

Employing Modern Teaching Strategies and Their Practices in the Light of Teaching Quality Standards of the Faculty Members at College of Science and Arts in Shroua

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Abstract

The present study aimed at knowing the modern teaching strategies used in the College of Science and Arts in Shroua Governorate; and identifying the right practices of selecting and implementing those strategies. It also aimed at investigating the extent of the faculty members adherence to those practices. To achieve that aim, a questionnaire was prepared and administered on 64 faculty members (33 females and 31 males). The sample of the students consisted of 161. (64 males and 97 females). The results showed that many of modern teaching strategies are employed and there is a good amount of quality in using the proper teaching strategies with different degrees. The range of employing modern strategies was high and moderate respectively. The sample stated that the faculty members use the traditional strategies (Lectures, dialogue and discussion) with high degree. Statistically significant differences were found between faculty members and students in using modern teaching strategies and in the quality of using modern strategies and practices of teaching.

Keywords: teaching strategies, quality standards, teaching practices, faculty members.

Introduction

Higher education institutions seek to improve its educational programs, to better their outcomes according to the society needs and labor market requirements. This progress may guarantee its regional and international leadership through achieving academic accreditation. This accreditation has become an urgent requirement for each educational institution because it attains credibility and trust for both its faculty and graduates.

In this context, the national framework of qualifications has determined the characteristics of the bachelor graduates such as: the comprehensive, harmonious and systematic knowledge in certain academic field, the knowledge of the theories and principles related to that academic field; the ability to investigate complex problems and find creative solutions with little guidance, by using visions from their study and from other related fields; as well as the ability to determine and use the suitable mathematical and statistical methods in analyzing and resolving complicated issues, and the ability to select and use the most suitable mechanism to deliver the information to the different receivers; the leadership ability and readiness to co-operate with others in common projects and initiatives.

Therefore, it is required to implement the curricula and educational programs according to the modern techniques such as using technology in teaching and employing modern teaching strategies in preparing, introducing and evaluating the educational content; seeking to achieve the optimal objectives of the modern curriculum. Hence, modern teaching strategies have gained wide interest in the last years due to its role in attaining the success of the instructional process by its contribution in developing the curricula activating the students' positiveness.

Hawas, (2009, p.143) confirms that developing creativity in the field of education, and changing the students' roles in the educational process to become more positive, as well as improving the curricula, require using the modern strategies, methods and techniques of teaching. Those strategies help the teacher in the planning and organizing his movements inside the classroom. And lead to reach the desired goals efficiently through using the available possibilities (Shahata, et al., p.40).

National Commission for Academic Accreditation and Assessment (2011, p.18) took care of those strategies and the quality of practices by confirming the use of strategies and suitable techniques that keep up with the different intended learning outcomes.

In this context, many researchers have used modern strategies of teaching such as the studies have been conducted by Rehab Abdelshafy (1998), Mohammad (1998), Attia (1999), Mona Shihab (2000), Imran (2001), Chang (2001), Dreyer & Nel (2003) Malak, Alsalam (1424), Ibrahim (2003), Hamdan & Mohammad (2007), Najat Boqes (2008). All these studies have reached the effectiveness of using strategies and their advantages in the instructional process.

For the sake of developing skills and trends, many studies have been conducted such as a study

conducted by Franciscone (2008) which used story maps strategy; and a study conducted by Andreassen & Braten which used the strategy of direct presentation, as well as a study by Bruce (2010) which adopted the strategy of teaching directed reading. While a study conducted by Samules, (2011) applied the dramatic approach. These studies revealed the effectiveness of those strategies in developing reading comprehension and attitude towards reading. A study by Kok, (2010) revealed that there was a strong correlative relationship between between the teachers' use of strategies and the high level of students' achievement and attitudes.

A study by Fida Saleem, (2011) aimed to identify the difference between the brainstorming and the lecture in learning a course of teaching methods and developing the scientific thinking. Results showed superiority of the empirical group in the achievement test of the course.

A study by Anaam Alsofery & Nema, (2013) aimed to identify the use of e-learning represented by using internet as a method of teaching to know its effect on the students learning and their attitudes towards e-learning. Results showed superiority of the empirical group over the control group.

Other studies dealt with the teaching strategies and their practices according to the quality and its standards such as a study by Nancy Steely, (2003) which aimed to know the relationship between quality standards and the professional practices of teaching for three teachers. Qualitative results showed that class taught by holders of national teaching standards certificate were better than those classes taught by traditional teachers.

Whereas, a study by Gavriel & Edward, (2006) aimed to demonstrate the application of comprehensive quality in higher education through determination of the dual roles of students and teachers, analyzing them and discussing the aspects of deficiency. The study contributed to understanding the teachers and students roles in achieving comprehensive quality properly in higher education. The study also presented a way for reinforcing evaluation process as a measure of education quality. It also presented procedures that may increase students' motivation to seek for knowledge .

Studies conducted by Nahla Lofty, (2007), Azouz & Khames, (2008) and Jihan Azam, (2010) aimed to identify the reality of programs of preparing kindergarten teachers and the extent of achieving quality standards in their outcomes. Results of these studies showed a lack and shortage concerning tests, admission procedures, preparation programs, teaching strategies, teaching practice and assessment.

A study by Maisa Ahmad, (2009) aimed to determine the most important comprehensive quality standards for the distinguished school as perceived by teachers and principals. The study presented an inventory of the most important standards of quality in excellent schools. The results of the study concluded a list of the most important standards of the comprehensive quality briefed in four groups: identifying the aims, and goals of the school, identifying the professional development, human & financial resources, and planning.

A study by Rania Abdelhamid, (2010) aimed to evaluate the teaching performance of the faculty members who teach science courses, in light of the national standards of the academic practices. Findings showed faculty members' capability in all aspects.

A study by Inshirah Algabriny (2013) aimed at knowing the teachers' trends towards comprehensive quality standards, and the special features of the teaching efficiencies, its strategies and techniques. Findings of the study showed that trends of teachers towards comprehensive quality standards, and the special features of the teaching efficiencies, its strategies and techniques were high and positive.

A study by Assaf (2013) aimed at knowing the extent of application of comprehensive quality aspects in colleges of humanities from the viewpoint of faculty members. Results of the study showed that application of quality standards was moderate.

Despite the importance of using modern teaching strategies, education in most Gulf countries is still away from using them. Where education sticks to the traditional methods and theoretical nature. It focuses on memorization and rote learning (Arab Education Office of Gulf Countries, 1999, p.106).

Furthermore, the use of those strategies by some teachers is not in accordance with the right practices that achieve the quality of teaching. And this is what many previous studies have indicated such as a study by Rania Abdelhamed (2010) and a study by Inshirah Algabriny (2013) AS they are featured by randomness, ambiguity, and inconsistent with the content or the nature of the learners.

A training workshop conducted by College of Science and Arts, Sharourah, and attended by the present researchers, revealed the difficulties and problems that encompass implementing modern strategies in the university education. Those difficulties and problems may be due to the lack of understanding those strategies; and due to no determination of the proper practices and constraints of selecting and applying the right strategy.

Despite the necessity of identifying the right practices that control the use of modern teaching strategies in the university education, the researchers did not find studies determine those practices and the ones related to selecting and implementing the strategy, the ones related to individual differences between learners, available possibilities, the content of the course and the duration of lesson, role of the teacher and role of the learner.

In the light of the previous mentioned studies, the importance of the modern strategies in teaching and the importance of identifying the right practices of teaching in the light of quality standards became explicit for

getting the effectiveness of those strategies and improvements of the teachers' performance and their trends towards it. That leads to the interactions of the students with it, and to better their levels which in turn lead to achieve the requirements of quality and academic accreditation.

Therefore, the problem of the study revolves around knowing the modern strategies of teaching that are used in College of Sciences and Arts in Shrouah governorate and revealing the right practices in employing those strategies from the viewpoint of by the faculty members (males – females) and boy and girl students.

2. Methodology

2.1. Population and sample

The sample consisted of (64) faculty members (31 males, 33 females), (64) male student and (97) female students.

2.2. Instruments

The researchers prepared a questionnaire to achieve the aims of the research. Another questionnaire was administered to detect the practicing of teaching strategies in light of teaching and learning standards. The questionnaire consisted of (75) items, 16 items for assessing teaching strategies and 42 items for assessing the instruction practices.

2.3. Validity of the Questionnaire

Content validity

The questionnaire was given to a panel of jury specializing in educational psychology measurement and evaluation, methods of teaching & curricula to take their views in the suitability of the items. Modification, correction and rephrasing of some items were done according to the experts' views and items whose agreement score was less than 80% were omitted.

Internal consistency

The correlation between each items and the total score of the sub-scale was computed on a sample consisted of (43) students. the correlation values ranged between (.39 - .89)

Reliability of the questionnaire

Cronbach's Alpha was used to assess the reliability of the questionnaire on a sample consisting of (43) students. Test – retest method was also adopted to check the reliability after 4 weeks.

Table 1 Reliability coefficients of the questionnaire

Questionnaire	Alpha	Test – re – test
Teaching Strategies	.79 **	.93 **
Practices of teaching strategies	.91 **	.85 **

** (.01) significance level

Table 1 shows that reliability co-efficient ranged between (.79 - .91) alpha while values of test – retest method were (.79 - .93). The questionnaire was proved to have high levels of reliability and validity.

3. Results of the research

The following statistical techniques were used: mean, standard deviation, confidence intervals of response mean, T .test.

Table (2) confidence intervals of response mean.

Alternatives	Low level	High level
Strongly agree	4.2	5
Agree	3.4	4.2
Hesitant	2.6	3.4
Disagree	1.8	2.6
Strongly disagree	1	1.8

3.1 Results of the first and second questions:

1-What are the strategies that are employed in teaching as perceived by faculty members?

2- What are the strategies that are employed in teaching as perceived by the students?

Means, standard deviations of faculty members and students were computed on each strategy of teaching as follows.

Table (3) degree of faculty and students agreements on each strategy.

	strategy	faculty					students				
		N	Mean	St. Dev.	rank	agreement	N	Mean	St. Dev.	rank	agreement
1	Lecture	64	4.73	0.48	1	Very high	161	3.97	0.83	1	High
2	Modern Lecture	64	4.09	1.02	3	High	161	3.34	1.13	5	High
3	Dialogue Discuss.	64	4.30	0.92	2	Very high	161	3.53	0.94	2	High
4	Co-op. learning	64	3.73	1.22	7	High	161	3.08	1.22	12	moderate
5	inquiry	64	3.73	1.17	8	High	161	3.32	0.97	6	moderate
6	standard	64	3.91	0.95	4	High	161	3.43	0.97	3	High
7	Problem solving	64	3.61	1.61	10	High	161	3.15	1.19	8	moderate
8	Practical Present.	64	3.63	1.27	9	High	161	3.17	1.16	7	moderate
9	Self-learning	64	3.89	1.03	5	High	161	3.52	1.05	4	High
10	Brain storming	64	3.89	1.03	6	High	161	3.15	03..1	9	moderate
11	e-learning	64	3.06	1.30	15	moderate	161	2.82	1.16	16	moderate
12	Concept maps	64	3.27	1.04	12	moderate	161	3.06	0.91	13	moderate
13	Active learning	64	3.36	1.13	11	moderate	161	3.15	1.10	10	moderate
14	Role play	64	2.97	1.23	16	moderate	161	2.96	1.09	15	moderate
15	Discovery learning	64	3.19	1.25	13	moderate	161	3.10	1.12	11	moderate
16	Discriminated learning	64	3.14	1.15	14	moderate	161	3.02	1.20	14	moderate

Table (3) shows the following:

- Strategies number 1 and 3 were the most frequent strategies as their score was very high. Those strategies were the lecture and discussion; their means were 4.73 and 4.30 respectively.
- Strategies number (2-6-9-10-4-5-8-7) got high agreement. These strategies were modern lecture, self-learning, brain storming, co-operative learning, inquiry, scientific presentations, and problem solving.
- Strategies number (11-12-13-14-15-16) got moderate agreement – these strategies were: e-learning, concept maps, active learning, role play, discovery learning, and variant learning.

Student's responses

There was no strategy got the "very high" degree.

Strategies number (6-3-1-2-9) got high degree – those strategies are: lecture, discussion, self-learning and modern lecture.

- Strategies number (4-5-7-8-10-11-12-13-14-15-16) got moderate degree. Those strategies are: co-operative learning, inquiry, problem solving, presentation, brain storming, e-learning, concept maps, active learning, role play, discovery learning.

- It is worthy noting that there is a semi-agreement between students and faculty members concerning the degree of using strategies of teaching. They had different views on the strategies number (4-5-7-8-10) those strategies are cooperative learning, inquiry, problem solving, and presentations, brain storming. Those strategies got high degree given by the faculty members while the response of the students related to those strategies was moderate degree.

3.2 Results of the third question

Do the responses of the faculty members differ from those of students concerning the faculty use of modern teaching strategies?

T. test was used to resolve this question results are shown in table4

Table 4 T. test results concerning the faculty use of modern teaching strategies.

Variable	sample	no	mean	St.dev.	T. value	Sig.
Use of Modern strategies	faculty	46	59	12.03	4.10	0.01
	students	161	51.72	12.00		

Table (4) shows that statistically significant differences are found between the faculty members and students in using modern strategies of teaching in favor of the university faculty members.

3.3 Results of the fourth and fifth questions:

what are the proper practices of employing teaching strategies as perceived by the faculty members?

3-5- what are the proper practices & employing teaching strategies as perceived by the students?

To resolve those two questions, means and standard deviation of the faculty and students responses were computed results are shown in the following table.

Table (5) degree of faculty members and students a agreement on the practices of teaching strategies.

Standard		faculty					students				
		N	Mean	St. Dev.	rank	agreement	N	Mean	St. Dev.	rank	agreement
1	Provoking attention	64	4.44	0.64.	8	Very high	161	3.40	1.00	15	High
2	Combining lessons	64	4.39	0.63	1	Very high	161	33.60	0.96	4	High
3	Using aids	64	3.94	0.1.14	36	High	161	2.94	1.05	41	moderate
4	Using reference	64	4.45	0.69	7	Very high	161	3.33	1.05	18	moderate
5	Relating lesson to real life	64	4.20	0.78	24	Very high	161	3.14	1.13	32	moderate
6	Giving opportunity to discuss	64	4.48	0.84	4	Very high	161	3.48	1.01	11	High
7	Making students share	64	4.13	0.86	30	High	161	3.58	0.97	5	High
8	Catering for individual differences	64	4.30	0.77	19	Very high	161	3.04	1.23	37	moderate
9	Effective use of strategies	64	4.20	0.86	25	Very high	161	3.11	1.08	34	moderate
10	Encourage group work	64	4.14	0.397	29	High	161	3.17	1.08	31	moderate
11	Assigning papers	64	4.36	0.93	13	Very high	161	3.92	0.99	1	High
12	Encourage critical & creative thinking	64	4.28	00.83	20	Very high	161	3.22	1.16	27	moderate
13	Accept ideas	64	4.33	0.76	16	Very high	161	3.29	1.04	23	moderate
14	Implement activities	64	3.97	1.02	35	High	161	3.27	1.09	25	moderate
15	Proper time management	64	4.33	0.80	17	Very high	161	3.51	1.02	7	High
16	Providing suitable class	64	4.08	0.95	33	High	161	3.30	1.09	22	moderate
17	delivering questions	64	4.38	0.70	12	Very high	161	3.42	0.97	14	High
18	Accepting answers	64	4.41	0.66	9	Very high	161	3.50	1.05	9	High
19	Reinforcement	64	3.94	0.99	37	High	161	3.09	1.18	35	moderate
20	Socially interact	64	4.00	0.82	34	High	161	3.34	1.07	17	moderate
21	Encourage search	64	4.17	0.83	27	High	161	3.53	1.02	6	High
22	Develop values	64	22..4	0.88	23	Very high	161	3.38	0.99	16	moderate
23	Coherent presentation	64	4.47	0.69	6	Very high	161	3.47	1.02	12	High

24	Encourage thinking	64	4.11	0.78	31	High	161	3.12	1.02	33	moderate
25	Encourage self-learning	64	4.26	0.78	21	Very high	161	3.22	1.07	28	moderate
26	Organizing ideas	64	4.31	0.71	18	Very high	161	3.33	1.02	19	moderate
27	Sense of humor	64	4.10	0.92	32	High	161	3.32	1.22	21	moderate
28	Addressing misdeeds	64	4.25	0.69	22	Very high	161	3.21	1.14	29	moderate
29	Encourage responsibility	64	4.19	0.91	26	High	161	3.17	1.09	30	moderate
30	Design enriching activities	64	3.61	1.03	41	High	161	2.87	1.14	42	moderate
31	Evaluating students	64	3.81	1.01	39	High	161	3.09	1.20	36	moderate
32	Addressing society problems	64	3.92	0.84	38	High	161	2.98	1.17	40	moderate
33	Develop scientific skills	64	4.16	0.82	28	High	161	3.27	1.18	24	moderate
34	Develop attitudes	64	4.39	0.70	11	Very high	161	3.49	1.10	10	High
35	Using clear language	64	4.58	0.61	3	Very high	161	3.68	1.06	3	High
36	Identifying reference	64	4.39	0.77	10	Very high	161	3.32	1.18	20	moderate
37	Encourage self-expression	64	4.48	0.67	5	Very high	161	3.50	1.12	8	High
38	Dealing respectfully	64	4.59	0.61	2	Very high	161	3.69	1.07	2	High
39	Providing feed-back	64	4.36	0.78	14	Very high	161	3.25	1.10	26	moderate
40	Giving main questions	64	4.36	0.70	15	Very high	161	3.45	0.96	13	High
41	Dividing groups	64	4.77	1.14	40	High	161	3.01	1.15	39	moderate
42	Design instructional situations	64	3.55	1.11	42	High	161	3.04	1.12	28	moderate

Table 5 shows:

- that strategies number (2-38-35-6-37-23-4-1-18-36-34-17-11-39-40-13-15-26-8-12-25-28-22-5-9) got the score of high degree. These strategies are: Combining lessons, dealing respectively with students, using comprehensible language in teaching, Giving students opportunity to discuss and talk, encouraging students to express their ideas and accept others' opinions, presenting the lecture in a hierarchical and coherent way, using the references and books included in the plan, provoking students attention, accepting students responses, helping students to select the proper references, improving good values and attitudes, mastery of giving question, giving relevant assignments, giving suitable feedback, presenting questions related to the subject, accepting new ideas, proper distribution of time, organizing and combining ideas, catering for individual differences encouraging critical and creative thinking encouraging self-learning and self-confidence positively dealing with decent and disruptive behaviors, and employing the aspects of teaching in improving values, attitudes and good habits of students.

-Other practices got the high degree those practices are (29-21-33-10-7-24-27-16-20-14-3-19-32-31-41-30-42).

- The responses of the faculty members indicated that all practices are effectively used in teaching.

Responses of the student indicated that

- there was no practice that was very highly used in teaching.

- Responses of students indicated that there are 15 standards that are highly used : 11-38-35-2-7-21-15-37-18-34-6-23-40-7-1-22-20-4-26-36-27-16-13-23).

- These practices are: (asking students to prepare relevant papers) (Dealing with students with respect) (using clear and comprehensible language) (combining the present lesson with the previous one) (leaving students participate in instruction) (Encouraging students to search and read) (Proper allocation of time) (Encouraging

students to freely express their opinions) (accepting students responses) (improving attitudes, values and good habits of students) (Improving the skills of communication and social interaction) (using books, references and materials of the curriculum) (organizing and combining ideas)

- Responses of students indicated that the other 27 practices are not effectively used in teaching as their degree was moderate.

3.4 Results of the sixth question:

Do the responses of faculty members differ from those of practices of teaching. T, test was used to assent this difference. Results of T. test are shown in table 6.

Table (6) T. test results of the second dimension of the questionnaire.

Variable	sample	No.	mean	St. deviation	T. value	Sig.
Practices of teaching	faculty	64	176.97	23.17	8.62	0.01
	students	116	139.04	31.99		

Table 6 shows that no statistically significant difference was found between the faculty members and students in the practices of teaching.

4 Discussion

The aim of this paper was to know the modern strategies of teaching practiced by the faculty members in Shroura College of Science and Arts. It also aimed at identifying the proper practices of selecting and implementing those strategies. Results showed that the faculty members employ the strategies effectively with different degrees ranging from very high to moderate, this is due to their belief in the effect of those strategies in improving the learning process. The results of this study confirm the results reached by abdelshafy1998, Chang, 2001, Mohamad, 2008, Kok, 2010 and Bruce, (2010).

Results indicated that the employment of the strategies was very high in students views and faculty members views concerning the traditional strategies such as lecture and discussion and this may be due to the lack of training on the modern strategies, the need for equipment and devices. This result is consistent with the results reached by lofty, 2007 and Azam, 2010.

T. test results showed significant difference between the faculty members and students in the two dimensions of the study. This result is explained by the high level of expectation of faculty members concerning their use of strategies compared to the students expectancy. In addition, the faculty members are more aware of the modern strategies than students.

These results keep up with the results given by Abdelhamed, 2010, Algabriny, 2013, gavried8, Edward, 2006, moreover, students aren't trained on accepting teaching through those strategies and this is inconsistent with what the national authority for evaluation and academic accreditation call for (2011, p. 19) which asserted that students need to be trained on accepting unfamiliar methods of teaching.

5 Recommendations

In light of the results, the present research recommend that the university faculty members need to be trained on how to select and use the modern strategies of teaching with great emphasis on the effective practices that achieve students participation and successful use of strategies.

6 Proposed future research

Conducting a research investigating the effectiveness of training the faculty members on modern strategies of teaching and assessing the obstacles of activating those strategies in university education.

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