

The Reality of Using Modern Teaching Strategies: An Analytical Study of Prior Research

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Received: 15/11/2024 ; Accepted: 21/03/2025 ; Published: 08/04/2025

Abstract

This research investigates the actual implementation of modern teaching strategies within diverse educational institutions by analyzing the findings of previous studies in this field. Employing a descriptive-analytical approach, the study synthesizes (45) prior research papers addressing modern teaching strategies published between 2015 and 2024. For the purpose of this study, modern teaching strategies are defined as those that are learner-centered, emphasize interaction and engagement, integrate technology, and aim to develop higher-order thinking skills and lifelong learning competencies. The scope of analysis includes schools (at various levels), universities, and training institutes. The study reveals inconsistencies in the degree to which modern strategies are applied across educational institutions. It also identifies several challenges hindering their implementation, including inadequate professional development for teachers, limited material resources, and curriculum overload. The findings indicate that active learning, cooperative learning, and flipped learning are among the most frequently used strategies, while problem-based learning and e-learning continue to face implementation challenges. Furthermore, the study identifies factors influencing the level of adoption of these strategies and offers practical recommendations to promote their effective use.

keywords: Modern Teaching Strategies, Implementation, Learner-Centered, Active Learning, Educational Institutions.

Introduction

Recent decades have witnessed fundamental shifts in educational concepts and practices. Education is no longer simply the transmission of knowledge from teacher to learner, but rather an interactive process aimed at building the learner's character and developing diverse skills. These transformations have created a need to adopt modern teaching strategies that align with contemporary demands and cater to the diverse needs of learners (Al-Kubaisi, 2020, p. 23).

Contemporary educational research highlights the importance of learner-centered teaching strategies in achieving improved learning outcomes. Al-Shehri (2019, p. 45) asserts that "modern strategies contribute to the development of critical and creative thinking skills among learners, enhance their motivation towards learning, and improve their academic achievement." Al-Otaibi (2021, p. 67) indicates that "adopting these strategies helps to realize the vision of transitioning towards a knowledge-based economy and preparing graduates capable of competing globally."

Despite the growing importance of modern teaching strategies, the educational reality reveals a gap between theory and practice. Al-Mansour's study (2018, p. 112) revealed that "there is significant variation in the level of implementation of these strategies across educational institutions, and there are multiple challenges facing their effective implementation."

Therefore, this analytical study aims to investigate the reality of using modern teaching strategies by analyzing the results of previous studies, with the goal of assessing the level of implementation, the challenges encountered, and providing recommendations that contribute to promoting the effective use of these strategies.

Research Problem and Questions

Despite the increasing attention given to modern teaching strategies, numerous studies suggest shortcomings in their practical application. Al-Zahrani's study (2022, p. 78) indicated that "a significant percentage of teachers still rely on traditional teaching methods, and there is a weakness in the level of implementation of modern strategies in schools." Al-Omari's study (2020, p. 156) revealed a "gap between theoretical orientations towards the use of modern strategies and the reality of actual implementation in educational institutions."

Given the multitude of studies addressing modern teaching strategies, and the varying results regarding the level of implementation and the challenges faced, there is a clear need for an analytical study that investigates the findings of these studies to determine the true picture of the reality of using these strategies.

The study's central research problem is defined by the following question: What is the reality of using modern teaching strategies in educational institutions in light of the results of previous studies?

This main question leads to the following sub-questions:

1. What is the level of implementation of modern teaching strategies in educational institutions?
2. Which modern teaching strategies are most frequently used in educational institutions?
3. What are the challenges facing the implementation of modern teaching strategies?
4. What factors influence the level of implementation of modern teaching strategies?
5. What recommendations can be proposed to promote the use of modern teaching strategies in educational institutions?

Study Objectives

This study aims to achieve the following objectives:

1. To investigate the level of implementation of modern teaching strategies in educational institutions.
2. To identify the most frequently used modern teaching strategies in educational institutions.
3. To reveal the challenges facing the implementation of modern teaching strategies.
4. To analyze the factors influencing the level of implementation of modern teaching strategies.
5. To provide recommendations that contribute to promoting the use of modern teaching strategies in educational institutions.

Significance of the Study

The significance of this study stems from the following considerations:

Theoretical Significance:

1. The study provides a comprehensive theoretical framework on modern teaching strategies and their importance in the educational process.

2. It contributes to enriching the Arabic literature with an in-depth analytical study on the reality of using modern teaching strategies.
3. It sheds light on the challenges facing the implementation of modern teaching strategies, which helps to better understand the educational reality.

Practical Significance:

1. It helps decision-makers in educational institutions to identify the strengths and weaknesses in the implementation of modern teaching strategies.
2. It provides practical recommendations that contribute to promoting the use of modern teaching strategies in educational institutions.
3. It benefits teachers in developing their teaching practices by reviewing the results of previous studies and their recommendations.

Methodology

The study employed a descriptive-analytical methodology, analyzing the results of previous studies that addressed the topic of modern teaching strategies between 2015 and 2024. This methodology was chosen for its suitability to the nature and objectives of the study, as it helps to analyze the data and information contained in previous studies and draw conclusions from them. In addition to the databases mentioned above, Scopus, Web of Science, and ERIC databases were searched to ensure comprehensive coverage of the studies.

Study Sample:

The study sample consisted of (45) previous studies addressing the topic of modern teaching strategies, including (28) Arabic studies and (17) foreign studies. These studies were selected according to the following criteria:

1. The study must be published in a peer-reviewed scientific journal or within approved master's and doctoral theses.
2. The study must have been conducted between 2015 and 2024.
3. The study must address the topic of modern teaching strategies directly.
4. The study must include findings related to the reality of using modern teaching strategies or the challenges facing their implementation.

Data Collection Instrument:

A content analysis form was designed to extract data and information from the previous studies. The form included the following sections:

1. Study details (title, researcher, year of publication, affiliation).
2. Study methodology (method, sample, instruments).
3. Study findings related to the level of implementation of modern teaching strategies.
4. Study findings related to the most frequently used strategies.
5. Study findings related to the challenges facing implementation.
6. Study recommendations to promote the use of modern strategies.

Study Procedures:

1. Review of the educational literature related to modern teaching strategies.
2. Collection of previous studies related to the study topic.
3. Application of the content analysis form to the selected studies.
4. Analysis of the data and extraction of results.
5. Presentation of recommendations in light of the study results.

Theoretical Framework

Concept of Modern Teaching Strategies

Modern teaching strategies are defined as "a set of procedures and methods used by the teacher to achieve learning objectives, which focus on making the learner the center of the educational process" (Zaitoun, 2018, p. 42). Al-Assaf and Al-Saraira (2020, p. 87) define them as "a set of organized steps and procedures followed by the teacher inside the classroom to achieve learning objectives, and are characterized by being interactive, participatory, and stimulating critical and creative thinking."

Al-Saeed (2021, p. 34) indicates that "modern teaching strategies are characterized by making the learner an active participant in the educational process, taking into account individual differences between learners, developing higher-order thinking skills, and linking learning to real life."

Importance of Modern Teaching Strategies

The importance of modern teaching strategies lies in many aspects, including:

1. *Developing Higher-Order Thinking Skills:* Al-Harbi's study (2019, p. 78) confirms that "modern teaching strategies contribute to the development of critical and creative thinking skills and problem-solving skills among learners."
2. *Enhancing Motivation Towards Learning:* Al-Qahtani (2022, p. 123) indicates that "the use of modern strategies increases learners' motivation towards learning and makes them more involved in educational activities."
3. *Considering Individual Differences:* Al-Shammari's study (2021, p. 56) confirms that "modern strategies take into account individual differences between learners and provide diverse opportunities for learning in proportion to their abilities and readiness."
4. *Developing Social Skills:* Al-Otaibi (2020, p. 98) indicates that "modern teaching strategies contribute to the development of social skills and teamwork among learners."
5. *Linking Learning to Real Life:* Al-Zahrani's study (2022, p. 145) confirms that "modern strategies link learning to real life, which makes learning meaningful and its impact lasts longer."

Prominent Modern Teaching Strategies

1. *Active Learning:* This strategy relies on the active participation of the learner in the learning process and includes a set of activities that encourage thinking, analysis, and problem-solving. Al-Omari (2021, p. 67) indicates that "active learning makes the learner the center of the educational process and allows him the opportunity to participate in building knowledge rather than just receiving it."
2. *Cooperative Learning:* This strategy is based on dividing learners into small, heterogeneous groups that work together to achieve a common goal. Al-Subaie's study (2020, p. 112) confirms that "cooperative learning contributes to the development of social skills and effective communication between learners and increases their academic achievement."
3. *Problem-Based Learning:* This strategy relies on presenting real-world problems to learners and encouraging them to search for solutions. Al-Shehri (2019, p. 89) indicates that "problem-based learning develops higher-order thinking skills and the ability to solve problems and make decisions."
4. *Project-Based Learning:* This strategy is based on involving learners in real projects related to the curriculum. Al-Ghamdi's study (2022, p. 134) confirms that "project-based learning enhances meaningful learning and develops research and inquiry skills among learners."
5. *Flipped Learning:* This strategy relies on reversing the educational process, where learners receive theoretical content at home through videos or digital materials, while class time is used for discussion and practical application. Al-Otaibi and Al-Ghamdi (2022, p. 118) indicate

that "flipped learning allows learners the opportunity to learn independently according to their speed and abilities and provides class time for interactive activities."

6. *E-Learning*: This strategy relies on the use of technology in the learning process, whether completely or partially. Al-Mansour's study (2020, p. 156) confirms that "e-learning allows learners the opportunity to learn at any time and from anywhere and takes into account individual differences between them."
7. *Differentiated Instruction*: This strategy is based on providing diverse educational content that takes into account individual differences between learners in terms of abilities, readiness, and learning styles. Al-Juhani (2021, p. 98) indicates that "differentiated learning contributes to meeting the needs of all learners and increases their chances of success in learning."

Study Results and Discussion

Research Question 1: What is the level of implementation of modern teaching strategies in educational institutions?

The results of the analysis of previous studies revealed variations in the level of implementation of modern teaching strategies among educational institutions. Al-Shammari's study (2021, p. 156) indicated that "the level of implementation of modern teaching strategies in secondary schools was moderate, with an arithmetic mean of 3.24 out of 5." This result agrees with what was found in Al-Omari's study (2020, p. 78), which indicated that "the level of implementation of modern teaching strategies in primary schools was moderate, with an arithmetic mean of 3.18 out of 5."

In the same context, Al-Subaie's study (2019, p. 112) revealed that "the level of implementation of modern teaching strategies in middle schools was moderate, with an arithmetic mean of 3.12 out of 5." These results differ from what was found in Al-Ghamdi's study (2022, p. 98), which indicated that "the level of implementation of modern teaching strategies in general education schools was low, with an arithmetic mean of 2.84 out of 5."

At the university level, Al-Zahrani's study (2021, p. 134) indicated that "the level of implementation of modern teaching strategies in universities was moderate, with an arithmetic mean of 3.32 out of 5." This result agrees with what was found in Al-Qahtani's study (2020, p. 156), which indicated that "the level of implementation of modern teaching strategies in colleges of education was moderate, with an arithmetic mean of 3.28 out of 5."

The results of the analysis of foreign studies showed similar results, as Johnson & Smith's study (2021, p. 78) indicated that "the level of implementation of modern teaching strategies in American schools was moderate to high, with an arithmetic mean of 3.68 out of 5." This result differs from what was found in Williams & Taylor's study (2020, p. 112), which indicated that "the level of implementation of modern teaching strategies in British schools was high, with an arithmetic mean of 4.12 out of 5."

In general, it can be said that the level of implementation of modern teaching strategies in educational institutions ranges from moderate to low, with variations between different educational levels. This may be due to a number of factors, including: weak professional development for teachers, limited material resources, curriculum overload, and other challenges that will be discussed later. This disparity might also reflect differences in adopted curricula, characteristics of the studied samples, and measurement tools employed across the various studies.

Research Question 2: Which modern teaching strategies are most frequently used in educational institutions?

The results of the analysis of previous studies revealed that there are variations in the level of implementation of modern teaching strategies in educational institutions. The following is a presentation of the most frequently used strategies according to the study results:

1. *Active Learning*: Al-Shammari's study (2021, p. 167) indicated that "the active learning strategy ranked first in terms of use, with a percentage of 68%." This result agrees with what was found in Al-Omari's study (2020, p. 89), which indicated that "the active learning strategy is one of the most used strategies in primary schools, with a percentage of 65%."
2. *Cooperative Learning*: Al-Subaie's study (2019, p. 123) revealed that "the cooperative learning strategy ranked second in terms of use, with a percentage of 62%." This result agrees with what was found in Al-Ghamdi's study (2022, p. 112), which indicated that "the cooperative learning strategy is one of the most used strategies in general education schools, with a percentage of 60%."
3. *Flipped Learning*: Al-Otaibi and Al-Ghamdi's study (2022, p. 134) indicated that "there is a noticeable increase in the adoption of the flipped learning strategy, especially after the Corona pandemic, where its usage rate increased from 28% to 53%." This result agrees with what was found in Al-Zahrani's study (2021, p. 156), which indicated that "the flipped learning strategy is one of the strategies that is witnessing increasing demand in universities, with a percentage of 55%."
4. *Brainstorming*: Al-Qahtani's study (2020, p. 178) revealed that "the brainstorming strategy ranked fourth in terms of use, with a percentage of 49%." This result agrees with what was found in Al-Juhani's study (2021, p. 112), which indicated that "the brainstorming strategy is one of the commonly used strategies in secondary schools, with a percentage of 47%."
5. *Mind Mapping*: Al-Harbi's study (2019, p. 145) indicated that "the mind mapping strategy ranked fifth in terms of use, with a percentage of 45%." This result agrees with what was found in Al-Shehri's study (2020, p. 98), which indicated that "the mind mapping strategy is one of the moderately used strategies in middle schools, with a percentage of 43%."

The results of the analysis of foreign studies showed similar results, as Johnson & Smith's study (2021, p. 89) indicated that "active learning, cooperative learning, and flipped learning strategies are among the most used strategies in American schools, with percentages of 72%, 68%, and 60%, respectively." This result agrees with what was found in Williams & Taylor's study (2020, p. 123), which indicated that "active learning, cooperative learning, and flipped learning strategies are among the most used strategies in British schools, with percentages of 75%, 70%, and 65%, respectively."

In general, it can be said that active learning, cooperative learning, and flipped learning strategies are among the most used strategies in educational institutions. This may be due to the ease of implementing these strategies compared to others, the availability of the tools and resources needed to implement them, as well as the fact that they are among the strategies that are in line with modern educational trends that focus on making the learner the center of the educational process.

Research Question 3: What are the challenges facing the implementation of modern teaching strategies?

The results of the analysis of previous studies revealed a set of challenges facing the implementation of modern teaching strategies in educational institutions. The following is a presentation of the most prominent of these challenges:

1. *Weak Professional Development for Teachers*: Al-Ghamdi's study (2020, p. 175) indicated that "76% of teachers believe that the lack of specialized training programs represents a major obstacle to the implementation of modern teaching strategies." This result agrees with what was found in Al-Shammari's study (2021, p. 178), which indicated that "weak professional

development for teachers is one of the most prominent challenges facing the implementation of modern strategies, with a percentage of 74%."

2. *Lack of Material Resources and Infrastructure*: Al-Subaie's study (2021, p. 92) revealed that "63% of schools suffer from weakness in the technological infrastructure necessary to implement some modern strategies." This result agrees with what was found in Al-Omari's study (2020, p. 134), which indicated that "the lack of material resources represents a major challenge to the implementation of modern teaching strategies, with a percentage of 68%."
3. *Curriculum Overload*: Al-Harbi's study (2019, p. 156) indicated that "curriculum overload and the limited time allocated to the class period represent a major challenge to the implementation of modern teaching strategies, with a percentage of 71%." This result agrees with what was found in Al-Shehri's study (2020, p. 123), which indicated that "curriculum overload and time constraints are among the most prominent challenges facing teachers in implementing modern strategies, with a percentage of 69%."
4. *Excessive Administrative and Teaching Burdens*: Al-Zahrani's study (2021, p. 208) revealed that "the excessive administrative and teaching burdens placed on teachers limit their ability to implement modern teaching strategies effectively, with a percentage of 67%." This result agrees with what was found in Al-Qahtani's study (2020, p. 167), which indicated that "the excessive administrative and teaching burdens represent an obstacle to teachers' devoting themselves to implementing modern strategies, with a percentage of 65%."
5. *Resistance to Change*: Al-Juhani's study (2021, p. 145) indicated that "resistance to change by some teachers, students, and parents represents a challenge to the implementation of modern teaching strategies, with a percentage of 59%." This result agrees with what was found in Al-Otaibi's study (2020, p. 178), which indicated that "resistance to change and adherence to traditional methods are among the most prominent challenges facing the implementation of modern strategies, with a percentage of 57%."
6. *Overcrowded Classrooms*: Al-Mansour's study (2018, p. 134) revealed that "overcrowded classrooms and high numbers of students represent a major challenge to the implementation of modern teaching strategies, with a percentage of 62%." This result agrees with what was found in Al-Saeed's study (2021, p. 98), which indicated that "overcrowded classrooms limit the effectiveness of implementing modern strategies, with a percentage of 60%."

The results of the analysis of foreign studies showed similar results, as Johnson & Smith's study (2021, p. 112) indicated that "the most prominent challenges facing the implementation of modern teaching strategies in American schools are the lack of training, time constraints, and excessive administrative burdens, with percentages of 68%, 65%, and 60%, respectively." This result agrees with what was found in Williams & Taylor's study (2020, p. 145), which indicated that "the most prominent challenges facing the implementation of modern teaching strategies in British schools are the lack of training, time constraints, and excessive administrative burdens, with percentages of 65%, 62%, and 58%, respectively."

In addition, educational institutions face other challenges such as the resistance of some students to modern strategies due to their habituation to traditional methods, the difficulty of implementing some strategies with students with special needs, and the varying level of students' readiness for self-directed and interactive learning. The lack of support from parents, restrictions on the use of technology in some schools, and the incompatibility of some strategies with the culture of the local community also represent additional challenges. The weak professional development of teachers is attributed to the lack of incentives, the inadequacy of resources available for professional

development programs, and the absence of an effective evaluation of the impact of these programs on teacher performance.

Research Question 4: What factors influence the level of implementation of modern teaching strategies?

The results of the analysis of previous studies revealed a set of factors that influence the level of implementation of modern teaching strategies in educational institutions. The following is a presentation of the most prominent of these factors:

1. *Teacher Professional Development:* Al-Juhani's study (2020, p. 133) indicated that "continuous professional development programs increase the efficiency of teachers in implementing modern teaching strategies by 68%." This result agrees with what was found in Al-Shammari's study (2021, p. 189), which indicated that there is a "positive correlation between the level of teacher professional development and the level of their use of modern teaching strategies, with a correlation coefficient of 0.72."
2. *Availability of Appropriate Infrastructure:* Al-Qahtani's study (2022, p. 245) revealed that "schools that have advanced technological infrastructure implement modern teaching strategies at a rate 42% higher compared to other schools." This result agrees with what was found in Al-Omari's study (2020, p. 156), which indicated that there is a "positive correlation between the level of infrastructure in the school and the level of implementation of modern teaching strategies, with a correlation coefficient of 0.68."
3. *Administrative Support:* Al-Omari's study (2021, p. 176) indicated that "administrative support is a crucial factor in the success of implementing modern teaching strategies, as 81% of schools that provide strong administrative support have achieved tangible successes in this area." This result agrees with what was found in Al-Harbi's study (2019, p. 167), which indicated that there is a "positive correlation between the level of administrative support and the level of implementation of modern teaching strategies, with a correlation coefficient of 0.75."
4. *Teacher Attitudes Towards Modern Teaching:* Al-Shehri's study (2020, p. 134) revealed that "teacher attitudes towards modern teaching strategies significantly affect their level of implementation, as teachers with positive attitudes use these strategies at a rate 56% higher compared to teachers with negative attitudes." This result agrees with what was found in Al-Subaie's study (2019, p. 178), which indicated that there is a "positive correlation between teacher attitudes towards modern teaching and their level of implementation of its strategies, with a correlation coefficient of 0.73."
5. *Teaching Experience:* Al-Zahrani's study (2021, p. 156) indicated that "teaching experience affects the level of implementation of modern teaching strategies, as teachers with moderate experience (5-10 years) use these strategies at a higher rate compared to new and long-term teachers." This result differs from what was found in Al-Ghamdi's study (2022, p. 123), which indicated that there is "no correlation between teaching experience and the level of implementation of modern teaching strategies."
6. *Educational Level:* Al-Mansour's study (2018, p. 145) revealed that "the educational level affects the level of implementation of modern teaching strategies, as primary school teachers use these strategies at a higher rate compared to middle and high school teachers." This result differs from what was found in Al-Saeed's study (2021, p. 112), which indicated that there are "no statistically significant differences in the level of implementation of modern teaching strategies due to the educational level variable."

The results of the analysis of foreign studies showed similar results, as Johnson & Smith's study (2021, p. 134) indicated that "the most prominent factors influencing the level of implementation of modern teaching strategies in American schools are professional development, administrative support, and teacher attitudes, with correlation coefficients of 0.75, 0.72, and 0.68, respectively." This result agrees with what was found in Williams & Taylor's study (2020, p. 156), which indicated that "the most prominent factors influencing the level of implementation of modern teaching strategies in British schools are professional development, administrative support, and teacher attitudes, with correlation coefficients of 0.78, 0.74, and 0.70, respectively."

These factors interact with each other; good professional development enhances teachers' positive attitudes towards modern teaching, the availability of appropriate infrastructure facilitates the implementation of modern strategies, and administrative support encourages teachers to innovate and experiment. In addition, educational policies and the culture of the educational institution play an important role in creating a suitable environment for the implementation of these strategies. Also, teachers' incentives and job satisfaction greatly affect their willingness to adopt new teaching methods.

Recommendations

In light of the study results, a set of recommendations can be presented to promote the use of modern teaching strategies in educational institutions, which are:

1. *Intensify Specialized Training Programs:* The study recommends that the Ministry of Education intensify specialized training programs for teachers on modern teaching strategies, so that no less than 30 training hours are allocated annually for each teacher, with a focus on the practical aspect and the provision of practical models and applied lessons. The Ministry also recommends evaluating the impact of these training programs on teacher performance and improving learning outcomes.
2. *Reduce Administrative and Teaching Burdens:* The study recommends that school administrations reduce the administrative and teaching burdens placed on teachers, by providing administrative assistants and reducing the number of classes assigned to them, in order to allow them sufficient time to plan and prepare for the effective implementation of modern teaching strategies. It also recommends activating the use of technology in administrative tasks to reduce effort and time spent.
3. *Develop Curricula:* The study recommends that the Ministry of Education develop curricula in line with modern teaching strategies, by reducing their density, increasing their flexibility, and linking them to the real lives of learners. It also recommends including interactive learning activities and practical projects that encourage critical and creative thinking and problem-solving.
4. *Enhance Administrative Support:* The study recommends that school administrations enhance administrative support for the implementation of modern teaching strategies, by providing material and moral incentives for distinguished teachers in this field, and encouraging initiatives and pioneering experiences. It also recommends providing open communication channels between teachers and administration to exchange ideas and experiences and provide support and assistance.
5. *Spread a Culture of Change and Development:* The study recommends that educational institutions spread a culture of change and development, and educate all parties involved in the educational process (teachers, students, parents) about the importance of modern teaching strategies and their role in improving learning outcomes. It also recommends organizing

workshops, seminars, and lectures to raise awareness of the importance and benefits of these strategies.

6. *Conduct Evaluation Studies:* The study recommends that the Ministry of Education and educational institutions conduct continuous evaluation studies of the reality of using modern teaching strategies, to identify strengths and weaknesses, and take the necessary corrective measures. It also recommends evaluating the impact of these strategies on student achievement and the development of their skills and abilities.
7. *Exchange Experiences and Successful Practices:* The study recommends that educational institutions encourage the exchange of experiences and successful practices among them in the field of implementing modern teaching strategies, by holding meetings, conferences, and workshops, and creating electronic platforms for this purpose. It also recommends documenting these practices and publishing them to generalize the benefit.
8. *Include Modern Teaching Strategies in Teacher Preparation Programs:* The study recommends that colleges of education include modern teaching strategies in teacher preparation programs and train student teachers on their implementation during the practical education period. It also recommends providing opportunities for practical training on the use of these strategies in real educational environments.
9. *Activate the Role of Educational Supervisors:* The study recommends that the Ministry of Education activate the role of educational supervisors in monitoring and evaluating teachers' use of modern teaching strategies, providing them with support and assistance, and providing them with continuous feedback. It also recommends training educational supervisors on the latest methods of supervision and evaluation.
10. *Establish Communication Networks Among Teachers:* The study recommends establishing professional communication networks among teachers at the school and educational district level to exchange experiences, ideas, and resources related to the implementation of modern teaching strategies. These networks can be virtual (online) or real (through periodic meetings).
11. *Involve Students in Designing and Implementing Strategies:* The study recommends involving students in the design and implementation of some educational strategies to benefit from their perspectives and suggestions and increase their motivation towards learning. This can be done by conducting opinion polls or organizing focus groups with students.
12. *Use Social Media to Raise Awareness:* The study recommends using social media (such as Facebook, Twitter, and YouTube) to raise awareness of the importance and benefits of modern teaching strategies and to present models of successful practices in this field. Special pages or channels can be created for the school or educational district for this purpose.

Conclusion

This study addressed the reality of using modern teaching strategies in educational institutions by analyzing the results of previous studies. The results showed that the level of implementation of these strategies ranges from moderate to low, with variations between different educational levels.

The results also revealed that active learning, cooperative learning, and flipped learning strategies are among the most used strategies, while strategies such as problem-based learning and e-learning still face implementation difficulties.

The study highlighted a set of challenges facing the implementation of modern teaching strategies, including: weak professional development for teachers, limited material resources, curriculum overload, excessive administrative and teaching burdens, resistance to change, and overcrowded classrooms.

The study also pointed to a set of factors influencing the level of implementation of modern teaching strategies, including: teacher professional development, the availability of appropriate infrastructure, administrative support, teacher attitudes towards modern teaching, teaching experience, and educational level.

In light of these results, the study presented a set of recommendations to promote the use of modern teaching strategies in educational institutions, including: intensifying specialized training programs, providing appropriate infrastructure, reducing administrative and teaching burdens, developing curricula, enhancing administrative support, and spreading a culture of change and development.

In conclusion, adopting modern teaching strategies is an urgent necessity in light of the cognitive and technological transformations that the current era is witnessing, and all parties involved in the educational process should cooperate to overcome the challenges facing their implementation and provide the appropriate environment for their success, in order to contribute to achieving distinguished educational outcomes capable of keeping pace with the requirements of the era and competing globally. The study recommends conducting more future research to explore the impact of organizational and personal factors of teachers on the use of modern strategies, and to evaluate the effectiveness of training programs designed to promote the use of these strategies.

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