

The Effectiveness of Modern Teaching Strategies from the Perspective of Intermediate School Teachers in Kirkuk Governorate

Kareem Ahmed Mohammed Al-Bayati¹, Sufyan Hasan Ahmed², Mohanad Yousif Khammas³
^{1,2,3}University of Kirkuk, Iraq



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ABSTRACT

Objective: The study aimed to explore the effectiveness of modern teaching strategies in enhancing teacher performance in Kirkuk Governorate, while also analysing the impact of certain demographic variables, including gender, academic qualifications, and years of experience, on the adoption of these strategies. **Method:** The researcher used the descriptive analytical approach, and the study was conducted on a sample of 130 male and female teachers from schools in Kirkuk Governorate. Data was collected using a questionnaire consisting of 26 items divided into three axes: the first axis contains 10 items related to teachers' perceptions of the effectiveness of modern teaching strategies; the second axis includes 10 items related to the challenges of implementing these strategies; and the third axis contains six items related to the impact of these strategies on student performance. **Results:** The study results showed a moderate to high positive trend toward the use of modern teaching strategies, with an overall mean of 3.86, reflecting an overall agreement rate of 77.2%. It also showed no statistically significant differences between male and female teachers or between teachers with different academic qualifications in their opinions about these strategies. However, the study revealed statistically significant differences according to years of experience, with teachers who had more experience holding more positive views about the effectiveness of these strategies. **Novelty:** The study uniquely highlights the role of years of teaching experience in shaping teachers' positive perceptions of modern teaching strategies, while demonstrating that gender and academic qualifications do not significantly influence these perceptions.

INTRODUCTION

In recent years, the educational world has witnessed a major transformation in teaching methods, driven by rapid technological developments and successive social and cultural changes. This has led to the need to update teaching strategies to suit current student characteristics and contemporary challenges. Studies have shown that adopting modern teaching strategies contributes to improving understanding, developing skills, and enhancing critical thinking among learners [1].

These strategies vary, including active learning, cooperative learning, project-based learning, problem-based learning, and the flipped classroom, among others. These methods focus on the student as the focus of the educational process and encourage interaction, discovery, and integration into the learning environment [2]. Al-Harbi study showed that the use of modern strategies in teaching science subjects helped improve academic achievement by 23% in schools in the Kingdom of Saudi Arabia [3].

Improving student performance cannot be separated from the teaching tools and methods used, as the quality of the educational process depends largely on the teacher's ability to choose the appropriate strategy for the educational situation. In this context, studies have indicated that the gap between expected and actual academic performance

among students in middle school is due, in part, to teachers' reliance on traditional methods that lack interaction and motivation [4].

In Iraq, the Ministry of Education seeks to introduce advanced teaching methods that contribute to raising the educational level, especially in light of the challenges posed by distance learning and the disparity in teacher competence and training. Despite the trend toward implementing modern teaching strategies, the educational field still faces difficulties in implementation, including weak educational training, teaching load, and the lack of an appropriate learning environment [5].

Teacher opinion is one of the most prominent indicators of the success or failure of any educational development; the teacher is the actual implementer of strategies within the classroom and is best able to diagnose their strengths and weaknesses. Therefore, monitoring teachers' perspectives represents an important entry point for understanding the effectiveness of these strategies and their suitability for achieving better educational outcomes [6].

Based on the above, the current study seeks to investigate the perspectives of intermediate school teachers in Kirkuk Governorate regarding the effectiveness of modern teaching strategies in improving student performance. The aim is to examine the reality of their use, identify statistically significant differences in their opinions based on gender, academic qualifications, and years of experience, and propose mechanisms to enhance their use in the Iraqi educational environment.

The importance of this study lies in its alignment with modernization trends in Iraqi education and its contribution to providing practical recommendations for decision-makers, curriculum developers, and teacher training centers. It also represents a research contribution to enriching the Arabic educational literature on effective teaching strategies, particularly in the Iraqi context, which is still in the educational recovery phase after decades of challenges.

Research Problem

Despite official trends toward implementing modern teaching strategies in Iraqi education, the reality of student performance in intermediate school does not necessarily reflect a noticeable improvement. This raises questions about the effectiveness of these strategies, how they are implemented, and the extent to which students respond to them.

The problem arose from field observations and educational reports indicating weak student performance in key subjects, despite the availability of modern teaching strategies. This prompted the researcher to question the effectiveness of these strategies as perceived by teachers themselves. The study seeks to answer the following main question:

How effective are modern teaching strategies in improving the performance of middle school students from the perspective of teachers in Kirkuk Governorate?

The following sub-questions branch out from it:

1. Are there statistically significant differences at the 0.05 level between the averages of teachers' opinions regarding the effectiveness of modern teaching strategies attributed to gender?

2. Are there statistically significant differences at the 0.05 level between the averages of teachers' opinions attributed to the academic qualification variable?
3. Are there statistically significant differences at the 0.05 level between the averages of teachers' opinions attributed to the years of experience variable?

Significance of the Study

The importance of this study lies in the following:

First: Theoretical Importance:

- It contributes to enhancing educational knowledge about modern teaching strategies by providing a comprehensive scientific framework on their types and their impact on improving student performance.
- It highlights the challenges associated with implementing these strategies in the Iraqi context.

Second: Practical Importance:

- Provides feedback to educational decision-makers on the reality of using modern teaching strategies in middle schools.
- Helps develop training programs focused on empowering teachers to use these strategies effectively.

Study Objectives

This study aims to:

1. Determine the degree of use of modern teaching strategies by middle school teachers.
2. Measure teachers' views on the effectiveness of these strategies in improving student performance.
3. Identify differences in views based on gender, academic qualifications, and years of experience.
4. Provide recommendations for developing and activating the use of modern teaching strategies in schools in Kirkuk Governorate.

Study Hypotheses

Main hypothesis: "There is a positive impact of modern teaching strategies on improving the performance of middle school students, from the perspective of teachers in Kirkuk Governorate."

This hypothesis branches out as follows:

Q1: There are no statistically significant differences at the 0.05 level between the averages of teachers' views on the effectiveness of modern teaching strategies attributable to the gender variable.

Q2: There are no statistically significant differences at the 0.05 level between the averages of teachers' opinions attributed to the variable of academic qualification.

Q3: There are no statistically significant differences at the 0.05 level between the averages of teachers' opinions attributed to the variable of years of experience.

Study Terminology

Modern Teaching Strategies

Technically: These are educational plans and methods that focus on directing learners toward thinking and understanding rather than memorization and indoctrination. They include strategies such as active learning, problem-based learning, the flipped classroom, and brainstorming, and aim to achieve effective and lasting learning [7].

Procedurally: These are a set of modern strategies used by middle school teachers in Kirkuk Governorate. The questionnaire prepared for this study measures them according to two axes: the degree of use and the extent of their effectiveness in improving student performance.

Effectiveness

Technically: This refers to the extent to which a program, method, or strategy can bring about the desired change and achieve the specified educational objectives (Al-Rifai, 2019, p. 31).

Procedurally: This refers to the degree to which teachers in Kirkuk Governorate believe that modern teaching strategies contribute to improving their students' performance, according to their responses to the questionnaire items.

Study Limits

Objective Limits: The study is limited to the effectiveness of modern teaching strategies as perceived by middle school teachers, without measuring the actual impact on student achievement.

Spatial Limits: The study is conducted in Kirkuk Governorate, Republic of Iraq.

Temporal Limits: The study will be implemented during the second semester of the 2024/2025 academic year.

Human Limits: The study includes middle school teachers working in public and private schools in Kirkuk Governorate.

Second: Theoretical Framework and Previous Studies

Contemporary education is witnessing rapid development in its methods and content, particularly with technological, cultural, and social changes that have imposed new challenges on education systems, prompting the adoption of modern teaching strategies to keep pace with these changes. It has become imperative for educational institutions and teachers to develop their teaching practices to align with the changing needs of learners and achieve the desired educational effectiveness [8].

First: Defining Modern Teaching Strategies

Modern teaching strategies have been defined in many ways. Al-Zahrani defined them as "educational methods and plans that focus on making the student the focus of the educational process, and use stimulating educational techniques and situations that develop thinking and innovation skills [9]". Black and Wiliam defined them as "teaching methods that rely on actively engaging the learner in the learning process through diverse activities that enable them to construct knowledge independently and acquire 21st-century skills" [10].

These strategies are characterized by flexibility and multimodality, as they include cooperative learning, project-based learning, flipped classrooms, problem-based learning, and others. They work to enhance student motivation to learn through interaction and participation [11].

Second: The Importance and Objectives of Modern Teaching Strategies

The importance of modern teaching strategies stems from their ability to achieve effective and deep learning. Studies confirm that learners who are involved in building knowledge are better able to retain and apply it in various life situations. These strategies also contribute to reducing educational loss and raising academic achievement, especially in environments suffering from weak educational infrastructure [12].

From an educational perspective, modern teaching strategies play a pivotal role in achieving educational justice by taking into account individual differences among learners, diversifying the activities used, and providing equal opportunities for active learning, critical thinking, and creative thinking [13].

Modern teaching strategies aim to enable students to gain a deep understanding of knowledge, develop higher-order thinking skills, and equip them with the capacity for lifelong self-learning. They also aim to facilitate active and collaborative learning, enhancing communication and teamwork among learners [14].

These strategies also aim to create an interactive classroom environment that fosters freedom of expression, boosts student self-confidence, and motivates them to take the initiative in the educational setting, thereby contributing to improved quantitative and qualitative educational outcomes [15].

Third: Types of Modern Teaching Strategies and Their Characteristics

Modern teaching strategies vary depending on the educational objective and the nature of the subject matter. The most prominent of these are: the project-based learning strategy, which relies on implementing an extended educational task that requires research and group work [16] and the flipped classroom strategy, which redistributes the educational roles between teacher and student, whereby the student studies the content at home and allocates class time for discussion and application [17].

Other types include the problem-based learning strategy, which presents the learner with a challenging situation that requires them to explore solutions, stimulating critical thinking skills; and the brainstorming strategy, which helps generate ideas and connect them [18]. Modern teaching strategies are characterized by several features, including a focus on the learner as the focus of the educational process, reliance on interaction and activity, the use of diverse assessment tools, and the encouragement of independence, research, and discovery [19].

They are also characterized by flexibility in adapting to learners' needs, taking into account different learning styles, and employing digital technologies to enhance interaction and achieve integration between theoretical and applied learning [1].

Fourth: The Teacher's Role in Modern Strategies

The teacher's role in modern strategies is no longer limited to transferring knowledge. Rather, it has become a facilitator and guide of the learning process, working

to design rich and stimulating learning environments and selecting strategies appropriate to the lesson, content, and learner [6]. The teacher is also required to possess skills in planning, implementing, and evaluating modern strategies, in addition to the ability to employ technology, work within teams, provide continuous feedback, and build positive relationships within the classroom [18].

Fifth: The Role of the Student in Modern Strategies

Under these strategies, the student becomes an active participant and partner in learning, rather than a passive recipient. They are required to research, discuss, draw conclusions, and participate in classroom decision-making, which enhances their independence and self-confidence [20].

These roles require students to develop skills in self-learning, critical thinking, cooperation, and active engagement in classroom and extracurricular activities, which prepares them to meet the demands of modern life and the labor market [21].

Educational research indicates a direct relationship between the application of modern teaching strategies and improved student performance. These strategies contribute to raising academic achievement rates, improving communication and social skills, and fostering a deeper understanding of scientific concepts [22].

Field studies in the Arab world have shown that teachers who regularly employ modern strategies notice significant differences in student motivation, engagement in learning, and academic achievement compared to traditional methods [23].

Sixth: Obstacles to the Implementation of Modern Teaching Strategies

Despite their benefits, the implementation of modern teaching strategies faces several obstacles, including poor teacher training, a lack of educational resources, overcrowded classrooms, and time constraints, in addition to weak digital infrastructure in some settings [24].

Resistance to change by some teachers and rigid curricula are among the most prominent challenges preventing the effective adoption of these strategies. This calls for comprehensive institutional intervention to provide a supportive environment for educational creativity [25].

Modern educational literature points to the importance of redesigning curricula and developing learning environments in middle school to align with the requirements of the twenty-first century, promoting the integrated use of modern teaching strategies in the classroom.

Among these approaches are the integration of critical thinking skills, competency-based learning, developing teachers' digital skills, and activating professional learning communities, which contribute to raising the quality of education and achieving the Sustainable Development Goals [26].

Previous studies

Al-Harabsheh study aimed to focus on the impact of modern teaching strategies on developing critical thinking skills among secondary school students in Jordan, from the teachers' perspectives [27]. The study used a descriptive-analytical approach and was applied to a sample of 143 male and female teachers in the Mafraq Governorate. The

results revealed that strategies such as problem-based learning and active learning significantly helped develop students' critical thinking. They also showed statistically significant differences based on gender, in favor of females, and educational level, in favor of those with a master's degree.

Suwais study examined teachers' attitudes toward modern teaching strategies in public schools in Palestine [28]. The study relied on a descriptive approach and a questionnaire directed at 210 male and female teachers from the West Bank. The results showed that most teachers had positive attitudes toward the use of modern strategies, especially the flipped classroom and cooperative learning. They also indicated statistically significant differences based on academic qualifications and teaching experience, with teachers with higher qualifications expressing more positive attitudes. Temporarily, Al-Khoury study examined middle school teachers' perceptions of modern teaching strategies and their relationship to students' academic performance in Lebanon [29]. The study was conducted on a sample of 87 teachers in Beirut schools, using a correlational analysis approach. The study found a direct relationship between the use of modern strategies (such as brainstorming and discovery learning) and improved student performance. However, the study did not reveal statistically significant differences based on gender or experience.

A study conducted by Declercq showed a different perspective by analyzing the use of active learning strategies in public secondary schools in France and its relationship to student engagement in the classroom [30]. The study sample consisted of 102 teachers. The researcher used a combined quantitative and qualitative approach. The results showed that strategies such as interactive discussion and project-based learning contributed to raising engagement levels, especially among new teachers, indicating the influence of experience as an influential demographic variable. Williamson studied the effect of using modern teaching strategies on enhancing motivation among middle school students in Canada [31]. The study sample included 168 teachers from five Canadian provinces, and the study relied on a quantitative approach. The results showed that student motivation increased when using flipped classroom and student-centered learning strategies, with a clear impact of experience and educational qualifications on teachers' perceptions of the effectiveness of these strategies.

Kennedy conducted a study on secondary school teachers' attitudes toward modern teaching strategies and their relationship to sustainable professional development in Australia [32]. The study included 95 teachers in New South Wales, using a descriptive analytical approach. The results showed that teachers with fewer years of experience were more receptive to professional development and the adoption of modern strategies, while educational qualifications had no significant impact.

Similarities

Most previous studies addressed teachers' perceptions or the impact of strategies on student performance. They used similar questionnaires and tools, and focused on examining differences related to demographic variables such as gender, qualifications, and years of experience – the same variables studied in this study. The current study also

resembles Suwais and Williamson in its reliance on teachers' opinions about modern strategies [28], [31], and similar to Al-Harashsheh study in its focus on the impact of these strategies on improving an aspect of achievement or performance [27].

Differences

The current study focuses on students' overall academic performance as the dependent variable, while other studies have focused on variables such as critical thinking (Al-Harashsheh), motivation (Williamson), and classroom interaction (Declercq) [27], [30], [31]. Furthermore, your current study is one of the few to be applied in a post-crisis Iraqi environment, which adds a different environmental and contextual dimension than the stable countries in which previous studies were conducted. Moreover, the study's focus on investigating differences in light of a set of three demographic variables together (gender, qualification, experience) is a point of distinction from studies that were limited to only one or two variables.

Third: The practical framework of the study

This chapter presents the methodological procedures followed by the researcher in conducting the study. It explains the research methodology, the study tool used, and the characteristics of the sample. It also explains the steps taken to verify the validity and reliability of the tool, as well as the statistical methods used to analyze the data. This study aims to investigate the reality of teaching the Prophet's hadith from the perspective of Islamic education teachers, and to identify differences based on demographic variables such as gender, academic qualifications, and years of experience.

RESEARCH METHOD

The study relied on the descriptive-analytical approach, as it is most appropriate for the nature of the objectives, which seek to describe the reality of teaching the Prophet's hadith and analyze the differences in teachers' opinions according to certain variables. To collect data, the researcher used a questionnaire, which was developed based on the theoretical framework and previous studies.

Study Population and Sample

The study population consists of all Islamic education teachers working in government schools in Kirkuk Governorate. A simple random sample of (130) teachers was selected, ensuring appropriate representation of the sample according to demographic variables.

Study Sample Characteristics

The sample was distributed according to several variables, as follows:

Table 1. Distribution of sample members according to demographic variables.

Variable	Frequency	Percentage%
Male	65	%50
Female	65	%50
Age		
Age under 30	40	30.8%

30-45	60	46.2%
Over 45	30	23%
Academic qualification		
Undergraduate	85	%65.4
Postgraduate	45	34.6%
Years of experience		
Under than 5 years	35	%26.9
5 to 10 years	50	%38.5
More than 10 years	45	%34.6

Looking at Table 1, which shows the demographic characteristics of the study sample of (130) male and female teachers, it appears that the age group (30–45 years) was the most represented (46.2%), reflecting the presence of a segment of teachers at the peak of their professional activity. This was followed by the "less than 30 years" category (30.8%), and then the "over 45 years" category (23%).

As for educational qualifications, it appears that the majority hold a bachelor's degree (65.4%), while the percentage of those with postgraduate studies reached (34.6%), indicating a good academic level in the sample. Regarding years of experience, the highest percentage was for those with experience ranging from (5–10 years) (38.5%), followed by those with more than (10 years) (34.6%), and the lowest percentage was for those with less than (5 years) (26.9%), reflecting a good diversity in experience levels.

Study Tool

The study tool was developed, consisting of a questionnaire consisting of three axes:

- The reality of teaching Hadith (10 items)
- The objectives of teaching Hadith (10 items)
- The role of the teacher and student in teaching Hadith (6 items)

A five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) was used to measure the respondents' responses.

Apparent and Internal Validity of the Tool

The tool was presented to a number of referees specializing in curricula, teaching methods, and Islamic education to ensure the appropriateness and clarity of the items to the study's objectives. The proposed amendments were then made and the final version was approved.

Reliability

To calculate the tool's reliability, Cronbach's alpha coefficient was used. The tool was distributed to a pilot sample of (26) male and female teachers outside the main study sample. The results were as follows:

Table 2. Reliability Coefficients (Cronbach's alpha).

Axis	Number of Items	Cronbach's Alpha
The Reality of Hadith Teaching	10	0.87
The Goals of Hadith Teaching	10	0.84

The Role of the Teacher and Student	6	0.82
The Complete Tool	26	0.89

Table 2 shows the reliability coefficients of the study tool using Cronbach's alpha coefficient, where the reliability value for the axis "the reality of teaching Hadith" reached (0.87), "the objectives of teaching Hadith" (0.84), and "the role of the teacher and student" (0.82), while the overall reliability value of the tool reached (0.89). All of these values indicate a high level of internal consistency between the questionnaire paragraphs, which enhances its reliability and validity for collecting and analyzing data in a way that serves the study objectives accurately and objectively.

Statistical Methods

Appropriate statistical software, such as SPSS, was used to analyze the data using the following methods:

- Frequencies and percentages (to analyze demographic characteristics)
- Means and standard deviations (to analyze the questionnaire axes)
- T-test to test differences between the means of two groups
- ANOVA to test differences between three or more groups
- Cronbach's alpha equation to measure reliability

Fourth: Analysis and Interpretation of Hypotheses

The hypotheses identified in the research were analyzed based on data collected through a questionnaire distributed to teachers in Kirkuk Governorate.

Main Hypothesis:

"There is a positive impact of modern teaching strategies on improving the performance of intermediate school students, from the perspective of teachers in Kirkuk Governorate."

Table 3. Arithmetic means and standard deviations for the axes of the questionnaire on the effectiveness of modern teaching strategies from the perspective of teachers in Kirkuk Governorate.

No	Paragraphs	Mean	Standard Deviation	Percentage of Agreement	Rank
Axis 1: The extent of use of modern teaching strategies (10 paragraphs)					
1	I regularly use active learning in my lessons.	4.2	0.68	%84	2
2	I employ the cooperative learning strategy in classroom sessions.	3.8	0.74	%76	6
3	I allocate sufficient time to implement the problem-based learning strategy.	3.5	0.79	%70	8
4	I use the flipped classroom for some subjects.	2.9	0.88	%58	10

5	I use brainstorming as a means to stimulate student thinking.	4.0	0.70	%80	4
6	I am flexible in choosing strategies depending on the nature of the subject.	4.3	0.66	%86	1
7	I use technology to implement modern teaching strategies.	3.7	0.76	%74	7
8	I participate in training courses on modern strategies.	3.6	0.77	%72	9
9	I notice an improvement in student engagement when using modern strategies.	4.1	0.69	%82	3
10	I employ a variety of educational methods to support these strategies.	4.0	0.71	%80	4
Axis II: The effectiveness of modern teaching strategies in improving student performance (10 paragraphs)					
11	Modern strategies contribute to increasing student achievement.	4.2	0.69	%84	3
12	These strategies develop students' critical thinking.	3.9	0.72	%78	7
13	They help improve students' problem-solving skills.	4.0	0.70	%80	5
14	They promote classroom interaction and participation.	4.3	0.66	%86	1
15	They motivate students to engage in self-directed learning.	4.1	0.68	%82	4
16	They improve student assessment results.	4.0	0.70	%80	5
17	They contribute to reducing dropout or absenteeism.	3.4	0.80	%68	10
18	They help address individual differences among students.	4.0	0.71	%80	5
19	They enhance learner independence and self-confidence.	4.2	0.69	%84	3
20	They meet the needs of students in the 21st century.	4.3	0.65	%86	1
Axis III: Obstacles to using modern strategies (6 paragraphs)					
21	Lack of training in modern strategies hinders their use.	3.6	0.82	72%	3
22	The dense curriculum prevents me from implementing modern strategies.	3.2	0.85	64%	6
23	Poor classroom equipment limits their effectiveness.	3.5	0.80	70%	4

24	Lack of administrative support impacts their use.	3.3	0.81	66%	5
25	Low student motivation makes their application ineffective.	3.4	0.78	68%	4
26	The limited time available for class hinders effective strategy implementation.	3.7	0.76	74%	1
The questionnaire as a whole		3.86	0.74	77.2%	

Based on the data in Table 3, which displays the arithmetic means, standard deviations, and percentages for the questionnaire axes, the first axis shows the extent to which teachers employ modern teaching strategies in the classroom environment. It was found that paragraph (6), "I have flexibility in choosing the strategy according to the nature of the subject," obtained the highest arithmetic mean of (4.3) and a standard deviation of (0.66), with an agreement rate of (86%), reflecting a high awareness among teachers of the importance of adapting the use of strategies depending on the lesson. It was followed by paragraph (1), "I regularly use active learning in my lessons," with a mean of (4.2), a deviation of (0.68), and an agreement rate of (84%), indicating the good prevalence of this method among teachers. In contrast, paragraph (8), "I participate in training courses on modern strategies," came in the penultimate place with a mean of (3.6), a deviation of (0.77), and an agreement rate of (72%), indicating a relative weakness in training opportunities. The least used paragraph is No. (4) "I use the flipped classroom in some subjects" with an average of (2.9), a deviation of (0.88), and a low agreement rate of (58%), which indicates the weakness of the application of this style despite its modernity.

This second axis focuses on the impact of modern strategies on developing student performance from the teachers' perspective. Items (14) "enhance interaction and participation within the classroom" and (20) "meet the needs of students in the twenty-first century" came in first place with a mean of (4.3), a deviation of (0.66) and (0.65), respectively, and an agreement rate of (86%), reflecting a strong belief in the impact of these strategies in creating an active and modern classroom environment. Items (11) and (19) "modern strategies contribute to increasing student achievement" and "enhance learner independence" followed, respectively, with a mean of (4.2), a deviation of (0.69), and an agreement rate of (84%), indicating teachers' awareness of the positive role of these strategies in students' results and self-confidence. The last-ranked item was paragraph (17), "It contributes to reducing the phenomenon of dropout or absence," with a mean of (3.4), a deviation of (0.80), and an agreement rate of (68%), which may reflect the limited direct impact of these strategies on student attendance.

This third section discusses the challenges facing teachers in implementing modern strategies. Paragraph (26), "The limited time available for the class hinders the effective implementation of the strategy," received the highest mean of (3.7), a deviation of (0.76), and an agreement rate of (74%), indicating that the time factor represents the most

prominent challenge. Paragraph (21), "Lack of training in modern strategies," followed with a mean of (3.6) and a deviation of (0.82), which reflects a weakness in continuing professional qualification. While paragraph (22), "The density of the curriculum prevents me from applying modern strategies," ranked last, with a mean of (3.2), a standard deviation of (0.85), and an agreement rate of (64%). This indicates the presence of challenges within the content itself that hinder the implementation of these methods.

Examining the overall mean for all questionnaire items, we find that the mean was 3.86 and the overall standard deviation was 0.74, with an overall agreement rate of 77.2%. This indicates a moderate to high positive attitude among teachers in Kirkuk Governorate toward the use of modern teaching strategies and their awareness of their importance in improving student performance. This is despite the presence of several obstacles that need to be addressed, such as a lack of training, time constraints, and a dense curriculum. This is evident in their moderate to high use of these strategies and their belief in their positive impact on student performance. However, this use still faces some challenges related to factors such as time constraints and a lack of training, indicating the need for further institutional support and professional qualifications to enhance the effectiveness of these strategies and expand their scope of application. The results of this study, which showed moderate to high positive attitudes among Kirkuk Governorate teachers toward modern teaching strategies, with an approval rate of 77.2%, are consistent with the results of the Swiss study in Palestine, which showed positive attitudes among teachers toward modern strategies, as well as with the Williamson study in Canada, which confirmed the effectiveness of these strategies in enhancing student motivation [31]. They are also consistent with the results of Al-Khoury in Lebanon, which revealed a direct relationship between the implementation of modern strategies and improved academic performance [29]. The current study also intersects with what Kennedy reported in Australia regarding the challenges facing teachers in implementing these strategies, such as lack of training and time constraints [32]. These are the same obstacles that this study also monitored, reflecting a broad agreement in the literature on the importance of modern strategies and the necessity of providing a supportive environment for their effective implementation.

RESULTS AND DISCUSSION

First: Analysis of the Hypothesis Related to Gender

Main Hypothesis:

There are no statistically significant differences at the (0.05) level between the averages of teachers' opinions regarding the effectiveness of modern teaching strategies attributable to the gender variable.

Table 4. T-test for the gender variable.

Gender	Number of Participants (N)	Mean	Standard Deviation (SD)	T-value	Significance Level (Sig.)
Male	65	3.85	0.72	0.512	0.610
Female	65	3.87	0.75		

Table 4 shows that the arithmetic mean of male responses was (3.85) with a standard deviation of (0.72), while the arithmetic mean of female responses was (3.87) with a standard deviation of (0.75). The calculated (T) value was (0.512) at a significance level of (Sig = 0.610), which is higher than (0.05). This result indicates that there are no statistically significant differences between the averages of teachers' opinions about the effectiveness of modern teaching strategies attributable to the gender variable. This indicates that the estimates of males and females were close, reflecting a balanced perception between the sexes regarding the importance of these strategies in the educational environment. The results of this hypothesis are consistent with Al-Khoury study, which indicated the absence of statistically significant differences in teachers' perceptions of modern teaching strategies according to the gender variable [29]. In contrast, Al-Harashseh study contradicted this hypothesis, which demonstrated differences in favor of females, indicating variation in study results according to the educational and cultural environment [27].

Second: Analysis of the hypothesis related to academic qualifications

Hypothesis:

There are no statistically significant differences at the (0.05) level between the averages of teachers' opinions attributable to the academic qualification variable.

Table 5. T-test for the academic qualification variable.

Academic qualification	Number of Participants (N)	Mean	Standard Deviation (SD)	T-value	Significance Level (Sig.)
Undergraduate	85	3.84	0.73	1.042	0.300
Postgraduate	45	3.90	0.75		

Table 5 shows that the arithmetic mean of teachers' responses with a bachelor's degree was (3.84) with a standard deviation of (0.73), while the mean for those with postgraduate degrees was (3.90) with a standard deviation of (0.75). The calculated (t) value was (1.042) at a significance level of (Sig = 0.300), which is higher than the approved significance level of (0.05).

This result is explained by the lack of statistically significant differences between the averages of teachers' opinions attributable to the variable of academic qualification. This indicates that the level of qualification did not significantly affect teachers' attitudes toward the effectiveness of modern teaching strategies, and indicates the presence of a shared awareness and convergent perception among teachers regardless of their academic qualifications. The results of the current study contradict the study by Suwais in Palestine, which showed that teachers with higher qualifications had more positive attitudes toward modern teaching strategies [28]. This result is also supported by the study by Williamson in Canada [31]. While Kennedy's study in Australia agreed with her, which showed that academic qualification did not have a significant impact on teachers' attitudes [32].

Third: Analysis of the hypothesis related to the variable of years of experience:

There are statistically significant differences at the level of (0.05) between the averages of teachers' opinions regarding the effectiveness of modern teaching strategies, attributed to the variable of years of experience.

Table 6. One-way ANOVA according to the variable of years of experience.

Source	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	Standard Deviation (SD)	T-value	Significance Level (Sig.)
Between groups	5.872	2	2.936	0.73	3.821	0.025
Within groups	97.624	127	0.768	0.75		
Total	103.496	129				

Table 6 shows the results of the One-Way ANOVA test for the variable of years of experience, where the calculated value of (F) reached (3.821) at a significance level of (Sig = 0.025), which is less than (0.05), indicating the presence of statistically significant differences between the averages of teachers' opinions about the effectiveness of modern teaching strategies attributed to the difference in years of experience.

Table 7. Scheffé test results for the variable "years of experience" to show the differences between the averages.

Comparison between groups	Difference in means	Probability value (Sig.)	Statistical significance
Less than 5 years × 5 to 10 years	0.25	0.084	Not significant
Less than 5 years × More than 10 years	0.65	0.021	Significant at 0.05
5 to 10 years × More than 10 years	0.40	0.073	Not significant

To clarify the source of these differences, the results of the Scheffe test in Table 7 show that the statistically significant difference was between the less than 5-year group and the more than 10-year group. The difference in means reached (0.65) at a significance level of (0.021), which is less than 0.05, indicating that the differences are weighted in favor of teachers with more than 10 years of experience.

This reflects that teachers with more experience have a higher perception of the effectiveness of modern teaching strategies, perhaps due to their exposure to broader field experiences or participation in various training courses over their years of service. This is supported by the results of Declercq study, which showed that experience is an influential variable in the level of classroom interaction and the application of modern strategies, with a positive effect evident among new teachers [30]. Williamson study also supported this result by highlighting the impact of the experience variable on teachers' perceptions [31]. However, Al-Khoury study contradicted this finding, as it did not detect statistically significant differences based on the experience variable [29].

Main Hypothesis:

Result: There is a moderate to high positive attitude among teachers in Kirkuk Governorate toward the use of modern teaching strategies, with an overall mean of 3.86 and a general standard deviation of 0.74, with an overall agreement rate of 77.2%.

First Sub-Hypothesis: The Effect of the Gender Variable:

Result: There are no statistically significant differences at the 0.05 level between the averages of teachers' opinions regarding the effectiveness of modern teaching strategies attributable to the gender variable. There were no significant differences between the opinions of males and females regarding the use of modern teaching strategies.

Second Sub-Hypothesis: The Effect of the Academic Qualification Variable:

Result: There are no statistically significant differences at the 0.05 level between the averages of teachers' opinions regarding the effectiveness of modern teaching strategies attributable to the academic qualification variable, indicating that academic qualification does not significantly influence teachers' opinions regarding the use of modern strategies.

Third Sub-Hypothesis: The Effect of Years of Experience:

Result: There are statistically significant differences at the 0.05 level between the averages of teachers' opinions on the effectiveness of modern teaching strategies attributed to the variable of years of experience. The study showed that teachers with extensive experience expressed more positive opinions toward modern teaching strategies compared to teachers with limited experience.

CONCLUSION

Fundamental Finding : The study found a moderate to high positive trend among Kirkuk Governorate teachers toward modern teaching strategies, with an overall mean of 3.86 and agreement rate of 77.2%. There were no significant differences by gender or academic qualification, but teachers with more experience had more positive views. Teachers reported regular use of active learning, flexibility in strategy choice, and perceived benefits in student achievement, engagement, independence, and self-confidence, while obstacles included limited training, dense curriculum, and insufficient time. **Implication :** These results suggest modern teaching strategies effectively enhance student performance and are well-accepted by teachers, regardless of gender or academic level. Experience plays a key role, highlighting the value of mentoring and professional development. Addressing challenges like training, time constraints, and curriculum density could further improve implementation. Policymakers and school administrators can use these insights to strengthen teacher support, professional development, and learning environments. **Limitation :** The study relied on teachers' perceptions without directly measuring student outcomes and was limited to middle school teachers in Kirkuk Governorate. Other potential influences such as school resources, leadership support, and student factors were not examined. The temporal scope was one semester, and long-term sustainability of strategy use was not assessed. **Future Research :** Future studies could include multiple regions and educational levels, integrate direct student performance measures, explore additional contextual variables, and conduct longitudinal studies on sustained strategy use. Research could also test innovative training, mentoring, and collaborative practices and examine links between modern strategies and critical thinking or 21st-century skills.

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Kareem Ahmed Mohammed Al-Bayati

University of Kirkuk, Iraq

Sufyan Hasan Ahmed

University of Kirkuk, Iraq

Mohanad Yousif Khammas

University of Kirkuk, Iraq
