



## **Students' Perceptions about Quality of Teaching Performance of Faculty Members in Science College at King Saud University**

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### **Abstract**

*This descriptive study aimed to identify students' perceptions about quality of teaching performance of faculty members in Science College at King Saud University. Three dimensions for the quality teaching performance were focused, namely: Teaching Methods, Assessment Methods, and Professional Attributes. The population and the sample of the study consisted of all Science College's students during the past six academic years (1428H-1433H) in six departments, namely: Physics and Astronomy, Chemistry, Biochemistry, Botany and Microbiology, Zoology, and Geology. Data was collected from (134060) questionnaires. A number of statistical treatments was conducted, including: means, Kruskal-Wallis test, multiple linear regression by using stepwise method. Results revealed that the mean of all three dimensions of the study was rated as "agree", and there was no statistically significant differences between academic departments with regard to quality of teaching performance. In addition, results showed that the proportion of the contribution of the three dimensions to the quality of teaching together was very high. This also indicates the statistical significant impact for the independent variables (three dimensions) on the dependent variable (quality of teaching), where the impact of teaching methodologies was (40%), while the impact of assessment methods and professional attributes were (32%) for each on the quality of teaching performance.*