Community service	0.005	1	0.005	0.006	0.936	0.000
Academic rank	Teaching	13.556	2	6.778	7.563	0.001	0.024
	Communication and social relations	6.979	2	3.490	4.763	0.009	0.015

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Source	Dependent variable	Sum of squares	Df	Mean square	F	Sig.	Eta
	Research	13.426	2	6.713	8.685	0.000	0.027
	Technology employment	213.718	2	106.859	96.496	0.000	0.239
	Community service	0.287	2	0.143	0.172	0.842	0.001
Error	Teaching	551.135	615	0.896			
	Communication and social relations	450.549	615	0.733			
	Research	475.389	615	0.773			
	Technology employment	681.048	615	1.107			
	Community service	513.032	615	0.834			
Total	Teaching	583.206	619				
	Communication and social relations	467.723	619				
	Research	543.045	619				
	Technology employment	920.516	619				
	Community service	513.353	619				

Table 5 indicates that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the training needs dimensions of faculty members due to gender. However, there are statistically significant differences at the level of ($\alpha = 0.05$) in the training needs dimensions, except for the "Community Service" dimension, of faculty members due to college, in favor of the humanities. Additionally, there are statistically significant differences due to academic rank. Based on Scheffe's test, the results favored assistant professors in the first three dimensions (Teaching, Communication and Social Relations, Research). In the fourth dimension (Technology Employment), the results favored professors.

5. DISCUSSION

Returning to the research questions in the introduction, a number of patterns emerged from the survey results presented earlier. Regarding the first question related to identifying the training needs of faculty members in Jordanian private universities from their perspective, the results indicated that the (employment of technology) factor received the highest scores. Interpreting this result with input from faculty members across various Jordanian private universities revealed that electronic platforms need to be constantly updated (software), and there is a necessity for knowledge on how to operate them (Alamri et al., 2025; Alnemrat, Aldamen, Al-Deaibes, & Alsharefeen, 2023; Madanat et al., 2024) as well as proficiency in the English language (Chen et al., 2020). Recent research underscores that proficiency in the English language is a pivotal factor in empowering faculty members to effectively utilize educational technology, particularly within academic settings that rely on digital platforms and electronic resources. In a study conducted by Zhang (2022), it was affirmed that continuous professional development in the integration of technology into English as a Foreign Language (EFL) instruction plays a significant role in enhancing the quality of education and strengthening teachers' competencies in employing advanced technological tools. It is well known that faculty members in private universities are bound by annual contracts; therefore, once they acquire knowledge from training courses, they are often transferred to another university. On the other hand, financial support for the employment of information and communication technology (ICT) does not keep pace with recent developments (Alawamreh et al., 2023). Montero-Hernandez et al. (2014) indicate that the specifications of technological infrastructure in developing countries pose significant challenges for universities and colleges in terms of utilizing ICT, which necessitates a revision of their instructional materials.

The findings revealed that the teaching factor was perceived as the least needed from the faculty members' perspective. This is attributed to the fact that teaching constitutes the primary and most essential responsibility of academic staff, being practiced regularly as part of their core duties. It is considered an integral component of the academic identity of university professors (Abdel Rahman, 2019). As a result, faculty members often find themselves

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obligated to attend training courses and consultative sessions to address the professional challenges they encounter (Bino, 2019). In contrast, the results also indicated that "publishing research in international journals" was among the most highly emphasized aspects, reflecting a strong consensus regarding its significance. This is likely due to the growing recognition that publishing in high-impact, internationally indexed journals plays a critical role in enhancing a university's global ranking, as assessed by prominent ranking systems such as Times Higher Education, QS, ARWU, and SIMACO. Consequently, some academic institutions have made it a requirement for promotion that researchers publish in specific journals, a policy that has imposed significant psychological pressure on faculty members and, in some cases, has led them to rely on external research agencies (Abdel Rahman, 2019). This observation is further corroborated by recent studies emphasizing the strategic importance of international publications in boosting institutional visibility and global academic competitiveness (Dembereldorj, 2018).

Researchers who are not native English speakers face a decrease in their language proficiency, which affects their scientific production (Al-Qahtani & Al-Shay'e, 2009; Alshboul & Ghneimat, 2014; Ouda & Aljawareen, 2016). For example, non-native speakers spend up to 50% more time reading and writing academic texts in English, and they are 2.6 times more likely to have their papers rejected due to language issues (Amano et al., 2023). While English has become the mutual academic language in most global academic journals (Bolton & Kuteeva, 2012), it is challenging for those who do not master this language to publish in such journals (Mouloudj & Mouloudj, 2018). Moreover, faculty members in humanities disciplines are particularly affected, as their English proficiency tends to be lower due to the nature of their courses, which do not focus heavily on academic English, unlike other fields (Bolton & Kuteeva, 2012). Therefore, individuals who lack sufficient English skills often struggle to publish in high-impact international journals, which are predominantly in English (Havea & Mohanty, 2020). This situation highlights the urgent need for professional development programs aimed at improving English academic language skills, particularly for faculty in the humanities, to enable broader participation in international scholarly communication and access to digital academic platforms.

Therefore, it is necessary to provide training in the English language also to ensure employees' adaptation to the organizational environment (Prendergast, 2016). In addition, the publication process requires knowledge and familiarity with its rules and applications, as well as knowledge of the bodies that can be directed to disseminate production and follow-up changes and bulletins issued by international and local authorities. Therefore, the faculty member did not go through this experience during his/her university studies (Nada, 2013). The university courses do not help the researcher to be familiar with the principles of scientific research and its rules (Ibrahim & Abu Zaid, 2010). Recent studies also emphasize the necessity of enhancing academic writing and research literacy through structured programs that are often lacking in higher education institutions (Murray & Morss, 2018).

As for the "Preparing a plan for the course that clarifies the objectives, exam dates, main references, and grade distribution" factor, it received the lowest points. This may be due to the belief of faculty members that it is one of the routine skills that can be acquired through experience and practice, which led to not including this field among their training priorities.

Regarding the second research question related to the presence of statistically significant differences at the significance level ($\alpha = 0.05$) in the ranking degree of faculty members in Jordanian private universities for their training needs due to the variables of gender, college, and academic rank, results indicate that there are no differences due to the gender variable. In fact, this may be due to the similar nature of academic work for members of both sexes, as they are exposed to the same experiences and responsibilities in teaching, research, and service (Alanezi, 2019). This finding is consistent with recent studies showing that male and female faculty members often report comparable professional development needs and training priorities within higher education institutions (Allen et al., 2023).

The "community service" factor, having the least needs from the faculty members' perspective in the humanities faculties, can be attributed to their sufficient experience when dealing with society, its needs, and its civil institutions (Al-Omari, 2006). It may also be attributed to their lack of awareness of the importance of the university's role in

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community service (Eldahshan & Al -Sisi, 2005). Or their preoccupation with their traditional jobs, as there are no university activities in community service on the ground (Qamber, 2004).

The analysis results revealed statistically significant differences attributed to academic rank, in favor of faculty members holding the rank of "assistant professor or lower" in the first three factors: teaching, communication and social relations, and scientific research. This may be due to a lack of academic maturity, as contemporary educational perspectives affirm that extended academic experience offers faculty members greater opportunities to acquire teaching competencies and engage in professional development programs (Alsied, 2019; Bramald, Hardman, & Leat, 1995). Recent findings also support this interpretation, indicating that early-career faculty often express a higher need for structured support in areas such as teaching, academic networking, and research development, particularly as they transition into full academic responsibilities (Berdahl, Iakovleva, & Ahmed, 2023).

And the results indicated that there are statistically significant differences due to academic rank in favor of those with a higher academic rank in the "technology employment" factor. This result may be attributed to the perception that senior faculty are often seen by their colleagues, educational leaders, and students as possessing advanced e-learning competencies and integrating them effectively into the teaching process consistent with the expectations of their academic status. This perception may also influence their evaluation of e-learning systems, especially under exceptional circumstances such as during remote or hybrid learning transitions, more so than faculty in lower academic ranks (Johnson, Veletsianos, & Seaman, 2020). Omer, Al-massapy, and Alfaid (2019), on the other hand, it was indicated that the generation of the ranks of associate, assistant, or lecturer is considered to be from the digital generation that grew up on the Internet and computers. This reflects positively on their e-learning employability skills. As for the professor's rank, they need training, and this may be due to their preoccupation with scientific research and its development, and their involvement in ongoing arbitration processes from inside and outside the university more than their preoccupation with academic work and e-learning.

5.1. Theoretical and Practical Contribution and Policy Suggestions

The findings of this study on the training needs of faculty members in private Jordanian universities have important theoretical and practical implications. The highest-rated factor, technology employment, highlights the growing importance of incorporating technology in higher education Bessen (2019). This emphasizes the need for faculty members to enhance their technological skills and adapt their teaching methods to effectively engage students in a digital learning environment (Rebele & Pierre, 2019). The low grades obtained for the teaching factor indicate a potential gap in pedagogical competencies among faculty members. This suggests the importance of providing training programs that focus on instructional strategies, curriculum development, and student-centered learning approaches to improve teaching effectiveness (Hoidn, 2020). The absence of statistically significant differences based on gender in most of the training needs factors implies that both male and female faculty members share similar needs and challenges in terms of professional development. This finding supports the notion of gender equality in training opportunities and reinforces the importance of providing equitable access to training resources for all faculty members (Qawaqneh, Ahmad, & Alawamreh, 2023). The significant difference observed in the community service factor, favoring the humanities faculty, underscores the unique requirements of different academic disciplines. Understanding these discipline-specific training needs is crucial in designing tailored programs that address the specific challenges and expectations of each field. Moreover, the differences favoring the rank of assistant professor in the areas of teaching, communication and social relations, and scientific research suggest that junior faculty members may require more support and training in these aspects to enhance their overall effectiveness in academia. Similarly, the employment of technology factor favoring the rank of professor highlights the need for senior faculty members to continuously update their technological skills and leverage them to enhance their teaching and research practices. In practical terms, the findings of this study provide valuable insights for university administrators and educational policymakers to develop targeted training programs that address the identified needs of faculty members.

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These programs can be designed to bridge the gaps in teaching competencies, enhance technological skills, and foster professional growth across different academic ranks and disciplines. By investing in faculty training and development, universities can improve the quality of education, enhance student engagement, and promote overall academic excellence.

Accordingly, and in light of the results, the researcher recommends the following:

- The necessity of cooperation between the university's administration and the deanships of faculties to adopt a comprehensive training program that has an applied nature and includes educating faculty members in different aspects.
- Focusing on training faculty members in humanities faculties more than others in the fields of teaching, communication and social relations, scientific research, and the use of technology. Advance planning by the responsible authorities in the university to develop a training program for new faculty members (the rank of lecturer, assistant professor) from time to time to ensure the continuity of increasing their efficiency and development.

And because English-speaking countries have been given the lead and even control in the fields of technology, scientific research, communication, and the media, English became the first foreign language in most countries of the world, and therefore - I mean the English language - it may be planned that it will continue among researchers as a language for research and study other than their original languages. Thus, universities should work on holding training programs to increase their efficiency in reading, writing, and speaking English. The requirement for a faculty member to obtain a certain score according to his specialty, of course in the international TOEFL or IELTS exam is a condition for his appointment at the university.

6. CONCLUSION

This study aimed at identifying the training needs of faculty members as seen by the respondents. Five main areas were concluded, each of which includes a number of training needs. The results of the study showed that all the training needs mentioned in the study questionnaire are important training needs for faculty members who teach at Jordanian private universities. Results also assure that the most needed among the respondents is employing the technology factor, whereas the least factor was teaching.

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