

The Degree Of Practice Of Faculty Members In The History Department At Jordanian Universities Practice Twenty-First Century Skills From The Perspective Of Graduates

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Abstract: The research aims to know the degree to which faculty members in the history department at Jordanian Universities practice the skills of the twenty-first century from the graduates' point of view. The sample of the research was selected from (315) graduate students at Jordanian University. The twenty-first century skills questionnaire was used, consisting of (51) items distributed over five areas prepared by researchers. The results of the study showed that the degree to which the faculty members in the history department at Jordanian Universities practiced skills in all fields was great, and the results also showed that there were statistically significant differences attributed to the variable of gender and in favor of females. For the benefit of scientific disciplines.

Keywords: faculty members, twenty-first century skills, Jordanian Universities.

Introduction

The interest in the advancement of the educational process was and still is a continuous endeavor of workers in the various educational sectors in all countries, and those workers are still lurking.

The various problems that obstruct the progress of the educational learning process and negatively affect its outputs, seeking appropriate solutions to them, and since the faculty member is the basis for building the educational process and ensuring the quality of its outputs, this process is not valid unless it is reformed, and education is not valid unless we create a staff member Committed expert teaching capable of organizing learning efficiently and effectively leads to the creation of an educated, conscious generation that knows how to learn, and how to continue learning even after graduation.

Therefore, developing the skills of faculty members and students is an essential pillar in developing the educational process in universities and pushing its path forward in light of the explosion of knowledge and the challenges of globalization.

The development of a faculty member through training on modern teaching methods and strategies, various assessment methods, strategies for managing the educational process, and the developmental skills he needs in the teaching process and self-development is an essential factor in developing the academic performance of the university (Al Omari, 2021). Hence, students' skills must be developed and trained in good reception, active participation, creative thinking, hard work, how to acquire knowledge and how to search for it. All of this works to ensure the quality of outputs, including students who are able to work efficiently and are able to

compete strongly in the labor market. next to the certificate. Therefore, the most important skills that faculty members in the history department should possess in the twenty-first century to enter the era of the knowledge economy in an effort to build a knowledge society in light of the multiple challenges experienced by educational systems, is to train and qualify them and develop their performance skills and higher-order thinking skills, the skill of managing life skills, and the skill of managing life skills. Managing students' abilities and the skill of managing the educational and learning situation, the skill of managing educational technology, the skill of managing the art of education in keeping with technological developments, the skill of taking into account individual differences among students, the skill of problem solving and critical thinking, collaborative work, effective communication, learning through projects and the skill of managing the measurement system The calendar (Suleiman, 2019).

It is worth noting that the great interest in twenty-first century skills for all disciplines was mediated by the Pacific Policy Research Center. 21s, and this partnership has identified the skills of the twenty-first century into three areas, each area includes a number of sub-skills, and these areas are: the skill of learning and innovation, information technology skills and life and work skills (Pacific Policy Research Center. 21s, 2010). Many studies have been conducted on the skills of the twenty-first century in general for faculty members in a number of universities, but no study has dealt with Imam Abdul Rahman bin Faisal University, and among these studies is Al-Omari study (2021), which aimed to identify the views of the preparatory year students at Taibah University towards The role of the university professor in enhancing the skills of the twenty-first century. To achieve this, the researcher

designed a questionnaire consisting of three main skills axes, and the study sample was (702) female students. The results revealed that the study sample responded to all statements to a high degree, which confirms the active role of the university professor in enhancing the skills of the twenty-first century. The aim of the study of Al-Atab study (2020) was to know the level of practice of twenty-first century skills by faculty members at the Universities of Bisha and Ibb from the point of view of postgraduate students, and a sample consisted of (73) items. The skills in the areas of (administration of the art of education, communication and sharing, knowledge economy, higher-order thinking) were great, while the skills of the evaluation field were moderately practiced.

Moneim (2020) The main purpose is to evaluate the ownership degree of the faculty members at Al-Aqsa University of 21century skills to introduce a vision to transform Al-Aqsa University into a smart university in the light of the 21 century skills. The finding indicates 79.3% of faculty members have high ownership degree of 21 century skills according to specialized and academic degree.

The objectives of Nancy Ann P. Gonzales (2020) study that include 539 participants were to measure the profile of students and faculty members and the level of their critical thinking, collaboration, communication, creativity and innovation, self-direction, global connections, local connections skills, and use of technology as a tool for learning. Besides to determine the significant difference among the 21st century skills and the dimensions, profile and the respondents. And determined if a significant relationship exists between the levels of the 21st century skills among students, faculty members, and administrators. It was survey through questionnaire to collect data. There were 539 students, 125 faculty members, and 35

administrator respondents in the study. Result indicated most student answerer were females, registers in the education, information technology and agricultural technology programs. Majority of the faculty members and administrators are females, in their middle adulthood stage and taught for more than six years. In addition, that the students, faculty members and administrators had a very good level of 21st century skills. Significant differences were noted between the 21st century skills of students by courses/programs and campuses. Significant differences were also recognized among faculty members between their 21st century skills and age. There is no significant relationship between the level of 21st century skills of students, faculty members, and administrators.

The study aimed at Suleiman (2019). To integrate technology into education and its role in developing twenty-first century skills from the point of view of faculty members. The study sample consisted of 147 members, and the researcher developed a questionnaire. The results of the study showed that the level of importance of developing twenty-first century skills for faculty members from their point of view came as follows, where the skill of learning and creativity came first, followed by professional and life skills, and finally digital skills. The results also showed that there were no statistically significant differences due to the variable of sex, and the results showed that there were no statistically significant differences due to the variable of scientific or literary disciplines.

The Hamadna study (2017) aimed to identify the degree to which the teaching staff in public Jordanian universities practice educational communication skills from the point of view of postgraduate students. The study sample consisted of (968) male and female students, and a questionnaire consisting of (51) items was

used. The results of the study showed that the degree to which the faculty members practiced skills (reading, listening, speaking, and writing). The results also showed the presence of statistically significant differences attributed to the variable of gender in favor of (females), and the results showed the presence of statistically significant differences attributed to the variable of college.

Rabee'ah's study (2017) aimed to identify the training needs of faculty members in public Jordanian universities in light of the requirements of the knowledge economy. The study sample consisted of (620) members. The researcher developed a questionnaire consisting of (72) items distributed over eight areas. The results of the study showed that the training need for faculty members in official Jordanian universities in light of the requirements of the knowledge economy was moderately in the following areas (planning, teaching, communication, use of technology, scientific research, administrative tasks, and evaluation). The teaching staff in the official Jordanian universities in light of the requirements of the knowledge economy was highly in the field of scientific research. The study recommended that the university administration should hold training courses in all fields of study, where the degree of training need was medium.

In light of the foregoing, and in view of the interest of advanced educational institutions around the world in the skills of the twenty-first century, and because of their great impact on the faculty member and the learner, and in view of their impact on the outcomes of the educational learning process, in terms of preparing a new generation of learners who are able to keep pace with this era and its requirements. In view of the great role that the faculty member in the history department plays, the students' acquisition of these necessary skills, which prepares the future generation

to be able to deal effectively with the requirements of daily life and its challenges and the labor market, in light of all that This study came to know the degree to which faculty members at Yarmouk University practice the skills of the twenty-first century from the perspective of graduate students.

problem statement

There is no doubt that the requirements of the twenty-first century that students in history department must possess, require attention to the teacher; He is the actual leader of fundamental change in society, whose practices will contribute to creating an effective educational environment, developing critical and creative thinking, enhancing communication and communicating, managing and evaluating classroom learning, and employing information and communication technology to achieve deeper learning.

Through the researchers' review of previous studies, such as the study of Al-Ghurab (2019) and Hamada (2017), which emphasized the importance of twenty-first century skills, and in the Rabee'ah study (2017), the previous studies recommended the university administration research to hold training courses in all fields of study (planning, teaching, communication, and communication, And the use of technology, scientific research, administrative tasks, and evaluation) where the degree of training need was medium. Al-Atab study (2020) also showed that teachers do not have the skills of digital culture that enhance their use of educational technologies. Based on the foregoing; The current study came to know the level of practice of the twenty-first century skills of the faculty members in the history department at Jordanian Universities from the perspective of graduate students?

The problem of the current study is its attempt to answer the following questions:

1. What is the level of practices of faculty members in history department at Jordanian Universities for twenty-first century skills from the perspective of graduate students?
2. Are there statistically significant differences at the level of significance (0.05) between the averages of the responses of the research sample members of the graduate students about determining the level of practice by faculty member's history department at Jordanian Universities for the skills of the twenty-first century due to gender and educational path?

Purpose of the study:

The study aims to know the level of practices of faculty member's history department at Jordanian Universities for twenty-first century skills from the perspective of graduate students.

The importance of studying:

The importance of this study lies in the following:

- 1) It is useful in providing a list of twenty-first century skills that should be practiced by history department members at Jordanian Universities to meet the challenges of the current century.
- 2) Contributes to revealing the level of practice of the twenty-first century skills of the faculty members in the history department at Jordanian Universities.
- 3) The faculty members in the history department at Jordanian Universities benefit in developing and improving the methods and practices they use, by identifying the strengths and weaknesses in their performance, in a manner that achieves the goals of the educational

process, and in a manner that helps in achieving its higher goals.

4) It is hoped that this study will help attract the attention of educators to focus on and clarify the skills of the twenty-first century.

5) The scarcity of local studies - according to the researcher's knowledge - that dealt with the degree to which faculty members history department at Jordanian Universities practice the skills of the twenty-first century, which may make this study the first that dealt with the degree to which faculty members in history department at Jordanian Universities practice twenty-first century skills.

Research Parameters

Spatial boundaries: history departments in the Jordanian universities

Twenty-first century skills according to the Partnership Organization refer to: "The set of skills needed to succeed and work in the twenty-first century such as learning and innovation skills, informational, media and technology culture, and life and work skills." The researchers define it as (the skills practiced by Yarmouk University

• History department members at Jordanian Universities:

They are all faculty members who teach in history department at Jordanian Universities in the first semester of the academic year 2021-2022.

Study Approach

To achieve the objectives of the study and to answer its questions, the descriptive approach was used that describes the phenomenon to be studied, analyze its data

Objective limits: the study tool used by the researchers (the questionnaire).

Time limits: the second semester of the academic year 2021-2022 AD.

Human borders: history department at Jordanian Universities, first semester, academic year 2021-2022.

Terminology of study:

• Practice:

The level of behavior carried out by a faculty member in history department at Jordanian Universities related to academic roles, and this behavior is actual work, and this practice is measured by the degrees that were specified in the progressive scale used in the study tool.

• Twenty-first century skills:

members represented in the following areas: communication skill, learning skill, innovation skill, digital culture skill, teaching art management skill, evaluation skill, and they were procedurally identified in the list prepared for this purpose and included in the study tool.

and indicate the relationships between its components.

Study community:

The study population consists of all graduates' history department at Jordanian Universities, whose number is (3773).

The study sample:

A soft random sample representing the study population of (315) graduates was selected.

Table (1): Distribution of the study sample according to the levels of its variables

variable	level/category	number	% percentage
gender	male	163	51.1%

	female	156	48.9%
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Study tool:

In order to achieve the objectives of the study and after referring to the previous educational literature related to the subject of the study, a questionnaire was prepared that includes three sections, the first section includes the initial data about the respondent, which represents the study variable (sex), and the second section is a questionnaire.

The respondent places a sign in front of each paragraph of the domains on a five-degree scale (very large, large, medium, low, very low) - Supplement No. (1) - and the tool is corrected by giving the following weights (5, 4, 3, 2, 1) for the aforementioned degrees, and the validity and reliability implications of the tool were verified.

The validity of the construction (content) of the study tool:

The questionnaire was applied to an exploratory sample of (30) respondents from the study population, and they were excluded from the study sample. Correlation coefficients were calculated between the degree of each paragraph with the total degree of the domain to which the paragraph belongs. The correlation coefficients between the degree of each field of the resolution with the total degree of the resolution were also calculated. Where it was found that the values of the correlation coefficients of the fields of the study tool with the tool as a whole, ranged between (0.96-0.97), and the values of the inter-correlation coefficients of the fields of the study tool ranged between (0.88-0.96). The construction validity indicators were also verified, by applying the study tool to an exploratory sample consisting of (30) respondents from outside the target study

sample, in order to calculate the values of the Pearson correlation coefficients between the paragraphs of the tool and the domains to which it belongs. And between paragraphs and the tool as a whole. It was found that the correlation coefficients between the tool items and the field of study and the overall tool were appropriate, as the correlations between the tool items and the study areas ranged between (0.78-0.94), and between the items' items and the total tool between (0.76-0.88), which are appropriate for purposes of achieving goals The current study.

The stability of the study tool:

Two methods were used to verify the stability of the study tool, the first method is testing and retesting, and the second method is calculating Cronbach's coefficient for the questionnaire items. In the first, the questionnaire was applied to the exploratory sample (30 respondents) twice, with a time difference of two weeks, and the Pearson correlation coefficient (the stability coefficient) was calculated between the two applications. In the second method, the internal consistency stability coefficient was calculated through Cronbach's alpha coefficient. Where it was found that the Pearson correlation coefficient between the scores of the examinees on the tool in both times of application was the total reliability coefficient of the tool (0.962). The internal consistency coefficient of "Cronbach's Alpha" for the tool as a whole was (0.986). It is noted that it has a high stability coefficient. Accordingly, these values were considered appropriate for the purposes of this study, achieving its purpose, and trusting its results.

study tool correction

In order to calculate the total score of the tool, five alternatives have been developed for the respondent to choose one of these alternatives that express his opinion, and the scores (5, 4, 3, 2, 1) were given to the five alternatives, respectively, for the paragraphs. The score (4) for the alternative is great, the score (3) was given to the alternative as medium, the score (2) was given to the alternative as low, and the score (1) was given to the alternative as

very low. In order to judge the level of the arithmetic averages of the paragraphs, domains and the tool as a whole, the statistical criterion was adopted using the following equation:

Category Range= (highest value – lowest value) divided by the number of options

Category range = $5-1=4 \div 5=0.8$ Thus, the judgment criterion becomes as follows:

Table (2): The statistical standard for determining the arithmetic mean

Arithmetic mean	scores
From 1.00 Less than 1.80	very low
From 1.80 Less than 2.60	low
From 2.60 Below 3.40 Medium	medium
From 3.40 less than 4.20	large
From 5.00 - 4.20	very large

View results

The results of the first question, which stated: “What is the level of practices of the faculty members in history department at Jordanian Universities for the skills of the twenty-first century from the perspective of graduate students?”

To answer this question; The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the paragraphs of the level of practices of the faculty members at Yarmouk University for the skills of the twenty-first century from the perspective of graduate students as a whole, and each of its fields, and table (3) shows that.

Table (3): Arithmetic averages and standard deviations of the estimates of the study sample on the domains of the degree of practice of faculty members in history department at Jordanian Universities for twenty-first century skills from the perspective of graduate students, arranged in descending order according to the arithmetic averages

number the field	the field	standard deviations	average arithmetic*	Rank	score
4	1 Fourth Domain: Teaching Skills	.659	3.61	1	large

3	2 The third area: the skill of digital culture	.680	3.59	2	large
2	3 The second area: the skill of learning and innovation	.766	3.56	3	large
1	4 Domain One: Communication and Connection	.646	3.48	4	large
5	Fifth field: the calendar	.672	3.46	5	large
	total tool	.612	3.54		large

Lower score (1) and Higher score (5)

It is noted from Table (3) that the level of practices of faculty members in history department at Jordanian Universities for the skills of the twenty-first century from the point of view of the graduate students was great, and the arithmetic averages and standard deviations of the estimates of the study sample members were calculated on each of the paragraphs of each of the domains of the level of practices of the members of the study. The teaching staff at

Yarmouk University for twenty-first century skills from the perspective of graduate students, and the following is a presentation of that:

Domain One: Communication and Connection

The arithmetic means and standard deviations of the paragraphs of this field were calculated and the results were as in Table (4):

Table (4): Arithmetic means and standard deviations of the estimates of the study sample on the paragraphs of the field arranged in descending order according to the arithmetic averages

number the fields	Paragraph	standard deviations	average arithmetic*	rank	score
6	Demonstrates effective oral and written communication	.866	3.79	1	large
8	He welcomes his students to meet outside of lecture time	.900	3.58	2	large
4	Others participate in interaction and interaction.	.809	3.57	3	large

1	Helps develop students' communication skill by providing oral and written presentations	.891	3.56	4	large
2	Accepts students' comments about teaching with open arms.	.792	3.53	5	large
5	It works to attract attention and maintain focus.	.772	3.50	6	large
7	Creates educational situations that require written communication between me and my colleagues	.847	3.43	7	large
3	Shows respect for students' ideas and values their value.	.810	3.40	8	large
10	Allocates roles and tasks during group work, and urges me to take individual and collective responsibility	.827	3.38	9	medium
9	Provides educational activities that require me to work with my colleagues in collaborative groups.	1.025	3.34	10	medium
11	Encourages students to evaluate their own and their colleagues' work.	1.037	3.23	11	medium
	Domain One: Communication and Connection	.646	3.48		large

It is noted from Table (4) that the arithmetic averages of the domain paragraphs came to a large degree, with an arithmetic average of (3.48). Perhaps the reason is due to the type of qualification and training in communication skills and the importance of the skill in interacting with students in order to achieve the university's goals. The

researcher also attributes the importance of using verbal and written communication skills during lectures on an ongoing basis. And the need to allocate time to meet with students that enriches the educational process and motivates students to learn more. It is also considered one of the basic tasks of a faculty member. The current

study agreed with the study of Al-Atab (2020) and Al-Omari (2020), where it came with a high score in all fields, and differed

with the study of Rabee'ah (2017), where it came with a medium score in all fields.

Second field:

The arithmetic means and standard deviations of the paragraphs of this field were calculated and the results were as in Table (5):

number the field	paragraph	standard deviations	average arithmetic*	rank	score
7	Interpreting facts and information and building conclusions	.814	3.67	1	large
8	Raising questions that stimulate effective discussion	.936	3.67	2	large
5	Thinking creatively and innovatively	.937	3.62	3	large
3	Scientific problem solving	.916	3.59	4	large
4	It stimulates the analysis and interpretation of data in order to make sound judgment	.991	3.56	5	large
6	Gain self-learning and lifelong learning skills	.924	3.54	6	large
1	Research and discovery to gather facts and information	.878	3.47	7	large
2	Employs educational situations that require students to analyze.	.872	3.39	8	medium
9	The second area: the skill of learning and innovation	.766	3.56		large

It is noted from Table (5) that the arithmetic averages of the paragraphs of the field came to a large degree, with an arithmetic average of (3.56). The researchers attribute

this result to the fact that learning today is learning centered on the learner, and there are other factors that helped to learn, including: the nature of the courses, the

course requirements of classroom activities that depend on discussion, interaction, and stimulating thinking about problems that touch reality or what are called “events.” “Hot” with the use of technology in teaching such as the use of presentations, digital content through blended learning, and the virtual classroom system through the Blackboard platform. The current study agreed with the study of Al-Atab (2020),

where it came with a high degree in all fields, and differed with the study of Rabee'ah (2017), where it came with a medium degree in all fields.

The third area: the skill of digital culture

The arithmetic means and standard deviations of the paragraphs of this field were calculated and the results were as in Table (6):

Table (6): Arithmetic averages and standard deviations of the estimates of the study sample on the paragraphs of the domain (digital culture skill), arranged in descending order according to the arithmetic averages

number the field	paragraph	standard deviations	average arithmetic*	rank	score
6	Creates classroom situations that require the use of a variety of devices.	.945	3.64	1	large
9	Demonstrates the ethical aspects of using technological knowledge.	.689	3.62	2	large
1	He has a skill in directing students to different digital resources.	.890	3.61	3	large
4	He can conduct research using digital tools.	.794	3.61	4	large
5	It can provide students with methods of evaluating information on the Internet.	1.012	3.61	5	large
2	It works to educate students about the importance of scientific honesty.	.787	3.60	6	large
3	He has a skill in guiding students to use the Internet.	.833	3.55	7	large
8	He has a skill in educating students about the role of technology in achieving goals.	.750	3.55	8	large
7	It can provide students with experiences of using technological means and resources.	.973	3.54	9	large
	The third area: the skill of digital culture	.680	3.59		

It is noted from Table (6) that the arithmetic averages of the field paragraphs came to a large degree, and with an arithmetic mean (3.59). Perhaps the reason is that the faculty

members in the history department at Jordanian universities are subject to training courses by the IT College and the Faculty Development Center on employing

the most important technology tools in learning, and the use of zoom in learning, in addition to distance learning, provided them with an opportunity for teachers to employ technology in learning. The availability of the Internet also helped faculty members to employ it inside and outside the classroom.

The current study agreed with the study of Al-Atab (2020) and Al-Omari (2020),

where it came with a high score in all fields, and it differed with the study of Al - Rabee'ah (2017), where it came with a medium score in all fields.

Fourth Domain: Teaching Skills

The arithmetic means and standard deviations were calculated for the paragraphs of this field and the results were as in Table (7):

Table (7): Arithmetic averages and standard deviations of the estimates of the study sample on the items of the domain (educational skills), arranged in descending order according to the arithmetic averages

number the field	paragraph	standard deviations	average arithmetic*	rank	Score
2	Provides opportunities for students to collaborate, discuss, consult, and participate in work.	.912	3.71	1	large
7	Connects lecture topics to students' personal experiences	.809	3.71	2	large
4	Connects the new knowledge to the previous	.916	3.68	3	large
1	Clarifies the objectives of teaching the course.	.742	3.66	4	large
10	Possesses the skills to ask questions in the lesson.	.890	3.66	5	large
3	6 Understands the mistakes of his students and addresses them with knowledge and capacity.	.922	3.63	6	large
8	It directs the learners to present different activities.	.840	3.63	7	large
5	Employs learner-centered learning strategies and methods.	.741	3.56	8	large
9	Possesses the skills to present scientific material in flexible and interesting ways.	.685	3.53	9	large
6	Motivates learners to generate ideas	.785	3.50	10	large

11	Students discuss the content of the course plan.	.875	3.41	11	large
	Fourth Domain: Teaching Skills	.659	3.61		large

Lower score (1) and Higher score (5) *

It is noticed from Table (7) that the arithmetic averages of the paragraphs of the field came to a large degree, with an arithmetic average of (3.61). The researchers attribute this result to the recent roles of the faculty members. The researcher is represented in providing an opportunity for students in class discussion and participation, as well as clarifying the purpose of the lesson, and making it the focus of the educational process. The

current study agreed with the study of Al-Atab (2020), where it came with a high score in all fields, and differed with the study of Rabee'ah (2017), where it came with a medium score in all fields.

Fifth field: the calendar

The arithmetic means and standard deviations of the paragraphs of this field were calculated and the results were as in Table (8):

Table (8): Arithmetic averages and standard deviations of the estimates of the study sample on the paragraphs of the field (), arranged in descending order according to the arithmetic averages

number the fields	paragraph	standard deviations	average arithmetic*	rank	score
2	It helps students to provide solutions to the difficulties they encountered during the exam	.861	3.58	1	large
8	It gives students the opportunity to choose from alternative activities.	.808	3.58	2	large
11	Analyze students' results in exams.	.861	3.58	3	large
1	A portion of the students' grades are allocated to activities	.938	3.57	4	large
11	Students are allowed to discuss the test.	.924	3.51	5	large
7	Analyzes students' answers to find the mistakes they made	.845	3.45	6	large
5	Writes comments on papers that should improve their performance.	.911	3.43	7	large
9	It is concerned with exam questions that elevate students' thinking.	.907	3.42	8	large

3	Assists students in providing solutions to the difficulties they encountered during the examination Assigns students important individual readings related to their interests.	.887	3.40	9	large
4	Marks students according to their performance in exams without bias	.945	3.39	10	medium
12	Students are assigned written assignments on the content of the course.	.827	3.38	11	medium
6	He discusses with students the reasons for their low scores in tests.	.895	3.24	12	medium
	Fifth field: the calendar	.672	3.46		large

Lower score (1) and Higher score (5)

It is noted from Table (8) that the arithmetic averages of the field paragraphs came to a large degree, and with an arithmetic mean (3.46). The researcher attributes this result to the fact that evaluation skill is one of the basic skills in teaching to identify strengths and weaknesses and to provide suggested solutions to improve the learning and teaching process. It motivates them to assume responsibility in issuing judgments, gives them confidence in themselves, and works on developing their personalities. The current study agreed with the study of Al-Omari (2020), where it came with a high degree in all fields, and differed with the study of Rabee'ah (2017), where it came with a medium degree in all fields.

It varies with study

Table (9) Arithmetic averages and standard deviations of the estimates of the study sample at the level of practice of twenty-first century skills by faculty members in the history department at Jordanian Universities, according to the variable (gender)

variables	statistician				The third field: The skill of digital culture	Domain Two: The skill of learning and innovation	Domain One: Communication and Connection
		The overall tool	The fifth field: Assessment	Domain four: Skills of the art of teaching			
Gender							

The results of the second question, which stated: "Are there statistically significant differences at the level of significance (0.05) between the average responses of the research sample members of the graduate students about determining the level of practice of twenty-first century skills by faculty members in the history department at Jordanian Universities?"

To answer this question; The arithmetic averages and standard deviations of the estimates of the study sample were calculated at the level of practice of twenty-first century skills by faculty members in the history department at Jordanian Universities , according to the variable (gender) and Table (9) shows that.

male	SMA	3.40	3.31	3.52	3.48	3.39	3.31
	the number	163	163	163	163	163	163
	standard deviation	.622	.624	.696	.673	.816	.627
female	SMA	3.69	3.63	3.70	3.71	3.75	3.66
	the number	156	156	156	156	156	156
	standard deviation	.565	.683	.606	.670	.664	.616
total	SMA	3.54	3.46	3.61	3.59	3.56	3.48
	the number	319	319	319	319	319	319
	standard deviation	.612	.672	.659	.680	.766	.646
						college type	
scientific	SMA	3.58	3.51	3.63	3.63	3.58	3.53
	the number	234	234	234	234	234	234
	standard deviation	.651	.707	.696	.720	.796	.699
humanity	SMA	3.45	3.33	3.54	3.50	3.51	3.36
	the number	85	85	85	85	85	85
	standard deviation	.479	.548	.542	.549	.680	.450
total	SMA	3.54	3.46	3.61	3.59	3.56	3.48
	the number	319	319	319	319	319	319

It is noted from Table (9) that there are apparent differences between the arithmetic averages of the estimates of the study sample members at the level of practice of twenty-first century skills by faculty members in the history department at

Jordanian Universities, according to the variable (gender), and to determine the statistical significance of these apparent differences, the analysis of variance was applied Duo, Table 10 shows it.

Table (10) Analysis of the triple variance of the arithmetic averages of the estimates of the study sample on each field of the practice level of the faculty members in the history department at Jordanian Universities for the skills of the twenty-first century

Contrast source	Domain	average for squares	degree of freedom	Sum of squares	q value	Statistical Significance
gender	Domain One: Communication and Connection	5.196	1	5.196	13.820	0.000
	The second area: the skill of learning and innovation	5.939	1	5.939	10.710	.001
	The third area: the skill of digital culture	1.585	1	1.585	3.579	.059
	Fourth Domain: Teaching Skills	.504	1	.504	1.203	.274
	Fifth field: the calendar	5.173	1	5.173	12.318	.001
	total tool	3.211	1	3.211	9.255	.003
	The third area: the skill of digital culture		318	147.236		
	Fourth Domain: Teaching Skills		318	138.061		
	Fifth field: the calendar		318	143.547		
	total tool		318	118.923		

* Statistically significant at the level ($\alpha = 0.05$).

It is noted from Table (10):

- There is a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the responses of the study sample members at the level of practicing the skills of the twenty-first century by faculty members in the history department at Jordanian

Universities on the first, second and fifth domains, and the overall tool, according to the gender variable, where the differences were in favor of females. The researcher attribute this to the fact that females have the ability to evaluate faculty members and express their opinions more freely than male students, and that females have a

desire and desire to learn more than males, despite the similar conditions between them in regulations, laws and studies. With the study of Suleiman (2019), which indicated that there are no gender differences.

Recommendations:

- Develop an institutional strategy in universities that includes serious professional development programs for faculty members in the history department at Jordanian Universities through intensive training courses to master the twenty-first century skills necessary to improve the readiness of our students to enter the labor market.
- Working to raise the level of partnership between university and educational institutions and the business sector in order to identify the skills required to be developed and strengthened among the new generation, which helps to give them more importance by university academic programs and the teaching staff.
- Organizing discussion workshops to develop the teaching performance of faculty members in the history department at Jordanian Universities in the light of the skills of the twenty-first century.
- Conducting studies similar to the subject of the current study and linking them to other variables.

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