

The Effect of Teaching Method on Academic Achievement and Some Psychological Factors Among the Gifted Girls Middle School Students

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Abstract

The aim of this study is to study some teaching methods and measure their effects in some sets of variables: ("academic achievement", "self-confidence", "student's attitudes toward courses or their motivation") from their viewpoint as gifted girls student. The qualitative approach and focus group tool was used to collect data from sample of 7 gifted girls' middle school students in Al-Ahsa city in the eastern region in Saudi Arabia.

The study concluded that:

The diversity in teaching methods consider as a factor that influences the student's academic achievement, increases the student's self-confidence and the student's attitudes toward courses or their motivation.

Table 1 sThe effect of teaching methods (Frequent factors that affected by teaching methods)

The effect of teaching methods (Frequent factors that affected by teaching methods)	First student	Second student	Third student	Fourth student	Fifth student	Sixth student	Seventh student	Degree level
academic achievement	11	8	11	9	10	12	15	76
self-confidence	2	3	3	2	3	0	2	15
student's attitudes toward courses or motivation	3	4	5	4	5	2	6	29

We find that teaching method affects several factors (academic achievement, the student's self-confidence, and the student's attitudes toward courses or their motivation) and in different degree levels:

First: Academic Achievement is greatly affected by teaching methods by 63.3%.

Second: The teaching method affects the student's attitudes toward courses or their motivation by 24.2%.

Third: teaching methods affect the student's self-confidence in herself by 12.5% which is the lowest degree compared to other factors in this research.

The affecting practices and teaching methods were arranged according to the student's point of view after giving each method a degree level of importance on the scale.

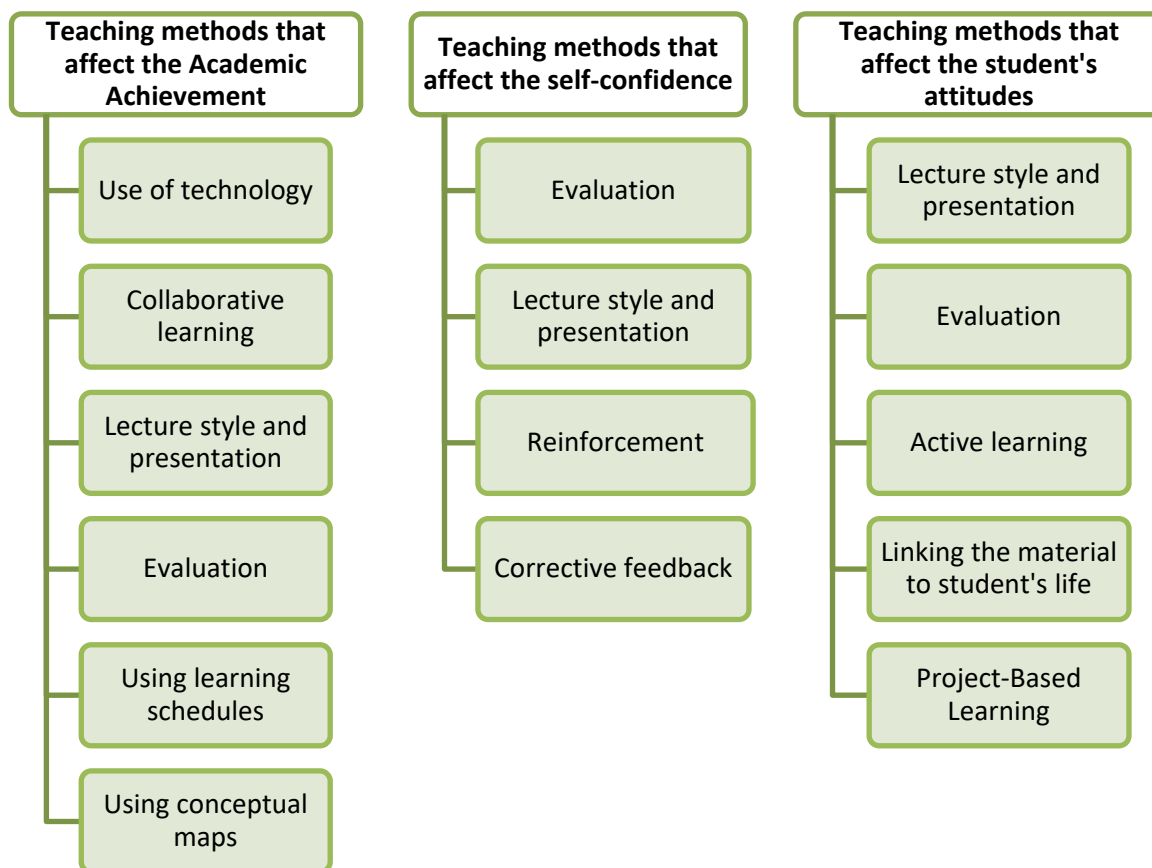


Figure 1

Keywords: Qualitative research, Focus groups, Teaching methods.

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1. Introduction

Schools can be considered as one of the main sources that enhance the formation of both individuals and society and develop their features at all times. The teaching methods for teachers are considered as a basic input from the educational process and the main axis in changing it in order to improve it as soon as it faces a lot of technical, cultural change, economic and social challenges.

The use of educational strategies should include a high responding to the needs of students, facilitating effective learning experiences, involving students in the learning process, problem-solving, critical thinking, creative thinking, and providing an environment that has the fairness and the effective use of various methods to raise learners' motivation, efficiently managing learning time, reducing wasted time and caring for Evaluation and Corrective feedback ". (Al-Qahtani, 2019)

This research aims to study teaching methods and measure their impacts in a set of variables: (academic achievement, Self-confidence, students' attitudes). The researcher used the qualitative approach because this type of research approach is suitable for the focus groups for a sample of 7 gifted girls' middle school students in Al-Ahsa city in the eastern region in Saudi Arabia.

One of the most important fields of scientific research is educational research as it engaged with drawing educational policies and provides important information and data that led to critical decision-making in a good way. It also paves the way for change and renewal processes as it is considered one of the important tools that are indispensable to meet the multiple demands of the education system (Al-Dahshan, 2015)

As one of the most important goals of educational research is to reveal new knowledge that helps in providing solutions and alternatives methods that could help in explaining and deep understanding of the various dimensions of the educational process. It also seeks to study the reality of educational systems to know their distinct characteristics, problems and work to provide appropriate solutions to increase their internal and external efficiency. As well it paves the way for educational change, development processes, enhancing knowledge and

using them to solve problems. The need for educational research with their various types is more necessary today than at any other time, due to the rapid changes and knowledge explosion in various fields of Life (Obaidat & Abo Alsamid, 2009)

In this study, the qualitative research method was chosen, whereby we will review its types and tools.

1.1 Qualitative research:

It is research that aims to overcome the direct form or phenomenon that appears on the surface to reach the content or the nature and dynamics of relations. It is a systematic approach aimed at rebuilding the component and understanding the phenomenon where the word Qualitative includes an emphasis on processes and meanings that cannot be measured accurately or that are not absolutely measurable. (Abu Allam, 2013)

1.2 Qualitative research methods:



Figure 2

1.2.1 Focus group:

The focus group aims to deeply analyze data in a comprehensive way and with an ability to nearly accurately describe and correctly diagnose situations, attitudes toward, feelings, emotions, motivations, and social relationships.

Boudel and Sanjel define the focus group as a group of individuals chosen and grouped by researchers to discuss the topic of research and comment on it from their personal experiences.

Morgan defines it as a method of research through which data can be collected through a topic identified by the researcher. (Morgan, 2010)

This definition includes three main elements:

- The focus group is a method of research devoted to collecting data.
- Interactions in group discussions consider as a source of data.
- It recognized the positive role of the researcher in leading group discussions for data collection purposes.

In Carrie and Smith's view (focus group is a method of research that relies on the use of directed discussion through interaction as a means of obtaining rich information)

It is clear from these definitions that the focus group has the following:

- It gives a clear interest to the research participants as "experts" in the subject of the research.
- It allows an in-depth understanding of the research participants' attitudes, perceptions, and opinions.
- It relies on the dynamic interaction of groups to obtain the required information.
- The success of this method in research depends on the researcher in playing the role of the leader and not the role of the interviewer. (Onwuegbuzie, Dickson, Leech & Zoran, 2009)

1.2.2 Focus group types:

1. Large groups: This group is based on a discussion that takes between 90 to 120 minutes and includes research participants' between 8 and 10.
2. The small focus group: does not differ from the large, except in the number of research participants which is between 4 and 6.
3. The conference focus group: that takes between half-hour to 2 hours.

The group that was used in this research was a homogeneous group in age, living level, gender, and environment.

Therefore, we found that the differing opinions and experiences were not revealed in this research. Also, and the research participants felt comfortable with each other.

The procedures for interviews that made for research focus groups were as follows:

- Clearly defining the goals.
- Preparing questions for the dialogue or the interview.
- Selection of research participants.
- Preparation of the meeting.

1.3 Teaching methods

Teaching methods are important topics of concern to those who interested in education, because of their critical importance to the success of the educational process.

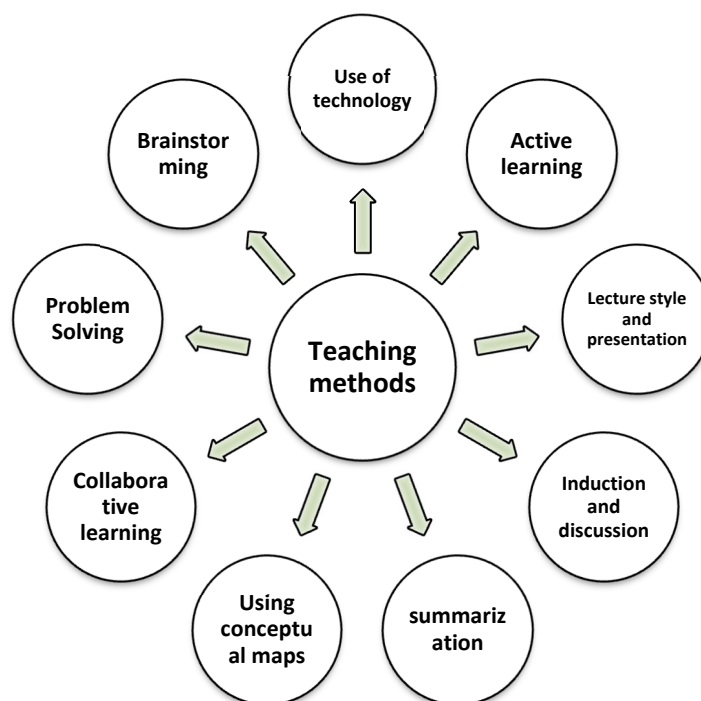


Figure 3

(From here we ask the question about the impact of teaching methods and what are teaching methods that are applied by teachers inside the classroom and what is the importance of a good selection of the appropriate method to increase student achievement and increase confidence and the growth of positive attitudes towards the course being taught.) (Al-Shara & Al-Ghuwairi, 2018) (Al-Dahmash, 2016) (Al-Omari, 2015) (Al-Anzi,2012) (Ahmed , 2010) (Ali,2010) (Al-Alwani,2006)

Modern education seeks to a high level of effectiveness and a high degree of quality in education through diversification in the degree of teaching methods used. All of that was must be made to keep up with technological progress and the learner's inclination and desires on the other hand. The role of the teacher is no longer limited to the process of transferring information to the minds of students, but it transcends it to searching for ways to develop students' thinking, investigative and research skills in order to make them an effective component and a positive participant in the educational process. It is the only way to reach the desired high-quality strength and effectiveness.

Teaching methods receive great attention from researchers whenever educational concepts have evolved because they are one of the important elements in the success of the educational process and achieving educational goals. Before dealing with teaching methods, some concepts must be clarified for some important concepts that seem to be synonyms for each other which are Teaching Strategies, Teaching Methods, and Teaching Style. These are concepts that have relationships with each other, but each one has its own implications.

Teaching strategy: When developing a chart that explains the relationship between the three elements (strategy, method, and style) we will find that the strategy will be first and then the method and then the style. Because the strategies are the broadest and most comprehensive and this is confirmed by the definition of Nagahe (teaching strategies are regular plans that include a set of advanced methods and styles and the activities that are followed by learners in the classroom to achieve specific goals). (Fethiye, 2019)

Teaching methods: it can be defined as the set of methods and procedures that the teacher takes inside the classroom, with its sequential, interrelated steps and activities that he performs in order to achieve a goal or a set of pre-defined educational goals for students. It was defined by Youssef Al Maroun (teaching methods are the steps that the teacher follows to deliver a greater possible degree of study material. It is also the means for the teacher to develop and implement the plans so that the class will be a part of student life and the student takes place in its context and grows with the guidance of the teacher) (Maroun, 2011)

Therefore, we can say that it is the technique or how the teacher uses it to communicate information to students in an interesting manner and various ways to attract the attention of students and increase their motivation towards learning and achieve interaction among them. A successful teacher, in reality, is a successful method whereas a teacher, no matter how he was abundant on the course, and does not have a good way to communicate his information, he cannot reach his goals. Therefore, the teacher must give great importance to the teaching method that he uses because it is the main key that will lead him to achieve the required.

Teaching styles: The style adopted by the teacher to implement his teaching philosophy when he communicates directly with students. Its aim is to implement the teaching method.

The basis and features of successful teaching practices:

- Diversification of the activities to meet the individual differences among students during teaching.
- Giving the student the opportunity to think, act, and obtain information on his own.
- Developing the ability of learners to scientific and critical thinking.
- Training the senses on observation as a basis for developing of all the capabilities of the student, from analyzing, reasoning, concluding, and issuing judgments.
- Encouraging and motivating students to adopt teamwork and cooperation.
- Mohsen Ali added the specifications of good teaching methods that are selected must be suited to students' abilities and preparations.
- To stimulate students' motivation towards learning.
- It can be used in more than one educational situation.
- To relate to the aims of education.
- Help students explain their findings (Al-Tanawi, 2013)

There is no single or better method that fits all courses. So, could be a method that fits one course that may not fit another. But we can describe the good method as the method that takes into account some important factors that help in facilitating and making the educational process successful. An example of this is the time which is one of the main factors that the teacher should set as a priority in addition to the effort. Therefore, the teacher must choose the best method to achieve the goals of the courses.

Research and studies also confirm that there is not a single effective teaching method that can be described as the best teaching method and recommend all teachers to use it. The methods and practices differ with the different courses, different courses presenting, different school stages, different ages, different mental, different physical development, different readiness, different inclination of learners and the difference in their number inside classroom. Also, one lesson may not be limited to one method. So, one lesson may need to use several methods (Bodhi, Khuza'a, 2012). Methods such as discussion by learning, problem-solving, collaborative learning, and the use of technology are important methods. The use of technology and discussion style is beginning to take its place among teaching strategies. The importance of these strategies came as a result of many educational and psychological researches that confirm the necessity for the learner to learn by himself according to his abilities, interests, and inclinations. The role of the teacher is to guide students. These methods are characterized by taking into consideration the individual differences between the learners and allowing the learner to develop his capabilities of self-learning and give him more independence.

Teaching methods have great importance in achieving desired educational outcomes for students at different educational levels. Because of this importance, they used to say that a successful teacher is only a successful method. Teaching methods are one of the effective and important tools in the educational process, i.e. it plays an essential and effective role in organizing the class and in dealing with the scientific subject. The teacher will not be able to dispense it because, without it, it is not possible to achieve public and private educational goals. (Jaber, 2005)

Effective teaching practice focuses on the nature, needs, and problems of society. And it is the most element of the curriculum that contributes to achieving the goals. Because it determines the role of both the teacher and the students in the educational process.

The purpose of education and its most important goals in its concept is to create the appropriate environment for students to grow in a good and balanced way in all mental, psychological and social aspects. In addition, it will help them to enable themselves to acquire the basic skills that prepare them to realize themselves and to serve their societies. To achieve these goals, the teaching methods must diversify and evolve to include methods and situations in which students can participate in them to cultivate their personality and develop his perceptions, skills, and

abilities. Demonstrating the impact of these methods requires effective teaching and use various methods that could help the student to get many educational benefits. The focus of this study will be on the impact of some methods in the following aspects: (increasing the academic achievement of a girl students, raising the level of student confidence in themselves and building positive attitudes towards learning, educational material, and scientific specialization).

As a result, there was a need for the current study topic which measures the effect of teaching methods on academic achievement and some psychological factors of the gifted girl student, in an attempt to answer the following main question:

What are the impacts of teaching methods on academic achievement and some psychological factors from the viewpoint of gifted girl's students in the middle School in Al-Ahsa city?

The main question is subdivided into the following sub-questions:

- 1 What are the effects of teaching methods on the student's academic achievement?
 - 2 What is the opinion of middle school students (the study sample) on the effectiveness of teaching methods to raise the level of confidence of the student in herself?
 - 3 What is the effect of teaching methods on the formation of the student's attitudes toward courses and her motivation towards the course?
2. The importance of study:

Although the Ministry of Education helps teachers to develop their experiences and improve their teaching methods through vocational training, training courses and summer programs, it is clear that teaching methods, in general, are dominated by the traditional nature and the lecture style. Therefore, the importance of this study is to identify the reality of teaching methods that made by teachers in the classroom and the most effective method from the opinion of students.

The study is important because it has:

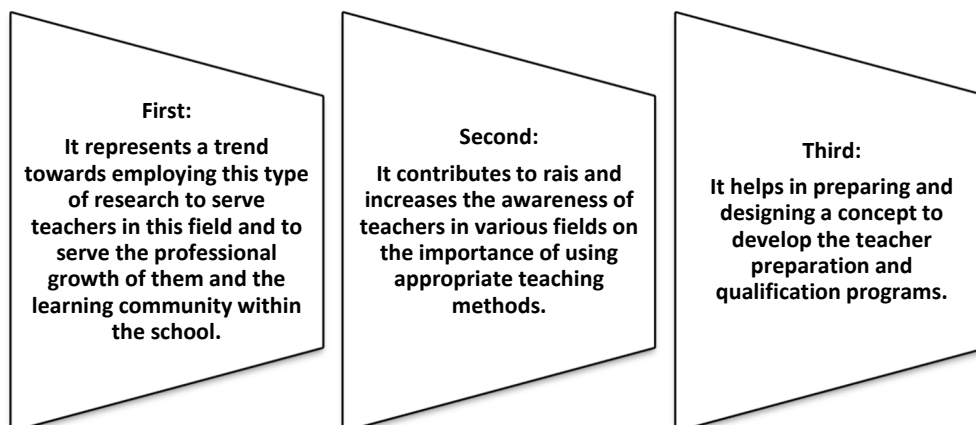


Figure 4

3. Objectives of the study:

The main objective of this study is to diagnose and study the reality of the teaching methods and to provide an accurate description of the reality of these methods and their impact on academic achievement, the level of self-confidence of the student and identify student's positive attitudes toward courses. This is in order to identify the strengths and weaknesses of these methods that could help in improving them. This study also aims to provide a description of some methods in term of some variables, which are: (academic achievement - the student's level of self-confidence - student's attitudes toward courses).

The research objectives are as follows:

- Identify the teaching methods practiced by the teachers and their effects on the academic achievement of girls' gifted students.
- Identify the methods that mostly influencing the student's self-confidence.
- Explaining the difference in teaching methods that lead to building a positive student's attitudes toward courses.

4. Study Approach:

This study has chosen the qualitative approach because of its suitability to reveal the reality of classroom methods. In this approach, there is a foresight analysis and deep understanding of classroom situations in their natural condition. The focus group method was used as a tool to collect data, as it fits the research goals.

5. Focus group selection:

The gifted students of the sample were identified by nominating their teachers. Also, they were identified as gifted students through the giftedness scale and academic achievement. The mean age of all participants at the time of the study was 12.6 years, from middle intermediate and second intermediate grades. Initial demographic information about the students was taken by their teacher. Additionally, the students were asked to introduce themselves at the start of the interview. Table 1 provides a summary of the participating sample including choosing the order of the student's seating number as the name indicates at her, ages and grade levels. The participants were all from the same school (Aramco School, which is a complete type in terms of attachments and infrastructure from government schools). The economic status of the students' family is average, and the educational level of the family is high.

Table 2 Students' data in the sample

Table 2 students data in the sample		
Nick name	age	Grade
ST1	13	2
ST2	12	2
ST3	12	1
ST4	12	1
ST5	13	2
ST6	12	1
ST7	12	1

6. Method:

The qualitative approach was used. The aim of the research is to present and highlight the importance of teaching methods that the teacher performs in the classroom through the perspectives of the gifted students. The answers, obtained from the sample, were examined and compared to determine how the teaching methods affect the academic achievement, the student's self-confidence and the student's attitudes toward courses. Research on this topic from a variety of individual perspectives, to obtain a deeper understanding of the impacts, which is mean that each student represents a mini case participation in this study. Reducing the number of participants in the focus group to seven students allowed the researcher to a deeper exploration of individual cases. Also, the use of open questions in the group discussion helped in providing a rich and thick description of this study.

7. Procedure:

- The interview, that take an hour and half, was made and permission to record was taken.
- Unpacking audio recordings.
- Read and recognize data (idea - comment - impression).
- Organize the data and put a name and code for each part of the data (word - sentence - paragraph) and in terms of repetition (words that are repeated in the text).
- Consider the titles and names for the purpose of classifying them into specific groups and topics that were explored from the information bring about from the interview as a result of the repetition.
- Searching for the meaning of classification in term of research questions.
- Writing the themes that appeared in term of causality (something happens because of something else).
- The most influential teaching practices and methods that were mentioned in the interviews were arranged.
- These teaching practices were categorized using the scale (high impact methods - medium impact methods - low impact teaching methods).

Hatch (2004) indicated that data obtained from focus groups are qualitative type data.

There are two approaches to analyze the data obtained from this tool:

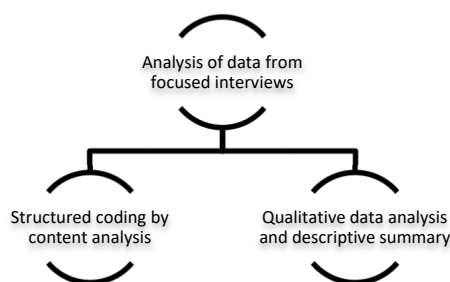


Figure 5

(Alabdulkareem, 2012)

The main data sources are the answers of the participants to the questions that were prepared to focus on knowing the student's opinion on the teaching methods that most affect her. Interview questions focused on considering that participants are gifted and the methods have an impact on the formation and development of their giftedness. Since the purpose of the study is to explore a deep understanding of the responses, reactions of the students and their interaction with each other to obtain an understanding and explanation of the impact of teacher methods, the interview was taken literally as well as audios were reviewed before coding and the Pivot table was used to ensure accuracy. Results and attributes were also shared with the teacher of the students for comments before writing the discussion. she mentioned that the participants expressed their happiness with the experiment and that the topic was one of the topics that they considered an important topic. During the interview and the discussion, they felt that their voices and opinions were heard.

Through analyzing the results, it was concluded that the most influencing methods in terms of achievement, self-confidence, and student's attitudes toward courses as follows:

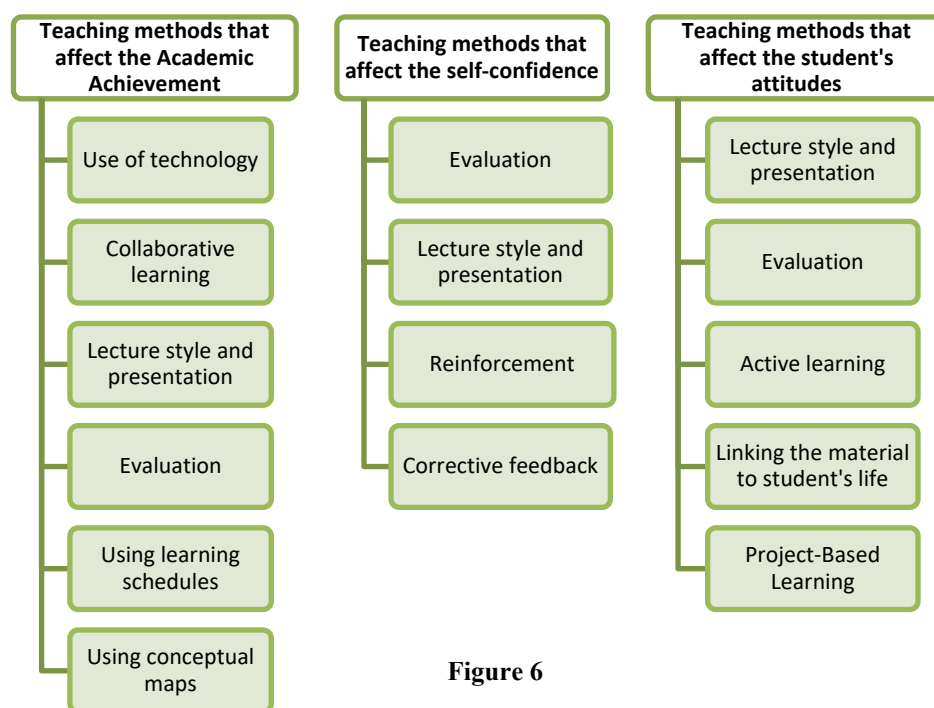


Figure 6

8. Results of the first question:

What is the effect of teaching methods on the student's academic achievement?

Table 3 Q1\leftrightarrowST1

ST1				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of Technology	"The technique, as mentioned by the student (7), is because it attracts them more, like strategies to reduce forgetfulness and increase suspense, while the teacher explains it." "I feel the information is easier and more understandable."	Positive	4	%30.7
Linking the courses to the reality of student life	Examples of reality Bring examples from reality so that they can understand and be aware of the damages	Positive	2	%15.4

ST1				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Collaborative learning Involving the learner in the learning process	"I love to be a team work and to respond to the discussion, I hope that other students learn team work over time." Using the young teacher method in the explanation If you use it, the teacher should explain after the young teacher	Positive	3	%23
conceptual maps	Student No. 7 (clarifies the information) Everyone agreed with what you mentioned and everyone loves it.	Positive	1	%7.7
learning schedules	"Retrieves information and compares my information to its"	Positive	1	%7.7
Lecture style (explanation style)	The explanation is sometimes required for the teacher to summarize. The teacher goes in-depth and the lecture become boring at that lesson, and sometimes the best detail is necessary between each paragraph then the teacher should ask and give some degrades. "Explaining takes the most time from class"	Negative	2	%15.4
<p>(If the teacher use the technical, I feel the information is easier and more understandable) The above statement represents the student's opinion on the extent of the impact of the use of technology in teaching, where its percentage in terms of impact reached 30.7%, and this percentage clarifies the extent of the impact of the use of technology in education. That followed by the use of cooperative learning and linking the courses to the reality of life. The uses of the Lecture style (explanation style) in some subjects affect Negatively on student achievement.</p>				

Table 4 Q1⇔ST2

ST2				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of Technology	Technology Technology Technology	Positive Positive Positive	3	43%
conceptual maps	The teacher should talk with students in the form of exchanging information, so students will tell her the information they know and she will link the information with the lesson and then concepts maps will be set	Positive	1	14%
Evaluation	The teacher should ask about the previous lesson and make sure that the students understand it and the same thing for today's lesson. So we can make sure of the understanding of the lesson.	Positive Positive	2	29%
Lecture style (explanation style)	applying strategies (for individual and group in term of diversification) - lecture time - Do not read the lesson	Positive	2	14%
<p>The No. 2 student in the group was shy and carefully picked her words, and she used her hands for expression. During the discussion, she noted the importance of using technology, which is the highest percentage in terms of influencing achievement. From her point of view, she also showed the importance of the evaluation and its impact on the student's achievement. As for the lecture style, she mentioned that it is a useful method if it is managed in a way of discussion between the teacher and the student, and not just reading.</p>				

Table 5 Q1⇔ST3

ST3				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of Technology	Starting technology in education because, in the future, technology will be the basis of everything. Books are clearer. Technology The technology combines more than one thing.	Positive	4	%28.6
Corrective feedback	Saying that you did not understand the previous lesson and focusing this method does not motivate the student. Only people in their grades come down even with reinforcement in indifferent people	Positive	2	%14.3
Conceptual Maps	Student No. 7 (clarifies the information) Everyone agreed with what you mentioned and everyone loves it	Positive	1	%7.1
Collaborative learning	Team work	Positive	1	%7.1
Evaluation	She asks for it, but more in detail the day after which it is less - after each paragraph she asks better, affects the existence of her style - the summary is important and necessary	Positive Positive	2	%14.3
Lecture style	It is not an explanation of all the lesson words and words, but they feel themselves incapable / give them the lesson in a way that they can understand and simplify for them so that they have a difficult recollection of the others. I discussed the topic of the teacher's talk in Arabic in English class (its name is English -share naturally the teacher speaks English you benefit all that you speak, A student 7 replied to her (but she must clarify her meanings, I studied from the first) for students who studied English but with time and I was one of them I was in primary school I do not understand anything but with time and the teacher speaks English and does not speak nor an Arab point I began to understand the words you say and benefit and all Mali I understand more	Negative	4	%28.6
<p>(Technology combines more than something in one thing. Technology must be included in education because in the future technology will be the basis of everything, not books.)</p> <p>Teaching methods affecting the student's achievement are multiple as seen by the student 3. However, the most important factor she mentioned is the use of technology in teaching, followed by feedback, the evaluation during learning, the use of mental maps and collaborative learning. It also clarified the negative impacts of the traditional method of teaching, which is the method of lecture style, and considered it as the reason for the misunderstanding of some courses, because it depends on the way teachers provide the information which is the speech.</p>				

Table 6 Q1⇔ST4

ST4				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of Technology	"Technology" "Technology". Agree with the student(7)	Positive	3	%33.33
Method Of Asking Questions	Group questions in which there are participation and cooperation with girls who do not like teamwork and do not want it and with girls who do not perform the work that they should do, if they work as a group - the students love teamwork so those who do not love it they will love it with time. Strategies / ask them before the lesson about the lesson to see if they have information and after the lesson give them worksheets to be sure that the lesson has been understood	Positive Positive	2	%22.22
Evaluation	She asked for clarification of the question (I did not understand the question?) After the clarification (the evaluation in the class: the teacher asks in the previous lesson, which we took. And she comes asking about the lesson again and also better ask about today's lesson) I mean, the student is, for example, not lazy, and her grades are average, but when she hears the reinforcement from everyone and no one causes her frustration, she will succeed. I don't know, this thing means that she has motivation. In students, they say that we are in middle school. So it will not matter.	Positive Positive	2	%22.22
Conceptual Maps	Student No. 7 (clarifies the information) Everyone agreed with what I mentioned and everyone loves it	Positive	1	%11.11
Learning Schedules	I agree with the two students (1) (7)	Positive	1	%11.11
<p>(I mean, the student is, for example, not lazy and her grades are average, but when she hears reinforcement from everywhere The frustration will not creep into her and it will succeed. I don't know, I mean, this thing has nothing to do with it)</p> <p>Teaching methods affecting achievement for student 4 was the use of technology, asking questions, and she focused on the importance of evaluation and the method of reinforcement in its impact on increasing motivation to learn. As the use of conceptual maps and the learning schedule has a positive impact on the student's achievement</p>				

Table 7 Q1⇔ST5

ST5				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of technology	"Technology" "Technology".	Positive	2	%18.18
Collaborative work, involving the learner in the teaching process	Teamwork / It is not appropriate to explain and understand the lesson alone. I can bring two students who are understanding the lessons so that if they come, they can understand the information because their colleagues understand more. Make one or two students come and explain to them	Positive Positive	2	%18.18
Summarization method	The rules or things they took must be laid out in a summary question or cognitive maps for students to respond to. Every task has a question in order to make sure that they understood the task or not because sometimes there is more than one task and the students do not understand the first task, I cannot understand how to return to it and re-explain it, it is better to put each task in one question.	Positive Positive	2	%18.18
Using conceptual maps	Student No. 7 (clarifies the information) Everyone agreed with what I mentioned and everyone loves it. She asked to clarify the question to her (conceptual maps summarize the explanation that the teacher said and when you make the maps, for example, I am in a lesson that I did not understand and it was long. I suggested that you create conceptual maps that summarize for us the lesson that was explained.	Positive Positive	1	%9.1
Use the learning schedule	I agree with them, teamwork helps me retrieve the information we have taken.	Positive	3	%27.27
Explanation and lecture style	I agree with a student, 7 is a true English language class, and she is supposed to speak English only. But it should also be clarified in Arabic. Because girls will be affected by the questions that she says in English and girls want to say to her it is not clear, but the teacher forces them to speak English only. After that, the students do not tell the teacher that they did not understand the lesson or the have a problem in it even if she asked them.	Positive	1	%9.1
Through the table, we find that student 5 mentioned several methods that affect a positive impact on the student's academic achievement. As the method of using the learning schedule by 27.27%, we find that both the use of technology, collaborative work, and the summary method took the percentage 18.18%, while both methods the lecture style and the use of conceptual maps took 9.1%.				

Table 8 Q1⇔ST6

ST6				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of technology	"technology"	Positive	1	%11.11
Collaborative work	Use worksheets and work as groups, use groups	Positive	2	%22.22
Using conceptual maps	Student No. 7 (clarifies the information) Everyone agreed with what I mentioned and everyone loves her	Positive	1	%11.11
Linking the material to the reality of the student's life	Examples of reality.	Positive	1	%11.11
Summarization method	For the same lesson, you ask to summarize it and ask us about it. "At the time of the strategies, I criticized the narration and used the strategy of sticks - understand the information - summarize the information. I summarize the lesson for them.	Positive	3	%33.33
Learning schedule	Same strategies mates - using the learning schedule	Negative	1	%11.11

Student 6: The summary method came with the first method that influence by 33.33% on achievement. Followed by cooperative work with 22.22%, while the learning schedule, linking the material to the reality and use of conceptual maps and the use of technology came at 11.11%.

Table 9 Q1⇔ST7

ST7				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use of technology	Technology, because we can make conceptual maps with it, technology, now the whole life is with technology, because I use it better so that they understand, when using technology - we understand more - it is individual and collective.	Positive Positive Positive Positive	3	%28.6
Evaluation	The teacher asks about the previous lesson. And students answer them, so that makes us sure that we understand	Positive	2	%14.3
Learning schedule	It collects information and presents the objectives of the lesson that are presented in today's lesson - it helps us to retrieve information, use the learning schedule.	Positive Positive	2	%7.1
Tree drawing	She should not read the lesson!! she should use tree drawing	Positive	1	%14.3
Lecture style (explanation)	She should not read the lesson to explain it.	Positive	1	%28.6

(learning schedule Help us to retrieve the information)
 Useful methods that affect achievement as perceived by Student 7 are what serve as aids to the student in understanding and retrieving the information. We find that the most effective methods came the use of technology and lecture style, at 28.6%. Followed by the evaluation and the tree drawing by 14.3, while the learning schedule came at the end by 7.1%.

9.1 Discuss the results of the first question

Through an analysis of the students' answers in the sample, it was concluded that the teaching methods most influence the academic achievement of the student are:

Table 10 Results of the first question

Student	Method of asking questions	Linking the material to the reality of the student's life	Summing up	Maps	Collaborative work	Tree drawing	Learning schedule	Use of technology	Reinforcement	Feedback	Active learning	Lecture style	Evaluation
First	0	0	0	1	3	0	1	4	0	0	0	2	0
Second	0	0	0	1	3	0	0	3	0	0	0	1	2
Third	0	0	0	1	1	0	0	4	0	2	0	4	2
Fourth	2	0	2	1	0	0	1	3	0	0	0	0	2
Fifth	0	0	3	1	2	0	3	2	1	0	0	1	0
Sixth	0	1	0	1	2	0	1	1	0	0	0	0	0
Seventh	0	0	0	0	0	1	2	3	0	0	1	1	2
Average	0.29	0.14	0.71	0.86	1.57	0.14	1.14	2.86	0.14	0.29	0.14	1.29	1.14
Standard Deviation	0.76	0.38	1.25	0.38	1.27	0.38	1.07	1.07	0.38	0.76	0.38	1.38	1.07
Max	2	1	3	1	3	1	3	4	1	2	1	4	2
Min	0	0	0	0	0	0	0	1	0	0	0	0	0
Median	0	0	0	1	2	0	1	3	0	0	0	1	2
Mode	0	0	0	1	3	0	1	3	0	0	0	1	2
Total	2	1	5	6	11	1	8	20	1	2	1	9	8

Table No. (10) shows the averages, standard deviations, upper and lower values, median, mode, frequency, and the relative importance of the answers of the participants in study regards the teaching methods that affecting academic achievement practiced by teachers in the classrooms, which came in 63.3% the leading factors that is the most affected by these methods.

It is clear from the table that the use of technology is considered the most influencing method on academic achievement, with an average of (2.86) and with a frequency of 20 times, followed by the cooperative work, with an average of (1.57) and frequency of 11 times. The averages for the most influential teaching methods ranged from (2.86) to (0.14). The researcher considered that everything that exceeded the average of 1.20 represents a high-impact method while methods with averages between (1.20) and (0.69) are considered methods with an medium impact on academic achievement and finally methods in which the average is less than (0.69) is considered one of the lesser methods Impact. And as the table shows, the teaching methods that most influence the academic achievement of girls' students from their point of view are arranged as follows:

- The use of technology in education with an average score of 2.86 and with a frequency of 20 times mentioned in the interview.
- Cooperative work with an average of (1.57) and with a frequency of 11 times.
- Lecture style (1.29), with a frequency of 9 times.

These three teaching methods for which the results of the study were mentioned as having the most effect on academic achievement. There are among the most studied methods related to the academic achievement of the student as mentioned in the studies.

Methods with a medium impact on academic achievement are as follows:

- Evaluation method with an average of (1.14) and with a frequency of 8 times.
- Use the learning schedules with an average of (1.14) and with a frequency of 8 times.
- Using conceptual maps during teaching with an average of (0.86) and with a frequency of 6 times.
- Use the summary method with an average of (0.71) and with a frequency of 5 times.

Teaching methods with low impact on student's academic achievement:

- Use feedback with an average of (0.29) and repeat it twice.
- Using the method of asking questions with an average of (0.29) and repeat it twice.
- Use the reinforcement method with an arithmetic an average of (0.14) and with a frequency of one time.
- Use the active learning method with an average of (0.14) and repeat it once.
- Use the tree drawing with an average of (0.14) and repeat it once.
- Using the method of linking the courses to the student's life, with an average of (0.14) and with a frequency of once.

The use of technology method considers the most influencing method in academic achievement in this study and

this is consistent with the Del Man study (Mann, 1999). Where he analyzed in his study the effect of a program that teaches basic computer skills for a sample of fifth-grade students, 950 students from 18 schools. The most important results were that the more students participated in a computer-taught educational program, the higher their score on the Stanford standard.

We also find that the use of technology has the greatest effect on increasing academic achievement. It was demonstrated by the James Collec (1994) cumulative study that used the systematic statistical analysis methodology of 500 individual research studies related to technology-based education. The most important results were consistent with the results of our study. As it was stated that, on average, students who used computers achieved higher scores in the achievement test compared to students of the control sample who were educated in traditional methods. The study stated that students learn more and in less time using technology. Among the Arab studies that called for a shift in teaching methods from the traditional ways to the use of technology are the study of (Al-Akhras, 2018) and the study of (Atallah, 2019) that concerned with e-learning, and that it is the most important success factors and it has become a necessity in the education. What follows the use of technology in terms of impact is the cooperative work, and this is consistent with the study of Dr. Zidan (2005) in which he researched the effect of cooperative education on academic achievement and retaining the motivation of learners among a sample of sixth graders (118 students) and the results showed that there are statistically significant differences in achievement among students because of the method of education, cooperative education, and in sex for Female students, and this is what our girls students mentioned in their discussions. While motivation was not affected by the method of cooperative education, we find in the Al-Rasheed Study (2015) that concerned with preparing a list of standards of teaching methods among science teachers in the primary stage in terms of the trends based on knowledge economy and determining the level of each method. The study sample reached (30) teachers, and one of the most important results is that the level of practicing the standards, in general, was high, especially the cooperative work standard, and this indicates that this method is commonly used. He showed that the female teachers were able to apply them, and this is consistent with what the study found that cooperative work has a positive effect on the student's achievement.

Lecture style is among the most influencing methods of academic achievement. As we find in the analysis of the students' answers, this method has had a positive and negative role, depending on the method and what the course it will use for. Although the modern curriculum emphasizes that modern teaching methods must prepare the student to be the centre of the educational process and that methods which lead to building the student's personality, mental, psychological and social aspects and enable them to be able to solve the daily problems they encounter should be chosen. This emphasizes that the modern method does not negate the importance of the method of giving and lecturing or it can not mean that we are able to dispense with it. And this is one of the most important results of (Al-Hasnawi, 2019) study. Where students of the sample stressed the importance of this method in many educational situations, including when the teacher starting the lesson and linking the new topic to what preceded it, as well as when presenting some facts and postulates. The use of the lecture method in which the method of discussion and in which the teacher receives the lesson and there is an opportunity for the students to discuss and express an opinion as there is a dialogue. In this case, the lecture method has a positive role in raising the academic achievement of the student. Whereas when the lecture method is used by the teacher only, who is considered to have a positive role while the student is merely a recipient and a bowl of information, the negative impact on the academic achievement of the student will be clear. This is consistent with Al-Subaie's study (2006), where her most prominent recommendations were the need to reduce the use of the lecture method because the teaching process is human communication and interaction between the student and the teacher.

10 Results of the second question:

What are the views of middle school students (the study sample) on the effectiveness of teaching methods to raise the level of self-confidence of the student in herself?

Table 11 Q2<ST1

ST1				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Evaluation	"Maybe if she gives us a lesson today, tomorrow she give us a quiz or review the lesson with us using the grades of participation, it is better to do it in the same class that has many tasks after each tasks, she ask to test our understanding - better after each task the teacher asks us"	Positive	3	%60
		Negative		
Reinforcement	Reinforcement motivate, give them more grades if they answer correctly to be motivated	Positive	2	%40

Student 1 mentioned that the method that most influencing the student's self-confidence is the evaluation and there is a diversity in its effects in terms of positive and negative, according to the different ways of practicing it and its appropriateness of the lessons. Followed by the reinforcement, whose effect was positive.

Table 12 Q2<ST2

ST2				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Evaluation	When she feels that the Reinforcement is provided, she must move forward psychologically. Involuntarily, she will study more and her understanding will affect her response.	Positive	1	%100

The evaluation and modification of the learner's behaviours with psychological support. Motivation is the most influencing in raising the student's level of self-confidence in herself from student 2 perspective.

Table 13 Q2<ST2

ST3				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Lecture style	I understand what you say and benefit, and with time I understand more and more This is an English language class, it is better if you do not speak Arabic unless the words are new After the intervention of her colleagues (at the time she asks and nobody answers, you must ask here to fully understand even if no one did it.	Negative	1	%50
Feedback	The teacher should say (wrong) in a way that the student will be motivated, like saying thank you for participating and without making the student to be insulted or saying that why you did not understand the previous lesson!	Negative	1	%50

Lecture style where the student's only receiving the information has a negative role in creating a positive attitude on the student's self-confidence level that is what the student 3 mentioned where this method occupied 50% in terms of the most influential method followed by feedback that includes severe criticism of performance that could lead to a lack of Student self-confidence.

Table 14 Q2<>ST3&ST4

ST4				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Reinforcement	The student does not, for example, be lazy or her grades, i.e. on average, but when she hears reinforcement from everywhere and not frustration, she will succeed involuntarily, meaning that this thing of her made her motivation. There are students who say we are average. There is no problem with that and that will not help	Positive	1	%50
Evaluation	Strategies / Ask them before the lesson about the lesson and look at their information and after the lesson the teacher give us working papers to practice	Positive	1	%50

Reinforcement is a positive role in influencing the raising of the level of self-confidence of students by 50% from the student 4 perspective. The use of the appropriate evaluation tool has a positive effect of 50%.

Table 15 Q2<>ST5

ST5				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Reinforcement	Each teacher differs from the other, some of the teachers, even if the girl made a mistake, she should encourage her mistakes sometimes. if she answers wrongly or after the answer the girls are in a desire to participate with the teacher and do not allow them to say and leave It says sit and do not give feedback. I will use reinforcement for me because sometimes I have answers, I hesitate to answer, for fear that it will be wrong.	Positive	2	%50
Evaluation	When teacher comes to deliver information to them because their colleagues understand quickly if they come to ask and are not nervous I use these things - at first I ask them they have information or not and after the lesson I ask them to make sure that they took the information first and then individual and group working papers / even when I returned the question (make two or more students) They explain as if they are young teachers and explain and understand female students because they understand it more. It is true that there are girls who do not like. As for myself, I love that the teacher uses it and I like to be one of the listening students. I understand more students.	Positive	2	%50

From the student 5 perspective, reinforcement and evaluation have the greatest impact on raising the level of the student's self-confidence in herself if it is used in the correct and appropriate ways for the student.

Table 16 Q2<>ST6

ST6				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Feedback	There are teachers that make another girl answers or she answers	Positive	1	%100
Providing feedback with the correct methods has a positive effect in increasing the student's self-confidence.				

Table 17 Q2<>ST7

ST7				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Active learning	It affects if the teacher is teaching you and teaching you many things in her subject, and she will not only become excellent, but distinguished in her share, the teacher who explains in an excellent natural way that is excellent, but that you understand will become excellent, distinguished - the methods that use technology will succeed more - there are parameters that explain, speak and aspire The application is for girls	Positive	1	%100
The use of active learning strategies is the most important factor affecting a student's level of self-confidence from student 7 perspective.				

10.1 Discuss the results of the second question

Table 18 Results of the second question

Student	Evaluation	Lecture style	Active learning	Feedback	Reinforcement
First	3	0	0	0	0
Second	1	0	0	0	0
Third	0	1	0	1	0
Fourth	1	0	0	0	0
Fifth	2	0	0	0	1
Sixth	0	0	0	1	0
Seventh	0	0	1	0	0
Average	1	0.142857	0.142857	0.285714	0.142857
Standard Deviation	1.154701	0.377964	0.377964	0.48795	0.377964
Max	3	1	1	1	1
Min	0	0	0	0	0
Median	1	0	0	0	0
Mode	0	0	0	0	0
Total	7	1	1	2	1

Table No. (18) Shows the averages, standard deviations, the highest, lowest, median, mode, frequency, and the relative importance of the answers of the participants in study regards the teaching methods that affect the level of student self-confidence in themselves, which came in 12.5%.

It is clear from the table that the evaluation is one of the most important classroom operations and the most influential method on the level of student confidence in themselves as it reached the average of (1) and with frequency of 7 times, followed by feedback, where its average reached (0.28) with frequency of two times. And both the lecture method and active learning are considered as one of the least impactful methods. As the table shows, the teaching methods that affect the students' confidence level from their point of view are arranged as follows:

- Evaluation method with an average of (1) and with frequency of 7 times.
- Using feedback with an average of (0.28) and with frequency of 2 times.
- The use of the lecture style, active learning, and reinforcement during teaching, each with an average of (0.14) and with a frequency of one time.

The psychological factors such as self-confidence depend on a large number of external factors such as school, family and society, although most of them are due to internal motives inside the learner. The school must create an appropriate environment to build the student's personality and follow good teaching methods that depend on the student's discussion and enhancing her performance and practices during the learning process. As the holding of appropriate oral, visual and written evaluation leads to student's feeling that she is responsible for her learning process and this leads to controlling her behaviour and make a distance from the factors that distract the mind and this makes her feel more self-confident which leads her to a completion of her personal elements (Sbitan, 2015).

One of the important results of this study is that evaluation with appropriate methods and tools is one of the most important factors that lead to the acquisition of skills and behavior modification and the students in this study confirmed that. Evaluation and judgments in a severe manner and continuous criticism are factors that weaken the student's determination and reduce their self-confidence. While we find that the use of behaviour modification by motivating and promoting small successes and enabling students to perform tasks and duties by themselves encourages and increases their motivation and this leads to an increase in the level of self-confidence in themselves and makes them continue to try.

11 Results of the third question:

What is the effect of teaching methods on the formation of the student's attitudes toward courses?

Table 19 Q3<ST1

ST1				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Five-way method of explanation (lecture style)	The best class is math class, which is not very accurate and differs from other teachers Most worst class in religion / No Strategies in it	Positive Negative	3	%50
Active learning	In the past there were activities and strategies that benefit, but now there are not all activities that talk about the future and I do not think it has any importance	Positive	1	%16.7
Evaluation	The best subject you understand is "mathematics" "the family" does not matter and "my language" also	Positive	2	%33.3
The use of the five-way method and the directive application of mathematical concepts help in forming positive attitudes toward mathematics, where the student's impact rate is 50%. It was followed by the importance in terms of impact from its point of view, the evaluation method. As it represents an important factor in the direction of students and their academic inclinations, and the use of active learning strategies contributes to creating positive attitudes by 16.7%. The lecture-style has a negative impact on the attitudes and inclinations of the student.				

Table 20 Q3<ST2

ST2				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Lecture style	There should be a summary in the "social information", the boring detail in which there is boring, and the content containing an explanation that makes it objectionable. The best course is mathematics because it is important and teacher is explaining	Negative Positive Positive	3	%75
Evaluation	The art course has no significance, it should be cancelled	Negative	1	%25
The lecture style as teaching methods occupies 75% as an impact ratio for the student 2 and stated that it has a positive role in some subjects such as social and mathematics while we found that this practice takes a negative role in terms of influencing the Attitudes of the student and we found that the evaluation has an impact on the student's attitudes towards the subject with a 25% impact rate.				

Table 21 Q3<ST3

ST3				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Lecture style	The worst course is Sociology because it contains old things that have no importance in order to remember them again, even if it was for the purpose of understanding things that went past, what we can the Abbasid and Ottoman time do for us “Reading and writing” course are as important as establishing the early stages in order to learn the basics I agree that after that “my language” course does not matter why we learn the subject and the object in it. I speak colloquial and not Arabic when I asked the facilitator what about “writing” (she said we need it but it contains many things that are not important) People who have a font or spelling problem they should fix the problem “The family” does not have new things and we do not learn skills	Negative Negative	3	%60
Evaluation	“The Family” Why we study it, organization and cooking according to the mother and “artistic” have no significance just memorize the name of who made this thing and keep the definitions I agree with Student 1 that mathematics is the best subject, but there is a negative point is that the basis of mathematics is addition, subtraction and multiplication, but we learn things that we do not use only to be able to solve examples and their problem that there are things we study that have no significance	Negative Negative	2	%40
Methods that have a negative role in influencing the student's attitudes towards the subject mentioned by the student. The use of the Lecture style came as a negative impact ratio of 60%, while the inappropriate evaluation method reached 40% of the negative impact on students' attitudes.				

Table 22 Q3<ST4

ST4				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Active learning	The “socialites” we studied are different from you, we benefited from them and there were different stories about your book in them I love research and also use strategies	Positive Positive	2	%50
Evaluation	You are evaluating you and you did not raise your hand in the English language class, and tells you that you will lose a degrees and do not clarify anything from.	Negative Negative	2	%50
Active learning has a positive role in influencing the students attitudes by 50% from the viewpoint of the student 4. Also, the use of the inappropriate evaluation tool has a negative impact on the students attitudes of the student by 50%.				

Table 23:Q3<>ST5

ST5				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Active learning	We are supposed to speak English. I agree with the student (7). It is true that she is English class, but she must clarify in Arabic because the girls will be affected by her questions that she says in English, and the girls want to say after it is enough and they do not say clear, but she says speak to her that they have a problem if she says you understand yes Mathematics are the things that they give in order to solve questions. When I go to buy or work in trade, I will not benefit from what they ask me about the absolute value.	Positive Positive	2	%33.33
Evaluation	I love “art”, but it is very boring, art is an important task that differentiates the development of talent. I can draw, and I love art, but there are things that do not matter (the test has questions like what is the reflection of the artist? They bring things that we did not take in classes before in the test The best technical subject I hope they will not make the test because it does not help We work and can develop on our own	Negative Negative	2	%33.33
Reality link	The worst subject of my language that benefits us is the way we speak and teach us to dialogue and style with people	Positive	1	%16.66
Using project style	Research not only in the Internet could be real life in mathematics. They told us to make a project and I won it, but I only used the concepts and application that we took before and I did not use scientific research	Positive	1	%16.66
<p>From the viewpoint of the student 5, active learning and evaluation have an impact degree of 33.33%. Where we found that in the subject of English and mathematics, the teacher’s use of active learning strategies was the effect of the positive students' direction towards the subject While we found that the use of inappropriate evaluation tools leads to a negative impact in building a positive attitude. Like the technical subjects, as we found that linking the material to the reality of the student is important, and not using this method leads students to an aversion to the material and from modern methods that have a role in using the project's method.</p>				

Table 24 Q3<>ST6

ST6				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Use active learning	“Societies” before were better and had stories and their teachers using methods and strategies “My language” includes poems, and we will not benefit from memorizing anything	Positive Positive	2	%100
<p>The use of active learning strategies is the most important factor affecting the direction of the student from a student's perspective 6</p>				

Table 25 Q3\leftrightarrowST7

ST7				
Teaching Methods	Interview	Effect Type	Number of repetitions (From the interview)	The Ratio
Active learning	She responded to the importance of “socializing” (but there are achievements and we understand things) For example, “dictation”, we took the rule in the fourth grade, and they returned it to the 3rd grade in middle school. Why do we study it in “family”, a whole unit of folding the handkerchief, and I suggest that it be optional and cooking, we open YouTube and make the dish that we want.	Positive Negative	3	%75
Evaluation	The “art” has no importance, it is all important. Drawing why they make it a test. Children do not test in sports. Why are we testing a family? I hope we do not study it and it is optional	Negative	1	%25
<p>(Societies let us understand things and remember us with the achievements that was made, the art if someone has a talent he can study it, but not test in it) The use of active learning in teaching subjects positively affects the student's motivation. We find that the evaluation method affects 25% from the point of view of a student 7</p>				

11.1 Discuss the results of the third question

Table 26 Results of Q3

Student	Lecture style	Evaluation	Active Learning	Reality linking	Using project style
First	3	2	1	0	0
Second	3	0	0	0	0
Third	3	2	0	0	0
Fourth	0	2	2	0	0
Fifth	0	2	2	1	1
Sixth	0	0	2	0	0
Seventh	0	1	3	0	0
Average	1.29	1.29	1.43	0.14	0.14
Standard Deviation	1.60	0.95	1.13	0.38	0.38
Max	3	2	3	1	1
Min	0	0	0	0	0
Median	0	2	2	0	0
Mode	0	2	2	0	0
Total	9	9	10	1	1

Table No. (26) Shows the averages, standard deviations, the highest, lowest, median, mode, frequency, and the relative importance of the responses of the answers of the participants in study regards teaching methods that affecting the student's attitudes toward courses, which came in 24.2%.

It is clear from the table that active learning is considered as one of the most influential methods on making students attitudes and tendencies, where its average reached (1.43) with frequency of 10 times, followed by the evaluation method and the use of the lecture style, where the average of both was (1.29) with frequency of 9 times. And as the table shows, the teaching methods that most influence students’ attitudes from their point of view are arranged as follows:

- Use active learning strategies with an average of (1.43) with frequency of 10 times.
- Using the evaluation method with an average of (1.29) with frequency of 9 times.
- Lecture style with an average of (1.29) with frequency of 9 times.

Teaching methods that have the lower impact on student's attitudes are as follows:

- Link the study material to the reality of life and use the projects method with an average of (0.14) with frequency of one time.

In this study, we found that a good teaching method leads to building positive attitudes by 24.2% in the second rank after academic achievement. This is consistent with the study of (Heneidy et al., 1999) where the results of

their study indicated that the formation of positive attitudes helps in facilitating the educational situation and leads to a shift in the impact of learning on new situations. Learning experiences that have certain goals and meaning is the best way to build attitudes toward school courses. From the analysis of the students' answers in the sample, it was concluded that the teaching methods most influencing the student's attitude towards courses are (active learning - evaluation - lecture-style method - linking the study material to the reality of the student - using project strategy). With an average of 1.43, active learning led the most influencing methods for girls students' attitudes, while evaluation, lecture-style came second with an average of 1.29. We find that these two methods affect defining the attitudes negatively and positively according to the different study material and the different ways for applying them. Two students mentioned that linking the study material to the reality of the student's life and learning with projects has an impact on the direction and the attitude of the students towards the school courses. One of the most important results of this study is that when analyzing the answers of girls' students, we found that the use of active learning strategies helps in finding and creating an interaction between the teacher and her students. This interaction is an important way through which the teacher achieves the goals of the curriculum in terms of concepts, skills, values, and attitudes that the school seeks to achieve. This was also mentioned by Dr. Al-Hasnawi as it has a fundamental role in developing the attitudes towards or against the academic course and its teacher (Al-Hasnawi, 2019). As for the method of the lecture, we found that through the answers of the students in the chosen sample, they emphasized the importance of this method in many educational situations. They mentioned examples of it (before the start of the lesson as preparation - when linking the topic of the new lesson to the previous one - presenting some facts and laws). It also contributes to building the trend and for the student to have attitudes towards a certain course of study and a motivation to specialize in it and this is a manifestation of the individual's growth as well as the environment in identifying the attitudes. These results agree with the study of Heneidy and others (1999), where she stated that knowing the student's attitudes in the classroom helps to choose and organize the subject that they learn effectively.

12 Limitation:

There are many limitations imposed on this study as it was limited to girls and the effect was not examined according to the gender variable. The sample is homogeneous in terms of living standards as well as the level of education for the family. The most important is that, as a qualitative study, the results are limited to the participants in this study because the sample was from the same school and through the interview, it became clear that they are a homogeneous group in terms of the most ideas that discussed, so the results should not generalize. But, it provides us with a deep understanding of the impacts of these methods on the student from their perspective.

Another reason is that the data was obtained through pre-prepared questions and this is at a certain rate that could guide the conduct of the interview which leads to some bias. There were no efforts to confirm the data with their teachers or any other evidence and results of the sample.

13 Conclusion

The results of this study provide several suggestions for teachers. As the participants in this study highlighted the importance of teaching methods and their impacts on academic achievement, increasing the self-confidence in themselves, and it was also found that they have an impact on the attitudes of the student towards the academic subject and this may affect the student options for her future career. Teachers and parents have an important role in pursuing academic interests and developing these capabilities. However, the teacher's lack of understanding of the importance of the ways that the lesson was presented leads to a student's feeling that they are not receiving appropriate support for the expected positive growth and development. This study used the focused group and it applied it as a qualitative research tool.

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