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Research Article

Relationship between Teacher's Soft Skills; Self-Regulated Learning Strategies, Gender, Experience, and Educational Stage

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Abstract

The teacher is center of the teaching process; therefore, his possession of the skills and strategies necessary to perform his work and develop himself are very important. The main goal of this research was to explore the relationships between teacher's Soft Skills (SS) and Self-Regulated Learning Strategies (SRLS). The researchers used correlational descriptive approach and applied an online questionnaire involving 151 teachers (74 male and 77 female) who teach in public schools at Dammam city in Saudi Arabia. The questionnaire measures teachers' (SS) and (SRLS). Results indicated that teacher's (SS) and (SRLS) are strongly positively related; there was a significant difference between teachers on (SS) and (SRLS) according to experience. But according to gender and educational stage there was no significant difference between teachers. Interaction of gender and experience in (SS) and (SRLS) indicated that female teachers of (15 or < 20) years' experience reported a higher level of (SS) and (SRLS) than male teachers with the same years of experience.

Keywords

Experience, Educational Stage, Gender, Self-Regulated Learning Strategies, Soft Skills.

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Introduction

The current era is characterized by continuous and rapid changes and advancements in all fields. This challenge requires employees in any field to keep pace with these developments and among these areas the challenges in field of education stand out. Perhaps, the speedy transformation of reliance on distance education –considering the COVID-19 is a clear example of those modifications. These developments necessitate the teachers to possess several important skills and information necessary to keep pace with distance education and to be self-reliant in self-development. Soft Skills (SS) and Self-Regulated Learning Strategies (SRLS) are among the most important learning requirements in the current era for teachers. Hagag (2014) defines skill as the learned or acquired behavior of the individual, in which there are two basic conditions; the first is directed towards a specific goal, and the second is organized to achieve the goal in the shortest time. (SS) are those basic skills that relate to a person's ability to interact with others, present his ideas, use leadership behaviors, communicate, and interact with others. They are the interpersonal skills that characterize a person's relationship with others in the workplace. Tobin (2006, 45) defines (SS) as the traits and abilities that appear in the individual in attitudes and behavior. While (Reddy, 2013, 182) said that (SS) are necessary skills to get a job, and they are related to tact when speaking, and good appearance. Alzayan (2020) believes that (SS) are subject to change according to time, place and the internal and external factors surrounding the individual. They are a mixture of personal, social, behavioral, and managerial skills for the ability to handle situations. Abdulwahed (2016) and Queder (2017) said that (SS) are considered complementary to hard skills, which refer to the knowledge, academic qualifications, professional and personal skills necessary to obtain a job opportunity; and make the individual a good employee and a compatible colleague (Aldulaimi, 2018, 2). There have been many view points on determining the most important (SS) of successful individuals in work environments depending on the difference and diversity of the scientific background and the fields of work of individuals from the point of view of researchers. Crosbie, (2005, 47) identified that the most important (SS) are needed for leadership in teamwork, communication, initiative, leadership ability, development, training, personal effectiveness, and self-presentation. Mitchell (2010) identified the most important (SS) needed for the labor market and their employment in teamwork, communication, and time management., the study of (Lazarus, 2013) identified importance of leadership skills, communication, and good appearance. Likewise, Al -Arfaj, (2014) and Shobeer (2016) indicated that the most important (SS) for administrators in communication are time management, leadership, teamwork, problem solving, and decision-making, and Abo-Alnasr (2015) reached the importance of time management, communication, teamwork, and decision-making, while according to Al-Graydah & Al-Alawy, (2018, 260) (SS) are a set of traits and abilities that an individual possesses and deals with others. The most important (SS) are teamwork, creative thinking, time management ability, communication, self-awareness, Self-regulation, motivation, empathy. Alzayan, (2020) acknowledged the importance of communication skills, crisis management, teamwork, time management, critical thinking and decision-making. (SS) are essential for teachers, so are (SRLS). The concepts of self-regulation were reflected in the learning process, through which the learner becomes the cornerstone of education; the first beginnings of self-organized learning go back to Edward Thorndike –the pioneers of Gestalt theory who emphasized the role of cognition in the learning process (Salim & Zaky, 2009, 91). Many theories of Psychology, such as social epistemology, Will theory, phenomenological approach, vision of Vygotsky, and the constructivist theory of knowledge (Rashwan, 2006, 4) have also contributed to the emergence of self-organized learning and its different dimensions. Self-regulation is ubiquitous (Davis & Hadwin, 2021, 32), the concept of self-organized learning agrees with an old and consistent idea that learners should actively contribute to achieving their educational goals, and not be passive recipients (Schunk, 2008: 465), where self-regulated learning is defined as the process through which learners systematically direct their thoughts, feelings, and behaviors towards effectively achieve their own goals (Hasan, 2013, 28). Zimmerman (2008, 166) considers that self-regulatory learning is the self-directed and belief processes that transform the learner's mental abilities into academic performance skills. It is also defined as complex and overlapping processes that rely heavily on the purposeful and reactive efforts of individuals to improve their learning using a variety of strategies i.e. cognitive, metacognitive, resource management and motivation. El-Henawy et al (2010, 844), and Pintrich (1999, 460) defined it as the sum of plans or strategies used by learners in organizing their knowledge in addition to strategies for managing their knowledge and resources used to adjust their learning. As for self-organized learning

strategies (Zimmerman, 2002, 32) defined them as actions and processes directed to the acquisition of information or skill that include the goal, and the realization of benefit by learners – in addition to methods, such as organizing and transferring information, self-chasing, and searching for information. Despite many and varied definitions of self-organized learning, they are based on several assumptions including that the learner is active in the learning process, can monitor and control some cognitive aspects, can set a personal goal for self-regulation, and has a degree of learning achievement (Pintrich & Zusho, 2007, 739-741). According to Paulsen & Kenneth (1999), Jaber (1999) and Joo (2000) a self-regulating learner can do five important things: make a correct and accurate diagnosis of an educational situation; define its objectives and requirements; choose a learning strategy for the educational situation; monitor the effectiveness of that strategy and have the motivation to integrate into the learning situation to its end. Grolnick & Raftery-Helmer (2015, 252) believes that the self-regulating learner shows focus and enthusiasm for learning, active participation, continuous interest, pleasure in classroom activities, setting goals that exceed minimum requirements, and achieving satisfaction when completing difficult tasks. Their behavior is characterized by perseverance, persistence, and attempt. Strategies for self-regulated learning are remarkably numerous, Ruohotie (2002, 42) classified them into three main categories: Cognitive strategies, metacognitive strategies, resource management strategies. The importance of self-organized learning strategies is evident in that they play an important role in enhancing learners' mental activity, controlling their actions, attitudes, and interests towards academic subjects, and contributing to achieving high levels of academic accomplishments. Self-organized learning is not a personal trait that the individual possesses or does not possess, but rather it is an optional use of basic skills that the learner adopts at each educational task that includes setting specific and achievable self-goals, adopting an effective strategy to achieve the required progress, monitoring performance, in order to know progress indicators, re-configuring the physical and social environment to make it compatible with the desired goals, manage time effectively, and adopt a future way of dealing with situations (Chen, 2002). Self-regulated learning refers to the strategies that learners use to direct their attempts to learn such as setting goals, thinking about appropriate learning strategies, and the process of observation (Perry, 1998, 727), while Garcia et al (1998, 398) said learning strategies are how the learner organizes, acquires, and integrates new information –and it is the best suited to learning other situations. The most important strategies for self-organized learning are cognitive strategies (recitation, organizing, transferring, reviewing, and detailing), metacognitive strategies (goal setting, planning, self-monitoring, and self-evaluation) and resource management strategies (keeping records, searching for more information, environmental control, seeking help from others, and peer learning) (Zimmerman, 1989, 337; Rashwan, 2006, 55; Abdulbary, 2015, 91). The main goal of this research is exploring the relationships between teacher's (SS) and (SRLS). The 'research questions' are trying to answer, what are the relationships between teachers' (SS) and (SRLS)? Is there significant difference between teachers' (SS) according to experience, gender, and educational stage? Is there significant difference between teachers' (SRLS) according to experience, gender, and educational stage? What is the effect of interaction between gender and experience in teachers' (SS)? What is the effect of interaction between gender and experience in teachers' (SRLS)?

Literature Review

In recent years, the study of (SS) and (SRLS) has been brought to attention all over the world, but not of teachers. Some previous studies dealt with (SS) and their relationship to some variables from multiple aspects. In the administrative field, the study of (Hagag, 2014) examined the role of (SS) in the process of seizing administrative jobs among workers in the Gaza Strip; joining the labor market and concluded that seizing administrative jobs is affected by several factors. Managers' (SS): such as critical thinking, negotiation, crisis management and time management skills. The study of Awan et al (2015) found positive impact of the project manager's (SS) on the success of the project in Pakistan. Sriruecha, & Buajan (2017) examined the manager's soft leadership skills that affect subordinate performance in health promotion hospitals, in the sub-region of Khon Kaen Province, Thailand, and found a positive correlation at a high level between the principal's possession of (SS) and the performance of his subordinates, and Yidana (2017) found a significant difference between teachers' skills of instructional planning and their experiences. The study of Elgaraydah & Elalawy (2018) aimed to identify the degree to which school principals practice (SS) in the state of Sur in the Sultanate of Oman and its relationship to gender variable, job title, and Alzayan (2020) found a positive role for (SS) among administrative leaders in achieving institutional

excellence in the Palestinian Communications Group in the southern governorates. Alhadrawy & Mohamed's study (2020) dealt with investing soft leadership skills to achieve the organizational development of the employees of the Technical Institute in Sulaymaniyah, Iraq. The results of Dubtsova et al (2020) indicate that lingua-cognitive communication is affected by differences in encyclopedic knowledge of the addresser and addressee during verbal and/or non-verbal communicative. A study conducted by Mahmood & Jasim (2021) diagnosed the personal characteristics of the (SS) of administrative leaders in health organizations such as the Department of Health Diyala Health. In the field of employee performance, the study of Queder (2017) found the importance of the role of (SS) in improving the performance of workers in Palestinian ministries, and Alagha (2018) found a positive relationship between (SS) and job performance for workers in banks in the southern governorates of Palestine. In the field of education, the study of El-Abadla & El-Halabi (2015) dealt with the most important (SS) needed for Al-Fakhoura students to expand their access to the labor market in Palestine. The study conducted by Abdulwahed (2016) found a significant relationship among SS & critical thinking, and self-presentation to obtain academic jobs in the Ministry of Education and Higher Education in the Gaza Strip. Ubaydillah (2019) also addressed the efforts of teachers in instilling (SS) and hard skills for students in learning moral beliefs in school. The study conducted by Thabit (2020) found the effectiveness of a proposed training program. To develop the (SS) of the administrative bodies that deal with students at Al-Aqsa University, and the study (Gabr, 2020) found the effectiveness of using lateral thinking strategies to develop some (SS) among the female student teacher at the Faculty of Early Childhood Education in Matrouh Governorate in Egypt. Otaybah (2021) found the importance of (SS) as an input to harmonize university outputs with the requirements of the labor market. From a review of the most important previous studies that dealt with (SS), it is noted that the results of studies vary in determining their number and type, and the most important (SS) can be extracted in the skills of communication, cooperation, and teamwork within a team (Reevy et al, 2013) & (Al-Batsh, 2019), motivation (Awan et al, 2015), organization (Taha, 2017), planning (Thabit, 2020), leadership (Baron & Agustina, 2017) & (Molina, 2018), decision-making (Al-Serafy (2006) & (Al-Katib & Moayaah, 2009), Time management (Al-Feqy, 2009) & (Abo-Shekhah, 2010) & (Hammady, 2014), Conflict resolution (Al-Mahdy & Heba, 2000) & (Weshahey, 2002), thinking skills (Al-Sherif, 2000) & (Zaytoon, 2003), problem solving (Shaeen & Zayed, 2014) & (Hajaj, 2018). Many studies have also addressed (SRLS), (Esin & Aktamış, 2010) which aimed to reveal the relationship between prospective elementary school teachers' awareness or using of motivational beliefs, cognitive and meta-cognitive strategies and resource managing strategies in relation to mathematics teaching and the prospective teachers' academic achievement. Results of Özyõldõuõm, et al (2011) revealed that the two pre-service teachers consider that the amount of time available for studying, the characteristics of the instructor (e.g., his/her attitude, his/her expectations from the students) and requirements of the course play important roles in determining what kinds of strategies they use when studying for the course. The results of the study done by Lee & Turner (2017) demonstrated that preservice teachers' endogenous instrumentality was a significant contributor for explaining their use of self-regulation strategies.

Methodology

This research focuses primarily on teachers, examining the relationship between (SS), (SRLS), gender, experience, and educational stage with Saudi teachers in Dammam city, Saudi Arabia. The researchers used the correlational descriptive approach to discover the relationship between two or more variables to find out the extent of correlation between these variables (Cohen et al, 2018, 765). Questionnaires were also used as a tool to collect data from participants.

The Participants

This research used a sample of 151 teachers (74 male, 77 female) in public schools in Dammam city in Saudi Arabia with different ages (22 or < 32 years: 16, 10.6%; 32 or < 42: 77, 51%; 42 or < 52: 54, 35.8%; 52 years and above: 4, 2.6%), table 1 shows the descriptive statistics for participants.

Table 1.
Descriptive Statistics for Teachers' Demographic Variables

Variable		N	Percentage
Gender	Male	74	49.0
	Female	77	51.0
Teaching experience	<5 years	40	26.5
	5 or <10	0	0
	10 or <15	52	34.4
	15 or <20	35	23.2
	20 years and above	24	15.9
Educational stage	Primary	54	35.8
	Intermediate	24	15.9
	secondary	73	48.3

Measurements

Soft Skills Questionnaire

The questionnaire (in its final form) consisted of ten main skills (communication, time management, conflict resolution, leadership, teamwork, decision making, achievement, problem solving, thinking, organization and planning), each skill contained three statements, the statements are phrased in 5-point Likert scale (from 1 "not applicable at all" to 5 " totally applicable"). The reliability was measured by using the Alpha-Cronbach method (using a sample of 32 teachers), which yielded the value of 0.927. The reliability coefficients for each skill using Alpha-Cronbach were from 0.6 to 0.9. The validity of the questionnaire was also verified by measuring the strength of the correlation between the scores of each skill of the questionnaire with the overall score of it, using the Pearson correlation coefficient. The Pearson correlation coefficients were from 0.41 to 0.89 and they are significant at the 0.01 level.

Self-Regulated Learning Strategies Questionnaire

The questionnaire (in its final form) consisted of three dimensions: (1) Cognition strategies contained three strategies (rehearsing, organizing and transforming and elaboration), (2) Metacognition strategies contained three strategies (goal-setting and planning, self- monitoring and self-evaluating), (3) Resource management strategies contained five strategies (environmental structuring, peer learning, seeking academic assistance, information seeking and keeping records), each strategy contained three statements in 5-point Likert scale (from 1 "not applicable at all" to 5 "totally applicable "). Reliability was measured by using the Alpha-Cronbach method (using sample of 32 teachers), which yielded the value of 0.947. Reliability coefficients for each dimension using Alpha-Cronbach were 0.866 for cognition strategies, 0.948 for metacognition strategies and 0.886 for resource management strategies. Validity of the questionnaire was also verified by measuring the strength of the correlation between the scores of each dimension of the questionnaire with the overall score of it, using Pearson correlation coefficient. Pearson correlation coefficients were 0.837, 0.883, 0.894 respectively and they are significant at the 0.01 level.

Procedures of data collection and analysis

The research sample was 151 teachers from public schools in the Dammam city, Saudi Arabia. The two questionnaires were transferred electronically using Google applications, and the link was sent to the largest number of teachers through various social media. The data were collected during April and May 2021 by researchers. Participants were given option and were informed regarding the nature and the purpose of this research. Statistical data were processed through the SPSS program (version 22). Correlational analysis to determine the strength of a positive relationship between (SS) and (SRLS) and multivariate analysis to study mean differences of (SS) and (SRLS) as dependent variables, and according to gender, experience, and educational stage as independent variables were also performed. Furthermore, multivariate analysis to study interaction of gender and experience in (SS) and interaction of gender and experience in (SRLS)

were performed as well.

Results

Soft skills and self-regulated learning strategies

Correlational analysis was used to study the strength of a relationship between (SS) and (SRLS). The results show that all (SS) indicated strong positive correlation with (SRLS) except communication, time management and conflict resolution (medium correlation). All types of (SS) indicated positive correlation with different (SRLS) (from medium to strong) except correlation between conflict resolution skills and resource management was small (Table 2).

Table 2.
Soft skills and self-regulated learning strategies (n=151)

Soft Skills (SS)	Self-Regulated Learning Strategies (SRLS)			
	Cognition	Metacognition	Resource Management	SRLS total
1. Communication	0.35**	0.38**	0.39**	0.42**
2. Time management	0.34**	0.46**	0.33**	0.42**
3. Conflict Resolution	0.33**	0.35**	0.26**	0.35**
4. Leadership	0.55**	0.66**	0.61**	0.68**
5. Teamwork	0.56**	0.52**	0.58**	0.61**
6. Decision making	0.55**	0.53**	0.52**	0.59**
7. Achievement	0.57**	0.48**	0.50**	0.57**
8. Problem solving	0.62**	0.60**	0.53**	0.65**
9. Thinking	0.57**	0.64**	0.50**	0.63**
10. Organization and planning	0.58**	0.69**	0.61**	0.69**
SS total	0.71**	0.75**	0.68**	0.79**

Note: ** $p < 0.01$

Soft skills and self-regulated learning strategies according to gender

Multivariate analysis was used to study means differences of (SS) and (SRLS) (dependent variables) according to gender, experience, and educational stage (independent variables). There was no significant difference between male and female when considered jointly on variables (SS) and (SRLS), Wilk's $\lambda=0.843$, $f(13,137) = 1.97$, $p = 0.028$, partial $\eta^2 = 0.16$. A separate ANOVA was conducted for each dependent variable, with each ANOVA evaluated at an alpha level of 0.025. For (SS), there was significant difference between male and female on leadership skills, $f(1,149) = 7.650$, $p = 0.006$, partial $\eta^2 = 0.049$, with females ($M = 4.532$) scoring higher than males ($M = 4.266$), there was significant difference between male and female on teamwork skills, $f(1,149) = 5.414$, $p = 0.021$, partial $\eta^2 = 0.035$, with females ($M = 4.515$) scoring higher than males ($M = 4.402$) and there was significant difference between male and female on achievement skills, $f(1,149) = 8.727$, $p = 0.004$, partial $\eta^2 = 0.065$, with females ($M = 4.268$) scoring higher than males ($M = 3.977$). For (SRLS) there was significant difference between male and female on cognition strategies, $f(1,149) = 7.166$, $p = 0.008$, partial $\eta^2 = 0.046$, with females ($M = 4.253$) scoring higher than males ($M = 3.991$) (Table 3).

Table 3.
Soft skills and self-regulated learning strategies according to gender (n=151)

(SS) & (SRLS)	Gender Male M	Female M	F-value (d.f.=1.149)	partial η²
1. Communication	4.158	4.199	0.196	.001
2. Time management	3.937	4.134	3.971	.026
3. Conflict Resolution	4.374	4.511	2.517	.017
4. Leadership	4.266	4.532	7.650*	.049
5. Teamwork	4.302	4.515	5.414*	.035
6. Decision making	4.162	4.333	2.816	.019
7. Achievement	3.977	4.268	8.727*	.055
8. Problem solving skills	3.941	4.061	1.029	.007
9. Thinking	4.059	4.065	0.003	.000
10. Organization and planning	4.108	4.177	0.386	.003
11. SS total	4.128	4.280	4.377	.029
12. Cognition	3.991	4.253	7.166*	.046
13. Metacognition	3.967	4.153	2.463	.016
14. Resource Management	3.843	3.982	1.603	.011
15. SRLS total	3.934	4.129	3.96	.026

Note: *p < 0.025

Soft skills and self-regulated learning strategies according to experience

Regarding teaching experience, There was a significant difference among teachers when considered jointly on variables (SS) and (SRLS), Wilk's λ=0.608, f(39,401) = 1.88, p = 0.002, partial η² = 0.15. A separate ANOVA was conducted for each dependent variable, with each ANOVA evaluated at an alpha level of 0.025. For (SS), there was significant difference between teachers on time management skills, f(3,147) = 3.619, p = 0.015, partial η² = 0.069, with teachers of (10 or <15) years of experience (M = 4.231), there was significant difference between teachers on teamwork skills, f(3,147) = 3.783, p = 0.012, partial η² = 0.072, with teachers of (<5) and (10 or <15) years of experience (M = 4.525, M = 4.506) and there was significant difference among teachers on achievement skills, f(3,147) = 3.937, p = 0.010, partial η² = 0.074, with teachers of (<5) and (10 or <15) years of experience (M = 4.267, M = 4.250) (Table 4).

Table 4.
Soft skills and Self-Regulated Learning Strategies according to experience (n=151)

(SS) & (SRLS)	Teaching experience years <5 M	10 or <15 M	15 or <20 M	20 and above M	F-value (d.f.=3.147)	partial η²
2. Time management	3.858	4.231	4.067	3.875	3.619*	.069
5. Teamwork	4.525	4.506	4.143	4.403	3.783*	.072
7. Achievement	4.267	4.250	3.971	3.847	3.937*	.074

Note: *p < 0.025

Soft skills and self-regulated learning strategies according to educational stage

Regarding educational stage, There was no significant difference between teachers when considered jointly on variables (SS) and (SRLS), Wilk's λ=0.849, f(26,272) =0.89, p = 0.621, partial η² = 0.079. A separate ANOVA was conducted for each dependent variable, with each ANOVA evaluated at an alpha level of 0.025. For (SS), there was not significant difference between teachers on dependent variables.

Interaction of gender and experience in soft skills

Interaction of gender and experience in (SS) indicated that female teachers of (15 or < 20) experience years showed higher level of (SS) than male teachers of the same age and there was a significant difference between them in (SS), $f(1,143) = 11.385$, $p = 0.001$, partial $\eta^2 = 0.074$, with female teachers. Oppositely, there was not significant difference among female and male teachers of other experience years on (SS) (Figure 1).

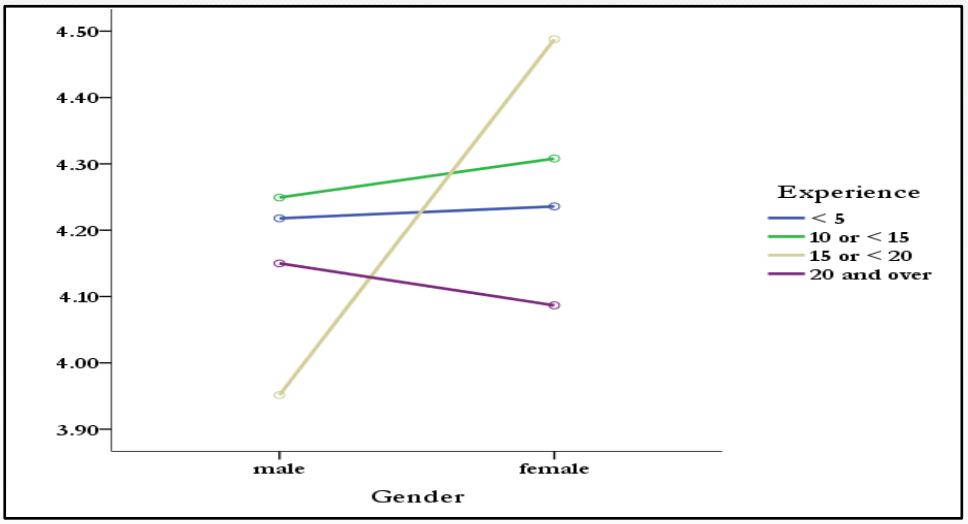

Figure 1. Interaction of gender and experience in soft skills

Interaction of gender and experience in self-regulated learning strategies

Interaction of gender and experience in (SRLS) indicated that female teachers of (15 or < 20) experience years showed higher level of (SRLS) than male teachers of the same age and there was a significant difference between them in (SRLS), $f(1,143) = 11.537$, $p = 0.001$, partial $\eta^2 = 0.075$, with female teachers. Oppositely, there was no significant difference among female and male teachers of other experience years on (SRLS) (Figure 2).

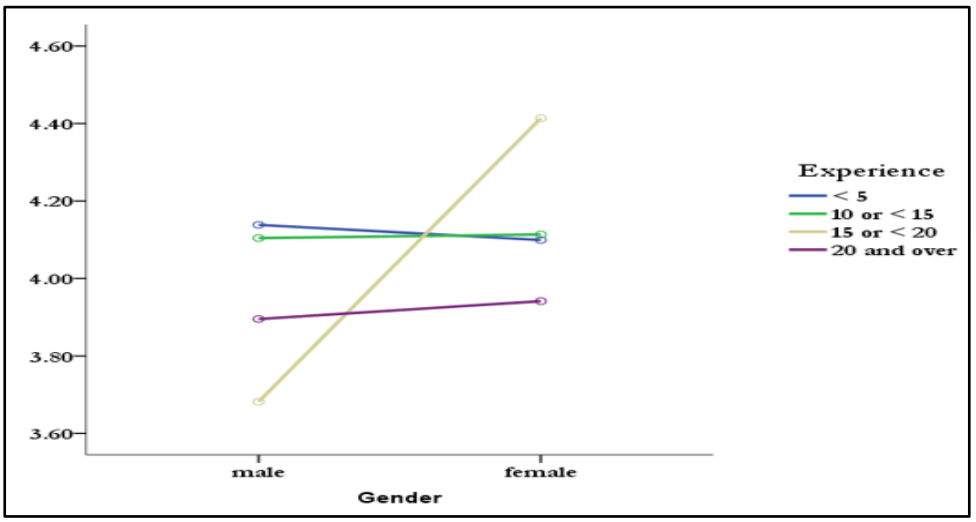

Figure 2. Interaction of gender and experience in self-regulated learning strategies

Discussion

The results of the research showed a strong correlation between teachers' (SS) and their practice of (SRLS). Table 2 shows that the relationship is highly positive in all areas except for three skills that were moderate: communication skills, time management, and conflict resolution. This is because some (SS) share some elements of (SRLS) (Garcia et. al, 1998); (Zimmerman, 1989); (Rashwan, 2006); (Abdulbary, 2015); (Crosbie, 2005); (Mitchell (2010); (Lazarus, 2013); (Al -Arfaj, 2014); (Shobeer, 2016); (Abo-Alnasr, 2015). The degree of correlation is moderate that appeared

between (SRLS) and communication skills, time management, and conflict resolution, this may be due to the teachers' (SRLS) are going through during the current period (COVID-19) and might have a significant impact on teachers who rely on themselves more than they participate with others, as well as the availability of e-learning 24/7 and teachers' involvement in it for a longer time. The precautionary distancing measures that were adhered to in education Saudi schools, the shift to e-learning during three full semesters, the increase in the teaching burden of teachers, and their dependence to a large extent on electronic communication through social media led to a lack of conflicts that might arise among teachers if the teaching is in schools. In addition, that conflict resolution in Saudi society is carried out according to special mechanisms related to culture, and on a narrow scale, which does not give enough opportunity for all teachers to gain experience in conflict resolution. Regarding the relationship between resource management and conflict resolution, the results showed that it is to the small degree; this may be because conflict resolution does not depend on access to published scientific sources, as it is carried out in Saudi society according to social norms related to the culture of society. The results also showed that there were significant differences between teachers' (SS) and (SRLS) according to years of experience, this is logical, the more years of experience teachers have, the more opportunity to practice (SS), use (SRLS), and gain experience from their colleagues. The results also showed that there were no significant differences between teachers' responses due to gender (males and females) and educational stage, as both male and female teachers have the same educational opportunities and conditions to practice their skills in schools the community and all teachers (males and females) are prepared in colleges of education in the Saudia Arabia through the same programs, and work in schools with the same conditions and capabilities. The results of Table 3 showed that females outperformed males in leadership, teamwork, achievement, and cognition. Perhaps the superiority of females in leadership strategies and teamwork is due to their desire for excellence and self-affirmation in the professional field and the society's encouragement for their participation. Females show more cooperation to accomplish business if they have their own environment, as is the case in Saudi schools. As for the superiority of females in the achievement strategy is concerned, it is due to females' tendency to give details, inquiries –as they ask before starting to implement the tasks, and a greater ability to memorize and remember. Whereas female superiority in knowledge strategy is concerned, it is attributed to their ability to retain information, eagerness to participate in professional training courses, and careful discussion of educational situations. The results of Table 4 showed that there are differences between teachers' responses about time management in favor of teachers with years of experience (10 or <15), and this may be due to the fact that increasing the number of years of experience for teachers increases their opportunity for training and the use of (SS), and (SRLS), and gives them more opportunity to share their experiences to colleagues, and to attend a greater number of professional training courses. The results also showed that there were significant differences between teachers in the skill of teamwork in favor of two categories of teachers with experience less than 5 years, and 10 or <15. This is perhaps the teachers possessing less than 5 years' experience are recent graduates and have higher enthusiasm and motivation towards work; collective work to gain various experiences from others, and they are also familiar with electronic teamwork: while teachers with years of experience of 10 or <15, have accumulated experiences in teamwork and practice it in the work. Regarding achievement –the results showed that there are differences in favor of teachers with experience less than 5 years, and 10 or <15 years, this may be because teachers with less than 5 years of experience have the motivation to learn and prove themselves at work and followed-up their performance from supervisors push them to achieve more, while teachers with 10 or <15 experience have accumulated experiences that enable them to do better. Figures 1 and 2 illustrate the interaction between teachers' responses according to gender, and years of experience. It shows the distinction of females with 10 or <15 years of experience in both (SS) and (SRLS) and may explain this in the light of the work of females in schools which separated them from males. Availability of the appropriate environment and their capabilities to practice (SS) and (SRLS) without embarrassment; their desire to prove themselves and achieve excellence in work; society's encouragement for female work and education, and the accumulation of experience they have enhance their excellence.

Conclusion and Recommendations for Future Studies

The existence of a strong positive relationship among teachers' (SS) and (SRLS) requires their attentive and effective participation in their preparation and on-the-job training programs. The experience has a role in activating the teachers' (SS), so it is necessary to activate professional

learning communities in schools. This is also important to encourage them exchange various experiences and integrate them to increase opportunities for teachers to cooperate and benefit from their common experiences. Increasing the motivation of new teachers towards learning directs decision makers to facilitate the participation of teachers in professional training courses to develop their capabilities and increase their experiences. The superiority of females over males in some (SS), and (SRLS) call for increasing their participation in making educational decisions and benefiting from their experiences to a greater extent as a step of developing the educational process. Thus, the researchers suggest following points:

- Conducting a further research using samples from all educational administrations in Kingdom of Saudi Arabia.
- Research on the reasons for the superiority of female teachers in (SS) and (SRLS).
- Conducting a similar research, using the qualitative method.
- Studying the relationship between teachers' (SS) and self-actualization.

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