

Difficulties of Teaching Saudi Female Students Linguistic Courses through Educational Closed-Circuit Television at Albaha University

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Abstract.

The present study aimed at investigating the problems of teaching female students in Shahbah College of Arts, through Closed-Circuit Television by male instructors. This research paper was significant because it attempted to find solutions to these problems. 20 male professors, who teach female students Applied Linguistics courses, participated in this study. A questionnaire used as the main instrument for this study to answer the main question of the study: 'Do male instructors face any difficulties in teaching Saudi female students?'. The tool demonstrated to the participants of the study in the summer term of 2018. The researcher used the Descriptive-Analytical Method to run the study. SPSS statistical method had used to analyze the data. The findings of the study revealed that male instructors faced many problems when they teach female students through Closed-Circuit Television, such as class management, assessment of female students performance, and the use of teaching tools. So, the paper concluded that female instructors should teach female students instead of their male counterparts. In terms of the findings, the study recommended that male instructors should improve their skills to use CCTV by attending training courses and workshops. These can overcome the problems of teaching Saudi female students through Closed-Circuit Television at Albaha University and other Saudi universities.

Keywords: camera, closed-circuit television, open-circuit television, technology

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Introduction

Female education increases recently in Saudi Universities, especially in Albaha University and other universities, such as Amirah Nurah University for female students in Riyadh. So, the Ministry of Higher Education in Saudi Arabia aims at improving Saudi female performance in different fields. However, due to the shortage in female instructors and the increasing number of female students in universities, the Ministry of Higher Education search for male instructors to teach female university students through Closed-Circuit Television (CCTV). The male instructors follow this method in teaching female students in most of the Saudi universities (Alsemiri, 2006). In this study, the researcher tries to investigate the significant problems face male instructors when they teach Saudi female students at Shahbah College and suggest some solutions.

The CCTV is a technical system prepared for male instructors to teach female students in the College of Arts for female students in Shahbah at Albaha University and other universities. The CCTV studio contains some teaching tools such as wireless systems, TV screens, transmitters, smart boards, computers, microphones, and cameras. Male instructors in most Saudi universities use this electronic system for teaching female students linguistic courses from remote rooms.

Basing on the author's experience as a lecturer of applied linguistics courses, the male staff members face some difficulties when they teach Saudi female students through the CCTV in Shahbah College of Arts for female students at Albaha University. According to the Saudi Islamic culture, male instructors cannot teach female students face-to-face. They have to use remote studios supported by teaching tools. However, they find some difficulties when they teach female students through CCTV. These are class management, attendance, paying attention, lack of experience in using such tools, difficulties in evaluating female students performance, lack of face-to-face teaching, etc.

Although the CCTV helps to teach female students in Saudi Arabia, it causes many technical and educational problems. Hafiz (1991) noted many difficulties related to teaching through CCTV, such as the lack of trained teachers, difficulties in evaluating female students, class management, and participation. Other research finds that female students are not active in the English classes, which run by male instructors. According to the researcher's experience, Saudi female students at the College of Arts in Shahbah at Albaha University face the same problems. In sum, these difficulties have some relations with the tools of the study, class management, and female students evaluation.

Questions of the study

1. Are teaching tools suitable for teaching female students through CCTV at Shahbah College?
2. Do male instructors face any difficulties in managing female classes?
3. Is it difficult for male instructors to assess females performance through CCTV?

Hypotheses

1. Teaching tools are suitable for teaching female students through CCTV.
2. Male instructors face some difficulties in managing female classes.

3. It is difficult for male instructors to assess females performance through CCTV.

Review of Literature

Theoretical framework

The use of television in teaching foreign languages has started in the 1950s in the UK and the USA as the first countries that use TV in the teaching process. In the 1960s, some Arab countries have begun to use television programs to teach students, especially in Egypt and Jordan. Then, the process has moved to other countries. Consequently, it spreads worldwide at different educational levels, training programs, job development, and teaching adults (Mohamed, et al. 2004).

Types of TV Wireless

Open-Circuit Television (OCTV)

In this type, the microphone and camera take the sound and photos, respectively in the studio. Then, they sent them through the waves by special instruments. Television receivers receive these waves and change them to sounds and pictures in open space. Then, lectures immediately appear in the female classes.

Closed-Circuit Television (CCTV)

The Closed-Circuit Television is a term that generally refers to the system that reach it through receiver tools only inside the system (Cieszynski, 2006); whereas, the educational CCTV is a television system used between the teacher and the students. It contains TV studio supplies with educational tools through which educational programs such as; films, videos, lectures, etc. The system sent these programs to female students in other rooms using receivers and TV screen (Sultan, 2005). CCTV room consists of the following teaching tools (Alhashemi, 2014):

1. Camera.
2. Light unit.
3. TV screen
4. Computer.
5. Receivers (in rooms for female students).
6. Cables.
7. Printer.

Uses of Closed-Circuit Television

The CCTV used in lectures for remote places such as teaching female students in Saudi universities, in large crowded rooms, in faculties of medicines to see critical surgery in rooms, and in faculties of Arts to teach applied linguistic courses for male and female students simultaneously (Zaiton, 2002). It is also used because of the shortage of female instructors and qualified teachers and in some Islamic countries where there are no co-education (Fathallah, 2007).

Communication through CC TV

In teaching through CCTV, male instructors observe those female students are passive. However, the classes prepared recently with teaching tools, such as

microphones/loudspeakers, which help students to participate in lectures (Zahir & Nabhani 1999). Accordingly, lectures through CCTV help female students to interact with each other and with the language materials.

Development of teaching female students through CCTV in KSA

The first college for girls constructed in Riyadh in 1390 H. At that time, male teachers teach female students some courses due to the shortage of female teachers. They use the educational Closed-Circuit Television in their teaching process. Consequently, the Ministry of Higher Education HR does their best to contract with female instructors from many Arab countries such as Egypt, Sudan, and Jordan. However, due to the spread of many female colleges in different parts of Saudi Arabia, and to the shortage of female instructors, they make contracts with male instructors to teach female students. This process requires the preparation of Closed-circuit TV studios for professional male teachers to teach females (Alshafei, 2013).

2.3 Previous studies

The researcher found a few recent research studies about teaching female students via the closed-circuit television in Saudi universities.

Almolhis (2005) holds a study aimed to investigate female students perceptions of being guided through the CCTV by male instructors in the College of Education at Taibah University. The sample of the study consisted of 98 female students selected randomly. The researcher used the descriptive method. He used two questionnaires: the first one was for evaluating the uses of CCTV, and the second one for measuring the perception of female students towards the application of CCTV. The findings of the study revealed that there were positive responses of female students toward the uses of Closed-Circuit Television.

A study carried out by Asemiri in (2006) investigated the purposes of using television circles technology in teaching female students at King Saud University. The study followed the descriptive-analytical method. The findings of the study revealed that the use of television circles in education helps to teach and develop women in Saudi society in general. According to these findings, teaching female students through CCTV depends mainly on the skills and experience of teachers.

A study by Fathallah (2007) examined the impact of using PowerPoint program through the Closed-Circuit Television to improve female performance at the College of Education in Onizah, Alqassim University (as cited in Alshahat & Awad (2009)). The researcher used the experimental method for three groups. The first experimental group consisted of 41 female students who studied slides of PowerPoint program through Closed-Circuit Television. The second experimental group studied slides of PowerPoint program accompanied by video through CCTV. In contrast, the control group traditionally studied the course without using teaching tools. The results of the study revealed the superiority of the second experimental group, that used PowerPoint with video, over the first experimental group and the control group.

Alshahat & Awad (2009) investigated the problems faced by female students in lectures held through Closed-Circuit Television at King Saud University. The study used the Descriptive-Analytical Method. The participants of the study were 199 MA female students who studied educational technology courses through CCTV in the first term (2008/2009). The findings of the study revealed that female students experienced many problems when they attended classes through CCTV. Also, they showed that female students performance was very weak due to the lack of interaction.

Another study hold by Ashafei (2013) examined the demonstrative and systemic problems of teaching female students through CCTV in female colleges and their impact on the education process. The researcher used the descriptive method. The tool of the study was a questionnaire presented to 459 participants who considered the samples of this study. The results of the study revealed that few female students participated and paid attention in classes hold through CCTV.

Methodology

The Study Participants

The participants of this study were 20 male professors. They taught female students , in Shahbah College of Arts at Albaha University, linguistics courses through CCTV in the summer term of 2018. They were selected randomly from three branches: Alaqeiq, Almandaq, and Quilua.

The Instrument of the study

This study used a questionnaire to collect data. It contained 16 items divided into three parts. Parts one contained five statements related to the tools of the study, part two consisted of six statements related to the class management variable, and part three consisted of five statements examined student assessment.

Statistical Reliability and Validity

Reliability refers to the reliability of any tests, to obtain the same results if the same measurement uses more than once under the same conditions. Besides, the reliability means when a particular test apply to several individuals and the marks of everyone have assessed. Then, the same test apply another time for the same group, and they can obtain the same scores which means this test is reliable. Also, reliability is the degree of the accuracy of the data that the test measurement. Some of the most used methods for calculating reliability are:

Alpha-Cronbach Coefficient.

Validity is also a measure used to identify the validity degree among the respondents according to their responses on certain criteria. The validity counted by several methods, such as validity, using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire means that the tool should measure the specific aim designed for. In this study, the validity was calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient estimates the measurement that uses in the questionnaire by using the Alpha-Cronbach coefficient Equation.

Basing on the above equation, to estimate the validity and the reliability of the instrument, the researcher distributed (10) samples of the instrument to the participants to estimate the reliability coefficient using the Alpha-Cronbach Coefficient. The results appeared in the following table one:

Table 1. *The reliability and validity coefficient*

Alpha-Cronbach	Reliability	Validity
Overall	0.81	0.901

It is evident from the results of the table one above that all reliability and validity coefficients for the sample individuals about each questionnaire theme, for the overall questionnaire, are higher than (50%), some of them are nearest to one. These results indicate the high validity and reliability of the responses. This means, the study instrument is valid and reliable giving correct and acceptable statistical analysis.

Statistical Instruments:

To satisfy the study objectives and to test its hypotheses, the researcher uses the following statistical instruments:

1. Mean.
- 2 Frequency
4. Non-parametric Chi-square test by using SPSS and EXSEL

Results and Discussion

This part discussed the analysis, evaluation, and interpretation of the data of 20 respondents, who represented the English teachers community at Abaha University.

Responses to the Questionnaire

The answers of the participants to the questionnaire elements tabulated and computed. The following points clarified the analytical interpretation and discussion of the findings regarding the objectives and hypotheses of the study. Each item in the questionnaire was analyzed statistically and discussed based on tables.

Analysis of the Questionnaire:

The researcher distributed the questionnaire on a determined study sample (n= 20) and constructed the required tables for the collected data. This step consisted of the transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5), respectively. Also, the graphical representations were used for this purpose.

Test of the Study Hypotheses:

To answer the study questions and examine the hypotheses, the mean and standard deviation computed for each statement of the instrument. To do that, the researcher gave five degrees for each response (strongly agree); four degrees for each answer (agree); three degrees for each response (uncertain); two degrees for each answer (disagree), and one degree for each response with (strongly disagree). This means, under the statistical analysis requirements, the nominal variables transformed to quantitative variables. After that, the non-parametric Chi-square test used to check if there were statistical significant differences amongst the participants' responses to the study hypotheses.

*Findings of the First Variable: Teaching Tool**Table (1) Chi-Square Test for Hypothesis NO. (1)*

N o	Statement	mean	SD	Chi - squ are	p- value
1	Male instructors use suitable tools for teaching female students	2.7	4.1	22	0.000
2	Using the smart board is one of the best teaching tools.	2.6	0.5	19	0.000
3	PowerPoint presentation helps in understanding lectures well.	2.5	0.9	31	0.000
4	The camera is a useful application for teaching.	2.9	1.6	22	0.000
5	The Closed- Circuit TV studio is well prepared for teaching.	2.7	4.1	22	0.000
6	Female classes are uncontrollable.	2.6	0.5	19	0.000

The calculated value of Chi-square for the significant differences for the participants responses for the first statement is (22), which is higher than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). These results indicate that, there are statistically significant differences at the level (5%) among the responses of the participants. Also, the calculated mean is (2.7), which is higher than the hypothesized mean (2.3), which supports the participants, who agree with the statement, “*Male instructors use suitable tools for teaching female student*”.

The Chi-square calculated value, for the significant differences for the participants' responses in the second statement, is (19), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7).

This indicates that there are statistically significant differences at the level (5%) among the participants' responses, also, the calculated mean is (2.6), which is higher than the hypothesized mean (2.3). These finding supports the respondents who agree with the statement, "*Using smart board is one of the best teaching tools*".

The calculated value of Chi-square for the significant differences for the participants' responses in the third statement is (31), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This indicates that there are statistically significant differences at the level (5%) among the responses of the participants. Also, the calculated mean is (2.5) which is more significant than the hypothesized mean (2.3). This result supports the participants who agree with the statement, "*PowerPoint presentation helps in understanding lectures well*".

The Chi-square calculated value for the significant differences for the participants' answers concerning the fourth statement is (22), which is higher than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the participants. Besides, the calculated mean is (2.9), which is more significant than the hypothesized mean (2.3). These results approve the respondents, who agree with the statement, "*the camera is a useful application for teaching*".

The calculated value of Chi-square for the significance of the differences for the respondents' responses in the fifth statement is (22), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%), which is (11.7). This indicates that there are statistically significant differences at the level (5%) among the responses of the study participants. Furthermore, the calculated mean is (2.7), which is higher than the hypothesized mean (2.3), that supports the respondents who agree with the statement, "*the electronic circuit is well prepared for teaching*".

The Chi-square calculated value for the significant differences for the participants' responses for the sixth statement is (19), which is greater than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). These results indicate that there are statistically significant differences at the level (5%) among the responses of the participants. Also, the calculated mean is (2.6) which is higher than the hypothesized mean (2.3). These results approve the respondents who agree with the statement, "*Female classes are uncontrollable*".

According to the previous results, we accepted the first hypothesis.

Findings of the Second Variable: Class Management

Table (2) Chi-Square Test for Hypothesis NO. (2)

Nom	Statement	mean	SD	Chi square	p-value
1	A limited number of female students attend classes that presented by male instructors.	3.8	3.1	27	0.000
2	Most of the female students attend classes presented by male teachers.	3.7	3.5	29	0.000
3	Male instructors can easily manage female classes.	3.6	0.5	34	0.000
4	Female supervisors help in controlling the classroom.	3.4	1.6	27	0.000
5	Female students usually pay no attention during the classes presented by male instructors.	3.9	2.7	23	0.000

The calculated value of Chi-square for the significance of the differences for the participants' responses in the first statement is (27), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This indicates that there are statistically significant differences at the level (5%) among the participants' responses. Also, the calculated mean is (3.8), which is more significant than the hypothesized mean (2.3). These findings support the participants, who agree with the statement, "*Limited number of female students attend classes presented by male instructors*".

The Chi-square calculated value for the significance of the differences for the respondents' responses for the second statement is (29), which is higher than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). This result reveals statistically significant differences at the level (5%) among the responses of the study participants. Besides, the calculated mean is (3.7) which is higher than the hypothesized mean (2.3). These results approve the participants who agree with the statement: "*Most of the female students attend classes presented by male teachers*".

The calculated value of Chi-square for the significant differences for the participants' answers for the third statement is (34), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This shows statistically significant differences at the level (5%) among the responses of the respondents.

Moreover, the calculated mean is (3.6), which is more significant than the hypothesized mean (2.3), which supports the respondents who agree with the statement, “*Male instructors can easily manage female classes*”.

Chi-square calculated value for the significant differences for the participants’ responses for the statement no. (4) is (27), which is greater than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This result reveals statistically significant differences at the level (5%) among the responses of the study samples, and also the calculated mean is (3.4), which is higher than the hypothesized mean (2.3). These findings approve the respondents who agree with the statement, “*Female supervisors help in controlling the classroom*”.

The calculated value of Chi-square for the significance of the differences for the participants’ responses in the fifth statement is (2,3) which is superior to the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the participants. Also the calculated mean is (3.9) which is higher than the hypothesized mean (2.3) which supports the respondents who agree with the statement,

“female students usually pay no attention during the classes presented by male instructors” According to the previous results, we accept the second hypothesis.

Results of the Third Variable: Students Assessment

Table (3) Chi-Square Test for Hypothesis NO. (3)

No	Statement	mean	SD	Chi-square	p-value
1	female instructors should teach female students.	2.8	3.4	25	0.000
2	Male instructors help in developing female students performance.	2.5	1.5	19	0.000
3	Lack of the direct learning causes students weak performance.	2.4	0.9	31	0.000
4	It is difficult for male instructors to assess female students oral performance accurately.	2.9	1.6	25	0.000
5	Male instructors are not allowed to monitor the written test.	2.6	0.7	36	0.000

The calculated value of Chi-square for the significance of the differences for the participants responses in the first statement is (25), which is superior to the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). This result indicates that there are statistically significant differences at the level (5%) among the responses of the respondents. Also, the calculated mean is (2.8) which is higher than the hypothesized mean (2.3), which approves the respondents who agree with the statement, "*female instructors should teach female students*".

The Chi-square calculated value for the significance of the differences for the study samples' responses in the second statement is (19), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This finding shows that there are statistically significant differences at the level (5%) among the responses of the study samples. Besides, the calculated mean is (2.5) which is more significant than the hypothesized mean (2.3). these findings support the participants who agree with the statement, "*Male instructors help in developing female students performance*".

The calculated value of Chi-square for the significant differences for the participants' answers for the third statement is (31), which is higher than the tabulated value of Chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This result reveals statistically significant differences at the level (5%) among the responses of the respondents. Also, the calculated mean is (2.4), which is higher than the hypothesized mean (2.3). These results support the respondents who agree with the statement "*Lack of direct learning causes students weak performance*".

The calculated value of Chi-square for the significance of the differences for the participants responses in the fourth statement is (25), which is higher than the tabulated value of chi-square at the degree of freedom (4), and the significant value level (5%) which is (11.7). This indicates that there are statistically significant differences at the level (5%) among the responses of the participants. Also, the calculated mean is (2.9), which is more significant than the hypothesized mean (2.3). These findings approve the respondents who agree with the statement "*It is difficult for male instructors to assess female students oral performance accurately*".

The calculated value of Chi-square for the significance of the differences for the respondents' responses in the 5th statement is (36), which is higher than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (5%) which is (11.7). This result shows statistically significant differences at the level (5%) among the responses of the participants. Besides, the calculated mean is (2.6), which is superior to the hypothesized mean (2.3). This proves the respondents who agreed with the statement "*male instructors are not allowed to monitor written test.*"

According to the previous results, we accept the third hypothesis.

The findings of the present study show that male instructors face some problems related to the tools of the study, class management, and students evaluation when they teach Saudi female students through CCTV in the College of Arts in Shahba. Its findings go in line with some study findings like those of Hafiz (1991), Alshahat & Awad (2009), and Alshafei, (2013). These studies support the findings of this research in that male instructors face some difficulties when they teach female students through Closed-Circuit Television at Albaha University. These problems are lack of paying attention, participation, and female students are unserious in lectures held via CCTV. Also, some instructors lack the experience of teaching through Closed-Circuit Television. This is the first study that addresses the difficulties that face male instructors when they teach female students linguistic courses through CCTV at Albaha University.

Conclusion and implication

The present study investigated the difficulties faced by male teaching staff involved in teaching female students through Closed-Circuit Television at Albaha University. The findings of the study revealed that male instructors faced many problems in teaching female students through CCTV. According to the study findings, we accept all hypotheses of the study. The CCTV room prepared with the suitable teaching tools for teaching female students. However, male instructors faced some difficulties in managing female classes due to the lack of direct teaching. Also, the results showed some problems hinder male instructors in assessing female students performance for the same reasons. So, it concluded that female instructors should teach female students instead of their male counterparts. In terms of the findings, the study offers valuable implications those help in improving teaching female students through CCTV at Albaha University and other Saudi universities. The lack of direct teaching causes weakness in the female students performance. Male instructors should improve their skills to use CCTV by attending training courses and workshops. Furthermore, technicians should set up the system before language classes.

Recommendations

In light of the findings, the study recommended:

1. Male teaching staff should attend training to use the various teaching tools in **CCTV** studio.
2. The University Directorate should encourage the teaching staff to use recent technology in their presentations.
3. Teachers should motivate female students to participate in lectures.
4. Female monitors must attend lectures held by male instructors to assess in managing the classes.
5. The Directorate should prepare CCTV rooms with the necessary teaching tools.
6. Male teachers should develop new assessment methods to enhance female students performance.
7. Trained technicians should check CCTV studio before lectures.
8. Female instructors should teach female students linguistic courses.
9. The Deanship of the College of Arts should make a contract with the trained female instructors to solve the problem.

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Appendices

Appendices

Appendix (A): Teacher’s Questionnaire

-Teacher’s name (optional)			
- Qualifications	a. MA []	b. PhD	
- Academic Post	a. Lecturer	b. Assistant Prof.	c. Associate Prof.
d. Professor			

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This questionnaire is a tool used to collect data to contribute to the research paper entitled '*Difficulties of Teaching Female Students through Closed Circuit Television in the Female College of Arts in Shahba, at Albaha University*. It consists of sixteen items classified into three variables. Your responses are used only for research purposes. Please, tick (√) choose from [1 to 5].

5- Lickert scale is used.

1= strongly agree	2= agree	3 =unsure	4= disagree	5= strongly disagree
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Table (5): teachers' Questionnaire:

Statements	1	2	3	4	5
[1] Teaching tools					
1 Teaching staff use suitable tools for teaching female students					
2. Using smart board is one of the best teaching tools.					
3. PowerPoint Presentation helps in understanding lectures well.					
4. Camera is a good application for teaching.					
5. The CCTV studio is well prepared					
[2] Classroom management					
6. Female classes are uncontrollable.					
7. Limited number of students attend classes presented by male teachers.					
8. Most of the girls attend the classes presented by male staff members.					
9. Male teachers manage easily female classes.					
10. Female supervisors help in controlling the class.					
11. Female students usually pay no attention during classes presented by male teachers.					
[3] Students' assessment					

12. Female teachers should teach female students.					
13. Male staff members help in developing female students performance.					
14. Lack of the direct learning causes students weak performance.					
15. It is difficult for male staff members to assess female students oral performance properly.					
16. Male staff members are not allowed to observe students in the written tests.					