

Study abstract

Study title: The degree of the educational supervisor's contribution to help elementary school teachers use learning styles/patterns to teach their students.

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Objectives of the study: The study aimed to know the degree of the educational supervisor's contribution in helping female teachers to use the learning style/pattern (auditory-visual-motor) in teaching primary school pupils. The study also aimed to know the statistically significant differences between the female teachers in the degree of the educational supervisor's contribution to the use of patterns due to the different demographic characteristics of the study sample in terms of (the classes taught, training courses in the field of learning styles, educational experience, training courses) as well as knowledge of the difficulties faced by primary school teachers when using learning patterns in teaching for their schoolgirls.

Study population and its sample: The study population consisted of primary school teachers in the city of Makkah Al-Mukarramah, numbering (5389), and a random sample available (500) female teachers was chosen, and the study was applied in the first semester of the academic year(1439-1440 AH 2018-2019)

Study method: The study followed the descriptive survey method.

Study Tool: The questionnaire tool was used to collect data from participants.

Statistical methods used: The study data were analyzed through a set of appropriate descriptive and inferential statistical methods using the Statistical Package for Social Sciences (SPSS) program.

- **Results of the study:** The results of the study revealed many important results: The degree of the educational supervisor's contribution in helping primary school teachers to use the three learning styles (visual, auditory, and motor) in teaching from the point of view of the teachers as a whole came average, as it resulted in the lack of Statistically significant differences at the level of significance ($\alpha \leq 0,50$) between the averages of the responses of the sample members about the degree of the educational supervisor's contribution to teaching elementary school pupils from the point of view of teachers in all axes as well as the total score depending on the variable of the classes taught (higher - primary), variable years of experience and variable number a Training courses, as well as the presence of statistically significant differences between the averages of the responses of the sample members about the degree of the educational supervisor's contribution to the use of learning patterns in the teaching of primary school pupils from the point of view of teachers in all axes as well as the total score depending on the variable of training courses in the field of learning patterns (ongoing – not ongoing) where all the values of “T” for the significance of the differences were indicative at the level of significance ($\alpha \leq 0,50$) and all differences were in favor of female teachers who got training courses in the field of learning patterns, the degree of availability of difficulties in using learning styles in teaching from the point of view of teachers to the degree of availability of these difficulties (for the axis as a whole) was equal to 3.68, with a standard deviation of 1.14.

- **Recommendations and suggestions:** The study recommended taking advantage of its findings, which lie in the necessity of providing a teacher by the Ministry of Education in charge of assisting primary class teachers (early childhood) in planning, implementing and evaluating classroom curricula. The study suggested conducting further studies to reveal the effectiveness of models Learning styles in teaching stages of education such as (Biggs and Culp) model.

Key words: degree of contribution, educational supervisor, patterns of learning, elementary stage/level