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## USING TRADITIONAL AND MODERN TEACHING METHODS ON THE TEACHING PROCESS FROM TEACHERS' OWN PERSPECTIVE

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### Abstract

As we are living in the 21<sup>st</sup> century, the era of technology and scientific development, the teaching process continues to witness a paradigmatic shift, from the traditional teaching method to a more active and student centered approach which is using the modern teaching methods that are capable of assessing students' 21<sup>st</sup> century skill needs. The study aims to investigate the pros and cons of both methods, how and when they can be applied by qualified teachers for more effective teaching, and the benefit of students' academic achievement. To carry out this aim the researcher designed a questionnaire that has been distributed to teachers of private and public schools in Jerusalem. The questionnaire consists of two fields. The first field contains the demographic variables of the chosen sample (gender, age, workplace, educational level and teaching experience). The second field consists of four major parts evaluating the impact of advantages and disadvantages of both methods. The study evaluated it by assessing a sample of teachers (81) from different schools, and the data was analyzed by several tests such as the SPSS program, Chronbach's Alpha, an independent t-test and one -way Anova. The results showed the importance of using both methods. The advantages of both methods are noticeable and how teachers should use a combination of both methods emphasizing on the modern methods in order to cope with the era of 21<sup>st</sup> century development and the different needs of students for better academic achievements.

**Key words:** Traditional Methods, Modern Teaching Methods.

In today's changing world, the teaching process continues to witness a paradigm shift from the traditional method of teaching and learning to a more active and learner centred approach

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capable of addressing learners 21st century skill needs (Schleicher,2012). According to (Hoffmann and Koifman 2013, and Olelewe et al 2020) this shift places huge expectations on educators in possessing innovated teaching skill required to enable them to participate actively during the learning process.

According to (Naz and Murad 2017) innovative pedagogy is a creative use of the right teaching methods and learning materials for students' benefit.

To achieve this implies effectively combining the suitable teaching and learning methodologies with materials to facilitate active technique that help teachers to develop students learning abilities.

### Statement of Problem

Working as a teacher, one can recognize the significant role of using different Methods in teaching. Noticing that it's not enough depending on using Traditional Methods of Teaching but in order to cope up with the era of technology; teachers should now try to apply the best Methods of teaching for students to meet their 21<sup>st</sup> Century needs. The problem of this study is how effectively teachers use the Traditional teaching Methods along with Modern teaching Methods and how do they affect the students' performance from teachers' own perspective.

### Research Questions

- 1- What is the impact of using traditional teaching methods on students; the degree of advantages and disadvantages of traditional teaching methods.
- 2- What is the impact of using modern teaching methods on students; the degree of advantages and disadvantages of modern teaching methods?
- 3- How does using technology in modern teaching impact the teaching process?
- 4- What is the impact of teacher's qualifications, teaching experience on students' academic achievement?

### Conceptual Definition

**Traditional Methods:** known as conventional education, which is widely used in schools. The old- way of teaching, The teacher is the source of ideas and information, and the student receives and interacts with them, as a recipient of knowledge (Perse,2017)

**Modern Teaching Methods:** Education reforms mean that learning is taught from a completely different angle. Progressive educational practices focus more on the individual student's needs rather than assuming all students are at the same level of understanding. The modern way of teaching is more activity based, using questioning, explaining, demonstration and collaboration techniques.

Modern learning encourages students to collaborate and therefore be more productive. (Jackson,2017).

### Traditional and Modern Teaching Methods:

Because traditional techniques used repetition and memorisation of information to educate students, it meant that they were not developing their critical thinking, problem solving and decision-making skills. Modern learning encourages students to collaborate and therefore be more productive. Saying that, traditional and modern teaching methods are both effective and useful in today's education. As with most things, it's all about balance. Teachers need to understand when a traditional method works best and when it's right to try new and innovative approaches. (Mahta 2019).

### Inductive and Deductive Methods of Teaching

Teaching theories could be managed according to two major parameters:

A teacher centered approach verses a student-centered approach, and high-tech material use verses low-tech material use. (Nilson, 2016)

Whereas, the deductive method is a traditional method of teaching, where rules are given by the teacher followed by examples. In this case, the students just take the information from the teacher, and they have to understand and comprehend in reference to the examples given. The students here don't have much to do as the teacher does it all from writing the rules, giving examples, and then explaining the rules with reference to the examples. Therefore, this approach can be classified into teacher centered approach with low-tech tools used. (Streefkerk,2019).

Comparing between Inductive and deductive teaching, According to (Bhandari S. 2022), one can tell that there are many differences between inductive and deductive teaching and learning: Inductive teaching and learning include discovering new things by observation, while a deductive method include observation of the discoveries of others. The flow of information in inductive teaching is from specific to general, whereas in deductive teaching and learning, the flow of information is from general to specific. In addition, the inductive method is more versatile while the deductive method is more traditional. Furthermore, the inductive method is based on students' own perspective, on the other hand deductive method is based on teachers' own perspective. Also the inductive method is more suitable for smaller groups, whereas, deductive method is more suitable for larger groups.

Both inductive and deductive methods of teaching are used at schools all over the world. As a coin has two sides, they both have their advantages and disadvantages. (Bhandari S. 2022).

## Theories of teaching Methods

### 1-Behaviorism theory

The behaviorist approach is one of the most important and effective theories of learning Psychology. Both Pavlov through classical conditioning process and Skinner through operant conditioning processes could explain most of the human learning. Behaviors are composed of reactions and movements in particular situations. Therefore, most of the behaviorist learning approach concentrates on the way behaviors are acquired. It assumes that learning is developed when there is a connection between stimulus and behavior (response), and any behavior can be changed through reinforcement. So learning is acquiring a new behavior through conditioning. Classical conditioning by Pavlov which is when a stimulus is presented in order to get a response, and an the operant conditioning by Skinner which states that the response is made first then the reinforcement. Pavlov made experiments on dogs to explain both conditions and that behaviors are directly motivated by the reward obtained. Behaviorists believe that people are not good or bad from birth. They believe that human's personality is built by experiences and the outer environment. Thus, according to them, the brain of a human is like a black box. We cannot know what is going on in this black box. The two important points are the input and the output. The output can be observed and measured. They don't care about internal processes that take place in the mind. They believe that inputs and outputs can be arranged and controlled. Although behaviorism theory is still used by teachers in schools for motivating students to comprehend and memorize information, it has several disadvantages because the teacher is the centric environment in Class. The teacher feeds students' minds with information and the student is just memorizing it like a computer. The student is given the stimuli by the teacher. Students don't have any role in finding information the teacher is the one who gives the information for students. The knowledge itself is given by the teacher and its absolute. So information is stored in students minds for specific time that the student may forget it in the future for not being given the opportunity to search for the information by themselves. (Ertmer,2017), and (Fairbanks, B.,2021).

### 2- Cognitivism theory:

Plato and Descartes are the first philosophers who explained about cognitive behavior and knowledge. They explored how the mind and thoughts work. Knowing how to think is the essential intellect for cognitive learning theory. Cognitivism grew in response to Behaviorism. Where knowledge is stored cognitively as symbols. Learning is the process of connecting symbols in a meaningful and memorable way. Studies focused on the mental process that facilitate symbol connection. In this theory students' thoughts help them to learn. Teachers give the students a chance to ask questions and think aloud so that students can comprehend how their way of thinking works and use their knowledge to reach better learning goals. But like Behaviorism, knowledge itself is given by the teacher and is absolute. It doesn't account enough for individuality and gives little emphasis on affective characteristics. The role of students is to summarize and analyze. The teacher is the one who creates opportunities for learning to occur with the help of the learner's data processing mechanism. Depending on the teacher at central level. The teacher is the master of the class and the students just have to answer questions. (Ertmer,2017), (Bill,2020), and Technological programs used by teachers for more effective teaching and learning

**The SAMR Model:** The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition (Terada, 2020)

**TPACK Model** is a Framework that contains three technological areas, which are Technological Pedagogical Content knowledge. How do they work together and increase students' motivation to learn and make the content more accessible to students. It is a framework that helps teachers consider how their knowledge domain, intersect in-order to affectively teach students with technology.

It represents your knowledge about the tools, including how to select, use and how to integrate technology into your curriculum. It's not just about the devices it is also about the quality of content that students access to apps, websites, and games for learning.

TPACK is the heart innovation teaching. (Kurt, 2019).

**Wordwall:** is an online tool for creating different learning activities. With this tool, teachers can enter the topic that they would like to cover in class into the Wordwall and receive a variety of ready-made, fully interactive activities such as quizzes, word games, maze chases and much more. Easily creates games and principles and share for the students. Teachers can create different activity types to engage with the students and check their learning and understanding.

It encourages Group pair work, individual work and presenting as in lecturing and storytelling. Covering reading, writing, vocabulary, and grammar skills. It includes the teacher's own supply and other users' supply. It's the best teacher tool to create educational games and activities for class. (Stannard 2020).

**Kahoot:** It is a digital platform for learning which uses different types of quizzes games to motivate students learn by giving the information shared in a very interesting and a fun way.

Playing kahoot in classrooms make it amazing for students to work in groups. Where the questions are displayed on the screen and students answer the questions each on his own device.

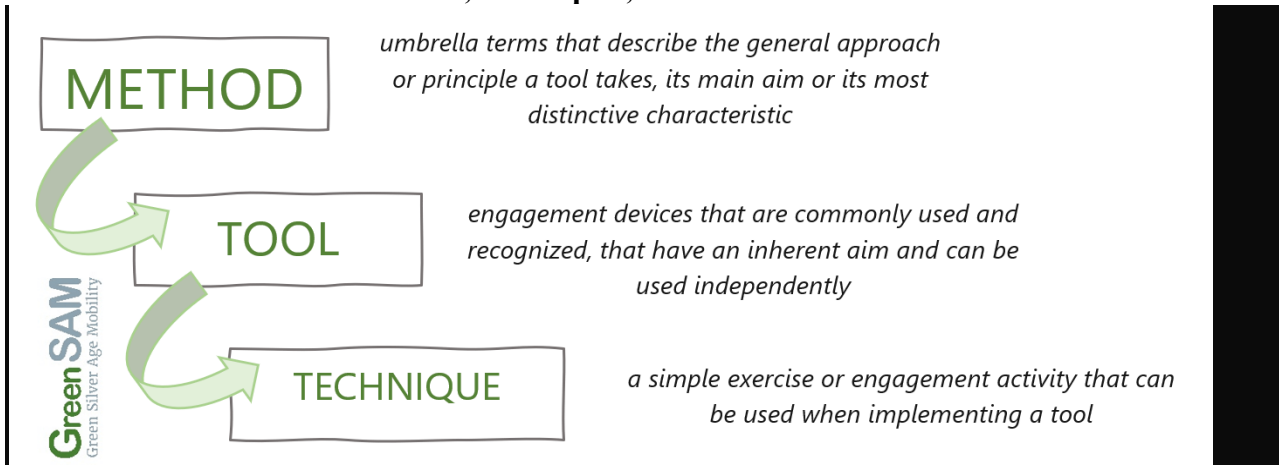
(Lieberoth, 2016).

**Google Classroom:** It is a free tool used by teachers in which teachers post their assignments, quizzes, and tests to students wherever they are, the students answer the questions each on his own device and send it back to the teacher so that the teacher would grade it. (Edwards,2022).

**Padlet:** Is webpage with a digital screen, which is opened for students to post material on it. The posts can contain writing, links, document files, videos and images. (Edwards, 2022)

**PowerPoint:** Is a program which uses slides to give information. PowerPoint is rich with multimedia, and productivity tools such as Word, Excel.(Stratvert, 2020).

### The differences between methods, techniques, and tools



(Sam 2020)

**Traditional methods of teaching** were used for centuries in schools. Traditional methods of teaching depend on the deductive methods of teaching, in which the teacher is the center of the classroom. The teacher is the only source of information. The teacher is the one who leads the class, explains and write the content on the board and students have to memorize and recite the information given, and students have to take in the decisions made by the teacher. According to these methods students lack decision making and problem-solving skills. Students learn just to pass the semester and pass the exams. (Mehta, 2019)

**Modern Teaching Methods:** Being in the 21<sup>st</sup> century, there becomes an insistent need to introduce technological requirements in the education system at all levels. The education system has been changing and introducing new methods of teaching which have a completely different view and approach towards the educational teaching and learning system. Teachers teach every student as an individual recognizing that each student has his own needs, interests and way of thinking and learning. The students' needs are highly considered. Students are more active in class, the methods are based on activities which completely involve them into the process of learning. Students actively participate to gain knowledge and improve their skills and aid them face any kind of challenges in the future, in which the teacher only guides and leads them to reach their goals. (Mehta ,2019) and (Grey,2019).

#### Effective teachers lead to effective teaching:

Effective teachers show a deep understanding of the curriculum. Teachers make plans, teach, and assess to promote superiority for all students. Effective teachers provide high quality instruction to increase students' achievement by providing researched based instruction filled with technology combination.

Effective teaching is a term used to describe the knowledge, strategies and conduct of a successful educator. It's the ability to make a positive impact on students' life and academic career, including the ability to teach important skill sets, introduce new concepts and manage any classroom concerns. Methods need a qualified teacher to interact and give the material to students effectively. (Lam.2014).

Effective teaching is the designed goal of every teacher. In effective teaching the teacher uses certain approaches and tools to help students learn and flourish. Students can learn better when the teacher uses effective teaching methods. (Mazarin J, 2021)



A Teacher's experience is how many years that a teacher has been working as a classroom teacher. Many studies show a positive relationship between teacher experiences and student achievement. (Lad and Sorenson, 2017), indicated that teacher experience had a cumulative effect on students' outcomes.

Researchers found out that teaching experience is positively associated with students' achievement. As teachers gain experience, students will be motivated to learn more. Teachers' effectiveness increases greatly when they teach in a supportive and cooperative environment, and when they have experience in the same grade level, subjects and lessons.

Of course, there is difference in teacher effectiveness at every stage of the teaching career. Not every inexperienced teacher is less effective, and not every experienced teacher is more effective. Experience matters in teaching: (Avvisati,2018). (Podolsky 2016),

### **Qualities of effective teachers**

A qualified teacher is the teacher who can interact professionally with students and help them understand the ways in which to look at the world. Recognizing that students learn in different ways, they should be able to adjust their teaching strategies to fit both the students and the material. Teachers play an effective role when they are well prepared, set clear expectations and goals, have positive attitude towards students, should also be patient with students, and assess their teaching on a regular basis. The teacher becomes a role model for students. Students success come from effective teaching. Effective teaching needs qualified teachers. (Barnett,2015).

### **Methodology:**

**The study depended on the analytical descriptive method so that it used the papers, books, and journals to consisting a clear picture of "The impact of using traditional and modern teaching methods on the teaching process from the teacher's point of view", with the results of the analyzed collected data by a suitably prepared questionnaire.**

**Research Design: The researcher chose an educational descriptive survey in order to serve the answer of the questions and the purpose of the study: " The impact of using Traditional and Modern Teaching Methods on the teaching process from teachers' own perspectives."**

**The study community consists of all school teachers in East Jerusalem according to the Ministry of education in East Jerusalem, which number (3200) teachers distributed to all schools in Jerusalem, and these data were taken from the records of the Ministry of education for the year 2020/2021.**

### **Sample of the study**

The researcher calculated the study sample by sample calculation location [www.surveysystem.com](http://www.surveysystem.com) since the society is considered one of the average societies, therefore, 6% of the study community will be taken with a margin of error of 1%, and it was also confirmed that the sample represents the study audience by applying the Slovin equation, and thus the study sample included (82) teachers with different scientific qualifications, years of experience and specialization from school teachers in East Jerusalem, and the sample members were selected in a random stratified sampling method, taking into account gender, scientific qualification, years of experience, type of school, age, ability and willingness to fill out the questionnaire and understand its content by the members of the study sample in addition to ensuring diversity The questionnaires were distributed to the study sample and 81 questionnaires were retrieved from them and the tables show the description of the study sample and its demographic characteristics according to its variables:

Table (1): distribution of the study sample according to a variable gender

Gender		Frequency	Percent
Valid	Male	19	23.5
	Female	62	76.5
	Total	81	100.0

Table (2): distribution of the study sample according to a variable Workplace

Workplace		Frequency	Percent
Valid	Public School	59	72.8
	Private School	22	27.2
	Total	81	100.0

Table (3): distribution of the study sample according to a variable Age

Age		Frequency	Percent
Valid	21-29	21	25.9
	30-39	22	27.2
	40-49	24	29.6
	50+	14	17.3
	Total	81	100.0

Table (4): distribution of the study sample according to a variable Educational Background

Educational Background		Frequency	Percent
Valid	Diploma	5	6.2
	Bachelor's Degree	48	59.3
	Master's Degree	24	29.6
	Doctoral Degree	4	4.9
	Total	81	100.0

Table (5): distribution of the study sample according to a variable Teaching Experience

Teaching Experience		Frequency	Percent
Valid	3-5 years	23	28.4
	6-9 years	12	14.8
	10-15 years	24	29.6
	16+ years	22	27.2
	Total	81	100.0

**The study tool:**After reviewing some previous studies and the tools used in them, the researcher built the questionnaire, which consisted of two sections as shown in Table (6).

Table (6): shows the sections of the main study tool

Section number	Section title	number of paragraphs
first	First personal data and demographic variables	5
second	The impact of using traditional and modern teaching methods on the teaching process from the teacher's point of view	71

After reviewing many metrics, the research used the impact of using traditional and modern teaching methods on the teaching process from a teacher's point of view in its initial form, and then it was modified to become its final form in Appendix No. (1) consists of ( 71) paragraphs, in front of each paragraph four choices are (strongly agree, agree, disagree, disagree strongly) and their values (4, 3, 2, 1) respectively in the same order, according to the Likert quadratic scale.

Range of the mean value	degree
low	Less than 1.75
medium	1.75-2.49
high	2.5 – 3.24
Very high	3.25-4

**Consistent:** To ensure that the study tool is logically consistent we pass it on to some arbitrators for correction of the logic consistent, and then take their notes seriously and modify the mistakes as they see. It was later applied to the sample.

**Reliability:** To ensure the reliability and consistency of the study tool Chronbach's Alpha was used to calculate the coefficient for each domain in the study and it was from 70.2 % - 95.2%. and these Cronbach's Alpha coefficients for each domain of the study lie in the following table.

Table(7): the chrombach's alpha values

The domain	Alpha coefficient value	Number of paragraphs	Sample size
The Impact of Deductive Method of Teaching in Class	0.765	10	81
The Impact of the Inductive method of teaching in Class	0.841	8	81
Advantages of Traditional Teaching Methods	0.755	5	81
Disadvantages of traditional Methods	0.883	7	81
The Advantages of modern teaching methods	0.924	9	81
Disadvantages of Modern Methods of teaching	0.702	4	81



The advantages of using Technology in Classrooms	0.826	14	81
Challenges of using technology in Class	0.841	8	81
The impact of Effective teaching in Class: Teachers' qualifications and teaching	0.926	8	81
The impact of using traditional and modern teaching methods on the teaching process from a teacher's point of view	0.952	71	81

The table indicates that this resolution can be relied on very much, as it gave a constant of 95.2, and the resolution can be relied on as a constant measure, no matter how it is redistributed to other samples.

**Results :**

What is The impact of using traditional and modern teaching methods on the teaching process from the teacher's point of view?

The researcher divided the main questions into a set of sub-questions

1-What methods do teachers use most: Inductive or deductive teaching methods or do they use a combination of both methods?

to answer this question, the averages, standard deviations, and degrees for the domains of the study were extracted, and the following tables show this:

Table(8): description of the domain of The Impact of Deductive Method of Teaching in Class

questioner	The statement	mean	s.d	degree
3	Students have to comprehend in reference to the examples given by the teacher	3.09	0.64	High
1	Is a traditional method that is still used in class rooms	3.09	0.60	High
7	Doesn't cover high levels of Bloom's Taxonomy	3.01	0.72	High
8	As a teacher, I still use the Deductive method of teaching in class	3.01	0.72	High
5	Is a method where low-tech methods are used	2.95	0.72	High

6	It doesn't encourage and motivate students to learn	2.83	0.85	High
4	Students are not active in class	2.70	0.83	High
2	The teacher is the only source of information	2.54	0.95	High
	Overall degree	2.90	0.75	High

The table (8) indicates that the total score of the paragraphs of the domain *The Impact of Deductive Method of Teaching in Class* shows a high score for the trends of the respondents, where the total mean (2.90), and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Students have to comprehend about the examples given by the teacher) by a mean (3.09), and the lowest mean was in favor of the paragraph (The teacher is the only source of information) by a mean (2.54).

Table(9): description of the domain The Impact of Inductive method of teaching in Class

questioner	The statement	mean	s.d	degree
16	As a teacher, I use the inductive method of teaching in class	3.32	0.65	V.high
10	Students are interactive.	3.25	0.62	V.high
14	Uses high-tech educational tools	3.25	0.51	V.high
13	students have to guess rules out of given examples	3.25	0.58	V.high
15	Covers high level of bloom's taxonomy	3.25	0.60	V.high
11	It is students centered approach	3.23	0.60	High
12	The teacher is the advisor and facilitator for students	3.22	0.63	High
9	Is a modern method of teaching	3.12	0.60	High
	Over all degree	3.24	0.60	High

The table (9) indicates that the total score of the paragraphs of the domain *The Impact of Inductive method of teaching in Class* shows a high score for the trends of the respondents, where the total mean (3.24), and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (As a teacher, I use the inductive method of teaching in class) by an mean (3.32), and the lowest mean was in favor of the paragraph (Is a modern method of teaching) by an mean (3.12).

Through the results of the tables, it turns out that the **INDUCTIVE** method of teaching is on average higher than the average **DEDUCTIVE**, and the researcher explains that teachers of different schools either in public or private schools are aware of the importance of using a combination of both **Deductive** and **Inductive Methods** in teaching, giving more emphasis on the **Inductive method** of teaching because it is a modern method, in which the students are creative and interactive using high-tech educational tools that motivate and encourage them to search for information by their own with the teacher's advise and help.

This agrees with the study (Alzu'bi, 2015): It is important for teachers to use various of deductive and inductive teaching methods according to the students' interests and achievement levels with more emphasis on using the inductive method of teaching.

It also agrees with the study (bhandari 2022): There are different ways in which students can be taught. Two prominent ones are Inductive and Deductive teaching methods. Both methods

are adopted at schools all over the world. As a coin has two sides. Each side has its own advantages and disadvantages and it is the responsibility of every teacher to make sure they teach correct methods in an understandable way.

2- What is the impact of Traditional teaching Methods on the teaching process; the degree of advantages and disadvantages of traditional teaching methods.

to answer this question, the averages, standard deviations and degrees for the domains of study were extracted, and the following tables show this:

Table(10): description of the domain of Advantages of Traditional Teaching Methods

questioner	The statement	mean	s.d	degree
22	Teach students to be punctual and disciplined	3.27	0.65	V.high
21	Students and teachers work face to face	3.23	0.58	High
23	Libraries would always be a busy place for students to read, study, collaborate and do research papers.	3.16	0.73	High
19	Not all majors can be taught online.	3.15	0.60	High
20	Students and teachers form strong bonds	3.12	0.64	High
	Over all degree	3.19	0.64	High

The table (10) indicates that the total score of the paragraphs of the domain Advantages of Traditional Teaching Methods shows a high score for the trends of the respondents, where the total mean (3.19) , and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Teach students to be punctual and disciplined) by an mean (3.27), and the lowest mean was in favor of the paragraph (Students and teachers form strong bonds) by an mean (3.12).

Table(11): description of the domain of Disadvantages of traditional Methods

questioner	The statement	mean	s.d	degree
24	It's all about grades not skills	3.11	0.77	High
26	Lack students' skills, such as critical thinking and solving problems	3.09	0.67	High
25	It is a chalk and board method	3.04	0.78	High
28	Lack students' interactivity in class	3.02	0.59	High
27	Lack students' motivation to learn	2.96	0.56	High
23	Students have less time to learn and absorb information	2.90	0.66	High
22	Students can't interact with teachers outside school hours	2.84	0.74	High
	Over all degree	2.99	0.68	High

The table ( ) indicates that the total score of the paragraphs of the domain Disadvantages of traditional Methods shows a High score for the trends of the respondents, where the total mean (2.99) , and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (It's all about grades not skills) by an mean (3.11), and the lowest mean was in favor of the paragraph (Students can't interact with teachers outside school hours) by an mean (2.84).

Through the results of the tables, it turns out that the Advantages of Traditional Teaching Methods of teaching is on average higher than the average Disadvantages of traditional Methods, and the researcher explains that teachers of different schools are aware of the advantages and disadvantages of using traditional methods and that they are aware of the advantages of traditional methods and that they are aware of the advantages that have higher scores, which indicates that they have a higher impact on the teaching process, in which the advantages of traditional methods have more impact and affects the teaching process positively, because traditional methods teach students to be punctual and disciplined, they work face to face with the teacher in which it helps

to form strong bonds between the teacher and students. Furthermore, it is important to acknowledge that not all majors or subjects can be taught online.

This agrees with the study (Mehta, 2019), that the advantages of the traditional teaching methods teach students to be punctual and disciplined, students and teachers form strong bonds, and that there are some subjects such as physics, chemistry and mathematics that need a board explanation not an online explanation.

3- What is the impact of modern teaching methods on the teaching process; the degree of advantages and disadvantages of modern methods.

to answer this question, the averages, standard deviations and degrees for the domains of study were extracted, and the following tables show this:

Table(12): description of the domain of The Advantages of modern teaching methods

questioner	The statement	mean	s.d	degree
36	Help students to absorb information in many ways	3.49	0.65	V.high
31	Develop a higher thinking level	3.42	0.65	V.high
35	Students are given to think outside the box	3.41	0.69	V.high
37	Use high-tech tools, such as I-pads, i-phones etc..	3.40	0.56	V.high
30	Create competition within the classroom	3.40	0.63	V.high
29	Encourage collaboration among students	3.38	0.58	V.high
33	Include fun and interesting activities to learn	3.37	0.62	V.high
34	Increase teacher- student interaction	3.33	0.57	V.high
32	Increase students' self esteem and responsibility	3.31	0.69	V.high
	Over all degree	3.39	0.63	V.high

The table (12) indicates that the total score of the paragraphs of the domain The Advantages of modern teaching methods shows a Very high score for the trends of the respondents, where the total mean (3.39), and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Help students to absorb information in many ways) by an mean (3.49), and the lowest mean was in favor of the paragraph (Increase students' self esteem and responsibility) by an mean (3.31).

Table(13): description of the domain of Disadvantages of Modern Methods of teaching

questioner	The statement	mean	s.d	degree
39	Take teachers long time to plan the material	3.18	0.65	High
41	Technology is needed for all students to accomplish goals	3.09	0.55	High
40	Some activities are not suitable for children	3.07	0.69	High
38	Activities may distract students.	2.88	0.75	High
	Over all degree	3.05	0.66	High

The table (13) indicates that the total score of the paragraphs of the domain Disadvantages of Modern Methods of teaching shows a High score for the trends of the respondents, where the total mean (3.05), and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Take teachers long time to plan the material) by an mean (3.18), and the lowest mean was in favor of the paragraph (Activities may distract students) by an mean (2.88).

Through the results of the tables, it turns out that The Advantages of modern teaching methods of teaching is on average higher than the average Disadvantages of Modern Methods of teaching, and the researcher explains that teachers are aware of the advantages of modern teaching methods and their positive impact on students. The advantages of modern teaching methods help students to absorb information in many ways, develop a higher thinking level, students are given to think outside the box, use high-tech tools such as I-pads, I-phones etc...create competition within the classroom, encourage collaboration among students, include fun and interesting

activities to learn, increase students' self esteem and responsibility and increase teacher-student interaction.

This agree with the study (Perse, 2017), modern methods develops students' critical thinking, problem solving and decision making skills. Modern learning encourages students to collaborate and therefore be more productive.

4- What is the impact of using technology in modern teaching?

to answer this question, the averages, standard deviations and degrees for the domains of study were extracted, and the following tables show this:

Table(14): description of the domain of The advantages of using Technology in Classrooms

questioner	The statement	mean	s.d	degree
43	Technology provides teachers with more tools to support students.	3.43	0.63	V.high
47	Technology connects students with people all over the world	3.43	0.50	V.high
51	Experts teachers in using technology can advance their career	3.41	0.59	V.high
48	Encourages working groups in activities, discussions and debates.	3.38	0.60	V.high
42	Technology is very important for modern teaching	3.36	0.64	V.high
44	It can accommodate a variety of learning methods.	3.35	0.58	V.high
49	Helps students to be aware of how to use technological resources	3.35	0.55	V.high
45	Students become active participants in the learning process	3.30	0.53	V.high
50	Facilitates the evaluation of students' work	3.28	0.57	V.high
46	Encourages the use of real world problems in the classroom	3.21	0.52	High
54	Affects students writing skills	3.14	0.63	High
53	Enables students to finish their work faster	3.10	0.60	High
52	Technology is the source of knowledge in classrooms	3.05	0.63	High
55	Enables better communication during classes	3.01	0.73	High
	Over all degree	3.27	0.59	V.high

The table (14) indicates that the total score of the paragraphs of the domain The advantages of using Technology in Classrooms shows a Very high score for the trends of the respondents, where the total mean (3.27) , and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Technology provides teachers with more tools to support students) by an mean (3.43), and the lowest mean was in favor of the paragraph (Enables better communication during classes) by an mean (3.01).

Table(15): description of the domain of Challenges of using technology in Class

questioner	The statement	mean	s.d	degree
61	Technology may be used inappropriately	3.38	0.62	V.high
62	It affects students' eye vision	3.37	0.66	V.high
59	Students easily cheat during quizzes and tests	3.33	0.61	V.high
60	Students may play games in class	3.32	0.61	V.high
63	Lack of electricity affects their work	3.31	0.61	V.high
56	Learning is becoming more expensive by owning different devices	3.28	0.58	V.high
57	Some sites provide wrong information that would mislead students	3.19	0.63	high
58	It distracts students' attention	3.09	0.64	high
	Over all degree	3.28	0.62	V.high

The table (15) indicates that the total score of the paragraphs of the domain Challenges of using technology in Class shows a Very high score for the trends of the respondents, where the total mean (3.28) , and the paragraphs were arranged in descending order, where the highest mean

was in favor of the paragraph (Technology may be used inappropriately) by an mean (3.38), and the lowest mean was in favor of the paragraph (It distracts students' attention) by an mean (3.09). Through the results of the tables, it turns out that the Challenges of using technology in Class of teaching is on average higher than the average The advantages of using Technology in Classrooms, and the researcher explains that the teachers face challenges and that they are aware of the disadvantages while using technology in class because technology may be used inappropriately, it affects students' eye vision, students easily cheat during quizzes and tests, students may play games in class, lack of electricity affects their work, also some sites may provide wrong information that would mislead the students, in addition to all that learning is becoming more expensive by owning different devices.

This agrees with study (lynch,2017), Besides the great advantages of using technology in class. We shouldn't forget that there are also disadvantages for using technology that each teacher should be aware of, and try to cope with for better academic achievement.

5- What is the importance of qualified teachers in effective teaching?

to answer this question, the averages, standard deviations and degrees for the domains of study were extracted, and the following tables show this:

Table(16): description of the domain of The impact of Effective teaching in Class: Teachers' qualification

questioner	The statement	mean	s.d	degree
71	Teachers should choose the best of both traditional and modern teaching methods. (use a combination between both methods)	3.63	0.64	V.high
65	Teachers should be prepared and ready for the class.	3.54	0.63	V.high
68	Teachers should be well trained of how to implement methods in Class	3.53	0.59	V.high
64	Teachers should have positive attitude towards students	3.49	0.65	V.high
70	Teachers should set clear expectations and goals for each lesson.	3.48	0.59	V.high
67	Teachers should be patient with all students	3.48	0.64	V.high
66	Teachers should encourage students to be engaged in class	3.46	0.57	V.high
69	Teachers should be flexible in dealing with students	3.38	0.62	V.high
	Over all degree	3.50	0.62	V.high

The table (16) indicates that the total score of the paragraphs of the domain The impact of Effective teaching in Class: Teachers' qualification shows a Very high score for the trends of the respondents, where the total mean (3.50), and the paragraphs were arranged in descending order, where the highest mean was in favor of the paragraph (Teachers should choose the best of both traditional and modern teaching methods. (use a combination between both methods)) by an mean (3.63), and the lowest mean was in favor of the paragraph (Teachers should be flexible in dealing with students) by an mean (3.38).

From these results, we can explain the result of the question: that teachers of both private and public schools are sufficiently qualified teachers in which they have the qualifications of effective teachers because according to the table above qualified teachers choose the best out of both methods in teaching. They are also prepared and ready for the class and set clear goals and expectations for each lesson. In addition, teachers are well trained of how to implement methods in class. They also should have positive attitude towards students. Furthermore, they should be patient, flexible with all students and encourage students to be engaged in class.

This study agrees with (Barnet, 2015), effective teaching needs qualified teachers: teachers play an effective role when they are able to adjust the suitable strategy to fit both the students and the material. Teachers play an effective role when they are prepared, set clear expectations and



goals, have positive attitude towards students, should also be patient with students, and assess their teaching on a regular basis. The students' success comes from effective teaching.

6- What is the impact of using traditional and modern methods of teaching on the teaching process?

Table(17): description of the domain of The impact of Effective teaching in Class: Teachers' qualification and teaching

The domain	mean	s.d	degree
The Impact of Deductive Method of Teaching in Class	2.90	0.75	High
The Impact of Inductive method of teaching in Class	3.24	0.60	High
Advantages of Traditional Teaching Methods	3.19	0.64	High
Disadvantages of traditional Methods	2.99	0.68	High
The Advantages of modern teaching methods	3.39	0.63	V.high
Disadvantages of Modern Methods of teaching	3.05	0.66	High
The advantages of using Technology in Classrooms	3.27	0.59	V.high
Challenges of using technology in Class	3.28	0.62	V.high
The impact of Effective teaching in Class: Teachers' qualification and teaching	3.50	0.62	V.high
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	3.24	0.63	High

It is clear from the table (17) that the degree of The impact of using traditional and modern teaching methods on the teaching process from teachers point of view is high where the arithmetic mean is (3.24), It was found that the highest domain is (he impact of Effective teaching in Class: Teachers' qualification and teaching) where the arithmetic mean is (3.50), while the domain (The Impact of Deductive Method of Teaching in Class) obtained the lowest arithmetic mean where (2.90).

**Hypothesis of the Study:**

**The first Hypothesis:**

There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to gender.

Table(18): Testing of the hypotheses by independent sample t-test at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to gender

Gender	N	Mean	Std. Deviation	t	sig	Impact	
The Impact of Deductive Method of Teaching in Class	Male	19.00	3.26	0.35	4.56	0.0**	significant
	Female	62.00	2.79	0.51			
The Impact of Inductive method of teaching in Class	Male	19.00	3.39	0.30	2.35	0.02**	significant
	Female	62.00	3.19	0.43			
Advantages of Traditional Teaching Methods	Male	19.00	3.38	0.25	2.97	0.0**	significant
	Female	62.00	3.13	0.49			
Disadvantages of traditional Methods	Male	19.00	3.27	0.38	3.26	0.0**	significant
	Female	62.00	2.91	0.54			
The Advantages of modern teaching methods	Male	19.00	3.47	0.21	1.25	0.22	
	Female	62.00	3.37	0.56			
Disadvantages of Modern Methods of teaching	Male	19.00	3.29	0.36	2.47	0.02**	significant
	Female	62.00	2.98	0.50			
The advantages of using Technology in Classrooms	Male	19.00	3.33	0.18	1.20	0.23	
	Female	62.00	3.25	0.44			
Challenges of using technology in Class	Male	19.00	3.33	0.27	0.52	0.60	
	Female	62.00	3.27	0.47			
The impact of Effective teaching in Class: Teachers' qualification and teaching	Male	19.00	3.60	0.26	1.42	0.16	
	Female	62.00	3.47	0.55			
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Male	19.00	3.37	0.18	3.32	0.0 **	significant
	Female	62.00	3.18	0.33			

Based on the independent samples T - Test, it turned out that the value of the significance level is less than 0.05, which is statistically a function of the total domain, so we reject the null hypothesis that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the averages of responses of sample members about at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to gender, the differences are substantial and in favor of males over females.

This explains that this hypothesis is rejected and we can conclude that there is a significant difference at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to gender. This is due to the reason that the males are more familiar with both methods and the male teacher tries hard to reach goals through applying methods and it's easier for them because most male students are equipped with different devices more than females do. It may be also be due to that males are more determined to use effective teaching methods than females. They may have more skills in preparing, implementing and evaluating lessons using modern teaching methods, and they know how to employ them in the teaching and learning process.

This agrees with the study (Trivedi S., 2020), Female teachers may have some difficulties in using methods because of the lack of high- tech tools, or the individual differences between

students, or having limited resources by hand. Or haven't received or took the important and needed courses.

**The second Hypothesis:**

There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Workplace.

Table(18): Testing of the hypotheses by independent sample t-test at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Workplace.

Workplace		N	Mean	Std. Deviation	t	sig
The Impact of Deductive Method of Teaching in Class	Public School	59.00	2.87	0.50	-0.86	0.39
	Private School	22.00	2.98	0.58		
The Impact of Inductive method of teaching in Class	Public School	59.00	3.21	0.42	-1.02	0.31
	Private School	22.00	3.31	0.38		
Advantages of Traditional Teaching Methods	Public School	59.00	3.18	0.47	-0.37	0.71
	Private School	22.00	3.22	0.42		
Disadvantages of traditional Methods	Public School	59.00	3.00	0.51	0.23	0.82
	Private School	22.00	2.97	0.58		
The Advantages of modern teaching methods	Public School	59.00	3.41	0.46	0.65	0.52
	Private School	22.00	3.33	0.60		
Disadvantages of Modern Methods of teaching	Public School	59.00	3.04	0.47	-0.40	0.69
	Private School	22.00	3.09	0.54		
The advantages of using Technology in Classrooms	Public School	59.00	3.24	0.43	-0.98	0.33
	Private School	22.00	3.34	0.27		
Challenges of using technology in Class	Public School	59.00	3.30	0.44	0.58	0.56
	Private School	22.00	3.24	0.38		
The impact of Effective teaching in Class: Teachers' qualification and teaching	Public School	59.00	3.46	0.55	-1.07	0.29
	Private School	22.00	3.60	0.31		
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Public School	59.00	3.21	0.33	-0.55	0.59
	Private School	22.00	3.25	0.28		

Based on the independent Samples T-Test, it turned out that the value of the significance level is greater than 0.05, and therefore it is not statistically significant for all fields, so we accept the null hypothesis that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the averages of responses of sample members about at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Workplace.

As a result we can say that There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Workplace. And this is due to the fact that all teachers who work in schools whether they are private or public schools, are still using and applying the teaching methods. So we can say that working in a private school or a public school doesn't affect the impact of teaching methods on the teaching process. All teachers are still using both methods of teaching even if they work in different places. The workplace doesn't affect the teachers' applying both methods in teaching.

This agrees with the study (Jizheng and others, 2020), the workplace of teachers affects positively the creativity of teachers, for its reliability and validity.

### The third Hypothesis:

There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to age.

Table(19):- comparing the various age category means:

Age	N	Mean	Std. Deviation	
The Impact of Deductive Method of Teaching in Class	21-29	21.00	3.02	0.52
	30-39	22.00	2.70	0.47
	40-49	24.00	2.95	0.50
	50+	14.00	2.96	0.56
	Total	81.00	2.90	0.52
The Impact of Inductive method of teaching in Class	21-29	21.00	3.26	0.48
	30-39	22.00	3.15	0.39
	40-49	24.00	3.38	0.36
	50+	14.00	3.10	0.39
	Total	81.00	3.24	0.41
Advantages of Traditional Teaching Methods	21-29	21.00	3.15	0.34
	30-39	22.00	3.06	0.44
	40-49	24.00	3.30	0.46
	50+	14.00	3.24	0.60
	Total	81.00	3.19	0.46
Disadvantages of traditional Methods	21-29	21.00	3.03	0.61
	30-39	22.00	2.94	0.47
	40-49	24.00	3.11	0.48
	50+	14.00	2.84	0.56
	Total	81.00	3.00	0.53
The Advantages of modern teaching methods	21-29	21.00	3.41	0.32
	30-39	22.00	3.39	0.40
	40-49	24.00	3.38	0.65
	50+	14.00	3.39	0.60
	Total	81.00	3.39	0.50
Disadvantages of Modern Methods of teaching	21-29	21.00	3.11	0.55
	30-39	22.00	2.94	0.45
	40-49	24.00	3.06	0.52
	50+	14.00	3.14	0.39
	Total	81.00	3.06	0.49
The advantages of using Technology in Classrooms	21-29	21.00	3.29	0.25
	30-39	22.00	3.21	0.32
	40-49	24.00	3.34	0.28
	50+	14.00	3.20	0.74
	Total	81.00	3.27	0.39
Challenges of using technology in Class	21-29	21.00	3.35	0.30
	30-39	22.00	3.16	0.32
	40-49	24.00	3.32	0.39
	50+	14.00	3.32	0.72
	Total	81.00	3.28	0.43
The impact of Effective teaching in Class: Teachers' qualification and teaching	21-29	21.00	3.47	0.33
	30-39	22.00	3.46	0.60
	40-49	24.00	3.57	0.33
	50+	14.00	3.48	0.77
	Total	81.00	3.50	0.50
	21-29	21.00	3.25	0.26
	30-39	22.00	3.14	0.26

The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	40-49	24.00	3.29	0.29
	50+	14.00	3.20	0.46
	Total	81.00	3.22	0.31

Table(20):- one way anova -test for comparing the various age category means:

		Sum of Squares	df	Mean Square	F	Sig.
The Impact of Deductive Method of Teaching in Class	Between Groups	1.31	3.00	0.44	1.68	0.18
	Within Groups	20.07	77.00	0.26		
	Total	21.39	80.00			
The Impact of Inductive method of teaching in Class	Between Groups	0.89	3.00	0.30	1.78	0.16
	Within Groups	12.77	77.00	0.17		
	Total	13.66	80.00			
Advantages of Traditional Teaching Methods	Between Groups	0.72	3.00	0.24	1.17	0.33
	Within Groups	15.91	77.00	0.21		
	Total	16.63	80.00			
Disadvantages of traditional Methods	Between Groups	0.77	3.00	0.26	0.92	0.44
	Within Groups	21.47	77.00	0.28		
	Total	22.23	80.00			
The Advantages of modern teaching methods	Between Groups	0.01	3.00	0.00	0.01	1.00
	Within Groups	19.92	77.00	0.26		
	Total	19.93	80.00			
Disadvantages of Modern Methods of teaching	Between Groups	0.44	3.00	0.15	0.61	0.61
	Within Groups	18.43	77.00	0.24		
	Total	18.88	80.00			
The advantages of using Technology in Classrooms	Between Groups	0.25	3.00	0.08	0.53	0.66
	Within Groups	12.19	77.00	0.16		
	Total	12.44	80.00			
Challenges of using technology in Class	Between Groups	0.48	3.00	0.16	0.88	0.45
	Within Groups	14.11	77.00	0.18		
	Total	14.59	80.00			
The impact of Effective teaching in Class: Teachers' qualification and teaching	Between Groups	0.19	3.00	0.06	0.24	0.87
	Within Groups	19.96	77.00	0.26		
	Total	20.15	80.00			
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Between Groups	0.28	3.00	0.09	0.97	0.41
	Within Groups	7.55	77.00	0.10		
	Total	7.84	80.00			

Based on the single variance test, it turned out that the value of the significance level is greater than 0.05, on the total domain and all domains, and therefore it is not a statistical function, so we accept the null hypothesis that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the averages of responses of sample members about The impact of using

traditional and modern teaching methods on the teaching process from teachers point of view refers to age.

As a result we can say that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the averages of responses of sample members about The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to age. This is due to the reason that teachers no matter of their age, doesn't affect the teaching process, and that they are aware of the impact of advantages and disadvantages of both methods and apply both methods accordingly for the benefit of students. All teachers of different ages apply both methods in teaching. They are aware of the importance of both methods, and are familiar in using them.

This agrees with (Alghasab,2022), that teachers are trained and qualified to practice these methods to transfer knowledge, skills and experience to their students.

#### The fourth Hypothesis:

There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Educational Background.

Table(21):- comparing the various Educational Background category means:

Educational Background		N	Mean	Std. Deviation
The Impact of Deductive Method of Teaching in Class	Diploma	5.00	3.13	0.42
	Bachelor's Degree	48.00	2.85	0.49
	Master's Degree	24.00	2.91	0.58
	Doctoral Degree	4.00	3.22	0.57
	Total	81.00	2.90	0.52
The Impact of Inductive method of teaching in Class	Diploma	5.00	3.38	0.54
	Bachelor's Degree	48.00	3.24	0.39
	Master's Degree	24.00	3.20	0.46
	Doctoral Degree	4.00	3.22	0.40
	Total	81.00	3.24	0.41
Advantages of Traditional Teaching Methods	Diploma	5.00	3.16	0.78
	Bachelor's Degree	48.00	3.19	0.43
	Master's Degree	24.00	3.16	0.49
	Doctoral Degree	4.00	3.30	0.20
	Total	81.00	3.19	0.46
Disadvantages of traditional Methods	Diploma	5.00	3.30	0.33
	Bachelor's Degree	48.00	2.89	0.56



	Master's Degree	24.00	3.12	0.45
	Doctoral Degree	4.00	3.11	0.60
	Total	81.00	3.00	0.53
The Advantages of modern teaching methods	Diploma	5.00	3.24	0.88
	Bachelor's Degree	48.00	3.45	0.38
	Master's Degree	24.00	3.32	0.64
	Doctoral Degree	4.00	3.33	0.20
	Total	81.00	3.39	0.50
Disadvantages of Modern Methods of teaching	Diploma	5.00	3.20	0.21
	Bachelor's Degree	48.00	3.02	0.49
	Master's Degree	24.00	3.04	0.52
	Doctoral Degree	4.00	3.38	0.43
	Total	81.00	3.06	0.49
The advantages of using Technology in Classrooms	Diploma	5.00	3.41	0.40
	Bachelor's Degree	48.00	3.27	0.31
	Master's Degree	24.00	3.22	0.55
	Doctoral Degree	4.00	3.29	0.29
	Total	81.00	3.27	0.39
Challenges of using technology in Class	Diploma	5.00	3.03	1.00
	Bachelor's Degree	48.00	3.31	0.37
	Master's Degree	24.00	3.26	0.39
	Doctoral Degree	4.00	3.44	0.24
	Total	81.00	3.28	0.43
The impact of Effective teaching in Class: Teachers' qualification and teaching	Diploma	5.00	3.18	1.24
	Bachelor's Degree	48.00	3.54	0.45
	Master's Degree	24.00	3.52	0.39
	Doctoral Degree	4.00	3.34	0.33
	Total	81.00	3.50	0.50
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Diploma	5.00	3.24	0.63
	Bachelor's Degree	48.00	3.22	0.27
	Master's Degree	24.00	3.21	0.34
	Doctoral Degree	4.00	3.29	0.32
	Total	81.00	3.22	0.31

Table(22):- one way anova -test for comparing the various Educational Background category means:

		Sum of Squares	df	Mean Square	F	Sig.
The Impact of Deductive Method of Teaching in Class	Between Groups	0.79	3.00	0.26	0.99	0.40
	Within Groups	20.60	77.00	0.27		
	Total	21.39	80.00			
The Impact of Inductive method of teaching in Class	Between Groups	0.12	3.00	0.04	0.24	0.87

	Within Groups	13.53	77.00	0.18		
	Total	13.66	80.00			
Advantages of Traditional Teaching Methods	Between Groups	0.08	3.00	0.03	0.12	0.95
	Within Groups	16.55	77.00	0.21		
	Total	16.63	80.00			
Disadvantages of traditional Methods	Between Groups	1.37	3.00	0.46	1.69	0.18
	Within Groups	20.86	77.00	0.27		
	Total	22.23	80.00			
The Advantages of modern teaching methods	Between Groups	0.41	3.00	0.14	0.53	0.66
	Within Groups	19.52	77.00	0.25		
	Total	19.93	80.00			
Disadvantages of Modern Methods of teaching	Between Groups	0.58	3.00	0.19	0.81	0.49
	Within Groups	18.30	77.00	0.24		
	Total	18.88	80.00			
The advantages of using Technology in Classrooms	Between Groups	0.16	3.00	0.05	0.33	0.80
	Within Groups	12.29	77.00	0.16		
	Total	12.44	80.00			
Challenges of using technology in Class	Between Groups	0.49	3.00	0.16	0.89	0.45
	Within Groups	14.11	77.00	0.18		
	Total	14.59	80.00			
The impact of Effective teaching in Class: Teachers' qualification and teaching	Between Groups	0.70	3.00	0.23	0.92	0.44
	Within Groups	19.45	77.00	0.25		
	Total	20.15	80.00			
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Between Groups	0.02	3.00	0.01	0.08	0.97
	Within Groups	7.82	77.00	0.10		
	Total	7.84	80.00			

Based on the single variance test, it turned out that the value of the significance level is greater than 0.05, on the total domain and all domains, and therefore it is not a statistical function, so we accept the null hypothesis that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the average of responses of sample members about The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Educational Background.

As a result we can say that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the average of responses of sample members about The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Educational Background.

And this is explained due to the reason that the difference of teachers' educational background doesn't affect the using of both methods at schools. Although teachers have different educational backgrounds they still use and apply both methods in teaching no matter how different their educational background is.

The fifth Hypothesis:

There is no significant differences at significance level  $\alpha \leq 0.05$  at The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Teaching Experience.

Table(23):- comparing the various Teaching Experience category means:

Teaching Experience		N	Mean	Std. Deviation
The Impact of Deductive Method of Teaching in Class	3-5 years	23.00	2.82	0.48
	6-9 years	12.00	2.93	0.65
	10-15 years	24.00	2.98	0.48
	16+ years	22.00	2.90	0.53
	Total	81.00	2.90	0.52
The Impact of Inductive method of teaching in Class	3-5 years	23.00	3.10	0.43
	6-9 years	12.00	3.43	0.49
	10-15 years	24.00	3.33	0.42
	16+ years	22.00	3.17	0.30
	Total	81.00	3.24	0.41
Advantages of Traditional Teaching Methods	3-5 years	23.00	3.11	0.38
	6-9 years	12.00	3.27	0.37
	10-15 years	24.00	3.22	0.55
	16+ years	22.00	3.19	0.47
	Total	81.00	3.19	0.46
Disadvantages of traditional Methods	3-5 years	23.00	2.91	0.63
	6-9 years	12.00	3.14	0.34
	10-15 years	24.00	3.04	0.51
	16+ years	22.00	2.96	0.52
	Total	81.00	3.00	0.53
The Advantages of modern teaching methods	3-5 years	23.00	3.38	0.40
	6-9 years	12.00	3.52	0.30
	10-15 years	24.00	3.50	0.50
	16+ years	22.00	3.21	0.63
	Total	81.00	3.39	0.50
Disadvantages of Modern Methods of teaching	3-5 years	23.00	3.05	0.46
	6-9 years	12.00	2.92	0.59
	10-15 years	24.00	3.11	0.44
	16+ years	22.00	3.07	0.52
	Total	81.00	3.06	0.49
	3-5 years	23.00	3.22	0.31
	6-9 years	12.00	3.33	0.25

The advantages of using Technology in Classrooms	10-15 years	24.00	3.34	0.26
	16+ years	22.00	3.21	0.61
	Total	81.00	3.27	0.39
Challenges of using technology in Class	3-5 years	23.00	3.33	0.33
	6-9 years	12.00	3.22	0.37
	10-15 years	24.00	3.30	0.54
	16+ years	22.00	3.26	0.43
	Total	81.00	3.28	0.43
The impact of Effective teaching in Class: Teachers' qualification and teaching	3-5 years	23.00	3.45	0.54
	6-9 years	12.00	3.39	0.39
	10-15 years	24.00	3.57	0.63
	16+ years	22.00	3.53	0.35
	Total	81.00	3.50	0.50
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	3-5 years	23.00	3.17	0.28
	6-9 years	12.00	3.27	0.23
	10-15 years	24.00	3.29	0.35
	16+ years	22.00	3.18	0.35
	Total	81.00	3.22	0.31

Table(24):- one way anova -test for comparing the various Teaching Experience category means:

		Sum of Squares	df	Mean Square	F	Sig.
The Impact of Deductive Method of Teaching in Class	Between Groups	0.32	3.00	0.11	0.39	0.76
	Within Groups	21.07	77.00	0.27		
	Total	21.39	80.00			
The Impact of Inductive method of teaching in Class	Between Groups	1.14	3.00	0.38	2.34	0.08
	Within Groups	12.51	77.00	0.16		
	Total	13.66	80.00			
Advantages of Traditional Teaching Methods	Between Groups	0.23	3.00	0.08	0.36	0.78
	Within Groups	16.40	77.00	0.21		
	Total	16.63	80.00			
Disadvantages of traditional Methods	Between Groups	0.49	3.00	0.16	0.58	0.63
	Within Groups	21.74	77.00	0.28		
	Total	22.23	80.00			
The Advantages of modern teaching methods	Between Groups	1.21	3.00	0.40	1.66	0.18
	Within Groups	18.72	77.00	0.24		
	Total	19.93	80.00			

Disadvantages of Modern Methods of teaching	Between Groups	0.32	3.00	0.11	0.44	0.72
	Within Groups	18.56	77.00	0.24		
	Total	18.88	80.00			
The advantages of using Technology in Classrooms	Between Groups	0.32	3.00	0.11	0.67	0.57
	Within Groups	12.13	77.00	0.16		
	Total	12.44	80.00			
Challenges of using technology in Class	Between Groups	0.11	3.00	0.04	0.19	0.90
	Within Groups	14.49	77.00	0.19		
	Total	14.59	80.00			
The impact of Effective teaching in Class: Teachers' qualification and teaching	Between Groups	0.34	3.00	0.11	0.44	0.72
	Within Groups	19.80	77.00	0.26		
	Total	20.15	80.00			
The impact of using traditional and modern teaching methods on the teaching process from teachers point of view	Between Groups	0.23	3.00	0.08	0.78	0.51
	Within Groups	7.61	77.00	0.10		
	Total	7.84	80.00			

Based on the single variance test, it turned out that the value of the significance level is greater than 0.05, on the total domain and all domains, and therefore it is not a statistical function, so we accept the null hypothesis that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the aver of responses of sample members about The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Teaching Experience.

As a result we can say that there are no significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) in the aver of responses of sample members about The impact of using traditional and modern teaching methods on the teaching process from teachers point of view refers to Teaching Experience.

This is due to the reason that the difference in teachers' teaching experience doesn't affect the use of both methods by teachers. Teaching experience of teachers doesn't affect their uses of the methods. No matter how they differ in teaching experience they still use and apply both methods in their teaching, for students' benefit.

## Recommendations

### Provide schools with technological utilization

1. Teachers must be well trained and adapted with technology because technology will keep on growing with new methods, programs, concepts, inventions and discoveries.
2. Teachers should develop their own skills by exploring online educational courses.
3. Schools must be provided with high-tech tools to enable teachers use the modern teaching methods.
4. Teachers and students should be more familiar with technological advantages and its impact on the students' behavior and academical benefits.

5. Cooperation between the teacher, parents and school to ensure that technology is used efficiently by students.
6. It is necessary to keep teachers updated with the latest and new methods of teaching.
7. Equip students with the 21<sup>st</sup> century skills to enable them to assimilate, and to become creative and innovative.
8. The choice of a suitable teaching method depends on what fits the material, educational philosophy, classroom demographic and students needs.
9. Teachers should acknowledge the advantages and disadvantages of both methods, and choose the best out of each method to benefit the students' academical achievement.
10. It is highly recommended that teachers won't neglect using the traditional methods, but combining the suitable teaching and learning methods to facilitate active techniques that help teachers develop students' learning abilities. As some studies recommended (*Wright S., 2019*), saying that traditional and modern teaching methods are both effective and useful in today's education. As with most things, it's all about balance. It is needed to understand when a traditional method works best, and when it is right to use new and innovative approaches.

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