

The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia

Asma'a Al Hjojj

Curricula and methods of teaching social studies
Hafr Al-Batin University - Kingdom of Saudi Arabia

Abstract

The current study aimed at identifying the extent to which social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia. The researcher has applied the Descriptive Approach because it suits the objectives of the current study. In order to achieve the objectives of the current study, a questionnaire was developed consisting of (42) paragraphs, where their validity and reliability were verified, and it was randomly distributed to the study sample consisting of (104) male and female teachers. The results of the current study have revealed that the Level to which social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia was high from the teachers' point of view. The results showed that there were statistically significant differences at the significance level (0.05) in the Level to which social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia was attributed to Gender, and also there were no significant differences attributed to the Academic stage, Specialization and Experience.

Keywords: Level of practice, social studies, effective teaching, intermediate and high school.

DOI: 10.7176/JLPG/98-14

Publication date: June 30th 2020

Introduction

The teacher occupies a great position in preparing and guiding students and helping them to develop in various fields, just as the success of the teaching process depends directly on the competent teacher, so the teacher is the cornerstone of this success (Al-Hila, 2007).

The task of the teacher is no longer limited to communicating information to students only, but there are many tasks for the teacher, for the teacher is the basis of the educational system, and to the extent of his ability and efficiency, education is effective (Attia, 2008). The issue of providing teachers with effective teaching skills has occupied a prominent place among the interests of educators, as the teacher plays a fundamental role in students' mastery of the goals set and planned by those involved in the educational process, in order to confront developments resulting from scientific progress and social changes in contemporary societies (Al-Rubaie, 2006). Therefore, efforts must be intensified to develop the capabilities of teachers and prepare them before and during the service, to face future challenges.

From this point emerged the need for effective teaching skills, which have a major role in developing the capabilities of the teacher to reach the required educational aspirations (Al-Hailah, 2014).

Effective teaching skills are among the most important strategies of the educational process, because of its great role in developing students' skills, shaping their attitudes and adapting them to current and future changes, and developing their thinking patterns (Al-Tanawi, 2011).

Also, the teacher's possessing effective teaching skills is essential to improve the quality of learning, as it has a fundamental role in the academic achievement of students and their achievements (Hammond, 2000).

The study of effective teaching skills among teachers is a self-improvement need to increase their knowledge, because the knowledge society is constantly changing, and we need to follow this development and continuous change (Donaldson, 2006).

It is clear from the above that it is necessary to carry out a study of the extent to which social studies teachers practice effective teaching skills, because these practices have a great role in forming the student's personality and developing his/her skills and developing it at various levels.

The study problem and its questions

There is no doubt that teachers of social studies possess the skills of effective teaching, which is considered a complex matter, and which is considered more difficult than what teachers believe, due to the inability to access to effective teaching but only through teachers' possession of the theoretical image, where there must be many planning and organizational skills and capabilities of the teacher to reach an educational environment supported by enthusiasm among students. Through the work of the researcher and her long experience in the specialization of curricula and teaching methods, she noticed a decrease in the level of students' achievement in social studies, which she believes that this may be due to a decrease in the level of effective teaching practice, and this is indicated

by a study carried out by (Al-Rashidi, 2007) and the study carried out by (Solomon, 2004). From here, the problem of this study was determined in the extent to which social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia.

Study questions

The study seeks to answer the following questions:

1. To what extent social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia?
2. Are there statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the extent to which social studies teachers practice effective teaching skills for intermediate and high school from their point of view due to the variables (gender, study level, specialization, and years of experience)?
3. What are the perceptions of social studies teachers practice of effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia?

Objectives of the study

This study sought to identify:

- The extent to which social studies teachers practice effective teaching skills for intermediate and high school from their point of view in Dammam city schools in Saudi Arabia.
- The significance of the differences in the extent to which social studies teachers practice effective teaching skills for intermediate and high school from their point of view in Dammam city schools in Saudi Arabia. attributed to (gender, school stage, specialization, and years of experience).
- The perceptions of social studies teachers practice of effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia.

The importance of study

The importance of the study stems from the following:

- The current study attempts to verify the extent to which social studies teachers practice effective teaching skills for intermediate and high school from their point of view in Dammam city schools in Saudi Arabia.
- It is expected from the current study and its results that it will help educational leaders in using effective teaching skills for intermediate and high school from their point of view in Dammam city schools in Saudi Arabia.
- The results of the current study can benefit students, by reflecting the application of the use of effective teaching skills to their achievement results in schools, especially with regard to social studies.

Terms of the current study

- 1- **Extent of practice:** These are the actual behaviors of social studies teachers in the intermediate and high school that include effective teaching skills, which are measured by the responses of the study sample individuals to the questionnaire paragraphs that the researcher prepared (Al-Ali, 2006).
- 2- **Social studies teachers:** They are the teachers who teach the specialized social subjects in history (time), continuity and change, population, places and different environments, the development that occurs to the individual, the importance of development, the science of population and groups, institutions and their importance, government authorities, productivity and distribution, consumption and science associated to community through communication, the science of technology serving society, and religious ideals and their practice. Students are taught these subjects in a coherent and sequential manner to gain information and reach a high level of achievement (Abu Helou, Maree, and Khreisheh, 2004).

Procedurally: teachers who teach textbooks of social studies (geography, history, and national education) for middle and high school in Dammam schools in the Kingdom of Saudi Arabia for the academic year 2019-2020.

- 3- **Effective teaching skills:** Al-Tanawi (2009) defined effective teaching as "a set of effective teaching behaviours that the teacher demonstrates in his educational activity with a view to achieving certain goals. These behaviours appear through the teacher's teaching practices in the form of emotional, motor or verbal responses characterized by elements of accuracy and speed in performance and adapting to the educational situation".

Procedurally: A set of measurable facts and behaviours that the teacher performs in the classroom, and this set includes: the field of planning, presentation, implementation, classroom management and organization, means of teaching, teaching methods, evaluation, tools, field of class interaction and human relationships.

- 4- **Intermediate stage:** It is the educational stage that extends from the first intermediate to the third intermediate grade in the Kingdom of Saudi Arabia.
- 5- **Secondary stage:** It is the third stage of general education in Saudi Arabia that extends from the first secondary grade to the third secondary grade for the literary branch for the year 2019-2020 and has its nature in terms of the characteristics of students that distinguish it and its developmental stage.

Limits of the study

Human limits: The current study was limited to teachers of social studies for the intermediate and secondary levels.

Spatial limits: intermediate and secondary schools in Dammam, Saudi Arabia.

Temporal limits: This study was applied during the second semester of the academic year 2019-2020.

Methodological limits: The results of this study are determined by the Level of validity of the study tools used in order to collect study data, and the extent of the validity and objectivity of the response of the study sample individuals to the paragraphs of the study tools.

Study variables

The study included the following variables:

Independent variables: It includes the demographic variables represented in the following:

Gender: It has two levels (male and female).

The school stage: It has two levels (intermediate and secondary).

Specialization: It has two levels (history, geography).

Experience: It has two levels (10 years or less, more than 10 years).

The dependent variables are represented by the response of the individuals in the study sample to the paragraphs of the scale used in this study, which represents the extent to which social studies teachers practice effective teaching skills for intermediate and high school from their point of view in Dammam city schools in Saudi Arabia.

Literature review

This part of the study includes a group of previous studies that are related to the subject of the study ,and therefore ,these studies related to the study variables and their context will be presented according to the following:

Al-Shuwaili (2018) conducted a study aimed at identifying the level to which teachers of social subject practice effective teaching skills from the point of view of school principals. The study has applied the descriptive survey approach to suit the study objectives. The study tool was applied to (32) male and female managers working in the Al-Rifai Education Department in Dhi Qar Governorate, Iraq. The study concluded that the Level of social studies teachers practicing effective teaching skills was high, and the differences in the Level of practice of effective teaching skills were in favor of males. The study recommended the necessity of employing effective teaching skills in developing some communication-related skills among students, through developing a spirit of cooperation and a love for participation among students.

Shaker (2014) conducted a study aimed at identifying the extent to which Islamic education teachers practice effective teaching skills in the higher basic stage of their view in the governorate of Irbid. The sample of the study consisted of (176) male and female teachers. The results of the study showed the presence of statistically significant differences attributed to the effect of the academic qualification and showed the presence of statistically significant differences attributed to the gender variable in favor of female teachers in all fields except for evaluation and classroom management. The study showed the presence of statistically significant differences attributed to years of experience.

Al-Rashidi (2007) conducted a study aimed at finding out the extent to which mathematics teachers possess teaching skills and their relationship to the achievement of their students in Ahmadi Governorate, Kuwait. The sample of the study consisted of (28) teachers. The results of the study showed that the Level of mathematics teachers' acquisition of teaching skills was average. The results of the study also indicated that the relationship between student achievement and teaching skills was a direct relation.

Al-Jallad (2003) conducted a study aimed at identifying the extent to which Islamic education teachers practice the principles of effective teaching in classroom situations in Jordanian schools. The study community consisted of all teachers of the basic and secondary levels. The sample of the study consisted of (136) male and female teachers. The results of the study showed that there were (11) principles that were practiced at a high level. It was found that there were no statistically significant differences attributed to the gender variable in all fields and that there were no statistically significant differences attributed to the variable of experience in the six fields except for the field of educational activities attributed to the benefit of those with long experience. The results indicated that there were no statistically significant differences attributable to the scientific qualification in all six fields except for the field of "evaluation" where there were statistically significant differences that were in favor of the scientific qualification.

Sulaiman (2004) conducted a study aimed at identifying the Level of social studies teachers practicing the principles of effective teaching in public schools in the first and second educational directorates of Irbid. A random sample of (42) male and female teachers was chosen. The results showed that the Level of practice was low. The results also indicated that there were no differences attributed to the variables of specialization, educational qualification or experience.

Abd (2015) also conducted a study aimed at identifying the extent to which teachers of the lower basic stage practice effective teaching skills in Irbid Governorate. The sample of the study consisted of 89 male and female teachers. The results showed that the extent to which teachers of the lower basic stage practice effective teaching skills in Irbid Governorate was average for all fields collectively, and the opinions of study members do not differ on the extent to which teachers of the lower basic stage practice effective teaching skills in the lower basic stage according to personal variables (gender and experience).

Amawi (2018) conducted a study aimed at identifying the extent to which social studies teachers in Jordan practice effective teaching skills, in light of the standards of social studies, where the descriptive analytical approach was used to suit the purposes of the study. The sample of the study was randomly chosen from the teachers of social studies in the basic public schools in Irbid Governorate, amounting (20) male and female teachers. The study found that the category of teachers who practice effective teaching skills in light of the standards of social studies was low to medium level, and that most teachers of social studies still apply traditional education based on Instructing. The results of the study showed that there were no statistically significant differences the extent to which social studies teachers in Jordan practice effective teaching skills attributed to gender, experience, and educational qualification. The study recommended the necessity of developing training programs based on effective teaching skills to enhance the knowledge and performance of teachers of social studies for these skills, and then transfer the impact of that knowledge to the classroom.

Hutching (2010) conducted a study aimed at identifying effective teaching practices and believing in teacher proficiency, as the study used a quasi-experimental approach. The sample of the study was chosen from (40) teachers by random sampling, which was represented by (20) teachers who were teaching in the schools of the International Intermediate Baccalaureate Program, who were teaching using the traditional regular way, and (20) teachers who taught using traditional schools in Tennessee, USA. An effective teaching model was applied. The results of the study showed that there were statistically significant differences in the practice of classroom management skills for in favor of the IB International Schools.

Heafner (2002) conducted a study aimed at identifying the principles of effective teaching in modern technology in social studies, and teachers' perceptions of employing them within the principles of effective teaching, and how to deal with them in the classroom. The study sample consisted of (305) teachers of high school social studies. Personal interviews were conducted with the study members to confirm their answers.

Comments on previous studies and what distinguishes the current study:

Amawi's study (2018) and Al-Rashidi study (2007) were applied to the basic stage. The results of Amawi's study showed that the extent of practicing effective teaching skills was low and medium as for Al-Rashidi's study, and for the study of Abd (2015) he addressed the lower stage and the results showed that practicing the skills for effective teaching was medium.

Sulaiman's study (2004) also showed that the Level of effective teaching practice was low and **Al-Jallad's study (2003)** the results showed that there were 11 principles that appear to be highly practiced in the basic and secondary stage, while for **Shaker's study (2014)** it showed that there were statistically significant differences attributed to the effect of the scientific qualification in all fields.

What distinguishes this study from previous studies is that it examined the Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia

Study methodology and procedures

This part of the study will explain the most important ways and means used to reach the researcher's desires in this study, as this study is considered of mixed qualitative ethnographic studies, which depend on many different and varied responses, direct observation, personal interview and limited number of individuals, which are concerned with the extent to which social studies teachers practice effective teaching skills for intermediate and high school in Dammam city schools in Saudi Arabia. This study was allocated for 2020, and this part includes a description of the study sample and its selection method, study variables, its tools, its credibility and reliability, in addition to presenting the procedures that were followed to carry out the study, obtaining the necessary data, and the statistical treatment used in analyzing this data.

Study Approach

An analytical descriptive survey approach was used in this study. This approach was used to review the most important literature related to the Level of social studies teachers practicing effective teaching skills for middle and high school in Dammam city schools in Saudi Arabia. The descriptive approach is characterized by having a broad and flexible umbrella and includes a number of approaches and sub-methods such as social surveys and field case studies, etc., and this approach is based on defining the characteristics of the phenomenon and describing its nature and the quality of relations between its variables. This approach relies on interpreting the existing situation

and determining the conditions and relationships between the variables (Morsi, 1986).

Study population and sample:

The study population consisted of all the teachers of social studies in the city of Dammam in the Kingdom of Saudi Arabia, amounting (200) teachers (Saudi Ministry of Education, 2020). The study sample was chosen from the teachers of social studies, according to the sample selection schedule from the study community by random sampling from the city of Dammam in the Kingdom of Saudi Arabia, which is estimated at (132) male and female teachers. (132) questionnaires were distributed electronically, and after retrieving the questionnaires, (28) questionnaires were excluded due to that they were unsuitable for the purposes of statistical analysis, whether due to the lack of responses or the lack of participation of the sample members in filling the questionnaires. The final sample was represented by (104) teachers, which represents what percentage (78.8%) of the main sample. Table 1 below shows the demographic distribution of the study sample individuals.

Table (1): shows the demographic distribution of the study sample individuals

| Variable | Category | Frequency | % |
|-----------------------|--------------------|-----------|-------|
| Gender | Male | 49 | 47.1 |
| | Female | 55 | 52.9 |
| | Total | 104 | 100.0 |
| Academic stage | Intermediate | 50 | 48.1 |
| | High school | 54 | 51.9 |
| | Total | 104 | 100.0 |
| Specialization | History | 52 | 50.0 |
| | Geography | 52 | 50.0 |
| | Total | 104 | 100.0 |
| Experience | 10 years and less | 15 | 14.4 |
| | More than 10 years | 89 | 85.6 |
| | Total | 104 | 100.0 |

Study tools:

First: The questionnaire

The questionnaire was developed to measure The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia, with reference to theoretical literature and previous studies (Al-Shuwaili, 2018) and a study (Heafner, 2002). The study tool has consisted of two parts:

The first part: includes demographic information, consisting of: gender, specialization, school stage, and experience.

The second part: which includes study questions consisting of (42) items, all of which relate to The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia, and the tool was designed along the lines of the Likert scale, where the following areas were covered:

The first field deals with the planning field, and it includes (7) paragraphs.

The second field deals with (presentation and implementation), which includes (7) paragraphs.

The third field deals with (classroom management and organization), which includes (7) paragraphs.

The fourth field deals with (Teaching means, methods and manners), and includes (7) paragraphs.

The fifth field deals with (evaluation methods and tools), and includes (7) paragraphs.

The sixth field deals with (class interaction and human relations), and includes (7) paragraphs.

Validity of study tool:

The questionnaire was presented in its initial form to (5) specialists from the faculty members at (Hafr Al-Batin University - Curriculum and Teaching Methods) to verify the validity of its paragraphs. The researcher benefited from the arbitrators' notes by considering the notes by (80%), whether by deletion, addition or amendment until the study tool appeared in its final form. The researcher considered the opinions of the specialists and their amendments as an indication of the validity of the content of the study tool and the relevance of its paragraphs and their diversity. After making the required amendments, a balance was achieved between the contents of the study tool in its paragraphs, which confirms the validity of the tool.

Reliability of the study tool

To calculate the reliability of the study tool, the researcher used the internal consistency equation to extract the Cronbach alpha coefficient, and Table (2) shows the test results.

Table (2)
Reliability coefficients for study tool using the Cronbach alpha test

| Field | Cronbach alpha |
|---|----------------|
| Planning | 0.852 |
| Presentation and implementation | 0.861 |
| Classroom management and organization | 0.855 |
| Teaching means, methods and manners | 0.904 |
| Evaluation methods and tools | 0.914 |
| Class interaction and human relationships | 0.866 |
| The tool as a whole | 0.967 |

It is clear from Table (2) that the values of the Cronbach alpha coefficient for the dimensions of the scale sub-domains ranged between (0.851-0.914), and the value of the coefficient of reliability using the Cronbach alpha for the total Level of the scale was (0.967)

Scale Correction Key

It was taken into consideration that the scale (5 point Likert scale) used in the study is to be graded according to the rules and characteristics of the scales as follows:

| Level of practice | | | | |
|-------------------|-----------|---------|------------|-----------------|
| Very low level | Low level | Average | high level | Very high level |
| 1 | 2 | 3 | 4 | 5 |

Depending on the above, the values of the mean are dealt with as follows according to the following formula:

High - Minimum value of answer alternatives / number of levels:

$$\frac{(5-1)}{3} = \frac{4}{3} = 1.33 \text{ and this value equals the length of the category.}$$

Thus, the low level is from 1.00 - 2.33, the middle level is from 2.34-3.67, and the high level is from 3.68-5.00

Second: Interview guide:

The interview is one of the main ways to collect information on the subject of the study, by enabling the researcher to get to know the individual's ideas, point of view and feelings (Al-Khayat, 2010).

In the current study, the interview method was applied to answer the study's questions, as the researcher conducted initial interviews with (15) respondents from teachers of social studies in order to identify the strategies that teachers focus on in planning social studies as one of the effective teaching skills, and the most important strategies that teachers use in displaying and implementing social lessons as one of the effective teaching skills, the most important strategies used in class management and organization to make the course of social lessons successful as one of the effective teaching skills, the importance of teaching means, the most important teaching methods and manners as effective teaching skills in social studies, and the most important evaluation methods used by teachers as effective teaching skills, the most important steps used to make the class interaction successful and maintain human relationships between the teacher and students as effective teaching skills in social studies, and thus the number of interview questions becomes (6).

Study procedures:

The study tool preparation process went through the following steps:

- 1- Reviewing the previous studies related to the subject of the study and concerned with The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia.
- 2- Building the study tool and its questions.
- 3- Distributing the study questionnaire to the study sample individuals electronically (social studies teachers in Dammam, Saudi Arabia). Then, these questionnaires were collected electronically, and transferred to raw Levels through the SPSS version 22 program, to analyze the data and extract the results and discuss them.
- 4- Conducting study interviews, as the interviews were conducted by the researcher to clarify some aspects related to the study and explain its goals and importance, and emphasize the confidentiality of information and use it for the purpose of scientific research only, in addition to emphasizing the need for seriousness and accuracy in dealing with interview questions. The appropriate locations for the interviews were also chosen, taking into account the time and circumstances of the study sample (teachers of social studies).

Study variables:

The study included several variables:

First: the independent variables which include (gender, study level, specialization, and experience).
Second: The dependent variables which include The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia.

Statistical Techniques:

Descriptive statistics were used to answer the study questions, as follows:

- Extraction of frequencies and percentages to describe the study sample members.
- Use the Alpha Cronbach test to ensure the reliability of the tool.
- The use of means and standard deviations, to identify the level of responses of members of the study sample, and to identify the level of dispersion of responses from their means.
- Using the Multiple Analysis of Variance MANOVA test, to identify the significance of the differences in The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia, attributed to demographic variables.

The results of the study and its discussion

This part of the study includes answering the study questions, where the quantitative responses of the individuals of the study sample were analyzed through the questionnaire, and their qualitative responses were analyzed through interviews and exploration of the study results in order to reach the The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia, "the following are the study's questions and their answers:

First, the results of the scale analysis (the quantitative aspect):

Results related to the first question: To what extent Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia?

To answer the first main question, means and standard deviations were extracted to identify the responses of the study sample individuals with regard to The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia. Table (3) shows this:

Table 3

Means and standard deviations were extracted to identify the responses of the study sample individuals with regard to The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia," in descending order.

| No. | Effective Teaching Skills for Intermediate and High School | Mean | SD | Order | Level |
|-----|--|------|------|-------|-------|
| 6 | Class interaction and human relationships | 4.48 | 0.48 | 1 | High |
| 2 | Presentation and implementation | 4.45 | 0.45 | 2 | High |
| 3 | Classroom management and organization | 4.42 | 0.48 | 3 | High |
| 4 | Teaching means, methods and manners | 4.34 | 0.52 | 4 | High |
| 5 | Evaluation methods | 4.26 | 0.55 | 5 | High |
| 1 | Planning | 4.18 | 0.49 | 6 | High |
| | Overall score for scale | 4.35 | 0.43 | | High |

Table (3) shows that the mean of (The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School in Dammam City Schools in Saudi Arabia) ranged between (4.48 and 4.18), where the overall Level of practice in general has scored a mean of (4.35), which is of high level. "Class interaction and human relations" has ranked first, and scored the highest mean, which was (4.48) and with a standard deviation of (0.48) which is of the high level. In second place came the field of presentation and implementation, with a mean of (4.45) and a standard deviation of (0.45), which is of a high Level. In third place came "class management and organization", with a mean of (4.42) and a standard deviation of (0.48), which is of a high level. "Teaching means, methods and manners" has ranked fourth with a mean of (4.34) and a standard deviation of (0.52) which of a high Level. Fifthly, "evaluation methods" came with an average of (4.26) and a standard deviation of (0.55), which of a high Level, and finally "planning" came with a high Level as well, having scored a mean of (4.18) and a standard deviation of (0.49).

This result may be attributed to the fact that the subject of social studies with its various branches is "rigid" and unattractive to students; this is because it is a purely theoretical subject rather than a practical one. Therefore, teachers of this subject must possess effective teaching skills to attract students, and to increase their motivation to study them. This result is consistent with Al-Shuwaili's study (2018) in terms of the extent to which of social studies teachers practice of effective communication skills, and contrary to sulaiman's study (2004) in terms of the extent to which social studies teachers practice of effective communication skills.

To find out the Level of paragraphs for each field of study, means and standard deviations were calculated. The following are the results:

1- The field of planning

Means and standard deviations were extracted from the responses of the study sample members to regarding the “planning “ field as a practice of social studies teachers for effective teaching skills, and Table (4) illustrates this.

Table (4)

Means and the standard deviations of the responses of the study sample individuals from the "planning" paragraphs arranged in descending order.

| No. | Paragraph | Mean | SD | Order | Level |
|-----|--|------|------|-------|-------|
| 7 | I Consider individual differences when developing plans and formulating goals. | 4.40 | 0.65 | 1 | High |
| 2 | I make sure that the lesson plan contains appropriate strategies. | 4.29 | 0.68 | 2 | High |
| 5 | I take into account comprehensiveness in preparing daily study plans. | 4.26 | 0.59 | 3 | High |
| 4 | In preparing study plans, I rely on scientific resources. | 4.24 | 0.69 | 4 | High |
| 3 | I make sure that the lesson plan contains appropriate evaluation tools | 4.11 | 0.59 | 5 | High |
| 1 | I formulate the study plan with a creative perspective. | 4.03 | 0.67 | 6 | High |
| 6 | I prepare a comprehensive and clear annual plan. | 3.93 | 0.78 | 7 | High |
| | Mean | 4.18 | 0.49 | | High |

Table (4) shows that the means of (planning) ranged between (4.40 and 3.93), where planning has scored a total mean of (4.18), which is of a high level. Paragraph (7) scored the highest mean of (4.40), and with a standard deviation of (0.65), which of high level, as the paragraph states (I take into account individual differences when developing plans and formulating goals), and in the last place, came paragraph (6) with a mean of (3.93) and with a standard deviation (0.78), which is of a high level, as the paragraph states (I prepare a comprehensive and clear annual plan).

This result seems very logical in that planning benefits teachers more than students. A teacher knows what to offer, a teacher who pre-drew his plans; A self-confident teacher, able to elevate his students, a teacher who prepared himself well to handle his students; this reflects positively on the psychology of students and their motivation to seek to study a rigid theoretical subject such as social studies. This finding is consistent with Heafner's study (2002) in that the teacher's planning to use modern technology was one of the most important principles of effective teaching.

2- The scope of presentation and implementation

Means and standard deviations were extracted from the responses of the study sample individuals from the presentation and implementation paragraphs as a practice of social studies teachers for effective teaching skills, and Table (5) shows this.

Table (5)

Means and the standard deviations for the responses of the study sample members from the “presentation and implementation” paragraphs in descending order.

| No. | Paragraph | Mean | SD | Order | Level |
|-----|---|------|------|-------|-------|
| 2 | I link the lesson material to the surrounding events during the presentation. | 4.62 | 0.53 | 1 | High |
| 4 | I accept student's opinions during the presentation of the lesson material. | 4.62 | 0.55 | 1 | High |
| 5 | I rely on the questions that arouse students' brainstorming during the presentation of the lesson material. | 4.54 | 0.59 | 3 | High |
| 6 | I discuss my students by presenting the opinions and ideas they provide while presenting the lesson material. | 4.46 | 0.59 | 4 | High |
| 1 | I consider the logical sequence in presenting the lesson content. | 4.42 | 0.60 | 5 | High |
| 3 | I use material and moral reinforcement techniques during the presentation of the lesson material. | 4.26 | 0.67 | 6 | High |
| 7 | I distribute the questions fairly to students. | 4.24 | 0.69 | 7 | High |
| | Mean | 4.45 | 0.45 | | High |

Table (5) shows that the mean of (presentation and implementation) ranged between (4.62 and 4.24), where “presentation and implementation” obtained a mean of (4.45), which is of a high Level. The two paragraphs with numbers (2, and 4) scored the highest mean (4.62) and standard deviation (0.53, 0.55), which are of high level. Paragraph (2) states (**I link the subject to the surrounding events during the presentation**). Paragraph (4) states (I convey the opinions of students during the presentation of the lesson material), and in the last place, paragraph (7) came with an average of (4.24) and a standard deviation (0.69) which of a high Level, as the paragraph states: (**I distribute the questions fairly to students**).

This result is attributed to employing new teaching strategies such as brainstorming, linking the subject to

reality, and the use of dialogue questions that increase students' level of thinking and reduce the theoretical aspect of the material; this contributed to simplifying its concepts and increasing the elements of suspense and attraction. This is because teachers are away from the traditional methods used to display them. This finding is consistent with Heafner's study (2002) in that the presentation of the subject in a modern style was one of the most important principles of effective teaching.

3- The field of classroom management and its organization

Means and standard deviations were extracted from the responses of the study sample on the paragraphs of the field of classroom management and its organization as a practice of social studies teachers for effective teaching skills, and Table (6) illustrates this.

Table (6)
Means and the standard deviations of the responses of the study sample members from the “classroom management and its organization” paragraphs in descending order

| No. | Paragraph | Mean | SD | Order | Level |
|-----|---|------|------|-------|-------|
| 7 | I consider justice and equality in dealing with students. | 4.62 | 0.55 | 1 | High |
| 2 | I constantly monitor student’s behavior in the classroom. | 4.54 | 0.62 | 2 | High |
| 1 | I take into account the means of communication between me and the students. | 4.51 | 0.59 | 3 | High |
| 3 | I constantly follow up on absences. | 4.39 | 0.78 | 4 | High |
| 5 | I cover the specified subject during the time of the class. | 4.39 | 0.63 | 4 | High |
| 6 | I am dealing with behaviors unacceptable deliberately. | 4.37 | 0.65 | 6 | High |
| 4 | I encourage students to engage in activities voluntarily. | 4.13 | 0.78 | 7 | High |
| | Mean | 4.42 | 0.48 | | High |

Table (6) shows that the mean of (classroom management and its organization) ranged between (4.62 and 4.13), where the field of "classroom management and its organization" scored a total mean of (4.42), which is of a high level. Paragraph no. (7) scored the highest mean of (4.62), and with a standard deviation of (0.55), which is of a high level. The paragraph stated (I consider justice and equality in dealing with students), and in the last rank, paragraph (4) came with a mean of (4.13) and a standard deviation of (0.78), which is of a high level, where the paragraph states (I encourage students to engage in activities voluntarily).

This result may be attributed to the fact that justice and equality in dealing with students, taking into account the means of communication between the teacher and the student, and dealing flexibly and deliberately with undesirable behaviors expected in the class of this subjects; being a semi-boring theoretical subject for students, it makes students initiate voluntary activities, especially if such subjects are presented using effective teaching skills that increase their motivation to study. This finding is consistent with Heafner's study (2002) in that class organization was one of the most important principles of effective teaching.

4- The field of teaching means, methods and manners

Means and standard deviations were extracted for the responses of the study sample individuals on the paragraphs of the field of teaching means, methods and manners as a practice of social studies teachers for effective teaching skills, and Table (7) illustrates this.

Table (7)
Means and standard deviations for the responses of the study sample individuals on the paragraphs of “teaching means, methods and manners in descending order.

| No. | Paragraph | Mean | SD | Order | Level |
|-----|--|------|------|-------|-------|
| 2 | I strive to use the educational method in a timely manner for the lesson | 4.44 | 0.62 | 1 | High |
| 1 | I take into account the level of students when choosing educational means. | 4.39 | 0.63 | 2 | High |
| 6 | I consider that the teaching method will achieve the largest number of teaching objectives and cover a broader content. | 4.38 | 0.64 | 3 | High |
| 3 | I choose the appropriate educational method to achieve the objectives of the lesson. | 4.37 | 0.65 | 4 | High |
| 7 | I consider that the teaching method should be prepared and organized according to the time allotted for it. | 4.34 | 0.65 | 5 | High |
| 4 | I am interested in preparing educational aids and making sure they are usable. | 4.32 | 0.69 | 6 | High |
| 5 | I take into account the laws of learning like transferring from “known” to “unknown”, from the “physical” to “abstract”, and from “part to” “whole.” | 4.16 | 0.71 | 7 | High |
| | Mean | 4.34 | 0.52 | | High |

Table (7) shows that the mean of (teaching means, methods and manners) ranged between (4.44 and 4.16),

where the field of " teaching means, methods and manners " has scored a total mean of (4.34), which is of a high level. Paragraph no. (2) has the highest mean of (4.44), and a standard deviation of (0.62), which is of a high level. The paragraph stated (I strive to use the educational method in a timely manner for the lesson), and in the last rank, paragraph (5) came with a mean of (4.16) and a standard deviation of (0.71), which is of a high Level, as the paragraph states (I take into account the laws of learning like transferring from “ known” to “ unknown”, from the “physical” to “ abstract”, and from “part to” “whole. ”).

This result is attributed to the fact that the appropriate educational method, which was prepared according to the standards of successful educational aids, contributes to achieving the goals of teachers of social studies subject with students, depending on when it may be presented and the method of presentation, which may reduce the teacher’s effort to communicate the information in an attractive and interesting way. This finding is consistent with Heafner’s study (2002) in that the use of new teaching aids was one of the most important principles of effective teaching.

5- The field of evaluation methods and tools

Means and standard deviations were extracted from the responses of the study sample on the paragraphs of the field of evaluation methods and tools as a practice of social studies teachers for effective teaching skills, and Table (8) illustrates this.

Table (8)

Means and the standard deviations for the responses of the study sample individuals from the paragraphs of “evaluation methods and tools” arranged in descending order

| No. | Paragraph | Mean | SD | Order | Level |
|-----|--|------|------|-------|-------|
| 4 | I vary the methods of evaluation, whether written or oral. | 4.38 | 0.69 | 1 | High |
| 5 | I consider setting appropriate standards to evaluate student performance in exams. | 4.32 | 0.64 | 2 | High |
| 3 | I provide students with directions in light of the continuous evaluation | 4.28 | 0.73 | 3 | High |
| 1 | I take into account the continuous evaluation of students. | 4.26 | 0.71 | 4 | High |
| 6 | I encourage students to self-evaluate. | 4.19 | 0.65 | 5 | High |
| 7 | I employ evaluation results to improve teaching performance. | 4.19 | 0.64 | 5 | High |
| 2 | I link the final lesson evaluation with its results. | 4.16 | 0.67 | 7 | High |
| | Mean | 4.26 | 0.55 | | High |

Table (8) shows that the mean of (evaluation methods and tools) ranged between (4.38 and 4.16), where the field of "evaluation methods and tools" has scored a total mean of (4.26), which is of a high level. Paragraph no. (4) has scored the highest mean, which reached (4.38), and with a standard deviation of (0.69), which is of a high level. The paragraph states (I vary the methods of evaluation, whether written or oral).In the last rank, paragraph (2) came with a mean of (4.16) and a standard deviation of (0.67), which is of a high level, as the paragraph states (I link the final lesson evaluation with its results.).

This result may be attributed to the diversification of different evaluation strategies. This reduces students' fear and anxiety if teachers only use the tests as an assessment tool, ignoring the self-continuous and continuous evaluation; This made diversification in evaluation strategies, tools and analysis of its results, and their use in raising students 'achievement level an important skill in their progress and increasing their motivation for the subject in its branches. This finding is consistent with Heafner's study (2002) in that evaluation was one of the most important principles of effective teaching.

6- The field of class interaction and human relations

Means and standard deviations were extracted for the responses of the study sample individuals on the paragraphs of the field of class interaction and human relations as a practice of teachers of social studies for effective teaching skills, and Table (9) illustrates this.

Table 9

Means and standard deviations for the responses of the study sample individuals on the “class interaction and human relations” paragraphs in descending order.

| No. | Paragraph | Mean | SD | Order | Level |
|-----|--|------|------|-------|-------|
| 5 | I strive to be as an example to my students in dealing with others | 4.71 | 0.53 | 1 | High |
| 7 | I develop a spirit of cooperation between students. | 4.70 | 0.57 | 2 | High |
| 3 | Imake students feel love and respect me. | 4.63 | 0.59 | 3 | High |
| 6 | I listen to my students when presenting their educational problems. | 4.62 | 0.61 | 4 | High |
| 2 | I am offering an appropriate promotion to spread competition among students. | 4.36 | 0.67 | 5 | High |
| 4 | I take care of my students' personal needs. | 4.19 | 0.80 | 6 | High |
| 1 | I involve students in making lesson decisions. | 4.12 | 0.67 | 7 | High |

| | | | | | |
|--|-------------|------|------|--|------|
| | Mean | 4.48 | 0.48 | | High |
|--|-------------|------|------|--|------|

Table (9) shows that the mean of (class interaction and human relations) ranged between (4.71 and 4.12), where the field of class interaction and human relations scored a mean of (4.48), which is of a high level. Paragraph No. (5) scored the highest arithmetic mean, which reached (4.71), and with a standard deviation of (0.53), which is of a high level. The paragraph states: (I strive to be as an example to my students in dealing with others). In the last rank came paragraph (1) with a mean of (4.12) and a standard deviation of (0.67), which is of a high level, as the paragraph states (I involve students in making lesson decisions).

This result may be attributed to the fact that middle and high school students are in urgent need of a human relationship characterized by a spirit of cooperation, fair competition and listening to their problems that may hinder their academic achievement, especially in the subject of social studies; being a rigid theoretical material dependent on conservation .This made class interaction and human relationships as an element of suspense and attraction. This finding is consistent with Al-Shuwaili study (2018) in terms of its recommendation to develop a spirit of cooperation and a love of participation.

Results related to the second question: Are there statistically significant differences at the level of significance ($0.05 \geq \alpha$) in The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School from their point of view attributed to the variables (gender, study level, specialization, and years of experience)?

To answer the second question, MANOVA test Multiple Analysis of Variance was used to identify the significance of differences at the level of significance ($\alpha \leq 0.05$) in The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School from their point of view attributed to the variables (gender, study level, specialization, and years of experience) and the following are the results:

Table (10)

MANOVA test Multiple Analysis of Variance to identify the significance of the differences in in The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School from their point of view attributed to the variables (gender, study level, specialization, and years of experience)

| Source | Dependant variables | Total squares | Degree of freedom | Average of squares | (F) | Sig |
|--|---------------------------------|---------------|-------------------|--------------------|--------|-------|
| Hotelling's Trace (0.162) Statistical significance (* 0.026) | Planning | .553 | 1 | .553 | 2.327 | .130 |
| | Presentation and implementation | 1.651 | 1 | 1.651 | 8.852 | .004* |
| | Class Management | 1.226 | 1 | 1.226 | 5.512 | .021* |
| | Educational means | 1.380 | 1 | 1.380 | 5.143 | .026* |
| | Evaluation Techniques | 2.685 | 1 | 2.685 | 9.470 | .003* |
| | Class Interaction | 2.182 | 1 | 2.182 | 10.392 | .002* |
| | Total | 1.532 | 1 | 1.532 | 9.058 | .003* |
| Educational stage Hotelling's Trace (0.067) Statistical significance (0.401) | Planning | .062 | 1 | .062 | .262 | .610 |
| | Presentation and implementation | .003 | 1 | .003 | .017 | .895 |
| | Class Management | .344 | 1 | .344 | 1.500 | .244 |
| | Educational means | .005 | 1 | .005 | .017 | .896 |
| | Evaluation Techniques | .012 | 1 | .012 | .041 | .841 |
| | Class Interaction | .004 | 1 | .004 | .018 | .894 |
| | Total | .004 | 1 | .004 | .024 | .876 |
| Specialization Hotelling's Trace (0.019) Statistical significance(0.940) | Planning | .035 | 1 | .035 | .148 | .701 |
| | Presentation and implementation | .001 | 1 | .001 | .003 | .955 |
| | Class Management | .042 | 1 | .042 | .190 | .664 |
| | Educational Means | .001 | 1 | .001 | .003 | .958 |
| | Evaluation Techniques | .002 | 1 | .002 | .005 | .941 |
| | Class Interaction | .027 | 1 | .027 | .131 | .718 |
| | Presentation and implementation | .001 | 1 | .001 | .008 | .931 |
| Experience | Planning | .066 | 1 | .066 | .279 | .598 |

| Source | Dependant variables | Total squares | Degree of freedom | Average of squares | (F) | Sig |
|---|---------------------------------|---------------|-------------------|--------------------|------|------|
| Hotelling's Trace (0.008) Statistical significance (0.994) | Presentation and implementation | .075 | 1 | .075 | .402 | .527 |
| | Class Management | .126 | 1 | .126 | .564 | .454 |
| | Educational means | .040 | 1 | .040 | .148 | .701 |
| | Evaluation Techniques | .140 | 1 | .140 | .492 | .484 |
| | Class Interaction | .056 | 1 | .056 | .266 | .607 |
| | Total | .080 | 1 | .080 | .472 | .494 |

*:Significant at (0.05)

The results in Table (10) showed that there were statistically significant differences at the level of significance (0.05) in The Extent to Which Social Studies Teachers Practice Effective Teaching Skills for Intermediate and High School from their point of view attributed to the variables (presentation and implementation, class management, educational methods, evaluation methods and class interaction, and total measurement) in the intermediate and high school stage from their point of view attributed to the gender variable, where the value of (F) (8.852, 5.512, 5.143, 9.470, 10.392, 9.058), and the value of Hotelling's Trace was (0.162), which are significant values at the level of significance (0.05), and the differences were in favor of female teachers.

The results showed that there were no statistically significant differences at the level of significance (0.05) in the Extent to Which Social Studies Teachers Practice Effective Teaching Skills, which are (planning, presentation and implementation, class management, educational methods, evaluation methods and class interaction, and the total measurement) in the intermediate and high school stage of their point of view is attributed to the stage variable, where the values of (F) were (0.262, 0.017, 1.500, 0.017, 0.041, 0.018, 0.024), respectively, for the domains and the overall measurement, and the value of Hotelling's Trace was (0.067) which are not significant at the level of significance (0.05) or less.

The results in Table (10) also show that there are no statistically significant differences at the level of significance (0.05) in the Extent to Which Social Studies Teachers Practice Effective Teaching Skills represented in (planning, presentation and implementation, class management, educational methods, evaluation methods and class interaction, and the total measurement) in the intermediate and high school stage from their point of view attributed to the variable of specialization, where the values of were (F) (0.148, 0.003, 0.190, 0.003, 0.005, 0.131, 0.008) respectively for the fields and the total measurement, and the value of (Hotelling's Trace) reached 0.008 which is not significant values at the significance level (0.05) or less.

Finally, the results of the study showed that there were no statistically significant differences at the level of significance (0.05) in the Extent to Which Social Studies Teachers Practice Effective Teaching Skills represented in (planning, presentation and implementation, class management, educational methods, evaluation methods and class interaction, and the total measurement) in the intermediate and high school stage from their point of view attributed to the variable of experience, where the values of (F) were (0.279, 0.402, 0.564, 0.148, 0.492, 0.266, 0.472) respectively for the domains and the total measurement, and the value of Hotelling's Trace was (0.019) which are not significant at the level of significance (0.05) or less.

This result may be attributed to the fact that female teachers are keener to apply effective teaching skills in order to achieve their goals with female students. The teachers are also keener on developing themselves professionally and following educational developments that contribute to increasing the attracting of female students, and increasing their motivation to study the subject of social studies; this is due to their complete knowledge of its rigidity and its pure theory. The result of the absence of significant differences in the rest of the variables is due to the fact that these variables do not have a direct impact on the degree of teachers' practice of these effective skills. The practice of such skills is not related to the stage, experience, or even specialization as it relates to the nature of the subject taught that imposes the use of such skills. This result is consistent with Shaker's study (2014) in that the differences in the degree of practice were in favor of female teachers, and the result of Sulaiman's study (2004) in terms of the absence of a statistic was due to the variables of specialization and experience. The results were contrary of those of Al-Shwaili study (2018) in terms of the differences in the degree of practice of effective teaching skills were in favor of males.

Second: Results of the analysis of the interview guide, qualitative aspect results related to the third question: What are the perceptions of social studies teachers about the practice of effective teaching for intermediate and high school in Dammam city schools in Saudi Arabia?

To answer the third question, six open questions were directed to (15) teachers of intermediate and high school in Dammam city schools in the Kingdom of Saudi Arabia, in order to compare the results of quantitative analysis with the results of qualitative analysis through the interview. The responses of the study members were narrative, and the results

Results of the first interview question: What strategies do you base in planning social studies as one of the effective teaching skills?

The responses of the study members unanimously focused on that there are many strategies that social studies teachers focus on planning social studies as one of the effective teaching skills. These strategies were represented in comprehensiveness, change and diversification in the objectives of the annual plans continuously, reaching to the determination of the evaluation methods that should be used, and this is consistent with the results of the quantitative analysis of this study, which are presented in Table No. (4), which showed keenly that the lesson plan contains strategies appropriateness, and taking into account inclusivity in preparing daily study plans, and this is consistent with the results of Heafner's study (2002) in that the teacher planning to use modern technology was one of the most important principles of effective teaching.

Results of the second interview question: What are the most important strategies that you use in presenting and implementing social lessons as effective teaching skills?

The results of the study showed that there are many opinions for social studies teachers about the most important strategies used by social studies teachers in displaying and implementing social lessons as one of the effective teaching skills, which were represented in observing the appropriate methods for each lesson, linking previous information with the new ones to facilitate students' understanding and encouragement, brainstorming, activating discussion, taking into account the sequence of lessons and linking the old with the new about the information and the surrounding events, and these strategies are considered of the most important strategies that social studies teachers use or apply in implementing their social lessons as skills for effective teaching. This is consistent with the results of the quantitative analysis, shown in Table (5), which achieved a high degree in linking the lesson material to the surrounding events during the presentation, and accepting the opinions of students, brainstorming, as well as the activation of discussion by presenting opinions and ideas presented by students during the presentation of the lesson material, and this result is consistent with the results of Heafner's study (2002).

The results of the third interview question: What are the most important strategies used in class management and organization to make social lessons successful as an effective teaching skill?

The results of the interviews showed the diversity of the strategies used in classroom management and organization to make social lessons successful as an effective teaching skill. These strategies were to consider the communication between the teacher and students, follow the behavior of students and follow up on treatment, and observe justice and equality in dealing with students, and this is consistent with the results of the quantitative and apparent analysis in Table (6), which directly indicated these results, which received the highest degrees through the respondents' responses. The results of this study are consistent with the results of the Heafner's study (2002) in that class organization was one of the most important principles of effective teaching.

Results of the fourth interview question: How important are educational methods, and what are the most important teaching methods and manners as effective teaching skills in social studies?

The results of the interviews showed the multiplicity of teaching methods and manners as effective teaching skills in social studies, as they came according to the responses of the study sample individuals as represented in PowerPoint presentations, as this method is very important in communicating ideas through the visual methods, so it is extremely important to communicate information through educational screens through which students can receive information without getting bored, but instead, they become very interesting. Also, it was found through the study responses that the teachers do not always rely on the educational method, but are keen to use it at the appropriate time for the lesson, and rely on the skills and methods that the teacher enjoys as skills for effective teaching in social studies, and this is consistent with the results of Table (7), which results were similar to the results of the interview and the open questions, and in a very high level.

This finding is consistent with Heafner's study (2002) in that the use of new teaching means was one of the most important principles of effective teaching.

The results of the fifth interview question: What are the most important evaluation methods used by you as effective teaching skills in social studies? Continuous evaluation during class?

The results of the interviews showed that evaluation is very important as one of the effective teaching skills in social studies, as it was found that teachers use continuous evaluation during the lessons; they use written or oral evaluation methods and involve of all students in solving and discussing worksheets through continuous short tests during the whole semester. This was consistent with the results of the quantitative analysis represented in Table (8), which reflects the validity of the responses of the members of the study sample. The quantitative responses were represented by diversifying the methods of evaluation, whether written or oral, and taking into account the

setting of appropriate standards to evaluate students' performance in the tests. This finding is consistent with Heafner's study (2002) in that evaluation was one of the most important principles of effective teaching.

Results of the sixth interview question: What are the most important steps used to make the classroom interaction process successful and maintain human relationships between the teacher and students as effective teaching skills in social studies?

The results of the interviews showed that the most important steps used for the success of the class interaction process and maintaining human relations between the teacher and students as effective teaching skills in social studies were to respect students and respect their views and consider the teacher to be the role model for students in dealing, encouraging their ideas, cooperation, and their participation in decision-making regarding lessons.

This is consistent with what the responses of the study sample respondents brought in the quantitative aspect, which showed the convergence of views and the great similarity in the answer, and this what was shown in Table (9) as teacher is a role model for students, listening to problems faced by students, and involving them in making decisions related to the lessons, and this is in line with the results of the Al-Shuwaili study (2018) in terms of its recommendation to develop a spirit of cooperation and a love for participation.

Recommendations

In light of the results of the study, the researcher recommends the following:

- Conducting studies that measure teachers' awareness of effective teaching skills, and their effect on students' academic achievement in the subject of social studies.
- Carrying out many studies dealing with other effective teaching skills and applying them to other theoretical subjects such as Islamic education or Arabic language.
- Measuring the level of awareness of social studies teachers of effective teaching skills in the lower (primary) stage, and its impact on the academic achievement of primary school students.
- Focusing on holding training workshops to increase the development and awareness of social studies teachers about effective teaching skills in other cities in the Kingdom of Saudi Arabia.
- Applying the measurement tool used in the study to measure the degree of awareness of teachers of other subjects about the skills of effective teaching.

References

- Abu Hilo, Yaqoub and Maree, Tawfiq and Khreish, Ali (2004), **Curricula and Teaching Methods of Social Studies**, 1st edition, Arab Open University, Al-Misfat, Kuwait.
- Al-Jallad, Majed (2003) **Studies in Islamic Education**, 1st edition, Amman: Dar Al-Razi for Printing and Publishing, Jordan.
- Al-Hailah, Muhammad (2007), **Classroom Teaching Skills**, 1st edition, Amman: Dar Al Masirah for Publishing and Distribution, Jordan.
- Al-Hailah, Muhammad (2014) **Effective Teaching Skills**, 2nd edition Amman: Dar Al Masirah for Publishing and Distribution, Jordan.
- Al-Khayat, Majed (2010), **The Basics of Quantitative and Qualitative Research in Social Sciences**, Amman: Dar Al-Raya for Publishing and Distribution, Jordan.
- Al-Rubaie, Mahmoud (2006), **Contemporary teaching ways and methods**, 1st edition, Amman: Jadara for publication and distribution, Jordan.
- Al-Rashidi, Fahd (2007) **evaluating the performance of Islamic education teachers in the light of teaching skills and building a model for its development in the State of Kuwait**, unpublished Master Thesis, Amman Arab University, Jordan.
- Suleiman, Najah (2004), **Degree of practicing teachers of social studies in government schools for principles of effective teaching in the first / second districts of Irbid**, unpublished master's thesis, Yarmouk University.
- Shaker, Hassan (2014) **The degree of Islamic education teachers practicing effective teaching skills in the upper basic stage from their point of view in Irbid Governorate**, unpublished Master Thesis. University of Al-Bayt - Mafraq - Jordan.
- Al-Shuwaili, Mortada, (2018). The degree of social studies teachers uses the skills of effective teaching from the perspective of school principals, **Lark for Philosophy, Linguistics and Social Sciences**, vol. (2) Issue (29), 201-213.
- El-Tanawi, Effat (2009). **Effective Teaching: Planning, Skills, Strategies, Evaluation**, Amman: Dar Al Masirah for Publishing and Distribution, Jordan
- Abed, Saleh (2015) **The degree of basic stage teachers practicing effective teaching skills from the viewpoint of school principals in Irbid Governorate**. Unpublished Master Thesis, Al - Al-Bayt University, Mafraq, Jordan.
- Attiah, Mohsen (2008) **Modern Strategies in Effective Teaching**, 1st edition, Amman: Dar Al-Safa for Publishing

- and Distribution.
- Al-Ali, Ibrahim (2006) **Effective Teaching**, 2nd edition, Dar Al-Riyadh, Saudi Arabia.
- Amawi, Fares (2018). The extent to which social studies teachers in Jordan practice effective teaching skills in light of the social studies standards, **Derasat, educational sciences**, volume (45), issue (4), annex (5).
- Morsi, Ahmed (1986). Descriptive, survey, and statistical relational method Using "**SAS**" **Statistical Analysis System**, p. 96.
- Donaldson.G (2006).**Cultivating Leadership in schools :Connecting people .purpose & practice**. New york: Teacher college press.
- Hammond. L.D (2000).Teacher Quality &Student Achievement.A **Review of State policy Evidence Education policy Analysis Archives** 8(1) 1-28
- Heafner, T. (2002) Social studies and technology: teachers' perceptions of effective integration. In C. Crawford et al. (Eds).**Proceedings of Society for Information Technology and Teacher Education International Conference** 2183-2184.
- Hutching, G., (2010) **Effective teaching practices and teacher efficacy beliefs of international baccaureate middle years program teachers**. (On-line). Available: file://proquest .umi.com