

**Effective teaching practices of faculty
members of the faculty of Arts, King
Saud University
Evaluation Study**

Preparation

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The first axis

General framework of the study

Introduction:

University teacher needs in an era of increasing knowledge and techniques to the awareness of the general and specialized scientific matters each in his field; so as to be able to take the appropriate actions in the educational situations that he faces by the nature of his work and contact with his students, and thus achieve the objectives of university education in his community.

Scientific education required according to the requirements of the present accelerated evolution may not be realized unless we provide the required knowledge , performance and wise leadership, the successful university teacher is the required leader in the field of education, who is entrusted with achieving the community objectives through the curriculum which he runs, and for that universities and colleges seeking to the development of the educational ,professional and academic competencies for faculty members (Al Zaher 1425: 30).

In the search for new entrances and methods by which we can develop teaching skills among faculty members; Due to the nature of this era which requires the learner to use the functions of higher thinking such as analysis , synthesis and evaluation; (Holzer & Andruet 2000) saw that active learning model increases the collaboration between learners and develop higher levels of thinking they have, and increases the learning activities and makes the learners carrying out observation , description , interpretation, forecasting and conclusion and also makes the learner able to build his knowledge himself through social interactions with others.

Constructional educationalists such as Zaiton (2002) , Henson & Elber (1999) And Appelton (1997) confirm on the following :

1. The Learner does not receive knowledge in a negative way, but he builds it through his active participation in the teaching and learning processes.
2. The learner retrieves his prior understanding of the learning situations and this understanding affects his acquisition of new knowledge.
3. Learning happens in a better way when the learner faces a real problem or situation.
4. The Learner's interaction with other learners and exchanging experiences with them leads to the modification and the growth of his skills .
5. The Learner's concepts and skills growth is produced through the exchange of experience with others; and modifying the alternative mental perceptions.

The goal of effective teaching is to enhance students' abilities to learning ,creativity and active participation, including developing their abilities to think , research , interaction and responsibility and promote positive competition among the students, and thus the learner becomes the educational process axis based on the understanding of effective continuous learning strategies in order to promote his educational ability (wright, 2001: 27-39).

Therefore, effective teaching is based on clear and specific strategies; to achieve diversity in the sources of Education, not only that but also we should prepare the university Professor in a way that ensures changing the philosophy of education towards effective teaching . So this change must be done through providing the university professor with ongoing training courses

which has a positive reflection on the outcomes and outputs of education. This is what King Saud University seeks for through applying quality and development standards or through skills development deanship and the training courses held in this field.

The problem of the study:

Although there are specific criteria for quality of effective teaching for best education outputs in our universities, and through observation by cohabitation we find that the application of effective teaching is still at the beginning of the application in King Saud University, where still many faculty members follow the traditional education despite the attempt of quality application programs to apply effective learning and disseminate it among the faculty members.

The current study attempts to define the concept of effective teaching and its skills, and the adopted effective teaching strategies that is appropriate for teaching students of the sociology department , and to identify effective teaching practices Among faculty members at the Faculty of Arts, King Saud University, in order to make recommendations and proposals for the development of the teaching performance of the members of the Faculty of Arts that suits with the requirements of effective teaching, and so this study tries to achieve goals to answer its questions.

Objectives of the study:

1. Identify the concept of effective teaching and its skills.
2. Identify the appropriate effective teaching strategies to teach students of the Faculty of Arts.
3. Detect to what extent do the faculty members of the College of Arts, King Saud University practice effective teaching strategies.

4. Make recommendations and proposals for the development of teaching performance of the members of the Faculty of Arts, suit with the requirements of effective teaching.

The current study attempts to answer the following questions:

- 1) What is the concept of effective teaching and its skills?
- 2) What are the effective teaching strategies and its practices among the students of the Faculty of Arts, King Saud University?
- 3) Reveal about to what extent do the members of the Faculty of Arts, King Saud University practise the effective teaching strategies.
- 4) What are the main recommendations and proposals for the development of the performance of the teaching faculty members of the College of Arts, King Saud University in view of the requirements of effective teaching?

Importance of the study:

Theoretical importance:

The theoretical importance of the research appears in its try to root the concept of effective teaching and its skills and to identify the main effective teaching strategies suit for teaching the students of the faculty of arts.

Rooting the concept of effective teaching skills with identifying the most important effective teaching strategies appropriate to teach of College of Arts Students.

Applied importance:

The applied importance of the research appears in its try to stand over the practice of faculty members of the College of

Arts, King Saud University for effective teaching strategies, in order to provide perceptions about teaching performance development for members of the Faculty of Arts, commensurate with the requirements of effective teaching.

The second axis

Previous studies

First: Arab Studies

1-Al -Khuzai study (2001), entitled “The proficiency level of the resource rooms teachers for effective education skills”, and the goal of the study is to find out how well do the resource rooms teachers proficient effective education skills, The study sample has included (50) male and female teachers, and it is based on three dimensions; planning, teaching, and classroom management and evaluation.

The results of Study indicate the presence of Statistically significant between teaching average and classroom management, in addition to the presence of Statistically significant differences between the proficiency level of the resource rooms teachers for effective education skills attributed to Specialization variable for the benefit of special education teachers, while the study showed that there are no differences due to the teaching experience.

2- Al -Samadi and Al – Nahar study (2001), this study aimed to evaluate how well do the teachers of special education classes in the United Arab Emirates proficient effective education skills and how the proficiency level of these skills is different by gender, qualification and experience in education. The study procedures included observation of sample individuals during their teaching for special education classes as the observers evaluated the individuals’ teaching skills according to a tool prepared for this purpose.

The results showed that the general skills related to planning, teaching and assessment are available well, and it also showed that proficiency of skills related to teaching implementation is better than proficiency of planning and evaluation skills. The results also indicated that proficiency level of female teachers

for all skills (planning, implementation and evaluation) is higher in terms of statistical significance than proficiency level of male teachers for these skills , and it indicated that teachers obtaining a bachelor's degree proficient these skills better than those with intermediate diploma. Finally, it appeared that the teachers with experience levels of more than seven years have teaching skills better than their counterparts who have less educational experience of seven years ,while there were no Statistically significant differences on the dimensions of planning and evaluation, or the total score attributed to the difference in experience level.

3- Ali bin Mohamed Al-Saghir study (2002) entitled "perceptions of PE (Physical Education) supervisors and teachers for the effective teaching concepts in the light of the concerns theory". The aim of this study is to identify the perceptions of PE supervisors and teachers for the effective teaching concepts in the light of the concerns theory, and questionnaires were used to collect study data, the sample consisted of 230 teachers and supervisors.

The results of the study showed that the average of effective teaching concepts phrases for the study sample decreases when upgrading through developmental stages of teaching in general. The study also showed that there are no statistically significant differences between teachers and supervisors with respect to the two axes (teaching essentials and teaching assignments), while the results showed statistically significant differences between supervisors and teachers with respect to the axis (the outcomes of teaching) in favor of supervisors.

4- Fawaz Aql study (2002), entitled "Effective teaching of teachers of English in Nablus", and the goal of the study is to find out find out the extent of the practice of English language teachers in Nablus in Palestine to the principles of effective

teaching. To achieve this, the study tried to answer the following questions: 1. To What extent do the English teachers in the city of Nablus implement effective teaching? 2. Does the degree of effective teaching practice differ among English teachers by gender? Does the degree of effective teaching practice differ among English teachers by academic qualification? 4. Does the degree of effective teaching practice differ among English teachers by experience? The study population consisted of all English teachers in secondary schools in the city of Nablus, they were (46) teachers. The study tool has been developed which included 37 items distributed on five areas included the principles of effective teaching, validity and reliability of the study tool has been confirmed after data collection and making appropriate statistical analyzes.

The results of the study showed that the fields that were practiced most by teachers are classroom management, performance, and educational ability. While evaluation, and professional development, were the least practiced fields of practice by teachers of English.

Second: Foreign Studies:

1. (Harthern 's study, 1996) Entitled "The effectiveness of teaching for (PE) teachers " This study was conducted on a sample of (PE) teachers, they were asked to distribute 100 degrees on 10 factors associated with effective teaching.

Results of the study have shown that the factors relevant to the teacher, such as: personal efficiency, quality of the professional program set up before the service, and mastery of the scientific subject, contribute significantly to increasing the effectiveness of the lesson, compared to factors related to pupils, such as the background of the parents, intelligence, social background, as well as factors related to the management of the school; such as the manager and the agent support for PE.

2. (Parker's study, 1995) Entitled "The point of view of PE teachers in contributing to the effectiveness of teaching" This study aimed to identify the point of view of physical education teachers in contributing to the effectiveness of teaching.

Results of the study have confirmed that most of the study sample perceive to effective teaching as successive teaching practices that happens inside the classroom, the halls and playgrounds, as the factors of administration and management, control and monitoring of pupils , and efficiency in the use of lesson time, were considered as the most important to the success of the effectiveness of the lesson and support that success, and the collection of students who received a lower priority than the previous factors is an index of effective teaching. The sample also pointed to other factors reflects the effective teaching; it was notably: clear explanation of the educational functions, teacher's expectations for learning outcomes, as well as determine the educational goals of the lesson matter. As for the personal characteristics of the teacher, it has occupied the last position to express the concept of effective teaching.

3. (Ganser's study, 1996) Entitled "Effective teaching concepts for a sample of field training students, P E specialization " .The aim of this study is to identify effective teaching concepts for a sample of students in the field training students, P E specialization, and the questionnaire was used as a tool to collect data of the study.

The results showed that the sample return 33% of the success of the lesson to the organization and education factors; effective organization strategies prevent the presence of poor classroom behavior, and make the teacher dominant on the educational position , allowing pupils the opportunities to merge in the educational tasks of the lesson. The effective teaching is noticed by clear explanation, with the correct models that help students to understand the practical applications, and provide the appropriate feedback, excitability of motivation, in addition; the students' desire of the activity is the basis to judge the effectiveness of teaching. Following that, the outcomes of the lesson came in second place; where it got 30% of the success of the lesson, which embodies this dimension is achieving various aspects of the growth of the students, and builds positive attitudes towards the subject and physical activity in general. In the last position came the planning factor; to reach an effective

teaching, including 9% has been guided by a researcher with previous studies in the current study.

Comment on previous studies:

It's clear to us from the previous view of Arab and foreign studies relevant to the concerns of the current study, that this study was characterized by the following:

- 1) Some of these studies cared about studying the teaching concepts among students and teachers.
- 2) The multiplicity of environments in which the studies were carried such as Arab and foreign environments.
- 3) Most studies are recent ones as they were conducted after the nineties.

The benefit from previous studies as follow:

- 1) Determine the study problem.
- 2) Formulate the study question.
- 3) Identify the study concepts.

- 4) Determine the statistical treatments which such as arithmetic averages.
- 5) The results of these studies can help in the interpretation of the results of the current study and to guide in the discussion of these results.

The current study is similar to previous studies in:

- Discussion the phenomenon of effective teaching.
- Use descriptive approach as a method of study.

The current study differs from previous studies in:

The subject of this study, as it wasn't mentioned in previous studies in terms of the search tool and sample.

The third axis

The theoretical framework for the study

First, the concept of effective teaching And its skills:

A / the concept of effective teaching:

The process of Education is known as : " the process of knowledge indoctrination, training skill and giving instructions or information" or it is " an activity aims to help the learner to learn, and to achieve educational goals by which he can grow cognitively , emotionally and physically," or it is "a process by which the learner , the teacher , the curriculum and other variables are organized systematically to achieve specific objectives in advance. Education process includes a number of cognitive and performance skills that enable the teacher to achieve the educational goals (Marei and alheila, 2002: 211-220).

As for the effective education; Brophy and Good (1986) define it as: "Education which includes the selection from a great amount of education behavior types according to a particular students community and specific learning goals and not just the application on the skills believed to have a public status" (Brophy & Good, 1986: 328-375).

Effective teaching is one of education patterns which activates the student's role in learning and so the student doesn't only receive knowledge but also participate and search for information by all possible means, it is the pattern that relies on self-activity and positive participation of the learner through which the learner does research using a range of activities and scientific processes such as observation , hypotheses, which help him on discovery and conclusion and overcome the information given under the supervision and guidance of the teacher (Shehata ,2002: 128-154).

Effective teaching is a common experience among learners and teachers, and a display ,sharing and discovering of life aspects, it is also a procedural art contributes to information conveyance and giving different skills for learners, and it is guidance and counseling designed to encourage learners to exploit their full potentials (Tienetal, 2002: 606-632).

B / effective teaching skills:

Education Skills are a set of performances done by the teacher related to lessons' planning, implementation and evaluation, in order to achieve the objectives of the learning process, these performances are analyzed to a range of cognitive, motor, social and emotional behaviors and then the teacher can evaluate teaching in the light of accuracy and accomplishment speed standards (Al-Sibaei ,2004: 246. 247).

Effective teaching skills refers to an integrated set of procedures , deeds and experiences gained by the teacher as a result of his training through training programs in order to improve the performance of the teacher, especially in light of overall quality standards of teacher (Metwally ,2004: 104-136).

The following is a review of effective teaching skills through the following three stages:

Phase I (Planning):

It is a preset preparation of the educational objectives to be achieved set by the teacher, and it represents the regulatory framework for the teaching process as it's based on determining the current level of performance for students and identify their needs and then planning to meet those needs (Kyriacou, 1992: 54).

Effective planning includes the following: the provision of appropriate educational environment, taking into account individual differences among students, preparing the previous requirements of lessons with the tools and contents included, setting goals clearly, identify the teacher and learner roles, consideration the allocated time for each goal, the order of goals according to teaching priorities (Dunne and Wragg, 1999: 323).

Phase II: teaching and classroom management:

Most effective teaching skills are concentrated in the dimension of teaching and classroom management; because it represents the executive side of the teaching process dimensions, the following is a presentation of this dimension:

Teaching: different definitions indicate that teaching consists of the following elements: teaching skills, content and educational

activities, teaching methods, tools and educational materials, and educational environments (Lerner, 2000: 214).

Classroom management: It means keeping classroom management system and to provide emotional and social climate which encourage to learn , and organizing the educational environment through understanding the nature of the learners and their social needs and methods of work with them and observing and following – up the students (Al-Nashef and shafshak ,1990 m: 33).

Educational literature has pointed to the classroom management skills, which include the following:

- Choose appropriate strategies to control and modificate behavior.
- Students' behaviors control.

- Identify ways to adjust the behavior inside and outside the classroom.
- Investment of the educational time.
- Adjust the behavior of students.
- Adjust classroom management effectively.
- The use of verbal and non-verbal communication skills.
- The use of appropriate methods of reinforcement.
- The organization of the classroom in a way to facilitate the communication process and the organization of the students interact with each other (Mreecer, 1997: 6-8; Fangetal, 1992: 52-54).

Phase III: (Evaluation):

Evaluation means to collect educational information about students to take the appropriate decisions, and objectives of the evaluation are as follows:

- Enrollment students in the appropriate educational program.
- Determine the readiness of students to receive educational services.
- Design of individual educational programs and selecting appropriate targets.
- Evaluation of the progress of students in the individual educational program.
- Make the appropriate changes and amendments (Flint, 1996: 24-25).

Second, strategies and practices of effective teaching for university students Sociology Department:

We could guide by some of the strategies and teaching practices that may be appropriate to the nature of the sociology courses, and these strategies and teaching practices include:

A / brainstorming strategy:

Brainstorming is one of the teaching practices that encourage thinking and unleash the potential energy of the students in an atmosphere of freedom and security, brainstorming expresses for the generation and production of creative ideas and opinions from individuals and groups to solve a specific problem (Ghazi 2004: 62). The importance of brainstorming strategy is to help students develop innovative solutions for problems as it help them to think and create , as well as to raise their concerns and thinking in the educational situation and the development of self-esteem and self-confidence (Al-Tayeb ,2009 m: 245).

Jarwan (2002: 76) has defined brainstorming as one of the methods used to stimulate creativity and the creative treatment of problems in various fields of life, and it also means to generate a list of ideas that lead to solving the problem with the participation of all members of the group if it was a group session.

Soliman, and Abdul Qadir (2006: 223) indicates that brainstorming strategy allows the student to suggest greater amount of ideas about the problem in a spontaneous way and unconventional environment. Mahmoud (2007: 174) share them the same opinion as he confirms that the success of the brainstorming practice is rooting criticism for generated or developed ideas until the end of the session, to make the practitioners of brainstorming style feel free to express their ideas without evaluation or criticism; in addition to the release

of freedom of thought and focus on practical ideas, development and installation of others' ideas.

Ghazi (2004: 67) says that ideas and opinions about any problem must be good and useful, he means to put mind in a state of excitement and a willingness to think in all directions to generate the greatest ideas about the problem or the matter.

AL- Mahlawi (2000: 78) Refers that the principles of brainstorming are as follows:

Non- criticism: the teacher and students should keep away from the criticism habit in the brainstorming of the problem, because getting rid of any allergies, even for a temporary period in which they are thinking; is the first principle of divergent thinking.

Unleash the thought: it means that it's necessary to take into account all the ideas produced, regardless of the nature of their relationship to the problem that is discussed.

Interest in the amount of ideas: means that the greater the number of ideas produced, the more likely the presence of valuable and useful ideas.

Reconcile ideas and developing it: while using a brainstorming approach to solve the problem, the student's training should not be limited to produce his own ideas, but also training him to think about how to develop the ideas of others.

From the previous view it is clear that this strategy develop cooperation between learners, and develop their ability to make decisions, it is easy and simple strategy, suitable for teamwork, increase divergent thinking skills and do not require a long time in procedures.

B / cooperative learning strategy:

Cooperative learning is one of the most important forms of effective teaching, which is based on the learner, and is defined

as: "a collection of information, directions, values, and scientific, technical and social skills acquired by students through participation and effective dialogue among themselves, relying on some teaching models that ensure student team work collaboratively, and teaching students to each other in small groups , the teacher's role is to observe, guide , direct and evaluate the learning groups "(Mohammed El-Sayed, 2008: 375).

Hamada (2005: 124) confirms that the cooperative learning strategy aims to improve the ideas of the students who work in interactive groups, teaching each others and debating among themselves, so that each member of the group feels responsibility toward his group; in addition; the use of this strategy leads to the development of team spirit among pupils of different abilities, and to the development of social skills and configuring the right direction towards the subject.

If we look in the previous view about the concept of cooperative learning strategy we notice that interaction is the most important feature of cooperative learning which is based on dividing the learners in groups participating opinion among them to learn a concept, content, an idea or a social skill, which makes the teaching and learning process have an effective activity and achieves the desired objectives, in condition that each group should be exposed to a fixed tutorial format without discrimination to any group, whether homogeneous or heterogeneous, that is done under the direction and supervision of the teacher, as well as its effectiveness in the classroom.

In order to make the educational situation cooperative , it should have a set of principles governing the cooperative learning groups and mentioned by (Ghazi 2004: 65, Ali 0.200 20:00: 376-380), as follow:

- **Mutual positive dependence:** it means that each student in the group should feel that he needs all his teammates and that he is associated with them, and so affects and is affected by others' ideas, thus allowing the students a large area to discuss and express opinion about a specific problem or do a particular activity which leads to the development of thinking, especially inferential thinking.

- **Enhanced interaction face-to-face:** each individual should provide assistance and cooperation with members of the group, to achieve the common goal, and share ideas and opinions, encourage participation, the exchange of experiences, listen to others, respect for the roles, participate in decisions, and solve problems.

- **Individual responsibility and collective responsibility:** It means that the individual is responsible for making the required

functions, is responsible for the group's success in achieving its objectives.

- **Academic and social skills:** such as leadership skill decision-making skill, and confidence-building, in order to enhance useful actions and modification to improve the learning process.

- **Evaluate the work of the group:** It can be done through one member of the group who discuss what has been achieved (pros and cons) , and record it in the report which will be displayed during the discussion, and one of the students works as an observer to the Group's performance, and recording errors and negatives during the show .

- **Feedback:** it's carried out by the teacher, where he inspects each group during the work, and records his observations, directs feedback to the members of the work of each other within the group.

This strategy can be applied to develop thinking skills in sociology courses, then we can say that the joint interaction between the groups in the Cooperative Education provoke students ideas , interest in and attitudes towards the course, and this only under the guidance and supervision of the teacher, he also choose the mutual cooperative activity between the groups in condition that this activity leads to inferential thinking , as well as he should make the students feel the importance of notice of social interaction, this interaction should be positive and make the learner feels that he is responsible for learning and the learning of others.

C / debate strategy:

Debate strategy is one of the most important effective teaching strategies for development of thinking skills, and this discussion is between the teacher and his students about a specific problem, an idea or concept, and find solutions to them.

Abdul Hamid (1999: 89) defines it as an educational situation in which teachers and students speak, or students speak with each other, express their thoughts and opinions about certain topics.

Zaiton (2003: 111) defines it as one of the teaching strategies that rely on dialogue between the teacher and his students, questions and answers play a key role in achieving the objectives of this strategy.

Al-bakr (2007: 142) defines it as the process by which the teacher involved with the learners to understand, analyze, interpret and evaluate a topic ,an idea or work or a problem, and identification the points of difference and agreement among themselves, in order to reach the decision.

Suliman and Abdul Qader (2006: 227) refers that the debate strategy is based on open-ended questions that challenge the student's mind, but doesn't constrain his answer and give him

the opportunity for generation of new ideas and solutions, as it encourages the student to think and increase motivation.

If we look around the views already reported about debate strategy, we may find that there is agreement among them about the importance of this teaching strategy, which were being used because of its impact and effectiveness of the educational process, its importance may be clear in the advantages confirmed by educators, including its reliance on open-ended questions, which may presents a way to defy the minds of the students, not to students from answering, but to help them generate ideas and fight these ideas and refute the opinions and criticism, but these questions must be logical and sequential sensitive to higher thinking levels.

Debate strategy passes the following phases:

- **Configuration:** The teacher prepares students for participation by raising their motivation to learn and inform them about the objectives of the lesson.
- **Start the discussion:** the teacher provides and clarifies the lesson content and asks students some questions or showing a perplexing situation.
- **Follow-up discussion:** the teacher watches out the reactions of the students to make sure students have the ability to perceive relationships and this by asking questions, and he also shows the basic rules for running the debate, and listens to ideas, and responds to ideas, and preserves a record of the discussion.
- **The end of the debate and draw conclusions:** the teacher summarizes the discussion by summarizing the content of the lesson points and connect them to each other, as well as to

evaluate the extent of success in achieving the objectives of the discussion (Zaiton ,2003: 111).

The fourth axis

The field study procedures (Result analysis and interpretation)

The field study procedures consisted in the following steps:

1. Identify the goal of questionnaire: The objective of the questionnaire is to identify the extent to which faculty members of the Faculty of Arts, King Saud University, and to practise the dimensions of effective teaching.

2. Identification of the questionnaire axes: in the light of the objective of the questionnaire; the questionnaire axes were identified as follows:

The first axis: the practices of faculty members associated with planning for effective teaching.

The second axis: the practices of faculty members associated with classroom management and organization and method of teaching.

3. Preparation of the questionnaire initial image: In this step, the researcher has benefited from: theoretical analysis of the current study (the concept of effective teaching skills, and effective teaching strategies and practices), and the results of previous studies on effective teaching; to formulate the questionnaire axes.

4. The questionnaire Arbitration: the researcher introduced the questionnaire initial image to the arbitrators, in order to solicit their views on: (phrases relationship with each axis - appropriateness of phrases formulation - and which phrase should be added or deleted, or modified - and the appropriateness of the response degree on the phrases).

5. The final image of the questionnaire: the questionnaire phrases were modified according to the proposals of the arbitrators and the questionnaire became in its final form.

6. the questionnaire validity : the researcher made sure r of the questionnaire validity through arbitrators agree on the validity of its phrases for the questionnaire purpose, and the phrases belonging to the questionnaire axis, and the appropriateness of the phrases formulation, and this kind of validity is called content validity or logical validity (Al - gharib, 1996 : 681).

7. The questionnaire reliability: to measure the reliability of the questionnaire, the researcher used Alpha Cronbach's coefficient, and it turns out that the value of fixed coefficient (alpha Cronbach) for the questionnaire axes expresses high liability degree, in the first axis the value is (0.93), and in the second axis the value is (0.91), and this shows a tool that has a high reliability degree and reliable in field application.

8. Selection of the study sample: The study sample was selected from faculty members of the College of Arts, King Saud University, randomly, and the total number of sample members of the field study 42 faculty members, and the following two tables illustrate the characteristics of the sample members:

Table (1) distribution of the study sample participating in the questionnaire of the faculty members according to gender.

Gender	Number	Percentage
Man	12	28.6
Female	30	71.4
Total	42	100

Figure (1) distribution of the study sample participating in the questionnaire of the faculty members according to gender.

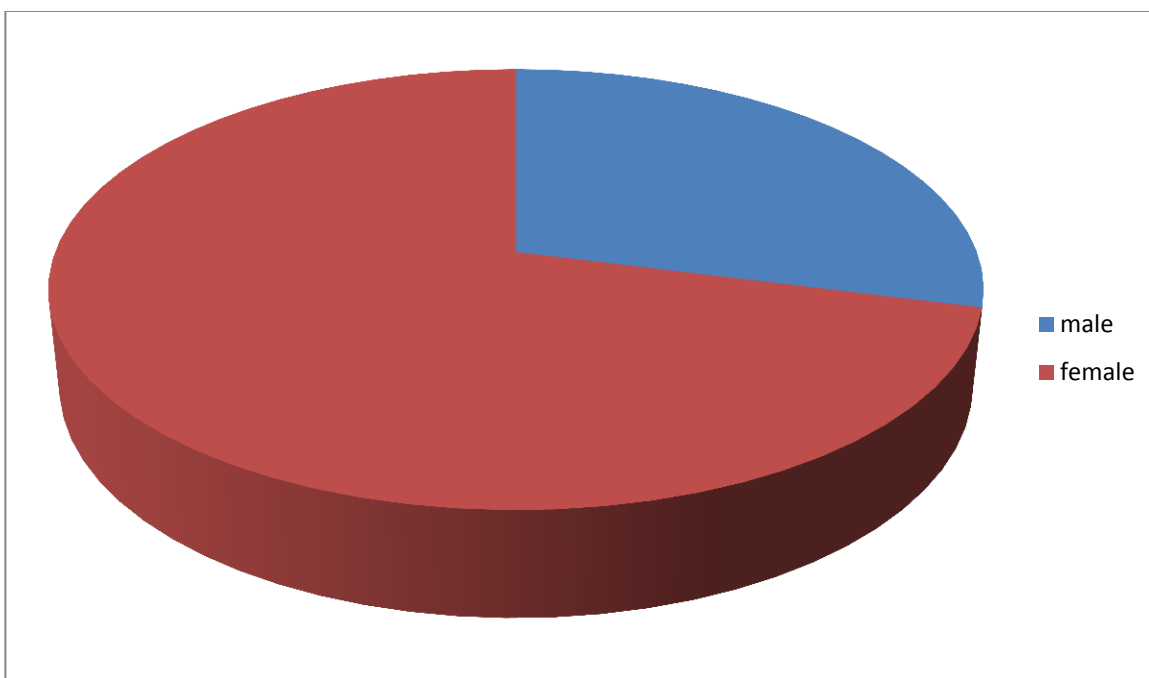
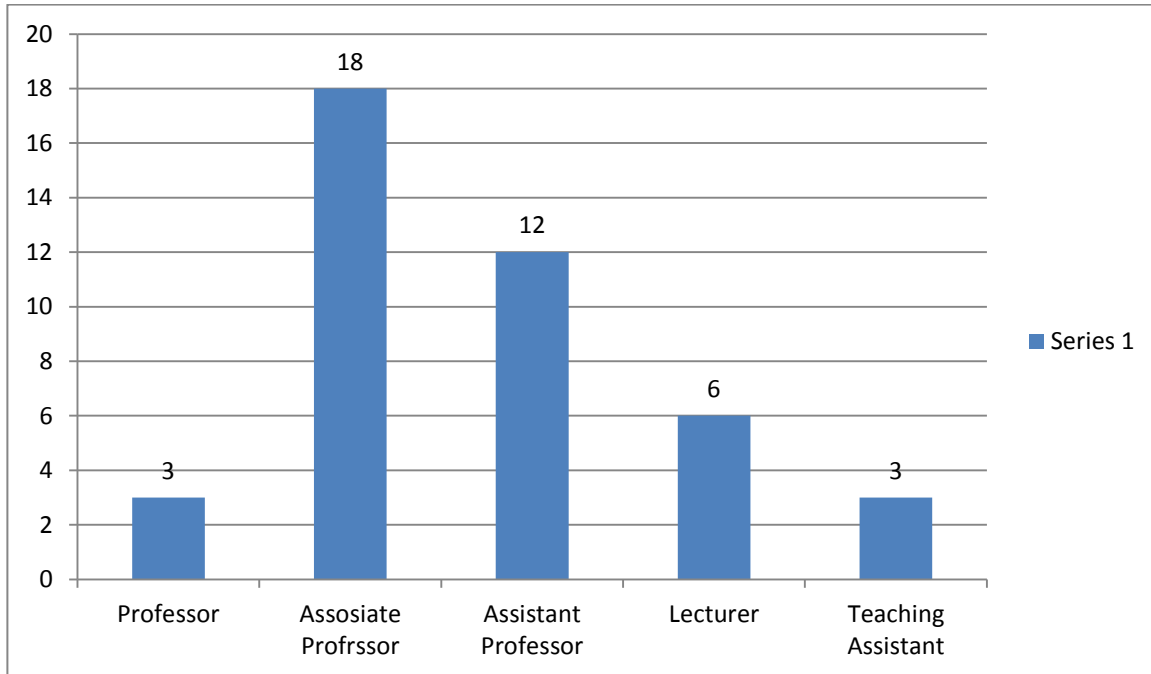


Table (2) distribution of the study sample participating in the questionnaire of the faculty members according to scientific degree.

Rank	Number	Percentage
Professor	3	7.1
Associate Professor	18	42.9
Assistant professor	12	28.6
Lecturer	6	14.3
Teaching Assistant	3	7.1
Total	42	100%

Figure (2) distribution of the study sample participating in the questionnaire of the faculty members according to scientific degree.



9. Statistical treatment:

The researcher used the following statistical methods:

- Frequencies and percentages to describe the characteristics of the sample.
- The arithmetic average and standard deviation of the phrases order and arrangement of the study tool axes.
- Cronbach's alpha coefficient to measure the reliability of the questionnaire tool.

10. The results of the field study and its interpretation: The following are the results of the field study and its interpretation, as follows:

10 / 1- practices of the faculty members associated with planning for effective teaching:

Table (3) shows the study sample responses about the practices of faculty members associated with planning for effective teaching.

Table (3) frequencies, percentages and arithmetic averages for the responses of the total study sample about the practices of faculty members associated with planning for effective teaching.

	Phrase		Strongly agree	Neutral	Disagree	Strongly Disagree	Average	Standard deviation	Ranking
1	My goals are consistent with outline of the curriculum and the content of the textbook.	Repetition	15	24	3	0	4.29	0.6112	2
		Percentage	35.7	57.1	7.1	0			
2	I put my annual plan in light of prior analysis of the book ,the curriculum and the mental abilities of students.	Repetition	6	15	12	9	3.49	1.0163	7
		Percentage	14.3	35.7	28.6	21.4			
3	I consider the size and content of the units of the book when determining the number of lectures and the time required to implement them.	Repetition	9	21	9	3	3.86	0.8644	4
		Percentage	21.4	50	21.4	7.1			
4	I put in my plan the basic elements that should be provided in the plan (objectives, content, methods, activities, evaluation,	Repetition	15	15	12	0	4.07	.82874	3
		Percentage	35.7	35.7	28.6	0			

	and time)									
5	I identify and diversify activities and methods to achieve the general objectives of the educational content	Repetition	9	15	12	6	0	3.64	1.0082	5
		Percentage	21.4	35.7	28.6	14.3	0			
6	I formulate my behavioral goals in a measurable way.	Repetition	9	6	18	9	0	3.36	13.018	9
		Percentage	21.4	14.3	42.9	21.4	0			
7	I link the lesson objectives with the curriculum objectives.	Repetition	15	24	3	0	0	4.29	0.6112	2
		Percentage	35.7	57.1	7.1	0	0			
8	I set goals for each topic.	Repetition	21	18	3	0	0	4.43	.646	1
		Percentage	50	42.9	7.1	0	0			
9	I consider the levels of cognitive, skill, and emotional goals.	Repetition	3	21	9	9	0	3.43	0.9376	8
		Percentage	7.1	50	21.4	21.4	0			
10	I plan and organize scientific trips and field activities.	Repetition	3	9	15	15	0	3	0.9607	10
		Percentage	7.1	21.4	35.7	35.7	0			
11	I identify the steps and procedures for the implementation of the educational situation.	Repetition	3	24	9	6	0	3.57	0.8516	6
		Percentage	7.1	57.1	21.4	14.3	0			
12	I identify the evaluation tools needed identification if the goals have been achieved.	Repetition	3	24	12	3	0	3.64	.74495	5
		Percentage	7.1	57.1	28.6	7.1	0			
Mediterranean axis								3.75		

From the above table it is clear that:

- That the direction of the rule of the study sample on the overall axis phrases is approved; where was the average response on the axis phrases (3.75); the average response ranged between (4.43) and (3.36), and the agreement of the study sample to those practices indicates that the faculty members, Faculty of Arts, King Saud University are committed to the practices associated with planning for effective teaching.
- Phrase No. (8) came in the first rank in the response average; the response average ranged (4,43); and so we find that the faculty members of the faculty of Arts, King Saud University are committed to identifying the specific goals of each topic that is taught to the students.
- It was noticed that the phrases (1) and (7) came in the second rank, with a response average ranged (4, 29); which confirms that faculty members goals are consistent with the outline of the curriculum and the content of the textbook, they also argue that they link the lesson objectives to the curriculum objectives.
- Phrase No. (4) came in the third rank ; where the response average of the study sample ranged (4.07), and so we find that the Faculty members of faculty of Arts are committed to the essential elements to be met in the plan (objectives, content, methods, activities, evaluation , and time).
- It turns out that the Faculty members of faculty of Arts take into account the size and content of the book when determining the number of lectures and the time required to implement them, the response average of the study sample on this practice ranged (3.86), and thus the phrase

- No. (3) which reflects this practice came in the fourth rank.
- Phrases No. (5) and (12) came in the fifth rank with the same response average (3.64), where the faculty members are committed to identifying and diversifying the activities and methods needed to achieve the general objectives of the educational content, and they also determine the evaluation tools needed to identify if the goals have been achieved.
 - Phrase No. (11) came in the sixth rank with a response average (3, 57); and so we find that the study sample emphasized that faculty members determine the steps and procedures for the implementation of the educational situation.
 - It turns out that most of the Faculty members of faculty of Arts put their annual in the light of the prior analysis of the book, curriculum and the mental abilities of the students, as phrase No. (2) which represent this practice came in the seventh rank with response average (3.49) .
 - Phrase No. (9) came in the eighth rank, with a response average (3.43), this phrase that represents the practice of faculty members of the Faculty of Arts to the consideration of the levels of cognitive, skills and emotional goals.
 - The response average of the study sample on the phrase No. (6) ranged (3.36), this phrase which indicates that the performance of the Faculty members of faculty of Arts of formulating the behavioral goals in a measurable way is an intermediary performance.
 - Finally, it turns out that the practice of the faculty members for planning and organization of scientific trips

and field activities was intermediary.; where the response average of the study sample on this phrase ranged (3).

10 / 2- practices of the faculty members associated with classroom management and its organization and the method of teaching:

Table (4) shows the study sample responses about the practices of faculty members associated with classroom management and its organization and the method of teaching:

Table (3) frequencies, percentages and arithmetic averages for the responses of the total study sample about the practices of faculty members associated with classroom management and its organization and the method of teaching:

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
1	I prepare the appropriate educational environment for teaching .	Repetition	15	18	6	3	-	4.07	0.9168	8
		Percentage	35.7	42.9	14.3	7.1	-			
2	Invest effectively the time of the lecture.	Repetition	15	27	-	-	-	4.36	0.4973	4
		Percentage	35.7	64.3	-	-	-			
3	I use different formations and organizations that fit the educational activities related to teaching the	Repetition	21	15	3	3	-	4.29	0.9139	5
		Percentage	50	35.7	7.1	7.1	-			

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
	university students.									
4	I move into the classroom at the appropriate times and places.	Repetition	6	21	15	-	-	3.79	0.6993	12
		Percentage	14.3	50	35.7	-	-			
5	I provide physical and psychological appropriate educational environment conducive to learning.	Repetition	6	30	6	-	-	4	0.5547	9
		Percentage	14.3	71.4	14.3	-	-			
6	I run the classroom and adjust the behavior of students effectively	Repetition	9	24	9	-	-	4	0.6794	9
		Percentage	21.4		21.4	-	-			
7	I reinforce the appropriate behavior exhibited by students and urge them to learn.	Repetition	6	15	12	9	-	3.43	1.0164	15
		Percentage	14.3	35.7	28.6	21.4	-			
8	I keep my emotional balance in the face of disciplinary problems that arise during the lecture.	Repetition	21	15	6	-	-	4.36	.74496	4
		Percentage	50	35.7	14.3	-	-			
9	I am working to raise students' motivation to learn.	Repetition	18	15	6	3	-	4.14	0.9493	7
		Percentage	42.9	35.7	14.3	7.1	-			
10	I encourage students to express their ideas.	Repetition	9	21	9	3	-	3.86	0.8644	11
		Percentage	21.4	50	21.4	7.1	-			
11	I choose a	Repetition	12	21	6	3	-	4	0.8770	9

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
1	teaching method that fit with the objectives of the lesson.	n								
		Percentage	28.6	50	14.3	7.1	-			
12	I Introduce educational material in an orderly way graded from easy to difficult.	Repetition	24	12	6	-	-	4.43	0.7559	3
		Percentage	57.1	28.6	14.3	-	-			
13	I carefully analyze Skills to its behavioral components and introduce them to students.	Repetition	9	9	12	9	3	3.29	1.2667	17
		Percentage	21.4	21.4	28.6	21.4	7.1			
14	I use multiple activities to teach educational content to students.	Repetition	24	18	-	-	-	4.57	.51355	2
		Percentage		42.9	-	-	-			
15	I make sure that students' understood the educational material.	Repetition	15	15	12	-	-	4.07	.82874	8
		Percentage	35.7	35.7	28.6	-	-			
16	I own the ability to attract the attention of students.	Repetition	33	9	-	-	-	4.79	.42582	1
		Percentage	78.6	21.4	-	-	-			
17	I Preface to the lesson with questions and activities appropriate to its content and objectives.	Repetition	15	18	9	-	-	4.14	.77033	7
		Percentage	35.7	42.9	21.4	-	-			
18	I allocate enough time	Repetition	9	15	9	9	-	3.57	1.08941	13

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
	to listen to the students' questions.	Percentage	21.4	35.7	21.4	21.4	-			
19	I Introduce the educational content in a logical sequence.	Repetition	15	21	6	-	-	4.21	.69929	6
		Percentage	35.7	50	14.3	-	-			
20	I ask interesting questions to motivate students to interact with the educational situation.	Repetition	6	18	9	9	-	3.5	1.01905	14
		Percentage	14.3	42.9	21.4	21.4	-			
21	I link the students' previous experiences with their future experiences in the classroom situations.	Repetition	3	6	18	9	6	2.79	1.12171	19
		Percentage	7.1	14.3	42.9	21.4	14.3			
22	I provide spirit of fun in the challenging educational situations.	Repetition	9	9	12	12	-	3.36	1.15073	16
		Percentage	21.4	21.4	28.6	28.6	-			
23	I choose the important educational points accurately and introduce them in an orderly way.	Repetition	15	15	6	6	-	3.93	1.07161	10
		Percentage	35.7	35.7	14.3	14.3	-			
24	I focus on the different mental processes (perception, memory, and thinking) during	Repetition	6	12	9	15	-	3.21	1.12171	18
		Percentage	14.3	28.6	21.4	35.7	-			

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
	teaching for students.									
25	I train talented students on creative thinking and creative productivity skills.	Repetition	6	6	9	15	6	2.78	1.31140	20
		Percentage	14.3	14.3	21.4	35.7	14.3			
26	I use teaching methods which help to develop the creative productivity of student.	Repetition	3	15	9	12	3	3.07	1.14114	18
		Percentage	7.1	35.7	21.4	28.6	7.1			
27	I introduce Many of the teaching methods which aim to promote critical thinking.	Repetition	9	12	12	9	-	3.5	1.09193	14
		Percentage	21.4	28.6	28.6	21.4	-			
28	I Care about activities, which train students to be creative and to practice mental skills.	Repetition	15	18	6	3	-	4.07	.91687	8
		Percentage	35.7	42.9	14.3	7.1	-			
29	I focus on the basic characteristics of education, such as fluency, originality, flexibility to achieve creative productivity.	Repetition	9	15	6	6	6	3.36	1.39268	16
		Percentage	21.4	35.7	14.3	14.3	14.3			
30	I use the methods of scientific research to add new	Repetition	9	18	12	3	-	3.79	.89258	12
		Percentage	21.4	42.9	28.6	7.1	-			

	Phrase		Strongly agree	I agree	Neutral	I do not agree	Strongly disagree	Average	The standard deviation	Ranking
	knowledge to students.									
31	I use brainstorming strategy while teaching students.	Repetition	12	18	3	9	-	3.79	1.12171	12
		Percentage	28.6	42.9	7.1	21.4	-			
32	I use cooperative learning strategy while teaching students.	Repetition	12	18	9	3	-	3.93	.91687	10
		Percentage	28.6	42.9	21.4	7.1	-			
33	I use the discussion strategy during teaching students.	Repetition	6	24	9	3	-	3.79	.80178	12
		Percentage	14.3	57.1	21.4	7.1	-			
Mediterranean axis								3.83		

From the above table it is clear that:

- That the direction of the rule of the study sample on the overall axis phrases is approval; where was the average response on the axis phrases (3.83); the average response ranged between (4.79) and (2.78), and the agreement of the study sample to those practices indicates that the faculty members, Faculty of Arts, King Saud University are committed to the practices associated with classroom management and its organization and the teaching methods.
- Phrase No. (16) came in the first rank in the response average; the response average ranged (4, 79); and so we find that the faculty members of the faculty of Arts, King

Saud University have the ability to attract students' attention.

- It turns out that the Faculty members of faculty of Arts use different activities to teach the educational content for students , as the response average of the study sample on this practice ranged (4.57), and thus the phrase No. (14) which reflects this practice came in the second rank.
- Phrase No. (12) came in the third rank ; where the response average of the study sample ranged (4.43), and so we find that the Faculty members of faculty of Arts are have the ability to introduce the educational content in a gradual way from easy to difficult.
- It was noticed that the phrases (2) and (8) came in the fourth rank, with a response average ranged (4,36); which confirms that faculty members invest the time of the lecture effectively and that they keep their emotional balance in the face of the disciplinary problems that arise during the lecture.
- It turns out that the Faculty members of faculty of Arts use different formations and organizations which fit the specific educational activities for teaching university students , the response average of the study sample on this practice ranged (4.29), and thus the phrase No. (3) which reflects this practice came in the fifth rank.
- Phrase No. (19) came in the sixth rank with a response average (4, 21); and so we find that the study sample emphasized that faculty members introduce the educational content in a logical sequence.
- Phrases (9) and (17) came in the seventh rank, with a response average ranged (4, 07); whereas the faculty

members are committed to motivate students towards learning and to preface for the lesson with appropriate questions and activities suitable for the lesson's contents and goals.

- Phrases (1), (15) and (28) came in the eighth rank, with a response average (4, 07); whereas the faculty members prepare the appropriate educational environment for teaching and they make sure that student understood the the educational subject and they also care about the activities which train students on creativity and practice of mental skills.
- It turns out that Phrases (5), (6) and (11) came in the ninth rank, with a response average (4,07);which confirms that the faculty members of the Faculty of Arts work to provide physical and psychological appropriate educational environment conducive to learning, and they run the classroom and adjust the behavior of students effectively and they also choose the teaching method that fits the lesson's goals.
- It also turns out that phrases No. (23) , (32) came in the tenth rank, with a response average (3,93); which shows that the Faculty members of faculty of Arts work to choose the important educational topics accurately and introducing them in an organized way , they also use the cooperative learning strategy while teaching the students.
- Phrase No. (10) came in the eleventh rank with a response average (3.86), and so we find that the Faculty members of faculty of Arts are working to encourage students to express their ideas.

- And also with the same response average (3.79), phrases (4), (30), (31) and (33) came in the twelfth, where faculty members can move inside the classroom at the appropriate times and places, and use the methods of scientific research to add new knowledge for students, and use brainstorming strategy while teaching students, as well as the use of the debate strategy while teaching students.
- Phrase No. (18) came in the thirteenth rank with a response average (3.57), and so we find that the faculty members of the Faculty of Arts are committed to identify enough time to listen to students' questions.
- It also turns out that that phrases (20) and (27) came in the fourteenth rank, with a response average (3.5), which indicates that the Faculty members of faculty of Arts are working to put interesting questions to motivate students to interact with the educational situation , they also provide many of the teaching methods which aim to promote critical thinking.
- Phrase No. (7) came in the fifteenth rank with a response average (3, 43); and so we find that faculty members fairly practice reinforcing the appropriate behavior shown by the students and encourage them to learn.
- with the same response average (3.36) phrases No. (22) and (29) came in the sixteenth rank, where faculty members are committed to provide the spirit of fun in the challenging educational situations, and focus on the essential characteristics in education, such as fluency, originality, flexibility to achieve Creative productivity.
- Phrase No. (13) came in the seventeenth rank with a response average (3, 29); and so we find that the

Faculty members of faculty of arts are working to analyze Skills to its behavioral components and present them to students.

- with the same response average (3.21) phrases (24) and (26) came in the eighteenth rank, where faculty members are committed to focus on the different mental processes (perception, memory, and thinking) while teaching students , and the teaching methods they use work to some extent on the development of creative productivity of the student.
- Phrase No. (21) came in the nineteenth rank with a response average (2.79); and so we find that the study sample emphasized that faculty members associate the previous experiences of students with the subsequent ones in the classroom situations.
- Finally Phrase No. (25) came in the twentieth rank with a response average (2,78) , and so we find that practice of the faculty members related to training students on creative thinking skills and creative productivity came medium in performance.

Recommendations:

- 1) Increase training for faculty members on teaching planning skills as it is one of the basic skills that represent mental regulation process, and aims to identify work steps that lead

to the achievement of the desired goals which is to give the learners a range of aimed educational experiences.

- 2) Training staff members on classroom management skills by holding miniature teaching workshops under the supervision of specialists in the field of curriculum and teaching methods.
- 3) Staff members Should diversify the educational learning activities (discussion, worksheets, Cooperative learning).
- 4) Training staff members on how to design modules using active learning.
- 5) Staff members Should take into account the psychological situation of learners when presenting the lecture, skillful teachers know that any listener audience even that captured inside the classroom needs a short time to feel psychological stability.
- 6) The staff member while teaching students should use more than one method of teaching to diversify in his handling of the curriculum content in order to avoid some of the disadvantages of teaching methods and achieves effective teaching; in addition to the diversity in the light of our educational system which affected by the factor of time .
- 7) Staff member should know the nature of the methods that are used in the process of teaching; as some educational goals are direct consequences of the methods used. If effective teaching depends on the participation of students in group educational activities, it includes an emphasis on the value of certain educational outcomes; such as; the development of tendencies and trends, and other aspects of the students' social adjustment.
- 8) Staff member should deal with the learner as the axis of the educational process and should make him participate effectively to reach the facts and information by depending on himself and to make the learner analyze these information

then discuss it in the classroom with his classmates and the rule of the staff member should be only guidance.

- 9) Set clear and specific criteria for teaching effectiveness on which the performance of the staff members of the Faculty of Arts, King Saud University is based.

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