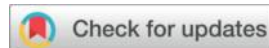




Teachers' Roles in Effective Teaching from the Perspective of Third-Year Secondary School Students : A Field Study



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Abstract

This study aimed to identify teachers' roles in effective teaching from the perspective of third-year secondary school students. A descriptive design was used. The field study involved a randomly selected sample of 250 male and female students from several secondary schools in Relizane Province. The participants completed the Effective Teaching Scale developed by Abd al-Muhsin Hamad Al-Amiri (2013). The scale consists of 32 items.

The hypotheses were tested using the arithmetic mean, standard deviation, relative weight, Pearson's correlation coefficient, multivariate analysis of variance (MANOVA), and multiple regression analysis. Data were analyzed with IBM SPSS Statistics, version 26. The study produced the following results:

1. The overall level of effective teaching was high. High levels were also found for lesson planning and delivery, human relations, and learning-environment management. The evaluation dimension was rated at a moderate level.
2. Effective teaching and its dimensions—lesson planning and delivery, human relations, learning-environment management, and evaluation—did not affect learning motivation among third-year secondary school students.

3. Effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—differed according to students' gender.

Keywords: Effective Teaching; Learning Motivation; Secondary School Students; Gender Differences; Algeria.

Introduction

Learning motivation has become a major focus of both earlier and recent research in social psychology. Al-Anani (2014, p. 13) noted that a successful teacher cannot practice without appropriate professional preparation. Such a teacher does not merely imitate someone who lacks genuine teaching competence or an appropriate approach to effective teaching. The teacher also avoids trial-and-error methods marked by randomness and poor planning. Research has shown that successful teachers continually develop the experience and skills that make them more flexible, perceptive, and capable of understanding the teaching-learning process. This requires sound professional preparation, continuous training, and a positive orientation toward the teaching profession. Madbouli (2002) also argued that developing the teaching profession requires teachers' competence to be strengthened in ethical, academic, professional, and cultural terms. Their pedagogical competence must also be developed so that they can respond creatively to the demands of their specialization and to contemporary technological advances (Mohammed, 2018, p. 344). Similarly, Suleiman (1982) described a successful teacher as one who responds to developments in life, social change, and emerging trends. This requires flexibility, openness to change, and the ability to renew and innovate within the workplace (Al-Kahlout, 2007, p. 47).

Effective teaching may therefore be understood as teaching that successfully enables the teacher to educate students. It has two central elements. First, the teacher must have a clear understanding of the instructional objective. Second, the teacher must design a learning experience that achieves that objective (Al-Huwaidi, 2005, p. 23).

Algerian schools need to change their teaching practices and adopt modern teaching methods, instructional strategies, and approaches to learning. The aim is to improve academic outcomes. Because academic achievement is a key educational outcome, the Ministry of National Education has sought to develop the curriculum. The 1976 reforms were followed by the first-generation curriculum introduced through the 2003 competency-based reform. The second-generation curriculum was then introduced in 2016. Nevertheless, further reforms are still needed to advance the education sector and keep pace with recent global developments.

Research Problem

In light of the preceding discussion, the present study addressed the following questions:

1. Is learning motivation among third-year secondary school students affected by effective teaching?
2. Are there differences in effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management?

Research Hypotheses

1. Learning motivation among third-year secondary school students is affected by effective teaching.
2. Effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—differ among third-year secondary school students according to gender.

Study Objectives

1. To determine the extent to which effective teaching affects learning motivation among third-year secondary school students.
2. To identify statistically significant gender differences in effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—among third-year secondary school students.

Significance of the Study

The study is important because it examines teachers' roles in effective teaching from the perspective of third-year secondary school students.

Effective teaching and the teaching-learning process as a whole are important topics. This study therefore seeks practical ways to understand how teachers' effective teaching influences students' learning motivation. It also considers strategies for stimulating motivation and creating an effective learning environment. Such an environment can improve students' performance and raise academic achievement. It may also help identify suitable interventions to reduce school failure and dropout rates. The findings can provide a foundation for effective teaching practices that motivate, guide, and support students toward better learning.

Operational Definitions of the Study's Key Concepts

- a. Effective teaching: the total score obtained by a student on the Effective Teaching Scale developed by Abd al-Muhsin Hamad Al-Amiri.

The lowest possible score on the scale is 0, and the highest possible score is 96.

A score below 30 on the Effective Teaching Questionnaire indicates a low level of effective teaching.

A score of 65 or above indicates a high level of effective teaching.

Theoretical Framework

Teaching is a purposeful social and educational process. It involves interaction among administrators, supervisors, teachers, and students. Its focus is the learner and the learner's needs, characteristics, and learning styles. It uses activities and procedures suited to learners' abilities and potential, with the aim of supporting their development. Teaching is also a collective system in which instruction and learning take place. Most researchers now regard the student as the central participant in the teaching-learning process. Achieving educational objectives, effective teaching, and ultimately effective learning requires a suitable environment. An effective teaching environment is one in which students are personally engaged in constructing, testing, or applying their intellectual abilities to the issue under study. In other words, students participate actively in the process. This section addresses the definition, types, principles, conditions, objectives, and elements of learning. It also examines effective teaching, its criteria, the characteristics of effective teachers, and ways of thinking about effective teaching.

1. Effective Teaching

For many years, research on effective teaching appeared to yield conflicting findings. More recent advances in teacher research provide strong support for the following generalizations (Brophy, 1979, pp. 1–2):

1. Teachers have a clear influence on how much students learn.
2. Certain patterns of instructional behavior appear suitable for some settings, but not for all settings.
3. Teachers who understand their role in educating students devote more time to instruction and are more effective than other teachers.
4. Effective teachers devote as much instructional time as possible to meaningful activities. They spend as little time as possible moving around the classroom, maintaining order, or interrupting the flow of the lesson. Time spent on the learning task is therefore one indicator of effective teaching.
5. Students who follow a structured curriculum achieve better results than those who learn through individualized self-study or discovery methods.

6. Compared with higher grades, primary classrooms place greater emphasis on basic skills and make more use of small-group instruction. They also involve more teacher-student interaction, praise, practice, and activities at lower cognitive levels.

7. These generalizations support direct instruction, as described by Rosenshine in Peterson and Walberg (1979), as an effective approach to learning basic skills. Effective instruction includes:

- A focus on objectives related to the academic content to be learned.
- Comprehensive content and active student involvement in learning.
- Active monitoring of students' learning progress.
- Structured activities accompanied by immediate feedback.
- A comfortable environment that remains focused on the learning task (Dirani, 1993, pp. 122–123).

Zahorik (1992) identified several terms in the educational literature that reflect the concept of effective teaching. These include good teaching, active teaching, mastery teaching, and direct instruction (Al-Karasneh, 2005, p. 33).

Ibrahim (1997) argued that effective teaching is associated with the teacher's ability and creativity in stimulating students intellectually. It also depends on a positive teacher-student relationship and its psychological and emotional role in motivating students to learn (Al-Karasneh, 2005, p. 33).

Al-Saliti (2008) defined effective teaching as instruction that enables students to acquire professional skills, knowledge, or attitudes in an enjoyable and satisfying manner (p. 56).

2. Criteria and Characteristics of Effective Teaching

McNeil and Popham (1973) described teaching as a complex, multifaceted, and multidimensional process. Its success is influenced by many interacting variables related to the learner, the teacher, the subject matter, teaching methods, and instructional resources. It is therefore reasonable to evaluate teaching through several criteria (Rubai, 1981). Klausmeier identified three principal criteria, as cited in Nashawati (2003, p. 231):

2.1 Educational Output

Educational output refers to what learners acquire through school learning activities, including experience and knowledge. It can be evaluated by comparing performance before and after instruction. The comparison focuses on changes in behavior, including the acquisition of knowledge, interests, attitudes, and moral and personal values that contribute to an integrated personality. This

criterion can be difficult to assess because some behavioral changes are hard to identify. Precise measures may also be unavailable (Mansour et al., 2014, pp. 134–135).

Researchers who use this criterion consider educational output the best means of assessing teacher effectiveness and instructional success. It reveals learners' achievements in the psychomotor, affective, and cognitive domains.

2.2 The Instructional Process

This criterion concerns the patterns of interactive behavior that occur during the teaching-learning process. These patterns result from interaction between the teacher's instructional behavior and the student's learning behavior in the classroom. Teacher behavior is reflected in the methods used to explain the subject matter, ask questions, and manage classroom dialogue and discussion. It is also evident in the ways teachers guide students, provide feedback, and evaluate their work. Student behavior appears in responses to classroom rules, attention, effort, perseverance, practical activities, dialogue, and participation in discussion. Researchers use direct observation to evaluate teacher effectiveness under this criterion. They observe, describe, record, and interpret the behavior of teachers and students during instruction. These observations support judgments about teaching effectiveness based on what occurs in the classroom.

2.3 Presage Factors

This criterion refers to the teacher's dispositions, abilities, and personal characteristics. Such factors may help predict current and future teaching effectiveness. They include intellectual abilities, personality traits, years of education, academic level, and academic excellence. These characteristics can be identified through school and university records, reports, interviews, and tests of intellectual and non-intellectual traits associated with effective teaching (Nashawati, 2003, pp. 231–233).

In 1931, Cattell distributed a questionnaire to administrators, inspectors, administrative staff, professors, male and female teachers, and secondary school students. Respondents were asked to list the ten most important qualities of a good teacher. A total of 254 responses were received, and the most frequent qualities were as follows:

A strong personality, a sense of humor, determination, intelligence, empathy, tact, and openness.

Some studies attempted to relate these qualities to educational outcomes. They were described as closed studies because they largely ignored what actually occurred in the classroom. Instead, they focused on input characteristics, such as teacher and student personality, and output characteristics, such as examination results. They then attempted to establish links between the two.

During the 1960s, research on effective teaching began to focus on classroom activities, especially teacher-student interaction. This shift produced broad agreement on a general framework for thinking about effective teaching. The framework distinguishes three types of variables, as shown in Figure 4.

Context variables refer to characteristics of instructional activities and classroom lessons that influence the success of teaching. Process variables concern what occurs in the classroom. They include teachers' and students' perceptions, strategies, and behavior, as well as the characteristics of instructional tasks and activities. They also address the ways in which these elements interact. The variables include:

Teacher enthusiasm, clarity of explanation, questioning, reinforcement and criticism, management strategies, disciplinary methods, the type of feedback students receive, students' contribution to dialogue and interaction with the teacher, and students' learning strategies.

In his 1991 studies, Anderson identified the following characteristics of effective teaching:

A well-structured and coherent lesson; clear explanations and interpretations; a climate focused on work and assigned tasks; effective use of learning activities; sustained lesson momentum; encouragement of student participation; monitoring of student progress and attention to student needs; positive and constructive feedback; full coverage of instructional objectives; and effective use of questioning during the lesson (Al-Omari, 2005, pp. 33–34).

Empirical Component of the Study

The study procedures were as follows:

First: Pilot Study

Pilot Study Sample

The pilot study initially involved a random sample of 100 male and female third-year secondary school students. Responses from 20 students were excluded because they did not meet the acceptance criteria. Some students selected more than one option for an item, while others did not complete every item on the Effective Teaching Scale or the Learning Motivation Scale. The final pilot sample therefore consisted of 80 students: 33 males and 47 females.

The following table presents the pilot sample by gender:

Table 1. Final Distribution of the Pilot Study Sample

Total	Sample gender		Secondary school	No.
	Female	Male		
25	15	10	Ahmed Gassous	02
30	18	12	Ben Adda Ben Aouda	06
35	14	11	Omar Ibn Al-Khattab	10
80	47	33	Total	

Table 1 presents the distribution of the sample by secondary school and gender.

Pilot Study Instruments

1. Description of the Scale

Effective Teaching Scale. The researcher used the Effective Teaching Scale for Teacher Training Institutes developed by Abd al-Muhsin Hamad Al-Amiri (2013). The instrument contains 32 positively worded items grouped into four dimensions, as shown in the following table:

Table 2. Dimensions of the Effective Teaching Scale

Dimensions	Items	Total
Human relations	01 - 05 - 11 - 13 - 14 - 20 - 23 - 30.	08
Lesson planning and delivery	02 - 06 - 09 - 10 - 12 - 19 - 21 - 29.	08
Evaluation	03 - 07 - 08 - 15 - 17 - 18 - 25 - 31.	08
Learning-environment management	04 - 16 - 22 - 24 - 26 - 27 - 28 - 32.	08
Total		32

Table 2 lists the items in each dimension. Responses are recorded on three options: always, sometimes, and never.

2. Scoring the Scale

Responses are scored on a graded scale of 3, 2, and 1, respectively. The source document reports a minimum score of 0 (32) and a maximum score of 96.

3. Psychometric Properties of the Scale

Validity of the Scale

Construct Validity of the Effective Teaching Scale

Internal consistency was used to assess the validity of the scale. Correlation coefficients were calculated between the scale dimensions and the total score.

Table 3. Internal Consistency Validity of the Effective Teaching Scale Dimensions

Dimensions	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Total score
Dimension 1	1				0.941**
Dimension 2	0.943**	1			0.935**
Dimension 3	0.937**	0.909**	1		0.903**
Dimension 4	0.387**	0.394**	0.313**	1	0.647**
Total score	0.941**	0.935**	0.903**	0.647**	1

Table 3 shows that all Pearson correlation coefficients between the dimensions and the total score were statistically significant at the 0.01 level.

Reliability of the Scale

Reliability of the Effective Teaching Scale Dimensions

The reliability of each dimension was assessed through internal consistency using Cronbach's alpha. The following reliability coefficients were obtained:

Table 4. Cronbach's Alpha Coefficients for the Effective Teaching Scale Dimensions

Dimensions	Cronbach's alpha
Human relations	0.77
Lesson planning and delivery	0.76
Evaluation	0.74
Learning-environment management	0.77
Effective teaching	0.82

Table 4 presents the reliability coefficients obtained for the following dimensions:

Human relations, lesson planning and delivery, evaluation, and classroom-environment management had reliability coefficients ranging from 0.74 to 0.82. These values are sufficiently high for the intended purpose.

Second: Main Study

1. Research Method

Research methods in the social sciences vary according to the topic, field, and objectives of each study. The present study used a descriptive-analytical method because it was appropriate to the nature of the research. This method provides a precise description of the attribute or characteristic under investigation and supports the identification of accurate findings.

2. Study Sample

The study population comprised male and female third-year students from several secondary schools in Relizane Province. The schools were Omar Ibn Al-Khattab Secondary School, the New Secondary School, and Ahmed Gassous Technicum in Ammi Moussa; Houari Boumediene Technicum in Oued Rhiau; Ben Ahmed Abdelghani Secondary School in El H'madna–Bourakba; and Adda Ben Aouda Secondary School, Ahmed Francis Secondary School, Adda Ben Aouda Technicum, Colonel Othman Secondary School, and Ali Tounsi Secondary School. Third-year students were selected because this is the examination year leading to the Baccalaureate.

A random sample of 250 male and female secondary school students was selected.

2.1 Characteristics of the Study Sample

Distribution of the Student Sample by Gender

Table 5. Distribution of the Main Study Sample by Gender

Gender	n
Male	106
Female	144
Total	250

Table 5 shows the gender composition of the main sample: 106 males and 144 females.

2.2 Distribution of the Main Study Sample by Age

Table 6. Distribution of the Main Study Sample by Age

Age	Male	Female	Total
15- 16	61	85	146
17- 18	45	59	104
Total	106	144	250

Table 6 presents the age distribution of the main sample. Among students aged 15–16 years, 61 were male and 85 were female. Among those aged 17–18 years, 45 were male and 59 were female. The sample therefore included 106 males and 144 females.

Statistical Analysis

Pearson's correlation coefficient.

Regression analysis.

Analysis of variance.

Multivariate analysis of variance (MANOVA).

IBM SPSS Statistics, version 26, was used for the analysis.

Presentation and Discussion of the Hypothesis-Testing Results

Results for the First Exploratory Question. What is the level of effective teaching and its dimensions among third-year secondary school students? To answer this question, arithmetic means, standard deviations, and relative weights were calculated. The results are presented in the following table:

Table 7. Means, Standard Deviations, and Relative Weights for Effective Teaching and Its Dimensions

Measured variables	Number of items	Measure				
		Max. score	Mean	Standard deviation	Relative weight	Rank
Effective teaching	32	96	73.94	15.399	77.02	
Human relations	8	24	18.56	3.929	77.33	3
Lesson planning and delivery	8	24	18.58	3.894	77.41	1
Evaluation	8	24	18.34	3.737	76.41	4
Learning-environment management	8	24	18.47	3.897	76.95	2

Table 7 shows that the total effective teaching score had a mean of 73.94, a standard deviation of 15.399, and a relative weight of 77.02. These results indicate a high overall level of effective teaching based on the ranges of the hypothetical means (Table 24, p. 158).

The table also presents the levels of the effective teaching dimensions, ranked as follows:

The lesson planning and delivery dimension had a high mean of 18.58 and a relative weight of 77.41.

The learning-environment management dimension had a high mean of 18.47 and a relative weight of 76.95.

The human relations dimension had a high mean of 18.56 and a relative weight of 77.33.

The evaluation dimension had a moderate mean of 18.34 and a relative weight of 76.41.

Results for the First Sub-Hypothesis. The hypothesis stated that learning motivation is affected by effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—among third-year secondary school students.

Multiple linear regression was used to test the hypothesis. According to Jouda (previously cited, p. 57), this method is used to predict changes in a dependent variable influenced by several independent

variables. The assumptions of multiple linear regression were assessed, as shown in Appendix 4. The following steps were then applied:

a. Estimating the Regression Equation for the Dependent Variable from the Independent Variables

Data for the independent variables—effective teaching, human relations, lesson planning and delivery, evaluation, and learning-environment management—were entered into the regression model. The following tables were generated:

Table 8. Multiple Linear Regression Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	p
	B	Standard error	Beta		
Constant	153.687	8.722		17.620	.000
Lesson planning and delivery	-13.380	14.326	-1.948	-0.934	.351
Evaluation	-14.037	9.519	-1.962	-1.475	.142
Learning-environment management	-13.414	11.516	-1.955	-1.165	.245
Effective teaching	10.146	8.371	5.843	1.212	.227

Table 8 shows that the coefficients for lesson planning and delivery, evaluation, learning-environment management, and effective teaching were not statistically significant at the 0.05 level. Changes in these independent variables therefore did not affect the dependent variable, learning motivation. Accordingly, the required regression equation could not be estimated.

b. Testing the Significance of the Regression Coefficients

The significance of the regression coefficients was tested using the stepwise method. This procedure enters the independent variables progressively and excludes variables that no longer contribute when the remaining variables are included. The following tables were obtained:

Table 9. Model Summary

Model	R	R²	Adjusted R²	Standard error
1	0.104	0.011	0.005	26.812

Table 9 presents the model summary and three correlation measures.

The multiple correlation coefficient was 0.104. The coefficient of determination was 0.011, which indicates a weak model fit. The adjusted coefficient of determination was 0.005. This means that 0.5% of the variation in learning motivation was attributable to changes in lesson planning and delivery, evaluation, learning-environment management, and effective teaching. The remaining 99.5% was attributable to other factors, including random error.

Table 10. Analysis of Variance for the Regression Model

Model	Sum of squares	df	Mean square	F	p
Regression	1915.370	4	478.842	0.666	0.616
Residual	176127.530	245	718.888		
Total	178042.900	249			

Table 10 presents the analysis of variance for the model. The explanatory power of the overall model was assessed through the F value, which was 0.666. This value was not significant at the 0.05 level, indicating that the regression model was not statistically significant.

c. Diagnosing Multicollinearity

Tolerance and the variance inflation factor (VIF) were calculated to examine multicollinearity. Eigenvalues and the proportion of variance were also examined, as shown in the following two tables:

Table 11. Tolerance and Variance Inflation Factor Coefficients

Model	Collinearity statistics	
	Tolerance	Variance inflation factor (VIF)
Lesson planning and delivery	0.001	1077.705
Evaluation	0.002	438.358
Learning-environment management	0.001	697.754
Effective teaching	0.000	5755.619

Table 11 indicates that tolerance values and variance inflation factors were used to assess whether the parameter estimates were affected by multicollinearity. The source states that tolerance should not exceed 5 or 10 and concludes that it did not indicate a multicollinearity problem, unlike the variance inflation factor.

Table 12. Multicollinearity Diagnostics

Model	Eigenvalue	Condition index	Variance proportion				
			Constant	Lesson planning	Evaluation	Learning environment	Effective teaching
1	4.966	1.000	.00	.00	.00	.00	.00
2	.033	12.242	.92	.00	.00	.00	.00
3	.001	75.485	.04	.00	.07	.02	.00
4	.000	141.715	.00	.09	.02	.09	.00
5	.006	963.571	.04	.91	.91	.89	1.00

Table 12 shows that most eigenvalues were close to zero and that all condition indices exceeded 15. These values suggest possible multicollinearity. However, the variance proportions—the proportions of the variance in each estimate explained by the principal component associated with each eigenvalue—were not high. The source therefore concludes that multicollinearity did not have a meaningful effect.

d. Estimating the Best Regression Equation. Because the regression model was not statistically significant, learning motivation was not affected by effective teaching or its dimensions—lesson

planning and delivery, human relations, evaluation, and learning-environment management—among third-year secondary school students. The hypothesis was therefore not supported.

5. Results for the Second Sub-Hypothesis. The hypothesis stated that effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—differ according to gender among third-year secondary school students.

MANOVA was used to test the hypothesis. This method examines the effect of one or more independent variables, at different levels, on more than one dependent variable (Jouda, 2009, p. 33). The following assumptions were assessed before MANOVA was conducted:

The dependent-variable values follow a normal distribution.

Independence: the values of the dependent variables should be independent of one another.

Homogeneity: Box's M test or another test may be used to assess homogeneity across the variance-covariance matrices of the cells.

There should be a strong linear relationship between pairs of dependent variables. However, the relationship should not be so strong that it creates a multicollinearity problem (Jouda, previously cited, p. 34).

The statistical results are presented in the following tables:

Table 13. Multivariate Tests of Statistical Significance

Variable	Tests	F value	p
Gender	Pillai's trace / Wilks' lambda / Hotelling's trace / Roy's largest root	1.713	0.148
		713.1	0.148
		713.1	0.148
		713.1	0.148

Table 13 shows that the significance level associated with the F values was greater than the adopted alpha level of 0.05. Thus, the independent variable, gender, was not expected to have a significant effect on one or more dependent variables: effective teaching, lesson planning and delivery, human relations, evaluation, and learning-environment management.

Table 14. Variables Examined through Multivariate Analysis of Variance

Source of variation (gender) / dependent variables	Sum of squares	df	Mean square	F	p
Human relations	96.202	1	96.202	6.367	0.012
Lesson planning	91.991	1	91.991	6.194	0.013
Evaluation	80.163	1	80.163	5.851	0.016
Learning environment	90.641	1	90.641	6.089	0.014
Effective teaching	1434.390	1	1434.390	6.175	0.014

Table 14 presents gender differences in effective teaching and its dimensions among third-year secondary school students. The results were as follows:

Statistically significant gender differences were found in the total effective teaching score and in its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—at the 0.05 level.

The hypothesis that effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—differ according to gender among third-year secondary school students was therefore supported.

Interpretation of the Findings

Interpretation of the First Research Question. The question asked: What is the level of effective teaching and its dimensions among third-year secondary school students?

Arithmetic means, standard deviations, and relative weights were calculated. The findings showed a high level for the total effective teaching score and for the dimensions of lesson planning and delivery, learning-environment management, and human relations. The evaluation dimension was rated at a moderate level.

The researcher attributes this finding to the particular importance of effective teaching in the third year of secondary school. The educational and administrative team, especially classroom teachers, must consider the characteristics of effective teaching because this year is decisive. Teachers seek to use all available abilities, resources, and opportunities to help students achieve strong final results and high rankings in the Baccalaureate examination. Such outcomes allow teachers to feel satisfied with their educational performance and professional careers. They also enhance the standing of their schools. As a result, third-year students recognize the value of positive human relations, effective

lesson planning and delivery, and the management of the learning environment. They also perceive how these practices support their cognitive growth and their sense of achievement.

The researcher attributes the moderate rating of evaluation to students' misconceptions about the assessment system in the third year of secondary school. Students may believe that results obtained during the school terms are unrelated to the true outcome of effective teaching in that year: success in the Baccalaureate examination and progress toward their personal and professional goals.

Interpretation of the Second Hypothesis. The hypothesis stated that learning motivation is affected by effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—among third-year secondary school students.

Multiple linear regression was used to test the hypothesis. The findings showed no significant effect of effective teaching or its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—on third-year secondary school students. In the regression model, the correlation coefficient was 0.104, the coefficient of determination was 0.011, and the adjusted coefficient of determination was 0.005. The F value of 0.666 was not significant at the 0.05 level. The regression coefficient was therefore not statistically significant, and the hypothesis was not supported.

The researcher attributes this result to the characteristics of the variables under study—effective teaching, its dimensions, and learning motivation—and to the many factors that may influence them. These include personal factors, such as age and gender, as well as academic, social, and family factors. Such influences may have contributed to the absence of an effect of effective teaching on students' learning motivation. Anderson's 1991 studies identified the following key characteristics of effective teaching:

Clear teacher explanation and interpretation; a climate focused on work and assigned tasks; effective use of learning activities; sustained lesson momentum; encouragement of student participation; monitoring of student progress and attention to student needs; a coherent and well-structured lesson; positive and constructive feedback; and full coverage of instructional objectives.

Interpretation of the Third Hypothesis. The hypothesis stated that effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—differ according to gender among third-year secondary school students.

MANOVA was used to test the hypothesis. The results indicated gender differences in effective teaching and its dimensions—lesson planning and delivery, human relations, evaluation, and learning-environment management—at the 0.05 level. The hypothesis was therefore supported.

These findings are consistent with Al-Qadi's (2017) study, which examined secondary school teachers' effective teaching skills in Mafraq Governorate from the teachers' own perspective. After the instrument was administered, the results showed moderate to high levels of these skills. They also revealed gender differences in favor of female teachers (Al-Qadi, 2017, p. 199).

The finding differs from that of Al-Muslimani (1976), who examined teachers' knowledge and application of these principles and assessed the influence of several variables. The sample comprised 242 male and female teachers in schools operated by the United Nations Relief and Works Agency. The findings showed no statistically significant differences in knowledge or application of good-teaching principles by gender, academic qualification, or experience. Science teachers' application of good-teaching principles was close to the average level, at 75.18% (Al-Omari, 2015, p. 91).

The researcher attributes the finding to students' levels of perception and their views of effective teaching and its dimensions. Students differ in how they perceive lesson planning and delivery, including the teacher's consideration of their level, choice of questions and content, teaching methods, and instructional resources. These perceptions may differ between male and female students. Perceptions of human relations and learning-environment management may also vary by gender. These dimensions involve an annual plan through which the teacher organizes academic activities, assigned homework, and student attendance.

General Discussion

Educational development has been a major concern for decades. It remains central to the work of the Ministry of National Education, researchers, academics, and educational specialists. Nations cannot progress without reforming their education systems, and all sectors of society call for changes in educational curricula. Algeria introduced several reforms beginning in 1976. These were followed by the 2003 competency-based approach, although many conditions remained unchanged. In 2016, the Ministry adopted further reforms through the first- and second-generation curricula. These changes were accompanied by meetings among key stakeholders and training programs for staff across educational institutions and institutes of technology for education personnel. Curricular changes affected every stage of schooling. Their purpose was to advance the sector, raise academic achievement, and strengthen students' motivation from primary through secondary education. Several studies have shown that Algerian education has faced negative outcomes at all levels, including

academic failure, grade repetition, and school dropout. These outcomes have contributed to various social problems. Current efforts, particularly those of the Ministry of National Education, aim to provide appropriate resources and conditions, improve schooling, and give every child access to primary, middle, and secondary education. Distance education has also received greater attention in recent years, with substantial resources allocated to reach large numbers of students. Genuine progress requires modern strategies that create effective and competitive learning environments. Such strategies should improve completion outcomes and raise success rates across the different stages of education.

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