

# The Role of Female Teachers in Activating Effective Teaching Skills and Methods among High School Students from the Teachers' Perspective – Najran, KSA

Rula Wahsheh\* Haifa Alhawamdeh

Department of Curriculum and Instruction, College of Education, Najran University, PO box 1988,  
Najran 61441, KSA

The research is funded by the Deanship of the Scientific Research at Najran University (NU/SHED/14/150)

## Abstract

The study aimed to identify the role of female teachers in activating effective teaching skills and methods among high school students from the teachers' perspective – Najran, KSA. The researcher used the descriptive analytical approach. Instrument of the study is a questionnaire with (76) items distributing to (3) domains: the first domain is effective teaching skills, the second one is teaching methods, and the third one is the obstacles limiting female teachers' role of activating effective teaching skills and methods. The questionnaire was distributed to a sample consisting of (614) female high school teachers at Najran Region. Results of the study indicated that there are some regulations limiting the work of teachers, and female teachers are very concerned about the participation and collaboration of all students in the different class activities. The female teachers were able to improve and develop their teaching methods according to the assessment results. Results showed also that female teachers are able to encourage students to prepare for daily school work; teachers were able to identify the difficulty levels in teaching the curriculum and that teachers are always smiling and energetic. In light of these results, the study recommended the need for developing daily plans for each lesson, to pose various class questions to students, and to engage teachers in training programs proper to the content of the lesson.

**Key words:** Role of teachers, effective teaching skills, methods and Najran University.

## 1. Introduction

The student is the main objective in the process of learning and teaching. The technological development and knowledge revolution make it inevitable for the educational systems to focus on how to learn and think, rather than knowledge education itself. Knowledge accessibility and communication skills in light of the diversity of teaching methods in communication revolution are better for the students than instructing their minds with knowledge that may not benefit them, and they cannot be at home with it due to lack of time.

Educational efforts are focused on the interest of effective teaching methods that would increase the motivation of students and giving them different skills and guide them towards the effective active learning away from routine and boredom (Ziyoudi, 2012).

This trend is to raise the level of educational outcomes, students. By investigating these outcomes in the various countries of the Arab world, one finds that a large proportion of students are not competent at possessing basic skills in various branches. Hence, this general shortcoming resulted from a number of economic, cultural and political factors. No targeted results achieved despite the great efforts done by teachers, supervisors and state institutions; and to keep up with the educational development, various influencing factors should be improved including the quality of teaching offered to students, and making teaching effective with targeted change (Al-Ali, 2009).

Teaching is primarily a communication profession. To be effective, the teacher must have effective communication skills that enable him to give clear presentation in a persuasive effective way using verbal and non-verbal communication skills, effective teaching methods, persuasion power, configuring proper learning environment with various communication skills, reinforcing students' skills and understanding, so as to facilitate the learning process and achieve the targeted results (Zayed, 2013 & Ahmed, 2005).

The teacher has an important role in raising the educational level of students. His/her scientific expertise and experience can prepare students well by acquiring them some skills, habits, and trends as well as the provision of suitable teaching aids that serve students' activities. Teaching methodology is an essential factor to develop the required skills, and to achieve the educational objectives, so the teacher needs to ad hoc training to do the job,

and manage classroom activities. The teacher is responsible for choosing the appropriate teaching methods and techniques that enable learners to participate in the educational process in the school, and responsible for activating effective skills and teaching methods among students (Zayed, 2013).

The role of the teacher's effective teaching skills includes planning skills, the skills of giving lessons, and assessment skills. The teacher's interpersonal traits motivate students and activate the role of students in learning during the lesson, presentation skills, using of teaching aids, the skill of formulating classroom questions, skills of class management and raising the motivation of learners, the use of teaching strategies such as Cooperative learning, dialogue, thinking, contemplative teaching and the development of teaching methods, problem solving, discussion, and the teacher's evaluation and assessment of students in order to ensure access to the desired educational and learning objectives.

Ferjani (2002) confirmed the importance of the use of teaching aids in the educational field, where using these aids has become an urgent necessity for various educational situations that resulted in the quality of educational outcomes.

Teaching aids help students acquire experience, increase positive participation, change behavior, form new trends and sound concepts, avoid verbal mistakes, and consolidate and deepen the learning process (Salama, 2004). Teaching aids stimulate effective teaching methods through cooperation and participation, problem solving, discussion, notes, and other strategies and techniques that reinforce students to easily learn the lesson – depending on the teacher's role in the activation process.

Thus, the researchers see that the female teacher plays an important and prominent role in the educational process, representing in the skills and methods of effective teaching among the students, and access to the desired goals through this study by identifying the role of female teachers in activating effective teaching skills and methods among high school students from the teachers' perspective in Najran.

## 2. Study Background

The current era is marked by development in all the different areas, and the role of education is to develop the cognitive and skilled fields to ensure coping with knowledge expansion, scientific development, and technical employment through multiple methods of teaching that instill everyday technology in students. Teaching aids represent range of devices, tools, and materials used by the teacher to improve teaching and learning process, and the learning techniques are a systematic process based on organized human interaction with diverse learning sources of educational materials and devices to achieve specific objectives. Technology is a quantum leap in teaching; it provided multiple methods of teaching and acquisition of skills among students (Shaheen, 2011).

Skills can be defined as “everything the individuals learnt and perform them accurately and easily whether mental or physical performance” (Abu-Sweireh (2009); Fatlawi (2006) defined skills as “the ability to perform certain work accurately and proficiently”, also defined by her as “a series of steps or movements or actions that can be directly and indirect observed, measured and repeated when needed. Ayyad and Awadh (2008) indicated the characteristics of skills as followed:

1. The ability to perform a certain action or process that mostly consists of a set of simple sub processes.
2. A mixture of responses or mental, social, and motor behaviors. However, in most cases, one of these aspects predominates the other in defining a certain skill.
3. Skillful performance is based on knowledge or information – the ability to use knowledge in the performance of a specific job, but it should be noted that knowledge alone does not guarantee mastery of the performance of individual skill.
4. Skillful performance developed and improved through training and practice.
5. Completion speed and precision evaluate skillful performance of individual.

The role of teacher is vital in the educational process, and he/she must avoid the traditional role, and should not be a source of information, but his role is to guide the students when needed without full intervention, and therefore the primary role lies in planning to guide students and help them rediscover the truths of science.

The issue of teacher training in the field of teaching methods and aids in all fields is of great interest to educators. Based on three facts: first, the importance of the role of the teacher in the educational institution by focusing on designing, implementing and assessing the educational process, the second, the importance of the learner in the learning process by focusing on research, discovery, analysis, and decision-making, while the third focuses on

the importance of the role of information technology and modern techniques in the development of the education process, and the development of learners' thinking, and support learning in various ways, and the teacher's role in the classroom is remarkable for being one of the most important factors in achieving educational goals (Bakhit and Amri, 2008).

The teacher activates the students' role in the classroom activities so as to transform them from passive listeners to well-motivated self-starters in various activities. The role of the teacher isn't to teach in a traditional way but to direct students to discover the educational subject matter that leads more to understand the curriculum, where an effective and active learning includes activities such as: small groups, role-playing, and doing various projects, etc.

Effective teaching can be defined as "a pattern of teaching that depends on the self-activity and positive participation of the learners, through which they may search using a range of activities and scientific processes such as observation, assumptions, measurement, data reading and deduction, which help them to reach the required information by themselves and under the supervision, guidance and assessment of the teacher" (Al-Ali, 2009).

The two researchers conducting this study define teaching style as "the way by which the teacher teaches during the process of teaching, or the method followed by the teacher in the implementation of teaching method that is distinguished him from other teachers who use the same method, and then teaching method associates mainly with the personal traits of the teacher."

Mehnawi (2012) defined teaching aids as "all devices and tools used inside or outside the classroom to easily convey specific experiences to the learner with time saving and less effort." Barakati (2001) also defined teaching aids as "tools and devices that help the learner understand the subject with best learning to achieve the targeted objectives of the learning process."

Qandil (1998), Sufi (2002) and Salim & Saraya (2003) indicated the importance of the use of teaching aids along with effective teaching as follows:

1. Deactivate educational routine, and to provide the possibility of studying complex phenomena.
2. Overcome the temporal and spatial dimensions, and provide learning solutions for students of special needs.
3. Help develop students' ability to criticize, compare, analyze, describe and interpret the things and attitudes.
4. Common sense education of learners.
5. Contribute effectively in providing appropriate scientific solutions for some of the problems of contemporary education.
6. Help increase students' experience, making them more willing to learn.
7. Help diversify the teaching methods to meet the individual differences among learners.

Al-Shamri, Kh. (2007) cited that "the good teacher is the one who can use the appropriate teaching method at the appropriate time, so that he faces some problem. The methods of teaching are the liaison between the teacher and educational curriculum, where the teacher presents the curriculum effectively and in an active manner that acquires students the skills and information, and teaching methods are multiple without a specific way used for teaching."

Kubaisi (2009) pointed that an educationally successful teacher is the one that optimizes the use of efficient teaching aids and modern technology.

The teaching method is associated mainly with the personality traits of the teacher, which refers to the lack of specific rules for teaching methods that should be followed by the teacher during the process of teaching, so the teaching methods relies on the teacher's personality traits, identity, language expressions, physical movements, facial expressions, emotions, tone of voice, signs and gestures, and others, representing the essence of individual personal traits that mark the teacher from other ones.

There are many obstacles that hinder the teacher's role in the activation of skills and effective teaching in the educational learning process. Harris (2000) assures that the obstacles represented in the ill-preparation of teacher, and the lack of computers, and the lack of software, and routine culture among some teachers.

Mutawe (2002) identified obstacles as inner obstacles for teacher: his willingness, motivation and skill; and outer obstacles such as methods of acquaintance and assessment. White (1999) indicated that one should not focus on the technological means in teaching because of the lack of teacher training in the field of educational technology, and only traditional technology is available.

Thus, the role of the teacher is highlighted in the use of various teaching aids and effective methods of teaching represented in planning, implementation, and evaluation levels in order to motivate the learning and educational process among students, and acquire them with different thinking skills and activate the student role in teaching and learning; it is a must to provide all necessary needs for the teacher in order to achieve the targeted educational learning objectives.

### **3. The problem of the study**

The problem of the study lies in identifying the role of female teachers in activating effective teaching skills and methodology among high school students from the teachers' perspective – Najran, KSA, through answering the main question of the study and the sub questions given below:

- 1- What is the female teachers' role in activating the skills and effective teaching methods among high school students (girls) in Najran?
  - a- To which degree do the female teachers activate the skills and effective teaching methods among high school girl students in the region of Najran?
  - b- What ways of activating the role of the female teachers in activating the skills and effective teaching methods among high school girl students in the region of Najran?

### **4. Objectives**

The study aims, through answering these questions, to:

1. Identify the degree of the female teachers' role in activating the skills and effective teaching methods among high school girl students in the region of Najran.
2. Find ways to activate the role of female teachers in activating the skills and effective teaching methods among high school girl students in the region of Najran, and obstacles that limit the role of the female teachers in activating the skills and effective teaching methods.

### **5. Study Significance**

The significance of the study lies in:

1. Addressing the real role played by female teachers in activating the skills and effective teaching methods among high school girl students.
2. The researchers wish that the results of the study benefit the educational process in identifying the strengths and weaknesses in the role of activating the skills and effective teaching methods among high school girl students.
3. This study may benefit all of the female teachers in the assessment of their career performance, trainers to modify their training programs, and those in charge of the educational process to guide them with the truth about what is happening in the field).
4. This study may be an important reference for scholars and researchers in this field, and a motivation for further subsequent studies dealing with female teachers, and the development of their teaching methods to improve the educational process and raise the performance level of the students.

### **6. Methodology**

The study depends on descriptive analytical approach for being relevant to this type of studies. The study questions answered using both descriptive statistical methods and analytical statistics.

#### *6.1 Limitation of the Study*

The study limitations consisted of:

- Subject limits: the study limited to the role of the female teachers in activating the skills and teaching methods among high school girl students.
- Spatial limits: This study was conducted in the region of Najran about high school teachers.
- Temporal limits: This study was applied during the second semester of the academic year 2014/2015.

#### *6.2 Sample*

(614) female teachers constituted the study sample, randomly selected, at the secondary stage in the region of

Najran, Saudi Arabia for the academic year 2014/2015. The following table presents the study sample analysis through numbers and ratios as follows:

Table (1): Frequencies and percentages for demographic variables

		Frequency	Percentage %
Scientific Qualification	Bachelor	204	33.2
	High Diploma	384	62.5
	Post-graduate Studies	26	4.2
	Total	614	100.0
Years of Experience	1-5 years	414	67.4
	6-10 years	90	14.7
	More than 10 years	110	17.9
School District	Total	614	100.0
	North of Najran	142	23.1
	South of Najran	296	48.2
	East of Najran	145	23.6
	West of Najran	31	5.0
Total		614	100.0

Table (1) shows the primary data, where the variable of scientific qualification under the name of (High Diploma) represents the highest frequency = (384), (62.5%), while the variable of years of experience has recorded the highest frequency for the years (1-5 years) = (414), (67.4%), while the variable of school district has recorded the highest frequency for (south of Najran) = (296), (48.2%).

### 6.3 Instrument

The researchers prepared a questionnaire to find out the role of the female teachers in activating the skills and teaching methods among high school students in the region of Najran. The questionnaire has (74) items distributed to (3) domains: The first domain is effective teaching skills; the second domain is teaching methods; the third domain is the obstacles that limit the role of the female teachers in activating the skills and effective teaching methods.

#### Validity and reliability of the instrument:

In order to prove the questionnaire's validity and reliability, it was evaluated by some reviewers to make sure of its validity. Alpha Chronbach was used for validity and reliability of the instrument, where ( $\text{Alpha} > 0.60$ ) is reasonable in studies related to humanities and administration.

Table (2) shows Cronbach's alpha values test for levels of study:

Domains	Levels of study	Alpha values
Effective Teaching Skills	Planning skills	0.81
	Implementing-lesson Skills	0.75
	Assessment Skills	0.91
	Personality Traits	0.92
Effective Teaching Methods		0.91
Obstacles that limit activating the skills and effective teaching methods.		0.83
	Questionnaire in general	0.95

The instrument has high reliability coefficient (0.95) that indicates the instrument's validity to achieve the purposes of the study. The table no (2) shows that the highest reliability coefficient for the questionnaire achieved by level of personality traits = (0.92), and the minimum reliability coefficient is (0.75) achieved by the level of giving-lesson skills, which refers to the reliability of results after applying the questionnaire.

## 7. Review of Literature

Harris, Juan Maureen (2000) conducted a study entitled “Utilization of computer technology by teachers at Carl Schurz High School, a Chicago public school.” This case study investigated computer use by teachers at Schurz High School and identified the factors affecting their use. Current and desired computer skills were also evaluated to make appropriate recommendations regarding in-service training to help increase the use of computers among faculty at Schurz. Descriptive data was gathered on Schurz by interviews, sign-up sheets, software documentation, and reports and pertained to demographics, academic probation, technology plan, school improvement plan, staff development, funding, computer inventory, computer labs, vocational educational programs, and technology support. A survey was used to gather descriptive information on how computers were used in classrooms and interactive labs. Survey items were designed and revised to gather data relevant to seven research questions. The population for this study involved the 133 classroom teachers on staff at Schurz High school during the first semester of the 1998--99 school year. One hundred usable surveys represented a response rate of 75%. The respondents represented 12 departments in the school, including business/computer education, math, physical education, English, special education, technical, foreign language, science, music, social studies, art, and English as a Secondary Language. The major findings of this study show that the vast majority of teachers used a computer for personal or school use; almost all teachers with 1--10 years of teaching used a computer; teachers with 31--35 years of teaching represented the largest group of non-computer users; the highest percentage of use for both computers and the Internet was for preparing instructional materials; the lowest percentage of use of computers and the Internet was for instructional use for students; teachers used word processing the most for preparing instructional materials, for instructing students in the classrooms, and in the interactive labs; the second greatest computer use was for web searching; and few teachers used software other than word processing in their classrooms. The factors that affected computer use included the direct relation between use of computers and number of computers in the classroom; lack of computer projection devices in the classrooms; lack of duty-free time to prepare lessons including technology; other educational commitments; and insufficient teacher training, support, and follow-up.

Lysniak, Ulana (2010) conducted a study entitled “Effective teaching strategies for low motor skill students”. It described the strategies used by expert teachers to instruct low motor skill students in physical education classes and to compare these strategies to each other. The method was extensively pilot tested. (11) physical education teachers took part in the study. Data were collected using observations, field notes, interviews, and non-structured informal interviews. Data were transcribed and then analyzed and triangulated for the emergence of patterns or themes. To ensure trustworthiness and credibility of the results, data were member checked, peer reviewed, and checked for negative cases. Findings suggest that the teachers took time to specifically work with the low skilled students to help them develop motor skills by paying attention to their motor skill deficiencies and creating an accepting learning environment. Data further revealed that the teachers designed authentic performances and modified game play and made decisions about equipment selection and usage.

Finally it was revealed that calling the low skilled students by name, recommending solutions for their motor skill difficulties, not allowing teasing to games, having them experience success, making equipment exchange important, and involving them in the equipment exchange incorporated them into a cohesive class along with the high skilled students and enabled them to focus on their individual student needs. The results of this study add to our knowledge of how teachers create supportive climates where students cooperate, communicate, share, and respect each other. With this information teachers can develop lessons and focus on instruction to low skilled students so that all students learn in physical education.

Dorsey, Carrie S. (2014). Conducted a study entitled “Students’ Perceptions of Effective Teaching Strategies in a Developmental Writing Course.” This dissertation explores student perceptions of effective teaching strategies in a developmental writing course and their perspectives of how well the course prepared them for the freshman college composition course. Three research questions guided the study. Research Question 1 asked which teaching strategies developmental writing students found most effective and why, Research Question 2 asked how confident students were about their writing abilities after completing the developmental writing course and why, and Research Question 3 asked what recommendations former developmental students had for improvement of the developmental writing course? A qualitative research methodology was used. Data were collected in three distinct phases: an online survey, one-on-one interviews, and a focus group interview. The data were analyzed using coding and microanalysis strategies to identify themes and subthemes related to the research questions. The survey revealed students were much more confident in their writing skills and in their abilities to use a variety of organizational structures and to respond effectively to other students’ writings after taking the developmental writing course. Students who participated in personal interviews concurred with these findings

and reported that one-on-one interaction with instructors was the most effective teaching strategy and that clear instruction in a classroom setting helped them to improve their writing skills. The focus group also agreed that their confidence levels had improved and recommended that more oral presentations and a greater focus on literature be added to the course.

Al-kakhn and Haniyeh (2009) conducted a study that aimed to investigate the effect of teaching using educational drama style in tenth grade students' achievement in Arabic grammar. The study was applied to a sample of (120) female students from the tenth grade distributed to four sections. The students were divided into two groups: experimental group (60) students, and control group (60) students. The results of the study indicated that there is a statistically significant difference between the experimental group and the control one due to the method of teaching for the experimental students group that learned drama style.

Al-Shamri, M. (2005) aimed to identify the reality of the use of social studies teachers and teachers of educational technology in prep schools in Hafr al-Batin in Saudi Arabia, the study sample consisted of (100) teachers. The results showed low percentage of social studies teachers and teachers who use educational technology in their teaching, and that there are a number of obstacles represented in the lack of halls and classrooms for the use of educational technologies; and the lack of incentives for teachers and teaching load make teachers less interested in educational technology.

Mehady (1993) conducted a study to determine the extent of the use of high school teachers for educational aids in Indonesia and the factors that limit its use. The results showed that schools are lacking advanced teaching aids, not easily accessible, and that more traditional teaching aids are available such as (blackboard, photographs, maps, drawings and paintings, newspapers, magazines, and simulation games; and video or DVD is not used at all. The study results indicated that high school teachers prefer to use the blackboard, slides projectors, tapes, laboratory tools, magazines, newspapers and computer programs.

The current study is different from previous studies. It is marked with revealing the role of the female teachers in activating the skills and effective teaching methods among high school students in the region of Najran.

## 8. Results and Discussion

The first question: What is the degree by which female teachers' role activates the skills and effective teaching methods among high school students (girls) in Najran? The first domain: Effective teaching skills. First level: Planning skills.

Table (3) indicates Averages and standard deviations of the level of planning skills

S.	Items	Mean	Standard Deviation	In order of importance
1	Designing a plan for every lesson in curriculum.	2.5863	1.19196	12
2	Able to prepare annual plan for duties that will be achieved during the academic year.	2.6792	1.47839	11
3	Formulating the lesson's objectives in a measurable behavioral way.	2.8355	1.39352	10
4	Analyze well the educational objectives into cognitive, emotional, and skillful ones.	3.2655	1.19933	8
5	Classify well the objectives according to its cognitive levels.	3.5896	1.14423	6
6	Diversify your teaching aids.	3.4560	1.19427	7
7	Time plan for lesson's parts.	3.2280	1.42001	9
8	Identifying difficulty's levels in teaching the curriculum.	3.9218	.99939	1
9	Consider individual differences while preparing lesson plan.	3.6173	1.12878	5
10	Getting teaching aids from local environment appropriate to the lesson's content and objectives.	3.7003	.94451	4
11	Identifying the main concepts within lesson.	3.7459	.99785	2
12	Identify well strategies of posing the class questions.	3.7280	1.06370	3
	General mean	3.3628	.78428	

Table no (3) indicates the level of planning skills, where the means ranged from (2.58) to (3.92) compared to the general mean of the level (3.36). The item, "Identifying difficulty's levels in teaching the curriculum.", ranked first with a mean of (3.92) and a standard deviation of (0.999) compared to the general mean and standard deviation, while the item that states "Designing a plan for each lesson in the curriculum." ranked the twelfth and the last one with a mean (2.58) and a standard deviation (1.19) compared to the general mean and standard deviation. The table indicates that the level of planning skills of female teachers to activate effective teaching skills is high, where this level represented positively in "the ability to identify difficulty's levels in teaching the curriculum" compared to the negative side represented by their "inability to formulate the lesson's objectives in a measurable behavioral way".

Level II: Implementation-lesson skills.

Table (4) shows the means and standard deviations of the level of implementation-lesson skills.

S.	Items	Mean	SD	In order of importance
13	Using preliminaries to attract students' attention.	3.7980	1.00809	3
14	Using various motivations for students during the lesson.	3.3143	1.29897	10
15	Using methods to help students academically achieve.	2.7085	1.46454	13
16	Well use of teaching aids and necessary educational technology to teach the lesson.	3.9088	1.16564	2
17	Encourage the students to prepare the lesson.	4.3111	4.48408	1
18	Encourage the students to participation.	3.7345	1.05302	5
19	Diversify teaching methods according to lesson's objectives.	3.7459	.99785	4
20	Using examples and evidence related to lesson's content to achieve its objectives.	3.5033	1.23271	7
21	Well presentation of the lesson.	3.4935	1.18272	8
22	Taking into account the individual differences of students.	3.6824	1.07854	6
23	Present the lesson with a loud clear voice.	3.4479	1.01524	9
24	Pose class questions with various goals and levels.	3.1645	1.16668	12
25	Indicating the facets of integration and correlation in the content of the curriculum.	3.3046	1.05172	11
	Mean	3.2642	.81845	

The above table refers to the level of implementation of teaching skills, where the means ranged from (2.70) to (4.31) compared to the general mean of the level (3.26). The item, "encourage the students to prepare the lesson.", ranked first with a mean of (4.31) and a standard deviation of (4.48) compared to the general mean and standard deviation, while the item that states "Well use of teaching aids and necessary educational technology to teach the lesson." ranked the second with a mean (3.90) and a standard deviation (1.16564) compared to the general mean and standard deviation. But the item that states "Indicating the facets of integration and correlation in the content of the curriculum." ranked the last, the eleventh, with a mean (3.30) and a standard deviation (1.05172) compared to the general mean and standard deviation. This table indicates that the level of implementation of the lesson skills of female teachers to activate effective teaching skills is high, where this level represented positively in "encourage the students to prepare the lesson." compared to the negative side represented by their "inability to use methods to help students achieve.".

Level III: Assessment skills.

Table (5) reveals means and standard deviations of the level of assessment skills.

S.	Items	Mean	SD	In order of importance
26	Using various assessment skills appropriate to the lesson's content and objectives.	2.9023	1.23181	8
27	Connect the assessing questions with lesson's objectives.	3.6059	.93388	4
28	Assess the students' learning continuously.	3.5798	.97572	5
29	Using daily record for oral exams.	3.4544	1.08694	7
30	Assessment questions directed to the maximum number of students.	3.4560	.94577	6
31	Identifying shortcomings of teaching methods due to assessment results.	3.8029	.96018	2
32	Manage to develop teaching methods due to assessment method.	3.9577	.91114	1
33	Well analyze exams' marks for students.	3.7003	.88752	3
	Mean	3.5574	.78754	

The table indicates the level of assessment skills, where the means ranged from (2.90) to (3.95) compared to the general mean of the level (3.5574). The item "manage to develop teaching methods due to assessment method." ranked the first with a mean of (3.95) and a standard deviation of (0.911) compared to the general mean and standard deviation, while the item "Using various assessment skills appropriate to the lesson's content and objectives." ranked the eighth and the final place with a mean (2.90) and a standard deviation (1.23) compared to the general mean and standard deviation of the level of assessment skills.

Level IV: personal characteristics

Table (6) shows the means and standard deviations of the level of personality traits.

S.	Item	Mean	SD	Order by importance
34	Greeting the students at the beginning of the period.	3.6792	.91373	4
35	Ever smiling and energetic.	3.8893	.96638	1
36	Enthusiastic and fair.	3.6824	1.07854	3
37	Well-mannered.	3.5782	1.09108	6
38	Patient.	3.6124	1.11034	5
39	Well-groomed.	3.1756	1.00003	10
40	Flexible, objective, innovative, and humble.	3.5412	.87943	7
41	Stick to job ethics.	3.7750	1.03355	2
42	Cooperative and good leader.	3.2048	.92086	9
43	Well-spoken language away from vernacular.	3.5240	.81329	8
	General Mean	3.5662	.77002	

Table (6) indicates the level of personality traits, where the means ranged from (3.17) to (3.88) compared to the general mean of the level of personality traits (3.56). The item that states "ever smiling and energetic." ranked the first with a mean (3.88) and standard deviation (0.966) compared to the general mean and standard deviation of the level, while the item that states "Well-groomed." ranked the tenth, the last one, with a mean (3.17) and a standard deviation (1.00) compared to the general mean and standard deviation of the level. This indicates that the level of personal traits among the female teachers to activate assessment skills is high, represented positively in their ability to "ever smile and be energetic" compared to the negative side represented by the female teachers' not caring to be well-groomed.

The second question: To which degree do the female teachers activate the effective teaching methods among high school girl students in the region of Najran? Table (7) conveys the means and standard deviations for the domain of effective teaching methods:

S.	Item	Mean	SD	Order by importance
44	Use active learning in teaching (cooperative learning- role-playing, simulation, problem solving, critical thought, survey, and brainstorming.)	3.7850	.76193	2
45	Provide students with knowledge through teaching aids and techniques.	3.6906	.93701	4
46	Positively communicate and interact.	3.4973	.82121	8
47	Students' participation during the lesson is necessary.	3.5511	.77186	7
48	Participate in various school activities.	2.5863	1.19196	14
49	Sometimes pay tribute to some students.	2.6792	1.47839	13
50	Apply teaching rules and educational regulations in teaching.	2.8355	1.39352	12
51	Contribute to solve the students' problems in the classroom.	3.2655	1.19933	10
52	Systematic inside the classroom.	3.5896	1.14423	6
53	Unbiased and deal objectively with students.	3.4560	1.19427	9
54	Diagnose types of behaviors resulted from inattentiveness and boredom, and treated in necessary.	3.2280	1.42001	11
55	Make students cooperate in the various class activities.	3.9218	.99939	1
56	Establish a democratic relationship with students based on understanding and respect.	3.6173	1.12878	5
57	Develop self-control among students.	3.7003	.94451	3
	General Mean	3.3860	.76635	

Table (7) shows the level of the nature of work, where the means ranged from (2.58) to (3.92) compared to the general mean of the domain (3.38). The item that states "Make students cooperate in the various class activities." ranked the first with a mean (3.92) and standard deviation (.99939) compared to the general mean and standard deviation, followed by the item that says "Use active learning in teaching" with a mean (3.78) and a standard deviation (0.761), while the item that says "Participate in various school activities." ranked the fourteenth, the last one, with a mean (2.58) and a standard deviation (1.19) compared to the general mean and standard deviation of the domain. This indicates that the female teachers' ensure of the cooperation of the students in various classroom activities is high compared to the negative side represented by their inability to participate in various school activities.

Table (8) explains the means and standard deviations for the domain of obstacles that limit the role of the female teachers in activating the skills and methods of effective teaching:

S.	Item	Mean	SD	Order by importance
58	Full-of-students classrooms that prevent active learning.	3.7280	1.06370	7
59	Lack of financing doesn't facilitate the educational process.	3.7980	1.00809	3
60	Lack of moral and financial incentives paly a remarkable role in limiting the female teachers' innovation.	3.3143	1.29897	13
61	Lack of equipment prevents effective learning.	2.7085	1.46454	17
62	Teaching overload.	3.9088	1.16564	2
63	Regulations limit the female teachers to work freely.	4.3111	4.48408	1
64	Fear of loss of control over students.	3.7345	1.05302	5
65	Lack of female teachers' experience in effective skills and teaching methods.	3.7459	.99785	4
66	Insufficient-time period	3.5033	1.23271	10
67	Fear of trying anything new.	3.4935	1.18272	11
68	Curricula prefer focusing on cognitive sides over other sides.	3.7280	1.05291	6
69	The teacher is lacking planning and shortage of using the assessment tools.	3.4479	1.01524	12
70	The teacher appears untalented in using teaching aids.	3.1661	1.16575	15
71	Remarkable difference of social level causes low self-conception.	3.3046	1.05172	14
72	The regressive economic situation of the teacher influences her educational performance.	2.9023	1.23181	16
73	Lack of training sessions supporting teachers' role.	3.6059	93388.	8
74	The school administration doesn't cooperate to provide the teaching aids for female teachers.	3.5798	97572.	9
	General Mean	3.5283	.81014	

Table (8) indicates the level of the nature of the work, where the means ranged from (2.70) to (4.31) compared to the general mean (3.52). The item "Regulations limit the female teachers to work freely." ranked the first with a mean (4.31) and standard deviation (4.48) compared to the general mean and standard deviation, while the item "Lack of equipment hinders effective learning." ranked the seventeenth, the last place, with a mean (2.70) and a standard deviation (1.46) compared to the general and standard deviation. This table shows that the most important obstacles that limit the role of the female teachers in activating the skills and methods of effective teaching is the regulations followed in schools of Najran, which limit the female teachers' freedom of action and that teachers are assigned to teaching overload.

Based on the above statistical analysis, the study resulted in:

- There are regulations limiting the teachers' freedom of action.
- The female teachers are keen to make the students cooperate in various class activities.
- The female teachers manage to fix and develop teaching methods and techniques according to the results of the assessment.
- The female teachers encourage students to do the daily preparation of lessons.
- The female teachers identify the levels of difficulty in teaching the curriculum.
- The female teachers characterized by being energetic and ever smiling.

## 9. Recommendations

Based on the above results, the study made many of the recommendations including:

- Designing daily lesson plans for each curriculum and posing class questions with various objectives and levels for the students.
- Involving female teachers in training courses that qualify them to use a variety of various assessment methods appropriate to the content of the lesson.
- Training the female teachers in the use of appropriate teaching aids and teaching methods to activate the educational learning process and activate the skills and methods of effective teaching through modern technology and computerized software in order to achieve the educational goals.
- Qualifying the student teacher for the use of effective teaching methods as well as all educational strategies and activating them in the classroom during the teaching of female student teachers and the use of all educational strategies.
- Overcoming the obstacles by decision-makers and school administration for the use of effective teaching methods and teaching aids as a key assistant to activate the skills and effective teaching methods.

## References

- Abu-Sweireh, Ahmed (2009). A training program based on instructional design in the light of training needs to develop some of the technological skills of teachers of technology. Unpublished Master Thesis, Department of Curriculum and Educational Technology, Faculty of Education, the Islamic University of Gaza, Palestine.
- Ahmed, Mohammed (2005). The teacher and teaching aids. Cairo: Modern university office.
- Al-Ali, I. (2009). Effective teaching in educational administration. Accessed on 03/15/2014, retrieved from: [http://www.edutrapedia.illaf.net/arabic/show\\_article.thtml?id=189](http://www.edutrapedia.illaf.net/arabic/show_article.thtml?id=189)
- Al-kakhn, A. and Haniyeh, L. (2009). The effect of teaching using educational drama style in tenth grade students' achievement in Arabic grammar. *Jordan Journal of Educational Sciences*: 5 (3), pp. 201-216.
- Al-Shamri, Kh. (2007). The effect of using a computer program in teaching course of Education techniques upon students' achievement, Mualimeen College, the city of Hail, (quasi-experimental study). Unpublished Master Thesis, Curriculum and Instruction Department, College of Education, Umm Al Qura University, Saudi Arabia.
- Al-Shamri, M. (2005). The reality of social studies teachers' use of the teaching techniques at the prep schools in Hafr al-Batin in Saudi Arabia. Unpublished Master Thesis, Faculty of Graduate Studies, University of Jordan, Jordan.
- Amayreh, M. (2003). The views of teachers about the use of educational technologies, and the difficulties they face. *Journal of Educational Science*, (4): pp. 194-159.
- Ayyad, F. & Awadh, M. (2008). *Methods of teaching technology*. Gaza: Library of Maktaba.
- Bakhit, R. and Amri, A. (2008). The extent of the practice of teachers for the skills and knowledge acquired in Education Diploma Program in information and communication technology in the classroom teaching in government schools in Jordan. *Jordan Journal of Educational Sciences*, 4 (4): pp264-249.
- Barakati, N. (2001). The reality of the use of teaching aids necessary for teaching mathematics for Prep Girls in Mecca. Master Thesis, Faculty of Education, Curriculum and Instruction Department, Umm Al Qura University, Saudi Arabia.
- Dorsey, Carrie S. (2014). *Students' Perceptions of Effective Teaching Strategies in A Developmental Writing Course*, Unpublished Dissertation, Capella University, USA. Available at <http://gradworks.umi.com/36/17/3617511.html>
- Fatlawi, S. (2006). *curriculum and effective teaching*. Vol. I, Oman: Ishraqa House for publication and distribution.
- Ferjani, A. (2002). *Technology and the development of education*. Cairo: Dar Gharib for printing, publishing and distribution.
- Harris, J. (2000). *Utilization of computer technology by teacher at Carl Schurz High School, A Chicago Public school*. Dissertation Abstract International -A 61/06, P2268. Available at

<https://commons.lib.niu.edu/handle/10843/10872>

Kubaisi, A. (2009). Teaching methods and skills. (1), Jordan: Harir House for publication and distribution.

Lysniak, Ulana (2010). Effective Teaching Strategies for Low Motor Skill Students, Unpublished Dissertation, Columbia University, USA. Available at <http://gradworks.umi.com/34/24/3424973.html>

Mehady, R. (1993). The Study of High School Teachers Utilization of Instructional. Media In ACEH Province Indonesia. Dissertation Abstract International, Vol. 53. No. 7, PP19-23- A.

Mehnawi, Z. (2012). The role of teaching aids for the teaching of geography in the fifth grade of primary school students. Adab al-basrah Journal, (61): pp. 311-356.

Mutawe, D. (2002). Modern trends in the use of modern educational technology in science education. Arabic language Journal for Education, (2): pp. 22-127.

Qandil, A. (1998). Teaching aids and education technology: content, relationship and classification. (2), Riyadh: International Publishing House.

Salama, A. (2004). Means of communication and educational technology.Vol. 5, Amman: Dar El-Fikr for printing and publishing.

Salim, A. & Saraya, A. (2003). Education technology system. Riyadh: Rasheed library for publication.

Shaheen, A. (2011). Advanced teaching strategies, learning strategies and learning styles. Special diploma in Education, Curriculum and Instruction, College of Education, Damanhour, Alexandria University, Egypt.

Sufi, A. (2002). Modern Technology and Education. Oman: Warraq Foundation for Publishing and Distribution.

White, Cameron (1999). Transforming Social Studies Education, Charlesc. Thomas Publisher, LTD, Illinois, U.S.A.

Zayed, Intisar (2013). Possible ways to raise the level of skills and abilities of students in the Arabic language. Second International Conference of the Arabic language under the title "the Arabic language is in danger: Everyone must protect it, May 7th to 10th, the University of Al-Zawya, Libya.

Ziyoudi, M. (2012). The role of information and communication technology – project of the development of education towards cognitive economy – in the development of life skills among students of the Jordanian public schools. The Arab Journal for Talent Development, 3 (5): pp. 83-107.