Knowledge Versus Skills: An Analytical Study from The Perspective of The Undergraduate Students of Samtah College of Jizan University, KSA

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Abstract

The study delves into the intricacies of knowledge and skills, their profound impact on students' learning and rational capabilities, and their perception of acquiring these domains. By examining the correlation between these two concepts, the study aims to comprehensively understand how they shape students' cognitive processes and identify ways to enhance their abilities to learn and think critically. "Knowledge" is an individual's grasp of a subject's theoretical foundations acquired through education or experience. It requires logical reasoning to be credible. "Skills" are developed through practice or training and do not necessitate rational perception to be valuable. A precisely designed questionnaire comprising ten items to a cohort of 161 students representing tiers six to twelve was introduced. The survey results were scrutinized using multi-methodologies, ensuring the authenticity of the findings. The article hypothesizes that acquiring knowledge and developing skills are distinct and fundamentally interconnected to operational learning. However, It has been duly observed that students manifest a heightened predisposition towards the acquisition of knowledge as opposed to the cultivation of skills. The paper presents an extensive range of strategies and methodologies meticulously crafted to augment the proficiency and knowledge of individuals. The proposed strategies are designed to optimize the skills capacity of individuals, thereby contributing significantly to their progress and development. The article espouses the proposition that students ought to accord paramount importance to acquiring knowledge and skills to achieve an all-encompassing understanding of the subject matter.

Keywords: *knowledge, skill, perspective, undergraduate students.*

Introduction

The present research endeavors to assess the perception of students enrolled at Samtah College, a constituent of Jizan University in KSA, regarding the comparative significance of knowledge and skills domains. The research presents a thorough and meticulous analysis of the correlation between a student's knowledge and skill development and the various levels of academic growth that can be attained by implementing improved teaching approaches and innovative academic procedures. The outcomes of the study possess the potential to furnish the pedagogues with exceedingly valuable insights and

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efficacious strategies to establish an exceptional educational milieu for the pupils. The knowledge and cognitive learning techniques extracted from this research are instrumental in creating an environment that propels academic excellence and student success. Consequently, educators can formulate behavioral systems that rely on cognitive learning to promote positive conduct among students. By creating a serene and informative classroom atmosphere, teachers can imbue their students with a profound sense of confidence and establishing a pedagogical atmosphere that motivates pupils to take a proactive approach towards acquiring knowledge can lead to noteworthy academic achievements. This study is being conducted in strict adherence to the guidelines prescribed by the National Qualifications Framework NQF guidelines. As part of this initiative, the term 'knowledge' has been replaced with knowledge and understanding, whereas 'cognition' has been substituted with the more appropriate and professional term 'skills' comprising of applying, analyzing, evaluating and creating. In its present form, the research data does not incorporate or encompass the assessment of physical, communication, and information and communication technology (ICT) skills.

Figure 1 Hierarchy components of domain according to NQF
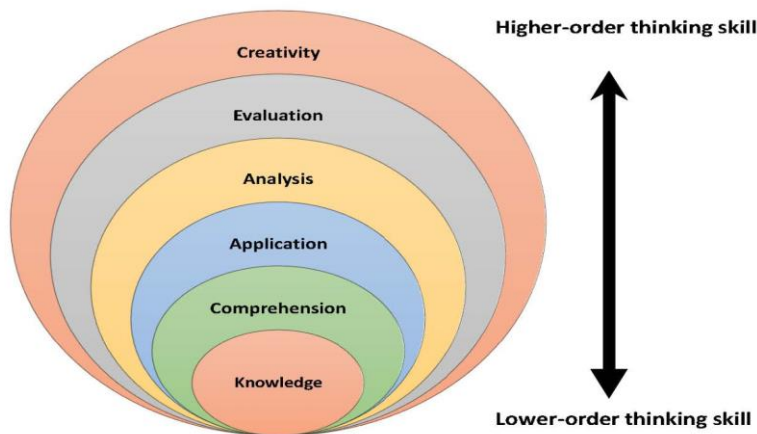
In reference to a particular subject, the term "knowledge" encompasses an individual's understanding of its theoretical underpinnings. This comprehension is often attained through formal education or practical experience and is not inherently endowed. Knowledge necessitates logical and valid reasoning to be deemed credible. Conversely, "skills" are acquired abilities that require practice or training, some being innate. Unlike knowledge, skills do not require logical or valid reasoning to be deemed valuable but rather the product of perception, devotion, retention, and rationality. The present research considers the possible variability in students' perception arising from the difficulty level of courses pursued across different tiers. The study, therefore, accounts for the fluctuation in perception as a variable factor. The constrained size of the sample may have influenced the accuracy of the data collection, owing to the possibility of manipulation by students. The samples under discussion were associated with the same academic institution, Samtah College of Jazan University. Future research should consider the use of diverse institutional samples to comprehensively evaluate the perspective of knowledge and cognition on student productivity, performance, and satisfaction. The assessment process encompassed the evaluation of only two domains. Nevertheless, it is substantially proposed that the research be extended to scrutinize the values associated with the psychomotor and value domains to gain a holistic understanding of the subject matter. The literature review could be readily available and more convenient to structure the initiations. Extended improvement analyses were not found for the research related to knowledge and cognition-based disciplines regarding their verification, reliability, and generalizability. To comprehensively comprehend the subject matter, it is of utmost

importance that both qualitative and quantitative research be undertaken. A meticulous investigation into the precise areas identified in this study will yield valuable insights and data for further analysis. By adopting such a diligent and detailed research approach, researchers can acquire a nuanced and comprehensive understanding of the issue, leading to informed conclusions.

Literature review

2.1: Knowledge

According to the Britannica dictionary, Knowledge is the state of being aware of something, possessing a deep understanding of it and being equipped with the necessary skills to apply it in practical scenarios. It is acquired through various means, such as personal experiences, formal education, and informal learning. (Bloom. Longmans. et al., 1956) stated that the faculty of knowledge, the lowest hierarchy of the cognitive domain, enables individuals to recognize and comprehend learned or experienced phenomena. It encompasses the ability to recall specific details, general principles, and the procedures and techniques for their application. Moreover, knowledge involves recognizing and understanding patterns, structures, and settings that facilitate the interpretation of the world around us. In a nutshell, Bloom's Taxonomy is a theoretical framework that classifies knowledge into four distinct types. The first type of knowledge is Factual Knowledge, which pertains to understanding terminologies and facts. The second type of knowledge is Conceptual Knowledge, which deals with the interrelationships among various concepts or theories. The third type of knowledge is Procedural Knowledge, which encompasses understanding processes and methods involved in solving problems. Lastly, Metacognitive Knowledge refers to the comprehension of learning approaches and procedures. Bloom's Taxonomy, which categorizes knowledge in cognitive skills, 95% of test questions assess learners' knowledge level. This level represents the lowest tier of the taxonomy, indicating that most test questions do not challenge learners to apply, analyze, evaluate, or create.

The concept of knowledge has been a subject of philosophical discourse for an extended period. Scholars have widely accepted the definition of knowledge as "justified true belief" (JTB), which traces its origin to ancient Greek philosophy. JTB emphasizes that knowledge is a cognitive state that transcends belief. According to this definition, to acquire knowledge, it is crucial to back one's beliefs with substantive evidence and sound reasoning that is impartial and objective. JTB's implications suggest that knowledge extends beyond mere belief and that claims of knowledge must be justified by substantial evidence. Furthermore, this definition posits that knowledge of a falsehood is an impossibility.

(Zagzebski, 1999) stated that the act of gaining knowledge is achieved through cognitive engagement with reality, which is facilitated by the practice of intellectual virtue. Knowledge acquisition is a multifaceted process involving individual and collective actions and various cooperative factors. Recognizing that knowledge is seldom attained through individual efforts alone is essential. Instead, it results from a collaborative effort between oneself and others. It is vividly evident that the conditions requisite for knowledge are not amenable to isolation into a set of autonomous properties of the knower.

(Hyman, J, 1999) explored that the comprehension of knowledge can be attended to by examining its manifestation within the confines of our cognitive processes and behavioral tendencies rather than its origin or provenance. The author further scrutinizes the fundamental description of the rationale and an interplay amongst those rationales, beliefs, and facts. Furthermore, the author posits an inquiry into the potential of non-lingual animals to acquire knowledge.

(Lee, Lina, 2014) examined the potential advantages of incorporating digital news articles into the learning process, intending to enhance the acquisition of content knowledge and oral language proficiency. The research outcomes revealed that this approach can potentially be a valuable pedagogical tool for promoting these critical skills among learners. Furthermore, it can be deduced that the efficiency of tasks is heavily contingent upon their design, and the guidance provided by the instructor is of paramount importance in fostering critical reflection- a crucial element in realizing favorable outcomes.

(Wilkey, E.D, 2023) exhibited in their study that the development of academic skills, especially literacy and numeracy, heavily relies on the proper functioning of attention and executive functions (EFs). In turn, deficits in these areas often co-occur with learning deficits, for instance, dyslexia and dyscalculia. In order to comprehensively elucidate the interplay between attention, executive functions, and academic skills, it is incumbent to gain a deeper cognizance of the hierarchical interpretation of higher-order control over lower-level processing. A comprehensive exploration of this hierarchy is required to fully appreciate its critical role in shaping such systems' overall functioning.

(Lin, X., Powell, et al., 2023) The objective of the present research was to assess the influence of a word-problem intervention on knowledge acquisition and retention, focusing on examining the extent to which the intervention could facilitate long-term retention of learned material. The data analysis indicates that the cohort of students who received the intervention demonstrated a comparatively lower retention rate. Nevertheless, it was observed that they exhibited an augmented inclination towards active knowledge acquisition after the intervention had concluded. The intervention that was executed to address word problems was found to significantly impact how prior knowledge and skills contributed to retention and acquisition.

(Zhongling Wu, et al., 2018) The primary objective of this research investigation was to rigorously assess the reliability of the Social Skills Improvement System-Rating Scales (SSIS-RS) in a sizeable sample of young children enrolled in preschool programs. The study was explicitly focused on a sample of 4,000 children aged between 3 and 5 years old in China. The study results demonstrate that the SSIS-RS 7-factor structure, encompassing the context of China, the attributes of efficacious communication, cooperation, assertiveness, active engagement, responsibility, empathy, and self-restraint hold substantial significance. These traits are fundamental for individuals functioning in a professional milieu and have the potential to significantly contribute to the triumph of any given project or initiative. Furthermore, the study provides compelling experimental substantiation about SSIS-RS, which is a dependable and valid degree of evaluating the social skills of Chinese children.

2.2:Skills

According to the Britannica dictionary, "skill" denotes an individual's capacity or proficiency in executing a task or activity that is attained through comprehensive training, practical experience, or unwavering determination and practice. According to Bloom's taxonomy, (Bloom. Longmans. et al., 1956) cognitive skills comprise applying, analyzing, evaluating and creating.

(McCrindle, Andrea. et al., 1995) The central focus of this scholarly inquiry is to conduct a comprehensive and meticulous investigation of the effectiveness of cognitive and metacognitive approaches to learning and to determine their impact on student performance and engagement. Forty biology course students were divided into the experimental learning journal and the control scientific report group as part of a randomized assignment. As an integral component of the curriculum, the individuals enrolled in the learning journal group were presented with a valuable opportunity to systematically and comprehensively chronicle their learning process. The study results indicate that the experimental group demonstrated a stronger propensity for implementing

advanced metacognitive and cognitive strategies compared to the control group. This suggests that the former may have a more excellent aptitude for acquiring knowledge and retaining information during learning activities. The group that maintained a journal displayed a more advanced understanding of the learning process, exhibited superior consciousness of perceptive approaches, and substantiated the ability to develop convoluted and interconnected knowledge structures when learning from text. As a result, the journaling group's performance on the final examination for the course was significantly superior.

(Shi, Y. et al., 2022) As per the findings of their comprehensive study, it is evident that academic success is intricately tied to an individual's cognitive acuity, level of self-discipline, and proficiency in strategic planning. The extant research literature postulates that cognitive aptitude constitutes a salient determinant of speculative achievement, wherein self-discipline partially mediates the relationship mentioned above. Planning plays a significant moderating role in this relationship. The results also indicate that the relationship between two variables is influenced by a third variable, which is more pronounced when individuals engage in high levels of planning. Furthermore, the analysis supports a mediating model with a moderating effect, suggesting that the strength of the relationship varies depending on the level of the mediating variable.

(Peng, P. Kievit, et al., 2020) The research findings denote a bidirectional correlation between the aptitude for mathematical and reading comprehension and cognitive faculties, encompassing working memory, rationale, and executive function. Furthermore, the study concludes that implementing direct academic instruction impacts reasoning skills expansion. It has been observed that there is a reduced level of bidirectional association between cognitive abilities and academic achievement among children who encounter disadvantaged circumstances, particularly in the context of social and economic hindrances. The investigation provides substantial corroboration for the conception of mutualism and the transactional model. The findings specify that the provision of consistent and superior-quality education and schooling plays a critical function in facilitating the cognitive and academic improvement of children. Additionally, it may also exert an indirect influence on academic and cognitive development by eliciting a cognitive-academic bidirectionality effect.

(Fergussan, 2022) The principal aim of this study is to scrutinize the diverse learning modes comprehensively. In addition, the study endeavors to introduce a proto-theoretical model for WBL (work-based learning) that accentuates the significance of learning by reflection. The findings revealed that WBL fosters the development of practical skills and theoretical knowledge, thereby preparing individuals for successful careers in their respective fields. Through WBL, participants can engage in experiential learning, which enables them to execute knowledge and skills in practical scenarios while also receiving guidance and feedback from experienced professionals.

2.3: Knowledge vs skills

(Meena, 2021) The focal point of this article was to elucidate the importance of possessing a diverse range of knowledge, refined skills, comprehensive theories, and ingenious ideas. Our objective is to underscore how these components play a pivotal role in attaining success across various domains of life. A systematic and comprehensive qualitative inquiry was undertaken to explore the fundamental value of knowledge and skills and their profound implications on an individual's cognitive perception and comprehension. The study's findings indicate that insufficient information and expertise can significantly impede an individual's ability to grasp intricate concepts and ideas. It may impart deleterious effects on an organisation's ability to carry out its activities precisely and meet its planned aims and objectives, leading to undesirable outcomes and challenges.

(Kassema, 2019) this academic inquiry aimed to achieve a profound and comprehensive understanding of the paramountcy, paradigms, and tenets of the concepts of knowledge and skills. The outcomes of this research indicate that individuals who lack knowledge and skills may encounter significant difficulties in comprehending important concepts, posing considerable challenges for organizations in achieving their intended goals and objectives. Neglecting these challenges may result in dire consequences for organizations. To mitigate this risk, it is imperative for business owners, managers, professionals, and non-professionals alike to scrupulously consider and respond to the fundamental questions identified in this study.

(Carroll, Feltham, 2007) The primary objective of the research was to conduct a comprehensive and meticulous analysis of the skill marks and mean module marks for level 1 to arrive at conclusive findings. The study unequivocally demonstrated a positive and constructive correlation between study skill marks and mean module marks. Furthermore, a distinct and marked difference was observed when comparing the marks obtained by A-level students and foundation degree students. Based on the empirical data analyzed, it can be unequivocally inferred that possessing a robust set of critical skills and essential knowledge is significant and closely associated with superior academic performance among students. This effect can be primarily attributed to the extended time foundation degree students devote to developing and refining these fundamental competencies.

(Wong, A. F. Chong, et al., 2008) The present inquiry is undertaken to scrutinize the levels of pedagogical knowledge and skills as perceived by student teachers who have matriculated in the Primary and Secondary Post Graduate Diploma in Education program at the venerable National Institute of Education situated in Singapore. The findings revealed no significant differences between the two cohorts at the commencement of the program. However, upon conclusion of the program, the Primary student teachers were found to have reported a higher degree of acquisition of pedagogical knowledge and skills than the Secondary student teachers.

(Agrati, Vinci, 2022) A comparative study was carried out to scrutinize two university degree courses that had been adapted for the benefit of student teachers. The first method utilized an ad hoc questionnaire to collect quantitative data on student teachers' knowledge, while the second method employed document analysis of written assessment to gather qualitative data on the skills of student teachers. The study found significant similarities in knowledge and skills related to evaluation, assessment, and promoting situated knowledge. However, differences were observed in the university "evaluation processes" construct and the ability to provide multiple resolutions to address the task. Explicit challenges were identified regarding the implementation of the "constructive alignment." The outcomes of this research emphasize the need to address the identified differences and difficulties collaboratively to enhance the effectiveness of teaching-learning processes in schools.

Through a detailed exploration of the existing literature, it has become apparent that the topic has been discussed generally and analyzed across multiple domains concerned with knowledge and skill enhancement. This knowledge can be utilized to apprise future decision-making and guide the development of strategies grounded in the latest research findings. However, a limited body of scholarly articles is available on this specific topic under investigation. As a result, this particular subject represents a unique and exclusive avenue for additional research.

Research Procedure

3.1: Method

Research methods are precisely planned and executed procedures that facilitate the systematic collection and analysis of data. They form an integral aspect of the research design and are chosen based on the nature and objectives of the research. (Tashakkori & Teddlie, 2003) The multi-methodology has increasingly gained momentum within academic research, functioning as a viable substitute to conventional mono-methodological procedures, mentioning that the outcomes generated from one particular method can augment or enlighten the outcomes of the other distinct method. Integrating such results can potentially lead to more precise, comprehensive and valuable findings and assist in acquiring a thorough comprehension and analyzing heterogeneous levels or units of data more comprehensively, thereby facilitating enhanced decision-making and problem-solving. Undertaking mixed methods studies is advantageous for researchers in obtaining a comprehensive and holistic comprehension of the issues they are scrutinizing. This methodology can be particularly efficacious in offering valuable insights and perspectives to external stakeholders and researchers. The principal aim of the current study is to undertake a comparative analysis of the perceptions held by students regarding knowledge and skills. The investigation endeavors to meticulously scrutinize and evaluate the students' viewpoints concerning the relative significance of knowledge and skills in their academic pursuits. The results of this research endeavour have the potential to offer invaluable insights into the realm of education and can significantly contribute to the development of efficacious pedagogical approaches. Thus, the research team adopted mixed quantitative statistical analysis research methods.

1) Descriptive statistics provide a concise and precise data summary, encompassing central tendency and variability measures. In order to identify trends and outliers within a dataset, it is often valuable to leverage descriptive statistics employing graphical representations such as scatter plots, frequency tables, and other similar tools. These allow for a more intuitive and agreeable analysis of the data. 2) Inferential statistics is utilized to make predictions or generalizations based on empirical data, test hypotheses, or estimate sample parameters from a given sample. These approaches constitute a potent set of tools for decision-making and problem-solving.

3.2 Samples/Participants

The research study was conducted at the English Department of Samtah College, Jizan University, to investigate the perception of Knowledge in contrast to Skills. The study sample encompassed 161 female students enrolled in capstone courses during the academic year 2023 from higher tiers (6-12) selected using appropriate and rigorous sampling methods. The research design was methodical and disciplined, ensuring the validity of the results. Moreover, it is imperative to highlight that the study is abortive to incorporate the age of the part-takers as a variable in its analysis. In light of this, it is recommended that future research endeavours give due consideration to this factor as it may significantly impact the validity of the results and the conclusions that can be drawn from them, thus ensuring that the emphasis remains on the academic performance of the sample.

3.3 Data collection procedure:

Firstly, for descriptive statistics, Primary data was acquired by utilizing a survey link from the renowned search engine Google, consisting of the 5-point Likert scale questionnaire. The questionnaire was filled out electronically. The research team meticulously curated a representative sample of students from levels 6 to 12. The questionnaire, administered in the English language and translated into Arabic to ensure the veracity of the results, was deliberately designed to elicit comprehensive explanations regarding the underlying factors contributing to the achievement of the purpose.

Secondly, for inferential statistics, PLO assessment and Direct Assessment data were received from the result statistics committee of the college.

3.7 Data analysis procedure:

Descriptive statistical procedures:

A comprehensive survey was conducted among undergraduate students pursuing a bachelor's degree, specifically focusing on those at tiers 6 to 12. A total of 161 responses were recorded. The five questions, Q1 to Q5, are intended to evaluate knowledge, whereas the following five questions, Q6 to Q10, are designed to assess skills.

Graph 1Mean comparison Q1-10
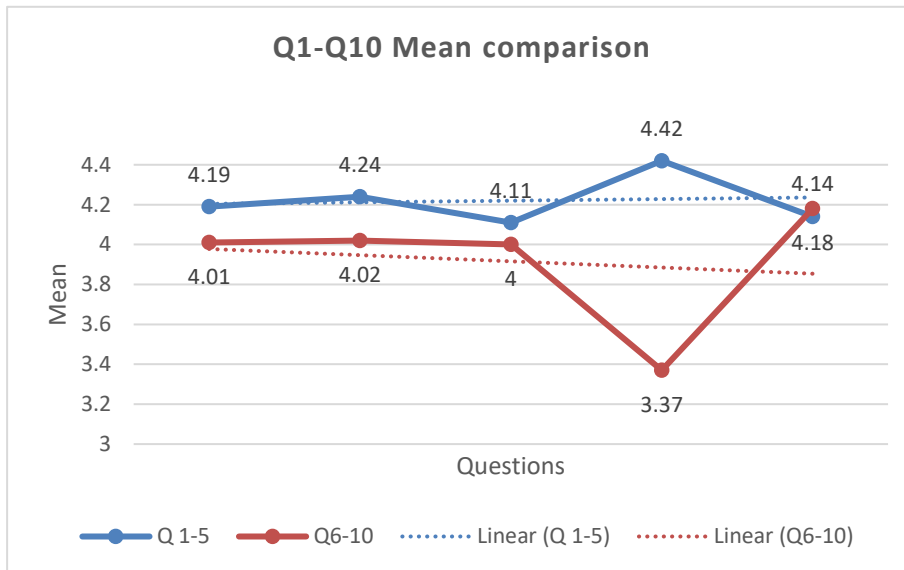
The responses for Q1 display that most of the students, 4.19 on average, are firmly inclined towards memorizing English language terminologies, definitions, and theories across diverse fields. The survey results further indicate that a minuscule proportion of 0.81% of students responded negatively to this aspect. Responses against Q2 are worth noting that a mere 0.76% of students need more comprehension regarding the significance of these subjects, thus indicating a high degree of awareness of the existing trends among the vast majority. Based on Q3 responses, it has been observed that a significant proportion, approximately 4.11 on average, exhibit a preference for answering questions that require memorization. Regarding Q4, it is notable that an average of 4.42 of the students have expressed a preference for attempting objective questions. This observation may be indicative of their domain knowledge being pronouncedly active. Moreover, a mere 0.58% of the students have a negative attitude towards attempting objective questions, which suggests that the majority of the students adequately understand the subject matter. As per the insights derived from Q5, it can be ascertained that a noteworthy proportion of students, precisely 4.14 on average, exhibit an exceptional inclination towards grammar. This outcome implies that these students are proficient in comprehending and implementing language rules.

Graph 2 Knowledge-Mean Comparison Q1-5
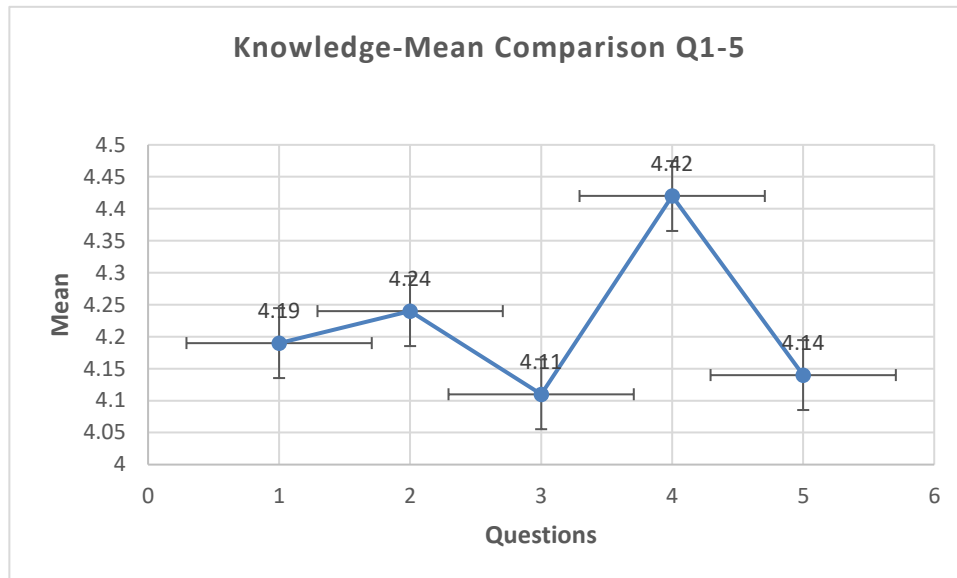
Previously, the knowledge aspect of students was discussed. Now, the study delves into their skills aspect. The Q6 aspect entails producing written material while applying linguistic, literary, and research theories and practices. An average of 4.01 students have demonstrated proficiency in this area and can create texts using these methodologies across various language fields. Regarding Q7, it can be reported that an average of 4.02 students feel equipped with the necessary academic insights to solve problems effectively. The finding from Q8 indicates that a significant number of students, with an average of 4.0, exhibited a positive attitude towards the utilization of well-known methods of enquiry, investigation, and analysis. However, it is worth noting that their understanding and knowledge in this area appeared to be relatively lower than other aspects studied previously. As per Q9 responses, it has been observed that a considerable number of students need to display a high level of comfort in attempting long answers. Specifically, the average rating of students comfortable doing so is 3.37, raising concerns about their proficiency in this area. Therefore, it is recommended that further investigation be conducted to identify the underlying reasons for this issue and to provide appropriate support and guidance to ensure optimal performance. Regarding Question 10, which pertains to summarizing, inferring, and concluding, the data indicates an average of 4.18 students demonstrating interest in this field. The students have demonstrated a greater level of enthusiasm towards the acquisition of knowledge as compared to their interest in cognition. This observation provides evidence of their eagerness to pursue scholarly excellence and their willingness to engage in the learning process.
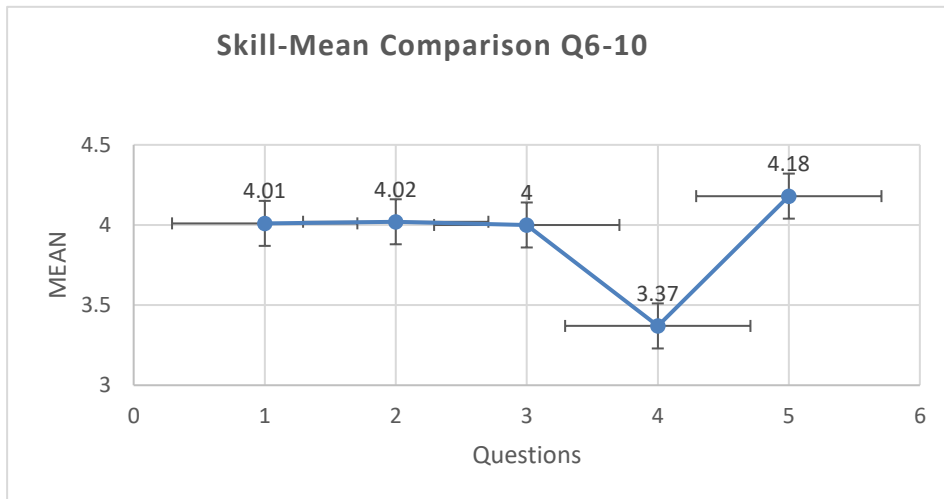
Graph 3Skill- Mean Comparison Q6-10

Table 1Comparison of mean, SD and variance

Q 1 TO 12	N	Mean	Std. Deviation	variance	95% Confidence interval
Knowledge q1-5	161	4.22	0.1	0.011	0.095
Skill q6-10	161	3.91	0.2	0.078	0.246

Variance measures how much each number in a set deviates from its mean, while the standard deviation measures the level of variation present in a given data set.

Graph 4 Comparison of mean, SD and variance
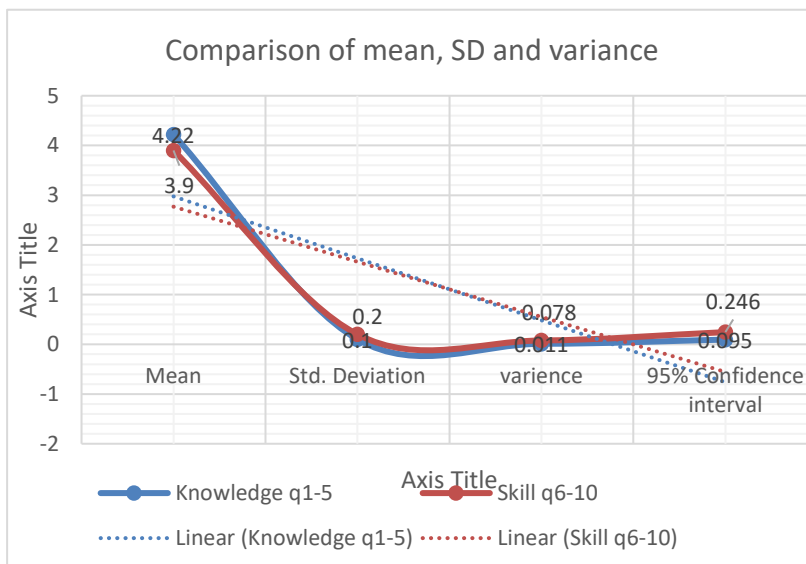
The study results indicate that most of the students have an average score of 4.22, with a standard deviation of 0.1 and a variance of 0.01. These results suggest that the data points are closely clustered around the mean, indicating minimal variability in the dataset. Furthermore, the scores closely clustered around 4.22 indicate a knowledge domain preference. Conversely, an average score of 3.916, with a standard deviation of 0.2 and a variance of 0.07, indicates that the data points are more widely spread from the mean,

with a relatively more significant standard deviation. This, in turn, implies greater variability in the dataset, and the scores are less closely clustered around 3.91 than they were in the knowledge domain. These findings suggest a preference towards the skill domain. These statistics can serve as vital reference points in shaping future educational programs and curriculum development.

Inferential Statistical Procedure:

Program learning outcomes (PLO) of Jizan University is affiliated with NQF, derived from The QMS Manual of the English Department. Jizan University.

1.   Policy Description OF PLO Assessment:

The program commences with the formulation of PLOs and culminates in evaluating Program Learning Outcomes. The English Program has classified ten learning outcomes into three domains: Knowledge and Understanding, Skills, and Values.

2.   Program Learning Outcomes

Table 2 PLO according to NQF guidelines

Knowledge and understanding	
K1	display a considerable understanding of the principles required for English language learning
K2	demonstrate significant knowledge and understanding related to the texts, terminologies, theories, and practices in literature, linguistics, research methods and translation studies
K3	Appraise academic relevance of linguistics and literature concerning the current and emerging trends
Skills	
S1	produce and revise texts with the help of theories and applications in English language, linguistics and literature
S2	practice established methods of enquiry, investigation, and analysis required for research in English language and literature
S3	critically evaluate academic insights using problem-solving skills
S4	utilize the tools of learning and communication for exploring complex academic challenges of the English language and its use
Values	
V1	adapt positively to social challenges and take responsibility
V2	engage in continuous, independent and collaborative learning and team work
V3	appreciate professionalism, ethical behavior, and capacity building

Note: The study is concerned with only knowledge and skills.

3.   Plan:

PLOs assessment is carried out in two ways- direct and indirect methods.

3.1 Direct method:

Direct assessment is a pedagogical approach to evaluate students' academic performance through standardized tests, assignments, and exams. The assessment plan and result analysis can be procured from statistical reports, such as Program and Course Specifications, Course Reports, Annual Program and College Reports, PLO Assessment Report, Students' Activities Report, and KPI analysis report, which offer a comprehensive overview of students' achievement Here, PLOs are assessed through the assessment of CLOs. Every course has around 6 to 8 course learning outcomes. They are designed in such a way that they are aligned to PLOs. By calculating the achievement of CLOs, PLO achievement is calculated through Excel sheets. These Excel sheets are designed by the IT department under the instructions of Jizan University in alliance with NQF guidelines.

3.2 Indirect method:

The effectiveness of the curriculum is assessed through the Program Learning Outcomes Assessment. The achievement of student's learning outcomes and their associated graduate attributes is evaluated using various surveys, including course assessments and direct and indirect student surveys. To assess the achievement of Program Learning Outcomes (PLOs), two student surveys are conducted at level 5 and level 8 during their program. The University Experience Survey is administered to students at level 5, while the Program Satisfaction Survey is administered to students at level 8. PLOs are evaluated indirectly through the responses furnished by the students in these surveys.

4.   Implementation:

In order to evaluate the Program Learning Outcomes (PLOs), the Capstone courses of the program are assessed on a two-year cycle. The program consists of 12 Capstone courses, with 6 of these courses being utilized annually after every second semester. At the end of year 1, a group of 6 courses is used for assessment, followed by another group of 6 courses at the end of year 2. This cycle is repeated to effectively evaluate the Program Learning Outcomes (PLOs). The cycle of Capstone courses used for PLO assessment in the direct method is shown in Table 6.

Table 3 Capstone courses chart

S.No.	Year 1	Year 2
	Current plan	
1	Academic Writing	Speaking
2	Language Acquisition	Applied Linguistics
3	Phonology	Translation
4	Sociolinguistics	CALL
5	Seminar on Applied Linguistics	Drama
6	Literary Criticism	Research
7	Prose &Stylistics	Modern Novel
	New Plan	
1	Translation 2	Morphology & Syntax
2	Language Acquisition	CALL
3	Literary Criticism	Discourse Analysis

4	Drama	Shakespeare
5	Seminar on Applied Linguistics	Post-Colonial Literature
6	Poetry	Graduation Project
7	18th Century Novel	20th Century Literature

The report presented herewith encompasses a comprehensive analysis of the academic examination results of the college over a four-year period. The document proffers valuable perceptions into the students' academic performances and their proclivity towards knowledge and skill domains. The information contained herein is of significant value and may prove advantageous for educators and external stakeholders.

Graph 5 PLO Assessment Samtah University College
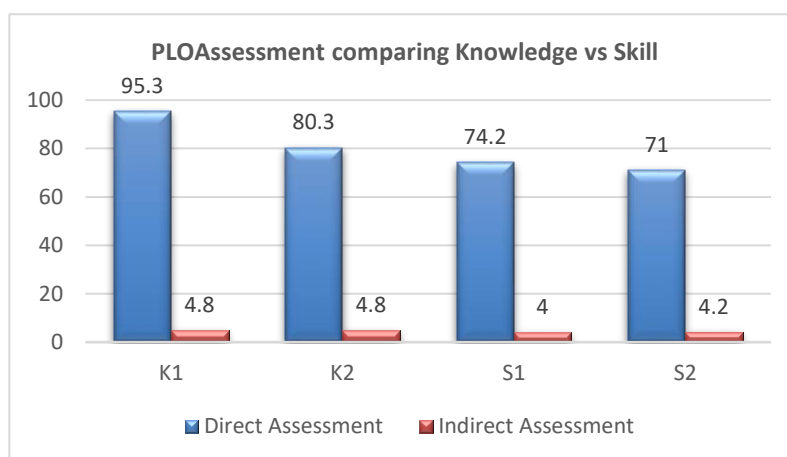
The graphical representation of the PLO ASSESSMENT SAMTAH University College 2022 reveals a conspicuous discrepancy in the performance of students between the knowledge and skill domains. More specifically, the data designates that students exhibit a greater level of proficiency in the former domain while their performance in the latter domain is markedly inferior. This finding is of considerable significance and underscores the need for rigorous inquiry and remedial measures to enhance student performance in the skill domain. The data presented above has been derived through careful calculation and analysis as follows.

Calculation of Direct Assessment: Evaluating a student's performance is a matter of utmost importance in our academic establishment. To ensure the highest standards of assessment, the course instructors utilize a specialized CLO Excel sheet prepared by the English program of Jizan University. This technologically advanced tool serves to streamline the evaluation process by generating highly detailed and visually compelling graphs and charts. The instructors manually complete this spreadsheet, providing comprehensive information that summarizes the assessment results in a lucid and easily comprehensible format. The CLO Excel sheet is an innovative tool that saves significant amounts of time and effort while providing highly accurate and insightful information about the student's performance. With its sophisticated features, this spreadsheet empowers educators to identify areas that require improvement and offer personalized guidance to each student.

Calculation of Indirect Assessment: As an essential and fundamental component of the rigorous and comprehensive end-of-term evaluation process, the researchers conducted a methodically designed and executed survey to comprehensively assess and evaluate the effectiveness and efficacy of the PLO. The survey was designed to gather comprehensive and insightful feedback from the participants, taking into account multiple pertinent aspects of the PLO, such as its relevance and impact on their learning outcomes. The

survey results were automatically computed, analyzed, and meticulously recorded in a separate Excel sheet using advanced statistical analysis tools, which provided a detailed and nuanced overview of the data. A thorough analysis of the data to categorize complex and multi-dimensional patterns, trends, and correlations helped to gain a deeper and more nuanced understanding of the effectiveness and efficacy of the PLO. This highly detailed and comprehensive analysis of the survey results enabled the researchers to identify specific areas of strength and weakness in the PLO and devise highly targeted and practical strategies to improve its effectiveness and efficacy.

Findings:

The results obtained from the survey indicate that a significant and predominant proportion of students, with an average of 4.22, demonstrate a marked preference for the knowledge domain. This observation suggests that students are highly inclined towards the acquisition of knowledge and display a proclivity for expanding their understanding of diverse subjects. Compared to the rest of the data points, which may demonstrate varied preferences, a substantial average of 3.916 exhibits a clear preference for acquiring skillsets. This suggests a proclivity towards engaging in practical, real-world tasks that require the application of specific competencies and knowledge. The data may imply that these individuals are inclined towards activities that require hands-on learning, such as vocational training or apprenticeships. Alternatively, they may possess a strong desire to develop their abilities in a particular area or subject matter. Overall, this insight could be valuable in identifying the ideal learning and training approaches for individuals with a preference towards skill development and help tailor educational and professional development programs to suit their needs better. Based on the outcomes, it can be deduced that the preponderance of students evinces a remarkable acuity and zeal for memorization, coupled with a praiseworthy level of comprehension of the subject matter. The students possess excellent proficiency in comprehending and implementing the language's rules. Studies have shown that a significant number of students, often ranging in the majority, are faced with challenges when attempting to compose responses to questions that demand an extended and elaborate explanation, analysis or argument. The difficulties experienced by these students may include but are not limited to poor time management, insufficient understanding of the subject matter, lack of critical thinking skills, inadequate writing proficiency, and limited research abilities.

Through the application of inferential statistics, the research team gleaned valuable insights regarding students' preferences in their academic pursuits. Expressly, the findings indicated that a significant majority of students displayed a stronger inclination towards the acquisition of knowledge as opposed to the development of practical skills. This discovery has significant implications for the design and delivery of academic courses, as it suggests that educators may need to place a greater emphasis on the provision of practical aspects of knowledge. Further research could be conducted to explore the underlying factors contributing to this trend and to identify strategies that can be employed to meet students' needs better. The research team hopes this research will serve as a valuable resource for educators and academic institutions. Variegated modalities exist for acquiring knowledge, from formal academic instruction to vocational training and independent learning. Formal education imparts structured and comprehensive guidance to learners, while vocational training provides specialized instruction in a particular field or trade. Independent self-learning, on the other hand, enables individuals to acquire knowledge through observation and experience without the aid of external guidance. Conversely, the acquisition of skills involves a more deliberate and protracted effort to develop expertise in a specific area. It necessitates consistent and assiduous practice, utilizing all sensory faculties, both physical and non-physical. This encompasses the utilization of hands or other physical movements and mental faculties such as problem-solving, creativity, and critical thinking. Developing skills is an ongoing and iterative

process that demands patience, persistence, and an insatiable thirst for learning and improvement. The aforementioned statement elucidates a critical imperative in education: allocating adequate resources towards enhancing students' skills and knowledge. This is of paramount importance as the growth and development of students in both academic and personal domains are interdependent, and a deficiency in progress in one area may adversely affect the other. Thus, directing resources towards the improvement of students' abilities will facilitate a more comprehensive and well-rounded growth, leading to positive outcomes in both academic and personal realms.

The correlation between skills and knowledge

Acquiring skills is complex and involves utilizing an individual's pre-existing knowledge. This knowledge can be seen as know-how, encompassing theoretical and practical understanding of a particular subject matter. Through this utilization of knowledge, skills are enhanced and refined, resulting in a more remarkable ability to apply them in various contexts and situations. Skills refer to practical knowledge that can be translated into the capacity to execute tasks. Maintaining a hierarchical order wherein knowledge precedes skills is of utmost importance. This hierarchy is necessary to ensure that individuals possess a fundamental understanding of the subject matter before applying their skills towards it. It is of utmost importance to note that the possession of talent does not invariably correspond to the possession of knowledge. Conversely, the possession of knowledge does not necessarily ensure the retention of talent. The process of instilling knowledge in an individual who possesses inherent talent is notably more expedient than the process of imparting that same knowledge to an individual who has already demonstrated proficiency in the relevant subject matter. The concept at hand categorizes individuals into two discrete categories - those who acquire skills and knowledge through formal instruction and those who learn through self-education. Unfortunately, the former group is frequently deprived of opportunities to apply their newly acquired knowledge to practical situations.

Discussion

Having carefully examined the results of the research, it is unequivocally evident that a pedagogical methodology that integrates both knowledge and skill in a harmonious manner would serve as a valuable asset to the students' learning experience. However, Knowledge-based and skill-based learning have unique advantages that can contribute to individual growth and development.

Knowledge-based learning:

The knowledge-based learning approach constitutes an instructional modality that takes into consideration the student's antecedent knowledge and endeavors to promote their understanding through a multitude of activities. Utilizing the existing knowledge of students in the learning process serves to augment the meaningfulness of the educational experience. The cultivation of a comprehensive and thorough understanding of the subject matter at hand facilitates the enhancement of practical skills through knowledge-based learning. Education that is based on information prioritizes theoretical knowledge over practical skills. It is imperative to acknowledge that there might not exist a direct relationship between the knowledge acquired through the course and its practical application.

Skill-based learning:

There exist innumerable, cogent reasons as to why an education that is heavily oriented to the development of skills is of paramount importance

A. It promotes greater self-sufficiency.

Skills-based training is a pivotal component in the advancement of critical thinking and autonomous problem-solving among undergraduate students. The acquisition of these proficiencies is paramount, mainly as students are presented with an array of novel concepts. Skills-based training provides a robust platform for students to develop and enhance these abilities.

B. It hastens the learning procedure.

By incorporating a multitude of learning modalities and adopting a skill-based approach, students can significantly enhance their ability to absorb information at a more accelerated pace. This approach serves to bolster and further develop their pre-existing knowledge, resulting in a more comprehensive understanding of the subject matter. The utilization of diverse learning techniques and a concentrated focus on practical skills are fundamental components that contribute to the success of this approach.

C. Real-life practical exposure is offered.

Educators encounter the intimidating task of conferring theoretical knowledge to their pupils due to insufficient exposure to practical experiences. In order to foster a comprehensive and in-depth understanding, it is of utmost importance to implement a strategic approach that seamlessly integrates the learner's world and enables them to enhance their existing knowledge base progressively. While a skill-based curriculum is paramount, providing foundational knowledge is equally indispensable. This knowledge empowers students to apply their skills comprehensively and comprehend the full context of their learning and the rationale behind their studies.

A balanced method:

Acquiring knowledge and skills is a correlated and sequential mutually beneficial process. Recent research has designated that students who demonstrate adeptness in metacognitive and cognitive abilities, inclusive of the capacity for recall and the ability to establish connections between information, exhibit a greater likelihood of attaining success as learners. The acquisition of the ability to comprehend the written or spoken word affords students the opportunity to gain access to a broader and more varied range of information, a phenomenon that can substantially augment both their knowledge base and cognitive faculties. It is of utmost importance to prioritize the development of a curriculum that meticulously balances the acquisition of skills and knowledge. This approach is vital to assure that the younger generation can handle learning gaps that may obstruct their overall academic growth and progress. When considering the best method of education, avoiding promoting one strategy over the other is essential, as this may create a false dichotomy. An essential aspect to contemplate is whether the primary objective of education should be to impart knowledge or to prioritize the cultivation of problem-solving skills. Additionally, would it be more advantageous to possess knowledge or skills? Our comprehensive analysis has led us to the determination that the response in consideration comprises both of the given options. An optimal curriculum predates the efficacious balance of knowledge acquisition and skills development. This necessitates a meticulous amalgamation of theoretical and practical pedagogical approaches customized to address the particular requirements of the target audience. A meticulously crafted curriculum facilitates individuals and organizations in accomplishing their objectives and fosters lifelong learning and personal development. These two elements are inextricably linked and must be interwoven to foster the desired outcome. To establish a successful curriculum, it is imperative to develop a practical framework that enables students to acquire fundamental knowledge and skills. Additionally, providing ample opportunities for students to practice and apply these skills over an extended period is crucial to facilitate mastery.

Conclusion

Theoretical knowledge is of great significance; however, practical skills are imperative. Utilizing knowledge to cultivate skills is essential. The study findings indicate that the undergraduate students at Samtha University College are inclined to prioritize acquiring knowledge over developing skills. Moreover, the students seem more persuaded towards enhancing their academic performance instead of equipping themselves with skills that may benefit their future endeavors. The implications of this perception transmitted notable consequences and complications that could deter the organization's ability to attain its predetermined aims and objectives successfully. To ensure that graduates are well-equipped to meet the demands of commerce, universities and institutions must prioritize the quality of their academic curricula. Emphasizing industry-relevant skills and knowledge development should be prioritized over the quantity of graduates produced. The variation in skill set requirements among different businesses is a crucial aspect to consider. However, it is essential to note that the effects of such variations may have a ripple effect on self-employment, leading to a higher unemployment rate. The Kingdom of Saudi Arabia exercises authoritative control over higher education institutions, which operate within the framework of the National Qualifications Framework (NQF) guidelines. These guidelines strive to impart comprehensive knowledge and practical skills to students, with the ultimate objective of facilitating their holistic development.

At the close of the day, knowing alone is insufficient. Exceptional candidates' ability to apply their expertise in practical situations distinguishes them. Engaging in exercises, scenarios, and fieldwork training can ignite inventiveness and creativity, inspiring individuals to be proficient and capable. By incorporating various resources, such as training, education, seminars, and workshops, a comprehensive program can be developed to nurture and develop skilled individuals. In order to promote progress and foster educational evolution, individuals must maintain a vigilant stance concerning staying up-to-date with the latest developments and knowledge, even when the information may not be entirely factual. The following are some efficacious pedagogical techniques that may serve as a motivational stimulus for students:

1.   Self-regulated learning: In order to generate a multifarious array of knowledge types, one must conform their SRL approach to the prevailing goals at hand.

2.   Content-based instructions: Integrating accessible literature with Content-Based Instruction (CBI) presents a highly effective curriculum for learners to acquire academic vocabulary, broaden their domain knowledge, and enhance their critical thinking capabilities.

3.   Mixed approaches:

The mixed approach model combines Form Focused Instruction (FFI) and Content-Based (CB) instruction integrated with a literature-based approach. By virtue of this approach, the learners are endowed with a profound comprehension of linguistic patterns within a specified context. As a corollary, the learners are able to not only assimilate content in its entirety but also exhibit their prowess in producing cogent discourse. This, in turn, engenders a more efficacious and streamlined learning experience. By teaching literature and language as a cohesive entity in both competence and content-oriented courses, learners become more cognizant of the nuances of the language and develop into well-rounded individuals.

Recommendations

The research team has put forth a recommendation in consideration of the current study's findings.

Area of improvement at the administrative level:

Further scrutiny and additional attention are necessitated to identify and resolve areas of deficiency, which can potentially augment the success of the organization in its entirety.

Knowledge:

In circumstances where a lack of knowledge is apparent, organizations must establish an archive that facilitates students' access to a diverse range of resources. These resources may include books, articles, journals, operation manuals, and technical support manuals. Through implementing this measure, learners are granted the opportunity to expand their knowledge base, competently address any gaps in their understanding, and thereby make a meaningful contribution to the organisation's overall progress.

Skill

In the event of a skills gap, it is recommended to establish operational manuals, strategies, and policies that incorporate on-the-job training, in-house training, field training, and formal training. These measures will enable the realistic implementation of obtainable information.

Area of improvement at the individual level:

In the event that an individual lacks specific skills, irrespective of his/her current level of knowledge, the optimal approach is to devise personalized work or action plans to aid in their development. However, the most promising solution is to introduce self-assessment assignments, peer group discussions and initiatives that can unlock the individual's full potential and broaden their intellectual horizons. It is crucial to incorporate a blend of knowledge-based and skill-based learning. Additionally, learners should be allowed to transition between these systems as they progress through different stages based on their abilities. This approach will cater to students' diverse learning needs and provide them with a more effective and personalized educational experience. It is imperative to provide students with the opportunity to pursue vocational courses throughout their academic journey, starting from high school until graduation. In addition to this, short-term preparatory courses should be incorporated into the educational system to facilitate students' skill development.

It is recommended that students be allowed to select between knowledge-based education and exploring specific employment markets to gain a more comprehensive understanding of the available job prospects. Furthermore, it is recommended that the skill-based aspect of education be integrated at every level in partnership with an industry or organization, enabling students to acquire practical, hands-on experience. Imparting a well-rounded and thorough education that incorporates theoretical knowledge and practical skills is strongly advised. The provision of requisite competencies to individuals is instrumental in enabling them to aptly navigate through the myriad of challenges that may arise on a daily basis.

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