

The Extent of Effective Learning Skills from Perceptions of Arabic Teachers at Primary Schools

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Abstract

This study aimed at identifying the degree Arabic language teachers practice effective teaching skills from the perspective of Arabic teachers in the primary schools of Abha in the Asir region. Additionally, to pinpoint variations in the extent to which Arabic language instructors use efficient teaching techniques that are attributable to 183 Arabic language teachers in the primary schools in Abha made characteristics (gender and years of experience). up the study's sample, which was selected at random. The researcher created the study instrument, which included planning skills, implementation skills, and assessment skills, to gather data. The results showed that the level of effective teaching skills was generally at a moderate level. Also, planning skills were in the first rank with a moderate degree of practice, followed by evaluation skills in the second rank with a moderate degree, while the implementation skills were in the third and last rank, with moderate practice. However, there were no statistically significant variations in the means of Arabic language teachers' use of effective teaching techniques from the viewpoint of Arabic teachers in Abha primary schools that could be attributable to characteristics (gender and years of experience).

Keywords: Effective Learning Skills, Arabic Teachers, Primary Schools.

مدى فاعلية مهارات التعلم من وجهة نظر معلمي اللغة العربية في المدارس الابتدائية

الملخص

هدفت هذه الدراسة إلى التعرف على درجة ممارسة معلمي اللغة العربية لمهارات التدريس الفعال من وجهة نظر معلمي اللغة العربية في المدارس الابتدائية بمدينة أبها بمنطقة عسير. بالإضافة إلى ذلك، تحديد الاختلافات في مدى استخدام معلمي اللغة العربية لأساليب التدريس الفعالة التي تعزى إلى الخصائص (الجنس وسنوات الخبرة). وتكونت عينة الدراسة من ١٨٣ معلماً ومعلمة للغة العربية في المدارس الابتدائية بمدينة أبها، وقد تم اختيارهم بطريقة عشوائية. وقام الباحث ببناء أداة الدراسة والتي تضمنت مهارات التخطيط، ومهارات التنفيذ، ومهارات التقييم، لجمع البيانات. وأظهرت النتائج أن مستوى مهارات التدريس الفعال كان بشكل عام عند مستوى متوسط. كما جاءت مهارات التخطيط في المرتبة الأولى بدرجة ممارسة متوسطة، تليها مهارات التقييم في المرتبة الثانية بدرجة متوسطة، بينما جاءت مهارات التنفيذ في المرتبة الثالثة والأخيرة بدرجة ممارسة متوسطة. ومع ذلك، لا توجد فروق ذات دلالة إحصائية في متوسطات استخدام معلمي اللغة العربية لتقنيات التدريس الفعالة من وجهة نظر معلمي اللغة العربية في المدارس الابتدائية بأبها تعزى إلى خصائص (الجنس وسنوات الخبرة).

1. Introduction

Our contemporary world is witnessing an accelerating scientific and technical revolution accompanied by changes in the various fields of life, the foremost of which is the field of human building which keeps pace with these changes (Bold et al., 2017). As a result, educational systems have become unable to meet the requirements of the times. The reason for this, according to education experts, is the insufficiency of traditional teaching in increasing the skills and experiences of students (Molina et al., 2018a). A large percentage of students in various Arab countries are below the expected level in terms of their possession of basic skills. There is a general weakness resulting from several economic, cultural, and political factors. Despite the efforts made by teachers and state institutions, they did not achieve the desired results (Al-Khawaldeh, 2018). To address this shortcoming, there must be a treatment for the various factors affecting the educational process, including the quality of teaching provided to students, i.e., the method of teaching and learning, and making teaching effective and capable of making change (Molina et al., 2018b). Therefore, modern education emphasizes the necessity of diversity in teaching methods and methods to suit the needs of students and their level of mental and social maturity (Buhl-Wiggers et al., 2017).

Hence, all countries of the world have paid great attention to effective education based on the development of scientific thinking, observation, organization, concept formation, and awareness of the relationships between things (Bau and Das, 2017). Effective teaching also focuses on the positives of the learner and his active participation in the educational process by following modern teaching strategies that take into account the students' development level, needs, tendencies, and abilities (Evans and Yuan, 2017). Teaching methods have brought about great development in the educational process, as the diversity of the student community in terms of different physical abilities, skills, tendencies, and desires requires us to use different teaching methods that correspond to these variables' qualitative information, skills, and behavior (Cohen and Goldhaber, 2016).

Studies that have been conducted (Al-Khawaldeh, 2018; Al-Shuwaili, 2018; Alsilwy, 2020; Salman, 2020, and Al-Ashhab, 2022) shown the relationship between the teachers' skills and multiple capabilities, such as his ability to study the scientific material he teaches, in terms of providing later feedback to improve and develop educational performance as a guide and a major driver, and an important factor for building the human educational relationship between teachers and their students. Also, good planning processes and the good and proper attitudes of a faculty

member are not useful unless it is translated into effective classroom behaviors that can bring about meaningful change in students (Cattaneo et al., 2017).

The development of societies has led to the development of the educational thought prevailing in them, and with the development of this thought, the view of the teacher and the roles that he plays have evolved (Feld and Zolitz, 2017). The teacher is no longer a transmitter of knowledge, nor is he merely a link between the textbook and the minds of the learners. with students and encourages them to self-learning (Feld et al., 2019). One of the recent trends in effective education that depends on the personality of the teacher and his extensive knowledge of his educational material and the skills he studies is that he can give information and help students master various educational skills to benefit their society and benefit from them in their daily lives (Carrell et al., 2018). The educational teacher is one of the foundations of the educational process. No educational system can achieve its goals and successes without the help of a teacher, so we find that its position must be distinguished, as in developed societies because education is one of the most important goals and objectives of educational institutions and is the main work carried out by teachers, the education process still takes wide interest from university administrations, as it constantly and continuously seeks to develop it's by various means and provide it with all the necessary needs (Gasser et al., 2018). The success of the teacher is an important indicator in judging the educational institution and a major factor in classifying it and identifying its capabilities and capabilities to achieve the desired goals of society (Carrell et al., 2018).

like the curricula require the teacher to play a new role, represented The changes that have occurred in his ability to choose teaching methods, methodological activities, appropriate educational and technological means, and his ability to motivate students to participate in the teaching process, provide educational situations, and create an atmosphere conducive to communication and interaction to communicate information skills, bringing ideas to the minds of students and evaluating their behavior (Pittinsky, 2016; Pittinsky and Montoya, 2016).

Thus, the creative teacher introduces situations in which students can work comfortably and independently and arrive at the facts on their own (Hilal and Demiralp, 2016). On this basis, the Arabic language teacher who deals with students and provides them with the most important language skills such as writing and reading skills and other skills through the use of methods and activities that attract students' attention helps them to engage in society, attract students' attention and increase their motivation towards studying Arabic (Blazar and Kraft, 2017). From the above and through a review of the educational literature, there was a lack of studies related to effective teaching in the educational field and at the level of the basic stage. Therefore, the need to conduct this study on effective teaching in general at the basic stage came as it is the basis for preparing the teacher and it is a fortiori that the faculty members possess the skills and principles of effective teaching.

1.1. Research Questions

Based on the above the research questions can be defined as follows:

- To the mentioned information what extent do Arabic language teachers practice effective teaching skills among primary school students in the Asir region?
- Does the extent to which Arabic language teachers practice effective teaching skills differ according to gender and experience?

2. Literature Review

As one of the few professions whose quality and expertise can be assessed via analysis and observation, teaching is a professional activity in that the teacher engages in thorough fundamental and primary operations to assist students in learning and teaching effectively (Duckworth et al., 2012).

According to Gershenson (2016), effective teaching relies on student initiative and active engagement in the learning process. As a result, the learner's role shifts from that of a (passive) receiver of knowledge and experiences to that of a participant and active researcher in the various learning sources in the quickest, easiest, and most exciting way possible (Kraft and Grace, 2016).

Effective teaching is defined as a type of teaching in which the student's role in the learning process is activated, as the student is the main focus in the learning process positive for the learner, through which he researches using activities and resources available to him such as observation and conclusion, thus reaching the goal and the information he needs, using effective thinking strategies (Backes and Hansen, 2015). The teacher transitions from his conventional function to that of planner, guide, and supervisor of the execution of the educational process through effective To improve them and provide pupils with planned practical knowledge and skills, teaching experiences, and skills, as well as desired values and directions, he employs many of his own personal, scientific, and technical talents, as well as a range of approaches and tactics (Gerchinson, 2016).

The primary role of the teacher in effective teaching is represented in the planning process to lead students, assist them in learning science, teach them the scientific method of thinking, employ the method of structured dialogue and discussion, teach them a writing style, and instill in them effective communication and communication skills, as well as how to overcome challenges using effective teaching strategies (Wetchasit et al., 2020). How to interact with all of the pupils, each of whom has various talents, interests, and ways of thinking, presents a challenge for the instructor (Rimm-Kaufman et al., 2015). Effective teaching methods vary according to the types of students, based on the differences and diversity of their understanding and assimilation and their effective integration into the educational process and the topic or educational situation (Rubie-Davies et al.,

2014). Accordingly, it is necessary to work on the diversity and multiplicity of strategies used in the educational and teaching process, which the teacher should know, represented by the following:

- **Differentiated education strategy:** It aims to raise the level of all students and increase their abilities and takes into account the characteristics and experiences of the individual (Aldossari, 2018).
- **Survey strategy:** It means that the student does his best to obtain information that explains the problem and searches for solutions. It is also based on focusing on linking the educated person to the daily reality; focusing on the content and what is related to the reality of the educated person's life outside the classroom environment, which makes educated people more motivated towards learning (Aldossari, 2018).
- **Cooperative learning strategy:** This is done by dividing educated people into unorganized and heterogeneous groups, all of whose parties cooperate to achieve and accomplish the desired goals so that it brings them a set of multiple learning benefits (Sharma and Saarsar, 2018)
- **Problem-solving strategy:** Problem-solving students gain information and life skills that they learn from facing different episodic situations. This strategy is based on encouraging educated people at higher levels of thinking by presenting real problems related to the educated person to provide them with an opportunity to collect information that helps them to present hypotheses to solve the problem (Kadir et al., 2020).

Effective teaching requires skills and principles that the teacher must possess to become successful in his profession because teaching is not just a transfer of information and knowledge, but rather an integrated personality-building process that includes the formation of the individual's personality, and the organization of the mental, emotional and psychomotor structures of the student's personality, and this requires the teacher to know the educational goals and educational means teaching methods and assessment (Kim et al., 2019). The effective teacher is the person who seeks to provide the educational individual to the students, starting from the process of identifying the events through the process of collecting knowledge related to the new and organizing it according to a logical, sequential framework with what is required for this stage of information processing and verification of its authenticity to the logical conclusions related to the historical phenomenon and the issuance of logical judgments (Da'as, 2019). A solid educational structure that connects theory and practice must be built using three successful teaching techniques, which must be known by the instructor and put into practice (Maxmudovna, 2020):

- **Planning skill:** This process is the first skill that must be mastered by the teacher, who seeks to excel in his teaching process, and this process is carried out by the teacher alone,

as he thinks about the things, the topics that he will teach to students, and how the teaching is done. The planning process requires the teacher a high ability to which he can know the nature of the target group, know their most important needs to ensure their presence during teaching, and also determine the abilities and capabilities of these students to try to devote them. The instructor must be able to settle on these issues, identify the educational process' goals, assess the content of the information to be taught, and decide how to best deliver the scientific subject before coming up with a detailed lesson plan (Kim et al., 2019).

- **Implementation skill:** This skill includes all the practices carried out by the teacher and implemented in the classroom, under which many other skills fall, including:
 - *Preamble before the lesson:* It is the process by which the teacher works to establish a friendly relationship between him and the students or a knowledge relationship related to the study material to excitement the learners about the subject, knowing how prepared each of them to receive this subject and the ease of moving from the previous lesson to the new lesson and linking them together (Kim et al., 2019).
 - *Preparation before the lesson:* It is all the words and actions that the teacher does to prepare the students for the new lesson so that they are in a state of mind and emotion that allows them to receive and accept the new information. The skill of preparation is one of the basic skills that the teacher must use to present the lesson, and it differs from the preparatory process. The preparation for the lesson is limited to the logical preparation of the students, while the preparation is focused on the emotional side of the students (Maxmudovna, 2020).

- *Using the blackboard:* A chalkboard is a teaching instrument that assists the instructor in feeling satisfied with the outcome of his or her educational job. If the instructor uses the blackboard effectively in the classroom, that is half of the lesson. Using the blackboard implies integrating it into the educational process. The blackboard serves a variety of purposes, including providing pupils with a clearer understanding of the lesson's terminology, ideas, and definitions as well as removing the lesson's abstract elements that might make them bored. The use of supplemental visuals, many examples, and explanation and analysis of the scientific information in the class are also made easier by the blackboard (Da'as, 2019).

- **Evaluation skill:** The teachers have given it additional emphasis because it is the third talent a teacher must possess. This is mirrored in how lessons are taught in the classroom, as teachers are forced to concentrate on subjects that frequently come up in exams throughout class (Da'as, 2019).

2.1. Previous studies

Al-Khawaldeh (2018) determined the level of application of the principles of successful teaching from their point of view by Jordan's Arabic language instructors at the primary stage. The sample of the study consisted of (60) teachers and teachers of Arabic language teachers and teachers, with (27) teachers, (33) and teachers. The researcher developed an instrument for study; a questionnaire that includes the principles of effective teaching, divided into six areas: objectives, teaching aids, presentation of the subject, motivation, classroom management, classroom interaction, skills, values, and attitudes. The results of the study showed that teachers of the Arabic language and its teachers practiced the principles of effective teaching to a medium degree. The results also showed that there are no statistically significant differences in the degree of the practice of the principles of effective teaching due to sex, except in the areas of motivation and skills development, values, and trends, where the differences in favor of teachers. As for the variable of scientific qualification, the differences were not the same, except for the development of skills, values, and trends, in which the difference was in favor of postgraduate studies. As for the variable of experience, the differences were not statistically significant in all areas of the questionnaire, except for the areas of objectives and teaching methods, in which the difference was in favor of those with more than 10 years of experience.

Al-Shuwaili (2018) determined the extent to which social teachers taught efficient teaching techniques from the perspective of school principals. The researcher employed the descriptive approach using a questionnaire that included (28). The results revealed that the degree to which primary school teachers practice effective teaching skills is high. The results also revealed that there are statistically significant differences in the degree to which primary school teachers practice effective teaching skills due to the gender variable.

Alsilwy (2020) examined how science teachers acquired effective teaching techniques from the perspective of the instructors and their managers in the Taiz Governorate. 25 supervisors and 45 teachers make up the study's sample. 44 skills divided into the categories of planning, implementing, and evaluating are given a questionnaire. The findings indicated that instructors' acquisition of effective teaching practices, including planning, implementation, and evaluation, is moderate without supervisors and very high with them. Additionally, the findings indicated that about planning did not reach the level instructors' and supervisors' acquisition of effective teaching of significance. On the other hand, there is a degree of significance in favor of teachers' perspectives on implementation and evaluation.

Sleman (2020) examined the effectiveness of Arabic instructors in elementary schools in terms of their active teaching techniques (Central schools of Baqoubah- Diyala Governorate) (2017-2018). In the study, the researcher used a descriptive methodology, identifying a research population of (168) instructors and choosing a research sample of (30) teachers, made up of (15) male teachers and (15) female teachers. a questionnaire with four categories was used to gather the

data (Planning, Workmanship, Implementation, and evaluation). The outcomes demonstrated that teachers of Arabic are aware of the value of active teaching techniques.

Al-Ashhab (2022) assessed the degree to which Arabic language instructors in the schools in the Hebron Governorate in Palestine employ effective teaching methods from the perspective of administrators and supervisors. Additionally, it showed that the variables varied (gender, educational qualification, years of experience, nature of work, and directorate). The random stratified approach was used to choose the study sample, which consisted of (88) principals and (27) supervisors of the Arabic language at the Directorates of Education in the Governorate of Hebron. To collect data, the researcher prepared a questionnaire with six parts and sixty-three items. According to the findings, the Hebron Governorate's principals and administrators considered the usage of effective teaching methods by Arabic language instructors to be somewhat high. Principals and supervisors in the Hebron governorate ranked the ability to plan lessons as the most important and effective teaching skill of Arabic language teachers, followed by the ability to manage people, a class and its environment, the educational installation, and finally the ability to implement. The assessment skill, according to administrators and supervisors in the Hebron Governorate, was the Arabic language teachers' least effective teaching strategy. There were no statistically significant differences in the means of Arabic language teachers' use of effective teaching techniques, though, that could be attributed to the variables of the teacher's gender or experience level, according to the perspectives of principals and supervisors in the Hebron Governorate (gender, years of experience, nature of work). While the results showed that there are statistically significant differences in the effective teaching strategies employed by Arabic language instructors that may be attributed to the traits (educational qualification, and directorate).

3. Research Methodology

Based on the nature of the data and information needed for this study, the researcher relied on the quantitative approach using the questionnaire to suit the nature of the study, which aims to collect, categorize, analyze, and interpret data to derive indications and reach generalizable results.

3.1. Research Population and Sample

The research population consisted of all Arabic language teachers for the primary stage working in government schools in the city of Abha, numbered (566) teachers, according to the statistics of the Saudi Ministry of Education. (226) of the Arabic language teachers for the primary stage working in public schools in the city of Abha were selected based on Morgan's table as the study sample. The questionnaire was distributed to them using the simple random method, (183) Arabic language teachers responded and completed the answers to the study items. Table (1) shows a description of the characteristics of the study sample.

Table 1: Profile of Respondents (N=107)

Variables	Category	N	%
Gender	Male	120	65.6
	Female	63	34.4
Years of experience	Less than 5 years	35	19.1
	5-10 years	116	63.4
	More than 5 years	32	17.5

To establish the characteristics of the study sample, frequencies and percentages were calculated based on the variables of gender and years of experience. Table 1 shows that male respondents made up the bulk of the sample (65.6%) while female respondents made up (34.4%) of the sample. Table 1 also showed that the majority of the study sample (63.4%) has between 5-10 years of practical experience, while (19.1%) of the study sample has less than 5 years, and (17.5%) of the study sample has more than 5 years.

3.2. Research Instrument

several previous studies such as Salman (2020) and Al- Refer to the theoretical literature and Ashhab (2022) which dealt with effective teaching and its skills, where a questionnaire was built in its initial form of (38) items, divided into three dimensions: planning skill, implementation skill, and evaluation skill.

Instrument Validity

several faculty members The validity of the study instrument was verified by presenting it to working in Saudi universities, who were asked to read the items of the study instrument and make their comments on it in terms of the accuracy of the linguistic formulation of the items, the appropriateness of the items to their dimensions, the deletion of similar items, and suggest what they see fit. After taking into account the arbitrators' observations, the questionnaire consisted of (3) items distributed over the same fields as before.

Instrument Reliability

The reliability coefficient was calculated for all the instrument dimensions using the alpha-Cronbach equation, which is one of the methods used to measure the reliability of the internal consistency for all items of the instrument and the most suitable one in the survey research. Table 2 shows the alpha-Cronbach coefficient for the dimensions of the study instrument and the instrument as a whole.

Table 2: Test of Cronbach Alpha

Dimensions	Value of Cronbach Alpha
Planning skills	0.746

Implementation skills	0.721
Evaluation skills	0.729
Total	0.747

Table (6) showed that Cronbach's alpha coefficients for the three domains ranged from (0.721) to (0.746), and the table showed that Cronbach's alpha coefficient for the instrument as a whole is (0.747). These values are appropriate and acceptable reliability coefficients according to Saunders and Townsend (2018), which indicate the validity of the instrument to achieve the objectives of the current study.

3.3. Data analysis

The data was encoded and entered into a computer after the replies of the sample members were unpacked. The Statistical Package for Social Sciences was then used to statistically analyze the data (SPSS). The following are some statistical techniques:

- Frequency, a means value, a percentage, and a standard deviation.
- An independent t-test to look into the gender variable's impact on the outcomes.
- The Scheff test for dimensional comparisons, in addition to one-way ANOVA: This test looks for a statistically significant difference in the estimations of Arabic language teachers' practice of effective teaching skills based on years of experience in the research population. When comparing two means, one would use the independent samples test, and when comparing three or more would use an ANOVA one way (Cuevas, Febrero, and Fraiman, 2004).

The following criteria were used by the researcher to determine how crucial effective teaching skills are:

Table 3: criteria to judge the degree of importance of training needs

Mean	Decision
1,00-2.33	Low (L)
2.34-3.67	Moderate (M)
3.68-5.00	High (H)

4. Results and Discussion

To answer the question of (to which extent Arabic language teachers practice effective teaching skills among primary school students in the Asir region), the mean score and standard deviations of the degree to which Arabic teachers practice effective teaching skills were extracted, and Table (4) illustrates this.

Table 4: Means and standard deviation

N	Item	Mean	St. dev	Result
Planning skills				
1	The teacher prepares for the lesson	3.87	1.18	H
2	The teacher is aware of the contents of the educational material	3.85	1.19	H
3	The teacher is obligated to bring the best types of aids and means necessary to carry out the lesson	3.16	1.37	M
4	The teacher organizes the ideas that he presents to the students with cognitive schemas	3.15	1.34	M
5	The teacher calls for new ideas that can help him achieve his goals	3.78	1.27	H
6	Determines the best methods necessary to implement the lesson that he will present to the students	3.14	1.30	M
7	Determines the best assessment tools needed to implement the lesson he will present to students	3.54	1.24	M
8	The teacher is obligated to prepare the necessary treatment plans	3.57	1.25	M
Total		3.51	0.76	M
Implementation skills				
9	The teacher presents the course material in an interesting manner	3.25	1.28	M
10	The teacher relates the material to the student's experiences	3.23	1.26	M
11	The teacher asks thought-provoking questions	3.25	1.28	M
12	The teacher uses advanced and diverse teaching methods	3.27	1.25	M
13	The teacher diversifies in teaching methods and searches for new	3.32	1.23	M
14	The teacher searches for new educational strategies such as modern teaching styles, such as mind maps, and role-playing such as simulation and representation	3.27	1.28	M
15	The teacher encourages the students to actively participate in the class	3.28	1.28	H
16	The teacher motivates the students to learn	3.18	1.31	M
17	The teacher uses the board well and in an organized manner	3.25	1.32	M
18	The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the simple to the complex.	3.33	1.36	M
19	The teacher uses methods appropriate to the student and the educational situation	2.32	1.26	L
20	The teacher uses the textbook in the classroom appropriately, using pictures, figures, tables, graphics, and maps	3.13	1.44	M
21	The teacher uses current events and elements of the local environment as learning resources Inside the classroom	3.39	1.25	M
22	The teacher uses external readings related to the textbook material	3.23	1.36	M
23	The teacher closes his lesson with a quick narration of what has been explained	3.09	1.38	M
Total		3.19	0.59	M
Evaluation skills				
24	The teacher evaluates the students with a comprehensive assessment (cognitive, performance, and emotional) that reflects their reality in educational situations	3.55	1.62	M
25	The teacher diversifies the types of oral classroom questions	3.53	1.31	M
26	The teacher formulates oral, written, or performance questions	2.67	1.32	M

27	The teacher asks questions related to the subject that the student is learning	2.91	1.36	M
28	The teacher is objective in giving grades based on the actual level of achievement	3.66	1.38	M
29	The teacher uses the types of assessment according to time (introductory, formative, and concluding)	3.44	1.31	M
30	The teacher returns the exam papers on time	3.39	1.15	M
Total		3.31	1.31	M
Overall		3.33	0.46	M

The dimension of planning skills came in the first rank with a mean score (3.51) with a moderate degree of practice, followed by the dimension of evaluation skills in the second rank with a mean score (3.31) with a moderate degree as well, while the dimension of implementation skills came in the third and last rank, with a mean score (3.19), and a moderate estimate of practice. The level of effective teaching skills was generally at a moderate level, because of the teachers' varying experiences, specializations, and orientations, which affect the level of commitment and achievement. Also, the societal vision and its impact on the decline in the motivation of the student and the teacher, compared to the culture of change that began to crowd out and replace the scientific and practical thinking of individuals. In addition to the decline of the value system, which was an active engine to maintain the momentum of excellence in our schools in planning, implementation, and evaluation, to little work and little satisfaction. This outcome is in line with studies by Al-Khawaldeh (2018) and Al-Ashhab (2022).

Table (4) shows the mean score of the items of the planning skill dimension, where item No. (1) which states "The teacher prepares for the lesson" obtained in the first rank, with a mean score of (3.87), followed in the second rank by item No. (2) which states "The teacher is aware of the contents of the educational material" with a mean score of (3.92), and item No. (5) obtained the third rank, which states "The teacher calls for new ideas that can help him achieve his goals", while item No. (6) which states "Determines the best methods necessary to implement the lesson that he will present to the students" ranked last, with a mean score of (3.14). The researcher believes that the reason for this is the lack of full commitment to the time as part of the planning. Also, there is a need to increase cooperation between teachers in the technical and administrative aspects. In addition to the lack of full cooperation between students in many educational programs.

Also, Table (4) indicated that the degree teachers of the Arabic language practice the skill of implementing teaching in Abha city was moderate, where the mean score was (3.19). where item No. (21) which states "The teacher uses current events and elements of the local environment as learning resources Inside the classroom" obtained in the first rank, with a mean score of (3.39), followed in the second rank by item No. (18) which states "The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the

simple to the complex” with a mean score of (3.33) and item No. (13) obtained the third rank, which states “The teacher diversifies in teaching methods and searches for new”, while item No. (19) which states "The teacher uses methods appropriate to the student and the educational situation" ranked last, with a mean score of (2.32). The researcher attributes this to the fact that the material that is imposed on the teacher during the school term is so large that it is not commensurate with the time available for that, which forces the teacher to not achieve the lesson in the correct mechanism because he has less time than what is available for him to explain the material, in which he may have to implement the lesson to a degree that is not as it is required. In addition to the fact that the training courses held for teachers in most cases are theoretical and not applied, there are no living examples of lessons learned in the curricula.

In addition, Table (4) showed that the degree of evaluation skill of Arabic language skills of teachers in Abha city was moderate, where the mean score amounted to (3.39). where item No. (28) which states "The teacher is objective in giving grades based on the actual level of achievement" obtained in the first rank, with a mean score of (3.66), followed in the second rank by item No. (24) which states “The teacher evaluates the students a comprehensive assessment (cognitive, performance and emotional) that reflects their reality in educational situations” with a mean score of (3.55), and item No. (25) obtained the third rank, which states “The teacher diversifies the types of oral classroom questions”, while item No. (27) which states "The teacher asks questions related to the subject that the student is learning" ranked last, with a mean score of (2.91). The researcher also attributes this to the fact that the teacher may practice the diagnostic technique at the beginning of the lesson, and tactics evaluation during the class, but due to the poor management of the distribution of time during the class, he may not be able to final evaluation in the correct manner. Also, the teacher relies on the test as the only way to evaluate the students; Which makes the teacher return the paper to the student because he is committed to evaluating the student who delivered the paper at a specific time.

To answer the question, does the extent to which Arabic language teachers practice effective teaching skills differ according to gender and experience among primary school students in the Asir region? The independent sample t-test and ANOVA One Way were used as shown in Tables (5) and Tables (6).

Table 5: Gender independent sample t-test

Variables	N	Mean	St.dev	df	t	Sig
Male	120	3.39	0.47	181	1.25	0.742
Female	63	3.30	0.45			

The mean score response of males to the effective teaching skills of Arabic language teachers in the primary stage was (3.33), while the mean score response of females was (3.30). Furthermore,

the Sig value for two groups of gender is (0.742), indicating that gender does not have a significant effect on Arabic teachers' perceptions of effective teaching skills. The researcher attributes this result to the fact that all the teachings provided by the Ministry of Education include both males and females equally and that any decision will be dealt with, regardless of the person (male or female). This outcome is in line with a study by Al-Ashhab (2022).

Table 6: ANOVA test of experience years

Variable	Groups	Sum of Squares	DF	Mean Square	F	Sig
experience years	Between groups	0.497	2	0.249	1.183	0.309
	Within groups	37.80	180	0.210		
	Total	38.297	182			

According to Table (6), there are no variations between groups in terms of years of experience. Where the Sig is (0.309), indicating that year of experience had no statistically significant influence (0.05) on teachers' perceptions of effective teaching skills for Arabic language teachers at the primary level. The researcher attributes this result to the fact that teachers' opinions are similar in the mechanisms that they apply in teaching. Likewise, the obstacles facing public school teachers are similar to each other. This outcome is in line with a study by Al-Ashhab (2022).

5. Conclusions

This study aimed to identify the extent to which Arabic language teachers practice effective teaching skills among primary school students in the Asir region in Abha. The result showed that the level of effective teaching skills of Arabic language teachers was generally at a moderate level. The results showed planning skills came in the first rank among effective teaching skills of Arabic language teachers, followed by evaluation skills in the second rank, while implementation skills were in the third and last rank of Arabic language teachers. Based on the above turns out that schools should be encouraging Arabic language teachers to increase their professional development by reviewing the results of research and studies related to modern teaching methods in general and effective teaching in particular, in addition to following up on new knowledge, theories, and competencies in a new way.

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