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(Noe, Hollenbeck, Gerhart and Wright, 2004) "
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%32.2	28		
%50.6	44		
%17.2	15		
%49.4	43		
%32.2	28		
%16.1	14		
%2.3	2		
%28.7	25		
%33.3	29	5-1	
%25.3	22	10-6	
%4.6	4	15-11	
%5.7	5	20-16	
%1.1	1	20	
%37.9	33		
%26.4	23	5-1	
%14.9	13	10-6	
%8	7	15-11	
%4.6	4	20-16	
%6.9	6	20	

(340) 1428/1427

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**0.49	5	**0.55	1	
**0.37	6	**0.54	2	
**0.57	7	**0.61	3	
**0.56	8	**0.65	4	
**0.47	15	**0.56	9	
**0.73	16	**0.69	10	
**0.61	17	**0.47	11	
**0.76	18	**0.69	12	
**0.68	19	**0.69	13	
		**0.61	14	
**0.61	24	**0.81	20	
**0.70	25	**0.83	21	
**0.64	26	**0.67	22	
**0.70	27	**0.73	23	

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0.82	8	1
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**(4)** 

		%		%		%		
7	2.32	%14.9	13	%37.9	33	%47.1	41	
6	2.40	%10.3	9	%39.1	34	%49.4	43	
3	2.49	%9.2	8	%32.2	28	%.58	51	
4	2.46	%11.5	10	%31	27	%57.5	50	
1	2.89	%14.9	13	%27.6	24	%.57	50	
8	2.25	%18.4	16	%37.9	33	%43.7	38	
2	2.62	%5.7	5	%26.4	23	%67.8	59	
5	2.44	%5.7	5	%44.8	39	%49.4	43	

(0.91) (0.82)

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**(5)** 

		%		%		%			
1	2.56	%8	7	%27.6	24	%64.4	56		9
2	2.28	%17.2	15	%37.9	33	%44.8	39		10
7	1.99	%25.3	22	%49.4	43	%24.1	21	.(	11
8	1.95	%37.9	33	%28.7	25	%33.3	29	·	12
11	1.56	%64.4	56	%14.9	13	%20.7	18		13
4	2.16	%20.7	18	%42.5	37	%36.8	32		14
5	2.11	%28.7	25	%31	27	%40.2	35		15
9	1.92	%40.2	35	%39.1	34	%20.7	18		16
3	2.23	%18.4	16	%40.2	35	%41.4	36	·	17
6	2.06	%28.7	25	%36.8	32	%34.5	30		18
10	1.78	%40.2	35	%41.4	36	%18.4	16		19

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		%		%		%	
3	1.86	%43.7	38	%26.4	23	%29.9	26
4	1.85	%42.5	37	%29.9	26	%27.6	24
5	1.79	%39.1	34	%42.5	37	%18.4	16
8	1.69	%54	47	23	%20	%23	20
7	1.77	%42.5	37	%37.9	33	%19.5	17
1	1.95	%36.8	32	%31	27	%42.2	28
2	1.94	%33.3	29	%39.1	34	%27.6	24
6	1.78	%46	40	%29.9	26	%24.1	21

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		407.	814.	2			
.392	948.	.429	35.643	83			
			36.457	85			
		252.	504.	2			
.561	582.	.433	35.953	83			
			36.457	85			
				137.	683.	5	
.910	302.	.453	35.761	79			
			36.444	84			
		1.173	5.864	5			
0.15	3.030	.387	30.580	79			
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		550.	1.100	2	
.145	1.973	.279	23.143	83	
			24.243	58	
		351.	703.	2	
.295	1.239	.284	23.540	83	
			24.243	85	
		246.	1.232	5	
.517	852.	.289	22.844	79	
			24.076	84	
		255.	1.276	5	
.496	884.	.289	22.801	79	
			24.076	84	

(7)  $(0.05 = \infty)$ 

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		411.	822.	2	
.360	1.034	.398	33.396	84	
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		202.	405.	2	
.607	503.	.403	33.813	84	
			34.218	86	
		332.	1.659	5	
.541	817.	.406	32.472	80	
			34.130	85	
	356.	1.780	5		
.498	881.	.404	32.350	80	
			34.130	85	

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## Academic Staff's Training Needs in Imam Mohammad Bin Saud University from their Perspectives

Nouf Bint Abd Alāli\*

## **ABSTRACT**

University education is one of the strongest foundation pillars of any community. Those pillars are linked to the level of the faculty member efficiency, which relies heavily on the professional development of the faculty member. This professional development aims at giving the required skill to cope with changes of the times.

One of the most approach to such development is training. Training plays an important role in achieving the professional development on condition on determining the training needs of the faculty member.

The importance of this study arises from the fact that its topic had never been dealt with by any of Imam Muhammad bin Saud Islamic University researchers.

At the same time, the research has focused on determining the training needs of female faculty members at Imam Muhammad bin Saud Islamic University by those members.

Therefore, Imam Muhammad bin Saud Islamic University can make use of the study results to make plans for its training programmes. As a result, the study aimed at identifying the training needs of the female faculty members and those of some stand from their point of view in scientific research domain, planning the teaching curriculum, and lecturing. In addition to this, the study aimed at finding out the effects and impact of the academic qualifications, academic rank, years of experiences at university level, previous training to determining their needs. From the questionnaire feedback, analysis and descriptive approach used. The main results are as follows:

- Lack of awareness of female faculty members of the importance of training faculty members to keep up with recent developments in their field of work.
- The need for training on how to use information technology program in their scientific research.
- The need for training of the use of teaching methods leading to the development of scientific and critical thinking.
- The need for training to motivate the student for the duration of the lecture in various ways.

**Keywords:** Staff development, Training needs.

recy words. Starr development, Training needs.

<sup>\*</sup> Imam Mohammad Bin Saud University, Saudi Arabia. Received on 9/2/2010 and Accepted for Publication on 29/5/2011.