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Teaching Practices of University Professors in Saudi Arabia: The Impact on Students' Learning

Raam Eissa

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Teaching Practices of University Professors in Saudi Arabia: The Impact on Students' Learning

A DISSERTATION SUBMITTED TO THE FACULTY OF THE COLLEGE OF
EDUCATION, LEADERSHIP AND COUNSELING OF THE
UNIVERSITY OF ST. THOMAS
ST. PAUL, MINNESOTA

By

Raam Eissa

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FOR THE DEGREE OF
DOCTOR OF EDUCATION

2020

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UNIVERSITY OF ST. THOMAS, ST. PAUL, MINNESOTA

Teaching Practices of University Professors in Saudi Arabia: The Impact on Students' Learning

We certify that we have read this dissertation and approved it as adequate in scope and quality. We have found that it is complete and satisfactory in all respects, and that any and all revisions required by the final examining committee have been made.

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Acknowledgements

In the Name of Allah, the Most Gracious, the Most Merciful

All praise is due to Allah alone; I praise him, seek his aid and seek his forgiveness. I testify that there is no God but Allah, and that Mohammed (peace be upon him) is his slave and messenger.

I thank Allah Almighty for giving me the inspiration, patience, time, and strength to complete this work. With Allah's will and mercy I have been able to achieve all of this.

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Dedication

I would like to dedicate this thesis to the most important individuals throughout my life: my family. First and foremost, my late father, Ibrahim Mohammed Al Eissa, who put me on the right path of education. He was my role model, as an economic president in developing the city of Riyadh. He played an active role in Saudi Arabia. Secondly, I would like to dedicate this success to my mother, Houssa Alothman, who supports me unconditionally. With her prayers, I am who I am today, also, without her support and understanding, I would not have been able to achieve this success. Thank you, Dad and Mom, I hope that one day my children will be as proud of me as I am proud of you.

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Abstract

This qualitative study investigates the teaching practices of university professors in Saudi Arabia and their impact on the students' learning. To this end, the exercise seeks to observe and analyze the perceptions of the teaching methods used by Saudi university professors in relation to engaging students and developing critical thinking skills. A review of earlier studies on the nature of Saudi education revealed that educators use didactic teaching methods that promote rote learning and last-minute studying of notes. There is little meaningful teacher-student interaction to promote quality outcomes, including the ability to think critically and solve problems. These teaching methods are inadequate in the present day to prepare graduates for a globalized economy. In this respect, this study analyzed the teaching practices in Saudi Arabia based on the Banking Model and provide recommendations on how to improve them based on the Constructivist Learning Theory. The data collection methods were used in the study entail conducting interviews with both faculty professors and students as well as observing the classrooms in King Saud bin Abdul-Aziz University for Health Sciences. The data collected analyzed based on the Grounded Theory Approach. Thus, the findings and recommendations resulting from this research was improve the quality of learning outcomes, enabling Saudi graduates to compete at an international level and help the country achieve the Saudization Vision 2030 agenda.

Keywords: didactic, professors, students, Banking Model, Constructivist Learning Theory, Saudi Arabia, critical thinking.

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CHAPTER ONE: INTRODUCTION

Background of the Study

One of my accounting professors at King Saud bin Abdulaziz (KS) University said at the beginning of our class “Do not expect that anyone will get A from this class, as if you get an A it means you are a genius and do not need me to teach you. Also, do not assume to get a B+, as this means you have the same knowledge that I have! In my class, no one gets a higher grade than C.” This approach was also evident in the other classes I attended in Kingdom of Saudi Arabia (KSA), such as in the physics class, mathematics class, and even religious studies. I considered the approach to be very harsh, rude, and disappointing. Why did educators approach teaching from this angle? How did it affect the students? What kind of teaching practice is this? Those were many of the questions I had on my mind later inspiring me to pursue my current research project.

Following my experience in this and many other Saudi classrooms from different majors, it became evident that there is a need to study the nature of student-teacher relationships in Saudi universities. It is also necessary to investigate how educators can use their roles to motivate students and improve the quality of education. Based on the preliminary analysis of data collected from educators and students, it is evident that the current Saudi education system has made students passive recipients of knowledge. Notably, the method of education is mainly didactic, thus limiting the involvement of students. It promotes the “cramming” of notes for exam purposes. In this respect, the curriculum used in the schools limits the capacity of students to develop their ability to think critically (Glowacki-Dudka & Tref, 2011). The current methods

employed make it vital to study how educators could promote active learning and improve learning outcomes for students in Saudi Arabia. Researchers and stakeholders in the education sector continue to devise mechanisms for improving the quality of education in Saudi Arabia (Ulug, Ozdena, & Eryilmaz, 2011; Fisher & Rickard, 1998). Probably the greatest test concerns showing practice in the college homeroom, especially those instructing techniques that shape the nature of connections among educators and understudies. In particular, it requires altering the course of the educating / taking in process from a convention of single direction correspondence, with the educator at the middle, to two-way correspondence, which permits students to assume a functioning job in the instructing/learning process. Effective encouraging systems permit all understudies to take part in certain exercises that constrain them to think basically and to remark on the data introduced. Chickering and Gamson (1993) attest that fruitful learning doesn't simply occur; understudies don't sit in the homeroom, tune in to the instructor, retain assignments, and spew answers. More established understudies specifically need to discuss, expound on, and cause associations about what they to realize according to what they definitely know, to apply it to their lives and make what they realize a section of their experience. Therefore, as to give such chances to understudies to control new data, educators need to execute an assortment of systems to effectively connect with the understudies in the learning procedure.

Several studies have been conducted in Saudi schools to analyze the effects of the attitudes of teachers on students' perceptions and approach to learning. Choy and Cheah (2009) explained in their course of interacting with students, that educators ought to "consider how their students perceive them in the classroom as this can conflict with personal philosophies and attitudes towards teaching" (p. 199). The authors further stressed that teachers must consider their interactions with students because it influences the students' perceptions towards a course.

For example, some may perceive the course as difficult or easy. However, based on my experience in various classes in Saudi Arabia, it appears some educators are opposed to the view that a teacher's perceptions towards a given subject affects the student's attitude towards the course. Thus, there is a need for a study on the perceptions of teaching methods used by Saudi professors and how they could be structured to promote effective leadership in the classroom and quality education outcomes. In this respect, the study allowed educators to understand the dynamics of a learning environment that promotes collaborative learning and the development of critical thinking and problem-solving skills.

Statement of the Issue

The purpose of this study is to observe and analyzed the perceptions of the teaching methods used by Saudi university professors in relation to engaging students and developing critical thinking skills. Current methods used by educators tend to discourage the engagement of students, and furthermore, these didactic teaching methods promote the memorization of texts rather than thinking critically. This ultimately means Saudi students cannot compete with their peers internationally. Therefore, there is a need to reevaluate the teaching methods of Saudi professors to ensure they improve engagement in class and support the development of critical thinking skills in students. To this end, this study was entailed conducting interviews with both faculty professors and students as well as observed the classrooms in King Saud bin Abdulaziz University for Health Sciences. The participants were included both male and female students and professors within the college. I choose this university specifically because it has several agreements for academic collaboration with reputable North American, European, and Australian universities and institutions. It is considered one of the strongest universities in Saudi Arabia.

The classrooms observed were were a mix of entry level and advanced classes to get a view of

teaching approaches in both. Further, it was cover about three departments to ensure the data collected can be generalized. The purpose of this study was being to identify perceptions about teaching practices in Saudi Arabia and how those practices affect education outcomes. The findings of this study were added to the literature on teaching methods in Saudi Arabia and provided a framework to structure a new, contemporary teaching method that hopefully improve the quality of education in Saudi Arabia.

Significance of the Issue

Reforms aimed at enhancing the quality of education in Saudi Arabia are key to the achievement of Saudi Arabia's Vision 2030 developmental goals. The country is currently reorganizing its economic policies to reduce reliance on the oil industry that has driven growth since its discovery. The current education system developed out of the need for the government to fulfill its welfare state responsibilities to provide free education and enable locals to take up jobs in the petroleum sector. However, the goal of diversification and the adoption of a skill-based economy requires a labor force that has the capacity to think critically and provide innovative solutions to Saudi problems. Moreover, the Saudization goal can only be achieved if Saudi citizens are well positioned to compete with other international job seekers (Hamdan, 2005). The current education system is structured in a manner that promotes rote learning and didactic teaching methods. These methods are inadequate in the present day to prepare graduates for a globalized economy. Compared to peers in the developed nations, Saudi students are not as competitive because they lack critical thinking and problem-solving skills. This study sought to identify methods to improve teaching methods, to promote student engagement, and to ultimately develop critical thinking among Saudi university student's society (Bawazeer, 2016; Wiseman, Sadaawi, & Alromi, 2008). The study was documented the current teaching methods, the factors

promoting them, and reinforce the need for change. In this respect, it helped improve the quality of learning outcomes and enable Saudi graduates to compete at an international level.

Purpose of the Study

The purpose of this study was to investigate the teaching practices of university professors in Saudi Arabia and their impact on the students' learning. The study sought to help in the development of a mechanism for overhauling the education system to ensure quality education outcomes. Also, it was helped prepare university lecturers in better ways to teach. It allowed students to develop and build on their skills and contribute to Saudi society.

Research Questions

What are the Teaching Practices of University Professors in Saudi Arabia and their Impact on Students' Learning?

Definition of Terms

K.S: King Saud University

Educators: This term refers to lecturers and professors that teach in Saudi Universities

Students: The term refers to individuals that are taught by the professors and lecturers in Saudi Universities.

KAUST: King Abdullah University of Science and Technology in Saudi Arabia

Active learning: It refers to a teaching process that includes active engagement between students and educators. It includes asking questions and the development of critical thinking skills.

Collaborative learning: A teaching approach that is student centered and encourages continuous consultation among peers and research.

Quality education outcome: An educative approach that produces graduates that have the capacity to think critically and solve emergent problems in their line of study.

Perception: The term is used to describe how students and educators view the teaching methods used by Saudi professors.

Didactic teaching: This refers to teaching methods that promote memorization of notes

Critical thinking: The ability to understand issues at hand and develop ingenious solutions to emergent problems.

Summary

There is an increasing necessity to apply critical thinking skills in both social and academic contexts. This purpose of this section was to introduce the problem that will be addressed in this dissertation. Ample background information has been provided to ensure that the context and setting of this study is well developed. In addition, the significance of this study is also presented in details in this section. As Saudi Arabia implements educational reforms aimed to achieving vision 2030 development goals, understanding the current teaching methods and practices is vital. In this section, the questions that this research seeks to answer have also been outlined. This section sets the stage on which the author will analyze the challenges of these practices and how the perceptions of both professors and students towards the said practices. The next section is the literature review in which the author presents a detailed review of teaching and learning studies relevant to this study.

CHAPTER TWO: REVIEW OF THE LITERATURE

The purpose of this literature review was to identify the current teaching practices of university professors in Saudi Arabia and the factors underlying those methods. The emergent themes affecting the teaching methods of most professors include the structure of the curriculum and ineffective leadership in the classroom, which mirrors the historical emphasis on the Quran and Islamic traditions. Moreover, the review illustrates the autocratic nature of education, which is largely seen in the teacher-student relationships and style of teaching. The proposed study was help analyzed gaps that exist in this line of research such as the adverse effects of the curriculum on Saudi Arabia's international image, the need to push for education reforms, and the improvement of women's education in particular.

The History of Education in the Kingdom of Saudi Arabia

This section describes the historical significance of education in Saudi Arabia. This is done by first providing an overview of the history and dynamics of higher education in the country and the problems experienced thus far. Second, an analysis of contemporary themes and gaps in the literature was be discussed.

The Kingdom of Saudi Arabia was founded in 1932. Public education was introduced in Saudi Arabia shortly thereafter in the mid-1930s. Before 1925, Saudi Arabia had only four private schools. King Ibn Saud started creating education programs that borrowed its practices and methods from the teachings of Islam as stipulated in the Quran (Wiseman, Sadaawi, & Alromi, 2008). Later in the 1930s, the government established the General Directorate of Education, and in the 1940s and 1950s, tertiary school levels.

As public schools began to expand, the demand for teachers also increased. The Saudi Directorate of Education was developed to help manage the demand for teachers. However, most teachers were not qualified (Wiseman et al., 2008). The Saudi education system also lacked a proper education curriculum to guide the teaching practice (Wiseman et al., 2008). In 1951, the Saudi government sent 169 students to Egypt to study as teachers. The first teaching curriculum that was used in Saudi Arabia was created by Mohammed Al-Gussab, who was Syrian. Between 1932 and 1935, the curriculum changed twice to focus on Arabic language curricula and the addition of health education and moral development curricula (Wiseman et al., 2008).

The creation of the Ministry of Education in 1952 was meant to increase adult literacy rates, and therefore the Ministry made education compulsory six years later (Wiseman et al., 2008). The Kingdom of Saudi Arabia (KSA) is a state that pursues an active social policy. Since 1970, the planning of the social and cultural development of the country has been carried out on the basis of five-year plans. Particularly significant are its programs to ensure the development of the country's human resources and improve the living standards of citizens. The history of the modern Saudi state begins in 1926 when Abdel Aziz al-Saud was declared king of the Hejaz - part of the Arabian Peninsula (Aldabas, 2015). In the initial period of the reign of the first King of Saudi Arabia, a significant part of the population did not have a diploma. When, by decree of the King, in 1926, a new government body was created - the State Administration of Education, it was responsible for only 12 public and private schools with 700 students (Aldabas, 2015). The absence of significant financial resources for more than 20 years did not give an opportunity to form an educational infrastructure in the required volume and equality. Nevertheless, from 1952 the Ministry of Education of Saudi Arabia was created and has continued to push for educational reforms that aim at improving education in the Kingdom of Saudi Arabia (Aldabas, 2015). Thus,

the government has allocated a significant amount money to the Saudi education system. The source of funds for the implementation of state social policy in any state is the state budget. According to the principle adopted by the KSA, priority in spending the budget is given to human development, which is considered as the basis for the country's progress. Thus, for general and higher education and training, 168 billion riyals were allocated from the state budget of the KSA for 2012, which is more than 24% of the total budget expenditures 13% more than in the previous fiscal year (Aldabas, 2015).

In 1961, women's education became mandatory with the creation of the General Directorate of Girls Education. Later in the 1960s, the Saudi education system was developed to allow for 50 percent of students to proceed to secondary and tertiary education and the other half to certificate programs such as teaching and vocational studies (Wiseman et al., 2008). Primarily, the aim of education in the KSA began as a way to enable people to understand the sacred teachings and how to comply with the Muslim laws and beliefs (William, 2002). In this respect, education in the 18th century was characterized by the memorization of the Quran (Abudawood, 2015). However, at the end of the 19th-century, schools started teaching other subjects such as arithmetic (Abudawood, 2015). Despite the improvements, teaching practices still mirror the 18th-century forms of instruction based on memorization and didactic teaching.

In addition, education in Saudi Arabia has played both a moral and political role. It is meant to prepare people for different roles in society. Education in Saudi Arabia is differentiated and modelled based on gender. There are all male schools and all female schools. Education is administered as follows: general education for boys, education for girls, and traditional Islamic education for boys. The Ministry of Education presides over the education for boys. Education for girls falls under the jurisdiction of the General Presidency for Girls' Education. Both female

and male students use the same curriculum and sit for the same annual exams (Hamdan, 2005). In the past, Islamic education taught boys to be religious leaders and uphold Islamic principles in the Saudi society (Douglas, 2015). Women were also taught subjects such as nursing, midwifery, and other roles considered traditionally female (Hamdan, 2005). Thus, education was modelled to prepare both males and females to properly fit into the traditional Saudi society. Gender differentiated teaching and curriculum still guides the education system today.

General education in Saudi Arabia has developed from two lineages – traditional and formal. Tibi (1998) stated that typically, traditional learning (in a Qur'anic school which is considered a pre-school stage). was religiously arranged and directed at home or at the nearby region mosque in both urban and rural territories. The educational modules of the Qur'anic school was solely founded on the Qur'an and the Hadith with all showing focussed on creating information and comprehension of the Qur'an. Since sections from the Qur'an are generally discussed by Muslims five times each day during pray. furthermore, shape the premise of Islamic practice, accentuation on remembering the Qur'anic refrains was the key technique for learning in this kind of school. The principle purpose behind this was to guarantee the transmission of the Qur'an starting with one age then onto the next which was generally basically accomplished orally. Oral transmission was especially vital amid the unstable early years previously the foundation of Saudi Arabia as the Kingdom of Saudi Arabia (KSA) in 1932 when different types of instruction were extremely constrained.

Educational reforms have come a long way in defining curricula and learning outcomes worldwide. As an example, Saudi Arabia entered a period of educational reforms in the early 21st century under a model known as the King Abdullah's Education Development Project or the General Reform Movement. The reforms model sought to amend vocational and technical

training, curriculum language, and internet-focused programs. Progress in the education system has increased the chances for Saudi females to receive an education equal to their male counterparts. After the General Presidency for Girls' Education (GPEG) was abolished in 2002, both the ministries in charge of education and higher education were recognized as the main regulatory institutions overseeing both male and female education (Bajouda, 2010). According to Zuhur (2011), the Ministry of Education declared a Ten-Year Strategic Plan on its official website that ran from 2004 to 2014. The strategic plan was aimed at raising a generation that follows Islam and has the skills and knowledge necessary to participate in modern society. To compete globally, students must be well versed in technology and science (Alebaikan & Troudi, 2011). These objectives were expected to be reached by establishing an effective and practical educational system, able to reveal individual potentials and predispositions and encourage further actions. Most important, educational and training environments should be filled with the desire for edification and instruction (Wiseman, 2014).

Saudi Arabia Setting

The Kingdom of Saudi Arabia is arranged in the Middle Eastern Promontory and lies at the crossroads of three continents: Asia, Africa, and Europe. It possesses roughly 2,250,000 square kilometers (868,730 square miles). It is bordered on the north by Jordan, Iraq and Kuwait; on the east by the Persian Gulf, Bahrain, Qatar and the Unified United Arab Emirates; on the south by the Sultanate of Oman and Yemen; and on the west by the Red Ocean. It is the biggest nation in the district and the origin of Islam and gatekeeper of its most hallowed altar such as, Mecca (The Ministry of Culture & Information, 2006). According to the 1974 evaluation, the Kingdom's populace was a little more than 7 million. However, since that time, the populace has developed drastically, due more to an uncommonly high birth rate as opposed to migration. The

1992 registration gave a figure for the aggregate populace of 16.9 million, of which 12.3 million were Saudi nationals. In 2000, the Focal Branch of Measurements' Statistic Study put the number of inhabitants in the Kingdom at 20.8 million. Of the Saudi national populace, 54.3% were male and 45.7% female. Right now, it is assessed that a large portion of the Saudi populace is younger than 20 (Central Department of Statistics, 2006).



Figure 1: Map of Saudi Arabia

Source: (Ministry of Economy and Planning 2009)

The official language is Arabic and the religion Islam (Alkahtani & Awad, 2016). Since the discovery of oil in Saudi Arabia's eastern region, substantial economic growth has allowed more funding for educational initiatives, yet it still has among the lowest levels of literacy in the Gulf Cooperation Countries (GCC) Saudi Arabia is governed by Islamic shariah law, a canonical

law that describes the secular and religious obligations that, once broken or not observed, draw prescribed penalties. These laws are derived from the Islamic holy book, the Quran. An ulama, a council of Muslim scholars with expert knowledge of Islamic law, is generally required to approve state policies. Alqassem, Doaa, and Alzahrani (2016) noted that religious authorities have a primary role in the development and implementation of curriculum for the Saudi Arabian government. The importance of religion in Saudi Arabian education is indicated through its educational goals. Saudi Arabia's educational goals include giving students a clear understanding of and education in Islam, providing them with a wide range of knowledge and skills, teaching them appropriate behavior, introducing them to culture and economic knowledge, and preparing them for citizenship (Alebaikan & Troudi, 2011). At the foundation of the Saudi Arabian education system, there was a heavy reliance on teachers from outside the country (Badry & Willoughby, 2016; Marranci, 2010; Ridge, 2014) due to the lack of qualified educators in the country to meet the growing demand for education. Initially, the greatest educational need was raising the literacy level (Bajouda, 2010), yet shortages of qualified teachers delayed it, particularly of young females.

Culture and Religion

The Kingdom of Saudi Arabia is a government whose constitution depends on the Blessed Book—the Quran (Koran)—and Shariah Law. The King heads the government and the Council of Ministers, which are the official and managerial bodies, separately. Saudi culture is basically dictated by the Islamic religion. In reality, all parts of social and social life are focused on the Muslim religion and Muslim religious character. In Saudi social life, religious ethics outweigh everything else. These ethical qualities go from individual relations to ancestral and more distant family esteems, which are all piece of a mind-boggling web of interlocking

responsibilities appointed to people inside the Quran. Truth be told, the religion of Islam covers all parts of the peoples' lives and places specific accentuation on instruction.

The predominance of religious conviction and the Islamic set of accepted rules is all-encompassing, and it is therefore unrealistic to address instructive issues in Saudi Arabia's education system without alluding to them. It is especially vital to comprehend that Islam holds instruction as a symbol of high status. Religion and instruction are viewed as inseparable, and the reason for training and the regard for those engaged with it both have their premise in religion. Thus, as per the Islamic law, male and female training is entirely isolated at all levels as far as school structures and educating staff.

In Saudi society and culture, a woman's primary role is that of nurturing mother and housewife (Sabbagh, 1996). The marginalization of women's education helped Saudi culture until the 1950s when a gathering of young educated middle-class men appealed to the government to establish schools for girls. They were voicing their longing for educated spouses who might benefit the family, the kids, and the agreement of the marriage with their knowledge. A social problem was revealing itself; Saudi men were marrying educated foreign women, and Saudi girls were remaining single (AlMunajjed, 1997). The first public schools for girls was not established before the early 1960s. Gradually, a separate girls' education system developed that now offers free schooling from primary school to the doctoral level (Sabbagh, 1996).

As of 1997, Saudi Arabia had seven universities with 68 colleges, and another 61 women-only colleges (Jerichow, 1998). Based on the Saudi Arabian Information Resource website, the King Khaled bin Abdul Aziz University was founded in 1998, making a total of eight universities. It also has 56 specialized colleges for fields such as health, teacher training,

and technology, and 70 technical centers for agriculture, commerce, and industry (Jerichow, 1998). The number of men graduating yearly from college increased from 795 in 1970 to 21,229 in 1999, while the number of female graduates increased from 13 to 21,721 in the same time frame – finishing in an aggregate that somewhat surpassed the number of male graduates. The number of Saudi women graduating from university has grown at an average rate 2.5 times that of male graduates during the last decade (Cordesman, 2003). Social and professional restrictions on women are enabling them to stay in school longer than men and to receive higher degrees (Cordesman, 2003). However, the training that they are getting reinforces societal gender roles by reproduction of gender division in the education system. Even though women in Saudi Arabia are allowed to get an education, they are limited to what they can learn in college and what they can do with their education after graduation. According to El-Sanabary (1994), “the object of educating a woman is to bring her up in a sound Islamic way so that she can fulfill her role as in life as a successful homemaker, ideal wife, and a good mother, and to prepare her to perform those jobs which suit her nature like teaching, nursing, and medicine.” When Saudi women graduate from high school it’s hard for them to get into the field of studies, they want to be in because of all the restrictions held against them. Saudi women are not permitted to study in engineering, agriculture, marine and earth sciences, and veterinarian medicine because those studies are deemed unsuitable and inappropriate for women (El-Sanabary, 1994). Instead they are only allowed to study education, humanities and religious studies which all are deemed to be acceptable for Saudi women.

The Path to Education Reform: The Tatweer Project

Considering the obvious requirement for instruction changes, the Tatweer venture was started for the advancement of general training. This driven venture, which started in 2006 and

was conjectured to end in 2013, has been dispensed US 293 million US dollars. Its essential goal is to concentrate on the nature of training to guarantee that understudies of state funded instruction in the Saudi Realm are outfitted with the fundamental abilities to partake in an inexorably globalized society and to draw in with the unpredictable and bunch issues that globalization brings, while all the while protecting the qualities and belief systems supporting Saudi society (Ruler Abdullah canister Abdul Aziz Government funded Training Improvement Undertaking, 2010). Specifically, this task has four targets: upgrading instructors' aptitudes, improving educational plan, creating school exercises and improving school offices and frameworks.

According to King Abdullah's Project for Developing Education (2010), one of the significant elements of this task is in the field of teaching method: the guidance of educators in the techniques and execution of basic reasoning. The National Community for the Educating and Thinking (NCTT) Association was enlisted to attempt this impressive assignment. NCTT is a US association driven by basic reasoning scholar Robert Swartz (Al-Degether, 2009, p. 113). In spite of the fact that the targets and points of view of the venture are exceptionally handy and helpful, three years after its execution, there has not been a lot of apparent demonstrating improvement in the Saudi training framework. As indicated by Al-Essa (2009), the principle reason instead of purposes behind the venture's inability to get going are the absence of political vision and will, no new arrangement for instruction, and an excess of administration (pp. 72, 81, 91).

The criticisms notwithstanding, the way of thinking and approaches in training in Saudi Arabia have a few advantages, for example, the educating of morals and Islamic qualities, and culture such as Arabic language. In any case, these parts of instruction should be reexamined so as to prepare understudies and keep them side by side with quickening mechanical changes,

logical disclosures, globalized creation and economy, and an undeniably incorporated worldwide society, all of which serve to subvert the principles of the Saudi training framework. Rugh, 2002) noticed that it is hard to make a workforce fit for acclimatizing and adjusting to the quick difference in worldwide advancements when there are no instructive establishments that show business or political theory. Another eminent part of the Saudi instruction framework is the absence of schools that show aesthetic sciences. These controls are the place basic and free contemplations are supported and the nonappearance of a populace taught in these fields is likewise accepted to have more extensive ramifications for the Saudi economy (Rugh, 2002).

The Saudi Middle Eastern instructive approach should be corrected to exploit, and benefit from worldwide turns of events and ought to endeavor to raise the degree of logical innovative work, just as the degree of demonstrable skill in all circles of training. A fundamental part of these changes ought to be the support of vote based rights and a culture of exchange and receptiveness, which are not really incongruent with Islamic confidence and theory (Al-Essa, 2009, pp. 104-105). So as to achieve and supplement these targets, the instructing of basic reasoning and critical thinking should shape imperative and fundamental parts of training changes in Saudi Arabia.

Development of Tertiary Education in Saudi Arabia in the 20th Century

Tertiary training is a generally new wonder in Saudi Arabia. The initial phase toward this path was the founding of a private academy for planned tertiary understudies in 1934. Known as the Strategic School it worked comparatively to a secondary school or auxiliary school, and was the place understudies arranged to learn at colleges abroad, for the most part in Egypt (Abdulkareem, 2004, p. 25). As indicated by Al-Zerekle (1988), “the Crucial's educational plan

was to a great extent embraced from the Egyptian educational program, which alongside the Syrian educational plan, were the principle impacts on training during this period” (p.171). It was not until 1949 that tertiary instruction was presented in Saudi Arabia with the Sharia (Islamic law) School in Makkah (Mecca), which was followed four years after the fact by the founding of two resources of Sharia and Arabic in Riyadh (Al-Aqeel, 2005, pp. 136-137), the capital city. The founding of these resources exhibited that the administration's spotlight in that period was on religion and humanities, for example, history and topography; there was next to zero worry with the advancement of studies in logical fields, for example, medication or building. Tertiary training in the long run came to be viewed as an indispensable part of Saudi Arabia's advancement on a few fronts; social, and logical. The need for tertiary instruction got obvious and the expanded requests for tertiary training prompted the founding of the primary college in Saudi Arabia in 1956, for example the Ruler Saudi College (Al-Aqeel, 2005, p. 136).

Despite the fact that the populace in Saudi Arabia ceaselessly expanded somewhere in the range of 1956 and 1998, there were just seven colleges in Saudi Arabia. The interest for advanced education surpassed gracefully, causing an emergency of limit in the couple of colleges in activity. This circumstance prompted numerous Saudi youth to leave Saudi Arabia to concentrate abroad (Al-Essa, 2010).

In 1975, the Service of Advanced Education was built up to direct the oversight, arranging, and coordination of the requirements of the Saudi Realm in the field of tertiary training. Coming up short on the experts required, the Service utilized experts from abroad to instruct and prepare understudies at the colleges. These experts likewise assembled and extended

the social foundation in Saudi Arabia through their preparation and instruction of understudies in the fields of medication, building, and different callings also. The Service tried to grow the quantity of top notch colleges all through the Saudi realm, which has at present more than twenty colleges and is considered the best in the Middle Easterner talking world (Al-Essa, 2010).

Somewhere in the range of 2002 and 2010, there was a huge development in the quantity of colleges, with a sum of 24 colleges. This development tended to the issues of interest for advanced education. In any case, regardless of the expansion regardless of the increase in colleges, there is no comparable improvement in the nature of the instruction given (Al-Essa, 2010; Zawawi, 2005).

There are some basic highlights recognizing the tertiary training framework in Saudi Arabia from that make it different from other instruction frameworks. One of these distinctions is that in "Saudi Arabia tertiary training is free for all understudies" (Al-Ankary, 1998, p. 4) including outsiders. The administration likewise helps understudies who are learning at private schools by financing half of their education costs. Another distinction is that the tertiary training framework in Saudi Arabia is carefully isolated among males and females, with various grounds for every sexual orientation. In contradistinction to numerous colleges universally, the tertiary instruction framework in Saudi Arabia gives free to understudies from remote zones, and as a further prompting to attempt tertiary examinations, the legislature additionally pays all understudies a little month-to-month stipend.

Saudi Arabia's tertiary training framework continues to be the subject of much discussion and conversation, especially with respect to its seriousness in the worldwide economy, just as with its capacity to address the issues of contemporary society (Gaban, 2003, as referred to in Al-Otobi, 2005, p. 22). The primary analysis of the tertiary instruction in Saudi Arabia is that the

approach of advanced education has not been transformed. Al-Essa (2010) claims that "in spite of the fact that there has been a colossal advancement in the higher Saudi training over the most recent five years there is no adjustment in the advanced education arrangement, reasoning or administration" (p. 17). A few parts of the Saudi tertiary instruction framework pulling in analysis incorporate the degree of the administration control, through the Service of Advanced education, of the tertiary educational plan, which is entrusted with guaranteeing that the colleges adjust to the nation's laws and philosophy.

Bremmer (2004) contends that changes are important to counter bias, prejudice, and fanaticism, which are the results of a midway controlled, inflexible and restricted educational plan. He further expressed that "another Saudi educational plan ought to fortify basic reasoning abilities that are doubtlessly not energized by a framework that depends on repetition remembrance of strict writings and tyrant showing strategies" (p. 28). These constraints forced on scholarly requests bring up the issue of why such a control is essential and whether it is, in actuality, contradictory to the necessities of contemporary Saudi Middle Eastern culture (Al-Degether, 2009).

Al-Essa (2010) contends that "the current advanced education framework in Saudi Arabia blocks the colleges toward building up the training framework" (p. 19). He additionally contends that "despite the fact that, the quantity of state funded colleges has expanded from seven colleges in 2002 to twenty-four of every 2010, there is no distinction in the quality between these colleges" (p. 28), taking note of that "Najran College in the south-west and Al Jouf College in the north all have a similar framework, same strategy and same training" (2010, p. 28). He further make the cases that "all colleges in Saudi Arabia depend on repetition learning and remembrance" (p. 42).

Reactions turned out to be passionate after Saudi colleges appeared to rank lower in correlation with different colleges universally (Webometrics Positioning, 2006). For instance, out of 3,000 colleges around the globe, Ruler Saud College, which is viewed as the most scholastically esteemed in Saudi Arabia and is additionally the most intensely financed by the legislature, was positioned as 2,998th.

Saudi colleges, constrained to improve their rankings, talked with specialists from the US and Europe about the models for evaluating college rankings. The conversations concentrated on the requirements for Saudi researchers to attempt to look into and distribute their discoveries in exceptionally positioned worldwide diaries. This reorientation to look into in Saudi colleges has yielded positive results. For instance, Ruler Saud College is as of now positioned 164th all inclusive, while other Saudi colleges made uncommon walks in the 2010 Webometrics rankings. Lord Abdul Aziz College, for instance, is at present positioned 291st.

Tertiary Education in Saudi Arabia in the 21st Century

Tertiary instruction which incorporates a wide range of studies, preparing or inquire about whether in colleges or other instructive establishments is a vital and imperative part of Saudi Bedouin life and its improvement has an immediate connection with the national advancement through which it fabricates HR, just as building up the ideological structure, whereby it can upgrade its ability to more readily serve the network. Tertiary training is a significant and imperative factor in tending to the requirements of a continually advancing society through the improvement of science and research.

As indicated by Al-Aqeel (2005, p. 61), the goals of the tertiary training in Saudi Arabia are:

1. The improvement of the principle of devotion to Allah, and to provide food for the necessities of Islamic understudies.
2. To outfit residents with the fundamental capabilities to serve their country.
3. To give chances to skilled understudies to attempt postgraduate investigations in different logical orders.
4. To assume a job in the field of logical research that will add to worldwide advancement.
5. Research and advancement in science to be created at a more significant level, that remaining parts equivalent with Islamic law.
6. To interpret the most pertinent and significant logical advancements into Arabic language and make information open to the biggest number of residents (P. 61).

Krieger (2007) takes note of that in Saudi Arabia "the advanced education service has verifiably been constrained by the traditionalist Wahhabi first class, which is more keen on producing imams than agents or researchers" (para. 9). The most mainstream courses are in the sociologies with a high number of understudies graduating in Islamic examinations. Supporters of the change contend that if the Saudi Realm needs to broaden its economy from a carefully oil-creating trade nation, it needs an informed populace prepared and instructed in disciplines that are, as of now, underrepresented in the Saudi Realm, for example, building, applied arithmetic, computational science, and vitality and condition considers (Krieger, 2007).

What is taught isn't the main petulant issue, however how it is instructed is. Ivy alliance universities, for example, Harvard Clinical School, the Massachusetts Foundation of Innovation,

and the College of Cambridge are setting up associated bunches in Ruler Faisal College, and are planning the projects and educational plans with an accentuation on "creating critical thinking and basic reasoning murders, which Al-Faisal overseers state are seriously ailing in the realm" (Krieger, 2007, para. 23).

Afaq Project to Develop Higher Education

Advanced education in Saudi Arabia has experienced some improvement because of various changes attempted over the last three years. These changes were the results of the Afaq venture, which was begun in 2006 with an anticipated calendar until 2030. The goal of the task is the further improvement of advanced education principles in Saudi Arabia, with one of its fundamental objectives being to upgrade the aptitudes of tertiary understudies to guidelines practically identical with their universal companions (Afaq, 2007).

Afaq's expressed targets are to configuration programs with an accentuation on innovative work and network administration. Its motivation is to address the difficulties of work advertise requirements for exceptionally qualified alumni, high populace development rates, and "worldwide effect on instructive standards" among others (Afaq, 2010). Workshops, courses, and instructional meetings are directed in significant urban communities in Saudi Arabia. The Afaq venture has a drawn out vision, planning to structure training frameworks that will "fulfill the coming a quarter century"(Afaq, 2010, p.34).

Recognizing the driven and dynamic extent of Afaq, Al-Essa (2010) states that "...it was a positive development, however it has slowed down and nobody discusses it now" (p. 65). The

circumstance Al-Essa depicts is tragically a customary event with training changes of this sort in Saudi Arabia. While there are assets to fund these undertakings, there are numerous reasons, generally past the extent of this proposition, for why they neglect to be executed satisfactorily.

So as to close the holes in information in specific controls, especially in the field of building, science, and innovation, the Ruler Abdullah Science Co-Instructive College was built up in 2009. Its emphasis is on science, innovation, and building and its vision incorporates "propelling science and designing for the government assistance of all humankind, joint effort among researchers, analysts and understudies from various controls, nationalities and social foundations" (KAUST, 2010, p.61). It additionally refers to "receptiveness" in its vision explanation "which permits understudies to think obviously, concentrate unreservedly and inspect issues through the away from of reason" (KAUST, 2010). Notwithstanding, there is no place in the vision or statement of purpose of KAUST any referencing of basic reasoning.

The Function of the Tertiary Education in Saudi Arabia

Tertiary training serves various capacities to the people and society. The agreement in countless investigations directed is that the tertiary training serves three primary capacities. The first is guidance, which is the major and fundamental obligation of the tertiary training. The point of basic guidance is to add to the improvement of the learned person, social activity, and public activity of understudies in the tertiary training. The subsequent capacity is logical research, which means to build up understudies' information through research and preparing. The third capacity is to offer social types of assistance done by instructed individuals from the network, properly prepared in different and particular fields through giving projects to society. These administrations are given as parts of the proceedings with instruction programs for the network. For instance, there are junior colleges like TAFE universities in Australia that hold evening

classes in fields, for example, bookkeeping, IT, and organization. With the quick changes achieved by globalization forms, Saudi Arabia perceives the need to stay side-by-side with improvements and have experts prepared to actualize the essential changes (Al-Ghamdi & Abdul Jawad, 2006).

The Creation of Institutions of Higher Learning

At the time of the founding monarch, King Abdul-Aziz, the country had no higher education institutions. At the foundation of the Saudi Arabian education system, there was a heavy reliance on teachers from outside the country (Badry & Willoughby, 2016; Marranci, 2010; Ridge, 2014) due to the lack of qualified educators in the country to meet the growing demand for education. Initially, the greatest educational need was raising the literacy level (Bajouda, 2010), yet shortages of qualified teachers delayed it, particularly of young females. In 1926, KSA sponsored higher education for the first Saudi students at Al-Azhar University in Egypt. However, the monarchy realized the importance of having its own system of higher education. The development of the Saudi higher education system went through three stages.

During the foundation stage (1949-1960), the first college was opened in the Kingdom in 1949. That was the Faculty of Sharia (Jurisprudence) in Makkah. Then the first Saudi Arabian university solely devoted to religion was at Riyadh. years later, two colleges were established in Riyadh - College of Arabic Language and the College of Jurisprudence. It later changed to King Saud University. At the core of the curriculum, the emphasis on religious subjects and educational orientation towards Arabic language remained. King Saud University had four colleges; The Faculty of Pharmacy, Faculty of Management Sciences, Faculty of Science and the Faculty of Literature.

In the major cities of Riyadh, Makkah, Jeddah, Medina, Al-Hasa and Dhahran new higher education institutions were new universities were established during the expansion stage (1961-1980). In a limited number of cities, like Ehsa, Qaseem and Abha, branches of these universities were established. King Fahad University for Petroleum and Minerals, has no colleges for social sciences, humanities or religion and two of the existing eight universities, were Islamic universities with no colleges for science and technology and. The third stage in creation of higher education in Saudi Arabia was 1981-2009. No new universities were established after the establishment of Umm Al-Qura University in Makkah in 1980 until the year 1998 when King Khalid University was established in the southern region. The southern branches of King Saud University and Imam Mohammed bin Saud Islamic University were merged and resulted in a new institution. Between 1998 and 1999, new forms of higher education were permitted--private higher education institutions and community colleges. However, it was not until 2009 that a royal decree approved the establishment of new public universities. King Saud offers a wide range of courses in and professional studies, the sciences and humanities and is now the largest university in the Kingdom and. Except for Arabic and Islamic studies, instruction in undergraduate programs being conducted in English and students of both sexes attend King Saud University. Saudi students do not pay any fees. The ministry of education was established in 1954 to manage public education programs (William, 2002; Abudawood, 2015). By 1982, Saudi Arabia had seven universities with over 53,563 students enrolled, and a faculty of 6906 teachers. The Saudi Arabian government also has one of the highest expenditures per student in the world. The government is building modern university complexes with the goal of improving the quality and access of university education in Saudi Arabia.

According to Abudawood (2015), the goals of education were decided by the autocratic society giving, which gave rise to certain peculiarities of education such as graduates who lack critical thinking skills and the ability to fit in the labor sector. Notably, education in the Kingdom of Saudi Arabia is modelled based on Islamic principles. The name Quran itself was derived from the word “reading.” Islam exalts the human mind and promotes free thought and inquiry (Elyas & Picard, 2010). Therefore, education is developed from two lineages: traditional and formal. Traditional education or Quranic education is largely conducted at home or at the mosque in suburban areas. Education here was geared towards developing knowledge and understanding of Islamic teachings (Abudawood, 2015). Formal education is limited to the subject matter of religion, Arabic language, and basic arithmetic. However, with globalization and the integration of Saudi Arabia into the global community, the goals of education have changed. Reflecting a massive injection of public funding into the education sector in recent years, 16 of the public universities and all of the private universities have been established in the last decade. Approximately 4 % of all enrolments in Saudi universities is represented by the private university sector represents. Students in private Saudi universities receive significant government subsidies in the form of scholarships and ‘soft’ loans. With two exceptions, all Saudi universities now have both male and female students, although the sexes are segregated on campus, including in most lecture rooms. The two exceptions are the King Fahd University for Petroleum and Minerals (KFUPM) in Dharan, which is a male-only university, and Princess Nora bint Abdulrahman University (PNU) in Riyadh, which is a female-only university. KFUPM specializes in advanced training and research in science, engineering and management directly linked to the Kingdom’s petroleum and mineral industries. PNU is the first women’s university in Saudi Arabia and the largest women-only university in the world. It was founded in 1970 as

Riyadh University for Women but moved to a massive new campus in 2011 designed to accommodate 40,000 students and 12,000 staff. It has a 700-bed teaching hospital along with specialist research centers in information technology, nanotechnology and bioscience.

The history of the KSA's education system dates back to 1925 when there were only four private schools (Higher Education Ministry, 2009). The matter of public education became one of national concern in the KSA and was formally implemented in 1930. The KSA borrowed much from the Egyptian education system. The later years were followed by the creation of the Directorate of Education and by the 1950s, tertiary school emerged. The government's focus on quality education led to two remarkable events. First, 167 students were sent to Egypt to pursue further education. Secondly, education for women was mandated in 1960 (Al-Rawaf and Simmons, 1991).

For years, the Ministry of Education, the Ministry of Higher Education, and the GPGE were mandated with the responsibility of implementing the formulated policies (Alqassem, Doaa, & Alzahrani, 2016). In 2002, the GPGE was abolished, and education for young females was placed under the direction of the Ministry of Education. In collaboration with other governmental and non-governmental institutions, currently one of its primary functions is to continue issuing policies to improve male and female education (Vasil'ev, 2013). Curricula, including those of art education, are developed centrally with faculty and teachers required to follow guidelines and official policies.

Current Problems in the Saudi Education System

Studies show that the September 11th terrorist attack in the U.S had a significant impact on Saudi Arabia. The Saudi education system that was formulated on Islamic principles and as

result was blamed for having promoted hatred and intolerance towards Americans (Rugh, 2002; Elyas & Picard, 2013). This is an example of westernized notions that have characterized the Saudi education system since the discovery of oil that necessitated the education of locals to take up jobs in the petroleum sector. This was also as part of the welfare state's responsibility to provide free education (Elyas & Picard, 2013). Thus, the education system in Saudi Arabia arose out of the country's immediate economic needs. However, the mode of teaching coupled with the nature of the Saudi education curriculum failed to produce students who would fit into a globalized world economy where factors such as critical thinking and collaborative learning are key to success. According to Elyas and Picard (2012), the description of proper education Saudi students lack is rooted in neoliberalist discourses that describing the education system as being based more on "rote learning than on critical thinking, problem-solving, analysis of information, and learning to learn." In fact, teaching methods mirror religious discourses based on memorizing rather than processing or critiquing the presented facts.

Furthermore, according to Elyas and Picard (2013), the nature of the Saudi education curriculum is based on Islamic principles and subjects promoting Islam and Arab nationalism. This form of learning limited the influence of the West and consequently neoliberalism despite the calls for reform (Elyas & Picard, 2013). In this respect, the didactic teaching methods impede creativity and critical thinking. Scholars argue that the education system overproduces in areas such as social and religious studies, but under delivers in areas critical to the development of the Kingdom's economy such as engineering and health professions. Another study by Elyas and Picard (2010) revealed that historically, the education system in Saudi Arabia was divided into two: *Madrassa* and *Kuttab*. In the *kuttab*, guidance was restricted to topic, for example, religion, the Arabic dialect, and essential number-crunching. For a long time, this was the main kind of

formal training. Even though the kuttab has been supplanted by the advanced primary school (madrassa) in the twentieth century, Saudi Arabia and this kind of school tends to more extensive educational modules, there are still likenesses between the two sorts schooling, for example, the substance of the *madrassa* educational program, the technique for guidance and the minister like picture of the educator. However, both forms of teaching are similar regarding content, the method of instruction, and the preacher-like image of the teacher. Elyas and Picard further describe teaching methods as one in which lecturers read from a prepared manuscript or a text, explaining the material and allowing questions and discussions to follow the lecture. Thus, the teaching methods resemble *Halgah*, a religious gathering where there is a teacher surrounded by attentive seated students (Elyas & Picard, 2010). The role of teachers is further reinforced by the fact that all Muslims look up to Prophet Mohammed who was the ultimate teacher. This is the virtuous reputation all teachers seek to acquire. Finally, Elyas and Picard (2010) assert that teachers and lecturers in the Saudi society are regarded highly, a position they do not wish to relinquish in favor of student-centered pedagogy. Foreign knowledge and broader education is encouraged by the Prophet Mohammed who abjured his followers to “search for knowledge though it be in China”. Thus, the teacher or lecturer, the conveyer of knowledge is imbued with both ideological and spiritual power. The power of knowledge and the teacher is actively promulgated in Saudi culture. This is apparent in the fact in the Arabic proverb above is a commonly used proverb in Saudi schools and by parents who highlight the importance of the role of the teacher to their children. It is even reproduced in written form on the walls of many schools.

The role of teacher is further enhanced through the fact that most, if not all, Muslims look upon Prophet Mohammed as a teacher of morals and values, an ultimate example for virtues that

they seek to acquire on a daily basis. Therefore, some Muslims see teachers as an embodiment of the teaching of the Prophet Mohammed. Thus, as the Prophet is second only to God-Allah in religious authority, the teacher as the ultimate authority on secular knowledge is a figure of absolute authority in the class. The proverb above also provides insight into the rules and regulations which are “deemed to be essential for the conduct and well-being of the classroom’s inhabitants” which include rules of conduct such as how to ask questions or participate in classroom events. Such rules come close “to constituting an explicit moral code that all of the students in the room are expected to obey” Within this classroom, “moral code” the role of the teacher is to impart knowledge and the role of the student is to cultivate the “quietness of loving to listen” (Jamjoom, 2009, p. 7). Since teachers and lecturers possess such a high status in society and absolute power in the classroom, it is not surprising that they are reluctant to relinquish this power in favor of more “student-centered” pedagogy.

This is especially pertinent since their power is not construed negatively in this context, but rather as a form of generous “giving known as ‘ata’ which flows from the teacher to the student”. However, the fact that the pedagogy centers on the teacher does not necessarily mean that the traditional Saudi classroom necessarily lacks interaction. Discussion forms a major part of current Saudi teaching practice, reflecting the discussions conducted in the early Qur’anic schools. These discussions, however, occur within strict parameters. The teacher imparts knowledge to the students, the students should in the end be convinced of the validity of the teacher’s knowledge and argument, the discussion consists of formalized questions and answers and there are limits to the conversation and certain topics and/or assumptions cannot be questioned by the students.

The Structure of the Curriculum

The review of the literature on the state of education in Saudi Arabia reveals that the nature of the curriculum affects the quality of teaching (Abudawood, 2015; Alwehaibi, 2012; William, 2002). Globalization and the integration of Saudi Arabia into the modern economy calls for a change in the nature of education in universities to comply with current educational needs. However, looking at the current curriculum reveals the historical emphasis placed on Quran and Islamic traditions. In fact, the presence of religious studies and its effects on teaching methods remains unchanged (Abudawood, 2015). This presents an acute problem in curricula limiting the freedom of educators to spearhead program that would promoting critical thinking among students. Furthermore, the quality management processes in the current education system are meant to achieve certain set objectives that have been in place since the start of formal schooling in the 18th century. This undoubtedly addresses one part of the educational needs of the country, but not entirely. There is a need to move from this form of curricula to one focusing more on change rather than stagnation, and innovation more than compliance.

Furthermore, studies reveal the influence of religion and the Quran on the education system and teaching methods used in the KSA. A study by Abudawood (2015) revealed that Saudi students are used to memorization and citation, which limits their ability for critical thinking ability. Memorization and recitations are used in the Islamic religion to read the Quran and teach Islamic principles. This approach limits the ability of Saudi students to fit into international universities because they used rote memorization for most of their academic lives (Alwehaibi, 2012; William, 2002). The expanding economic needs of the country have driven many students being taken to study abroad because the local learning institutions cannot produce well educated and qualified specialists in the areas of science and engineering (William, 2002).

Therefore, with an increasingly changing and globalized world, the Saudi education systems is seen as one that needs a complete overhaul in order to keep abreast with modern educational standards. Thus, there is a need to shift from didactic teaching to instruction promoting critical thinking and problem-solving skills.

Islam heavily influences educational policies, curricula, and textbooks. The Council of Ministers issued an Educational Policy Document in 1969 which emphasized on goals of promoting human dignity and social prosperity, scientific and technological developments and Islamic orientation (Alnahdi, 2014). Educational policy in Saudi Arabia states, “Education is meant to enhance the understanding of Islam; receive and distribute the Islamic creed; and provide learners with ideals, values and doctrine based on Islam” (p. 3). It provides diverse skills and knowledge, develops ways of living, and prepares individuals to contribute to society (Alnahdi, 2014).

Education in Saudi Arabia has four levels: elementary, intermediate, secondary, and higher education. Teachers in the schools “interpret this general curriculum according to their knowledge and facilities in the schools where they teach” (Badry & Willoughby, 2016). According to Ärlestig, Day, and Johansson, (2016), in 1963, the Education Policy Supreme Committee, the highest education authority in Saudi Arabia, was formed. The Ministry of Education deals with general education. It includes 12 years comprising primary, intermediate, and secondary school. In turn, the Ministry of Higher Education is tasked with overseeing universities, colleges, and vocational-training institutions. All private schools must adhere to similar instructional approaches, curricula, and policies (Badry & Willoughby, 2016).

Delegation of all operational and administrative responsibilities to the local educational authorities allows the Ministry to focus on planning/supervising of educational promotions and developments as well as concentrate on strategic issues. Any administrative modifications can be implemented only following directives issued by the Minister of Education. Special committees in the Ministry of Education oversee secondary and higher education develop curricula. According to Alqassem, Doaa, and Alzahrani (2016), subject specialists engage in designing, writing, and revising the textbooks used by Saudi students. In turn, a national advisory committee issues recommendation that will be used by committees tasked with textbook preparation. The new/revised textbooks are then introduced at special meetings or seminars and put through a trial period in a limited number of Saudi schools (Ärlestig, Day & Johansson, 2016).

Ineffective Leadership in the Classroom

Furthermore, the review illustrated a lack of effective leadership among Saudi educators, which also reveals the autocratic nature of the education system (Choy & Cheah, 2009; Allamnakhrah, 2013). Firstly, by coupling my experience in class in the King Saud bin Abdulaziz University for Health Sciences coupled with the findings in the review of literature, it is evident that professors in Saudi Arabia do not understand the effects of their perceptions on students. As a leader, a professor should understand how to encourage students and make them committed to the learning exercise. Studies on the effects of teachers' perceptions of the students revealed that the attitudes of lecturers had profound effects on the behavior of learners (Choy & Cheah, 2009; William A, 2002). For example, Saudi teachers may think of the classroom as "communication-centered" or "grammar-focused" when dominated by teacher talk, whereas students perceived those courses as "hard" or "easy" and the instructions of educators as "strict"

or “lenient” (Choy & Cheah, 2009). In this respect, the misunderstanding between teachers and students leads to the development of negative perceptions towards education. Students are not motivated to learn. The ability to motivate and engage students is vital to ensuring collective learning and demonstrates the leadership qualities of professors (Al-Qahtani, 1995; Allamnakhrah, 2012; Choy & Cheah, 2009). In this respect, the leadership crisis should be addressed by training educators on the principles of motivation and involvement in the classroom.

Further, based on my experience and findings in the literature review, educators do not understand how to manage the attitude of students. In a study by Fisher and Rickards (1998), students’ attitudes tended to be higher in situations where they perceived their teachers as helpful and friendly. The study also included the use of a Question and Test Interoperability (QTI) system in a mathematics class enabling teachers to understand the perceptions of students, their perceptions, and what they considered to be ideal. The information obtained forms the basis of personal reflection for teachers on how to improve their teaching methods and increase student-teacher interactions. Thus, Saudi universities need to develop a framework where professors will learn to understand the attitudes advancing effective learning. Moreover, there is a need for additional studies allowing stakeholders to understand the importance of attitude in the classroom and how to use it to improve learning outcomes.

Additionally, the studies revealed most teachers do not understand aspects of critical thinking. In fact, most of them have the perception that a student’s ability to explain concepts in his or her word as evidence of critical thinking (Al-Qahtani, 1995; Allamnakhrah, 2012; Allamnakhrah, 2013; Choy & Cheah, 2009). Notably, the perceptions of teachers guiding their teaching methods misleads students. Studies also revealed that teachers are not confident that

students can learn about critical thinking themselves. This explained the tendency of lecturers to provide the necessary materials and the need to complete the syllabus according to the curriculum (Elyas & Picard, 2010; Choy & Cheah, 2009). Critical thinking can only be taught by teachers who understand what it entails and how to incorporate it into their lessons in order for students to adapt to that type of thinking. The lack of being able to teach students how to think critically as well as the ability of students to engage in critical thinking is what is lacking in most Saudi universities.

A study by Simpson (2002) revealed critical thinking comprises a set of composite skills, knowledge, and attitude. In this respect, teaching someone to be a critical thinker entails both the affective and cognitive domains of reasoning. Thus, there is a need to conduct studies on how best Saudi professors could learn and incorporate the aspect of critical thinking in the classroom. Alwehaibi (2012) suggests educators and curriculum planners should consider teaching “thinking skills” exclusively as a subject to promote the recognition of the need for intense and creative thinking skills. Moreover, teaching methods that encouraging consultative learning and group work will help reduce reliance on examinations for measuring the progress of students and instead foster their ability to work as a team to solve problems. Thus, by developing their understanding of critical thinking and its applicability in the classroom, lecturers will help improve the quality of education in Saudi Arabia.

In developing teaching strategies that promote student engagement and participation in learning, educators are likely to incorporate technologies such as online learning, video games, and other educational forums. Such an approach will most likely result in increased investments in the use of information technology in the classroom (Al-Zahrani, 2015). It will also improve

access for research exercises, providing an avenue for Saudi students to participate in international learning activities to better prepare them for the global market upon graduation.

Finally, autocracy has enshrined the traditional Wahabi-based education system that does not promote the education of women in fields such as medicine and engineering. These two disciplines are seen as masculine (Alsuwaida, 2016). The system further alienates women from accessing quality education, which limits their ability to compete locally and internationally. The religiously-inclined education system coupled with the inherent autocracy results in students with a lack of vital skills such as critical thinking--who will inevitably struggle to make it in the labor force.

Group Project

The group strategy is otherwise called helpful or synergistic learning (Adams & Hamm, 1994; Smith & Ragan, 1999). Katz and Chard (1998) characterize an undertaking as "a top to bottom examination of a certifiable subject deserving of kids' consideration and exertion."(p.1). This methodology exploits the normal tendency of understudies to be social and intuitive, and underpins improvement of relational correspondences, bunch collaboration, and compromise abilities (Adams & Hamm, 1994). A definitive target of bunch ventures is to get familiar with the theme instead of to looking for the right responses to questions. The gathering venture is a model for homeroom action that offers understudies the chance to effectively take an interest in their learning procedure, share thoughts with one another, think fundamentally, work agreeably, and get to significant assets. Gonella (1999) referenced a few favorable circumstances of undertaking based learning. These include:

- Motivating understudies by connecting with them in their own learning.

- Providing open door for understudies to seek after their own advantages questions.
- Allowing understudies to settle on choices with respect to the undertaking.
- Providing a setting for reflection.
- Providing an open door for understudies to apply and coordinate the substance of distinctive branches of knowledge in the learning procedure.
- Making learning applicable and valuable by tending to certifiable concerns, growing true aptitudes.

In a perfect world, understudies cooperating in a gathering ought to have the option to energize and bolster one another (Cruickshank, Bainer, & Metcalf, 1995). Collaboration additionally offers chances to observe the work propensities for other people and bears access to the feelings of associates. Understudies figure out how to function with an assortment of character types. On the off chance that one understudy experiences trouble, the others ought to be willing and ready to help and prompt. Adams and Hamm (1994) likewise note that this methodology diminishes the serious climate present in conventional individual learning (cf. Cruickshank, Bainer, & Metcalf, 1995).

Large Group

Large group teaching is the traditional center of university teaching. With all the criticism of lectures as a teaching method – one-way communication, focused on imparting information, sometimes dull, boring and repetitive – how is it that this mode of teaching has stood the test of time? The points to make briefly here are that good lectures can be inspirational, that some lecturers are highly effective and enjoyed by their students from generation to generation and that lectures can be broken up, varying the pace, introducing activities, film clips, the Internet

and ending with valuable condensed summaries which give students an overview and perspective they don't get elsewhere. It is making each teaching method effective by maximizing the potential of that method which counts.

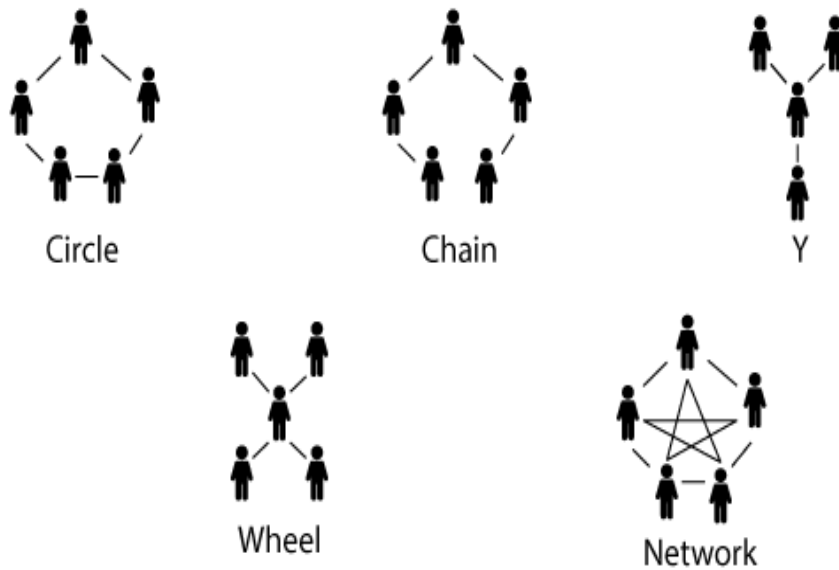


Figure 1-2

Common Communication Patterns in Discussion Groups (Palistha Maharjan, 2018)

In this format, communication patterns in discussion groups, this can be applied to bunches however all-to-one and one-to-all correspondence are additionally taken to be correspondence designs. When numerous individuals offer data to one individual, it is all-to-one correspondence. In the event that one individual gives data to many, it is one-to-all correspondence. For instance, discourses can be taken as tailing one-to-all correspondence design.

Small Group

Small Group teaching methods are a necessary contrast – two-way communication, listening to what students say, asking probing questions, enabling and ensuring that students also ask questions and meeting in settings which are appropriate for these purposes. In some fields, such as education, students themselves need to learn and over time to master these teaching techniques. They need to practice them, and so they need many opportunities to become confident in a teacher role including, of course, in real school settings. This is not easily achieved, but it is vital. Similarly, in other fields as well, professional practice must be accorded the highest of priorities, with opportunities planned with care and in detail to ensure that major benefits derive from what time and circumstance is made available. In the sciences, including the health sciences and in engineering, small classes provide the sites in which careful checking of student understanding of concepts, and progress in the gradual building of bodies of knowledge and their applications, can be tested. Only in this way can teachers be sure that, as they move on to more advanced topics in cumulative learning, the students are actually following and gaining from progressive teaching.

This is basically equivalent to an entire class conversation, however the utilization of smaller gatherings gives the members more chances to contribute (Kizlik,2001). Chalmers and Fuller (1996) suggest that there be close to four or five members in each gathering. Freiburg and Driscoll (2000) note that gatherings of this size are little enough that all of the individuals will get an opportunity to communicate, and that four-man bunches are perfect for learning bunch forms, yet five (an odd number) are required for decision- making. Time imperatives and gathering size can regularly hinder support, especially among less decisive understudies, and individuals are frequently progressively agreeable in smaller gatherings. "Little gathering

exercises encourage the advancement of positive friend connections among students, which as often as possible impact learning than instructor connections" (Cruickshank, Bainer, & Metcalf, 1995).

The small group discussion method can likewise be utilized with a talk to a bigger gathering, by separating for smaller conversations, and afterward reconvening for a bigger conversation or follow-up. This methodology allows the little gatherings to talk about the better subtleties of a bigger point. Smaller gatherings are likewise bound to have the option to arrive at an agreement (Kizlik, 2001)— which can be a cumbersome procedure with a bigger gathering — and afterward share these with the bigger gathering.

Lecture

Fox (1983) recognizes that address, among all showing strategies, is viewed as the traditional appearance of the origination of transmitting as educating. Talks are "basically monologs in which the instructor talks and understudies tune in" (Eggen & Kauchak, 2001, p. 308). The understudies "inactively get data conveyed in a verbal and (probably) sorted out route by educators" (Eggen & Kauchak, 2001, p. 307). These creators note this is a generally utilized technique to a great extent since it is reasonable, simple to design, adaptable material to an assortment of subjects, and easy to actualize. This technique relies upon the capacity of the teacher to "play out" the talk and convey the material plainly.

Cruickshank, Bainer, and Metcalf (1995) underscore that a decent teacher can assist understudies by creating significant learning abilities, for example, successful tuning in, note-taking, and basic reasoning. Frieberg and Driscoll (2000) note that "two key highlights of good talks are the lucidity of the data and the energy of the introduction" (p.178). Freiburg and

Driscoll (2000) additionally stress that the two variables are significant on the grounds that regardless of how engaging the introduction, if there is no substance to the material, the understudies won't get what they need from the class.

Schalock (1976) takes note that talks might be the most proper arrangement in specific circumstances, however that they don't add to other learning results, for example, "the capacity to apply information in handy circumstances, to take care of issues, or to change perspectives"(p.27). Eggen and Kauchak (2001) underscore two genuine downsides that make this methodology "(p. 308). Insufficient for some, if not most understudies": it advances latent learning, and doesn't support connection of thoughts; nor does it permit the instructor to survey understudy comprehension or learning. This methodology offers little for student investment or collaboration, which are favored exercises with developed students.

Individual Research Project

This is a type of individual research task, at times called the research project. Freiburg and Driscoll (2000) underscore that the individual venture approach underpins free realizing, which is proper with andragogy and self-coordinated learning. Cruickshank, Bainer and Metcalf(1995) note that the students do not exclusively pick the subject, yet they pick the way to deal with the examination and the introduction of the discoveries. This technique manages openings not just for understudies to find out about the point being analyzed, yet in addition to create look into aptitudes and to find assets in an assortment of media (Johnson, 1995). Johnson (1995) prompts that one significant advantage is the capacity to process the enormous volume of data on a theme and recognize and sort out those things that are of importance.

The upsides of this procedure are the chances to look for and distinguish assets, accumulate and investigate information, and select and practice diverse data introduction

methods. This methodology is especially powerful with adult understudies since it allows them the opportunity to practice self-bearing—a favored system with these students.

Plagiarism Detection

Plagiarism detection assisted by data-matching software is common in Western universities. The rationale is to ensure that students appropriately cite the work of others and to encourage originality. To explore the uptake of this technology in Saudi Arabia, academics were asked what data-matching (plagiarism detection) system was used in their university. Seventy-eight percent said they did not know, while 15 % said none. Turnitin was identified by 5 % of respondents as being available at their university and Jplag by 2 %. (Smith & Abouammoh, 2013). Seventy percent of respondents stated that they never use plagiarism detection software, either their own or that provided by their university. These results clearly indicate that this technology is not used extensively in Saudi Arabia. However, 72 % of the academics surveyed stated that they were interested in using plagiarism detection software, while only 8 % stated that they had no interest (Smith & Abouammoh, 2013).

Dictation

This is one the oldest teaching procedures used to move data from the educator's psyche, or notes, to the understudies' note pads. Fundamentally, the instructor directs specific data for understudies to deliberately record. It has been utilized by educators since they accepted that understudies couldn't acquire access to the instructors' sources, and that there is no single course reading that covers all of what instructors consider significant for the understudies to learn. Another purpose behind utilizing this methodology might be that the educators place incredible accentuation on tests, and they might want to give their understudies sorted out data that is

simple for the understudies to retain.

The benefit of this procedure is to improve understudies' composing abilities. It is useful if there are no sources and books accessible for the understudies. Additionally, it is helpful to furnish understudies with the most recent data that may be not open to them. Notwithstanding, there are a few weaknesses for this methodology, including: (a) the understudy isn't dynamic in the learning circumstance, so the essential focal point of the understudy is to compose what instructors are stating and not miss any words without having the opportunity to think or examine; (b) it doesn't think about the distinctions among understudies; (c) the understudies simply compose and remember, so there is no open door for using higher request thinking aptitudes; and (d) a few educators who utilize this procedure have used old materials that have been utilized for a long time, so the data that they direct to their understudy is may never again be current.

Reading and Explanation

Reading and explanation is also an old strategy. Normally, the instructor or the understudies read the course reading or other written word, and before long took into consideration Reading, the educator clarifies the fundamental thoughts, explains ambiguous thoughts, or underlines significant focuses that conceivably will be remembered for the test. In this methodology, the instructor is the person who controls the learning circumstance, and the educator's essential center is to move the information to the understudies with some accentuation of understudy understanding in general.

The upsides of this methodology are that the educator is permitted to include some significant data that may not show up in the course book, it helps enlighten understudies

mistaken assumptions, and to it improves understudies understanding capacities on the off chance that they have had the chance to peruse ahead of time. Be that as it may, there are numerous disadvantages with this technique: (a) it doesn't energize understudies' dynamic cooperation, as they simply tune in to the educator's perusing or clarification; (b) it doesn't support utilizing higher request thinking aptitudes; (c) it doesn't think about the individual contrasts among understudies; and (d) now and again perusing dominates the vast majority of the class time.

Private Higher Education

There has been a very rapid growth in the number of private universities and colleges in the Kingdom. Science in the established universities was considered as a course to be memorized, not as an approach for research, analysis and deduction. A resultant challenge is the need to re-evaluate the efficiency of higher education programs by determining the nature of the learning experience and the obstacles to be overcome in making that learning more useful and practical. It is understood that the research carried out in the new private universities and colleges must serve the needs of society and provide applied scientific solutions to specific needs. Examples would be research into localized genetic diseases so as to improve the quality of public health, local water and agricultural problems and needs, mental health issues and the eradication of illiteracy and the strengthening of literacy in its various types. This will take time, and it will require significantly different academic strengths from those currently held by many of the academics in Saudi private higher education institutions.

Many, if not most, of the students at the private institutions are not eligible to attend the national public universities – they have not met the entrance requirements. They are, however,

ideally suited to the more practical orientation that the private universities and colleges offer. Nevertheless, a large number of students in private higher education institutions fail their courses and drop out of university study. These failing students represent economic and financial, as well as psychological, losses to both the nation and the families affected. Some of the failure may be attributed to a gap between the general education courses that the students took at the secondary level and the new university courses, the absence of an academic or professional orientation of the families sending these students to university, differing teaching styles at the universities and changes in culture.

Directed Instruction

Gunter, Estes and Schwab (1999) brought up that coordinated guidance got its hypothetical establishment from the hypothesis of behaviorism, especially from crafted by Skinner. Eggen and Kauchak (2001) included that this procedure is likewise founded on ideas crafted by Albert Bandura (who accentuates the significance of demonstrating for conduct obtaining) and Lev Vygotsky. Joyce, Weil and Calhoun (2000) depicted coordinated guidance as a procedure whereby the instructor clarifies another idea or ability to an enormous number of understudies and afterward permits them to look at their Underestimated by rehearsing under the educator's control.

Coordinated guidance is an instructor focused system in that the educator is answerable for picking, organizing, clarifying the theme, scrutinizing the understudies, and giving input. Be that as it may, it is understudy focused as many as the understudies are working on, analyzing, and responding to the instructor's inquiries (Eggen & Kauchak 2001). Eggen and Kauchak (2001), recognized four phases for actualizing this methodology:

1. Introduction - the instructor surveys and portrays exercise objectives and explanations behind the objectives.
2. Presentation - the instructor clarifies the new idea or models the abilities.
3. Guided practice - the understudies practice the ability or classify models of the idea.
4. Independent practice - the understudies practice the aptitude or idea all alone. (p. 275).

The input that instructors accommodate their understudies is basic, so the educators should give successful criticism that doesn't control the understudies.

Low International Standard Research Capacity

Until recently, the focus of university education within the Kingdom has been on the acquisition of knowledge and skills, with Saudi students and academic staff generally travelling to overseas universities to undertake higher degree research. Further, and in part because of language barriers, Saudi academics have not published widely in international journals or participated extensively in international research projects. As a consequence, Saudi Arabia does not have a strong research tradition in its university sector. Nevertheless, there is now a strong and pervasive recognition among university administrators, staff and students of the importance of high-quality research capacity and outputs. The issue of low publication rates is of particular concern to Saudi academics and university administrators, because it is through international publications that academics and their universities gain professional credibility and standing.

The major reasons for the relatively low publication rate by Saudi academics would seem to include a lack of knowledge and understanding about what is required to report research output in an international publication; difficulties in expressing ideas in English, the major language for international publications; the relatively recent emergence in Saudi Arabia of many disciplines in the social sciences as areas of academic strength (internationally, this area accounts for a massive number of publications); inadequate mentoring of Saudi academics by established international academic authors, particularly in the social sciences, including education; and a lack of confidence to expose their academic arguments and findings to international critique.

Induction

Eggen and Kauchak (2001) call attention to the fact that enlistment as training procedure is utilized to assist understudies with securing profound comprehension of the theme under investigation. They additionally referenced that this procedure is grounded in an intellectual hypothesis, particularly psychological constructivism, in which understudies develop their comprehension of the points instead of getting them from educators.

Enlistment depends on moving from the parts to the whole—the understudy has the chance to inspect and contrast the parts all together with think of a durable thought or law portraying the entirety. In a model from science class exercises, understudies would comprehend through examinations that (a) iron grows when warmed, (b) gold extends when warmed, and (c) copper extend when warmed, along these lines they would presume that all metals grow when warmed. The inductive model urges understudies to assume a functioning job in the learning procedure.

Taba (in Joyce, Weil, and Calhoun, 2000, p. 131) developed this technique dependent on three suppositions: (a) thinking can be instructed, (b) believing is a functioning exchange

between the individual and the information, and (c) forms of thought advance by groupings that are administered by rules. Eggen and Kauchak (2001) included that acceptance could be a decent method to build understudies' inspiration by building up their inclinations and expanding their self-adequacy.

Questioning

This is one of the instructing methodologies that takes into account collaboration among instructor and understudies. Freiberg and Driscoll (2000) express that scrutinizing is one of the most well-known verbal associations in the study hall among understudies and educators. There are a few kinds of addressing: for instance, the instructor may pose an inquiry during the talk to ensure the understudies comprehend and are following along; the educator may pose inquiries just to recover realities; or the educator may structure the entire class meeting dependent on questions planned to make understudies think, break down, blend and partake effectively. In fact, Cruickshank, Bainer, and Metcalf (1995) attest that most instructors don't utilize addressing strategies adequately.

There are approaches to improve the nature of the inquiries: (a) the inquiries ought to be clear and explicit; (b) the inquiries ought to be proportionate with the understudies' capacities; (c) the inquiries ought to empower understudy thinking; (d) the inquiries ought to suit the individual contrasts among understudies; and (e) the instructor should regard every one of the understudies' answers and write them in an amiable way. Great and Brophy (1987) recognized the significance of addressing procedures that permit understudies to cooperate with their instructors in manners that at last lead to huge learning. Addressing helps educators in that it requires the understudies to focus more.

Gaps in the Literature

While scholars have identified that teaching methods in Saudi Arabia to be largely influenced by the country's religious practices, few have identified the adverse effects of the curriculum on the country's international image (Elyas & Picard, 2013). Notably, Islamic religious-based education in Saudi Arabia also promotes apathy to other religions (HRW, 2017). It also makes students have a negative perception of non-Islamic traditions opposing Sunni Islam (HRW, 2017). Such an approach to learning has made the West and other developed non-Islamic nations critical of the country's education system as one breeding terrorists. The state of affairs on this matter was illustrated after the September 11, 2001 bombing in New York. Educational officials saw the increased calls to overhaul the Saudi education system to move it away from a curriculum perceived as promoting extremism (HRW, 2017). In fact, the U.S categorized the country as a designated "country of particular concern" under the International Religious Freedom Act, which triggers sanctions and travel restrictions.

Saudi Arabia's economy is currently undergoing a tremendous turn around with efforts centered on shifting away from an oil-based economy to becoming more diversified. The changes require a skilled labor force that will promote innovation and creativity (Al-Qahtani, 1995). However, with the current state of the education sector, the goal is likely to remain a dream or one characterized by a large number of expatriates. Moreover, the religious-based curriculum and the perception of the nation as one breeding terrorists has limited the involvement of Saudi Arabia's graduates in international developmental issues (Douglas, 2015). In this respect, there is a need to overhaul the curriculum to develop an education system that would be internationally recognized as a model of excellence.

Furthermore, this paper is consequently promoted dynamic teaching mechanisms that are an improvement of the current Islamic-based curriculum in use in Saudi Arabia today. In this respect, it helped realize a new form of education not purely driven by religious competition and instead recognize the existence of divergent values and historical processes (Elyas & Picard, 2010; HRW, 2017; Douglas, 2015). Religiously literate citizens who appreciate the divergence in values helped create a basis for productive collaboration toward the solution of common problems. Such an approach helped correct the notions that Saudi education promotes extremism and make it possible for Saudi graduates to be embraced internationally (HRW, 2017). This paper also provided an avenue for people to understand what happens in Saudi classrooms and help correct the perception of intolerance and anti-Western views being taught in Saudi classrooms. The study by Elyas (2008) revealed that despite assertions of the education system promoting terrorism, there is insufficient data to make people understand Arabic textbooks and what goes on in Saudi classrooms.

In developing the framework for reforms, the findings of this study also provided a framework for changing the education of women in the Kingdom. Currently, the religiously inclined curriculum and education system advocates for the separation of women and men in school. Additionally, the current education system does not encourage women to pursue courses such as engineering and medicine, which limits their inclusion in building the nation (Alsuwaida, 2016). By developing a curriculum less inclined towards religious extremism, women allowed the freedom to pursue any course at the university, resulting in an increase in their participation in the labor sector. Increasing the population of Saudis in the labor sector is vital to helping the country achieve its Vision 2030 goals and the Saudization agenda (Hamdan, 2005).

A review of the literature revealed that Saudi professors primarily use didactic teaching methods promoting rote learning. Interviewing professors and students corroborated these findings. Professors confirmed the syllabus requirements coupled with the limited time to plan for lessons drove them to use didactic teaching methods. The participants in the research process also explained that the form of teaching used in Saudi universities did not promote critical thinking or meaningful teacher-student relationship. In fact, they indicated that educators feed students theoretical notes with the aim of enabling them to pass exams content outlined in the syllabus.

Current Teaching Methods Based on the Banking Model

Freire (2014) described the form of teaching used in Saudi Arabian universities using the banking model. The model posits that teachers talk about events as if they are predictable and static. This explains the tendency of educators in Saudi universities to fill students with contents of their narration resulting in discouraging student input. In this respect, students have few avenues to develop critical thinking skills. In line with this argument by Freire, the current teaching methods have failed to prepare Saudi students for international competition with graduates from other developed nations. Furthermore, Freire describes the disadvantage of this form of learning as one characterized by the sonority of its words, not its transformative power. The lesson structure used by the professors leads students to memorize narrated content mechanically. Students are turned into containers to be filled by the teacher. As a result, they are not expected to think critically. The rote system of learning does not promote student-teacher engagement because students cannot analyze content and cannot question the material. In the banking concept of education, knowledge is like a gift bestowed on students by teachers who believe the students know nothing (Freire, 2014). For instance, the professor in my class started

off by projecting his belief that we could not receive high grades because it would make us feel as smart as him (Freire, 2014). Thus, according to the banking concept, the teacher presents himself to the students by considering their ignorance absolute. In such an environment, the more students learn, the less they develop critical consciousness which denies them the ability to become change makers of the world. Thus, the Banking concept theory captures the real state of the teaching methods used by Saudi professors and how it has contributed to the lack of meaningful teacher-student interaction. In this respect, educators are like living encyclopedias who merely provide information and do not allow any contradiction to what they teach.

The Constructivist Learning Theory

Perhaps a more fruitful approach to teaching could be found in the Constructivist Learning Theory. This theory describes the path professors need to adopt in structuring the curriculum and their teaching methods. The theory posits that people understand things differently based on own experiences (Jones & Brader-Araje, 2002). Learning requires one to experience things to reflect on those experiences. The curriculum used in Saudi universities does not promote this type of education. In the light of this, professors should develop their teaching methods to ensure that students learn actively by critically analyzing concepts taught in class and how to apply them in the real world (Jones & Brader-Araje, 2002). In the classroom, the Constructivist theory points towards the need to encourage students to take an active approach to learning by asking questions and solving real-world problems. Furthermore, the teacher needs to understand the students existing conceptions about the course and then adjust their teaching accordingly to ensure a positive attitude and active engagement (Jones & Brader-Araje, 2002). By understanding and applying the Constructivist Learning Theory in the classroom, Saudi Arabia's professors improve educational outcomes and develop the students' critical thinking

capabilities. In this respect, the educator embodies a tree that nourishes the leaves and ensures they fully develop.

Jean Piaget, one of the most brilliant theologians, created a learning theory which is used widely today known as constructivism. Every student learns in different ways this theory suggests that knowledge is formed by activities instead of hearing or seeing. Piaget's constructivism is when learning is viewed as a process in which an individual construct their knowledge based on past experiences. These experiences give students a greater sense of the world surrounding them, allowing them to learn and grow as a result of what they participate in on a daily basis. Lev Vygotsky also proves the constructivism theory through the Developmental Proximal theory which states that people learn better from others that are a bit ahead of them. This allows teachers to help their students understand the material by dividing them into groups on a particular subject. In a constructivist classroom, the teacher performs as a leader of a class who encourages the students to explore within the context. Students are called to socialize with their peers to organize their ideas and construct their knowledge. The constructivism theory impacts pupils contemplating, sentimentally and environmentally in the classroom.

Teachers have an important role in society. A teacher's job is to be a role model to the students and prepare them to be effective citizens in Saudi Arabia and the world. A good teacher is someone who will listen, encourage their students individually through their academic journey. The constructivism theory, cognitive thinking is cultivated and motivates independent learners. Learning builds upon pervious knowledge. Learning is filtered through pre-existing knowledge. As a result, learning is more efficient when students are engaged in the learning process. "This process involves discussion and attentive listening, making sense of the points of views of others, and comparing personal meanings to the theories of peers." The teacher's role in a constructivism

classroom is to make the students feel comfortable and safe in the class so that they can share their own experiences and move forward in their lives cognitively and emotionally and dealing with new information and mental activity within the brain and the formation of these concepts. As a result, it is essential to create a safe environment for my students to share their past experiences. The interaction with a child and the environment is important for their areas of development. It is also crucial for the educator to keep in mind the different environmental needs of the children and to help their students with their needs in order to engage them in learning.

Constructivists believe that the student creates their own meaning from both informal experiences and formal instruction. “Thus, when learners attempt to make sense of the objects and events around them, they combine some of what they observe with their existing knowledge and beliefs to create ever-expanding and distinctly unique understanding of the world” (Ormrod, 2016). Instructional practices make a huge impact on how students mentally process classroom material and effectively learn. Ways to enhance learning includes meaningful, concrete, easy to organize, technological tools or small group work, can have positive impacts on the quality of learning. Constructivist teachers instructional design is to allow students to take ownership of their learning process, and more often than not lessons are taught in faithful environments to create a honest way of learning. People are characteristically driven to organize thoughts and the way we go about our daily lives. Piaget posited that constructivism is broken down into assimilation processes and accommodation processes. Assimilation processes takes existing knowledge and interprets new knowledge based on what we have already experienced in the past. Accommodation processes are activated when the learners are being exposed to new information and experiences that do not fit any category that they already know which forces the

learner to create a new category for that new information or experience to fit. By using the assimilation and accommodation processes it requires students to use their critical thinking.

When shaping students' futures, it is important to look at how they will be affected in the classrooms that is crucial to their development. Constructivism gives students the reigns to be experts and they are required to investigate, use critical thinking, and problem solving to construct their own meaning of the given information. "In such active learning environments and through the process of self-discovery of information it is argued that the motivation to learn is intrinsic to the child and not in need of teacher's external influences on motivation" (Krahenbuhl, 2016). Students that are in constructivist demanding have different types of styles of learning. Most common styles are in classroom discussions, hands-on projects, student teaching activities, field trips and more. These types of learning styles give all different learning styles a chance to also learn and understand the material. Classroom discussions are very important to the students because they work with their peers on figuring out what the "answer" is by also seeing how other students get to that "answer". For example, if the teacher asks students to go around the room doing different kinds of exercises, or perform some kind of task in order to prompt conversation. "A perspective known as social constructivism encompasses theories that focus on how people work together to create new knowledge, perhaps at a single sitting or perhaps over a lengthy time period" (Ormrod, 2016). Instead of having students rely on someone else to give them information and accepting it as truth, the students use data, hands-on experiences, and group discussions to analyze the information themselves.

Hands on activities are the best application of constructivism, critical thinking, and learning. After completing the exercise having the students journal what they have learned helps student better understand how their own experiences contribute to their learning. The major

contributors to this learning theory are Jean Piaget, and John Dewey. John Dewey thought that schools should not focus on the typical learning methods such as rote memorization; instead students should focus on engaging in real world, practical workshops that demonstrate their knowledge through class collaboration and individual creativity. Jean Piaget did not support that students are simply passively absorbing knowledge; instead he proposed stages of adaptation of reality during which the learners are actively constructing their own knowledge by creating and testing their own theories of the world. Constructivism gives the students the opportunity with guidance from the teachers to explore different challenges, and ultimately better their future. This allows for students to use their critical thinking skills to solve problems verses guessing until they finally get the correct answer.

Summary

From this literature review section, development and establishment of critical thinking is an important aspect to the Saudi education system. Saudi teaching practices are primarily influenced by culture as Islam from which the education system is founded. This section highlights the challenges facing the Saudi higher education based on the teaching methods used by the professors. Nevertheless, as logical as the cultural basis regarding the contribution of the teacher may seem, effectiveness in learning is largely dependent on students' attitudes and perceptions. A key takeaway from this literature review is that the teaching practices of Saudi professors are teacher-centered with little to student engagement. As a result, competing globally is a challenge. This section shows that for learners to understand better, the conventional teaching methods are no longer reliable. Therefore, new and advanced methods are needed and this dissertation proposes constructive learning.

CHAPTER THREE: METHODOLOGY

This chapter explains the research methods employed in this research rationale for the choice of methods. The first section is a review of the research methods used by previous scholars who have studied the quality of education in Saudi Arabia. Secondly, the theoretical framework on which this research is based has been discussed. This chapter includes a detailed description of the constructivist learning theory, its principles and ways in which it can be applied in by Saudi professors. The Banking Model of teaching is also discussed. This chapter describes how the model is currently used by Saudi professors in teaching and its implications on students learning. The methods of data collection and analysis used are also described in this chapter. The study population, sampling method used and selected participants are also detailed. are also described. Lastly, the ethical considerations of this research are explained.

Qualitative Research

Studies including the lived understanding of various gatherings of people have frequently utilized subjective research plans. By taking part in a subjective research study, I accepted that was conceivable. Bazeley (2013) noted scientists taking part in a subjective report center around, "observation, portraying, deciphering, and analyze the way that individuals experience, follow up on, or consider themselves, and their general surroundings" (p. 4).

I chose a qualitative research design for this study so I could comprehend the instructing strategies and practices is essential. Subjective research permitted this to occur while allowing the analyst to follow drives that developed (Charmaz, 2014). Subjective research requires the analyst to recognize their place with regards to the research. In this research, the scientist is a functioning member. The interview procedure required the scientist to associate with the members and utilize deductive intuition in building subjects.

In qualitative research it is feasible for an analyst to enable members through a finished research study. The members participate in exchange with their sources about their examination of observed and announced occasions and exercises. They urge witnesses to deal with their encounters in their investigation of them. Here the objective is advancing social change (Bogdan & Biklen, 2007, p. 43). However subjective research, albeit abstract in nature, is as thorough and compensating as its factual partner, quantitative research. Subjective research empowered me to examine individual encounters and work-life directions with an attention on systems. Such us, inspiration, openings, and result.

The Institutional Review Board

The Institutional Review Board at the University of St. Thomas, like any IRB, looks to guarantee moral treatment of members and their own data (Creswell & Poth, 2018). I presented an application to the Institutional Survey Board for endorsement of my examination. The philosophy and upon endorsement started reaching schools to set up interviews. Preceding each interview, I messaged the IRB general assent structure and requested marks to find out agree to partake. This agree structure disclosed to members my objectives and plans for the investigation, and my research question:

What are the teaching practices of university professors in Saudi Arabia and their impact on students' learning?

Participants also received details regarding confidentiality and developed an understanding of their flexibility in participation.

Methods Used in Education Research

There have been several studies on the quality of education in Saudi Arabia and the effects of teaching methods on the educational outcomes. For this reason, the researchers employed different data collection and analysis methods. Most of these studies included interviewing and observing teachers and students to identify their perceptions of teaching methods and its effects on the quality of education. For example, Al-Qahtani (1995) used observation and interviews in his study. The former approach enabled the researcher to record instances of activities that promoting the teaching of thinking skills. Interviews were conducted to determine the teacher's understanding of critical thinking and how they believed they succeeded in teaching it in the classroom. On the other hand, Choy and Cheah (2009) used survey questionnaires to collect data on teachers' perception of critical thinking. The transcripts were analyzed inductively and the data categorized into different into different themes. Thus, the primary methodologies previously used to investigate teaching strategies included interviews, surveys, and observation. Elyas and Picard (2013) sought to investigate the effects of 9/11 on the education system of KSA. They examined how neoliberalism manifested and impacted the quality of education in KSA post-9/11. The authors argued against adoption of a neoliberalism suggested the need to globalize education in the KSA. Abdallah, Al-Zalabani and Alqabshawi (2013) used an Arabic version of the VARK questionnaire to study the preferred learning styles of Saudi university students and how they vary with gender regarding the teaching strategies of the research methodology course.

Alzamil (2014) used a brainstorming technique to evaluate the improvement of the quality of technical education in Saudi Arabia. Abalkhail (2017) studied the challenges and opportunities faced by women in leadership in Saudi higher education. The author used a

qualitative, interpretive approach is adopted to analyze interviews with the participants of the study. In the book *Gender and subject choice in higher education in Saudi Arabia* the author has proposed a number of methods to understand how gender and norms influence the educational choices of Saudi female students and lecturers. Abdulrahman (2012) proposed use of qualitative focus groups and online survey to explore the value of medical education in the kingdom.

Quadri, Muhammed, Sanober, Qureshi and Shah (2017) used a mixed method comprising of qualitative techniques and survey approach to examine the barriers to the successful implementation of e-learning in Saudi Arabia.

Constructivist Learning Theory

Several scholars have studied the effectiveness of the Constructivist Learning Theory in improving the quality of education. A study by Pagán (2006) compared the efficacy of the theory compared to other contemporary and traditional theories. To this end, the author used an exploratory approach that included an analysis of the application of these models in different academic institutions. The study revealed that traditional theories promoted the transfer of knowledge to students and limited their ability to interact with educators or develop critical thinking skills (Pagán, 2006).

On the other hand, the Constructivist Learning Theory promoted quality education by enabling educators to understand the needs of the students and structure courses to address them. Another study by Zurita and Nussbaum (2004), revealed that the integration of the Constructivist Theory in education allows students to develop their capacity to think critically and build up knowledge while working in a collaborative and reflexive process guided by the teacher. The study also revealed that handheld mobile devices could help promote such forms of learning and

increase interactivity between students and teachers. The research method used entailed a controlled experiment where a pre-test was given to the participants, and the quantitative results analyzed using statistical methods such as analysis of covariance. The qualitative results were observed for constructivist principles. Further, a study by Thomas, Menon, Boruff, Rodriguez, and Ahmed (2014) it was revealed that the theory was ideal for improving the quality of nursing education. The researchers adopted a scoping review method that entailed an analysis of earlier studies on the constructivist learning method.

It is also worth noting that opportunities, activities and environments are provided to enhance metacognition, selfawareness, self-regulation and self-analysis. The learning-centered principles which were adopted by APA in 1997 define psychological philosophies with the highest positive effect on learners as well as a learning process. These principles focus on factors that are internal and those that are under the control of learners. However, these principles acknowledge the external and contextual factors that influence the internal factors. Learning does not occur in a vacuum and from the context of learning the principle; learning is affected by environmental factors such as technology, culture and instructional practices. Therefore, technology must be appropriate for learners' cognitive abilities, the level of prior knowledge and thinking strategies.

According to Brown (2012), it is challenging to enhance constructivist learning in class. This challenge emanates from translating constructivist theory into practical and viable instructional strategies. Offering teachers strategies to formulate instructional plot is not enough. Expanding classroom size creates a barrier to operational and students experience a challenge in connecting classroom theory to the real world. Another challenge in establishing this kind of learning environment is that face to face context of learning does not give students a chance to

test their knowledge in the real world. In general, the key element of constructivist learning that are hard to promote in class includes the ability to experiment, explore, converse, construct and reflect which can be enhanced through application of technology.

Banking Model Approach

Furthermore, a study by Job and Sriraman (2015) revealed the nature of student-teacher relationship based on the Banking model. The study entailed an exploratory research of existing studies on the Banking model and how it determined teaching methods and resultant teacher-student relationships. It revealed that educators that used the model considered students as receivers of knowledge and as such provided them with notes to cover class content. The approach promoted didactic learning methods that failed to develop the student's capacity to think critically. On the other hand, Beckett (2013) used a qualitative exploratory approach in explaining teaching methods based on the Banking model. In so doing, the researcher revealed that Freire's work contributed to an understanding of education and teaching methods. He concluded that the Banking model was monological, problem-solving, and constituted from the teacher's point of view. As such, it did not address the needs of the students in learning, which made the teachers teaching methods ineffective in aiding efficient learning outcomes for students. It also explained the lack of a good teacher-student relationship in schools. Moreover, Rugut & Osman (2013) analyzed Freire's reactions to Banking education to demonstrate the effectiveness of the theory in analyzing the quality of education. The study revealed that the Banking model has been instrumental in the development of education practices all over the world. Moreover, it showed that the model had influenced the teaching methods of educators, which explain the widespread use of didactic methods.

Paulo Freire discusses the issues in the main stream of education and promotes a different approach of teaching. The “Banking” model of education is the standard of education, which Paulo is strongly against and expresses his opinion on it. The basis of “banking” model of education models the teachers as the “subjects” and the students as the “objects” (Fischman, 2009). The teacher thinks of what they are going to teach and the students will follow. Students learn through memorizing and repeating phrases that the teacher narrated. Paulo compares this teaching style as “an act of depositing”. The depositor (teacher) feeds information to the depositories (students), in which they memorize it and store it in their brains. In Paulo’s argument against the Banking Model, he states that students only memorize and store knowledge, without knowing the true significance of what they are actually learning. In result, the students don’t develop a critical consciousness and can’t struggle against oppression. Liberating (problem-posing) Education in Paulo’s opinion is “a revolutionary” change in education and the teacher-student relationship.

In this teaching style, both the teachers and students are the learners and also the teachers. They both are “Subjects” that create and exchange in each other’s knowledge. This practice is based on the realities of the oppressed and uses dialogue to view the world in a critical manner. In the book “Pedagogy of the Oppressed” by Paulo Freire, Freire talks about teaching method called the “Banking Method” in which students are turned into “containers” to be “filled” with information by their teacher (Rugut & Osman, 2013). Once filled with the information that is fed to them, they are to regurgitate that information without really learning and retaining the information. Thus, perpetuating the never-ending cycle of one-size-fits-all education while one continues to conform to society without individuality.

Grounded Theory Methodology

This study utilized this aspect of data collection, data analysis, and data interpretation. The three methods related to the grounded methodology is essential to achieve the desired objective. To collect the information, we are going to use to conclude to make recommendations, it involves the use of observation and interviews as a means of collecting data. Utilizing the grounded theory methodology facilitated the better design and proper methods of data collection, which led to the high quality of the findings. That is the information that would be used to decide on what would be the most viable means of education to be implemented in Saudi Arabia.

Data Collection

Following the research methodology of the extant literature on this particular topic, this study used a qualitative approach. This is a self-report survey using interview and classroom observations to collect the necessary data. The participants included both professors and students. The interviews enabled me to collect data on their perceptions of the quality of education in Saudi Arabia. Teachers asked to describe their understanding of the curriculum and how it affects their teaching methods. They also provided an overview of their understanding of critical thinking and how they teach it in the class, or how their teaching skills might limit its development. As for students, they asked to demonstrate their understanding of critical thinking and how they perceive the limits of their professors' teaching skills how their teaching promotes the development of critical thinking. The observation method entailed observing students and teachers interacting in a classroom setting. The observer was pay close attention to the teaching methods used and how professors engage students and train them to think critically.

Interview

The main data collection method for this grounded theory research was personal interviews. I interviewed nine students and eight professors from difference level and departments. The participants were two freshman students, two sophomores, two juniors, and three seniors. The participants from two departments, nursing department, and Applied Medical Sciences department. Interviews questions provided combined results. Open-ended questions prompted accounts uncovering the lived-accounts of the participants.

I started interviews with a neighborly methodology, offering my thanks for their eagerness to participate in this examination and helping them to remember proficient secrecy. Somehow or another, every member had been suggested as an innovator in this field, which I pointed out during the underlying discussion. I needed to attest their "master status" and consequently welcome open sharing. I at that point moved into the inquiries questions. I decided to stay adaptable with my inquiries and arrangement so the interviewee could manage our discussion to the aspects of care they discovered generally significant. Having normalized, open-finished inquiries permitted me to use a structure that was adaptable enough for every interviewee in my investigation yet met the goal of my examination question.

Grounded theory looks to accumulate "rich information" (Charmaz, 2006), so the adaptable model allowed me to go further with resulting addressing in regions that members evoked. A survey of the transcripts showed numerous expressions. While adaptable demonstrated to be important, the making of a rundown of controlling inquiries couldn't be downplayed in leading the 17 interviews. In building up a grounded hypothesis, I expected to utilize questions reliably and mention objective facts. As I assessed my discoveries and searched for designs, that essential arrangement of inquiries saturated the whole research study and helped me stay associated with my abrogating questions:

What are the teaching practices of university professors in Saudi Arabia and their impact on students' learning?

After completing the interviews, contingent upon my interview plan, these were in some cases voice chronicles that I later interpreted or my own composed reactions. The notices gave a "gut response" see that end up being important during the investigation procedure. The points that stood apart at first frequently drove me to topics and discoveries as I saw them create in resulting interviews. Charmaz (2006) prescribed utilizing these hunches and adding to the interview as hypothesis comes to fruition, so the composition of updates or reflections held extraordinary incentive in the investigation procedure.

Interview Questions for Students Included:

Background Information

Gender, Age, and level of Education

1. Could you talk to me about your learning experience?
2. How did the teaching and learning shape your competencies?
3. How do the professors encourage group discussion?
4. Do you think technology will help improve the nature of education in Saudi Arabia?
5. What do you think of collaborative learning and would this improve learning outcomes in Saudi Arabian Universities?
6. What type of learning will help students learn more successfully?
7. What are the changes you would like to see made in university teaching?

8. In what ways do you think Islamic principles determine the teaching methods used by professors?
9. What do you think should be done to improve teacher-student relationship and promote positive education outcomes?

The Interview Questions for Professor included:

Background Information

Gender, Age, and employment status

- 1- Please Describe your teaching experiences?
- 2- What is the Highest Level of formal education That you have completed?
- 3- How long has you been working as a teacher?
- 4- As professor for what are your approaches for teaching?
- 5- Describe the current curriculum you are teaching now
- 6- How does that curriculum implement critical thinking strategy?
- 7- How does the curriculum need to change to improve learning and encourage collaborative learning?
- 8- In what ways you teaching strategies shape and influence students learning?
- 9- Describe the impact of implanting technology technique in teaching?
- 10- What are the changes you would like to see made in university teaching?

Transcriptions and translations

Merriam (2009) contends that "verbatim interpretation of recorded meetings gives the best database to examination" (p.110). Subsequent to meeting and leading the main meeting I quickly translated it. This methodology is useful in two different ways. Right off the bat it is useful as far

as abstaining from losing "track of developing subjects". Furthermore, when each meeting was interpreted it assisted me with making "sure that answers seemed well and good" (Al-Asmari, 2008, p. 86).

As referenced before, all members in this examination were local Arabic speakers and the meetings were consequently directed in Arabic language. Subsequent to deciphering in Arabic I utilized 'back interpretation' (Brislin, 1970), which is "the most widely recognized and enthusiastically suggested methodology for interpreting" (Chen and Boore, 2010, p. 235). The information from the meetings were made an interpretation of from Arabic into English and afterward given to two authorities in interpretation in the two dialects (Arabic and English) who hold a PhD in interpretation concentrates so as to decipher the information from English to Arabic. request to limit confusion and to guarantee a progressively honest translation. When the English interpretation was settled I applied certain organizations of the meeting transcript. Merriam (2009) presents three arrangements for talk with translation. These are number lines, single or twofold separating or strong or italics for inquiries questions or then again, to "leave a wide enough edge on the right-hand side of the page ...to include notes or codes" (p. 110). I utilized two of these configurations. I composed the inquiries in striking and I left sufficient space edges on the right-hand side of the page to encourage examination.

Observations

I led perceptions to build up a direct comprehension of the strategies right now being utilized. I personally attended the lectures to collect information from the classrooms. Due to understudy secrecy, I decided not to record study hall perceptions. Rather, I took cautious notes during my visit and booked time in a matter of seconds following the perception to voice record my contemplations for later audit. I made my own perception structure to keep up a reliable

methodology which included draw a guide of the homeroom to trigger my memory during analysis later.

Once more, perceptions gave a wellspring of "rich information" (Charmaz, 2006). They allowed me to observe, firsthand, the necessities of the educators and understudies and permitted me to draw what happened during exercises these members utilized. I planned a perception structure that gave space to outline the room and depict both instructor and understudy practices.

This structure gave me a steady strategy for information assortment and helped during investigation sometime in the future. Recorded as a hard copy my exploration story, the perceptions gave me a setting, a scenery, and gave a progressively strong comprehension of the lectures and students learning methods. the other issue is the difference of the larger population in a classroom from the smaller population. These individuals' doctors used the different method of teaching whereby in the large populated classroom the doctors do not give a room to ask questions while in the smaller classroom the lecturer utilized the collaborative method.

Rationale

I chose King Saud bin Abdulaziz University for Health Sciences specifically because it has several agreements for academic collaboration with reputable North American, European, and Australian universities and institutions. It is considered one of the strongest universities in Saudi Arabia. I observed two classrooms from two difference departments, Nursing department, and Applied Medical Sciences department. Qualitative studies promote a deeper understanding of phenomena from the participant's point of view. The inductive nature of the design emphasizes the development of insights and generalizations out of the data collected. This data collection method allowed for both structured questions that defining the research question and also the opportunity to pursue an individual's response in more detail (Gill, Stewart, Treasure, &

Chadwick, 2008). It provided participants with some guidance on what to talk about which would be useful for the specific objectives outlined in this study. Open-ended questions provide researchers with the opportunity to probe deeper into an issue to understand the respondents' feelings, attitudes, and perceptions (Gill et al., 2008). Data collected through semi-structured interviews in such a manner provided abundant evidence that complementing the generalizable but thin data from the questionnaire. Thus, this method allowed me to offer comprehensive data promoting the understanding of both students' and teachers' the perceptions of both teachers and students in the Saudi education system.

Additionally, observation provided an avenue for confirming the validity of data collected through the interview method. The researcher becomes a passive participant in the study by silently observing the classroom process (Kawulich, 2005). In this respect, it provided avenues for observing non-verbal expressions of feeling, how participants interact with each other, and the duration of each activity (Kawulich, 2005). In this manner, it enables the understanding of the nature of student-teacher relationships in Saudi universities and how it relates to the professor's teaching methods. Observation also allows the researcher to verify the definition of terms used in the interview and observe events participants may be unwilling to share when doing so would be impolite or insensitive (Kawulich, 2005). The process makes the researcher aware of distortions or inaccuracies presented during the interview process. Thus, the observation method enabled the holistic understanding of the phenomena under study that is complete, accurate, and valid. Further, a study by Fish, Klenk, Mazur, & Sexton (2015) revealed the approach used by teachers in early childhood education. The researchers used the Grounded Theory method to analyze data that was collected using semi-structured interviews. According to the authors, the Grounded Theory Approach is a qualitative method that seeks to understand the

nature of human actions and interactions through the non-numerical organization and interpretation of data. The purpose of the theory is to construct theory through exploration and description of data based on principles of symbolic interactionism. The theory assumes that people develop perceptions based on the nature of their interactions and relationships. Analysis entails breaking down and reassembling data through comparative study to describe a human process. The key concepts present are then linked to properties and dimensions that exist in discrete categories. The relationships explain who, what, when, where, and how the process would manifest.

Data Analysis

The collected data analyzed using Grounded Theory because the theory makes it easy to analyze data and generate a theory (Cohen, Manion, & Morrison, 2000). Furthermore, data analysis also entailed statistical analyses using tools such as Microsoft Excel and hypothesis testing. I used a qualitative data analysis approach that entails a repeated, several step process. The first step was organizing the data using index cards, into different datasets that are based on teacher and student responses (Al-Abdullatif, 2011). The second stage was perusing the data sets several times to understand what they contain as a whole. The third level was the identification of themes and the classification of data accordingly (Al-Abdullatif, 2011). Lastly, the data integrated and summarized in the final report. The interview, observation, and subsequent data analysis processes helped elucidate how students perceive teaching methods in Saudi universities and their effectiveness in promoting the development of critical thinking skills. These procedured also further our understanding of the teaching methods used by professors, the factors that encourage them, and their knowledge of concepts such as critical thinking.

Coding

I started coding the transcripts after the entirety of the interview were finished. Open coding is a dynamic and liquid procedure. "To reveal, name, and create ideas, we should open up the content and uncover the musings, thoughts, and implications contained in that" (Strauss & Corbin, 1998, p. 102). I doled out aliases every one of the members so as to guarantee their secrecy. The information was investigated and specifically sorted out utilizing Van Manen's efficient phenomenological strategy. For Van Manen (1990), utilizing phenomenological reflection straightforwardly includes revealing topical angles, disengaging topical articulations, making semantic changes, catching topical portrayals from imaginative sources, and deciding basic subjects. I got myself mostly pulled in to Van Manen's (1990) point of view, as I believed I comprehended his methodology best and it allowed me the best chance to catch what I was after analysis that required some investment and tolerance. I found after a few readings of the main interview transcripts, the member's stories contained hills of data. As I read through my information, certain words, phrases, examples of conduct, subjects' perspectives, and occasions clarified, stood apart to me. I composed these regions, after idea mapping them through drawing, and physically figured out the data to confirm subjects and strings.

Validity

Two specific legitimacy dangers incorporate specialist inclination and reactivity. I thought about how my suppositions, convictions, and points of view may influence how I proceeded as a specialist. I knew and recognized, that my experience as Bachelor student in Saudi University. I worked with scholastic thoroughness to keep up my own and expert uprightness while utilizing protections to counter conceivable legitimacy dangers. Instead of

trying to wipe out close to home predisposition as a specialist totally, I used my experience understanding and skill to all the more viably direct subjective research (Charmaz, 2014). I utilized my own understanding as an instrument of research to investigate member reactions all the more completely. I was conscious and deliberate about searching for conceivable inclinations during examination of member reactions. I was intentional not to self-report my own viewpoint members during information assortment, past responding to their immediate inquiries and concerns. In every datum assortment, I analyzed how I acted as an analyst, while building up affinity with members. I offered semi-organized conversation starters which permitted members to talk straightforwardly and investigate impression of their comments. Preceding meetings, I rehearsed my inquiries and gave myself time for purposeful nearness. At the meetings, I showed up before the expected time to get ready and to pick up the best possible outlook as a questioner. I set aside effort to welcome members and passed on a uniform, caring disposition while making a sheltered environment for sharing. I paced each meeting along these lines during information assortment.

Ethical Considerations

The practice of ethics was as significant in this investigation as in my work. I took measures to guarantee all members and practices kept up an elevated level of regard. This started with intensive groundwork for the interview, and perceptions. The study I invested energy getting ready for meetings and investigation by perusing ebb and flow writing to comprehend what was required and to make my very own type of research philosophy under the contextual analysis and grounded hypothesis systems.

Participants

All scholars must consider ethics in social research. In this respect, I sent a letter seeking consent to perform the study at King Saud bin Abdulaziz University for Health Sciences. Furthermore, I asked for approval from all participants and assure them of their confidentiality. All participants received an email with details about the purpose and context of the research. It also indicated that the study is beneficial to them because it is geared towards improving the quality of education in Saudi Arabia. The email also states that there is no risk associated with the study, it is voluntary, and anyone would be allowed to terminate his or her participation at any time. My Interviews were all in Arabic language, and I spent one month translating and transcribing all Arabic conversations to English language before analyzing data.

Practices

I comprehended the estimation of moral practices and methodology all through the exploration venture. Toward that end, I utilized structures and methodology that guaranteed a reliable way to deal with observations, interviews, and analysis. I acquired IRB endorsement before directing interviews which clarified that this examination represented no risk to instructors or understudies. Working from a constructivist-interpretivist worldview (Crotty, 2015), I endeavored essentially to observe, analyze, and understand without judgment. While I needed reliable proportions of information assortment. the narrating by the members considered adaptable interviews and the opportunity to move the interview to points generally significant to them. Utilization of this model and these procedures cultivated a harmony between reliable information assortment and member opportunity.

Summary

The main purpose of higher education in Saudi Arabia has remained a significant challenge for education stakeholders. The education system has failed to produce students that can think critically and independently. The current system only prepares students to pass exams and involves the regurgitation of lecture notes in the examinations. Therefore, the ministry of education needs to change the current system of education and adopt a collaborative approach that fosters active student participation. The use of ICT should also help promote student-based learning that develops critical thinking in students and teachers.

CHAPTER FOUR: FINDINGS

The study sought to investigate the teaching practices of university professors in Saudi Arabia and their impact on the students' learning. To achieve the study objectives, the researcher collected data using observations and interviews. This chapter outlines the findings acquired from the two methods of data collection used. These findings are the true depiction of what is currently happening in Saudi Arabia. The qualitative work from this research is therefore the most significant factor that contributed to the success of this project.

Description of the Sample

The sample consisted of both professors and students. Both were observed in a classroom setting and each of them interviewed. The students consisted of nine participants composed of two freshman students, two sophomores, two juniors, and three seniors from different levels of two departments. The professors consisted of eight participants composed of four from the nursing department, and four professors from applied medical sciences. The students' ages ranged from 18 to 27 years, while that of the professors ranged from 33 to 65 years.

Research Methodology Applied to the Data Analysis

There were two methods of data collection used during the research; observations and interviews. Based on these two methods, the following findings were obtained.

Observations

According to a research conducted by Bordens and Abbott (2014), observation is an important tool aimed at ensuring the researcher is effective in gathering the necessary data that would be analyzed and eventually answer the research question under investigation. Hopkins (2014) further identified that observation is of great importance in providing the researcher with the opportunity for capturing crucial information that would be essential in developing an intervention to the subject under study. For this research, I used the interactional setting of observation as a means of gathering the required data for the research. The most important point to note is that this interactional setting involved attending lectures and meeting the study subjects for the purpose of interviewing them with respect to the research subject.

In terms of lecture observations, I took part in three sessions at King Saud bin Abdulaziz University for Health Sciences. The most important point of the observations and interviews was to analyze people's perceptions about varying teaching methodologies and how such perceptions would eventually impact critical thinking skills among the learners and the tutors. Although the observations and the setting of the study took place at King Saud bin Abdulaziz University for Health Sciences, the results would be useful in providing a better understanding of how Saudi students would be able to compete with their peers at the international level.

During the first observation, I attended a class on genetics where the main topic taught by the professor involved hereditary and traits. In a class of 194 students, the one-hour lecture made the use of the fingerprint technology as a means of confirming attendance. The use of the use of

technology in the teaching approach is one factor that would be considered to be of great importance in arriving at the knowledge about teaching profession in Saudi Arabia. During this specific observation, presentations were given by the professor through PowerPoint where the curriculum contents were given in a systematic manner. All these ideas took place through technological application teaching. The slide on the PowerPoint had a lot of information and no picture on the slides, and the professor was reading from the slides. However, most of the student did not pay attention to the teaching since they were involved in other activities such as playing games using mobile phones and iPads, moving chairs, moving in and out of the class, and chatting and laughing.

It is of great importance to note that technological support would help the learning process through the manner in which the students' inattentiveness would eventually become tested by the tutor, especially when the professor asked a question "Please Mohammed can you tell me what's meaning for Peritoneal?" and the student did not answer, he was quiet. The professor heard other student laughing, then the professor asked him "I would know why you laughing?" The student said "I'm sorry about that". The professor continued explaining and reading. The analysis of this point shows that there is a laxity where the professor and the student do not understand each other.

Furthermore, the observation showed that the professor asked the students to show that the students were either not understanding, bored, or did not pay attention. He said "Can anyone tell me the meaning of omental?" and meaning was on the slide so the students could have read it and answered but they did not. The professor said "Were you sleeping? You have taken this lesson before". There were no students writing notes or any information, they were just listening. The professor stood in front of the Power Point Slide and there was no eye contact with the

students. The professor did not vary his teaching method which could have resulted in the students becoming inattentive. This point and observational results shows how King Saud bin Abdulaziz University for Health Sciences teaching would not be competitive when compared to worldwide approaches.

My second observation involved analyzing teaching methods used by tutors at King Saud bin Abdulaziz University for Health Sciences with more focus on the use of technology. According to Mertler (2016, Skype is one of the most useful methods where researchers would gather information and for learners and tutors to interact. At the beginning of my observation, the method of teaching was oral where the instructor gave a succinct explanation of various concepts while the students were listening and writing down short notes. I also noted that that the professor's method of using technology in presentation was poor since he just read directly from the PowerPoint slides while the students listened. According to Pawlak, Bielak, and Mystkowska-Wiertelak (2014) observation in research is a method whose objective is to ensure that the researcher has a clear knowledge about the research topic. From my second observation, the teaching methodology used did not meet international standards for the students at King Saud bin Abdulaziz University for Health Sciences.

In my third observation, the professor was dealing with management issues. From my observations, the professor used the PowerPoint presentation approach to teach and present management concepts to the students. Although the use of technology is essential in enhancing the achievement of teaching objectives, it would be imperative for tutors in the Arab nation to find ways of improving content delivery as a means of meeting international standards. This objective would be essential in making teaching methods quite effective in the sense of developing better critical thinking skills.

Interviews

Data on students' and professors' perceptions on the subject of study was collected through personal interviews with the help of interview guide questions. The interview questions for the students and professors were different and the findings from each group are as follows:

Students' Interviews. The total number of male and female students interviewed was nine, five males and four females aged between 18 to 27 years. Two students were freshman, two sophomores, two juniors, and three seniors. Five of the students described their learning experience in the university to be good while four stated that it was bad. Among the ways outlined in which their professors encouraged group discussion included teamwork, reflection exercises, setting goals and brainstorming. All the respondents agreed that technology will improve the education nature in Saudi Arabia their main reasons being that technology provides a wider source of information which might not be provided to them by their professors. No student said that the professors "are doing their best especially in the lectures." However, the students do not feel technology is being effectively utilized despite the cited benefits. According to GH, technology is useful "if it was applied well, but here no one takes advantage of that." KA also reported the same challenge saying that although technology helps, "they are using it, but not as required. For example, the "black board" we did not use it much in the last two years." They also believed that collaborative learning improved their learning outcomes since through it, they learnt from each other and assisted each other in solving complex issues

The time that a certain subject is allocated is also important because it affects student performance. The times allotted for lessons varied for the respondents but all agreed that lecture time was enough. "Our problem is that every lecture is an hour long and there is no time between the lectures," said HA. Even when the professor is willing to take questions at the end of the

lecture, it is not possible because students have another class to attend immediately. Professors are forced to find time and other methods and use technology to continue teaching out of the set time. NR said that “if the lecture is not enough, the professor volunteers and inspects other books and gives us additional classes and sends videos.” The students appreciate the benefits of problem-based learning and enjoy the discussions. NR continues to suggest that "BBL" should be allocated “longer time than two hours. “some students preferred personal studies as they are been forced by circumstances to adopt this method. different lecturers have different ways of disseminating information and this affects the student’s consumption hence forcing them to seek other suitable alternatives. the other major concern from the interview is that the students understanding methods varies. This issue is what creates varied recommendations towards the learning methods. Some prefers to learn through class lectures and use the lecturer’s guidelines while others prefer learning on their own without the presence of a doctor. The number of students attending a lecture also is a significant issue. The management of thus high influx of students is difficult and the doctors would only prefer to read out the teachings and leave the classroom without asking if the students understood or not.

The students also provided various recommendations on the issues affecting their learning activities. First, they required their teachers to change or vary their teaching methods. Just like the observations made, the students stated that the method of teaching used was the use of PowerPoint slides. They, therefore, suggested other methods such as field trips, group discussions during lessons and debates. They also suggested the ways in which Islamic principles would be used to enhance teaching and learning by stating that just as the Prophet (S.A.W) was ordained by Allah to teach clearly to the people, their professors should do the same by avoiding

fatigue and boredom, moving from simple to complex, teaching using parables, having clarity of concepts and perceptions, repeating for clarifications, and teaching by practice and application.

The other recommendation is that the questions and exams should be from one source since the students are doing medicine and are studying about human medicine. The doctors should therefore concentrate on creating questions that would test the students understanding and not their memorization.

The students also recommended that the institution should also work on the technology if it was to be used as a teaching method. the system been used which is the blackboards waste some time before its effective and been rolled out fully would help. The other aspect of technology is that it should be equipped fully to serve as resource center. This would improve their research and ease during finding critical information. The students recommended that the university should work on technology to reduce break down and hence create more uptime for student's full utilization of this system. They believed that implementing their recommendations would improve the teacher-student relationship and promote positive learning outcomes.

Professors' Interviews. The interviews first examined teacher demographics. It contained questions about the gender, years of experience, highest level of education, whether or not their degrees were in education and whether or not they have other experience. These questions were meant to find out the overall characteristics of professors, their training and educational background, and love for the profession. There was a total of eight female and male professors interviewed. Two male and two female professors from the nursing department, and two males and two female professors from applied medical sciences department. All the professors possessed at least a PhD degree with more than five years of working experience.

Their teaching experiences varied depending on which institution one worked before joining King Saud bin Abdul-Aziz University for Health Sciences. However, 70% stated their experiences in the current university as good while 30% stated them as bad.

Secondly, the interview explored the use of different methods and assessed the impact of guidelines of the curriculum in the classroom. The questions also asked how teachers evaluated quality of students work whether students had input in class. These questions are important, because teaching methods of the teachers have a great impact on the results of the students. These questions sought to discover whether teachers use collaborative learning, free expression, problem solving, PBL or subject matter among other teaching methods. Related topics included how teachers evaluate students and the degree of student involvement in class. Their teaching approaches varied depending on the kind of lesson they were conducting, that is, theory and practical lessons. However, most of them preferred using PowerPoint presentations. This is because of the simplicity of use, ability to perform a variety of manipulations and availability of projectors and screens in classrooms. The curriculum being taught in the university was initially intended to improve workplace skills, enhance critical thinking, increase productivity, and help the country to keep pace with the evolving technological developments while protecting and maintaining the Islamic values. However, according to the respondents, the current education system was altered with the increasing technological trends thus it is not meeting the demands of the curriculum. This has caused them not to efficiently shape and influence learning among their students.

Based on their issues, the professors provided their recommendations to reinvent the curriculum. The most frequent suggestions were collaborative learning and strengthening problem-based learning. Professor A said that “The most important need in the curriculum

regarding anatomy if we want to collaborate in the group.” Recommending improvements to the PBL curriculum, Professor B echoes the problem of large group teaching. He says that “the number of students is large, so the more their number is, the more they get disorganized.” Some professors responded that lecture times need to be reformed. Professor B continues to say that “time is short in lectures, so the higher the number, the less competitive it is.” All professors focused on the curriculum. These professors said that the curriculum should match students’ abilities. Professor B said that “consulting students in some needs has a benefit, management also must be supportive by taking these views and implementing them as the system is integrated.” Another professor thought that “the curriculum is dynamic.” With every unit requiring different techniques and materials, professors often find it difficult for students to master all the subjects. Professor A said “I think the student will find it difficult if I do not specify the information he needs and being an anatomist.” The curriculum has to reflect the modern world. He notes that he is obligated to teach what is important in practice saying that “I can give very important information even if it will not come in the test.” He added “for example if I say row the eye, they will describe it from the outside and forget the inside,” Another professor stated, “there is always continuity and change and it comes from students, teachers or management, we always

Findings and Theory

Banking Model

The findings of this research show the teacher-student relationship in Saudi Arabia as a "banking" model of education. From the observations and interviews, the entire education system is a narration process. The teacher is the 'narrator,' and the students are the 'listeners.' The students are expected to memorize chunks of knowledge without questioning their qualitative

aspect. For instance, student E said that "the questions that meet me as if they are testing my memorization, not my understanding," Such a relationship hinders the students' ability to be creative.

Additionally, most of the challenges described in the literature review and also found in the results majorly stem from this education system. Just as Freire predicted and has been cited in the literature review, the Saudi education system is falling ill from the 'narration sicknesses. From the findings, the professors are detached from the students' life experiences, and the dynamism of reality are not taken into account. The banking model of education, as applied by Saudi professors, does not encourage students to ask questions, making the whole process obsolete constantly. Student C in the interviews said that "you do not have the freedom to ask any questions."

Consequently, the harshness of the whole process alienates the students verbally, making them hollow learners. The tradition and culture facilitate this ailment in the Saudi education system that the teacher is an authoritative figure and holds absolute power during the learning process—this research advocate for adopting of constructivist learning to cure the contradictory relationship.

The most outstanding finding of this research similar to the principles of the banking model is that the professors mold the students' attitude but do not equip them with skills necessary to survive in the real world. The subjects are content to be "deposited," memorizing the content, and repeating the process daily. The banking concept is evident in the practices of Saudi professors when the students receive knowledge and PPT slides and store them for future examinations. The professors are depicted as intellectually superior individuals who need to impart knowledge to the students who know nothing. They make choices for the students and

enforce knowledge, and Saudi society expects them to comply with the traditional methods.

Freire argued that education is a transformational process that involves invention and reinvention by being always inquisitive. For this reason, this research advocate for the reconciliation of the contradictory student-teacher relationship using the constructivist learning theory.

The banking model turns the students into automatic recipients. However, Freire argued that for an authentic learning process to exist, the teachers and the students should be treated as equals. Even though it was observed some professors allow questions, the majority do not realize that the students might have contradictory views. This structure can never create a real and long-lasting system that supports the existential experience of the students. As practiced by Saudi professors, the banking model is structured to maintain the teacher-student relationship as it is culturally defined. The majority of the passive seems to have accepted that their teachers impart education. Such an education system creates job-seekers as opposed to innovators.

The teachers in this scenario should be in a position to lead the way as Freire argued that the teacher acts and the students have the illusion of acting through their doctor. It is a finding from Saudi Arabia education where the doctor does not believe the students. They expect them to do what they expect from them. They like them to follow the instructions that they give them, which the most outstanding of them been when the doctors teach their students how to pass exams only but do not focus on the long-term essence of knowledge. When the students follow this aspect of teaching, they would have good grades in the long run through memorization, but the bigger picture, which is to have content useful for the future, is not available.

Constructivists Learning Theory

One of the core principles of the constructivist Learning Theory is that students are allowed to ask questions and interact with the teacher. From the findings, the students desired to

ask questions at the end of each presentation slide or the end of each lecture. However, they note the students said the majority of the teachers still prefer the traditional lecture methods. It undermines the basic principle of student engagement in the constructivist learning theory. For Saudi students to learn better, the professors need to adjust their practices to ensure active participation, which fosters critical thinking. The significance of this study stated that improving critical thinking skills will then be achieved if professors allow discussions for collaborative learning. The constructivist learning theory also argues that each student learns differently. By allowing questions and discussions, professors can identify how different students in their classes learn better. That will enable the professor to the opportunity to attend to the specific needs of individual students.

Lev Vygotsky arguing for the constructivist learning theory argued that students learn from one another. However, many times the concept of collaborative learning has appeared in the findings of this study shows its importance. The professors need to find ways to utilize the allocated time, and at least for 15 minutes, divide the students into groups and give them joint exercises. By intellectually interacting with each other, the students can learn by challenging and criticizing each other. From the findings of this study, the students already express a positive attitude towards academic socialization and group activities. It's upon the professors to change their practices and adopt a more facilitative role compared to the current approaches where they are the only source of authority and knowledge.

Religiously and culturally, the teacher is essential in Islam and Saudi Arabia. The constructivist theory only suggests the teacher continues in that role but still prepares the students for a fast-changing world. The purpose of technology in Saudi Arabia and internationally cannot be denied. The findings of this study show some professors still hold on to

the traditional lecture methods. Saudi universities need to upgrade and maintain their electronic learning management systems. The majority of the students expressed concerns that technology was not being correctly used to an extent the viewed use of the "Blackboard" as a waste of time because it was not working correctly. Using technology allows the students to derive meaning on their own just as the principles of constructivists' learning theory assert. Additionally, Saudi students will be able to compete internationally because of the broad access to learning material.

The constructivist learning theory applied in Saudi Arabia would not mean total disregard of centuries-old traditions. This learning approach can help forge partnerships between students and professors, and they can realize the profound necessity for critical thinking. Therefore, the banking model should be abolished entirely in favor of constructivists learning. Problem-based learning can be used, which creates effective communication that enables dialogue required for educational freedom. A favorable learning environment is created where students interact with their professors and each other.

Nevertheless, when the model is restructured to foster freedom, learning becomes an enjoyable process. The task at hand to be handled by the students is broken down into more uncomplicated steps hence increasing the chances of conceptualizing them. The student's collaborative teaching is essential, as seen from the findings, and applied to the theories presented in this dissertation. The practices of Saudi professors should undergo severe reforms to engage students and forge a student-teacher relationship.

Summary

This chapter has presented a detailed description of the study sample and an analysis of the data collected. Observation made have been listed and explained. It has also presented a detailed account of how the qualitative work was carried out, including a description of the

research that was conducted, including observation and interview methods. The data collected from the interviews have been analyzed and presented here in percentages form. Results of data analysis and perspectives of both professors and students have also been accounted for in this chapter.

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

This chapter will discuss the results of the research. This includes the perspectives of both students and teachers regarding the current teaching practices at King Saud bin Abdulaziz University for Health Sciences. Secondly, their perceptions regarding the implementation of constructivists learning methods in Saudi Arabia have been detailed. The implications of this study and its finding will also be discussed. The meaning of the results regarding the impact of teaching practices of students' performance will be discussed. The limitations of this study geographically and empirically and the author's personal reflections will also be detailed. Lastly, this chapter includes the author's recommendations based on the results and directions for future researchers on the same topic in the Saudi Arabian context.

The Results of Study

After the study of the most active section of the population who are engaged in education in Saudi Arabia it sprouted in a series of concerns that needs to be addressed to solve the existing problems crippling the higher education sector. The results of the findings are as follows;

- The result of findings suggest that professors influences the learning of their students through their teaching approaches.

- The other result of finding is that combining various teaching practices in class and the competence of the instructor are the most effective ways of enhancing students' learning.
- The other result of findings is that collaboration in the teaching-learning process is equally essential.
- Finally, the both students and professors confirmed that technology has significant impacts on their teaching and learning activities as well as the curriculum.

Discussion of the Results

Teaching techniques employed by Saudi-Arabian instructors in universities and colleges have profoundly shaped the country's education system over the last decade. That has also catalyzed making reforms around teacher-training, assessment, development, and retention. This study has focused on the professor's teaching contributions to students' learning and development of critical thinking skills. The findings of this research align with conclusions drawn from other previous studies that also describe the impacts of teaching practices on students' learning in various ways.

The findings suggest that professors can and do influence the learning of their students through their teaching approaches. The results revealed that combining various teaching practices in class and the instructor's competence are the most effective ways of enhancing students' learning. This result coincides with the findings by Laal and Ghodsi (2012). They ascertained that the kind of interaction between the students and instructors during the teaching and learning process is determined by the method of teaching being used and the instructors' competency.

It was also found that collaboration in the teaching-learning process is equally essential. The students stated that their instructors encouraged collaborative learning in various ways, such as using brainstorming exercises to improve their critical thinking skills. According to Laal and Ghodsi (2012), collaborative learning is essential since it enables one to capitalize on each other's resources and abilities. In matters regarding technology, both students and professors confirmed that technology has significant impacts on their teaching and learning activities as well as the curriculum. The technology was noted to be used through the use of PowerPoint presentations. This result aligns with the findings of Sheng (2010), who confirmed that technology is a significant part of every education aspect in the current world.

Implications of the Study

The findings of this study can be used to develop improved and better teaching strategies for the students' benefit in the universities of Saudi Arabia. First, these findings can be used to refine teaching practices based on the students' experiences and perspectives to improve their performance. Inclusion of student performance measures or evaluation systems could indicate that instructors are valuing and effectively using the relevant teaching strategies. Secondly, the findings provide an insight into opportunities for maximizing students' exposure to a variety of teaching practices that can be examined via strategic instructor assessments. However, this can only be achieved by making substantial changes to teacher-training programs, curriculum materials, evaluation systems, and development strategies (Dunn et al., 2009). Also, this study can formulate strategies to expose students to a collection of instructors who can collectively develop a range of skills, perceptions, and characteristics necessary for teaching their learners.

The researcher considers the implications of the findings of this study for the teaching profession more widely. While the results of this study directed empirical support to research on

the multidimensional teaching nature, the researcher also identified intrinsic tensions in this kind of complexity and possible balances between various practices in teaching. However, the results of this study are not conclusive on this aspect since the negative connection between students and classroom organization is sensitive to model specification. The Presence of negative causal links in the class raises concerns about the relative advantages of encouraging cool classroom environments for learning versus promoting student engagement by enhancing positive encounters with schooling (Dunn et al., 2009).

Limitations

The major limitation of this study was that results were only based on one university. Equal opportunity was not granted to all the universities in Saudi Arabia due to the inconvenience it would cause to the researcher. Therefore, the quality of data acquired would be more meaningful if the research was conducted in all universities in the country. Secondly, some of the articles used in the study were from unpublished research work. However, according to Pannucci and Wilkins (2010), one of the most considerable meta-analytic literature review biases is the publication of more critical results than non-important results. That is because some researchers tend not to submit their research work for publishing. To overcome this bias, the more significant part of the literature in this study is sourced from research works conducted in various universities in Saudi Arabia.

Researcher's Personal Reflections

Reflecting on the experiences encountered in this research, I realized that I am on a personal journey into the real world of exercising my classroom learning into real life. Like any other journey, various memorable events happened along the way, which kept me focused on achieving the objectives of this dissertation. Generally, the experiences of this research were

very intriguing and exciting. I admired learning about the skills and interaction of learners in classes. I also learned a lot about the teaching practices being used by their professors. My desire for education motivated me to choose this research of wanting to identify the encounters of learners in classrooms. I was happy to spend time and observe their activities. It was fun.

The interview session was a success. The interviewees provided information on various fields of the dissertation topic, though their responses were interconnected within the subject of matter. My discussions with them allowed me to get better insights into their different perspectives and allowed me to approach the research from different angles. The interviews also allowed me to acquire more detailed information that would otherwise be hectic to get from analyzing respective articles and literature because the data was obtained from direct experiences. Hence, their information was handy and relevant to my dissertation.

However, the process was demanding and time-consuming, especially while conducting and transcribing the interviews. I also encountered the challenge of selecting which data was most relevant for my dissertation and putting it together in a manner that was engaging and appealing to produce a unique outcome. As I conducted the interviews, I continued reflecting on my observations in class, which kept me more confident in my interpretations of activities and characters as I comprehended them.

When it came to writing this dissertation, I kept reflecting on my experiences in the field, and I realized that the process was enjoyable most of the time. I have a passion for education and always strive to acquire more knowledge in and out of the classroom, especially on things about my future career. The process took long working hours; it taught me that everything is achievable as long as one sticks to their goals. I also learned that persistence pays as I reflected on the duration it took to complete the process.

Overall, the process was exciting as I made new friendships with both the students and instructors of King Saud bin Abdul-Aziz University for Health Sciences. The study helped me to stay focused and motivated me to be participative through questions and answers. As I look back, I realize that this study has helped me to exercise my research and writing skills. Also, working under my supervisor gave me a chance to have a mentor who is experienced in my field of expertise. I feel that the process has been of great value and was enjoyable, and I now feel ready for my future endeavors.

Recommendations

This research highlights the undeniable impact of the teaching practices of Saudi professors on students' learning and their general performance in higher-level education. The perspectives of students regarding the techniques used in their learning have been fully presented in the results. The impact these practices have on their studies is evident in findings indicates that it is an import and urgent for Saudi professors, university administrators, and the Ministry of higher education to re-evaluate the techniques that are used in class. Additionally, as the Kingdom of Saudi Arabia makes steps towards globalization, modernization, and increased distance learning in the country, teaching practices need to be reviewed, and further research conducted on how best to improve learning. This study recommends the following practices regarding education in the Kingdom of Saudi Arabia:

Based on the results acquired, the researcher recommends the following:

- Instructors should adopt a variety of teaching strategies depending on the topic they are teaching. These strategies might include cooperative learning, inquiry-based learning, and the use of technology in classrooms, character management, and problem-based learning.

- Instructors should seek to develop their teaching practices due to the technological changes taking place in the education system. To do this, they can engage in further research activities to build on their knowledge and skills.
- Teachers should utilize teaching practices that are interesting to the students, which keeps them active throughout the lessons. They should, however, consider learners' differences when selecting the strategies.
- Developing content for the course, planning as well as concrete lesson plans should be done after initial contact and course planning should be optimized continuously.
- This study remains limited to King Saud bin Abdul-Aziz University for Health Sciences. However, universities have different teaching practices and learning methods. This research cannot be interpreted to represent all universities within Saudi Arabia unless a larger sample is used from several universities.
- To be able to draw general conclusions from a quantitative study, the population must be varied and plentiful. The sample used in this study is small such that its results cannot be reliably interpreted as a representative perspective of the entire study population. Future studies should use a more extensive and varied sample with more students and professors from different departments.
- It was observed that most of the learners seemed disturbed in class; hence, they did not pay attention. Further research should examine methods in which instructors can develop learning environments that encourage both constructive learning behavior and happiness among students in a class.

- Future research can utilize quantitative research methodologies that will measure the various issues addressed in this study.
- As Saudi Arabia makes strides towards vision 2030, future studies could investigate the attitudes, perceptions, and preferences of teachers to address the shortage of and challenges of educational management in Saudi Arabia.
- The issue of gender bias in Saudi Arabia is cultural and changing with reforms and modernization of KSA. Future studies should be conducted to supplement existing literature and understand its impact on female education.
- Further research is needed to highlight the best ways to incorporate technology in Saudi universities to implement constructivist learning effectively.

Conclusion

Teaching practices, like all other practices and resources provided to learners, make learning better when done efficiently. Therefore, Saudi professors should choose teaching practices depending on the abilities and interests of their students. This study concluded that good learning experiences are the ultimate objective that students and instructors are striving to achieve. This study assessed the teaching practices of instructors in Saudi Arabian universities and their impact on students' learning. It was revealed that there is a positive student learning impact associated with the effective use of teaching practices, which results in student satisfaction and success in academic activities. It would thus be critical to consider using a variety of teaching strategies and providing instructors with other teaching aids to support their teaching. Using the context of learning the principle, the constructivist learning environment can be established using Information Communication and Technology (ICT). The literature reviewed shows that student prefers constructivist Internet-based learning and are highly satisfied with it

(Wen, Tsai, Lin & Chuang, 2004). Therefore, increasing the use of technology can enhance constructivist-based learning opportunities in Saudi Arabia. Information and communication technology create knowledge by providing interactive activities at a welcome pace that the learner determines. It creates an opportunity for teachers to take a break from the regular class schedule and instructional designers to make more chances to vary the various learning tools for different learning styles (Garcia, Pearson, Taylor, Bauer, & Stahl 2011).

The web provides the best place where constructive learning can occur (Ng' ' ambi & Johnston, 2006). The web provides access to a variety of rich resources, encourages meaningful interactions, and brings people together in a challenging, supporting, and responding to each other. However, it should be noted that providing web facility alone will not promote constructivist learning among the student; instead, teachers or instructors will be trained to enhance learning by guiding how to use the web. Essential skills like critical thinking, creative thinking, and analytical skills are not taught by providing students with more information or better book. These skills could be enhanced by providing a constructivist environment integrated within a course (Ng' ' ambi & Johnston, 2006). In conclusion, students of King Saud bin Abdul-Aziz University for Health Sciences can acquire such skills from the meaningful interaction enhanced by ICT and subsequently apply those skills to drive the globalization of Vision 2030 Agenda of the Kingdom of Saudi Arabia.

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Appendix A

Personal Interview Questions for Students

Background Information

Gender, Age, and level of Education

1. Could you talk to me about your learning experience?
2. How did the teaching and learning shape your competencies?
3. How do the professors encourage group discussion?
4. Do you think technology will help improve the nature of education in Saudi Arabia?
5. What do you think of collaborative learning and would this improve learning outcomes in Saudi Arabian Universities?
6. What type of learning will help students learn more successfully?
7. What are the changes you would like to see made in university teaching?
8. In what ways do you think Islamic principles determine the teaching methods used by professors?
9. What do you think should be done to improve teacher-student relationship and promote positive education outcomes?

Appendix B

Personal Interview Questions for Professor

Background Information

Gender, Age, and employment status

- 11- Please Describe your teaching experiences?
- 12- What is the Highest Level of formal education That you have completed?
- 13- How long has you been working as a teacher?
- 14- As professor for what are your approaches for teaching?
- 15- Describe the current curriculum you are teaching now
- 16- How does that curriculum implement critical thinking strategy?
- 17- How does the curriculum need to change to improve learning and encourage collaborative learning?
- 18- In what ways you teaching strategies shape and influence students learning?
- 19- Describe the impact of implanting technology technique in teaching?
- 20- What are the changes you would like to see made in university teaching?

Appendix C

IRB Approved

Kingdom of Saudi Arabia
Ministry of National Guard - Health Affairs



IRB Office



King Abdullah International Medical Research Center
(KAIMRC)

(84) 94458 1515

94466

irb@ngha.med.sa

المملكة العربية السعودية
وزارة الحرس الوطني - الشؤون الصحية

IRB NCBE Registration No.:
H-01-R-005

Memo Ref.No. IRBC/1135/18

E-CTS Ref. No.

RYD-18-419812-96554

Study Number: **SP18/161/R**
Study Title: **Teaching Practices of University Professors in Saudi Arabia: The Impact on Students' Learning**
Study Sponsor: **Non Grant**
IRB Approval Date: **30 May 2018**
IRB Review Type: Expedited Review Full Board
Study site(s): **Central Region**

Dear **Prof. Mohi Eldin Magzoub**
Chairman, Department of Medical Education, KSAU-HS, Riyadh
Ministry of National Guard – Health Affairs – Central Region

Sub-investigator: Raam Eissa

After reviewing your submitted research proposal/protocol and related documents, the IRB has APPROVED the submission.

The approval includes the following related documents:

Document/Title	Version	Date
Research Proposal	01	30 May 2018
Informed Consent	01	30 May 2018
Data Collection	01	30 May 2018

The approval of the research study is valid for **one year** from the above approval to expiration date.

Terms of Approval:

- **Annual Reports:** An Annual report must be submitted for approval to avoid termination/suspension of your research.
- **Financial report:** If your study is funded project, details financial report should be submitted with the scientific report.
- **Final Report:** After completion of the study, a final report must be forwarded to the IRB.
- **Retention of original data:** The PI is responsible for the storage and retention of original data pertaining to the project for a minimum of five years.
- **Reporting of adverse events or unanticipated problems:** The PI is responsible to report any serious or unexpected adverse events or unanticipated problems, which could involve a risk to participants or others.
- **Biological samples:** No biological samples to be shipped out of the Kingdom of Saudi Arabia without prior IRB approval.
- **Participant incentives:** No financial compensation or gifts to be given to participants without prior IRB approval.
- **Storage of biological samples:** All biological samples collected for the purpose of this research must be stored in the KAIMRC related repository.

 05 JUN 2018




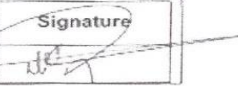
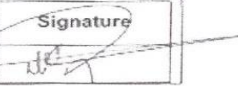
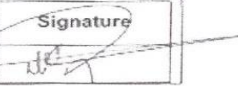
Dr. Abdallah Adlan
Chairman, Institutional Review Board (IRB)
Head, Biomedical Ethics Section - KAIMRC
Ministry of National Guard - Health Affairs

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KING ABDULLAH INTERNATIONAL MEDICAL RESEARCH CENTER KING SAUD BIN ABDULAZIZ UNIVERSITY FOR HEALTH SCIENCES National Guard Health Affairs															
 FOR OFFICIAL USE ONLY															
															
Date of Receipt		Protocol Number <u>SP18/161/R.</u> <u>SP18/161</u>													
1. Title of Proposal: P.D. 20/05/18. Teaching Practices of University Professors in Saudi Arabia: The Impact on Students' Learning															
2. Type of Project: (Please check all applicable options) <table border="0" style="width: 100%;"> <tr> <td>Chart Review <input type="checkbox"/></td> <td>Diagnostic <input type="checkbox"/></td> <td>PhD Project <input checked="" type="checkbox"/></td> <td>Qualitative Research <input type="checkbox"/></td> </tr> <tr> <td>Human <input type="checkbox"/></td> <td>Laboratory <input type="checkbox"/></td> <td>MSc Project <input type="checkbox"/></td> <td>Quantitative Research <input type="checkbox"/></td> </tr> <tr> <td>Therapeutic <input type="checkbox"/></td> <td>Basic Science <input type="checkbox"/></td> <td>Other <input type="checkbox"/></td> <td></td> </tr> </table>				Chart Review <input type="checkbox"/>	Diagnostic <input type="checkbox"/>	PhD Project <input checked="" type="checkbox"/>	Qualitative Research <input type="checkbox"/>	Human <input type="checkbox"/>	Laboratory <input type="checkbox"/>	MSc Project <input type="checkbox"/>	Quantitative Research <input type="checkbox"/>	Therapeutic <input type="checkbox"/>	Basic Science <input type="checkbox"/>	Other <input type="checkbox"/>	
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3. Starting Date: 01/07/2018		4. Duration: 1 year	5. Total Fund Requested (SR): _____												
6. Principal Investigator (PI): Name: Prof. Mohi Eldin Magzoub Tel. No.(W): 95212 Mobile No.: Affiliation & Address: Medical Education Department Title/Position: Chairman E-mail: magzoubm@ksau-hs.edu.sa															
7. Name of co- Investigators: (instructions: there is no limit to the number of co-investigators and their expertise should cover the different research areas.)															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Co-Investigators</th> <th>Title/Position</th> <th>Department</th> <th>Signature</th> </tr> </thead> <tbody> <tr> <td>Raam Ibrahim Eissa</td> <td>Student</td> <td>UNIVERSITY OF ST. THOMAS USA</td> <td></td> </tr> </tbody> </table>				Co-Investigators	Title/Position	Department	Signature	Raam Ibrahim Eissa	Student	UNIVERSITY OF ST. THOMAS USA					
Co-Investigators	Title/Position	Department	Signature												
Raam Ibrahim Eissa	Student	UNIVERSITY OF ST. THOMAS USA													

Appendix D

Consent Form

IRBNet Tracking # [1184926-1] Teaching Practices of University Professors in Saudi Arabia:
The Impact on Students' Learning

You are invited to participate in a research study about the perceptions of the teaching methods used by Saudi professors at King Saud bin Abdulaziz University for Health Sciences university in relation to engaging students and developing critical thinking skills. I am interested in learning about the current methods used by educators to either encourage/ discourage the engagement of students, in their learning and thus ultimately means can Saudi students cannot compete with their peers internationally. Therefore, there is a need to reevaluate teaching methods of Saudi professors to ensure they improve engagement in class and support the development of critical thinking skills in students. To this end, this study will entail conducting interviews with both faculty professors and students as well as observing the classrooms in King Saud bin Abdulaziz University for Health Sciences.

The participants will include both male and female students and professors within the college. I chose this university specifically because it has several agreements for academic collaboration with reputable North American, European, and Australian universities and institutions. It is considered one of the strongest universities in Saudi Arabia. The classrooms where observations will be made will be a mix of entry level and advanced classes to get a view of teaching approaches in both. Further, it will cover about two departments to ensure the data collected can be generalized. The purpose of this study will be to identify perceptions about teaching practices in Saudi Arabia and how those practices affect education outcomes. The

findings of this study will add to the literature on teaching methods in Saudi Arabia and provide a framework to structure a new, contemporary teaching method that will hopefully improve the quality of education in Saudi Arabia. You were selected as a possible participant because knowing that you are working in the education field or you are as student at the King Saud bin Abdulaziz University for Health Sciences. You are eligible to participate in this study because you have experience in teaching or studying at Saudi universities. The following information is provided in order to help you make an informed decision whether or not you would like to participate. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Raam Eissa, research advisor is Dr. Eleni Roulis, at University of St Thomas in the Educational Leadership Department. This study was approved by the Institutional Review Board at the University of St. Thomas.

Background Information

The purpose of this study is to provide the research in a concise summary. You may describe your research questions, hypotheses, and present specific methods you will use to address your hypotheses. You may also wish to explain the benefits of this research to people other than the subject.

Procedures

If you agree to participate in this study, I will ask you to do the following things: This interview will be 20-30 minutes long. I am going to use an audio tape recorder. I will let you review the

transcript to assure that all information is correct. Feel free to refuse to answer any question that you don't want to answer.

Risks and Benefits of Being in the Study

This study has no known risks. There are no direct benefits for participating in this study.

Confidentiality

The records of this study will be kept confidential. In any sort of report I publish, I will not include information that will make it possible to identify you. The types of records I will create include. The records of this study will be kept confidential. In the research project and I will not include information that will make it possible to identify you in any way. The types of records I will create may include interview transcripts, observation notes, and the assignment papers I generate from these records. I will keep records in a secure location to which only I will have access until the end of the research project at which time I will destroy all records. All signed consent forms will be kept for a minimum of three years upon completion of the study.

Institutional Review Board officials at the University of St. Thomas reserve the right to inspect all research records to ensure compliance.

Voluntary Nature of the Study

Your participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with any cooperating agencies or institutions or the University of St. Thomas. There are no penalties or consequences if you choose not to participate. If you decide to participate, you are free to withdraw at any time without penalty or loss of any benefits to which you are otherwise entitled. Should you decide to withdraw, data

collected about you will not be used in the study. You are free to withdraw at any time. You are also free to skip any questions that may be asked unless there is an exception(s) to this rule listed below with its rationale for the exception(s).

Contacts and Questions

Contacts and Questions. You may contact any of the resources listed below with questions or concerns about the study.

Researcher name	Raam Eissa
Researcher email	Eiss3802@stthomas.edu
Researcher phone	0017036404392 or 00966555991784
Research Advisor name	Dr. Eleni Roulis
Research Advisor email	e9roulis@stthomas.edu
Research Advisor phone	+1 651-962-4837

UST IRB Office	+1 651-962-6035
-----------------------	-----------------

You may also contact the University of St. Thomas Institutional Review Board at 651-962-6035 or muen0526@stthomas.edu with any questions or concerns.

Statement of Consent

I have had a conversation with the researcher about this study and have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study. I am at least 18 years of age. I give permission to be audio recorded during this study.

You will be given a copy of this form to keep for your records.

Signature of Study Participant

Date

_____ Raam Eissa _____

_____ 12/3 /2018_____

Print Name of Study Participant

Signature of Researcher

Date

Appendix E: Classroom Observation Form

Physical Classroom Set-up/Structure

Number of Students/Placement

Description of Processes:
Student

Instructor/Teacher

Observed Description of Student Behaviors Pre- and Post-Intervention