Professional Development of New Faculty Members and Its Impact on Their Performance

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Abstract:
The main objective of the study is to increase new faculty members' awareness towards continuing professional development, and to encourage top management to support extensive coaching courses and realize the strong relation between professional development for new faculty members and their performance. The study concluded that top management support for training programs has a great effect on new faculty members' performance. It showed that new faculty members have really positive attitudes towards continuing professional development. It also asserts that there is a real significant relationship between professional development courses and learners outcomes. The study recommended more learning, coaching and collaboration to new faculty members and top management should encourage them to attend seminars, conferences and social activities.
Keywords: *professional development, performance, workshops, learning, coaching, collaboration.*

Introduction:

New faculty members are being asked to assume new academic duties for which they have received no formal training and in order to succeed at the new teaching tasks professional development is essential.
Professional development is a tool for improving teaching and new faculty members should be oriented to the university they are working at and to their various faculty roles. Moreover, new faculty members should have an access to teaching- improvement training, workshops, learning, research, coaching and collaboration. Besides, organizational policies and procedures must be implemented to encourage and reward teaching. Improving faculty members' awareness of the importance of professional development supports the idea of better performance at classrooms, and it is a crucial issue in higher education to get better education for learners. It is important for any university to encourage the positive attitudes and beliefs of faculty members by attending coaching courses in different areas of education.

Top management of the University concentrates only on learners' progression and ignoring faculty members' who are the main source to successful learners.
This paper presents the importance of professional development for new faculty members at Private Universities in Jordan to improve their performance.

Objectives of the study:

The study aims to achieve the following objectives:

- To find out the impact of professional development elements such as workshops, learning, research, and collaboration on new faculty members' performance.
- To discover the most professional development element that affect new faculty performance in Jordanian Private Universities.
- To check the role of the top management at Jordan Private Universities in increasing the professional development of their new faculty members.

Research problem and its elements:

Professional development of employees at business and public organizations had been an important issue because better products and better services, most of the time, depend on it. Teachers (faculty members) are shaping the future of new generations and without practicing the elements of professional development (workshops, learning, research, and collaboration) their mission would be a big failure. Therefore the objective of this study is to find out the impact of professional development on new faculty members performance. To achieve this objective we should answer the following questions:

- What is the impact of professional development with its elements (workshops, learning, research and collaboration) on new faculty members' performance with its elements (satisfaction, efficiency, effectiveness, excellence, and reliability)?

- What is the impact of workshops, learning, research and collaboration on new faculty members' satisfaction?
- What is the impact of workshops, learning, research and collaboration on new faculty members' efficiency?
- What is the impact of workshops, learning, research and collaboration on new faculty members' effectiveness?
- What is the impact of workshops, learning, research and collaboration on new faculty members' excellence?
- What is the impact of workshops, learning, research and collaboration on new faculty members' reliability?
- Are there differences of professional development of new faculty members related to demographic factors (gender, nationality and income)?
- Are there differences of performance of new faculty members related to demographic factors (gender, nationality and income)?

Hypothesis:

- Ho1: There is no impact of professional development with its elements (workshops, learning, research and collaboration) on new faculty members' performance with its elements (satisfaction, efficiency, effectiveness, excellence, and reliability) at a significant level (0=0.5).
- Ho2**:** There is no impact of workshops, learning, research and collaboration on new faculty members' satisfaction at a significant level (0=0.5).
- Ho3**:** There is no impact of workshops, learning, research and collaboration on new faculty members' efficiency at a significant level (0=0.5).
- Ho4**:** There is no impact of workshops, learning, research and collaboration on new faculty members' effectiveness at a significant level (0=0.5).
- Ho5**:** There is no impact of workshops, learning, research and collaboration on new faculty members' excellence at a significant level (0=0.5).
- Ho6**:** There is no impact of workshops, learning, research and collaboration on new faculty members' reliability at a significant level (0=0.5).
- Ho7**:** There are no differences of professional development of new faculty members related to demographic factors (gender, nationality and income) at a significant level (0=0.5).
- Ho8: There are no differences of performance of new faculty members related to demographic factors (gender, nationality and income) at a significant level (0=0.5).

Importance of the Study:

The importance of this study is to ascertain the fact that new faculty members' development depends widely on the support and encouragement of the top management. Top management is those who are responsible for leading the success of professional development programs.

Having a positive environment supports the development of new faculty members . A successful management creates a good atmosphere for its faculty members by giving them the opportunity to think, plan and work and giving them a time to write their reflection to improve their performance.

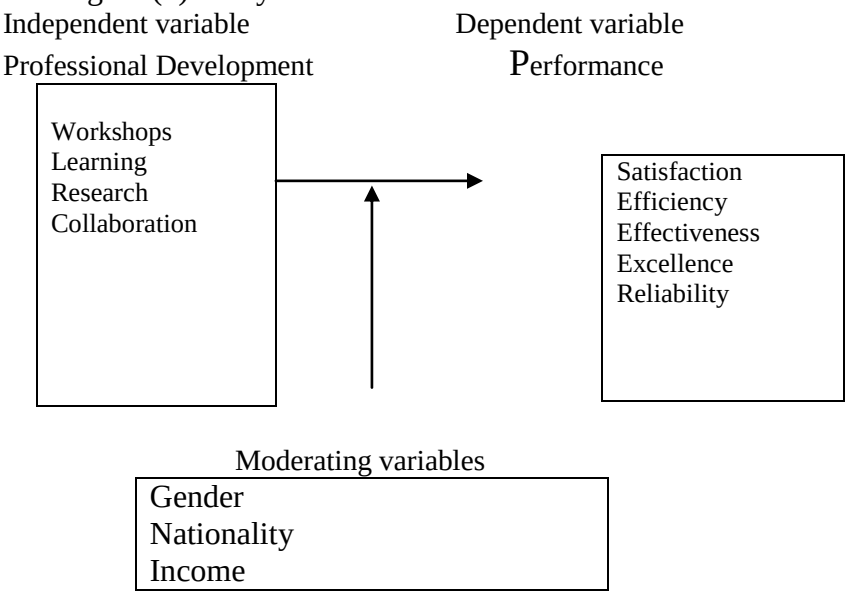
There are three steps to be a successful leader and to increases the new faculty professional development:

*To be a visionary. This would help the leader to identify the progress of faculty and learners and check out the mistakes that might occur can be fixed easily.

*To be a coaching leader who would show new faculty members their weakness and strengths and help them in achieving their long term goals .

*To be a democratic leader who would listen and share ideas with staff (Goleman, Boyatzis, & McKe 2002).

Figure (1) Study Model



Scope and Limitations of the study:

The research paper is limited to cover only the study of the importance of professional development for new faculty members' performance and top management awareness for supporting faculty members with enough resources. The study focused only on all private universities numbering (19) and the new faculty members joining Business Schools at these universities numbering (216) for the year 2014. A questionnaire was distributed for the whole sample. The impact of educational level of new faculty members and the places of their certificates were left out in this study as well as learners' opinion and the technology effects on professional development of faculty members.

Literature Review:

Professional development of teachers (faculty members) has been defined as *"a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession"* (*Cochran-Smith and Lytle, 2001; Walling and Lewis, 2000).*

On the other hand, it has been defined as *"a career long process in which educators' fine tune their teaching to meet student needs". (Gabriel 2004).* There have been many research papers written emphasizing the significant relationship between professional development of teachers and their performance but not university new faculty members and I could not find many differences between teachers at high schools and faculty members at universities. Faculty members are "builders of the future" who need continuous professional development including "workshops, learning, doing research and peer collaboration. Faculty members' attitudes and beliefs have strong affect on the classroom management and teaching. Some researchers conclude that belief systems are dynamic and permeable mental structures ,susceptible to change in light of experience and the relationship between beliefs and practice is also not a simple one-way relationship from belief to practice ,but a dynamic two-way relationship in which beliefs are influenced by practical experience (Thompson, 1992) .

Research Methodology:

The study is descriptive and analytical in nature. A questionnaire was designed to see if there is a significant relationship between professional development and the performance of new faculty members.

Method: A survey study targeting faculty members at Jordan private universities at winter 2014. The survey contains a description of sample opinion on professional development. Also it includes analytical results that can be used to test the null-hypothesis. **Sample:** The study results depends on data collected from (216) new faculty members as a comprehensive simple sample. The focus is on academic professors at (3)

Jordanian private universities (University of Petra, Applied Science University and Middle East University)

Measures: Measures are designed through the elements of professional development and these measures are classified into five dimensions (i.e. workshops, learning, research and collaboration) and five dimensions to faculty members' performance (i.e., satisfaction, efficiency, effectiveness, excellence and reliability).

Data Collection:

Two sources were used to collect data: primary sources & secondary sources. For the primary sources, a questionnaire was used after being subjected to correction by a group of referees specialized in the field. The secondary sources include research papers, books, doctoral dissertations and refereed journals and magazines. Likert Scale (Strongly disagree 1, Disagree 2, Neutral 3, Agree 4, Strongly agree 5) was used for checking the questionnaire's responses. The faculty members in the sample represent those who teach different subjects at business schools. Of the respondents 20.5% were in the management department; 35% in the accounting department; 16.5% in the marketing department; 18.5% in the finance department and 9.5% in the management information system department.

Data analysis:

The Statistical Package for Social Sciences (SPSS) was used to analyze data and the results are in the following figures:

Figure (1) Gender

Frequency	N0.	Valid %
Male	115	53.2
Female	101	46.8
Total	216	100.0

Figure (2) Nationality

Frequency	No.	Valid %
Local	186	86.1
Not local	30	13.9
Total	216	100.0

Figure (3) Income

Frequency	No.	Valid %
Less than 3000 JD	101	47.0
3000-Less than 4000 JD	90	41.6
Above 4000 JD	25	11.4
Total	216	100.0

Table (1) shows the correlation coefficient of each dimension of the independent variable (workshops, learning, research, and collaboration) with its totality by using Pearson and all the correlation was positive.

Table (1)

variable	statement	coefficient	statement	coefficient
Workshops	1	*0.753	4	*0.683
	2	*0.877	5	*0.877
	3	*0.827		
Learning	6	*0.726	9	*0.696
	7	*0.731	10	*0.817
	8	*0.567	11	*0.807
Research	12	*0.805	14	*0.766
	13	*0.732	15	*0.784
Collaboration	16	*0.491	19	*0.747
	17	*0.575	20	*0.616
	18	*0.645	21	*0.733

***(0.01) sig**

Table (2) shows the correlation coefficients between each dimension of the independent variable and the main variable (Professional Development) and the correlation was positive and measures the right thing.

Table (2)

Variables	Coefficient
Workshops	*0.797
Learning	*0.877
Research	*0.772
Collaboration	*0.827

***(0.01) sig**

Table (3) shows that all correlation coefficient of the dimensions of the dependent variables (satisfaction, efficiency, effectiveness, excellence, and reliability) was positive and statistically significant.

Table (3)

Variable	Statement	Coef.	Statement	Coef.
Satisfaction	22 23 24	*0.822 *0.792 *0.862	25 26	*0.788 *0.747
Efficiency	27 28 29 30	*0.769 *0.678 *0.885 *0.823	31 32 33	*0.798 *0.793 *0.695
Effectiveness	34 35	*0.901 *0.901	36 37	*0.867 *0.870
Excellence	38 39 40 41	*0.898 *0.842 *0.908 *0.898	42 43 44	*0.915 *0.904 *0.828
Reliability	45 46 47	*0.877 *0.739 *0.866	48 49 50	*0.816 *0.863 *0.807

***(0.01) sig**

Table (4) shows the coefficients values between each dimension of the dependent variable and the main variable (Performance) and the relationship was positive and significant.

Table (4)

Variables	Coefficient
Satisfaction	*0.892
Efficiency	*0.907
Effectiveness	*0.822
Excellence	*0.902
Reliability	*0.930

***(0.01)**

Table (5) shows the Cronbach Alpha for each variable and their dimensions and the Questionnaire in general and it shows that the values are high which means that the questionnaire is reliable.

Table (5)

Main Variables (Ind. + Dep.)	Sub-Variables (Ind. + Dep.)	Cronbach Alpha
Professional Development	Workshops	0.838
	Learning	0.825
	Research	0.765
	Collaboration	0.684
	Professional Development (in general)	0.906
Performance	Satisfaction	0.863
	Efficiency	0.889
	Effectiveness	0.905
	Excellence	0.943
	Reliability	0.906
	Performance (in general)	0.970
Questionnaire (in general)		0.971

Table (6) shows the means and standard deviations of the independent variables' dimensions and it shows that learning took the highest rank followed by collaboration then workshops then research.

Table (6)

Rank	Variable No.	Professional Dev. Variables	Means	Std. Deviation	Level
3	1	Workshops	4.14	0.639	High
1	2	Learning	4.26	0.539	V. high
4	3	Research	4.09	0.544	High
2	4	Collaboration	4.19	0.509	High
General			4.18	0.458	High

Table (7) shows the means, standard deviations and the levels of all the dimensions of the main independent variable (professional Development). It shows also that learning for new faculty members is highly used by private universities in Jordan.

Table (7)

	Rank	Sta. No.	Statement	Mean	Standard Deviation	Level
Work shops	1	3	Top management encourage me to attend workshops to improve my professional development	4.24	0.810	V. High
	2	2	Joining workshops raises my awareness of the importance of the professional development	4.22	0.870	V. High
	3	4	Workshops help me using technology effectively in the classroom	4.21	0.663	V. High
	4	1	Attending workshops provides me with good teaching experience.	4.17	0.835	High
	5	5	Attending workshops supports me with new strategies of meeting learners' needs	3.89	0.903	High
overall				4.14	0.639	High
Learning	6	6	Continuous learning programs enhance me with new knowledge.	4.50	0.696	V. High
	7	8	Training courses help me using technology effectively in the classroom	4.36	0.608	V. High
	8	7	Learning programs are realistic options for me to apply different assessment tools for learners	4.32	0.732	V. High
	9	11	Participating in professional development practices enriches me with new learning theories	4.15	0.818	High

	10	9	Learning programs provide me with the features of the social classroom environment	4.09	0.819	High
	11	10	Classroom management coaching courses support me with new methods in classrooms' management skills	4.07	0.807	High
	overall			4.26	0.539	V. High
Research	12	12	The administration of the university encourages me to do research to be professional faculty member	4.24	0.600	V. High
	13	13	Top management rewards me when I publish a research paper	4.05	0.694	High
	14	15	Top management asks me every academic semester to prepare research papers	4.04	0.870	High
	15	14	I feel research for a faculty member is like blood in the veins	4.02	0.647	High
	overall			4.09	0.544	High
Collabora-tion	16	19	Coaching by professional faculty members has great impact on me to achieve good academic performance for my learners	4.35	0.672	V. High
	17	16	Sustained collaboration activities help me run my classes smoothly	4.34	0.831	V. High
	18	18	The collaboration with experienced faculty members help me exchanging instruction experiences	4.21	0.703	V. High
	19	20	Professional faculty members have greater impact on me to achieve good academic performance for my learners	4.13	0.719	High
	20	21	Designing class activities by professional faculty members to faculty members help me exchanging teaching strategies	4.11	0.901	High
	21	17	Instructional practices support me with more confidence in classrooms	4.00	1.023	High
overall				4.19	0.509	High

Table (8) shows the means and standard deviations of the dimensions of the dependent variable (performance). Efficiency took the first stand, reliability the second, effectiveness the third, excellence the fourth, and finally satisfaction the last.

Table (8)

Rank	Variable No.	Sub-variables of performance	Mean	Std.	Level
5	1	Satisfaction	4.09	0.698	High
1	2	Efficiency	4.31	0.592	V. High
3	3	Effectiveness	4.20	0.702	V. High
4	4	Excellence	4.10	0.791	High
2	5	Reliability	4.23	0.724	V. High
			4.19	0.624	High

Table (9) shows the means, standard deviations and the levels of all the dimensions of the main dependent variable (Performance).

Table (9)

Satisfaction	**No.**	**Stat. No.**	**Statement**	**Mean**	**Std.**	**Level**
	1	22	Workshops given by the university satisfy me	4.18	0.933	High
	2	23	I have a good learning experience	4.18	0.810	High
	3	24	The university encourages me to do research for my professional development	4.16	0.896	High
	4	26	The number of research papers I've published is satisfactory	4.03	0.875	High
	5	25	There is a high collaboration between myself and the experienced faculty members	3.91	0.839	High
Overall				4.09	0.698	High
Efficiency	1	32	Workshops make my classes run efficiently	4.56	0.622	V. High
	2	33	Workshops enhances my abilities in the classroom	4.53	0.618	V. High
	3	27	The learning experience makes me more efficient	4.36	0.680	V. High
	4	28	I published solid research papers	4.35	0.700	V. High
	5	31	I published precise research papers	4.16	0.882	High
	6	29	Collaboration with experienced faculty members increased my efficiency	4.13	0.834	High
	7	30	I have no sensitivity of gaining experience from others to increase my efficiency	4.13	0.957	High
				4.31	0.592	V. High
Effectiveness	1	34	Workshops increase my effectiveness in the classroom	4.31	0.830	V. High
	2	36	The learning experience I got from the university helps me with being more effective	4.22	0.724	V. High
	3	35	Research papers enhance my moral and upgraded my performance	4.18	0.732	High
	4	37	Collaboration with experienced faculty members increased my effectiveness	4.08	0.896	High
Overall				4.20	0.702	V. High
Excellence	1	38	Workshops elevate me to a higher level	4.23	0.885	V. High
	2	40	The workshops I attended made me distinguished among faculty members	4.21	0.819	V. High
	3	43	Learning leads me to a better performance	4.11	0.875	High
	4	41	I practiced a good learning experience that affect my future life	4.09	0.977	High
	5	39	Collaboration with professional faculty members enlarges my horizon	4.01	0.832	High
	6	42	Collaboration shed new lights to my teaching experience	3.97	0.957	High
Overall				4.10	0.791	High
Reliability	1	44	Workshops make my lectures more reliable	4.43	0.756	V. High
	2	46	The information I give to my students are accurate	4.26	0.877	V. High
	3	45	Learning increases my knowledge and makes my inf. More reliable	4.21	0.772	V. High
	4	48	My students rely heavily on the inf. I give them	4.17	0.854	High
	5	49	Collaboration with experienced faculty members makes me more reliable	4.14	0.974	High
	6	47	Old and experienced faculty members –with the advices they provided made me reliable person	4.13	0.961	High
Overall			4.23	0.724	V. High	

Table (10) shows the Multiple Linear Regression analysis for the dimensions of the independent variable

(professional development) and the dependent variable (performance). It shows also the significance is (0.00) which is less than (0.05) and this means the rejection of the hypothesis therefore there is an impact of professional development (the independent variable) on performance (the dependent variable).

Table (10)

Source	Sum of squares	Deg. Of freedom	Mean of squares	F	Sig
Between Groups	56.841	4	14.210	111.058	0.000
Within Groups	26.998	211	0.128		
Overall Dif.	83.839	215			

Table (11) shows the Multiple Regression results for the dimensions of the independent variable (professional development) and the dependent variable (performance). It shows that the more there are professional development for new faculty members the better their performance.

Table (11)

variable	B	Beta	T	Significance
Workshops	0.445	0.455	8.847	0.000
Learning	0.333	0.288	4.830	0.000
Research	0.172	0.150	2.758	0.006
Collaboration	0.104	0.085	1.542	0.125

Table (12) shows that there is a statistical impact of less than (0.05) for the dimensions of the independent variable on all the dimensions of the dependent variable. Beta also shows that the more (workshops, learning, research and collaboration) the more there is an impact on performance of the new faculty in Jordanian Private Universities.

Table (12)

Ind. variables	B	Beta	T	Sig.	Dep. variables	Coef. of det
Workshops	0.235	0.215	3.637	0.000	Satisfaction	0.576
Learning	0.651	0.503	7.344	0.000		
Research	0.205	0.160	2.560	0.011		
Collaboration	0.016-	0.012-	1.190-	0.850		
Workshops	0.448	0.484	7.932	0.000	Efficiency	0.546
Learning	0.156	0.142	2.010	0.046		
Research	0.221	0.203	3.145	0.002		
Collaboration	0.056	0.048	0.733	0.464		
Workshops	0.608	0.554	9.368	0.000	Effectiveness	0.575
Learning	0.325	0.250	3.644	0.000		
Research	0.095	0.073	1.172	0.242		
Collaboration	0.049-	0.035-	0.560-	0.576		
Workshops	0.425	0.343	5.272	0.000	Excellence	0.484
Learning	0.392	0.268	3.544	0.000		
Research	0.128	0.088	1.282	0.201		
Collaboration	0.202	0.130	1.857	0.062		
Workshops	0.549	0.489	8.859	0.000	Reliability	0.639
Learning	0.226	0.170	2.634	0.009		
Research	0.134	0.098	1.672	0.096		
Collaboration	0.269	0.190	3.251	0.001		

Table (13) Simple Linear Regression analysis between the independent variable and each dimension of the dependent variable. This table indicates that the significance level is (0.00) and it is less than (0.05) therefore the null hypothesis were rejected and it shows that there is a statistical impact (a=0.05) of the independent variables with its

elements on the dependent variables and its elements.

Table (13)

Source	Sum of Sq.	Deg. Of Freedom	Mean of Squares	F	Sig.	Ind. variables
Between Groups	60.366	4.000	15.092	71.563	0.000	Satisfaction
Within Groups	44.497	211.000	0.211			
Overall Dif.	104.863	215.000				
Between Groups	41.059	4.000	10.265	63.346	0.000	Efficiency
Within Groups	34.191	211.000	0.162			
Overall Dif.	72.250	215.000				
Between Groups	60.886	4.000	15.222	71.270	0.000	Effectiveness
Within Groups	45.065	211.000	0.214			
Overall Dif.	105.951	215.000				
Between Groups	65.187	4.000	16.297	49.535	0.000	Excellence
Within Groups	69.418	211.000	0.329			
Overall Dif.	134.604	215.000				
Between Groups	70.389	4	17.597	91.044	0.000	Reliability
Within Groups	39.817	206	193			
Overall Dif.	110.206	210				

Table (14) shows the t.test results of the impact of the professional development factors related to the gender. It emphasizes that female faculty members are more receptive to professional development than males.

Table (14)

Variable	**Gender**	**Mean**	**Std.**	**T**	**Deg. F**	**Sig.**
Workshops	Male	4.19	0.570	1.022	214	0.308
	Female	4.10	0.571			
Learning	Male	4.27	0.421	0.403	214	0.688
	Female	4.24	0.650			
Research	Male	3.99	0.523	2.864-	214	0.005
	Female	4.20	0.548			
collaboration	Male	4.12	0.495	2.047-	214	0.042
	Female	4.27	0.517			
Professional Development in General	Male	4.16	0.357		214	0.440
	Female	4.20	0.551	0.774-		

Table (15) shows the t.test results of the impact of the professional development factors related to nationality

Table (15)

Variable	Nationality	Mean	Std.	T	Deg. F	Sig.
Workshops	Local	4.18	0.569	1.021	214	0.307
	Not Local	4.09	0.570			
Learning	Local	4.28	0.422	0.404	214	0.689
	Not Local	4.25	0.651			
Research	Local	4.00	0.524	2.865-	214	0.005
	Not Local	4.21	0.549			
collaboration	Local	4.13	0.495	2.047-	214	0.042
	Not Local	4.27	0.517			
Professional Development in General	Local	4.17	0.358		214	0.440
	Not Local	4.21	0.552	0.775-		

Table (16) shows the t.test results of the impact of the professional development factors related to income

Table (16)

Variable	Monthly Income	No.	Ranks Mean	chi. Sq.	Deg. Freedom	Sig
Workshops	Less than 3000 JDs	101	110.025	0.335	2	0.846
	3000-Less than 4000	90	108.589			
	Above 4000	25	102.020			
Learning	Less than 3000 JDs	101	95.327	11.428	2	0.003
	3000-Less than 4000	90	112.200			
	Above 4000	25	140.920			
Research	Less than 3000 JDs	101	95.470	6.927	2	0.031
	3000-Less than 4000	90	117.433			
	Above 4000	25	119.300			
collaboration	Less than 3000 JDs	101	110.653	3.200	2	0.202
	3000-Less than 4000	90	101.356			
	Above 4000	25	125.520			
Professional Development in General	Less than 3000 JDs	101	113.015	4.894	2	0.087
	3000-Less than 4000	90	98.483			
	Above 4000	25	126.320			

Table (17) shows the t.test results of the impact of performance factors related to the gender

Table (17)

Variable	Gender	Mean	Std.	T	Deg. F	Sig.
Satisfaction	Male	4.22	0.732	1.022	214	0.308
	Female	3.94	0.629			
Efficiency	Male	4.41	0.639	0.403	214	0.688
	Female	4.20	0.515			
Effectiveness	Male	3.36	0.699	2.864-	214	0.005
	Female	4.03	0.667			
Excellence	Male	4.23	0.780	2.047-	214	0.042
	Female	3.95	0.783			
Reliability	Male	4.42	0.664		214	0.440
	Female	4.02	0.735	0.774-		
Performance in General	Male	4.33	0.625	3.463	214	0.001
	Female	4.04	0.590			

Table (18) shows the t.test results of the impact of performance factors related to nationality

Table (18)

Variable	Nationality	Mean	Std.	T	Deg. F	Sig.
Satisfaction	Local	4.19	0.570	1.022	214	0.308
	Not Local	4.10	0.570			
Efficiency	Local	4.26	0.420	0.406	214	0.690
	Not Local	4.23	0.649			
Effectiveness	Local	4.00	0.524	2.865-	214	0.005
	Not Local	4.21	0.549			
Excellence	Local	4.13	0.495	2.047-	214	0.042
	Not Local	4.27	0.517			
Reliability	Local	4.25	0.495	2.851	214	0.479
	Not Local	4.14	0.496			
Performance in General	Local	4.17	0.358			
	Not Local	4.21	0.552	0.775-	214	0.440

Table (19) shows the T.test results of the impact of performance factors related to income

Table (19)

Variable	Monthly Income	No.	Ranks Mean	chi. Sq.	Deg. Freedom	Sig
Satisfaction	Less than 3000 JDs	101	92.886	20.984	2	0.846
	3000-Less than 4000	90	109.989			
	Above 4000	25	161.820			
Efficiency	Less than 3000 JDs	101	103.906	3.815	2	0.003
	3000-Less than 4000	90	107.450			
	Above 4000	25	130.840			
Effectiveness	Less than 3000 JDs	101	106.465	0.233	2	0.031
	3000-Less than 4000	90	110.767			
	Above 4000	25	108.560			
Excellence	Less than 3000 JDs	101	106.292	1.184	2	0.202
	3000-Less than 4000	90	107.472			
	Above 4000	25	121.120			
Reliability	Less than 3000 JDs	101	102.975	1.474	2	0.087
	3000-Less than 4000	90	105.665			
	Above 4000	25	119.360			
Performance in General	Less than 3000 JDs	101	104.149	3.027	2	0.220
	3000-Less than 4000	90	107.867			
	Above 4000	25	128.360			

Results

The main results of the study indicate that the more new faculty members experience professional development with its elements (workshop, learning, research, and collaboration) the more their performance would improve. New faculty member and his students would be satisfied. With the professional development of new faculty members' efficiency, effectiveness and reliability would be realized and all this would lead to excellence. The study emphasize that the performance of females is better than males; performance of locals is better than nonlocals; and the higher the salary the better the performance.

Recommendations

The study recommended that universities should continue with the professional development of new faculty members and to pay much more attention to faculty satisfaction. A happy, motivated and satisfied faculty member would do wonders. Coaching new faculty members is a precious idea to exercise but in our culture it is hard to realize and I hope future research would cover this area.

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