

## The Degree of Teachers Practice of Effective Teaching Skills for First Three Grades in the Arabic Language Subject From their Point of View in Jerash Governorate

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**ABSTRACT :**The study aimed to identify the degree of practice of teachers of the first three grades of effective teaching skills in the Arabic language subject from their point of view in Jerash Governorate, and the researcher used the descriptive survey approach by preparing a questionnaire consisting of 40 items distributed into four domains and distributed to the research sample consisting of 215 male and female teachers. After extracting the arithmetic mean and the general standard deviation for the four cases, it was found that the degree to which the teachers of the first three grades had practiced effective teaching skills in the Arabic language subject from their point of view was a large percentage, and the results of the differences for the variables of gender, academic qualification and experience indicated that there were no statistically significant differences in the response of the sample members. The study recommends the need for diversity in training for teachers, and for trainers to be creative teachers and not just supervisors. As well as conducting more studies in effective teaching in the first three grades and for various investigations and employing effective teaching skills in the skills of using educational means.

**KEYWORDS:** *Effective Teaching skills, Arabic Language Subject, Elementary Schools, Jordan.*

### I. INTRODUCTION

The world is witnessing in these days a remarkable and accelerating development in all areas of life, and the basis for this development is education, as the interest in education began from the beginning of creation on the face of the earth. all countries of the world seek the advancement and progress of their people, and what advances people is education, so education is the basis of every revival. In life, therefore, the educational process has occupied a prominent position and states and peoples have given it most of their attention, and Jordan is one of the countries that sponsor education with great care and make distinguished efforts in this, especially in the lower primary stage, the first three grades. The student in these grades will find difficulty in the next stages of the lower stage of education, especially in the Arabic language study, which is the focus of all subjects in the first three grades and the student's mother tongue.

Hence the interest in teaching methods and their diversity, especially in the subject of the Arabic language, as it is the focus of other subjects, and if the student mastered it, then he mastered the remaining materials, which are the tool of thinking and the means of transmitting the heritage from one generation to another, and the exchange of experiences and knowledge, which is the language of science in Jordan in the stages of school education where its acquisition and learning became a major goal of the educational process (Al-Selwi, 2020).

The teacher has the importance of using stimuli in teaching, as they should understand the important principles of effective teaching, as the teacher is the active and basic element in the educational process and the decision maker, so he has the responsibility to attract attention, provoke thinking and respond correctly to the information presented (Othman, 2020)

Therefore, the teacher's possession of effective teaching skills from his point of view is an urgent necessity, and through his possession of them, he can direct students and arouse their attention and facilitate the task that he performs in order to achieve the best results, especially since there is a weakness in the educational outputs, especially in the first three grades (Regier, 2020). This is in addition to what was mentioned by Muhammad (2015), which refers to a weakness in possessing basic skills in educational outcomes, in addition to what Al-Saeedi (2018) referred to, which indicates the importance of applying effective teaching skills in social communication. Therefore, this study came to identify the degree of practice of teachers in the first three grades of skills effective teaching in the Arabic language subject from their point of view in Jerash Governorate.

### Study Problem

Achieving the results of the educational process is a great goal that all educational institutions seek to achieve, and through my experience in teaching in the Ministry of Education, I found that there is a weakness in basic skills in the Arabic language when requesting higher basic grades, and I think that this is due to the lack of stimuli in the first three grades and the lack of the use of effective teaching skills in addition to what was indicated by some studies that I mentioned in the introduction regarding the necessity of effective teaching skills practices in the topic of Arabic language for the first three grades by the teacher, so the problem of the study is summarized by the following main question: What is the degree of effective teaching skills for teachers of the first three grades on the subject of the Arabic language from their point of view in the governorate of Jerash?

### Study Questions

The study answered the following two questions:

1. What is the degree of the practice of teachers of the first three grades of effective teaching skills in the Arabic language subject from their point of view in the Governorate of Jerash?
2. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample regarding the degree of effective teaching skills practice in the Arabic language subject due to the following variables (gender, experience, academic qualification)?

### Study Objectives

The study aimed to achieve the following objectives:

1. Investigate the degree to which the teachers of the first three grades are actively teaching Arabic language subjects from their viewpoint.
2. Knowing whether there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample due to the variables of gender, experience and qualification.

### Study Importance

This study deals with one of the important topics in the educational field as it contributes to presenting modern theoretical literature in the field of teaching methods of the Arabic language for the first three grades, and it benefits researchers in this topic, in addition to that, the results of the study are considered to be nourished by it for the teachers of the first three grades to find out their effective teaching practices in the topic the Arabic Language. The results of this study may serve to enlighten decision-makers in the Ministry of Education about the training needs of teachers in this field.

### Effective Teaching Skills

Effective teacher identification, effective teaching, and teaching effectiveness can be complex and controversial, as "effectiveness" is a contested term and can elicit strong feelings due to its perceived links with concepts of professional competence. Concepts related to what constitutes high quality or good education are sometimes used, and the notion that teaching is an art or craft, not a science, to raise concerns about narrower notions of efficacy. However, beliefs about what constitutes a "good" teaching practice can differ significantly across different age groups of students, at different times and in different contexts (Wiens, 2020).

Terms such as "teaching effectiveness", "teacher effectiveness" and "teaching effectiveness" are used interchangeably in much of the research literature (Bobojonova, 2020). This reflects the fact that the fundamental nature of a teacher's work is didactic and that teaching is generally conducted in the classroom. Part of the confusion is because sometimes the focus is on the influence of the teacher on student outcomes, and in other situations it is on classroom behaviors and practices that teachers use to promote better student outcomes (Hamre et al., 2012).

Teacher effectiveness is generally referred to in terms of focusing on student outcomes, teacher behaviors, and classroom processes that better enhance student outcomes (Cadima & Burchinal, 2010). However, some authors view teacher effectiveness in a broader sense, as they adopt standards that seek to include the duties that are viewed on. It is part of the wider role of teachers in the twenty-first century, because the role of the teacher is rarely limited to teaching only. The role of the teacher in many countries has extended beyond the teaching or educational role in the classroom, as he may facilitate the education of his colleagues or engage in wider leadership roles in school or improving the quality of his education through his reflection or participation in professional development programs. Teaching effectiveness has also been defined in practice as the multiple dimensions of teaching practices observed in inclusive classrooms (Jordan et al., 2010).

Al Daghman (2020) defines it as: "the teaching methods practiced by the teacher in a variety of ways using all available means in pursuit of the desired goals in different educational situations." Albrahim (2020) has classified effective teaching skills into six categories: (a) educational skills, (b) Content skills, (c) Design skills, (d) Technological skills, (e) Administrative and institutional skills, (f) Social and communication skills.

Al-Zahrani (2010) defines effective teaching as a set of educational behavioral processes that a teacher demonstrates in his educational activity inside and outside the classroom to achieve the objectives of the subject he teaches. Cameron (2008) defined it as that type of teaching that leads to a change in some knowledge, skills and ideas, and it is also a means of social interaction and its method is thought, emotion, language and senses in

its various expressive, verbal and kinetic forms or in the different areas of development of students and leaves an impact on them in terms of science and behavior.

From the above it is proven that effective teaching is a teaching behavior practiced by the teacher in order to develop students in all areas of life, and this teaching needs an effective teacher who is able to plan and implement the skills that qualify him to be an effective teacher in the four areas under study.

The educational process in all its aspects depends to a large extent on the activities of the teaching situations. Al-Zahrani (2010) believes that effective teaching skills are a set of behavioral processes that the teacher shows in his educational activity inside and outside the classroom when he can achieve the goals of the subject he teaches, and from here I dealt with a set of skills including sensitivity, in which the teacher is sensitive in the teaching process to pursue the needs of his students, and by this the teacher determines what is required of sufficient skills to reach the mastery of teaching. Effective teaching skills for the attempts of this study can be divided into the skill of planning for teaching. Planning is the basis of all work. Without planning, success cannot be a process. A purposeful organization that leads to the effective achievement of goals and outcomes, and it is one of the important components of the teaching process and it represents the conscious vision of all elements and dimensions of the educational process. And through planning, we formulate the products behaviorally and determine the appropriate teaching methods that we will use during the implementation of the lesson and the preparation of evaluation questions. This skill appears in preparing an effective plan for the lesson, which is recorded in the Lessons Preparation Book.

Among the effective teaching skills are the teaching implementation skill and include the introduction to the lesson, the simplification of the lesson content, the logical movement between the elements of the lesson, the effective use of teaching aids during the explanation, directing questions and responding to students' questions, the skill of diversifying the stimuli within the classroom, the skill of provoking classroom behavior, verbal interaction and the evaluation of the lesson skills, which included the preliminary, constructive and final evaluation of the results of the teaching process for learners and judgment on the quality of interaction during the lesson, which are thus educational communication skills between the two parties (Jong, 2017).

Mustafa (2014,151) believes that it is: "The set of skills that the teacher practices in the actual teaching situation in the classroom related to the implementation of the lesson, and includes many skills such as stimulating the motivation to learn, the diversification of the stimuli, and the use of means". Al-Bashabsha(2019, 2036) defined effective teaching skills as: "the patterns of behavior that the teacher practices when planning, implementing, and evaluating educational lessons for the curricula, which are represented in: the skill of lesson planning - implementation - evaluation of educational lessons".

From the above it is evident that the teacher should acquire effective teaching skills in order to be able to successfully manage the educational process and thus find outputs that possess the skills necessary for the subsequent stages of the first three grades.

## II. LITERATURE REVIEW

Regier (2020) aimed to identify the relationship between the degree of practicing effective teaching skills represented by mastery experiences, verbal persuasion, indirect experiences, and physiological status, and the self-efficacy of a sample of 610 high school teachers in the United States. The study indicated the existence of a statistically significant relationship between the degree of effective teaching skills practice and the self-efficacy of teachers in the study sample, as well as the absence of statistically significant differences in the degree of effective teaching skills practice attributable to the variables of experience and scientific qualifications, and the presence of statistically significant differences attributed to the gender variable.

Muhammad (2015) also aimed to evaluate the effectiveness of Arabic language teachers in the light of effective teaching skills, for a sample of Arabic language teachers who teach middle school in the Directorate of Education for the academic year 2014/2015, and the researcher prepared a list of effective teaching skills, depending on the number of Procedures, including directing an open questionnaire to a number of Arabic language teachers, teachers, educational supervisors, and professors specializing in the Arabic language and the methods it is taught. The researcher suggested conducting a similar study that deals with the preparatory stage and building a program to develop teachers' performance in light of those skills.

Aamida et al. (2019) aimed at identifying the degree of physical education and sports professors' practice of effective teaching skills in light of modern curricula from the professors' own point of view, as well as identifying the differences in the degree of teaching skills practice according to the variables of experience and academic qualification, and the study sample consisted of 58 professors selected using random sample. The study relied on a questionnaire prepared by researchers, consisting of 33 items, including the degree of practice.

Al-Douri(2011) aimed at revealing the degree of Arabic language teachers' practice of effective teaching skills in the upper basic stage from their point of view in Irbid Governorate. The study sample consisted of 176 male and female teachers, of whom 87 were males and 89 females were chosen by the random, stratified method. A questionnaire consisting of 27 paragraphs and the results of the study showed statistically significant differences due to the effect of scientific qualification in all fields and administration as a whole in favor of postgraduate

studies after the bachelor's and also indicated the existence of statistically significant differences attributed to the impact of years of experience in favor of less than 5 years in the total degree.

Ibrahim and Abdul-Karim (2011) aimed to know the effective teaching skills of middle school teachers and female teachers, and the study sample consisted of 63 male and female teachers, and the study administration was a questionnaire consisting of 58 paragraphs, and the results showed that the middle school teachers and their teachers practice the skill of well presenting the course material. The results also revealed the lack of use by middle school teachers and teachers of educational means, while the results revealed statistically significant differences in the responses of the study sample to their practice of effective teaching principles due to the service variable.

Al-Omari (2015) aimed to identify the extent to which science teachers practice the principles of effective teaching from the teachers' own point of view, and whether these practices differ according to gender, academic qualification and teaching experience. The study sample consisted of 123 science teachers in basic education schools in the Directorate of Education. And education in Irbid Governorate, and the results of the study indicated that the science teachers' practice of effective teaching principles from the teachers' own point of view was close to the average, and the results indicated that there were statistically significant differences in the extent to which science teachers practiced the principles of effective teaching due to the variable of sex and in favor of the teachers, and the absence of differences It is attributed to the variables of academic qualification and teaching experience in the extent to which science teachers practice effective teaching principles.

Al-Saeedi (2018) aimed to identify the impact of an educational program based on effective teaching skills on the level of critical thinking skills and volleyball skills in the State of Kuwait. The study sample consisted of 40 students from (tenth grade), in Sheikh Saad Al-Abdullah Al-Sabah High School (for boys). The experimental group of the educational program based on effective teaching skills in the level of critical thinking skills and skill performance in volleyball, while the control group was subjected to the regular program. The two measures (pre and post) of the control group in critical thinking (independence, leadership spirit, and performance analysis) and the skillful performance of the blocking wall skill, while there are differences in the skills of transmission and reception in the post measurement, and the existence of statistically significant differences for the experimental group of the two measures (pre and post) and in favor of After measurement, the results also showed that there are statistically significant differences between the two dimensional measurements for the two groups in favor of the experimental group. The researchers recommended the use of the educational program based on effective teaching skills in improving critical thinking skills and skill performance in volleyball.

Hutchings (2010) aimed to identify effective teaching practices and belief in teacher competence. The study sample consisted of 40 teachers who study in a traditional way and then selected them randomly from four middle schools, 20 of the International Baccalaureate Intermediate Program and 20 traditional schools in the state of Tessisi. A questionnaire and a model framework were used for effective teaching. The results of the study showed that there were statistically significant differences in the practice of the two classroom management skills for the benefit of the International Baccalaureate intermediate program.

Phillips (2008) aimed at studying the variables affecting teaching skills and decision-making processes related to developing content for teachers before service through two methods, courses and field experiences. The study sample consisted of two groups. The first group included (27) primary school teachers enrolled in the teaching and training methods program and a group of (34) students enrolled in an elementary methods course, and the study showed that there are statistically significant differences between the two groups in developing the teaching plan.

### Study Methodology

This study adopted the descriptive survey method, due to its suitability to its nature.

### Study Population

The study population includes all the teachers of the first three grades in Jerash Governorate, whose number according to the Ministry of Education statistics for the year (2019-2020) (485) teachers.

### Study Sample

A random sample consisting of (215) male and female teachers was selected, and it is considered a statistically acceptable sample according to (Sekaran & Bougie, 2012). Table No. (1) shows the distribution of the research sample according to its variables, as the questionnaires were distributed among the sample members. The researcher retrieved all of the (215) questionnaires, of which (38) were invalid because they were not completed, while the number of questionnaires valid for statistical analysis was (177) questionnaires, with a recovery rate of (82.3%).

**Table (1): Distribution of the research sample according to its variables**

variable	Category	Freq (N = 242)	percentage%
Gender	Male	41	23.2
	Female	136	76.8
Qualification	Bachelor	134	75.7

	Postgraduate	43	24.3
Years of Experience	5 years or less	34	19.2
	6 – 10 years	56	31.6
	More than 10 years	87	49.2

### Study Tool

The researcher developed a questionnaire to identify the degree to which teachers of the first three grades have practiced effective teaching skills in the Arabic language subject from their point of view in Jerash governorate. The questionnaire consists of two main parts:

1. Demographic data, including: Gender, qualification, and years of service.
2. The fields of the questionnaire and its paragraphs: The questionnaire measures four fields.

### Questionnaire Validity and Reliability

The validity of the questionnaire was verified using the Test-retest method, where the tool was applied to an exploratory sample consisting of (30) teachers from the first three grades in Jerash governorate from outside the study sample, and after two weeks the tool was applied to the same sample, and Pearson correlation coefficients were calculated between their estimates both times.

To verify the reliability of the tool, the Cronbach Alpha coefficient was relied upon, by extracting the value of this parameter for each paragraph of the questionnaire and the extent of stability in its field.

**Table (2): Cronbach's Alpha coefficient**

No.	Domain	Alpha value
1	Results	0.928
2	View academic content	0.948
3	Teaching aids	0.920
4	Development of skills, values and attitudes	0.915
<b>All paragraphs</b>		<b>0.975</b>

We note that the values of the internal consistency coefficient of Cronbach alpha for the paragraphs of the study tool ranged from (0.915-0.948), and the value of the coherence coefficient for all paragraphs was (0.975), and therefore all values are greater than (0.60) and this is an indication of the consistency between the paragraphs of the study tool (Zraat, 2020), and the reliability of the study tool and the possibility of reliance on it to perform statistical analysis.

## III. RESULTS

This part deals with the results of the study, by presenting the responses of the study sample individuals to the study's questions, and treating them statistically using statistical methods, arriving at the results, their analysis and interpretation.

**First: The results related to the answer to the first question: which states: What is the degree to which the teachers of the first three grades practice effective teaching skills in the Arabic language subject from their point of view in Jerash governorate?**

In order to answer this question, the arithmetic means and standard deviations of the degree to which teachers of the first three grades have practiced effective teaching skills in the Arabic language subject from their point of view were extracted. Table (3) below illustrates this.

**Table (3): The arithmetic means and standard deviations of the degree of practice of the teachers of the first three grades of effective teaching skills in the Arabic language subject**

No.	Rank	Domain	Mean	Standard Deviation	Relative Importance
1	3	Results	3.536	0.782	High
2	1	View academic content	3.725	0.836	High
3	4	Teaching aids	3.390	0.737	Medium
4	2	Development of skills, values and attitudes	3.634	0.723	High
<b>All paragraphs</b>			<b>3.571</b>		<b>High</b>

Table (3) shows that the mean for the field of (presenting academic content) reached (3.725) with high relative importance, and thus it ranked first among the effective teaching skills in the Arabic language subject that the teachers of the first three grades practice in Jerash governorate from their point of view. Whereas, the mean for the field of (educational aids) reached (3.390), with medium relative importance, and thus it ranks last, and the overall score has reached (3.571), with high relative importance.

The above results indicate that the responses of the sample members of the first three grades' teachers in Jerash governorate were towards agreeing to the existence of a large degree of effective teaching skills in the Arabic language subject from their point of view in all fields.

**Second: The results of the answer to the second question: which stated: Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the degree to which teachers of the first three grades practice effective teaching skills in the Arabic language subject to variables (gender, qualification, and years of service) from their point of view?**

To answer this question, a "T-test" was used for independent samples, the one-way analysis of variance, and the tables below illustrate that.

### 1. Gender

**Table (4): T-test to test the significant differences in the sample responses to effective teaching skills in the Arabic language subject practiced by teachers of the first three grades in Jerash governorate due to the variable of Gender**

Domain	Gender	Mean	Standard Deviation	Difference Value	"T" Value	Sig.
Results	Bachelor	3.524	0.766	-0.016	-0.109	0.913
	Postgraduate	3.540	0.790			
View academic content	Bachelor	3.507	0.851	-0.283	-1.916	0.057
	Postgraduate	0.790	0.823			
Teaching aids	Bachelor	3.415	0.783	-0.202	-1.549	0.123
	Postgraduate	3.617	0.719			
Development of skills, values and attitudes	Bachelor	3.473	0.713	-0.210	-1.637	0.103
	Postgraduate	3.683	0.722			
All Domains	Bachelor	3.480	0.722	-0.178	-1.422	0.157
	Postgraduate	3.658	0.696			

Table (4) shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) attributable to gender in the sample responses to effective teaching skills in the Arabic language subject practiced by teachers of the first three grades in Jerash governorate, and for all fields, where all values were calculated T with a significance level greater than 0.05.

This indicates that there are no statistically significant differences in the responses of the sample members of the first three grades' teachers in Jerash governorate regarding practicing effective teaching skills in the Arabic language subject according to the gender of teachers in all fields.

### 2. Qualification

**Table (5): T-test to test the significant differences in the sample responses to effective teaching skills in the Arabic language subject practiced by teachers of the first three grades in Jerash governorate due to the variable of Qualification**

Domain	Qualification	Mean	Standard Deviation	Difference Value	"T" Value	Sig.
Results	Bachelor	3.546	0.741	0.041	0.302	0.763
	Postgraduate	3.505	0.908			
View academic content	Bachelor	3.717	0.812	-0.032	-0.216	0.829
	Postgraduate	3.749	0.914			
Teaching aids	Bachelor	3.596	0.714	0.106	0.822	0.412
	Postgraduate	3.490	0.811			
Development of skills, values and attitudes	Bachelor	3.625	0.726	-0.038	-0.295	0.769
	Postgraduate	3.663	0.720			
All Domains	Bachelor	3.621	0.682	0.019	0.159	0.874
	Postgraduate	3.602	0.777			

Table (5) shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) attributable to scientific qualification in the sample responses to effective teaching skills in the Arabic language subject practiced by teachers of the first three grades in Jerash governorate, and for all fields, where all were calculated T values with a significance level greater than 0.05.

This indicates that there are no statistically significant differences in the responses of the sample members of the first three grades' teachers in Jerash governorate regarding practicing effective teaching skills in the Arabic language subject according to the educational qualification of teachers in all fields.

### 3. Years of Experience

**Table (6): "F" test to test the significant differences in the sample responses to effective teaching skills in the Arabic language subject practiced by the teachers of the first three grades in Jerash governorate due to the years of Years of Experience**

Domain	Source of variation	Sum of squares	Degrees of freedom	Average of squares	"F" Value	Sig.
Results	Between groups	0.116	2	0.058	0.094	0.910
	Within groups	107.587	174	0.618		
	Overall	107.703	176			
View academic content	Between groups	0.214	2	0.107	0.152	0.859
	Within groups	122.657	174	0.705		
	Overall	122.871	176			
Teaching aids	Between groups	0.138	2	0.069	0.125	0.882
	Within groups	95.575	174	0.549		
	Overall	95.713	176			
Development of skills, values and attitudes	Between groups	0.088	2	0.044	0.083	0.920
	Within groups	91.912	174	0.528		
	Overall	92.000	176			
All Domains	Between groups	0.106	2	0.053	0.106	0.899
	Within groups	87.062	174	0.500		
	Overall	87.169	176			

Table (6) shows that there are no statistically significant differences at a significance level ( $\alpha \leq 0.05$ ) attributable to years of service in the sample responses to effective teaching skills in the Arabic language subject practiced by teachers of the first three grades in Jerash governorate, and for all fields, where all were calculated F values with a significance level greater than 0.05.

This indicates that there are no statistically significant differences in the responses of the sample members of the first three grades' teachers in Jerash governorate regarding practicing effective teaching skills in the Arabic language subject according to the years of teachers' service in all fields.

## IV. CONCLUSION

The arithmetic average for the field of displaying the academic content reached (3,725) and with great relative importance, and thus it has occupied the first place, and the reason for this is due to the interest of teachers in the first place while serving in the presentation of the material and the study and its delivery to students and another reason that the evaluation of the teacher is usually done in schools based on his ability to view the course material. As for the field of developing skills and values, it occupied the second place with an average of (3,634). The reason for this is due to the interest of teachers in behavioral education and the perception of school administrators that behavior is one of the educational dimensions very important for the student and reduce problems that occur in school.

As for the field of outputs with an arithmetic average (3,536) and of great relative importance, this is attributed to the interest of teachers in the formulation of the outcomes and to the value that is given by those in charge of the educational process with the results and documenting the teacher's planning, and taking this into the evaluation of the teacher and the ease of formulating the outcomes in the time of the spread of technology and its entry into education. As for the fourth field, which came with medium importance, it is the field of using educational aids with an arithmetic average (3,395). This is due to the mother of the means that may be in the book that are not seen as educational aids and the lack of allocating a special budget for the means in many schools as their production needs to be made a physical dimension and usually in the environment of some schools the ability to produce simple means, and there are routine complications when buying some means, they are complications imposed by the administrative laws and sometimes you do not find some of the necessary maintenance methods and they are destroyed.

From the foregoing it is evident that the practice of the teachers of the first three grades of effective teaching obtained a large degree, where the arithmetic mean reached (3,571) and a standard deviation (0,704). Thus, the effective teaching responses in the Arabic language subject were from their point of view, and this is due to the previous reasons.

With regard to the second question, the results of the analysis indicate that there are no statistically significant differences due to the variables (gender, qualification, experience), and this is due to the fact that male and

female teachers receive the same training, especially since the curricula of training courses are standardized for teachers and the same trainers, as well as the lack of tendency to renewal and trying to create a departure from what they receive in training courses, in addition to that hierarchy, so the supervisor always wants the teacher to do what he trained, and the supervisor evaluates the teacher, and thus the teacher is forced to walk the same way as the supervisor.

As for academic qualification, many teachers do not apply what they study after the bachelor's degree in the classroom and view the academic qualification as a way to entertain jobs and not to apply. As for experience, teachers memorize a method during the first two years of service and continue it, especially if those in charge of the educational process are impressed. As well as non-reinforcement by educational departments, especially psychological reinforcement.

Based on the previous results, the study recommends the need for diversity in training for teachers, and for trainers to be creative teachers and not just supervisors. As well as conducting more studies in effective teaching in the first three grades and for various investigations and employing effective teaching skills in the skills of using educational means.

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