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FACTORS AFFECTING TEACHING METHODS AMONG ACADEMICIANS IN AL-BAHA UNIVERSITY, SAUDI ARABIA

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Abstract

This study examines the factors that could potentially determine teaching methods among the university academic staff of AL-Baha University in Saudi Arabia. The data were collected with the aid of a structured questionnaire administered to 567 academics who cut across various cadres. The front-back translation approach was used to translate the questions. The researcher used the analytical descriptive method, based on a survey method. Quantitative data was generated using a questionnaire and the data was estimated using multiple regressions. The finding of this study indicates that motivation, training, working environment, job stress, and students' behavior are significant factors that affect the selection of teaching methods among academic staff at AL-Baha University. It is recommended that the authorities should ensure that the academic staff is well motivated, and satisfied and that a good working environment should be provided to enhance the productivity of the academic staff in the universities.

Keywords: *Educational reforms, Quantitative data, Teaching methods, Saudi Arabia*

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Introduction

According to Ayeni (2011), teaching is a continuous process whose aim is to bring a desirable change in a learner or a group of learners via consistent methods. A review of literature unveils a wide variety of teaching methods that can be adopted to accomplish students' learning objectives and outcomes. Several studies on teaching were conducted on teaching methods at elementary levels. These researchers argued that once the foundation is properly built, learners will be able to build on their skills while progressing on the education ladder (Le, Nguyen, & Burns, 2021; Mohammadjani & Tonkaboni, 2015; Xu & Li, 2018). Likewise, university education does not differ from any other educational institution regarding the need for modern teaching methods (Alhirtani, 2020).

There are various teaching methods, some of which are lecture and repetition, inductive and deductive, investigation, project, discovery, and so on (Alhirtani, 2020). Similarly, brainstorming, group discussion, simulation, and lecture are among other methods which are globally employed (e.g., Sugano & Nabua, 2020). Further, Sajjad (2010) identified, lectures, group discussions, individual presentations, assignments, seminars, workshops, conferences, brainstorming, role play, and case study as teaching methods popular among the higher institutions in Pakistan. The study explained the characteristics of each of the methods and concluded that none of these methods is superior as the adoption largely depends on the individual lecturers and the complexity of

the subject. Also, Justice et al. (2007) explained that teaching methods were not a universal thing as various methods were being used in different jurisdictions across the world.

However, these teaching methods, regardless of how diverse they appear to each other, are categorized into the following three major types, namely teacher-centered method, student-centered method, and teacher-student interactive method (e.g., Isa, Mammam, Badar & Bala, 2020). Shirani Bidabadi et al. (2016) revealed that the best teaching approach is the mixed method (student-centered together with teacher-centered) plus educational planning and previous readiness. Nevertheless, teachers who use this method are sometimes confronted with some barriers.

Yakovleva and Yakovlev (2014) identified training, case study, behavioral modeling, peer feedback, play project, metaphor game, storytelling, basket, and action learning methods as modern teaching methods. The authors, who tagged these methods as interactive, asserted that such methods are effective as they modify the teachers' role from the translator of information to the coordinator of the educational process, making it possible to form complex competencies in future professional specialties via student activities that manifest as closely as possible the content of professional work. More so, Usarov (2019) analyzed the results of studies on the implementation of educational standards based on a competency-based approach to the education system in Uzbekistan, as well as some aspects of effective assessment methods, and concluded that teaching methods are impactful in developing students' competences and capabilities.

Earlier, Bourner and Flowers (1997) identified ten common teaching methods in higher education. These methods were classified based on six learning objectives. The authors summarized these methods to include lectures, up-to-date textbooks, reading handouts, guest lectures, use of exercises that required students to find up-to-date knowledge, developing skills in using a library and other learning resources, directed private study, open learning materials, and use of the Internet. These methods are considered

effective in disseminating knowledge to students. Also, Collier (1985) came up with five classical methods of shaping students' learning: didactic instruction in the form of lectures; discussion methods; practical work in laboratories, and studios; provision for the student's private study, including individualized learning techniques, and computer-based methods; and assessment of students' progress.

By and large, the endeavor to maximize the accomplishment of the goal of imparting knowledge to learners has led to the birth of a wide variety of teaching methods. Although the student-centered and student-teacher-centered ones are observably the best among the others, each teaching method is considered effective on its own and provided that they are decided on based on the factors that are crucially important to be considered in order to arrive at the desired results.

Research Problem

In recent years, the Saudi Arabian policies have centered on the diversification of her economy from a traditional economy to a more innovative economy. With the significant effect of this effort on various sectors of the country, a lot of paradigm shifts are being experienced on daily basis. In an endeavor to achieve this noble objective, one of the main areas of focus by the government has been the restructuring of the education sector, especially higher institutions. The Vision 2030 on education development includes the preparation of a modern curriculum whose focus is to achieve excellence in literacy, numeracy, skills, and character development. This vision also embarks on the development of a comprehensive framework for the professional development of teachers and educational leaders and a national strategy to upgrade the professional level of teachers, improve the profession's ecosystem and enhance the quality of services provided by teachers.

Given its major role in determining success in the teaching profession, any attempts to achieve the above-predetermined education objectives may prove abortive if teachers lag behind in versatility to affect a variety of modern efficacious teaching methods. Research has established that there is a direct relationship between the application of effective teaching techniques and students' academic development (e.g., Adunola, 2011; Asikhia, 2010; Ogide, 2017). For instance, Ogide (2017) reports that the persistent use of teacher-centered teaching methods in colleges and universities has made learners passive and learning tends to be superficial. This affirmation is further substantiated by Asikhia (2010) who contends that none of the teachers' qualifications and students' environmental conditions is as impactful on students' academic feats as the teaching methods employed.

Given the need to promote students' learning interests, analytical skills and critical thinking, a considerable population of today's teachers employ student-centered teaching methods (Hesson and Shad, 2007). Obviously speaking, the choice of a particular teaching method is influenced by a number of factors ranging from the learning content, the predetermined lesson objectives, availability of teaching and learning resources, and teachers' ability to improvise when there is a shortage or lack of conventional instructional materials, and the need to follow up with learners' individual differences (Isa, Mammam, Badar and Bala, 2020, Ndirangu, 2007).

Generally speaking, the choice of teaching methods based on the earlier stated factors is meant to culminate in the production of learners who are creative, proactive, problem-solvers, good decision-makers, critical thinkers, and good communicators (Nghiem-Phú & Nguyễn, 2021; Zenda, 2017). What is more, Shirani Bidabadi, Nasr Isfahani, Rouhollahi, and Khalili (2016) observe that a good teaching method help students question their preconceptions as well as motivates them to learn, by putting them in a situation in which they see themselves as authors of answers and as agents of responsibility for change?

It is worth noting that there is no teaching method that could be considered one-size-fits-all globally due to diversity in terms of geographical location, religious beliefs, social norms, poverty level, technological advancement, and legal structure, among others, the need to research these phenomena in Saudi Arabia cannot be undermined. Therefore, this study examined the factors affecting of diverse teaching methods among the academic staff at the AL-Baha University Saudi Arabia

Research Focus

This research is designed to find out the chief factors affecting the choice of teaching methods among teaching staff in Al-Baha University. Studies have shown several factors determining the choice of methods with which to transfer knowledge and skills to learners. These factors may significantly differ from one geographical location to another and even from one educational institution to another. The potential factors include motivation, satisfaction, work environment, modern technology, and job stress (Blömeke, 2012; Bourner, 1997; Harter, Schaur, & Watts, 2015; McInerney et al., 2021; Perez, Ramirez Vasquez, & Villasenor Roldan, 2021; Richards & Rodgers, 2014; Sajjad, 2010; Schaur, Watts, & Becker, 2012; Tee, Samuel, Nor, Sathasivam, & Zulnaidi, 2018).

Bourner (1997) further identified the cost of teaching resources, development in technology, and an increased focus on and publicity of performance indicators as key factors affecting teaching methods in higher institutions. Harter et al. (2015) and Schaur et al. (2012) revealed that school, department, and instructor are factors affecting teaching methods in undergraduate economics courses. The authors believed that school owners, the composition of the departmental staff, and the attitude of the instructors largely determine how economic subjects are taught at the undergraduate level. However, Blömeke (2012) concluded that course content and

Abdulkhaliq Hajjad Alghamdi

professional competence of the academic staff were potential factors affecting the teaching methods used in higher institutions. Given that, this paper hypothesizes the following factors as potential factors affecting choosing teaching methods among university teachers in the Kingdom of Saudi Arabia.

Motivation as a determinant

Motivation is defined by Redondo & Ortega-Martín (2015) as “what encourages or drives people to freely devote their time to a specific learning activity” (p.20). Nashar (2004) further described motivation to learn as having both inner and outer impulse that prompts a person to act or arrive at their destination so that some changes take place in their behavior. This concept represents a highly important aspect of education as it drives learners to undergo learning and motivates teachers to discharge their teaching tasks better.

Motivation, according to Nashar’s (2004) description, is of two types, namely intrinsic and extrinsic motivation. Chow &Yong (2013) defines intrinsic motivation as an internal force that encourages people (i.e., learners and teachers) to engage themselves in the educational process because they are fascinated by educational activities. As an inborn disposition in humans, people with intrinsic motivation do not need to be enticed with rewards for them to perform well in their entrusted tasks (Chow &Yong, 2013). Extrinsic motivation, on the other hand, is a stimulus that is formed from the outside of individuals and drives them in the teaching/learning process (Filgona, Sakiyo, Gwany & Okoronka, 2020). To stimulate teachers’ motivation towards doing better in their profession, certain incentives ought to be considered. Thus, the current research hypothesized that academic staff motivation has a significant impact on the choice of teaching methods.

Job Satisfaction as a determinant

Job satisfaction, no doubt, is a good ingredient for giving one's best in a job (Houtte, 2006; Schneider, 2003). For example, Houtte (2006) showed that pupils’ study culture affects teacher

satisfaction by its influence on teacher trust and faculty trust and by linking school facility conditions to teacher satisfaction and success (Schneider, 2003). The selection of teaching methods is also affected by the satisfaction of staff (Unal & Unal, 2017). Unal and Unal (2017) revealed that flipped classroom model stimulates higher student learning gains, more positive student perception, and higher teacher satisfaction compared to the traditional model. Studies have also shown that work-related rewards and favorable job conditions, notably good pay, promotion, and job enrichment, contribute more to one's perceived organizational support (e.g., Lancaster & Corston, 2014; Richards & Rodgers, 2014; Wieman, 2014). Thus, the current hypothesis is that academic staff satisfaction has a significant impact on the choice of teaching methods.

Work Environment as a determinant

The teaching environment needs to be conducive for learning to take place effectively. Earlier studies have discussed the impact of the work environment on the attitude of both teachers and students (e.g., Kelly & Moogan, 2012; Khlaisang & Songkram, 2019). Dynamic changes in today's workplace environment are among the factors that contribute to employees' commitment to the organization. Studies show that if the environment is not tense, the employees will spare no efforts in discharging the tasks entrusted to them (Ahmad, Ashari, Panatik, & Rahman, 2003). In a similar vein, Kroupis, Kouli, and Kourtessis (2019) argue that teachers who work in schools with very satisfactory sports facilities seem to be more satisfied than teachers who work in poor sports facilities. Thus, teachers will have all it takes to choose the teaching methods deemed the most appropriate if the school is well equipped with all necessary learning facilities. Thus, the current study hypothesized that the academic work environment has a significant impact on the choice of teaching methods.

Job Stress as a determinant

Studies about the effect of stress on the academic staff have been documented. Employees experiencing high levels of job-related stress were also reported to have lower levels of job satisfaction, morale, and general well-being, which in turn has a negative effect on their work performance; while employees with lower stress levels perform actively in work (Nowack, 1989). Thus, the current study hypothesized academic staff Job Stress has a significant impact on the choice of teaching methods.

Students' behavior as a determinant

The attitude of students toward learning is one of the significant factors affecting the teaching methods (e.g., Behr, 1988). Behr (1988) contends that the feedback from students on assignments, tutorials, and group presentations has a significant impact on the choice of the methodology to be adopted by teachers. No matter how good a teaching method adopted by a teacher seems to be, its effectiveness depends on the extent to which it motivates students to learn. Hence, teaching methods may be affected by the level of trust in students and student empowerment (Nghiêm-Phú & Nguyễn, 2021). Thus, the current hypothesized students' behavior has a significant impact on the choice of teaching methods.

Research Aim and Research Questions

Just like any other country in the world, Saudi Arabia, in its endeavor for a better tomorrow, has set certain goals to be achieved by the end of the current decade. The accomplishment of these goals will actually lead to sustainable economic development. Just like every other sector has some vital roles to play towards the success of this targeted end, the roles to be played by the education sector are undeniably fundamental. However, any policies imposed with a view to strengthening education may turn out ineffective if careful consideration is not given to the significance of teachers' professionalism in the art of teaching. Research has established that

there is a direct relationship between the application of effective teaching techniques and students' academic development (e.g., Adunola, 2011; Asikhia, 2010; Ogide, 2017). Considering the fact that a number of studies have identified motivation, job satisfaction, work environment, job stress, and students' behavior as the major factors influencing teachers' choices of teaching methods (Blömeke, 2012; Bourner, 1997; Harter, Schaur, & Watts, 2015; McInerney et al., 2021; Perez, Ramirez Vasquez, & Villasenor Roldan, 2021; Richards & Rodgers, 2014; Sajjad, 2010; Schaur, Watts, & Becker, 2012; Tee, Samuel, Nor, Sathasivam, & Zulnaidi, 2018), this study has its questions as follows:

RQ 1. Does motivation have a significant impact on the choice of teaching methods among Academic staff in the AL-Baha University in Saudi Arabia?

RQ2: Does job satisfaction have a significant impact on the choice of teaching methods among Academic staff at the AL-Baha University in Saudi Arabia?

RQ3: Does the work environment have a significant impact on the choice of teaching methods among Academic staff in the AL-Baha University in Saudi Arabia?

RQ 4: Does job stress have a significant impact on the choice of teaching methods among Academic staff at the AL-Baha University in Saudi Arabia?

RQ 5: Does students' behavior have a significant impact on the choice of teaching methods among Academic staff in the AL-Baha University in Saudi Arabia?

Research Methodology

To identify the factors influencing the choice of teaching methods among academic staff in the AL-Baha University in Saudi Arabia, a questionnaire was distributed to 1000 academic staff members in the University. The questionnaire, which was made in google forms, was sent to them through their email addresses which

Abdulkhaliq Hajjad Alghamdi

were collected from the staff directories of Al-Baha University. However, 567 completely answered questionnaires were returned to the researcher. This study used factor analysis to summarize the sub-constructs to continuous variables and multiple regression was later utilized to estimate the model. The employed questionnaire was made in English and then translated to Arabic given the fact that the respondents are Arab native speakers in Saudi Arabia. Having done the translation, the researcher passed both versions of the questionnaire to an expert for validation. During this process of validation, the errors detected were corrected to ensure the validity of the instrument. Furthermore, in order to verify the psychometric properties of the validated instrument, a reliability test was carried out.

Sample

Academic staff members of AL-Baha University represent the population of this study. Out of the whole population, a sample of 1000 participants from different academic fields was conveniently selected and was reached through email for data collection purposes. Nevertheless, 567 participants returned their questionnaires filled up with the required information.

Instrument and Procedures

To identify the factors influencing the choice of teaching methods among academic staff in the AL-Baha University in Saudi Arabia, a questionnaire was distributed to 1000 university academic staff members in the University. The questionnaire, which was made in google forms, was sent to them through their email addresses which were collected from the staff directories of various university therein. However, 567 completely answered questionnaires were returned to the researcher. This study used factor analysis to summarize the sub-constructs to continuous variables and multiple regression was later utilized to estimate the model. The employed questionnaire was made in English and then

FACTORS AFFECTING TEACHING METHODS AMONG ACADEMICIANS IN AL-BAHA UNIVERSITY, SAUDI ARABIA

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Table 1
Items of the research instrument

Constructs	Number of Items	Cronbach's Alpha(α)
Teaching methods	5	0.91
Motivation	7	0.94
Training	8	0.92
Work Environment	7	0.94
Job Stress	7	0.94
Behavior	7	0.96

Data Analysis

Descriptive statistics is defined as the statistical term which assists to describe and summarize data in a meaningful way (Field, 2013). In this study, descriptive statistics were employed to determine the demography of the respondents who answered the questionnaire distributed to them. Table 2 shows the frequency and percentage of the gender of the respondents who participated in answering the survey questionnaire.

Abdulkhaliq Hajjad Alghamdi

Table 2

The study sample was distributed according to the gender

Gender	Frequency	Percentage %
Male	437	77
Female	130	23
Total	567	100

Table 2 shows the characteristics of the study sample according to gender. The percentage of male respondents who participated in the quantitative analysis was 77 % (n=437) and female respondents were 23% (n=130). The next table shows the academic qualification of the respondents.

Table 3

The study sample distribution according to the Nationalities

Gender	Frequency	Percentage %
Saudi	340	60
Non-Saudi	227	40
Total	567	100

Table 3 shows the characteristics of the study sample according to nationality. The percentage of local staff respondents who participated in the quantitative analysis was 60 % (n=340) and the foreign staff respondents were 40% (n=227). The next table shows the academic qualification of the respondents.

Table 4

The study sample distribution according to the position

Position	Frequency	Percentage %
Lecturer	142	25
Assistant Prof	308	54
Assoc. Prof	108	19
Prof	10	2
Total	567	100

FACTORS AFFECTING TEACHING METHODS AMONG ACADEMICIANS IN AL-BAHA UNIVERSITY, SAUDI ARABIA

Table 4 shows the study sample distribution according to the position. The proportion of respondents who were lecturers was 25% (n=142); Assistant Professors were 49% (n=278), Associate Professors were 19% (n=108) and the percentage of Professors was 7% (n=40).

Research Results

The regression result is presented in Table 5 and the findings reveal that all potential factors affecting are significant in explaining the choice of teaching methods among the academic staff in the AL-Baha University in Saudi Arabia result of the regression estimation indicates that the model is fitted and there is no model misspecification as represented by F- statistics (749.385; $P < 0.000$). This is significant as 1%. Similarly, the overall impact of the selected criterion variable on the outcome variable indicates about 59.2%.

Table 5
Summary of the regression results

	Coefficient	Std. Error	T-value	Prob.
(Constant)	0.858	0.120	7.150	0.000
Motivation	0.088	0.023	3.774	0.000
Training	0.395	0.029	13.487	0.000
Work Environment	0.159	0.024	6.625	0.000
Job Stress	0.154	0.049	3.154	0.002
Behavior	0.101	0.024	4.188	0.000
R Square		0.593		
Adjusted R Square		0.592		
F Statistic		749.385		
Prob. (F Stat.)		0.000		
Durbin-Watson		2.400		

This implies that the selection of teaching methods among the academic staff at AL-Baha university in Saudi Arabia is explained by the combined effects of motivation, training, working environment, job stress, and students' behavior; these influence the academic staff's decisions in the selection of teaching methods. There are other factors that this study has not considered. The result of Durbin-Watson is 2.400 which is also within the acceptable region as explained in statistics (see, Field, 2013).

Further, the result also reveals that all selected variables have a significant positive impact on the selection of teaching methods among the selected sample. These are significant at 1%. This implies that each of these variables on the individual is a potential factor that could determine the adoption of any teaching method at the Al-Baha university in Saudi Arabia. This implies that all the hypotheses presented in this study thereby failed to be rejected. The study, therefore, concludes that motivation, training, working environment, job stress, and students' behavior have a significant positive impact on the choice of teaching methods among academic staff of AL-Baha University in the country. This finding is consistent with earlier studies (e.g., Alam & Farid, 2011; Harter et al., 2015; Houtte, 2006; Reed & Brunson, 2018; Yakovleva & Yakovlev, 2014; Zenda, 2017) that have considered these factors as potential factors affecting teaching method in other countries.

Discussion

The findings of this study reveal that all the five potential factors affecting have a significant influence on the choice of teaching methods by the academic staff in the university The detailed discussion is presented as follows.

Motivation

The finding of this study regarding motivation suggests that teachers exert better efforts in discharging the duties entrusted to them when they are well motivated. Therefore, the motivation of academic staff should be given a priority in Saudi's 2030 Education

Development Plan. Research has shown teachers' emotional well-being is pivotal to educational development (e.g. Nghiêm-Phú & Nguyễn, 2021). Hence, university teachers at AL-Baha University need to be given more encouragement through various incentives that would boost their emotional intelligence and thereby affect their choice of teaching methods. Likewise, the management of the university needs to consider the motivation of academic staff a matter of paramount importance as this will enable them to be in a stable mind when preparing for and managing classes.

Training on the Use of Modern Technology

Changes are inevitable in the teaching profession since technology has transformed the mode of teaching. As a result, consistent staff training on the use of technology in teaching is critical as it affects the teachers' choices of teaching methods. The finding in this regard is congruent with previous studies which establish the significance of modern technology in teaching and the need for the teacher to be trained to maximize its benefits for educational development (e.g., Anikina & Yakimenko, 2015; Raja & Nagasubramani, 2018; Yang, Li, Wu, & Zhao, 2017). To achieve this goal, the budgeted amount for academic staff training should be enhanced (Jacob & Lawan, 2020). Apart from the development agenda, the policy of the training of academic staff on the deployment of technologies in the teaching methods and classroom management would enhance the academic staff teaching methods. The management of the university should facilitate the use of technological instruments, such as audio-visual aids in the language lab as a part of practical exposure in order to reduce learners' lack of motivation and heighten their interest and latent desire to immerse in learning.

Working environment

The finding of this study aligns with the established doctrine that a conducive working environment has a positive effect on the performance of workers (e.g., Chandrasekar, 2011; Raziq & Maulabakhsh, 2015). The same goes for the academic working environment. Hence, a peaceful and conducive environment positively affects the choice of teaching methods by the academic staff and vice versa. Although the management has been investing in the provision of basic amenities to the campuses, there is a need to meet up with the 26% UNESCO budgetary funding policy. The working environment includes the classroom, offices, and university campus.

Job stress

This finding, which indicates that Job stress has a significant impact on the AL-Baha university teachers' choice of teaching methods, agrees with previous studies that establish excessive workload as a factor contributing to job stress (Griffith & Altinay, 2020; Houston, Meyer, & Paewai, 2006). According to this research, the teaching workload imposed by the Saudi Ministry of Higher Education on university teachers is exhausting. Although the purpose was to enhance teachers' well-rounded experience, it is currently contributing significantly to job stress with an adverse effect on teachers' choice of teaching methods. Hence, there is an urgent need for the education ministry to relook at this policy by engaging the technology in some of the routine administrative assignments so as to free the academic staff of the workload as this will enable them to have sufficient time to prepare for classes.

Students' behavior

The attitude of students toward learning is one of the significant factors affecting the teaching methods documented by the study. This result is in agreement with Behr (1988) who contends that the feedback from students on assignments, tutorials, and group presentations would have a significant impact on the

methodology to be adopted by teachers. The government plan on educational development should not only focus on the academic staff but also on the attitude of the students as they are among the critical stakeholders in the system. No matter how good the teaching methods adopted by teachers are, the student's role is more critical. Teaching methods may be affected by the level of trust in students and student empowerment (Nghiêm-Phú & Nguyễn, 2021). Hence, it is incumbent upon the government to consider the amendment of this plan so as to address the standard operating procedures the students must follow. These may include the admission processes and the grading methods in the universities among others.

Conclusions and Implications

The findings from this study indicate that all the potential factors proposed are factors affecting of selecting teaching methods by the academic staff of AL-Baha University in Saudi Arabia. As part of the 2030 education development agenda by the current government, these findings may provide valuable input for strategic ideas. For instance, a proposal for a comprehensive framework for the professional development of teachers and education leaders might not yield the desired result if the factors that affect the choice of teaching methods are not adequately incorporated. Also, to achieve a development of a national strategy to upgrade the teaching profession by raising the professional level of teachers, improving the profession's ecosystem, and raising the quality of services provided to teachers. These would be achieved through ensuring motivation, satisfaction, adequate training, a conducive working environment, and the absence of job stress for university teachers.

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FACTORS AFFECTING TEACHING METHODS AMONG ACADEMICIANS IN AL-BAHA UNIVERSITY, SAUDI ARABIA

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Abdulkhaliq Hajjad Alghamdi

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Abdulkhaliq Hajjad Alghamdi

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FACTORS AFFECTING TEACHING METHODS AMONG ACADEMICIANS IN AL-BAHA UNIVERSITY, SAUDI ARABIA

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