

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

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Abstract—This study investigated the levels of practising effective teaching skills by Arabic language teachers in the primary schools of Abha. The study also aimed to explore the variations in the levels to which Arabic language instructors use efficient teaching techniques according to experience and gender. The study sample included 183 Arabic language teachers from primary schools in Abha city, who were randomly elected. The study used a scale to measure planning skills, implementation skills, and assessment skills as an instrument to collect data. The results showed planning skills ranked first among effective teaching skills of Arabic language teachers, followed by evaluation skills in the second rank, while implementation skills were in the third and last rank among Arabic language teachers. However, the results showed the absence of statistically significant differences in the levels of using effective teaching techniques from the perspectives of Arabic teachers because of gender and years of experience.

Index Terms—effective learning skills, Arabic teachers, primary schools

I. INTRODUCTION

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

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

Studies that have been conducted (Al-Khawaldeh, 2018; Al-Shuwaili, 2018; Alsilwy, 2020; Salman, 2020; Al-Ashhab, 2022) have shown the relationship between the teachers' skills and multiple capabilities, such as his ability to study the scientific material he teaches, in terms of providing later feedback to improve and develop educational performance as a guide and a major driver, and an important factor for building the human educational relationship between teachers and their students. Also, good planning processes and the good and proper attitudes of faculty member are not useful unless it is translated into effective classroom behaviours that can bring about meaningful change in students (Cattaneo et al., 2017).

The development of societies has led to the development of the educational thought prevailing in them, and with the development of this thought, the view of the teacher and the roles that he plays have evolved (Feld & Zolitz, 2017). The teacher is no longer a transmitter of knowledge, nor is he merely a link between the textbook and the minds of the learners (Feld et al., 2019). One of the recent trends in effective education that depends on the personality of the teacher and his extensive knowledge of his educational material and the skills he studies is that he can give information and help students master various educational skills to benefit their society and benefit from them in their daily lives (Carrell et al., 2018). The teacher is an important part of the process of education. The success of the teacher is an important

indicator in judging the educational institution and a major factor in classifying it and identifying its capabilities and capabilities to achieve the desired goals of society (Carrell et al., 2018).

The recent changes like the curricula require the teacher to play a new role, represented in his ability to choose teaching methods, activities, and appropriate educational and technological techniques, and his ability to motivate students to participate in the teaching process, provide an educational environment, and create a platform for communication and interaction between students (Pittinsky, 2016; Pittinsky & Montoya, 2016).

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

Research Questions

This study attempted to answer the following questions:

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

II. LITERATURE REVIEW

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

According to Gershenson (2016), effective teaching relies on student initiative and active engagement in the learning process. As a result, learners become more active rather than passive in the new educational environment. They become more inclined to research than just receive information and memorize them (Kraft & Grace, 2016).

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

The primary role of the teacher in effective teaching is represented in the planning process to lead students, assist them in learning science, teach them the scientific method of thinking, employ the method of structured dialogue and discussion, teach them a writing style, and instil in them effective communication and communication skills, as well as how to overcome challenges using effective teaching strategies (Wetchasit et al., 2020). How to interact with all of the pupils, each of whom has various talents, interests, and ways of thinking, presents a challenge for the instructor (Rimm-Kaufman et al., 2015). Effective teaching methods vary according to the types of students, based on the difference and diversity of their understanding and assimilation and their effective integration into the educational process and the topic or educational situation (Rubie-Davies et al., 2014). Therefore, different strategies used in the teaching and teaching process need to be addressed, and here are the ones teachers should know:

- **Differentiated education strategy:** It aims to raise the level of all students and increase their abilities and takes into account the characteristics and experiences of the individual (Aldossari, 2018).
- **Survey strategy:** It means that the student does his best to obtain information that explains the problem and searches for solutions. This strategy focuses on connecting the learner with everyday activities (Aldossari, 2018).
- **Cooperative learning strategy:** This strategy depends on using the human factor and the interaction between individuals to create desired goals. Students here work in groups to perform tasks and several activities (Sharma & Saarsar, 2018).
- **Problem-solving strategy:** Problem-solving students gain information and life skills that they learn from facing different episodic situations. The teachers here motivate students to utilize their higher thinking capabilities to induce and conclude ideas (Kadir et al., 2020).

Effective teaching requires skills and principles that the teacher must possess to become successful in his profession because teaching is not just a transfer of information and knowledge, but rather an integrated personality-building

process that includes the formation of the individual's personality, and the organization of the mental, emotional and psychomotor structures of the student's personality, and this requires the teacher to know the educational goals and educational means teaching methods and assessment (Kim et al., 2019). The effective teacher is the person who seeks to provide the educational individual to the students, starting from the process of identifying the events through the process of collecting knowledge related to the new and organizing it according to a logical, sequential framework with what is required for this stage of information processing and verification of its authenticity to the logical conclusions related to the historical phenomenon and the issuance of logical judgments (Da'as, 2019). A solid educational structure that connects theory and practice must be built using three successful teaching techniques, which must be known by the instructor and put into practice (Maxmudovna, 2020):

- **Planning skill:** Teachers should be familiar with this skill because it is very important. It helps the teacher to exceed the limitations and provide better performance. Planning needs enough knowledge of the target group and the level of all students. For teachers to be effective in planning, they need to customize the content of the lessons to suit the needs of all students, which requires them to have a set of skills.
- **Implementation skill:** The teacher undertakes several activities and practices inside and outside the classroom, which are all classified as part of the implementation skill. These skills include establishing a good connection with students before the lessons and preparing the material for the lessons (Kim et al., 2019; Maxmudovna, 2020). The implementation also includes using the blackboard as an instrument to convey the content of the lessons. A chalkboard is a teaching instrument that assists the instructor in feeling satisfied with the outcome of his or her educational job. If the instructor uses the blackboard effectively in the classroom, that is half of the lesson. Using the blackboard implies integrating it into the educational process. The blackboard serves a variety of purposes, including providing pupils with a clearer understanding of the lesson's terminology, ideas, and definitions as well as removing the lesson's abstract elements that might make them bored (Da'as, 2019).
- **Evaluation skill:** The teachers have given it additional emphasis because it is the third talent a teacher must possess. This is mirrored in how lessons are taught in the classroom, as teachers are forced to concentrate on subjects that frequently come up in exams throughout class (Da'as, 2019).

Previous studies

Al-Khawaldeh (2018) assessed the level of application of principles of effective teaching by Jordanian primary school Arabic teachers from her perspective. The survey sample consisted of (60) Arabic teachers, teachers and teachers, (27) teachers, and (33) teachers and teachers. Researchers have developed research tools. A questionnaire containing the principles of effective teaching is divided into six areas. The findings showed that an Arabic teacher and her teacher practised the principles of effective teaching to a moderate degree. The results also showed the absence of statistically significant differences in levels of practice of the principles of effective education based on gender, except in the areas of motivation and skill development, values and tendencies where differences favoured teachers. For the scientific qualification variables, except for the development of skills, values, and tendencies, the differences were not the same, and the differences favoured postgraduate studies.

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

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

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

Al-Ashhab (2022) assessed the degree to which Arabic language instructors in the schools in the Hebron Governorate in Palestine employ effective teaching methods from the perspective of administrators and supervisors. The random stratified approach was used to choose the study sample, which consisted of (88) principals and (27) supervisors of the Arabic language at the Directorates of Education in the Governorate of Hebron. To collect data, the researcher prepared a questionnaire with six parts and sixty-three items. According to the findings, the Hebron Governorate's principals and administrators considered the usage of effective teaching methods by Arabic language instructors to be somewhat high. The participants ranked the ability to plan lessons as the most important and effective teaching skill of Arabic language

teachers, followed by the ability to manage people, a class and its environment, the educational installation, and finally the ability to implement. The assessment skill, according to administrators and supervisors in the Hebron Governorate, was the Arabic language teachers' least effective teaching strategy. While the results showed that there are statistically significant differences in the effective teaching strategies employed by Arabic language instructors that may be attributed to the traits (educational qualification, and directorate).

III. RESEARCH METHODOLOGY

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

A. Research Population and Sample

The population of the study included all 566 Arabic language teachers in the primary stage in Abha city. For this study, the sample from this population consisted of (226) Arabic language teachers. The participants of the study answered the questionnaire, which was administered to them. 183 Arabic language teachers responded and completed the answer to the study items. Table 1 shows a description of the demographics of the sample.

TABLE 1
PROFILE OF RESPONDENTS (N=107)

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

Frequencies and percentages were calculated according to the variables of gender and years of experience to establish the demographics of the sample. Table 1 showed that male teachers made up the bulk of the sample (65.6%) while female teachers made up (34.4%) of the sample. Table 1 also showed that the majority of the sample (63.4%) has between 5-10 years of practical experience, while (19.1%) of the sample has less than 5 years, and (17.5%) of the sample has more than 5 years.

B. Instrument

The study reviewed the literature and previous studies such as Salman (2020) and Al-Ashhab (2022) which tackled the issue of the effective teaching and its skills, where a questionnaire was built in its initial form of (38) items, divided into three dimensions: planning skill, implementation skill, and evaluation skill.

(a). Instrument Validity

The instrument was given to a group of judges majored in education to verify its validity. The judges were asked to read the items of the study instrument and make their comments on it in terms of the suitability of the linguistic phrasing of the items, the appropriateness of the items to their dimensions, the deletion of similar items, and suggest what they see fit. After taking into account the arbitrators' observations, the questionnaire consisted of (30) items distributed over the same fields as before.

(b). Instrument Reliability

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

TABLE 2
TEST OF CRONBACH ALPHA

Dimensions	Value of Cronbach Alpha
Planning skills	0.746
Implementation skills	0.721
Evaluation skills	0.729
Total	0.747

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

C. Data Analysis

The data obtained from the questionnaire was analyzed using the Statistical Package for Social Sciences was then used to statistically analyze the data (SPSS). The following are some statistical techniques:

- An independent t-test to look into the gender variable's impact on the outcomes.
- The Scheffé test for dimensional comparisons, in addition to one-way ANOVA: This test looks for a statistically significant difference in the estimations of Arabic language teachers' practice of effective teaching skills based on years of experience in the research population (Cuevas et al., 2004).

TABLE 3
CRITERIA TO JUDGE THE DEGREE OF IMPORTANCE OF TRAINING NEEDS

Mean	Decision
1,00-2,33	Low (L)
2,34-3,67	Moderate (M)
3,68-5,00	High (H)

IV. RESULTS AND DISCUSSION

To answer the question of the study, the mean score and standard deviations of the degree to which Arabic teachers practice effective teaching skills were extracted, and Table 4 illustrates this.

TABLE 4
MEANS AND STANDARD DEVIATION

N	Item	Mean	St. dev	Result
Planning skills				
1	The teacher prepares for the lesson	3.87	1.18	H
2	The teacher is aware of the contents of the educational material	3.85	1.19	H
3	The teacher is obligated to bring the best types of aids and means necessary to carry out the lesson	3.16	1.37	M
4	The teacher organizes the ideas that he presents to the students with cognitive schemas	3.15	1.34	M
5	The teacher calls for new ideas that can help him achieve his goals	3.78	1.27	H
6	Determines the best methods necessary to implement the lesson that he will present to the students	3.14	1.30	M
7	Determines the best assessment tools needed to implement the lesson he will present to students	3.54	1.24	M
8	The teacher is obligated to prepare the necessary treatment plans	3.57	1.25	M
Total		3.51	0.76	M
Implementation skills				
9	The teacher presents the course material in an interesting manner	3.25	1.28	M
10	The teacher relates the material to the student's experiences	3.23	1.26	M
11	The teacher asks thought-provoking questions	3.25	1.28	M
12	The teacher uses advanced and diverse teaching methods	3.27	1.25	M
13	The teacher diversifies in teaching methods and searches for new	3.32	1.23	M
14	The teacher searches for new educational strategies such as modern teaching styles, such as mind maps, and role-playing such as simulation and representation	3.27	1.28	M
15	The teacher encourages the students to actively participate in the class	3.28	1.28	H
16	The teacher motivates the students to learn	3.18	1.31	M
17	The teacher uses the board well and in an organized manner	3.25	1.32	M
18	The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the simple to the complex.	3.33	1.36	M
19	The teacher uses methods appropriate to the student and the educational situation	2.32	1.26	L
20	The teacher uses the textbook in the classroom appropriately, using pictures, figures, tables, graphics, and maps	3.13	1.44	M
21	The teacher uses current events and elements of the local environment as learning resources inside the classroom	3.39	1.25	M
22	The teacher uses external readings related to the textbook material	3.23	1.36	M
23	The teacher closes his lesson with a quick narration of what has been explained	3.09	1.38	M
Total		3.19	0.59	M
Evaluation skills				
24	Teachers assess students with a comprehensive assessment (cognition, achievement, emotion) that reflects the student's reality in the educational situation.	3.55	1.62	M
25	The teacher diversifies the types of oral classroom questions	3.53	1.31	M
26	The teacher formulates oral, written, or performance questions	2.67	1.32	M
27	The teacher asks questions related to the subject that the student is learning	2.91	1.36	M
28	The teacher is objective in giving grades based on the actual level of achievement	3.66	1.38	M
29	The teacher uses the types of assessment according to time (introductory, formative, and concluding)	3.44	1.31	M
30	The teacher returns the exam papers on time	3.39	1.15	M
Total		3.31	1.31	M
Overall		3.33	0.46	M

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

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

Table 4 also revealed that the degree teachers practice the skill of implementing teaching in Abha city was moderate. The mean score was (3.19), where item No. (21) which states "The teacher uses current events and elements of the local environment as learning resources Inside the classroom" obtained the first rank, with a mean score of (3.39), followed in the second rank by item No. (18) which states "The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the simple to the complex" with a mean score of (3.33) and item No. (13) obtained the third rank, which states "The teacher diversifies in teaching methods and searches for new", while item No. (19) which states "The teacher uses methods appropriate to the student and the educational situation" ranked last, with a mean score of (2.32). The researcher attributes this to the fact that the material that is imposed on the teacher during the school term is so large that it is not commensurate with the time available for that, which forces the teacher to not achieve the lesson in the correct mechanism because he has less time than what is available for him to explain the material, in which he may have to implement the lesson to a degree that is not as it is required. In addition to the fact that the training courses held for teachers in most cases are theoretical and not applied, there are no living examples of lessons learned in the curricula.

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

To answer the second question, the independent sample t-test and ANOVA One Way were used as shown in Table 5 and Table 6.

TABLE 5
GENDER-INDEPENDENT SAMPLE T-TEST

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

The table above shows the mean score of male teachers regarding effective teaching skills. The mean score was (3.33). On the other hand, the mean score response of female teachers was (3.30). Furthermore, the significance value for the two groups of gender was (0.742). This result indicates that gender has no significant effect on Arabic teachers' perceptions of effective teaching skills. The researcher attributes this result to the idea that all the teachings provided by the Ministry of Education include both males and females equally and that any decision will be dealt with, regardless of the person (male or female). This outcome is in line with a study by Al-Ashhab (2022).

TABLE 6
ANOVA TEST OF EXPERIENCE YEARS

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

According to Table 6, the years of experience variable does not affect the level of practising the skills. The significance value was (0.309), indicating that the year of experience had no statistically significant influence (0.05) on teachers' perceptions of effective teaching skills for Arabic language teachers at the primary level. The researcher attributes this result to the fact that teachers' opinions are similar in the mechanisms that they apply in teaching. Likewise, the obstacles facing public school teachers are similar to each other because most schools have similar environment. Most public schools follow the same instructions and procedures, and therefore, teachers will face similar circumstances. This outcome is in line with a study by Al-Ashhab (2022).

V. CONCLUSIONS

The purpose of this study was to determine the extent to which Arabic teachers used effective teaching skills among primary school students in Abha City. The results show that the level of effective teaching skills of Arabic teachers is generally moderate. As a result, among Arabic teachers' effective teaching skills, planning skills ranked first, assessment skills ranked second, implementation skills ranked third, and last among Arabic teachers. Based on the above, it turns out that schools need to encourage Arabic teachers to improve their professional development in new ways. Teachers could develop their skills in teaching to provide better performance inside the classroom. This will in turn reflect on the performance of the students and the school as a whole.

The study recommends providing teachers with more training courses in different skills. Administrators should encourage teachers to be aware of the importance of self-development, which will help the teachers perform their teaching tasks efficiently and effectively.

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